

Oregon Narrative Report 2015-16

1. State Leadership Funds (AEFLA Section 223)

(a) Describe how the State has used funds made available under section 223 (State Leadership activities) for each the following required activities:

- Alignment of adult education and literacy activities with other one-stop required partners to implement the strategies in the Unified or Combined State Plan as described in section 223(1)(a).
- Establishment or operation of high quality professional development programs as described in section 223(1)(b).
- Provision of technical assistance to funded eligible providers as described in section 223(1)(c).
- Monitoring and evaluation of the quality and improvement of adult education activities as described in section 223(1)(d).

(b) As applicable, describe how the State has used funds for additional permissible activities described in section 223(a)(2).

Vision, Mission, and System Description. Oregon uses an approach to Adult Basic Skills (ABS) professional development administered through workshops, conferences, certification, special projects, and technical assistance. Content and format of services are updated to incorporate new research and promising practices in the field. In 2017, the State will engage in a new 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 2015-16 are detailed below. These activities built on previous leadership activities in carrying out the objectives of the state plan in support of continuous program improvement and professional development to enhance Adult Basic Skills (ABS) in Oregon.

Workforce Innovation and Opportunity Act (WIOA). CCWD regularly engaged adult education and literacy providers in planning and preparation for implementation of the Workforce Innovation and Opportunity Act (WIOA). CCWD continued to support discussion and information dissemination with the state's adult education and literacy providers. The 17 state community colleges which house WIOA Title II programs participated in information sessions to explore WIOA planning and implementation. CCWD convened a Community College WIOA

Workgroup, which consisted of representatives from Title II and other college stakeholders, to help both current and potential Title II providers work with partners, report and use data, and plan for professional development under WIOA. CCWD contributed to the Oregon WIOA Weebly website to ensure open and equitable access to information received from the Departments of Labor and Education and to state-level information related to WIOA.

CCWD staff provided state planning updates during quarterly Oregon Council for Adult Basic Skills Development (OCABSD) meetings, monthly planning and policy updates, and weekly phone calls for providers and other interested parties to facilitate discussion about WIOA implementation.

OCABSD members discussed state and local planning, sharing perspectives on alignment with Learning Standards, program delivery, and data policies. Specific topics included a statewide definition of career pathways and the implications of data changes. CCWD prioritized state leadership funding to support projects that advanced WIOA implementation, such as planning associated with the Oregon ABS Learning Standards to onboard new staff, involve more part-time faculty and staff, expand the online professional development platform, explore additional Integrated Education and Training (IET) programming, and consider a standard orientation for Title II programs to encourage persistence, goal-setting, and college and career awareness of participants. CCWD continued to invest State Leadership efforts in existing initiatives such as the Moving Pathways Forward.

In 2015-2016, CCWD offered 25 trainings with 203 registrations in a variety of assessment and instructional training events. 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.

Assessment Certification Training. Oregon requires State certification in order to administer and score State-approved assessment tools for State and federal reporting. During 2015-16, the State delivered test administrator training for CASAS e-Tests, TOPSpro Enterprise and *BEST Plus 2.0*. 72 practitioners from Title II programs and the Department of Corrections certified for these assessments.

Recertification. CASAS recertification is required every 4 years; 5 participants recertified through the CASAS Online training modules I and II.

In 2015-16, monthly training for ABS Directors was delivered through conference calls and webinar format. Monthly modules continued to correspond to program needs and reporting requirements occurring at specific times of year. WIOA updates were a standing topic for all meetings during 2015-16. In addition, training

on the use of data for program improvement was emphasized and this topic will be continued in the coming year as programs prepare for WIOA reporting.

In 2015-16, professional development delivered at OCABSD meetings was focused on changes that would take place due to WIOA. Continuing from the previous year, intensive professional development, especially around reporting and programmatic requirements, took place. Improving data quality and using data for program improvement also continued to be a topic explored at ABS Directors' meetings.

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 2015-16. 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.

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 2015-16, Mount Hood Community College continued to expand options for "I-BEST-like" programs for ABS students. College staff provided information to ABS Directors on how to implement similar programs at their colleges. The College and Career Awareness Module, which introduces students to career exploration and is scheduled for release early in 2017, was piloted at Portland Community College, refined, and will be offered at Blue Mountain Community College during PY 16-17. This training module will help link ABS students to Career Pathways.

2. Performance Data Analysis

Describe how the adult education program performed in the overall assessment of core programs based on the core indicators of performance. Discuss how the assessment was used to improve quality and effectiveness of the funded eligible providers and any plans to further increase performance in future reporting years.

State Data Analysis. The State provides technical assistance, facilitates statewide 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 examination 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 and the number of students dropped, based on nine drop reasons, and establishes the number of students who qualify for the Title II federal reporting. Similar reports are developed for each grant type: Comprehensive Services, EL/Civics, Corrections, and Outreach Tutoring. Broad findings in data analysis include:

Instructional Hours and Enrollment. After peaking in PY 2008-09 at 23,600, Oregon’s student enrollment has declined. Although student enrollments decreased another 424 to 13,383 during PY 2015-16, the decrease is much smaller than prior years. Of enrolled students, the average number of hours of instruction per student was 110, a small decrease from last year’s 117 hours, but still above 100 instructional hours per student over in PY 2012-13. Oregon continues to emphasize the importance of student enrollment in Oregon’s performance-based funding model where enrollment is one of the most direct measures tied to funding. 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. The State ABS team has provided technical support to colleges to help stabilize and increase student enrollment.

Educational Functioning Level Gains. In 2015-16 Oregon improved gains in eight EFLs, meeting or exceeding performance targets in three EFLs and coming within one percent of three more EFLs. To remedy previous low pre- and post-test rates, Oregon has mandated state-wide use 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 continued 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. Consequently, pre- and post-test rates improved from 57% in PY 2014-2015 to 60% in PY 2015-2016 and the percent of post-tested learners completing an EFL increased from 55% to nearly 57%. Increasing pre- and post-test rates had a positive impact on Oregon’s performance levels, bringing overall performance levels in Table 4 from 31% in PY 2014-2015 to 34% in PY2015-2016.

Core Indicators. In 2015-2016, Oregon met or exceeded performance targets on two of the four Core Indicators (Entered Employment and Obtained a Secondary School Credential or Equivalent), exceeding the target for secondary credentials by 12%.

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, but turnover in state and local staff will require continued focus in this area.

3. Integration with One-stop Partners

Describe how the State eligible agency, as the entity responsible for meeting one-stop requirements under 34 CFR part 463, subpart J, carries out or delegates its required one-stop roles to eligible providers. Describe the applicable career services that are provided in the one-stop system. Describe how infrastructure costs are supported through State and local options.

Oregon's ABS programs have been actively engaged in integration with one-stop partners. This engagement occurs at the state level through membership and participation at the state Workforce System Executive Team which includes representation from Title I, Title III, Title IV, self-sufficiency programs, and the Governor's Office.

At the local level, Title II programs are directly represented on three of the nine Local Workforce Boards. However, all Local Areas have included Title II local directors in their Local Leadership Teams which are identified as the mechanism used to manage the implementation of the local Worksource Oregon system. This includes coordination of services, programs, funding streams, processes and initiatives among WSO partners to ensure accountability and alignment in support of a seamless public system.

Oregon is awaiting federal guidance in order to make decisions about how one-stop system infrastructure costs will be supported.

4. Integrated English Literacy and Civics Education (IELCE) Program (AEFLA Section 243)

Describe how the state is using funds under Section 243 to support the following activities under the IELCE program:

Oregon will award Section 243 funds for the first time as of July 1, 2017. The awards will be made separately from the Comprehensive Grants and grantees will be required to offer Integrated Education and Training (IET) activities and to collaborate with the local workforce system as defined in the final regulations.

5. Adult Education Standards

The Oregon Adult Learning Standards. The Learning Standards Project continued to be guided by OCABSD and the Learning Standards Steering Committee, which provides oversight and direction of the project, ensuring that the conditions and evidence for Learning Standards implementation are defined. The Committee held face to face, phone and teleconference meetings through the year. Sub-committee activity

included recruiting new trainers and providing assistance to local programs as they implement Learning Standards more fully.

Among several sources, Oregon used the Common Core College and the College and Career Readiness (CCR) Standards as foundational documents for the Oregon Learning Standards Frameworks. Based on recommendations of national experts, the Oregon Standards were revised by teams including local instructors and directors throughout 2015-16. The Learning Standards Steering Committee and Learning Standards Trainers concentrated their time and efforts on updating the current learning standards trainings to align with the revised standards, build in flexibility, support local program development, provide online access, and address the new requirements of WIOA. That work is ongoing.

Teams of Learning Standards trainers took part in the national CCR Standards trainings offered by OCTAE and StandardsWorks in April and June of 2016, and will use the materials and methods to shape Oregon trainings, refocusing efforts around the core teachings and principles of Learning Standards. The trainers also met for three 2-day work sessions to incorporate revised and aligned standards into a professional development plan for programs to implement and maintain standards-based instructional practices and curricular materials. The Unit and Lesson Planning course, which was initially developed and implemented in 2013-14, was adapted for online delivery and was beta-tested in the spring of 2016 with a small group of Oregon instructors. During 2015-16, several online trainings and modules were created and beta-tested, including the Learning Standards Orientation, Learning Circles, an Introduction to Adult Education module, Lesson Planning and Unit Planning.

6. Programs for Corrections Education and the Education of Other Institutionalized Individuals (AEFLA Section 225)

What was the relative rate of recidivism for criminal offenders served? Please describe the methods and factors used in calculating the rate for this reporting period.

Of 2,783 learners served by the Department of Corrections Title II-funded program in PY2015-2016, 556 earned GED high school equivalency certificates. Of those, 251 were released and only six, or 2.4%, recidivated.