

## Oregon Narrative Report Program Year 2020-2021

### 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).*

The Oregon State Adult Basic Skills (ABS) Director actively participated in the Governor's Workforce System Executive Team (WSET). The work of the WSET is directed and supported by the Oregon Workforce Cabinet and the Governor's Office. The WSET supports the Workforce Cabinet and the Oregon Workforce and Talent Development Board to implement the alignment of workforce investment, education and economic development system. The WSET provides joint guidance and criteria for the integration of the workforce system, commits resources for system priorities and makes recommendations to agency leadership on policies, programs and funding priorities.

During the early stages of the pandemic, the WSET collaborated to provide joint guidance to local one-stop centers regarding customer service and safety protocols, while staying in alignment with Center for Disease Control, Oregon Health Authority, and Oregon Governor Executive Order(s) Guidance. Additional consideration was taken as Oregon experienced devastating fires in the later summer and fall. The State ABS Director remains actively engaged in reopening discussions and systems-level policies and guidance.

In partnership with the WSET and local workforce board directors, the State ABS Team continues to provide technical assistance for the field regarding the implementation of the WIOA Memorandums of Understanding and Infrastructure Cost Sharing Agreements.

The Oregon ABS Team continues to be actively engaged in the implementation of the State of Oregon's Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act plan. This continued collaboration has led to a renewed focus on the role adult education plays in workforce development and career technical education pathways. Efforts continue at the local level to support these important transitional education points.

The ABS State Director also meets on a regular basis with the State Directors of Workforce Innovation and Opportunity Act Title I, Career and Technical Education, and state apprenticeship leaders. The purpose of the group is to work on alignment in key areas such as adult education and training, work-based learning, and apprenticeship.

The Oregon Council of Adult Basic Skills Development (OCABSD) meets quarterly. A portion of these meetings are dedicated to understanding WIOA performance requirements, Integrated Education and Training (IET), Integrated English Language and Civics Education (IELCE), and how to engage workforce partners in these areas. These meetings are traditionally held in person over a two to three day period. However, as a result of the pandemic and corresponding Governor Executive Orders, all "in-person" meeting formats were cancelled and transitioned to an online and virtual format. This was also true of the OCABSD Meetings. The State ABS Team, in partnership in collaboration with the OCABSD smoothly transitioned over to online meetings supporting ongoing technical assistance, sharing of promising practices, and even pandemic "morale support".

During the 2020-2021 program year, the State ABS Team regularly engaged adult education and literacy providers in the implementation of WIOA and continued to support discussion and information dissemination with state adult education and literacy providers. Dissemination included providing state plan implementation updates during quarterly OCABSD meetings and continued distribution of the newsletter titled “T2 News” which includes updates regarding training and technical assistance opportunities at both state and national levels.

OCABSD members discussed state and local planning, sharing perspectives on alignment with learning standards, program delivery, and data policies. In addition, the OCABSD leadership partnered with the Oregon Pathways Alliance to hold a convening regarding career pathways for adult education students and together they reviewed local Career Pathways Plans and Title II ABS Program Improvement Plans for the coming year.

The State ABS Team prioritized state leadership funding to support projects that advanced WIOA implementation, such as the creation and adoption of the Oregon Adult English Language Proficiency Standards (OAELPS) and the implementation of Adult College and Career Readiness Standards (OACCRS). In addition, the team provided training to local providers on the importance of measurable skill gains and their effects on future funding at both the state and local levels. Planning also began regarding a statewide-online proctoring assessment process to be implemented in fall 2021.

***• Establishment or operation of a high quality professional development program(s) as described in section 223(1)(b).***

In 2020, State Leadership released its first Adult Basic Education Professional Development Framework. The Framework is based on Core Competencies from American Institute for Research – Guiding Principles for Professional Development. It describes how the state intends to use funds to carry out required State Leadership activities related to professional development and lists professional development requirements by role (faculty, program directors, data professionals, and test administrators). Included is a chart that cross-references each PD activity with the WIOA requirement, the relevant pages in the Oregon ABS Policy Manual, the training/mode of delivery, and events and resources to support the activity. Programs can find the Framework on the ABS Skills Resources Page along with other ABS Policies, Reporting Forms, and Resources. In PY21-22, State Leadership plans to review the Framework for potential revisions/update and continue implementation efforts.

The state ABS team has posted an interactive PowerPoint orientation to the Oregon Adult College and Career Readiness Standards (OACCRS, adopted for PY19-20) on its website, together with detailed Math and Language Arts OACCRS Handbooks and an accompanying workbook. A self-paced training module and workbook focusing on the needs of adult learners, which was specifically designed by faculty trainers under contract with the state, was also posted on the website. Additionally, these contracted trainers have created facilitated training modules for OACCRS Orientation, Math Modules 1 and 2, and Language Arts Modules 1 and 2. Currently, the trainers are continuing work on facilitated and self-study OACCRS Math and Language Arts Modules.

Also in PY20-21, three programs participated in Teaching Skills that Matter, an OCTAE-funded initiative training teachers on how to incorporate the teaching of civic education, digital literacy, financial literacy, health literacy, and workforce preparation into their ABS courses using evidence-based teaching methods. Four teachers participated in TSTM training, received coaching from an assigned TSTM Trainer, and created/shared a final teaching project incorporating TSTM principles with each other and their regional group members. After completion of training, the four master teachers, in coordination with the ABE

State Leadership Coordinator, began drafting the state's TSTM Sustainability Plan. The goal of the Sustainability Plan is to prepare for TSTM rollout at both the local and state levels. In PY 21-22, the master teachers and ABE State Leadership Coordinator will continue their work on the Sustainability Plan. They are considering implementation of initiatives such as development of a conference presentation and/or webinar, a statewide PLC professional learning community related to TSTM, and collaboration with the OACCRS Learning Standards Trainers on OACCRS/TSTM training.

In February 2021, the state ABS team invited ABE Instructors to apply for national Standards in Action training. Five instructors were selected to be part of Oregon's state team and attend the virtual training, "Implementing Standards-Based Instruction for English Learners," in PY21-22. The instructors will participate in a three-week long series of hands-on workshops and report their findings back to the State ABS Team. The State ABS Team will explore the possibility of providing the training to additional instructors in PY21-22.

In addition to the above trainings, professional development updates are a standing agenda item for the monthly Title II Directors calls and OCABSD quarterly meetings. Topics in the past year have included the implementation of national and state adult learning standards and how to find and access relevant online resources (for example through LINC or COABE). In response to the current pandemic, a webinar on how to teach in the virtual classroom has also been recorded and is available on demand. Instructors involved in various Learning Standards Training projects also get an opportunity to provide input and receive updates during monthly virtual meetings with the ABE State Leadership Coordinator.

In March of 2021, the state ABS team renewed its large-group membership of the Coalition on Adult Basic Education (COABE) for all Title II programs in Oregon, thereby giving faculty and staff access to a wide range of professional development resources and webinars. The state ABS team also registered for COABE's virtual conference in October 2020, thus permitting programs to participate in real-time conference presentations or access archived recordings.

Oregon requires state certification in order to administer and score state-approved assessment tools for state and federal reporting. State assessment certification comprises the completion of CASAS Implementation Training (online) and familiarization with Oregon assessment policies and procedures as published in the ABS Policy Manual. During 2020-21, Sixty-five practitioners from Title II programs and the Department of Corrections were certified for these assessments. CASAS recertification is required every three years through the CASAS Online training modules CASAS Implementation Training and Beyond.

***• Provision of technical assistance to funded eligible providers as described in section 223(1)(c).***

During the 2020-21 reporting period, the state ABS team engaged in a variety of technical assistance activities. These activities included facilitating research-based and responsive trainings, attending the OCABSD quarterly conferences, remote local program visits, a provider specific Risk Assessment and Program Improvement Plan process, as well as regular web conferences with both ABS directors and ABS data professionals from across the state.

The state ABS team continued to participate in quarterly OCABSD meetings, bringing together ABS directors and ABS staff. These meetings included high-quality trainings and were delivered to local ABS Directors and data professionals.

From October 2020 through December 2020, the state ABS Education Specialist engaged in remote classroom visits with Oregon's local WIOA TII programs, focusing on skills from the LINCS Adult Education Teacher Competencies.

From March 2021 through June 2021, the state ABS Education Specialist completed remote program visits with each of Oregon's seventeen local ABS providers. These meetings focused on local program administration and teaching and learning practices, as well as local compliance with state and federal requirements.

Following the remote site visits, the state ABS Team created a customized Risk Assessment for each local ABS provider, incorporating a Financial Risk Assessment component and a Program Performance Risk Assessment component. Local ABS Directors then wrote Program Improvement Plans (PIPs), incorporating program administration and teaching and learning strategies to meet the needs of students. These PIPs were discussed during conferences with the state ABS Team, at which time the state ABS Team was able to offer feedback and support for each local ABS Director's proposed deliverables and strategies.

Throughout the year, monthly conference calls were held for data professionals with a focus on data integrity and performance reporting. An additional set of monthly calls were also held for local ABS Directors. The members of the state ABS Team were continually available via email, phone call, and web conference, as needed, for local ABS Directors and staff who desired assistance with ABS administration and activities.

***• Monitoring and evaluation of the quality and improvement of adult education activities as described in section 223(1)(d).***

The state ABS Team carried out a variety of monitoring activities during the 2020-21 reporting period. These activities included standard grant monitoring activities, use of program-specific tools and templates, meetings with grantees, creation of monitoring reports, and grantee involvement in monitoring reports.

Standard grant monitoring activities included document submission, desk monitoring, and online monitoring activities. Each local ABS program submitted a Final Financial Status Report, Federal NRS Tables (through TOPSpro Enterprise), TOPSpro Enterprise Data Integrity Reports, and additional TOPSpro Enterprise reports as requested.

Each local ABS program communicated with the state ABS Team via routine emails and Zoom meetings, as well as submitting records of local staff professional development, submission of invoices, and on-site reviews of program operations.

The state ABS Team maintained documentation of monitoring efforts and provided feedback to each local ABS program, citing each program's strengths and areas for improvement. The state ABS team also provided responsive training and technical assistance, thus ensuring that each local ABS program took appropriate actions to address deficiencies.

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

Oregon uses an approach to 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 2020, the State Leadership

Coordinator began a new comprehensive planning process to develop a framework for professional development. Two temporary staff positions were also funded to assist with WIOA implementation, including professional development requirements. The state Team continued to facilitate development of workshops and training and manage logistics. The state Team also encouraged and funded attendance by state and local program staff at multiple national conferences, for example COABE, and other events such as state director meetings, and the National Association of State Directors of Adult Education (NASDAE) National Training Institute. State and local program staff also attended trainings related to the alignment of national and state learning standards, and National Reporting System (NRS) trainings in order to enhance continued data improvement efforts.

These activities build on previous leadership activities in carrying out the objectives of the state plan in support of continuous program improvement and professional development to enhance ABS in Oregon.

## 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.*

Oregon did not meet MSG federal targets in any EFLs in 2020-21, likely due to the continuation of the COVID-19 pandemic, presenting significant barriers to conducting pre- and post-testing.

Educational Functioning Level	2019-2020 Actual Performance	2020-2021 Performance		Change from 2019-2020 Actual Performance
		Target	Actual	
ABE Level 1	33%	51%	10%	-23%
ABE Level 2	30%	54%	30%	0%
ABE Level 3	30%	48%	20%	-10%
ABE Level 4	33%	44%	19%	-14%
ABE Level 5	38%	55%	22%	-16%
ASE Level 6	40%	45%	33%	-7%
<b>ABE/ASE Total</b>	<b>34%</b>		<b>22%</b>	<b>-12%</b>
ESL Level 1	44%	47%	2%	-42%
ESL Level 2	49%	54%	3%	-46%
ESL Level 3	46%	53%	5%	-41%
ESL Level 4	38%	49%	7%	-31%
ESL Level 5	34%	43%	3%	-31%
ESL Level 6	19%	23%	3%	-16%
<b>ESL Total</b>	<b>37%</b>		<b>4%</b>	<b>-33%</b>

\*Met or exceeded federal target

Overall, performance in ABE/ASE measurable skill gains dropped by 12% in 2020-2021. While performance in ABE/ASE Levels 1, 3, 4, 5, and 6 dropped between 7% and 23%, performance in ABE Level 2 remained consistent to 2019-20 actual performance at 30% of students earning a Measurable Skill Gain (MSG). While federal targets were not met in ABE/ASE levels, analysis indicates only 100 additional students achieving a measurable skill gain in ABE Level 1 (federal target missed by 23%) and 82 additional students in ASE Level 6 (federal target missed by 7%) were needed to meet federal targets.

Performance in ESL measurable skill gains overall dropped by 33% in 2020-2021. While performance in ESL Levels 1-3 dropped between 41% and 46%, performance in ESL Level 6 declined by only 16%. Analysis indicates only 79 additional students achieving a measurable skill gain in ESL Level 6 (federal target missed by 16%) were needed to meet federal targets.

Feedback from program directors provided insights into some of the highlights from the 2020-21 program year related to student supports, transitioning to virtual/remote, using technology, recruitment and enrollment, retention and completion, expanding program services, and professional development.

While highlights from the program year are many, there were also some significant challenges facing programs as a result of the continuation of the pandemic. Feedback from program directors provided insight into some of these challenges:

- Some programs were located in high-risk pandemic counties or on community college campuses that were closed as a result of the pandemic, creating challenges to testing students
- Access to reliable internet, especially in rural areas of the state, to conduct and participate in virtual/remote program activities
- Uncertainty in reopening or transition plans and the implications for programs and students
- One program transitioned to a new student management system
- Some programs did not have staffing capacity to conduct widespread remote testing
- Data collection challenges with online/virtual intake and orientation
- Some programs saw significant declines in enrollment, especially with the ESL population, due to a lack of digital skills, devices, and access
- Some programs have remained strictly online/remote with the community college campus closed, while others have open campuses/programs or are offering services via hybrid models
- Local wildfires left communities devastated or resources reduced due to lack of capacity to meet local needs.

During the 2020-21 program year, the State ABS Team intentionally emphasized technical support with more frequent, consistent communication with directors and interaction with programs. The State ABS Team focused on how best to support local programs as the pandemic continued. Some activities included but were not limited to:

- Hosting Oregon Adult College and Career Readiness Standards (OACCRS) trainings, including:
  - Four Orientation trainings
  - Four Math trainings
  - Four Language Arts trainings
- Participating in Teaching Skills That Matter (TSTM), an OCTAE-funded initiative training teachers on how to incorporate the teaching of civic education, digital literacy, financial literacy, health literacy, and workforce preparation into ABS courses using evidence-based teaching methods

- Participating in the Standards In Action initiative, a three-week long series of hands-on workshops related to “Implementing Standards-Based Instruction for English Learners”

Title II providers were required to:

- Report on past effectiveness in performance indicators.
- Provide documentation of achievements and activities that demonstrated capacity and expertise to in delivering adult education and literacy activities.
- Commit to local MSG performance targets for 2021-2022. Providers were required to justify any targets that were below state targets.

During the 2020-21 program year, Oregon emphasized performance through several activities:

- Publishing an annual ABS Policy Manual which clarifies procedures for assessment, data collection, and data management.
- Implementing a monitoring process that addresses both risk management and program improvement, as well as performance monitoring of Title II targets set by grantees in their applications.
- Continuing a strong statewide focus on data quality through quarterly data audits and monthly calls with local provider data professionals.
- Implementing a funding formula with a portion of funds awarded based on performance.
- Distributing a weekly Title II newsletter to program directors with details on upcoming events and webinars, state deadlines, and other important information pertinent to Title II programs in Oregon.

Regarding Employment Second Quarter after exit, Oregon achieved 32.76% of participants who exited the program and were in unsubsidized employment during the second quarter. This represents 83% of the federally negotiated target for this indicator: 39.7%. To meet the federally negotiated target, Oregon would have needed 632 additional participants to be in unsubsidized employment during the second quarter following exit from the program.

Regarding Employment Fourth Quarter after exit, Oregon achieved 18.36% of participants who exited programs and were in unsubsidized employment during the fourth quarter. This represents 83% of the federally negotiated target for this indicator: 22%. To meet the federally negotiated target, Oregon would have needed 255 additional participants to be in unsubsidized employment during the fourth quarter following exit from the program.

The median earnings of program participants in unsubsidized employment during the second quarter after exit from the program was \$3,510.00. This represents 99% of the federal negotiated target for this indicator: \$3,530.00.

Regarding Credential Attainment, Oregon achieved 8.28% of program participants eligible to be included in this measure attained a recognized postsecondary credential or a secondary school diploma/recognized equivalent during participation in or within one year after exit from the program. This represents 48% of the federal negotiated target for this indicator: 17.2%. To meet the federally negotiated target, Oregon would have needed 625 additional participants to attain a recognized postsecondary credential or a secondary school diploma/recognized equivalent during participation in or within one year after exit from the program.

### **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.***

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 all WIOA Titles, Department of Human Services Self-Sufficiency programs, and the Governor's Office of Labor and Workforce Policy. This has included joint guidance and communication related to the pandemic and WorkSource Oregon (WSO) Centers.

At the local level, Title II programs are engaged in the coordination of services, programs, and funding with WSO partners to ensure accountability and alignment in support of a seamless public system. This is achieved through local Title II provider participation in Local Workforce Boards and Local Leadership Teams. All programs are providing access through technology at their local comprehensive workforce centers and many provide on-site services including offering ABE classes.

While Oregon still has many public buildings still closed and executive orders remain in place, Title II providers have been working with their local workforce providers to provide access to the workforce system and services.

***Describe the applicable career services that are provided in the one-stop system.***

The State ABS Team has entered into Memoranda of Understanding (MOUs) with all nine of Oregon's workforce areas on behalf of local Title II providers. These MOUs provide a baseline for access to Title II activities, including career services, and defines cost-sharing responsibilities. Negotiations continue at the state level regarding the definition and payment for career-services. Due to continued state restrictions regarding COVID 19, negotiations regarding Career Services have been delayed.

***Describe how infrastructure costs are supported through State and local options.***

Infrastructure costs are supported via Infrastructure Cost Sharing Agreements which have been negotiated by the State ABS Director. For the 2020-21 year, each local area completed their cost sharing calculations, which were reviewed and approved by the ABS State Director and then if indicated, paid for at the local level with local level administrative funds.

### **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:***

- 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.**

Oregon awarded Section 243 funds to four providers as of July 1, 2017. An additional competition for IELCE was completed in 2019, resulting in two additional providers, bringing the total to six for the Program Year 2020-21. The awards were made separately from the Comprehensive Grants.

Grantees committed to offer IET activities and to collaborate with the local workforce system as defined in the final regulations. Grantees provided updates to the State Team on IET activities over the course of the year. Enrollment declined and curriculum development activities were placed on hold during the 2020-21 program year due to the pandemic and corresponding Governor's Executive Orders.

In many rural areas, small businesses were closed and others struggled to meet pandemic safety requirements. Across the state Career Technical Education programs, key partner in Oregon's IET efforts) experienced a significant reduction in work-based learning placements. This reduction resulted in challenges for IET implementation for the beginning of the 2020-21 program year. However, as the program year continued, these partnerships began to return for many providers.

As Oregon continues to adjust to current economic conditions, state and local workforce partners continue to meet to identify workforce system needs. Regional sector strategies serve as a framework for the local system and Title II providers are actively engaged in implementing career pathways to meet regional workforce needs.

Using the quarterly OCABSD meetings and the monthly Directors Calls as a forum, the state team helped facilitate the sharing of promising practices. This collaboration is an ongoing process which includes participating in national discussions and webinars and disseminating information.

The state ABS team continues to monitor fund expenditures closely and is working with local providers regarding the impacts of COVID-19 on program spending and services.

Regarding outcomes for IELCE participants (Employment Second Quarter after exit, Employment Fourth Quarter after exit, Median Earnings, and Credential Attainment), Oregon's performance in these indicators is lacking and, as such, has zero percentages to report. Unfortunately, the pandemic has disproportionately affected those Title II participants who would benefit from IELCE related program services. This has resulted in very poor performance and related outcomes for this population. As a result, the State ABS Team will make state and program performance for all grantees for the upcoming grant cycle. This will include ranking programs within the state, following OCTAE's example and providing targeted technical assistance for those programs who are struggling to meet performance indicators. In addition, Oregon is exploring a relationship with Burlington English ® and will be providing access to its platform and requiring program participation in professional development for those programs who are

receiving IELCE funds for the 22-23 program year. Coupling this with a state investment in career pathways, Oregon anticipates a significant increase in performance for the coming grant year.

The below data was pulled directly from Table 9 in NRS for 2020-21 IELCE data points. As the data indicates, there is a need for programmatic focus in this area in response to the pandemic and corresponding declines in enrollment and performance.

Primary Indicators of Performance	1st Period of Participation			All Periods of Participation		
	Number of Participants Included in the Indicator	Number of Participants Achieving Outcome or Median Earnings Value	Percentage of Participants Achieving Outcome	Total Periods of Participation	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation	Percentage of Participants in All Periods of Participation Achieving Outcome
Measurable Skill Gain	33			41		
Employment Second Quarter after exit						
Employment Fourth Quarter after exit	53			57		
Median Earnings Second Quarter after exit	89		N/A	89		N/A
Attained a Secondary School Diploma/Equiva						
Attained a Secondary School Diploma/Equiva	7			7		
Attained a Postsecondary Credential while er	2			2		
Civics Education Follow-up Outcome Measure	Number of Partici	Number of Partici	Percent Achieving			
(A)	(B)	(C)	(D)			
Achieved Citizenship Skills						
Voted or Registered to Vote						
Increased Involvement in Community Activiti						

## 5. Adult Education Standards

***If your State has adopted new challenging K-12 standards under title I of the Elementary and Secondary Education Act of 1965, as amended, describe how your Adult Education content Page 4 of 5 standards are aligned with those K-12 standards.***

***• Optional – Describe implementation efforts, challenges, and any lessons learned.***

The Oregon ABS Learning Standards Initiative, adopted by OCABSD in April 2010, reflected a common vision of what adults needed to know and be able to do in the areas of reading, writing, speaking, listening, and math to carry out their life goals and purposes. The OALS were aligned with the College and Career Readiness (CCR) Standards of the Common Core State Standards. In 2014, on the advice of OCTAE, the state ABS team undertook a project to align the Oregon Adult Learning Standards with the CCR Standards for Adult Education in order to ensure that adults are ready to transition to a career and/or postsecondary education and training upon exit from ABS. OCTAE recommended several national experts who were well-versed in the CCR standards to perform gap analyses and identify where the Oregon Adult Learning Standards Frameworks needed to increase rigor, focus, and scope. These national experts drafted revised frameworks which teams of Oregon standards experts then finalized and published. The newly aligned Oregon Adult Learning Standards, adopted by OCABSD, became effective July 1, 2016. Training for faculty and administrators on the aligned Oregon Adult Learning Standards began in July 2016 and was offered on an ongoing basis until the end of 2018-19.

Pursuant to a recommendation from OCABSD in October 2018, Oregon ABS programs chose to transition from the Oregon-specific OALS to the nationally recognized College and Career Readiness Standards (CCRS). The objective was to preserve certain elements of the Oregon Adult Learning

Standards and consolidate them into the Oregon Adult College and Career Readiness Standards (OACCRS). The rationale behind this recommendation was the alignment of the CCRS with the new CASAS Reading and Math GOALS, which are the required assessments in Oregon, together with access to the many resources and materials available nationally to support implementation of CCRS. During program year 2018-19, a Learning Standards Reconciliation Project took place whereby a group of expert trainers, many of whom had previously developed Oregon’s Adult Learning Standards, created Mathematics and Language Arts Handbooks to accompany the implementation of OACCRS. In addition, a training module (OACCRS Orientation Module) was created and posted on the state ABS website in September 2019. This module became part of the “OACCRS Foundation Training” required of all faculty and academic administrators. It was designed to be completed either individually in self-paced mode, or in groups with an in-person or virtual facilitator. There is also an accompanying workbook.

With regard to English for Speakers of other Languages, in February 2020, OCABSD voted unanimously to accept the recommendation of the Learning Standards Implementation Committee which comprised faculty trainers, program directors and members of the state ABS team, to adopt the national English Language Proficiency Standards (ELPS), with the following additions:

- a) Include the Oregon Process Standards, as incorporated into the current Oregon Adult College and Career Readiness Standards- Language Arts (LA), creating the Oregon English Language Proficiency Standards (OELPS)
- b) Format the OELPS handbook to align with the OACCRS-LA handbook
- c) Add a toolbox to OELPS that is similar to OACCRS-LA, helping instructors use the standards and detailing transition points between OELPS and OACCRS-LA.
- d) Add the CCRS Listening and Speaking standards along with the process skills and toolbox to the current OACCRS-LA in order to be in complete alignment with the national CCRS.

Work began in PY2020-2021 on items (a), (b), and (d). Contracted faculty trainers added the Listening/Speaking Process Skills to the OACCRS Orientation Module and OACCRS Language Arts Handbook; reviewed the English Language Proficiency Standards and discussed how to incorporate and format the process skills and applications from OACCRS; and transferred the Listening/Speaking applications to the appropriate Listening/Speaking standards. Work will continue on items (a) through (d) in PY21-22.

## **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 the 2,594 learners served by the Department of Corrections Title II-funded programs in PY2020-2021, 411 earned a GED certificate. Of those, 83 were released from incarceration with 2 (2.41%) being re-incarcerated. This information was provided by our State Department of Corrections using their standard recidivism calculation formula.

This is a significant reduction from previous years, due to the pandemic, outbreaks within facilities which resulted in “lock downs”, thus preventing access to Title II services during those times.