

## District of Columbia Narrative Report 2010-2011

In Program Year 2010-2011 (PY 2011), the Office of the State Superintendent of Education, Adult and Family Education (OSSE AFE) awarded federal Adult Education and Family Literacy Act (AEFLA) and local funding to twenty-two (22) community-based organizations for the provision of Adult Basic Education, Adult Secondary Education, English as a Second Language, English Literacy/Civics, and Family Literacy services to residents of the District of Columbia.

As a result of a grant competition held in PY 2010 for PY 2011 funding, the OSSE AFE awarded funding to program providers to implement six new service models that integrate adult education services with ancillary, workforce transition and/or post-secondary education transition services. OSSE AFE created the six service models to encourage providers to innovate and develop seamless programming with adult education at its core, infused with ancillary, workforce transition and/or postsecondary transition services to assist adults in increasing their educational functioning levels so that they might enter employment, retain employment, obtain a GED or secondary school diploma, and/or enter postsecondary education or training. Funding was tiered to ensure that organizations offering a more intensive model would have the necessary fiscal, human and material resources and partnerships in place to offer these services.

<b>Adult Education Service Models</b>	
<b>Service Model I</b>	Category A: Adult Education and Category B: Ancillary Services
<b>Service Model II</b>	Category A: Adult Education, Category AA: <u>EL Civics</u> and Category B: Ancillary Services
<b>Integrated Service Models</b>	
<b>Service Model III</b>	Category A: Adult Education, Category AA: <u>EL Civics</u> and Category B: Ancillary Services integrated with Workforce Transition Services to English Language Learners
<b>Service Model IV</b>	Category A: Adult Education, Category AA: <u>EL Civics</u> and Category B: Ancillary Services integrated with Workforce –AND– Postsecondary Education Transition Services to individuals at or below the ASE Level
<b>Service Model V</b>	Category A: Adult Education and Category B: Ancillary Services integrated with Workforce –OR– Postsecondary Transition Services to individuals at or below the ASE Level
<b>Service Model VI</b>	Category A: Adult Education and Category B: Ancillary Services integrated with Workforce –AND– Postsecondary Education Transition Services to individuals at or below the ASE Level
<b>Description of Services</b>	
<b>Category A – Adult and Family Education Services</b>	Adult literacy services may include Adult Basic Education (ABE), Adult Secondary Education (ASE)/General Education Development (GED)/National External Diploma Program (NEDP), English Literacy, Family Literacy, and Workplace Literacy.
<b>Category AA – Adult and Family Education Services</b>	Integrated English Literacy/Civics Education (IEL Civics).
<b>Category B – Ancillary Services</b>	Ancillary services may include financial literacy, health literacy, counseling and coaching, mentoring, referral to social service agencies, coordination and follow-up on participant acquisition of social service benefits, linkages to community resources to address participants' basic needs via food banks, clothing banks, physical and visual health care providers, health and wellness information, and housing assistance programs.
<b>Integrated Workforce Transition Services</b>	Integrated workforce transition services may include contextual learning opportunities for <u>adult learners at or below the adult secondary level</u> so that they can improve their reading, math, writing, listening and/or speaking skills and successfully transition to job training and/or work.
<b>Integrated Postsecondary Education Transition Services</b>	Integrated postsecondary education transition services may include contextual learning opportunities to <u>adult learners at or below the adult secondary level</u> so that they can improve their reading, math, writing, listening and/or speaking skills and successfully transition to postsecondary education.

In the PY 2010 District of Columbia Annual Performance Narrative Report, the OSSE AFE reported on an analysis of its NRS data from PY 2005 through 2010; this analysis was possible because the sub-grantees had remained steady with continuous funding during that five-year period. With the longitudinal analysis complete, the PY 2011 NRS tables will be used to establish baseline data for the new service models launched that can be used for a two-year comparative analysis in PY 2012 and a three-year comparative analysis in PY 2013.

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

#### Monitoring, Professional Development and Technical Assistance

The OSSE AFE based the PY 2011 professional development activities on the results of PY 2010 monitoring data. Monitoring results inform the OSSE AFE professional development and technical assistance so that the state can address the categories in which sub-grantees had earned the lowest number of points. Based on PY 2010 data in the Instructional Models and Methods category, the PY 2011 professional development series, which is offered to adult educators in OSSE AFE funded and non-funded organizations, emphasized instructional design aimed at making classroom teachers more effective to increase learner outcomes.

The PY 2011 professional development series included: (1) CASAS Implementation Training; (2) Payne Learning Needs Inventory Training and Instructional Practices, Modifications and Accommodations for Learning Disabled Students and Learner-Centered Approaches that Build Metacognition; (3) Grant Writing 101; (4) The Strategic Adult Educator; (5) Literacy Adult Community Education System (LACES) workshops that included Introduction to LACES, LACES Troubleshooting, and LACES and NRS Core Goals Follow-up; (6) National Center for Family Literacy Research Based Strategies for Adult Reading Instruction; (7) DC Metro Areas Self-Sufficiency Calculator; (8) OSSE AFE Monitoring Tool Troubleshooting; (9) Using Technology in the Classroom; and (10) National External Diploma Program Orientation and New Advisor/Assessor Training.

The OSSE AFE collaborated with the DC Children and Youth Investment Trust Corporation (DC CYITC) to provide professional development, technical assistance and monitoring services and also to build capacity in the DC adult and family education community by providing resources to OSSE AFE and DC CYITC grantees and other non-profit or community-based agencies wishing to add, or enhance, an adult education component in their programs.

The OSSE AFE also works in collaboration with DC LEARNs, the DC Public Library, Adult Literacy Resource Center and Wider Opportunities for Women to offer professional development to the adult and family education community including OSSE AFE sub-grantees, non-sub-grantees, faith based providers, AmeriCorps members, and volunteers.

#### Distance Education

The OSSE AFE continued to offer the following instructional software to program providers to be used for distance education as well as for classroom instruction: Kentucky Education Television's pre-GED and GED Connection, TV 411, and Workplace Essential Skills; Phillip Roy Life Skills/Character Education; and SkillsTutor. These software products are available to sub-grantees, non-grantees and agency partners.

#### University of the District of Columbia Graduate Certificate Program and Master in Adult Education Program

The OSSE AFE has supported the Graduate Certificate Program in Adult Education at the University of the District of Columbia (UDC), Department of Education since it began in 2000. In PY 2010, UDC announced its plans to transfer its Department of Education to its Center for Urban Education. As one of its efforts in professionalizing the field, the OSSE AFE is supporting UDC in re-establishing and modifying its previously offered Master of Arts in Adult Education, which will be one of the degrees offered within the Center for Urban Education. The Graduate Certificate Program will articulate to the master's program, allowing the certificate credits to be transferrable.

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The PY 2011 effort was to complete all continuing participants in the Graduate Certificate Program in PY 2011. Thus, UDC ensured that the students currently enrolled in the Graduate Certificate Program completed the appropriate coursework for the program. This occurred and the University did not enroll any new participants into the Graduate Certificate Program. The OSSE AFE and UDC used PY 2011 to commission a study to research and analyze trends in the field of adult education and certification efforts across the country to develop and plan for the Master of Arts degree in Adult Education which is anticipated to begin in 2013.

### **National External Diploma Program (NEDP)**

In PY 2010, OSSE AFE assumed state responsibility for the National External Diploma Program. OSSE AFE is working with the Comprehensive Adult Student Assessment Systems (CASAS) National Office, DC Public Schools, and the DC NEDP Advisory Committee to develop state policies and procedures to formalize and expand the NEDP option in the District of Columbia. The OSSE AFE supported two (2) of its sub-grantees in becoming NEDP sites in PY 2011, thus raising the number of NEDP sites in DC from six (6) to eight (8). The two new NEDP sites bring the NEDP to two key populations – English Language Learners (ELL), funded as a Service Model III program, and adult learners in an ABE/ASE program with a workforce transition component, funded as a Service Model V program. The OSSE AFE sponsored the NEDP New Advisor/Assessor training for twelve (12) participants in fall of 2010 to minimize the burden to programs in training additional NEDP Advisors/Assessors so that the District can expand this very viable option for adult learners to attain a high school diploma. Additionally, the state distributed NEDP materials to all sites throughout the year.

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

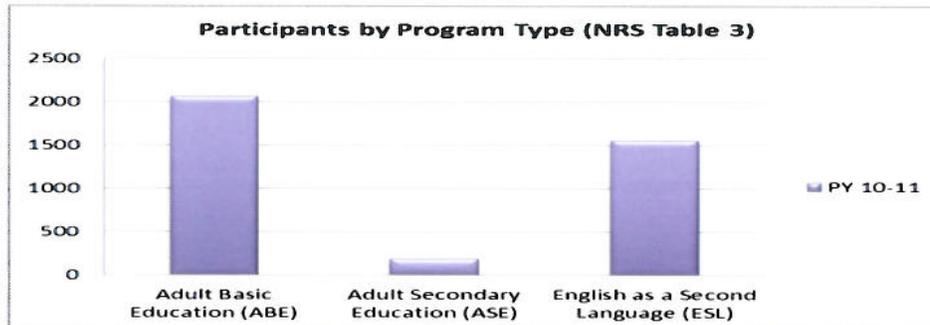
As a result of the grant competition and implementation of the service models, OSSE AFE anticipated a slight reduction in the number of NRS reportable adult learners served in PY 2011. As expected, the total number of participants served in PY 2011 (n=3,808) decreased by 10.4% from the number served in PY 2010 (n=4,247). Two factors contributed to the reduction of total participants: (1) the implementation of the new service models in which adult learners receive more intensive services on the adult education/workforce and postsecondary transition continuum than those previously offered by OSSE AFE sub-grantees; and (2) the decrease in the number of sub-grantees from twenty-four (24) in PY 2010 to twenty-two (22) in PY 2011 (and in which two of the twenty-two were new OSSE AFE sub-grantees, and thus, had a learning curve to adhere to all of the compliance requirements and to become proficient in using LACES, the state's management information system).

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### **DC PY 2011 Participants by Program Type (NRS Table 3)**

In PY 2011, a total of 4,837 adult learners participated in adult education services in OSSE AFE funded programs. Of this total number, 1,029 engaged in one to eleven instructional hours while 3,808 met the NRS guidelines (a valid assessment and 12 or more instructional hours) and were reportable to the U.S. Department of Education on the NRS tables. Thus, in PY 2011, the OSSE AFE had a 78% retention rate ( $3,808 \div 4,837$ ) of learners who remained in OSSE AFE programs for 12 or more hours. This reflects an increase of 18% compared to the percentage of participants ( $n=60\%$ ) who remained in OSSE AFE programs 12 or more hours and were reportable to the U.S. Department of Education in PY 2010. This significant increase in retention may be due to the increased emphasis on instructional practices in the state's professional development, technical assistance and monitoring. Another possible factor in the increase is that the more intensive service models, which included the provision of ancillary services, may have reduced some barriers that adult learners typically experience, such that participants were retained in the program longer.

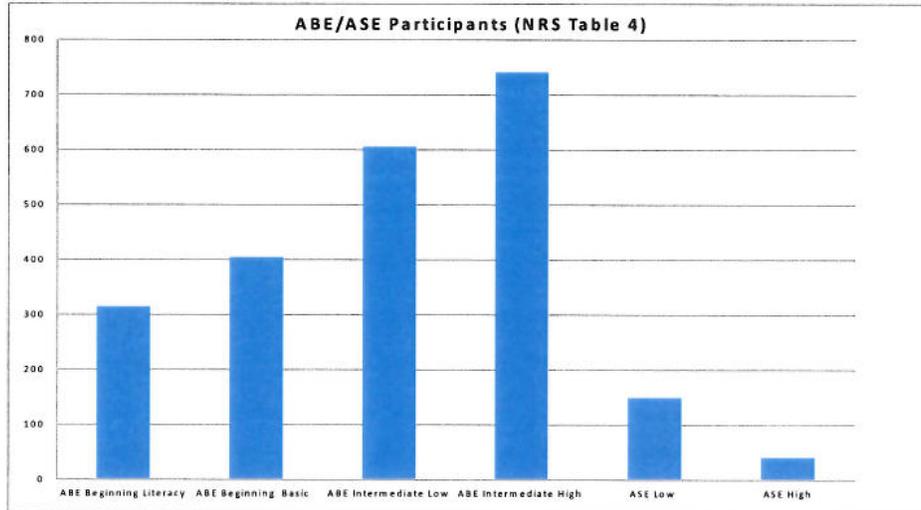
Of the total number of learners ( $n= 3,808$ ) that met the NRS guidelines, students in Adult Basic Education (ABE) comprised the single largest group by program type with 54.2% ( $n=2,064$ ) of the total learners served. Five percent (5%) of the total number of learners ( $n=189$ ) served were in Adult Secondary Education (ASE) and 40.8% ( $n=1,555$ ) were enrolled in English as a Second Language (ESL).



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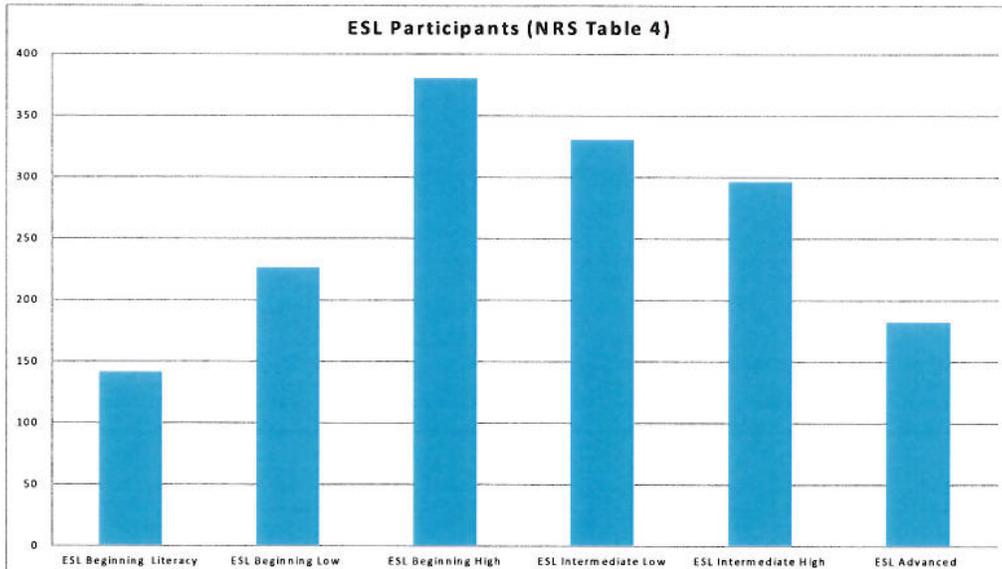
### DC PY 2011 ABE/ASE Participants by Educational Functional Level (NRS Table 4)

Of the total number of ABE and ASE participants (n=2,253), the largest number of students (n=741) entered at the ABE Intermediate High level followed by (n=605) the ABE Intermediate Low level. The smallest number of participants (n=40) entered at the ASE High level.



### DC PY 2011 ESL Participants by Educational Functional Level (NRS Table 4)

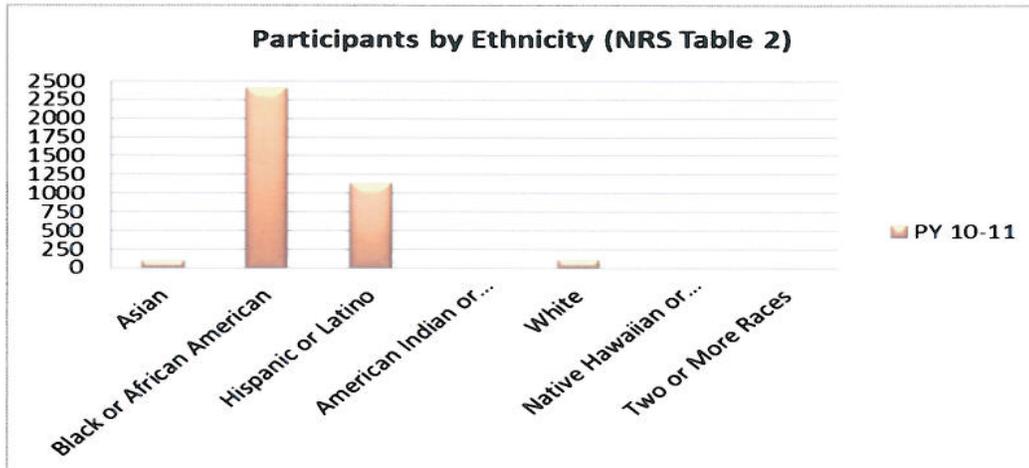
Of the total number of ESL participants (1,555), the largest number of students (n=380) entered in ESL Beginning High followed by (n=330) the ESL Intermediate Low level.



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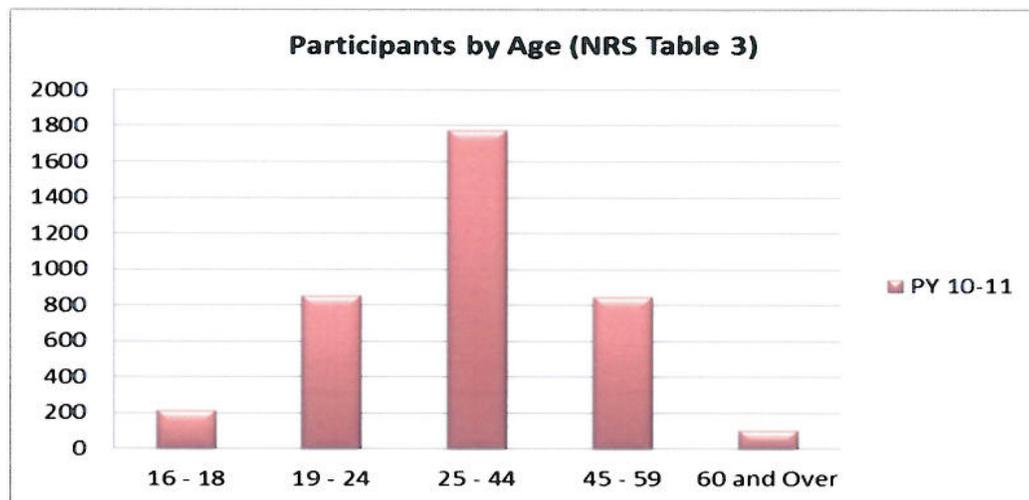
### DC PY 2011 Participants by Ethnicity (NRS Table 2)

At 63.5%, Black or African American participants (n=2,419) comprised the largest group of learners served. Hispanic participants comprised the second largest group with 30.2% (n=1,148). Participants who identified as “Native Hawaiian or Other Pacific” and “Two or More Races” each made up less than one percent of total learners served with .08% (n=3) and .18% (n=7), respectively.



### DC PY 2011 Participants by Age (NRS Table 2)

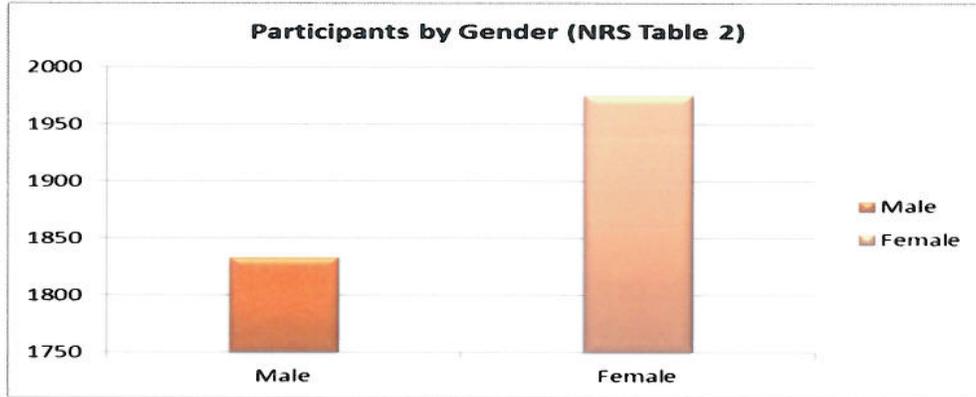
At 46.6%, adult learners 25-44 years of age (n=1,776) comprised the largest group of participants. This number is followed by 19-24 year olds who make up 22.5% (n=858) of the total number served, with adult learners 45-59 years of age almost evenly ranked at 22.3% (n=848). Participants age 16-18 and 60 and over were the smallest groups served with 5.7% (n=217) and 2.9% (n=109), respectively.



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**DC PY 2011 Participants by Sex (NRS Table 2)**

Female adult learners made up 51.9% (n=1,975) of the total number of participants served and male adult learners made up 48.1% (n=1,833) of the total.



**OSSE AFE Performance (NRS Tables 4 and 5)**

Measure	2010-2011 Approved Targets	2010-2011 Actual Performance	Target Met or Exceeded
<b>NRS Table 4</b>			
ABE Beginning Literacy	27%	18%	-9%
ABE Beginning Basic Education	30%	25%	-5%
ABE Intermediate Low	26%	<b>27%</b>	<b>Exceeded</b>
ABE Intermediate High	15%	<b>16%</b>	<b>Exceeded</b>
ASE Low	13%	<b>21%</b>	<b>Exceeded</b>
ASE High	N/A	N/A	N/A
ESL Beginning Literacy	56%	<b>57%</b>	<b>Exceeded</b>
ESL Low Beginning	69%	61%	-8%
ESL High Beginning	45%	<b>49%</b>	<b>Exceeded</b>
ESL Intermediate Low	48%	36%	-12%
ESL Intermediate High	50%	35%	-15%
ESL Advanced	25%	17%	-8%
<b>NRS Table 5</b>			
Entered Employment	80%	67.7%	-12.3%
Retained Employment	54%	40.9%	-13.1%
Obtained a GED or Secondary School Diploma	93%	82.7%	-10.3%
Entered Postsecondary Education or Training	89%	72.5%	-16.5%

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

The OSSE AFE met or exceeded five (5) of its eleven (11) PY 2011 annual performance targets on Table 4 in the educational functioning levels of ABE Intermediate Low, ABE Intermediate High, ASE Low, ESL Beginning Literacy and ESL High Beginning.

To improve the state's performance on NRS Table 4 in PY 2012, the OSSE AFE will 1) work more closely with program providers to increase the number of students post-tested. Student hour reports will be generated by the state quarterly and forwarded to each program provider as a reminder to administer post-tests to students with 70 or more hours of instruction since their last assessment; 2) continue to run monthly diagnostic search reports in LACES (e.g. student demographic and performance data including educational gains, attendance) to ensure the accuracy and validity of data. Discrepancies will be reported to the program providers monthly to be corrected; 3) analyze student and teacher performance data from PY 2011 and use the data to design and offer professional development to teachers on how to provide more targeted and contextualized instruction to adult learners, particularly in math, the subject area by which a significant number of adult learners in OSSE AFE programs are being tracked; 4) modify its instructional strategies workshops to include a greater emphasis on teaching specific content (e.g. math, reading, writing and/or English as a Second Language); and 5) offer technical assistance to teachers on how to offer educational options for students (e.g. campus back/blackboard, distance education, NEDP) so that they can remain persistent in achieving their educational goals while fulfilling other life and work responsibilities.

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

The OSSE AFE saw a decline in the percentage of students achieving core goals on NRS Table 5. The decline may be attributed to the reality that the majority of students entering OSSE AFE programs are functioning on the Adult Basic Education level and require additional time to acquire the knowledge and skills needed to get a high school diploma or GED. Additionally, the current state of the economy has resulted in a decline in employment options for most Americans, especially individuals that do not have a high school diploma or its equivalency and/or have other barriers impeding their progress.

As previously stated, the OSSE AFE awarded grants in PY 2011 for new service models to integrate adult education, ancillary, workforce and post-secondary transition services. Eight of the twenty sub-grantees are funded for adult education activities in Service Models III, V and VI which include workforce and/or postsecondary transition services. As such, baseline data will be established using PY 2011 data. Impact data will be collected and evaluated in PY 2012 and subsequent years using the data from Table 5.

To improve the state's performance on NRS Table 5 in PY 2012, the OSSE AFE will 1) work more closely with providers to monitor their goal-setting practices and follow-up activities; 2) continue to explore data matching with the GED Testing Center, DC Department of Employment Services and/or postsecondary education institutions to unburden program providers of having to conduct follow-up surveys; 3) work with providers to increase the number of students that pass the GED exam through the provision of intensive and/or fast track GED instruction and tutoring to students who failed one or more sections of the GED exam; 4) work with National External Diploma Program (NEDP) providers to increase the number of students who acquire a high school diploma through the provision of additional NEDP advisors, assessors and tutors working with students to complete each phase of the program; and 5) work closely with the DC Department of Employment Services, the University of the District of Columbia Community College and other agencies, colleges and universities to understand and develop a process that facilitates adult learners' smooth transition to job placement, post-secondary education and/or training.

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### GED Testing

DC OSSE GED Testing and Verifications conducted 5,611 administrations of the General Educational Development (GED) Test during calendar year 2010. One thousand two hundred and four (1,204) different candidates completed either the full or partial GED tests during this period. Seven hundred and two (702) GED credentials were awarded. The GED pass rate for the District of Columbia was 62% as indicated in the table below.

<b>GED Test Credentials in the District of Columbia</b>		
<b>Program Year</b>	<b>2009-2010</b>	<b>2010-2011</b>
<b>Total Test Administrations</b>	4,129	5611
<b>Total Number of Candidates</b>	1,071	1204
<b>Credentials Awarded</b>	662	702
<b>Passage Rate</b>	61.7%	62%
<small><i>The 2009-2010 figures are from the 2009 GED Testing Program Statistical Report, January 1 – December 31, 2009. The 2010-2011 figures are from the 2010 GED Testing Program Statistical Report, January 1 – December 31, 2010.</i></small>		

### Program Monitoring Results

The OSSE AFE monitoring system evaluates local program performance and outcomes. Each sub-grantee is monitored annually and receives extensive technical assistance provided throughout the program year in person, by phone and via email. A monitoring team is assigned to each sub-grantee and provides technical assistance (assessment, instruction, data collection, resources, and cost reimbursement) and conducts regular data checks in LACES.

Beginning in PY10, the OSSE AFE mandated that all staff on the AEFLA grant participate in monitoring reviews/visits. This helped to ensure that all staff on the grant understood their role in helping the local program meet state performance, accountability and reporting requirements. The OSSE AFE also emphasized the critical importance of data integrity, which resulted in improved reporting of local program performance and student outcomes.

The OSSE AFE monitoring instrument was enhanced in PY 2011 to look more deeply at each sub-grantee's fiscal practices including verification of cost reimbursement requests and examination of evidence that the maintenance of effort had been met. At the PY 2011 final monitoring visits, monitoring teams were able to put into practice what they had learned at the U.S. Department of Education training on fiscal monitoring held in the spring of 2011. The state continues to refine its monitoring system, including modifying the monitoring tool by re-weighting the measures each year so that they align with federal, state and local priorities.

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

As stated above, the OSSE AFE developed six service models designed to deliver integrated services to adult learners to assist them in entering employment, retaining employment, obtaining a GED or secondary school diploma, and/or entering postsecondary education or training.

The OSSE AFE spent PY 2011 working with Workforce Investment Act (WIA) partners - the DC Department of Employment Services (DOES) and the DC Department of Human Services (DHS) – as well as the Mayor's Office of Returning Citizens, to develop partnerships and establish consistent assessment practices in each of these agencies and work collaboratively to support a learner's academic

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achievement and success while engaged in workforce development activities. DOES awarded the OSSE AFE \$300,000 which was re-granted to the OSSE AFE sub-grantees to provide assessment and literacy services on site at the DOES One-Stop Career Centers and off site at OSSE AFE provider agencies. Additionally, OSSE AFE laid the groundwork for a Memorandum of Agreement with DHS to work with its customers who receive Temporary Assistance to Needy Families (TANF) to administer the OSSE AFE assessment battery (Intake, CASAS Reading and Math Appraisals and Pre-Tests, Learning Disabilities Screening, and Goal Setting) and make appropriate referrals to adult education providers based on assessment results. The OSSE AFE and its providers will also track the progress of DOES customers, advise DHS, and provide regular reports to the partner agencies on the customers' persistence and educational gains.

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

The OSSE AFE awarded EL/Civics funds to four (4) sub-grantee organizations that provided services to 382 adult learners in PY 2011. Students increased their knowledge of the rights and responsibilities of U.S. citizenship and developed skills for civic participation. Below are descriptions of some of the activities funded by EL/Civics in PY 2011:

1. A class visited the Franklin Delano Roosevelt Memorial and learned about the period of President Roosevelt's presidency. The learners were impressed by the fact that the U.S. had had a President in a wheelchair.
2. Students established a Student Council, thus learning the process of representative government through the election of class representatives to the council and how to contribute to the school community by sharing leadership in decision-making.

In addition to increasing adult civic participation, a goal of the OSSE AFE family literacy EL/Civics programs is to help parents become informed advocates for their children and assist them to fully participate in the U.S. school system, thereby helping their children to become future active citizens. Adult learners participated in parent-teacher conferences and gained an understanding of the expectations for their children's learning, asked questions about their children's progress, and read progress reports/report cards.