**Oklahoma Narrative Report 2016-2017**

1. **State Leadership Funds**
2. 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 a high quality professional development program 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).

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

The Oklahoma State Director of Adult Education and one of the Adult Education specialists serve on the System Oversight Subcommittee (SOS). The SOS committee includes core and required partners and is tasked with establishing policies and guidance for the workforce development boards in implementing these policies. The Oklahoma State Director is a co-lead on the committee with the other lead representing Wagner-Peyser from the Oklahoma Employment Security Commission. The SOS committee reviewed all local workforce development plans and provided recommendations to the System Oversight Committee on improvement for the plans. Technical assistance was also provided to the workforce boards to improve their plans. The policies developed provided the guidance necessary in the implementation of career pathways and allowing individuals access to employment and training services for individuals in adult education and literacy activities. The SOS also assisted in developing the guidance for the Memorandum of Understanding and Infrastructure Cost in the one-stop center system. Currently the SOS committee is developing the monitoring process to be used in evaluating integration of one-stop partners in the workforce development system.

The following state leadership activities were conducted in FY2016-2017:

Leadership funds were used to expand professional development opportunities for Adult Basic Education professionals.

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. Oklahoma Works conference in Oklahoma City, OK on April 12-14, 2017, which provided annual professional development to all core partner programs. The ODCTE partners with the Oklahoma Workforce Boards to provide this conference and professional development specific to Adult Education was provided in multiple seminars. Topics included the TASC Test Overview, WIOA Core Performance Measures, Career Pathways, Reading Instruction, HiSET, GED, Accelerating Apprenticeships, Strategies for Introducing Academic Language into the ESL classroom, Operating costs in the one-stop delivery system, blended learning, soft skills, employment strategies for workplace re-entry, and Adult Education Curriculum.

Assessment of Adult Learners Workshops on using the Tests of Adult Basic Education (TABE) was offered. This training assisted teachers in administering standardized tests, interpreting test results, and using test results to plan instructional programs for adults. It also addressed the importance of a valid assessment process in meeting the core indicators of performance identified in Section 5.0 of this State Plan. Assessment of Limited English Speaking Adults Training on the use of the Basic English Skills Test (BEST), a standardized assessment for ESL students, was provided for English literacy teachers. In addition to the process for administering and scoring the BEST, the training addressed the importance of a valid assessment in meeting the core indicators of performance for ESL students as identified in Section 5.0 of this State Plan.

The LiteracyPro System is Oklahoma’s state-adopted Management Information System, LiteracyPro, provides local adult education and literacy programs the capacity to report participant outcomes and to monitor program performance against ODCTE’s performance measures. Training was offered to local program providers in the continued use of LiteracyPro for maximum effectiveness in reporting participant outcomes and program performance.

The ODCTE provides continuous technical assistance and support to local adult education and literacy programs in the following areas:

Pre/post-assessment and student performance data collection; 1. Use of the LiteracyPro System, the state-adopted Information Management System; 2. Strategies and screening for adults with learning disabilities; 3. Implementing family literacy programs; 4. Implementing work-based education programs; 5. Coordination with the local One-Stop Centers; 6. Integrating adult education and literacy activities with job training programs; 7. Promoting linkages with employers; 8. Other areas, as needed.

A variety of activities are used by ODCTE in providing technical assistance and support to local programs. These activities include on site and telephone technical assistance, conducting staff development workshops, collecting and disseminating information on best practices in family literacy, workplace education, supporting adults with learning disabilities, and job readiness, and facilitating local planning sessions with One-Stop providers, employers, and job training providers.

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.

The ODCTE monitors the adult education and literacy activities through on site visits periodically throughout the program year. Monitoring activities ensures that valid and reliable student performance data is being collected and reported. It will also ensure that instructional programs are being carried out in accordance with the approved applications and with the previously-established Indicators of Program Quality.

In addition, ODCTE developed a self-evaluation instrument for use by local program providers. This instrument will enable local providers to evaluate their own performance based upon the criteria for funding as described in Section 6.5 and upon Oklahoma’s Indicators of Program Quality. The instrument was created in 2015-2016 and was implemented for the 2016-2017 operation year. A total of 10 programs had onsite monitoring or technical assistance visits in 2016-2017.

1. **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.

FY2016-2017 was a year of improvement for Oklahoma Adult Education in regards to program performance. In FY15-16 Oklahoma met only one of the eleven EFL’s while in FY16-17 Oklahoma had 42% of our students achieving a measurable skills gain. The total number of students served across the state has increased by 13 students and the number of NRS fundable students decreased by 104 students. However, with the adoption of the HiSET and TASC, we are proud to say that the number of students who have obtained a secondary school credential in FY16-17 has increased by 470 high school equivalency exams. Though our numbers may not indicate a significant improvement in performance, we see the increase in high school equivalency credentials as a positive transformation beginning to occur within our state.

Data matching of student outcomes has been a difficult learning experience for our staff. To better streamline this process, we are currently having conversations with our partners who assist in the data matching process. These conversations will lead to a much more efficient process to collect and share data between the Oklahoma Department of Career and Technology Education, Oklahoma Employment and Security Commission, Diploma Sender, and LiteracyPro. Diploma Sender has already improved this process by creating a system for the state to access and collect HSE data at any time within a matter of seconds. This has been extremely beneficial in producing HSE numbers for state and federal reporting.

1. **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.

The ODCTE chose to delegate its required one-stop roles to eligible providers for each of the seven local workforce areas. Eligible providers in the local areas entered into an MOU in the local areas with the workforce boards and other one-stop partners. The providers will contribute to infrastructure and shared costs to support to the one-stop delivery system. The providers will work with other partners to in ensuring co-enrollment of services when necessary and participate in a common intake system to avoid duplication of services. Access from adult education programs will take place through a virtual presence, however a few programs may have a physical presence at times in the one-stop center.

Two representatives from the state office of Adult Education serve on the System Oversight Subcommittee and adult education is part of this work. The System Oversight Subcommittee 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, Department of Corrections, and Mental Health and Oklahoma State Department of Health. The workforce system being deployed 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. Infrastructure cost negotiations are currently taking place between all of the one-stop partners, with negotiations already completed using the local funding mechanism.

Oklahoma Works Centers provide universal career services equitably to all customers. Oklahoma recognizes the need to provide career services through the one-stop system by the required one-stop partners defined in the WIOA. The first service option is basic career services. The first option consists of providing information on available services in the one-stop center, initial assessments, eligibility determinations, career planning, access to the career resource room for computer assistance and self-service options, resume preparation assistance, labor exchange services, labor market information, referrals to other system programs, demand occupation lists, eligible training provider lists, available supportive services, meaningful assistance for unemployment assistance claimants, and financial aid assistance.

1. **Integrated English Literacy and Civics Education (IELCE) Program**

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

* Describe when your State held a competition [the latest competition] for IELCE program funds and the number of grants awarded by your State to support IELCE programs.
* Describe your State efforts in meeting the requirement to provide IELCE services in combination with integrated education and training activities;
* Describe how the State is progressing towards program goals of preparing and placing IELCE program participants in unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency as described in section 243(c)(1) and discuss any performance results, challenges, and lessons learned from implementing those program goals; and
* Describe how the State is progressing towards program goals of ensuring that IELCE program activities are integrated with the local workforce development system and its functions as described in section 243(c)(2) and discuss any performance results, challenges, and lessons learned from implementing those program goals.

The ODCTE began management of the Adult Basic Education grant on July 1, 2014. The ODCTE is currently conducting an open competition for new grants to be awarded July 1, 2018 for four years. The grant application is a single RFP for Adult Basic Education and Literacy, IELCE, and Corrections Education. The application includes all thirteen considerations established in Title II. The competition will be open to all eligible providers. In FY18 the ODCTE will conduct an open competition again with all of the thirteen considerations and local application criteria from Title II of WIOA The grant application will contain the local application criteria listed in Section 223(e) of the Workforce Innovation and Opportunity Act Title II Adult Education and Literacy. Applications will be reviewed by ODCTE staff and a review committee.

The criteria and the rubric for the RFP used to re-grant the state in FY18 for IELCE funds will include 1) how funds for IELCE will be used for the cost of educational services provided to English language learners who are adults that enable such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States, 2) how the IELCE program will include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation, and is designed to prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency; and integrates with the local workforce development system and its functions to carry out the activities of the program, and 3) how the program will carry out IELCE in combination with integrated education and training activities.

The ODCTE will fund IELCE in conjunction with an integrated education and training activities. Components funded within this program are adult education and literacy activities, workforce preparation activities, and workforce training. The integrated education and training activities will include a balance of instruction across two areas: **Civics Participation and Citizenship preparation**, and will deliver the components simultaneously, and use occupationally relevant instructional materials. A single set of learning objectives that identifies specific adult education content, workforce preparation activities, and workforce competencies will be established. The two areas are outlined below:

**Civic Participation:** This program supports the design, creation, implementation and delivery of instructional activities that integrates civics education content with ESL instruction. This program connects literacy to the lives of learners and reflects their experiences as community members, parents and participants in the community and workforce system. Through these programs, adults understand and deal with social issues through community research projects, collecting and analyzing information, and interpreting findings that provide a direct connection to classroom learning with personal knowledge and community experience.

**Citizenship Preparation:** This program uses ESL best practices, methodologies and citizenship preparation material to prepare learners to take and pass the USCIS written and oral citizenship test. The program includes outreach services, skills assessment, curriculum development and instruction, professional development, naturalization preparation and assistance and program evaluation.

In FY 2016-2017 there were six adult learning centers (ALC’s) that received IELCE grant funds. These programs were Ada Public Schools, Bartlesville Public Schools, Oklahoma City Community College, Pioneer Technology Center and Union Public Schools. Each program reported many successes during this period of service. The programs continued to focus on technology for students and instructors. Instructors continued to build upon their technology focused civics instruction. Students progressed with computer literacy skills with 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. The programs incorporate learning soft skills and other workforce preparation as well as incorporating a workforce training component, whether this be in a health, culinary arts, or construction.

1. **Adult Education Standards**

Describe how your Adult Education content standards are aligned with those of K-12 standards.

The ODCTE Adult Basic Education Division utilizes the Oklahoma state approved standards. Adult education and literacy activities, including adult education, literacy, and family literacy activities utilize the Oklahoma Academic Standards established by the Oklahoma State Department of Education. Standards have been developed by the Oklahoma SDE that include English Language Arts, Mathematics, Science, Social Studies, and Personal Financial Literacy. The Oklahoma Academic Standards serve as expectations for what students should know and be able to do by the time they complete their high school equivalency. These standards may assist the Oklahoma ABE providers in providing the guidance and expectations necessary for a student to receive their secondary school diploma.

State adopted standards: • Do focus on deep thinking, conceptual understanding, and real-world problem solving skills • Do set expectations for students to be College, Career, and Citizenship ready • Do incorporate literacy in Science, Social Studies, and Technical Subjects • Do emphasize the use of citations and examples from texts when creating opinions and arguments • Do increase rigor and grade-level expectations • Do determine the full range of support for English

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. In addition to using required standardized assessments for NRS reporting and accountability, programs use assessments for instructional purposes. Accountability and reporting purposes of assessment include but are not limited to: 1. Uniform measurement of learner gains that are aligned with the NRS educational functioning levels. 2. Consistent comparison of the success of programs in meeting state performance targets. 3. Consistent comparison of program data for performance-based funding.

Instructional purposes of assessment include but are not limited to: 1. Determining the instructional needs of individual learners. 2. Determining the effectiveness of instruction through learner gains. 3. Providing information regarding local program and/or statewide professional development needs.

1. **Programs for Corrections Education and the Education of Other Institutionalized Individuals**

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.

The standard Oklahoma definition in calculating recidivism rate is the number of re-incarcerated individuals three years after release and five years after release. This definition is used by the Oklahoma Department of Corrections and CareerTech Skills Centers. Oklahoma Adult Basic Education will also use this standard definition. Data for participants released in the 2015-2016 program year will be available in the fall of 2019 for the three year recidivism rate and the fall of 2021 for the five year recidivism rate. Oklahoma ABE will perform a data match with the Department of Corrections to obtain this information.