

Oregon Narrative Report 2014-15
Oregon Office of Community Colleges and Workforce Development (CCWD)
Higher Education Coordinating Commission

- **State Leadership Funds:** Describe the major activities supported with State Leadership funds during the reporting period and the extent to which these activities helped you in implementing the goals of the State plan. Specifically describe activities related to the implementation of career pathways.

Vision, Mission, and System Description. The system reflects a comprehensive approach to Adult Basic Skills (ABS) professional development administered through workshops, conferences, training, certification, special projects, and technical assistance. Content and format of services are annually updated to incorporate new research and promising practices in the field of ABS. The State engages in a comprehensive planning process to identify and develop an annual plan of work. CCWD facilitates development of workshops and training, manages logistics, and often provides an on-site facilitator for training-related events.

The activities supported by Leadership funds in PY 2014-15 are detailed below. These activities build on previous leadership activities in carrying out the objectives of the State plan in support of ongoing continuous program improvement and professional development that enhanced ABE in Oregon. Among the topics specifically addressed below is information on activity that was undertaken in 2014-15 in Career Pathways (item 8).

1. **Workforce Innovation and Opportunity Act (WIOA).** CCWD regularly engaged adult education and literacy providers in planning and implementation discussion in preparation for the Workforce Innovation and Opportunity Act (WIOA).
 - a. CCWD contracted with a consultant to convene adult education and literacy providers. The 17 state community colleges which house WIA Title II programs participated in information sessions to explore WIOA planning and implementation. CCWD later established and convened quarterly, the Community College WIOA Workgroup that consisted of representatives from Title II and other college stakeholders.
 - b. CCWD staff provided state planning updates during quarterly Oregon Council for Adult Basic Skills Development (OCABSD) meetings, written monthly planning and policy updates (between April and June 2015), and weekly phone calls for providers and other interested parties to ask questions and learn more about WIOA implementation (beginning in June).
 - c. The OCABSD members have discussed state planning and local planning, sharing perspectives on alignment with content standards, program delivery, and data elements. Specific topics of discussion included the development of a statewide definition of career pathways and one-stop center definitions. These definitions were vetted with other core WIOA partners.
 - d. CCWD prioritized state leadership funding to support projects that advanced WIOA implementation, such as conversion of the trainings associated with the Oregon ABS Learning Standards from face-to-face delivery to an online learning platform; exploration of additional Integrated Basic Education and Skills Training (I-BEST) programming; and a standard orientation for Title II programs to encourage academic preparedness of participants. CCWD continued to invest State leadership funds in existing initiatives such as the Moving Pathways Forward grant and engaged workforce partners in the application of the College and Career Readiness (CCR) standards.
 - e. CCWD developed a WIOA website to ensure open and equitable access to information the Office received from the Departments of Labor and Education and to repository state-level information related to WIOA.

2. In 2014-2015, Oregon offered 34 trainings with 500 registrations in a variety of assessment and instructional training events. Trainings are provided in formats which encourage reflection, analysis, and generalization from participant experiences. Assessment training consisted of sessions ranging from 6 to 12 hours. Instructional training consisted of intensive one- and two -day sessions, some blended with distance education. Resulting from Adult Basic Skills Learning Standards trainings, one hundred and seventy-nine (179) instructors became certified. No fees were charged.
 - a. **Assessment Certification Training.** Oregon requires State certification in order to administer and score State-approved assessment tools for State and federal reporting. During 2014-15, the State delivered CASAS Online Implementation Training and *BEST-Plus*. Seventy (70) practitioners certified for these assessments representing: Title II programs and the Department of Corrections.
 - b. **Recertifications.** CASAS I or II recertification is required every 4 years; 5 participants recertified through CASAS Online Implementation trainings.
3. In 2014-15, monthly training for ABS Directors was delivered through conference calls and webinar format. Monthly modules continue to correspond to likely needs and reporting requirements occurring at specific times of year. WIOA updates were added as a standing topic for all meetings during 2014-15. The Directors also requested a professional development opportunity related to pattern-recognition decision making, an approach to “intuitive” decision making that the military had invested heavily in. This PD opportunity consisted of a basic text, with supplementary TED and YouTube Videos and other readings. The “class” will continue into the next program year.
4. In 2014-15, professional development delivered at ABS Directors’ meetings was focused on changes that would take place due to WIOA. Beginning in July, 2014, intensive professional development to familiarize ABS Directors with the new legislation took place. State ABS also developed numerous power points and explanatory materials that the ABS Directors could use with their own leadership and faculty to explain the coming changes. Using data for program improvement also continued to be a topic explored at ABS Directors’ meetings.
5. In 2014/15, due to WIOA, expansion of the use of the Poverty Simulation was delayed. However, a state staff member attended the facilitator training at Missouri Community Action Program so that she could train additional facilitators from community colleges in Oregon.
6. **Oregon ABS Distance Learning.** The Oregon ABS Distance Policy and Application approved by OCTAE is used by local programs for their submission of distance learning applications. These applications are reviewed by CCWD for adherence to policy. No new ABS programs applications were submitted for approved in 2014-15. CCWD, in partnership with the OCABSD Distance Learning Task Force, is working on ways to more effectively model distance learning possibilities in professional development activities. As part of implementation of Learning Standards, an online professional development platform was built and is being expanded and refined, and will be used to provide training for Oregon ABS instructors about distance learning.
7. **Oregon Pathways for Adult Basic Skills (OPABS) Transition to Education and Work Initiative.** The five OPABS courses (Bridge Math, Bridge Writing, Pre-Bridge Writing, Bridge Reading, Pre-Bridge Reading) and three advising modules (Financial Aid, College Application, College Placement Testing) continued implementation, in various configurations in 7 ABS programs. 2014-15 is the sixth year of implementation of this project. The implementation of OPABS provided a strong foundation for activities related to both the Accelerating Opportunity and the Oregon Credentials, Acceleration and Support for Employment (CASE) grants. In 2014/15, work began to prepare for revision of the College and Career Awareness Modules of OPABS. This work is expected to be completed by the end of 2015/16.
8. **Career Pathways.** Career Pathway (CP) certificate programs allow students to complete labor-market driven certificates of between 12-44 credits. All credits are wholly contained within AAS degrees, allowing the student to return for additional credentialing without any duplicative work. Grants for CP activities are provided by CCWD to the colleges each year. In 2014-15, building upon the 2013-14 targeting of ABS students in the CP grants, colleges were again asked to leverage CP grants to better serve ABS students. MHCC expanded “I-Best-like” programs for ABS students with excellent outcomes. MHCC staff provided ABS Directors information on how to implement similar

programs at their colleges. The Moving Pathways Forward grant focused on the College and Career Awareness training that will help link students to Career Pathways.

- **Performance Data Analyses:** Describe any significant findings from the evaluation of your performance data for the reporting period and efforts to improve outcomes for the core indicators of performance.

Oregon has a comprehensive evaluation framework that focuses on continuous program improvement. Given that adult basic education programs are driven by both performance measures and quality of services, the State's approach to program evaluation has focused on data performance and analysis, strategic planning and evaluation, local program improvement plans and reporting, and local program site evaluation.

1. **Oregon's Title II Indicators of Program Quality (IPQs).** The IPQs are the framework that establishes a base for program quality. The IPQs provide a common "language" for program design and services which are shared with workforce and community partners to better understand the importance of the role of ABS in developing a highly-skilled workforce in the State of Oregon. The State and local programs use the IPQs for program planning and for program review. The planning document, which was implemented fully in 2008-09, uses the IPQ Program Areas and Indicators to develop annual and long range planning priorities. The planning document, referred to elsewhere in the narrative report, is the Strategic Framework.
 - a. **Program Planning and Annual Evaluation.** During program year 2011-12, the State revised the cycle of the Strategic Framework document to reflect the 7-year on-site program review cycle for each local program. End of the year reports for PY 11-12 initiated that change. Programs continue to use the information from their program reviews as a baseline for continuous improvement. The local program annual planning and evaluation focuses are reflected in the Strategic Framework submitted annually to the State for review and approval.
 - b. **Staff Development.** The IPQ document is used as the basis for both the program review and the Strategic Framework; the Strategic Framework is used for annual and long range planning. The documents are utilized at both the State and local levels to plan staff development and program improvement projects.
2. **Local Program Reviews.** The IPQs are also used to guide program review. They are the standards by which individual program performance is monitored on a regular basis through self-study, peer review, and visitation by State staff and experts. Local programs are monitored through an intensive, week-long site evaluation every seven years. The current cycle began in program year 2008-09. The review assists programs in creating internal alignment for instruction and program development, evaluation, staff development, and program improvement. The site evaluation consists of an initial State audit of evidence submitted prior to the visit, an extensive local self-study, and finally, on-site local observations and meetings with the review team. The review team is comprised of State staff, peer instructors and administrators, workforce liaisons, and other affiliated partners. The review team observes instruction and conducts focus group discussions with college administration and internal partners, workforce and other external partners, program staff, and students. The on-site review concludes with an exit report and is formalized with a written program review report that presents commendations, recommendations, and findings, and a full report that addresses each IPQ program area. Local programs use the results to inform the Strategic Framework and annual program improvement.

Consistent with the seven-year review cycle, in program year 2014-15, a local review was conducted at Blue Mountain Community College. The Clackamas Community College review resulted in commendations and recommendations; there were no findings.

3. **Local Program Statistical Reports and Data Analysis.** Local programs have ongoing data analysis and program improvement opportunities through their performance management software, data quality checklist, database administrators' training, ongoing State training, and annual reporting requirements. Each June, programs submit a Strategic Framework, an evidence-based program evaluation, coupled with a detailed program improvement plan for the next year. In August, local

providers submit their federal statistical tables, and the local data quality standards checklist. This process enables local programs to identify and correct data anomalies. Local program directors also identify common performance issues that OCABSD and State staff address collectively throughout the year. Issues identified include:

- a. Intentional Use of Data.** Oregon places emphasis on intentional and purposeful use of available data. Data training receives a significant portion of time at each quarterly OCABSD meeting.
 - b. Data Collection and Reporting.** The local programs collect and enter the data in the MIS on a regular schedule. The locally collected data are uploaded to the State every quarter for state-level analysis. The State examines the data quarterly for data quality and to identify opportunities for improvement in the State accountability system.
 - c. Reports and Analysis.** A variety of reports continued to be developed and refined for State and local analysis. Reports, by instructional program, include an historical look at enrollment numbers, instructional hours, performance, and pre/post-test rates. A report created for performance-based funding also provides an opportunity for data analysis by providing up-to-date census data on local target populations to contextualize local performance.
 - d. Staff Turnover.** Programs strive to maintain consistent training and certification of staff in spite of limited resources and staff turnover.
- 4. State Data Analysis.** The State provides technical assistance, facilitates State committees on assessment and data, and engages in ongoing data analysis to supplement annual training in order to ensure accurate data collection and reporting. State data analysis begins with the export of local program data in July. Initial analysis of the State-aggregated database includes a review of a TOPSpro *Federal Tables Summary Audit Report*. Elements of the audit report identify the total “selected” students available; the number of students dropped, based on nine “drop reasons;” and establishes the number of students who “qualify” for the Title II Federal Report. Similar reports are developed for each grant type: Comprehensive Services, EL/Civics, Corrections, and Outreach Tutoring. Broad findings in data analysis include:
 - a. Instructional Hours and Enrollment.** After peaking in 2008-09 at 23,600, Oregon’s student enrollment has declined. During 2014-15, student enrollments decreased another 2,397 to 13,807. Of those enrolled students, the average number of hours of instruction per student was 117, increasing 17% over the level of instructional hours per student over PY 2012-13 (100). Oregon continues to emphasize the importance of high student enrollment. In Oregon’s performance-based funding model, enrollment is one of the most direct measures tied to funding, and State leadership has frequently reiterated this point with local programs. The State recognizes that some factors affecting reductions in student enrollment are beyond local program or State control. However, the State strives to find ways to positively impact student enrollment. In examining the rate of student enrollment reductions, the State noted that the decreases were significantly higher among programs that experienced numerous turnovers in their leadership. The state ABS team has been providing technical support to these colleges to help stabilize their ABS programs, resulting in increased student enrollment.
 - b. Educational Functioning Level Gains (Core Indicator #1).** In 2014-15 Oregon either met or exceeded performance targets in six of the eleven Educational Functioning Levels (EFLs). These performance outcomes represent an increase over the last year’s performance, when Oregon met two performance targets. During PY 2014-15, Oregon’s performance was negatively affected by reductions in state general fund. Funding cuts resulted in reduced staffing at local programs. Cuts in personnel costs have also had a negative impact on student follow-up. Pre- and post-test rates decreased slightly over last year (58%). Out of 13,807 reported students, 7,886 (57%) were post-tested. To remedy this low pre- and post-test rate, Oregon has implemented the state-wide adoption of computer based CASAS testing to increase the efficiency of testing, thereby offsetting a portion of the reduction in staffing. The State ABS team also continues working with local programs on stricter implementation of managed enrollment to provide students an increased likelihood of remaining with the program long enough to be post-tested. The State expects that increasing pre- and post-test

rates will have a positive impact on Oregon's performance levels, bringing the performance levels in Table 4 much closer to the performance levels in Table 4B where the majority of the EFLs have over 60 percent level gains. Additionally, Oregon is actively examining alternative assessments to CASAS and BEST Plus. The State is facing the expiration of some of our NRS approved assessments in 2014-15. The reduction of available approved assessments may have had a negative impact on performance. Adoption of alternative assessments will ensure that students have the opportunity to be provided instruction in areas where the assessments have indicated developmental weaknesses.

- c. **Core Indicators.** In 2014-15, Oregon met or exceeded performance targets on two of the four Core Indicators (Placement in Postsecondary Education or Training; Placement in unsubsidized employment). We did not meet the target on GED/High School Completion this year. GED 2014 produced an uncharacteristically low GED completion rate (roughly 16% of typical year), in large part due to contracting issues between *Pearson Vue* and Oregon Department of Corrections, which is the majority contributor to Oregon's GED completion rate. The five-month delay in the contract along with the implementation of the new test is reflected in this year's Oregon's lower GED/High School Completion rate.
- d. **Data Collection and Reporting.** The data collection and reporting system continues to mature at the State and local levels. Program reviews, performance accountability training, technical assistance, targeted training, and website training have had a positive impact on the system. The expertise and skills of dedicated accountability staff strongly contribute to continued growth in this area.

- **Integration with Other Programs:** Describe how you have integrated activities funded under the Adult Education and Family Literacy Act (AEFLA) with other adult education, career development, and employment and training activities. Describe your efforts to develop or advance career pathway systems that include career and technical education, postsecondary education, employers, and economic and workforce development. Include a description of how your agency is being represented on the State and Local Workforce Investment Boards, the provision of core and other services through the One-Stop system and an estimate of the AEFLA funds being used to support activities and services through the One-Stop delivery system.

Integration activities are presented below. Efforts in support of developing and enhancing the State's extensive career pathways work are specifically addressed above under State Leadership. The ABS pathway initiative and the Oregon Pathways for Adult Basic Skills (OPABS) initiative are described in detail below, as well. Currently no AEFLA funds in Oregon are dedicated to support ABE activities in the One Stop centers.

1. WIOA Unified State Plan

- a. The CCWD, Adult Basic Skills Team was actively involved in development of the WIOA State Unified Plan. A member of the CCWD served on several state-level planning teams and multiple workgroups.
- b. Title II was represented on the Oregon Workforce Investment Board by the State ABS Director, the Workforce Policy Implementation Team by the State ABS Director and staff, and on the WIOA Implementation Team by staff.
- c. CCWD was heavily included in WIOA related policy discussions and decisions at the state-level, including the development of an Oregon definitions for career pathways and One-Stop Centers.
- d. WIOA Core Programs
 - Title II programs continued to engage with the WIOA core programs in State planning initiatives and to serve workforce participants. Much more work with core programs will be needed to provide seamless services for participants, such as in-take, case management, and data management.
- e. Representation

- The State ABS Director represented Title II on the Oregon Workforce Investment Board (OWIB).
 - Oregon's nine Local Workforce Development Boards are WIOA compliant with representation from current adult education and literacy providers.
2. **Career Pathways**
 - a. CCWD actively participated in Oregon's Career Pathway Alliance, attending quarterly meetings and engaging with postsecondary providers of career and technical education programs in an effort to promote transition of ABS students into college level education and training programs.
 - b. CCWD facilitated the development of an Oregon career pathway definition under WIOA.
 - c. Career pathway development and expansion was supported through State leadership funds at CCWD. An investment in career pathways and potential bridge programs, such as I-BEST and VESL programs to promote student transition to postsecondary programs.
 3. **One-Stop Resources**
 - a. State level Title IB and Title II resources were targeted to support one-stop implementation such as increasing access to assessment and instructional training opportunities.
 - b. CCWD explored various funding models for one-stop infrastructure costs, including funding the required 1.5% contribution from the State allocation and designating the local adult education and literacy providers as the one-stop partners.
 - c. CCWD has facilitated discussions with local adult education and literacy providers to explore one-stop center participation and access.
 4. **Oregon Unified State Plan Revision.** A State planners' workgroup convened to discuss WIA reauthorization and prepare for the next Oregon Unified State Plan. Title II and Title IB staff partnered to revise the State's Unified State Plan to extend Title II activities and negotiate performance for an additional year. In PY 2014-15, Oregon received official notification from OCTAE approving State performance targets for PY 2015-16.
 5. **Oregon Dislocated Worker Services.** Title II programs continue to partner with Title IB providers to meet the needs of dislocated workers across the state, many of whom are non-native speakers of English.
 6. **National and State Workforce and Education Workgroups.** State Title II supported staff serve on a variety of State workgroups targeting One-Stop, Literacy, and WIA implementation strategies. 2014-15 participation included the Pathways Alliance, the CASE grant, Career and Technical Education Network, Student Persistence and Completion Strategy workgroups, and a variety of WIOA State plan development groups.
 7. **State Special Reports.** Title II collaborates with other State agencies and programs to produce special reports and respond to public and legislative requests. Surveys and reports include the State PRISM reports through the Oregon Employment Department, Oregon Key Performance Measures and benchmark reports, the Oregon WIA Annual Report for Titles I and II, a tuition and fees survey, developmental education/post-secondary remedial education connections Secretary of State audit reports, and legislative reports.
 8. **Oregon Council of Adult Basic Skills Development (OCABSD).** The OCABSD is made up of local ABS program administrators from the 17 community colleges and DOC. This council meets formally four times per year, providing statewide leadership for the local Title II programs and responding to State requests for recommendations on policy and priorities for statewide initiatives in support of continuous program improvement.
 9. **Representation.** CCWD leadership represents Title II on the Oregon Workforce Investment Board (OWIB) and the Oregon State Board of Education. Presentations and reports to these boards concern basic skills issues and strategies. The ABS team was represented on the *Non-Credit to Credit Task Force*, exploring best practices for successful transition of non-credit students to credit post-secondary programming, including credit for proficiency/prior learning. CCWD's State Youth Policy Liaison represents Title II on the State Youth Council.

10. **State and Federal Common Measures.** Oregon has identified system-wide shared performance measures which include the five core Title II performance measures. Assessment of basic skills is a system-wide shared performance measure for all partners.
11. **Agency Structure.** The agency structure reflects a program area in Education, which includes Title II and Community Colleges; Workforce, which includes WIA Title IB, providing opportunities for program integration. A management position, the Director of the Education Division, oversees the literacy programs. The State Director of Adult Basic Skills Education is responsible for the implementation of the WIA Title II AEFLA Grant.
12. **One Stop Resources.** State level Title IB and Title II resources are targeted to support One Stop implementation such as increasing access to assessment and instructional training opportunities.
13. **Local Integration.** In Oregon, local unified plans were submitted by workforce region. All Title II providers were required partners in the planning and application process and were identified in the *Unified State Plan*.
14. **Community Partners.** In addition to workforce partners, Title II grantees have partnered with a variety of community based, faith based, city, county, and other State agencies to provide instruction. Each partner contributes resources to provide the instruction on site. Partnerships include community corrections facilities, State correctional facilities, local literacy councils, and a variety of churches, senior centers, libraries, and other community centers.
15. **Board Membership.** In the local unified plan, Local Workforce Investment Board membership was listed; State staff determined that Title II was clearly represented on the local boards.
16. **Memoranda of Understanding.** Each local unified plan included a negotiated Memorandum of Understanding signed by all partners for the One-Stop. Title II providers or colleges were represented.
17. **Core Services.** For core services, information on adult education services is provided in each One-Stop and clearly identified on One-Stop websites. Initial basic skill assessment is a core service at many One-Stop sites.
18. **Intensive Services.** For intensive services, Title II is viewed as an integral partner in all One-Stop Centers. Several regions have basic skills training in the physical center. All have Title II programs available as an ancillary service.
19. **Training Services.** Training services under WIA require basic skills to be part of occupational skills, workforce readiness, or some other service combination.
20. **Funding.** In Oregon, Title II funds are an integral part of the WorkSource Oregon delivery system and, therefore, cannot be reported separately. Title II services provided by WorkSource Centers include ABE, ESL, GED, basic computer literacy, programming for transition to post-secondary education and training, workforce readiness, and the National Career Readiness Certificate.

□ **English Literacy/Civics (EL/C) Program:** Describe the activities and services supported with EL/C funds, including the number of programs receiving EL/C grants and an estimate of the number of adult learners served. (Only states receiving EL/C funds should respond to question #4).

1. **EL Civics-WIOA.** The 11 EL/Civics (EL/C) programs in Oregon served 1,337 students in 2014-15; the average number of instructional hours increased to 123 hours per student. This year the State focused on preparing their programs and students for the changes coming with WIOA, including concentration on setting career goals and transferring to training and education, and continued its emphasis on increased student use of technology.
 - a. In preparation for implementation of Integrated English Literacy and Civics Education under WIOA, CCWD convened the EL/Civics Advisory Committee, which was composed of state and local EL/Civics providers, to identify Oregon's best practices associated with EL/Civics curriculum development, instruction, and support services, both current and historic, that prepare for the changes coming with WIOA.
 - b. Oregon has contracted with national experts to align the State's current ABS Learning Standards in Reading, Writing, Math and Listening/Speaking with the College and Career Readiness Standards, and prepare to re-engineer Learning Standards trainings for

Listening/Speaking. This will ensure that instruction for EL/Civics by local providers will be aligned with the national standards.

- c. CCWD will explore additional professional development options to prepare local providers to meet WIOA guidelines, including the online learning platform for Oregon Adult Learning Standards, expansion of I-BEST and VESL programs, and development of career pathways that will transition participants to either employment or postsecondary training.
2. **Program Development and Growth Audiences.** The Oregon EL/C program in 2014-15 continued to serve the following constituents: limited English proficient students who are parents of elementary students, are preparing for the US Citizenship Exam, have non-standard work schedules, and/or are enrolled in college transition-level ESL classes. Programming outside the classroom, which not only involves students directly with their local communities, but also grows and strengthens community partnerships with colleges and EL/Civics programming, increases students' access to and integration with their communities. In 2014, one program discontinued its EL/Civics program because of persistent low enrollment.
3. **Instructional Planning/Collaboration.** For several years, Oregon has utilized a uniform Planning Guide as a tool for assisting instructors to develop instruction that intentionally integrates civic objectives, and language and literacy objectives. In preparing the Planning Guide, local programs select topics from California's approved list of EL/Civics Objectives that facilitate the language learning skills and civics content to be covered. In 2010-11, when Oregon began the implementation of its newly developed ABS Learning Standards, the EL/C Planning Guide was modified to incorporate Learning Standards. The Planning Guide includes sections to reflect the community involvement and technology requirements noted above. Programs are also focusing on lessons learned over the history of EL/Civics in Oregon to identify and generalize promising programmatic and instructional strategies and methods to carry forward into WIOA.
4. **Instructional Activities.** The Planning Guide continues to be used as the framework for instruction. This year, instructors increased transparency in the incorporation of the ABS Learning Standards with students and focused more deliberately on education, training and career goals. End of the year reporting shows continued improvement in the quality and authenticity of instruction, as well as increasing engagement of students in their communities. Instructional activities continue to be enhanced through classroom speakers, field trips, and interaction with the community. As a result of strong connections to community, programs maintained long-term partnerships with community agencies and forged additional partnerships as civic objectives required interaction with new community sites. Programs report partnerships as a growing resource in their planning processes.
5. **Program/Classroom Highlights**
 - a. Preparing for careers and college-level education and training was an important topic for students.
 - b. Programs invited guest speakers to classrooms, and students visited CTE classrooms and met with CTE instructors in their fields of interest. They also took advantage of other forums to hear about career and training options, with a goal of students taking an active role in preparing for their careers.
 - c. Several programs concentrated their thematic units on various aspects of healthcare – the Affordable Healthcare Act, finding local health providers and resources and careers in healthcare.
6. **Technology.** Oregon EL/C programs worked to expand the use of technology in curriculum and instructional delivery. Many classrooms used by EL/C programs are equipped with learning technology. The EL/C wiki is being moved to an EL/C website, which will offer greater access to training, peer-to-peer communication and collaboration between programs, and a planning committee has been identified to review the lesson plans and materials on the wiki for transfer to the Learning Standards website currently under redesign. LINCS and TESOL resources help EL/C instructors, as will the Learning Standards Learning Management System currently under construction. The Listening/Speaking Learning Standards Institute will be fully online. Students continue to gain experience with technology as they develop presentations using a variety of technological enhancements.

7. **Professional Development/Training.** Professional development in 2014-15 was again focused on ABS Learning Standards. The Listening and Speaking Standards Frameworks are being aligned with the College and Career Readiness Standards as recommended by OCTAE, and once that's completed, the Listening/Speaking Institute will be redesigned to reflect the changes and retooled for online delivery. In addition, the Math Institute is being revised to include ESL and EL/C content in anticipation of changes dictated by WIOA. The Institutes require 24-36 hours of face-to-face attendance spread over the year, plus interim classroom application. This year the Unit/Lesson Plan training is under revision for online delivery, and has been expanded to two courses – one on lesson planning and a second on incorporating standards into lesson and unit design.

- **Secondary School Credentials and Equivalencies:** Describe your state's policies related to how it awards a secondary school diploma or its equivalent to individuals who are no longer enrolled or required to be enrolled in secondary school under State law. Include state recognized tests that are used to award the diploma as well as other criteria that may be recognized, such as competency-based or credit-based methods.
1. **GED.** Oregon is, by statute, a GED state. It has historically awarded nearly 10,000 GED certificates annually and ranks in the top 10 in the nation in successful completion rates for the GED. Additionally, Oregon offers an Adult High School Diploma.
 2. **Adult High School Diploma (AHSD).** The Oregon Adult High School Diploma (AHSD) was created in the early 1970s to provide an opportunity for individuals with an exemption from compulsory school attendance, or who otherwise are not required to attend school, to earn a rigorous diploma equivalent to an Oregon high school diploma. The AHSD administrative rule, OAR 589-007-0600, and program requirements were updated in the late 1990s and again in 2007 in response to legislative changes and the State Board of Education (SBE) adoption of new high school graduation requirements to better prepare students for postsecondary education, careers, and citizenship.

In Program year 2014-15, 6 colleges offered AHSD programs, and 161, an increase of almost 60% over PY 2103-14. students earned an Oregon Adult High School Diploma. The AHSD is designed to meet all state graduation requirements as provided in Oregon Administrative Rule (OAR) 581-022-1130 and enable students to move toward postsecondary education and credentials. As state diploma requirements change, programs are required to implement new diploma requirements on the same schedule required by the Oregon Department of Education.

The SBE oversees the AHSD. The Department of Community Colleges and Workforce Development (CCWD), on behalf of the SBE, administers the AHSD program and establishes policies and procedures for the approval and monitoring of local programs. Oregon community colleges are authorized to provide AHSD instructional programs.

- **Adult Education Standards:** Describe your state's progress toward implementation of adult education college and career readiness (CCR) standards, including whether your state has formally adopted a validated set of CCR standards. Describe how the state has determined the standards to be representative of CCR and the timeline by which such standards will be or have been implemented by all local programs. Describe how the state is supporting the use of standards by local programs and State Leadership funds that are being used to support implementation.

Learning Standards Project. The Learning Standards Project continues to be guided by facilitators from the Center for Literacy, Education and Employment at the University of Tennessee. In 2013-14, guidance in the content area of Math moved to TERC. 2013-14 marked the fourth full year of Implementation of the Oregon Adult Basic Skills Learning Standards. A second Math Learning Standards Institute focusing on higher-level math skills was offered this year, and based on feedback from both trainers and participants, is being revised.

Oregon is fortunate to have used the Common Core College and the College and Career Readiness Standard as a foundation for the Oregon Learning Standards Frameworks. In spring 2014, CCWD contracted with national experts recommended by OCTAE to fine tune alignment with the CCR Standards. These national experts in Math, Language Arts and Listening/Speaking completed gaps analyses of the Oregon Standards and are working with teams of local instructors and directors to revise the Standards Frameworks and trainings, work that is expected to continue through spring of 2016.

In 2014-15 210 ABS practitioners from 17 community colleges and DOC, as well as State Title II leadership, participated in statewide Learning Standards activities, which provided training in the use of the Reading, Math, and Writing Frameworks. In addition, a second Math Institute was introduced to address higher-level math content. These trainings included: 1) Regional Institutes, multi-day intensive workshops spread over the academic year. The Reading Institute was led by local Learning Standards trainers (Oregon ABS instructors), as were the Math I and II and Writing. Each discipline provided part of their instruction online, and over the course of the next year, will further develop their online offerings. Online supplemental courses in Math, Reading and Listening/Speaking from the Center for Literacy, Education and Employment (CLEE) were provided and well-attended. 2) Learning Standards Orientation and Learning Circles were adapted for online delivery and will be beta-tested over the summer of 2015. 3) The Learning Standards Steering Committee, an advisory council for Learning Standards implementation, continues oversight and direction of the project, ensuring that the conditions for Learning Standards Implementation are met. Committee membership increased and roles clarified, maintaining its intentional high ratio of teachers to administrators. The Committee held face to face, phone and teleconference meetings several times through the year. Sub-committee activity focused on recruiting new trainers and providing assistance to local programs as they implement Learning Standards more fully. 4) Additionally, Oregon is retooling the Learning Standards website (oregonABSlearningstandards.org) to provides an interactive training calendar, registration and record-keeping functions, online course professional opportunities and trainings, state and trainer contact information, sample unit and lesson plans, and other resources. 5) The Unit and Lesson Planning, was developed and implemented in 2013-14, and is in the process of being adapted for online delivery to assist instructors in understanding how to create Standards-based units/lesson plans.