



University of the District of Columbia

State Education Agency
Adult Education

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State Plan For
Adult Education and Family Literacy,
Title II of the Workforce Investment Act
Public Law 105-220

Fiscal Years 2001-2004

Section 224 (b) (1) of the Adult Education and Family Literacy Act requires: "An objective assessment of the needs of individuals in the State or outlying area for adult education and literacy activities, including individuals most in need or hardest to serve."

2.1 Individuals Most in Need

Statistics compiled from several studies including: the National Adult Literacy Survey of 1993; the 1999 Statistical Report from the D.C. Department of Employment Services for TANF recipients and JTPA participants; and the 1997 *Kids Count Data Book* show the acquisition of basic literacy skills to be major stumbling blocks. These sources of data support the notion that literacy is especially problematic in the District. Conversely, other data indicates that adults with high school diplomas or their equivalent fare better in employment and earning power.

- ? 62% of D.C. residents fall into the two lowest levels of reading proficiency
- ? More than 130,000 District residents need literacy skills enhancement
- ? The District of Columbia has the lowest level of literacy proficiency in the nation
- ? The District of Columbia public school dropout rate is between 32% and 50%
- ? 30.2% of D.C. residents age 16 and over have no high school diploma
- ? The District of Columbia has the highest unemployment rate in the nation at 8.8%
- ? D.C. employers report that the greatest barriers to employing local adults are their lack of language, math and basic computer skills
- ? Over 65% of people on welfare who have a high school diploma or GED leave welfare and become self-sufficient within 2 years
- ? Adult welfare recipients with low literacy skills work 11 weeks per year on average, compared to 29 weeks for those with strong literacy skills
- ? Adults with a GED earn on average \$1,200 more per year than those without a high school diploma
- ? Over 9,000 heads of household are in need of adult literacy or GED preparation services
- ? Family literacy programs in the District have documented increased academic achievement for children whose parents are enrolled in basic education programs

The Department of Employment Services estimates that more than 15% of their clients are learning disabled. A large percentage of these learning disabled adults lack high school diplomas or a GED. Many of these same adults are unable to provide the educational support and assistance their children need to be successful in school.

Low levels of adult literacy pose major challenges to District residents now and in the future. The most consistent predictor of a child's success in school is his/her mother's educational level. According to the 1997 *Kids Count Data Book*, 16.5% of all births in the District are to single teen parents -- twice the national average. Twenty-nine percent (29%) of adults participating in the *Adult Literacy Survey* listed

pregnancy as their reason for leaving high school before graduating. The survey also showed that, on average, women scored at the 7th grade for reading, 5th grade for mathematics, and 4th grade for language on the Test of Adult Basic Education (TABE).

Adult education is an essential key to solving literacy problems in the District. Studies show that when low-literate mothers enroll in educational programs, their children's school performance improves even without any direct transfer of skills. The *Adult Literacy Survey* reports that earnings for adults increase "substantially as participants' skills increase," and that adults in the District are highly interested in increasing their skills. More than 70% of participating adults without high school diplomas reported either working on the GED or interest in preparing for the GED. Further, nearly 60% of all adults surveyed reported the need for job training, 40% the need for improving their mathematics skills, and 20% the need for improving reading and writing skills. Employers also report the need for improving basic skills, especially verbal skills for entry-level employees without college degrees.

The Department of Employment Services has identified a growing number of adults who are seeking adult education programs throughout wards 5,6,7,and 8. An internal audit of services available to D.C. residents has demonstrated the need for referrals to adult education programs from the One-Stop centers.

Over the next 4 years, the adult education community is committed to changing the public perception of illiteracy. It is felt that once adult learners are relieved of the stigma that is often attached to adults who did not learn to read, compute or use the English language effectively as children, they will be more likely to seek literacy services. Once public perception of illiteracy is likened to cancer-a blameless illness, treatable once detected-affected individuals and service providers will benefit. Second, the general understanding of literacy needs to be enlarged to include mathematics, computer literacy and family literacy. The recognition of the increasing need for family involvement in learning enlarges the literacy community to include children and their parents. The awareness of literacy as a factor impacting the total community increases the opportunities for cooperation and collaboration in the District. The Children's Division of DC Public Library operates a number of programs related to family literacy, including, Reach Out and Read Mobile Van reading program (ROAR).

Consonant with the need to increase the public's awareness of the definition of literacy is the need for the District to give greater priority to adult education in funding and policy development. As the importance of life-long learning becomes clearer, the needs of adult learners who must acquire basic skills, improve upon limited skills, and develop new skills for self-sufficiency and self-respect must be met. Adult service providers cannot meet these needs alone, adult learners cannot provide for their needs without the District government's help and systemic changes in services and programs cannot be instituted or expected to be sustained without government support. Policy development, planning, funding, implementation, evaluation and monitoring of overall progress require the involvement and cooperation of District agencies, institutions of higher learning, and policy makers.

2.2 Populations

The six populations identified in the Act have unique needs for literacy skills enhancement, additional academic training, workplace development skills, vocational skills and life skills development. These populations are:

a. Educationally disadvantaged

In the District of Columbia, it is estimated that more than 96,000 low income adults are educationally disadvantaged included among this number are: seniors citizens, teenage mothers, non-English speaking adults, incarcerated youth, homeless adults, individuals with disabilities and with multiple barriers to educational enhancement, and single parents. As reported by National Adult Literacy Survey, 37% of the adult population in the District is performing at level 1 on the literacy scale. In addition, DC Department of Employment Services employment characteristics shows 14,793 TANF recipients of which: 33% engaged in some form of work activity and only 3% enrolled in school, training or an employment training program; 97% of TANF recipients are single mothers; 60% are between the ages of 17 and 30; 52,520 economically disadvantaged residents of the District are eligible for JTPA(Job Training and Partnership Act) services.

b. Individuals with Disabilities

There are large numbers of adults entering adult education and literacy programs in the District who may have unrecognized learning disabilities. According to a study conducted by the National Adult Literacy and Learning Disabilities Center, these learners have worked diligently to learn to read, to improve comprehension skills, and to improve their writing and spelling, or work skills, yet, they make little or no progress. Most adult education and literacy program staff are not trained to readily identify an individual with a learning disability. A screening and/or diagnosis process is needed to identify specific learning needs that can be addressed through special teaching techniques.

c. Single Parents

It is estimated that 30% to 45% of the District's children are raised in poverty. The 1990 census shows that some 12 million adult women were poor at some time during that reporting period and that about 3.2 million were single mothers who were heads of households and who had children below the age of eighteen. According to the 1997 *Kids Count Data Book: State profiles of Children Well-Being*, in 1994 58% of District households were headed by a single parent compared to 26% for the nation as a whole.

d. Individuals with limited English proficiency

The U.S. Census Bureau reported that more than one million new immigrants entered the U.S. legally in 1989, and that number has increased each year for the past decade. The demand for adult education services for adults with limited English skills has increased tremendously in the District of Columbia. According to Immigration and Naturalization Service, FY92-96, a total of 17,676 immigrants/refugees have legally entered the District of Columbia. The report noted the largest immigrants by country of birth to be: El Salvador - 2,928; Vietnam - 2,014; and Ethiopia - 1,122. Immigrants are the fastest growing population of adult learners in the District with a 17% increase over the past 2 years.

e. Institutionalized individuals.

The Department of Corrections, through the University of the District of Columbia is currently providing adult education services-GED preparation-to 145 individuals. In the District of Columbia, the vast majority of inmates are males who are in prison, jail, halfway houses, and/or community based rehabilitation centers. They are high school dropouts who will re-enter the community lacking the necessary skills to get and retain a job. There is a growing number of female inmates in the D.C. Jail who have children under the age of 18.

f. Homeless Adults

The homeless adult population in the District of Columbia represents a proportionate number of adults who are high school dropouts, are under-employed, and who are functioning on the lowest level of literacy. The needs of homeless individuals include: adult education; job skill training; and substance abuse prevention and recovery.

g. Senior Adults

The Institute for Gerontology at the University of the District of Columbia has reported a 100% increase in the number of senior citizens seeking basic survival English instruction for Hispanic Elders. There is also an ongoing and growing demand for basic computer skill classes at the Institute. The interest of seniors is not so much related to employment as it is to the sheer desire to understand the cyber world that is increasingly dominating their lives. They fully understand that literacy in the 21st Century means, computer literacy and that such information about issues that impact their lives has a web address attached to it. Familiarity with the Web and the ability to access it will become even more important as they age and perhaps become less mobile and thereby more dependent on computers.

The DC Office on Aging's state plan for fiscal years 1997 through 1999 states that the unemployment rate for older workers is on the rise. The stated goal for Older Workers Employment Training Program is to assist older workers in acquiring skills that meet the market demands. The needs of seniors must be met through a collaborative cooperative effort that has begun with the D.C. Office of Aging and now includes the adult education community. Linkages with the "Never to Old to Learn" program through the Office of Aging have been developed through a grant to the University of the District of Columbia Gerontology Institute. Other linkages with the Lifelong Learning Centers at MLK Library that provide visual and auditory enhancement materials as well as large print books on tapes will be explored.

Discussions will continue with DOES to plan for a combined assessment that would capture data that would provide information needed by adult education providers and District agencies as well as WIA partners.

3.0 Description of Adult Education and Literacy Activities

Section 224 (b) (2) requires: "A description of the adult education and literacy activities that will be carried out with any funds received under this subtitle."

3.1. Descriptions of Allowable Activities

In years 2, 3, 4, and 5, the District of Columbia State Education Agency's allowable activities will consist of one or more eligible programs that will provide services or instruction in one or more of the following categories:

- (1) Adult education and literacy services, which will include workplace literacy services;
- (2) Family literacy services; and
- (3) English literacy programs

The following is a brief description of the major types of literacy programs that providers such as: Even Start Multicultural Family Literacy Program, Language, Education & Technology Center (ETC), and Living Wages of Washington are offering to adult learners in the District of Columbia.

? Even Start Multicultural Family Literacy Program

Even Start Multicultural Family Literacy Program serves families with educational needs that often go unmet. It is based on the premise that when parents and children learn together, the child gains an appreciation for education that translates into success in school and increased retention. Even Start

provides adult literacy to over 200 families through ESL classes, job skill classes, parenting workshops, and childhood development activities.

Even Start uses small-group, participatory teaching methods to provide ESL and computer instruction. Instructors use students' learning goals to plan lessons as well as a combination of textbooks, real-life materials, interactive hands-on exercises and computer based ESL exercises to ensure the acquisition of relevant academic and life skills.

? **Living Wages of Washington**

Living Wages of Washington operates an adult education center in the southeast quadrant of the District of Columbia. In this program, over 100 individuals receive GED preparation, individualized literacy skills development, job readiness, and business and computer classes. Those involved in the classes participate in citizenship activities to exercise their rights and responsibilities as citizens as well as parenting workshops aimed at teaching parents how to help their children succeed in school.

? **Language, Education and Technology Center**

Language, ETC offers English as a Second Language to the immigrant community of Washington DC. This program enables adult immigrants, of any nationality, to achieve a level of educational proficiency that will allow them to lead productive lives here in the United States. Through instruction in English as a Second Language, literacy, citizenship, GED, and computer training, the program prepares its students for meaningful employment and educational advancement. Language ETC has served more 1,000 immigrants in the District of Columbia.

? **Literacy Resource Center**

The Literary Resource Center (LRC), at Martin Luther King, Jr. Public Library, serves as the District's literacy resource center. It maintains a collection of print and audio-visual materials for use by teachers, tutors, program administrators, volunteers, and service providers. The center has provided workshops and mini-conferences for ABE, GED, ESL services providers, adult learners, and volunteers. With the development of another resource center, the services and educational resources will be available to greater numbers of District residents.

The Literacy Resources Division operates a Regional Literacy Help Line established in 1990. The Help Line provides information about literacy programs, GED practice tests, GED examination, tutors and volunteer opportunities. A Regional Literacy Directory of service providers is maintained within the division.

3.2. Special Rule (Uses of Funds for Family Literacy)

Any funds awarded under Sec. 231 of the Adult Education and Family Literacy Act shall not be used to support or provide programs, services, or activities for individuals who are not individuals described in subparagraphs (A) and (B) of Section 203 (1), except that funds will be made available to support family literacy programs, services and activities. Eligible providers are encouraged to utilize programs and services that are not assisted under the Act in providing for the needs of program participants.

The family literacy providers in the District rely primarily on federal correctional support programs, and services and DC Public School services and programs primarily. The funds for family literacy made available throughout this Act are supplemental and augment services and activities. The upcoming grant cycle Request for Applications requires collaborations with other programs and agencies in an attempt to widen the support base for programs and reduce the burden of funding these programs.

3.3 Description of New Organizational Arrangements

A. One-stop delivery systems

In a collaborative effort with the State Education Agency and DC Department of Employment Services, the following planning and implementation strategies are ongoing:

Year 1

Planning

- ? Scheduling booth time
- ? One-stop Center Personnel Training
- ? Space
- ? DOES establish and maintain WEB page for Adult Education.

Implementation and Activities

- ? Adult learners were able to use the first Adult Education Information Booth at the only full-service One-stop Center in Southeast. The booth opened on March 25, 1999 in Anacostia, located in ward 8 of the District.
- ? Adult learners got program information had personal contact with adult education providers and on-site referral to the center's employment specialists.
- ? Two memoranda of agreement between the SEA and the Department of Employment Services (DOES) were executed:
 - one, covering the information booths and referrals to programs for adults seeking literacy services;
 - and

-another, covering the establishment of an official GED testing site that opened in December 1999 at the full service One-Stop Center in Anacostia. These two MOAs allowed:

1. Administration of GED examination once each month
2. On-going program referral and job counseling referral
3. Viewing adult education program information on video
4. Adult learners to have access to the Internet for job searches and vocational training classes.

Year 2, 3 and 4

Planning

- ? DOES will establish six additional One-Stop Centers with at least one in each quadrant of the District, each with Adult Education Information Booths.
- ? DOES and SEA will design joint assessment and evaluation instrument prior to educational program referral for DOES clients who are adult learners.
- ? Establishment of adult education and literacy program on-site, at One-Stop Center
- ? Evaluation of information booths, referral and assessment processes
- ? Best practices of adult education programs throughout the country will be reviewed and assessed for possible adaptation.

Implementation and Activities

- ? Continued access to Information Booths
- ? Referrals to eligible providers
- ? Enrollment in on-site adult literacy and education classes
- ? Maintenance and embellishment of Web page to include links to eligible providers
- ? GED testing to increase to 2 to 3 days each month
- ? Career and post-secondary educational planning
- ? Links to universities, colleges, technical and trade schools and apprenticeship programs
- ? Disabled learners assessment and referral for diagnosis

Performance Reporting for Eligible Providers

Year 1 and 2

Planning

- ? Implementing new National Reporting System (NRS) included training in July of 1999 conducted by Pelavin Institute
- ? Evaluating LiteracyPro and Literacy Ledger software for capturing and reporting data as required by the U.S. Department of Education
- ? Availability and access to software and technical support for all eligible providers
- ? Adoption of the Comprehensive Adult Student Assessment System (CASAS) for use by all eligible providers in ABE, ASE, ESL and for Disabled Learners

- ? Development of monitoring process that includes review of measures and progress toward goals
- ? Evaluating a variety of assessment tools and techniques for assessing and instructing disabled learners to include: *Bridges to Practice*
- ? Devising appropriate performance measures for adults with learning disabilities in collaboration with program providers, adult learners, and special needs educational facilities.

Implementation and Activities

- ? Implementation of a train the trainers process for the NRS,
- ? Provide training to all eligible providers on the NRS, CASAS and software product
- ? Training all eligible providers beginning in January 2000.
- ? Inclusion of performance measures in all eligible adult education and literacy programs
- ? Development of a customized intake form for universal adoption
- ? Monitoring and evaluating program activities and adult learner outcomes
- ? “*Bridges to Practice*” training for all program providers

Years 3,4, 5

Planning

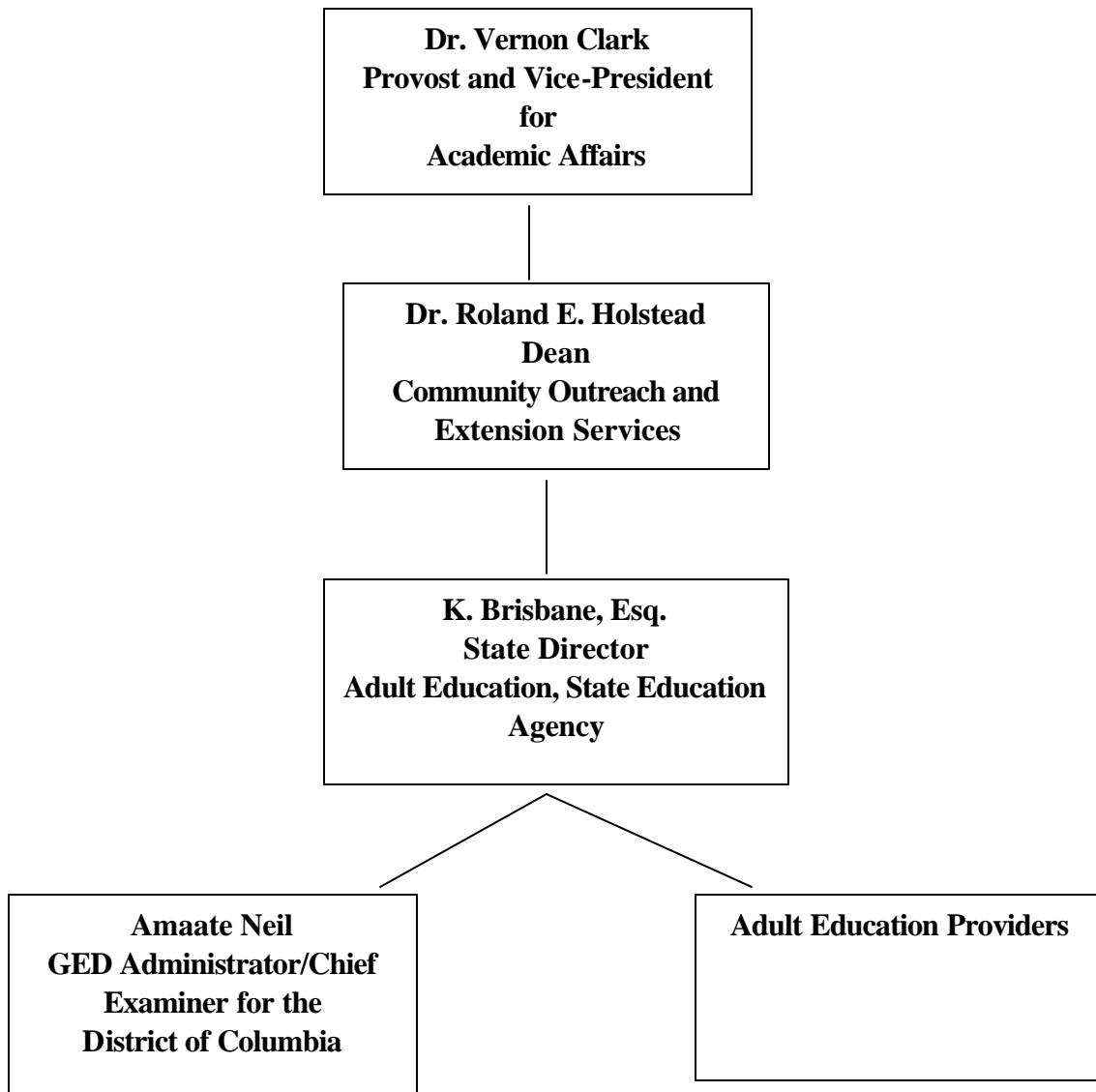
- ? Determine cost benefit of CASAS and software products
- ? On-going training on use of systems and software for reporting
- ? On-going evaluation of accountability systems for programs

Implementation and Activities

- ? Develop an instrument for a providers’ survey on adopted software and performance measures
- ? Identify existing and anticipated needs for system upgrades, and training
- ? Upgrade hardware and software
- ? Train new staff, and retrain staff as indicated
- ? Evaluate performance measures for disabled learners

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ORGANIZATIONAL CHART



3.3(d) STATE LEADERSHIP ACTIVITIES

3.3(d) STATE LEADERSHIP ACTIVITIES

4.0 ANNUAL EVALUATION OF ADULT EDUCATION AND LITERACY ACTIVITIES

Section 224 (b)(3) requires a description of how the eligible agency will evaluate annually the effectiveness of the adult education and literacy activities based on the performance measures described in section 212.

The major focus of the evaluation will be the effectiveness of the State and adult education providers in attaining the core indicator performance levels negotiated with the U.S. Department of Education.

4.1 Annual Evaluations

Over the next two to five years, the State Education Agency will incorporate the National Reporting System (NRS), which is a student reporting system to collect data from eligible programs. This system will ensure that the District meets program accountability as spelled out in Sections 212(c), 231(e)(2) and 212(a) of the Adult and Family Literacy Act (AFLA) and that it meets the Workforce Investment Act (WIA) requirements.

In using the NRS, the District can follow the methodologies NRS seeks to collect:

- ? **Direct program reporting** - The eligible program providers will collect the information directly from the learner while the learner is enrolled and receiving instruction. Such measures include the demographic, student status and student participation measures, as well as the educational gain measure and the secondary measures of program learner completion and citizenship attainment;
- ? **Follow-up survey methodology** - This process will allow programs to collect employment-related measures, receipt of secondary diploma or GED and placement in post-secondary education or training.
- ? **Data matching** - SEA will collaborate with DC Department of Employment Services, DC Department of Human Services, and other relevant agencies and/or businesses to use student social security numbers as well as dates of attendance in the program for students who obtained employment. The wage record database for the appropriate calendar quarter will be used for comparison.

In order to accomplish the above task, the SEA will identify software products designed for ABE, literacy, family literacy and Even Start programs. The State Education Agency will use a software package designed for tracking information regarding student intake and separation dates, status and employment history, pre-and post-assessments, goal status and achievement, class scheduling, tutor

training, and other variables when necessary; and, more importantly, adhere to the U.S. Department of Education's National Reporting System as noted above.

The Comprehensive Adult Student Assessment System (CASAS) is the assessment instrument that the District eligible program providers will use to conduct pre-and post-assessments. CASAS is a standardized multiple-choice, performance-based, and alternative assessment instrument to measure life skills, basic skills and employability skills. CASAS addresses program accountability requirements; therefore, results from the assessment can be entered into the NRS.

The SEA will provide ongoing staff development training for teachers and other local staff involved in collecting and reporting data on the NRS and CASAS.

Program Monitoring and Evaluation

For the next five years, the District will employ the skills and expertise of Program Monitors, on a contractual basis, to monitor the eligible programs' effectiveness as they relate to adult education and literacy activities. The District has developed three procedures for monitoring and evaluating programs: Informal Review, Peer Review, and Formal Review.

- ? **Informal Review** - Program Monitors will conduct scheduled site visits with eligible programs to evaluate program administration, program delivery and fiscal management. Monitors will provide technical support to programs on an as needed basis. A follow-up letter is sent to programs outlining the findings from the review and, if needed, technical assistance will be provided.
- ? **Peer Review** - Eligible programs will partner with similar programs to examine how best practices can be incorporated.
- ? **Formal Review** - The formal review will take place between six and nine months into the grant period. Monitors reschedule site visits, review program administration, program delivery and fiscal management. A formal written evaluation is prepared and submitted to the State office. The State reviews the report and makes a determination as to the continuation of grant. The State will establish an appeal process for providers lacking sufficient program efficacy for ongoing funding.

The Program Monitors are developing a manual that will outline the monitoring and evaluation process. A manual will be made available to each provider in an orientation training session at the beginning of each grant cycle.

5.0 PERFORMANCE MEASURES

Section 224 (b) (4) requires a description of the performance measures described in section 212 and how such performance measures will ensure the improvement of adult education and literacy activities in the state or outlying area.

Pursuant to Section 212 - Performance Accountability System, the District will establish a comprehensive performance accountability system that will assess the effectiveness of adult education and literacy activities. The core indicators of performance will continue to be used to measure the progress programs are making. However, some indicators will be revised to further ensure accountability of eligible providers through assessment of activities that test the effectiveness of those program providers. The additional indicators will be used to further increase the efficacy of programs and the end or purpose of Adult Education activities.

5.1 Eligible Agency Performance Measures

The District of Columbia will establish the core indicators of performance as described in Section 212(b)(2)(A):

1. Demonstrated improvements in literacy skill levels in reading, writing, and speaking the English language, numeracy, problem-solving, English language acquisition, and other literacy skills.
 - ? All eligible providers will assess a student's literacy skill level upon entry into the program using Comprehensive Adult Student Assessment System (CASAS) standardized assessment or diagnostic-prescriptive skill determination within equated curriculum systems.
2. Placement in, retention in, or completion of, post-secondary education, training, unsubsidized employment, or career advancement.
 - ? All eligible providers will be required to obtain this information from their students and document information on the statistical and narrative report.
 - ? The District's State Education Agency will provide training to programs and teachers that will ensure accurate, reliable, and valid data collection and reporting.
 - ? The District's State Education Agency will build on the new National Reporting System and identify strategies that eligible providers can implement to follow-up with students who leave the program before completing their goal as well as for students who leave the program after meeting their goals, e.g. Requests for employment status will be mailed to students' homes at six-month intervals.

- ? Interagency Data Collection: The District's State Education Agency will collaborate with DC Department of Employment Services, DC Department of Human Services, and other relevant agencies to use a state level database that uses a student social security number or address to document longer term student outcomes, such as those related to employment and post-secondary enrollment/completion.
- 3. Receipt of a secondary school diploma or its recognized equivalent.
 - ? All eligible providers with adult secondary students will track and report the number of learners who pass the GED test, earn credits toward a high school diploma, or attain a high school diploma for those students enrolled in External Diploma Programs. The GED office will report the number of GED Certificates issued each calendar year.

5.2 Additional Indicators

1. 10% Increase in number of students meeting the agreed upon educational outcomes identified by employers or public agencies that referred them within the prescribed period.
Activities: Survey job referral counsels; survey DC government agencies (DOES, DHS)
Survey adult learners; survey employers.
2. 10% Increase in attendance
Activities: incentives provided to students to remain in program-stipends for childcare
And transportation, more one-on-one tutorial support
3. 5% Decrease in dropouts from the program
Activities: incentives provided to students to remain in program-stipends for childcare
and transportation, more one-on-one tutorial support
more staff development for teachers and tutors to increase their capacity to
motivate students and identify potential dropouts earlier for intervention.
4. 10% Increase in students registering to vote
Activities: Collaborate with DC Board of Elections and Ethics to develop classes on voter
registration and on understanding the electoral process.
5. 5% Increase in students participating with their children in literacy and schooling
Activities: literacy campaign will encourage and motivate parents to assist their children
with schooling and encourage learning.

5.3 Levels of Performance for First Three years

The District State Education Agency performance measures are expressed in an objective, quantifiable, and measureable form. The following charts outline the core indicators which includes years 1, 2, and 3.

Core Indicator 1

Demonstrated improvements in literacy skill levels in reading, writing and speaking the English language, numeracy, problem solving, English language acquisition, and other literacy skills.

Category	Year 1	Year 2	Year 3
Beginning Literacy ABE	25% of beginning literacy enrollees will acquire (validated by CASAS) the level of basic skills needed to complete the level.	30% of beginning literacy enrollees will acquire (validated by CASAS) the level of basic skills needed to complete the level.	35% of beginning literacy enrollees will acquire (validated by CASAS) the level of basic skills needed to complete the level.
Beginning Basic Education ABE	20% of beginning ABE enrollees will acquire (validated by CASAS) the level of basic skills needed to complete the level.	25% of beginning ABE enrollees will acquire (validated by CASAS) the level of basic skills needed to complete the level.	30% of beginning ABE enrollees will acquire (validated by CASAS) the level of basic skills needed to complete the level.
Low Intermediate ABE	20% of low intermediate ABE enrollees will acquire (validated by CASAS) the level of basic skills needed to complete the level.	25% of low intermediate ABE enrollees will acquire (validated by CASAS) the level of basic skills needed to complete the level.	30% of low intermediate enrollees will acquire (validated by CASAS) the level of basic skills needed to complete the level.
High Intermediate ABE	20% of high intermediate ABE enrollees will acquire (validated by CASAS) the level of basic skills needed to complete the level.	25% of high intermediate ABE enrollees will acquire (validated by CASAS) the level of basic skills needed to complete the level.	30% of high intermediate enrollees will acquire (validated by CASAS) the level of basic skills needed to complete the level.

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Beginning Literacy (ESL)	25% of beginning literacy ESL enrollees will acquire (validated by CASAS) the level of English Language skills (speaking, listening, reading and writing) needed to complete the level.	30% of beginning literacy ESL enrollees will acquire (validated by CASAS) the level of English Language skills (speaking, listening, reading and writing) needed to complete the level	35% of beginning literacy ESL enrollees will acquire (validated by CASAS) the level of English Language skills (speaking, listening, reading and writing) needed to complete the level.
Beginning ESL	25% of beginning ESL enrollees will acquire (validated by CASAS) the level of English Language skills (speaking, listening, reading and writing) needed to complete the level	30% of beginning ESL enrollees will acquire (validated by CASAS) the level of English Language skills (speaking, listening, reading and writing) needed to complete the level	35% of beginning ESL enrollees will acquire (validated by CASAS) the level of English Language skills needed to complete the level.
Low Intermediate ESL	25% of low intermediate ESL enrollees will acquire (validated by CASAS) the level of English Language skills (speaking, listening, reading and writing) needed to complete the level	30% of low intermediate ESL enrollees will acquire (validated by CASAS) the level of English Language skills (speaking, listening, reading and writing) needed to complete the level	35% of low intermediate ESL enrollees will acquire (validated by CASAS) the level of English Language skills needed to complete the level
High Intermediate ESL	25% of high intermediate ESL enrollees will acquire (validated by CASAS) the level of English Language skills (speaking, listening, reading and writing) needed to complete the level	30% of high intermediate ESL enrollees will acquire (validated by CASAS) the level of English Language skills (speaking, listening, reading and writing) needed to complete the level	35% of high intermediate ESL enrollees will acquire (validated by CASAS) the level of English Language skills needed to complete the level

<p>Low Advanced ESL</p>	<p>20% of low advanced ESL enrollees will acquire (validated by CASAS) the level of English Language skills (speaking, listening, reading and writing) needed to complete the level.</p>	<p>25% of low advanced ESL enrollees will acquire (validated by CASAS) the level of English Language skills (speaking, listening, reading and writing) needed to complete the level.</p>	<p>30% of low advanced ESL enrollees will acquire (validated by CASAS) the level of English Language skills (speaking, listening, reading and writing) needed to complete the level.</p>
<p>High Advanced ESL</p>	<p>20% of high advanced ESL enrollees will acquire (validated by CASAS) the level of English Language skills (speaking, listening, reading and writing) needed to complete the level.</p>	<p>25% of high advanced ESL enrollees will acquire (validated by CASAS) the level of English Language skills (speaking, listening, reading and writing) needed to complete the level.</p>	<p>30% of high advanced ESL enrollees will acquire (validated by CASAS) the level of English Language skills (speaking, listening, reading and writing) needed to complete the level.</p>
<p>Low Adult Secondary Education</p>	<p>20% of low ASE enrollees will acquire (validated by CASAS) the level of basic skills needed to complete the level.</p>	<p>25% of low ASE enrollees will acquire (validated by CASAS) the level of basic skills needed to complete the level.</p>	<p>30% of low ASE enrollees will acquire (validated by CASAS) the level of basic skills needed to complete the level.</p>

Core Indicator 2

Placement in, retention in, or completion of, postsecondary education, training, unsubsidized employment, or career advancement.

Category	Year 1	Year 2	Year 3
Placement in Postsecondary Education or Training	10% of adult learners with a goal of advanced education or training will enroll in postsecondary education or training.	20% of adult learners with a goal of advanced education or training will enroll in postsecondary education or training.	25% of adult learners with a goal of advanced education or training will enroll in postsecondary education or training.
Placement in unsubsidized employment	20% of adult learners not employed at enrollment (and in the workforce) will obtain unsubsidized employment.	23% of adult learners not employed at enrollment (and in the workforce) will obtain unsubsidized employment.	25% adult learners not employed at enrollment (and in the workforce) will obtain unsubsidized employment.
Retention in or job advancement	1,100 adults will be retained on the job or advance on the job	1,200 adults will be retained on the job or advance on the job	1,300 adults will be retained on the job or advance on the job

Core Indicator 3

Receipt of a secondary school diploma or its recognized equivalent.

Category	Year 1	Year 2	Year 3
High school diploma or recognized equivalent	1000adults will earn a high school diploma or recognized equivalent.	1,100 adults will earn a high school diploma or recognized equivalent	1,200adults will earn a high school diploma or recognized equivalent

5.4 Factors

Performance Indicators Common to Other Programs in the WIA

The D.C. Department of Employment Services (DOES) uses the following performance indicators. The SEA and DOES have begun the process of establishing common indicators and expect that the chart below is illustrative of those common program goals.

Category	Year 1	Year 2	Year 3
Adult Basic Education	No performance	80% of the adult participants shall complete training.	90% of the adult participants shall complete training
Placement in unsubsidized employment	No performance	80% of the adults who complete training shall be placed in unsubsidized employment Participants placed in unsubsidized employment shall be retained for 120 days. 41% of the youth participants shall be placed in unsubsidized employment or achieve a positive outcome.	85% of the adults who complete training shall be placed in unsubsidized employment Participants placed in unsubsidized employment shall be retained for 120 days. 43% of the youth participants shall be placed in unsubsidized employment or achieve a positive outcome.
Employability Enhancement	No performance.	40% of the youth participants shall acquire employability enhancements	42% of the youth participants shall acquire employability enhancements

The above chart promotes continuous improvement in performance by the State which ensures optimal return on the investment of Federal funds.

A PLACEHOLDER IS HERE BECAUSE THE EMPLOYMENT AND TRAINING SYSTEM IS NOT PREPARED TO DISCUSS THE PROCESS TO BE USED TO REPORT ON PERFORMANCE INDICATORS. THESE WILL BE DEVELOPED IN YEAR 2.

6.0 PROCEDURES FOR FUNDING ELIGIBLE PROVIDERS

Section 224 (b) (7) requires a description of how the eligible agency will fund local activities in accordance with the considerations described in section 231 (e).

6.1 Applications

The first goal of Adult Education is to make Adult Education available and accessible to all adults in the District of Columbia. Target populations are the disadvantaged, adults with limited literacy skills, the chronically unemployed/under-employed, the handicapped, senior citizens, the non-English speaking, the incarcerated and the recently released, learning disabled and the homeless.

In year 1 the SEA increased the number grants from to 8 to 21. In year 2, in addition to the 21 programs providing ABE, GED, ESL, and Family Literacy, we are seeking programs that will provide: workplace literacy, distance learning, and civics instruction through media.

The request for applications recites the following information that is intended to explain the source of adult education Federal funds, and the program and activities requirements for eligible agencies including:

- (1) A description of how funds awarded under AEFLA will be spent;
- (2) A description of any cooperative agreements the eligible provider has with other agencies, institutions, or organizations for the delivery of adult education and literacy activities; and
- (3) Funding periods will be increased to a minimum of 2 years and a maximum of 5.

The Request for Applications states the following:

The State Education Agency is responsible for: 1) providing improved educational opportunities for adults who lack the level of literacy skills needed to function as citizens, parents, and workers; 2) expanding and improving the current system for delivering adult education services including delivery of such services to educationally disadvantaged adults; and 3) encouraging the establishment of adult education programs that will:

- a. Enable these adults to acquire the basic literacy and educational skills, including acquisition of the English language, which will equip them to better fulfill responsibilities as parents/family members, citizens/community members and workers;
- b. Provide these adults with sufficient basic education to enable them to benefit from job training so that they might more fully enjoy the benefits and responsibilities of citizenship; and

- c. Enable adults who so desire to continue their education to at least the level of completion of secondary school and pursue careers and entrepreneurial opportunities.

6.2 Eligible Providers

Eligible providers for a grant or contract are:

- 1-a local educational agency;
- 2-a community-based organization of demonstrated effectiveness;
- 3-a volunteers literacy organization or demonstrated effectiveness;
- 4-an institution of higher education;
- 5-a public or private nonprofit agency;
- 6-a library;
- 7-a public housing authority;
- 8-a non-profit institution that is not described in any of these subparagraphs and has the ability to provide literacy services to adults and families; and
- 9-a consortium of the agencies, organizations, institutions, libraries, or authorities described in any of items (1) through (8).

6.3 Notice of Availability

For years 2, 3, 4, and 5, the notice of availability will continue to be sent to all eligible agencies that are or have received funds over the last 3 years and published in the Washington Post. It will be sent to the Washington Informer, Washington Afro, and two newspapers with local circulation. In addition, it is put on the listserv maintained by the D.C. Literacy Resources Center, given out to providers at public meetings and posted at the University. Following is the text of the published notice:

PUBLIC NOTICE
NOTICE OF FUNDS AVAILABILITY
ADULT BASIC EDUCATION PROGRAM
UNIVERSITY OF THE DISTRICT OF COLUMBIA

The U. S. Department of Education, Adult Education and Family Literacy Act Title II of the Workforce Investment Act of 1998 (P.L. 105-220) with Title V Provisions provides funds for Adult Basic Education (ABE), English as a Second Language (ESL), Adult Secondary Education (ASE), Correctional Education, Family Literacy, State Leadership Activities. Funds will be available to make adult education and literacy activities available and accessible to adult residents in the District of Columbia. Out of the total grant, not more than 10% can be allocated to Correctional Education and education for other institutionalized individuals; and not more than 12.5% can be allocated for technical support, teacher training, linkages with post secondary educational institutions, workplace literacy and occupational skills incentives for program improvement.

The target populations are: adults who are in need of literacy skills or who want to improve literacy skills to benefit their children; the chronically under-employed and unemployed; persons with disabilities, including learning disabilities; senior citizens; the non-English speaking; the institutionalized; and the homeless.

The University of the District of Columbia will be receiving proposals for funding by community-based organizations, public schools, charter schools, libraries, and colleges and universities operating in the District of Columbia. Entities not currently receiving funding are encouraged to apply to ensure greater distribution of programs throughout the District. **Consideration will be given to entities in the far Northeast, far Southeast and Southwest quadrant of the District that intend to provide adult literacy services through: workplace literacy programs, distance learning or civics instruction through media.**

The grant funds for Program Year 2000-2001 will be awarded on a competitive basis (maximum grant awards of \$50,000 per year, per applicant) for a minimum of 2 years and a maximum of 5 years.

The Request for Applications (RFA) will be released on March 31, 2000. You may pick-up your application package from one of three locations: Office of Grants Management and Development 717 14th ST., N.W. 12th Floor or UDC, 4340 Connecticut Ave., NW, Room 212A or the Department of Employment Services, One Stop Center 2626 Naylor Rd., S.E.

For further information, please contact the SEA, Adult Education at (202) 274-6680 or (202) 274-6649.

6.4 Process

The language from the Request For Applications (RFA) below describes the procedures for submitting applications to the State including approximate time frames for notice and the receipt of applications.

Notice of funds availability was published and sent out to eligible providers and the general public in February 2000. The RFA was released on March 31, 2000 and the deadline for submission of applications is May 31, 2000.

Application Identification:

Six (6) copies, one original and five (5) copies, of the proposal are to be submitted with Attachment D affixed to the outside of each submission envelope or package. **Of the six- (6) copies, one (1) application must be an original.** Telephonic, telegraphic and facsimile submissions **will not be accepted.**

Application Submission Date and Time:

Applications are due no later than 6:00 p.m., EST, on May 31, 2000. All applications will be recorded upon receipt. Applications **accepted at or after 6:01 p.m., EST, May 31, 2000 will not be forwarded to the review panel.** Any additions or deletions to an application will not be accepted after the deadline.

The six- (6) copies of the proposal **must be** delivered to the following location:

Office of Grants Management and Development
717 14th Street, NW, 12th Floor
Washington, DC 20005
Attention: Ms. Nadine DeJesus

Mail/Courier/Messenger Delivery

Applications that are mailed or delivered by Messenger/Courier services **must be** sent in sufficient time to be received by the 6:00 p.m. EST deadline on May 31, 2000 at the above location. The Office of Grants Management and Development will not accept applications arriving via messenger/courier service at or after 6:01 p.m.

LATE APPLICATIONS WILL NOT BE FORWARDED TO THE REVIEW PANEL

NOTE: OGMD is located in a secured building. Applicants must allow time to sign in at the Security Guard's desk. OGMD will not accept responsibility for delays in the delivery of the proposals to the 12th Floor.

6.5 Evaluation of Applications

In awarding grants or contracts under this section, the eligible provider shall consider:

- (1) The degree to which the eligible provider has designed the program activities to meet the performance measures in Sec. 5.0 above;
- (2) The past effectiveness of an eligible provider in providing literacy skills to adults and families, and the success of an eligible provider receiving funding under this subtitle in meeting or exceeding the performance measures, especially with respect to those adults with lower levels of literacy;
- (3) The commitment of the eligible provider to serve individuals in the community who are most in need of literacy services, including individuals who are low-income or who have minimal literacy skills;
- (4) Whether or not the program is of sufficient intensity and duration for participants to achieve substantial learning gains and uses instructional practices, such as phonemic awareness, systematic phonics, fluency, and reading comprehension that research has proven to be effective in teaching individuals to read;
- (5) Whether the activities are built on a strong foundation of research and effective educational practice;
- (6) Whether the activities effectively employ advances in technology, as appropriate, including the use of computers and distance learning;
- (7) Whether the activities provide learning in real life contexts to ensure that an individual has the skills needed to compete in the workplace and exercise the rights and responsibilities of citizenship;
- (8) Whether the activities are staff well-trained instructors, counselors, and administrators and whether the proposal includes plans for participation in SEA sponsored staff development and teacher training staff the activities;
- (9) Whether the activities coordinate with other available resources in the community, such establishing strong links with elementary schools and secondary schools, public libraries, post-secondary educational institutions, one-stop centers, job training programs, and social agencies;
- (10) Whether the activities offer flexible schedules and support services (such as childcare and transportation) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs;
- (11) Whether the program has the capacity to use the data reporting and management system required by the SEA that can report participant outcomes and monitor program performance against the eligible agency performance measures;
- (12) Whether the program has executed agreements with one or more employers for job training, placement or advancement for program participants; and
- (13) Whether the local communities have a demonstrated need for this type of English as a second language literacy programs.

6.6 Special Rule

The District has not adopted any rule or policy relating to the administration or operation of a program authorized under AEFLA that has the effect of imposing a requirement that is not imposed under Federal law (including any rule or policy based on District interpretation of Federal statute, regulation, or guideline).

PROPOSAL SELECTION CRITERIA

I. Program Design (45 points)

These criteria describe a program, which has been carefully designed to ensure a successful outcome, i.e., achievement of the proposal's goals and objectives. The program should reflect careful planning, clear understanding of the population to be served, efforts to address the logistic, social, economic, personal and learning needs of the population, demonstrated capacity to work collaboratively with Federal or District agencies, private or public sector employers to establish linkages for job opportunities for successful participants in the GED preparation program, attention in sufficient detail to the necessary components of a good program such as facility, curriculum, materials, schedule, recruitment, activities, qualified staff, etc., with an evaluation mechanism for self examination and improvement and a signed statement to evidence agreement to participate in the SEA peer review process.

FACTORS:

a. Description of Needs (15 points)

The SEA evaluates the need for a grant based on information that clearly shows that:

- (1) the targeted population is in an economically deprived area and literacy needs of eligible adults are clearly defined, including individuals who are low-income or who have minimal literacy skills, or who need additional English literacy programs (10 points);
- (2) proposed adult education and literacy activities will serve only eligible individuals who are one or more of those not served or under-served as specified by the SEA. This includes the limited English proficient, incarcerated or recently released, disabled learners, homeless and senior citizens (5 points).

b. Program Design (20 points)

The SEA evaluates the plan by the extent to which the program:

- (1) has achievable and measurable goals and objectives for recruiting and retaining students, increasing achievement and reporting progress;
- (2) is of sufficient intensity and duration for participants to achieve substantial learning gains, including approaches built on research, effective instructional practice and use of technology (5 points);
- (3) provides activities offering flexible schedules, accessible facility location, support services, including child care and transportation, and learning in real life contexts to ensure employability skills and responsible citizenship (5 points);

- (4) coordinates its services with other available resources in the community, including elementary and secondary schools, post secondary educational institutions, job training programs and social service agencies (5 points); and
- (5) provides a work plan that links each measurable objective with proposed approaches and activities including planned instructional activities, which details curriculum, materials, resources, technology and facilities that will achieve the project goals and objectives, address identified needs and ensure equitable access for disabled learners, all genders, adults 16 and older, including senior citizens, immigrants and speakers of other languages. (points).

c. Evaluation (10 points)

The SEA assesses the quality of the evaluation plan based on information that shows:

- (1) activities that establish high-quality information management system to report participant outcome, descriptive and enrollment data, and monitor program performance against the absolute quality indicators adopted by the SEA (5 points);and
- (2) participant outcome measures that addresses core measures established SEA, including educational gains; entered and retained employment; receipt of secondary school diploma or GED; or placement in post secondary education or training (5 points).

II. Budget (30 points)

The SEA reviews the application to determine the extent to which:

- (1) the proposed budget is directly related to achieving the stated goals, objectives and activities, including how the costs are adequate and reasonable (20 points); and
- (2) the application identifies sufficient financial resources to support the proposed plan including a 25% match of non-federal funds for program activities, and;
- (3) and demonstrates a clear link between proposed expenditures and proposed activities. Evidence should be presented of sound fiscal planning and cost management (10 points)

III. Organizational Capacity and Personnel (25 points)

The SEA evaluates the extent to which the application:

- (1) details the commitment and experience of the applicant organization in improving the literacy skills of adults and families; or its capacity to do so, if funds are awarded (10 points);
- (2) demonstrates that the program coordinates project activities with other available resources in the community (5 points); and
- (3) demonstrates how it will hire qualified staff and provide ongoing staff development (10 points).

IV. Bonus Points (15 points)

The SEA will award bonus points to programs:

- (1) hiring and retaining at least 50% teaching personnel and staff who are residents of the District of Columbia (5 points); and
- (2) with executed agreements with employers to hire participants in entry level positions and support continued program participation for employees seeking additional literacy services (10 points)

NOTE: In evaluating the proposal, the selection panel will follow the guidelines set forth in 34 C.F.R. Part 461.31(a) which states, in part, that “In selecting local recipients, a State Educational Agency shall give preference to those local applicants that have demonstrated or can demonstrate a capability to recruit and serve educationally disadvantaged adults, particularly in areas with a high proportion of adults who do not have a certificate of graduation from a school providing secondary education or its equivalent.”

7.0 PUBLIC PARTICIPATION AND COMMENT

Section 224 (b)(9) requires: " A description of the process that will be used for public participation and comment with respect to the State Plan."

7.1 Description of Activities for Years 2,3,4,and 5

Public Hearings and Comment Period

The District of Columbia State Education Agency held four public hearings on the State Plan for Adult Education and Family Literacy. All stakeholders are provided the opportunity to present up to five minutes of oral comment, supported by a written statement, at any one of the hearings. Additionally, written comments can be submitted to the State Education Agency, Adult Education within two weeks of the hearings. All public comments are available for review at the SEA’s office.

Draft Plan Availability

Copies of the Draft State Plan were available at: the DC Public Library, Literacy Resource Division, D.C. Office of Grants Management and Development, University of the District of Columbia, Learning Resource Center and the Adult Education Office, Department of Employment Services One-Stop Center, Office of the Mayor. network of literacy providers, notification to community-based organizations, UDC’s local Adult Education centers.

Public Responses and Recommendations for State Plan

A summary of the recommendations received by the SEA in public hearings in the preparation of this Amendment to the Plan can be found in Appendix C. The recommendations were incorporated into the State Plan either as activities or initiatives that will be undertaken or as ideas that will be investigated over the next 4 years.

7.2 MAYOR'S COMMENTS

The Plan was submitted to the Mayor for comment on March 3, 2000. No comment has been received by the SEA on the Plan. (See Attachment A-Transmittal letter to Mayor)

8.0 DESCRIPTION OF PROGRAM STRATEGIES FOR POPULATIONS

Section 224 (b)(10) of the Adult Education and Family Literacy Act requires a description of how the eligible agency will develop program strategies for populations that include, at a minimum, low-income students, individuals with disabilities, single parents and displaced homemakers, and individuals with multiple barriers to educational enhancement, including individuals with limited English proficiency.

8.1 Strategies

a. Adult with Disabilities

Bridges to Practice

Years 2 , 3, 4, and 5

The SEA has obtained the services of the Lt. Joseph P. Kennedy Institute of Washington, DC, a forty-year old institution that provides innovated, educational and supports to developmentally disabled adults. The Institute personnel will train all staff, teachers, and volunteers in adult education programs in intake, and assessment, referral for diagnosis, and teaching techniques for adults with learning disabilities. *Bridges to Practice* will be used to structure the training and certification classes.

Mobile Diagnostic Unit

Year 2, 3, 4, and 5

Local funding is being sought to equip a mobile diagnostic unit that will become the roving diagnostic center for learning disabilities. Through these activities professional diagnosis of learning disabilities will result in accommodations for GED testing and in improved instruction for disabled learners.

Developmentally Disabled Adults

Years 2, 3, 4, and 5

Literacy instruction for institutionalized and independent blind and developmentally disabled adults will continue to be provided by the Kennedy Institute using audio, tactile, visual and hands-on instruction which has resulted in an increase in adults participants passing the GED.

b. Adult Immigrants

Distance Learning

Years 2 and 3

Crossroads Cafe—a 26-week conversation program for limited English proficient adults—has been aired on UDC's cable television networks. It is being aired on DC Public Schools' Channel 28 as well. UDC will continue to air Crossroads Cafe. Six ESL providers were trained in the use of Crossroads Café in the summer of 1999 and instructional materials including videotapes are being made available to providers for classroom use.

Assessment and Performance Measurement

Years 2, 3, 4, and 5

CASAS has been adopted by the SEA as the universal assessment tool for eligible providers. The SEA will provide training in the use of CASAS to assess the literacy skills of speakers of other languages. It will be used for intake screening and performance measurement. Better skill assessment for speakers of other languages is expected to improve placement, retention and skill acquisition and provide more accurate data to the state agency.

Workplace Literacy

Years 2, 3 and 4

Programs are being sought that can provide workplace literacy services that address the needs of adult immigrants who have limited English language skills. In addition projects with national and local trade unions and local builders associations will be undertaken to encourage development of job site literacy programs. Year 2 will target building maintenance contractors and their employees. Year 3 will target hospital and hotel workers. Year 4 will focus on the building trades industry and bricklayers union.

ESL Instruction and Counseling Services

Years 2, 3, 4, and 5

The State Office will require ESL service providers to make classes in English as a Second Language available mornings, afternoons, evenings and weekends. In addition, local funding is being sought to provide job, personal, and family counseling services to immigrants. The Adult Education program will remain in close contact with the Office of Bilingual Education, and community-based organizations to monitor needs of non-English speakers.

c. Economically Disadvantaged Adults

Adults facing economic disadvantage include the chronically unemployed, homeless and residents in housing projects. This population has been affected since 1996 by the steady decline in welfare benefits and movement of low-skilled jobs from the District. Under WIA, adults receiving TANF support are required to seek employment. DOES and the SEA are developing memoranda of agreement to address the literacy needs of TANF recipients.

Childcare and Transportation

Years 2, 3, 4, and 5

The SEA has proposed annual increases in local funding for the next 4 years that will be used, in part, to provide: childcare and transportation stipends to eligible participants, computer systems for distance learning, VCRs and monitors for classroom instruction, training, participation in tele-conferences and computer instruction.

Distance Learning

Years 2, 3, 4, and 5

UDC's cable television station will begin airing GED classes in late Spring 2000 and will coordinate the airing of these programs with Howard University and Channel 28. Under an agreement with Walter Reed Army Medical Center (Walter Reed), distance-learning capability has been expanded for adult education purposes. A draft agreement between the SEA, Walter Reed and an adult education provider will lay the foundation for a pilot distance-learning program that will meld classroom instruction with independent study for adults on the ASE and GED preparation levels. The program is expected to provide literacy enhancement as it emphasizes computer technology with job placement in the computer industry upon completion.

DOES Referral and Counseling services

Years 2, 3, 4, and 5

The DOES, One-Stop Centers have initiated job search, referral and counseling services for adult learners accessing the centers and will automatically refer adults needing literacy skills enhancement to eligible providers.

DOES Pilot Project

Years 2 and 3

The joint project between the SEA and DOES to provide childcare and transportation stipends to program participants will be renegotiated in year 2 and implemented as a two-five year pilot project. Under this agreement, this population of adult learners will have opportunities for jobs and will be required to attend adult literacy programs as part of the job training. To lessen the burden on mothers, and fathers who are caregivers of school-age children, a stipend will be paid for participants to cover the cost of transportation and childcare while they attend classes.

d. Minorities

According to the latest Census update, 65% of the populations of the District of Columbia are members of minority groups. They are the main recipients of Adult Education services. Of the 3,295 students served in FY 1998, 3,262 or 98% were members of minority populations. The grant funds will continue to serve predominantly minority populations. All strategies that have been developed or that are being developed will emphasize the needs of minority populations who are African, Central American, and Southeast Asian.

Public Information Campaign

Years 2, 3, 4, and 5

A strategic public information and advocacy campaign was designed for the SEA. In cooperation with UDC's cable television station, the SEA, eligible providers and adult learners taped a four-part series on the state of adult education in the District. One of the programs in that series featured a discussion with adult learners who were representative of the minority groups served by the eligible providers. UDC's cable station will re-air that series in the Spring of 2000.

Years 2, 3, 4, and 5

With local funds the SEA has begun planning the 2001 Walk for Literacy that is intended to increase public awareness of and support for adult literacy in the District. This is to be an annual event that will result collaboration among the SEA, Education Committee of the D.C. Council, UDC, adult learners, providers, and the business community. District corporations will underwrite much of the costs for the annual event while District agencies will provide publicity and volunteer support. All proceeds of this event will go to adult education programs for direct services to adult learners.

Distance Learning

Years 2, 3, 4, and 5

UDC will continue to provide, via its cable station, instruction for GED preparation, Crossroads Café for ESL instruction, and a discussion series that focuses on adult education in the District of Columbia.

e. The Elderly

Computer Literacy and Survival English

Years 2, 3 and 4

The Institute for Gerontology at UDC has been funded to provide computer literacy classes for seniors in public housing and ESL classes in survival English for Hispanic elders. These programs will be expanded to include computer literacy classes for seniors in local nursing homes and Hispanic elders in local community centers. The requests for these programs have outstripped the Institute's capacity to provide the training, leaving many citizens without recourse for the training they want and need.

f. Incarcerated and Other Institutionalized Individuals

Pre-Release Facilities and Work-Release Literacy and Counseling Services

Year 2

The SEA and Corrections will begin discussions and the development of a plan to provide appropriate literacy and adult education classes to 2 groups- former inmates in pre-release facilities and inmates attempting to get into work-release programs. The SEA is seeking to increase the intensity and the duration of literacy classes and adapt a distance-learning model from a local technology program for these two populations.

Years 3, 4, and 5

Through DOES and a state funded job and personal counseling team, job readiness issues and personal adjustment issues can be addressed while adults enhance their literacy skills and/or study for the GED examination. Employers and program providers will prepare individual educational and work plans that will incorporate literacy skills enhancement and job skills training.

Literacy Services-D.C. Jail

Year 2

Past literacy the barriers to access that impact the continuity, frequency and duration of literacy programs have frustrated program providers. The SEA will begin discussions with the D.C. Corrections Department for the preparation and execution of a memorandum of agreement to assist the literacy provider with regular access to program participants at D.C. Jail. Distance learning technology will be employed to provide greater access to program participants and increase the contact hours for literacy skills enhancement.

Year 3, 4, and 5

Establish a permanent presence and ongoing literacy and GED preparation programs at the D.C. Jail to include a family literacy component which will include job, family and personal counseling.

9.0 INTEGRATION WITH OTHER ADULT EDUCATION AND TRAINING

Section 224 (b)(11) of the Adult Education and Family Literacy Act states: "Describe how the adult education and literacy activities will be carried out with any funds received under this subtitle, and how they will integrate with other adult education, career development, and employment and training activities in the State or outlying area served by the eligible agency."

9.1 Description of Planned Integrated Activities

Years 2, 3, 4, and 5

1. The SEA and WIC members, DOES and DHS, will continue to identify additional methods of providing for the training, literacy and counseling needs of adult learners. Educational services to be provided will include: Adult Literacy, Workplace Literacy and Family Literacy and will be available at the One-Stop Centers as well as at community-based organizations.
2. The SEA and Howard University Television (HUTV) will broadcast a GED preparation course and an External Diploma Program (EDP) in collaboration with UDC, Howard University or another university in the District.
3. The University of the District of Columbia is supporting the skill classes at the Ferebee-Hope Center, and provides programs for adults who are on probation.

4. The SEA will continue to collaborate with businesses and employers within the University of the District of Columbia and the D.C. Government to establish workplace literacy programs for their employees who lack a GED or adequate English. The fee-based apprenticeship program at Phelps is sponsored by labor unions and supported with literacy classes.
5. The State Education Agency will continue to work cooperatively with other agencies and organizations that are committed to improving the delivery of adult education services with D.C. The primary thrust will be the establishment of the State Advisory Committee with members from the adult learners, service providers, public agencies, private sector, employers, unions, and other concerned citizens. Within this committee lies the opportunity to plan, advise the State Office, Federal and Distinct agencies, review programs, establish benchmarks, identify additional funding for technical support plan for staff and teacher training, and conduct peer reviews and evaluations of adult education programs.

9.2 STATE UNIFIED PLAN

The District of Columbia will not submit a unified plan.

10.0 ENSURING DIRECT AND EQUITABLE ACCESS

Section 231 (c) requires: Each eligible agency receiving funds under Title II shall ensure that (1) all eligible providers have direct and equitable access to apply for grants or contracts under this section; and (2) the same grant or contract announcement process and application process is used for all eligible providers in the State or outlying areas.

10.1 Description of Steps

Year 2, 3, 4, and 5

The Request for Applications includes the language of Sec. 231 (c) as a requirement for all recipients of Federal grant funds. In addition, all applicants for grant funds are required to complete an assurance statement that details the efforts made to provide equal access to the program and activities sponsored by the subgrantee during the funding period.

Subgrantees provide programs on an equal basis to all races, ethnic groups and genders. They are required to complete a form that was developed for the express purpose of accounting for the activities undertaken by the program to reduce and/or eliminate all barriers and encourage participation by all identified groups.

The SEA will continue to provide technical assistance at the pre-application conference and to successful applicants during the grant year through the state program monitoring teams. The monitors help them understand what barriers might be affecting participation and success in their literacy

programs. The SEA provides funds for removal of barriers, such as, printed materials about adult education services in at least two languages, loan of tape recorders for learners needing recorded instruction, access to a public relations experts to assist programs in developing materials for outreach to under-served populations.

10.2 NOTICE OF AVAILABILITY

For years 2, 3, 4, and 5, the notice of availability will continue to be sent to all eligible agencies that are or have received funds over the last 3 years and will be published in the Washington Post. It will be sent to the Washington Informer, Washington Afro, and two newspapers with local circulation. In addition, it will be put on the listserv maintained by D.C. LEARNS, given out to providers at public meetings, and posted at the University.

11.0 PROGRAMS FOR CORRECTION EDUCATION AND OTHER INSTITUTIONALIZED INDIVIDUALS

Section 225 requires for each fiscal year, each eligible agency to carry out individuals using funding authorize by Section 222 (a) (1). Section 232 (a)(1) allows not more than ten percent of 82.5 percent of the funding for the cost of educational programs for criminal offenders in correctional programs for criminal in corrections education for other institutionalized individuals, and Section 225 (c) requires that priority be given to those individuals who are within five years of release from incarceration.

11.1 Types of Programs

In collaboration with the judicial system, the SEA will work with adult education service providers, District agencies, including the Department of Corrections, the private sector and this target population to provide family literacy, substance abuse awareness and prevention, crime and violence prevention, ESL, ABE and GED classes.

Self-sufficiency and Community Responsibility

Year 2, 3, 4, and 5

Programs that promote self-sufficiency and community responsibility, which will enable this population of adults to become productive citizens, will be encouraged to enter into collaborations with literacy and job skills programs to increase the likelihood of a successful reintroduction into the community after release.

Pre-Release Facilities and Work-Release Literacy and Counseling Services

Year 2

The SEA and Corrections will begin discussions and the development of a plan to provide appropriate literacy and adult education classes to 2 groups- former inmates in pre-release facilities and inmates attempting to get into work-release programs. The SEA is seeking to increase the intensity and the duration of literacy classes and adapt a distance-learning model from a local technology program for these two populations.

Years 3, 4, and 5

Through DOES and a state funded job and personal counseling team, job readiness issues and personal adjustment issues can be addressed while adults enhance their literacy skills and/or study for the GED examination. Employers and program providers will prepare individual educational and work plans that will incorporate literacy skills enhancement and job skills training.

Literacy Services-D.C. Jail

Year 2

Past program providers have expressed frustration with the barriers that impact the continuity, frequency and duration of literacy programs. The SEA will begin discussions with the D.C. Corrections Department for the preparation and execution of a memorandum of agreement to assist the literacy provider with regular access to program participants at D.C. Jail. Distance learning technology will be employed to provide greater access to program participants and increase the contact hours for literacy skills enhancement.

Year 3, 4, and 5

Establish a permanent presence and ongoing literacy and GED preparation programs at the D.C. Jail to include a family literacy component which will include job, family and personal counseling.

Incarcerated adults have been served through community-based organizations that conduct such activities as:

- ? Family Literacy for women inmates at D.C. Jail which helps parents improve their reading skills and encourages them to read with their children during visits
- ? Working with young adults in substance abuse treatment programs
- ? Skills preparation programs for adults on probation, in work-release programs and in pre-release facilities
- ? ABE and GED preparation for inmates

Years 2,3,4, and 5

Requirement of Literacy and Job Readiness/Job Training

Federal funds will continue to support adults in programs such as these with the additional requirement of literacy and job preparation or on the job training.

Literacy for Adults on Probation

Years 3, 4, and 5

A program for adults on probation will be established to provide literacy skill enhancement, personal and inter-personal skill development and job training. It will be linked to the probation programs that exist in Corrections and will focus on the needs of each adult learner and the support mechanisms needed to help with the return to the community. It is expected to involve, DOES, UDC, Corrections, adult education providers, private businesses.

Funding Set Aside

Years 2, 3, 4, and 5

Up to ten percent (10%) of the RFP is set aside for corrections education. Applicants are asked to develop programs working with the adult learners once they are back in the community or within 1 year of returning to the community. One type of program that will get priority funding is family literacy for D.C. Jail inmates. The program provides literacy training and GED referral information to parents in jail while preparing them to read with their children on visits. It is expected that a program of this type will continue to get funding since it addresses both adult literacy and family literacy. Many of the participants in this program have enrolled in literacy programs in the institution and/or have inquired about adult education programs after release. Participants also encourage their children to stay in school and improve their reading skills.

Youth, Drug Rehabilitation and Job Placement

Years 3 and 4

Several programs plan to work with drug rehabilitation and job placement for youth who had been incarcerated. In years 3 and 4, the SEA will work with providers of these services to create linkages with job skills and vocational training programs and employers.

11.2 Priority

The SEA has given priority to serving individuals who are likely to leave the correctional institution within five years of participation in the program. All funding is slated for use by programs that serve adults who will be released within 1 to 5 years.

11.3 Types of Institutional Settings

Correctional institution means any

- (1) Prison;
- (2) Jail;
- (3) Reformatory;
- (4) Work farm;
- (5) Detention Center; or
- (6) Halfway house, community-based rehabilitation center, or other similar institution designed for the confinement or rehabilitation of criminal offenders.

The policies, procedures, and activities for carrying out corrections education, or education for other institutionalized individuals are discussed under 11.1 above.

Note: The eligible agency may not spend more than the 10 percent of the 82.5 percent of the State grant that must be allotted to local programs for Sec. 225 activities.

12.0 STATE LEADERSHIP ACTIVITIES

Section 223. State Leadership Activities (a) In General. Each eligible agency shall use funds made available under Section 222 (a)(2) for 1 or more adult education and literacy activities.

12.1 Description of Activities

The SEA has established priorities for State Leadership Activities for the issuance of the grant as follows:

Professional Development, Program Monitoring, and Technical Assistance

Year 2, 3, 4, and 5

1. The SEA through professional consultants will provide training to staff in intake, reporting, program monitoring and follow-up. Training in teaching techniques, mathematics instruction and disabled learners for teachers and tutors is expected to improve the quality of instruction provided pursuant to local activities required under Section 231 (b) including instruction incorporating phonemic awareness, systematic phonics, fluency, and reading comprehension;
2. The monitoring team has developed a manual for dissemination to all program providers. The manual covers administrative aspects of the application process, program management, program reporting, record keeping, and evaluation. The monitoring team conducts an informal and a formal evaluation for each program every year then provides technical assistance for issue resolution and problem solving with each provider. Internal program evaluation instruments have been developed by providers and are to be administered twice each year to adult learners, teachers and administrative staff. All providers sign an agreement to participate in the peer review process which allows for an informal exchange of program information and best practices between providers;
3. With the adoption of CASAS as the universal assessment and performance indicator tool, all eligible providers will be able to share information using the same context. This will help adult learners who move from program to program during the course of a year or more.

Incentives and Performance Awards

Years 2, 3, 4, and 5

1. Under Sec. 3.3 (d) above, Incentives for program coordination and integration and performance awards are outlined.

Linkages

Years 2 , 3, 4, and 5

1. Through Memoranda Of Agreements with DOES Adult Education has a physical presence in the One-Stop Centers. Under another MOA, job counselors at the One-Stop to eligible providers will refer adult learners. A third agreement in the form of an Memorandum Of Understanding (MOU) between the SEA and DOES will provider childcare and transportation stipends for eligible adult learners.
2. UDC Adult Vocational training program at Phelps Adult Education Center (AEC) and the SEA will collaborate to provide job skills training and basic skills instruction to program participants.
3. Major employers in the District will participate in the workplace literacy program that will link job performance to acquisition of GED and advancement in basic skills classes.
4. Through a joint project with UDC's Community Outreach and Extension Services adults preparing for the GED are encouraged to enroll in the University and are given mentors, tutorials and remediation in mathematics and English. The expected outcome of this program is a greater level of preparedness for college level work, which is expected to increase retention.
5. Through the incentives program, the SEA will link with vocational and trade union programs to provide scholarships to adult learners who pass the GED.

12.2 Description of Joint Planning and Coordination for Unified Plan Only (Title V – General Provisions, Sec. 501(c)(3)(A))

The District of Columbia State Education Agency, Adult Education does not have a unified plan.

12.3 General Education Provisions Act (GEPA) Requirements

Privacy protections under GEPA are extended to parents and their children who participate in programs funded through AEFLA. Personally identifiable information on individuals receiving services under Title I of this Act shall not be permitted. However, information that is required to be provided for the proper administration of this program to carry out activities under this Act is permissible.

Actions under State Leadership Activities

Years 2, 3, 4, and 5

The SEA has contracted with the Kennedy Institute to provide training in *Bridges to Practice* for intake, assessment, performance measurement and referral for adults with learning disabilities. In addition in collaboration with D.C. Vocational Rehabilitation, the Virginia Department of Social

Services and the U.S. Department of Education, Office for Adult with Learning Disabilities, the District will develop a comprehensive process for assisting adults with special needs to access all services and programs provide under this Act.

Review of the national performance measures and the projected educational attainment for disabled learners is underway with the intention of identifying realistic performance measures and acceptable timetables for disabled learners.

Grants and Contracts for Eligible Providers

Years 2, 3, 4, and 5

The Funds Availability announcement for the grants and the Request for Applications both recite the GEPA requirements and state that all grants under the Act are subject to the requirement of equal and equitable access. Review Criteria also state clearly that bonus points can be received for addressing the literacy needs of special needs and learning disabled adults.

The D.C. Office of Grant Administration has signed an agreement with the SEA to provide for the administration of the application process. Under that agreement, applications must include the certifications and assurances required by GEPA. Monitoring is conducted in a manner that requires program providers to show proof of non-discrimination and program activities and access that includes all adult learners regardless of their capacities.

12.4 One Stop Participation

In accordance with the Workforce Investment Act of 1998 (P.L. 105-220), the State Education Agency will continue for the next five (5) years to collaborate with DC Department of Employment Services – One Stop Centers. This collaboration will provide adult education services, including academic and vocational assessments, job referrals and a range of support services to adult participants. This collaboration is also expected to increase rates of retention in adult education programs and to establish ongoing involvement and support between job counselors in job retention, vocational training and academic skills enhancement.

APPENDIX A

CERTIFICATION OF STATE ELIGIBILITY AND ASSURANCES OF STATE RESPONSIBILITY

APPENDIX B

NOTES FROM PUBLIC HEARINGS ON STATE PLAN FOR ADULT EDUCATION

APPENDIX C

COMMENTS FROM REVAMPING THE ADULT EDUCATION SYSTEM "PROMOTING EXCELLENCE FROM WITHIN"