

Adult Education and Family Literacy Act Program State Plan for the State of Oklahoma

Program-Specific Requirements for Adult Education and Family Literacy Act Programs

The State Plan must include a description of the following as it pertains to Adult Education and Literacy programs under Title II, the Adult Education and Family Literacy Act (AEFLA).

A. Aligning of Content Standards

Describe how the eligible agency will, by July 1, 2016, align its content standards for adult education with State-adopted challenging academic content standards, as adopted under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended (20 U.S.C. 6311(b)(1)).

By July 1, 2016 ODCTE Adult Basic Education Division will utilize the Oklahoma state approved standards adopted by the Oklahoma State Department of Education. 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.

B. Local Activities

Describe how the State will, using the considerations specified in section 231(e) of WIOA, fund each eligible provider to establish or operate programs that provide the adult education and literacy activities, including programs that provide such activities concurrently. The Unified or Combined State Plan must include at a minimum the scope, content, and organization of local activities.

Adult Education and Literacy Activities (Section 203 of WIOA)

- Adult education;
- Literacy;
- Workplace adult education and literacy activities;
- Family literacy activities;
- English language acquisition activities;
- Integrated English literacy and civics education;
- Workforce preparation activities; or
- Integrated education and training that—
 1. Provides adult education and literacy activities, concurrently and contextually with both, workforce preparation activities, and workforce training for a specific occupation or occupational cluster, and
 2. Is for the purpose of educational and career advancement.

All Adult Education and Literacy activities under WIOA are authorized by the Oklahoma Department of Career and Technology Education. ODCTE administers and monitors federal and state adult education and literacy funds to local providers and provides program development and training activities in order to assure quality basic skills services for all students across the State. Under WIOA, ODCTE will fund Adult education; Literacy; Workplace adult education and literacy activities; Family literacy activities; English language acquisition activities; Integrated English literacy and civics education; Workplace preparation activities or; Integrated education and training that provide adult education concurrently and contextually for the purpose of educational and career advancement. Every ABE service provider will provide one or more of these local activities. ABE service providers not providing all local activities listed may assist ABE students in referring those students to organizations that provide those activities. For example, if an ABE service provider who is providing adult education and literacy but is not providing integrated education and training, then said provider will need to assist interested students to those organizations providing workforce preparation activities. Definition of Activities: a. Adult Education: academic instruction and educational services below the postsecondary level that include an individual's ability to • Read, write, and speak in English and perform mathematics or other activities necessary for the attainment of a secondary school diploma or its equivalent; • Transition to postsecondary education and training; and • Obtain employment. b. Literacy: the ability to read, write, and speak in English, compute, and solve problems, at levels of proficiency necessary to function on the job, in the family, and in society. c. Workplace Adult Education and literacy activities: Adult Education and literacy activities in collaboration with an employer or employee organization at a workplace or off site location that is designed to improve the productivity of the workforce. d. Family literacy activities: activities of sufficient intensity and quality to make sustainable improvements in the economic prospects for a family and that better enable parents or family members to support their children's learning needs, and that integrate all of the following activities: • Parent or family Adult Education and literacy activities that lead to readiness for postsecondary education or training, career

advancement, and economic self-sufficiency; • Interactive literacy activities between parents or family members and their children; • Training for parents or family members regarding how to be the primary teacher for their children and full partners in the education of their children; and • Age - appropriate education to prepare children for success in school and life experiences. • No funds under this grant may be used for the purpose of supporting or providing programs, services, or activities for individuals who are under the age of 16 and are enrolled or required to be enrolled in secondary school under State law, except that such agency may use such funds for such purpose if such programs, services, or activities are related to family literacy activities. In providing family literacy activities under this title, an eligible provider shall attempt to coordinate with programs and services that are not assisted under this title prior to using funds for Adult Education and literacy activities under this title for activities other than activities for eligible individuals. e. English language acquisition activities: a program of instruction designed to help eligible individuals who are English language learners achieve competence in reading, writing, speaking, and comprehension of the English language and that leads to • Attainment of a secondary school diploma or its equivalent and • Transition to postsecondary education and training; or • Employment. f. Integrated English literacy and civics activities: education services provided to English language learners who are adults, including professionals with degrees and credentials in their native countries that enable them 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. Services shall include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation, and may include workforce training. g. Workforce preparation activities: activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education or training, or employment. h. Integrated education and training: a service approach that provides Adult Education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement. This includes offering courses in collaboration with community colleges that are team taught by an Adult Education basic skills teacher and a career/technical teacher.

Adult education and literacy activities, including adult education, literacy, and family literacy activities, will 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.

The ODCTE strives to serve more adult basic education students and serve those more efficiently in order to transition them as quickly as possible to postsecondary education and/or family-sustaining jobs. The ODCTE assists those adults who are most in need of literacy services, including low income individuals, adults with minimal literacy skills, and adults with disabilities, in improving their ability to read, write, and speak in English, compute and solve problems at levels of proficiency necessary to function on the job, in the family, and in society. The ODCTE will conduct an open competition for new grants to be awarded July 1, 2017. The grant application will address the thirteen considerations established in Title II. The competition will be open to all eligible providers. The grant application will contain the local application criteria listed in Section 232 of the Workforce Innovation and Opportunity Act Title II Adult Education and Literacy. Applications will be reviewed by a review panel selected by ODCTE staff members. A rubric will be developed and evaluation criteria will include the 13 considerations in 231(e) of the Workforce Innovation and Opportunity Act Title II

Adult Education and Literacy, as well as other components deemed necessary to review the application. Evaluation criteria may include performance of current and past providers and overall effectiveness and efficiency of their program operations.

Regarding the federal money ODCTE receives: up to 12.5 percent is allowed for Leadership activities; 5 percent of the Federal money is allowed for administrative activities; a minimum of 82.5 percent of the Federal money must be distributed to grantees. 1. Allocation for correctional programs are subtracted from the money distributed to grantees (minimum of 82.5 percent) prior to allocating monies to local grantees. The total amount allocated to correctional programs may be up to 20 percent of the 82.5% of the total grant award (this may be up to 16.5% of the total award that is allowed for corrections education). 2. The remaining balance (after corrections) of the minimum of 82.5% is the amount to be allocated to local grantees.

ODCTE staff will determine an initial allocation amount for each ABE service area using data for each of Oklahoma's 77 counties. This initial allocation will include 1) number of eligible individuals within a service area, and 2) ABE service area need. A formula will then be determined using these two variables to determine an allocation amount for each county. The amount for each county within an ABE service area will be summed, and this is the amount that an eligible provider will compete for in their application. This amount will be held steady for not more than three years. After this period allocation amounts for each service provider will be determined using a formula that accounts for ABE service area need, number of eligible individuals within a service area, and performance of the service provider. Each ABE service provider may, at the discretion of ODCTE and based on past eligible provider expenditures and need, receive at a minimum allocation of \$50,000 (combined federal and state funds). This minimum allocation does not include any funds for corrections education or integrated English literacy and civics education.

The following may be used to calculate the allocation after the hold steady period: 1) Up to fifty percent may be used toward service area need and number of eligible students within a service area, 2) Up to seventy percent of the base money may be allocated based on the total number of fundable students each program served in the hold steady period of up to three years. Fundable students are defined as meeting the following criteria: i. Educational funding level to be tracked for educational gain during 12 or more attendance hours; ii. A pre-assessment score for the fiscal year that places them in a National Reporting System (NRS) the fiscal year; iii. A per fundable student dollar amount will be calculated by dividing the total number of fundable students in the state (two years prior to allocation year) into the seventy percent dollar amount. 3) Up to forty percent of the base money is allocated based on program performance points earned by each program two years prior to the allocation year. Performance points include the following: i. Meeting or exceeding the state's target goal percentage in each NRS education functioning level - total of 11 points; ii. Meeting or exceeding the state's target goal percentage in each NRS Core performance area (obtaining a high school equivalency diploma, entering postsecondary education/training, entering employment, retaining employment) - total of 4 points; iii. Meeting or exceeding the state's target percentage of 60 percent for students receiving a pre- and post-assessment score within the fiscal year - total of 1 point. The total percentage for each of these three variables (performance points, number of fundable students, and the money based on total number of eligible students and service area need) will equal 100%. The ODCTE may allocate funds to each service provider based on an ABE service provider meeting negotiated performance levels. Service providers not meeting negotiated performance levels may see a reduction in their allocation for the following year. Those service providers meeting or exceeding their performance levels may be eligible for an increase in their allocation in their funding for the following year from the pool of funds not allocated to those providers not meeting performance levels. Performance funding will be based on the average of two years of performance data.

The ODCTE may limit the carryover of an ABE service provider. The carryover limit may not exceed 75% of their projected allocation for the upcoming year. The overage will then be redistributed to other service providers below the 75% carryover limit.

Special Rule

Each eligible agency awarding a grant or contract under this section shall not use any funds made available under this title for adult education and literacy activities for the purpose of supporting or providing programs, services, or activities for individuals who are under the age of 16 and are enrolled or required to be enrolled in secondary school under State law, except that such agency may use such funds for such purpose if such programs, services, or activities are related to family literacy activities. In providing family literacy activities under this title, an eligible provider shall attempt to coordinate with programs and services that are not assisted under this title prior to using funds for adult education and literacy activities under this title for activities other than activities for eligible individuals.

C. Corrections Education and other Education of Institutionalized Individuals

Describe how the State will establish and operate programs under section 225 of WIOA for corrections education and education of other institutionalized individuals, including how it will fund, in accordance with the requirements of Title II, subtitle C, any of the following academic programs for:

- a. Adult education and literacy activities;
- b. Special education, as determined by the eligible agency;
- c. Secondary school credit;
- d. Integrated education and training;
- e. Career pathways;
- f. Concurrent enrollment;
- g. Peer tutoring; and
- h. Transition to re-entry initiatives and other post release services with the goal of reducing recidivism.

Each eligible agency using funds provided under Programs for Corrections Education and Other Institutionalized Individuals to carry out a program for criminal offenders within a correctional institution must give priority to serving individuals who are likely to leave the correctional institution within 5 years of participation in the program.

Oklahoma may fund academic programs for Adult education and literacy activities; Special education, as determined by the eligible agency; Secondary school credit; Integrated education and training; Career pathways; Concurrent enrollment; Peer tutoring; or Transition to re-entry initiatives and other post release services with the goal of reducing recidivism. Adult education and literacy classes will be provided in correctional facilities. Instructional strategies for this population will include:

- academic programs which teach basic skills in reading, writing, and math
- adult secondary programs leading to a GED or its equivalent
- workplace education programs which teach job-specific basic skills related to the offenders' job assignments in the correctional facilities
- instruction in job readiness
- life skills and self-esteem
- English literacy

Since it is recognized that a large number of offenders may have a learning disability, students may be screened for learning disabilities using the Payne Learning Needs Inventory or other screening instruments, if it is deemed

appropriate by the instructor. Other institutionalized adults may include those in mental institutions, juvenile detention centers, and drug abuse and treatment centers. Strategies for these adults will include teaching basic skills and literacy in the contexts of real-life situations, such as life skills, self-esteem, employment, and citizenship.

The ODCTE has partnered with the Oklahoma Department of Corrections and has established 11 Skills Centers within correctional facilities that provide career and technical training opportunities to incarcerated individuals. Adult Basic Education is offered in most of these correctional facilities that also offer career and technical training programs. This allows funding to be provided that support Adult education and literacy activities, Integrated education and training, Career pathways, concurrent enrollment, and transition to re-entry initiatives and other post release services with the goal of reducing recidivism. The ODCTE will provide funds to correctional institutions and institutions that wish to provide services to criminal offenders and juveniles in detention centers. The ODCTE provides state funds that are used to fund the CareerTech training programs in the skills centers within these correctional facilities, however federal ABE funds are used to support the Adult Basic Education activities in many of the correctional institutions.

During our forty-plus years of serving incarcerated offenders in Oklahoma, Skills Centers have evolved from a division with a few occupational training programs to a large school system with a multitude of programs and services for both adult and juvenile offenders. The school system began at the Jim E. Hamilton CareerTech Skills Center inside the Jim E. Hamilton (formerly Ouachita) Correctional Center at Hodgen, Oklahoma. Today, the Skills Centers offers services in state correctional facilities, juvenile detention facilities and community correctional facilities.

A successful transition from corrections to the workplace can mean a life of success for ex-offenders. To prepare offenders for successful transition, career and technical education, employability and life skills are integrated into this educational delivery system. Skills Centers students may seek certifications recognized by both state and national industries. Career Readiness Credentials (CRC) may be secured documenting work readiness skills many business and industry employers seek. The Skills Centers provides students with numerous interconnected and integrated components, each an integral part of preparing offenders for success in the workplace and in society. The Skills Centers works in conjunction with the Oklahoma Department of Corrections (DOC) and Oklahoma Correctional Industries (OCI) to offer a U.S. Department of Labor, Bureau of Apprenticeship and Training, registered apprenticeship programs for offenders in Cabinetmaking.

Allocation for correctional programs are subtracted from the 82.5 percent prior to allocating monies to local grantees. The total amount allocated to correctional programs may be up to twenty percent of the 82.5% of the total award. Funding method and considerations for Corrections will ensure equitable access and consideration for all eligible providers. The Corrections funding process will be conducted separately, and additional consideration will be given to how the applicant plans to integrate correctional programming. ODCTE will conduct an open competition for new grants to be awarded July 1, 2017. The grant application will address the thirteen considerations established in Title II. The competition will be open to all eligible providers. The grant application will contain the local application criteria listed in Section 32 of the Workforce Innovation and Opportunity Act Title II Adult Education and Literacy. Each applicant will fill out the same application. This will ensure direct and equitable access to all eligible providers. Applications will be reviewed by the local workforce development board and by ODCTE staff members. A rubric will be developed and evaluation criteria will include the 13 considerations in 231(e) of the Workforce Innovation and Opportunity Act Title II Adult Education and Literacy, as well as other components deemed necessary to review the application.

The 13 considerations are as follows:

1. Describe the degree to which your organization would be responsive to—

i. regional needs as identified in the local workforce development area plan under section 108 of title I of WIOA;

ii. serving individuals in the community who were identified in the local workforce development area plan as most in need of adult education and literacy activities, including individuals who have low levels of literacy skills or who are English language learners;

2. The ability of your organization to serve eligible individuals with disabilities, including eligible individuals with learning disabilities;

3. Past effectiveness of your organization in improving the literacy of eligible individuals, to meet State-adjusted levels of performance for the primary indicators of performance described in question 4 above, especially with respect to eligible individuals who have low levels of literacy;

4. The extent to which your organization demonstrates alignment between proposed activities and services and the strategy and goals of the local workforce development area plan (section 108), as well as the activities and services of the one-stop partners;

5. Whether your organization's program is 1) of sufficient intensity and quality, and based on the most rigorous research available so that participants achieve substantial learning gains; and (2) uses instructional practices that include the essential components of reading instruction;

6. Whether your organization's activities, including whether reading, writing, speaking, mathematics, and English language acquisition instruction delivered by the eligible provider, are based on the best practices derived from the most rigorous research available and appropriate, including scientifically valid research and effective educational practice;

7. Whether your organization's activities effectively use technology, services, and delivery systems, including distance education in a manner sufficient to increase the amount and quality of learning and how such technology, services, and systems lead to improved performance;

8. Whether your organization's activities provide learning in context, including through integrated education and training, so that an individual acquires the skills needed to transition to and complete postsecondary education and training programs, obtain and advance in employment leading to economic self-sufficiency, and to exercise the rights and responsibilities of citizenship;

9. Whether your organization's activities are delivered by well-trained instructors, counselors, and administrators who meet any minimum qualifications established by the State, where applicable, and who have access to high quality professional development, including through electronic means;

10. Whether your organization's activities coordinate with other available education, training, and social service resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, institutions of higher education, local workforce investment boards, one-stop centers, job training programs, and social service agencies, business, industry, labor organizations, community-based organizations, nonprofit organizations, and intermediaries, for the development of career pathways;

11. Whether your organization's activities offer flexible schedules and coordination with Federal, State, and local support services (such as child care, transportation, mental health services, and

career planning) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs;

12. Whether your organization maintains a high-quality information management system that has the capacity to report measurable participant outcomes (consistent with question 4 above) and to monitor program performance; and

13. Whether the local areas in which your organization is located have a demonstrated need for additional English language acquisition programs and civics education programs.

D. Integrated English Literacy and Civics Education Program

1. Describe how the State will establish and operate Integrated English Literacy and Civics Education programs under Section 243 of WIOA, for English language learners who are adults, including professionals with degrees and credentials in their native countries.

English Literacy: The purposes of English literacy instruction are to: 1. Assist adults whose native language is other than English and who have limited English proficiency to increase their ability to speak, read, write, and understand the English language; 2. Assist adults with limited English proficiency in obtaining the literacy and basic skills necessary to compete in the workplace, become self-sufficient, and exercise the rights and responsibilities of citizenship. The key elements of English literacy instructional programs include the following: a. Classroom Environment: Classroom environments that are nonthreatening will be provided in order to facilitate the second language acquisition process and to enhance self-esteem and teamwork; b. Instructional Strategies: English language skills will be taught in the real-life contexts of the workplace, the family, and the community to ensure that limited English speaking adults acquire the English language survival skills needed in a variety of work, academic, and social settings; c. Assessment: Students' listening, speaking, reading, and writing skills will be assessed using the Basic English Skills Test (BEST) or other formal ESL assessment instruments. The pre- and post-assessments will establish baseline and progress data in order to meet the core indicators of performance as identified in Section 5.0 of the State Plan. d. Goal Setting: English literacy students will be assisted in setting realistic goals based on the initial assessment of their skills and on their personal goals; e. Citizenship Instruction: Students will be provided with English language and citizenship instruction necessary to successfully complete the citizenship application and interview process where appropriate.

2. Describe how the State will fund, in accordance with the requirements of title II, subtitle C, Integrated English Literacy and Civics Education services and how the funds will be used for those services.

Funding method and considerations for EL/Civics will ensure equitable access and consideration for all eligible providers. The EL/Civics funding process will be conducted separately, and additional consideration will be given to how the applicant plans to integrate EL/Civics programming.

ODCTE will conduct an open competition for new grants to be awarded July 1, 2017. The grant application will address the thirteen considerations established in Title II. The competition will be open to all eligible providers. 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 the local workforce development boards and ODCTE staff. A rubric

will be developed and evaluation criteria will include the 13 considerations in 223(e) of the Workforce Innovation and Opportunity Act Title II Adult Education and Literacy, as well as other components deemed necessary to review the application. Each applicant will fill out the same application. This will ensure direct and equitable access to all eligible providers.

The ODCTE will fund EL Civics 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.

E. State Leadership

1. Describe how the State will use the funds to carry out the required State Leadership activities under section 223 of WIOA.

ODCTE administers and monitors federal and state adult education and literacy funds to local providers and provides program development and training activities in order to assure quality basic skills services for all students across the State.

12.5 percent of the Federal money is allowed for Leadership activities; 5 percent of the Federal money is allowed for administrative activities; 82.5 percent of the Federal money must be distributed to grantees. All funded providers will be required to detail the process that will be used to collaborate with all stakeholders and align adult basic education programming with all core and combined partners. Eligible providers will provide services in alignment with local plans detailing how they will promote concurrent enrollment with Title I programs and activities in order to meet the state adjusted levels of performance and collect data to report on performance indicators. In addition, all providers will describe how they will fulfill one-stop responsibilities in their region. The following activities are ongoing in Oklahoma in preparation to meet the new requirements: 1. The alignment of adult education and literacy activities with other core programs and one-stop partners: The implementation of strategies identified in the state plan and the development of career pathways to deliver access to training and employment services for individuals involved in adult education programs. ODCTE ABE staff meet regularly with other core partners in aligning adult basic education activities with the activities of the core partners. These meetings are used to establish policies and guidance for the workforce development boards in implementing these policies. Such

policies will provide the guidance necessary in the implementing career pathways and allowing individuals access to employment and training services for individuals in adult education and literacy activities. 2. The establishment and operation of high quality professional development programs: Oklahoma may provide state administration funds annually for each ABE provider to participate in high quality professional development of their choosing. The state will reimburse each provider for these activities. The state will also provide professional development utilizing conference calls, regional meetings, webinars, and other means. Professional development topics to be covered may include areas suggested by the ABE service providers as well as areas necessary for the advancement of adult education in Oklahoma. These areas may include best practices in instruction, classroom management, learning disabilities for adults, retention of students, blended learning, interactive pedagogy, and best practices for ESL in teaching multilevel ESL classroom, 3. Technical assistance will be provided to eligible providers and may include 1) assistance in the use of technology, including for staff training to eligible providers especially the use of technology to improve data collection efficiencies, 2) the development and distribution of instructional practices based on the most current and valid research available, 3) student retention, 4) budget and claims, 5) student records, and 6) providing guidance to eligible providers as they fulfill their role as one-stop partners in providing access to employment, education, and training services. ODCTE staff will regularly meet on-site with eligible providers to assist these providers in these and other areas. 4. Monitoring and evaluation of adult education and literacy activities will be conducted through program monitoring visits for each provider and ongoing technical assistance. Regular fiscal reviews for all funded programs will also be conducted. The ODCTE will follow its risk assessment policy and its new monitoring policy. Monitoring visits will regularly be conducted to check student records and other data, support for the ABE program by the organization, staff development, instruction and curriculum, testing, and other areas. Professional development activities will be evaluated utilizing a survey instrument issued by ODCTE staff. The survey utilized will assist the ODCTE in evaluating its professional development activities through by allowing feedback from eligible providers. This feedback will be used to improve future professional development activities as well as assist the ODCTE in determining future professional development topics.

2. Describe how the State will use the funds to carry out permissible State Leadership Activities under section 223 of WIOA, if applicable.

ODCTE will use 12.5 percent of its federal allocation for adult education and literacy for statewide leadership activities. The following state leadership activities will be conducted:

I. ODCTE will offer year-round adult education teacher training workshops in order to improve the quality of instructional programs for adult learners. Adult education teachers will be required to attend at least one teacher training workshop during each program year. 1. Supporting Adults with Learning Disabilities and other Learning Differences: ODCTE will continue to provide intensive teacher training on Supporting Adults with Learning Disabilities and other Learning Differences. This training series provides increased awareness of learning disabilities (LD) and other learning differences in adults and instructional strategies to better meet the needs of these adult learners. Teachers are also trained in the use of the Payne Learning Needs Inventory, an LD screening instrument. A group of five adult education teachers and one state staff member has been trained as LD trainers. These trainers will conduct regional and local training series with small groups of adult education teachers during the period of the four-year State Plan. Learning Disabilities Sustainment training will be provided for those teachers who have already completed the initial LD training. A second "Train the Trainers" series is also being planned in order to have a sufficient number of trainers to meet the need in this important professional development area. 2. Developing and Implementing Work-based Education Programs Regional work-based education training workshops will be provided to prepare adult education teachers to form partnerships with local businesses and industries and to develop and implement work-based education programs for incumbent workers at

the job sites. The process involves forming an advisory council at the business or industry level, conducting an Essential Skills Analysis (ESA) of the critical job, developing a customized curriculum and a criterion-referenced assessment based on the skills identified in the ESA, and providing instruction which links the skills being taught to the actual job. The training will be provided by Oklahoma's three work-based education trainers.

3. Integrating Work-based Education into the Adult Education Classroom This workshop will enable adult education teachers to offer workplace-relevant instruction within their existing adult education and literacy programs. By integrating the skills identified by the Secretary's Commission on Achieving Necessary Skills (SCANS) into traditional adult education instruction, students will acquire the skills needed to compete in the workplace and become economically self-sufficient.

4. Implementing a Comprehensive Family Literacy Program Family literacy training will be offered for adult education and early childhood teachers who plan to implement a comprehensive family literacy program. The training will focus on the four essential components of family literacy: adult education and literacy for the parents, early childhood education for their children, Parent and Child Together Time, and effective parenting. During the training, teachers will learn how to integrate these four components into an effective family literacy program. Family Literacy Sustainment training will be offered for teachers who have completed the initial workshop.

5. Teaching English as a Second Language (ESL) Training for ESL teachers will focus on instructional methods for teaching English language skills in the context of real-life situations. It will include strategies to teach ESL students to use the English language in a variety of social, work, and community settings. Additional training on using the Crossroads Cafe ESL video series will also be provided. In addition, ODCTE will provide an ESL "Train the Trainers" series in order to prepare a group of ESL teachers to provide ongoing training for ESL teachers across the state.

6. Assessment of Adult Learners Workshops on using the Tests of Adult Basic Education (TABE) will be offered. This training will assist teachers in administering standardized tests, interpreting test results, and using test results to plan instructional programs for adults. It will also address the importance of a valid assessment process in meeting the core indicators of performance identified in Section 5.0 of this State Plan.

7. Assessment of Limited English Speaking Adults Training on the use of the Basic English Skills Test (BEST), a standardized assessment for ESL students, will be provided for English literacy teachers. In addition to the process for administering and scoring the BEST, the training will address 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.

8. The LiteracyPro System 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 will be offered to local program providers in the continued use of LiteracyPro for maximum effectiveness in reporting participant outcomes and program performance.

9. Technology Training Being able to understand and use technology in the adult education and literacy classroom is critical for the success of adult students in their daily lives. ODCTE will provide a series of technology workshops which will include: (1) an introduction to assistive technology; (2) an understanding of low-technology versus high-technology; (3) increasing knowledge of how to use technology in teaching reading, writing, math, and life skills; and (4) use of practical methodologies which can be implemented with students.

10. Other Topics for Professional Development Training on additional topics, such as learning styles, teaching life skills, team learning, and other topics may also be offered. In addition, both a fall and spring Adult Education Directors' Conference will be held each year to assist program directors in implementing the Adult Education and Family Literacy Act.

II. ODCTE will provide 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 will be 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.

III. The monitoring and evaluation of the quality of, and the improvement in, adult education and literacy activities. ODCTE will monitor the adult education and literacy activities through on site visits periodically throughout the program year. Monitoring activities will ensure 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 will develop 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.

IV. ODCTE plans to provide a limited number of incentive grants for those adult education and literacy programs which demonstrate one of the following: (1) a high level of program coordination and integration with their local One-Stop delivery system; (2) a high level of performance and quality of literacy services based on exceeding the state's performance levels on the core indicators of performance and on the Indicators of Program Quality.

V. Other activities of statewide significance which promote the purpose of the Adult Education and Family Literacy Act will also be supported as part of the State Leadership Activities. These may include such activities as statewide marketing of the adult education and literacy program, the publication of the Adult Education and Literacy Review, support for the State Workforce Development Board, support for screening for adults with learning disabilities and other adult literacy related activities.

F. Assessing Quality

Describe how the eligible agency will assess the quality of providers of adult education and literacy activities under title II and take actions to improve such quality, including providing the activities described in section 223(a)(1)(B) of WIOA.

ODCTE will evaluate annually the effectiveness of adult education and literacy programs. The annual evaluation is designed to measure the ability of local programs to meet or exceed the established performance levels based on the federal and state Core Indicators of Performance as well as their ability to reach high standards related to Oklahoma's Indicators of Program Quality and the criteria for funding. Annual evaluation activities will include the following:

1. Performance results achieved on each of the federal and state Core Indicators of Performance will be compiled and compared to the ODCTE's performance levels negotiated with the United States Department of Education. Progress towards meeting the levels of performance will be tracked through the LiteracyPro Management Information System (MIS) which has been adopted for use statewide by Oklahoma's adult education and literacy programs. LiteracyPro allows local programs to collect, compile, and report student identification and demographic information, contact hours,

placement level at program entry, learning goals, pre and post testing information, student progress and follow-up, and other needed information. ODCTE will build on the National Reporting System (NRS) pilot to identify strategies that local providers can use to obtain follow-up information in students who leave the program and obtain employment, retain employment or job advancement, enter post-secondary education or job training programs, and/or obtain a high school equivalency. These strategies may include sampling techniques which conform to ODCTE's specifications as identified in the annual performance report and approved by the Office of Management and Budget.

2. On-site evaluations of at least four local programs will be conducted annually. The on-site evaluations will be conducted by a review team consisting of state adult education and literacy staff members, local adult education professionals and/or Title I partners, if appropriate. The on-site evaluations will consist of an entry interview with the local program directors and one or more adult education teachers, a review of documentation which supports the Core Indicators of Performance, the Indicators of Program Quality, and the criteria for funding, visits to adult education classes, student interviews, and an exit interview. Based on the findings of the on-site evaluation, a final evaluation report detailing program strengths and recommendations for improvement will be completed for each program reviewed.

3. ODCTE will perform desk-top monitoring of all local adult education and Literacy programs throughout the entire fiscal year. Based on any potential non-compliant findings of the desk-top monitoring, on-site evaluations will be conducted. Monitoring and evaluation of adult education and literacy activities will be conducted through program monitoring visits for each provider and ongoing technical assistance. Regular fiscal reviews for all funded programs will also be conducted. The ODCTE will follow its risk assessment policy and its new monitoring policy. Monitoring visits will regularly be conducted to check student records and other data, support for the ABE program by the organization, staff development, instruction and curriculum, testing, and other areas.

4. The development and implementation of professional development based on the most rigorous or scientifically valid research available and appropriate, in reading, writing, speaking, mathematics, English language acquisition programs, distance education, and staff training will be provided throughout the state. An annual needs assessment will assist in determining PD offerings. The ABE division of the ODCTE will evaluate the professional development through surveys and student data to evaluate effectiveness. Professional development activities will be evaluated utilizing a survey instrument issued by ODCTE staff. The survey utilized will assist the ODCTE in evaluating its professional development activities through by allowing feedback from eligible providers. This feedback will be used to improve future professional development activities as well as assist the ODCTE in determining future professional development topics.

Certifications

States must provide written and signed certifications that

1. The plan is submitted by the State agency that is eligible to submit the plan. **Yes**
2. The State agency has authority under State law to perform the functions of the State under the program. **Yes**
3. The State legally may carry out each provision of the plan. **Yes**
4. All provisions of the plan are consistent with State law. **Yes**

5. A State officer, specified by title in the certification, has authority under State law to receive, hold, and disburse Federal funds made available under the plan. **Yes**

6. The State officer who is submitting the plan, specified by the title in the certification, has authority to submit the plan. **Yes**

7. The agency that is submitting the plan has adopted or otherwise formally approved the plan. **Yes**

8. The plan is the basis for State operation and administration of the program. **Yes**

Certification Regarding Lobbying

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title

31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Applicant's Organization **Oklahoma Department of Career and Technology Education**

Full Name of Authorized Representative: **Kimberly Sadler**

Title of Authorized Representative: **Associate State Director**

SF LLL Form – Disclosure of Lobbying Activities (only if applicable)
(<http://www2.ed.gov/fund/grant/apply/appforms/appforms.html>). If applicable, please print, sign, and email to OCTAE_MAT@ed.gov

Assurances

The State Plan must include assurances that:

1. The eligible agency will expend funds appropriated to carry out title II of the Workforce Innovation and Opportunity Act (WIOA) only in a manner consistent with fiscal requirements under section 241(a) of WIOA (regarding supplement and not supplant provisions). **Yes**
2. The eligible agency will ensure that there is at least one eligible provider serving each local area, as defined in section 3(32) of WIOA. **Yes**
3. The eligible agency will not use any funds made available under title II of WIOA for the purpose of supporting or providing programs, services, or activities for individuals who are not “eligible individuals” within the meaning of section 203(4) of WIOA, unless it is providing programs, services or activities related to family literacy activities, as defined in section 203(9) of WIOA. **Yes**
4. The Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be delivered in combination with integrated education and training activities; **Yes**
5. The Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be designed to (1) 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 (2) integrate with the local workforce development system and its functions to carry out the activities of the program; and **Yes**
6. Using funds made available under title II of WIOA to carry out a program for criminal offenders within a correctional institution, the eligible agency will give priority to serving individuals who are likely to leave the correctional institution within five years of participation in the program. **Yes**