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Lifelong Learning Section

Oklahoma Narrative Report 2010-2011

I. State Leadership Funds

A. Professional Development: The Oklahoma State Department of Education (OSDE) considers professional development a major component of the State Leadership activities. The state was careful to maintain the quality of professional development provided while being forced to make delivery process adjustments to accommodate economic cuts and travel restraints. Professional development activities provided during the 2010-11 program year included the following:

1. Standards-based Instruction – *Equipped for the Future (EFF) Orientation:* Fiscal year 2010-11 was the eighth year Oklahoma has provided training in the area of standards-based instruction. The **EFF Orientation** was a one-day training that introduced participants to Oklahoma's adult education standards, an overview of standard-based instruction, and the tools available to deliver standards-based instruction. Twenty participants representing ten local programs attended the orientation training held November 16, 2010 in Oklahoma City. Each program developed action plans around the implementation of standards-based instruction for FY10-11.

2. EFF Curriculum Framework Training: Following the EFF Orientation training, a one-day workshop was held on November 17, 2010 that focused on the Standards-based Curriculum Frameworks the state developed for reading, writing, math, speaking and listening. This workshop took participants through the frameworks and provided guidance in how to use the frameworks for lesson planning and instruction. Approximately 20 participants representing ten local programs were in attendance. Additional information on the online courses is included below.

3. Online Mini Courses: Three online mini courses were offered during the months of April through June 2011. Each course ran for two weeks with participants able to work at their own pace. The course involved approximately 8 to 12 hours of work when completed and participants received 8 hours of PD credit. Each course had an average enrollment of 15 to 18 participants. A facilitator was available via email and provided assignment feedback and guidance as requested by the participants. Evaluations indicated that participants felt these mini courses were extremely valuable, contained excellent information and was a process they would participate in again. The courses included the following: 1) Writing: Teaching Adults to Convey Ideas in Writing #1: An Introduction – April 25 – May 9, 2011. 2) Reading: Matching Purposes and Strategies (Skimming, Scanning, and Careful Reading): Workplace Reading – May 30 – June 13, 2011. 3) Math: Algebrafying Arithmetic: Developing Algebraic Reasoning with ALL Learners – May 30 – June 13, 2011. An additional three online mini courses were offered in late June and ending in August 2011 in the areas of Reading and Writing strategies. These will be reported in the FY11-12 report.

4. EL/Civics Summit: *The Fourth Annual EL/Civics Summit: Exploring the Crossroads to Success*: The Summit was open to all Oklahoma Adult Education programs and was held March 1-2, 2011 in Tulsa, Oklahoma at the Renaissance Hotel and Convention Center. This summit provided participants a variety of professional development opportunities in areas such as the following: integrating EL/Civics into the ELL classroom, materials and resources, technology demonstrations and product information, questions and answers from a local immigration attorney, training on how to motivate and retain adult ELL students, websites and online training opportunities for ELL teachers, and other related topics of interest. The state plans to continue providing this opportunity on an annual basis. Participation in the summit continues to increase from the previous year with over 150 participants representing at least half of the adult education programs in the state. This year an invitation was extended to agencies outside of adult education to include the Oklahoma Literacy Coalition and Oklahoma Department of Libraries. There were a number of participants from those agencies in attendance. Evaluations indicated their huge appreciation for this PD opportunity and their intent to continue supporting the Summit in future years. Due to the expanding need for ELL and EL/Civics professional development opportunities, this summit is expected to continue to grow in size and range of presentations.

5. Assessment Training: *Test of Adult Basic Education (TABE) Complete Language Assessment System – English (CLAS-E)*: In order to provide programs a wider range of ESL assessment options, the state sponsored two TABE CLAS-E workshops. These workshops were each one day in length and were facilitated by Mike Johnson, Product Manager for TABE. Workshops were offered on March 23, 2011 in Oklahoma City and on March 24, 2011 in Tulsa. The workshop provided information in the areas of assessment development, appropriate use, administration, and ordering. Approximately 75 teachers and/or program directors representing 28 local programs and the Dept. of Corrections were in attendance.

6. LiteracyPro management Information System – Literacy Adult and Community Education System (LACES) Training: On February 15, 16, 17, 2011, the state provided online ***Beginning LACES Training*** for new personnel and those needing a refresher in data entry and management of the LACES program. Participants could choose to attend one of the six 90- minute training sessions offered. Approximately 50 people attended these sessions. On April 12, 13, 14, 15, 2011 face-to-face LACES workshops were held. Over the four training days, approximately 70 people participated in the training representing 29 of 34 Adult Learning Centers and 14 of 17 Department of Corrections sites. Topics of the training included LACES System updates, NRS Updates, Reporting Procedures, Troubleshooting and Correcting Data Entry. The training was conducted by LiteracyPro's lead trainer, Shannon Stangis

7. Adult Education Directors' Conferences: The state held an ***Adult Education Directors' Meeting*** on September 30, 2010. Topics of discussion included: the new race/ethnicity form collection and reporting of data, first preview of the state's FY09-10 performance, professional development opportunities for FY10-11, allocation and budget information, and other topics of interest to the local program directors. A majority of the local program directors were present at this meeting which was held in conjunction with the statewide Adult Education and Literacy Joint Conference. A second one-day ***Adult Education Directors' Conference*** was held June 8, 2011 in Oklahoma

City. Forty-five program directors and staff along with five state staff attended the conference. The conference was facilitated by the Executive Director of Lifelong Learning, Dr. Stephanie Curtis, and her state staff. All of the state's local Adult Learning Centers and the Department of Corrections were represented. The agenda included the following:

- A State of the State Overview – updates on funding and state cutbacks.
- Presentation of the state and local program performance data for FY09-10 and state performance targets for FY11-12.
- Estimated allocations for FY11-12 based on the state's performance-based funding formula.
- Grant extension requirements and important reporting dates.
- Professional development requirements and opportunities.
- A review of the National Reporting System and student goal setting.
- Assessment policy implementation.
- An update on national adult education initiatives.
- An update on local and state adult education initiatives.
- Information regarding the future of GED Testing and the role of adult education.
- Best practice models for Transitioning Adult Learners – a look at the I-BEST and Kentucky Skill Up programs.
- The Future of Adult Education in Oklahoma and a review of OVAE's national goals that include:
 - All youths and adults are ready for, have access to, and complete college and career pathways;
 - All youths and adult students have effective teachers and leaders; and
 - All youths and adult students have equitable access to high-quality learning opportunities on demand.

Vital information and relevant activities critical to the implementation of an effective and efficient Adult Education and Literacy Program were addressed. Participants' written evaluations indicated that this conference contained needed and beneficial information.

B. Activities of Statewide Significance: The State Department of Education Lifelong Learning Section values agency collaboration. The following activities were in support of collaborative agency projects statewide.

1. The First Annual Adult Education and Literacy Joint Conference: The Lifelong Learning Section of the Oklahoma Department of Education joined with the Oklahoma Department of Libraries, Oklahoma Literacy Coalition, and Oklahoma Adult Basic Education Association to sponsor the first joint literacy conference for the state. In years past, each agency held individual conference. This collaborative effort resulted in a larger more intensive conference providing a wider range of professional development opportunities for literacy providers in the state. The two-day conference was held in Norman, Oklahoma on September 30 – October 1, 2010. Conference sessions included a variety of topics such as instruction in reading, math, writing, and English language learning. There were sessions on technology, health literacy, financial literacy, curriculum, motivation and retention, brain development and learning styles, second language acquisition, standards-based instruction, study circles, program leadership, multi-level instruction, GED testing and instruction, learning disabilities and accommodations, use of program data for program planning and improvement, transitions, and personality styles. Over 350 people were in attendance including certified teachers, volunteer tutors, program directors, board members, adult education students, various state staff from Department of Human Services, Department of Corrections, Department of Education, Department of Libraries, Department of Commerce and others. Additional activities included the publication and distribution of a collection of adult education student essays, a literacy education photo contest, and an educational movie on the first evening of the conference. This conference was evaluated as a huge success and plans were made to make this an annual event. The second joint conference was planned and took place on September 29-30, 2011.

2. Workforce Oklahoma Partners Conference: As part of the OSDE's collaboration with the Workforce Investment Act partners, a Lifelong Learning state staff member serves on the Workforce Oklahoma planning committee. The committee met monthly to plan a statewide conference which was held May 2-4, 2011 in Norman, Oklahoma. The conference theme was "It Isn't Easy Being Green" with an added emphasis on green technology and best practices. The OSDE Lifelong Learning Section was a co-sponsor of the conference which included participants from the following: One-Stop System, Oklahoma Employment Securities Commission, Adult Education, K-12 Education, Department of Human Services, and Career Technology. In spite of numerous budget cutbacks in the state, over 400 people attended this statewide conference.

C. Monitoring and Evaluation of Adult Education Programs: The following activities were focused on program monitoring and evaluation during FY10-11.

1. State LACES Data Desktop Monitoring and Technical Assistance: The SDE staff conducted, at minimum, a quarterly desktop monitoring of all local Adult Education and Literacy programs. Additional monitoring and technical assistance was provided as deemed necessary by the state staff, upon request of the local programs, or when there was a turnover in local program staff. The monitoring process was to ensure that programs carry out data collection, entry, and reporting in accordance to state and federal policies and to support programs in making sure their data was as accurate and valid as possible for reporting and program planning purposes. A state-developed *LACES Desktop Summary Review Sheet* is used for the monitoring process to collect the following information about each local program:

- Current FY total program enrollment
 - Current FY total reportable students in the program
 - Diagnostic review of why a student is not counting as a reportable
 - Number of Enrolled Students with 12+ hours and not assessed in current fiscal year
 - Number of Enrolled Students with 60+ hours and not post-assessed – a reminder that they are eligible to be reassessed
 - Search for Students with 90+ days since receiving instructional hours and may need status changed from “enrolled” to “left”
 - Run NRS Tables (1, 2, 3, 4, 4b) to confirm accuracy of the number of reportable students and to compare the percentage of students being pre- and post-assessed to the state goal of 60%
 - Number and type of classes being offered by the program
 - Number of NRS goals set by students in the program, social security numbers are entered for data match goals, the goal of “obtain the GED” is an appropriate goal according to the student’s entry educational functioning level, and the employment status is correct for students setting employment goals
 - Number of students setting the state goal of obtaining a state Career Readiness Certificate
 - Number of active staff and accuracy of NRS Table 7
 - Assessment scores are entered appropriately and according to state policy*
- *LACES edits were implemented in FY09-10 to prevent assessment scores from being entered outside of the state assessment policy.

Upon completion of the desktop monitoring process, the state staff person sends a summary of the findings via email to the program director and data entry person. Student lists that need attention or correction (such as students with 90+ days and no instructional hours) are exported from LACES and attached to the report summary. State staff includes suggestions and/or personal technical assistance to the program for making data corrections. This process is often followed-up by a phone call or additional communication between the state staff and local program. The desktop monitoring reports are used to help guide the selection of programs to be scheduled for an in-depth onsite monitoring visit by the state. Assurance that the state’s data is valid and reliable is the primary focus of the monitoring process.

2. Onsite LACES Data Monitoring Visits: During FY10-11 fourteen Adult Learning Centers received onsite data monitoring visits from state staff. In the month of July 2010, the Ada, Anadarko, and Union Adult Learning Centers were visited. In the month of January 2011, the Northeastern Oklahoma A & M, Shawnee, Tulsa, Tulsa YWCA, Tahlequah, and Bartlesville Adult Learning Centers were visited. In the month of February 2011, the Guymon, Woodward, and Enid Adult Learning Centers were visited. In the months of March and April 2011, the Stillwater and Jenks Adult Learning Centers received onsite visits. State staff used this time to compare approximately 100 to 200 (depending on the size of the program) student files to the student data entered into LACES. At the end of the visit, there was an exit conference with the program director, data entry person, and any other staff selected by the director to review the findings, discuss any process issues along with possible solutions, answer questions and determine a time for a follow-up visit if needed. If state staff determined there was a need for a follow-up visit, it was scheduled to take place three to four months from the initial visit. The programs visited by the state staff did not warrant follow-up visits. The state plans to continue this process until all programs have been reviewed. Most of the data discrepancies noted were attributed to human error and corrected during the visit. Several programs decided to work on new processes for data entry that included closer editing and review of entered data. Data reviewed included basic demographic information, assessment scores, appropriate goal setting and attendance hours. The state staff was pleased to find that all the programs are doing a good job when it comes to the collection and entry of student data.

II. Findings Based on the Core Indicators of Performance

Fiscal year 2010-2011 was a successful performance year for Oklahoma. State level data matches were conducted with the appropriate agencies in Oklahoma for the following NRS exit goals: Obtain a GED, Enter Postsecondary Education and/or Training, Enter Employment, and Retain Employment. The state agencies providing this information include: Oklahoma Scoring Service (OSS) provides match information for Obtaining a GED; State Regents for Higher Education and Oklahoma Department of Career and Technology Education provide matches for Entering Postsecondary Education and/or Training; and, the Oklahoma Employment Security Commission (OESC) provides match information for Enter Employment and Retain Employment goals. The student's social security number is required for data match purposes. A local program survey process is available for programs to use if they have students entering postsecondary education or training in a private or out-of-state institution that is not included in the state's data match process. Pre- and post-assessment was done in accordance with NRS and state assessment requirements to measure completion of educational functioning levels of adult learners. The state's LACES data management system is programmed to restrict entering assessment data that is not aligned to the state's assessment policy guidelines.

The following provides a description of program effectiveness for each federal Core Indicator of Performance.

A. 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.

In June 2008, the state implemented LACES edits that restricted programs from entering assessment data outside of the state assessment policy guidelines. The implementation of these edits greatly enhanced the reliability of

state performance data and forced local programs to reassess student retention issues and the impact on capturing student educational gains. The state and local programs began rethinking data collection, entry, and reporting processes and professional development for teachers regarding assessment guidelines. Also, OVAE's approval to allow post-testing to be administered after 40 hours of instruction rather than 60 hours of instruction for TABE proved to be beneficial in capturing learner gains during FY10-11. It has taken a couple of years to capture evidence of this work; however, for FY 2010-11 the state is excited to report 8 of the 11 Core Indicator #1 targets were met. The state considers this a huge step forward since zero targets were met in FY09-10. All of the Adult Basic Education and Adult Secondary level targets were met. English Second Language (ESL) Low and High Beginning and ESL Low Intermediate were also met. The state will be reviewing the data to determine if specific professional development focused on the lowest ESL and the highest ESL levels is needed. The state will continue stressing the importance of post-assessment, student retention and motivation and the the overall collection and reporting of NRS data in hopes that directors and teachers will continue to be diligent in collecting valid data in a timely manner.

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

Achieving the state's NRS target goal of *Entering Postsecondary Education or Training* has been challenging for the last several years. During the data match process of FY09-10 it came to the attention of the state Adult Education staff that data match information collected from the Regents for Higher Education was not including fall enrollment data because it was not available at the time of our match. The state also discovered that the summer session data had also not been included in the match process for a number of years. For the FY10-11 data match, the summer session was included, and the Department of Corrections data regarding inmates that moved into training programs after receiving their GED diploma were both added to the match. Local programs appeared to do a better job of setting postsecondary goals during FY10-11. The result was that 45% of students in this area met this goal. This is a huge improvement over the reported 13% for FY 09-10. In light of the national focus on transitioning adult education students into postsecondary education or training programs, the state is excited to see such growth across the state in this area.

The state's FY 10-11 NRS target goal was 73% for *Entered Employment* and 77% for *Retained Employment*. Actual percent achieved for *Entered Employment* was 50%. It is assumed that the high unemployment rate and lack of new jobs contributed to a lower Entered Employment percentage than was achieved during the previous year. The actual percent achieved for *Retained Employment* was 63%. This data is not surprising in light of the state's high unemployment rate, job layoffs, business and industry closings, and the lack of new jobs during this reporting year. It is hopeful that as the economy slowly recovers, so will student achievement in the area of employment goals. The state suggests that the increase in postsecondary achievements may be an indicator that as some adults lost jobs they enrolled in adult education classes, earned GED diplomas, and entered education or training programs in order to prepare for new jobs.

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

Oklahoma's FY 10-11 goal for this core indicator was 60%. The state level data match reported 65% of the adult learners setting this goal also achieved the goal. This is an improvement from FY 09-10 which reported only 53% achievement in this area. There was a focused effort across the state to increase GED diploma recipients in FY10-11. Going from 53% to 65% goal achievement is a 23% increase which indicates that efforts in this area resulted in positive results.

III. Integration of Title II Activities with Title I under WIA

As a partner in WIA, the SDE promotes and encourages the 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 ten Workforce Investment Board (WIB) areas. Some of our Adult Learning Centers provide adult education classes at the local Workforce Oklahoma Center in their area.

A. Governor's Council for Workforce and Economic Development

The Governor's Council for Workforce and Economic Development is Oklahoma's State Workforce Board. Uniquely among the states, Oklahoma brings together leaders from business, government, education, and non-profit sectors to jointly develop ways to coordinate workforce development with economic development. The goals: better jobs for the state's workers and better-qualified workers for the state's employers.

Since 2004, the Governor's Council for Workforce and Economic Development has been working to develop creative solutions that expand and improve Oklahoma's workforce, promote a stronger economy, and make the state more competitive globally.

Among the Council's more visible accomplishments are:

- **Sector strategies** that have led to more and better training and education for workers in the state's leading industries, including health care, aerospace and manufacturing.
- **Career Readiness Certificates**, giving 60,000 Oklahoma workers an objective credential documenting their skills and giving employers a way to identify and employ those skills.
- **Work Ready Communities**, now covering the entire eastern tier of Oklahoma, where the workforce and graduating high school seniors have documented skill levels.
- **OKCareerPlanner.com**, providing a wide range of information on career and education planning, including overviews of careers in the state's top industries.
- **Career Ready 101/KeyTrain**, a proven interactive training system now available to every employer and every school in the state.
- **Oklahoma Green**, which is training thousands of Oklahomans for a wide spectrum of energy-efficiency and other green jobs.

Current Council initiatives, as outlined in [Governor's Council Strategic Plan 2011](#), include:

- **Decrease Government Bureaucracy** – by designing, aligning and integrating Oklahoma's workforce/ talent development and delivery system.
- **Commitment to education and training** - to ensure that employer talent demands are matched with and meet the education and training supply chain.

- **Increase Oklahoma's educational attainment levels** – to ensure a quality workforce with appropriate skills and credentials.

As part of its continuing industry sector strategy work, the Governor's Council focuses on the state's key economic drivers of manufacturing, aerospace, healthcare, energy, and construction. 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 attends the Governor's Council meetings and provides support for committees of the Governor's Council.

B. Oklahoma Career Readiness Certificates

The Governor's Council for Workforce and Economic Development promotes the attainment of Oklahoma's Career Readiness Certificate. As part of this work, Oklahoma Adult Education participates in several initiatives:

- The State Adult Education Director serves on the Strategic Planning Committee for Oklahoma's CRC. This committee sets state goals and objectives regarding state CRC attainment and determines how to best align the CRC with current workforce agencies and employers.
- The Adult State Education Director represents the Oklahoma Department of Education on the CRC Research Planning Committee. The committee determines what data questions need to be researched and identifies what data is available or needs to be collected to answer research questions.
- A statewide Career Ready 101/KeyTrain ® license was purchased by the Oklahoma Department of Commerce. KeyTrain is available at no charge to all educational entities in the workforce and K-12 system. Adult Education students have access to KeyTrain ® through Oklahoma's Adult Learning Centers. This online product provides remediation to adult students and helps to prepare them for the WorkKeys® assessment.

C. State Workforce Board Youth Council

The State Director serves on the State Workforce Board Youth Council. The purpose of the State Youth Council is to create an Oklahoma workforce strategy that aligns with youth initiatives and provides common solutions that coordinates with the state's economic goals building prosperity for all Oklahomans.

Goals

- Oklahomans are aware and supportive of the state's emerging workforce and the effect of current trends and issues;
- A youth system is developed through a collaborative effort of networking that is inclusive of all state and local youth organizations;
- The progress and impact of the youth system is benchmarked, measured, rewarded and best practices reported.

Strategies

- Ensure local youth councils serve all Oklahoma youth
- Constantly scan the current state of Oklahoma's youth to ensure advancement of the purpose
- Develop a statewide plan in support of youth
- Develop a communication infrastructure that will inform and engage all stakeholders

D. Department of Corrections Executive Reentry Committee

The Executive Reentry Committee is in the process of developing of a statewide strategic reentry plan for offenders returning to our communities from a period of incarceration. The Oklahoma Department of Corrections has been the recipient of a technical assistance grant designed to guide the agency toward a best-practice model of offender reentry. The goal is to develop an Oklahoma model for offender reentry that is comprehensive in addressing offender

needs, identifying needed resources, and evaluating best practices in reentry. Lance Allee, Adult Education Coordinator represents Adult Education on this Committee.

IV. English Literacy (EL)/Civics Activities

Ten Adult Learning Centers (ALC) received EL/Civics grant funds in FY2010-2011. These programs were the Oklahoma City Public Schools ALC, Union Public Schools ALC, Idabel Public Schools ALC, Enid Public Schools ALC, Tulsa YWCA, Norman Public Schools ALC, Jenks Public Schools ALC, Bartlesville Public Schools ALC, Chickasha Public Schools ALC, and Oklahoma City Community College (OCCC) ALC. Each program had many successes during this period of service.

The ten EL/Civics programs served a total of 2,358 EL/Civics students with OCCC being the largest with 1,245 students. OCCC students accumulated 90,750 attendance hours. This program used their EL/Civics monies to purchase a variety of civics-related instructional material. Union Public Schools (UPS), the second largest program, served 464 EL/Civics students in FY10-11 which represents a 68% increase in student enrollment from FY09-10. Of these 464 students, 35% were post-tested and 88% of those made a learning gain of one or more levels. Union added a focus on workplace skills that included curriculum that addressed basic job skills, entering employment, and advancing in a current job. The Oklahoma City ALC served 218 EL/Civics students in FY10-11 with 36% of their students making one or more educational level gains. Six students achieved U.S. Citizenship. Jenks ALC served 144 students and focused on expanding their EL/Civics curriculum during FY10-11. The Enid ALC served 71 students in six classes and focused on community survival skills and American culture. The Tulsa YWCA served 35 students, purchased instructional materials, and introduced students to United States geography, history, civics, and community involvement. One student became a U.S. citizen while others continued work in a Project Citizenship class sponsored by the YWCA. The Bartlesville, Chickasha, and Norman programs received small EL/Civics grants that were focused on the purchase of EL/Civics curriculum and materials. These three programs served a total of 161 students with 100% of the Bartlesville students completing one or more levels. The Idabel ALC, the state's smallest EL/Civics program, serving only 20 students, had many successes in FY10-11. The average number of student attendance hours was 117.5. Thirteen students completed one or more educational functioning levels. Students received guidance in parent/teacher conference issues, legal issues, abuse counseling, navigating the local community, assistance in the process of paying utility bills, instruction in the area of U.S. history and civics education, and one student was able to enroll in college. This program provided many educational field trips to museums, public libraries, a visit to the Idabel mayor's office and other city offices, and trips focused on helping students learn how to navigate their community.