**Oklahoma Narrative Report 2014-2015**

1. **State Leadership Funds**

Fiscal Year 2014-2015 was a year of great change for Adult Education in Oklahoma. The Oklahoma State Department of Education transferred the Adult Education program from the SDE over to the Oklahoma State Department of Career and Technology Education. This transfer was finalized on June 30, 2014 with ODCTE taking over management of the program on July 1, 2014. Leadership funds were used as needed to support the transfer of the program to ODCTE and expand professional development opportunities for Adult Basic Education professionals.

Professional Development has always been the primary use of leadership funds in Oklahoma. Leadership funds were used for the following:

1. Literacy Pro management information system – Literacy Adult and Community Education (LACES) training. Both online LACES training and face-to-face training was offered to the field. All local programs and Oklahoma Department of Corrections sites were represented at the trainings. Both new and experienced data entry personnel received training along with a number of program directors.
2. BEST Plus Assessment training was provided to programs needing refresher and/or new assessment administrators to be trained.
3. Adult Education Regional Director’s Meetings were held in the spring of 2015. The agenda included but was not limited to the following: introduction of Career Tech administrators now coordinating the program, questions and answers regarding changes and new policy, and curriculum ideas and resources.
4. Commission on Adult Basic Education (COABE) conference in Denver, Colorado on April 21-24, 2015. Annual professional development conference.
5. English Forward Training on January 7th and 8th of 2015.
6. Monitoring and evaluation of Adult Education Programs. This included LACES desktop monitoring of all local programs and onsite monitoring as necessary or requested by a local program.

1. **Performance Data Analysis**

FY2014-15 was a challenging year for Oklahoma Adult Education. Oklahoma did not meet any of eleven educational functioning level (EFL) goals in FY14-15. Now that the transfer of Adult Education from the Oklahoma Dept. of Education to the Oklahoma Dept. of Career and Technology Education has been completed, work will begin with the field through various professional development opportunities to aide teachers in moving students at all EFL’s forward.

1. **Integration with Other Programs**

Currently work is being done in preparation for WIOA implementation regarding the certification of workforce systems rather than sites. A representative from the state office of Adult Education serves on this committee and adult education is part of this work. The Oklahoma Works System Review Team established in 2012 is comprised of Oklahoma workforce development system partners, GCWED, Career Tech, Adult Basic Ed, Vocational Rehab, Department of Human Services, Wagner-Peyser (OESC), Higher Regents and Commerce representing Title 1 programs, Adult, Dislocated Worker and Youth. They hope to add entities such as Department of Corrections, Mental Health and Oklahoma State Department of Health in order to establish a more comprehensive approach to create solutions. The workforce system being designed will be the springboard to success for Oklahoma's business and jobseekers, helping Oklahoma reach its strategic vision that Oklahoma’s workforce development system increases profitability for businesses and increases income for all Oklahomans.

1. **English Literacy/Civics (EL/C) Program**

There were five Adult Learning Centers (ALC) received EL/Civics grant funds in FY 2014-2015. These programs were Bartlesville Public Schools, Oklahoma City Community College, Oklahoma City Public Schools, Union Public Schools and Pioneer Technology Center. Each program reported many successes during this period of service. Union reported their project titled Civics Online was highly successful. With additional funding and newly purchased computers, the project had its primary focus on technology for students and instructors. Civics Online allowed students structured time in the computer lab to focus on civics related resources. In addition to classroom Civics instruction, teachers guided students through several civics related modules, including, but not limited to, career readiness and postsecondary exploration, U.S. government-Civic education, students as parents, and students as community members.

 Union Adult Learning Center reported that EL/Civics students accumulated 53,984 attendance hours and served 875 students. Oklahoma City Community College (OCCC) served a total of 854 EL/Civics students in FY14-15. Bartlesville Public Schools served a total of 7 EL/Civics students in FY14-15. During FY14-15 Bartlesville reported that 100% EL/Civics students served were NRS fundable. Pioneer Technology Center a new recipient of the grant reported that EL Civics students accumulated 115 hours and served 12 students. Oklahoma City Adult Learning Center (OKCALC), decided not to continue with the grant. They did not report their accomplishments.

1. **Secondary School Credentials and Equivalencies**

Oklahoma law states that a person must successfully pass a state approved high school equivalency exam in order to qualify for an official state High School Equivalency Diploma which is awarded by the Oklahoma State Department of Education. In June, Oklahoma Gov. Mary Fallin signed House Bill 1687 allowing adult learning centers to offer multiple test options to test takers. State approved high school equivalency centers in Oklahoma will now have the option to offer any of the three available high school equivalency tests: the GED®, the HiSET® or the TASC™. All three state-approved tests measure high school equivalent skills, are accepted for college or job applications and the U.S. military.

1. **Adult Education Standards**

Oklahoma’s approved assessments are standardized, valid, reliable, and approved for use by the Office of Career and Technical Education (OCTAE). Standardized is defined as having directions, time limits, materials, and scoring procedures that are designed to remain constant each time the test is given. Valid is defined as the degree to which the assessment actually measures what it is intended to measure. Reliable is defined as the consistency with which an assessment produces results. Pre-assessment is defined as the initial assessment administered to a student when they first enroll in the program for the current fiscal year. Post-assessment is defined as an assessment administered to a student to measure learning gains since the pre-assessment or their last assessment in the current fiscal year.

Educational functioning level of a student is determined by the National Reporting System (NRS) approved standardized assessment scale scores (http://www.nrsweb.org/). All students are placed into an appropriate Educational Functioning Level (EFL) as determined by the student’s scale score of the standardized assessments chosen by the state. State performance targets for the NRS educational functioning levels are negotiated between the state and OCTAE each fiscal year. Local programs are responsible for meeting these state EFL targets. The state’s aggregated pre- and post-assessment data collected from local programs determines whether or not the state meets its performance targets for a fiscal year.