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Lifelong Learning Section

2007-2008

Part II – NARRATIVE

1. STATE LEADERSHIP ACTIVITIES

Activity One: Professional Development

The State Department of Education (SDE) considers professional development a major component of the State Leadership activities. The following professional development opportunities were in support of statewide goals and the State Plan. Professional development activities provided during the 2007-2008 program year were:

- A. Equipped for the Future (EFF) State Specialists Training.** Oklahoma has three EFF Reading State Specialists and two EFF Math State Specialists participating in a multi-year train-the-trainer process. Oklahoma's National EFF Trainers conduct training for the state specialists through a series of workshops and participation as co-trainers in the EFF workshops held throughout the year. In July 2007 the National EFF Trainers held a workshop with the EFF State Specialists to prepare them to co-train with the National Trainers in their assigned EFF subject areas. The workshop included a review of training materials, good training strategies, and specialist's assignments for the forthcoming year.
- B. Standards-based Instruction – EFF Orientation and *Read With Understanding* (RWU).** The SDE continued its EFF standards-based initiative in Fiscal Year (FY) 2008 to include standards-based orientation and reading trainings. At the end of FY2007-08 there were 25 of the 36 programs in the state who had participated in EFF standards-based training. The new programs for 2007-08 included the Drumright, Poteau, and Shawnee ALC's. Five previously trained programs sent additional teachers to be trained during 2007-08. Those programs included Ada, Lawton, Oklahoma City, Union, and Vinita ALC's. Approximately 30 people participated in this training. Amy Trawick, EFF National Trainer, along with three EFF State RWU Specialists-in-training conducted the workshops. EFF program teams consist of the ALC director and two or more teachers. Teams participated in a year-long training consisting of one, two-day *Orientation to EFF* workshop and three, three-day workshops spread out over the year that focused on the EFF Standard *Read With Understanding (RWU)*. Conference calls and on-site visits by the EFF trainer and state specialists were conducted between each of the RWU three-day workshops. This process continues Oklahoma's move toward standards-based instruction and implementation of content-standards for Adult Education. In 2008 the Curriculum Framework for RWU was a main focus of this training. This training focused on developing comprehensive reading instruction for adults that is based on the EFF Standard, *Read With Understanding*; is framed by the EFF Program Practices and incorporates EFF concepts and materials; draws from

the research on adult learning, in general, and effective reading instruction, in particular; and connects to the specific program context. Participants who engaged in this training increased their knowledge and ability to:

- understand and express the benefits and processes involved in standards-based education;
- build students' expertise in this Standard through instruction that is purposeful, transparent, contextual, and informed by assessment;
- organize reading instruction that is supported by the EFF Teaching/Learning Cycle and other EFF tools;
- reflect upon their own performance of the Standard to inform their teaching;
- define key sets of knowledge, skills, and strategies (related to alphabets, fluency, vocabulary, and comprehension) identified in the reading research and understand how instruction in these elements supports student performance of the Standard;
- diagnose strengths and gaps in key sets of knowledge, skills, and strategies using the RWU Performance Continuum within a system of ongoing formal and informal assessments;
- teach students performing at different levels of ability using research-based instructional practices and match students with texts that are appropriate to their goals and abilities; and
- provide a basis to develop and implement program structures to support reading instruction.

An EFF Reading Lesson Plan example was developed to be posted on the SDE website during FY2008-09.

Additional examples will be forthcoming during 2008-09.

C. Standards-based Instruction – EFF *Use Math to Solve Problems and Communicate*. The SDE expanded the EFF Standards-based math training in 2008 by five programs. Programs already trained in the EFF approach to teaching and learning and the EFF Reading training attended the math training. The Curriculum Framework (CF) for math was the foundation of this training. Twenty-one teachers and directors from eight local programs participated in this training. Training was conducted by Donna Curry, National EFF Trainer. The focus was on standards-based instruction in math using the EFF Standard *Use Math to Solve Problems and Communicate* and new ways of integrating math instruction in multi-level Adult Education classes. The training emphasized using the EFF teaching/learning cycle and Math CF to direct lesson planning based on student educational functioning levels and personal goals. Each participant received a set of the EMPOWER math materials. Participants attended three, two-day sessions over the course of the year. In addition, three state EFF math specialists were selected in 2007-08. These state math specialists worked with Donna Curry as co-trainers-in-training throughout the year. This is following the process used in the reading training and is supportive of expanding the state's capacity for providing standards-based math instruction training in future years. An EFF Math Lesson Plan example was developed to be posted on the SDE website during FY2008-09. Additional examples will be forthcoming during 2008-09.

D. Standards-based Instruction – EFF *Convey Ideas in Writing*. The SDE expanded the standards-based training in *Convey Ideas in Writing* first introduced in 2006-07. Seven new programs participated in this training in 2007-08 and two additional programs sent new teachers to the training. Peggy McGuire, National EFF Trainer, conducted the training. Local programs that had previously been trained in reading and math attended the writing training. There were nine programs and 20 participants in attendance at three, two-day sessions held throughout the year. Training focused on teaching writing to adult students and using the Writing Curriculum Framework to direct instruction of explicit skills at appropriate educational functioning levels. Participants provided additional feedback (which was started in 2006-07) regarding the Writing CF from which changes were made and a finalized document made available at the end of 2007-08. The training focused on using the EFF teaching/learning cycle, the Writing

CF and student goals to direct lesson planning appropriate for the educational functioning levels represented in the class. An EFF Writing Lesson Plan example was developed to be posted on the SDE website during FY2008-09. Additional examples will be forthcoming during 2008-09.

- E. ESL Essentials Training for Beginning ESL Teachers.** As a result of the CAELA State ESL Train-the-Trainer project, a workshop was developed for beginning ESL teachers entitled *ESL Essentials* and was first introduced in FY2006-07. In FY2007-08 the *ESL Essentials* workshop was continued. This workshop focused on an introduction to second language acquisition and multi-level lesson planning that is driven by student needs and goals. This workshop was held in Tulsa and consisted of one, two-day session in August 2007 and a follow-up day in October 2007. The workshop was facilitated by the state's ESL trainers who were trained as part of the CAELA project in previous years that focused on expanding the state capacity for providing ESL training. Approximately 25 teachers participated in this professional development opportunity.
- F. Program Directors' ESL Training.** During the state's CAELA project, it was determined that many program directors did not have ESL background knowledge necessary to provide leadership, support, and evaluation of their ESL classes and ESL teachers. Therefore, in February 2008, a one-day workshop was presented for program directors that focused on expanding their knowledge of second-language learning, ESL teaching strategies and lesson planning, and class monitoring. This workshop was presented by Kirsten Schaezel and Sarah Young from the Center for Applied Linguistics (CAL). Topics presented included: introduction to second language acquisition and what it means to be a second language adult learner, how ESL lesson planning differs from ABE, tips on observing an ESL class, how to support your ESL teachers, and how state assessment and goal setting policies relate to ESL classes. The workshop was very interactive including round table discussions and creation of ESL classroom observation form models. This workshop was a huge success with 34 out of 36 program directors in attendance. Evaluations indicated that the directors greatly expanded their ESL knowledge and appreciated the opportunity to ask program-related questions and discuss ESL-related program challenges with the expert presenters as well as with their peers.
- G. BEST Plus Training.** This workshop was for new BEST Plus administrators. Two workshops were held, one in Oklahoma City and one in Tulsa. Each workshop consisted of one day in September 2007 and a follow-up day in October or November 2007. Forty-one test administrators were trained during these two sessions. Training was conducted by Sandy Miller, State BEST Plus trainer.
- H. EL/Civics Summit.** In March 2008, the Union Adult Learning Center, recipient of an EL/Civics grant, coordinated and hosted the first annual EL/Civics Summit for directors and/or teachers statewide. All programs receiving EL/Civics grant funding met and helped plan the Summit. Presentation topics included: How to incorporate EL/Civics into the ESL classroom, Updates on Oklahoma's new immigration bill (HB 1804), Ways to motivate and retain adult ESL students, Effective materials for teaching EL/Civics, and Technology in the ESL classroom. Various vendors were available during the Summit to share ideas and materials with participants. In general, the Summit provided opportunities for programs to share EL/Civics materials, resources, curricula,

strategies, and activities to be integrated into any ESL class. Creative uses of funding and community collaborative projects were shared along with student recruitment and retention strategies. Approximately 50 were in attendance and it is expected that this will be expanding annual event.

- I. LiteracyPro Management Information System – Web-based Literacy Adult and Community Education System (LACES).** In February 2008, five one-day workshops were offered to all LACES data-entry personnel and local program directors including the Department of Corrections. There were approximately 95 people in attendance during these five days of training. The workshops were held at the SDE computer lab and were conducted by Shannon Stangis, National Training Manager for LiteracyPro. This training focused on reviewing basic LACES data entry procedures, running NRS reports, troubleshooting to find data-entry errors, program updates and future builds, and questions or concerns from the field. Three workshops were held for data-entry personnel and directors from all the Adult Learning Centers across the state. About 55 people attended during those three days. The final two days were devoted to Dept. of Corrections (DOC) data-entry personnel and involved about 40 participants. Each ALC and the DOC have a state staff person conducting quarterly, and sometimes monthly, desktop reviews of their data entry. These can serve as individual professional development opportunities through technical assistance provided by the state staff to correct problems and/or answer questions regarding appropriate data entry or refer them to LACES online help if necessary.
- J. LACES Online Training.** Seven online sessions for new and experienced LACES data-entry personnel were conducted in June 2008. Each session was three hours in length and was conducted by Shannon Stangis, Literacy Pro Trainer. Approximately 60 participants took advantage of the LACES online training.
- K. Work-Based Education Teacher Training.** In September 2007, the first of three sessions of work-based education training for teachers was held. The second and third sessions were held in December 2007 and March 2008. Participants were required to attend all three sessions. Fifteen participants learned how to determine the essential skills necessary for entry-level job-specific situations and how to teach those skills in a job-specific context. Work-based training is about building essential skills for a qualified workforce by linking learning to work in a very job specific format. Participants learned how to market work-based education services to business and industry in Oklahoma, as well as, how to develop job-specific essential skill lesson plans using job-related materials. This training was conducted by Pam Blundell, Assistant Director, Lifelong Learning and Kathy Thompson, State Work-based Trainer and fulltime work-based teacher.
- L. Supporting Adults with Learning Disabilities.** Neil Sturomski and Nancie Payne, nationally recognized Learning Disability consultants, conducted the workshop on *Supporting Adults with Learning Disabilities and other Special Learning Needs*. The intensive training included four three-day sessions in September and November of 2007 and January and March of 2008 and included interim assignments. Adult Education teachers had the opportunity to develop increased awareness of learning disabilities and to learn effective instructional strategies and techniques for working with adults with learning disabilities and other learning differences. Teachers also were trained to use the *Payne Learning Needs Inventory* and a variety of learning style inventories. In addition, teachers gained knowledge in two important areas, how to support adult learners to become self-advocates, and requirements for accommodations on the GED tests. There were fifteen participants in this training in 2007-2008.

- M. Distance Learning 101.** The focus of the state's Rural Adult Education Collaborative (RAEC) project was to offer distance education through three adult education program pilots in 2007-08. Project IDEAL trainer, Leslie Petty, facilitated a Distance Learning 101 workshop in January 2008. Participants included four state staff, 3 program directors, and eight teachers. The training agenda included the following: an overview of distance learning, curriculum, student recruitment, orientation, and retention, assessment, resources and materials, and a tour of community zero's website. Distance Learning 101 will be required of all programs wanting to offer distance learning services in the future.
- N. GED Online Curriculum Training.** As part of the RAEC - distance learning project, the curriculum selected for use but the RAEC pilot projects was Missouri GED Online. Two trainers from Missouri GED Online conducted the two-day workshop. Participants included state staff, the three pilot program directors and eight teachers. The workshop consisted of learning how to use Missouri GED online with students as well as various reporting and assessment tools. This was an interactive workshop where the participants actually worked online with the materials.
- O. Directors' Performance Based Funding Workshop.** Allocation of funds for FY2008-09 included a new funding formula that integrated program performance. In March 2008, a workshop was held for all interested program directors to discuss and give input prior to implementation of a new funding formula. This one-day workshop was facilitated by Dr. Stephanie Curtis, Executive Director of Lifelong Learning, and Pam Blundell, Assistant Director of Lifelong Learning. Approximately 20 of 36 programs were represented at the workshop. Topics of discussion included: the rationale for needing a performance-based formula that considered equity, efficiency, accountability, and program improvement; a review of past state and local program performance data; objectives for implementing a new funding formula included overall improvement of performance, transparency of funding, greater focus on accountability, a fair and equitable process that allows for reward to growing and performing programs; and, encouragement/incentives to programs to improve and/or enhance services already in place.
- P. Adult Education Directors' Spring Conference.** In April 2008, forty-seven local program directors and support staff and five state staff attended the Adult Education Directors' Spring Conference. Results from the state 2006-07 NRS reports were presented including a comparison of the past three years' statewide performance. Individual program performance as well as overall state performance was shared with the participants. Special program awards were presented to the following: top three performing programs in the state (Ardmore, Pauls Valley, and Jenks), programs attaining a 60% or higher pre/posttesting rate, and programs participating in standards-based training in the areas of reading, math, and writing during 2007-08. Other items of discussion included: Information related to closing out the program year; a national project update that included reports on the RAEC-Distance Learning project, the Standards-In-Action project, and the Center for Adult English Language Acquisition (CAELA) project; an in-depth look at local and state data and how to use it for overall state and/or local program improvement; a new performance-based funding formula for FY2008-09 and how it might impact local programs; funding sources for adult education programs; FY2009 Grant Extension and EL/Civics Grant Extension procedures; introduction of a new Adult Education and Literacy Handbook; and, time to address a variety of questions from the field.

Activity Two: Activities of Statewide Significance

- **Oklahoma Literacy Coalition Conference.** The SDE provided funding to support a two-day state literacy conference. The conference provided training to nonprofit library and community-based literacy organizations. Participants included literacy tutors, adult learners, adult education and literacy teachers, board members, and literacy program directors.
- **Workforce Oklahoma Partners Conference.** As part of the SDE's collaboration with the Workforce Investment Act (WIA) partners, an Adult Education state staff member serves on the Workforce Oklahoma Partners Conference planning committee. The SDE helps sponsor the annual conference which includes participants from the One-Stop System, the Oklahoma Employment Securities Commission, Adult Education, the Department of Human Services and the Career Technology Centers.
- **Partners Conference for Oklahoma Families.** An SDE state staff member serves on the planning committee for this annual conference which includes participants from the following agencies: the Department of Human Services, State Regents for Higher Education, Community Action Agencies, Oklahoma Commission on Children and Youth, Oklahoma Department of Corrections, Oklahoma Career Technology Department, the Oklahoma Department of Health and the Oklahoma Department of Mental Health and Substance Abuse Services.

Activity Three: Monitoring and Evaluation of Adult Education Program

- A. State Onsite Program Monitoring.** State monitoring teams consisting of two to five members made up of a combination of the State Director, Assistant Director, or Regional Coordinators, conducted five in-depth program monitoring visits during 2007-08. Programs visited included Ada, Altus, Bartlesville, Enid, and Muskogee. Visits were guided by the state monitoring tool which addresses areas of compliance. Findings included not meeting all federal core indicators of performance, needing to use program data for better program planning and improvement, a need for additional work-based classes, a need to increase average contact hours, and various needs in the area of documentation such as teacher planning time or student referrals. Commendations included a strong dedication to adult education, good community collaboration and support, well-trained teachers, and an innovative promotional DVD used to promote adult education services in one community.
- B. State LACES Data Monitoring.** The SDE staff monitored local Adult Education and Literacy programs periodically throughout the year to ensure that instructional programs were being carried out in accordance with the Adult Education and Family Literacy Act and the Indicators of Program Quality. In 2007-08, the state staff monitored local program real-time data on a monthly to quarterly basis using the web-based LACES system. This desktop monitoring process ensured that valid and reliable student performance data related to the National Reporting System was collected and reported accurately and appropriately. The process also allowed local programs to receive technical assistance in a timely manner and before an error became a monumental problem.
- C. Contracted Technical Assistance Program Visits.** An in-depth Technical Assistance (TA) evaluation of six Adult Education and Literacy programs was conducted during FY2008 by Neil Sturomski, Adult Education Consultant. A detailed report was given to the state for each program monitored. Adult Learning Centers visited by Mr. Sturomski between October 2007 and March 2008 included Drumright, Lawton, McAlester, Sallisaw, Stigler, and Tahlequah. During the TA visits, local directors and teachers were interviewed and visits were made to over 100 classes. An

exit interview was held with the program director and a copy of the final report citing areas of commendation and areas of suggested improvement was subsequently sent to the director.

Following is a summary of overall program strengths based on desktop reviews and staff observations:

- Data entry was clean and timely.
- Teachers seem to understand the importance of pre and postassessment and were working hard to follow the state assessment policy.
- Several of the programs were exceeding the 60% state goal for student postassessment.
- Systemic changes in support of standards-based instruction such as student managed intake, managed entry classes, teacher planning time, sharing of best practices, program and staff personal action plans.
- Some of the programs had integrated WorkKeys and KeyTrain into their instruction in support of the state's collaborative Career Readiness Certificate (CRC) effort.

Following is a summary of overall program suggestions found in the TA reports:

- Several of the programs need to expand student recruitment efforts to include outlying small towns in their service areas and/or additional ESL class opportunities.
- Retention of students was a common challenge of all the programs.
- There was need for additional focus on collaborating with local business, industry, and/or workforce boards to establish workplace/work-based classes in the rural areas.
- There was indication of need for family literacy programs in almost all of the programs. Some of the programs had lost Even Start funding and were in the process of looking for other ways to collaborate with local schools and/or headstart programs to provide family literacy services.
- Pursue greater integration of technology into the classroom.
- Continued professional development for teachers around using student goal setting to direct instruction. While the program was aware of the state goal setting policy and was working to implement it, a number of teachers in that program were confused as how best to accomplish this in the classroom. Numerous suggestions were given the teachers regarding student goal setting.

2. Findings based on the Core Indicators of Performance

Oklahoma's Adult Education and Literacy program uses the LiteracyPro Management Information System LACES. The web-based LACES system allows state staff to conduct desktop reviews and provide ongoing technical assistance for real-time data.

State level data matches were conducted with the appropriate state agencies. For the follow-up measures relating to employment, the Oklahoma Employment Security Commission (OESC) ran a data match with their Unemployment Insurance (UI) for both Entered and Retained Employment. The Oklahoma Department of Career and Technology Education conducted a data match for the Entered Job Training outcome, while the State Regents for Higher Education ran a data match for the Entered Postsecondary Education measure. Since the SDE uses the locally based Oklahoma Scoring Service (OSS) for scoring of the GED Tests, a state level data match was conducted by OSS for the follow-up measure of obtaining a GED based on the data collected by the LACES system. Pre and posttesting was done in accordance with NRS assessment requirements to measure completion of educational functioning levels of adult learners. The following provides a description of program effectiveness for each federal Core Indicator of Performance.

Core Indicator #1: Demonstrated improvements in literacy skill levels in reading, writing the English language, numeracy, problem solving, English language acquisition, and other literacy skills.

Based on the data collected from local programs, an overall average of 38% of adult learners completed an educational functioning level. This overall average is 6% higher than FY2007. While this is an improvement, it is still 7% below the state goal of 41%. A statewide emphasis to reach and/or exceed state negotiated goals was

begun in FY07-08; however, it will take at least another year of data to see additional results. This is of major concern to the state leadership, therefore, projects such as individual program action plans and professional development plans are being implemented to not only provide focus on the situation but to address ways of improving this data statewide.

Core Indicator # 2: Placement in, retention in, or completion of postsecondary education, training, unsubsidized employment or career advancement.

Regarding Entered Employment, the state's performance goal for FY2008 was 65 percent. The actual percentage of adult learners who exited and gained employment was 74 percent. This percentage was obtained through a data match with the Oklahoma Employment Securities Commission's (OESC) UI records. In FY2008, the number of adult learners with the goal of entering employment was 1,874 with 1,392 of those achieving the goal. Oklahoma exceeded the state goal for the number of students entering employment.

In the area of Retained Employment, the state's performance goal for FY2008 was 75 percent. Sixty-two percent of adult learners with a Retained Employment goal achieved that goal. OESC also conducted the data match for Retained Employment. The number of adult learners with the goal of retained employment for FY2008 was 1,697 with 1,047 of those achieving the goal. Oklahoma did not meet the state goal for the number of students who retained employment. It might be noted that the number of students setting employment goals has steadily been decreasing over the last two to three years. The state is researching this area for causes related to this trend and possible solutions.

Those who were not available for the data matches in both Entered and Retained Employment performance measures included adults who did not list a social security number or whose number was incomplete. Many of these were non-English speaking adult learners who did not have a Social Security number. Local programs have been advised by the state that it is important to obtain Social Security Numbers of all students setting employment goals since the state validates this through a data match process using these numbers.

Ten percent of adult learners with a goal of Entering Postsecondary Education or Training achieved this goal. The state's goal for entered postsecondary education or training was 18 percent for FY2007. Oklahoma has not met our goal for the number of students transitioning to postsecondary education for the last couple of years. We recognize this is an area that needs attention and we are committed to finding additional ways to increase the number of achievers in this area. The state added a postsecondary transition survey to the data match process in hopes this would address the issue of students entering private institutions not matched in the state data match system. This did not make a difference in the FY2008 data. The state will continue to look at additional professional development and/or projects statewide that focus on achieving greater results in the future.

Core Indicator #3: Receipt of a secondary school diploma or its recognized equivalent.

Oklahoma's goal for this core indicator for FY2008 was that 53 percent of the learners would meet the goal of obtaining a GED diploma. The state level data match showed that 60 percent of learners with a GED goal passed the GED Tests. It is believed that the work the state has done with teachers counseling students to set realistic goals is evidenced here.

3. Integration with Title I Activities under WIA

As a partner in WIA, the SDE believes in promoting and encouraging integration of Adult Education and Literacy activities with the One-Stop System in Oklahoma. One-stop centers in Oklahoma are referred to as Workforce Oklahoma Centers. The state is divided into twelve Workforce Investment Board (WIB) areas. Many of our Adult Learning Centers provide adult education classes at the local Workforce Oklahoma Center in their area.

The Governor of Oklahoma has formed a state workforce board, called the Governor's Council for Workforce and Economic Development. The State Superintendent of Public Instruction serves on that Council and represents Adult Education, as well as K-12 education. The State Director of Adult Education serves on the Governor's Workforce Solutions Staff Team (WSST), composed of WIA and other key partners in workforce development. As a member of the WSST, the State Director of Adult Education also attends the Governor's Council meetings and provides support for committees of the Governor's Council.

In FY2008, all adult education programs were encouraged to help students work toward Oklahoma's Career Readiness Certificate (CRC). Increasing the state's number of CRCs is a goal of the Governor's Council. The CRC is based on the WorkKeys assessment in three areas: Reading for Information, Locating Information, and Applied Mathematics. Students scoring at Level 3 are awarded a Bronze CRC, Level 4 a Silver CRC, and Level 5 and above a Gold CRC. Many adult learning centers also purchased the KeyTrain remediation program to help students increase their scores on the WorkKeys assessment. We have asked our adult learning centers to encourage students to earn the GED diploma, as well as, the CRC. We are collecting data to determine the number of CRCs earned by each adult education program.

4. English Literacy (EL)/Civics Activities

Six of the seven EL/Civics grants that were originally awarded to fund FY2002 through FY2006 were extended for FY2007-08. The Mid-Del Adult Learning Center did not choose to continue providing an adult learning center in FY2008-09 and failed to submit a final 2007-08 EL/Civics report to be included in this summary. In 2008, approximately six hundred and fifteen students were served in EL/Civics classes throughout Oklahoma. Tulsa Union served two-hundred eighty seven students alone, which is a four percent increase from FY2006-2007. Union also increased its local area network partnership from five to eight: a sixty-three percent increase. Union offered twenty hours of training for their new (and established) partners. For their classroom use, participants received software, realia and consumable materials. Like Union, Oklahoma City served over one third of all EL/Civics students, and fifteen percent of their clients were of Asian descent. Idabel serviced its students by providing childcare and transportation, Shawnee provided workplace English when several of their attending students became employed, and Ada brought in a lawyer to discuss the immigration laws which adversely affected student attendance and participation in Ponca City. Prior to this impedance, Ponca City had eighteen students. Deportation and apprehension caused student numbers to dwindle to the point of suspending the class until FY2008-2009. In spite of this unfortunate happening, Ponca City had two

students receive their citizenship. One of the students is now taking language classes at Oklahoma State University.

One-third of the sites reported setting goals that met student needs via shared priorities. This lesson planning approach comes directly from Equipped for the Future (EFF), research-based professional development offered through the Oklahoma State Department of Education. Lessons included mock job interviews, obtaining library cards, scheduling medical appointments, opening a checking account, operating an ATM machine, calculating the total (including tax and a tip) when ordering take-out and completing legal and school enrollment forms.

Consistent with their noted pattern of growth, Tulsa Union and its consortium of partners infused twenty-five hours of civics instruction into their ESL classes. Students attending eighty percent of class during these civic lessons received their own Civics related learning material for personal use.

In other areas of attendance, Union noticed that students with the highest attendance scored highest on the BEST Plus posttest. Across the board, formal EL/Civic student progress continues to be monitored primarily by the BEST Plus and BEST Literacy.