**Oklahoma Adult Basic Education Narrative Report 2018-2019**

1. **State Leadership Funds**
2. **Describe how the State has used funds made available under section 223 (State Leadership activities) for each of 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 Adult Education specialist 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 SOS committee finalized reviews of the remaining local workforce development plans and provided recommendations to the Workforce System Oversight Committee on improvement for the plans. Technical assistance was provided to the workforce development boards for improvement to their plans. The SOS committee spearheaded enhancements to the System Certification Toolkit for the local workforce development boards. The toolkit included existing Oklahoma Office of Workforce Development (OOWD) policies and best practices for each of the policy areas. These policies include implementation of career pathways in Oklahoma. The SOS assisted in guidance and technical assistance in Infrastructure Funding Agreement (IFA) negotiations. All workforce development areas negotiated their IFA with all partners signing the agreement; therefore the state funding mechanism was not used for any area

Leadership funds were used to expand professional development opportunities for Adult Basic Education professionals and were conducted between July 1, 2018 and June 30, 2019:

* BEST Plus assessment training was provided to programs needing refresher and/or new assessment administrators to be trained on August 7, 2018and September 5, 2018.
* New ABE Provider Training was done July 10-11, 2018. Since Oklahoma’s re-granting process was completed in the spring of 2018 and four new providers were funded, this training was necessary.
* ABE Regional Meetings were conducted August 28-30, 2018
* Best Practices and Data Analysis Training was conducted on January 29, 2019
* New Director’s Training/Meeting was conducted on January 31, 2019
* LACES Training October 23-25, 2018 and May 7-8, 2019
* Oklahoma Works conference in Oklahoma City, OK from May 1-3, 2019, provided annual professional development to all core partner programs. The Oklahoma Department of Career and Technology Education (ODCTE) partnered with the Oklahoma Workforce Boards to provide this conference and professional development specific to Adult Education was provided in multiple seminars. Topics included Test Accessing Secondary Completion (TASC), High School Equivalency Test (HiSET), General Education Diploma (GED), and TABE (Tests of Adult Basic Education) updates; Career Pathways; Adult Education Curriculum Delivery; Individual Career and Academic Plans; Work-based Learning; English Language Learner Instruction; Integrated Education and Training with Integrated English Literacy and Civics Education (IELCE); best practices in adult education programs, and other pertinent topics .
* Assessment of Adult Learners Workshops for using the TABE Tests were offered on July 12, 2018. 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 on in August and September of 2018. 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 the State Plan.

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.

The ODCTE monitors the adult education and literacy activities through official and unofficial onsite visits periodically throughout the program year. The ODCTE conducts onsite monitoring of all programs within a five-year period. Monitoring activities ensures that valid and reliable student performance data is being collected and reported. It also ensures that instructional programs are being carried out in accordance with the approved applications and with the previously-established Indicators of Program Quality.

In 2018 and 2019, ODCTE conducted three training opportunities for the local programs. These trainings provided valuable information regarding WIOA and State and Federal grant requirements.

The ODCTE developed a self-evaluation instrument for use by local program 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 nine programs had either official onsite monitoring or technical assistance visits in 2018-2019. Two of these programs were new programs in Oklahoma.

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.**

Overall Measurable Skill Gain (MSG) Performance

In PY16-17 Overall MSG was 39%

In PY17-18 Overall MSG was 41%

In PY18-19, Overall MSG was 40%

The performance numbers above show an overall general increase in the past few years for our state performance data. Using this performance data will be integral in the future in funding programs that perform well in their workforce area. In subsequent years, the data will be used in allocating funds based on performance of programs.

Overall ESL MSG Performance

In PY16-17 Overall ESL MSG was 31%

In PY17-18 Overall ESL MSG was 27%

In PY18-19, Overall ESL MSG was 26%

The performance numbers above show an overall general decrease in the past few years for Oklahoma's ESL performance data. Staffing turnover at the administration levels of the two largest ESL programs and funding changes were the primary reasons for the general decline in ESL performance over the last few program years. The ABE staff at the ODCTE discussed the decreasing trend with the ESL and will continue to provide technical assistance for these programs.

Overall Adult Basic Education (ABE) MSG Performance

In PY16-17 Overall ABE MSG was 43%

In PY17-18 Overall ABE MSG was 48%

In PY18-19, Overall ABE MSG was 45%

The performance numbers above show an overall general increase in the past few years for Oklahoma's performance.

Overall High School Equivalency (HSE) Diploma Attainment Performance

In PY18, there were 3,391people passing the high school equivalency across the state.

Overall Corrections Performance

For corrections education, in PY18 (July 1, 2018-June 30, 2019) 4,133 inmates were provided 12 or more hours of instruction by the Department of Corrections. These inmates had an overall MSG performance level of 58%. The Department of Corrections program been extremely successful in providing services to inmates across Oklahoma. Discussions and partnerships have begun between the Oklahoma Department of Corrections and the Local Workforce Boards in providing Title I services for recently released inmates to assist them with integrating back into society and becoming productive citizens.

Data Quality

Data matching of student outcomes has been successful in some areas and a difficult process in other areas. Data matching has been successful with Higher Education, ODCTE, and Diploma Sender for reporting student outcomes related to postsecondary education and high school equivalency obtainment. The core partners are currently attempting to create a data-sharing agreement for performance outcomes related to median earnings and employment data to be used with individual ABE data matching. Sharing of this data will allow the ODCTE to provide information related to the core performance measures and provide demographic information and relate the employment and earning data back to students in our Literacy Adult and Community Education (LACES) system. These conversations will lead to a much more efficient process to collect and share data between the ODCTE, Oklahoma Employment and Security Commission, Diploma Sender, and LiteracyPro.

LACES onsite and online training was offered to local programs from October 2018 and May 2019. All local workforce 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. 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 conducts LACES desktop monitoring of all local programs multiple times annually. 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 methods;
* Use of the LiteracyPro System, the state-adopted Information Management System;
* Strategies and screening for adults with learning disabilities;
* Implementing family literacy programs;
* Implementing work-based education programs;
* Coordination with the local One-Stop Centers;
* Integrating adult education and literacy activities with job training programs;
* Promoting linkages with employers;
* Other areas, as needed.
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 has chosen to delegate its required one-stop roles to eligible providers for each of the seven local workforce areas. The ODCTE, as a core partner, provides guidance to both ABE providers and local workforce board staff in implementation and policy with the Office of Workforce Development. Eligible providers in the local areas entered into a Memorandum of Understanding (MOU) in the local areas with the workforce boards and other one-stop partners. The ABE providers contributed to the infrastructure costs to support the one-stop delivery system. The providers worked with other partners 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 took place through primarily a virtual presence; however some programs have a physical presence 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, Governors Council Workforce and Economic Development, ODCTE, ABE, Department of Vocational Rehabilitation, Department of Human Services, Wagner-Peyser – Oklahoma Employment Security Commision (OESC), Higher Education, and the Department of Commerce representing Title 1 programs, Adult, Dislocated Worker and Youth, Department of Corrections, Mental Health and Oklahoma State Department of Health. The Workforce system is a springboard to success for Oklahoma's business and jobseekers, helping reach its strategic vision that Oklahoma’s workforce development system increases profitability for businesses and increases income for all Oklahomans. Infrastructure cost negotiations took place between all of the one-stop partners using the local funding mechanism. No local workforce areas utilizes the state funding mechanism.

Oklahoma Works One-Stop 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 as defined in the WIOA. The first service option is basic career services. This 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. For the period in July 1, 2018 thru June 30, 2019 there were eight adult learning centers (ALC) that received IELCE grant funds. The programs continued to focus on technology for students and instructors. Instructors continued to build upon their technology-based civics instruction. Students progressed with computer literacy skills by using 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-civics 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, in areas such as health occupations, culinary arts, or construction workforce training programs.

The ODCTE funded 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 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 is established. The two areas are outlined below:

The **Civic Participation** 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.

The **Citizenship Preparation** program uses ESL best practices, methodologies and citizenship preparation material to prepare learners to take and pass the United States Citizenship and Immigration Services (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.

The ODCTE conducted an open competition during the period of July 1, 2017 through June 30, 2018 for new four-year IELCE grants that were awarded to begin July 1, 2018. The grant application was a single request for proposal (RFP) for Adult Basic Education and Literacy, IELCE, and Corrections Education. The application included all thirteen considerations established in Title II and was open to all eligible providers. The grant application contained the local application criteria listed in Section 223(e) of the Workforce Innovation and Opportunity Act Title II Adult Education and Literacy. Applications were reviewed by ODCTE staff and a review committee. Additional criteria was also established based on §463.70, §463.74, §463.73, and §463.36-38.

The RFP used to re-grant the state included the following criteria:

* 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
* 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
* how the program will carry out IELCE in combination with integrated education and training activities.

A total of eight providers received IELCE funding. These providers developed programs that worked with business and industry and/or technical education institutions to provide adult education (including civics education), integrated education and training, and workplace training. For example, one program partnered with a local technology center to provide individuals with an ESL class, civics education, and a training program for CNA certification. Upon completion of the certification, the program works with local industry in placing these individuals in employment. This program allows these individuals to gain an industry credential and gain necessary life skills while also integrating into society. Furthermore, the program administrators of these IELCE-funded programs participate and communicate with their local workforce boards and partners. They are continuously exchange information about high demand jobs in their respective communities. This information is taken into account when developing new IELCE training pathways.

IELCE funded providers are in early phases of developing their programs in order to meet the needs of the local workforce development system. IELCE funded programs have accepted the challenge of creating programs and have had many early successes. There are significant barriers in attempting to implement an IELCE program in very rural areas, such as a lack of infrastructure to provide training, a lack of qualified teachers in the area, and the lack of significant business and industry presence in the area. The ODCTE has assisted half of the programs with implementation of the IELCE grant. Due to the issues listed above, it has taken time to get these programs in place. Because of this, ODCTE is still working on an appropriate monitoring process for the IELCE-funded programs, and ODCTE will continue to assist in implementation and provide support and oversight as needed to these programs.

1. **Adult Education Standards**

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

What Oklahoma Academic Standards Do:

• 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 US Department of Education's 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:

* Uniform measurement of learner gains that are aligned with the NRS educational functioning levels.
* Consistent comparison of the success of programs in meeting state performance targets.
* Consistent comparison of program data for performance-based funding.

Instructional purposes of assessment include but are not limited to:

* Determining the instructional needs of individual learners.
* Determining the effectiveness of instruction through learner gains.
* Providing information regarding local program and/or statewide professional development needs.

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 (SDE). 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 assist the Oklahoma ABE providers in providing the guidance and expectations necessary for a student to receive their secondary school diploma.

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 for calculating the 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 ODCTE Skills Centers, and Oklahoma ABE.

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.