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Lifelong Learning Section

Oklahoma Narrative Report 2011-2012

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 2011-2012 program year included the following:

1. State Superintendent's Leadership Conference: This conference was held in Oklahoma City on July 6-8, 2011. Many adult education teachers and program directors attended and took advantage of a variety of instruction-related and/or program management sessions. A second State Superintendent's Conference, Vision 2020, under a new administration was held in June, 2012. Adult Education program directors and staff attended this conference where information on program management, instruction, and the 2014 GED Assessment System was made available.

2. Teaching Excellence in Adult Literacy (TEAL) Summer Institute: An Oklahoma team consisting of adult education teachers and one state administrator participated in OVAE's TEAL project. On August 2-5, 2011, the team attended the TEAL Summer Institute in Washington D. C. The information gained during this conference was shared with other teachers throughout the state. Information gathered during the TEAL Elluminate webinar sessions was also used in a variety of professional development settings throughout the year.

3. Online Mini Courses: An additional three online mini courses were offered in late June and ending in August 2011 in the areas of Reading and Writing strategies. Approximately 20 to 25 adult education teachers participated in these mini courses. These courses were a continuation of mini courses that began during fiscal year 2010-2011.

4. EL/Civics Summit: *The Fifth Annual EL/Civics Summit: Civics Works Coast To Coast:* The Summit was open to all Oklahoma Adult Education programs and was held April 26, 2012 in Tulsa, Oklahoma at the Union multipurpose Activity Center and sponsored by the Union Adult Learning 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, training on how to motivate and retain adult ELL students, websites and online training opportunities for ELL teachers. Guest presenters included Jayme Adelson-Goldstein, author, *Oxford Picture Dictionary*, Kirsten Schaetzel, ESL Professor at Georgetown University, and Dr. Laura Weisel, CEO of The TLP Group and author of *PowerPath*. A state

administrator also provided information relevant to ESL learners and the Common Core State Standards and the changes to be expected on the 2014 GED Assessment. Participation in the summit continues to increase each year with approximately 200 participants and representation from at least half of the adult education programs in the state. As was done last 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 great 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 as is assessed to be needed by the field.

5. Adult Education & Literacy Joint Conference: This was the second year for this conference, a joint collaboration of the State Dept. of Education, Lifelong Learning Section, the Oklahoma Department of Libraries, Literacy Resource Center, and the Oklahoma Literacy Coalition. Over 350 people took advantage of this statewide conference held September 29-30, 2011 in Norman, Oklahoma. Over 70 breakout sessions were offered by state and national presenters. Topics included sessions on teaching reading, writing, math, financial literacy, English Language Literacy, and a wide variety of instruction-related strategies. Other sessions addressed issues of Learning Disabilities, program management, data analysis for program improvement, generational differences of adult learners, transitioning to postsecondary education or training, changes in the GED® Assessment, engaging and retaining adult learners, assessment, instructional leadership, career guidance, and technology. Adult Education took the lead in planning the program and included presenters from the OVAE TEAL project and from LINCS. Evaluations of this Conference were incredibly positive. Participants expressed that they were presented with not only a variety of professional development opportunities but that all the presentations were of the highest quality and professionalism.

6. Adult Education Directors' Meeting: The state held an *Adult Education Directors' Meeting* on September 29, 2011 in conjunction with the Adult Education & Literacy Joint Conference. Topics of discussion included: Oklahoma's involvement in National Initiatives, McGraw-Hill Online Curriculum made available to programs statewide, a first look at FY2011 state and local data results, Using a Risk-based Monitoring Approach and State and Local Program Report Cards, Changes in the NRS, Financial Management, and New GED Accommodations Request Forms. A majority of the 33 local program directors were present at this meeting along with various members of their staff. A time for questions and answers provided programs the opportunity to address their concerns and/or get clarification of important information. Participants' written evaluations indicated that this venue was helpful, timely, convenient, and contained needed and beneficial information.

7. LiteracyPro management Information System – Literacy Adult and Community Education System (LACES) Training: On June 19, 2012, 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 two 90- minute training sessions offered. Approximately 20 people attended these sessions. The training was conducted by LiteracyPro's lead trainer, Shannon Stangis. On June 20, 2012, additional intermediate online LACES training was provided to address NRS changes for FY2012-13 and system updates specifically

designed for Oklahoma. All programs were represented during one of three scheduled 90-minute webinars. The training was conducted by LiteracyPro's lead trainer, Shannon Stangis. State staff participated in all of the sessions for both the beginning and the intermediate training and addressed all state specific questions.

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 Second 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 second joint literacy conference for the state. In years past, each agency held individual conference. This collaborative effort has resulted in a larger more intensive conference providing a wider range of professional development opportunities for literacy providers in the state. 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 annual publication and distribution of a collection of adult education student essays and a literacy education photo contest. This conference was evaluated as a huge success and plans were made to continue making this an annual event.

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, 2012 in Norman, Oklahoma. The conference theme was "Leap to the Future" with an added emphasis on transitioning into jobs 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 Security 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 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

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 Fiscal Year 2011-2012 the state staff made a focused effort to visit the majority of Adult Learning Centers (ALC) by conducting detailed onsite data monitoring visits at 23 of 32 programs. In the month of January 2012, the Chickasha ALC was visited. In the month of February 2012, the Anadarko, Ardmore, Drumright, Elk City, Enid, OSU-IT/Pryor, Tahlequah, Union/Muskogee, and Watonga sites were visited. In the month of March 2012, the Bartlesville, Norman, OSU-IT/Oklmulgee, and Stillwater sites were visited. In the month of April 2012, the Duncan and McAlester Adult Learning Centers received onsite visits. In May 2012 the state visited Pauls Valley, Poteau, Sallisaw, and the Stigler ALC. Final visits were made in June 2012 at the Hugo, Idabel, and Tulsa YWCA sites. 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. Only one program visited by the state staff warranted a follow-up visit which took place two weeks after the first visit. Issues found with this program’s data were easily corrected without incident. 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 2011-12 was a successful performance year for Oklahoma in spite of facing the first year of no state funding. The loss of state funding caused a reduction in the number of classes offered across the state; however, no adult education programs were closed. The state served approximately 2,000 fewer students in 2011-12 than in the previous year. 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 Securities 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 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.

It has taken a couple of years to capture evidence of ongoing work to improve the meeting of educational functioning level targets statewide. The state is excited to report 9 of the 11 Core Indicator #1 targets were met in 2011-12. This is an increase of one target level from 2010-11 when the state met 8 of 11 targets. The state considers this a positive sign of continued improvement since zero targets were met in FY09-10. A breakdown of the 2011-12 targets is as follows: all of the Adult Basic Education and Adult Secondary level targets were met and all of the English Second Language (ESL) targets with the exception of Low Beginning and High Intermediate were met. The ESL Low Beginning target was missed by only 2% and the ESL High Intermediate target was missed by only 1%. The state is hopeful that these targets will be met next fiscal year. Local programs are making a concerted effort to continually improve their student academic gains and this work is beginning to show in the results of their data. The state will continue stressing the importance of post-assessment, student retention and motivation and 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. Improvements in the data match process were made for the FY10-11 reporting year and continued during the FY11-12 reporting year. Local programs appeared to do a better job of setting postsecondary goals during FY11-12. The result was that 43% of students in this area met this goal. While this is down by 2% from

FY10-11, it is still a huge improvement over the reported 13% for FY 09-10 and considerably higher than the state's goal of 20%. In light of the state and 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 and expects this growth to continue at an even faster rate in FY12-13.

The state's FY 11-12 NRS target goal was 73% for *Entered Employment* and 77% for *Retained Employment*. Actual percent achieved for *Entered Employment* was 76%. The state is excited about this huge increase from FY10-11 when only 50% achievement was reported. The actual percent achieved for *Retained Employment* was 82%. This too is an increase from the FY10-11 achievement of 63%. It is hoped that this is an indicator that the state's economy is improving as more students entered employment and retained employment during 2011-12.

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

Oklahoma's FY 11-12 goal for this core indicator was 63%. The state level data match reported 64% of the adult learners setting this goal also achieved the goal. There is a continued effort across the state to encourage and support adult learners in achieving this goal in order for them to transition into postsecondary education and/or job training.

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. Department of Corrections Executive Reentry Committee

The Executive Reentry Committee is in the process of developing 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

Six Adult Learning Centers (ALC) received EL/Civics grant funds in FY 2011-2012. These programs were Bartlesville Public Schools, Idabel Public Schools, Jenks Public Schools, Oklahoma City Community College, Oklahoma City Public Schools, and Union Public Schools. Each program had many successes during this period of service.

The six EL/Civics programs served a total of 2,309 EL/Civics students with Tulsa Union being the largest. Union served a total of 829 EL/Civics students, a 78% increase in students from FY10-11 to FY11-12. Union students focused on the use of online resources. Students created resumes, practiced filling out job applications, identified career goals, discussed job etiquette, learned the most common interview questions, and practiced interviewing each other. Oklahoma City Adult Learning Center (OKCALC), the second largest program, served 689 EL/Civics students in FY11-12 which represents a 216% increase from FY10-11. Oklahoma City Adult Learning Center reported that in the 17 EL/Civics integrated classes a total of 597 students were NRS reportable. During FY11-12, Oklahoma City Adult Learning Center reported 80% of the 597 fundable EL/Civics students advanced one or more levels. Twenty two (22) students from the OKCALC achieved U.S. Citizenship. Oklahoma City Community College (OCCC) served a total of 617 EL/Civics students in FY11-12. Three hundred ninety four (394) or 64% of the 617 students served were reported as NRS fundable. OCCC students accumulated a total of 34,011 attendance hours. Jenks Adult Learning Center served a total of 110 EL/Civics students in FY11-12. Bartlesville Adult Learning Center served a total of 42 EL/Civics students in FY11-12, 21% of which completed a level. Many of the students obtained jobs because of the knowledge they obtained in one of the two available EL/Civics classes. One student took and passed the GED in English while two passed the GED in Spanish. Idabel Adult Learning Center, the smallest of the six programs, served a total of 20 EL/Civics students. The average attendance hours per student were 96 hours. Eleven students completed an education functioning level and advanced one or more levels. Idabel integrated real life living situations within their curriculum. Students focused on communicating with their children, reading storybooks, obtaining a library card, and learning basic computer skills.