

## District of Columbia Narrative Report Fiscal Year 2023 (FY23)

### 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 FY23.

#### A. Alignment of adult education and literacy activities with other one-stop required partners to implement the strategies in the Unified or Combined State Plan as described in section 223(1)(a).

In FY23, OSSE AFE worked with the Workforce Investment Council (WIC), America Works (the District's One Stop Operator), the Department of Employment Services (DOES), the Department on Disability Services (DDS), the Department of Human Services (DHS), the University of the District of Columbia (UDC) and other key partners to achieve the strategic objectives outlined in the District of Columbia's Workforce Innovation and Opportunity Act (WIOA) Unified State Plan, including the alignment of adult education and literacy activities with the other one-stop required partner activities. Additionally, OSSE AFE, in collaboration with these agencies, continued to support the District's efforts to create uniformity in intake, assessment and program referral practices across DC government agencies via Comprehensive Adult Student Assessment System (CASAS) eTest implementation and My Journey DC (formerly the DC Data Vault) implementation. My Journey DC is an online tool used by WIOA, community-based organizations and other partner agencies to connect DC residents to career, training, education and other related services across the District. My Journey DC enables professionals to see how and where a resident is being served across the workforce system - not just those in the same agency or community-based organization. The My Journey DC customer portal also allows District residents and job seekers to create an account, access information and self-refer via one centralized location to programs and services.

#### B. Establishment or operation of high-quality professional development programs as described in section 223(1)(b).

In FY23, OSSE AFE, in collaboration with UDC and other partners, offered professional development workshops and technical assistance on WIOA, Integrated Education and Training (IE&T), program design and strategic leadership to sub-grantees to increase their capacity to offer high-quality IE&T and supportive and transition services to District residents. Additionally, OSSE AFE, in collaboration with UDC, hosted two mini-professional development institutes for instructors and students. The Spring 2023 Mini-PD Institute, held Monday, May 22 to Wednesday, May 24, 2023, focused on Tools of the Trade: Expanding Your Toolkit with Standards-Aligned Assessment and Instructional Tools. The Winter 2023 Mini-PD Institute, held Monday, Feb. 27 to Wednesday, March 1, 2023, focused on Charting Your Financial Journey: How Financial Literacy Can Help You and Your Family Achieve Your Financial Goals. Other professional development offerings included CASAS Implementation, CASAS eTest Coordinator and Proctor Training, NEDP Implementation Training, TOPSpro and CASAS bi-monthly check-in sessions, Literacy Adult and Community Education System (LACES) Beginner and Intermediate training, LACES monthly check-in sessions and other related training.

In FY23, OSSE AFE continued its partnership with UDC to offer the Graduate Certificate in Adult Education Program (GCP) to 14 adult educators to prepare them for certification and/or state licensure in adult education. The GCP allows adult educators to engage in either one or two three-credit course(s) over a 15- to 24-month period for a total of 24 credits. In FY23, four of 14 adult educators completed the program and earned a graduate certificate. Two of the four completers transitioned to the Master of Arts (MA) in adult education program. All the credits

earned in the graduate certificate program may be applied to the MA program. One adult educator who formerly completed the graduate certificate program and transitioned to the MA program, completed the MA program, earned the MA degree and transitioned to a post-graduate (doctoral) program. Ten students continued their studies in pursuit of the graduate certificate.

**C. Provision of technical assistance to eligible funded providers as described in section 223(1)(c).**

OSSE AFE provided technical assistance to sub-grantees and local program providers via check-in meetings, webinars, telephone calls and emails. Technical assistance topics included 1) program design, implementation and evaluation; 2) intake and assessment; 3) curriculum and instruction; 4) student recruitment, retention and persistence; 5) student progress and outcomes; 6) data collection and management; 7) budget and finance; and 8) accountability and reporting as well as other related topics. Additionally, the AFE team provided technical assistance to sub-grantees to support their implementation of recommendations for continuous improvement in the areas of 1) student recruitment, retention, progress, and involvement; 2) instructional models and methods; 3) program management and leadership; and 4) data collection and reporting.

**D. Monitoring and evaluating the quality and improvement of adult education activities as described in section 223(1)(d).**

OSSE AFE monitors sub-grantees to evaluate local program performance via quarterly monitoring reviews, monthly and/or quarterly check-in meetings, desk reviews and final annual monitoring. Additionally, the AFE team conducts classroom observations, folder samplings and fiscal monitoring verifications. Local program providers are required to submit quarterly statistical and narrative reports with evidence that includes student roster reports, National Reporting System (NRS) fundable Student Roster Report, NRS Tables, CASAS Current Year Pre- and Post-test Assessment Report, student core goal attainment reports and other related documents. Local program participation in an annual final monitoring review and developing and implementing a continuous improvement plan, as applicable, are also required. The OSSE AFE Quarterly Reports, Continuous Improvement Plans, Final Monitoring Tool and classroom observation tool and student surveys, as applicable, continue to be used to assess the effectiveness of local programs and the improvement of adult education activities, as described in section 223(1)(d). The state also uses the performance data from local program providers via the monitoring process to address the specific professional development, technical assistance and/or resource allocation needs of local program providers and to work with local program providers to develop and implement plans for continuous improvement.

**E. As applicable, describe how the state has used funds for additional permissible activities described in section 223(a)(2)**

In FY23, OSSE AFE worked with its providers and partners to help strengthen the alignment between adult education, postsecondary education and employers. OSSE AFE staff and sub-grantees participated in the adult education workgroup meeting, professional development workshops and other meetings with the WIC, WIOA partner agencies and key stakeholders to identify potential partnerships that can assist the state and local program providers in offering high-quality IE&T services to District residents.

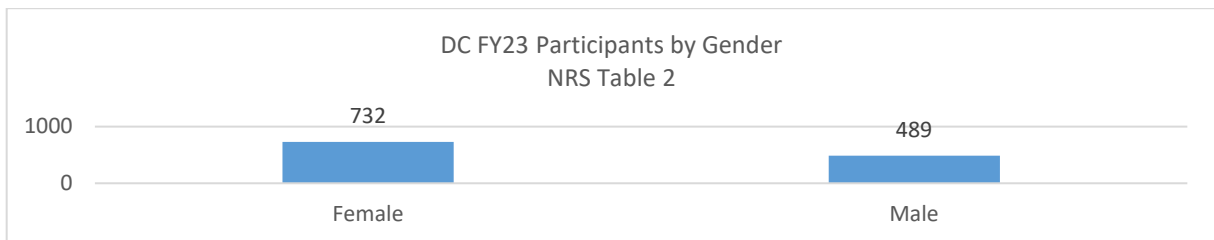
**II. Performance Data Analyses**

In FY23, OSSE AFE awarded continuation funding to 12 sub-grantees to implement IE&T service

models introduced in the FY17 grant competition and continued for the next five grant cycles. The models include providing adult education and literacy, workforce preparation and training services for a specific occupation or occupational cluster to 1,000 District residents for education and career advancement. 1,385 adult learners received services in OSSE AFE-funded programs in FY23. Of this number, 1,221 learners met the National Reporting System (NRS) guidelines of having a valid assessment and 12 or more instructional hours in the program year to be reportable to the US Department of Education per NRS Table 4. The remaining 164 adult learners engaged in one to 11 instructional hours per NRS Table 2A.

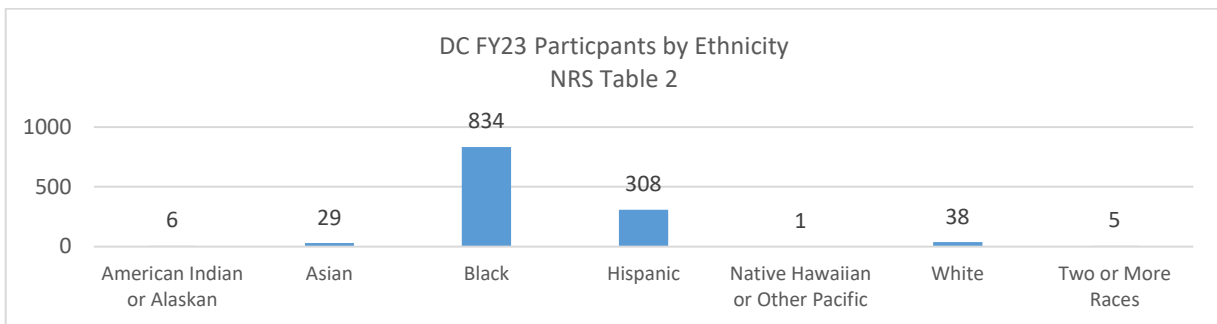
**DC FY23 Participants by Gender (NRS Table 2)**

In FY23, female learners represented 60 percent (n = 732), and male learners represented 40 percent (n = 489) of the total number of students served (n = 1,221).



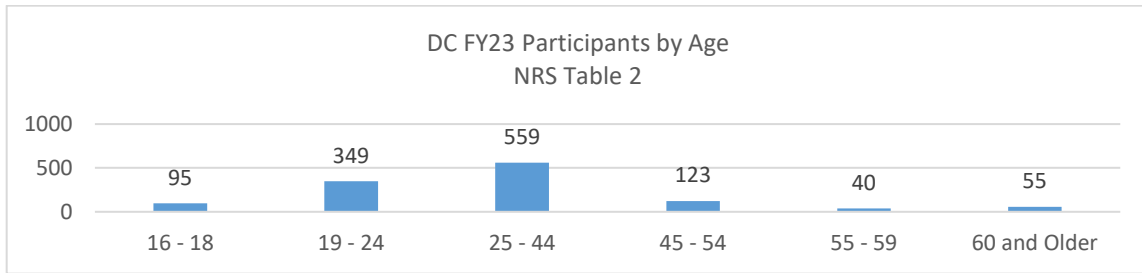
**DC FY23 Participants by Ethnicity (NRS Table 2)**

At 68 percent (n = 834 of 1,221 students), Black or African American participants comprised the single largest ethnic group of learners served; Hispanic or Latino students followed at 25 percent (n = 308 of 1,221 students). The percentage of American Indian or Alaskan, Asian, or white participants and persons of Two or More Races was 7 percent (n = 79 of 1,221 students).



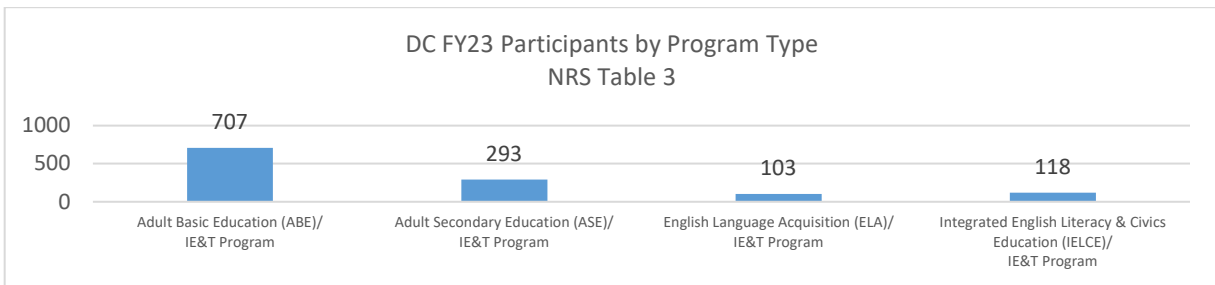
**DC FY23 Participants by Age**

Consistent with past years, the largest single group of learners served were between ages 25 and 44 (46 percent/n = 559 of 1,221 students). The second largest group of learners served were between 19 and 24 years of age (29 percent/n = 349 of 1,221 students), followed by learners between the ages of 45 and 54 (10 percent/n = 123 of 1,221 students). The smallest groups of learners served were at opposite ends of the age continuum and included students 55-59 years of age (3 percent/n = 40 of 1,221), students ages 60 and older (5 percent/n = 55 of 1,221), and 16 to 18 years of age (8 percent/n = 95 of 1,221 students).



**DC FY23 Participants by Program Type (NRS Table 3)**

In FY23, of the total number of learners (n = 1,221) who met the NRS guidelines, students in Adult Basic Education (ABE)/IE&T programs comprised the single largest group by program type (58 percent/n = 707 of 1,221 students). The second and third largest groups by program type were Adult Secondary Education (ASE)/IE&T Programs (24 percent/n = 293 of 1,221 students), followed by Integrated English Literacy and Civics Education/IE&T Programs (10 percent/n=118 of 1,221 students). The fourth and smallest program type was English Language Acquisition/IE&T Programs (8 percent/n = 103 of 1,221 students).



**DC FY23 Measurable Skills Gains by Entry Level (NRS Table 4)**

**ABE Participants by Entry Educational Functioning Levels**

Of the total number of ABE participants, the most significant number of students entered ABE Level 4 (32 percent/n = 328 of 1,038 students), followed by ABE Level 3 (25 percent/n = 263 of 1,038 students) level. The smallest number of participants entered at ABE Level 1 (3 percent/n = 29 of 1,038 students).

**English as a Second Language (ESL) Participants by Entry Educational Functioning Levels**

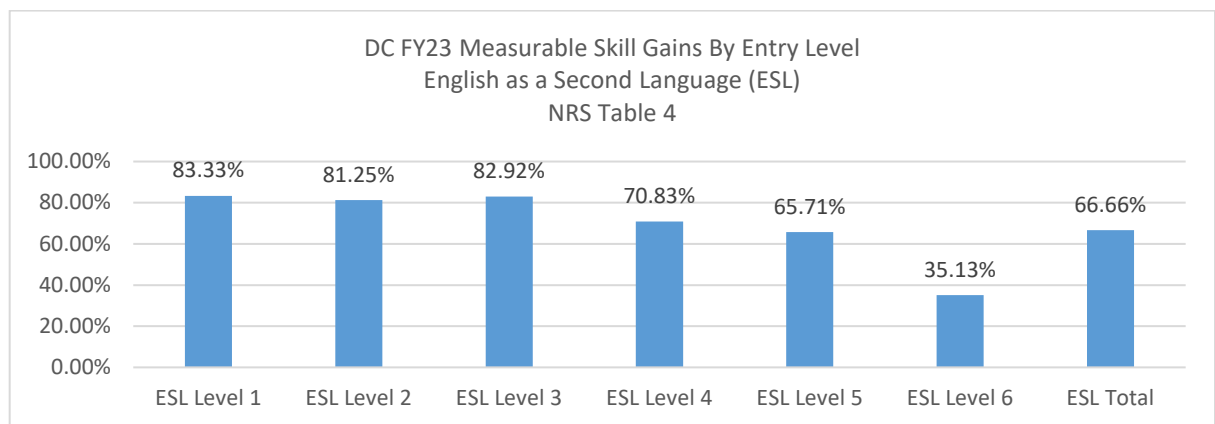
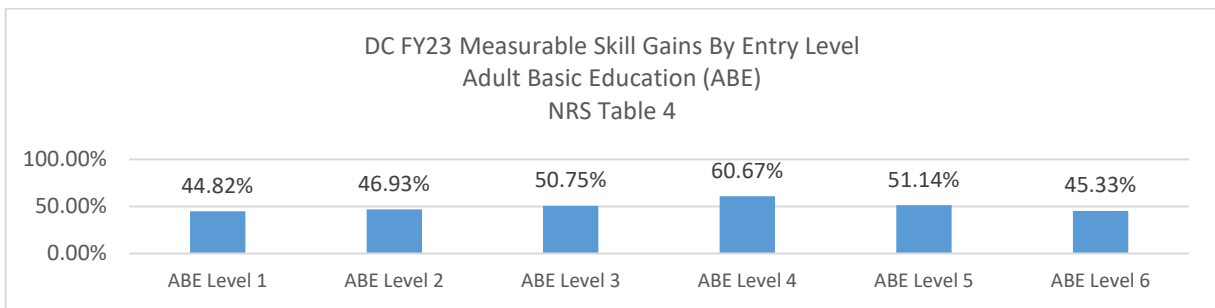
Of the total number of ESL participants, the largest number of participants entered ESL Level 4 (26 percent/n = 48 of 183 students), followed by the second largest number of participants who entered ESL Level 3 (22 percent/n = 41 of 183 students). The smallest number of ESL participants entered ESL Level 1 (3 percent/n = 6 of 183 students).

Entering Educational Functioning Level	Total Number Enrolled	Entering Educational Functioning Level	Total Number Enrolled
ABE Level 1	29	ESL Level 1	6
ABE Level 2	98	ESL Level 2	16
ABE Level 3	263	ESL Level 3	41
ABE Level 4	328	ESL Level 4	48
ABE Level 5	172	ESL Level 5	35
ABE Level 6	148	ESL Level 6	37
<b>Total</b>	<b>1,038</b>	<b>Total</b>	<b>183</b>

### Measurable Skills Gains by Entry Level

For FY23, OSSE AFE negotiated a measurable skill gains performance target of 52 percent for all ABE and ESL Educational Functioning Levels (EFLs). This target represents the proposed percentage of adult learners making a measurable skill gain (e.g., achieving an educational functioning level gain, acquiring a secondary school diploma or its equivalent, exiting a program below the Postsecondary level, and enrolling in postsecondary education and training during the program year, attaining a postsecondary or secondary transcript, making progress toward milestones, or passing a technical/occupational skills exam). OSSE AFE exceeded its target of 52 percent, with 54.73 percent of students enrolled in an OSSE AFE-funded program achieving a gain. This reflects a 3.73-point decrease in the percentage of students with measurable skill gains in FY22 – (58.46 percent).

The chart below reflects the percentage of adult learners who made measurable skills gains. Students at ABE Level 4 had the highest rate of measurable gains at 60.67 percent, followed by ABE Level 5 (51.14 percent) and ABE Level 3 (50.75 percent). Students at ESL Level 3 had the highest percentage of measurable gains at 82.92 percent, followed by students at ESL Level 2 (81.25 percent) and ESL Level 4 (70.83 percent). Students at ESL Level 1 had the highest percentage of measurable gains at 83.33 percent, followed by students at ESL Level 3 (82.92 percent) and ESL Level 2 (81.25 percent).



### DC FY23 Core Outcome Follow-up Achievement (NRS Table 5)

For FY23, OSSE AFE negotiated targets for the core follow-up outcome measures on NRS Table 5 as follows:

**Employment (second quarter after exit)** – OSSE AFE’s federally negotiated target for this metric during this reporting period was 17 percent. OSSE exceeded this target in FY23. The state’s performance was 37.21 percent, reflecting a decrease of 1.15 percentage points in FY23 compared to

38.36 percent in FY22.

**Employment (fourth quarter after exit)** – OSSE AFE’s federally negotiated target for this metric during this reporting period was 15 percent. OSSE exceeded this target in FY23. The state’s performance was 35.97 percent, which reflects an increase of 9.32 percentage points in FY23 compared to 26.65 percent in FY22.

**Median Earnings (second quarter after exit)** – OSSE AFE’s federally negotiated target for this metric during this reporting period was \$6,900. OSSE exceeded this target in FY23. The state’s performance was \$8,580, which reflects an increase of \$700 in FY23 compared to \$7,800 in FY22.

All employment and wage data are collected through follow-up surveys with program exiters. Where possible, OSSE data matches with DOES’s Unemployment Insurance (UI) wage data and the State Wage Interchange System (SWIS). However, matching against the DOES UI wage data and SWIS wage data requires a Social Security Number, which we do not need for enrollment in AFE programming and for which only a fraction of our learners voluntarily provide. We know this leads to an under-representation of our learners’ employment and wage data.

Core Follow-up Outcome Measures (A)	Number of Participants Who Exited (B)	Number of Participants Who Exited Achieving Outcome or Median Earnings Value (C)	Percent Achieving Outcome (D)	Total Periods of Participation (E)	Number of Periods of Participation Achieving Outcome or Median Earnings Value (F)	Percent of Periods of Participation Achieving Outcome (G)
Employed Second Quarter after Exit	833	310	37.21%	841	313	37.21%
Employed Fourth Quarter after Exit	920	330	35.86%	934	336	35.97%
Median Earnings Second Quarter after Exit	310	\$8,580	N/A	313	\$8,580	N/A

**Credential Attainment (Unduplicated)** – OSSE AFE’s federally negotiated target for this metric during this reporting period was 46 percent. OSSE AFE achieved 64 percent of this target (29.24 percent/46 percent = 64 percent). The state’s performance was 29.24 percent, reflecting a decrease of 3.84 percentage points compared to 33.08 percent in FY22. Because the credential attainment rate is a lagging post-exit measure based on survey responses, the FY23 outcome data for credential attainment rate focuses on students who exited the program from Jan. 1, 2021, through Dec. 31, 2021.

This period was the second year of the pandemic when much of the city was shut down the first half of the year and planning for and beginning to engage in economic recovery efforts, including the return to place-based services during the second half of the year. This had a direct impact on a student’s ability to take a test or get practicum hours associated with their certifications. Therefore, the credential attainment rate was significantly impacted by the effects of the pandemic. Furthermore, there has been work around further refining the list of credentials OSSE will accept for this measure, focusing our efforts on more rigorous credentials that have high value from the industry perspective. This process has had an impact on this year’s data and will have a more significant impact on next year’s data as well.

Core Follow-up Outcome Measures (Continued)	Number of Participants Who Exited	Number of Participants Who Exited Achieving Outcome or Median Earnings Value	Percent Achieving Outcome	Total Periods of Participation	Number of Periods of Participation Achieving Outcome or Median Earnings Value	Percent of Periods of Participation Achieving Outcome
Attained a Secondary School Diploma/Equivalent and Enrolled in Postsecondary Education or Training Within One Year of Exit	128	6	4.68%	129	6	4.65%
Attained a Secondary School Diploma/Equivalent and Employed Within One Year of Exit	128	5	3.90%	129	5	3.87%
Attained a Postsecondary Credential While Enrolled or Within One Year of Exit	775	220	28.38%	785	225	28.66%
Attained Any Credential (unduplicated)	780	226	28.97%	790	231	29.24%

#### Attainment of a Secondary School Diploma/Recognized Equivalent

From July 1, 2022, to June 30, 2023:

- 224 District residents passed all four components of the GED Exam and earned a DC State Diploma.
- 14 DC residents completed the National External Diploma Program and earned a DC Public Schools, DC Public Charter Schools, or DC State Diploma.

#### Career Up DC Pilot

In the last quarter of FY23, OSSE AFE, in collaboration with the WIC, provided WIC Career Pathways funding to OSSE AFE IE&T providers to pilot the Career Up DC Project. Through this project, students close to receiving their secondary, entry-level and/or industry recognized credential or nearing completion of an OSSE AFE IE&T program are afforded an opportunity to earn a stipend (minimum wage) or incentive during their participation in a work-based learning activity (e.g., internship, externship, practicum, apprenticeship, etc.).

### III. Integration with Other Programs

#### A. Describe how the state-eligible agency, as the entity responsible for meeting one-stop requirements under 34 CFR part 463, subpart J, carries out or delegates its required one-stop roles to eligible providers.

OSSE AFE recognizes that relationships with WIOA partners are pivotal in delivering learner-centered integrated services to District residents. In FY23, OSSE AFE continued its efforts to collaborate with the District's WIC, America Works (the District's One-Stop Operator), DOES, DHS, DDS/RSA, UDC-CC and other parts to fulfill its one-stop responsibilities. This included

working with partners to establish uniform intake, assessment and program referral practices and working collaboratively to support learners' academic achievement and success while engaged in workforce readiness, job training and postsecondary education transition activities. Additionally, OSSE staff serve on the District's WIC and attend WIOA Workgroup Meetings and American Job Center/One-Stop Operator meetings to strategize ways to develop a more cohesive and collaborative workforce development/career pathways system in the District of Columbia that aligns with the mandates of WIOA and the District's approved WIOA State Unified Plan. OSSE AFE provides direct linkages services weekly to American Job Center (AJC) customers on Tuesdays from 9 a.m.-12 p.m. and Thursdays from 1-4 p.m. to connect them to IE&T programs and other related services.

**B. Describe the applicable career services that are provided in the one-stop system.**

OSSE AFE has partnered with DOES since 1998 to support integrating adult education, career development and employment and training activities for District residents. OSSE AFE continues to use its funding to help the one-stop system by providing DOES AJC staff and other WIOA partners with professional development (CASAS Implementation Training, CASAS eTest Coordinator and Proctor certification preparation training and technical assistance from DC CASAS State Trainers, OSSE AFE staff and CASAS National Office and resources (CASAS eTest units) to build AJC staff's capacity to provide assessment and screening services to DC residents. OSSE AFE providers must also enroll all students in DC networks (the District's Virtual One Stop System), serve District residents referred through the one-stop system and use My Journey DC to accept and make referrals of District residents to partner agencies for programs and services.

**C. Describe how infrastructure costs are supported through state and local options.**

OSSE AFE entered a Memorandum of Understanding (MOU) with the District's WIC and DOES in FY17 that is modified annually. The MOU specifies the responsibilities that OSSE will fulfill as a one-stop partner. OSSE provides local funding via the MOU to DOES to support the one-stop infrastructure costs and activities. OSSE also contributes to the one-stop system by funding 12 OSSE AFE providers that offer Integrated Education and Training to District residents. Additionally, OSSE AFE provides CASAS Implementation, CASAS eTest Coordinator and Proctor, technical assistance and CASAS web-test units to one-stop partners; and invites one-stop partners to participate in OSSE AFE/UDC sponsored mini-professional development institutes or other professional development offerings, as applicable, each year.

**IV. Integrated English Literacy and Civics (IELCE) Program**

Below is a description of how OSSE AFE is using funds under Section 243 to support IELCE program activities:

**A. Describe when your state held a competition (the latest competition) for IELCE program funds and the number of grants awarded by your state to support IELCE programs.**

OSSE AFE, in collaboration with the DC WIC, held the Adult Education and Family Literacy Act (AEFLA) and WIC Career Pathways grant competition in FY21. Four of 12 eligible providers were selected to provide IELCE and training to District residents in FY22 and received continuation funding in FY23.

**B. Describe your state's efforts in meeting the requirement to provide IELCE services in combination with integrated education and training activities.**

OSSE AFE is funding four eligible providers to develop and implement innovative program

models that include the provision of IELCE concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster to English learners (ELs) for educational and career advancement. Program models include 1) services to professionals with degrees and credentials in their native countries; 2) services that enable adult learners to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers and citizens in the United States; and 3) the provision of career pathway mapping, workforce preparation and workforce training including career awareness, career exploration and career planning services appropriate for ELs. Students participate in EL/civics activities focusing on civic engagement, American history and government, American culture and values, and paths to naturalization while also engaging in occupational skills training that prepares them to pursue their desired career path.

- C. Describe how the state is progressing toward program goals of preparing and placing IELCE program participants in unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency as described in section 243(c)(1) and discuss any performance results, challenges, and lessons learned from implementing those program goals.**

OSSE AFE continues to work with its four IELCE and training sub-grantees, its WIOA core partner agencies, and other key stakeholders to identify opportunities for students to participate in unsubsidized employment in the district's high-demand industries. Each sub-grantee has employer partners that provide students with work-based learning, internships, and/or externships, sometimes leading to unsubsidized employment. OSSE AFE expects that providing integrated English Literacy, Civics Education, workforce preparation and workforce training will enhance the likelihood that ELs will be afforded the opportunity to pursue occupations that lead to economic self-sufficiency.

- D. Describe how the state is progressing toward program goals of ensuring that IELCE program activities are integrated with the local workforce development system and its functions as described in section 243(c)(2), and discuss any performance results, challenges and lessons learned from implementing those program goals.**

OSSE AFE works closely with the District's WIC to ensure that the adult education and literacy activities are aligned with the District's WIOA State Plan, career pathways initiative and local workforce development system. Also, see the response to B and C above.

**V. Adult Education Standards**

- A. If your state has adopted new challenging K-12 standards under Title I of the Elementary and Secondary Education Act of 1965, as amended, describe how your adult education content standards are aligned with those K-12 standards.**

In FY23, OSSE AFE staff and local providers continued to increase their understanding of the Common Core State Standards (CCSS), College and Career Readiness Standards (CCRS), CASAS competencies and basic skills content standards and their implications for adult education and training. As such, OSSE AFE staff and its professional development partners continue to identify strategies to assist local program staff via professional development, technical assistance and resources to employ a standards-based approach to teaching adult learners in IE&T Programs more succinctly and comprehensively.

**B. Optional – Describe implementation efforts, challenges and any lessons learned.**

OSSE AFE recognizes that increasing local programs' understanding and integration of standards takes time. In its FY20 AFE Consolidated Competitive Grant application, the OSSE AFE required local programs to specify which standards (CCSS, CCRS, CASAS, workforce preparation and workforce training) will be reflected in their program designs. OSSE AFE continues to use this and other related information to provide additional professional development, technical assistance and resources to local program providers and to monitor and evaluate their efforts to integrate relevant academic and industry-focused standards incrementally into their IE&T program designs.

**VI. Programs for Correction Education and Education of Other Institutionalized Individuals (AEFLA Section 225)**

**A. What was the relative rate of recidivism for criminal offenders served? Please describe the methods and factors used in calculating the rate for this reporting period.**

There was consistency in the number of students participating in correctional education in FY23 (n=18) in comparison with FY22 (n=18). As noted in the FY22 DC Annual Performance Report, students previously receiving correctional education services in halfway houses in the District of Columbia were and continue to be relocated to facilities outside the city. Additionally, in FY23, state staff searched the Federal Bureau of Prison (FBOP) Inmate Locator, the Maryland Department of Public Safety and Correctional Services (MD PSCS) Inmate Locator and the Virginia Department of Corrections Inmate (VA DOC) Locator to find out whether any of the students who exited the program during the reporting period had recidivated. Of the 18 students served in FY23, three students appeared in the Inmate Locator search results. Therefore, OSSE AFE estimates that the relative rate of recidivism is 17 percent (n=3 of 18) of the students served.

The methods and factors used in calculating the rate for the reporting period include the following:

Methods - An analysis of 1) students populating NRS Table 10 – Outcome Achievement for Adults in Correctional Education; 2) employment and wage data via student follow-up survey data in the Literacy Adult and Community Education System (LACES), the state's management information system; and 3) student enrollment data and instructional hours in FY23 in LACES. A search for students who exited the program during the reporting period in the FBOP Inmate Locator, MD PSCS Inmate Locator and the VA DOC Locator.

Factors - 1) The total number of students served in FY23 was 18 per NRS Table 10 – Outcome Achievement for Adults in Correctional Education; 2) Of the 18 students, 15 students (total number of students who left or completed the program) exited, achieving an outcome or median earning value in FY23 (based on aligned survey and data matching results); 3) Of the 18 students, zero (total number of students enrolled) students who did not exit from the program in FY23 re-enrolled and have instructional hours in FY23; 4)  $18$  (number of students in number 2 above) +  $0$  (# of students in number 3 above who did not re-enroll in FY24) = 15 students that did not recidivate; 5)  $15$  (total number of students in number 5 that did not recidivate) /  $18 = 83$  percent of students did not recidivate; 6)  $100$  percent (n=18) of students minus 83 percent (n=15) of students = 17 percent (n = 3) of students recidivated. Additionally, the three students being reported as recidivating appeared in the Inmate Locator search results.

Several variables may confound the validity of the recidivism rate when relevant data sets are missing.