2001-2002
Annual Report
Adult Education

Adult Education and Literacy . . .
Making a World of
Difference in Oklahoma
Acknowledgments

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As state superintendent, I am pleased to present our first Annual Performance Report developed by my staff in the Lifelong Learning Section. I am proud of the work that Lifelong Learning does for Oklahoma, and I am especially proud of the Adult Education teachers and directors who serve our educationally disadvantaged adults in the state.

We served more than 34,000 adults during Fiscal Year 2002 in our 41 Adult Learning Centers located throughout the state. Because of adult education, many lives have been changed and many hopes have been fulfilled. You will meet some of our successes in this booklet.

As neighbors, employers, parents and taxpayers, we cannot afford to let thousands of Oklahomans miss the chance to be fully participating citizens of our state and country. That is why we are here—to meet the needs of the undereducated, disadvantaged adults across our great state.

As you will see in the following pages, we have made great strides in serving our target population.

Sandy Garrett
Abstract

A total of 34,772 adult learners were served . . .

This is a summary of the data collected for the National Reporting System (NRS) for the United States Department of Education. This data represents Fiscal Year 2002 results, which are in compliance with the accountability requirements of the federally funded Adult Education and Literacy Program in Oklahoma.

Goals and Objectives

The primary goal of the Oklahoma Adult Education and Literacy Program is to provide quality basic skills instruction to the educationally disadvantaged adults of our state. This effort seeks to improve their quality of life as a worker, a parent and a citizen. Our goals are to enable these adults to:

- Show demonstrated improvements in literacy skill levels in reading, writing the English language, numeracy, problem solving, English language acquisition, and other literacy skills;
- Achieve placement in, retention in, or completion of postsecondary education, training, unsubsidized employment or career advancement; and
- Earn a secondary school diploma or its recognized equivalent.
Types of Adult Education and Literacy Programs

**Literacy/Basic Skills**
Classes are provided for adults who need basic skills instruction in reading, writing, computation, life skills and job readiness.

**Family Literacy**
This program offers adult education and effective parenting skills for parents, early childhood education for their children, and parent-and-child “together time.” By learning together, families become empowered to break the cycles of undereducation and poverty.

**Workplace Education**
Through partnerships with business and industry, customized, job-specific instructional programs are developed and taught to incumbent and underemployed workers.

**English as a Second Language (ESL)**
These classes offer limited English speaking adults an opportunity to learn both spoken and written communication and survival skills. Citizenship classes are also provided.

**Temporary Assistance to Needy Families (TANF)**
Through a contract with the Oklahoma Department of Human Services, local Adult Learning Centers provide assessment and literacy, basic skills, and job readiness and GED instruction for TANF clients statewide.

**Corrections Education**
Adult Education and Literacy services are offered at correctional facilities, community correctional centers and community work centers.

**Supporting Adults with Learning Disabilities (LD)**
Adults who may have a learning or other disability receive instruction from adult educators trained in recognizing and screening for LD and in using effective teaching strategies and accommodations. Adults with documented LD may apply for accommodations on the GED tests.

**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. The SDE oversees the 49 statewide GED Testing Centers and the 15 testing centers within the Department of Corrections.

![Types of Programs Adult Learners Attended in FY 2002]

1. Family Literacy Classes
2. Workplace Literacy
3. English as a Second Language
4. Adult Basic Education
5. Adult Secondary Education
Adult Learning Centers

The 2002 final reports for Adult Education and Literacy Program statistics have been compiled by the State Department of Education. The National Reporting System, under the direction of the United States Department of Education, includes a total of seven required and six optional tables. The total number of educationally disadvantaged adults who attended classes in Fiscal Year 2002 was 34,772. The unduplicated number for the Federal Annual Performance Report is 21,543.

These adult learners were in programs at 41 Adult Learning Centers statewide. The Adult Learning Centers provide classes in literacy and basic skills, family literacy, workplace education, English as a Second Language, English Literacy/Civics, job readiness, life skills, corrections education, GED preparation, and instruction and support for adults with learning disabilities. The 41 Adult Learning Centers provided over 1800 classes in such locations as churches, businesses, Even Start, Head Start, state prisons, correctional pre-release centers, One Stop Centers, hospitals, drug rehabilitation centers, public schools, vocational schools, community colleges, business colleges and community centers.

The list of Adult Learning Centers is as follows:

1. Ada Public Schools • (580) 310-7242
2. Altus Public Schools • (580) 477-7637
3. Anadarko Public Schools • (405) 247-2486
4. Ardmore Public Schools • (580) 221-3037
5. Bartlesville Public Schools • (918) 336-6560
6. Chickasha Public Schools • (405) 222-6562
7. Drumright Public Schools • (918) 352-2492
8. Red River Technology Center (Duncan) (580) 255-2903
9. Durant Public Schools • (580) 924-5595
10. Elk City Public Schools • (580) 225-4154
11. Enid Public Schools • (580) 237-1400
12. Guthrie Public Schools • (405) 282-5941
13. Guymon Public Schools • (580) 338-4360
14. Hugo Public Schools • (580) 326-4803
15. Idabel Public Schools • (580) 286-3056
16. Lawton Public Schools • (580) 355-7727
17. McAlester Public Schools • (918) 423-4008
18. Mid-Del Public Schools • (405) 739-1783
19. Muskogee-Northeastern State University (800) 879-0987
20. Norman Public Schools • (405) 366-5811
21. Oklahoma City Public Schools (405) 231-2053
22. Okmulgee Public Schools • (918) 758-2050
23. Pauls Valley Public Schools • (405) 238-5568
24. Pioneer Technology Center (Ponca City) (580) 762-8336
25. Poteau Public Schools • (918) 647-7723
26. Sallisaw Public Schools • (918) 775-5544
27. Shawnee Public Schools • (405) 878-3101
28. Stigler Public Schools • (918) 967-2805
29. Stillwater Public Schools • (405) 743-6300
30. Tahlequah Public Schools • (918) 458-4192
31. Talihina Public Schools • (918) 567-2259

Tulsa:
32. Jenks Public Schools • (918) 298-0340
33. Union Public Schools • (918) 459-4663
34. Tulsa Public Schools • (918) 595-2899
35. Tulsa YMCA • (918) 663-2941

36. Vinita Public Schools (toll free) • (866) 500-4193
37. Watonga Public Schools • (580) 623-7364
38. Wewoka Public Schools • (405) 257-2961
39. Wilburton Public Schools • (918) 465-3125
40. Woodward Public Schools • (580) 571-6253

Statewide:
41. Oklahoma Department of Corrections
   (405) 962-6106
One of the largest areas of growth has been in the English as a Second Language (ESL) Program. In Fiscal Year (FY) 2000, there were 3,492 limited English proficient adults attending classes. In FY 2001, that number jumped to 3,748 and in FY 2002 a total of 4,826 ESL students received instruction.

Regarding ethnicity, the White population increased by one percent, the Black/African American population decreased by two percent and the Hispanic population increased by two percent. The American Indian and Asian populations remained about the same.
The age group with the largest number enrolled in Adult Education programs in FY 2000, FY 2001 and FY 2002 was the 25- to 44-year-old category. The second largest age group for all three years was the 19- to 24-year-olds, while the 16- to 18-year-old group was in third place for the past three years.

Participants by Gender

In FY 2000, the number of males attending Adult Education outnumbered the females for the first time. In FY 2001 and FY 2002, however, the number of females was greater than the number of males.

Participants by Age Groups

1. 60 and older
2. 45-59 years of age
3. 25-44 years of age
4. 19-24 years of age
5. 16-18 years of age
Demographics for Fiscal Year 2002

Entering Educational Levels

Adult Education
In FY 2000, the largest group of adults was functioning at the beginning adult basic education (ABE) level (2-5.9 grade level) upon entry into the program. In FY 2001, the largest group fell into the ABE Intermediate low level (4-5.9-grade level). In FY 2002, the largest group was functioning at the ABE Intermediate High level (6-8.9-grade level) upon enrollment.

Entering Educational Levels of Adult Education Participants

1 ABE Beginning Literacy (grade level 1 - 1.9)
2 ABE Beginning Basic Education (grade level 2 - 3.9)
3 ABE Intermediate Low (grade level 4 - 5.9)
4 ABE Intermediate High (grade level 6 - 8.9)
5 Adult Secondary (grade level 9 - 12.9)

Entering Educational Levels of Participants in ESL

English as a Second Language
The number of ESL learners increased by 38% in FY 02. More than 3,000 of these adults were functioning at the two Beginning ESL Levels upon entry.

1 ESL Beginning Literacy
2 ESL Beginning
3 ESL Intermediate Low
4 ESL Intermediate High
5 ESL Low Advanced
6 ESL High Advanced
Additional Information on the Adult Education and Literacy Program

**Adult Education Personnel**

- Part-Time Adult Education Teachers
- Para-Professionals
- Full-Time Adult Education Teachers
- Adult Education Directors

**Locations of Adult Education Classes**

1. Public Schools, Community Colleges, Vocational Schools, Business Colleges, Libraries and other public buildings
2. Churches
3. Businesses and Industries
4. Even Start, Head Start, 4-Year-Old Program and other Family Literacy settings
5. State prisons, Community Release Centers, county and city jails, and other correctional settings
6. Workforce Oklahoma—One Stop Centers
The first chart below describes the goals of Adult Education, the Federal Core Indicators, and the NRS Core Outcome Measures as defined by the Workforce Investment Act. The bar graph depicts the outcomes achieved for the Core Follow-Up Measures for FY 02.

### Goals of Adult Education as described in the Workforce Investment Act
- Assist adults to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency.
- Assist parents to obtain the skills necessary to be full partners in their children’s educational development.
- Assist adults in the completion of secondary school education.

### Core Indicators required by Adult Education under the Workforce Investment Act
- Improvements in literacy skill levels in reading, writing and speaking the English language, numeracy, problem-solving, English language acquisition, and other literacy skills.
- Placement in, retention in, or completion of postsecondary education, training, unsubsidized employment or career advancement.
- Receipt of a secondary school diploma or its recognized equivalent.

### NRS Core Outcome Measures
- Educational gains (achieve skills to advance educational functioning level)
- Entered employment
- Retained employment
- Placed in postsecondary education or training
- Obtain a secondary school diploma or pass GED tests

### Core Follow-Up Outcomes
- **Enter Employment**
  - State Goal - 20%
  - Actual Outcome - 64%
- **Retain Employment**
  - State Goal - 26%
  - Actual Outcome - 85%
- **Obtain GED Diploma**
  - State Goal - 34%
  - Actual Outcome - 36%
- **Entered Postsecondary Education/Training**
  - State Goal - 12%
  - Actual Outcome - 23%
Federal Core Indicators of Performance

Results for FY 2002

State’s Goal and Actual Percentage of Completers by Educational Functioning Levels for Adult Education

Adult Education Levels

**ABE Beginning Literacy Level**
- State Goal for completing level—22%
- Actual percent of completers—32%

**Beginning ABE Level**
- State Goal for completing level—26%
- Actual percent of completers—41%

**Low Intermediate ABE Level**
- State Goal for completing level—26%
- Actual percent of completers—40%

**High Intermediate ABE Level**
- State Goal for completing level—28%
- Actual percent of completers—43%

**Low Adult Secondary Education**
- State Goal for completing level—28%
- Actual percent of completers—40%

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Percent Completing Levels:
English as a Second Language (ESL)

**ESL Beginning Literacy**
1. State Goal for completing level—19%
2. Actual percent of completers—21%

**ESL Beginning**
3. State Goal for completing level—21%
4. Actual percent of completers—20%

**ESL Low Intermediate**
5. State Goal for completing level—28%
6. Actual percent of completers—27%

**ESL High Intermediate**
7. State Goal for completing level—28%
8. Actual percent of completers—30%

**ESL Low Advanced**
9. State Goal for completing level—29%
10. Actual percent of completers—29%

**ESL High Advanced**
11. State Goal for completing level—30%
12. Actual percent of completers—27%
Philip Burke and his wife, Earlene, were married at a young age and, consequently, dropped out of high school. Philip was sad that his wife put her dreams on hold for him, but life went on and soon there were four more mouths to feed. The family was living in Arkansas at the time, the children were not doing well in school, and so they packed up and moved to Oklahoma where Earlene tried to home school the children.

The children knew they would need a GED diploma to get a driver’s license so Earlene and two of her offspring, Rebecca and James, enrolled in adult education classes provided in Coalville through the Durant Adult Learning Center. Earlene passed the GED tests on her first try. Now the third child, Joseph, was old enough to attend adult education.

Earlene told her husband, Philip, to take all of the kids to the learning center and to enroll himself! Much to his surprise, Philip passed the GED tests in December of 2001—23 years after dropping out of school. Two of the children passed, and the other two are continuing in adult education.

Today, Earlene is substitute teaching in the first through third grades and is enrolled in the Auto Tech Service program. She plans to be a full-time teacher. Anywhere there is a child who is lonely or sad, you will find Earlene telling the child, “Yes, you can!” As for Philip, he says, “I plan on going to college soon, and I think I will become a history teacher.”

In August of 2000, Maria Modesto was incarcerated in Eddie Warrior Correctional Center and placed in the Adult Basic Education classes. She participated in extensive one-on-one tutoring in combination with the Cyclical Correctional Education Curriculum. Her TABE scores continued to improve, and she was transferred to the GED preparation class.

She passed the GED tests and participated in the graduation ceremony at the prison, where she received the Ed Edmondson award through the Friends of Eddie Warrior Foundation. The Foundation pays for inmates to attend college. She has completed 18 college hours with a 4.0 grade point average.

She is an intelligent woman with the initiative to do much with her life. She currently teaches Spanish and helps the Hispanic inmates learn English at the prison.
Adult Education

Success Stories

Veronica Stimson’s journey has not been an easy one. As a child, she was told she would never amount to anything. She believed them until she heard about Helen Keller who became her inspiration. At that time, she lived in Mexico where she completed the ninth grade. She dreamed of coming to the United States and in 1993 moved to Duncan, Oklahoma, where she worked as a caregiver for an elderly woman. She began attending English as a Second Language classes at the Duncan Adult Learning Center. She rode her bike to class every day no matter what the weather was like. She worked diligently in her classes. She was told that she could take the GED tests in Spanish, but she wanted to take the tests in English, because that is the language of her new land.

Her study time was long and difficult, as she began her goal of passing the GED tests. She was told that she would never make it because English is not her native language. Veronica credits her husband with providing much encouragement and expressing confidence in her—this personal support was missing during her earlier years in Mexico.

Soon after completing her GED tests, she obtained a higher-paying job; she also got her own apartment and a car. Next, she enrolled in the Office Management Technology program at the local technology center. Her daily schedule begins at three in the morning and includes caring for her son, attending school and going to work.

Nichole McGrew had only completed the eighth grade when she dropped out of school. She had a son, lived with her parents and worked at Sonic as a carhop. She enrolled in adult education classes at the Shawnee Adult Learning Center and found she had to attend several different classes to accommodate her work schedule. Because of her motivation and self-determination, Nichole was able to pass the GED tests after only six months of classes.

She realized her dream three years later when she passed the GED tests. Since then she has become a United States citizen and completed two years at Cameron University. Her new dream is to be a lawyer and help the Hispanic community with legal issues.

Veronica hopes her story may encourage others to take the first step, or bicycle ride, to an adult education class.
Brian Narcom-ey’s unstable home life with alcoholic parents played a part in his decision to quit school. He was in and out of foster homes and shelters and eventually became an alcoholic himself. After being imprisoned for drunk driving, his outlook on life was one of impending doom.

Once he realized that alcohol was his main problem, he was ready to get his life back on track. He started by enrolling in an adult education class at the Lawton Adult Learning Center. Brian was a faithful student who used his class time wisely and studied in between classes. He was able to pass the GED tests and received student aid to enroll in classes at Cameron University.

A Seminole and Seneca Indian, he says painting traditional Native American artwork is his passion. Brian’s artwork was displayed at the Lawton Adult Learning Center’s Graduation Ceremony in 2002. He also helped his fellow adult education classmates who had substance abuse problems to stay clean and sober.

Brian’s belief is that the past should be a foundation upon which to build a stronger, healthier future. His life story is not only his personal success story but also a success story for everyone who has had a difficult past. He believes in second chances through education and in seeking help when a new outlook on life is needed.

Josefath Sanchez moved from Mexico to Anadarko with his family. In 2000, he enrolled in the Anadarko Adult Learning Center program to improve his English. At first, Josefath was a very shy young man who seldom made eye contact or even spoke to others. After being in the English as a Second Language program for several years, he has changed into a confident mentor who now helps many Hispanic people in the community.

Today, Josefath is attending college as well as working and assisting in the Adult Education ESL class. He attends parent-teacher conferences at the schools in Anadarko to translate for the Hispanic parents and the teachers. He even started a class to teach Spanish to the elementary teachers in the school district.

His favorite work is to assist the ESL teacher. Josefath brings many new students into the program. When a new student visits the class, he or she feels more confident after working with him and seeing the great success he has had since attending the classes.

Josefath is a strong promoter and supporter of the Adult Education Program in Anadarko and is an inspiration to many of the people in the community.
Carolyn Grubb had hit rock bottom. After being arrested on drug charges, she was placed into the Mayes County Drug Court program and sent to rehabilitation for 30 days. The courthouse has a partnership with the Vinita Adult Learning Center to provide job readiness classes for clients. The Northeast Oklahoma Council on Alcoholism is also a partner in the project.

Carolyn enrolled in Danette Eastin’s class where she worked on interview skills and other job preparedness sessions, including how to dress for the interview, on-the-job behavior and work ethics. With confidence in hand, she went for an interview at Wal-Mart and was hired! After starting on the night receiving crew, Carolyn moved to the position of inventory control specialist and last year started in her dream job: the electronics department.

She gives back to the program by volunteering her time and serving as a spokesperson for the Adult Education and Literacy program. She is now a productive member of society and leading a fruitful life that would not have been possible without the skills she acquired in the Adult Education and Literacy program and a teacher who touched her life in a positive way.

Irma Palacios first entered the Enid Adult Learning Center at the Carver Educational Center to learn English. She wanted to be a better employee and hoped to advance in her job. After attending English as a Second Language classes she did, indeed, get a promotion and a raise.

After a year, Irma thought she might like to set another goal: to get a GED diploma. So she transferred to the Adult Education class where she asked for and welcomed all opportunities to practice speaking, reading and writing English.

In cooperation with the Adult Education teacher, Irma even tutored other lower-level students not only to help them but also to help herself by practicing her skills. The dedicated work paid off when she passed her GED tests.

Next, she enrolled in Northern Oklahoma College in Tonkawa with the goal of becoming a certified Spanish teacher.

Irma is an encouragement for and supporter of the Hispanic citizens living in Enid. She motivates her friends to attend ESL classes and to improve their English. Recently, Enid held a Hispanic celebration at the public park. The Learning Center had a booth at the event, and Irma was instrumental in recruiting new students to ESL. She was so successful that the ALC had to add another ESL class!
At the age of 54, Eugene (Pat) Conwell entered the Ponca City Adult Learning Center class at the Pioneer Technology Center. He was referred to the class by Workers' Compensation because he was physically handicapped after a construction site accident. Pat entered the room in a wheelchair with casts on his legs.

Pat struggled with his writing skills and labored over the computer to complete different assignments. He would come early or stay late in order to finish. While doctors' appointments and surgery kept him from attending for a while, the teacher continued to send him encouraging letters to get him to return. Finally, Pat was able to resume classes that he scheduled around his physical therapy appointments.

In the spring of 2002, Pat was approaching a deadline where he would lose his medical benefits if he did not find work—but he had to have a GED diploma in order to do so. He made up his mind to pass the test and with much work, he met that goal in May of 2002. That summer he took some computer classes and enrolled in a trades program.

His current goal is to complete the training and to obtain employment. He has taken up gardening and shares his produce and culinary treats with his classmates.

Pat has had many hurdles to overcome but he has met each challenge along the way with success.

Maria Delores Meza de Flores, or as her friends call her, “Lola,” has been enrolled in the ESL Family Literacy program at the Pauls Valley Adult Learning Center since 1999. She was raised in Coahuila, Mexico, until the age of 18 when she came to Oklahoma.

She had a difficult existence, with many years of hardship and sadness. She had three children and worked every waking moment.

Most people might have developed a negative attitude but not Lola. To meet her, one would never think that she had experienced so much adversity. Lola’s goal upon entering the ESL Family Literacy class was to improve her English. Her diligence paid off as she passed the Basic English Skills Test and went on to take the Test of Adult Basic Education.

She is a great student and an asset to the class. She recruits new families to the program and checks on classmates who miss school.

Despite her struggles, Lola maintains her focus on bettering herself. She has obtained all of her work documents and even her Oklahoma driver’s license. She is employed by the local school as a cook.

She now wants to get her GED diploma and take a computer class at the technology center. All who know Lola have faith that this dream will come true.
Professional Development

1,157 Adult Education Teachers and Directors Attend Professional Development in FY 2002

Basic English Skills Test (BEST) Training
Program Year 2002 was the second year for statewide use of the BEST as the standardized ESL assessment instrument. In order to review and reinforce test administration procedures, two BEST refresher workshops were held in the fall of 2001, one in Oklahoma City and one in Tulsa, for adult educators who had been previously trained in administering the BEST.

Regional Inservice Workshops
In August 2001, regional inservice training was held for all Adult Education directors and teachers. Topics included accountability under the National Reporting System, assessment of adult learners using the TABE and BEST, and preparing lesson plans using the new Adult Education lesson plan format.

Teacher Training for the 2002 GED Tests
In preparation for the introduction of the 2002 GED tests in January 2002, a series of 12 two-day teacher training workshops was held between July 2001 and March 2002. The training was based on the U. S. Department of Education’s National Training Institute (co-sponsored by the GED Testing Service and the National Adult Education Professional Development Consortium).

Description of Professional Development Opportunities in FY 2002

Developing Work-Based Education Programs
This eight-day professional development workshop was held in September, October, and November 2001 and focused on preparing Adult Education teachers to form partnerships with local business and industry in order to develop and implement customized Work-Based Education programs for incumbent workers. Approximately 100 Adult Education teachers are now trained to provide customized Work-Based Education programs in Oklahoma.
Regional Teacher Training Workshops

Three regional Teacher Training Workshops were held in January - April of 2002 in McAlester, Tulsa, and Oklahoma City. Topics included Teaching the Reading Process to Adults, Administering the Tests of Adult Basic Education (TABE), ESL Teaching Strategies, and Designing Lesson Plans for the Adult Education Classroom.

Implementing a Comprehensive Family Literacy Program

In January 2002, the SDE Family Literacy trainers conducted a two-day training course on the four essential components of a comprehensive Family Literacy program and how to integrate these four components into an effective program. Early Childhood partners included Head Start, Even Start and school-sponsored early childhood programs.

English Literacy/Civics Workshops

Two teacher training workshops were provided for ESL teachers involved in the EL/Civics projects: Integrating Civics into the ESL Classroom, which included using the video series On Common Ground and using Crossroads Café in the ESL Classroom.

Reading Excellence Act/Family Literacy Training

Family Literacy training was also provided for Oklahoma City and Tulsa Public Schools, which received large Reading Excellence Act (REA) grants and which also have large Adult Education programs. In July 2001, the SDE Family Literacy trainers conducted training for the staff of three elementary schools, as well as Adult Education teachers, in Tulsa. In January 2002, the training was provided in Oklahoma City for the staff of five REA elementary schools, Adult Education teachers, and Even Start teachers.

Supporting Adults with Learning Disabilities (LD) and other Learning Differences

This intensive eight-day training series provided increased awareness of LD and other learning differences in adults and instructional strategies to better meet the needs of these adult learners. Teachers were also trained in the use of the Payne Learning Needs Inventory, an LD screening instrument. This training was part of Oklahoma’s long-range plan to increase and improve educational services for adults with disabilities.

Adult Education Directors’ Conferences

Training for Adult Education Directors was held in October 2001 and April 2002. Topics included program self-evaluation, managing leadership options, the National Reporting System, and the Adult Education Teacher of the Year Award.

Management Information System (MIS) Training

Training on using the LiteracyPro MIS to gather and report NRS data on adult learners was held in December and June during program year 2001-2002. Directors and support staff from each of the 41 local Adult Education programs participated in the MIS training. As a result of ongoing training, higher quality data is being gathered and reported, and all funded programs reported NRS data using the MIS for FY 2002.
English Literacy (EL)/Civics

Eight EL/Civics grants were awarded for the three-year period of FY 2002-2004. In program year 2002, these EL/Civics programs served approximately 356 adult learners, the majority of which were Hispanic or Asian.

During FY 2002, the state staff met with the local EL/Civics program staff to discuss the following critical issues:

- Accomplishments of the FY 2001 EL/Civics Program: An introductory meeting was held during which FY 2001 grant recipients shared activities and accomplishments of the previous program year. These accomplishments included a state-adopted definition of civics education, the development and pilot testing of a statewide civics assessment, and the beginning development of EL/Civics competencies. Plans were made to expand work in these areas during FY 2002.

- Civics assessment: The Basic English Skills Test (BEST) continues to be used to assess the speaking, listening, reading, and writing skills of EL/Civics students. Local programs are developing a civics assessment.

- EL/Civics competencies: During FY 2002, one of the EL/Civics local programs worked on developing an outline for the EL/Civics Curriculum and performance objectives based on the NRS levels. This information will be shared with the other EL/Civics programs in FY 2003.

At the local level, some of the successful activities and student achievements supported by funds from the EL/Civics grants include the following: greater involvement in community activities; increased involvement in children’s school activities; voting for the first time; first-time employment; employment advancements; and improved understanding of labor laws, pay stubs, and benefits. Other activities include learning to use and visiting local libraries, hospitals, transportation systems, and family health services such as Sooner Start. One EL/Civics program helped a number of adult learners obtain their driver’s licenses and appropriate automobile insurance. The EL/Civics staff obtained enrollment packages from the local school districts to assist parents in understanding the pre-enrollment process. Adult learners also became familiar with the local post office, how to complete a change of address card, postage charges and postal procedures.

Students in one program reported their understanding of “how the United States works” had greatly increased. Teaching strategies that incorporate role playing, games, technology, realia, and maps, to name a few, have contributed to the success and growth of the EL/Civics programs.
Temporary Assistance to Needy Families

**TANF**

Through a contract with the Oklahoma Department of Human Services, local Adult Learning Centers provide assessment and literacy, basic skills, GED preparation and job readiness instruction for TANF clients statewide.

Beginning in 1989, the State Department of Education (SDE) entered into an Interagency Agreement with the Department of Human Services (DHS) to provide Adult Education and Literacy classes for welfare clients. Since that time, the two agencies have continued a productive working relationship to assist welfare clients to become self-sufficient.

**Statistics for FY 2002**

The following TANF statistics for Fiscal Year 2002 were reported by the Adult Learning Centers statewide who provided a total of 126 classes, which met for 150 hours each for a total of 114,477 contact hours. These classes were taught by 16 certified teachers.

- **Total Served**—1,415
- **Unduplicated Count**—674
- **Percentage of Females Served**—90%
- **Percentage of Males Served**—10%

**Ages**

- 6% were 16-18
- 40% were 19-24
- 51% were 25-44
- 3% were 45-59

**Ethnicity**

- American Indian—16%
- Asian—1%
- Black/African American—26%
- Hispanic/Latino—5%
- White—52%
Achievements

- 21% completed the Beginning Literacy Level (grade level of 0 - 1.9)
- 34% completed the Beginning Basic Education Level (grade level 2 - 3.9)
- 32% completed the Adult Basic Education Intermediate Low Level (grade level of 4 - 5.9)
- 35% completed the Adult Basic Education Intermediate High Level (grade level of 6 - 8.9)
- 45% completed the Adult Secondary Low Level (grade level of 9 - 10.9)
- 37% completed the Adult Secondary High Level (grade level of 11 - 12.9)
- 25% passed the GED tests
- 231 of the clients completed the level in which they started
- 194 of the clients advanced to a higher level
- 30 gained employment
- 23 entered other postsecondary education or training