

District of Columbia Narrative Report Fiscal Year 2023-24

1. Introduction

A. Please provide an overview of the Adult Education and Family Literacy Act (AEFLA) program in the State, including the opportunities and challenges implementing AEFLA for the reporting period.

The District of Columbia Office of the State Superintendent for Education (OSSE) is the state's designated agency for adult education and literacy programs, and is responsible for administering Workforce Innovation and Opportunity Act (WIOA) Title II, Adult Education and Family Literacy Act (AEFLA). Through its Adult and Family Education (AFE) unit, OSSE: 1) Awards AEFLA funding through a competitive grant process to eligible providers of demonstrated effectiveness to offer Integrated Education and Training (IE&T) programs to District residents; 2) Facilitates state leadership activities including professional development, technical assistance, and monitoring; 3) Provides pertinent information and resources to adult education, training and workforce providers and partners; 4) Maintains and reports state, local program and student performance, progress, and outcome data; and 5) Facilitates continuous improvement at the state and local program levels.

OSSE AFE's greatest opportunities in implementing the AEFLA program include: 1) working with other District agencies and local program providers to improve service delivery for District residents, and 2) supporting youth and adults in the acquisition of knowledge and skills necessary to make measurable skill gains, earn secondary and postsecondary credentials, transition to college and careers and achieve economic self-sufficiency. OSSE AFE did not experience any challenges implementing the AEFLA program in the reporting period.

2. State Leadership Funds (AEFLA Section 223)

A. Describe how the State used funds made available under section 223 (State Leadership activities) for each of the four required activities. Identify the State's efforts for each leadership activity and the challenges the state encountered while carrying out these activities. Please include information on troubleshooting and innovations.

In FY24, OSSE AFE used federal funds made available under AEFLA Section 223 and District local funding to support the following four required state leadership activities. AFE did not encounter any challenges while carrying out these activities.

- **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 FY24, OSSE AFE worked with the District's 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 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 District of Columbia government agencies via Comprehensive Adult Student Assessment System (CASAS) and My Journey DC (formerly the DC Data Vault) implementation. My Journey DC is an online tool used by WIOA, community-based, and other partner agencies to connect District of Columbia residents to career, training, education, and other related services across the District. It 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.

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

In collaboration with the University of the District of Columbia (UDC) OSSE AFE designed and engaged AFE IE&T sub-grantees in the Action Research Distance Learning (ARDL) Project II. This project supported AFE sub-grantees in expanding their capacity to offer IE&T to adult learners through distance education, blended learning, hybrid learning and the HyFlex learning model. Academic and vocational instructors were afforded an opportunity to a) develop industry-specific, contextualized lesson plans using the O*NET competencies, industry standards, digital literacy standards and College and Career Readiness Standards for inclusion in OSSE AFE's repository of IE&T lesson plans; b) collaborate with other adult educators in industry-focused Communities of Practice and contribute to the discourse on meeting the changing needs of adult learners in IE&T programs; and c) use tools and techniques to boost student learning, persistence, and outcomes on National Reporting System (NRS) Tables 4, 4C, 5, and 5A with an emphasis on student attainment of entry-level and industry-recognized credentials. Additionally, the project provided AFE state and local program staff with an opportunity to build a repertoire of research-based promising practices on the integration of distance education, blended learning, hybrid learning, and HyFlex learning into IE&T programs models in the District of Columbia.

In FY24, OSSE AFE, in collaboration with UDC, also hosted one mini-professional development institute from Jan. 29 -Jan. 31, 2024 on Aligning Academic, Digital Literacy and Industry-focused Standards into Assessment and Instruction. Session topics included: CASAS - New Series Aligned to College and Career Readiness Standards (Part 1 - Focus on Assessment and Part 2 - Focus on Instruction); Digital Skills Integration (Part 1 - Defining Needs Using Frameworks and Part 2 - Building Knowledge Using Effective Strategies); and Using O*NET Standards to Contextualize Lesson Plans (Part 1 and Part 2). Other professional development/technical assistance (PD/TA) offerings in FY24 included Literacy Adult and Community Education System (LACES) monthly check-in sessions, TOPSpro and CASAS bi-monthly check-in sessions, Northstar Digital Literacy monthly check-in sessions, IXL Learning bi-monthly check-in sessions and ARDL Project II check-in sessions.

OSSE AFE continued its partnership with UDC in FY24 to offer the Graduate Certificate in Adult Education Program (GCP) to 21 adult educators (10 new students and 11 continuing students from FY23) 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 24 credits. In FY24, four adult educators completed the program and earned a graduate certificate. Three 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. The remaining 17 students will continue their studies in pursuit of the graduate certificate.

- **Provision of technical assistance to funded eligible 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.

- **Monitoring and evaluation of 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 lesson plan reviews and classroom observations, folder samplings, and other programmatic 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, NRS Tables, CASAS Current Year Pre- and Post-test Assessment Reports, 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, lesson plan reviews and rubrics, classroom observation rubrics, 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 analyzes local program and student performance data to determine the 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.

As applicable, please describe how the State has used funds for additional permissible activities described in section 223(a)(2). Identify the State’s efforts for each permissible activity and the challenges the State encountered while carrying out these activities. Include information on troubleshooting and innovations.

N/A

3. Performance Data Analysis

A. Based on the State data submitted to the National Reporting System (NRS) for this reporting period, describe the State’s progress towards meeting its negotiated levels of performance.

In FY24, OSSE AFE awarded continuation funding to 11 sub-grantees to implement Integrated Education and Training 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. 1,380 adult learners received services in OSSE AFE-funded programs in FY24. Of this number, 1,192 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 188 adult learners engaged in one to 11 instructional hours per NRS Table 2A.

DC FY24 Measurable Skills Gains by Entry Level (NRS Table 4)

For FY24, OSSE AFE negotiated a measurable skill gains performance target of 53 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 towards milestones, or passing a technical/occupational skills exam). OSSE AFE exceeded its target of 53 percent, with 63.67 percent of students enrolled in an OSSE AFE-funded program achieving a gain. This reflects an 8.94-point increase in the percentage of students with measurable skill gains in FY23 – (54.73 percent). Since the District of Columbia is unique in the fact that we have fully embraced IE&T programming, this metric for the District does not include a measurable skill gain for a student’s enrollment in an IE&T program (MSG Type 1C).

District of Columbia FY24 Core Outcome Follow-up Achievement (NRS Table 5)

For FY24, OSSE AFE negotiated targets for the core follow-up outcome measures on NRS Table 5 as follows:

Employment (2nd quarter after exit) – OSSE AFE’s federally negotiated target for this metric during this reporting period was 18 percent. OSSE exceeded this target in FY24. The state’s performance was 39.33 percent, reflecting an increase of 2.12 percentage points in FY24 compared to 37.21 percent in FY23.

Employment (4th quarter after exit) – OSSE AFE’s federally negotiated target for this metric during this reporting period was 16 percent. OSSE exceeded this target in FY24. The state’s performance was 38.87 percent, which reflects an increase of 2.9 percentage points in FY24 compared to 35.97 percent in FY23.

Median Earnings (2nd quarter after exit) – OSSE AFE’s federally negotiated target for this metric during this reporting period was \$7,000. OSSE exceeded this target in FY24. The state’s performance was \$9,321, which reflects an increase of \$741 in FY24 compared to \$8,580 in FY23.

All employment and wage data are collected through follow-up surveys with students who exited the program. Where possible, we data match with DOES’s Unemployment Insurance 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.

Credential Attainment (Unduplicated) – OSSE AFE’s federally negotiated target for this metric during this reporting period was 47 percent. OSSE AFE achieved 40.55 percent of this target (40.55%/47% = 86%). The

state's performance of 40.55 percent, reflects an increase of 11.31 percentage points compared to 29.24 percent in FY23. Because the credential attainment rate is a lagging post-exit measure based on survey responses, the FY24 outcome data for credential attainment rate focuses on students who exited the program from January 1, 2022, through December 31, 2022. OSSE AFE will continue to work with our AFE IE&T providers to improve their performance for this metric.

Attainment of a Secondary School Diploma/Recognized Equivalent

From July 1, 2023, to June 30, 2024:

- 229 District residents passed all four components of the GED Exam and earned a DC State Diploma.
- 50 District of Columbia residents completed the National External Diploma Program and earned a DC Public School, DC Public Charter School, or DC State Diploma

B. Please include in the discussion other State-identified initiatives for the reporting period, such as targets for student enrollments and teacher recruitment.

Career Up DC

In FY24, WIC Career Pathways funding was provided to OSSE AFE IE&T providers to continue implementation of Career Up DC. This initiative provides students who are nearing the completion of their secondary education, an entry-level or industry-recognized credential, or an OSSE AFE IE&T program with the chance to earn a stipend (minimum wage) or incentive while participating in a work-based learning activity such as an internship, externship, practicum, or apprenticeship. The initiative also helps youth and adults to stay engaged in IE&T programs, facilitate their acquisition and application of new knowledge and skills through work-based learning, and support their possible transition to competitive employment. Nine of 11 AFE IE&T providers provided 371 students an opportunity to participate in work-based learning this year; exceeding our goal to successfully engage at least 150 AFE students. AFE IE&T providers continued to maintain, develop, and/or expand upon their employer partnerships, while others received guidance or technical assistance from AFE state staff on how to strengthen their capacity to offer work-based learning for students.

C. What strategies were effective in helping the State make progress?

ARDL Project II

The ARDL Project II and monthly/bi-monthly PD/TA check-in sessions (LACES, CASAS, Northstar Digital Literacy, IXL), in addition to monitoring, have been helpful in driving continuous improvement at the state and local program levels.

D. What challenges did the State encounter and how were they addressed?

N/A

4. Integration with One-stop Partners

A. Describe how the State eligible agency, as the entity responsible for meeting one-stop requirements under 34 CFR part 463, subpart J, carried out or delegated its required one-stop

roles to eligible local providers.

The OSSE AFE recognizes that relationships with WIOA partners are pivotal in delivering learner-centered integrated services to District residents. In FY24, the 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 implement uniform intake, assessment, and program referral practices using My Journey DC 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 state staff provide direct linkages services weekly to AJC customers on Tuesdays from 1-4 pm and Thursdays from 9 am-12 noon to connect youth and adults to IE&T programs and other related services.

B. If the State delegated its required one-stop roles to eligible providers, discuss how the State monitored the effectiveness of the local providers in carrying out the State’s roles and responsibilities.

N/A

C. Describe the career services and, if applicable, the supportive services that were provided through 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 guidance relative to CASAS Implementation, including CASAS eTest Coordinator and eTest Proctor certification requirements, 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. Additionally, OSSE AFE IE&T providers must 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.

D. Please explain how infrastructure costs for the AEFLA program were supported with federal, State, or local resources.

OSSE AFE entered into 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 11 local program providers to offer IE&T programs and services to District residents. OSSE AFE also provides CASAS Implementation technical assistance and eTest units to one-stop partners, and invites one stop partners to participate in OSSE AFE/UDC sponsored mini-PD institutes or other PD/TA offerings, as applicable, each year.

5. Integrated English Literacy and Civics Education (IELCE) Program (AEFLA Section 243)

A1. Describe the State’s development and implementation of the IELCE program, including the

civics component, how the program enables adults to acquire the skills needed to function effectively as parents, workers, and citizens, how local IELCE programs were assessed by the State, as well as performance successes and challenges. Discuss how the State used performance indicator data to improve the quality of the IELCE program. Please provide the date of the most recent IELCE competition and the number of years for which grants were awarded.

A2. Describe the State’s efforts in meeting the requirement to provide IELCE services in combination with integrated education and training activities as described in section 243(a) and how the State is ensuring access to IET programs.

OSSE AFE provides funding to eligible providers of demonstrated effectiveness to offer Integrated English Literacy and Civics Education (IELCE) and Training to District residents in accordance with Section 243 of WIOA. Section 243 funding is used by AFE providers to provide adults who are English Language Learners an opportunity to participate in Integrated English Literacy and Civics Education programs that help them to gain competency in English and acquire the skills needed to exercise the rights and responsibilities of citizenship as members of their communities, while also engaging in integrated education and training activities aligned to their desired career path.

OSSE AFE, in collaboration with the DC WIC, held the AEFLA and WIC Career Pathways grant competition in FY21. Four eligible providers were selected to provide Integrated English Literacy and Civics Education (IELCE) and Training to District residents in FY21 through June 30, 2025. 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.

OSSE AFE staff monitor sub-grantees to evaluate local program and student performance, progress, and outcome data via quarterly monitoring reviews, monthly and/or quarterly check-in meetings, desk reviews, and final annual monitoring.

B. Describe how the State is 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). Include challenges and lessons learned.

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 English learners will be afforded the opportunity to pursue occupations that lead to economic self-sufficiency.

C. Describe how the State is progressing towards ensuring that IELCE program activities are integrated with the local workforce development system and its functions as described in section 243(c)(2). Include challenges and lessons learned.

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.

D. Implementation Challenges

OSSE AFE did not experience any implementation challenges for the AEFLA 243 program in the reporting period.

6. Integrated Education and Training (IET) (AEFLA Section 203(11))

A. Describe the State's implementation of IET programs, including its development and review process (e.g., labor market analysis or needs assessment) and the number of IET programs available in the State.

OSSE AFE, in collaboration with the WIC, funded 11 sub-grantees to offer IE&T services to District of Columbia residents. DC IE&T program models include the provision of adult education and literacy, concurrently and contextually with workforce preparation and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement. Eligible providers/sub-grantees are required to use labor market information and/or conduct needs assessment to inform the design of their IE&T program offerings. All IE&T programs align to the WIC's high-demand industries as follows: 1) Business Administration and Information Technology, 2) Construction, 3) Healthcare, 4) Hospitality, 5) Infrastructure (Energy and Utilities, Energy Technologies, Transportation and Logistics), 6) Law and Security. Consideration is also granted toward funding program models that improve students' understanding of other career paths/sectors/high demand occupations in the DC or the DC area that they may wish to pursue. The eligible provider/sub-grantee must make a compelling case and provide a rationalization for the program offering(s) based on labor market information, job projections and other related data as well as established partnerships with relevant employers.

District of Columbia IE&T providers help District residents to:

- Make measurable skill gains (MSGs), including educational functioning level (EFL) gains or acquisition of a high school diploma or its equivalent;
- Earn entry-level, industry-recognized, and postsecondary education credentials;
- Transition to advanced training or postsecondary education;
- Enter employment to earn family-sustaining wages;
- Pursue a career path and advance in their careers; and
- Make progress toward the achievement of self-sufficiency.

OSSE AFE staff monitor sub-grantees to evaluate local program and student performance, progress, and outcome data via quarterly monitoring reviews, monthly and/or quarterly check-in meetings, desk reviews, and final annual monitoring.

B. Discuss whether the IETs are offered in adult basic or secondary education, IELCE, or corrections education programs, how the IET programs are assessed by the State, as well as the performance successes and challenges for the reporting period.

OSSE AFE sub-grantees receive AEFLA and District local funding to offer IE&T in adult basic and secondary education, IELCE, and corrections education programs. Students are expected to achieve the

outcomes specified above in 6A. OSSE AFE staff monitor sub-grantees to evaluate local program and student performance, progress, and outcome data via quarterly monitoring reviews, monthly and/or quarterly check-in meetings, desk reviews, and final annual monitoring.

C. Implementation Challenges

OSSE AFE did not experience any implementation challenges for the AEFLA 231 program in the reporting period.

7. State-adopted Adult Education Content Standards

A. Describe the State’s successes and challenges with implementing State-adopted adult education content standards, including how the State monitors the implementation of the standards in local programs.

OSSE AFE recognizes that increasing local programs’ understanding and integration of standards takes time. In its FY17 and FY21 AFE Consolidated Competitive Grant Applications, AFE required local programs to specify which standards (CCSS, CCRS, CASAS, workforce preparation, and workforce training) would be integrated and/or reflected in their IE&T program designs. Each year, OSSE AFE staff and local providers continue to increase their understanding of the Common Core State Standards (CCSS), College and Career Readiness Standards (CCRS), CASAS competencies and basic skills content standards, O*NET Standards, Northstar Digital Literacy Standards and industry-specific standards and their implications for adult education and training. Professional development, technical assistance, and resources are provided by OSSE AFE state staff and our PD/TA partners to support local programs in employing a standards-based approach to serving and teaching adult learners in AFE IE&T programs more succinctly and comprehensively.

8. Programs for Corrections Education and the Education of Other Institutionalized Individuals (AEFLA Section 225)

A. Describe the State’s implementation of the corrections education program, how the programs were assessed by the State, as well as the performance successes and challenges for the reporting period. Include the types of correctional facilities in which these programs operated (e.g., jail, prison), the activities the State supported with section 225 funds and whether the State used other funding sources to support these activities.

OSSE AFE provides AEFLA 225 funding to one sub-grantee to offer corrections education to District residents in a community-based center designed for the rehabilitation of criminal offenders. Students are expected to achieve the outcomes specified above in 6A. OSSE AFE staff monitors the sub-grantee to evaluate local program and student performance, progress, and outcome data via quarterly monitoring reviews, monthly and/or quarterly check-in meetings, desk reviews, and final annual monitoring.

In addition to AEFLA 225 federal funding, District local funding is used to support these activities.

B. What was the relative rate of recidivism for students served under section 225? 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 FY24 (n=22) compared to FY23 (n=18). As noted in the FY23 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. In FY24, AFE 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 22 students served in FY24, 0 appeared in the Inmate Locator search results. Therefore, OSSE AFE estimates that the relative rate of recidivism is 0 percent (n=0 of 22) 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 FY24 in LACES. - A search for students who exited the program during the reporting period in the Federal Bureau of Prison (FBOP) Inmate Locator, Maryland Department of Public Safety and Correctional Services (MD PSCS) Inmate Locator, and the Virginia Department of Corrections Inmate (VA DOC) Locator.

Factors –

- 1) The total number of students served in FY24 was 22, as noted in NRS Table 10 – Outcome Achievement for Adults in Correctional Education.
- 2) Of these 22 students, 17 (students who left or completed the program) exited the program, successfully achieving an outcome or median earnings value in FY24, based on aligned survey and data matching results.
- 3) Out of the 22 students, 5 (students who remained enrolled) did not exit the program in FY24. These students re-enrolled and logged instructional hours in FY25.
- 4) 17 (# of students in number 2 above) + 5 (# of students in number 3 above who re-enrolled in FY25) = 22 students that did not recidivate; and
- 5) $22 \text{ (total \# of students in number 4 that did not recidivate)} / 22 = 100 \text{ percent of students did not recidivate.}$

It is important to note that several variables could affect the validity of the calculated recidivism rate, especially when relevant data sets are incomplete or missing.

C. Implementation Challenges

OSSE AFE did not experience any implementation challenges for the AEFLA 225 program in the reporting period.