



Adult Education and Literacy Handbook

Lifelong Learning Section
Fiscal Year 2013-14

Adult Education and Literacy Handbook

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ADULT EDUCATION AND FAMILY LITERACY ACT
TITLE II OF THE WORKFORCE INVESTMENT ACT (Public Law 105-220)

PURPOSE

The purpose of the Adult Education and Family Literacy Act is to:

- (1) Assist adults to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency.
- (2) Assist adults who are parents to obtain the educational skills necessary to become full partners in the educational development of their children.
- (3) Assist adults in the completion of a secondary school education.

CERTIFICATIONS AND ASSURANCES

1. Funds awarded will be used to supplement, and not supplant, the amount of state and local funds available for uses specified in the Adult Education and Family Literacy Act.
2. Funds allocated to local programs will be based on program data, program performance, and participation in state initiatives/special projects. Allocations for the current fiscal year will be based on data from the second preceding fiscal year. For example, Fiscal Year 2013 allocations will be based on Fiscal Year 2011 data. New programs that have not established data will be funded according to the projected number of students to be served and the assigned territory. A cost per student will be determined for new programs based on the federal and state funds available. New programs may not be funded at the full amount given to previous programs in a territory as it will be necessary for new programs to show evidence of proper management and program accountability.
3. All expenditures will be made in accordance with the provisions of the Adult Education and Family Literacy Act and the policies and procedures of the State Department of Education (SDE). All programs will follow the Oklahoma Cost Accounting System (OCAS) procedures when submitting budgets and claims.
4. The approved local Adult Education and Literacy program will be conducted in a manner consistent with the laws and regulations pertaining to the Adult Education and Family Literacy Act, the Oklahoma State Plan for Adult Education and Literacy, and state policies and regulations.
5. Activities provided under the Adult Education and Family Literacy Act are coordinated with and not duplicative of programs, services, or activities made available to adults under various other programs.
6. Records must be maintained for five years in addition to the current fiscal year.
7. Local Adult Education programs will submit an annual self-evaluation on forms provided by the SDE.
8. The program has a system in accordance with the Americans with Disabilities Act (ADA) to ensure that its services are accessible and barrier-free and that no adult, by reason of a disability, is excluded from participation or denied the benefits of the program. The program has a system for having appropriate

instructional materials and screening/assessment instruments available or readily accessible to adults with disabilities.

9. The local Adult Education program will develop and/or strengthen coordination with elementary and secondary schools, postsecondary education institutions, Workforce Oklahoma Centers, job training programs, and social service agencies.
10. All expenditures for each fiscal year must be claimed by **August 1**.
11. Local Adult Education programs will submit end-of-year reports as required by the U.S. Department of Education and the SDE.
12. All local Adult Education programs will use an SDE-approved Management Information System (MIS) to document student enrollment, goals and attendance, educational gains, and other information required for the National Reporting System (NRS). The local program will update NRS data monthly.
13. Not more than five percent of the funds awarded may be budgeted and expended for administrative costs, including benefits (OCAS Function Code 2330). Data entry is considered an administrative cost per federal regulations.
14. Not more than ten percent of the federal funds awarded to the SDE may be expended on providing educational services to individuals in correctional facilities or for other institutionalized individuals. The SDE will allocate five percent of the federal funds available for allocation directly to the Oklahoma Department of Corrections. Local programs may apply for federal funds to provide services to corrections and institutionalized individuals. In addition, local programs shall give priority to serving individuals who are likely to leave the correctional institution within five years of participation in the program. Local programs wishing to spend additional money on corrections education may spend up to five percent of their state funds.
15. Local Adult Education programs will maintain on file class sign-in sheets, student enrollment forms, and student contact hours on the prescribed Monthly Class Attendance Form. All student files should be kept in one central filing system located in the main office of the adult education program.
16. Payment to programs will be based on allowable costs per Office of Management and Budget (OMB) Circular A-87. Payments will not be made until the SDE is in receipt of a detailed, computer-generated OCAS expenditure report in an approvable format. Community-based organizations must submit expenditures on an approved SDE report.
17. Local Adult Education programs will provide year-round Adult Education and Literacy services and a well-trained staff to conduct such services from July 1 through June 30 of each fiscal year.
18. The SDE is committed to high standards of performance. Local programs are required to submit a Program Action Plan for Quality Adult Education annually as part of the grant extension application.
19. The SDE negotiates performance levels for each of the Federal Core Indicators of Performance with the U.S. Department of Education every fiscal year. Local Adult Education programs will be expected to meet or exceed the state's negotiated performance levels for the Federal Core Indicators of Performance for the fiscal year.
20. Local programs will meet the state performance measure of pre and postassessing 60% of their students.

21. Local programs will meet the state performance measure of increasing the average number of contact hours from the previous program year.
22. One-hundred percent of Adult Education Program directors and full- and part-time teachers will annually complete a minimum of 15 hours of Lifelong Learning approved professional development training. This is a state performance measure.
23. One-hundred percent of program directors and full- and part-time teachers are required to attend an annual inservice meeting. Program directors are responsible for conducting this inservice meeting. Program directors must ensure that teaching staff understands and appropriately implements the state's Assessment Policy, Goal-Setting Policy, enrollment procedures, and any other program requirements. Inservice attendance does not count as part of the annually required 15 hours of professional development. This is a state performance measure.
24. Local programs will annually submit a "Program Professional Development Plan for Adult Education." Programs will provide local professional development opportunities approved by Lifelong Learning that are supportive of program improvement.
25. Adult Education and Literacy programs will assess adult learners in accordance with the SDE's Assessment Policy for Adult Education.
26. Adult Education and Literacy programs will assist learners in setting appropriate goals in accordance with the SDE's Goal-Setting Policy.
27. All Adult Education and Literacy teachers must have a valid up-to-date Oklahoma Teacher's Certificate. Adult Education Directors must have a valid up-to-date Oklahoma Teacher's Certificate or a graduate degree.
28. Initial budgets, end-of-year reports, and other required reports must be submitted to the SDE by the due date. Claims for local programs will not be processed until the SDE receives any past due report(s).
29. Program directors will conduct formal individual teacher observations and evaluations at a minimum of twice a year. Refer to the Oklahoma Quality Program Action Plan for specific areas to be addressed in teacher evaluations. In addition to formal teacher evaluations, directors will informally monitor and document visits to all classes to ensure program quality and accountability.
30. Local programs will maintain an ongoing written inventory of all instructional materials and equipment purchased with adult education funds. The written inventory must include the item, quantity, serial number or ID number as applicable, acquisition cost, and the date purchased. Items purchased with EL/Civics or TANF funds must be inventoried separately.
31. Local programs collaborate with other agencies and community resources to obtain student referrals and assist students with counseling, employment, postsecondary education/training, learning or physical disabilities, and other support services.
32. The organization is in compliance with the Americans with Disabilities Act of 1990; the Rehabilitation Act, Sections 504 & 508 of 1973; the Workforce Investment Act of 1998, Section 188, Part 37 of Title 29; the Civil Rights Act of 1964; the Individuals with Disabilities Education Act of 1990; and applicable Oklahoma State laws and statutes.

33. Local programs must provide a 25% match to the total amount of federal funds received each fiscal year. The match may include direct and indirect expenditures and/or in-kind contributions.
34. Local programs that close will repay state funds that have not been expended. In addition, adult education inventory items will be transferred to new or existing grantees.
35. Local programs shall make every effort to provide free classes to students. Local programs may charge necessary and reasonable fees for consumable materials and work-based classes. Adult Education programs that wish to implement fees must develop a fee policy that has been approved by the Adult Learning Center's governing board. The fee policy must be reasonable and may not restrict access to services.
36. Local programs may generate income. The purpose of the income is not to make a profit, but rather to expand services. Income and donations received must be reinvested in the adult education program. Any income must be accounted for in records and reported to the Lifelong Learning office for National Reporting System Financial Reports.

Oklahoma's Guiding Principles and Benchmarks For Quality Adult Education Programs

Purpose

The Oklahoma Quality Program Action Plan provides a framework for program excellence, accountability, and continuous improvement in adult education. The Oklahoma Department of Education, Lifelong Learning Section, measures progress through federal and state indicators of program quality. Monitoring includes a variety of reports and self-assessments, in addition to on-site technical assistance visits and Adult Education and Literacy Program Reviews.

The Quality Program Action Plan includes Guiding Principles and Benchmarks for local adult education programs. It also provides a mechanism for evaluating programs based on federal law, state statute, and Lifelong Learning policies.

All local programs will be required to submit an annual Program Action Plan. State staff from Lifelong Learning will work with programs to address any deficiencies.

Guiding Principles

Adult education programs are evaluated annually based on the following established principles of program quality. Benchmarks for each principle serve as guides for continuous program improvement and progress.

1. **Program Planning, Administration, and Evaluation** – The program has an annual planning process that is ongoing and participatory; guided by evaluation; based on community demographics, needs, resources, economic trends, and local conditions; and demonstrated by a written Program Action Plan.
2. **Recruitment, Orientation, and Support Services** – The program successfully recruits populations most in need of literacy services as identified by needs assessments and demographic data. The program has a comprehensive learner orientation process that includes learner expectations and program requirements. The program has identified community resources to assist adults with counseling, employment, postsecondary education/training, and learning or physical disabilities.
3. **Educational Gains and Goal Achievement** – Learners enrolled in the program make progress toward improving their basic skills and achieving personal and program goals consistent with assessed educational needs.
4. **Curriculum and Instruction** – The program uses instructional planning, resources, and strategies that are research and standards-based, effective, and driven by learner educational functioning levels, learning styles, and personal and program goals.
5. **Professional Development and Staff Evaluation** – The program provides ongoing professional development that addresses specific program needs, considers training in the areas necessary to

provide quality instruction, and includes monitoring and follow-up to ensure new knowledge, skills, and strategies transfer into overall program improvement. The program director regularly monitors classes and conducts teacher observations and evaluations to ensure program quality and accountability.

6. **Retention** – Learners in the program remain long enough to achieve educational needs and goals and receive postassessments according to the state’s Assessment Policy.
7. **Technology** – The program successfully integrates technology that is demonstrated in learner classroom experiences, professional development opportunities, and enhanced administrative functions of all program staff.

Benchmarks for Guiding Principles

Adult education programs should meet or exceed state benchmarks to ensure program quality.

1. **Program Planning, Administration, and Evaluation – Guiding principle:** The program has an annual planning process that is ongoing and participatory; guided by evaluation; based on community demographics, needs, resources, economic trends, and local conditions; and demonstrated by a written Program Action Plan.
 - a. Continuous program improvement is documented annually in a written Program Action Plan.
 - b. The program director demonstrates a working knowledge and understanding of Literacy, Adult, and Community Education System (LACES) data and the impact of local program data on funding and meeting state performance goals. The program director uses program data to help direct program improvement and planning, as evidenced in their annual Program Action Plan.
 - c. The program director ensures that an adequate number of staff is trained to correctly use the state’s LACES management information system and that data entry is kept current, as evidenced through the state desktop monitoring process.
 - d. The program provides services in areas indicated in the original grant application and subsequent follow-up extensions and documented in their LACES data.
 - e. The program builds ongoing partnerships with local employers, workforce centers, employment agencies, postsecondary institutions, and other community resources, as evidenced by collaborative projects, letters of support, or documented student referrals.
 - f. The program director and/or designee attends meetings of the local Workforce Investment Board and/or Council to which he/she has been appointed, as evidenced by meeting agendas and/or a personal attendance calendar and conveys information to other directors in their region.
 - g. The program director understands and effectively manages the budget to ensure funding is used according to the requirements of the grant and in an effective and efficient manner that is supportive of program improvement, as evidenced by budgets, claims, and other expenditure reports.
 - h. The program maintains a running inventory of all instructional materials and equipment purchased with adult education funds, as evidenced by a written inventory that includes

item; quantity; serial number or ID number, as applicable; acquisition cost; and the date of purchase. Programs receiving an EL/Civics allocation must provide a separate written inventory for materials and equipment purchased with those funds.

- i. The program provides year-round adult education and literacy services during the fiscal year, which runs from July 1 through June 30, as evidenced by published class schedules.
 - j. The program is in compliance with the Americans with Disabilities Act of 1990; the Rehabilitation Act of 1973; the Workforce Investment Act of 1998; the Civil Rights Act of 1964; the Individuals with Disabilities Education Act of 1990; and applicable Oklahoma State laws and statutes.
 - k. The program maintains all records for five years plus the current fiscal year in a central filing system.
 - l. The following reports are completed and submitted on time:
 - i. Grant Application and/or Extension.
 - ii. LACES data entry is updated monthly to provide accurate NRS reports.
 - iii. Entering Postsecondary Education and/or Training Verification of Goal Achievement Survey in student files as applicable.
 - iv. Student files are complete.
 - v. Program Action Plan.
 - vi. Program Professional Development Plan.
 - vii. Adult Education and Literacy Inventory Record.
 - viii. Project 319 Budget and any Budget Revisions. (if applicable)
 - ix. Project 731 Budget and any Budget Revisions.
 - x. Project 732 Budget and any Budget Revisions.
 - xi. Project 733 Budget and any Budget Revisions.
 - xii. State Expenditure Report (Project Code 319).
 - xiii. Federal Expenditure Claims (Project Codes 731, 732, and 733).
 - xiv. LEA Share of Match
 - xv. Any additional reports requested by the SDE.
 - m. Not more than five percent of the state allocation is expended on educational services to individuals in correctional facilities or other institutionalized programs, as evidenced by expenditure spreadsheets, class schedules, and LACES data when state allocations are available.
2. **Recruitment, Orientation, and Support Services – Guiding principle:** The program successfully recruits populations most in need of literacy services, as identified by needs assessments and demographic data. The program has a comprehensive learner orientation process that includes learner expectations and program requirements. The program has identified community resources to assist adults with counseling, employment, postsecondary education/training, and learning or physical disabilities.
- a. The program implements recruiting strategies designed to reach qualifying adult learners with minimal literacy skills and those most in need of literacy services, as evidenced by documented learner participation.
 - b. The program collaborates with agencies and community organizations that provide documented learner referrals.

- c. The program implements a learner orientation process that includes learner expectations; program requirements; appropriate assessment; and goal-setting.
 - d. Program staff members are aware of and have available to them a written listing of community resources for participant referral and keep documentation of any referrals made through the local adult education program.
3. **Educational Gains and Goal Achievement – Guiding principle:** Learners enrolled in the program make progress toward improving their basic skills and achieving personal and program goals consistent with assessed educational needs.
- a. The state Assessment Policy is followed to ensure that valid learning gains are collected according to state policy and test publisher’s guidelines and documented in student files, LACES data, and NRS reports.
 - b. The state goal that a minimum of 60% of all learners will be pre and postassessed is met or exceeded and documented on NRS Table 4b.
 - c. The state goal that a program’s average contact hours increase from the previous fiscal year is met and documented by data found on NRS Table 4.
 - d. LACES data entry is updated monthly to reflect accurate and timely records including attendance hours, assessment scores, demographics, and key information required for reporting purposes, and verified no less than quarterly through a state desktop monitoring process.
 - e. A student’s status is changed from “enrolled” to “left” when they have no attendance hours for 90 consecutive days.
 - f. The state goals for the NRS Federal Core Indicators of Performance are met or exceeded and documented on NRS Tables 4 and 5.
 - g. The state Goal-Setting Policy is implemented and documented in written instructional planning and learner files.
 - h. Classes are of sufficient intensity and duration for learners to achieve substantial learning gains; documented by a written class schedule that includes one or more managed-entry classes; and evidenced by expenditure spreadsheets, class schedules, and LACES data.
4. **Curriculum and Instruction – Guiding principle:** The program uses instructional planning, resources, and strategies that are research-based, effective, and driven by learner educational functioning levels, learning styles, and personal and program goals.
- a. Instructional planning is driven by learner goals, assessment results, learning styles, and physical or learning disabilities, and evidenced in documented goal setting, learning style inventories, documented accommodations, and written lesson plans.
 - b. Instructional planning integrates standards-based instruction, research-based resources, skills, and strategies into learning activities taught in the context of real life adult roles as workers, citizens, and family members, and, evidenced in written lesson plans.
 - c. The program director and instructional staff have a working knowledge and awareness of learning disabilities and appropriate accommodations. Learner records contain evidence

- of appropriate administration of documented learner accommodations, and learner referrals when applicable.
- d. The program provides rigorous standards-based instruction in reading, writing, language, and math that is research-based and supportive of the Common Core State Standards initiative, as evidenced by written lesson plans, classroom observations, and professional development participation.
 - e. Reading instruction for adults includes integration of phonemic awareness, systematic phonics, alphabetics, vocabulary, fluency, and/or comprehension strategies appropriate to learner educational functioning levels; and is evidenced in written lesson plans
 - f. The program has available and readily accessible to learners and teachers a variety of instructional resources and reading materials appropriate for adult learners at all educational functioning levels and address various levels of text complexity, as evidenced by a resource inventory and/or classroom observation of materials.
 - g. The program has an established system that documents teacher planning time and ensures that planning time is used appropriately.

5. **Professional Development and Staff Evaluation – Guiding principle:** The program provides ongoing professional development that addresses specific program needs, considers training in the areas necessary to provide quality instruction, and includes monitoring and follow-up to ensure new knowledge, skills, and strategies transfer into overall program improvement. The program director regularly monitors classes and conducts teacher observations and evaluations to ensure program quality and accountability.

- a. The program director has a current, valid Oklahoma teacher certificate or a graduate degree.
- b. The program teachers have current, valid Oklahoma teacher certificates.
- c. The program director and all full- and part-time teachers annually complete a minimum of 15 hours of Lifelong Learning-approved professional development training. This is a state performance measure to be documented in LACES.
- d. The program director and all full- and part-time teachers attend an annual inservice meeting conducted by the director. The program director ensures that teaching staff understand and appropriately implement the state’s Assessment Policy, Goal-Setting Policy, enrollment procedures, and any other program and/or accountability requirements. Inservice attendance is not counted as part of the annually required 15 hours of professional development. This is a state performance measure.
- e. Each fiscal year the program identifies areas of strength and areas needing improvement and provides professional development opportunities supportive of program improvement. Examples might include: study circles, book clubs, online training, workshops, conferences, mentoring or coaching, project-based learning, practitioner research, or instructional training in specific content areas relevant to adult learners. Documentation of professional development is included in the program’s LACES data.
- f. The program director promotes and supports professional development of teachers and staff by providing or informing them of relevant opportunities in a timely manner.
- g. The program director regularly monitors all classes to ensure program quality and accountability, as evidenced by written monitoring visit notes.

- h. The program director conducts formal individual teacher observations and evaluations, at a minimum, twice a year. This evaluation should include but not be limited to the following areas:
 - i. Appropriate implementation of the state’s Assessment and Goal-Setting Policies and use of this information to direct instructional planning.
 - ii. Accurate and timely completion of all required forms, assignments, or data.
 - iii. Written lesson plans that integrate standards-based instruction, research-based resources, materials, skills, strategies appropriate for the levels of learners in the class, and taught in the context of real life, learner goals, and adult roles of worker, citizen, and family member.
 - iv. Appropriate integration of technology.
 - v. Instructional accommodations for diverse learning styles and/or disabilities.
 - vi. Classroom learning environment that is appropriate for and supportive of adult learners.
 - vii. Maintains professional conduct including attendance, appearance, and use of planning and instructional time.
6. **Retention – Guiding principle:** Learners in the program remain long enough to achieve educational needs and goals and receive postassessments according to the state’s Assessment Policy.
- a. The program meets or exceeds the state average number of contact hours per student for the previous program year using the data reported on the program’s NRS Table 1. The program’s average number of contact hours is calculated by dividing the total number of attendance hours by the total number of fundables.
 - b. The program addresses attendance in an effort to encourage and increase learner retention, as evidenced by providing program services or activities such as:
 - i. Transportation
 - ii. Child Care
 - iii. Flexible class scheduling
 - iv. Learner rewards and recognition
 - v. Learner support systems and/or referrals
 - vi. Other program efforts
7. **Technology – Guiding principle:** The program successfully integrates technology that is demonstrated in learner classroom experiences, professional development opportunities, and enhanced administrative functions of all program staff.
- a. Program staff has the skills necessary to use a variety of technology in and out of the classroom.
 - b. Program staff is provided professional development opportunities to enhance their personal technology skills when needed.

- c. Teachers have adequate technology available in the classroom such as computers, internet access, instructional software, SMART Boards™, and LCD projectors.
- d. Teachers are provided professional development opportunities on how to integrate technology into instruction and the student learning experience, and are doing so, as evidenced in their written lesson plans.
- e. Program directors and their staff use technology effectively to enhance administrative functions.

Program Action Plan For Quality Adult Education

Adult Learning Center

For Fiscal Year _____

Directions - Programs must set a minimum of one goal for each of the Focus Areas listed below. Additional focus areas may be added. **Attach a written explanation as to how the program will evaluate the effectiveness of the overall plan, monitor progress, and address any necessary changes or adjustments.**

Focus Area	Goal(s)	Steps We Will Take To Accomplish This Goal	Who Will Do It	By When	How Will Goal Achievement Be Measured?
Technology Implementation					
College and Career Readiness Standards					
Teacher/Leader Effectiveness					
Student Transitions to Postsecondary Ed/Training					
Student Career Exploration and Guidance					
Building Workforce Partnerships					
Using Data					

Signature of Program Director

Date

Signature of State Regional Coordinator

Date

Program Professional Development Plan For Adult Education

_____ Adult Learning Center

For Fiscal Year _____

Directions: The Professional Development Plan should be supportive of the local program’s Program Action Plan for Quality Adult Education.
All professional development activities are to be included in LACES data.

Focus Area	Goal(s)	Steps We Will Take To Accomplish This Goal	Who Will Do It	By When	How We Will Measure Goal Achievement
Technology Implementation					
College and Career Readiness Standards					
Teacher/Leader Effectiveness					
Student Transitions to Postsecondary Ed/Training					
Student Career Exploration and Guidance					
Building Workforce Partnerships					
Using Data					

Signature of Program Director

Date

Signature of State Regional Coordinator

Date

Overview of Adult Education and Literacy Services

Examples of services offered by local Adult Learning Centers may include but not be limited to the following:

- **Literacy and Basic Skills:** Classes are provided for adults who need basic skills instruction in reading, writing, mathematics, life skills, and work-readiness.
- **Workplace Education:** Through partnerships with business and industry, customized, job-specific instructional programs are developed and taught to entry-level workers at the work site.
- **Work Readiness:** An interactive curriculum that provides opportunities for adult learners to explore the basic skill concepts, build the knowledge, and apply the skills needed to succeed in work.
- **Distance Learning:** A formal learning activity where adult learners and instructors are separated by geography, time, or both, for the majority of the instructional period. Distance learning materials are delivered through a variety of media including, but not limited to, print, videotapes, DVDs, audio recordings, broadcasts, computer software, and Web-based programs, and other online technology. Teachers support distance learners through communication via mail, telephone, e-mail, online technologies and software, or face-to-face instruction.
- **Family Literacy:** A program for parents and their children offering adult education classes, parenting education, early childhood development education for the children, and parent and child together-time, empowering families to break the cycles of under-education and poverty.
- **English as a Second Language (ESL):** Classes offering limited English-speaking adults an opportunity to learn basic skills necessary to communicate in English. These skills include speaking, listening, reading, and writing in English, as well as Civics and citizenship skills.
- **Corrections Education:** Adult Education and Literacy services are offered at correctional facilities, community correctional centers, and community work centers.
- **General Educational Development (GED) Preparation and Testing:** Instruction is provided to prepare learners who are at the Adult Secondary level to take and pass the GED Tests.
- **Temporary Assistance to Needy Families (TANF):** Through a contract with the Oklahoma Department of Human Services, local Adult Learning Centers may provide literacy, basic skills, and GED[®] preparation for TANF clients in their service area.

Oklahoma Adult Education and Literacy Indicators of Performance

Federal Core Indicator #1: Demonstrated improvements in literacy skill levels in reading and writing the English language, numeracy, problem solving, English language acquisition, and other literacy skills.

Performance Measure Educational Functioning Level (EFL)	National Average FY2009	State Target %* FY2009	State Actual % FY2009	National Average FY2010	State Target %* FY2010	State Actual % FY2010	National Average FY2011	State Target %* FY2011	State Actual % FY2011	National Average FY2012	State Target % FY2012	State Actual % FY2012	State Target % FY2013	State Target % FY2014
ABE Beginning Literacy	38	48	--33	36	50	--30	41	38	+38	42	34	+48	41	49
ABE Beginning	43	45	--32	43	45	--29	44	37	+38	47	33	+43	41	45
ABE Low Intermediate	43	45	--31	43	46	--29	45	36	+38	47	33	+41	41	43
ABE High Intermediate	38	41	--23	37	36	--21	38	28	+29	39	25	+35	33	37
Adult Secondary Low	38	38	--21	40	32	--22	42	26	+30	40	24	+34	34	36
ESL Beginning Literacy	43	36	--25	44	30	--24	47	30	--25	49	27	+32	30	36
ESL Low Beginning	41	45	--30	48	47	--37	49	35	+35	52	38	--36	39	40
ESL High Beginning	48	42	--34	51	44	--37	52	39	+43	54	38	+45	46	48
ESL Low Intermediate	44	46	--33	47	44	--31	48	38	+41	49	35	+43	44	47
ESL High Intermediate	40	40	--31	42	36	--30	42	36	--29	44	33	--32	33	37
ESL Advanced	24	32	--23	25	25	--14	24	25	--23	26	20	+35	25	36

Federal Core Indicator #2: Placement in, retention in, or completion of postsecondary education, training, unsubsidized employment, or career advancement.

Performance Measure	National Average FY2009	State Target %* FY2009	State Actual % FY2009	National Average FY2010	State Target %* FY2010	State Actual % FY2010	National Average FY2011	State Target %* FY2011	State Actual % FY2011	National Average FY2012	State Target % FY2012	State Actual % FY2012	State Target % FY2013	State Target % FY2014
Entered Employment	55	77	+79	48	77	--67	48	79	--50	48	73	+77	46	78
Retained Employment	65	81	--74	59	77	--75	62	75	--63	65	77	+82	56	83
Entered Postsecondary Education or Training	58	18	--15	59	20	--12	56	20	+45	58	20	+43	40	45

Federal Core Indicator #3: Receipt of a secondary school diploma or its recognized equivalent.

Obtain GED	64	62	--57	52	63	--53	60	60	+65	61	63	+64	52	65
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State Indicator of Performance: Sixty percent (60%) or more of all fundable adult learners will be pre- and postassessed during the fiscal year.

Percent pre- and postassessed	N/A	60	--39	N/A	60	--37	N/A	60	--46	N/A	60	--51	60	60
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*State negotiates these target percentages with the Office of Vocational and Adult Education (OVAE) each fiscal year. +Target Met --Target Not Met

Functioning Level Table

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ADULT BASIC EDUCATION LEVELS			
Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
<p>Beginning ABE Literacy</p> <p>Test Benchmark: <i>TABE (9–10) scale scores</i> <i>(grade level 0–1.9):</i> Reading: 367 and below Total Math: 313 and below Language: 389 and below</p>	<p>Individual has no or minimal reading and writing skills. May have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument. At the upper range of this level, individual can recognize, read, and write letters and numbers but has a limited understanding of connected prose and may need frequent re-reading. Can write a limited number of basic sight words and familiar words and phrases; may also be able to write simple sentences or phrases, including very simple messages. Can write basic personal information. Narrative writing is disorganized and unclear, inconsistently uses simple punctuation (e.g., periods, commas, question marks), and contains frequent errors in spelling.</p>	<p>Individual has little or no recognition of numbers or simple counting skills or may have only minimal skills, such as the ability to add or subtract single digit numbers.</p>	<p>Individual has little or no ability to read basic signs or maps and can provide limited personal information on simple forms. The individual can handle routine entry level jobs that require little or no basic written communication or computational skills and no knowledge of computers or other technology.</p>
<p>Beginning Basic Education</p> <p>Test Benchmark: <i>TABE (9–10) scale scores</i> <i>(grade level 2–3.9):</i> Reading: 368–460 Total Math: 314–441 Language: 390–490</p>	<p>Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing a familiar vocabulary; can write simple notes and messages on familiar situations but lacks clarity and focus. Sentence structure lacks variety, but individual shows some control of basic grammar (e.g., present and past tense) and consistent use of punctuation (e.g., periods, capitalization).</p>	<p>Individual can count, add, and subtract three digit numbers, can perform multiplication through 12, can identify simple fractions, and perform other simple arithmetic operations.</p>	<p>Individual is able to read simple directions, signs, and maps, fill out simple forms requiring basic personal information, write phone messages, and make simple changes. There is minimal knowledge of and experience with using computers and related technology. The individual can handle basic entry level jobs that require minimal literacy skills; can recognize very short, explicit, pictorial texts (e.g., understands logos related to worker safety before using a piece of machinery); and can read want ads and complete simple job applications.</p>

Notes: The descriptors are *entry-level* descriptors and are illustrative of what a typical student functioning at that level should be able to do. They are not a full description of skills for the level.
 TABE = Test of Adult Basic Education.

Functioning Level Table (Continued)

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ADULT BASIC EDUCATION LEVELS			
Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
<p>Low Intermediate Basic Education</p> <p>Test Benchmark: <i>TABE (9–10) scale scores (grade level 4–5.9):</i> Reading: 461–517 Total Math: 442–505 Language: 491–523</p>	<p>Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order); can use context to determine meaning; can interpret actions required in specific written directions; can write simple paragraphs with a main idea and supporting details on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; and can self and peer edit for spelling and punctuation errors.</p>	<p>Individual can perform with high accuracy all four basic math operations using whole numbers up to three digits and can identify and use all basic mathematical symbols.</p>	<p>Individual is able to handle basic reading, writing, and computational tasks related to life roles, such as completing medical forms, order forms, or job applications; and can read simple charts, graphs, labels, and payroll stubs and simple authentic material if familiar with the topic. The individual can use simple computer programs and perform a sequence of routine tasks given direction using technology (e.g., fax machine, computer operation). The individual can qualify for entry level jobs that require following basic written instructions and diagrams with assistance, such as oral clarification; can write a short report or message to fellow workers; and can read simple dials and scales and take routine measurements.</p>
<p>High Intermediate Basic Education</p> <p>Test Benchmark: <i>TABE (9–10) scale scores (grade level 6–8.9):</i> Reading: 518–566 Total Math: 506–565 Language: 524–559</p> <p><i>WorkKeys scale scores:</i> Reading for Information: 75–78 Writing: 75–77 Applied Mathematics: 75–77</p>	<p>Individual is able to read simple descriptions and narratives on familiar subjects or from which new vocabulary can be determined by context and can make some minimal inferences about familiar texts and compare and contrast information from such texts but not consistently. The individual can write simple narrative descriptions and short essays on familiar topics and has consistent use of basic punctuation but makes grammatical errors with complex structures.</p>	<p>Individual can perform all four basic math operations with whole numbers and fractions; can determine correct math operations for solving narrative math problems and can convert fractions to decimals and decimals to fractions; and can perform basic operations on fractions.</p>	<p>Individual is able to handle basic life skills tasks such as graphs, charts, and labels and can follow multistep diagrams; can read authentic materials on familiar topics, such as simple employee handbooks and payroll stubs; can complete forms such as a job application and reconcile a bank statement. Can handle jobs that involve following simple written instructions and diagrams; can read procedural texts, where the information is supported by diagrams, to remedy a problem, such as locating a problem with a machine or carrying out repairs using a repair manual. The individual can learn or work with most basic computer software, such as using a word processor to produce own texts, and can follow simple instructions for using technology.</p>

Notes: The descriptors are *entry-level* descriptors and are illustrative of what a typical student functioning at that level should be able to do. They are not a full description of skills for the level.
 TABE = Test of Adult Basic Education.

Functioning Level Table (Continued)

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ADULT SECONDARY EDUCATION LEVELS			
Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
<p>Low Adult Secondary Education</p> <p>Test Benchmark: <i>TABE (9–10): scale scores (grade level 9–10.9):</i> Reading: 567–595 Total Math: 566–594 Language: 560–585</p> <p><i>WorkKeys scale scores:</i> Reading for Information: 79–81 Writing: 78–85 Applied Mathematics: 78–81</p>	<p>Individual can comprehend expository writing and identify spelling, punctuation, and grammatical errors; can comprehend a variety of materials such as periodicals and nontechnical journals on common topics; can comprehend library reference materials and compose multi-paragraph essays; can listen to oral instructions and write an accurate synthesis of them; and can identify the main idea in reading selections and use a variety of context issues to determine meaning.</p> <p>Writing is organized and cohesive with few mechanical errors; can write using a complex sentence structure; and can write personal notes and letters that accurately reflect thoughts.</p>	<p>Individual can perform all basic math functions with whole numbers, decimals, and fractions; can interpret and solve simple algebraic equations, tables, and graphs and can develop own tables and graphs; and can use math in business transactions.</p>	<p>Individual is able or can learn to follow simple multistep directions and read common legal forms and manuals; can integrate information from texts, charts, and graphs; can create and use tables and graphs; can complete forms and applications and complete resumes; can perform jobs that require interpreting information from various sources and writing or explaining tasks to other workers; is proficient using computers and can use most common computer applications; can understand the impact of using different technologies; and can interpret the appropriate use of new software and technology.</p>
<p>High Adult Secondary Education</p> <p>Test Benchmark: <i>TABE (9–10): scale scores (grade level 11–12):</i> Reading: 596 and above Total Math: 595 and above Language: 586 and above</p> <p><i>WorkKeys scale scores:</i> Reading for Information: 82–90 Writing: 86–90 Applied Mathematics: 82–90</p>	<p>Individual can comprehend, explain, and analyze information from a variety of literacy works, including primary source materials and professional journals, and can use context cues and higher order processes to interpret meaning of written material. Writing is cohesive with clearly expressed ideas supported by relevant detail, and individual can use varied and complex sentence structures with few mechanical errors.</p>	<p>Individual can make mathematical estimates of time and space and can apply principles of geometry to measure angles, lines, and surfaces and can also apply trigonometric functions.</p>	<p>Individual is able to read technical information and complex manuals; can comprehend some college level books and apprenticeship manuals; can function in most job situations involving higher order thinking; can read text and explain a procedure about a complex and unfamiliar work procedure, such as operating a complex piece of machinery; can evaluate new work situations and processes; and can work productively and collaboratively in groups and serve as facilitator and reporter of group work. The individual is able to use common software and learn new software applications; can define the purpose of new technology and software and select appropriate technology; can adapt use of software or technology to new situations; and can instruct others, in written or oral form, on software and technology use.</p>

Notes: The descriptors are *entry-level* descriptors and are illustrative of what a typical student functioning at that level should be able to do. They are not a full description of skills for the level.
 TABE = Test of Adult Basic Education.

Functioning Level Table (Continued)

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ENGLISH AS A SECOND LANGUAGE LEVELS			
Literacy Level	Listening and Speaking	Basic Reading and Writing	Functional and Workplace Skills
<p>Beginning ESL Literacy</p> <p><i>Test Benchmark:</i> BEST Plus: 400 and below (SPL 0-1)</p> <p>BEST Literacy: 0–20 (SPL 0–1)</p> <p>TABE CLAS-E: Total Reading & Writing: 225-394 Total Listening & Speaking: 230-407</p>	<p>Individual cannot speak or understand English, or understands only isolated words or phrases.</p>	<p>Individual has no or minimal reading or writing skills in any language. May have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument.</p>	<p>Individual functions minimally or not at all in English and can communicate only through gestures or a few isolated words, such as name and other personal information; may recognize only common signs or symbols (e.g., stop sign, product logos); can handle only very routine entry-level jobs that do not require oral or written communication in English. There is no knowledge or use of computers or technology.</p>
<p>Low Beginning ESL</p> <p><i>Test Benchmark:</i> BEST Plus: 401–417 (SPL 2) BEST Literacy: 21 – 52 (SPL 2) TABE CLAS-E: Total Reading & Writing: 395-441 Total Listening & Speaking: 408-449</p> <p>BEST = Basic English Skills Test SPL = Student Performance Level</p>	<p>Individual can understand basic greetings, simple phrases and commands. Can understand simple questions related to personal information, spoken slowly and with repetition. Understands a limited number of words related to immediate needs and can respond with simple learned phrases to some common questions related to routine survival situations. Speaks slowly and with difficulty. Demonstrates little or no control over grammar.</p>	<p>Individual can read numbers and letters and some common sight words. May be able to sound out simple words. Can read and write some familiar words and phrases, but has a limited understanding of connected prose in English. Can write basic personal information (e.g., name, address, telephone number) and can complete simple forms that elicit this information.</p>	<p>Individual functions with difficulty in social situations and in situations related to immediate needs. Can provide limited personal information on simple forms, and can read very simple common forms of print found in the home and environment, such as product names. Can handle routine entry level jobs that require very simple written or oral English communication and in which job tasks can be demonstrated. May have limited knowledge and experience with computers.</p>

Functioning Level Table (Continued)

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ENGLISH AS A SECOND LANGUAGE LEVELS			
Literacy Level	Listening and Speaking	Basic Reading and Writing	Functional and Workplace Skills
<p>High Beginning ESL</p> <p>Test Benchmark: BEST Plus: 418–438 (SPL 3) BEST Literacy: 53 – 63 (SPL 3)</p> <p>TABE CLAS-E: Total Reading & Writing: 442-482 Total Listening & Speaking: 450-485</p>	<p>Individual can understand common words, simple phrases, and sentences containing familiar vocabulary, spoken slowly with some repetition. Individual can respond to simple questions about personal everyday activities, and can express immediate needs, using simple learned phrases or short sentences. Shows limited control of grammar.</p>	<p>Individual can read most sight words, and many other common words. Can read familiar phrases and simple sentences but has a limited understanding of connected prose and may need frequent re-reading.</p> <p>Individual can write some simple sentences with limited vocabulary. Meaning may be unclear. Writing shows very little control of basic grammar, capitalization and punctuation and has many spelling errors.</p>	<p>Individual can function in some situations related to immediate needs and in familiar social situations. Can provide basic personal information on simple forms and recognizes simple common forms of print found in the home, workplace and community. Can handle routine entry level jobs requiring basic written or oral English communication and in which job tasks can be demonstrated. May have limited knowledge or experience using computers.</p>
<p>Low Intermediate ESL</p> <p>Test Benchmark: BEST Plus: 439-472 (SPL 4) BEST Literacy: 64-67 (SPL 4) TABE CLAS-E: Total Reading & Writing: 483-514 Total Listening & Speaking: 486-525</p> <p>BEST = Basic English Skills Test SPL = Student Performance Level</p>	<p>Individual can understand simple learned phrases and limited new phrases containing familiar vocabulary spoken slowly with frequent repetition; can ask and respond to questions using such phrases; can express basic survival needs and participate in some routine social conversations, although with some difficulty; and has some control of basic grammar.</p>	<p>Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing a familiar vocabulary; can write simple notes and messages on familiar situations but lacks clarity and focus. Sentence structure lacks variety but shows some control of basic grammar (e.g., present and past tense) and consistent use of punctuation (e.g., periods, capitalization).</p>	<p>Individual can interpret simple directions and schedules, signs, and maps; can fill out simple forms but needs support on some documents that are not simplified; and can handle routine entry level jobs that involve some written or oral English communication but in which job tasks can be demonstrated. Individual can use simple computer programs and can perform a sequence of routine tasks given directions using technology (e.g., fax machine, computer).</p>

Functioning Level Table (Continued)

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ENGLISH AS A SECOND LANGUAGE LEVELS			
Literacy Level	Listening and Speaking	Basic Reading and Writing	Functional and Workplace Skills
<p>High Intermediate ESL</p> <p>Test Benchmark: BEST Plus: 473–506 (SPL 5) BEST Literacy: 68 – 75 (SPL 5-6)</p> <p>TABE CLAS-E: Total Reading & Writing: 515-556 Total Listening & Speaking: 526-558</p> <p>BEST = Basic English Skills Test SPL = Student Performance Level</p>	<p>Individual can understand learned phrases and short new phrases containing familiar vocabulary spoken slowly and with some repetition; can communicate basic survival needs with some help; can participate in conversation in limited social situations and use new phrases with hesitation; and relies on description and concrete terms. There is inconsistent control of more complex grammar.</p>	<p>Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order); can use context to determine meaning; can interpret actions required in specific written directions; can write simple paragraphs with main idea and supporting details on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; and can self and peer edit for spelling and punctuation errors.</p>	<p>Individual can meet basic survival and social needs, can follow some simple oral and written instruction, and has some ability to communicate on the telephone on familiar subjects; can write messages and notes related to basic needs; can complete basic medical forms and job applications; and can handle jobs that involve basic oral instructions and written communication in tasks that can be clarified orally. Individual can work with or learn basic computer software, such as word processing, and can follow simple instructions for using technology.</p>

Functioning Level Table (Continued)

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ENGLISH AS A SECOND LANGUAGE LEVELS			
Literacy Level	Listening and Speaking	Basic Reading and Writing	Functional and Workplace Skills
<p>Advanced ESL</p> <p>Test Benchmark: BEST Plus: 507–540 (SPL 6) BEST Literacy: 76 – 78 (SPL 6)</p> <p>Exit Criteria: BEST Plus: 541 and above</p> <p>TABE CLAS-E: Total Reading & Writing: 557-600 Total Listening & Speaking: 559-600</p> <p>BEST – Basic English Skills Test SPL = Student Performance Level</p>	<p>Individual can understand and communicate in a variety of contexts related to daily life and work. Can understand and participate in conversation on a variety of everyday subjects, including some unfamiliar vocabulary, but may need repetition or rewording. Can clarify own or others' meaning by rewording. Can understand the main points of simple discussions and informational communication in familiar contexts. Shows some ability to go beyond learned patterns and construct new sentences. Shows control of basic grammar but has difficulty using more complex structures. Has some basic fluency of speech.</p>	<p>Individual can read moderately complex text related to life roles and descriptions and narratives from authentic materials on familiar subjects. Uses context and word analysis skills to understand vocabulary, and uses multiple strategies to understand unfamiliar texts. Can make inferences, predictions, and compare and contrast information in familiar texts. Individual can write multi-paragraph text (e.g., organizes and develops ideas with clear introduction, body, and conclusion), using some complex grammar and a variety of sentence structures. Makes some grammar and spelling errors. Uses a range of vocabulary.</p>	<p>Individual can function independently to meet most survival needs and to use English in routine social and work situations. Can communicate on the telephone on familiar subjects. Understands radio and television on familiar topics. Can interpret routine charts, tables and graphs and can complete forms and handle work demands that require non-technical oral and written instructions and routine interaction with the public. Individual can use common software, learn new basic applications, and select the correct basic technology in familiar situations.</p>

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OKLAHOMA ADULT EDUCATION AND LITERACY ASSESSMENT POLICY

I. INTRODUCTION AND CONTEXT

A. Need for the State Assessment Policy

Standardized assessment is required by the Workforce Investment Act for accountability in documenting student educational gains that are aligned with the National Reporting System (NRS) educational functioning levels (EFL). The State Assessment Policy provides guidelines and responsibilities pertaining to standardized assessment practices for Oklahoma Adult Education Programs and is based on guidance from the U. S. Department of Education, Office of Vocational and Adult Education (OVAE), and specific to NRS and state requirements.

Oklahoma's approved assessments are standardized, valid, reliable, and approved for use by OVAE. **Standardized** is defined as *having directions, time limits, materials, and scoring procedures that are designed to remain constant each time the test is given.* **Valid** is defined as *the degree to which the assessment actually measures what it is intended to measure.* **Reliable** is defined as *the consistency with which an assessment produces results.* **Pre-assessment** is defined as *the initial assessment administered to a student when they first enroll in the program for the current fiscal year.* **Post-assessment** is defined as *an assessment administered to a student to measure learning gains since the pre-assessment or their last assessment in the current fiscal year.*

The NRS (<http://www.nrsweb.org/>) educational functioning level of a student is determined by NRS approved standardized assessment scale scores. All students are placed into an appropriate EFL as determined by the student's scale score of the standardized assessments chosen by the state. State performance targets for the NRS educational functioning levels are negotiated between the state and OVAE each fiscal year. Local programs are responsible for meeting these state EFL targets. The state's aggregated pre- and post-assessment data collected from local programs determines whether or not the state meets its performance targets for a fiscal year.

The State Assessment Policy standardizes the process of determining student progress and completion of levels and allows for comparability across programs within the state. Programs must follow the assessment policy guidelines in order to provide fair and equitable access to services for adult learners, collect consistent data regarding learner placement and advancement, and maintain accurate data for program planning, improvement, and accountability. High quality data is required for accurate reporting and impacts continued program funding and growth. Every funded program is responsible and held accountable for the integrity of the data entered into the state's management information system – Literacy, Adult, Community Education System (LACES). Uniform implementation of assessment is

critical; therefore, all programs will adhere to the state’s assessment requirements and guidelines.

B. Purpose and Uses of Assessment

In addition to using required standardized assessments for NRS reporting and accountability, programs use assessments for instructional purposes. Accountability and reporting purposes of assessment include but are not limited to:

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

Instructional purposes of assessment include but are not limited to:

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

The state strongly encourages programs and adult education teachers to integrate alternate and/or informal assessment tools and strategies into instruction in order to:

- Encourage adult learners to self-assess their own learning.
- Provide ongoing guidance to the teacher and learner regarding instructional needs and the use of knowledge and skills in a variety of contexts.
- Avoid overuse of standardized assessments which can cause a “practice effect” to take place and result in invalid assessment data.

Alternate or informal assessments are a useful supplement for directing instruction but do not substitute for the standardized assessments required for NRS reporting and educational gain measurement.

C. Summary and Overview

Local Adult Education Programs will assess all enrolled students using the appropriate state-approved standardized assessment. Assessment data is required to report student educational gains for NRS reporting and for determining whether or not local programs meet the state’s negotiated performance targets for all NRS educational functioning levels. Assessment data also provides critical information needed to inform and support effective instruction.

Oklahoma’s Approved Assessments are:

- **Test of Adult Basic Education (TABE)** – Adult Basic Education (ABE) Reading, Language, Mathematics Skills
- **TABE Complete Language Assessment System – English (CLAS-E)** – English Language Learners (ELL) Reading, Listening, Writing, and Speaking Skills

- **Basic English Skills Test (BEST) Literacy 2008** – ELL Reading and Writing Skills
- **BEST Plus** – ELL Speaking and Listening Skills
- **WorkKeys** – Appropriate for NRS ABE Levels 4, 5, & 6 (High Intermediate, Low Adult Secondary, and High Adult Secondary) only.

To ensure valid results, individuals administering these assessments will follow all assessment administration and scoring guidelines established by the publishers.

1. Program Years (PY) and/or Fiscal Years (FY)

- Adult Education and Family Literacy Act (AEFLA)-Funded PY begins July 1 and ends June 30. Note: OVAE will refer to 2009-2010 as PY09 and FY10.
- Temporary Assistance to Needy Families (TANF)-Funded PY year begins July 1 and ends June 30.

2. **Pre-Assessment** – Oklahoma requires that students be assessed before the student is enrolled in a class and entered into LACES for the current program year. The pre-assessment will be administered within the first 12 hours of orientation and/or instruction. Programs may push one assessment forward from the preceding FY to be used as the new FY pre-assessment for a returning student if the pushed-forward assessment was administered 90 days or less prior to the student’s current FY enrollment date.

The state’s LACES system will automatically assign the student an NRS Entry Level in the subject area with the lowest EFL scale score. The assigned subject area will be tracked for learning gains when the student is post-assessed. If the assigned subject area is manually changed for any reason, then the program must provide written documentation in the student’s file as to why the subject area tracking change was made.

3. **Post-Assessment** – After being pre-assessed and receiving instructional hours, each student must be post-assessed using the following NRS-approved publisher guidelines:

- **TABE – Entry Levels 1-4:** Minimum 40 hours of instruction (50-60 suggested)
- **TABE – Entry Levels 5-6:** Minimum 30 hours of instruction (30-59 suggested)
- **TABE – CLAS-E:** Minimum 50 hours of instruction (60-95 suggested)
- **BEST Plus:** Minimum 60 hours of instruction (80-100 suggested)
- **BEST Literacy:** Minimum 60 hours of instruction (80-100 suggested)
- **WorkKeys:** “We (ACT/WorkKeys) typically recommend that the student be involved in regular instruction that is offered by the institution. This would amount to a semester or quarter course.” *OVAE’s NRS State Assessment Policy Guidance, Revised January 6, 2011, pg 6.*

Once a student achieves a learning gain for the current fiscal year, programs can but are not required to enter additional post-assessments in LACES. Learning gains in one subject area per student per fiscal year is all that is allowed for NRS reporting purposes.

Additional post-assessments are encouraged as needed for instructional planning and guidance.

The state has set a minimum goal of 60% for the number of adult learners receiving both a pre- and post-assessment during the fiscal year.

4. Test Administrator Training – Oklahoma requires that test administrators be properly trained as recommended by the test publisher before administering standardized assessments. Training documentation will be kept on file for review by state staff.

5. Program Director Responsibilities – Adult Learning Center (ALC) Directors will be held responsible for the following:

- Proper assessment procedures are followed.
- Persons administering the assessments have been properly trained and are able to meet the student demand for pre- and post-assessment.
- Accurate scale scores are reported in a timely manner to ensure local data entry is kept current on a monthly basis.
- Assessment materials are current, stored in a locked location, and inventoried a minimum of quarterly.

D. Resources for Information and Assistance

To get more information about pre- and post-assessment, data collection, NRS requirements, LACES data entry, technical assistance or any other assessment policy clarification, please contact your state regional coordinator or the Executive director of Lifelong Learning at:

Oklahoma Department of Education, Lifelong Learning Section
2500 North Lincoln Boulevard – Room 115
Oklahoma City, Oklahoma 73105-4599
Phone: 405-521-3321
Fax: 405-522-5394

II. GENERAL ASSESSMENT REQUIREMENTS

A. Adult Basic Education (ABE) Learners

1. Learners to be Assessed

Adult Education programs will assess all adult learners, including distance learning students. No adult learners will be exempt from assessment.

2. Assessments Permitted

Approved assessments include the following: TABE Forms 9 and 10 Complete Battery, TABE 9 and 10 Survey, TABE-PC, TABE Online and WorkKeys. These assessments are approved by OVAE for use in NRS reporting.

3. Pre- and Post-assessment Guidelines

A. TABE

- The TABE is appropriate for assessing all ABE levels.

- The TABE Locator will always be administered first and used to determine the appropriate TABE Level (E, M, D, or A) to administer in each subject area. Adult learners unable to complete the TABE Locator Test will be administered the TABE Literacy Level (L) Test. Level L is not approved to measure learning gain.
- Different Forms of the same Level of the TABE will be used for the pre- and post-assessments. Example: If a student is preassessed using TABE Form 9, Level M, they would then be post-assessed using TABE Form 10, Level M.
- A pre-assessment will be completed within the first 12 hours of orientation and/or instruction. A post-assessment will be completed as follows:
 - No post-assessment should be done with less than 30 hours instruction.
 - ABE students with NRS Entry Levels of 1-4 may be post-assessed with a minimum of 40 hours. (50-60 hours recommended by publisher)
 - ABE students with NRS Entry Levels of 5-6 may be post-assessed with a minimum of 30 hours. (30-59 hours recommended by publisher)
- Based on the test publisher CTB McGraw Hill’s recommendations, and to avoid a possible “practice effect,” the same TABE Form (9 or 10) should not be administered to a learner more often than every six months or 120 instructional hours.
- If a learner is absent from the program for 90 days or more, they should be marked as “left” in LACES. If the student returns after 90 days, a new assessment should be administered from which to capture educational gain for that fiscal year.
- A student’s lowest TABE scale score will be used for placement in an EFL and to document learning gains in accordance with NRS guidelines. If this is not the case, written documentation should be placed in the student file explaining why the lowest scale score subject area is not being tracked for learning gain. Subject area scores to be used for measuring learner gain include reading, total math, or language. (See TABE scoring chart below.)

TABE 9 and 10 Scale Score Ranges for NRS Educational Functioning Levels

EFL	Reading	Total Math	Language
ABE Beginning Literacy	367 and below	313 and below	389 and below
ABE Beginning	368 – 460	314 – 441	390 – 490
ABE Low Intermediate	461 – 517	442 – 505	491 – 523
ABE High Intermediate	518 – 566	506 – 565	524 – 559
ABE Low Adult Secondary	567 – 595	566 – 594	560 – 585
ABE High Adult Secondary	596 and above	595 and above	586 and above

- TABE pre-assessment scores will be recorded on the learner’s enrollment form, entered into the SDE-approved Management Information System, Literacy Adult Community Education System (LACES), and used to document progress toward meeting program and state goals for the percentage of adults completing each of the NRS educational functioning levels.
- TABE post-assessment scores will be recorded on the monthly attendance forms, entered into LACES, and used to document learner progress according to NRS guidelines.

- Assessment scores will be entered into LACES during the month they are administered. All LACES data is to be kept current on a monthly basis.
- A student’s lowest TABE scale score may be rolled over from one fiscal year into the next fiscal year one time only, and only if there is a 90-day or less window of time between the student’s last assessment date and the new fiscal year class enrollment date. The assessment that is rolled over will serve as the student’s pre-assessment for the new fiscal year. Assessment scores should not be rolled over until the SDE has finalized the end-of-the-year NRS reports for the fiscal year. Programs will be notified when the roll-over process can take place each new fiscal year.
- The state standard for the number of students receiving both a pre- and post-assessment is 60%. Programs will use local LACES attendance data to track student instructional hours and ensure that post-assessment is completed according to assessment guidelines of 60 to 100 hours of instruction.
- The state assessment standard is part of the state performance-based funding formula.
- Programs should be aware of and implement research-based practices and strategies that encourage student persistence. Persistence is defined as a student attending the program long enough to capture learning gains and achieve goals.

B. WorkKeys

- WorkKeys may be used when the student’s goals are to get a job, a better job, or improve specific workforce skills.
- WorkKeys is appropriate for assessing level gains for students entering at NRS levels High Intermediate ABE, Low Adult Secondary, and High Adult Secondary.
- If a student’s WorkKeys entry level falls below Level 4-6, the student should be assessed using the TABE and the WorkKeys assessment not entered into LACES.
- Post-assessment hours are stated by the publisher as follows: “We (ACT/WorkKeys) typically recommend that the student be involved in regular instruction that is offered by the institution. This would amount to a semester or quarter course.” *OVAE’s NRS State Assessment Policy Guidance, Revised January 6, 2011, pg 6*

WorkKeys Scale Score Ranges for NRS Educational Functioning Levels

EFL	Reading for Information	Writing	Applied Mathematics
ABE High Intermediate	75-78	75-77	75-77
ABE Low Adult Secondary	79-81	78-85	78-81
ABE High Adult Secondary	82-90	86-90	82-90

4. Overall Assessment Practices

- The program director will ensure that all program staff involved in gathering, analyzing, compiling, and reporting data for the NRS will attend, at minimum, an annual in-service meeting addressing the following topics: (1) NRS policy,

guidelines, updates, and definitions of measures; (2) state accountability policies, local program data collection processes; and (3) implementation of assessment for valid reporting purposes. While the above information can serve as a refresher for returning staff each year, it should also be included as part of the required in-service for new staff throughout the year.

- Program directors will attend state directors' meetings to stay abreast of state and NRS reporting updates. Programs are encouraged to take advantage of NRS online training as part of their annual Professional Development Action Plan.
- Training in administering the TABE is required prior to administration of the test. Persons can receive this training by either: (1) attending a State Department of Education (SDE) sponsored TABE training; or (2) attending a local training conducted by the program director and/or a trained TABE test administrator. Training materials supportive of TABE administration are available from the test publisher. Program directors should integrate TABE training materials into their local professional development plan for both new test administrators and an annual TABE refresher training for experienced test administrators.
- Local programs will maintain a list of trained TABE administrators and have on file certificates of training for each test administrator.
- The program director will ensure that an adequate number of staff is trained so that data collection, analysis, and reporting are valid, and completed in a timely manner.
- Assessments must not interrupt instruction.
- The publisher's guidelines for assessment always take precedence if there is a question regarding testing format.
- Programs are expected to monitor assessment for compliance with standard assessment processes.
- Test security is imperative; therefore, all testing materials will be inventoried no less than quarterly. Programs should maintain a written test inventory log. Test materials will be stored in locked files accessible only to program directors and/or test administrators.
- The following procedures have been programmed in LACES to ensure correct assessment procedures are followed: (1) TABE forms (9 & 10) cannot be entered consecutively in a student's LACES file; (2) A post-assessment level cannot be lower than a pre-assessment level; (3) Post-assessment scores cannot be entered when a student has less hours of individual instruction since their last assessment than is required based on their entry level.
- State staff will conduct quarterly desktop reviews of local program data to ensure the assessment policy is being followed and that valid data is being reported. If the state determines a program's data to be invalid due to a lack of policy implementation or data entry procedures, they will be notified and asked to provide a plan of corrective action. State staff will follow up on the plan to ensure corrections have been made. Programs may not be eligible for performance-based funding if their data is deemed invalid.

5. Accommodations and/or Adaptations in Assessment

- Adult learners who self-disclose a disability documented by a qualified professional and are eligible for accommodations under provisions of Section 504 of the Americans with Disabilities Act (ADA) may be granted appropriate testing accommodations. Programs should refer to the *TABE Users Handbook* for guidelines in modifying testing procedures. Large print, Braille, and Audio versions of the TABE are available from the publisher.
- Adaptations allowed for learners without a documented disability might include: colored transparent overlays, clear transparent overlays and highlighters, temporary adhesives with spatial directions, earplugs, large print tests (if available), magnifying devices, priority seating, hats, caps, or visors to minimize fluorescent lighting, or an unmarked straightedge. If in question, a program should contact the SDE for technical assistance in determining the appropriateness of an adaptation.

6. Guidelines for using GED passing scores as a post-assessment

The NRS does not require negotiation of a learner-gain percentage goal for students entering at the High Adult Secondary Education (High ASE) level. It is expected that students functioning at this level who do not have a high school diploma will set the goal of obtaining a GED Diploma. A student's achievement of the set goal of obtaining a GED Diploma is validated through the SDE data match process. However, programs may choose to use GED passing scores to document learner gains for students entering at the High ASE level. In LACES, GED passing scores work differently than a TABE post-assessment score when measuring learner gains.

Read the following guidelines carefully. There are no exceptions!

- The learner must have a current fiscal year TABE pre-assessment score placing them at an **Entry Level of High ASE**. All entry levels below High ASE are not eligible to use GED passing scores as a post-assessment to measure learning gain.
- The learner must have passed all five GED Tests.
- The program must have a copy of the learner's passing GED scores on file to validate LACES data entry.
- **Remember:** To earn the Oklahoma High School Diploma, the learner must take all five subject area tests and receive a total score minimum of 2250 with no subject area score below 410.

Example: Student #1 (Eligible to use GED passing scores as a post-assessment to measure learning gain)

- The student is administered the TABE as a pre-assessment and scores 596 in Reading, 600 in Math, and 587 in Language. At minimum, the lowest scale score is entered into LACES in the learner's assessment file.
- The TABE lowest scale score of 587 in Language places the student at an Entry Level of High ASE. Language is the subject area from which learning gain will be measured.
- While attending the program this fiscal year the student passes the GED Tests and receives the GED Oklahoma High School Diploma.

- Upon receipt of written documentation of the student’s GED passing scores, all the subject scores are entered in LACES in the learner’s assessment file.
- LACES data now indicates the learner’s Educational Level as Completed High ASE.
- Documentation of the GED scores is placed in the learner’s file.

Example: Student #2 (Not Eligible)

- The student is administered the TABE as a pre-assessment and scores 596 in Reading, 600 in Math, and 575 in Language. At minimum, the lowest scale score is entered into LACES in the learner’s assessment file.
- The TABE lowest scale score of 575 in Language places the student at an Entry Level of Low Adult Secondary Education (Low ASE). Language is the subject area from which learning gain will be measured.
- While attending the program this fiscal year the student passes the GED Tests and receives the GED Oklahoma High School Diploma.
- The student is not eligible to use the passing GED scores as a post-assessment to document learning gain because their Entry Level, based on their TABE Language score, placed them below High ASE.
- The student must be progress-assessed with the TABE in order to document an educational functioning level gain.

B. English as a Second Language (ESL) Learners

Learners to be assessed

Local Adult Education programs will assess all adult learners, including distance learning students. No adult learners will be exempt from assessment.

Assessments permitted

Approved assessments for English language learners include the BEST Plus, BEST Literacy 2008, and TABE Complete Language Assessment System – English (CLAS-E). These assessments are approved by OVAE for use in NRS reporting.

Pre- and post-assessment guidelines:

A. BEST Plus and BEST Literacy 2008

In-depth student assessment data leads to more effective planning of instruction. For NRS reporting purposes the following ESL guidelines will be followed.

- The BEST Plus is used to assess non-native speakers’ oral language skills in English.
- The BEST Literacy 2008 is used to assess non-native speakers’ reading and writing skills in English.
- A pre-assessment will be completed within the first 12 hours of orientation and/or instruction. A post-assessment will be completed after a minimum of 60 individual instructional hours. The publisher recommends 80-100 hours.
- If a learner is absent from the program for 90 days or more, they should be marked as “left” in LACES. If the student returns after 90 days, a new assessment should be administered from which to capture educational gain for that fiscal year.
- An entry level BEST Plus score of 540 and below can be entered into LACES and used to measure learner gain.

- An entry level BEST Plus score of 541 or higher (an entry level of Completed Advanced ESL) should not be entered into LACES to measure learning gain. The learner may be reassessed using the BEST Literacy 2008 or TABE CLAS-E. If the learner's BEST Literacy 2008 score places them at an EFL of High Intermediate ESL or lower, then this score may be entered into LACES and used to measure learner gain.
- An EFL gain from Advanced ESL to Completed Advanced ESL cannot be measured using the BEST Literacy 2008. Therefore, ESL students with an entry level of Advanced ESL based on a BEST Literacy 2008 score should be reassessed with another state-approved assessment such as the TABE CLAS-E or the regular TABE.
- When using the BEST Literacy 2008, different forms will be used for pre- and post-assessment. Three forms (B, C, D) of the BEST Literacy 2008 are available from the test publisher.
- As of July 1, 2008, the BEST Literacy Score ranges for NRS educational functioning levels changed. BEST Literacy Test scores prior to July 1, 2008, are no longer valid for capturing learner gains. (See the scoring chart below.)

BEST Plus and BEST Literacy Scale Score Ranges for NRS Educational Functioning Levels

EFL	BEST Plus	BEST Literacy 2008 Effective July 1, 2008
ESL Beginning Literacy	400 and below	0 – 20
ESL Low Beginning	401 – 417	21 – 52
ESL High Beginning	418 – 438	53 – 63
ESL Low Intermediate	439 – 472	64 – 67
ESL High Intermediate	473 – 506	68 – 75
ESL Advanced	507 – 540	76 – 78*

*According to the Center for Applied Linguistics (CAL), publisher of the BEST Literacy Test, if an examinee pretests with a BEST Literacy scale score of 76-78, they should be retested with another instrument in order to be able to show gain. In Oklahoma these ESL learners are candidates for TABE assessment as a next step.

- BEST Plus or BEST Literacy 2008 pre-assessment scores will be recorded on the learner's enrollment form, entered into the SDE-approved Management Information System, LACES, and used to document progress toward meeting program and state goals for percentage of adults completing each of the NRS educational functioning levels.
- BEST Plus or BEST Literacy 2008 post-assessment scores will be recorded on the monthly attendance forms, entered into LACES, and used to document learner progress according to NRS guidelines.
- An assessment score may be rolled over from one fiscal year into the next fiscal year one time only, and only if there is a 90-day or less window of time between the last assessment date and the new fiscal year class enrollment date.
- BEST Literacy 2008 scores may not be rolled over from one fiscal year into the next fiscal year until the beginning of fiscal year 2009-2010 due to score range changes implemented in fiscal year 2008-2009.
- The state standard for the number of students receiving both a pre- and post-assessment is 60%. Programs will use local LACES data to track instructional

hours of students to ensure a post-assessment is being completed in a timely manner.

- The state assessment standard is part of the state performance-based funding formula.
- Programs should be aware of and implement research-based practices and strategies that encourage student persistence. Persistence is defined as a student attending the program long enough to capture learning gains and achieve goals.

B. TABE Complete Language Assessment System – English (CLAS-E)

- The TABE CLAS-E is used to assess non-native speakers’ reading, writing, listening and/or speaking skills in English. All or one of the skill areas may be assessed.
- The TABE CLAS-E Locator will be administered in an appropriate manner according to publisher guidelines. The appropriate TABE CLAS-E Level (1, 2, 3, or 4) will be administered in each subject area as determined by the Locator.
- Different Forms (A or B) of the same Level of the TABE CLAS-E will be used for the pre- and post-assessments.
- A pre-assessment will be completed within the first 12 hours of orientation and/or instruction. A post-assessment will be completed after a minimum of 50 individual instructional hours. The publisher recommends 60-95 hours.
- If a learner is absent from the program for 90 days or more, they should be marked as “left” in LACES. If the student returns after 90 days, a new assessment should be administered from which to capture educational gain for that fiscal year.
- A student’s lowest TABE CLAS-E scale score will be used for placement in an EFL and to document learning gains in accordance with NRS guidelines. If this is not the case, written documentation is required as to why. Subject area scores to be used for measuring learner gain include reading, writing, listening, speaking, total reading/writing, or total listening/speaking. (See TABE CLAS-E scoring chart below.)

TABE CLAS-E Scale Score Ranges for NRS Educational Functioning Levels

EFL	Reading	Writing	Total Reading & Writing	Listening	Speaking	Total Listening & Speaking	SPL
ESL Beginning Literacy	250-392	200-396	225-394	230-389	231-425	230-407	0-1
ESL Low Beginning	393-436	397-445	395-441	390-437	426-460	408-449	2
ESL High Beginning	437-476	446-488	442-482	438-468	461-501	450-485	3
ESL Low Intermediate	477-508	489-520	483-514	469-514	502-536	486-525	4
ESL High Intermediate	509-557	521-555	515-556	515-549	537-567	526-558	5
ESL Advanced	558-588	556-612	557-600	550-607	568-594	559-600	6

Overall Assessment practices

- The program director will ensure that all program staff involved in gathering, analyzing, compiling, and reporting data for the NRS will attend, at minimum, an annual in-service meeting addressing the following topics: (1) NRS policy, guidelines, updates, and definitions of measures; (2) state accountability policies, local program data collection processes; and (3) implementation of assessment for valid reporting purposes. While the above information can serve as a refresher for returning staff each year, it should also be included as part of the required in-service for new staff throughout the year.
- Program directors will attend state directors' meetings to stay abreast of state and NRS reporting updates. Programs are encouraged to take advantage of NRS online training as part of their annual Professional Development Action Plan.
- Local programs will maintain a list of trained assessment administrators and have on file certificates of training for each test administrator.
- The program director will ensure that an adequate number of staff is trained so that data collection, analysis, and reporting are valid and completed in a timely manner.
- Assessments must not interrupt instruction.
- Programs are expected to monitor assessment for compliance with standard assessment processes. The test publisher's guidelines for assessment always take precedence if there is a question regarding testing format.
- Test security is imperative; therefore, all testing materials will be inventoried no less than quarterly. Programs should maintain a written test inventory log. Test materials will be stored in locked files, accessible only to program directors and/or test administrators.
- The following procedures have been programmed in LACES to ensure correct assessment procedures are followed: (1) BEST Literacy 2008 or TABE CLAS-E forms cannot be entered consecutively in a student's LACES file; (2) Post-assessment scores cannot be entered when a student has less than the approved hours of individual instruction since their last assessment; (3) TABE CLAS-E levels cannot be lower for a post-assessment than was administered for a pre-assessment.
- State staff will conduct quarterly desktop reviews of local program data to ensure the assessment policy is being followed and valid data is being reported. If the state determines a program's data to be invalid due to a lack of policy implementation or data entry procedures, they will be notified and asked to provide a plan of corrective action. State staff will follow up on the plan to ensure corrections have been made. Programs may not be eligible for performance-based funding if their data is deemed invalid.

Accommodations and/or adaptations in assessment

- Adult learners who self-disclose a disability documented by a qualified professional and are eligible for accommodations under provisions of Section 504 of the Americans with Disabilities Act (ADA) may be granted appropriate testing accommodations.
- Adaptations allowed for learners without a documented disability might include: colored transparent overlays, clear transparent overlays and

highlighters, temporary adhesives with spatial directions, earplugs, large print tests (if available), magnifying devices, priority seating, hats, caps, or visors to minimize fluorescent lighting, or an unmarked straightedge. If in question, a program should contact the SDE for technical assistance in determining the appropriateness of an adaptation.

III. RESOURCES AND TECHNICAL ASSISTANCE

Technical assistance, requests, and assessment requirement questions may be directed to:

Oklahoma Department of Education
 Lifelong Learning Section
 2500 North Lincoln Boulevard
 Oklahoma City, Oklahoma 73105-4599
 Phone: 405-521-3321
 Fax: 405-522-5394

For purchase of assessment materials, local programs should contact the test publishers associated with each state-approved assessment listed below:

TABE and TABE CLAS-E	BEST Plus and BEST Literacy Test	WorkKeys
Nina Trigger (Sales Representative) nina_trigger@ctb.com 361-232-7461 Mike Johnson, Product Manager michael_d_johnson@ctb.com 630-789-4586 Or visit: www.ctb.com 888-282-5690	Center for Applied Linguistics 4646 40 th Street NW Washington D.C. 20016-1859 Phone: 1-866-845-2378 Web site: http://www.cal.org E-mail: best-plus@cal.org E-mail: bestliteracy@cal.org	ACT – WorkKeys workkeys@act.org 800-967-5539

IV. DISTANCE LEARNERS

All distance learners will be pre- and post-assessed according to the same guidelines as traditional learners.

The *Oklahoma Adult Education and Literacy Distance Learning Policy* is attached.

The *Oklahoma Distance Learning Approved Curriculum* is attached.

OKLAHOMA ADULT EDUCATION AND LITERACY DISTANCE LEARNING POLICY

Overview of Distance Learning in Oklahoma

Distance learning is typically viewed as a way to help students overcome barriers to attending a traditional adult education classroom. These barriers include conflicting work schedules, family responsibilities, and transportation problems. Distance learning has the potential to attract new students deterred by these barriers. In addition, it has the potential to help existing students stay connected to their studies. These issues are not unique to rural Oklahoma; therefore, we must provide distance learning opportunities to all adults in Oklahoma in need of adult education services.

Today's young adults are "digital natives." As more "digital natives" and tech-savvy adults seek adult education services, Oklahoma adult education programs must view distance learning as a necessity. Distance education has the potential to offer instruction that better meets the learning styles and learning pace of some students and may provide a richer, more expedient educational experience than instruction delivered within the traditional classroom.

Distance learning will be a voluntary delivery option for adult education programs. Programs must be willing to incur any increased costs associated with distance learning and maintain traditional classroom instruction. Distance learning teachers and the program director are encouraged to participate in Project IDEAL's Distance Learning 101 course prior to implementing distance learning.

Adult education programs must manage distance learning in accordance with the state's Distance Learning Policy and Assessment Policy. Programs that wish to offer distance learning must contact the Executive Director of Lifelong Learning. Support and technical assistance will be available by contacting the state office at (405) 521-3321.

General Distance Learning Requirements

Definition of Distance Education

Distance education is a formal learning activity where students and instructors are separated by geography, time, or both, for the majority of the instructional period. Distance learning materials are delivered through a variety of media including, but not limited to print, videotapes, DVDs, audio recordings, broadcasts, computer software, and Web-based programs and other online technology. Teachers support distance learners through communication via mail, telephone, e-mail, online technologies and software, or face-to-face instruction.

Definition of Distance Learners

Distance learners are students who receive distance education services as defined above. It is not uncommon for adult learners to receive both distance education and traditional classroom education

during the course of the program year. A student's hours in both distance learning and traditional classroom programs will be reported in Oklahoma's management information system, Literacy and Adult Community Education System (LACES). A student will be reported as a distance learner for federal reporting purposes if he/she received 51% or more of his/her instruction at a distance (proxy hours). This determination will be made at the end of the program year.

Measuring Contact Hours for Learners in Distance Education

The U.S. Department of Education, Office of Vocational and Adult Education, requires students in distance education to have at least 12 hours of direct contact with the adult education program before they can be counted as a fundable student in the National Reporting System (NRS). Direct contact hours involve interaction between the learner and program staff in real time where the identity of the learner can be verified. Direct contact hours may include face-to-face orientation, pre-assessment, post-assessment, goal setting, and instruction. In addition, direct contact hours may include contact through telephone, video, teleconference, or online communication. Live online discussions, telephone conference calls, and live video broadcast to remote locations are examples of direct contact hours that are countable under this definition.

Proxy Contact Hours

In addition to direct contact hours, adult education programs must report proxy contact hours to track the time students spend on distance learning activities. Proxy contact hours must be associated with one of the three approved distance learning models of instruction.

- The ***Clock Time Model*** assigns contact hours based on time that a learner is engaged in a software program that tracks time.
- The ***Teacher Judgement Model*** assigns a fixed number of hours based on teacher determination of the extent to which a learner engaged in, or completed, the assignment.
- The ***Learner Mastery Model*** assigns a fixed number of hours based on the learner passing a test on the content of the lesson.

The model used in Oklahoma will vary depending on the curricula used. Currently, all state-approved DL curricula are web-based and use the ***Clock Time Model*** to assign proxy hours. The online programs track the time the student works in the program from logging in to logging out. Distance learning teachers will also maintain a record of student clock hours.

Proxy and direct contact hours will be recorded separately in LACES. This will determine whether the student will be reported as a distance student (51% or more hours of instruction via distance) or as a traditional classroom learner. Students who have received some distance instruction (50% or less of their total instructional hours) may not be reported as a distance learning student, but may be counted as a traditional student as long as the student has twelve contact hours.

Approved Curricula for Distance Learning

Oklahoma has approved Instruction Targeted for TABE[®] Success (ITTS) Online, Pre-GED[®] Online, GED[®] Online, and KeyTrain[®] as distance learning curricula. Adult education programs wishing to use additional types of distance learning curriculum must determine how proxy contact hours/student engagement time will be calculated for the learning units. Once this has been determined, the state will approve or disapprove the distance learning curriculum. As instructors become more experienced and

skilled at delivering distance education, Oklahoma will expand the approved curriculum to support the needs of the students and instructors.

Assessing Distance Learners

Oklahoma's Adult Education and Literacy Assessment Policy will apply to all adult education students – distance and nondistance. Assessments will be conducted in a secure, in-person, proctored setting.

NRS Reporting of Students in Distance Learning

Distance learner data will be reported on NRS Table 4C and Table 5A. Proxy contact hours and actual contact hours for distance learning students will be reported on NRS Table 4C. Core follow-up outcome measures for distance learning students will be reported on NRS Table 5A. Data entry personnel for distance learning programs must enter data for distance learning students on a monthly basis.

Funding for Distance Learning

Additional funding will not be available to programs approved to offer a distance learning program. Programs must be willing to incur any increased costs associated with distance learning. Hopefully any increase in costs will be offset by an increase in students served.

Training

The SDE will make every effort to accommodate adult education programs that need training. Teachers and directors will be informed of opportunities for distance learning training available through workshops or online. Distance learning staff will be encouraged to enhance their knowledge through these opportunities. Distance Learning 101 will be offered if state staff is available to facilitate the course.

Contact Information

If you have any questions about Oklahoma's Adult Education and Literacy Distance Learning Policy or any of the requirements for reporting data about distance learners, contact the Lifelong Learning Section at (405) 521-3321.

Oklahoma Approved Distance Learning Curriculum

Curriculum	Vendor	Audience	Model	Criteria for Awarding Proxy Hours	Validation By	Notes
ITTS Online	CTB McGraw-Hill	ABE/GED	Clock Time	System tracks time and logs out students after a preset period of inactivity.	Software Developer	Offline materials, including workbooks, cannot be counted for proxy hours.
Pre-GED Online	CTB McGraw-Hill	ABE/GED	Clock Time	System tracks time and logs out students after a preset period of inactivity.	Software Developer	Offline materials, including workbooks, cannot be counted for proxy hours.
GED Online	CTB McGraw-Hill	GED	Clock Time	System tracks time and logs out students after a preset period of inactivity.	Software Developer	Offline materials, including workbooks, cannot be counted for proxy hours.
KeyTrain Online	ACT, Inc.	ABE/GED	Clock Time	System tracks time and logs out students after a preset period of inactivity.	Software Developer	Offline materials, including workbooks, cannot be counted for proxy hours.

OKLAHOMA ADULT EDUCATION AND LITERACY GOAL-SETTING POLICY

1. Local Adult Education Programs will ensure that each learner has the opportunity to set appropriate goals for his/her educational instruction in Adult Education and English as a Second Language.
2. The initial goal-setting process will take place within the first 12 hours of instruction or during the program's intake or orientation process, whichever is most supportive of the state philosophy that adult education should be learner-centered and that learner's goals provide direction for instruction. Learner's goals will be checked for progress, reviewed, and/or revised as needed, a minimum of once every quarter.
3. Programs are to inform learners of the accountability requirements of the Adult Education law, the Workforce Investment Act, Title II, which mandates that all states are to report on the outcomes of each learner's progress in the program.
4. State and local programs are mandated by law to report learner progress in the following Federal Core Indicators of Performance: (1) Entered Employment; (2) Retained Employment; (3) Entered Postsecondary Education or Training; and (4) Obtained a GED diploma. Learner achievement of these four goals is validated through a state data match process and reported on National Reporting System (NRS) Table 5. Completing an educational functioning level (EFL) is an additional Federal Core Indicator of Performance validated through pre- and postassessment scores and reported on NRS Table 4. All of these goals are NRS program goals and will be addressed in the learner goal-setting process.
5. Adult Education teachers are responsible for counseling learners in setting appropriate NRS program goals.
6. In addition to NRS program goals, personal learner goals relating to self-fulfillment or the adult roles of worker, family member, and community member will be addressed in the goal-setting process. Learners will be encouraged and supported in setting personal goals as well as program goals.
7. Adult Education teachers are responsible for facilitating the goal-setting process with all of their learners and using information gathered from this process to direct instruction.
8. The Goal-Setting Process – Step 1 serves as a guide to ensure NRS program goals as well as learners' personal goals are addressed. Programs may use this format or create their own format as long as program and personal goals are addressed.
9. The Goal-Setting Process – Step 2 Personal Action Plan serves as a guide to ensure learners' goals are written, areas supportive of achieving goals are addressed, progress is monitored and measureable, and revision is made when needed. Programs may use this format, or create their own action plan as long as research-based areas supportive of goal achievement are included.

THE GOAL-SETTING PROCESS

Adult Learning Center _____

STEP 1 – Thinking About Goals

Name _____ Date _____

Goal(s) I want to work on. (Place a checkmark by all the goals that apply.)

- Obtain a General Educational Development (GED) Diploma
- Enter Postsecondary Education or Training Program
- Get a Job
- Keep my Job; Get a Better Job; or Get a Job Promotion
- Obtain a Career Readiness Certificate (CRC)
- Improve my reading, writing, math, or other academic skills
- Improve my English Language skills (For speakers of other languages.)

Other personal goal(s) I would like to accomplish. (Enter goal(s) in the appropriate boxes below.)

Work	Family
Community – Citizen	Self-fulfillment

THE GOAL-SETTING PROCESS

STEP 2 – A *Personal Action Plan* For Reaching Goals

Name _____ Date _____

Goal(s) I will focus on	Skills I need to reach this goal	Resources I will use to reach this goal	When I plan to reach this goal	How I will measure my progress	How I will celebrate goal achievement
1.					
2.					

Required Student Records

Programs are responsible for having the following student-related records on file:

- Adult Education and Literacy Student or English Language Learner Enrollment Forms.
- Release Form for 16- and 17-Year-Old Students.
- Adult Student Conduct Form for Adult Education Classes.
- Individual student's assessment scores.
- Individual student's Learning Style Inventory.
- Adult Education and Literacy Program Monthly Class Attendance and Student Progress Reports with supporting Student Sign-in Sheets.
- Entering Postsecondary/Training or Employment Survey Verification Forms (if applicable).
- Any additional student data requested by the SDE.

Programs should maintain all required records for five years in addition to the current fiscal year.

Oklahoma Adult Education Standards-based Instruction Classroom Observation Guide

Curriculum <i>content and presentation</i> of the teaching/learning process are aligned to the students' goals, one or more standards, research-based adult learning theory and Oklahoma's standards-based quality program practices.			
I. PURPOSEFUL AND TRANSPARENT	YES	NO	EVIDENCE
A. The purpose of the teaching/learning process and/or a specific lesson or activity and how it supports students' goals is made transparent to the students.			
B. The standard(s) that is the focus of the teaching/learning process is made transparent to the students.			
C. The explicit teaching/learning objectives being taught are made transparent to the students.			
D. It is made clear how the skills taught in the teaching/learning process fit into the overall application of the standard. Students are able to articulate this connection.			
E. Materials and resources used are purposeful and appropriate for the needs of the students and to meet the objectives of the teaching/learning process.			
F. Overall, the teaching/learning process includes well-defined examples of standards-based instruction.			

Oklahoma Adult Education Standards-based Instruction Classroom Observation Guide

II. CONSTRUCTIVIST	YES	NO	EVIDENCE
A. The teaching/learning process presents the standard(s) and/or explicit teaching and learning objectives through a variety of strategies, techniques, or activities appropriate for the needs of the educational functioning levels and learning styles represented in the class.			
B. New information is explicitly linked to a previous lesson, the students' prior knowledge or experience and is presented in a way that supports the building of student expertise.			
C. Questions and/or activities are presented that stimulate student thinking beyond recall.			
D. Students are given adequate time to respond to posed questions.			
E. Students are encouraged to elaborate on or justify their answers.			
F. Students work on assignments reflecting the highest demands and most important concepts posed by the standard(s) focused on in the teaching/learning process.			
G. At the end of the lesson there is time spent reviewing lesson objectives, summarizing student learning, and previewing how the next lesson builds on this learning.			

Oklahoma Adult Education Standards-based Instruction Classroom Observation Guide

III. CONTEXTUALIZED	YES	NO	EVIDENCE
A. The context of the lesson comes from the real-life adult roles and goals of the students.			
B. Students exhibit understanding as to how the context of the lesson is linked to their personal life roles and supports their stated goals.			
C. Authentic, real-life materials and resources are integrated into the teaching/learning process.			
IV. ASSESSMENT-BASED	YES	NO	EVIDENCE
A. Instruction includes regular assessment of student understanding through students' verbal responses, demonstration of work, monitoring of work, and/or general oversight of the instructor.			
B. Prompt and specific feedback is appropriately given to students in order to reinforce learning or correct misunderstandings.			

Oklahoma Adult Education Standards-based Instruction Classroom Observation Guide

IV. ASSESSMENT-BASED (cont.)	YES	NO	EVIDENCE
C. Student self-evaluation or assessment of their individual learning are included and encouraged during the lesson.			
D. All assessment is appropriately aligned to the standard(s) and/or teaching/learning objects of the lesson.			
E. Transfer and use of the standard(s) and/or teaching/learning objectives are assessed in a variety of contexts.			
F. Supplemental instruction or extension activities are provided as needed.			
Suggestions for possible "guiding questions."			Additional Notes
1. How did you decide to teach this particular lesson?			
2. How are you going to address the fact that _____ didn't seem to fully understand what was going on?			
3. How are students going to apply the skill you just taught them in their real life? How will you and the student assess their ability to transfer this skill outside of the classroom?			
4. Where do you go from here? What are your next steps?			

Adult Education and Literacy Student Enrollment Form

_____ Adult Learning Center

Class Location _____ Teacher _____ Date _____

Program (Check)

ABE	Wkplace	FamLit	Correct/Inst	DistEd	TANF	Other
-----	---------	--------	--------------	--------	------	-------

Student Name _____
(Last, First, Middle)

Address _____

City/State _____ Zip Code _____ Phone _____

Birthday _____ Age _____ Social Security Number _____
(mm/dd/yyyy)

Gender: ___ Male ___ Female Disabled: ___ No ___ Yes If yes, do you need accommodations? ___ Yes ___ No
(Please inform your teacher of any accommodation requests.)

Emergency Contact (Name, Phone, Relation) _____

Ethnicity/Race Information: Required for Enrollment

1. Are you Hispanic/Latino? (Choose one only)

	No, not Hispanic/Latino
	Yes, Hispanic/Latino (A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.)

The above question is about ethnicity, not race. **No matter what you selected above**, please continue to answer the following by marking one or more boxes to indicate what you consider your race to be.

2. What is your race? (You may choose one or more of the following.)

	American Indian or Alaska Native. (A person having origins in any of the original peoples of North and South America, including Central America, and who maintains a tribal affiliation or community attachment.)
	Asian. (A person having origins in any of the peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.)
	Black or African American. (A person having origins in any of the Black racial groups of Africa.)
	Native Hawaiian or Other Pacific Islander. (A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.)
	White. (A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.)

Employment Status: (Check one only)

Employed Full-time	Employed Part-time	Unemployed and looking for work	Unavailable or not looking for work
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Do any of the following apply to you? (Check all that apply)

DHS Client/Public Assistance	Homeless	Live in institutional setting	State Corrections	County or Community Corrections
------------------------------	----------	-------------------------------	-------------------	---------------------------------

I authorize the Oklahoma State Department of Education to release my social security number, assessment results, General Educational Development (GED) Testing scores or other collected data for education or employment research and/or reporting purposes as long as my identity is never revealed.

Student's Signature _____ Date _____

Highest Degree or Level of School Completed – Required for Enrollment

Check one only (highest level completed) and whether it was U.S. Based or Non-U.S. Based Schooling

No Schooling	U. S. Based	Non-U. S. Based
Grades 1-5	U. S. Based	Non-U. S. Based
Grades 6-8	U. S. Based	Non-U. S. Based
Grades 9-12 (No Diploma)	U. S. Based	Non-U. S. Based
High School Diploma or alternate credential	U. S. Based	Non-U. S. Based
GED	U. S. Based	Non-U. S. Based
Some college, no degree	U. S. Based	Non-U. S. Based
College or professional degree	U. S. Based	Non-U. S. Based
Unknown	U. S. Based	Non-U. S. Based

-The Information Below Is For Program Use Only-

Student Pre-Assessment Information

Assessment Administered (Check one) **Assessment Date** _____ **Administered By** _____

_____ Test of Adult Basic Education (TABE) (Please Print)

Form _____ Level _____ Full Battery _____ Survey _____

_____ WorkKeys

Enter below the applicable scale score(s) and educational functioning level (EFL) for the administered assessment.

Subject Area	Scale Score	Educational Functioning Level
TABE Reading		
TABE Total Math		
TABE Language		
WorkKeys Reading for Information		
WorkKeys Applied Mathematics		
WorkKeys Writing		

TABE 9 and 10 Scale Score Ranges for NRS Educational Functioning Levels (EFL)

EFL	Reading	Total Math	Language
ABE Beginning Literacy	367 and below	313 and below	389 and below
ABE Beginning	368 – 460	314 – 441	390 – 490
ABE Low Intermediate	461 – 517	442 – 505	491 – 523
ABE High Intermediate	518 – 566	506 – 565	524 – 559
Low Adult Secondary	567 – 595	566 – 594	560 – 585
High Adult Secondary	596 and above	595 and above	586 and above

WorkKeys Scale Score Ranges for NRS Educational Functioning Levels

EFL	Reading for Information	Applied Mathematics	Writing
ABE High Intermediate	75 – 78	75 – 77	75 – 77
Low Adult Secondary	79 – 81	78 – 81	78 – 85
High Adult Secondary	82 – 90	82 – 90	86 – 90

I verify the following: (To be completed by teacher, program director, test administrator, data entry, or other program designee.)

- Assessment score documentation for the above student scores is on file and available for verification.
- Student progress will be tracked in the subject area with the lowest scale score. _____ Yes (skip #3 and sign) _____ No (answer #3 and sign)
- The subject area to be tracked for progress is _____. Documentation validating the reason for not tracking the lowest subject area score is on file and available for review.

Signature _____ **Position** _____ **Date** _____

English Language Literacy Student Enrollment Form

_____ Adult Learning Center

Class Location _____ Teacher _____ Date _____

Program (Check)

ESL	EL/Civ	Wkplace	FamLit	Correct/Inst	DistEd	TANF	Other
-----	--------	---------	--------	--------------	--------	------	-------

Student Name _____
(Last, First, Middle)

Address _____

City/State _____ Zip Code _____ Phone _____

Birthday _____ Age _____ Social Security Number _____
(mm/dd/yyyy)

Gender: ___ Male ___ Female Disabled: ___ No ___ Yes If yes, do you need accommodations? ___ Yes ___ No
(Please inform your teacher of any accommodation requests.)

Emergency Contact (Name, Phone, Relation) _____

Ethnicity/Race Information: Required for Enrollment

1. Are you Hispanic/Latino? (Choose one only)

<input type="checkbox"/>	No, not Hispanic/Latino
<input type="checkbox"/>	Yes, Hispanic/Latino (A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.)

The above question is about ethnicity, not race. **No matter what you selected above**, please continue to answer the following by marking one or more boxes to indicate what you consider your race to be.

2. What is your race? (You may choose one or more of the following.)

<input type="checkbox"/>	American Indian or Alaska Native. (A person having origins in any of the original peoples of North and South America, including Central America, and who maintains a tribal affiliation or community attachment.)
<input type="checkbox"/>	Asian. (A person having origins in any of the peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.)
<input type="checkbox"/>	Black or African American. (A person having origins in any of the Black racial groups of Africa.)
<input type="checkbox"/>	Native Hawaiian or Other Pacific Islander. (A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.)
<input type="checkbox"/>	White. (A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.)

Employment Status: (Check one only)

<input type="checkbox"/> Employed Full-time	<input type="checkbox"/> Employed Part-time	<input type="checkbox"/> Unemployed and looking for work	<input type="checkbox"/> Unavailable or not looking for work
---	---	--	--

Do any of the following apply to you? (Check all that apply)

<input type="checkbox"/> DHS Client/Public Assistance	<input type="checkbox"/> Homeless	<input type="checkbox"/> Live in institutional setting	<input type="checkbox"/> State Corrections	<input type="checkbox"/> County or Community Corrections
---	-----------------------------------	--	--	--

I authorize the Oklahoma State Department of Education to release my social security number, assessment results, General Educational Development (GED) Testing scores or other collected data for education or employment research and/or reporting purposes as long as my identity is never revealed.

Student's Signature _____ Date _____

Highest Degree or Level of School Completed – Required for Enrollment

Check one only, (highest level completed), and whether it was U.S. Based or Non-U.S. Based Schooling

No Schooling	U. S. Based	Non-U. S. Based
Grades 1-5	U. S. Based	Non-U. S. Based
Grades 6-8	U. S. Based	Non-U. S. Based
Grades 9-12 (No Diploma)	U. S. Based	Non-U. S. Based
High School Diploma or alternate credential	U. S. Based	Non-U. S. Based
GED	U. S. Based	Non-U. S. Based
Some college, no degree	U. S. Based	Non-U. S. Based
College or professional degree	U. S. Based	Non-U. S. Based
Unknown	U. S. Based	Non-U. S. Based

-The Information Below Is For Program Use Only-

Student Pre-Assessment Information

Assessment Administered (Check one) Assessment Date _____ Administered By _____
 (Please Print)

_____ Basic English Skills Test (BEST) Plus

_____ BEST Literacy: Form _____

_____ TABE Complete Language Assessment System – English (CLAS-E): Form _____ Level _____

Enter below the applicable scale score(s) and educational functioning level (EFL) for the administered assessment.

Subject Area	Scale Score	Educational Functioning Level
BEST Plus		
BEST Literacy		
TABE CLAS-E Total Reading and Writing		
TABE CLAS-E Total Listening and Speaking		

BEST Plus and BEST Literacy Scale Score Ranges for NRS Educational Functioning Levels (EFL)

EFL	BEST Plus	BEST Literacy
ESL Beginning Literacy	400 and below	0 – 20
ESL Low Beginning	401 – 417	21 – 52
ESL High Beginning	418 – 438	53 – 63
ESL Low Intermediate	439 – 472	64 – 67
ESL High Intermediate	473 – 506	68 – 75
ESL Advanced	507 – 540	76 – 78

TABE CLAS-E Scale Score Ranges for NRS Educational Functioning Levels

EFL	Total Reading & Writing	Total Listening & Speaking	SPL
ESL Beginning Literacy	225 – 394	230 – 407	0 – 1
ESL Low Beginning	395 – 441	408 – 449	2
ESL High Beginning	442 – 482	450 – 485	3
ESL Low Intermediate	483 – 514	486 – 525	4
ESL High Intermediate	515 – 556	526 – 558	5
ESL Advanced	557 – 600	559 – 600	6

I verify the following: (To be completed by teacher, program director, test administrator, data entry or other program designee.)

- Assessment score documentation for the above student scores is on file and available for verification.
- Student progress will be tracked in the subject area with the lowest scale score. _____ Yes (skip #3 and sign) _____ No (answer #3 and sign)
- The area to be tracked for progress is _____. Documentation stating why this is being done is on file and available for review.

Signature _____ Position _____ Date _____

**RELEASE FORM FOR 16- AND 17-YEAR-OLD STUDENTS
For Adult Education Enrollment and/or General Educational Development (GED®)
Testing**

Oklahoma State Department of Education
Lifelong Learning Section

1. Applicant's Name: _____ Date: _____
2. Applicant's Social Security Number: _____
3. Applicant's Date of Birth: _____
4. Last school attended (include school site, district and state): _____
5. In what month/year did you last attend school? _____
6. Last grade completed: _____

To be completed by the parent/guardian:

I hereby affirm that I am the (circle one) Parent Guardian

of the above applicant, who is a legal resident of the _____ School District;
and I agree that it is in his/her best interest to attend adult education classes and/or to take the GED Tests.

Signature of Parent/Guardian

To be completed by a school administrator:

The Administration of the _____ School District is in concurrence with the
above statement and certifies that the above applicant is not currently enrolled in school.

Signature of Principal or Superintendent

Subscribed and sworn to before me this _____ day of _____, _____.

Notary Public Signature

My Commission expires the _____ day of _____, _____.

To be completed by the Chief Examiner or Adult Learning Center (ALC) Director:

I approve the above candidate for adult education classes and/or GED Testing.

Name of Chief Examiner or ALC Director

Name of GED Candidate's Testing Site

Adult Education Class Sign-In Sheet

_____ Learning Center

Teacher's Name: _____ Class Location: _____

Date: _____ Class meets from _____ a.m./p.m. to _____ a.m./p.m. on M T W Th F (circle days)

Student Name*	I.D. Number**	Time In*	Time Out*
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			

* Required information to be filled out by the student
** Optional information as the program deems necessary
Oklahoma State Department of Education

SAMPLE
Adult Student Conduct Form
For
Adult Education and Literacy Classes

The _____ Adult Learning Center (ALC) endorses and encourages the development of adult learning opportunities available in the Adult Basic Education Classes. Our goals for the program are: (1) to provide quality education, and (2) to provide an environment conducive to learning. To be able to meet these goals, certain expectations are required of all adult students, including those who are under 18 years of age and who have been approved to attend ABE classes.

The following guidelines and rules of conduct, both for the classroom and the building premises, are simple, commonly accepted, and above all, designed to create the best possible learning atmosphere for you, the student.

Unacceptable conduct includes (but is not limited to) the following:

- Excessive loud talking or other disturbing behavior which, in the opinion of the teacher, is a problem for other students.
- Arguing with the teacher or other class members.
- Making a social hour out of class time to the point of distracting others who want to study.
- Disrespect for a teacher or other class members.
- Obscene language or gestures.
- Bringing any weapon, alcohol, or drugs onto the building premises.
- Arriving at class with obvious display of intoxication (alcohol or drugs).
- Smoking in places other than the designated smoking areas.
- Racial insults, slurs, or insinuations toward students, teachers, or ALC staff.
- Inappropriate attire.
- Falsification of information on the enrollment form, sign-in sheet, and/or DHS time sheets.
- Any other behavior which the instructor or administration deems unacceptable to a learning environment.

A student's class membership may be terminated after one infraction notice (verbal or written), indicating violation of one of the above-stated guidelines, or any other conduct detrimental to a positive learning environment. Such notice will constitute a one-time-only warning.

I, THE STUDENT, AGREE TO ABIDE BY THE ABOVE-STATED POLICIES:

Student's Signature

Today's Date

ADULT EDUCATION AND LITERACY PROGRAM Monthly Class Attendance and Student Progress Report		ADULT LEARNING CENTER:												Reporting Month:										Important Note: If student was <u>post-assessed this month</u> , enter appropriate data below.															
TEACHER:		Class Site:												Class meets on M T W Th F ____am/pm to ____am/pm										Make Assessment and Subject Area selections from the dropdown lists provided in each of these columns below.															
Student Name	Tot FY Hrs Carryover	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	Hrs this Month	Total FY Hrs	Assessment Administered	Subj Area	Scale Score	Test Date	
1.																																		0.0	0.0				
2.																																		0.0	0.0				
3.																																		0.0	0.0				
4.																																		0.0	0.0				
5.																																		0.0	0.0				
6.																																		0.0	0.0				
7.																																		0.0	0.0				
8.																																		0.0	0.0				
9.																																		0.0	0.0				
10.																																		0.0	0.0				
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16.																																		0.0	0.0				
17.																																		0.0	0.0				
18.																																		0.0	0.0				
19.																																		0.0	0.0				
20.																																		0.0	0.0				
21.																																		0.0	0.0				
22.																																		0.0	0.0				

ADULT EDUCATION AND LITERACY

INCOME GUIDELINES

The Adult Education and Family Literacy Act (AEFLA) permits local adult education programs to generate income. The generation of program income is governed by Education Department General Administrative Regulations (EDGAR) 34 CFR 80.25 and 34 CFR 76.534. **The purpose of generating income at the local level is not to make a profit, but rather to provide local programs with the opportunity to expand their services.** Income/revenue may include items such as donations, consumable materials fees, income for work-based classes, etc. Adult education programs must ensure income/revenue generated at the local level meets the following criteria:

- Adult education programs must develop a fee policy. The fee policy must be reasonable, may not hinder or restrict access to services, and must be approved by the adult learning center's local governing board (i.e. local school board, nonprofit organization board).
- A copy of the approved fee policy must be submitted to the Lifelong Learning office.
- Adult education revenue collected from student fees must be reported using the Oklahoma Cost Accounting System (OCAS) Source of Revenue Code 1213
- Adult education revenue collected from business and industry for classes must be reported using OCAS Source of Revenue code 1215
- Adult education programs will need to submit revenue and expenditure reports with end-of-year reports in order to document any local income/revenue generated and expended.
- Adult education programs must track the expenditures from local adult education income/revenue and assign a project reporting code. According to the OCAS manual, the numbers 001-298 may be assigned locally as project codes to track expenditures from local funds. Expenditures for local income/revenue must be kept separate from federal adult education project codes 731, 732, 733 and state project code 319. In addition, expenditures from local income/revenue must be kept separate from the Temporary Assistance to Needy Families (TANF) project code 735 if applicable.
- An expenditure report of your locally assigned project reporting code must be submitted to the Lifelong Learning office in August of each fiscal year to document that any income/revenue generated at the local level was put back into your Adult Education program.
- Income must be accounted for in program records and reported to Lifelong Learning for National Reporting System (NRS) Financial Reports

ADULT EDUCATION AND LITERACY

OKLAHOMA COST ACCOUNTING SYSTEM (OCAS) CODES

Program Description	Revenue Code	Project Reporting Code
Adult Education (AE), Title II, P.L. 105-220, Federal Funds* CFDA# 84.002	4611	731
AE English Literacy/ Civics Federal Funds* CFDA# 84.002	4611	732
AE Services to Corrections/Institutionalized Individuals* CFDA# 84.002	4611	733
AE State Matching Funds*	3430	319
Temporary Assistance to Needy Families* CFDA# 93.021	4613	735
YouthBuild CFDA# 17.274	4590	697
AE Revenue Collected from Student Fees*	1213	District Assigns 001-298
AE Revenue Collected from Business and Industry for Classes*	1215	District Assigns 001-298
Tulsa Union EL/Civics Professional Development Contract	4611	734
Revenue Collected from GED Testing Fees	1214	District Assigns 001-298

*Claims and/or expenditure reports must be submitted to the Lifelong Learning office for reimbursement of federal AE funds and tracking of AE state matching fund expenditures.

American Recovery and Reinvestment Act Codes

Program Description	Revenue Code	Project Reporting Code
AE Grant from Local Workforce Investment Board (WIB) CFDA# 17.258	4591	692
Youth Grant from Local WIB CFDA# 17.259	4592	693
Dislocated Worker Grant from Local WIB CFDA# 17.260	4593	694

ADULT EDUCATION AND LITERACY

OKLAHOMA COST ACCOUNTING SYSTEM (OCAS) CODES

For detailed descriptions of OCAS function and object codes, please refer to the OCAS Manual.

Expenditures	Function Code
Instruction	1000
Guidance Services	2120
Improvement of Instruction Services	2210
State and Federal Relations Services (Use for five percent administrative costs including data entry)	2330
Information Services	2560
Personnel Services	2570
Security Services	2660
Safety	2670
Vehicle Operations Services	2720
Community Services Operations	3300

Use the same function and object codes for state, federal, EL/Civics, and TANF funds. Adult Learning Centers may use additional function codes not listed.

Service or Commodity Obtained	Object Code
Employee Salaries	100
Employee Benefits	200
Purchased Professional and Technical Services	300
Purchased Property Services	400
Other Purchased Services	500
Supplies	600
Property	700
Other Objects	800

ADULT EDUCATION AND LITERACY

BUDGET AND COST GUIDELINES

Oklahoma Cost Accounting System

The following is taken from the Oklahoma Cost Accounting System (OCAS) Manual. The full OCAS Manual may be found at <www.sde.ok.gov>. Please review these definitions prior to completing the budget form. If the applicant is awarded funds, the applicant will be required to submit initial budgets for federal and state funds after allocations have been awarded.

Expenditure Function Definitions

1000 Instruction: Instruction includes the activities dealing directly with the interaction between teachers and students. Teaching may be provided for students in a school classroom, in locations such as a home or hospital, and in other learning situations such as those involving co-curricular activities. It may also be provided through some other approved medium such as television, radio, telephone, correspondence, and other educational or assistive technology devices. Included here are the activities of teacher assistants of any type which assist in the instructional process. The activities of tutors, translators, and interpreters would be recorded here. Also, include department chairpersons who teach for any portion of time.

2120 Guidance Services: Those activities of counseling pupils and parents; providing consultation with other staff members on learning problems; assisting pupils in personal and social development; assessing the abilities of pupils; assisting pupils as they make their own educational and career plans and choices; providing referral assistance; and working with other staff members in planning and conducting guidance programs for pupils.

2210 Improvement of Instruction Services: Those activities which are primarily for assisting instructional staff in planning, developing, and evaluating the process for pupils. These activities include curriculum development, staff training, etc.

2330 State and Federal Relations Services: Activities associated with developing and maintaining state and federal grants. Record administrative costs and data entry costs for LACES here.

2560 Information Services: Activities concerned with writing, editing, and other preparation necessary to disseminate educational and administrative information to students, staff, managers, and the general public through direct mailing, the various news media, or personal contact. Internal, public, and management information services would be included here, as well as personnel (staff) services.

2570 Personnel (Staff) Services: Activities concerned with maintaining an efficient staff for the local education agency (LEA) including such activities as recruiting and placement, staff transfers, inservice training, health services, and staff accounting.

2620 Operation of Building Services: Activities concerned with keeping the physical plant clean and ready for daily use. They include operating the heating, lighting, and ventilation systems, and repairing and replacing facilities and equipment. Also included are the costs of supplies, utilities, telephones, postage, building rental, and property insurance.

2660 Security Services: Activities concerned with maintaining order and safety in school buildings, on the grounds, and in the vicinity of schools at all times. Included are police activities for school functions, traffic control on grounds and in the vicinity of schools, building alarm systems, and hall monitoring services.

2670 Safety: Activities concerned with maintaining a safe environment for students and staff, whether they are in transit to or from school, on campus or administrative facility, or participating in school-sponsored events. These include

installing and monitoring school fire alarm systems and providing school crossing guards, as well as other costs incurred in an effort to ensure the basic safety of students and staff.

2720 Vehicle Operation Services: Activities involved in operating vehicles for student transportation from the time the vehicles leave the point of storage until they return to the point of storage. These include driving buses or other student transportation vehicles and costs of pupil transportation vehicle insurance.

3300 Community Services Operations: Activities which are not directly related to the provision of education to students in the LEA. These include services such as community recreation programs, civic activities, public libraries, programs of custody and care of children, and community welfare activities provided by the LEA for the community as a whole, or some segment of the community.

Additional function codes may be used. Refer to the OCAS Manual.

Object Code Definitions

100 Personnel Services – Salaries: Amounts paid to both permanent and temporary LEA employees, including personnel substituting for those in permanent positions. This includes gross salary for personal services rendered while on the payroll of the LEA.

200 Personnel Services – Employee Benefits: Amounts paid by the LEA on behalf of employees. These amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments, and while not paid directly to employees, nevertheless are part of the cost of personal service.

300 Purchased Professional and Technical Services: Amounts paid for professional and technical services rendered by personnel who are not on the payroll of the LEA, and other services which the LEA may purchase. These services, which by their nature, can be performed only by persons or firms with specialized skills and knowledge. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Included are the services of architects, engineers, auditors, dentists, medical doctors, lawyers, consultants, teachers, or accountants.

400 Purchased Property Services: Services purchased to operate, repair, maintain, and rent property owned or used by the LEA. These services are performed by persons other than LEA employees. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.

500 Other Purchased Services: Amounts paid for services rendered by organizations or personnel not on the payroll of the LEA (separate from professional and technical services or property services). While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.

600 Supplies: Amounts paid for material items of an expendable nature that are consumed, worn out, or deteriorated by use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances.

700 Property: Expenditures for the acquisition of fixed assets or additions to fixed assets. They are expenditures for land or existing buildings, improvement of grounds, construction of buildings, additions to buildings, remodeling of buildings, initial equipment, and replacement of equipment.

800 Other Objects: Amounts paid for goods and services not otherwise classified.

OKLAHOMA STATE DEPARTMENT OF EDUCATION

ADULT EDUCATION AND LITERACY SUMMARY BUDGET
Lifelong Learning Section

Indicate the type of budget:

- _____ State Funds, Project Code 319
- _____ Federal Funds, Project Code 731
- _____ EL/Civics Funds, Project Code 732
- _____ Adult Ed Services to Corrections/Institutionalized, Project Code 733

Check One:

- _____ Initial Budget
- _____ Revised Budget

FY _____

County _____

District _____ -

Funds Allocated \$ _____

FUNCTION	A	B	C	D	E	F	G	H	J	K
	Instruction	Instructional Staff Training Services	State and Federal Relations Services (Includes Data Entry)	Information Services	Operation of Building Services	Security Services	Vehicle Operation Services	Community Services Operations (Childcare)		
OBJECT	1000	2210	2330*	2560	2620	2660	2720	3300		TOTAL
100 Salaries	\$	\$	\$	\$	\$	\$	\$	\$		\$
200 Benefits										
300 Purchased Professional Services										
400 Property Services										
500 Other Purchased Services										
600 Supplies										
700 Property										
800 Other Objects										
Total Funds										

*Not more than five percent may be budgeted under 2330

Signature of Executive Officer of Organization _____

Date _____

ADULT EDUCATION AND LITERACY

LOCAL EDUCATIONAL AGENCY (LEA) SHARE OF MATCH

The LEA share of match must be at least 25 percent of the total federal Adult Education and Literacy (AEL) funds allocated.

Name of the Adult Learning Center LEA _____

Step 1: Total* amount of the AEL federal funds allocated in FY2013 (2012-2013) equals \$ _____

*Total includes all ABE, Corrections, and EL/Civics funds allocated to your program.

Step 2: Total amount of AEL federal funds allocated multiplied by 0.25 equals \$ _____

This amount is the program's minimum match for FY2013 (2012-2013).

Step 3: Provide below a detailed Expenditure Report of LEA share match. This may include direct and/or indirect expenditures.

P.O. Number	P.O. Date	Warrant No.	Date Paid	Name of Payee or Vendor	Amount Paid
Subtotal of Expenditures					\$

Step 4: Provide below a detailed In-kind Contribution Report of LEA share match. Attach LEA letters if applicable.

Description of Item or Service	Amount	
Subtotal of In-kind Contribution		\$

Step 5: Add the Expenditure and In-kind Contribution subtotals to get the total reported match.

Subtotal of Expenditures	\$
Subtotal of In-kind Contribution	\$
Total Reported Match	\$

Data Submitted _____ Prepared By _____

LOCAL EDUCATIONAL AGENCY IN-KIND CONTRIBUTION

SAMPLE LETTER

June 1, 20__

Mr. Paul Smith, Director
Oak City Adult Learning Center
200 East Second Street
Oak City, Oklahoma 73025

Dear Mr. Smith:

Our organization has provided classroom space and/or _____ for the Oak City Adult Education and Literacy Center for fiscal year 20__-20__.

Our organization's total estimated LEA in-kind contribution is \$_____.

We appreciate working with the Oak City Adult Learning Center in the support of educational opportunities for the educationally disadvantaged adults in our area.

Sincerely,

Name, Title
Organization

ADULT EDUCATION AND LITERACY PROGRAM

Enter Postsecondary Education or Training or Enter/Retain Employment Student Verification Form of Goal Achievement

This form is to be used for reporting students who achieve the goal of entering postsecondary education or training by enrolling in a private school or training program not validated through the state data match process and for students who achieve the goal of entering or retaining employment but did not report a social security number for data matching.

This information is to be completed and placed in the student's file. Achievement of the goal can then be documented in LACES as being verified through a survey process.

Enter Postsecondary Education or Training:

1. The student must be included in the Postsecondary Education/Training NRS cohort.
2. Complete the Form and mark the cohort goal as achieved in LACES by survey.
3. Place the Form in the student's file.

Enter or Retain Employment:

1. The student must be included in the applicable Employment NRS cohort.
2. Complete the Form and mark the cohort goal as achieved in LACES by survey.
3. Place the Form in the student's file.

ADULT EDUCATION AND LITERACY PROGRAM

Student Verification Form of Goal Achievement

Enter Postsecondary Education/Training or Enter/Retain Employment

_____ Adult Learning Center Fiscal Year _____

Student's Name _____
(Last, First, Middle Initial)

Student's Exit Date _____

Complete all that apply:

_____ Entered Postsecondary Education/Training

Name of Institution _____ Date of Entry _____

_____ Entered Employment

Name of Employer _____ Date Employed _____

_____ Retained Employment

Name of Employer _____ Date Employed _____

Information was collected as follows:

_____ Student self-reported in person

_____ Student self-reported via telephone call

_____ Person listed below (not student) reported this information

Name: _____

Name & Title of ALC Designee (print)

Signature of ALC Designee

Date

OKLAHOMA STATE DEPARTMENT OF EDUCATION
Lifelong Learning Section

Temporary Assistance to Needy Families (TANF) Agreement

This agreement is entered into between the Oklahoma State Department of Education (SDE) Lifelong Learning Section and the _____ Adult Learning Center (ALC) for Adult Education/Literacy (AEL) and General Educational Development (GED) classes for the Department of Human Services (DHS) Temporary Assistance to Needy Families (TANF) Clients. This agreement is in effect from July 1, 2013, through June 30, 2014.

1. The ALC shall request a DHS/TANF class of the SDE after the local county DHS office has referred no less than five eligible DHS participants. Eligibility of the participants is determined solely by the DHS.
2. All DHS referrals must be made by the DHS staff on a DHS TW-3 form. TANF clients/students will provide the ALC with DHS TW-2 and TW-3 forms along with a complete assessment packet containing a Test of Adult Basic Education (TABE) score, Career Occupational Preference (COPS) System summary and KeyTrain pretest score.
3. Upon receipt of approval for the class from the SDE, the ALC shall locate the appropriate facility, hire a certified teacher, and purchase ABE materials for the class. The class will meet five days a week for a total of 30 hours, with at least 30 minutes for lunch. The ALC shall be responsible for issuing to the participant appropriate Adult Education and Literacy instruction and materials without charge. Each participant will set goals and be post-assessed according to SDE Lifelong Learning Section Goal Setting and Assessment policies.
4. The ALC teacher shall be responsible for keeping an accurate attendance record showing the exact time, to the nearest quarter of an hour, that each participant has attended class. Attendance is to be reported to the local DHS office daily. The ALC director shall ensure that the attendance, assessments, and goals are entered into the SDE management information system, Literacy, Adult and Community Education System (LACES), by the fifth of the month for the previous month and by the 20th of the current month for attendance through the 15th of the current month. A copy of the completed monthly attendance sheet is also to be submitted to the SDE TANF coordinator by the fifth of the following month.
5. Falsification of any DHS or SDE prescribed forms on the part of the Adult Learning Center will result in financial penalties, termination of this contract, and other possible legal actions. In the event that any payment is subsequently disallowed by federal or state authorities due to negligence/performance of the ALC, the ALC agrees to reimburse the SDE in an amount equal to the disallowance. The ALC assures that all claims will be supported by documentation that will include copies of paid invoices, payroll records, time reports, and approved methods for application of indirect cost. The ALC further assures that all claims will be based on actual cost incurred.

Payments

Upon review of the ALC data in the management information system (LACES) for approved DHS/TANF classes, the SDE will reimburse the ALC for such classes at the rate of \$ 4,250.00 per month for an average monthly minimum of five students. Classes will follow the DHS schedule of holiday observances. If for some reason the class does not meet every required day, the monthly payment will be prorated. The ALC will provide thirty hours of classroom instruction per week, which will begin no earlier than 8:00 a.m. and end no later than 5:00 p.m., with at least a thirty-minute lunch break, unless an exception has been granted, in writing, by the SDE and DHS. The signature of the superintendent or his/her authorized representative must appear on all expenditure reports.

SIGNATURES

For faithful performance of this agreement, the parties, in their respective capacities, affix their signatures:

Adult Learning Center Superintendent of Schools

Date

Adult Learning Center Director

Date

Executive Director of Lifelong Learning Section

Date

OKLAHOMA STATE DEPARTMENT OF EDUCATION
 TEMPORARY ASSISTANCE TO NEEDY FAMILIES (TANF) SUMMARY BUDGET
 Lifelong Learning Section

Check One:
 Initial Budget
 Revised Budget

FY _____

County _____

District _____ –

Funds Allocated* \$ _____

FUNCTION	A	B	C	D	E	F	G	H	J	K
	Instruction	Instructional Staff Training Services	State and Federal Relations Services (Includes Data Entry)	Information Services	Operation of Building Services	Security Services	Vehicle Operation Services	Community Services Operations (Childcare)		
OBJECT	1000	2210	2330	2560	2620	2660	2720	3300		TOTAL
100 Salaries	\$	\$	\$	\$	\$	\$	\$	\$		\$
200 Benefits										
300 Purchased Professional Services										
400 Property Services										
500 Other Purchased Services										
600 Supplies										
700 Property										
800 Other Objects										
Total Funds										

*TANF classes will be funded at the rate of \$ _____ per month

Superintendent's Signature _____

Date _____

**Oklahoma State Department of Education
Lifelong Learning (LLL) Section - Contact Information**

Name	Title	E-mail Address	Phone	Notes
Lifelong Learning (LLL)	Office Hours: Monday - Friday, 8:00 a.m. to 4:30 p.m.		(405)-521-3321	
Toll Free Number			(800) 405-0355	
Office Fax			(405) 522-5394	
LLL Staff				
Pam Blundell	Executive Director	Pam.Blundell@sde.ok.gov		
Lance Allee	Coordinator - North & Corrections	Lance.Alee@sde.ok.gov		
Derk Watson	Coordinator - South	Derk.Watson@sde.ok.gov		
Lori Gray	Administrative Assistant	Lori.Gray@sde.ok.gov		
North				
South				
Department of Corrections				
Notes				
Bartlesville Public Schools	Ada Public Schools	Bill Johnson CC - Alva		
Drumright Public Schools	Anadarko Public Schools	Dick Conner CC - Hominy		
Elk City Public Schools	Ardmore Public Schools	Eddie Warrior CC- Taft		
Enid Public Schools	Chickasha Public Schools	Howard McLeod CC - Atoka		
Guymon Public Schools	Duncan - Red River Technology Center	Jackie Brannon CC - McAlester		
Jenks Public Schools	Hugo Public Schools	James Crabtree CC - Helena		
Northeastern Oklahoma A & M	Idabel Public Schools	James E. Hamilton CC - Hodgen		
OSU Tech - Okmulgee	Lawton Public Schools	Jess Dunn CC - Taft		
Ponca City - Pioneer Technology Center	McAlester Public Schools	John Lilley CC - Boley		
Sallisaw Public Schools	Norman Public Schools	Joseph Harp CC - Lexington		
Stillwater Public Schools	Oklahoma City Community College	Lexington A & R Center - Lexington		
Tahlequah Public Schools	Oklahoma City Public Schools	Mabel Bassett CC - McLoud		
Tulsa YWCA	Poteau Public Schools	Mack Alford CC - Stringtown		
Union Public Schools	Shawnee Public Schools	Northeast OK CC - Vinita		
Watonga Public Schools	Stigler Public Schools	OK State Penitentiary - McAlester		
Woodward Public Schools		OK State Reformatory - Granite		
		William S. Key CC - Ft. Supply		
		OK Community Corrections - statewide		
Contact: Lance Allee	Contact: Derk Watson	Contact: Lance Allee		

Adult Education Acronyms

AAACE	American Association for Adult and Continuing Education
ABE	Adult Basic Education
ACE	American Council on Education
ADA	Americans with Disabilities Act
ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
AE	Adult Education
AEFLA	Adult Education and Family Literacy Act
ALC	Adult Learning Center
ANN	Adult Numeracy Network
ARCS	Adult Reading Components Study
ARRA	American Recovery and Reinvestment Act
ASE	Adult Secondary Education
BEST	Basic English Skills Test
C ³	College, Career and Citizen Ready
CAAL	Council for Advancement of Adult Literacy
CAEL	Council for Adult and Experiential Learning
CAELA	Center for Adult English Language Acquisition
CAI	Computer Assisted Instruction
CAL	Center for Applied Linguistics
CALL	Computer Assisted Learning Lab
CAPS	Career Ability Placement Survey
CASAS	Comprehensive Adult Student Assessment System
CBO	Community Based Organization
CCR	College and Career Ready
CCSS	Common Core State Standards
CEU	Continuing Education Unit
CF	Curriculum Framework
CIW	Convey Ideas in Writing
COABE	Commission on Adult Basic Education
COPEs	Career Orientation Placement & Evaluation Survey
COPS	Career Occupational Preference Survey
DAEL	Division of Adult Education and Literacy
DHS	Department of Human Services
DOC	Department of Corrections - Oklahoma
DOE	Department of Education
DOL	Department of Labor
ECI	Early Childhood Intervention
EDGAR	Education Department General Administrative Regulations
EFF	Equipped for the Future
ELL	English Language Learner
ELAA	English Language Acquisition for Adults
ESL	English as a Second Language
ESOL	English for Speakers of Other Languages
ETS	Educational Testing Service
FBO	Faith-Based Organization

Adult Education Acronyms

FERPA	Family Educational Rights and Privacy Act
FILM	Family Intergenerational Literacy Model
FLOW	Focus Learning On Work
FTE	Full-time Employee
FY	Fiscal Year
GED	General Educational Development
GEDTS	General Educational Development Testing Service
HIPPY	Home Instruction for Parents with Preschool Youngsters
IEP	Individual Educational Plan
ILA	Interactive Literacy Activities
ILI	International Literacy Institute
IPQ	Indicator of Program Quality
IRA	International Reading Association
ISD	Independent School District
JTPA	Job Training Partnership Act
K-12	Kindergarten through High School
K-W-L	What I Know, What I Want to Know, What I Learned
K-W-R-L	What I Know, What I Want to Know, Resources Available, What I Learned
LACES	Literacy, Adult, and Community Education System
LD	Learning Disability
LDA	Learning Disability Association of America
LEA	Local Educational Agency
LEP	Limited English Proficient
LINCS	Literacy Information and Communication System
LTA	Language Task Analysis
LVA	Literacy Volunteers of America
MIS	Management Information System
MOE	Maintenance of Effort
MOU	Memorandum of Understanding
NAASLN	National Association for Adults with Special Learning Needs
NAEPDC	National Adult Education Professional Development Consortium
NAEYC	National Association for the Education of Young Children
NAAL	National Assessment of Adult Literacy
NCES	National Center for Educational Statistics
NCFL	National Center for Family Literacy
NCLB	No Child Left Behind
NCLE	National Clearinghouse for ESL Literacy Education
NCSALL	National Center for the Study of Adult Learning and Literacy
NCSDAE	National Council of State Directors of Adult Education
NCTM	National Council of Teachers of Mathematics
NCTE	National Council of Teachers of English
NIFL	National Institute for Literacy
NRS	National Reporting System
OABEA	Oklahoma Adult Basic Education Association
OC ³	Oklahoma College, Career and Citizen Ready
OCAS	Oklahoma Cost Accounting System

Adult Education Acronyms

ODOC	Oklahoma Department of Commerce
ODOL	Oklahoma Department of Libraries
OESC	Oklahoma Employment Securities Commission
OMB	Office of Management and Budget
O*NET	Occupational Information Network
OSHA	Occupational Safety and Health Administration
OTAN	Outreach & Technical Assistance Network
OVAE	Office of Vocational and Adult Education
PACT	Parent and Child Together
PD	Professional Development
PK-12	Pre-Kindergarten through High School
PLNI	Payne Learning Needs Inventory
PPVT	Peabody Picture Vocabulary Test
Project IDEAL	Project Improving Distance Education for Adult Learners
PY	Program Year
ROI	Return on Investment
RFP	Request for Proposal
RWU	Read With Understanding
SAAL	State Assessment of Adult Literacy
SBE	Standards-based Education
SCANS	Secretary's Commission on Achieving Necessary Skills
SDE	State Department of Education
SEA	State Educational Agency
SIA	Standards In Action
SPL	Student Performance Level (for English as a Second Language)
SQ4R	Survey, Question, Read, Recite, Review, Reflect
SSI	Supplemental Security Income
TABE	Tests of Adult Basic Education
TANF	Temporary Assistance for Needy Families
TESOL	Teachers of English to Speakers of Other Languages
TLE	Teacher and Leader Effectiveness
TOEFL	Test of English as a Foreign Language
USDE	United States Department of Education
UMSPC	Use Math to Solve Problems and Communicate
WIA	Workforce Investment Act
WIB	Workforce Investment Board
WOW	Widening Opportunities in the Workplace