



District of Columbia Narrative Report Program Year 2011-2012

Submitted to the U.S. Department of Education, Office of Vocational and Adult Education December 2012

In Program Year 2011-2012 (PY 2012), 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 (20) 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 made continuation awards to sub-grantees 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.

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

Monitoring, Professional Development, Technical Assistance and Resource Center

The OSSE AFE based the PY 2012 professional development and technical assistance activities on the results of PY 2011 monitoring data so that the state could address the categories in which sub-grantees had earned the lowest number of points. In PY 2012, over 500 adult educators participated in professional development activities including: the Comprehensive Adult Student Assessment Systems (CASAS) Implementation Training; Literacy Adult Community Education System (LACES) Training; Teaching Multilevel Learners in the ESL Classroom; Promoting Learner Transitions to Postsecondary Education and Work; the National External Diploma Program New Advisor/Assessor Training and other workshops offered in partnership with the OSSE AFE by the DC Public Library and DC LEARNS. In PY 2012, over 20 OSSE AFE sub-grantees and other local providers not funded by the OSSE AFE received technical assistance via onsite visits, telephone calls and/or webinars on: designing adult literacy programs; identifying and hiring teachers and staff; recruiting, orientating, educating and retaining students; screening adults for learning disabilities; developing and/or modifying intake, assessment and goal setting processes; administering and scoring educational assessments; aligning assessment, curriculum and instruction; developing lesson plans; collecting, analyzing and using data for continuous improvement; and other related topics. Additionally, the OSSE AFE, in partnership with the DC Children and Youth Investment Trust Corporation, makes resources (i.e. assessment instruments, instructional materials, software, dvds, books, and other supplies) available to OSSE AFE sub-grantees and other local providers in the city serving youth, adults and families via the Adult and Family Education Community Resource Center.

Graduate Certificate and Master of Arts in Adult Education

In PY 2013, the OSSE AFE will work in partnership with the University of the District of Columbia (UDC) Center for Urban Education, to expand its capacity to serve as the professional development provider for the state by redesigning and aligning the Graduate Certificate in Adult Education Program with a practice-based and research informed Master of Arts degree program. UDC will enhance course delivery through integrated technology and develop graduate level professional development modules and



course offerings that provide a comprehensive overview of critical theme areas in adult education.

DC Adult Educator Conference: Promoting Teacher Effectiveness to Drive Student Success

The OSSE AFE and the University of the District of Columbia held the two-day *DC Adult Educator Conference: "Promoting Teacher Effectiveness to Drive Student Success"* at the Kellogg Conference Hotel at Gallaudet University. Scheduled to coincide with National Adult Education and Family Literacy Week, The Honorable Mayor Vincent C. Gray named the week the District of Columbia Adult Education and Family Literacy Week with a proclamation that was read at the opening of the conference.

One hundred and seventy-five (175) adult educators attended the conference which featured sessions on Adult Basic Education (ABE), English as a Second Language (ESL), secondary school credential options for adults, web-based instructional software, postsecondary education and workforce transitions, and the GED 2014 led by forty-five (45) national and/or local presenters. We were privileged to have Cheryl Keenan, Director of the Office of Vocational and Adult Education (OVAE) at the U.S. Department of Education as the opening plenary keynote speaker and Johan Uvin, Deputy Assistant Secretary, OVAE as a luncheon speaker.

The OSSE AFE was proud to premiere a short film, [*The Adult Learner Story*](#), at the conference. The film, produced by the American Institutes for Research (AIR), highlighted the trials and triumphs of adult learners in literacy programs in the District of Columbia. Students and staff from two local provider agencies, the Academy of Hope and Carlos Rosario International Public Charter School, were honored to be a part of the project designed to raise awareness about the importance of adult literacy nationally.

National External Diploma Program (NEDP)

Since assuming state responsibility for the NEDP in PY 2010, the OSSE AFE has been working continuously with CASAS-NEDP, DC Public Schools (DCPS) and the DC NEDP Advisory Committee to develop state policies and procedures that formalize and expand the NEDP option in the District of Columbia. In PY 2012, the OSSE AFE developed a draft minimum age policy that was reviewed and approved by DCPS. The OSSE AFE is also working with DCPS to redesign the high school transcript generated from STARS, the DCPS information management system, for NEDP graduates. To eliminate questions from post-secondary education institutions about the validity of the current NEDP transcript, the redesigned NEDP transcript will include the CASAS NEDP competencies as units so that it aligns with and looks like a traditional high school transcript with Carnegie units/credits. The OSSE AFE will continue to build the infrastructure of the DC NEDP, help local programs to transition to and implement the NEDP Online in 2013 and expand the program in 2014 to ensure that the District of Columbia has multiple options for learners to earn a secondary school diploma.

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

In addition to, and complementary with, the preparations that OSSE AFE is making related to the GED Closeout Campaign, the OSSE used additional local funds provided to AFE to support the *Accelerated Learning: GED, National External Diploma Program (NEDP) and Pathways to Postsecondary Education and/or Work* Initiative. The goal of this initiative was to increase the number of DC residents with a secondary school credential and assist residents in transitioning to postsecondary education, qualifying for and entering job training and/or gaining employment. Sub-grantees used the Accelerated Learning local funding for intensive and fast-track GED instruction, GED tutoring, NEDP tutoring as well as for GED testing and graduation fees. Funds could also be used for workforce certification testing fees and postsecondary education application fees.

In this initiative, the OSSE AFE partnered with the DC OSSE GED Testing and Verification to contact GED candidates with partial passing GED scores and invite them to enter new and/or expanded fast-track GED programs in preparation for completing their GED exams. Data for the GED attainment goal of this

initiative is being collected through January 15, 2013 to accurately capture all GED credentials that were earned during the initiative period.

In addition to the GED activities, Accelerated Learning also provided funding and support to the eight (8) NEDP sites in the District of Columbia to assist participants in acquiring the knowledge and skills needed to earn a high school diploma.

To enhance the transition for adult learners who earn a GED or high school diploma, the initiative also funded the acquisition of workforce certification and postsecondary education transition activities.

Accelerated Learning: GED, NEDP and Pathways to Postsecondary Education and/or Work								
	Contracted Number of Participants	Actual Number of Participants	Number/Percentage of Participants Who Achieved Outcome to date		Number of Participants Retained/Making Progress Toward Outcome		Number of Participants Who Separated Prior to Achieving the Outcome	
	(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)
GED	120	195	61	31.2%	89	46%	47	24.1%
NEDP	53	65	59	91%	5	7%	1	1%
Pathways to Postsecondary Education and/or Work	85	117	62	53%	40	34.1%	17	15%

Percentages in Columns (d), (f) and (h) are calculated by dividing Columns (c), (e) and (g) by Column (b).

Financial Literacy Series

The OSSE AFE, in partnership with Lydia's House, provided a five-part monthly financial literacy series to adult learners in PY 2012. The "Your Money Counts" financial literacy series, which included five modules on Managing Your Money, Credit History, Using Credit, Banking and Homeownership, was provided to 218 learners. To assist adult educators in using these workshops to improve the reading and math skills of learners, the state aligned each "Your Money Counts" module to the CASAS competencies. By participating in any one of these workshops, learners became eligible for one-on-one sessions on credit and debt counseling, budget management and credit repair, in an effort to assist students in learning about, and preparing for, homeownership. Additionally, some learners, as a result of their participation, received one-on-one financial counseling and/or opened savings and checking accounts with a federal credit union instead of relying on neighborhood check cashing businesses that charge high interest rates.

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

In PY 2012, a total of 3,911 adult learners received services in OSSE funded programs. Of this number, 3,145 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 766 adult learners engaged in one to eleven instructional hours.

The total number of learners served in PY 2012 (n = 3,145) that met the NRS requirements decreased by seventeen point two percent from the number of learners served in PY 2011 (n = 3,808) that met the NRS

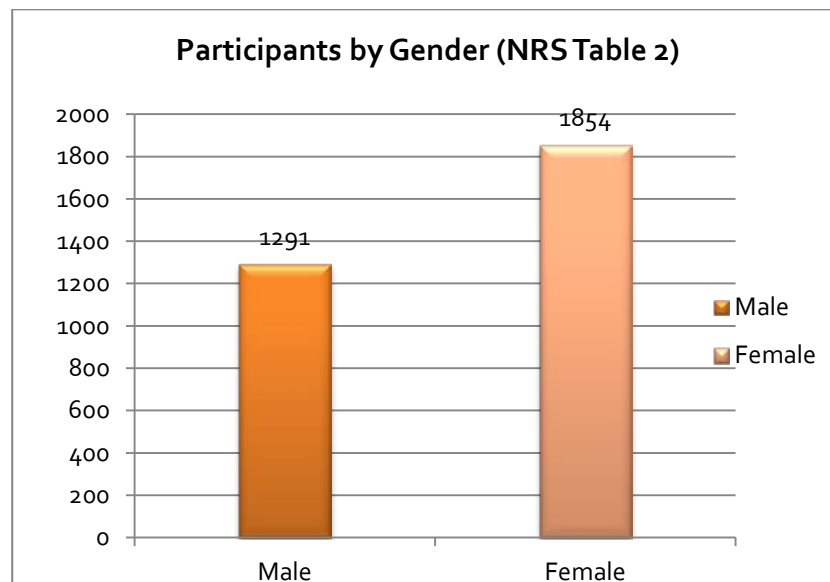
requirements. This decrease in the number of learners served in PY 2012 is attributable to the following factors:

- Two sub-grantees (ARCH and Very Special Arts) closed at the end of PY 2011. This resulted in a reduction in sub-grantees (from 22 to 20) and a reduction in the number of learners served in PY 2012. The leadership of these two agencies made the decision to close for different reasons; one organization closed entirely while the other ended its twenty year commitment to providing adult education and job training services to concentrate on economic development projects.
- Several sub-grantees reduced the number of students to be served in PY 2012 in an effort to improve local program performance and learner outcomes by focusing on quality over quantity. A number of sub-grantees who applied for funding under the new service models introduced in PY 2011 did so using the number of individuals that they had served in years past. However, the integrated service models required more intensive services. By PY 2012, sub-grantees had one year of data to analyze and used the data to develop more realistic enrollment targets for PY 2012 given the intensity of the service models.
- Additionally, one sub-grantee substantially reduced its numbers in preparation to close out its adult education program component at the end of PY 2012.

In PY 2012, the OSSE AFE achieved the goal of a three percent increase (n= thirty-three percent) in the percentage of learners completing a level in comparison to PY 2011 where thirty percent had completed a level. Additionally, the state's retention rate for those served increased in PY 2012 to eighty point four percent ($3,145 \div 3,911$) in comparison to seventy-eight percent in PY 2011. This increase in retention may be attributable to the increased emphasis on instructional practices in the state's professional development, technical assistance and monitoring. Another possible factor in the increase in retention may be the service models that integrate adult literacy with ancillary, postsecondary education and workforce transition services that were implemented in PY 2011 which included the provision of ancillary services. The intent is that the integrated service models will provide participants with opportunities to improve their literacy skills while also pursuing their goals of work and/or postsecondary education.

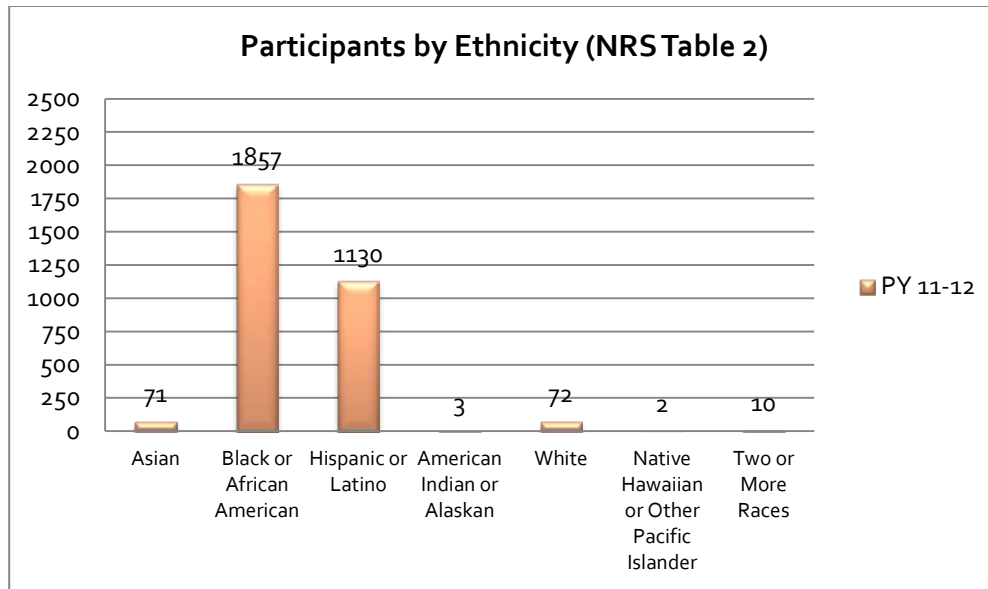
DC PY2012 Participants by Gender (NRS Table 2)

Female learners comprised fifty-nine percent (n = 1,854) of the total number of learners served, while male learners comprised forty-one percent (n = 1,291) of the total. This represents a slight shift in the breakdown from PY 2011 when OSSE AFE sub-grantees served fifty-two percent (n=1,975) female learners and forty-eight percent (n=1,833) male learners.

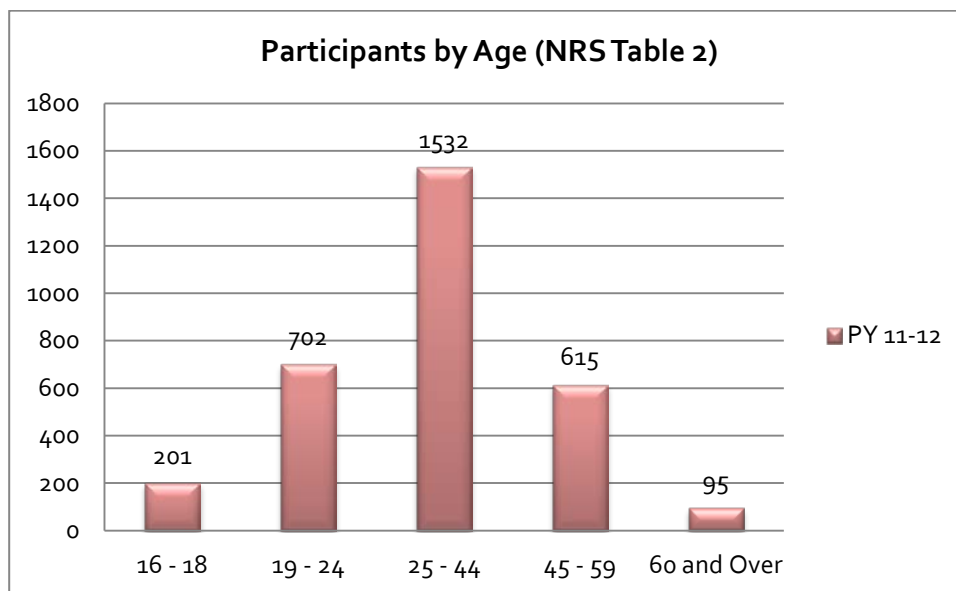


DC PY 2012 Participants by Ethnicity (NRS Table 2)

At fifty-nine percent, Black or African American participants (n = 1,857) comprised the single largest ethnic group of learners served.

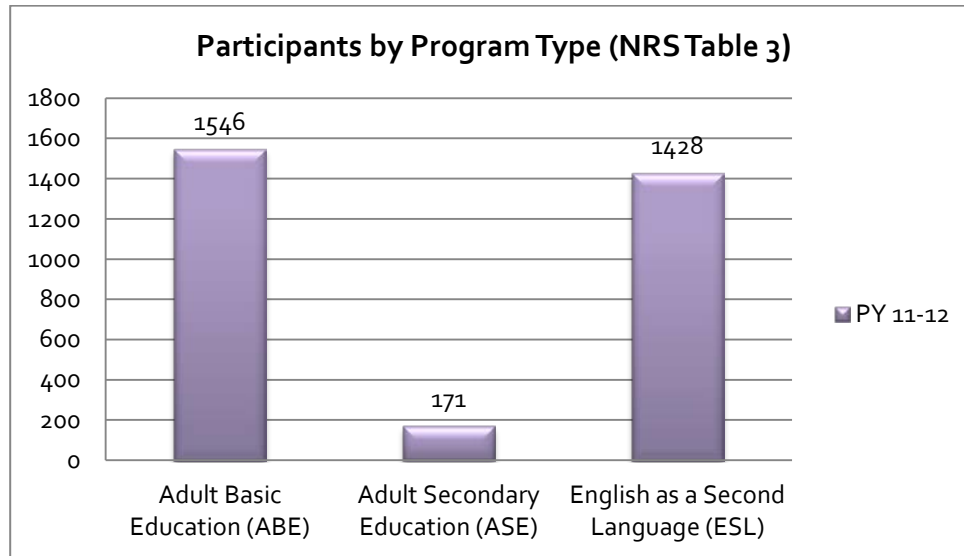
**DC PY 2012 Participants by Age (NRS Table 2)**

Consistent with past years, the largest single group of learners served, at forty-nine percent, (n = 1,532) were between 25 and 44 years of age. The second largest group of learners served at twenty-two percent (n = 702) were between 19 and 24 years of age, followed by twenty percent (n = 615) served between the ages of 45 and 59. The smallest groups of learners served were at opposite ends of the age continuum with six percent (n = 201) served between the ages of 16 and 18 and three percent (n = 95) age 60 and over.

**DC PY 2012 Participants by Program Type (NRS Table 3)**

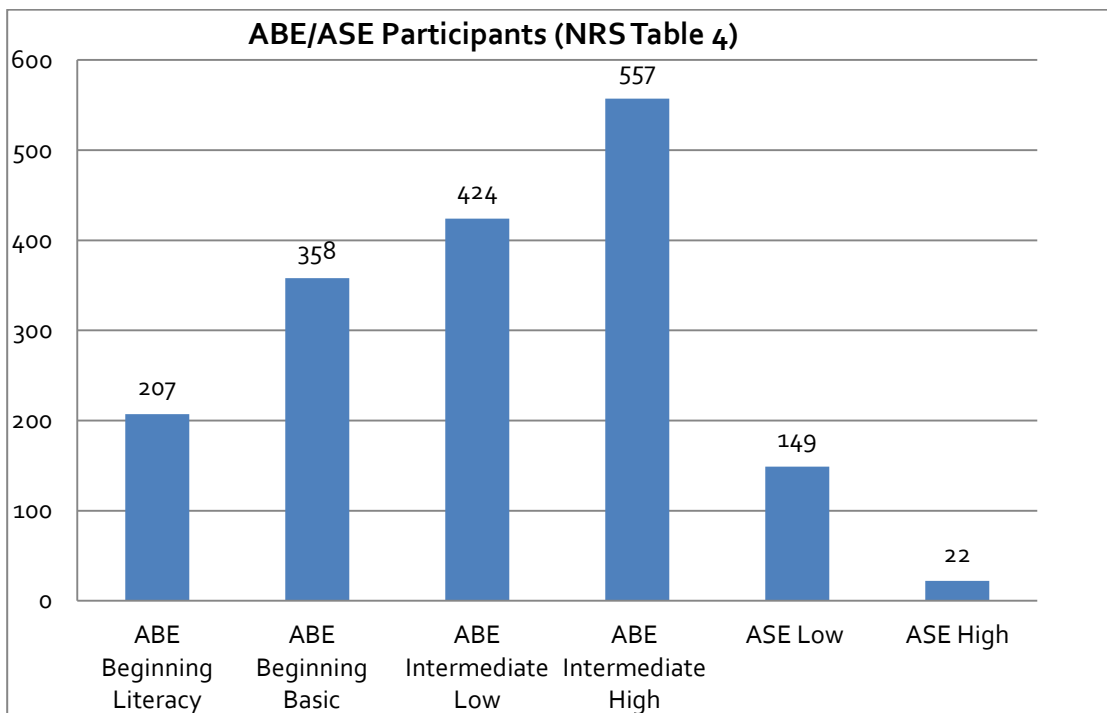
In PY 2012, of the total number of learners (n = 3,145) that met the NRS guidelines, students in Adult Basic Education (ABE) comprised the single largest group by program type with forty-nine percent (n =

1,546). The number of ABE learners were closely followed by the second largest group by program type with forty-five percent (n = 1428) of the learners receiving English as a Second Language (ESL) services. The smallest group of learners served by program type was the Adult Secondary Education (ASE) group at five percent. This is consistent with the NRS data that OSSE AFE has collected and reported for the last two years in which the OSSE AFE data has reflected five percent served in ASE.



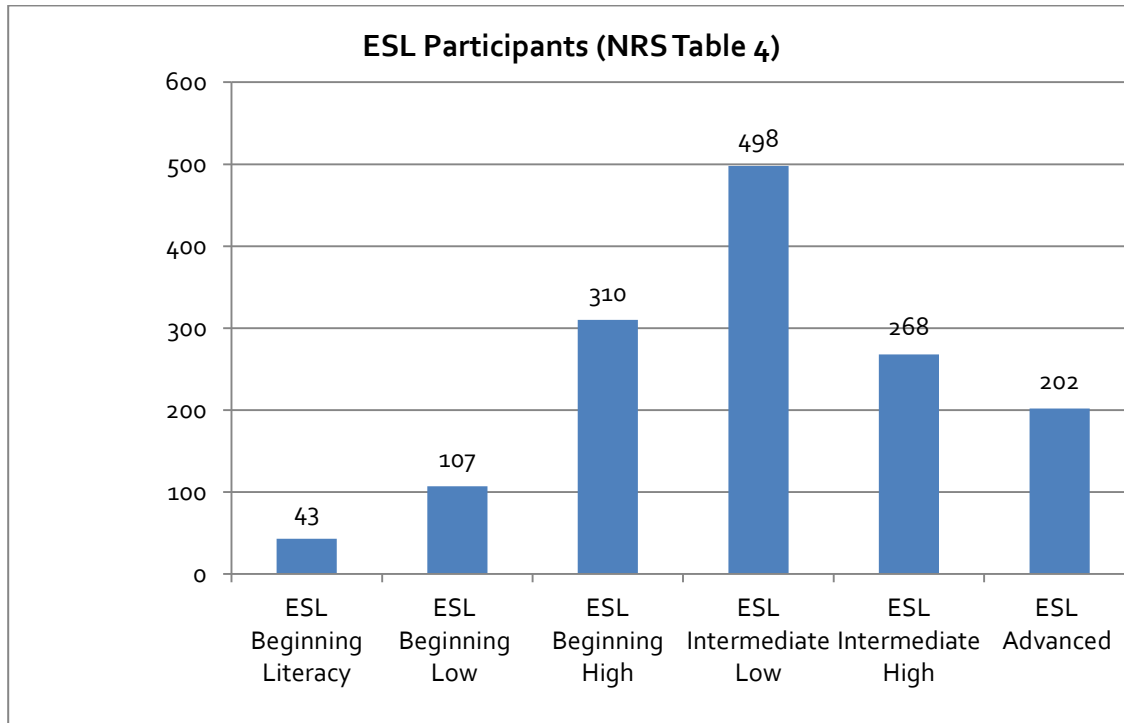
DC PY 2012 ABE/ASE Participants by Educational Functional Level (NRS Table 4)

Of the total number of ABE and ASE participants (n = 1,717), the largest number of students entered at the ABE Intermediate High level (n=557) followed by the ABE Intermediate Low (n = 424) level. The smallest number of participants entered at the ASE High level (n = 22). This breakdown is consistent with the breakdown of DC PY 2011 ABE/ASE Participants by Educational Functioning Level.



DC PY 2012 ESL Participants by Educational Functioning Level (NRS Table 4)

Of the total number of ESL participants (n = 1,428), the largest number of participants entered in ESL Intermediate Low (n = 498) followed by the second largest number of participants who entered in ESL Beginning High (n = 310). The smallest number of ESL participants entered in ESL Beginning Literacy (n = 43).



OSSE AFE Performance (NRS Table 4)

NRS Measure	2011-2012 Approved Targets	2011-2012 Actual Performance	2011-2012 Target Met/Exceeded
NRS Table 4			
ABE Beginning Literacy	26%	30.4%	Exceeded
ABE Beginning Basic Education	30%	31.3%	Exceeded
ABE Intermediate Low	32%	31.1%	- 0.9%
ABE Intermediate High	25%	28.0%	Exceeded
ASE Low	20%	26.2%	Exceeded
ASE High	N/A	27.3%	N/A
ESL Beginning Literacy	57%	48.8%	- 8.2%
ESL Beginning Low	59%	59.0%	Met
ESL Beginning High	56%	45.8%	- 10.2%
ESL Intermediate Low	44%	36.1%	- 7.9%
ESL Intermediate High	42%	31.7%	- 10.3%
ESL Advanced	27%	13.9%	- 13.1%

Continuous Improvement Efforts (NRS Table 4)

The OSSE AFE met or exceeded five (5) of its (11) eleven PY 2012 annual performance targets on NRS Table 4 in the educational functioning levels of ABE Beginning Literacy, ABE Beginning Basic Education,

ABE Intermediate High, ASE Low and ESL Beginning Low. The OSSE AFE met one of six ESL performance targets. This is attributable to the need for the state to work with ESL providers to 1) increase their understanding and use of the Comprehensive Adult Student Assessment System (CASAS), 2) align CASAS assessment data with ESL curricula and 3) enter and report data in LACES for students participating in full term classes rather than special weekend/summer session classes.

To improve the state's performance on NRS Table 4, the OSSE AFE will continue to closely monitor sub-grantees to post-test learners after 50 hours of instruction. Following the test developer's revised guidelines, in PY 2012 the OSSE AFE had been advising sub-grantees to post-test after 70 hours of instruction per the Assessment Policy, with a number of providers post-testing closer to 70 hours per CASAS' revised guidelines. In PY 2013, the OSSE AFE will: (1) work closely with teachers to more efficiently use CASAS to develop and implement lesson plans that align assessment, curriculum and instruction; (2) analyze student and teacher performance data from PY 2012 and use the data to design and offer professional development to teachers so that they may provide more targeted and contextualized instruction to adult learners, particularly in math, the subject area by which the majority of PY 2012 learners were being tracked; (3) work closely with sub-grantees to increase the number of learners post-tested by generating quarterly reports and forwarding to each sub-grantee as a reminder to administer post-tests to learners regularly; (4) remind and track sub-grantees' adherence to alerts in LACES relative to students who need to be post-tested and learners who have had no instructional hours for ninety consecutive days; (5) continue to run monthly diagnostic search reports in LACES (e.g. demographic and performance data including education gains and attendance) to ensure the accuracy and validity of data; and (6) continue to run targeted reports to monitor NRS data quarterly.

OSSE AFE Performance (NRS Table 5)

NRS Measure	2011-2012 Approved Targets	2011-2012 Actual Performance	2011-2012 Target Met/Exceeded
NRS Table 5			
Entered Employment	56%	88.1%	Exceeded
Retained Employment	35%	95.9%	Exceeded
Obtained a GED or Secondary School Diploma	52%	88.9%	Exceeded
Entered Postsecondary Education or Training	59%	79.5%	Exceeded

Continuous Improvement Efforts (NRS Table 5)

The OSSE AFE exceeded each of its four (4) PY 2012 performance targets on NRS Table 5. The increase may be attributed to the emphasis on working with students to set goals, reporting students' employment status upon entry in the program, improved follow-up procedures in the correct quarter and data clean-up and maintenance by the state in collaboration with local program providers.

As previously reported, the OSSE AFE awarded grants in PY 2011 for new service models that integrated adult education, ancillary, postsecondary education and workforce transition services. Providers who submitted applications with integrated services had the opportunity to seek greater amounts of funding to develop the continuum. Since sub-grantees completed the second year of program activities by the end of PY 2012, the OSSE AFE attributes the NRS Table 5 performance to the sub-grantees having had 24 months to develop and enhance their integrated service delivery models as well as improved follow-up activities resulting from monitoring, professional development and technical assistance on this measure for the last two years. It appears that consistent follow-up has now become a regular habit of sub-grantees. In addition, the NRS Table 5 performance may be a result of the integrated service models which increases the emphasis on, and funding for, postsecondary education and workforce transition activities. The OSSE AFE will continue to collect and analyze data to examine the effectiveness of these

service models in PY 2013.

The OSSE AFE recognizes that the new NRS Cohorts for core measures could result in a change in performance. The state will monitor this throughout PY 2013 and provide technical assistance on interpreting the new cohort reports so that follow up can be conducted in the appropriate quarter. Additionally, the OSSE AFE recognizes that the GED Closeout Campaign and subsequent GED 2014 roll out with its transition from the current GED paper-based exam to the fully computer-based exam may significantly impact PY 2013 NRS Table 5 performance.

In PY 2012, 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. The OSSE AFE sponsored a session on the GED 2014 at the two-day *OSSE AFE Adult Educator Conference: Promoting Teacher Effectiveness to Drive Student Success* in September 2012. Thus, the OSSE AFE is setting GED targets by using its annual performance data and analyzing GED Testing and Verification data from the last reporting period, which is Calendar Year 2011. The 2011 GED outcomes for the District of Columbia, the most recent period for which official data are available, appear below.

GED Credentials Awarded in the District of Columbia in 2011	
Total Number of GED Candidates	913
Total Number of GED Credentials Awarded	506
District of Columbia GED Passage Rate	59%
<i>Source: 2011 Annual Statistical Report on the GED® Test, Table 1: Target Population and GED® Test Candidates Who Tested, Completed, and Passed 2011.</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, 2011 – December 31, 2011.</i>	

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 recognizes that partnerships with Workforce Investment Act (WIA) partners including DC government agencies and community based organizations are pivotal in delivering learner-centered integrated service delivery.

In PY 2012, the OSSE AFE continued its PY 2011 efforts to collaborate with WIA partners — the DC Department of Disability Services (DDS), DC Department of Employment Services (DOES), and the DC Department of Human Services (DHS) — to establish uniform assessment practices and work collaboratively to support learners' academic achievement and success while engaged in workforce readiness, job training and postsecondary education transition activities. The OSSE AFE re-granted \$300,000 in interagency transfer funds from DOES to OSSE AFE sub-grantees for (1) the provision of assessment services at each of the three full service One-Stop Career Centers; and (2) provision of literacy services to DOES customers.

As part of the implementation of the pilot project, the OSSE AFE:

- Identified a process to integrate service delivery and streamline the referral process of customers between DOES and OSSE;

- Issued grant awards for the delivery of adult literacy services with an emphasis on helping DOES customers increase their literacy skills, acquire a GED or high school diploma and/or gain the knowledge/skills required to meet eligibility requirements for participation in DOES training;
- Shared information about OSSE AFE and DOES services in orientation sessions; and
- Provided professional development and technical assistance to the sub-grantees.

As a result of this work, OSSE AFE was able to use assessment data to inform the referrals of DOES customers to appropriate literacy providers and/or job training programs. Because literacy providers administered the CASAS appraisal and pre-tests, the OSSE AFE was able to make the process more accurate so that customers were referred to an appropriate provider and given an appointment for intake. The OSSE AFE was able to use this data to delineate customer literacy levels so that DOES could determine the workforce training options and the academic skills enhancement that each customer needed to be successful in workforce training programs and to obtain sustainable employment.

The OSSE AFE worked with the WIA partners cited above in order to provide CASAS Implementation Training and other related professional development in preparation for the PY 2013 implementation of CASAS eTests and TopsPro Enterprise®. Transitioning to CASAS eTests and TopsPro Enterprise® and providing these resources to our WIA partners are critical to achieving uniform assessment practices in the District of Columbia and to determining the literacy needs of District residents receiving social services from one or more DC government agency. The OSSE AFE will share aggregate city-wide assessment data, when collected, with WIA partners and stakeholders to argue the need for greater coordination of services for DC residents and inter-agency collaboration to achieve core outcomes relative to education, job training and employment.

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

The OSSE AFE awarded EL/Civics funds to four (4) sub-grantees that provided services to 732 learners in PY 2012. Twenty-three percent (23%) of the NRS fundable learners served in PY 2011 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. OSSE AFE sub-grantees capitalized on the election year opportunities to teach a range of EL/Civics lessons explaining the U.S. political system, the Electoral College and the popular vote. Below are descriptions of activities supported with PY 2012 EL/Civics funds:

- An evening ESL program used election night as a teachable civics moment. The teachers created an Electoral College map on the board, watched CNN with their students, and tracked the votes for each candidate. Many learners were amazed to discover that the president is not elected by the popular vote but by an electoral college consisting of 270 delegates.
- An intermediate ESL class brainstormed as many U.S. states as they could, learning from each other about the geography of the United States, and clarifying differences between which locations are states and which are cities.
- In an ESL family literacy program, parent educators explained parental and student rights and the process for students with special needs to receive special education services and the advocacy role that many parents play to ensure that their children receive the education and ancillary services they need.
- Students wrote letters to the DC City Council asking members to support a proposal for continuation of Alliance hospitalization benefits for DC residents. Many parents and children attending the program rely on Alliance as their primary source of medical insurance. Students were excited to hear that the proposal passed!