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**Lifelong Learning Section**

**Oklahoma Narrative Report 2012-2013**

**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 2012-13 program year included the following:

**1. State Superintendent's Leadership Conference:** Each year the State Department of Education sponsors the State Superintendent's Vision 2020 Conference. This conference is usually held in July, however, due to scheduling conflicts it was moved to an earlier date last summer and 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. Even though this was technically in the previous fiscal year, local programs were given permission to count these professional development hours for credit in FY2012-13.

**2. 2014 GED Assessment System: What About Instruction?:** In September and October 2012 the state held three regional trainings regarding the changes to the GED Tests beginning in January 2014. The focus of the trainings included changes in the system with special emphasis on implications for instruction. Participants included program directors and adult education teachers from across the state. Over 100 people attended the 6 hour trainings that were held in Chickasha, Enid, and McAlester, Oklahoma.

**3. TABE training:** Program directors and instructors administering the TABE Assessment had the opportunity to attend TABE training in November 2012 in Oklahoma City. The training was conducted by Mike Johnson, CTB McGraw-Hill on the administration of the TABE. Approximately 25-30 participants attended.

**4. LiteracyPro management Information System – Literacy Adult and Community Education System (LACES) Training:** On December 4-5, 2012, the state provided online *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 four 90- minute training sessions offered. Approximately 15 people participated in each session. The training was conducted by LiteracyPro's lead trainer, Shannon Stangis. State staff participated in all of the sessions and addressed any state specific questions.

**5. EL/Civics Summit:** Due to restraints on travel the EL/Civics Summit which had been held in the spring for the last five years was cancelled in 2013. There are plans to resume this professional development opportunity in the spring of 2014.

**6. Adult Education Directors' Meeting:** The state held an *Adult Education Directors' Meeting* in June 2012 in conjunction with the State Superintendent's Vision 2020 Conference. This meeting is usually held in July but was changed due to scheduling conflicts and requirements of the SDE and the State Superintendent's Conference.

**7. WebEx Conferences:** The state presented three WebEx conferences in FY12-13. The dates, titles, and purpose of each conference include the following:

a. **"GED Update"** – November 8 and November 16, 2012 – Provided updates in the areas of GED Computer-based Testing, Close out of the 2002 test series, Accommodations, and an overall review of what to expect on the 2014 GED Assessment. Participants included Program Directors, teachers, and others interested in future changes to the GED testing process. The presentation lasted one hour and was led by Dr. Stephanie Curtis, Executive Director of Lifelong Learning at the State Dept. of Education. Approximately 50 people participated during each session.

b. **"Metacognitive Processes: A critical role in successful learning."** – November 30, 2012 – Addressed why and how metacognitive skills should be taught in the adult education classroom. Topics included: What is metacognition? What's the research? Why teach metacognitive skills? and, Recommended instructional strategies. The session lasted one hour and was presented by Pam Blundell, Assistant Director of Lifelong Learning. Approximately 65 people attended the webinar.

c. **"Adult Education LACES Data System: Answers to frequently asked questions."** – December 11, 2012 – Topics included: How to set up views, finding data from past fiscal years, finding age range data for special reports, and other information such as tips, shortcuts, and searches. The webinar lasted one hour and was presented by Derk Watson and Lance Allee, State Coordinators for Lifelong Learning. Over 50 people participated.

**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. 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 1-3, 2013 in Norman, Oklahoma. The conference theme was "Your Future Delivered" 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 Securities Commission, Adult Education, K-12 Education, Department of Human Services, and Career Technology. In spite of numerous budget cutbacks in the state, approximately 425-430 people attended this statewide conference. The Adult Education office presented a session on the 2014 GED changes and implications for instruction in adult education classes and preparation of adult students for the workforce.

**C. Monitoring and Evaluation of Adult Education Programs:** The following activities were focused on program monitoring and evaluation during FY12-13.

**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. FY12-13 was especially focused on being sure programs were completing new NRS requirements such as student highest level of education attained and staff credentials.

**2. Onsite Monitoring Visits:** Due to funding and travel restraints, the state was not allowed to do onsite program visits during FY12-13. However, all local programs had been visited prior to FY12-13 and desktop monitoring and technical assistance via emails and phone calls was ongoing with every local program throughout the year. The onsite visits resumed during the first quarter of FY13-14 and will continue throughout this fiscal year with the goal of visiting every local program in the state.

## **II. Findings Based on the Core Indicators of Performance**

Fiscal year 2012-13 was a successful performance year for Oklahoma in spite of facing the second year of no state funding. The loss of state funding has caused a reduction in the number of classes offered across the state;

however, no adult education programs closed in FY12-13. The state actually served almost 300 more students in FY12-13 than in FY11-12. State level data matches were conducted with the appropriate agencies in Oklahoma for the following NRS exit goals: Obtain a GED<sup>®</sup>, 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<sup>®</sup>; 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. Data Match results are imported back into the states LACES system to ensure accurate reporting on NRS Table 5. 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.**

The state reports that 8 of the 11 Core Indicator #1 targets were met in 2012-13. The state considers this a positive sign of continued improvement since zero targets were met in FY09-10. Targets not met include Adult Secondary Low (Target 34% & Actual 30%), ESL Beginning Literacy (Target 30% & Actual 29%), ESL High Beginning (Target 46% & Actual 45%). Local programs are making a concerted effort to continually improve their student academic gains. 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. It is hopeful that the targets not met, while two of the three were within 1%, will be met during the next reporting year.

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

Since FY12-13 is the first year to report using the cohort process, the state was very anxious to gather results in all three of these core indicators. Achieving the state's NRS target goal of *Entering Postsecondary Education or Training* has been challenging for the last several years. This is the first year of reporting that is based on a cohort and not goal setting. Oklahoma's postsecondary numbers changed considerable under the cohort process. Only 9.46% of the students available for matching achieved entering postsecondary education or training. This will be an area of more intense focus in the following years. The adult education program is in the process of being transferred from the State Dept. of Education to the State Dept. of Career Tech. This move should be a positive move in the direction of transitioning more adult students into postsecondary education and/or training. The state will be anxious to see the results of the second year of cohort reporting in 2013-14.

The state's FY 12-13 NRS target goal was 46% for *Entered Employment* and 56% for *Retained Employment*.

Actual percent achieved for *Entered Employment* was 91%. The actual percent achieved for *Retained Employment* was 100%. It is hoped that this is an indicator that the state's economy is improving as more students entered employment and retained employment during 2012-13. Since this is the first year for using the cohort reporting process, the state will be anxious to see how the FY13-14 data compares to the FY12-13 data.

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

Oklahoma's FY 12-13 goal for this core indicator was 52%. This was estimated based on using the new cohort process and data from the past. A state data match was run with Diploma Sender who houses all of Oklahoma's GED testing data on all students in the GED cohort. The results of this data match were then imported back into the state MIS (LACES) system in order to update student records and get an accurate reporting on NRS Table 5. After this process was completed, NRS Table 5 reported Oklahoma's weighted Percent Achieving Outcome at 98%. This is especially exciting for the state. It is an indication that most of our adult education students who exit our program and take the full battery of GED tests are passing and being credentialed. The cohort process is a real plus to Oklahoma's reporting data.

## **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.

There is a new initiative in Oklahoma to certify workforce systems rather than sites. This is a new approach and is in the piloting stage. The State Director of Adult Education serves on the Workforce System Review Team. More information regarding this new initiative will be available throughout the following fiscal year.

## **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. Oklahoma’s “A New Day, New Way” Workforce Development System Certification – Oklahoma Works!**

The Executive Director of Lifelong Learning serves on this Workforce System Certification Review Team. This is a project supported by the Governor’s Council and is being piloted in three workforce regions in Oklahoma. This project is focusing on development of a Workforce System Certification as opposed to a Workforce Site Certification. It requires communities and/or regions to come together to meet the needs of business and job seekers in their area and is very much tailored to the needs of the communities being served. More detailed information will be available this next fiscal year as the project progresses.

This process is designed to ensure that a talent pipeline of appropriately skilled workforce is available to meet customer needs by:

- Aligning education, workforce and economic development

- Creating synergy among partner agencies within their respective communities
- Ensuring consistency across the state while encouraging local and regional adaptation
- Creating a new normal surrounding stellar customer focus for all customers (business & job seeker)

Oklahoma Works! Is designed to be the springboard to success for Oklahoma's business and job seekers helping reach the goal of Oklahoma's workforce system being the catalyst for increased profitability for businesses and wealth creation for all Oklahomans

#### **IV. English Literacy (EL)/Civics Activities**

Six Adult Learning Centers (ALC) received EL/Civics grant funds in FY 2012-2013. 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 2,115 EL/Civics students with Tulsa Union being the largest. Union served a total of 776 EL/Civics students. Union focused on the use of tangible documents, artifacts that could be used in real world situations. 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 735 EL/Civics students in FY12-13. Oklahoma City Adult Learning Center reported that in the 18 EL/Civics integrated classes a total of 619 were NRS reportable. During FY12-13 Oklahoma City Adult Learning Center reported that 85% of the 619 fundable EL/Civics students advanced one or more levels. Twenty four (24) students from the OKCALC achieved U.S. Citizenship. Oklahoma City Community College (OCCC) served a total of 587 EL/Civics students in FY12-13. Five hundred forty one (541) of the 587 served were reported as NRS fundable. OCCC students accumulated a total of 44,307 attendance hours, an increase of 10,296 instructional hours from FY11-12. Jenks Adult Learning Center served a total of 85 EL/Civics students in FY12-13. Idabel served a total of 28 EL/Civics students in FY12-13. Fourteen of the 28 students served completed an education functioning level and advanced one or more levels. The average attendance hours per student were 103 hours, an increase of seven hours per student from FY11-12 to FY12-13. Bartlesville served a total of 20 EL/Civics students in FY12-13. During FY12-13 Bartlesville reported that 40% of the 20 EL/Civics students served, advanced one or more levels.