



**Adult Literacy in**



**Oklahoma**



**Results from the 2003 State  
Assessment of Adult Literacy**







Adult  
Literacy  
in **Oklahoma**

Results from the 2003 State  
Assessment of Adult Literacy



Eric M. Dunleavy

Justin D. Baer

AMERICAN INSTITUTES FOR RESEARCH

*Adult Literacy in Oklahoma: Results from the 2003 State Assessment of Adult Literacy* was prepared by the American Institutes for Research under funding from the State of Oklahoma. The National Center for Education Statistics (NCES) supported the design of the assessment. Sampling and data collection were conducted by Westat, under the direction of Martha Berlin.

The authors wish to thank all those who contributed to this report. Special thanks go to Dr. Mark Kutner, the Project Director for the National Assessment of Adult Literacy (NAAL) at AIR, Dr. Stéphane Baldi, who served as the project's Technical Advisor, Heather Block, who executed the design and layout of the report, Elizabeth A. Moore, Rachel A. Greenberg, and Lara I. Malakoff, who assisted in the preparation of the report, Holly Baker, who provided editorial support, and Dr. Sheida White of NCES, the Project Officer for the 2003 NAAL.



# Table of Contents

|  |            |
|--|------------|
| <b>Chapter 1: Introduction</b>                             | <b>.5</b>  |
| Relationship between NAAL and SAAL                         | .6         |
| Defining literacy  | .6         |
| Description of literacy levels                             | .6         |
| Assessment design  | .11        |
| Background questionnaire                                   | .11        |
| Interpreting results                                       | .11        |
| Organization of the report                                 | .12        |
| <b>Chapter 2: Demographic Characteristics and Literacy</b> | <b>.13</b> |
| All adults   | .14        |
| Race/ethnicity   | .15        |
| Gender   | .17        |
| Age  | .18        |
| Language spoken before starting school                     | .20        |
| Chapter 2 highlights                                       | .22        |
| <b>Chapter 3: Education and Literacy</b>                   | <b>.23</b> |
| Educational attainment                                     | .24        |
| Completion of high school in state and out of state        | .26        |
| Completion of college in state and out of state            | .27        |
| Completion of a basic skills class                         | .28        |
| Completion of information technology (IT) certification    | .28        |
| Chapter 3 highlights                                       | .30        |
| <b>Chapter 4: Employment, Earnings, and Job Training</b>   | <b>.31</b> |
| Employment status  | .32        |
| Occupation   | .34        |
| Weekly gross earnings                                      | .36        |
| Poverty  | .37        |
| Job training   | .38        |

Public assistance participation .....39

Chapter 4 highlights .....40

**Chapter 5: Family Literacy .....41**

    Reading to children .....42

    Talking about homework .....42

    School involvement .....43

    Reading materials in the home .....43

    Access to computers .....44

    Chapter 5 highlights .....45

**Chapter 6: Community and Civic Participation .....47**

    Voting .....48

    Sources of information about current events, public affairs, and government .....48

        Radio and television .....48

        Newspapers and magazines .....48

        Internet .....49

        Family, friends, and co-workers .....49

    Volunteering .....50

    Chapter 6 highlights .....51

**Chapter 7: Health Literacy .....53**

    Health literacy levels .....54

    All adults .....56

    Race/ethnicity .....57

    Gender .....58

    Age .....59

    Educational attainment .....60

    Poverty .....61

    Self-assessment of overall health .....62

    Sources of information about health issues .....63

        Radio and television .....63

        Newspapers and magazines .....63

        Internet .....64

        Family, friends, and co-workers .....64

        Health care professionals .....64

    Chapter 7 highlights .....65

**Appendix A: Technical Notes .....67**

**Appendix B: Sample Assessment Questions .....75**

**Appendix C: Standard Errors for Tables and Figures .....85**



# Chapter 1

## Introduction

Adults encounter a range of printed materials in everyday life, from articles in a daily newspaper to instructions for prescription medication. The ability to read and understand printed materials is vital for adults to achieve their personal goals, pursue a career, and participate in civic life. Adults who struggle with literacy face challenges unknown to those who successfully use printed information. Literacy skills are necessary to fully exploit financial and educational opportunities, ensure quality of life, and support the aspirations of families.

Beyond individuals, literacy also has consequences for regional, state, and national economies. As the global economy expands, it is imperative that U.S. adults have the literacy necessary to understand and adapt to changing technologies in order to remain competitive with other nations around the world.

Given the significance of literacy for individuals and institutions, it is essential to have accurate measures of adults' ability to use printed materials. Information about the literacy of adults establishes a starting point for identifying target populations in need of literacy training and provides a comprehensive picture of what adults can and cannot do.

Administered in Oklahoma in 2003 and 2004, the Oklahoma State Assessment of Adult Literacy (SAAL) measures the prose, document, quantitative, and health literacy of Oklahoma's adults. The Oklahoma SAAL was conducted in conjunction with the National Assessment of Adult Literacy (NAAL), a national literacy assessment sponsored by the National Center for Education Statistics of the United States Department of Education. The information collected as part of the Oklahoma SAAL will help policymakers and educators understand the literacy of Oklahoma's adults and suggest population groups that may be most in need of literacy interventions.

## Relationship between NAAL and SAAL

The National Assessment of Adult Literacy (NAAL) measured the English literacy of America's adults for the first time since the 1992 National Adult Literacy Survey. The NAAL was administered to a representative sample of adults age 16 and older residing in households or prisons in 2003 and early 2004. Prior to the administration of the NAAL, all states were invited to participate in the 2003 State Assessment of Adult Literacy (SAAL). Just as the NAAL was designed to provide literacy estimates of the national population, the SAAL was designed to provide literacy estimates of state populations.

Oklahoma, along with Kentucky, Maryland, Massachusetts, Missouri, and New York, elected to participate in the 2003 SAAL. A sample of Oklahoma adults was selected for the Oklahoma literacy assessment, which was administered concurrently with the national assessment.<sup>1</sup> Oklahoma adults selected for the SAAL took the same assessment as adults selected for the national sample (see appendix B for details). The sole difference between the NAAL and the Oklahoma SAAL was that the Oklahoma sample was limited to adults residing in households, whereas the NAAL sampled adults in households or prisons. To allow appropriate comparisons between Oklahoma and the nation, the national literacy results presented in this report are based only on the national household sample.<sup>2</sup>

Although the NAAL is representative of the U.S. population and many population groups within the nation, it is not designed to provide state-level estimates of literacy. Only Oklahoma and the other five states that participated in the SAAL have literacy data that are representative of the adults in their states. These data provide a powerful tool for assessing the current literacy of Oklahoma's adults, as well as for making comparisons between Oklahoma and the nation.

<sup>1</sup> Adults from Oklahoma who were selected as part of the NAAL sample were added to the Oklahoma SAAL sample to increase the power of the analyses, resulting in a total sample size of 1,275 Oklahoma adults.

<sup>2</sup> Thus, the national results presented in this report are slightly different from the national results presented in the NAAL reports, which include both the household and prison samples.

## Defining literacy

The NAAL and SAAL define literacy as "using printed and written information to function in society, to achieve one's goals, and to develop one's knowledge and potential." Results are reported on three literacy scales:

- **Prose Literacy:** The knowledge and skills needed to perform prose tasks (i.e., to search, comprehend, and use information from continuous texts). Prose examples include editorials, news stories, brochures, and instructional materials.
- **Document Literacy:** The knowledge and skills needed to perform document tasks (i.e., to search, comprehend, and use information from noncontinuous texts in various formats). Document examples include job applications, payroll forms, transportation schedules, maps, tables, and drug and food labels.
- **Quantitative Literacy:** The knowledge and skills required to perform quantitative literacy tasks (i.e., to identify and perform computations, either alone or sequentially, using numbers embedded in printed materials). Examples include balancing a checkbook, figuring out a tip, completing an order form, or determining from an advertisement the amount of interest on a loan.

## Description of literacy levels

Literacy scores from the NAAL and SAAL are reported in two formats: (1) as averages and (2) as the percentage of adults within different literacy levels. The literacy levels divide adults into different groups on the basis of their performance on the assessment, providing a context for interpreting the literacy scores.

The National Center for Education Statistics (NCES) asked the National Research Council's Board on Testing and Assessment (BOTA) to recommend a set of literacy levels for the national assessment. The state assessments use the same literacy levels as the national study. Drawing on recommendations from BOTA's Committee on Performance Levels for Adults, NCES

decided to report the assessment results by using four literacy levels. Descriptions of the abilities associated with each level and the types of tasks that adults in the levels could

complete are presented in table 1.1. Figures 1.1, 1.2, and 1.3 identify where specific tasks from the assessment are located within the prose, document, and quantitative literacy levels.

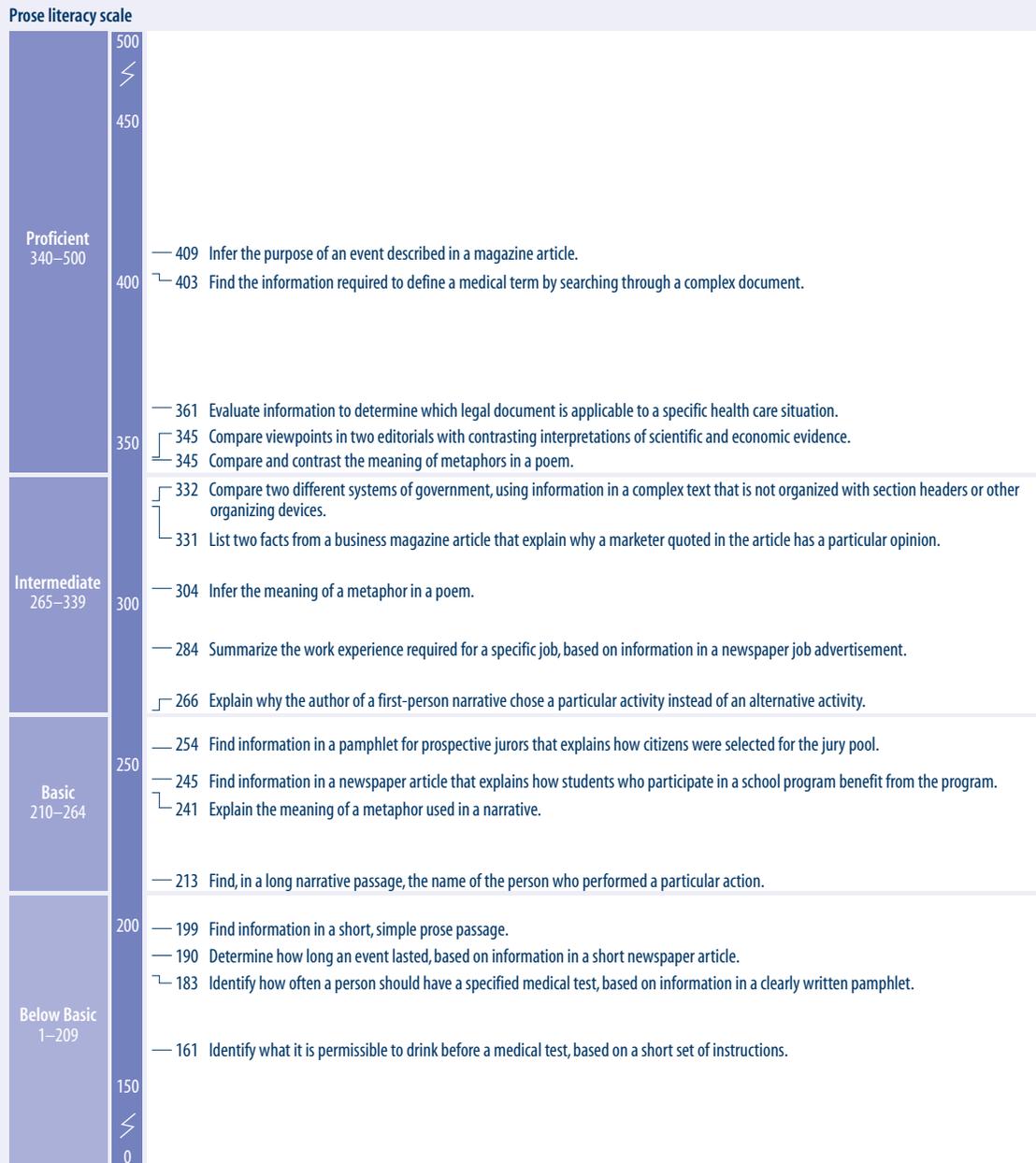
Table 1.1. Overview of the literacy levels

| Level and definition   | Key abilities associated with level   | Sample tasks typical of level   |
|--|---|---|
| <p><b>Below Basic</b> indicates no more than the most simple and concrete literacy skills.</p> <p><b>Score ranges for <i>Below Basic</i>:</b><br/>           Prose: 0–209<br/>           Document: 0–204<br/>           Quantitative: 0–234</p>                        | <ul style="list-style-type: none"> <li>■ locating easily identifiable information in short, commonplace <b>prose</b> texts</li> <li>■ locating easily identifiable information and following written instructions in simple <b>documents</b> (e.g., charts or forms)</li> <li>■ locating numbers and using them to perform simple <b>quantitative</b> operations (primarily addition) when the mathematical information is very concrete and familiar</li> </ul>  | <ul style="list-style-type: none"> <li>■ searching a short, simple text to find out what a patient is allowed to drink before a medical test</li> <li>■ signing a form</li> <li>■ adding the amounts on a bank deposit slip</li> </ul>  |
| <p><b>Basic</b> indicates skills necessary to perform simple and everyday literacy activities.</p> <p><b>Score ranges for <i>Basic</i>:</b><br/>           Prose: 210–264<br/>           Document: 205–249<br/>           Quantitative: 235–289</p>                    | <ul style="list-style-type: none"> <li>■ reading and understanding information in short, commonplace <b>prose</b> texts</li> <li>■ reading and understanding information in simple <b>documents</b></li> <li>■ locating easily identifiable <b>quantitative</b> information and using it to solve simple, one-step problems when the arithmetic operation is specified or easily inferred</li> </ul>  | <ul style="list-style-type: none"> <li>■ finding in a pamphlet for prospective jurors an explanation of how people were selected for the jury pool</li> <li>■ using a television guide to find out what programs are on at a specific time</li> <li>■ comparing the ticket prices for two events</li> </ul> |
| <p><b>Intermediate</b> indicates skills necessary to perform moderately challenging literacy activities.</p> <p><b>Score ranges for <i>Intermediate</i>:</b><br/>           Prose: 265–339<br/>           Document: 250–334<br/>           Quantitative: 290–349</p>   | <ul style="list-style-type: none"> <li>■ reading and understanding moderately dense, less commonplace <b>prose</b> texts as well as summarizing, making simple inferences, determining cause and effect, and recognizing the author's purpose</li> <li>■ locating information in dense, complex <b>documents</b> and making simple inferences about the information</li> <li>■ locating less familiar <b>quantitative</b> information and using it to solve problems when the arithmetic operation is not specified or easily inferred</li> </ul> | <ul style="list-style-type: none"> <li>■ consulting reference materials to determine which foods contain a particular vitamin</li> <li>■ identifying a specific location on a map</li> <li>■ calculating the total cost of ordering specific office supplies from a catalog</li> </ul>                      |
| <p><b>Proficient</b> indicates skills necessary to perform more complex and challenging literacy activities.</p> <p><b>Score ranges for <i>Proficient</i>:</b><br/>           Prose: 340–500<br/>           Document: 335–500<br/>           Quantitative: 350–500</p> | <ul style="list-style-type: none"> <li>■ reading lengthy, complex, abstract <b>prose</b> texts as well as synthesizing information and making complex inferences</li> <li>■ integrating, synthesizing, and analyzing multiple pieces of information located in complex <b>documents</b></li> <li>■ locating more abstract <b>quantitative</b> information and using it to solve multistep problems when the arithmetic operations are not easily inferred and the problems are more complex</li> </ul>  | <ul style="list-style-type: none"> <li>■ comparing viewpoints in two editorials</li> <li>■ interpreting a table about blood pressure, age, and physical activity</li> <li>■ computing and comparing the cost per ounce of food items</li> </ul>   |

NOTE: Adults at the *Below Basic* level range from being unable to read and understand any written information in English to having the abilities listed and typically succeeding at the types of tasks listed. For each of the other levels, the abilities and tasks listed are typical of adults at that level. Although the literacy levels share common names with the NAEP levels, they do not correspond to the NAEP levels.

SOURCE: Hauser, R.M., Edley, C.F. Jr., Koenig, J.A., and Elliott, S.W. (Eds.). (2005). *Measuring Literacy: Performance Levels for Adults, Interim Report*. Washington, DC: National Academies Press; White, S. and Dillow, S. (2005). *Key Concepts and Features of the 2003 National Assessment of Adult Literacy* (NCES 2006-471). U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Figure 1.1. Difficulty of selected prose literacy tasks: 2003



Note: The position of a question on the scale represents the average scale score attained by adults who had a 67 percent probability of successfully answering the question. Only selected questions are presented. Scale score ranges for performance levels are referenced on the figure.

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

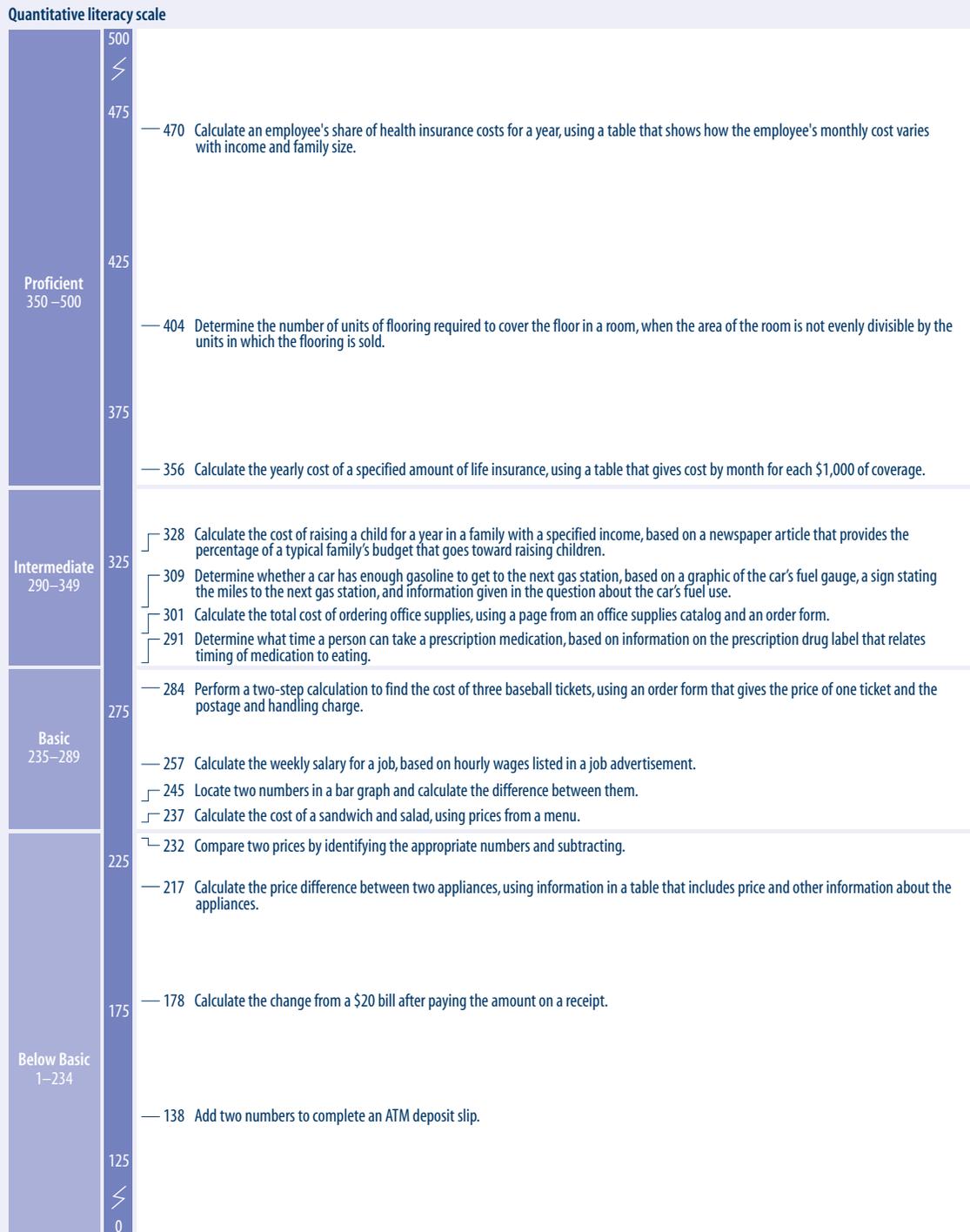
Figure 1.2. Difficulty of selected document literacy tasks: 2003



Note: The position of a question on the scale represents the average scale score attained by adults who had a 67 percent probability of successfully answering the question. Only selected questions are presented. Scale score ranges for performance levels are referenced on the figure.

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

Figure 1.3. Difficulty of selected quantitative literacy tasks: 2003



Note: The position of a question on the scale represents the average scale score attained by adults who had a 67 percent probability of successfully answering the question. Only selected questions are presented. Scale score ranges for performance levels are referenced on the figure.

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

## Assessment design

Unlike indirect measures of literacy, which rely on self-reports or educational attainment, the NAAL and the SAAL measured literacy by asking respondents to demonstrate that they understood the meaning of information found in texts they were asked to read. The literacy tasks in the assessments were drawn from actual texts and documents, which were either used in their original format or reproduced in the assessment booklets. Each question appeared before the materials needed to answer it, thus encouraging respondents to read with purpose.

Respondents could correctly answer many assessment questions by skimming the text or document for the information necessary to perform a given literacy task. All tasks were open-ended, and respondents wrote their answers directly in their assessment booklets.

A total of 152 prose, document, and quantitative literacy tasks were included in the NAAL and SAAL assessments. Asking each respondent to complete all the tasks would have been too time-consuming and tiring, so the tasks were organized into 13 unique blocks of tasks. Each block included approximately 11 literacy tasks distributed across the prose, document, and quantitative scales. Respondents were asked to complete an assessment booklet that included 7 literacy screening tasks common to all booklets, followed by 3 blocks of tasks. Respondents who completed the assessment attempted approximately 40 literacy tasks in about 50 minutes.

## Background questionnaire

In addition to completing the literacy assessment, Oklahoma SAAL respondents were also administered a questionnaire designed to collect information about various demographic and background characteristics of Oklahoma's adults. The background questionnaire covered the following topics:

- General and language background
- Educational background and experiences
- Political and social participation
- Labor force participation
- Literacy practices
- Family literacy
- Household income and welfare participation
- Health

The following chapters in this report explore the relationship between the literacy of Oklahoma's adults and these background characteristics.

## Interpreting results

The average scores and percentages presented in this report are estimates based on a sample of Oklahoma's adults. Like all samples, the results are subject to a measure of uncertainty (i.e., sampling error), reflected in the standard errors of the estimates. Standard errors for the prose, document, and quantitative scale scores and the percentage of adults in each literacy level are presented in appendix C.

The results discussed throughout this report take into account the standard errors associated with the estimates. All differences discussed in this report, whether between Oklahoma and the nation or between members of a population group (e.g., men and women), are statistically significant at the .05 level. This means that observed differences between groups are unlikely to be due to chance factors associated with sampling variability. Hence, the term "significant" does not reflect any judgment about the absolute magnitude of differences.

Statistically significant differences between Oklahoma's adults and adults in the nation are noted for the following key demographic and population characteristics: race/ethnicity, gender, age, language spoken before starting school, educational attainment, and employment status. All other tests of statistical significance compare members of a particular population group (e.g. the literacy of adults who received public assistance compared with the literacy of adults who

never received public assistance). Because of the large number of possible statistical comparisons for some population groups, not all statistically significant differences are noted in each table or figure. Full results for all literacy scales, with estimates and standard errors, can be found in appendix C.

## Organization of the report

This report is divided into seven chapters. Following this introduction, the next chapter examines the relationship between key demographic characteristics and literacy. Chapter 3 explores literacy as it relates to language and educational background. Chapter 4 compares literacy by measures of employment and earnings, including occupational

groups, poverty, and public assistance participation. Chapter 5 examines family literacy, looking at how literacy differs across families with different literacy practices and access to technology. The relationship between community and civic participation and literacy is summarized in chapter 6, and chapter 7 presents results for the health literacy scale.

In addition, several appendices provide supplemental information. Technical notes about the Oklahoma SAAL, including sample size and data collection procedures, statistical testing, and variable definitions, are discussed in appendix A. Appendix B presents sample questions from the literacy assessment. Appendix C shows the literacy estimates and standard errors for all tables and figures presented in this report.



# Chapter 2

## Demographic Characteristics and Literacy

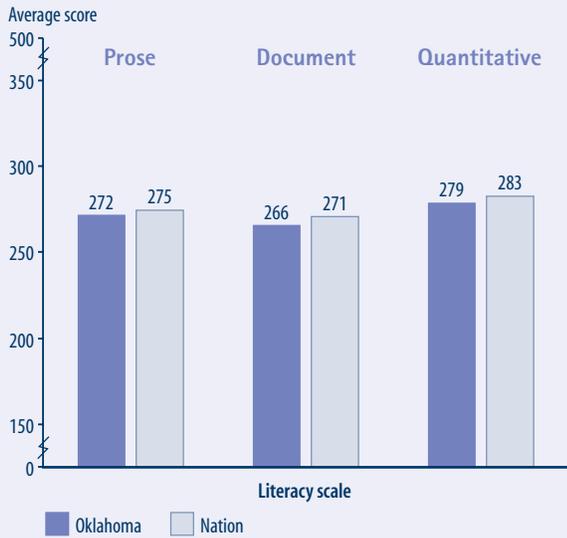
This chapter examines the relationship between literacy and the following demographic characteristics: race/ethnicity, gender, age, and language spoken before starting school. The analyses compare the literacy of Oklahoma adults with the literacy of adults in the nation and also highlight differences between members of demographic groups within Oklahoma.

Comparisons between Oklahoma adults and adults in the nation are useful because they provide a baseline by which to evaluate literacy in the state. Though the demographic composition of Oklahoma differs from that of the nation, it is useful to have a common frame of reference when interpreting the literacy scores. Contrasting the literacy of particular demographic groups within Oklahoma is also important, especially to identify target populations most in need of assistance in improving their literacy.

## All adults

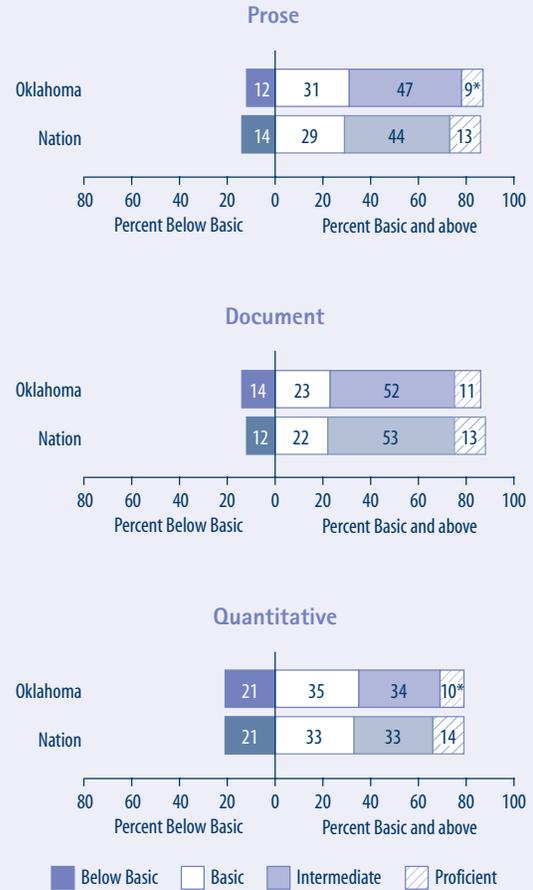
The average prose, document, and quantitative literacy of adults in Oklahoma did not differ significantly from the average literacy of adults in the nation (figure 2.1). The percentage of adults in Oklahoma with *Below Basic* prose, document, and quantitative literacy was also similar to that in the nation, though a smaller percentage of Oklahoma's adults had *Proficient* prose and quantitative literacy than the nation's adults (figure 2.2).

Figure 2.1. Average prose, document, and quantitative literacy of adults in Oklahoma and the nation: 2003



Source: 2003 State Assessment of Adult Literacy and 2003 National Assessment of Adult Literacy.

Figure 2.2. Percentage of adults in Oklahoma and the nation in each prose, document, and quantitative literacy level: 2003



\* Significantly different from the nation.

Note: Percentages may not add to 100 because of rounding.

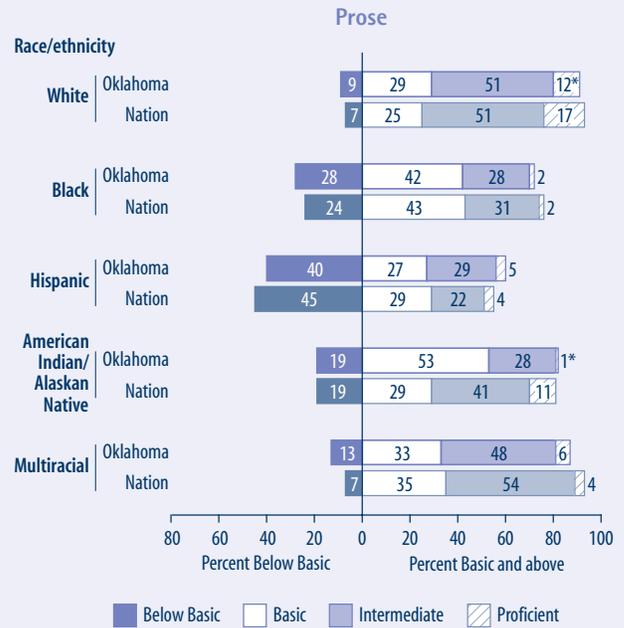
Source: 2003 State Assessment of Adult Literacy and 2003 National Assessment of Adult Literacy.

## Race/ethnicity

The average literacy of White adults in Oklahoma was significantly lower than the average literacy of White adults in the nation, though differences in the literacy of Black and Hispanic adults in Oklahoma and Black and Hispanic adults in the nation were not significant (the literacy of Asian/Pacific Islander adults could not be estimated because of the small sample size) (figure 2.3). The average document and quantitative literacy of American Indian/Alaskan Native adults in Oklahoma was also lower than the average literacy of similar adults in the nation. The percentage of White adults in Oklahoma with *Proficient* literacy was also lower than the percentage of Whites in the nation (figures 2.4a and 2.4b).

The average literacy of White adults in Oklahoma was significantly higher than the average literacy of Black, Hispanic, and American Indian/Alaskan Native adults in the state. Unlike in the nation, where the average prose and document literacy of Black adults was higher than that of Hispanic adults, differences between Black and Hispanic adults for prose and document literacy in Oklahoma were not significant.

Figure 2.4a. Percentage of adults in Oklahoma and the nation in each prose literacy level, by race/ethnicity: 2003

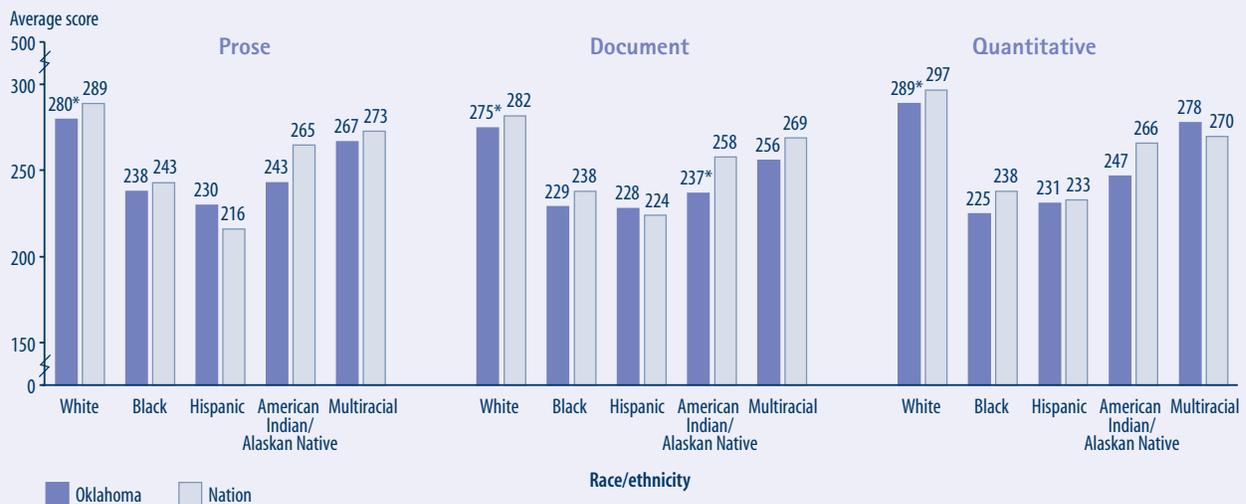


\* Significantly different from the nation.

Note: Percentages may not add to 100 because of rounding.

Source: 2003 State Assessment of Adult Literacy and 2003 National Assessment of Adult Literacy.

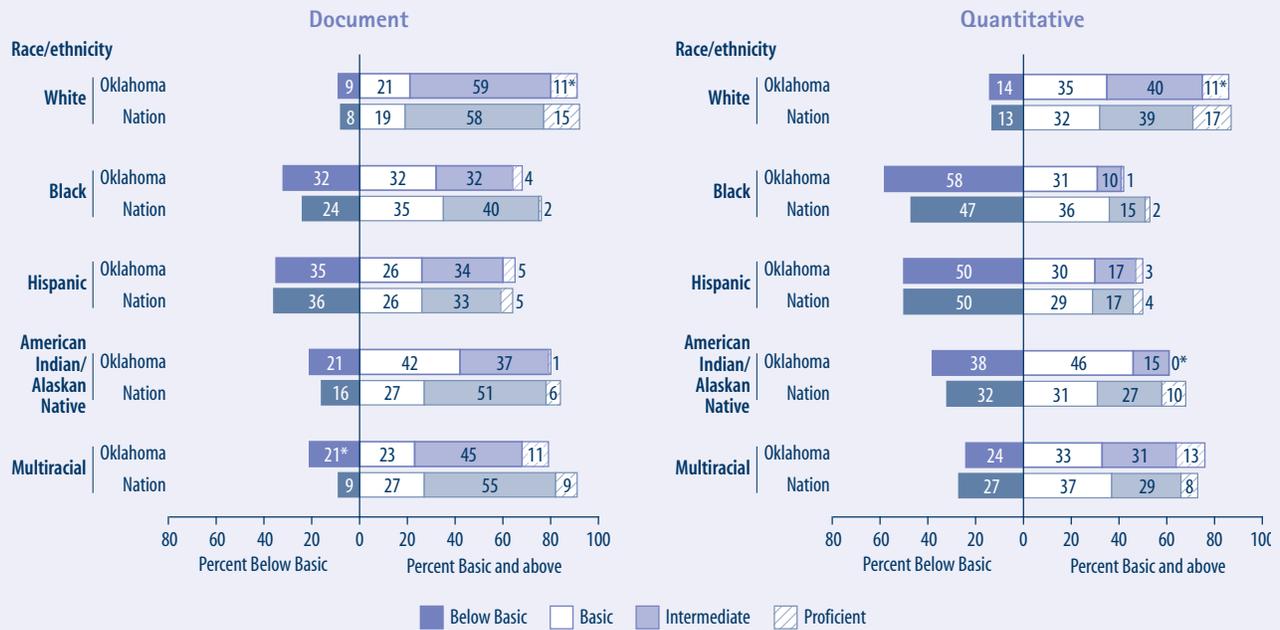
Figure 2.3. Average prose, document, and quantitative literacy of adults in Oklahoma and the nation, by race/ethnicity: 2003



\* Significantly different from the nation.

Source: 2003 State Assessment of Adult Literacy and 2003 National Assessment of Adult Literacy.

Figure 2.4b. Percentage of adults in Oklahoma and the nation in each document and quantitative literacy level, by race/ethnicity: 2003



\* Significantly different from the nation.

Note: Percentages may not add to 100 because of rounding.

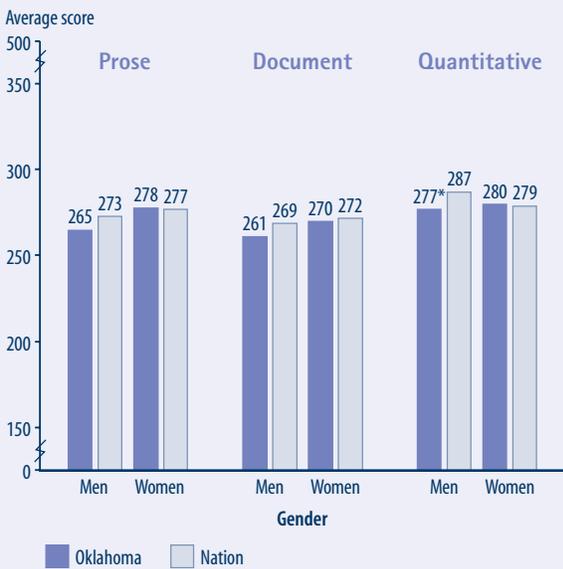
Source: 2003 State Assessment of Adult Literacy and 2003 National Assessment of Adult Literacy.

## Gender

The average prose, document, and quantitative literacy of women in Oklahoma did not differ significantly from the average literacy of women in the nation (figure 2.5). The average prose and document literacy of men in Oklahoma was also comparable to that in the nation, though the average quantitative literacy of men in the state was significantly lower than the average quantitative literacy of men in the nation.

Similar to in the nation, the average prose literacy of women in Oklahoma was higher than the average prose literacy of men. The percentage of men in Oklahoma with *Below Basic* prose literacy was also 7 percentage points higher than the percentage of women (figure 2.6). Unlike in the nation, however, differences between men and women in Oklahoma in average quantitative literacy were not significant.

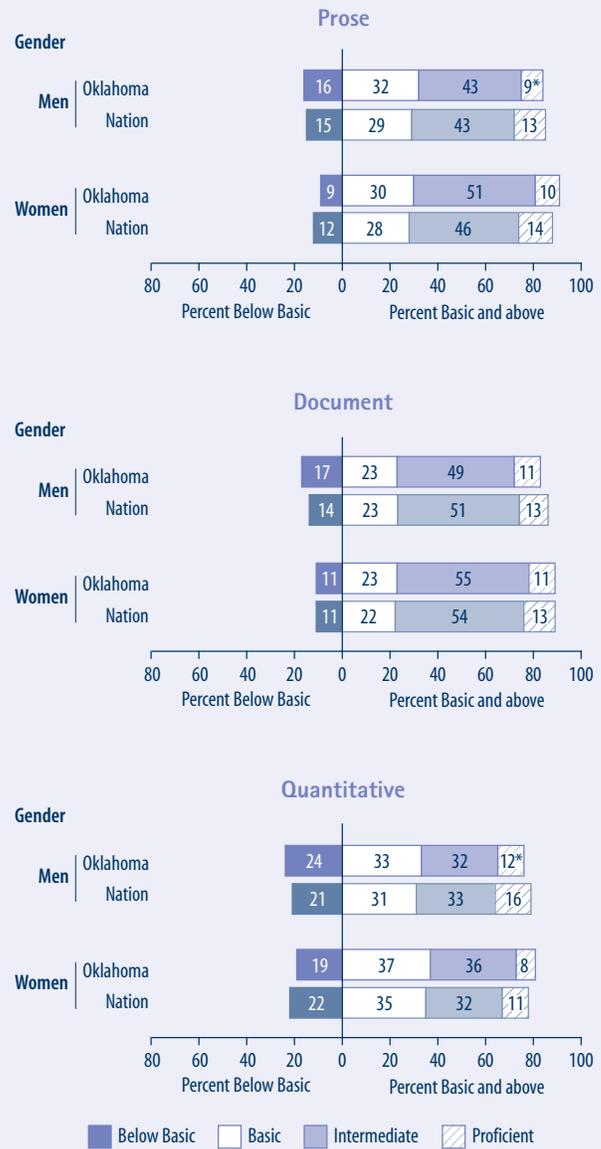
Figure 2.5. Average prose, document, and quantitative literacy of adults in Oklahoma and the nation, by gender: 2003



\* Significantly different from the nation.

Source: 2003 State Assessment of Adult Literacy and 2003 National Assessment of Adult Literacy.

Figure 2.6. Percentage of adults in Oklahoma and the nation in each prose, document, and quantitative literacy level, by gender: 2003



\* Significantly different from the nation.

Note: Percentages may not add to 100 because of rounding.

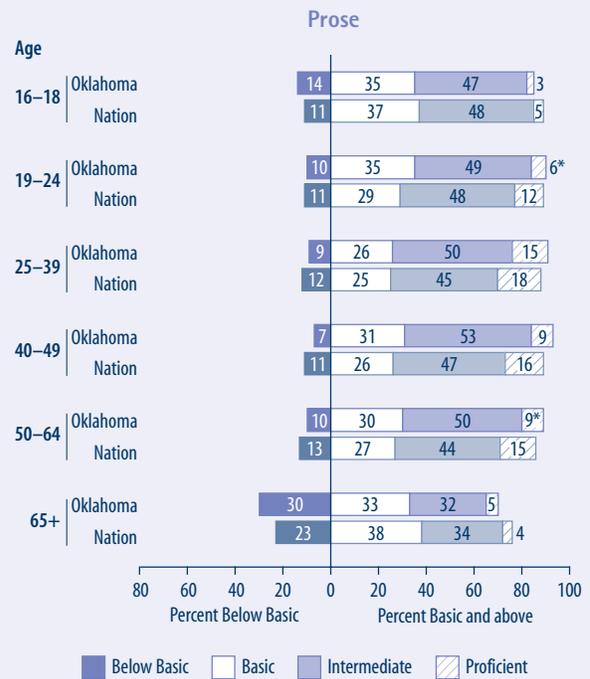
Source: 2003 State Assessment of Adult Literacy and 2003 National Assessment of Adult Literacy.

## Age

The average prose, document, and quantitative literacy of adults in Oklahoma in different age groups did not differ significantly from the literacy of adults in the nation, with one exception: the document literacy of the oldest adults in Oklahoma (age 65 and older) was lower than the average document literacy of adults of the same age in the nation (figure 2.7). The average prose and document literacy of adults age 65 and older was significantly lower than the average literacy of adults in other age groups, though differences in quantitative literacy between the youngest (16 to 18) and oldest adults were not significant.

The percentage of Oklahoma adults in each prose, document, and quantitative literacy level by age is shown in figures 2.8a and 2.8b. On the document and quantitative scale, approximately 40 percent of adults age 65 and older in Oklahoma had *Below Basic* literacy.

Figure 2.8a. Percentage of adults in Oklahoma and the nation in each prose literacy level, by age: 2003

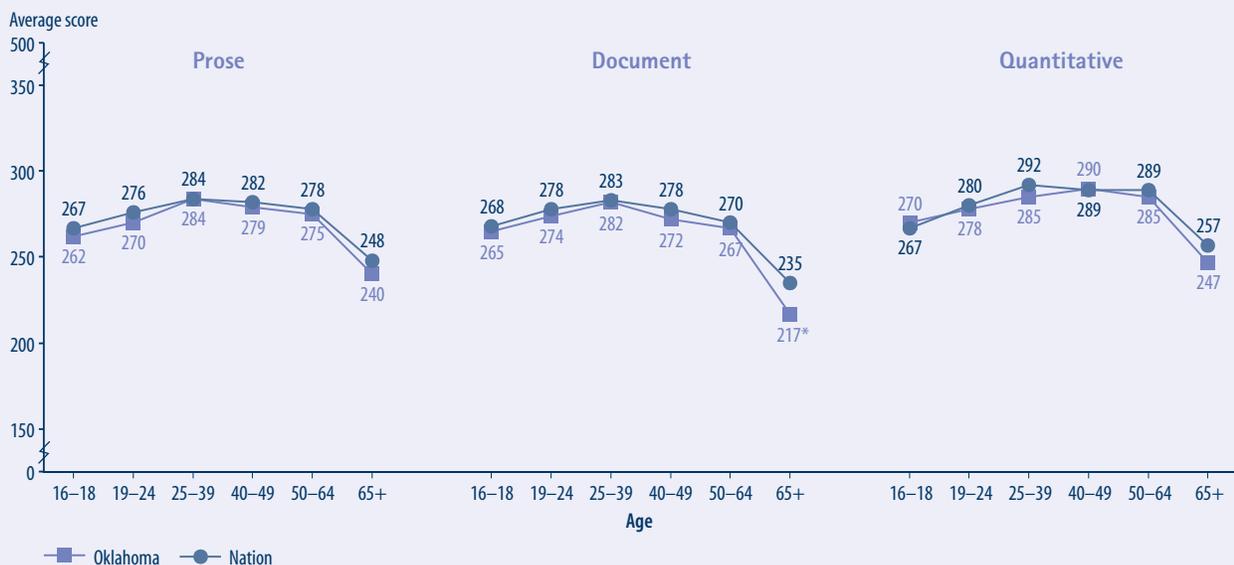


\* Significantly different from the nation.

Note: Percentages may not add to 100 because of rounding.

Source: 2003 State Assessment of Adult Literacy and 2003 National Assessment of Adult Literacy.

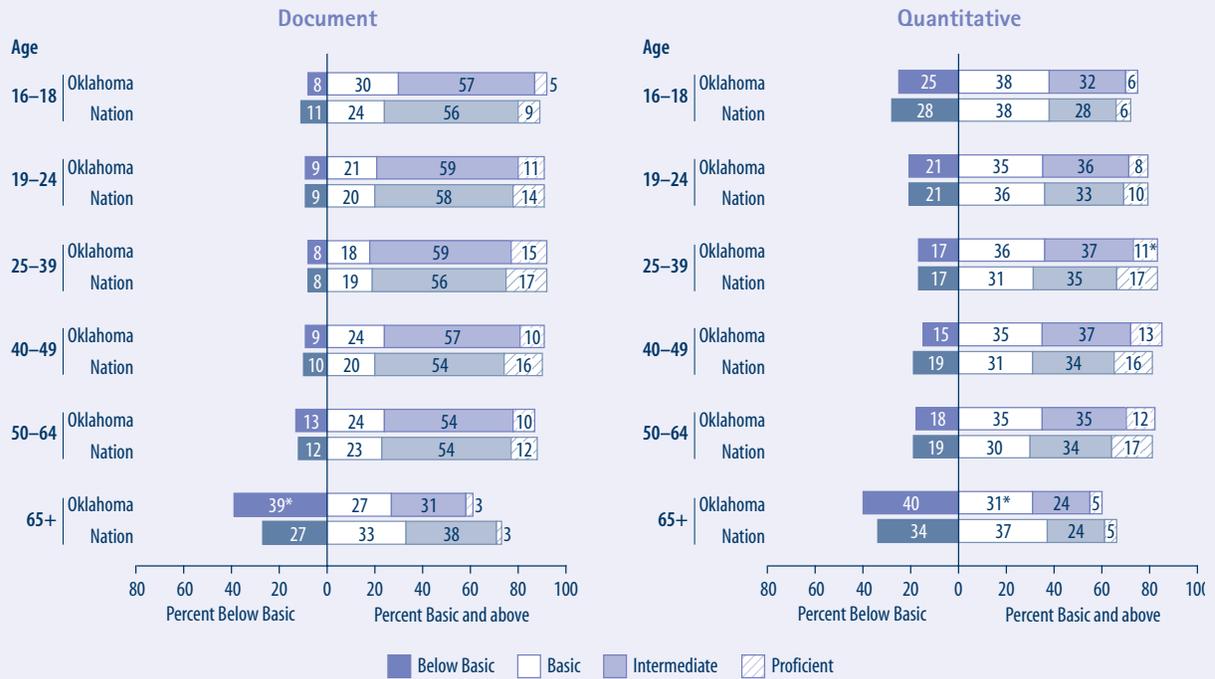
Figure 2.7. Average prose, document, and quantitative literacy of adults in Oklahoma and the nation, by age: 2003



\* Significantly different from the nation.

Source: 2003 State Assessment of Adult Literacy and 2003 National Assessment of Adult Literacy.

Figure 2.8b. Percentage of adults in Oklahoma and the nation in each document and quantitative literacy level, by age: 2003



\* Significantly different from the nation.

Note: Percentages may not add to 100 because of rounding.

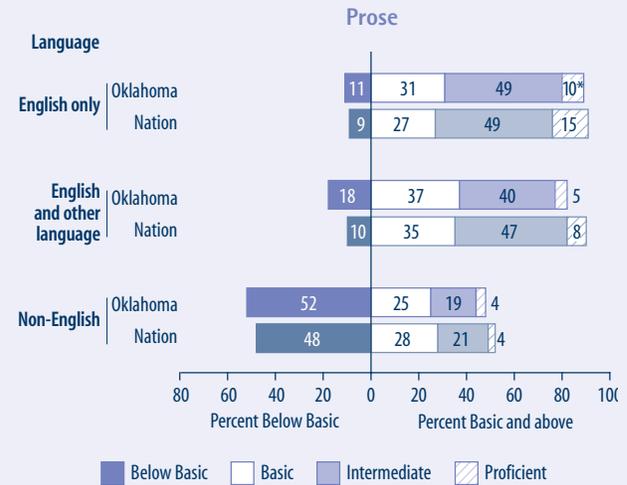
Source: 2003 State Assessment of Adult Literacy and 2003 National Assessment of Adult Literacy.

### Language spoken before starting school

Adults in Oklahoma who spoke only English before starting school had lower average prose, document, and quantitative literacy than adults in the nation with the same language background (figure 2.9). Differences between Oklahoma and the nation for adults from the other language groups (English and another language and non-English) were not significant.

Although lower than the literacy of similar adults in the nation, the average literacy of adults in Oklahoma who spoke only English before starting school was significantly higher than the literacy of adults with a bilingual English background or those who spoke a non-English language before starting school. Across the literacy scales, the percentage of adults in Oklahoma with *Below Basic* literacy who spoke a non-English language before starting school was significantly higher than the percentage of adults with *Below Basic* literacy from the more than two language groups (figures 2.10a and 2.10b). On the prose scale, for example, more than half of the adults in Oklahoma with a non-English language background had *Below Basic* literacy.

Figure 2.10a. Percentage of adults in Oklahoma and the nation in each prose literacy level, by language spoken before starting school: 2003

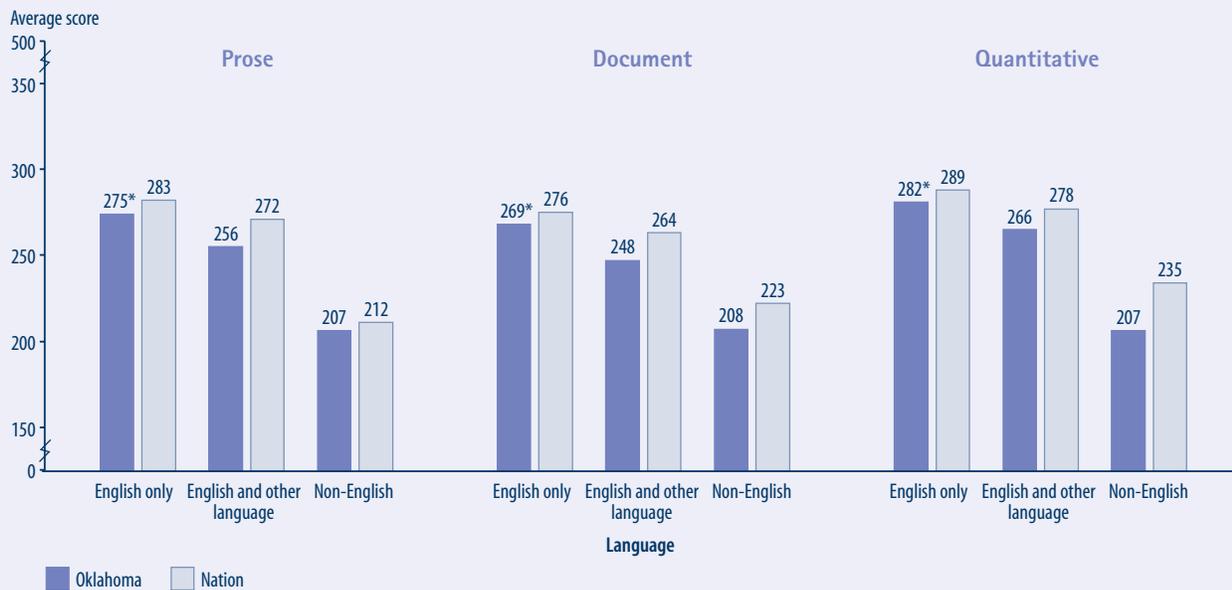


\* Significantly different from the nation.

Note: Percentages may not add to 100 because of rounding.

Source: 2003 State Assessment of Adult Literacy and 2003 National Assessment of Adult Literacy.

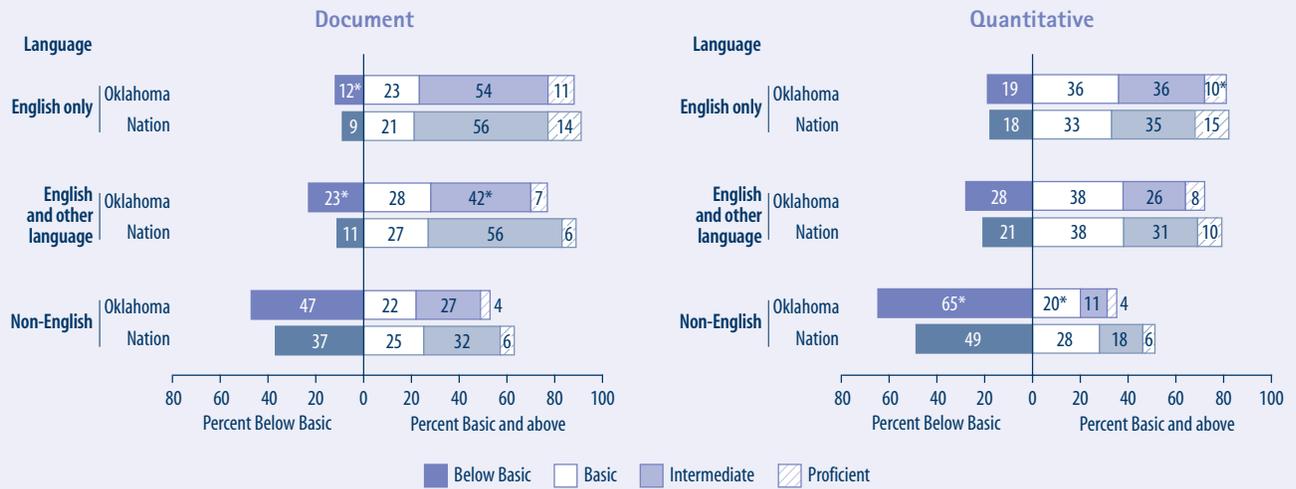
Figure 2.9. Average prose, document, and quantitative literacy of adults in Oklahoma and the nation, by language spoken before starting school: 2003



\* Significantly different from the nation.

Source: 2003 State Assessment of Adult Literacy and 2003 National Assessment of Adult Literacy.

Figure 2.10b. Percentage of adults in Oklahoma and the nation in each document and quantitative literacy level, by language spoken before starting school: 2003



\* Significantly different from the nation.

Note: Percentages may not add to 100 because of rounding.

Source: 2003 State Assessment of Adult Literacy and 2003 National Assessment of Adult Literacy.

## Chapter 2 highlights

This chapter examined the relationship between literacy and key demographic characteristics of Oklahoma adults. The results revealed the following:

- Adult literacy in Oklahoma was similar to adult literacy in the nation.
- The average literacy of White adults in Oklahoma was lower than the average literacy of White adults in the nation. The average document and quantitative literacy of American Indian/Alaskan Native adults in Oklahoma was also significantly lower than the literacy of similar adults in the nation.
- The average prose and document literacy of men and women in Oklahoma was similar to the literacy of men and women in the nation.
- In both Oklahoma and the nation, average prose and document literacy was lowest for the oldest adults.
- The average literacy of adults who spoke only English before starting school was lower in Oklahoma than in the nation.



# Chapter 3

## Education and Literacy

The relationship between education and literacy is reciprocal: education is essential for people to gain literacy skills, and those who fall behind in their literacy face barriers to higher levels of educational attainment. This chapter explores how literacy varies across different types of educational opportunities. In addition to reporting the literacy of Oklahoma adults by highest level of educational attainment, the chapter examines differences in literacy on the basis of the state in which Oklahoma adults received their high school and college degrees (either within Oklahoma or out of state).

Results are also summarized by two types of education outside of formal schooling: (1) completion of a basic skills class (for adults with educational attainment less than a college degree) and (2) completion of information technology (IT) certification. To provide a context for interpreting the results, the percentage of Oklahoma adults who received their high school or college degree in state and out of state and the percentage of adults who completed a basic skills class or IT certification are presented.

Because educational attainment is closely linked to literacy, this chapter compares the literacy of adults in Oklahoma by educational levels with the literacy of adults in the nation (similar to the comparisons presented in chapter 2). Contrasting the literacy of adults in Oklahoma with the literacy of adults in the nation by educational attainment provides a larger context for interpreting the relationship between education and literacy in Oklahoma.

## Educational attainment

Adults in Oklahoma and the nation who completed more education had higher average literacy than adults with less education (table 3.1). Across the three scales, literacy was lowest for adults who did not complete high school and highest for adults who graduated college or attended graduate school (differences in average literacy between college graduates and adults who attended graduate school were not significant).

Although average literacy was lowest for adults who did not graduate high school, the percentage of these adults with *Below Basic* prose literacy in Oklahoma was significantly lower than the percentage in the nation (table 3.2). The percentage of adults with *Below Basic* prose, document, and quantitative literacy who did not graduate high school was still higher than that of adults with any other level of educational attainment, however. On the quantitative scale, for example, more than 60 percent of adults in Oklahoma and the nation who did not graduate high school had *Below Basic* literacy.

Table 3.1. Average prose, document, and quantitative literacy of adults in Oklahoma and the nation, by educational attainment: 2003

| Educational attainment           | Prose    |        | Document |        | Quantitative |        |
|----------------------------------|----------|--------|----------|--------|--------------|--------|
|                                  | Oklahoma | Nation | Oklahoma | Nation | Oklahoma     | Nation |
| Less than/some high school       | 216      | 206    | 205      | 208    | 210          | 211    |
| GED/high school equivalency      | 257      | 260    | 258      | 257    | 269          | 266    |
| High school graduate             | 262      | 262    | 256      | 258    | 269          | 269    |
| Vocational/trade/business school | 269      | 268    | 262      | 267    | 269          | 279    |
| Some college                     | 286      | 287    | 278      | 280    | 299          | 295    |
| Associate's/2-year degree        | 292      | 298    | 286      | 291    | 293*         | 305    |
| College graduate                 | 311      | 314    | 303      | 303    | 321          | 323    |
| Graduate studies/degree          | 316      | 327    | 314      | 311    | 321          | 332    |

\* Significantly different from the nation.

Source: 2003 State Assessment of Adult Literacy and 2003 National Assessment of Adult Literacy.

Table 3.2. Percentage of adults in Oklahoma and the nation in each prose, document, and quantitative literacy level, by educational attainment: 2003

| Literacy scale and educational attainment | <i>Below Basic</i> |        | <i>Basic</i> |        | <i>Intermediate</i> |        | <i>Proficient</i> |        |
|---|--------------------|--------|--------------|--------|---------------------|--------|-------------------|--------|
|   | Oklahoma           | Nation | Oklahoma     | Nation | Oklahoma            | Nation | Oklahoma          | Nation |
| <b>Prose</b>                              |                    |        |              |        |                     |        |                   |        |
| Less than/some high school                | 43*                | 51     | 36           | 32     | 19                  | 16     | 1                 | 1      |
| GED/high school equivalency               | 11                 | 11     | 48           | 45     | 40                  | 42     | 2                 | 3      |
| High school graduate                      | 11                 | 13     | 41           | 39     | 46                  | 44     | 3                 | 4      |
| Vocational/trade/business school          | 12                 | 10     | 32           | 36     | 51                  | 49     | 6                 | 5      |
| Some college                              | 4                  | 5      | 26           | 25     | 60                  | 59     | 10                | 12     |
| Associate's/2-year degree                 | 6                  | 4      | 24           | 20     | 52                  | 56     | 18                | 19     |
| College graduate                          | 1                  | 3      | 12           | 14     | 62                  | 53     | 24                | 31     |
| Graduate studies/degree                   | 1                  | 1      | 9            | 10     | 63                  | 48     | 28                | 41     |
| <b>Document</b>                           |                    |        |              |        |                     |        |                   |        |
| Less than/some high school                | 46                 | 45     | 26           | 29     | 24                  | 25     | 4                 | 2      |
| GED/high school equivalency               | 14                 | 13     | 30           | 30     | 51                  | 53     | 6                 | 4      |
| High school graduate                      | 13                 | 13     | 29           | 29     | 55                  | 52     | 3                 | 5      |
| Vocational/trade/business school          | 11                 | 9      | 26           | 26     | 60                  | 59     | 4                 | 7      |
| Some college                              | 5                  | 5      | 21           | 19     | 66                  | 65     | 9                 | 11     |
| Associate's/2-year degree                 | 6                  | 3      | 17           | 15     | 62                  | 66     | 16                | 16     |
| College graduate                          | 1                  | 2      | 11           | 11     | 65                  | 62     | 24                | 25     |
| Graduate studies/degree                   | 4                  | 1      | 8            | 9      | 52                  | 59     | 36                | 31     |
| <b>Quantitative</b>                       |                    |        |              |        |                     |        |                   |        |
| Less than/some high school                | 63                 | 64     | 25           | 25     | 11                  | 10     | 1                 | 1      |
| GED/high school equivalency               | 22                 | 26     | 44           | 43     | 30                  | 28     | 3                 | 3      |
| High school graduate                      | 25                 | 24     | 40           | 42     | 31                  | 29     | 5                 | 5      |
| Vocational/trade/business school          | 23                 | 18     | 43           | 41     | 29                  | 35     | 5                 | 6      |
| Some college                              | 7                  | 10     | 34           | 36     | 48                  | 43     | 11                | 11     |
| Associate's/2-year degree                 | 8                  | 7      | 40           | 30     | 43                  | 45     | 10                | 18     |
| College graduate                          | 1                  | 4      | 18           | 22     | 61                  | 44     | 20                | 31     |
| Graduate studies/degree                   | 1                  | 3      | 19           | 18     | 57                  | 43     | 23                | 36     |

\* Significantly different from the nation.

Note: Percentages may not add to 100 because of rounding.

Source: 2003 State Assessment of Adult Literacy and 2003 National Assessment of Adult Literacy.

## Completion of high school in state and out of state

Seventy percent of Oklahoma adults obtained their high school degree in Oklahoma (table 3.3). While the prose and document literacy of Oklahoma adults did not differ on the basis of completion of high school in state and out of state, adults who earned their high school degree in Oklahoma had lower average quantitative literacy than adults who obtained their degree from out of state (figure 3.1). The percentage of Oklahoma adults in each prose, document, and quantitative literacy level did not vary by completion of high school in state or out of state (figure 3.2).

The literacy results by completion of high school in state and out of state should be interpreted with caution. The higher average literacy of Oklahoma adults who earned their degree outside the state is likely attributable to a variety of factors, including the greater mobility of adults with higher levels of educational attainment.

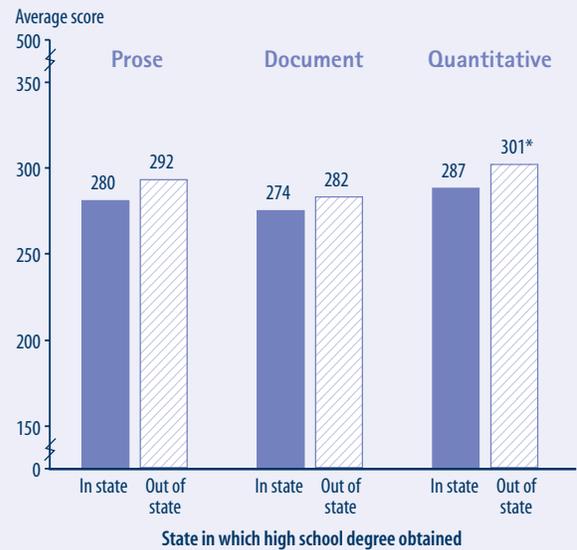
Table 3.3. Percentage of Oklahoma adults who received their high school or college degree in state or out of state: 2003

| State in which degree obtained | High school degree | College degree |
|--------------------------------|--------------------|----------------|
| In state                       | 70                 | 75             |
| Out of state                   | 30                 | 25             |

Note: Percentages may not add to 100 because of rounding.

Source: 2003 State Assessment of Adult Literacy.

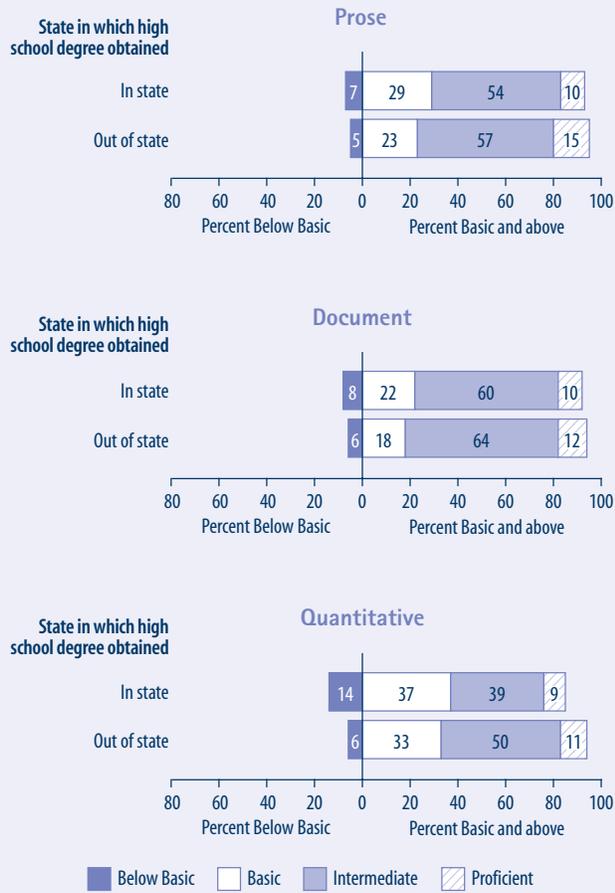
Figure 3.1. Average prose, document, and quantitative literacy of Oklahoma adults, by state in which high school degree was obtained: 2003



\* Significantly different from Oklahoma adults who received their high school degree in Oklahoma.

Source: 2003 State Assessment of Adult Literacy.

Figure 3.2. Percentage of Oklahoma adults in each prose, document, and quantitative literacy level, by state in which high school degree was obtained: 2003



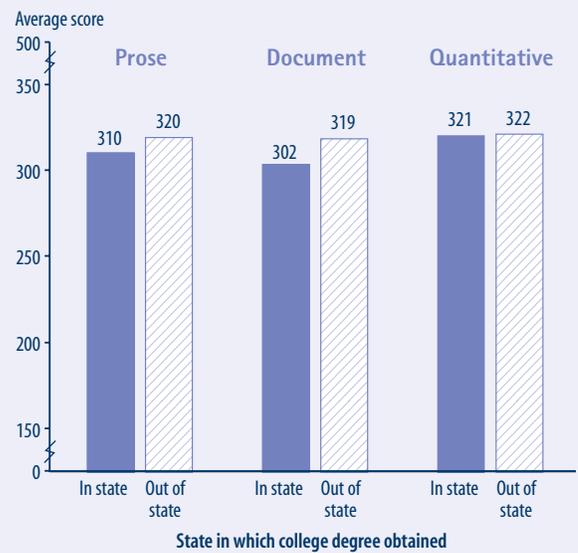
Note: Percentages may not add to 100 because of rounding.  
 Source: 2003 State Assessment of Adult Literacy.

### Completion of college in state and out of state

Seventy-five percent of Oklahoma adults obtained their college degree in Oklahoma. The average prose, document, and quantitative literacy of Oklahoma adults who received their college degree in Oklahoma did not differ significantly from the average literacy of adults who received their college degree out of state (figure 3.3).<sup>3</sup>

<sup>3</sup> The percentage of Oklahoma adults in each literacy level based on completion of college in state and out of state could not be estimated because of the small sample size.

Figure 3.3. Average prose, document, and quantitative literacy of Oklahoma adults, by state in which college degree was obtained: 2003



Source: 2003 State Assessment of Adult Literacy.

### Completion of a basic skills class

Basic skills classes provide adults with an opportunity to improve a variety of fundamental skills once they have completed their regular schooling. Adults who complete such classes likely recognize that they need to improve their basic skills. Thus, completion of a basic skills class may help adults who struggle with literacy attain literacy comparable to that of their peers who do not take a basic skills class. Because basic skills classes target adults with lower educational attainment, the analyses presented here are restricted to adults with less than a college degree.<sup>4</sup>

Nine percent of Oklahoma adults completed a basic skills class (table 3.4). As illustrated in figure 3.4, there were no statistically significant differences in average literacy across Oklahoma adults by completion of a basic skills class. Moreover, the percentage in each prose, document, and quantitative literacy level did not vary by participation in a basic skills class (figure 3.5). These findings are encouraging because they suggest that adults who seek assistance to

improve their basic literacy skills may make progress in closing the gap with other similar adults.

### Completion of information technology (IT) certification

Information technology (IT) certification serves as a signal to employers of a job applicant's qualifications and expertise in the IT field. IT certification is sponsored by hardware and software manufacturers and by industry and professional associations. In Oklahoma, approximately 7 percent of all adults had completed IT certification.

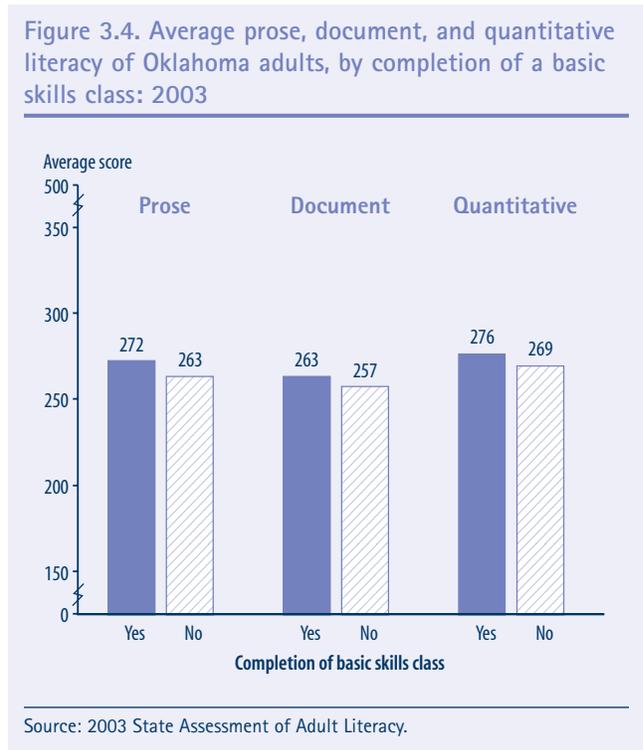
The relationship between quantitative literacy and IT certification is of particular interest because of the quantitative reasoning skills that underlie many IT applications. Among Oklahoma adults, those who had received IT certification had

<sup>4</sup> Adults with lower levels of educational attainment (e.g., high school graduates) could not be analyzed separately because of the small sample size.

**Table 3.4. Percentage of Oklahoma adults who took a basic skills class or completed information technology (IT) certification: 2003**

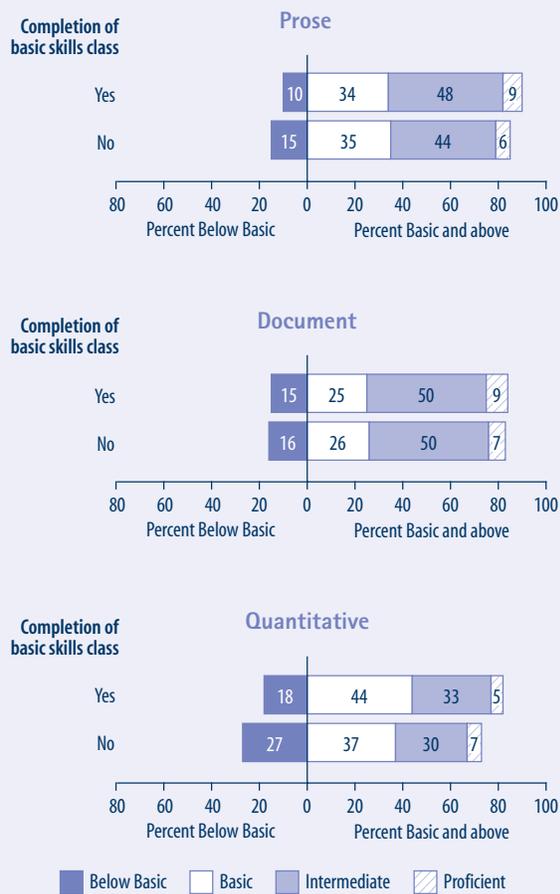
| Completion of basic skills class or IT certification |    |
|--|----|
| <b>Basic skills class</b>                            |    |
| Yes  | 9  |
| No   | 91 |
| <b>IT certification</b>                              |    |
| Yes  | 7  |
| No   | 93 |

Note: Percentages may not add to 100 because of rounding.  
Source: 2003 State Assessment of Adult Literacy.



higher average quantitative literacy than adults who had not received IT certification (figure 3.6). Moreover, a smaller percentage of adults with IT certification had *Below Basic* quantitative literacy than those adults without IT certification (9 percent and 23 percent, respectively) (figure 3.7).

Figure 3.5. Percentage of Oklahoma adults in each prose, document, and quantitative literacy level, by completion of a basic skills class: 2003



Note: Percentages may not add to 100 because of rounding. Only Oklahoma adults with educational attainment less than a 4-year college degree are included in this figure.

Source: 2003 State Assessment of Adult Literacy.

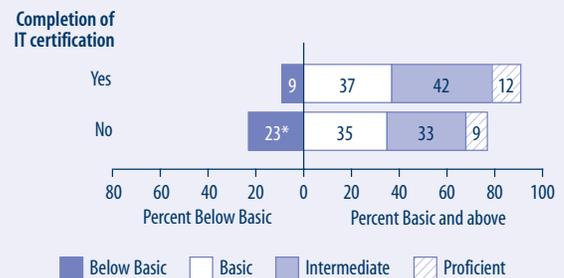
Figure 3.6. Average quantitative literacy of Oklahoma adults, by completion of information technology (IT) certification: 2003



\* Significantly different from Oklahoma adults who completed information technology (IT) certification.

Source: 2003 State Assessment of Adult Literacy.

Figure 3.7. Percentage of Oklahoma adults in each quantitative literacy level, by completion of information technology (IT) certification: 2003



\* Significantly different from Oklahoma adults who completed information technology (IT) certification.

Note: Percentages may not add to 100 because of rounding.

Source: 2003 State Assessment of Adult Literacy.

### Chapter 3 highlights

This chapter examined the relationship between literacy and various measures of education, from educational attainment to the completion of information technology (IT) certification. The results revealed the following:

- Across the literacy scales, adults in Oklahoma and the nation who completed more education had higher average literacy than adults with less education.
- Oklahoma adults who obtained their high school degree in Oklahoma had lower average quantitative literacy than adults who obtained their degree outside Oklahoma.
- The literacy of Oklahoma adults who completed a basic skills class was similar to the literacy of adults who never completed a class.
- Oklahoma adults who completed information technology (IT) certification had higher quantitative literacy than Oklahoma adults without IT certification.



# Chapter 4

## Employment, Earnings, and Job Training

Two of the primary returns on literacy are the greater opportunities for employment and earnings. In a competitive labor market, adults who struggle with prose, document, and quantitative literacy may fall behind their peers and find their opportunities for career advancement limited. For states, a workforce with strong literacy is an essential component in creating a favorable business environment.

This chapter examines how the literacy of Oklahoma adults varies by employment status and occupation, as well as by measures of earnings (weekly gross earnings, poverty, and receipt of public assistance). Results for Oklahoma adults who have completed job training related to reading, writing, arithmetic, and computer skills are also summarized.

Like the results for educational attainment presented in chapter 3, the analyses of the relationship between employment status and literacy presented in this chapter also compare the performance of Oklahoma adults with that of adults in the nation.

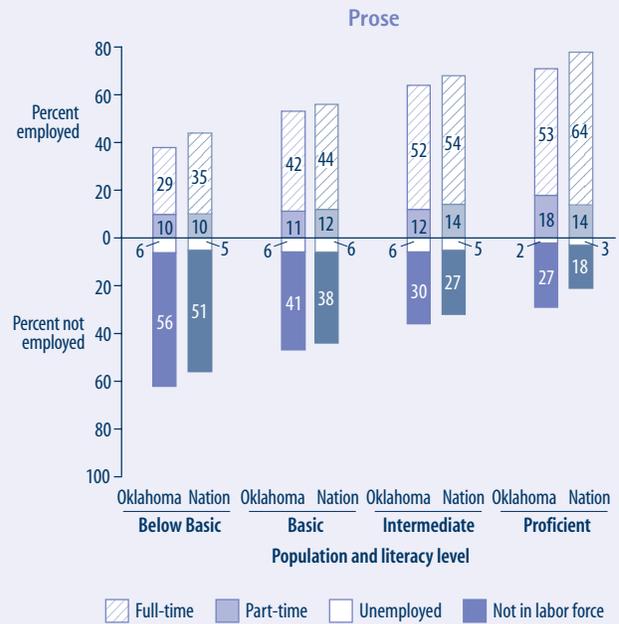
## Employment status

The average literacy of adults in Oklahoma who were employed full-time was significantly higher than the average literacy of adults who were not in the labor force or were unemployed (differences between adults employed full- and part-time were not significant) (figure 4.1). On the quantitative scale, for example, average scores for adults who were not in the labor force were more than 30 points lower than average scores for adults who were employed full-time. Across the four categories of employment status, the average literacy of Oklahoma's adults was similar to the average literacy of the nation's adults.

Figures 4.2a and 4.2b show how employment status varies within each of the four literacy levels. These figures differ from others in the report because they take literacy levels, rather than categories of employment, as a starting point.

Among adults in Oklahoma with *Below Basic* prose, document, and quantitative literacy, more than half were not in the labor force. Similar to adults in the nation, the majority of adults with *Proficient* literacy were employed full-time.

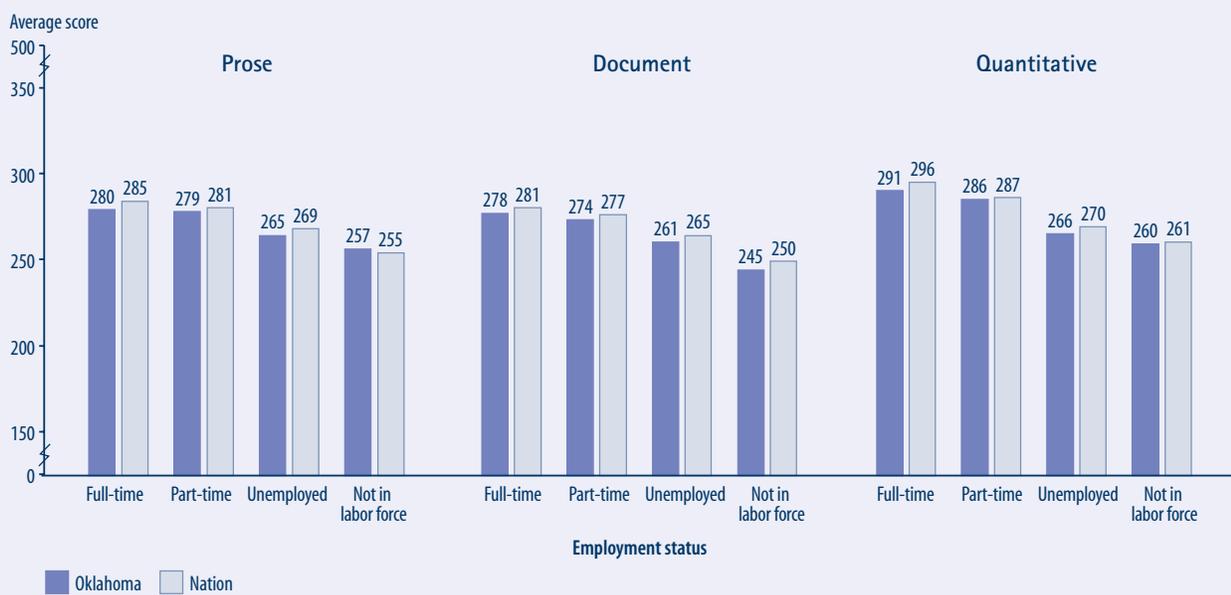
Figure 4.2a. Percentage of adults in Oklahoma and the nation in each employment category, by prose literacy level: 2003



Note: Percentages may not add to 100 because of rounding.

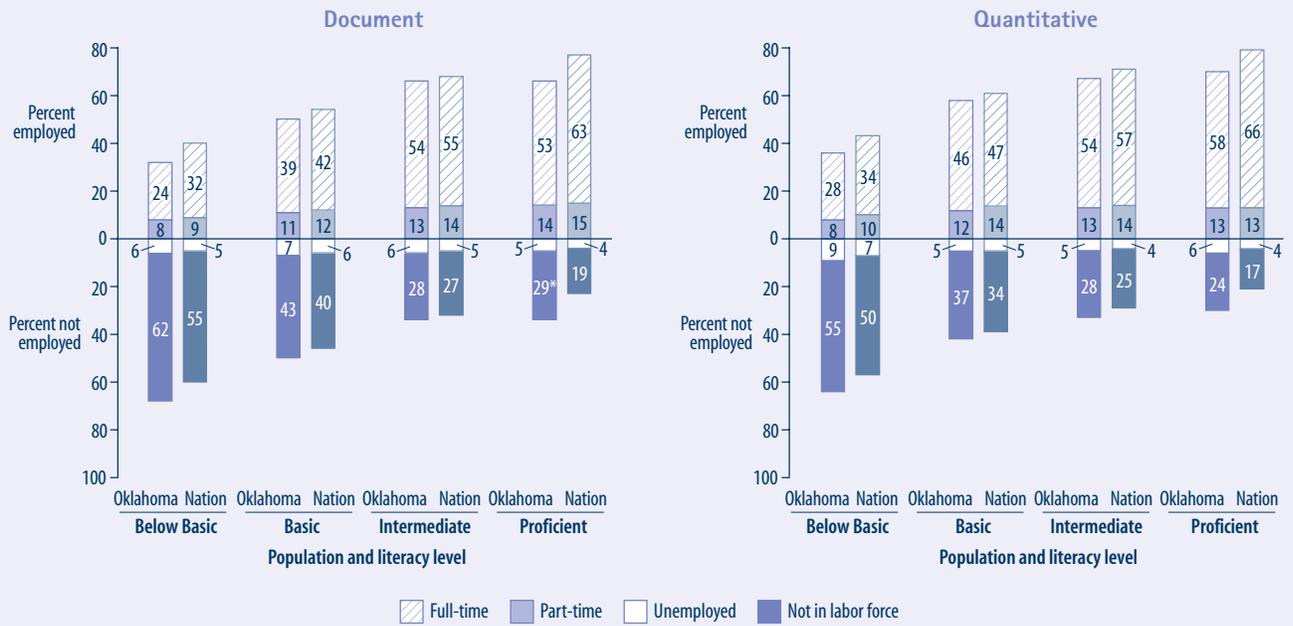
Source: 2003 State Assessment of Adult Literacy and 2003 National Assessment of Adult Literacy.

Figure 4.1. Average prose, document, and quantitative literacy of adults in Oklahoma and the nation, by employment status: 2003



Source: 2003 State Assessment of Adult Literacy and 2003 National Assessment of Adult Literacy.

Figure 4.2b. Percentage of adults in Oklahoma and the nation in each employment category, by document and quantitative literacy level: 2003



\* Significantly different from the nation.

Note: Percentages may not add to 100 because of rounding.

Source: 2003 State Assessment of Adult Literacy and 2003 National Assessment of Adult Literacy.

## Occupation

Table 4.1 shows the percentage of Oklahoma adults by occupation. As the table indicates, Oklahoma adults were represented across occupational groups, with many (20 percent) employed in the *Service* field. Just as different jobs require different types of skills, the literacy of Oklahoma adults also varied across occupational groups. As shown in table 4.2, adults in the *Professional and related* field had significantly higher prose, document, and quantitative literacy than did Oklahoma adults in most other occupations.

Few Oklahoma adults in *Professional and related* occupations had *Below Basic* literacy, though almost one-third had *Basic* quantitative literacy (table 4.3). More than 60 percent of adults in the *Service*, *Construction, Extraction, and Maintenance*, or *Production, Transportation, and Material Moving* fields had *Below Basic* or *Basic* quantitative literacy.

Table 4.1. Percentage of Oklahoma adults in each occupational group: 2003

| Occupational group                              |    |
|---|----|
| Professional and related                        | 16 |
| Management, Business, and Financial Operations  | 10 |
| Service   | 20 |
| Sales and related                               | 13 |
| Office and Administrative Support               | 15 |
| Construction, Extraction, and Maintenance       | 12 |
| Production, Transportation, and Material Moving | 14 |

Note: Percentages may not add to 100 because of rounding.  
Source: 2003 State Assessment of Adult Literacy.

Table 4.2. Average prose, document, and quantitative literacy of Oklahoma adults, by occupational group: 2003

| Literacy scale and occupational group           |      |
|---|------|
| <b>Prose</b>                                    |      |
| Professional and related                        | 303  |
| Management, Business, and Financial Operations  | 306  |
| Service   | 268* |
| Sales and related                               | 277* |
| Office and Administrative Support               | 291  |
| Construction, Extraction, and Maintenance       | 261* |
| Production, Transportation, and Material Moving | 244* |
| <b>Document</b>                                 |      |
| Professional and related                        | 291  |
| Management, Business, and Financial Operations  | 301  |
| Service   | 266* |
| Sales and related                               | 274* |
| Office and Administrative Support               | 291  |
| Construction, Extraction, and Maintenance       | 256* |
| Production, Transportation, and Material Moving | 243* |
| <b>Quantitative</b>                             |      |
| Professional and related                        | 303  |
| Management, Business, and Financial Operations  | 317  |
| Service   | 276* |
| Sales and related                               | 280* |
| Office and Administrative Support               | 302  |
| Construction, Extraction, and Maintenance       | 263* |
| Production, Transportation, and Material Moving | 259* |

\* Significantly different from Oklahoma adults in Professional and related occupations.

Source: 2003 State Assessment of Adult Literacy.

Table 4.3. Percentage of Oklahoma adults in each prose, document, and quantitative literacy level, by occupational group: 2003

| Literacy scale and occupational group           | <i>Below Basic</i> | <i>Basic</i> | <i>Intermediate</i> | <i>Proficient</i> |
|---|--------------------|--------------|---------------------|-------------------|
| <b>Prose</b>                                    |                    |              |                     |                   |
| Professional and related                        | 2                  | 16           | 63                  | 18                |
| Management, Business, and Financial Operations  | 3                  | 16           | 59                  | 23                |
| Service   | 10*                | 37*          | 49*                 | 5*                |
| Sales and related                               | 9*                 | 31*          | 50                  | 10                |
| Office and Administrative Support               | 2                  | 24           | 63                  | 11                |
| Construction, Extraction, and Maintenance       | 13*                | 39*          | 44*                 | 4*                |
| Production, Transportation, and Material Moving | 25*                | 39*          | 34*                 | 3*                |
| <b>Document</b>                                 |                    |              |                     |                   |
| Professional and related                        | 6                  | 14           | 60                  | 20                |
| Management, Business, and Financial Operations  | 3                  | 12           | 61                  | 24                |
| Service   | 9                  | 26*          | 59                  | 6*                |
| Sales and related                               | 6                  | 23           | 63                  | 8*                |
| Office and Administrative Support               | 2                  | 15           | 69                  | 14                |
| Construction, Extraction, and Maintenance       | 19*                | 23*          | 50                  | 8*                |
| Production, Transportation, and Material Moving | 20*                | 35*          | 43*                 | 2*                |
| <b>Quantitative</b>                             |                    |              |                     |                   |
| Professional and related                        | 9                  | 30           | 44                  | 17                |
| Management, Business, and Financial Operations  | 4                  | 24           | 47                  | 24                |
| Service   | 20                 | 41           | 35                  | 5*                |
| Sales and related                               | 17                 | 40           | 37                  | 6                 |
| Office and Administrative Support               | 4                  | 35           | 52                  | 10                |
| Construction, Extraction, and Maintenance       | 30*                | 35           | 28*                 | 7                 |
| Production, Transportation, and Material Moving | 34*                | 35           | 26*                 | 5*                |

\* Significantly different from Oklahoma adults in Professional and related occupations.

Note: Percentages may not add to 100 because of rounding.

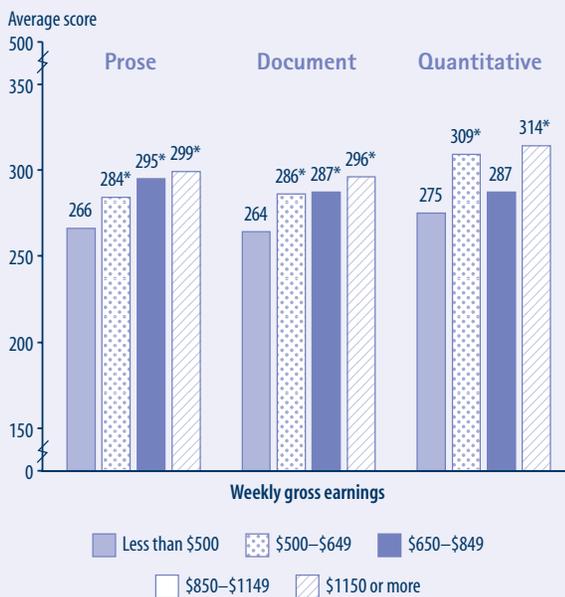
Source: 2003 State Assessment of Adult Literacy.

## Weekly gross earnings

Adults in Oklahoma who earned less than \$500 a week had lower prose and document literacy than adults who earned \$500 or more a week (figure 4.3). Differences in prose and document literacy between adults who earned \$1150 or more a week and those who earned between \$650 and \$1149 a week were not significant.

In general, Oklahoma adults with higher weekly wages had higher literacy levels (figure 4.4). For example, 12 percent of Oklahoma adults who made less than \$500 a week had *Below Basic* prose literacy compared with 2 percent of Oklahoma adults who earned \$1150 or more a week. No less than 18 percent of adults in the top weekly wage category (\$1150 or more) had *Proficient* prose, document, or quantitative literacy.

Figure 4.3. Average prose, document, and quantitative literacy of Oklahoma adults, by weekly gross earnings: 2003

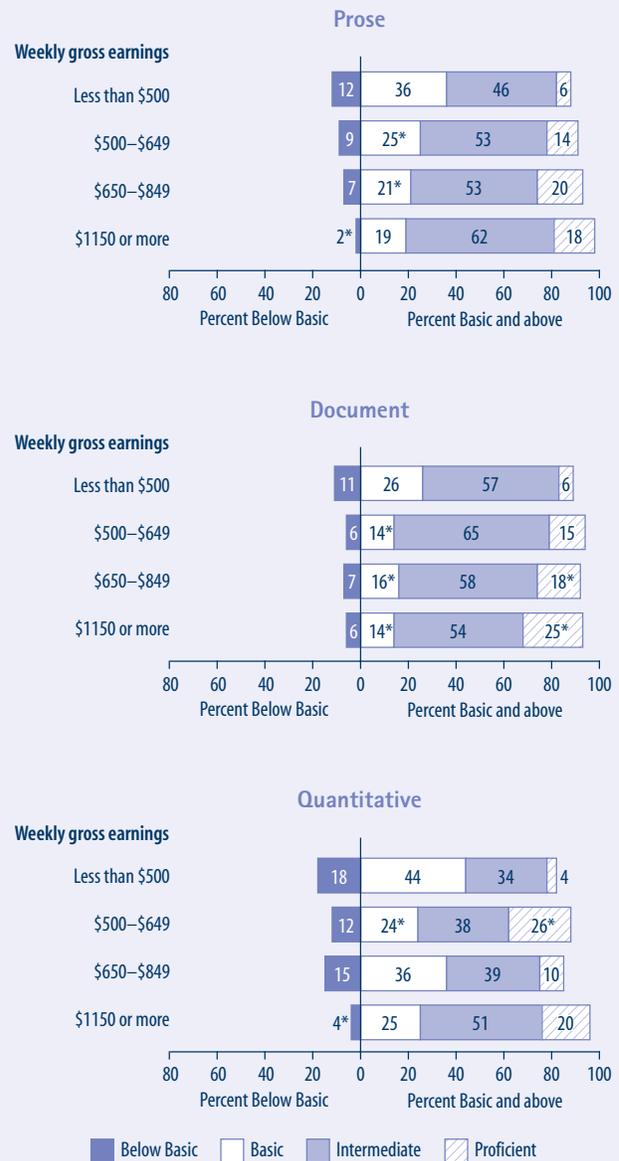


\* Significantly different from Oklahoma adults with weekly gross earnings of less than \$500.

Note: The literacy of Oklahoma adults who earned between \$850 and \$1149 per week could not be estimated because of the small sample size.

Source: 2003 State Assessment of Adult Literacy.

Figure 4.4. Percentage of Oklahoma adults in each prose, document, and quantitative literacy level, by weekly gross earnings: 2003



\* Significantly different from Oklahoma adults with weekly gross earnings of less than \$500.

Note: The literacy of Oklahoma adults who earned between \$850 and \$1149 per week could not be estimated because of the small sample size. Percentages may not add to 100 because of rounding.

Source: 2003 State Assessment of Adult Literacy.

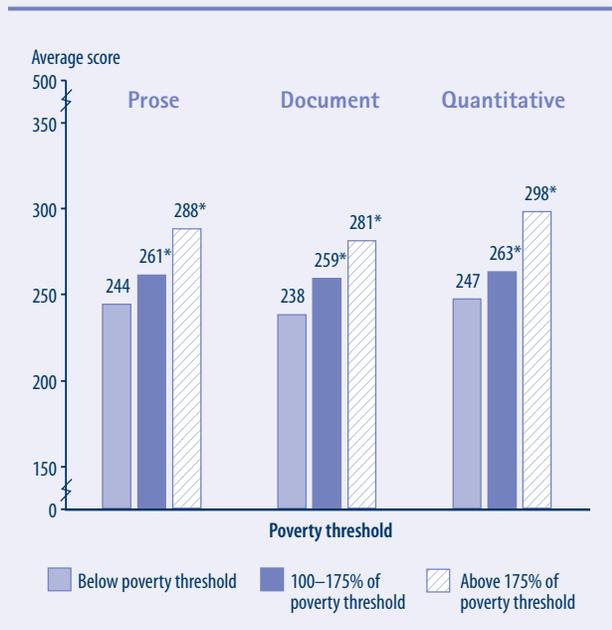
## Poverty

Adults who participated in the assessment were asked to identify a category that represented their household income and were also asked about the number of adults and children living in their household. From this information, adults were classified into three income categories on the basis of the 2003 federal poverty threshold: below the poverty threshold, 100-175 percent of the poverty threshold, and above 175 percent of the poverty threshold.

Across the literacy scales, increasing income was associated with higher literacy. Oklahoma adults living in households with an income below the federal poverty threshold had the lowest average prose, document, and quantitative literacy, while adults with an income 175 percent or more of the poverty threshold had the highest average literacy (figure 4.5).

Moreover, a higher percentage of Oklahoma adults living below the poverty threshold had *Below Basic* literacy than

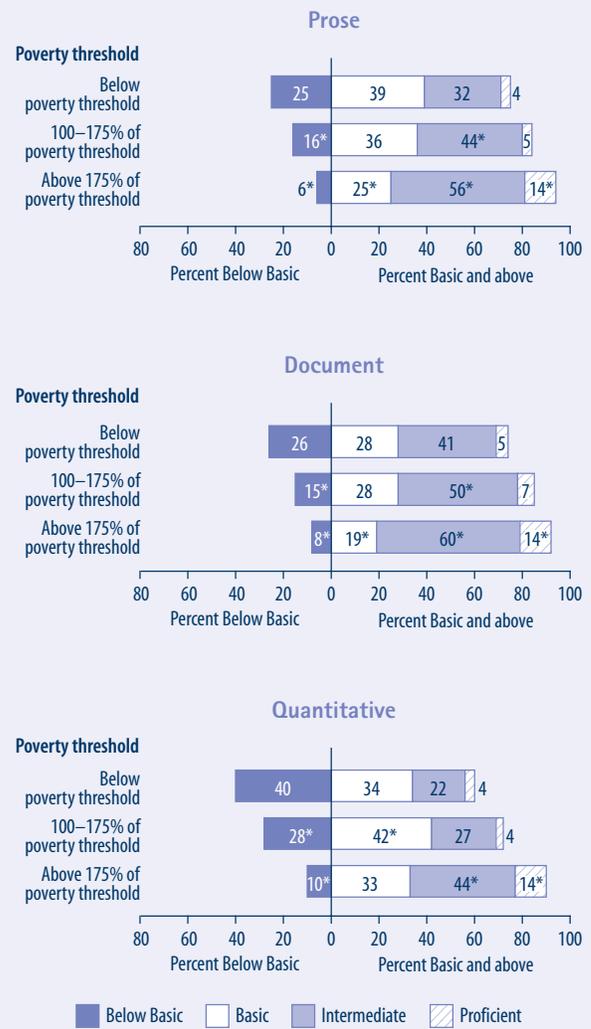
Figure 4.5. Average prose, document, and quantitative literacy of Oklahoma adults, by poverty threshold: 2003



\* Significantly different from Oklahoma adults below the poverty threshold.  
Source: 2003 State Assessment of Adult Literacy.

adults living at or above the poverty threshold (figure 4.6). On the quantitative scale, 40 percent of Oklahoma adults living below the poverty threshold had *Below Basic* literacy compared with about a quarter of adults living at 100-175 percent of the poverty threshold and 10 percent of adults living above 175 percent of the poverty threshold.

Figure 4.6. Percentage of Oklahoma adults in each prose, document, and quantitative literacy level, by poverty threshold: 2003



\* Significantly different from Oklahoma adults below the poverty threshold.  
Note: Percentages may not add to 100 because of rounding.  
Source: 2003 State Assessment of Adult Literacy.

## Job training

The SAAL collected information on Oklahoma adults' participation in job training opportunities, including courses, workshops, and formal on-the-job training or apprenticeships. These opportunities may help adults get a job or a promotion or do a job better. As shown in table 4.4, about 5 percent of Oklahoma adults had participated in job training with an emphasis on reading and writing or mathematics. A higher percentage (11 percent) had completed computer-related job training.

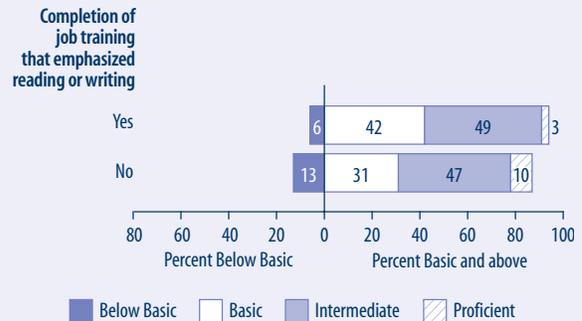
Like adults who participate in a basic skills class (chapter 3), adults who seek job training related to English reading, writing, or mathematics may believe that they need additional instruction to keep pace with their peers. The percentage of adults in each prose literacy level did not differ on the basis of completion of job training related to reading or writing, nor did the percentage in each quantitative literacy level vary on the basis of completion of job training that emphasized mathematics (figures 4.7 and 4.8). In contrast, the percentage of Oklahoma adults with *Below Basic* quantitative literacy who did not complete computer skills training was higher than the percentage of Oklahoma adults who did complete such training (23 percent and 10 percent, respectively).

Table 4.4. Percentage of Oklahoma adults who completed job training: 2003

| Completed job training     |    |
|----------------------------|----|
| <b>Reading and writing</b> |    |
| Yes                        | 5  |
| No                         | 95 |
| <b>Mathematics</b>         |    |
| Yes                        | 4  |
| No                         | 96 |
| <b>Computers</b>           |    |
| Yes                        | 11 |
| No                         | 89 |

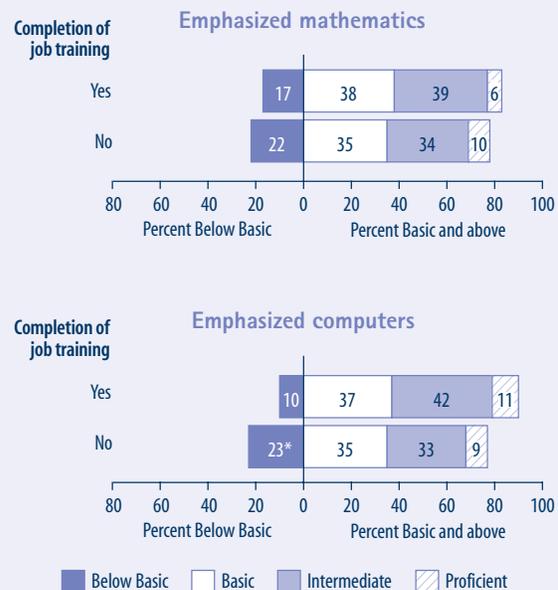
Note: Percentages may not add to 100 because of rounding.  
Source: 2003 State Assessment of Adult Literacy.

Figure 4.7. Percentage of Oklahoma adults in each prose literacy level, by completion of job training that emphasized reading or writing: 2003



Note: Percentages may not add to 100 because of rounding.  
Source: 2003 State Assessment of Adult Literacy.

Figure 4.8. Percentage of Oklahoma adults in each quantitative literacy level, by completion of job training that emphasized mathematics or computers: 2003



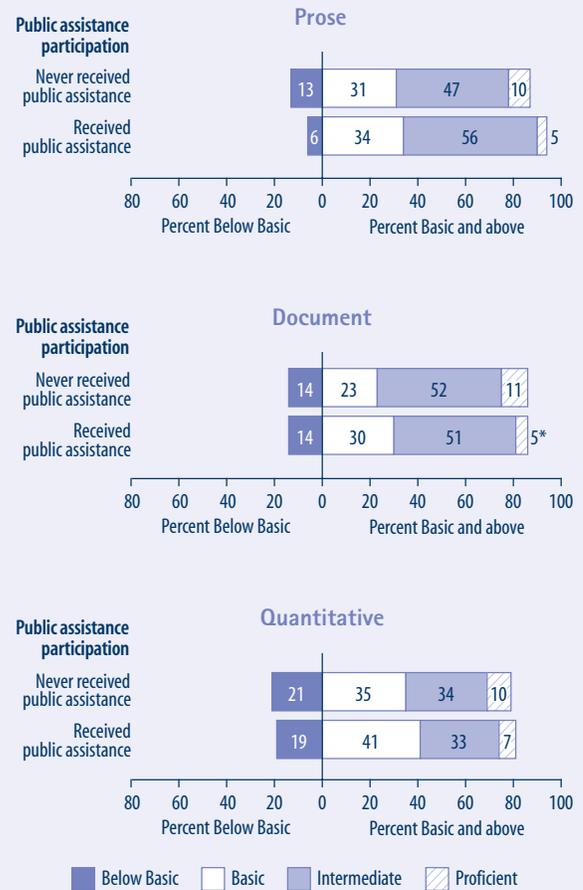
\* Significantly different from Oklahoma adults who completed job training that emphasized the specified subject.

Note: Percentages may not add to 100 because of rounding.  
Source: 2003 State Assessment of Adult Literacy.

## Public assistance participation

Public assistance participation was largely unrelated to literacy among adults in Oklahoma (figure 4.9). With the exception of a significant difference between adults who had received public assistance and those who had not received assistance with *Proficient* document literacy (5 percent and 11 percent, respectively), the percentage of adults in each of the literacy levels did not differ by receipt of public assistance.

Figure 4.9. Percentage of Oklahoma adults in each prose, document, and quantitative literacy level, by public assistance participation: 2003



\* Significantly different from Oklahoma adults who never received public assistance.

Note: Percentages may not add to 100 because of rounding.

Source: 2003 State Assessment of Adult Literacy.

## Chapter 4 highlights

This chapter examined the relationship between literacy and employment, earnings, and job training. The results revealed the following:

- The average literacy of adults in Oklahoma who were employed full- or part-time was significantly higher than the average literacy of adults who were out of the labor force or unemployed.
- Oklahoma adults in *Professional and related* occupations had significantly higher prose, document, and quantitative literacy than adults in most other occupations.
- Oklahoma adults with higher weekly wages generally had higher literacy than adults with lower weekly wages.
- Across the literacy scales, Oklahoma adults living in households below the federal poverty threshold had lower literacy than those adults with an income 175 percent or more of the poverty threshold.
- The percentage of adults in each prose literacy level did not differ on the basis of completion of job training related to reading or writing, nor did the percentage in each quantitative literacy level vary on the basis of completion of job training that emphasized mathematics.
- The percentage of Oklahoma adults with *Below Basic* quantitative literacy who did not complete computer skills training was higher than the percentage of similar Oklahoma adults who did complete such training.



# Chapter 5

## Family Literacy

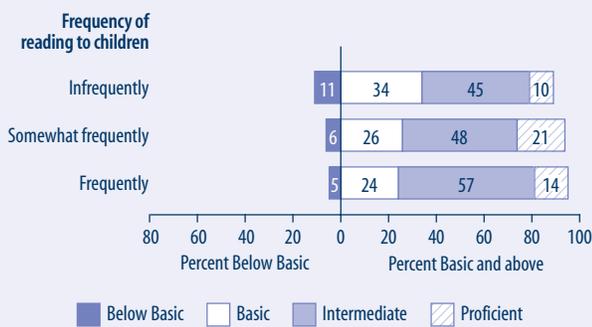
The analyses presented in this chapter explore the relationship between literacy practices in the home and the literacy of Oklahoma adults. Of particular interest is how literacy varies by measures of parental involvement in a child's educational activities: reading to children, helping with homework, and being involved in school activities. Throughout the chapter, the word *parent* refers to parents, grandparents, or guardians who had children living in their household for at least 10 days out of the month.

In addition to literacy practices, results are also summarized by access to reading materials (books, magazines, and newspapers) and computers in the home. Examining how literacy varies on the basis of the distribution of these resources underscores the importance of providing all adults with access to the tools linked to higher literacy.

## Reading to children

As shown in figure 5.1, the prose literacy of Oklahoma parents was similar regardless of the frequency with which they read to their children. Most Oklahoma parents had *Basic* or *Intermediate* literacy, regardless of how often they read to their children.

Figure 5.1. Percentage of Oklahoma adults in each prose literacy level, by frequency of reading to children: 2003



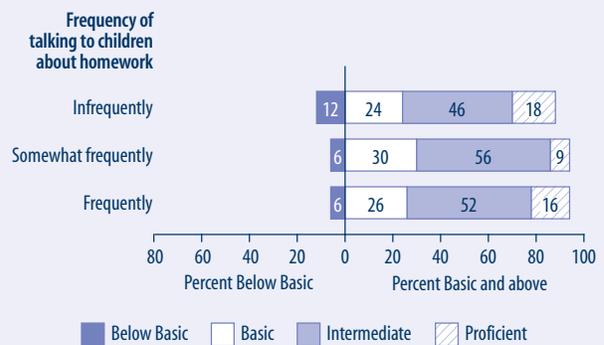
Note: Percentages may not add to 100 because of rounding.

Source: 2003 State Assessment of Adult Literacy.

## Talking about homework

Similar to the results for reading to children, the prose literacy of Oklahoma parents did not vary on the basis of the frequency with which they talked to their children about homework (figure 5.2). The lack of a relationship between reading to children, talking to them about their homework, and literacy is surprising. Greater parental engagement in reading and discussing schoolwork with children is often thought to be linked with higher literacy, but the results for Oklahoma indicate an absence of a relationship.

Figure 5.2. Percentage of Oklahoma adults in each prose literacy level, by frequency of talking to their children about homework: 2003



Note: Percentages may not add to 100 because of rounding.

Source: 2003 State Assessment of Adult Literacy.

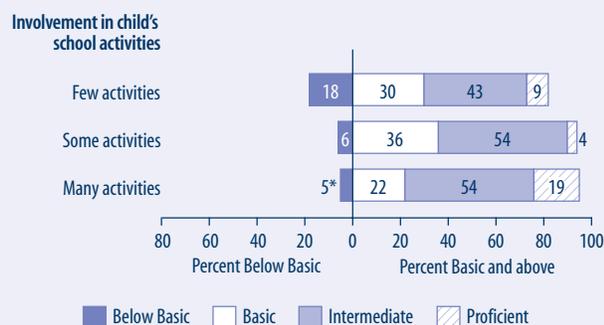
## School involvement

Parents of school-age children in Oklahoma were asked whether they had participated in any of the following activities in their children's school during the previous year:

- Volunteering to help out at the school
- Going to parent-teacher meetings
- Speaking individually with a teacher to see how their children were doing in school
- Sending food or other items to share in a classroom

The percentage of parents who were involved in *few* school activities with *Below Basic* prose literacy was significantly higher than the percentage of parents involved in *many* school activities (figure 5.3). Conversely, 4 percent of Oklahoma parents who were involved in *some* school activities had *Proficient* prose literacy compared with 19 percent of parents who were involved in *many* school activities.

Figure 5.3. Percentage of Oklahoma adults in each prose literacy level, by involvement in child's school activities: 2003



\* Significantly different from Oklahoma adults who were involved in few of their child's school activities.

Note: Percentages may not add to 100 because of rounding.

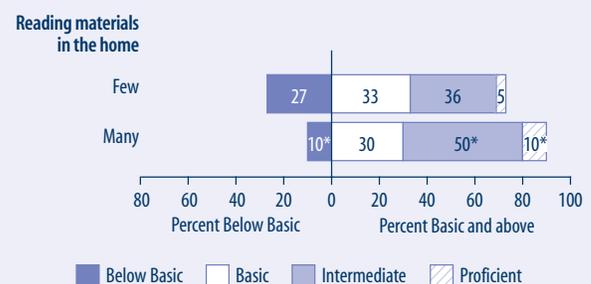
Source: 2003 State Assessment of Adult Literacy.

## Reading materials in the home

All adults, including parents and nonparents, were asked about the number of books, magazines, and other reading materials in their home. As indicated in figure 5.4, the percentage of Oklahoma adults within each prose literacy level differed on the basis of the number of reading materials in their home. Adults with more reading materials generally had higher levels of literacy.

For example, 27 percent of adults who had *few* reading materials in their home had *Below Basic* prose literacy, while 10 percent of adults who had *many* reading materials in their home had *Below Basic* prose literacy. Conversely, a higher percentage of adults who had *many* reading materials in their home had *Intermediate* and *Proficient* prose literacy than adults with *few* reading materials in their home: 60 percent of adults who had *many* reading materials in their home had *Intermediate* or *Proficient* prose literacy, while about 40 percent of adults who had *few* reading materials in their home had *Intermediate* or *Proficient* prose literacy.

Figure 5.4. Percentage of Oklahoma adults in each prose literacy level, by number of reading materials in the home: 2003



\* Significantly different from Oklahoma adults with few reading materials in the home.

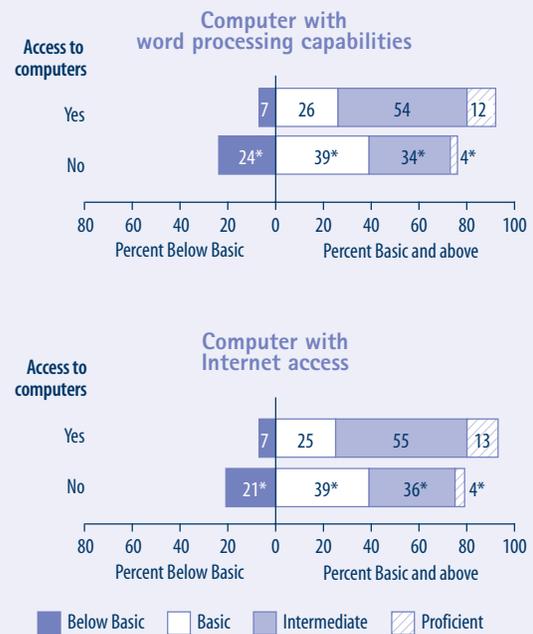
Note: Percentages may not add to 100 because of rounding.

Source: 2003 State Assessment of Adult Literacy.

## Access to computers

All adults were also asked whether they had a computer in their home that could be used for word processing and Internet access. As indicated in figure 5.5, Oklahoma adults with greater access to computers had higher literacy levels than adults without access to computers with word processing and Internet capabilities. Approximately one-quarter of adults who did not have a computer with a word processor or Internet had *Below Basic* prose literacy compared with 7 percent of adults with access to computers. Moreover, a higher percentage of adults with access to computers had *Intermediate* or *Proficient* prose literacy than adults without access to computers.

Figure 5.5. Percentage of Oklahoma adults in each prose literacy level, by access to computers: 2003



\* Significantly different from Oklahoma adults with access to a computer with the specified feature.

Note: Percentages may not add to 100 because of rounding.

Source: 2003 State Assessment of Adult Literacy.

## Chapter 5 highlights

This chapter examined how the literacy of Oklahoma adults varied on the basis of family literacy practices and access to literacy-related materials in the home. The results revealed the following:

- A lower percentage of Oklahoma parents who read to their children frequently had *Below Basic* prose literacy than parents who read to their children infrequently.
- The frequency with which parents in Oklahoma talked to their children about homework was largely unrelated to prose literacy.
- The percentage of parents who were involved in many of their child's school activities with *Proficient* prose literacy was higher than the percentage of adults involved in few activities.
- Oklahoma adults with more reading materials in their home had higher levels of literacy.
- Oklahoma adults with greater access to computers with word processing and Internet capabilities had higher literacy levels than adults lacking access to such computers.





# Chapter 6

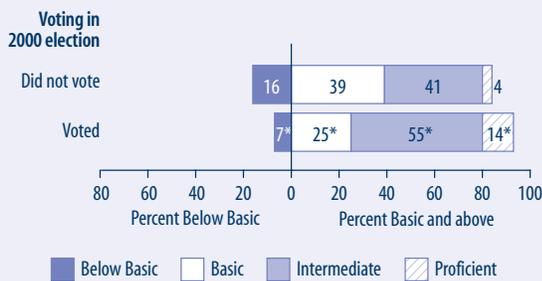
## Community and Civic Participation

This chapter examines the relationship between literacy and several key measures of community and civic participation: voting, volunteering, and staying informed about public affairs and the government. To fully participate in civic and public affairs, adults must be able to read and interpret information about the government and current events. Adults with limited literacy may face barriers as they attempt to evaluate issues affecting their community and make decisions about how their interests could best be represented. The results summarized in this chapter will help policymakers and educators better understand how literacy varies across Oklahoma by community and civic participation, which may inform efforts to help increase community and civic participation for all Oklahoma adults.

## Voting

Among U.S. citizens of voting age in Oklahoma, the percentage in each prose literacy level differed on the basis of voting in the 2000 presidential election. The percentage of Oklahoma adults who did not vote with *Below Basic* or *Basic* literacy was higher than the percentage of Oklahoma adults who voted with *Below Basic* or *Basic* literacy (figure 6.1). Moreover, 14 percent of adults who voted in the 2000 election had *Proficient* prose literacy compared with 4 percent of adults who did not vote in the 2000 election.

Figure 6.1. Percentage of Oklahoma adults in each prose literacy level, by voting in the 2000 election: 2003



\* Significantly different from Oklahoma adults who did not vote in the 2000 election.

Note: Percentages may not add to 100 because of rounding.

Source: 2003 State Assessment of Adult Literacy.

## Sources of information about current events, public affairs, and government

Adults were asked how much information they got about current events, public affairs, and the government from a variety of sources, including radio and television, newspapers and magazines, the Internet, and family, friends, and co-workers. Figure 6.2 illustrates the percentage of Oklahoma adults at each prose literacy level by the amount of information received from various sources.

### Radio and television

A higher percentage of Oklahoma adults who got *a lot* of or *some* information from radio and television had *Proficient* prose literacy than those adults who got *a little* information from radio and television (10 percent and 1 percent, respectively). The percentage of Oklahoma adults with *Below Basic* prose literacy did not vary by the frequency with which adults relied on radio and television for information.

### Newspapers and magazines

A higher percentage of Oklahoma adults who did not read about current events, public affairs, and the government in newspapers and magazines had *Below Basic* prose literacy than adults who relied on newspapers and magazines as a source of information. For example, 11 percent of adults who got *a lot* of information from newspapers and magazines had *Below Basic* prose literacy compared with nearly 40 percent of adults who did not rely on newspapers and magazines as a source of information. Moreover, the percentage of adults who received *a lot* of information from printed media with *Proficient* prose literacy was significantly higher than the percentage of adults with *Proficient* literacy who did not read newspapers and magazines.

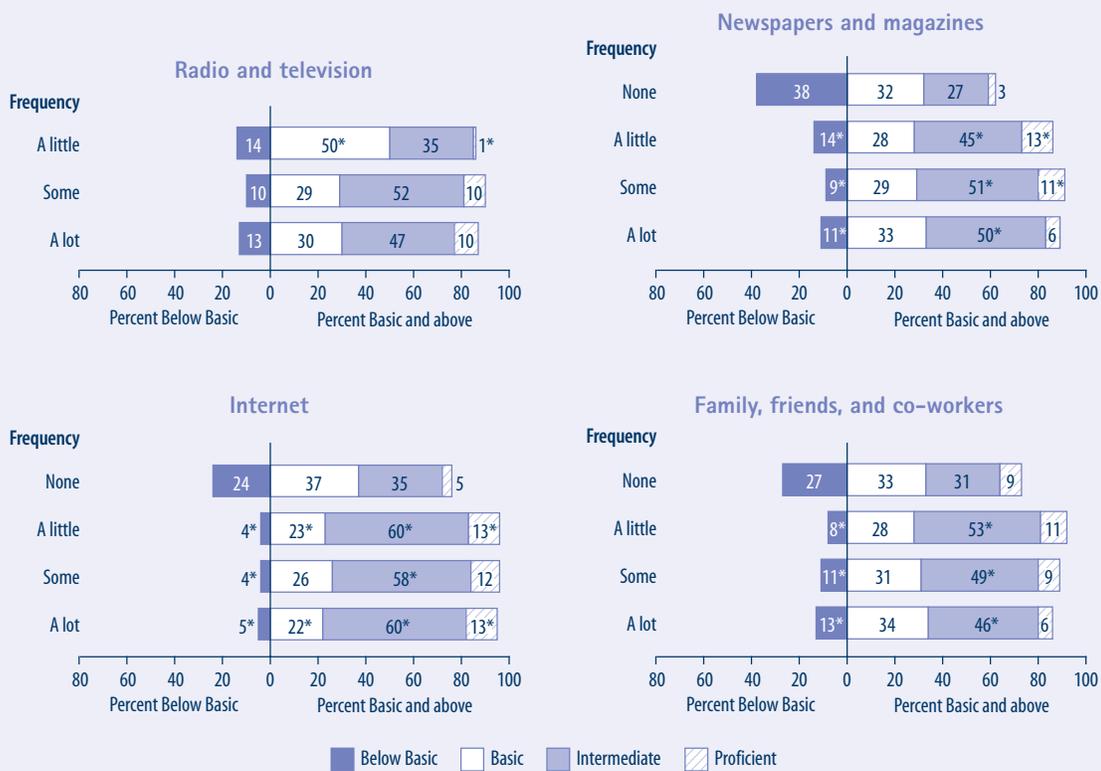
**Internet**

In Oklahoma, a higher percentage of adults who did not use the Internet to get information about current events, public affairs, and the government had *Below Basic* prose literacy than adults who used the Internet to get such information: more than 20 percent of adults who received no information from the Internet had *Below Basic* literacy, compared with 4 percent of adults who used the Internet *a little* as a news source.

**Family, friends, and co-workers**

A higher percentage of Oklahoma adults who did not rely on family, friends, and co-workers as a source of information about current events, public affairs, and the government had *Below Basic* prose literacy than adults who got such information from this source. While 27 percent of adults who received no information from family, friends, and co-workers had *Below Basic* prose literacy, 13 percent of adults who received *a lot* of information from family, friends, and co-workers had *Below Basic* literacy.

Figure 6.2. Percentage of Oklahoma adults in each prose literacy level who got information about current events, public affairs, and the government from each of the following sources: radio and television, newspapers and magazines, the Internet, and family, friends, and co-workers: 2003



\* Significantly different from Oklahoma adults who received no information about current events from sources in respective category.

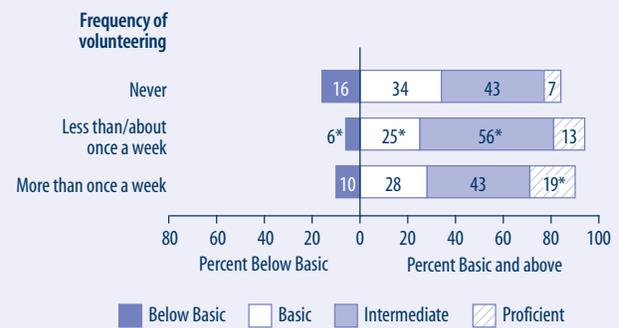
Note: Percentages may not add to 100 because of rounding. The percentage of adults in each literacy level who received no information about current events from radio and television could not be estimated because of the small sample size.

Source: 2003 State Assessment of Adult Literacy.

## Volunteering

One way to participate in civic and community life is to work as a volunteer in an unpaid capacity. Figure 6.3 illustrates the percentage of Oklahoma adults in each prose literacy level by frequency of volunteering. A higher percentage of adults who did not volunteer during the past year had *Below Basic* prose literacy than adults who volunteered about once a week (16 percent and 6 percent, respectively). Conversely, 19 percent of adults who volunteered more than once a week had *Proficient* prose literacy compared with 7 percent of adults who never volunteered.

Figure 6.3. Percentage of Oklahoma adults in each prose literacy level, by frequency of volunteering: 2003



\* Significantly different from Oklahoma adults who never volunteered.

Note: Percentages may not add to 100 because of rounding.

Source: 2003 State Assessment of Adult Literacy.

## Chapter 6 highlights

This chapter examined the relationship between literacy and community and civic participation. The results revealed the following:

- The percentage of Oklahoma voters with *Proficient* prose literacy was higher than the percentage of nonvoters with *Proficient* literacy.
- The percentage of Oklahoma adults who received *a lot* of information from radio and television with *Proficient* prose literacy was higher than the percentage of adults who got *a little* information from these sources with *Proficient* literacy.
- The percentage of Oklahoma adults who did not receive information from printed media, the Internet, or family, friends, and co-workers with *Below Basic* prose literacy was significantly higher than the percentage of adults who relied on these sources for information about current events, public affairs, and the government.
- The percentage of Oklahoma adults who never volunteered with *Below Basic* prose literacy was significantly higher than the percentage of adults who volunteered with *Below Basic* prose literacy.





# Chapter 7

## Health Literacy

In addition to measuring prose, document, and quantitative literacy, the Oklahoma SAAL assessed the health literacy of Oklahoma's adults. The inclusion of the health scale on the Oklahoma SAAL (as well as on the National Assessment of Adult Literacy)<sup>5</sup> reflects the growing awareness of the importance of health materials in the everyday lives of adults. To maintain good health and take the appropriate steps when medical attention is needed, adults must be able to read and interpret printed materials related to a variety of aspects of the health care system. Health literacy implies not only reading prescription drug labels and following printed medical instructions but also possessing the skills to understand preventive steps and using health materials to ensure proper care and insurance coverage. The increasing complexity of medical treatments and the health care system underscores the importance of strong health literacy.

Health tasks included on the assessment were distributed across three domains of health and health care information and services: *clinical*, *prevention*, and *navigation of the health care system*.

- The *clinical* domain encompasses those activities associated with the health care provider-patient interaction, clinical encounters, diagnosis and treatment of illness, and medication. Examples are filling out a patient information form for an office visit, understanding dosing instructions for medication, and following a health care provider's recommendation for a diagnostic test.
- The *prevention* domain encompasses those activities associated with maintaining and improving health, preventing disease, intervening early in emerging health problems, and engaging in self-care and self-management

---

<sup>5</sup> The discussion of the health literacy scale is adapted from Kutner, M., Greenberg, E., Jin, Y., and Paulsen, C. (2006). *The Health Literacy of America's Adults: Results from the 2003 National Assessment of Adult Literacy* (NCES 2006-483). U.S. Department of Education. Washington, DC: National Center for Education Statistics.

of illness. Examples are following guidelines for age-appropriate preventive health services, identifying signs and symptoms of health problems that should be addressed with a health care professional, and understanding how eating and exercise habits decrease risks for developing serious illness.

- The *navigation of the health care system* domain encompasses those activities related to understanding how the health care system works and individual rights and responsibilities. Examples are understanding what a health insurance plan will and will not pay for, determining eligibility for public insurance or assistance programs, and being able to give informed consent for a health care service.

## Health literacy levels

The health literacy tasks were analyzed together and used to create a health literacy scale. Each health literacy task was also classified as a prose, document, or quantitative task and was included on one of those scales.

As discussed in chapter 1, the BOTA Committee on Performance Levels for Adult Literacy recommended a set of performance levels—*Below Basic*, *Basic*, *Intermediate*, and *Proficient*—for the prose, document, and quantitative scales but did not recommend performance levels for the health scale. Because every health literacy task was included on a prose, document, or quantitative scale in addition to the health scale, it was assigned a performance level (*Below Basic*, *Basic*, *Intermediate*, or *Proficient*) on one of those scales.

To set performance levels on the health literacy scale, the U.S. Department of Education mapped the health tasks to the health scale (figure 7.1) and next to each task indicated whether it was classified into the *Below Basic*, *Basic*, *Intermediate*, or *Proficient* category on the other scale on which the task was included (prose, document, or quantitative). Cut-points for the performance levels on the health scale were set so that each task was classified into the same category on the health scale as on the other scale with which the task was associated.

For example, as shown in figure 7.1, a task that required a respondent to “evaluate information to determine which legal document is applicable to a specific health care situation” mapped to 325 on the health literacy scale. That task was also included on the prose scale and, on the basis of the performance levels set by the BOTA Committee on Performance Levels for Adult Literacy, it mapped to the *Proficient* category on the prose scale. On the health scale, the cut-point between *Proficient* and *Intermediate* was set so that this task would fall into the *Proficient* category.

Similarly, as shown in figure 7.1, a task that required a respondent to “determine a healthy weight range for a person of a specified height, based on a graph that relates height and weight to body mass index (BMI)” mapped to 290 on the health scale. This task was also included on the document scale where it was classified as *Intermediate*, and the cut-points for the health scale were set so that the task would also be classified as *Intermediate* on the health scale.

Figure 7.1 includes only a sample of the health tasks on the assessment. However, all the health tasks were used to set the cut-points between the levels, and every task on the health scale was included in the same literacy level as on the other scale (prose, document, or quantitative) with which it was associated.

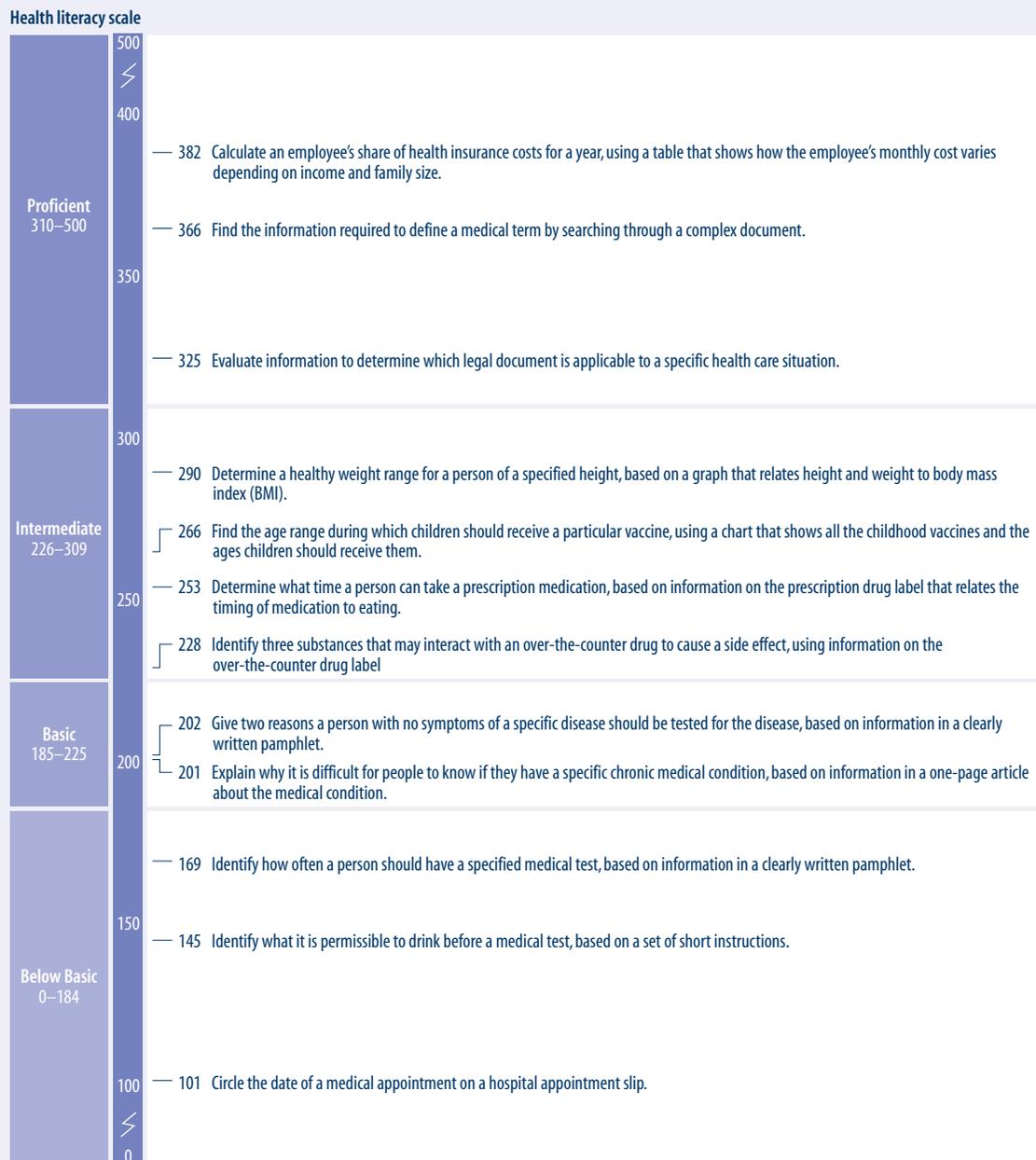
As shown in figure 7.1, *Below Basic* health tasks required locating straightforward pieces of information in short, simple texts or documents. Adults with literacy near the top of the *Below Basic* health literacy level were more likely to accomplish these tasks than adults who placed at the bottom of the *Below Basic* level.

*Basic* health tasks generally required finding information in texts and documents that were somewhat longer than those in the *Below Basic* level, and the information to be found was usually more complex. For example, a *Basic* task required giving two reasons a person with no symptoms of a specific disease should be tested for the disease by using information in a pamphlet, while a *Below Basic* task required finding one piece of information—the date—on a medical appointment slip that was shorter and simpler than the text in the *Basic* task.

*Intermediate* health tasks went beyond simply searching texts and documents to find information. Most *Intermediate* health tasks required adults to interpret or apply information that was presented in complex graphs, tables, or other health-related text or documents.

*Proficient* health tasks required drawing abstract inferences, comparing or contrasting multiple pieces of information within complex texts or documents, or applying abstract or complicated information from texts or documents.

Figure 7.1. Difficulty of selected health literacy tasks: 2003



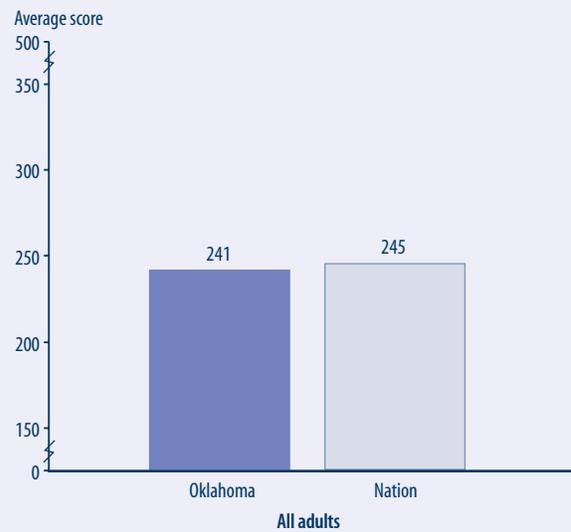
Note: The position of a question on the scale represents the average scale score attained by adults who had a 67 percent probability of successfully answering the question. Only selected questions are presented. Scale score ranges for performance levels are referenced on the figure.

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

## All adults

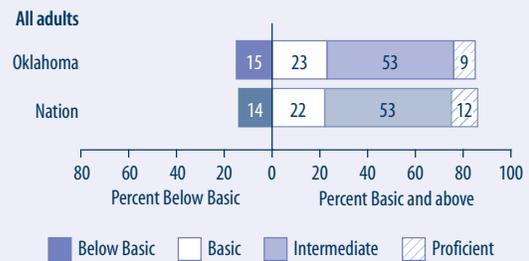
As illustrated in figure 7.2, the average health literacy of adults in Oklahoma did not differ significantly from the average health literacy of adults in the nation. The percentage of Oklahoma adults in each health literacy level also did not differ from the percentage in the nation (figure 7.3). Most adults in Oklahoma and the nation had *Intermediate* health literacy.

Figure 7.2. Average health literacy of adults in Oklahoma and the nation: 2003



Source: 2003 State Assessment of Adult Literacy and 2003 National Assessment of Adult Literacy.

Figure 7.3. Percentage of adults in each health literacy level in Oklahoma and the nation: 2003



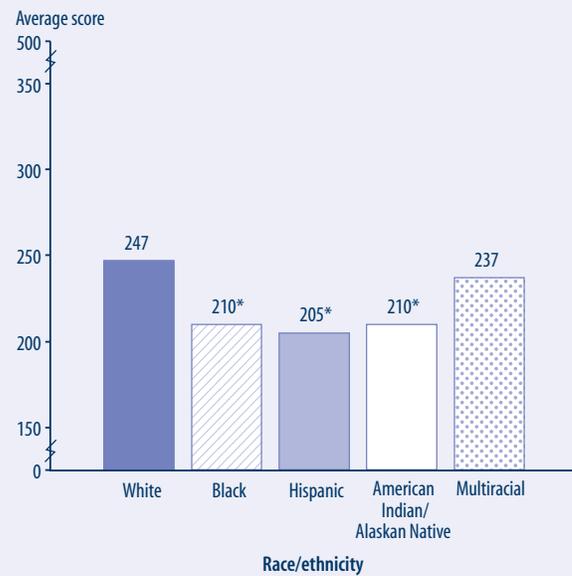
Note: Percentages may not add to 100 because of rounding.

Source: 2003 State Assessment of Adult Literacy and 2003 National Assessment of Adult Literacy.

## Race/ethnicity

The health literacy of White adults in Oklahoma was higher than the health literacy of adults from all other racial/ethnic groups, with the exception of Multiracial Oklahoma adults (differences between White and Multiracial adults were not significant). As indicated in figure 7.4, the average health literacy of White adults was 37 points higher than the average health literacy score of Black and American Indian/Alaskan Native adults and 42 points higher than the average health literacy score of Hispanic adults. In addition, a higher percentage of Black and Hispanic adults in Oklahoma had *Below Basic* health literacy than White adults, and fewer Black and American Indian/Alaskan Native adults had *Proficient* health literacy (figure 7.5).

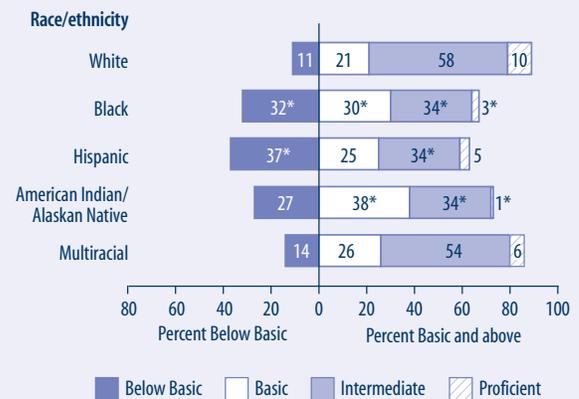
Figure 7.4. Average health literacy of Oklahoma adults, by race/ethnicity: 2003



\* Significantly different from White Oklahoma adults.

Source: 2003 State Assessment of Adult Literacy.

Figure 7.5. Percentage of Oklahoma adults in each health literacy level, by race/ethnicity: 2003



\* Significantly different from White Oklahoma adults.

Note: Percentages may not add to 100 because of rounding.

Source: 2003 State Assessment of Adult Literacy.

## Gender

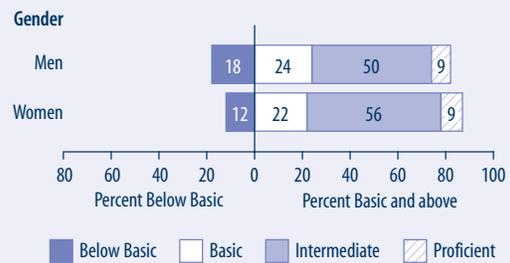
Average health literacy did not differ between men and women in Oklahoma (figure 7.6), nor were there differences in the percentage of men and women within each health literacy level (figure 7.7). Eighteen percent of Oklahoma men and 12 percent of Oklahoma women had *Below Basic* health literacy, while 9 percent of Oklahoma men and women had *Proficient* health literacy.

Figure 7.6. Average health literacy of Oklahoma adults, by gender: 2003



Source: 2003 State Assessment of Adult Literacy.

Figure 7.7. Percentage of Oklahoma adults in each health literacy level, by gender: 2003



Note: Percentages may not add to 100 because of rounding.

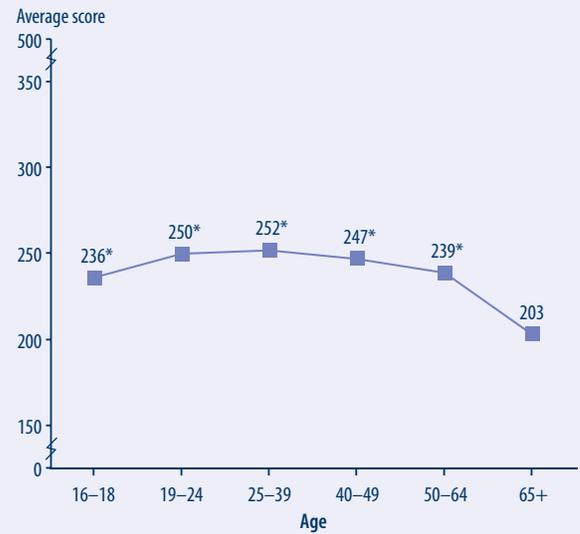
Source: 2003 State Assessment of Adult Literacy.

## Age

Figure 7.8 illustrates the average health literacy of Oklahoma adults by age. Adults in the oldest age group, 65 and older, had the lowest average health literacy among all adults.

Consistent with the lower average health literacy scores for older adults, 37 percent of Oklahoma adults age 65 and older had *Below Basic* health literacy, in contrast to less than 10 percent of Oklahoma adults ages 25 to 39 and 40 to 49 with *Below Basic* health literacy (figure 7.9). Conversely, about one-third of adults in the oldest age group had *Intermediate* literacy compared with at least half of the adults in any of the younger groups. The low health literacy score for the oldest Oklahoma adults merits particular attention because the elderly are more likely to be consumers of health care information and to regularly encounter health-related materials.

Figure 7.8. Average health literacy of Oklahoma adults, by age: 2003



\* Significantly different from Oklahoma adults age 65 and older.

Source: 2003 State Assessment of Adult Literacy.

Figure 7.9. Percentage of Oklahoma adults in each health literacy level, by age: 2003



\* Significantly different from Oklahoma adults age 65 and older.

Note: Percentages may not add to 100 because of rounding.

Source: 2003 State Assessment of Adult Literacy.

## Educational attainment

As shown in table 7.1, Oklahoma adults with the lowest educational attainment (less than or some high school) had the lowest health literacy among all adults, while those who graduated from a 4-year college had higher health literacy than most adults with lower levels of education.

Nearly half of Oklahoma adults who did not attend or graduate high school had *Below Basic* health literacy, a significantly higher percentage than adults in all other educational groups with *Below Basic* health literacy (table 7.2). Moreover, almost three-quarters of Oklahoma adults with the lowest educational attainment had *Below Basic* or *Basic* health literacy compared with 2 percent with *Proficient* health literacy. Among adults who attended or completed graduate school, more than one-quarter had *Proficient* health literacy.

Table 7.1. Average health literacy of Oklahoma adults, by educational attainment: 2003

| Educational attainment           |      |
|----------------------------------|------|
| Less than/some high school       | 185  |
| GED/high school equivalency      | 224* |
| High school graduate             | 231* |
| Vocational/trade/business school | 234* |
| Some college                     | 252* |
| Associate's/2-year degree        | 261* |
| College graduate                 | 276* |
| Graduate studies/degree          | 280* |

\* Significantly different from Oklahoma adults with educational attainment of less than or some high school.

Source: 2003 State Assessment of Adult Literacy.

Table 7.2. Percentage of Oklahoma adults in each health literacy level, by educational attainment: 2003

| Educational attainment           | <i>Below Basic</i> | <i>Basic</i> | <i>Intermediate</i> | <i>Proficient</i> |
|----------------------------------|--------------------|--------------|---------------------|-------------------|
| Less than/some high school       | 48                 | 27           | 24                  | 2                 |
| GED/high school equivalency      | 22*                | 28           | 46*                 | 4                 |
| High school graduate             | 15*                | 29           | 52*                 | 4                 |
| Vocational/trade/business school | 16*                | 26           | 53*                 | 5                 |
| Some college                     | 5*                 | 20           | 68*                 | 7                 |
| Associate's/2-year degree        | 7*                 | 16*          | 59*                 | 17*               |
| College graduate                 | 2*                 | 10*          | 68*                 | 21                |
| Graduate studies/degree          | 2*                 | 11*          | 60*                 | 27*               |

\* Significantly different from Oklahoma adults with educational attainment of less than or some high school.

Note: Percentages may not add to 100 because of rounding.

Source: 2003 State Assessment of Adult Literacy.

## Poverty

Similar to the relationship between income and prose, document, and quantitative literacy, increasing income was associated with higher health literacy (figure 7.10). Oklahoma adults living in households with income below the federal poverty threshold had the lowest health literacy, while adults with an income 175 percent or more of the poverty threshold had the highest average health literacy.

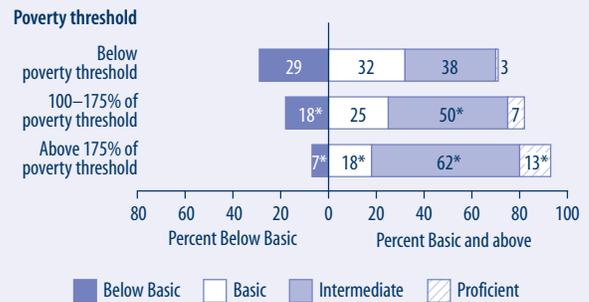
Moreover, a higher percentage of Oklahoma adults living below the poverty threshold had *Below Basic* literacy than adults living at or above the poverty threshold (figure 7.11). Among adults living below the poverty threshold, 61 percent had either *Below Basic* or *Basic* health literacy. Conversely, the percentage of Oklahoma adults living below the poverty threshold with *Proficient* health literacy was significantly lower than the percentage of adults above 175 percent of the poverty threshold with *Proficient* health literacy.

Figure 7.10. Average health literacy of Oklahoma adults, by poverty threshold: 2003



\* Significantly different from Oklahoma adults below the poverty threshold.  
Source: 2003 State Assessment of Adult Literacy.

Figure 7.11. Percentage of Oklahoma adults in each health literacy level, by poverty threshold: 2003



\* Significantly different from Oklahoma adults below the poverty threshold.  
Note: Percentages may not add to 100 because of rounding.  
Source: 2003 State Assessment of Adult Literacy.

## Self-assessment of overall health

Oklahoma adults were asked to provide an assessment of their overall health. Figure 7.12 indicates that the average health literacy of Oklahoma adults rose with increasing levels of self-reported overall health.

Among adults who reported that their health was poor or fair, 36 percent had *Below Basic* health literacy compared with 8 percent of adults who reported that their health was very good or excellent had *Proficient* health literacy, while 11 percent of Oklahoma adults who assessed their health as very good or excellent had *Proficient* health literacy.

Like the results for health literacy by age, the relationship between overall health and health literacy is troubling. The Oklahoma adults in greatest need of medical assistance are those who struggle the most with reading and interpreting health-related materials.

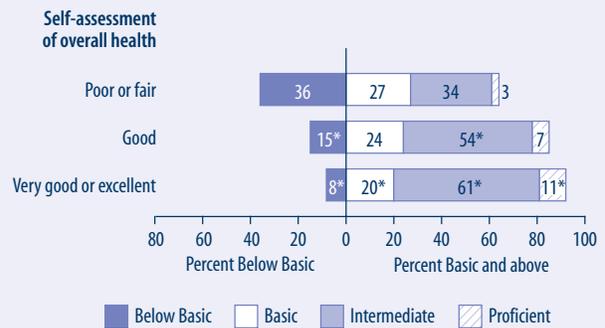
Figure 7.12. Average health literacy of Oklahoma adults, by self-assessment of overall health: 2003



\* Significantly different from Oklahoma adults who assessed their health as poor or fair.

Source: 2003 State Assessment of Adult Literacy.

Figure 7.13. Percentage of Oklahoma adults in each health literacy level, by self-assessment of overall health: 2003



\* Significantly different from Oklahoma adults who assessed their health as poor or fair.

Note: Percentages may not add to 100 because of rounding.

Source: 2003 State Assessment of Adult Literacy.

## Sources of information about health issues

Just as adults were asked about their sources of information about current events, public affairs, and the government, they were also asked about how they obtained information about health issues. Figures 7.14 and 7.15 summarize the percentage of Oklahoma adults in each health literacy level by the amount of information received from various news sources.

### Radio and television

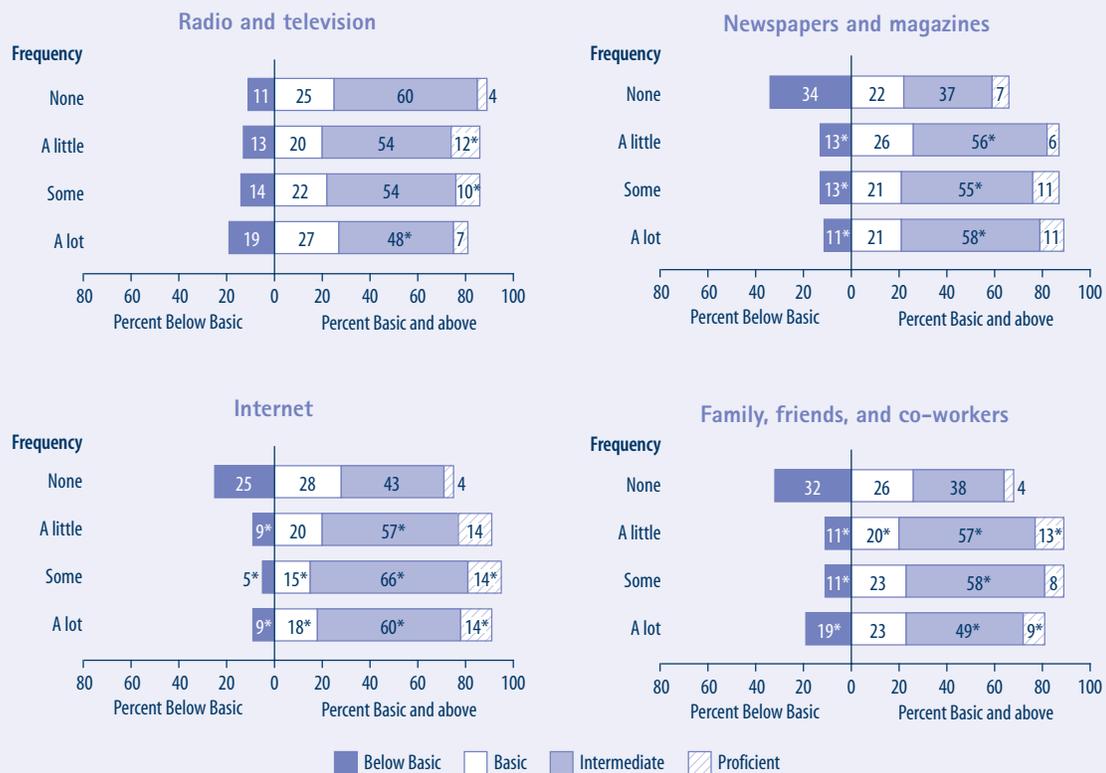
Receiving health information from radio and television was largely unrelated to health literacy.

A higher percentage of adults who got *a little* health information (12 percent) or *some* health information (10 percent) from radio and television sources had *Proficient* health literacy than Oklahoma adults who received no information from these sources (4 percent).

### Newspapers and magazines

In contrast to the results for radio and television, the percentage of Oklahoma adults who did not use newspapers or magazines for health information with *Below Basic* health literacy was significantly higher than the percentage of adults with *Below Basic* health literacy who relied on printed media *a lot* (34 percent and 11 percent, respectively).

Figure 7.14. Percentage of Oklahoma adults in each health literacy level who got information about health issues from each of the following sources: radio and television, newspapers and magazines, the Internet, and family, friends, and co-workers: 2003



\* Significantly different from Oklahoma adults who received no information about health issues from sources in respective category.

Note: Percentages may not add to 100 because of rounding.

Source: 2003 State Assessment of Adult Literacy.

**Internet**

In Oklahoma, a higher percentage of adults who did not use the Internet to get information about health issues had *Below Basic* health literacy than adults who relied on the Internet *a little, some, or a lot*. More than half of all adults who received no health information from the Internet had *Below Basic* or *Basic* health literacy. Conversely, a higher percentage of adults who got *a lot* of health information from the Internet had *Proficient* health literacy than adults who received no health information from the Internet.

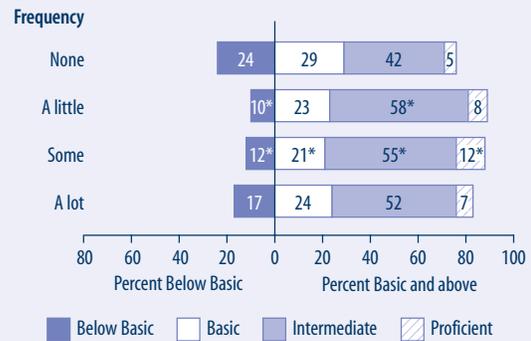
**Family, friends, and co-workers**

Similar to the results for health information via the Internet, the percentage of Oklahoma adults who did not rely on family, friends, and co-workers for health information with *Below Basic* health literacy was significantly higher than the percentage of adults who did get *a little* or *some* health information from this source. More than half of all adults who received no health information from family, friends, and co-workers had *Below Basic* or *Basic* health literacy.

**Health care professionals**

The percentage of Oklahoma adults who did not rely on health care professionals for health information with *Below Basic* health literacy was significantly higher than the percentage of adults who got *a little* or *some* health information from health care professionals. More than half of all adults who received no health information from health care professionals had *Below Basic* or *Basic* health literacy.

Figure 7.15. Percentage of Oklahoma adults in each health literacy level who got information about health issues from health care professionals: 2003



\* Significantly different from Oklahoma adults who received no information about health issues from health care professionals.

Note: Percentages may not add to 100 because of rounding.

Source: 2003 State Assessment of Adult Literacy.

## Chapter 7 highlights

This chapter examined the relationship between health literacy and key characteristics of Oklahoma adults. The results revealed the following:

- The average health literacy of Oklahoma's adults was similar to the health literacy of adults in the nation.
- Average health literacy did not differ between men and women in Oklahoma, nor were there differences in the percentage of men and women within each health literacy level.
- Similar to the gap in prose, document, and quantitative literacy scores between White adults and non-White adults, average health literacy was higher for White adults in Oklahoma than for Black, Hispanic, and American Indian/Alaskan Native adults.
- Adults in the oldest age group, 65 and older, had the lowest average health literacy among all adults in Oklahoma.
- Oklahoma adults with the lowest educational attainment (less than or some high school) had the lowest health literacy among all adults, while those who graduated from a 4-year college had higher health literacy than most adults with lower levels of education.
- Oklahoma adults living in households with income below the federal poverty threshold had the lowest health literacy, while adults with an income 175 percent or more of the poverty threshold had the highest average health literacy.
- Adults who indicated lower levels of overall health were more likely to have lower levels of health literacy.
- Receiving health information from radio and television was largely unrelated to the health literacy of Oklahoma adults.
- The percentage of Oklahoma adults who did not receive information from printed media, the Internet, or family, friends, and co-workers with *Below Basic* prose literacy was significantly higher than the percentage of adults who relied on these sources for information about health.





## Appendix A: Technical Notes

This appendix provides an overview of key technical aspects of the Oklahoma SAAL, including sample size and data collection procedures, statistical testing, and the definition of variables used in this report. Further information about the design, administration, and analysis of the NAAL and SAAL can be found in the forthcoming *2003 National Assessment of Adult Literacy Technical Report*.

### Sample size and data collection procedures

As noted in chapter 1, the Oklahoma State Assessment of Adult Literacy (SAAL) was administered concurrently with the National Assessment of Adult Literacy (NAAL). The 2003 NAAL was administered to a nationally representative sample of 19,714 adults age 16 and older residing in households or prisons. In Oklahoma, valid assessment data were collected from 1,275 adults. This sample includes adults in the national NAAL sample living in Oklahoma, as well as adults selected specifically for the Oklahoma SAAL sample. Adults in Oklahoma who were selected as part of the NAAL sample were added to the Oklahoma SAAL sample to increase the power of the analyses. Data collection was conducted between May 2003 and February 2004.

The final household sample response rate for the NAAL and SAAL was 62 percent. The National Center for Education Statistics (NCES), which sponsored the NAAL, requires a nonresponse bias analysis when the unit response rate for a sample less than 85 percent. The nonresponse bias analysis revealed differences in the background characteristics of respondents who participated in the assessment compared with those who refused. A nonresponse bias adjustment was performed to reduce the bias resulting from respondent refusal. The adjustment corrected for the initial nonresponse bias, resulting in negligible bias for the household sample. The analyses presented in this report are based on data from the corrected household sample.

## Statistical testing

All comparisons discussed in this report are **statistical** comparisons based on the *t* statistic, using a 95 percent confidence interval (two-tailed). The formula used to compute the *t* statistic was

$$t = \frac{(P_1 - P_2)}{\sqrt{(SE_1^2 + SE_2^2)}}, \text{ where } P_1 \text{ and } P_2 \text{ are the estimates to be compared and } SE_1 \text{ and } SE_2 \text{ are their corresponding standard errors.}$$

## Variable definitions

### *Access to computers with Internet access*

Respondents were asked how many computers they had at home that could be used for word processing and how many computers they had at home that could access the Internet or World Wide Web. They were classified as having at least one computer that could access the Internet or having no computers that could access the Internet.

### *Age*

All respondents were asked to report their birth dates, and this information was used to calculate their age. Age groups reported are 16 to 18, 19 to 24, 25 to 39, 40 to 49, 50 to 64, and 65 and older. Age groups were selected to correspond to key life stages of adults, although stages will vary from person to person:

- 16-18: Completion of secondary education
- 19-24: College or job training
- 25-39: Early career
- 40-49: Mid career
- 50-64: Late career
- 65+: Retirement

### *Completion of a basic skills class*

All respondents were asked whether they had completed any type of basic skills class. Basic skills classes provide adults with an opportunity to improve a variety of fundamental skills once they have completed their regular schooling. Because basic skills classes target adults with lower educational attainment, the analyses presented in this report are restricted to adults with less than a college degree. Adults with lower levels of educational attainment (e.g. high school graduates) could not be analyzed separately because of the small sample size.

### *Completion of college in state and out of state*

All respondents who indicated that they had completed a college degree were also asked to indicate where they completed their college degree. Responses were recoded into the following categories: in state and out of state.

### *Completion of high school in state and out of state*

All respondents who indicated that they had earned a high school degree were also asked to indicate where they completed high school. Responses were recoded into the following categories: in state and out of state.

### *Completion of information technology (IT) certification*

All respondents were asked whether they had received any type of information technology skill certification sponsored by a hardware or software manufacturer or an industry or professional association and whether they had passed a test to get the certification. Those who answered yes to both questions were counted as receiving IT certification.

### *Educational attainment*

All respondents were asked to indicate the highest level of education they had completed in the United States. Respondents who went to school outside the United States were probed for the equivalent level of educational attainment. The following options were provided:

- Still in high school
- Less than high school
- Some high school
- GED or high school equivalency
- High school graduate
- Attended a vocational, trade, or business school after high school
- College: less than 2 years
- College: associate's degree (A.A.)
- College: 2 or more years, no degree
- College graduate (B.A. or B.S.)
- Postgraduate, no degree
- Postgraduate degree (M.S., M.A., Ph.D., M.D., etc.)

Respondents who reported less than high school or some high school were asked how many years of education they had completed. For certain analyses, some of these groups were collapsed. For example, respondents who had completed postgraduate studies but had not received a degree were combined with those who had completed a postgraduate degree.

### *Employment status*

Employment status was coded as one of the following:

- Full-time or working two or more part-time jobs
- Part-time
- Unemployed, laid off, or looking for work
- Not in the labor force (retired, in school, keeping house, or doing volunteer work)

### *Gender*

Interviewers recorded the gender of each respondent.

### *Job training*

Respondents were asked whether, during the past year, they had participated in any training or education, including courses, workshops, formal on-the-job training or apprenticeships, intended to improve their English reading, writing, arithmetic or mathematics skills, or computer skills.

### *Language spoken before starting school*

All respondents were asked what language or languages they learned to speak before starting school. For the SAAL reports, responses to this question were coded into one of three categories:

- English only
- English and other language
- Non-English language

### *Occupation*

Respondents who had held a job within the previous 3 years were asked to provide the title of their occupation and its most important activities and duties. This information was used to assign each occupation a 2000 Census Bureau code. The occupations were then collapsed into the following major occupational groups:

- Professional and related
- Management, business, and financial operations
- Service
- Sales and related
- Office and administrative support
- Construction, extraction, maintenance
- Production, transportation and material moving

### *Poverty*

Respondents were asked to report the number of persons living in their household as well as the family's total income from all sources, including jobs, investments, Social Security or retirement, and welfare. The responses were used to construct the poverty status variable on the basis of the federal 2003 poverty income thresholds.

These thresholds are based on family size (number of adults and children) and family income. Respondents were identified as below poverty threshold, 100 to 175 percent of poverty threshold, and above 175 percent of poverty threshold. Income was reported as a categorical variable, and some respondents chose income ranges that overlapped the boundaries of poverty categories for their family size. In these cases, respondents were classified on the basis of the lower boundary of the income range they identified.

### *Public assistance participation*

Respondents were asked whether they or anyone in their household had received Temporary Assistance for Needy Families (TANF), public assistance, or public welfare payments from the state or local welfare office during the past 12 months or whether they had ever received public assistance in the past.

### *Race/ethnicity*

All respondents were asked two questions about their race and ethnicity. The first question asked them to indicate whether they were Hispanic or Latino. The second question asked them to choose one or more of the following groups to describe themselves:

- White
- Black or African American
- Asian
- American Indian or Alaskan Native
- Native Hawaiian or other Pacific Islander

Individuals who responded yes to the first question were coded as Hispanic, regardless of their answer to the second question.

If the respondent was non-Hispanic and indicated only one race, then he or she was grouped as the race indicated. If the respondent was non-Hispanic and indicated multiple races, then he or she was coded as other/multiracial. For reporting purposes, Asian and Native Hawaiian or other Pacific Islander were collapsed into one category. There were too few cases in the other/multiracial category to reliably estimate their literacy proficiencies.

### *Reading materials in the home*

Respondents were asked two true or false questions about reading materials at home: (1) whether they had 25 books or more at home at the time of interview and (2) whether there was a variety of magazines and other reading materials at home. Respondents who answered true to both questions were classified as the group with many reading materials at home. Those who answered true to one of the questions or false to both questions were classified as the group with few reading materials.

### *Reading to or with children*

Respondents with a child or grandchild living in their home who was under the age of 8 were asked whether or not they had read to the child during the past week. If they answered yes, they were asked to indicate how often they had read to the child.

The following options were provided:

- never
- 1 or 2 days
- 3 or 4 days
- 5 or 6 days
- every day

Responses were recoded into the following categories: infrequently (never, 1 or 2 days), somewhat frequently (3 or 4 days), and frequently (every day).

### *School involvement*

Respondents with a child or grandchild living in their house who was 5 years old or older were asked four questions to indicate the number of different types of activities they were involved in at their child's or grandchild's school. They were asked whether during the past year they had done the following:

- Volunteered to help out at their child's (one of their children's/grandchild/grandchildren) school(s), including in the classroom, on a field trip, or at school event such as a party or school fair?
- Gone to a PTA or other type of parent meeting at their child's (one of their children's/grandchild/grandchildren) school(s)?
- Spoken individually with their child's (one of their children's/grandchild/grandchildren) teacher(s) to see how he or she was doing in school?
- Sent food, or other items to share in their child's (one of their children's/grandchild/grandchildren) classroom(s)?

Respondents were classified based on the number of activities in which they were involved.

The following options were provided:

- none
- one
- two
- three
- four

Responses were recoded into the following categories: few (none, one), some (two), and many (three, four).

### *Self-assessment of overall health*

Respondents were asked how, in general, they would rate their overall health. They were given the following response options: poor or fair; good; and very good or excellent.

### *Sources of information about current events, public affairs, and the government*

Respondents were asked how much information about current events, public affairs, and the government they usually got from each of the following sources: newspapers, magazines, the Internet, radio and television, books or brochures, and family members, friends, or co-workers. They were given the following response options: a lot, some, a little, and none.

### *Sources of information about health issues*

Household respondents were asked how much information about health issues, such as diet, exercise, disease prevention, or a specific disease or health condition, they got from newspapers, magazines, the Internet, radio and television, books or brochures; family members, friends, or co-workers; or talking to doctors, nurses, therapists, or psychologists. They were given the following response options: a lot, some, a little, and none.

### *Talking about homework*

Respondents with a child or grandchild living in their house who was 5 years old or older were asked how often during a typical school month they talked to the child about homework.

The following options were provided:

- never
- less than once a week
- once a week
- a few times a week
- every day

Responses were recoded into the following categories: infrequently (never, less than once a week, and once a week), somewhat frequently (a few times a week), and frequently (every day).

### *Volunteering*

Respondents were asked whether they gave any unpaid time as a volunteer to a group or an organization during the past year.

### *Voting*

All respondents who were either born in the United States or indicated in response to a separate question (that was asked only of people not born in the United States) that they were citizens of the United States were asked whether they remembered whether or not they voted in the 2000 presidential election. If they said that they remembered whether or not they voted in the election, they were asked whether they voted. Respondents who did not remember whether they voted were classified as missing for this variable.

### *Weekly wage or salary*

Respondents who were employed were asked to report their gross weekly wage or salary (before deductions) during the previous week. Respondents unable to report their weekly wage or salary before deductions reported their take-home pay instead. Some respondents reported their pay per hour, day, 2-week period, month, or year, rather than per week as requested. This was also noted by the interviewers, who asked a follow-up question to clarify the time frame the respondents were using.

All reported pay was adjusted to approximate gross weekly wages or salaries. For respondents who reported their earnings in units other than per week (e.g., per hour or per day), information on the number of hours worked per week (collected in a separate question) was used to compute weekly earnings. For respondents who reported take-home pay rather than gross pay, adjustments were made to the wage or salary they reported by adding a FICA adjustment at a flat rate of 7.65 percent and an additional adjustment based on IRS withholding tables for single taxpayers in 2003. An additional 10 percent was added as a proxy for state taxes and miscellaneous deductions.





## Appendix B: Sample Assessment Questions

Respondents who participated in the 2003 Oklahoma State Assessment of Adult Literacy and the 2003 National Assessment of Adult Literacy were asked to complete prose, document, and quantitative literacy tasks of varying levels of difficulty. The sample questions on the following pages illustrate the types of tasks used to measure the literacy of America's adults. These questions were originally developed for the 1992 National Adult Literacy Survey and were reused in 2003.

Consistent with the design of the assessment, each sample question appears before the text or document needed to answer the question. The percentage of respondents who answered the questions correctly is reported, as well as the percentage of correct responses for each of the four literacy assessment levels.

More information about the sample assessment questions can be found on the Internet at <http://nces.ed.gov/naal>.

## Prose literacy question

Refer to the article on the next page to answer the following question.

According to the brochure, why is it difficult for people to know if they have high blood pressure?

---

### Correct answer

Any statement such as the following:

Symptoms are not usually present

High blood pressure is silent

Percentage of adults who answered the question correctly, 2003

| All Adults |          | <i>Below Basic</i> |          | <i>Basic</i> |          | <i>Intermediate</i> |          | <i>Proficient</i> |          |
|------------|----------|--------------------|----------|--------------|----------|---------------------|----------|-------------------|----------|
| Oklahoma   | Nation   | Oklahoma           | Nation   | Oklahoma     | Nation   | Oklahoma            | Nation   | Oklahoma          | Nation   |
| 77 (2.7)   | 76 (1.0) | 10 (9.8)           | 14 (2.0) | 77 (5.9)     | 71 (1.9) | 94 (1.6)            | 95 (0.6) | 97 (3.9)          | 99 (0.4) |

Note: Standard errors are in parentheses.

Source: 2003 State Assessment of Adult Literacy and 2003 National Assessment of Adult Literacy.

## TOO MANY BLACK ADULTS DIE FROM THE EFFECTS OF HIGH BLOOD PRESSURE

### DID YOU KNOW?

More than one out of every four Black adults has high blood pressure, according to a two-year survey by Public Health Service in the 1960's. Other studies show as many as one out of three Black adults has high blood pressure.

High blood pressure is the most common chronic disease treated by practitioners in the Black community.

More Black people die as a result of high blood pressure than any other disease.

For every Black person who dies of sickle-cell anemia, at least 100 others die from the effects of high blood pressure.

The rate of death from the effects of high blood pressure for Black people is nearly one and one-half times the rate for White people.

High blood pressure, along with cigarette smoking, contributes greatly to the apparent increased number of heart attacks among Black adults.

If high blood pressure is controlled, strokes, heart attacks and kidney disease can be substantially reduced.

**YES, HIGH BLOOD PRESSURE CAN BE TREATED... AND CONTROLLED.**

### WHAT YOU CAN DO

#### Have your blood pressure checked regularly

Unfortunately, high blood pressure is a silent killer and crippler. At least half of the people who have high blood pressure don't know it because symptoms usually are not present. The only way you can be sure is to have the doctor check your blood pressure. You should have your blood pressure checked at least once a year, especially if: (1) you are Black, (2) if you are over 40, (3) if members of your family or close relatives have had high blood pressure or the complications of high blood pressure (stroke, heart attack, or kidney disease), or (4) if you have frequent headaches, dizziness, or other symptoms that may occasionally be related to high blood pressure.

#### Follow your doctor's instructions

High blood pressure can't be cured, but it can be kept under control. Control means keeping your blood pressure as close to normal as possible. That's very important to you — it can prevent a crippling stroke or other serious illness in the future.

The doctor will find a way to control your blood pressure that's most comfortable for you. Then it will be up to you — to take the medicine and follow the prescribed diet, to follow the instructions carefully and to come back regularly for checkups.

Yes, high blood pressure can be controlled, but only if *you* cooperate fully with your doctor.

## Prose literacy question

Refer to the article on the next page to answer the following question.

What is the purpose of the *Se Habla Español* expo?

---

### Correct answer

Any statement such as the following:

- To enable people to better serve and sell to the Hispanic community
- To improve marketing strategies to the Hispanic community
- To enable people to establish contacts to serve the Hispanic community

Percentage of adults who answered the question correctly, 2003

| All Adults |          | <i>Below Basic</i> |         | <i>Basic</i> |         | <i>Intermediate</i> |          | <i>Proficient</i> |          |
|------------|----------|--------------------|---------|--------------|---------|---------------------|----------|-------------------|----------|
| Oklahoma   | Nation   | Oklahoma           | Nation  | Oklahoma     | Nation  | Oklahoma            | Nation   | Oklahoma          | Nation   |
| 15 (2.6)   | 17 (0.8) | 2 (10.8)           | 0 (0.3) | 5 (10.5)     | 3 (0.7) | 15 (11.2)           | 16 (1.4) | 54 (25.7)         | 60 (2.9) |

Note: Standard errors are in parentheses.

Source: 2003 State Assessment of Adult Literacy and 2003 National Assessment of Adult Literacy.

## MARKETING

# **S**e Habla Español Hits Chicago

*September 25, 26, and 27 are three days that will change your marketing.*

"To some advertisers, the Hispanic market's like the weather—you hear a lot about it, but you can't do much about it," says veteran marketer Tony Martinez. "And other companies think Hispanics will buy their products anyway, so they don't need to do anything special.

"Both attitudes are way off base," Mr. Martinez says briskly, "and they'll both make the competition ecstatic. Because there's a lot of money to be made in the Hispanic market. Its spending power will be \$160 billion this year, and that's growing maybe \$1.4 billion a month," he exclaims, peering intensely over his glasses. "For example, we Hispanics buy 9 percent of all new automobiles.

"This is definitely a special market...you do have to have a special understanding of it," Mr. Martinez goes on, "because as one research firm said, it's 'a market with currents that are going in many directions.' But the rewards will be fantastic. Hispanics are very brand conscious and they tend to become brand loyal very quickly."

It's Mr. Martinez's job—his mission in life—to make sure companies learn how they can serve and sell to America's Hispanics. He has been marketing to the community for many years, working with the best in the business, including Coca-Cola and the advertising firm of Castor GS&B. Now his staff is organizing the largest annual Hispanic market trade show in the business—*Se Habla Español*.

The three-day *Se Habla Español* expo, put on by HISPANIC BUSINESS magazine, is in Chicago this year, at the Hyatt Regency. As in the two previous years in New York and Los Angeles, this conference will host a "big top"-like mix of activities.

The show draws thousands of the country's top marketers, media people, advertisers, researchers, and Hispanic contractors—all intent on gathering as much information as possible, and all hoping to explore new business opportunities. As in any really good big-top show, a hundred different things are happening all at once.

More than 60 Hispanic market specialists conduct fact-heavy seminars. Companies promoting everything from cars to demographic information to career opportunities for Hispanic professionals display and discuss their products in 30,000 square feet of exhibit space. Major exhibitors this year include Ford Motor Co., Lincoln-Mercury, Chevrolet, American Airlines, Telemundo, the Bureau of the Census, and many, many more.

"It's all contacts . . . contacts . . . contacts!" Mr. Martinez exclaims in his best marketing ringmaster style.

Each of the major media hosts its own luncheon or reception, playing to sold-out crowds. Leading participants in last year's Print Reception, for example, included *La Opinion* of Los Angeles, *Vista* magazine, *The Miami Herald*, and the *Los Angeles*

*Times*. Some participants in the 1989 Radio Luncheon included Katz Hispanic Radio and Caballero Spanish Media. "We still have a few events open to corporate sponsors," Mr. Martinez mentions, not without interest. "They'll be able to count on considerable media play both in preliminary press coverage and during the events themselves."

Another opportunity for sponsor visibility is the *Se Habla Español* Scholarship Fund, which will publicly award scholarships to talented Hispanic students in the various communications fields.

A grand finale black tie banquet spotlights the leading figures in America's Hispanic media world, recognizing outstanding work in each medium with the *Se Habla Español Awards in Communication*. In 1989, Mr. Martinez recalls, almost 400 entries were submitted. Publicidad Siboney swept the top honors for "Ad of the Year" and "TV Ad of the Year" with its commercial for Pepsi-Cola.

One problem attendees find is that the conference offers more information than any one person can gather during just three days. "They should know their priorities," Mr. Martinez advises, "to ensure they focus on the events that will be of most value to their employers."

Reprinted by permission of *Hispanic Business Magazine*.

## Document literacy question

Seventy-eight percent of what specific group agree that their school does a good job of encouraging parental involvement in educational areas?

### Parents and Teachers Evaluate Parental Involvement at Their School

*Do you agree or disagree that...?*

|  | Total | Level of School |             |             |
|--|-------|-----------------|-------------|-------------|
|  |       | Elementary      | Junior High | High School |
| <i>percent agreeing</i>  |       |                 |             |             |
| Our school does a good job of encouraging parental involvement in sports, arts, and other nonsubject areas |       |                 |             |             |

|                 |           |           |           |           |
|-----------------|-----------|-----------|-----------|-----------|
| <b>Parents</b>  | <b>77</b> | <b>76</b> | <b>74</b> | <b>79</b> |
| <b>Teachers</b> | <b>77</b> | <b>73</b> | <b>77</b> | <b>85</b> |

Our school does a good job of encouraging parental involvement in educational areas

|                 |           |           |           |           |
|-----------------|-----------|-----------|-----------|-----------|
| <b>Parents</b>  | <b>73</b> | <b>82</b> | <b>71</b> | <b>64</b> |
| <b>Teachers</b> | <b>80</b> | <b>84</b> | <b>78</b> | <b>70</b> |

Our school only contacts parents when there is a problem with their child

|                 |           |           |           |           |
|-----------------|-----------|-----------|-----------|-----------|
| <b>Parents</b>  | <b>55</b> | <b>46</b> | <b>62</b> | <b>63</b> |
| <b>Teachers</b> | <b>23</b> | <b>18</b> | <b>22</b> | <b>33</b> |

Our school does not give parents the opportunity for any meaningful roles

|                 |           |           |           |           |
|-----------------|-----------|-----------|-----------|-----------|
| <b>Parents</b>  | <b>22</b> | <b>18</b> | <b>22</b> | <b>28</b> |
| <b>Teachers</b> | <b>8</b>  | <b>8</b>  | <b>12</b> | <b>7</b>  |

Source: The Metropolitan Life Survey of the American Teacher. 1987

Reduced from original copy

## Correct answer

Junior high teachers

Percentage of adults who answered the question correctly, 2003

| All Adults |          | <i>Below Basic</i> |         | <i>Basic</i> |         | <i>Intermediate</i> |          | <i>Proficient</i> |          |
|------------|----------|--------------------|---------|--------------|---------|---------------------|----------|-------------------|----------|
| Oklahoma   | Nation   | Oklahoma           | Nation  | Oklahoma     | Nation  | Oklahoma            | Nation   | Oklahoma          | Nation   |
| 31 (3.2)   | 37 (1.2) | 0 (0.9)            | 0 (0.4) | 2 (6.4)      | 4 (2.1) | 43 (11.0)           | 46 (3.4) | 98 (3.2)          | 97 (1.4) |

Note: Standard errors are in parentheses.

Source: 2003 State Assessment of Adult Literacy and 2003 National Assessment of Adult Literacy.

## Quantitative literacy question

Suppose that you had your oil tank filled with 140.0 gallons of oil, as indicated on the bill, and you wanted to take advantage of the five cents (\$.05) per gallon deduction.

- Figure out how much the deduction would be if you paid the bill within 10 days. Enter the amount of the deduction on the bill in the space provided.

|     |         | <b>ASHLAND OIL, INC.</b> |           | 18609                 |             |           |              |
|--|---------|--------------------------|-----------|-----------------------|-------------|-----------|--------------|
| Ashland, Kentucky  |         | 41114 (606) 392-3333     |           | DATE                  |             |           |              |
| ROBERT NELSON  |         | DIVERTY ROAD             |           | 2/2/02                |             |           |              |
| ASHLAND, KY 41114  |         | P/R 4TH HOUSE ON LEFT    |           | CUSTOMER NO.          |             |           |              |
| FILL REAR IN DRIVEWAY  |         |                          |           | 002316                |             |           |              |
| TANK SIZE  | GALLONS | ZONE                     | STOP LOC. | DELIVERY TYPE         | DEGREE DAYS | K. FACTOR | PRODUCT CODE |
| 275  | 180     | 28                       | 0         | AU HO                 | 3247        | 8.30      | 2            |
| CUSTOMER'S SIGNATURE   |         |                          |           |                       |             |           |              |
|  |         |                          |           |                       |             |           |              |
| TANK TRUCK SALESMAN  |         |                          |           | TRUCK NO.             |             |           |              |
| METER READING – BEFORE AND AFTER DELIVERY  |         |                          |           |                       |             |           |              |
| ▼  |         |                          |           |                       |             |           |              |
| A A 0 0 3  |         | 0 0 1 4 0 <sup>0</sup>   |           |                       |             |           |              |
| A A 0 0 2  |         | 0 0 0 0 0 <sup>0</sup>   |           |                       |             |           |              |
| PRODUCT  | PRICE   | GALLONS                  | 10TH      | AMOUNT                |             |           |              |
| FUEL OIL   | 97.9    | 140                      | 0         | 137                   | 06          |           |              |
| SAVE if no outstanding balance due and you pay within 10 days                        |         |                          |           | DEDUCT \$.05 per gal. |             |           |              |
|  |         |                          |           | NET TOTAL ↓           |             |           |              |

WEMOFORMS • (800) 221-1209 • (201) 636-0080

Reduced from original copy

### Correct answer

\$7.00

Percentage of adults who answered the question correctly, 2003

| All Adults |          | Below Basic |         | Basic     |          | Intermediate |          | Proficient |           |
|------------|----------|-------------|---------|-----------|----------|--------------|----------|------------|-----------|
| Oklahoma   | Nation   | Oklahoma    | Nation  | Oklahoma  | Nation   | Oklahoma     | Nation   | Oklahoma   | Nation    |
| 54 (4.0)   | 54 (1.1) | 1 (4.1)     | 1 (1.2) | 39 (16.5) | 39 (5.1) | 90 (5.2)     | 91 (1.7) | 100 (1.7)  | 100 (0.5) |

Note: Standard errors are in parentheses.

Source: 2003 State Assessment of Adult Literacy and 2003 National Assessment of Adult Literacy.

## Document and quantitative literacy questions

This is an example of a task that was scored in three separate parts and treated as three separate questions. The first two questions were included on the document scale and the third question was included on the quantitative scale.

Refer to the form on the next page to answer the following question.

Use the following information to fill in the receipt for certified mail. Then fill in the “TOTAL Postage and Fees” line.

- You are sending a package to Doris Carter.
- Her address is 19 Main Street, Augusta, GA 30901.
- The postage for the package is \$1.86.
- The fee for certified mail is \$0.75.

### Correct answer

Question 1 (Document): Enters name and address correctly. No penalty for misspelling.

Percentage of adults who answered the question correctly, 2003

| All Adults |          | <i>Below Basic</i> |          | <i>Basic</i> |          | <i>Intermediate</i> |          | <i>Proficient</i> |          |
|------------|----------|--------------------|----------|--------------|----------|---------------------|----------|-------------------|----------|
| Oklahoma   | Nation   | Oklahoma           | Nation   | Oklahoma     | Nation   | Oklahoma            | Nation   | Oklahoma          | Nation   |
| 67 (2.7)   | 68 (1.3) | 11 (8.6)           | 12 (2.7) | 62 (7.8)     | 50 (3.0) | 82 (2.6)            | 83 (1.3) | 85 (9.4)          | 97 (0.9) |

Note: Standard errors are in parentheses.

Source: 2003 State Assessment of Adult Literacy and 2003 National Assessment of Adult Literacy.

### Correct answer

Question 2 (Document): Enters \$1.86 and \$0.75 on the postage and certified fees lines respectively.

Percentage of adults who answered the question correctly, 2003

| All Adults |          | <i>Below Basic</i> |          | <i>Basic</i> |          | <i>Intermediate</i> |          | <i>Proficient</i> |          |
|------------|----------|--------------------|----------|--------------|----------|---------------------|----------|-------------------|----------|
| Oklahoma   | Nation   | Oklahoma           | Nation   | Oklahoma     | Nation   | Oklahoma            | Nation   | Oklahoma          | Nation   |
| 79 (2.6)   | 78 (1.1) | 26 (7.8)           | 18 (3.1) | 80 (4.0)*    | 70 (2.5) | 91 (1.9)            | 94 (0.7) | 96 (2.3)          | 99 (0.4) |

\* Significantly different from the nation.

Note: Standard errors are in parentheses.

Source: 2003 State Assessment of Adult Literacy and 2003 National Assessment of Adult Literacy.

### Correct answer

Question 3 (Quantitative): Either of the following:

Correctly totals postage and fees: \$2.61

Correctly totals incorrect fees entered on form

Percentage of adults who answered the question correctly, 2003

| All Adults |          | <i>Below Basic</i> |          | <i>Basic</i> |          | <i>Intermediate</i> |          | <i>Proficient</i> |          |
|------------|----------|--------------------|----------|--------------|----------|---------------------|----------|-------------------|----------|
| Oklahoma   | Nation   | Oklahoma           | Nation   | Oklahoma     | Nation   | Oklahoma            | Nation   | Oklahoma          | Nation   |
| 81 (2.3)   | 81 (0.9) | 37 (9.2)           | 41 (2.5) | 87 (2.8)     | 85 (1.1) | 96 (1.3)            | 94 (0.7) | 98 (1.7)          | 98 (0.6) |

Note: Standard errors are in parentheses.

Source: 2003 State Assessment of Adult Literacy and 2003 National Assessment of Adult Literacy.

## What may be Certified?

Only items of no intrinsic value such as letters, files, records, etc., that are sent Priority First-Class Mail may be sent by certified mail. No insurance coverage is provided against loss or damage for this service. (For valuables and irreplaceable items, you should use insured or registered mail.)



## How to use Certified Mail.

Simply fill out Form 3800, *Receipt for Certified Mail*, and attach (to the address side of the mail) the numbered label portion and the required postage and fee. You may obtain these forms at post offices or from rural carriers. Many customers find it convenient and a “time-saver” to have the form completed before approaching the window. Certified mail, with proper postage and fees affixed, may be dropped in a mailbox unless an official dated receipt is required.

## Restricted Delivery

If you want to restrict the delivery of certified mail, you must endorse the mail “Restricted Delivery.” This service is available for a \$1.00 fee and can only be used for items addressed to specific individuals by name. However, the addressee can and often does authorize an agent to receive his or her restricted mail.

## Fees

The fee for certified mail is 75 cents (in addition to your postage). For an additional fee, you also may purchase a return receipt which provides you proof of delivery.

P 138 573 931

**RECEIPT FOR CERTIFIED MAIL**  
NO INSURANCE COVERAGE PROVIDED  
NOT FOR INTERNATIONAL MAIL

|   |    |
|---|----|
| Sent to   |    |
| Street and No.  |    |
| P.O., State and ZIP Code                                      |    |
| Postage   | \$ |
| Certified Fee   |    |
| Special Delivery Fee  |    |
| Restricted Delivery Fee                                       |    |
| Return Receipt showing to whom and Date Delivered             |    |
| Return Receipt showing to whom, Date, and Address of Delivery |    |
| TOTAL Postage and Fees  | \$ |
| Postmark or Date  |    |

PS FORM 3800, June 1985

*Fold at line over top of envelope to the right of the return address.*

**CERTIFIED**

P 138 573 931

**MAIL**





## Appendix C: Standard Errors for Tables and Figures

Table C1. Estimates and standard errors for Figure 2.1. Average prose, document, and quantitative literacy of adults in Oklahoma and the nation: 2003

| Literacy scale | Oklahoma  | Nation    |
|----------------|-----------|-----------|
| Prose          | 272 (3.5) | 275 (1.3) |
| Document       | 266 (3.4) | 271 (1.2) |
| Quantitative   | 279 (3.3) | 283 (1.2) |

Note: Standard errors are in parentheses.

Source: 2003 State Assessment of Adult Literacy and 2003 National Assessment of Adult Literacy.

Table C2. Estimates and standard errors for Figure 2.2. Percentage of adults in Oklahoma and the nation in each prose, document, and quantitative literacy level: 2003

| Literacy scale | <i>Below Basic</i> |          | <i>Basic</i> |          | <i>Intermediate</i> |          | <i>Proficient</i> |          |
|----------------|--------------------|----------|--------------|----------|---------------------|----------|-------------------|----------|
|                | Oklahoma           | Nation   | Oklahoma     | Nation   | Oklahoma            | Nation   | Oklahoma          | Nation   |
| Prose          | 12 (1.6)           | 14 (0.6) | 31 (2.0)     | 29 (0.6) | 47 (2.1)            | 44 (0.7) | 9 (1.5)*          | 13 (0.5) |
| Document       | 14 (1.4)           | 12 (0.5) | 23 (1.5)     | 22 (0.5) | 52 (2.0)            | 53 (0.7) | 11 (1.3)          | 13 (0.6) |
| Quantitative   | 21 (1.9)           | 21 (0.6) | 35 (1.8)     | 33 (0.5) | 34 (2.1)            | 33 (0.5) | 10 (1.4)*         | 14 (0.5) |

\* Significantly different from the nation.

Note: Percentages may not add to 100 because of rounding. Standard errors are in parentheses.

Source: 2003 State Assessment of Adult Literacy and 2003 National Assessment of Adult Literacy.

Table C3. Estimates and standard errors for Figure 2.3. Average prose, document, and quantitative literacy of adults in Oklahoma and the nation, by race/ethnicity: 2003

| Race/ethnicity                 | Prose      |           | Document   |           | Quantitative |            |
|--------------------------------|------------|-----------|------------|-----------|--------------|------------|
|                                | Oklahoma   | Nation    | Oklahoma   | Nation    | Oklahoma     | Nation     |
| White                          | 280 (3.5)* | 289 (1.5) | 275 (2.7)* | 282 (1.5) | 289 (2.6)*   | 297 (1.3)  |
| Black                          | 238 (8.2)  | 243 (1.8) | 229 (8.4)  | 238 (2.2) | 225 (6.2)    | 238 (2.2)  |
| Hispanic                       | 230 (10.6) | 216 (3.6) | 228 (13.6) | 224 (3.6) | 231 (12.1)   | 233 (3.2)  |
| American Indian/Alaskan Native | 243 (6.7)  | 265 (9.7) | 237 (6.5)* | 258 (6.7) | 247 (7.0)*   | 266 (10.9) |
| Multiracial                    | 267 (8.2)  | 273 (4.6) | 256 (9.7)  | 269 (3.9) | 278 (7.9)*   | 270 (4.1)  |

\* Significantly different from the nation.

Note: Standard errors are in parentheses.

Source: 2003 State Assessment of Adult Literacy and 2003 National Assessment of Adult Literacy.

Table C4. Estimates and standard errors for Figures 2.4a and 2.4b. Percentage of adults in Oklahoma and the nation in each prose, document, and quantitative literacy level, by race/ethnicity: 2003

| Literacy scale and race/ethnicity | <i>Below Basic</i> |          | <i>Basic</i> |          | <i>Intermediate</i> |          | <i>Proficient</i> |          |
|-----------------------------------|--------------------|----------|--------------|----------|---------------------|----------|-------------------|----------|
|                                   | Oklahoma           | Nation   | Oklahoma     | Nation   | Oklahoma            | Nation   | Oklahoma          | Nation   |
| <b>Prose</b>                      |                    |          |              |          |                     |          |                   |          |
| White                             | 9 (1.5)            | 7 (0.5)  | 29 (2.2)     | 25 (0.8) | 51 (2.4)            | 51 (0.9) | 12 (1.9)*         | 17 (0.9) |
| Black                             | 28 (7.4)           | 24 (1.4) | 42 (6.8)     | 43 (1.2) | 28 (6.1)            | 31 (1.4) | 2 (1.7)           | 2 (0.5)  |
| Hispanic                          | 40 (5.7)           | 45 (1.8) | 27 (4.0)     | 29 (1.0) | 29 (4.0)            | 22 (1.1) | 5 (1.8)           | 4 (0.5)  |
| American Indian/Alaskan Native    | 19 (10.7)          | 19 (4.3) | 53 (12.7)    | 29 (4.0) | 28 (11.7)           | 41 (4.6) | 1 (1.8)*          | 11 (3.7) |
| Multiracial                       | 13 (4.8)           | 7 (3.2)  | 33 (5.7)     | 35 (5.6) | 48 (5.9)            | 54 (5.9) | 6 (3.5)           | 4 (3.0)  |
| <b>Document</b>                   |                    |          |              |          |                     |          |                   |          |
| White                             | 9 (1.2)            | 8 (0.5)  | 21 (1.7)     | 19 (0.7) | 59 (2.1)            | 58 (1.0) | 11 (1.6)*         | 15 (1.0) |
| Black                             | 32 (4.3)           | 24 (1.8) | 32 (4.2)     | 35 (1.4) | 32 (5.8)            | 40 (1.9) | 4 (2.0)           | 2 (0.5)  |
| Hispanic                          | 35 (7.2)           | 36 (1.7) | 26 (3.7)     | 26 (0.8) | 34 (5.6)            | 33 (1.2) | 5 (2.2)           | 5 (0.5)  |
| American Indian/Alaskan Native    | 21 (8.3)           | 16 (3.8) | 42 (7.7)     | 27 (4.0) | 37 (8.7)            | 51 (4.8) | 1 (2.0)           | 6 (2.8)  |
| Multiracial                       | 21 (4.0)*          | 9 (2.0)  | 23 (2.3)     | 27 (2.8) | 45 (3.8)            | 55 (3.5) | 11 (2.7)          | 9 (2.6)  |
| <b>Quantitative</b>               |                    |          |              |          |                     |          |                   |          |
| White                             | 14 (1.9)           | 13 (0.7) | 35 (2.2)     | 32 (0.8) | 40 (2.3)            | 39 (0.8) | 11 (1.7)*         | 17 (0.8) |
| Black                             | 58 (5.8)           | 47 (1.8) | 31 (4.8)     | 36 (1.3) | 10 (3.5)            | 15 (1.1) | 1 (0.6)           | 2 (0.4)  |
| Hispanic                          | 50 (7.0)           | 50 (1.7) | 30 (3.8)     | 29 (1.0) | 17 (4.1)            | 17 (0.9) | 3 (1.9)           | 4 (0.5)  |
| American Indian/Alaskan Native    | 38 (14.5)          | 32 (5.9) | 46 (12.7)    | 31 (3.8) | 15 (8.2)            | 27 (4.3) | 0 (1.5)*          | 10 (3.6) |
| Multiracial                       | 24 (3.7)           | 27 (3.1) | 33 (3.3)     | 37 (2.7) | 31 (3.5)            | 29 (2.6) | 13 (3.0)          | 8 (1.8)  |

\* Significantly different from the nation.

Note: Percentages may not add to 100 because of rounding. Standard errors are in parentheses.

Source: 2003 State Assessment of Adult Literacy and 2003 National Assessment of Adult Literacy.

Table C5. Estimates and standard errors for Figure 2.5. Average prose, document, and quantitative literacy of adults in Oklahoma and the nation, by gender: 2003

| Gender | Prose     |           | Document  |           | Quantitative |           |
|--------|-----------|-----------|-----------|-----------|--------------|-----------|
|        | Oklahoma  | Nation    | Oklahoma  | Nation    | Oklahoma     | Nation    |
| Men    | 265 (4.2) | 273 (1.6) | 261 (4.2) | 269 (1.5) | 277 (3.4)*   | 287 (1.3) |
| Women  | 278 (4.0) | 277 (1.4) | 270 (4.1) | 272 (1.2) | 280 (4.3)    | 279 (1.3) |

\* Significantly different from the nation.

Note: Standard errors are in parentheses.

Source: 2003 State Assessment of Adult Literacy and 2003 National Assessment of Adult Literacy.

Table C6. Estimates and standard errors for Figure 2.6. Percentage of adults in Oklahoma and the nation in each prose, document, and quantitative literacy level, by gender: 2003

| Literacy scale and gender | <i>Below Basic</i> |          | <i>Basic</i> |          | <i>Intermediate</i> |          | <i>Proficient</i> |          |
|---------------------------|--------------------|----------|--------------|----------|---------------------|----------|-------------------|----------|
|                           | Oklahoma           | Nation   | Oklahoma     | Nation   | Oklahoma            | Nation   | Oklahoma          | Nation   |
| <b>Prose</b>              |                    |          |              |          |                     |          |                   |          |
| Men                       | 16 (2.0)           | 15 (0.6) | 32 (2.0)     | 29 (0.7) | 43 (2.3)            | 43 (0.7) | 9 (1.5)*          | 13 (0.6) |
| Women                     | 9 (1.9)            | 12 (0.6) | 30 (2.7)     | 28 (0.6) | 51 (3.0)            | 46 (0.8) | 10 (2.2)          | 14 (0.6) |
| <b>Document</b>           |                    |          |              |          |                     |          |                   |          |
| Men                       | 17 (1.8)           | 14 (0.6) | 23 (1.5)     | 23 (0.5) | 49 (2.1)            | 51 (0.8) | 11 (1.4)          | 13 (0.6) |
| Women                     | 11 (1.7)           | 11 (0.6) | 23 (2.1)     | 22 (0.6) | 55 (2.8)            | 54 (0.8) | 11 (2.0)          | 13 (0.6) |
| <b>Quantitative</b>       |                    |          |              |          |                     |          |                   |          |
| Men                       | 24 (1.9)           | 21 (0.6) | 33 (1.6)     | 31 (0.5) | 32 (1.9)            | 33 (0.5) | 12 (1.3)*         | 16 (0.6) |
| Women                     | 19 (2.9)           | 22 (0.8) | 37 (3.2)     | 35 (0.7) | 36 (3.2)            | 32 (0.7) | 8 (2.2)           | 11 (0.6) |

\* Significantly different from the nation.

Note: Percentages may not add to 100 because of rounding. Standard errors are in parentheses.

Source: 2003 State Assessment of Adult Literacy and 2003 National Assessment of Adult Literacy.

Table C7. Estimates and standard errors for Figure 2.7. Average prose, document, and quantitative literacy of adults in Oklahoma and the nation, by age: 2003

| Age   | Prose     |           | Document   |           | Quantitative |           |
|-------|-----------|-----------|------------|-----------|--------------|-----------|
|       | Oklahoma  | Nation    | Oklahoma   | Nation    | Oklahoma     | Nation    |
| 16–18 | 262 (5.4) | 267 (2.8) | 265 (6.6)  | 268 (2.9) | 270 (10.6)   | 267 (3.1) |
| 19–24 | 270 (4.3) | 276 (2.4) | 274 (4.2)  | 278 (2.5) | 278 (4.8)    | 280 (2.3) |
| 25–39 | 284 (5.5) | 284 (1.7) | 282 (5.3)  | 283 (1.8) | 285 (5.0)    | 292 (1.8) |
| 40–49 | 279 (5.2) | 282 (2.3) | 272 (4.7)  | 278 (1.8) | 290 (4.9)    | 289 (1.9) |
| 50–64 | 275 (6.2) | 278 (1.9) | 267 (7.4)  | 270 (2.1) | 285 (6.7)    | 289 (1.9) |
| 65+   | 240 (6.8) | 248 (2.0) | 217 (7.6)* | 235 (2.0) | 247 (5.4)    | 257 (2.2) |

\* Significantly different from the nation.

Note: Standard errors are in parentheses.

Source: 2003 State Assessment of Adult Literacy and 2003 National Assessment of Adult Literacy.

Table C8. Estimates and standard errors for Figures 2.8a and 2.8b. Percentage of adults in Oklahoma and the nation in each prose, document, and quantitative literacy level, by age: 2003

| Literacy scale and age | <i>Below Basic</i> |          | <i>Basic</i> |          | <i>Intermediate</i> |          | <i>Proficient</i> |          |
|------------------------|--------------------|----------|--------------|----------|---------------------|----------|-------------------|----------|
|                        | Oklahoma           | Nation   | Oklahoma     | Nation   | Oklahoma            | Nation   | Oklahoma          | Nation   |
| <b>Prose</b>           |                    |          |              |          |                     |          |                   |          |
| 16–18                  | 14 (4.1)           | 11 (1.7) | 35 (5.7)     | 37 (2.5) | 47 (5.3)            | 48 (2.7) | 3 (2.0)           | 5 (1.4)  |
| 19–24                  | 10 (2.7)           | 11 (1.1) | 35 (4.0)     | 29 (1.3) | 49 (4.3)            | 48 (1.5) | 6 (2.3)*          | 12 (1.2) |
| 25–39                  | 9 (2.1)            | 12 (0.6) | 26 (2.7)     | 25 (0.7) | 50 (3.3)            | 45 (0.8) | 15 (3.0)          | 18 (0.8) |
| 40–49                  | 7 (2.8)            | 11 (0.9) | 31 (4.2)     | 26 (1.1) | 53 (4.7)            | 47 (1.2) | 9 (3.6)           | 16 (1.1) |
| 50–64                  | 10 (3.2)           | 13 (0.8) | 30 (4.0)     | 27 (0.9) | 50 (4.6)            | 44 (1.1) | 9 (2.9)*          | 15 (0.8) |
| 65+                    | 30 (3.6)           | 23 (1.3) | 33 (2.7)     | 38 (1.2) | 32 (3.5)            | 34 (1.4) | 5 (1.3)           | 4 (0.6)  |
| <b>Document</b>        |                    |          |              |          |                     |          |                   |          |
| 16–18                  | 8 (4.4)            | 11 (1.4) | 30 (6.9)     | 24 (1.8) | 57 (7.9)            | 56 (2.4) | 5 (4.4)           | 9 (1.7)  |
| 19–24                  | 9 (1.8)            | 9 (1.1)  | 21 (2.6)     | 20 (1.2) | 59 (3.3)            | 58 (1.7) | 11 (2.7)          | 14 (1.5) |
| 25–39                  | 8 (2.1)            | 8 (0.7)  | 18 (2.6)     | 19 (0.7) | 59 (4.0)            | 56 (1.1) | 15 (3.4)          | 17 (1.1) |
| 40–49                  | 9 (2.7)            | 10 (0.7) | 24 (3.2)     | 20 (0.8) | 57 (4.2)            | 54 (1.1) | 10 (3.0)          | 16 (0.9) |
| 50–64                  | 13 (3.4)           | 12 (0.9) | 24 (3.5)     | 23 (0.9) | 54 (4.9)            | 54 (1.3) | 10 (3.1)          | 12 (1.1) |
| 65+                    | 39 (3.9)*          | 27 (1.5) | 27 (2.9)     | 33 (1.0) | 31 (3.4)            | 38 (1.4) | 3 (0.9)           | 3 (0.4)  |
| <b>Quantitative</b>    |                    |          |              |          |                     |          |                   |          |
| 16–18                  | 25 (6.8)           | 28 (2.3) | 38 (7.2)     | 38 (2.1) | 32 (7.1)            | 28 (2.1) | 6 (4.2)           | 6 (1.3)  |
| 19–24                  | 21 (3.1)           | 21 (1.4) | 35 (3.3)     | 36 (1.3) | 36 (3.2)            | 33 (1.4) | 8 (2.2)           | 10 (1.1) |
| 25–39                  | 17 (2.8)           | 17 (0.8) | 36 (3.2)     | 31 (0.8) | 37 (3.5)            | 35 (0.8) | 11 (2.7)*         | 17 (1.0) |
| 40–49                  | 15 (3.2)           | 19 (1.0) | 35 (3.4)     | 31 (0.8) | 37 (3.7)            | 34 (0.9) | 13 (3.1)          | 16 (0.9) |
| 50–64                  | 18 (4.3)           | 19 (1.0) | 35 (3.7)     | 30 (0.8) | 35 (4.3)            | 34 (0.9) | 12 (3.5)          | 17 (0.8) |
| 65+                    | 40 (3.5)           | 34 (1.6) | 31 (2.2)*    | 37 (1.2) | 24 (2.1)            | 24 (1.2) | 5 (1.0)           | 5 (0.6)  |

\* Significantly different from the nation.

Note: Percentages may not add to 100 because of rounding. Standard errors are in parentheses.

Source: 2003 State Assessment of Adult Literacy and 2003 National Assessment of Adult Literacy.

Table C9. Estimates and standard errors for Figure 2.9. Average prose, document, and quantitative literacy of adults in Oklahoma and the nation, by language spoken before starting school: 2003

| Language                   | Prose      |           | Document   |           | Quantitative |           |
|----------------------------|------------|-----------|------------|-----------|--------------|-----------|
|                            | Oklahoma   | Nation    | Oklahoma   | Nation    | Oklahoma     | Nation    |
| English only               | 275 (3.3)* | 283 (1.4) | 269 (3.1)* | 276 (1.3) | 282 (2.7)*   | 289 (1.2) |
| English and other language | 256 (11.0) | 272 (2.2) | 248 (11.3) | 264 (2.4) | 266 (12.4)   | 278 (3.1) |
| Non-English                | 207 (12.9) | 212 (3.5) | 208 (18.9) | 223 (3.9) | 207 (15.8)   | 235 (4.0) |

\* Significantly different from the nation.

Note: Standard errors are in parentheses.

Source: 2003 State Assessment of Adult Literacy and 2003 National Assessment of Adult Literacy.

Table C10. Estimates and standard errors for Figures 2.10a and 2.10b. Percentage of adults in Oklahoma and the nation in each prose, document, and quantitative literacy level, by language spoken before starting school: 2003

| Literacy scale and language | <i>Below Basic</i> |          | <i>Basic</i> |          | <i>Intermediate</i> |          | <i>Proficient</i> |          |
|-----------------------------|--------------------|----------|--------------|----------|---------------------|----------|-------------------|----------|
|                             | Oklahoma           | Nation   | Oklahoma     | Nation   | Oklahoma            | Nation   | Oklahoma          | Nation   |
| <b>Prose</b>                |                    |          |              |          |                     |          |                   |          |
| English only                | 11 (1.6)           | 9 (0.5)  | 31 (2.1)     | 27 (0.7) | 49 (2.2)            | 49 (0.8) | 10 (1.6)*         | 15 (0.7) |
| English and other language  | 18 (5.4)           | 10 (1.2) | 37 (9.0)     | 35 (1.9) | 40 (7.4)            | 47 (2.0) | 5 (3.6)           | 8 (1.2)  |
| Non-English                 | 52 (6.6)           | 48 (1.7) | 25 (4.8)     | 28 (1.1) | 19 (5.1)            | 21 (1.1) | 4 (1.9)           | 4 (0.5)  |
| <b>Document</b>             |                    |          |              |          |                     |          |                   |          |
| English only                | 12 (1.3)*          | 9 (0.5)  | 23 (1.6)     | 21 (0.6) | 54 (2.0)            | 56 (0.8) | 11 (1.4)          | 14 (0.7) |
| English and other language  | 23 (5.4)*          | 11 (1.6) | 28 (5.1)     | 27 (1.8) | 42 (5.5)*           | 56 (2.4) | 7 (3.4)           | 6 (1.4)  |
| Non-English                 | 47 (8.8)           | 37 (1.7) | 22 (2.6)     | 25 (0.8) | 27 (7.5)            | 32 (1.2) | 4 (2.4)           | 6 (0.6)  |
| <b>Quantitative</b>         |                    |          |              |          |                     |          |                   |          |
| English only                | 19 (1.8)           | 18 (0.6) | 36 (1.8)     | 33 (0.6) | 36 (2.0)            | 35 (0.6) | 10 (1.3)*         | 15 (0.6) |
| English and other language  | 28 (5.9)           | 21 (2.1) | 38 (5.8)     | 38 (1.9) | 26 (5.1)            | 31 (2.0) | 8 (4.5)           | 10 (1.6) |
| Non-English                 | 65 (6.4)*          | 49 (1.8) | 20 (3.7)*    | 28 (0.9) | 11 (3.9)            | 18 (1.1) | 4 (2.1)           | 6 (0.7)  |

\* Significantly different from the nation.

Note: Percentages may not add to 100 because of rounding. Standard errors are in parentheses.

Source: 2003 State Assessment of Adult Literacy and 2003 National Assessment of Adult Literacy.

Table C11. Estimates and standard errors for Table 3.1. Average prose, document, and quantitative literacy of adults in Oklahoma and the nation, by educational attainment: 2003

| Educational attainment           | Prose     |           | Document   |           | Quantitative |           |
|----------------------------------|-----------|-----------|------------|-----------|--------------|-----------|
|                                  | Oklahoma  | Nation    | Oklahoma   | Nation    | Oklahoma     | Nation    |
| Less than/some high school       | 216 (4.6) | 206 (2.4) | 205 (8.3)  | 208 (2.6) | 210 (7.2)    | 211 (2.3) |
| GED/high school equivalency      | 257 (6.6) | 260 (2.2) | 258 (9.7)  | 257 (2.6) | 269 (8.8)    | 266 (3.2) |
| High school graduate             | 262 (4.6) | 262 (1.3) | 256 (4.2)  | 258 (1.5) | 269 (5.7)    | 269 (1.6) |
| Vocational/trade/business school | 269 (7.8) | 268 (2.7) | 262 (7.5)  | 267 (2.6) | 269 (7.4)    | 279 (2.2) |
| Some college                     | 286 (3.6) | 287 (1.6) | 278 (4.4)  | 280 (1.7) | 299 (2.1)    | 295 (1.7) |
| Associate's/2-year degree        | 292 (6.3) | 298 (2.4) | 286 (6.2)  | 291 (2.0) | 293 (5.4)*   | 305 (2.1) |
| College graduate                 | 311 (5.4) | 314 (2.1) | 303 (7.2)  | 303 (2.2) | 321 (3.4)    | 323 (1.8) |
| Graduate studies/degree          | 316 (5.3) | 327 (2.8) | 314 (10.3) | 311 (2.2) | 321 (5.6)    | 332 (2.1) |

\* Significantly different from the nation.

Note: Standard errors are in parentheses.

Source: 2003 State Assessment of Adult Literacy and 2003 National Assessment of Adult Literacy.

Table C12. Estimates and standard errors for Table 3.2. Percentage of adults in Oklahoma and the nation in each prose, document, and quantitative literacy level, by educational attainment: 2003

| Literacy scale and educational attainment | <i>Below Basic</i> |          | <i>Basic</i> |          | <i>Intermediate</i> |          | <i>Proficient</i> |          |
|---|--------------------|----------|--------------|----------|---------------------|----------|-------------------|----------|
|   | Oklahoma           | Nation   | Oklahoma     | Nation   | Oklahoma            | Nation   | Oklahoma          | Nation   |
| <b>Prose</b>                              |                    |          |              |          |                     |          |                   |          |
| Less than/some high school                | 43 (3.2)*          | 51 (1.5) | 36 (2.6)     | 32 (1.0) | 19 (2.0)            | 16 (0.9) | 1 (0.5)           | 1 (0.2)  |
| GED/high school equivalency               | 11 (7.2)           | 11 (1.9) | 48 (10.0)    | 45 (2.9) | 40 (10.6)           | 42 (3.0) | 2 (3.0)           | 3 (1.1)  |
| High school graduate                      | 11 (4.1)           | 13 (1.0) | 41 (6.1)     | 39 (1.2) | 46 (6.1)            | 44 (1.3) | 3 (2.3)           | 4 (0.6)  |
| Vocational/trade/business school          | 12 (4.1)           | 10 (1.8) | 32 (5.9)     | 36 (2.6) | 51 (6.5)            | 49 (2.7) | 6 (3.5)           | 5 (1.5)  |
| Some college                              | 4 (2.0)            | 5 (0.7)  | 26 (3.3)     | 25 (1.4) | 60 (3.9)            | 59 (1.7) | 10 (2.9)          | 12 (1.4) |
| Associate's/2-year degree                 | 6 (1.9)            | 4 (0.7)  | 24 (3.7)     | 20 (1.6) | 52 (4.1)            | 56 (2.0) | 18 (3.9)          | 19 (2.0) |
| College graduate                          | 1 (1.4)            | 3 (0.5)  | 12 (4.7)     | 14 (1.0) | 62 (8.1)            | 53 (1.7) | 24 (8.2)          | 31 (1.8) |
| Graduate studies/degree                   | 1 (1.8)            | 1 (0.4)  | 9 (4.8)      | 10 (1.2) | 63 (9.5)            | 48 (2.3) | 28 (9.7)          | 41 (2.6) |
| <b>Document</b>                           |                    |          |              |          |                     |          |                   |          |
| Less than/some high school                | 46 (3.4)           | 45 (1.4) | 26 (1.1)     | 29 (0.7) | 24 (2.7)            | 25 (1.1) | 4 (1.1)           | 2 (0.3)  |
| GED/high school equivalency               | 14 (6.7)           | 13 (2.0) | 30 (6.5)     | 30 (2.4) | 51 (8.6)            | 53 (2.9) | 6 (4.2)           | 4 (1.3)  |
| High school graduate                      | 13 (3.6)           | 13 (1.0) | 29 (4.1)     | 29 (1.1) | 55 (5.0)            | 52 (1.4) | 3 (1.8)           | 5 (0.7)  |
| Vocational/trade/business school          | 11 (5.1)           | 9 (1.5)  | 26 (7.6)     | 26 (2.3) | 60 (8.0)            | 59 (2.8) | 4 (4.2)           | 7 (1.7)  |
| Some college                              | 5 (2.1)            | 5 (0.8)  | 21 (4.0)     | 19 (1.3) | 66 (5.2)            | 65 (1.8) | 9 (4.2)           | 11 (1.5) |
| Associate's/2 year degree                 | 6 (2.2)            | 3 (0.7)  | 17 (3.9)     | 15 (1.5) | 62 (5.5)            | 66 (2.3) | 16 (4.9)          | 16 (2.2) |
| College graduate                          | 1 (2.0)            | 2 (0.6)  | 11 (4.8)     | 11 (1.2) | 65 (10.6)           | 62 (2.5) | 24 (10.9)         | 25 (2.7) |
| Graduate studies/degree                   | 4 (2.9)            | 1 (0.4)  | 8 (2.8)      | 9 (1.1)  | 52 (6.8)            | 59 (2.6) | 36 (7.3)          | 31 (2.8) |
| <b>Quantitative</b>                       |                    |          |              |          |                     |          |                   |          |
| Less than/some high school                | 63 (3.8)           | 64 (1.3) | 25 (2.3)     | 25 (0.8) | 11 (1.9)            | 10 (0.7) | 1 (0.5)           | 1 (0.2)  |
| GED/high school equivalency               | 22 (10.7)          | 26 (3.2) | 44 (10.4)    | 43 (3.1) | 30 (9.3)            | 28 (3.0) | 3 (4.5)           | 3 (1.3)  |
| High school graduate                      | 25 (4.8)           | 24 (1.4) | 40 (4.4)     | 42 (1.3) | 31 (4.3)            | 29 (1.4) | 5 (2.5)           | 5 (0.7)  |
| Vocational/trade/business school          | 23 (5.3)           | 18 (2.1) | 43 (6.8)     | 41 (2.3) | 29 (6.4)            | 35 (2.3) | 5 (3.4)           | 6 (1.4)  |
| Some college                              | 7 (2.2)            | 10 (1.2) | 34 (3.4)     | 36 (1.8) | 48 (3.5)            | 43 (1.8) | 11 (2.6)          | 11 (1.6) |
| Associate's/2-year degree                 | 8 (5.1)            | 7 (1.1)  | 40 (8.1)     | 30 (1.9) | 43 (8.6)            | 45 (2.1) | 10 (6.1)          | 18 (2.1) |
| College graduate                          | 1 (1.8)            | 4 (0.6)  | 18 (9.3)     | 22 (1.2) | 61 (11.9)           | 44 (1.5) | 20 (11.9)         | 31 (1.9) |
| Graduate studies/degree                   | 1 (4.2)            | 3 (0.6)  | 19 (14.7)    | 18 (1.5) | 57 (19.0)           | 43 (2.1) | 23 (19.6)         | 36 (2.6) |

\* Significantly different from the nation.

Note: Percentages may not add to 100 because of rounding. Standard errors are in parentheses.

Source: 2003 State Assessment of Adult Literacy and 2003 National Assessment of Adult Literacy.

Table C13. Estimates and standard errors for Table 3.3. Percentage of Oklahoma adults who received their high school or college degree in state or out of state: 2003

| State in which degree obtained | High school degree | College degree |
|--------------------------------|--------------------|----------------|
| In state                       | 70 (3.8)           | 75 (2.4)       |
| Out of state                   | 30 (3.8)           | 25 (2.4)       |

Note: Percentages may not add to 100 because of rounding. Standard errors are in parentheses.

Source: 2003 State Assessment of Adult Literacy.

Table C14. Estimates and standard errors for Figure 3.1. Average prose, document, and quantitative literacy of Oklahoma adults, by state in which high school degree was obtained: 2003

| Literacy scale and state in which high school degree obtained |            |
|---|------------|
| <b>Prose</b>  |            |
| In state  | 280 (3.2)  |
| Out of state  | 292 (5.9)  |
| <b>Document</b>   |            |
| In state  | 274 (2.8)  |
| Out of state  | 282 (4.8)  |
| <b>Quantitative</b>   |            |
| In state  | 287 (2.3)  |
| Out of state  | 301 (4.4)* |

\* Significantly different from Oklahoma adults who received their high school degree in state.

Note: Standard errors are in parentheses.

Source: 2003 State Assessment of Adult Literacy.

Table C15. Estimates and standard errors for Figure 3.2. Percentage of Oklahoma adults in each prose, document, and quantitative literacy level, by state in which high school degree was obtained: 2003

| Literacy scale and state in which high school degree obtained | <i>Below Basic</i> | <i>Basic</i> | <i>Intermediate</i> | <i>Proficient</i> |
|---|--------------------|--------------|---------------------|-------------------|
| <b>Prose</b>  |                    |              |                     |                   |
| In state  | 7 (1.5)            | 29 (2.6)     | 54 (2.8)            | 10 (2.0)          |
| Out of state  | 5 (2.0)            | 23 (4.1)     | 57 (5.1)            | 15 (4.9)          |
| <b>Document</b>   |                    |              |                     |                   |
| In state  | 8 (1.4)            | 22 (2.2)     | 60 (2.7)            | 10 (1.9)          |
| Out of state  | 6 (2.1)            | 18 (3.2)     | 64 (4.4)            | 12 (4.0)          |
| <b>Quantitative</b>   |                    |              |                     |                   |
| In state  | 14 (1.7)           | 37 (2.2)     | 39 (2.2)            | 9 (1.6)           |
| Out of state  | 6 (3.9)            | 33 (7.0)     | 50 (7.4)            | 11 (6.0)          |

Note: Percentages may not add to 100 because of rounding. Standard errors are in parentheses.

Source: 2003 State Assessment of Adult Literacy

Table C16. Estimates and standard errors for Figure 3.3. Average prose, document, and quantitative literacy of Oklahoma adults, by state in which college degree was obtained: 2003

---

**Literacy scale and state in which college degree obtained**

---

**Prose**

|              |           |
|--------------|-----------|
| In state     | 310 (4.1) |
| Out of state | 320 (9.3) |

**Document**

|              |            |
|--------------|------------|
| In state     | 302 (5.4)  |
| Out of state | 319 (11.2) |

**Quantitative**

|              |           |
|--------------|-----------|
| In state     | 321 (3.7) |
| Out of state | 322 (5.4) |

---

Note: Standard errors are in parentheses.

Source: 2003 State Assessment of Adult Literacy.

Table C17. Estimates and standard errors for Table 3.4. Percentage of Oklahoma adults who took a basic skills class or completed information technology (IT) certification: 2003

---

**Completion of basic skills class or IT certification**

---

**Basic skills class**

|     |          |
|-----|----------|
| Yes | 9 (0.7)  |
| No  | 91 (0.7) |

**Completed IT certification**

|     |          |
|-----|----------|
| Yes | 7 (1.2)  |
| No  | 93 (1.2) |

---

Note: Percentages may not add to 100 because of rounding. Standard errors are in parentheses.

Source: 2003 State Assessment of Adult Literacy.

Table C18. Estimates and standard errors for Figure 3.4. Average prose, document, and quantitative literacy of Oklahoma adults, by completion of a basic skills class: 2003

---

**Literacy scale and completion of basic skills class**

---

**Prose**

|     |           |
|-----|-----------|
| Yes | 272 (7.0) |
| No  | 263 (3.6) |

**Document**

|     |           |
|-----|-----------|
| Yes | 263 (9.3) |
| No  | 257 (3.7) |

**Quantitative**

|     |           |
|-----|-----------|
| Yes | 276 (9.3) |
| No  | 269 (3.3) |

---

Note: Standard errors are in parentheses.

Source: 2003 State Assessment of Adult Literacy.

Table C19. Estimates and standard errors for Figure 3.5. Percentage of Oklahoma adults in each prose, document, and quantitative literacy level, by completion of a basic skills class: 2003

| Literacy scale and completion of basic skills class | <i>Below Basic</i> | <i>Basic</i> | <i>Intermediate</i> | <i>Proficient</i> |
|---|--------------------|--------------|---------------------|-------------------|
| <b>Prose</b>  |                    |              |                     |                   |
| Yes   | 10 (3.5)           | 34 (4.2)     | 48 (4.9)            | 9 (3.5)           |
| No  | 15 (1.9)           | 35 (2.3)     | 44 (2.3)            | 6 (1.4)           |
| <b>Document</b>                                     |                    |              |                     |                   |
| Yes   | 15 (3.5)           | 25 (5.0)     | 50 (6.3)            | 9 (4.0)           |
| No  | 16 (1.8)           | 26 (1.7)     | 50 (2.2)            | 7 (1.3)           |
| <b>Quantitative</b>                                 |                    |              |                     |                   |
| Yes   | 18 (7.2)           | 44 (8.9)     | 33 (9.2)            | 5 (4.8)           |
| No  | 27 (2.1)           | 37 (1.8)     | 30 (2.0)            | 7 (1.2)           |

Note: Percentages may not add to 100 because of rounding. Only Oklahoma adults with educational attainment less than a 4-year college degree are included in this figure. Standard errors are in parentheses.

Source: 2003 State Assessment of Adult Literacy.

Table C20. Estimates and standard errors for Figure 3.6. Average quantitative literacy of Oklahoma adults, by completion of information technology (IT) certification: 2003

| Completion of IT certification |            |
|--------------------------------|------------|
| Yes                            | 297 (6.2)  |
| No                             | 277 (3.2)* |

\* Significantly different from Oklahoma adults who completed information technology (IT) certification.

Note: Standard errors are in parentheses.

Source: 2003 State Assessment of Adult Literacy.

Table C21. Estimates and standard errors for Figure 3.7. Percentage of Oklahoma adults in each quantitative literacy level, by completion of information technology (IT) certification: 2003

| Completion of IT certification | <i>Below Basic</i> | <i>Basic</i> | <i>Intermediate</i> | <i>Proficient</i> |
|--------------------------------|--------------------|--------------|---------------------|-------------------|
| Yes                            | 9 (4.5)            | 37 (6.6)     | 42 (6.9)            | 12 (6.1)          |
| No                             | 23 (1.9)*          | 35 (1.7)     | 33 (2.0)            | 9 (1.3)           |

\* Significantly different from Oklahoma adults who completed information technology (IT) certification.

Note: Percentages may not add to 100 because of rounding. Standard errors are in parentheses.

Source: 2003 State Assessment of Adult Literacy.

Table C22. Estimates and standard errors for Figure 4.1. Average prose, document, and quantitative literacy of adults in Oklahoma and the nation, by employment status: 2003

| Employment status  | Prose     |           | Document  |           | Quantitative |           |
|--------------------|-----------|-----------|-----------|-----------|--------------|-----------|
|                    | Oklahoma  | Nation    | Oklahoma  | Nation    | Oklahoma     | Nation    |
| Full-time          | 280 (3.4) | 285 (1.5) | 278 (3.1) | 281 (1.2) | 291 (2.6)    | 296 (1.1) |
| Part-time          | 279 (6.6) | 281 (2.2) | 274 (5.7) | 277 (2.2) | 286 (5.4)    | 287 (2.2) |
| Unemployed         | 265 (6.6) | 269 (2.8) | 261 (6.6) | 265 (3.3) | 266 (10.2)   | 270 (3.6) |
| Not in labor force | 257 (5.7) | 255 (1.7) | 245 (6.6) | 250 (1.9) | 260 (5.3)    | 261 (1.8) |

Note: Standard errors are in parentheses.

Source: 2003 State Assessment of Adult Literacy and 2003 National Assessment of Adult Literacy.

Table C23. Estimates and standard errors for Figures 4.2a and 4.2b. Percentage of adults in Oklahoma and the nation in each employment category, by prose, document, and quantitative literacy level: 2003

| Literacy scale and literacy level | Not in labor force |          | Unemployed |         | Part-time |          | Full-time |          |
|-----------------------------------|--------------------|----------|------------|---------|-----------|----------|-----------|----------|
|                                   | Oklahoma           | Nation   | Oklahoma   | Nation  | Oklahoma  | Nation   | Oklahoma  | Nation   |
| <b>Prose</b>                      |                    |          |            |         |           |          |           |          |
| <i>Below Basic</i>                | 56 (5.4)           | 51 (1.8) | 6 (2.2)    | 5 (0.6) | 10 (2.6)  | 10 (0.9) | 29 (4.8)  | 35 (1.8) |
| <i>Basic</i>                      | 41 (3.1)           | 38 (1.1) | 6 (1.4)    | 6 (0.4) | 11 (1.4)  | 12 (0.6) | 42 (3.1)  | 44 (1.1) |
| <i>Intermediate</i>               | 30 (2.4)           | 27 (0.9) | 6 (1.0)    | 5 (0.3) | 12 (1.3)  | 14 (0.6) | 52 (2.5)  | 54 (0.9) |
| <i>Proficient</i>                 | 27 (6.3)           | 18 (1.3) | 2 (1.8)    | 3 (0.5) | 18 (4.3)  | 14 (1.1) | 53 (6.9)  | 64 (1.6) |
| <b>Document</b>                   |                    |          |            |         |           |          |           |          |
| <i>Below Basic</i>                | 62 (4.3)           | 55 (1.9) | 6 (1.7)    | 5 (0.6) | 8 (2.0)   | 9 (1.0)  | 24 (4.1)  | 32 (1.7) |
| <i>Basic</i>                      | 43 (3.2)           | 40 (1.1) | 7 (1.4)    | 6 (0.5) | 11 (1.6)  | 12 (0.7) | 39 (3.3)  | 42 (1.1) |
| <i>Intermediate</i>               | 28 (2.1)           | 27 (0.8) | 6 (0.8)    | 5 (0.3) | 13 (1.2)  | 14 (0.6) | 54 (2.3)  | 55 (0.9) |
| <i>Proficient</i>                 | 29 (4.9)*          | 19 (1.5) | 5 (1.8)    | 4 (0.7) | 14 (3.3)  | 15 (1.4) | 53 (5.8)  | 63 (1.9) |
| <b>Quantitative</b>               |                    |          |            |         |           |          |           |          |
| <i>Below Basic</i>                | 55 (3.8)           | 50 (1.4) | 9 (1.7)    | 7 (0.5) | 8 (2.0)   | 10 (0.8) | 28 (3.3)  | 34 (1.3) |
| <i>Basic</i>                      | 37 (2.5)           | 34 (1.0) | 5 (0.8)    | 5 (0.4) | 12 (1.7)  | 14 (0.7) | 46 (2.6)  | 47 (1.0) |
| <i>Intermediate</i>               | 28 (2.7)           | 25 (0.9) | 5 (0.9)    | 4 (0.3) | 13 (1.7)  | 14 (0.7) | 54 (2.8)  | 57 (1.0) |
| <i>Proficient</i>                 | 24 (5.0)           | 17 (1.3) | 6 (2.0)    | 4 (0.6) | 13 (3.9)  | 13 (1.2) | 58 (5.8)  | 66 (1.6) |

\* Significantly different from the nation.

Note: Percentages may not add to 100 because of rounding. Standard errors are in parentheses.

Source: 2003 State Assessment of Adult Literacy and 2003 National Assessment of Adult Literacy.

Table C24. Estimates and standard errors for Table 4.1. Percentage of Oklahoma adults in each occupational group: 2003

| <b>Occupational group</b>                       |          |
|---|----------|
| Professional and related                        | 16 (1.5) |
| Management, Business, and Financial Operations  | 10 (1.2) |
| Service   | 20 (1.5) |
| Sales and related                               | 13 (0.9) |
| Office and Administrative Support               | 15 (1.3) |
| Construction, Extraction, and Maintenance       | 12 (0.7) |
| Production, Transportation, and Material Moving | 14 (1.4) |

Note: Percentages may not add to 100 because of rounding. Standard errors are in parentheses.

Source: 2003 State Assessment of Adult Literacy.

Table C25. Estimates and standard errors for Table 4.2. Average prose, document, and quantitative literacy of Oklahoma adults, by occupational group: 2003

| <b>Literacy scale and occupational group</b>    |            |
|---|------------|
| <b>Prose</b>                                    |            |
| Professional and related                        | 303 (4.6)  |
| Management, Business, and Financial Operations  | 306 (9.5)  |
| Service   | 268 (3.9)* |
| Sales and related                               | 277 (5.8)* |
| Office and Administrative Support               | 291 (6.1)  |
| Construction, Extraction, and Maintenance       | 261 (7.2)* |
| Production, Transportation, and Material Moving | 244 (5.2)* |
| <b>Document</b>                                 |            |
| Professional and related                        | 291 (5.6)  |
| Management, Business, and Financial Operations  | 301 (8.4)  |
| Service   | 266 (4.1)* |
| Sales and related                               | 274 (5.6)* |
| Office and Administrative Support               | 291 (6.4)  |
| Construction, Extraction, and Maintenance       | 256 (9.3)* |
| Production, Transportation, and Material Moving | 243 (3.9)* |
| <b>Quantitative</b>                             |            |
| Professional and related                        | 303 (5.2)  |
| Management, Business, and Financial Operations  | 317 (6.4)  |
| Service   | 276 (5.3)* |
| Sales and related                               | 280 (4.5)* |
| Office and Administrative Support               | 302 (4.7)  |
| Construction, Extraction, and Maintenance       | 263 (6.7)* |
| Production, Transportation, and Material Moving | 259 (6.1)* |

\* Significantly different from Oklahoma adults in Professional and related occupations.

Note: Standard errors are in parentheses.

Source: 2003 State Assessment of Adult Literacy.

Table C26. Estimates and standard errors for Table 4.3. Percentage of Oklahoma adults in each prose, document, and quantitative literacy level, by occupational group: 2003

| Literacy scale and occupational group           | <i>Below Basic</i> | <i>Basic</i> | <i>Intermediate</i> | <i>Proficient</i> |
|---|--------------------|--------------|---------------------|-------------------|
| <b>Prose</b>                                    |                    |              |                     |                   |
| Professional and related                        | 2 (1.4)            | 16 (3.9)     | 63 (5.9)            | 18 (5.8)          |
| Management, Business, and Financial Operations  | 3 (2.4)            | 16 (6.1)     | 59 (9.0)            | 23 (9.5)          |
| Service   | 10 (2.9)*          | 37 (3.9)*    | 49 (4.3)*           | 5 (2.0)*          |
| Sales and related                               | 9 (2.4)*           | 31 (3.3)*    | 50 (4.0)            | 10 (3.1)          |
| Office and Administrative Support               | 2 (2.7)            | 24 (7.9)     | 63 (9.3)            | 11 (7.3)          |
| Construction, Extraction, and Maintenance       | 13 (5.0)*          | 39 (6.2)*    | 44 (6.3)*           | 4 (3.0)*          |
| Production, Transportation, and Material Moving | 25 (3.4)*          | 39 (4.1)*    | 34 (4.1)*           | 3 (1.4)*          |
| <b>Document</b>                                 |                    |              |                     |                   |
| Professional and related                        | 6 (1.4)            | 14 (2.9)     | 60 (4.3)            | 20 (4.0)          |
| Management, Business, and Financial Operations  | 3 (2.4)            | 12 (4.9)     | 61 (9.1)            | 24 (9.6)          |
| Service   | 9 (2.9)            | 26 (3.5)*    | 59 (4.4)            | 6 (2.7)*          |
| Sales and related                               | 6 (3.1)            | 23 (5.4)     | 63 (6.6)            | 8 (4.7)*          |
| Office and Administrative Support               | 2 (2.4)            | 15 (5.9)     | 69 (9.4)            | 14 (9.1)          |
| Construction, Extraction, and Maintenance       | 19 (3.9)*          | 23 (2.8)*    | 50 (4.8)            | 8 (2.7)*          |
| Production, Transportation, and Material Moving | 20 (3.2)*          | 35 (3.5)*    | 43 (3.9)*           | 2 (1.3)*          |
| <b>Quantitative</b>                             |                    |              |                     |                   |
| Professional and related                        | 9 (2.9)            | 30 (4.4)     | 44 (4.9)            | 17 (4.7)          |
| Management, Business, and Financial Operations  | 4 (3.0)            | 24 (6.2)     | 47 (7.6)            | 24 (8.0)          |
| Service   | 20 (5.4)           | 41 (5.7)     | 35 (5.6)            | 5 (2.9)*          |
| Sales and related                               | 17 (4.3)           | 40 (4.6)     | 37 (4.5)            | 6 (3.0)           |
| Office and Administrative Support               | 4 (5.1)            | 35 (11.7)    | 52 (12.1)           | 10 (9.1)          |
| Construction, Extraction, and Maintenance       | 30 (3.6)*          | 35 (2.8)     | 28 (3.0)*           | 7 (1.9)           |
| Production, Transportation, and Material Moving | 34 (3.7)*          | 35 (2.8)     | 26 (2.6)*           | 5 (2.1)*          |

\* Significantly different from Oklahoma adults in Professional and related occupations.

Note: Percentages may not add to 100 because of rounding. Standard errors are in parentheses.

Source: 2003 State Assessment of Adult Literacy.

Table C27. Estimates and standard errors for Figure 4.3. Average prose, document, and quantitative literacy of Oklahoma adults, by weekly gross earnings: 2003

| Literacy scale and weekly gross earnings |             |
|--|-------------|
| <b>Prose</b>                             |             |
| Less than \$500                          | 266 (4.6)   |
| \$500–\$649                              | 284 (6.9)*  |
| \$650–\$849                              | 295 (11.8)* |
| \$1150 or more                           | 299 (9.3)*  |
| <b>Document</b>                          |             |
| Less than \$500                          | 264 (4.3)   |
| \$500–\$649                              | 286 (6.9)*  |
| \$650–\$849                              | 287 (7.6)*  |
| \$1150 or more                           | 296 (10.3)* |
| <b>Quantitative</b>                      |             |
| Less than \$500                          | 275 (4.8)   |
| \$500–\$649                              | 309 (9.0)*  |
| \$650–\$849                              | 287 (6.7)   |
| \$1150 or more                           | 314 (7.0)*  |

\* Significantly different from Oklahoma adults with weekly gross earnings of less than \$500.

Note: The literacy of Oklahoma adults who earned between \$850 and \$1149 per week could not be estimated because of the small sample size. Standard errors are in parentheses.

Source: 2003 State Assessment of Adult Literacy.

Table C28. Estimates and standard errors for Figure 4.4. Percentage of Oklahoma adults in each prose, document, and quantitative literacy level, by weekly gross earnings: 2003

| Literacy scale and weekly gross earnings | <i>Below Basic</i> | <i>Basic</i> | <i>Intermediate</i> | <i>Proficient</i> |
|--|--------------------|--------------|---------------------|-------------------|
| <b>Prose</b>                             |                    |              |                     |                   |
| Less than \$500                          | 12 (2.9)           | 36 (4.0)     | 46 (4.4)            | 6 (1.9)           |
| \$500–\$649                              | 9 (3.1)            | 25 (3.7)*    | 53 (4.7)            | 14 (3.9)          |
| \$650–\$849                              | 7 (3.4)            | 21 (5.3)*    | 53 (6.5)            | 20 (7.2)          |
| \$1150 or more                           | 2 (2.6)*           | 19 (8.3)     | 62 (11.7)           | 18 (11.1)         |
| <b>Document</b>                          |                    |              |                     |                   |
| Less than \$500                          | 11 (3.2)           | 26 (3.2)     | 57 (4.4)            | 6 (2.4)           |
| \$500–\$649                              | 6 (3.4)            | 14 (4.1)*    | 65 (6.4)            | 15 (5.7)          |
| \$650–\$849                              | 7 (3.0)            | 16 (3.2)*    | 58 (5.2)            | 18 (5.0)*         |
| \$1150 or more                           | 6 (3.4)            | 14 (4.0)*    | 54 (6.4)            | 25 (6.4)*         |
| <b>Quantitative</b>                      |                    |              |                     |                   |
| Less than \$500                          | 18 (5.5)           | 44 (5.7)     | 34 (5.7)            | 4 (2.9)           |
| \$500–\$649                              | 12 (3.8)           | 24 (3.5)*    | 38 (4.1)            | 26 (5.3)*         |
| \$650–\$849                              | 15 (5.0)           | 36 (5.2)     | 39 (5.6)            | 10 (4.1)          |
| \$1150 or more                           | 4 (3.6)*           | 25 (8.4)     | 51 (10.3)           | 20 (10.7)         |

\* Significantly different from Oklahoma adults with weekly gross earnings of less than \$500.

Note: The literacy of Oklahoma adults who earned between \$850 and \$1149 per week could not be estimated because of the small sample size. Percentages may not add to 100 because of rounding. Standard errors are in parentheses.

Source: 2003 State Assessment of Adult Literacy.

Table C29. Estimates and standard errors for Figure 4.5. Average prose, document, and quantitative literacy of Oklahoma adults, by poverty threshold: 2003

| Literacy scale and poverty threshold |            |
|--------------------------------------|------------|
| <b>Prose</b>                         |            |
| Below poverty threshold              | 244 (3.3)  |
| 100–175% of poverty threshold        | 261 (4.7)* |
| Above 175% of poverty threshold      | 288 (3.1)* |
| <b>Document</b>                      |            |
| Below poverty threshold              | 238 (5.5)  |
| 100–175% of poverty threshold        | 259 (5.2)* |
| Above 175% of poverty threshold      | 281 (2.1)* |
| <b>Quantitative</b>                  |            |
| Below poverty threshold              | 247 (5.5)  |
| 100–175% of poverty threshold        | 263 (4.4)* |
| Above 175% of poverty threshold      | 298 (2.3)* |

\* Significantly different from Oklahoma adults below the poverty threshold.

Note: Standard errors are in parentheses.

Source: 2003 State Assessment of Adult Literacy.

Table C30. Estimates and standard errors for Figure 4.6. Percentage of Oklahoma adults in each prose, document, and quantitative literacy level, by poverty threshold: 2003

| Literacy scale and poverty threshold | <i>Below Basic</i> | <i>Basic</i> | <i>Intermediate</i> | <i>Proficient</i> |
|--------------------------------------|--------------------|--------------|---------------------|-------------------|
| <b>Prose</b>                         |                    |              |                     |                   |
| Below poverty threshold              | 25 (2.1)           | 39 (2.1)     | 32 (2.0)            | 4 (0.9)           |
| 100–175% of poverty threshold        | 16 (2.8)*          | 36 (3.4)     | 44 (3.4)*           | 5 (1.7)           |
| Above 175% of poverty threshold      | 6 (1.3)*           | 25 (2.2)*    | 56 (2.6)*           | 14 (2.2)*         |
| <b>Document</b>                      |                    |              |                     |                   |
| Below poverty threshold              | 26 (2.5)           | 28 (1.6)     | 41 (2.5)            | 5 (1.2)           |
| 100–175% of poverty threshold        | 15 (3.0)*          | 28 (2.7)     | 50 (3.8)*           | 7 (2.0)           |
| Above 175% of poverty threshold      | 8 (1.0)*           | 19 (1.2)*    | 60 (1.7)*           | 14 (1.4)*         |
| <b>Quantitative</b>                  |                    |              |                     |                   |
| Below poverty threshold              | 40 (2.9)           | 34 (2.2)     | 22 (2.3)            | 4 (1.2)           |
| 100–175% of poverty threshold        | 28 (3.9)*          | 42 (3.6)*    | 27 (3.4)            | 4 (1.7)           |
| Above 175% of poverty threshold      | 10 (1.5)*          | 33 (2.2)     | 44 (2.4)*           | 14 (2.0)*         |

\* Significantly different from Oklahoma adults below the poverty threshold.

Note: Percentages may not add to 100 because of rounding. Standard errors are in parentheses.

Source: 2003 State Assessment of Adult Literacy.

Table C31. Estimates and standard errors for Table 4.4. Percentage of Oklahoma adults who completed job training: 2003

| Completed job training     |          |
|----------------------------|----------|
| <b>Reading and writing</b> |          |
| Yes                        | 5 (0.6)  |
| No                         | 95 (0.6) |
| <b>Mathematics</b>         |          |
| Yes                        | 4 (0.3)  |
| No                         | 96 (0.3) |
| <b>Computers</b>           |          |
| Yes                        | 11 (1.3) |
| No                         | 89 (1.3) |

Note: Percentages may not add to 100 because of rounding. Standard errors are in parentheses.

Source: 2003 State Assessment of Adult Literacy.

Table C32. Estimates and standard errors for Figure 4.7. Percentage of Oklahoma adults in each prose literacy level, by completion of job training that emphasized reading or writing: 2003

| Completion of job training that emphasized reading or writing | <i>Below Basic</i> | <i>Basic</i> | <i>Intermediate</i> | <i>Proficient</i> |
|---|--------------------|--------------|---------------------|-------------------|
| Yes   | 6 (5.1)            | 42 (9.6)     | 49 (10.2)           | 3 (3.5)           |
| No  | 13 (1.6)           | 31 (2.0)     | 47 (2.1)            | 10 (1.6)          |

Note: Percentages may not add to 100 because of rounding. Standard errors are in parentheses.

Source: 2003 State Assessment of Adult Literacy.

Table C33. Estimates and standard errors for Figure 4.8. Percentage of Oklahoma adults in each quantitative literacy level, by completion of job training that emphasized mathematics or computers: 2003

| Completion of job training that emphasized mathematics or computers | <i>Below Basic</i> | <i>Basic</i> | <i>Intermediate</i> | <i>Proficient</i> |
|---|--------------------|--------------|---------------------|-------------------|
| <b>Emphasized mathematics</b>                                       |                    |              |                     |                   |
| Yes   | 17 (8.4)           | 38 (10.5)    | 39 (10.1)           | 6 (6.5)           |
| No  | 22 (1.9)           | 35 (1.7)     | 34 (2.0)            | 10 (1.3)          |
| <b>Emphasized computers</b>   |                    |              |                     |                   |
| Yes   | 10 (3.4)           | 37 (4.5)     | 42 (4.7)            | 11 (3.8)          |
| No  | 23 (2.2)*          | 35 (1.8)     | 33 (2.3)            | 9 (1.4)           |

\* Significantly different from Oklahoma adults who completed job training that emphasized the specified subject.

Note: Percentages may not add to 100 because of rounding. Standard errors are in parentheses.

Source: 2003 State Assessment of Adult Literacy.

Table C34. Estimates and standard errors for Figure 4.9. Percentage of Oklahoma adults in each prose, document, and quantitative literacy level, by public assistance participation: 2003

| Literacy scale and public assistance participation | <i>Below Basic</i> | <i>Basic</i> | <i>Intermediate</i> | <i>Proficient</i> |
|--|--------------------|--------------|---------------------|-------------------|
| <b>Prose</b>                                       |                    |              |                     |                   |
| Never received public assistance                   | 13 (1.5)           | 31 (1.9)     | 47 (2.0)            | 10 (1.5)          |
| Received public assistance                         | 6 (4.7)            | 34 (6.7)     | 56 (7.7)            | 5 (3.4)           |
| <b>Document</b>                                    |                    |              |                     |                   |
| Never received public assistance                   | 14 (1.4)           | 23 (1.7)     | 52 (2.1)            | 11 (1.4)          |
| Received public assistance                         | 14 (4.2)           | 30 (3.4)     | 51 (4.9)            | 5 (2.3)*          |
| <b>Quantitative</b>                                |                    |              |                     |                   |
| Never received public assistance                   | 21 (1.9)           | 35 (1.9)     | 34 (2.1)            | 10 (1.4)          |
| Received public assistance                         | 19 (5.4)           | 41 (5.1)     | 33 (5.0)            | 7 (3.3)           |

\* Significantly different from Oklahoma adults who never received public assistance.

Note: Percentages may not add to 100 because of rounding. Standard errors are in parentheses.

Source: 2003 State Assessment of Adult Literacy.

Table C35. Estimates and standard errors for Figure 5.1. Percentage of Oklahoma adults in each prose literacy level, by frequency of reading to children: 2003

| Frequency of reading to children | <i>Below Basic</i> | <i>Basic</i> | <i>Intermediate</i> | <i>Proficient</i> |
|----------------------------------|--------------------|--------------|---------------------|-------------------|
| Infrequently                     | 11 (3.9)           | 34 (4.6)     | 45 (5.7)            | 10 (3.2)          |
| Somewhat frequently              | 6 (2.7)            | 26 (4.5)     | 48 (5.6)            | 21 (5.5)          |
| Frequently                       | 5 (2.2)            | 24 (5.5)     | 57 (6.1)            | 14 (5.3)          |

Note: Percentages may not add to 100 because of rounding. Standard errors are in parentheses.

Source: 2003 State Assessment of Adult Literacy.

Table C36. Estimates and standard errors for Figure 5.2. Percentage of Oklahoma adults in each prose literacy level, by frequency of talking to their children about homework: 2003

| Frequency of talking to children about homework | <i>Below Basic</i> | <i>Basic</i> | <i>Intermediate</i> | <i>Proficient</i> |
|---|--------------------|--------------|---------------------|-------------------|
| Infrequently                                    | 12 (4.4)           | 24 (4.2)     | 46 (5.1)            | 18 (4.7)          |
| Somewhat frequently                             | 6 (3.7)            | 30 (6.2)     | 56 (7.4)            | 9 (4.6)           |
| Frequently                                      | 6 (2.9)            | 26 (5.2)     | 52 (5.8)            | 16 (5.6)          |

Note: Percentages may not add to 100 because of rounding. Standard errors are in parentheses.

Source: 2003 State Assessment of Adult Literacy.

Table C37. Estimates and standard errors for Figure 5.3. Percentage of Oklahoma adults in each prose literacy level, by involvement in child's school activities: 2003

| Involvement in child's school activities | <i>Below Basic</i> | <i>Basic</i> | <i>Intermediate</i> | <i>Proficient</i> |
|--|--------------------|--------------|---------------------|-------------------|
| Few activities                           | 18 (5.2)           | 30 (4.8)     | 43 (4.5)            | 9 (5.0)           |
| Some activities                          | 6 (5.2)            | 36 (7.2)     | 54 (8.3)            | 4 (3.5)           |
| Many activities                          | 5 (2.2)*           | 22 (3.3)     | 54 (5.0)            | 19 (4.7)          |

\* Significantly different from Oklahoma adults who were involved in few of their child's school activities.

Note: Percentages may not add to 100 because of rounding. Standard errors are in parentheses.

Source: 2003 State Assessment of Adult Literacy.

Table C38. Estimates and standard errors for Figure 5.4. Percentage of Oklahoma adults in each prose literacy level, by number of reading materials in the home: 2003

| Reading materials in the home | <i>Below Basic</i> | <i>Basic</i> | <i>Intermediate</i> | <i>Proficient</i> |
|-------------------------------|--------------------|--------------|---------------------|-------------------|
| Few                           | 27 (4.3)           | 33 (2.7)     | 36 (3.8)            | 5 (1.6)           |
| Many                          | 10 (1.4)*          | 30 (2.0)     | 50 (2.0)*           | 10 (1.7)*         |

\* Significantly different from Oklahoma adults with few reading materials in the home.

Note: Percentages may not add to 100 because of rounding. Standard errors are in parentheses.

Source: 2003 State Assessment of Adult Literacy.

Table C39. Estimates and standard errors for Figure 5.5. Percentage of Oklahoma adults in each prose literacy level, by access to computers: 2003

| Access to computers                               | <i>Below Basic</i> | <i>Basic</i> | <i>Intermediate</i> | <i>Proficient</i> |
|---|--------------------|--------------|---------------------|-------------------|
| <b>Computer with word processing capabilities</b> |                    |              |                     |                   |
| Yes   | 7 (1.3)            | 26 (1.9)     | 54 (2.2)            | 12 (2.0)          |
| No  | 24 (2.9)*          | 39 (2.7)*    | 34 (3.0)*           | 4 (1.2)*          |
| <b>Computer with Internet access</b>              |                    |              |                     |                   |
| Yes   | 7 (1.4)            | 25 (1.9)     | 55 (2.3)            | 13 (2.1)          |
| No  | 21 (2.3)*          | 39 (2.5)*    | 36 (2.6)*           | 4 (1.1)*          |

\* Significantly different from Oklahoma adults with access to a computer with the specified feature.

Note: Percentages may not add to 100 because of rounding. Standard errors are in parentheses.

Source: 2003 State Assessment of Adult Literacy.

Table C40. Estimates and standard errors for Figure 6.1. Percentage of Oklahoma adults in each prose literacy level, by voting in 2000 election: 2003

| Voting in 2000 election | <i>Below Basic</i> | <i>Basic</i> | <i>Intermediate</i> | <i>Proficient</i> |
|-------------------------|--------------------|--------------|---------------------|-------------------|
| Did not vote            | 16 (2.2)           | 39 (2.5)     | 41 (2.7)            | 4 (1.1)           |
| Voted                   | 7 (1.4)*           | 25 (2.0)*    | 55 (2.4)*           | 14 (2.2)*         |

\* Significantly different from Oklahoma adults who did not vote in the 2000 election.

Note: Percentages may not add to 100 because of rounding. Standard errors are in parentheses.

Source: 2003 State Assessment of Adult Literacy.

Table C41. Estimates and standard errors for Figure 6.2. Percentage of Oklahoma adults in each prose literacy level who got information about current events, public affairs, and the government from each of the following sources: radio and television, newspapers and magazines, the Internet, and family, friends, and co-workers: 2003

| Source of information and frequency    | <i>Below Basic</i> | <i>Basic</i> | <i>Intermediate</i> | <i>Proficient</i> |
|--|--------------------|--------------|---------------------|-------------------|
| <b>Radio and television</b>            |                    |              |                     |                   |
| A little                               | 14 (5.6)           | 50 (6.7)     | 35 (6.4)            | 1 (1.2)           |
| Some                                   | 10 (1.4)           | 29 (2.3)     | 52 (2.1)            | 10 (1.9)          |
| A lot                                  | 13 (1.8)           | 30 (2.1)     | 47 (2.3)            | 10 (1.7)          |
| <b>Newspapers and magazines</b>        |                    |              |                     |                   |
| None                                   | 38 (4.4)           | 32 (3.2)     | 27 (3.7)            | 3 (1.0)           |
| A little                               | 14 (3.1)*          | 28 (3.6)     | 45 (3.6)*           | 13 (2.9)*         |
| Some                                   | 9 (1.3)*           | 29 (1.9)     | 51 (2.2)*           | 11 (1.8)*         |
| A lot                                  | 11 (2.5)*          | 33 (3.3)     | 50 (3.6)*           | 6 (2.0)           |
| <b>Internet</b>                        |                    |              |                     |                   |
| None                                   | 24 (2.3)           | 37 (2.3)     | 35 (2.5)            | 5 (1.0)           |
| A little                               | 4 (1.4)*           | 23 (3.5)*    | 60 (4.3)*           | 13 (3.7)*         |
| Some                                   | 4 (2.1)*           | 26 (5.0)     | 58 (5.7)*           | 12 (4.5)          |
| A lot                                  | 5 (1.2)*           | 22 (2.6)*    | 60 (3.1)*           | 13 (2.9)*         |
| <b>Family, friends, and co-workers</b> |                    |              |                     |                   |
| None                                   | 27 (2.8)           | 33 (3.2)     | 31 (2.8)            | 9 (2.7)           |
| A little                               | 8 (1.8)*           | 28 (2.6)     | 53 (2.9)*           | 11 (2.3)          |
| Some                                   | 11 (2.6)*          | 31 (3.0)     | 49 (3.5)*           | 9 (2.5)           |
| A lot                                  | 13 (3.1)*          | 34 (3.2)     | 46 (3.7)*           | 6 (2.0)           |

\* Significantly different from Oklahoma adults who received no information about current events from sources in respective category.

Note: Percentages may not add to 100 because of rounding. The percentage of adults in each literacy level who received no information about current events from radio and television could not be estimated because of the small sample size. Standard errors are in parentheses.

Source: 2003 State Assessment of Adult Literacy.

Table C42. Estimates and standard errors for Figure 6.3. Percentage of Oklahoma adults in each prose literacy level, by frequency of volunteering: 2003

| Frequency of volunteering   | <i>Below Basic</i> | <i>Basic</i> | <i>Intermediate</i> | <i>Proficient</i> |
|-----------------------------|--------------------|--------------|---------------------|-------------------|
| Never                       | 16 (1.5)           | 34 (1.9)     | 43 (1.9)            | 7 (1.1)           |
| Less than/about once a week | 6 (2.1)*           | 25 (3.8)*    | 56 (4.4)*           | 13 (3.5)*         |
| More than once a week       | 10 (3.1)           | 28 (4.8)     | 43 (4.1)            | 19 (5.1)          |

\* Significantly different from Oklahoma adults who never volunteered.

Note: Percentages may not add to 100 because of rounding. Standard errors are in parentheses.

Source: 2003 State Assessment of Adult Literacy.

Table C43. Estimates and standard errors for Figure 7.2. Average health literacy of adults in Oklahoma and the nation: 2003

| All adults |           |
|------------|-----------|
| Oklahoma   | 241 (3.5) |
| Nation     | 245 (1.2) |

Note: Standard errors are in parentheses.

Source: 2003 State Assessment of Adult Literacy and 2003 National Assessment of Adult Literacy.

Table C44. Estimates and standard errors for Figure 7.3. Percentage of adults in each health literacy level in Oklahoma and the nation: 2003

| All adults | <i>Below Basic</i> | <i>Basic</i> | <i>Intermediate</i> | <i>Proficient</i> |
|------------|--------------------|--------------|---------------------|-------------------|
| Oklahoma   | 15 (1.7)           | 23 (1.5)     | 53 (2.1)            | 9 (1.5)           |
| Nation     | 14 (0.5)           | 22 (0.4)     | 53 (0.6)            | 12 (0.5)          |

Note: Percentages may not add to 100 because of rounding. Standard errors are in parentheses.

Source: 2003 State Assessment of Adult Literacy and 2003 National Assessment of Adult Literacy.

Table C45. Estimates and standard errors for Figure 7.4. Average health literacy of Oklahoma adults, by race/ethnicity: 2003

| Race/ethnicity                 |             |
|--------------------------------|-------------|
| White                          | 247 (2.8)   |
| Black                          | 210 (9.6)*  |
| Hispanic                       | 205 (11.2)* |
| American Indian/Alaskan Native | 210 (8.2)*  |
| Multiracial                    | 237 (7.4)   |

\* Significantly different from White Oklahoma adults.

Note: Standard errors are in parentheses.

Source: 2003 State Assessment of Adult Literacy.

Table C46. Estimates and standard errors for Figure 7.5. Percentage of Oklahoma adults in each health literacy level, by race/ethnicity: 2003

| Race/ethnicity                 | <i>Below Basic</i> | <i>Basic</i> | <i>Intermediate</i> | <i>Proficient</i> |
|--------------------------------|--------------------|--------------|---------------------|-------------------|
| White                          | 11 (1.3)           | 21 (1.5)     | 58 (1.9)            | 10 (1.5)          |
| Black                          | 32 (6.8)*          | 30 (3.9)*    | 34 (6.4)*           | 3 (2.2)*          |
| Hispanic                       | 37 (5.7)*          | 25 (3.1)     | 34 (4.3)*           | 5 (1.9)           |
| American Indian/Alaskan Native | 27 (10.8)          | 38 (7.4)*    | 34 (10.3)*          | 1 (2.1)*          |
| Multiracial                    | 14 (5.1)           | 26 (4.7)     | 54 (6.6)            | 6 (3.6)           |

\* Significantly different from White Oklahoma adults.

Note: Percentages may not add to 100 because of rounding. Standard errors are in parentheses.

Source: 2003 State Assessment of Adult Literacy.

Table C47. Estimates and standard errors for Figure 7.6. Average health literacy of Oklahoma adults, by gender: 2003

| Gender |           |
|--------|-----------|
| Men    | 236 (4.4) |
| Women  | 244 (3.8) |

Note: Standard errors are in parentheses.

Source: 2003 State Assessment of Adult Literacy.

Table C48. Estimates and standard errors for Figure 7.7. Percentage of Oklahoma adults in each health literacy level, by gender: 2003

| Gender | <i>Below Basic</i> | <i>Basic</i> | <i>Intermediate</i> | <i>Proficient</i> |
|--------|--------------------|--------------|---------------------|-------------------|
| Men    | 18 (2.2)           | 24 (1.6)     | 50 (2.3)            | 9 (1.6)           |
| Women  | 12 (1.8)           | 22 (2.0)     | 56 (2.6)            | 9 (1.9)           |

Note: Percentages may not add to 100 because of rounding. Standard errors are in parentheses.

Source: 2003 State Assessment of Adult Literacy.

Table C49. Estimates and standard errors for Figure 7.8. Average health literacy of Oklahoma adults, by age: 2003

| Age   |             |
|-------|-------------|
| 16–18 | 236 (10.4)* |
| 19–24 | 250 (6.1)*  |
| 25–39 | 252 (5.1)*  |
| 40–49 | 247 (4.7)*  |
| 50–64 | 239 (8.4)*  |
| 65+   | 203 (5.2)   |

\* Significantly different from Oklahoma adults age 65 and older.

Note: Standard errors are in parentheses.

Source: 2003 State Assessment of Adult Literacy.

Table C50. Estimates and standard errors for Figure 7.9. Percentage of Oklahoma adults in each health literacy level, by age: 2003

| Age   | <i>Below Basic</i> | <i>Basic</i> | <i>Intermediate</i> | <i>Proficient</i> |
|-------|--------------------|--------------|---------------------|-------------------|
| 16–18 | 16 (5.9)*          | 25 (4.6)     | 52 (6.8)*           | 7 (4.1)           |
| 19–24 | 10 (2.8)*          | 21 (3.2)     | 59 (4.1)*           | 11 (3.4)          |
| 25–39 | 7 (2.8)*           | 20 (3.6)     | 62 (4.7)*           | 10 (3.8)          |
| 40–49 | 8 (3.1)*           | 23 (4.4)     | 63 (5.4)*           | 7 (3.4)           |
| 50–64 | 17 (4.0)*          | 22 (3.0)     | 51 (4.4)*           | 10 (3.3)          |
| 65+   | 37 (2.5)           | 24 (1.4)     | 34 (2.0)            | 5 (1.0)           |

\* Significantly different from Oklahoma adults age 65 and older.

Note: Percentages may not add to 100 because of rounding. Standard errors are in parentheses.

Source: 2003 State Assessment of Adult Literacy.

Table C51. Estimates and standard errors for Table 7.1. Average health literacy of Oklahoma adults, by educational attainment: 2003

| Educational attainment           |             |
|----------------------------------|-------------|
| Less than/some high school       | 185 (6.2)   |
| GED/high school equivalency      | 224 (9.7)*  |
| High school graduate             | 231 (4.7)*  |
| Vocational/trade/business school | 234 (9.0)*  |
| Some college                     | 252 (3.1)*  |
| Associate's/2-year degree        | 261 (8.0)*  |
| College graduate                 | 276 (8.0)*  |
| Graduate studies/degree          | 280 (10.0)* |

\* Significantly different from Oklahoma adults with educational attainment of less than or some high school.

Note: Standard errors are in parentheses.

Source: 2003 State Assessment of Adult Literacy.

Table C52. Estimates and standard errors for Table 7.2. Percentage of Oklahoma adults in each health literacy level, by educational attainment: 2003

| Educational attainment           | <i>Below Basic</i> | <i>Basic</i> | <i>Intermediate</i> | <i>Proficient</i> |
|----------------------------------|--------------------|--------------|---------------------|-------------------|
| Less than/some high school       | 48 (3.5)           | 27 (1.7)     | 24 (2.8)            | 2 (0.7)           |
| GED/high school equivalency      | 22 (7.0)*          | 28 (5.0)     | 46 (7.6)*           | 4 (3.3)           |
| High school graduate             | 15 (3.9)*          | 29 (3.5)     | 52 (5.1)*           | 4 (1.9)           |
| Vocational/trade/business school | 16 (5.5)*          | 26 (5.6)     | 53 (7.5)*           | 5 (3.9)           |
| Some college                     | 5 (2.0)*           | 20 (3.7)     | 68 (4.3)*           | 7 (2.9)           |
| Associate's/2-year degree        | 7 (3.3)*           | 16 (3.4)*    | 59 (5.0)*           | 17 (5.2)*         |
| College graduate                 | 2 (2.6)*           | 10 (6.1)*    | 68 (11.1)*          | 21 (12.4)         |
| Graduate studies/degree          | 2 (2.4)*           | 11 (5.3)*    | 60 (9.9)*           | 27 (11.5)*        |

\* Significantly different from Oklahoma adults with educational attainment of less than or some high school.

Note: Percentages may not add to 100 because of rounding. Standard errors are in parentheses.

Source: 2003 State Assessment of Adult Literacy.

Table C53. Estimates and standard errors for Figure 7.10. Average health literacy of Oklahoma adults, by poverty threshold: 2003

| Poverty threshold               |            |
|---------------------------------|------------|
| Below poverty threshold         | 212 (4.8)  |
| 100–175% of poverty threshold   | 233 (5.0)* |
| Above 175% of poverty threshold | 256 (3.0)* |

\* Significantly different from Oklahoma adults below the poverty threshold.

Note: Standard errors are in parentheses.

Source: 2003 State Assessment of Adult Literacy.

Table C54. Estimates and standard errors for Figure 7.11. Percentage of Oklahoma adults in each health literacy level, by poverty threshold: 2003

| Poverty threshold               | <i>Below Basic</i> | <i>Basic</i> | <i>Intermediate</i> | <i>Proficient</i> |
|---------------------------------|--------------------|--------------|---------------------|-------------------|
| Below poverty threshold         | 29 (3.8)           | 32 (2.2)     | 38 (3.6)            | 3 (1.1)           |
| 100–175% of poverty threshold   | 18 (2.8)*          | 25 (2.3)     | 50 (3.2)*           | 7 (1.8)           |
| Above 175% of poverty threshold | 7 (1.3)*           | 18 (1.8)*    | 62 (2.3)*           | 13 (2.2)*         |

\* Significantly different from Oklahoma adults below the poverty threshold.

Note: Percentages may not add to 100 because of rounding. Standard errors are in parentheses.

Source: 2003 State Assessment of Adult Literacy.

Table C55. Estimates and standard errors for Figure 7.12. Average health literacy of Oklahoma adults, by self-assessment of overall health: 2003

| Self-assessment of overall health |            |
|-----------------------------------|------------|
| Poor or fair                      | 203 (6.5)  |
| Good                              | 238 (5.2)* |
| Very good or excellent            | 252 (3.0)* |

\* Significantly different from Oklahoma adults who assessed their health as poor or fair.

Note: Standard errors are in parentheses.

Source: 2003 State Assessment of Adult Literacy.

Table C56. Estimates and standard errors for Figure 7.13. Percentage of Oklahoma adults in each health literacy level, by self-assessment of overall health: 2003

| Self-assessment of overall health | <i>Below Basic</i> | <i>Basic</i> | <i>Intermediate</i> | <i>Proficient</i> |
|-----------------------------------|--------------------|--------------|---------------------|-------------------|
| Poor or fair                      | 36 (3.7)           | 27 (1.9)     | 34 (3.2)            | 3 (1.1)           |
| Good                              | 15 (3.0)*          | 24 (2.5)     | 54 (3.7)*           | 7 (2.2)           |
| Very good or excellent            | 8 (1.5)*           | 20 (1.9)*    | 61 (2.5)*           | 11 (2.1)*         |

\* Significantly different from Oklahoma adults who assessed their health as poor or fair.

Note: Percentages may not add to 100 because of rounding. Standard errors are in parentheses.

Source: 2003 State Assessment of Adult Literacy.

Table C57. Estimates and standard errors for Figure 7.14. Percentage of Oklahoma adults in each health literacy level who got information about health issues, from each of the following sources: radio and television, newspapers and magazines, the Internet, and family, friends, and co-workers: 2003

| Source of health information and frequency | <i>Below Basic</i> | <i>Basic</i> | <i>Intermediate</i> | <i>Proficient</i> |
|--|--------------------|--------------|---------------------|-------------------|
| <b>Radio and television</b>                |                    |              |                     |                   |
| None                                       | 11 (3.2)           | 25 (3.1)     | 60 (4.2)            | 4 (1.8)           |
| A little                                   | 13 (2.3)           | 20 (2.2)     | 54 (3.0)            | 12 (2.5)*         |
| Some                                       | 14 (1.9)           | 22 (1.6)     | 54 (2.3)            | 10 (1.8)*         |
| A lot                                      | 19 (3.0)           | 27 (2.2)     | 48 (3.2)*           | 7 (1.8)           |
| <b>Newspapers and magazines</b>            |                    |              |                     |                   |
| None                                       | 34 (4.1)           | 22 (1.6)     | 37 (3.0)            | 7 (1.7)           |
| A little                                   | 13 (2.7)*          | 26 (2.6)     | 56 (3.6)*           | 6 (1.8)           |
| Some                                       | 13 (1.6)*          | 21 (2.0)     | 55 (2.4)*           | 11 (2.1)          |
| A lot                                      | 11 (2.1)*          | 21 (2.6)     | 58 (3.2)*           | 11 (2.6)          |
| <b>Internet</b>                            |                    |              |                     |                   |
| None                                       | 25 (2.5)           | 28 (1.5)     | 43 (2.6)            | 4 (0.9)           |
| A little                                   | 9 (2.7)*           | 20 (3.6)     | 57 (4.4)*           | 14 (4.8)          |
| Some                                       | 5 (1.4)*           | 15 (2.3)*    | 66 (3.2)*           | 14 (3.0)*         |
| A lot                                      | 9 (3.0)*           | 18 (2.8)*    | 60 (4.0)*           | 14 (4.0)*         |
| <b>Family, friends, and co-workers</b>     |                    |              |                     |                   |
| None                                       | 32 (4.0)           | 26 (2.1)     | 38 (3.2)            | 4 (1.4)           |
| A little                                   | 11 (2.1)*          | 20 (2.2)*    | 57 (3.0)*           | 13 (2.7)*         |
| Some                                       | 11 (2.2)*          | 23 (2.5)     | 58 (3.1)*           | 8 (2.1)           |
| A lot                                      | 19 (2.5)*          | 23 (1.7)     | 49 (2.7)*           | 9 (2.0)*          |

\* Significantly different from Oklahoma adults who received no information about health issues from sources in respective category.

Note: Percentages may not add to 100 because of rounding. Standard errors are in parentheses.

Source: 2003 State Assessment of Adult Literacy.

Table C58. Estimates and standard errors for Figure 7.15. Percentage of Oklahoma adults in each health literacy level who got information about health issues from health care professionals: 2003

| Frequency | <i>Below Basic</i> | <i>Basic</i> | <i>Intermediate</i> | <i>Proficient</i> |
|-----------|--------------------|--------------|---------------------|-------------------|
| None      | 24 (4.8)           | 29 (2.9)     | 42 (4.5)            | 5 (2.2)           |
| A little  | 10 (3.2)*          | 23 (3.5)     | 58 (4.7)*           | 8 (3.1)           |
| Some      | 12 (1.9)*          | 21 (1.7)*    | 55 (2.5)*           | 12 (1.9)*         |
| A lot     | 17 (2.4)           | 24 (1.8)     | 52 (2.6)            | 7 (1.7)           |

\* Significantly different from Oklahoma adults who received no information about health issues from health care professionals.

Note: Percentages may not add to 100 because of rounding. Standard errors are in parentheses.

Source: 2003 State Assessment of Adult Literacy.