Adult Basic Skills
Professional Development Plan and Framework
2022-2027

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1. Purpose Statement

The Oregon Higher Education Coordinating Commission, Office of Community Colleges and Workforce Development (HECC, CCWD) is committed to providing research-based professional development that will assist Oregon's Adult Basic Skills (ABS) programs in meeting their educational and career development goals. Oregon's ABS programs provide adult Oregonians the skills they need for family self-sufficiency, careers, community involvement, and further education. CCWD's Adult Basic Skills team's approach is evidence-based and centered on collaboration between the providers, the state, and other WIOA partners, with the goal of improving the quality of instruction and subsequent student outcomes within WIOA programs across the state.

Workforce Innovation and Opportunity Act (WIOA) Title II, Section 223, State Leadership Activities, requires the state of Oregon to develop/enhance the adult education system by:

- Offering high-quality professional development that will improve the quality of adult education instruction.
- Providing technical assistance to eligible providers of adult education and literacy activities.
- Disseminating evidence- and research-based information and materials to support reading, writing, listening/speaking, mathematics and English Language Acquisition instruction.
- Aligning adult education and literacy activities with other core programs and one-stop partners.

   (Public Law No: 113-128, 2014)

In order to elicit program-level input regarding professional development needs, State Leadership established a 24-member Professional Development Planning Group (PDPG) in June of 2017, comprising program directors, faculty, Oregon Adult Learning Standards trainers, data professionals and state Education Specialists. The group met regularly to discuss training needs, share best practices related to improved student outcomes and review the developing state WIOA Professional Development Framework. The PDPG was succeeded by the Learning Standards Implementation Committee (LSIM) established in June 2019. The LSIM was comprised of state staff, local program administrators and program-based faculty trainers. The Committee's charge was to address training needs with specific focus on the required implementation of Oregon Adult College and Career Readiness Standards.

During the 2022-2027 grant cycle, Oregon WIOA Title II professional development will continue to focus on learning standards implementation. Additionally, focus will be expanded to include selected areas that the state leadership team, local programs, WIOA partners, federal partners, and recent state and national reports on Oregon's post-secondary landscape have identified as being of high need for the field and as having high impact on student success.

2. Oregon ABE Professional Development Partners

CCWD's philosophical approach to Title II professional development centers on student learning.

Our professional development activities meaningfully involve program directors and deans, faculty trainers, data professionals, as well as navigators and test administrators to ensure that students in Oregon have the best possible chance at opportunities for themselves and their families.

OCTAE

Local Providers

STUDENTS

State Team

WIOA Partners
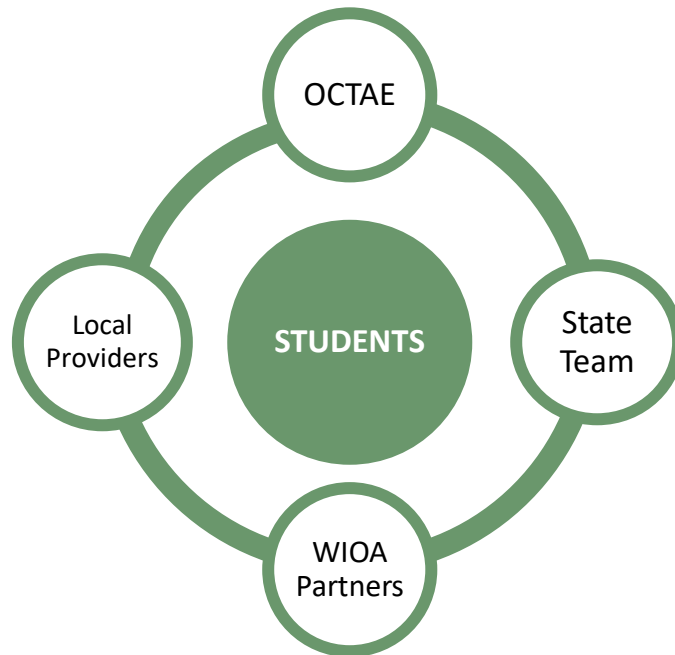
3. Components and Principles of an Effective Professional Development Program

Per the LINCS Self-Assessment Tool (2017), an extract of which is reproduced below, a professional development program should comprise:

Foundational Components of Teacher PD System

- Collaborative, data-driven planning and evalution processes that support continuous improvement
- System to manage PD communication, coordination, and dissemination
- Support and resources to ensure access to PD opportunities for all educators

Features of High-Quality PD Activities

- Intensive, ongoing, and connected to practice (job-embedded)
- Focus on specific academic and programmatic content
- Build knowledge and peer relationships through collaborative learning
- Differentiated to address the varied needs of practitioners
- Clear feedback on performance and progress in serving students

Oregon's Professional Development Framework Addresses These Foundational Components

- Shared vision and decision making (ABS Team, program directors, faculty, administrative staff, Learning Standards Trainers)
- An effective communication system (Weekly informational newsletter - T2 News distributed by state team to all programs, OCABSD meetings – virtual and in-person, monthly program directors' conference calls)
- A continuous improvement process (data driven, based on annual needs assessment/Performance Improvement Plans, site visits and requirements of Performance Based Funding Model)
- Resources and support (access to professional development for all, e.g., OACCRS training modules, handbooks and workbooks on CCWD website, Professional Learning Communities)

Oregon's Professional Development Framework is based on Core Competencies taken from the American Institutes for Research – Guiding Principles for Professional Development

Focus: Effective Professional Development
1. Has a clear focus on learners and high expectations for learning outcomes, and
2. Focuses on staff and organizational change.

Planning: Effective Professional Development
3. Is aligned with the agency's mission and goals;
4. Reflects the best available research, professional wisdom, and practices for leading, teaching, and learning;
5. Is planned collaboratively by administrators, participants, and facilitators; and
6. Fosters decision making that is data-driven, research-based, and collaborative.

Implementation: Effective Professional Development
7. Is embedded in day-to-day educational activities, and
8. Makes small, incremental changes toward a larger vision. "Think big, but start small" (as cited in Guskey, 1997, p. 5).

Evaluation: Effective Professional Development
9. Requires the evaluation of instructional and student learning outcomes,
10. Includes an evaluation plan that is ongoing and uses multiple sources, and
11. Ensures an equitable and quality education for all students.

(American Institutes for Research, n.d.)

4. Professional Development Plan

Building on work done by the Learning Standards Implementation Committee, professional development (PD) during the 2022-2027 grant cycle will continue to focus on learning standards implementation. Focus will additionally be expanded to include selected areas that the state leadership team, local programs, WIOA partners, federal partners, and recent reports on Oregon's post-secondary landscape have identified as necessary to drive program and student success. Information was gathered from dialogues with partners, program surveys/reporting, student learning data, federal mandates, research on best practices, and recent state reports. This resulted in five identified areas of focus for 2022-2027: learning standards, program and student data, distance learning and digital literacy, integrated education and training, and motivating and engaging adult learners.

In alignment with its mission to coordinate efforts and resources across Oregon, CCWD's state leadership team will focus on regularly convening program members from across the state to collaborate on best practices, leveraging the excellent work already being done at the local level, and filling professional development gaps that exist statewide. The considerable knowledge and strength of Oregonians will be utilized to the greatest extent possible when designing and offering professional development, all in the name of furthering student and educational success in Oregon. The intent will be to provide offerings in multiple modalities to accommodate the greatest number of staff possible, and the following resources will be used to support implementation:

- Learning Management System – Self-paced versions of trainings will be hosted on Canvas through a partnership with Chemeketa Community College's Center for Academic Innovation and its instructional design team. These "micro-learning" courses will be organized by focus area into Learning Pathways. Recorded PD sessions and a statewide Community of Practice will also be made available through the LMS.
- Ongoing PD Sessions – Regularly-scheduled statewide sessions, either virtual or in-person, hosted by local experts or contracted trainers on various topics within the areas of focus.
- Handbook – Housed on the CCWD website, this document will include information such as required/recommended audiences, dates, times, modalities, and descriptions of professional learning and development opportunities.
- Calendar – A schedule of live, facilitated Title II professional development offerings with registration links.
- Self-Assessment – A means for staff to match areas of need to relevant statewide professional development offerings.

See the tables below for more information about each area of focus.

LEARNING STANDARDS

Rationale	Effective standards that are fully implemented have a powerful, positive impact on instruction and learning. Standards that are grounded in real expectations can prepare students for success in higher levels of education and employment; rigorous standards that clearly describe expectations for student outcomes can encourage educators to be accountable to partners, students, and each other; clear standards can be the basis for formative and summative assessments which measure student progress and program improvement; and standards that are comprehensive and coherent can tell educators how to focus and sequence curriculum and instruction (Higher Education Coordinating Commission, 2019).
Goal	By the end of the five-year grant cycle, the Oregon ABS Learning Standards (OACCRS/OAELPS) will be fully integrated in programs, including in their professional development plans, curricula, instruction, and advising and support services.
Outcomes	Programs will have access to a variety of high-quality professional development opportunities that support the implementation of the Oregon ABS Learning Standards Programs will be able to systematically implement the learning standards across components of their program Instructors will be able to use the standards to guide curriculum development, instruction, and assessment
Timeline	**PY22-23:** Learning standards handbooks and professional development modules for Language Arts, ESOL, and Math standards will be completed. Activities for local standards-based professional learning communities (PLCs) and statewide standards-based PLCs will become available. Targeted standards alignment training for both OACCRS and OAELPS will become available for programs. BurlingtonEnglish pilot will launch, and the state will begin to regularly field state teams for Standards-in-Action Trainings. **PY23-24:** Developed modules will become available as self-study Learning Pathways via Canvas through a partnership with Chemeketa Community College's Center for Academic Innovation. Facilitated modules will continue to be offered as workshops. Learning standards trainers will begin offering monthly, bite-sized virtual sessions for instructors related to implementing learning standards in their practice. Sessions will be recorded and stored on Canvas for on-demand viewing. A Community of Practice on Canvas will be opened to share resources, host discussions, and collect standards-aligned lesson plans/materials. **PY24-25:** A self-study Learning Pathway for Learning Standards Program Implementation will become available via Canvas so that program administrators can "map the gaps" in learning standards implementation and consider practices for sharing and utilizing student assessment data related to state learning standards. Evaluation of plan progress to date will be conducted. **PYs25-27**: Professional development will continue to be offered and will be informed/iterated based on the evaluation of progress to date. At the end of the cycle, evaluation of results will be conducted.
Offerings	Oregon ABS Learning Standards Foundation Trainings, Oregon ABS Learning Standards Math and LA/ESL Modules, Targeted Local Trainings, National Trainings, Professional Learning Communities (Local and Statewide), Ongoing Professional Development Sessions, Community of Practice, BurlingtonEnglish, Local Leads Meetings.
Evaluation	Will include evaluations, surveys, review of annual compliance documents, analysis of student learning gains, use of self-study courses. May include focus groups, desk monitoring, classroom observations, site visits.

PROGRAM AND STUDENT DATA	
Rationale	Declines in Oregon's higher education enrollment have hit community colleges hardest; non-credit enrollment has declined 55% since 2015 (NCHEMS, 2022). Though Oregon's Title II program enrollment numbers have been impacted by this decline, ABS programs are improving the lives of nearly 10,000 Oregonians enrolled in postsecondary education and workforce training each year. Further, Oregon's eligible adult learner population shows that ABS programs still have a significant role to play in addressing the needs of adult learners: throughout the state, there are more than 260,000 adults without a high school credential and more than 170,000 adults who do not speak English well or at all (NASDAE, 2021). Data-driven decision making must be used when identifying how best to serve this population through investment in postsecondary education and training. Data can identify equity gaps, highlight areas for growth in learning and instruction, and provide information about program enrollment and workforce trends. Recent state reports show that there is significant room for growth in programs' data practices and data literacy levels to effectively identify challenges and strategically invest in their resolution.
Goal	By the end of the five-year grant cycle, data at the program and state levels will effectively be used to identify and address challenges in Oregon's ABS programming.
Outcomes	Members will exhibit increased data literacy skills that drive decision making at the program level Data professionals will take advantage of support structures that enable them to utilize best practices for data integrity and accountability Instructors will analyze student learning data for the purpose of planning curriculum and instruction Programs will implement best practices in student recruitment, orientation, and retention that have been tailored to their communities Oregon will increase services to identified prioritized populations and regain pre-COVID levels of WIOA Title II enrollment
Timeline	**PY22-23:** CASAS/BurlingtonEnglish Training Summit will be offered. State team will provide resources to support data-drive instruction through Local Leads meetings, a statewide PLC, and BurlingtonEnglish trainings. A cohort of state and local field members will engage in NRS Training on marketing, outreach, and launch strategies with the goal of planning statewide PD in these areas to drive up enrollment numbers. **PY23-24:** An annual Data Summit, featuring local and national trainers, will begin to be offered for directors and DBAs. The state team will engage DBAs in creating and launching support structures for meeting the PD needs of DBAs while fulfilling WIOA compliance. PD on marketing, outreach, and launch strategies will be offered. A Community of Practice on Canvas will be opened for practitioners. **PY24-25:** A Learning Pathway for marketing, outreach, and launch strategies will become available on Canvas. Self-study courses on additional data topics will become available. Support structures for DBAs will continue. Evaluation of plan progress to date will be conducted. **PYs25-27:** Professional development will continue to be offered and will be informed/iterated based on the evaluation of progress to date. At the end of the cycle, evaluation of results will be conducted.
Offerings	Training for Title II Data Professionals and Directors, Targeted Trainings, Technical Assistance, Professional Learning Communities, Annual Data Summit, OCABSD Meetings.
Evaluation	Will include evaluations, surveys, feedback from DBAs/directors at meetings, review of local/statewide data, review of state compliance documents, desk monitoring, use of self-study courses. May include site visits.

	DISTANCE LEARNING AND DIGITAL LITERACY
Rationale	Adult learners face multiple barriers to entering education and career training. For students whose life circumstances prevent them from visiting campus, distance learning offers a path to educational and career attainment. Distance learning programs also enable programs to share resources, such as courses and staff, across physical space, creating the potential for greater statewide collaboration. Programs are prepared to move beyond emergency remote teaching and into best practices for instruction using the multiple modalities afforded by distance learning. Students must be prepared, as well, particularly since ABS populations are disproportionately affected by the "digital divide," resulting in digital literacy skills gaps when compared to peers. Helping adult learners become digitally resilient can close those gaps so that they are equipped to complete courses, achieve maximum learning gains, and be successful in the workforce.
Goal	By the end of the five-year grant cycle, programs will be engaged in robust distance learning and digital literacy skills development so that Oregon's adult learners can leverage technology to meet their educational, career, and personal goals.
Outcomes	Programs will be equipped with best practices for developing high-quality distance learning programs that meet the needs of students Programs will implement best practices for building the digital resilience of faculty and students Faculty and staff will use best practices to deliver distance learning and computer-based assessment Programs will use best practices to prepare students for distance learning and computer-based assessment
Timeline	**PY22-23:** Re-establish working relationship with Chemeketa Community College's Center for Academic Innovation (CAI); plan for creation of "micro-level" courses on Canvas and collaborating on distance learning PD for programs and instructors. Work with directors to identify and contact local "Distance Learning Champions" who can share their practices statewide. Share technical assistance materials on distance learning and digital literacy via T2 News. Create a Distance Learning and Digital Literacy section on ABS PD page and add resources. Begin BurlingtonEnglish pilot. **PY23-24:** Learning Pathways of self-study courses on distance learning will become available on Canvas for instructors and directors. Distance Learning Champions will offer semi-regular sessions on promising practices. Workshops on distance learning will become available through CAI. A Community of Practice on Canvas will be opened for practitioners. **PY24-25:** Self-study courses on preparing students for distance learning will become available on Canvas for instructors and directors. Begin work on "Oregon-izing" DRAW's professional development materials for contextualized digital literacy instruction. Semi-regular sessions on distance learning and digital literacy will continue to be offered on an ongoing basis. Evaluation of plan progress to date will be conducted. **PYs25-27:** Self-study courses and additional materials from DRAW on contextualized digital literacy instruction will become available on Canvas. Professional development will be informed/iterated based on the evaluation of progress to date. At the end of the cycle, evaluation of results will be conducted.

DISTANCE LEARNING AND DIGITAL LITERACY	
Offerings	Oregon ABS BurlingtonEnglish Initiative, Ongoing Professional Development Sessions, Targeted Contracted Trainings, Technical Assistance, Self-Study Courses, Community of Practice.
Evaluation	Will include evaluations, surveys, meetings with and data from the CAI, feedback from Distance Learning Champions, Burlington English reports, enrollment in distance learning programs. May include focus groups, desk monitoring, classroom observations, site visits.

INTEGRATED EDUCATION AND TRAINING (IETs)	
Rationale	Integrated education and training provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training in a specific occupation or occupational cluster for the purpose of educational and career advancement. Representing a tightening of alignment between academic courses and workforce needs, IETs are a best practice in adult education and support student entrance into career pathways that lead to well-paying employment. Programs can benefit from support in creating sustainable cohorts of IET students, particularly in rural areas; funding IETs, since the costs of these programs run high in proportion to the number of students served; and strengthening the language and linguistic development of ESL students in order for them to succeed in IET courses. Strategically addressing these challenges requires collaboration at the local, regional, and statewide level with representatives from workforce, local programs, and state leadership.
Goal	By the end of the five-year grant cycle, Oregon's Title II programs will implement evidence-based and innovative strategies to develop IET models that meet the career and educational needs of Oregon's adult learners and align with the state's economic needs.
Outcomes	Programs are able to develop IET programs that serve the needs of their students and communities Programs are able to recruit and retain cohorts of IET participants, either independently or using regional and/or statewide models Programs are able to align and integrate their IET programs with career pathways Programs are able to support students with developing language and/or literacy skills through entrance into and successful completion of their IET programs
Timeline	**PY22-23:** Launch BurlingtonEnglish pilot. Begin strategizing for regional and statewide IET models. Cohort of state and local members participate in NRS Training on marketing and outreach. **PY23-24:** Form Regional/Statewide IET Working Group to support the planning and design of regional and statewide IET models. Professional development based on NRS Training re: marketing, outreach, launch. **PY24-25:** IET Design Camp self-study courses available as a Learning Pathway on Canvas. PD based on NRS training becomes available on Canvas. Evaluation of plan progress to date will be conducted. **PYs25-27:** Professional development will continue to be offered and will be informed/iterated based on the evaluation of progress to date. At the end of the cycle, evaluation of results will be conducted.
Offerings	Oregon ABS BurlingtonEnglish Initiative, Technical Assistance, Self-Study Courses, Community of Practice, Targeted Contracted Trainings, Regional/Statewide IET Working Group.
Evaluation	Will include feedback from directors, instructors, and workforce representatives; review of enrollment and completion/certification data; review of annual compliance documents; use of self-study courses. May include site visits and review of additional employment data.

MOTIVATING AND ENGAGING ADULT LEARNERS	
Rationale	To achieve its adult educational goal, Oregon aims to train and educate more adults, particularly underserved populations, to earn new credentials to meet workforce demands. The 2022 NCHEMS report recognized that "students and learners from currently and historically underserved communities represent Oregon's best opportunity to improve overall educational outcomes," and that "[o]ur ability to meet the needs of this increasingly diverse population is critical to successfully reach our State education goals" (p. 37). We must also recognize that the adult education student population is diverse in ways beyond race, ethnicity, language, and socioeconomic status; for example, programs must be prepared to effectively welcome and support adults with learning differences, who have experienced trauma, who have disabilities, and/or who have had limited or interrupted formal education. The importance of this work is such that the LINCS Adult Education Teacher Competencies (2019) have identified the ability to motivate and engage learners as one of four areas of knowledge and skills that adult educators must possess in order to improve student learning.
Goal	By the end of the five-year grant cycle, programs will be equipped with best practices to support Oregon's rapidly diversifying population of adult learners and foster thriving communities statewide.
Outcomes	Programs will be able to use evidence-based and innovative practices to motivate and engage the adult learners in their communities Programs will be culturally-responsive in their practices and instruction Programs will be able to implement best practices for supporting students with additional learning needs, such as students with learning differences and/or who have experienced trauma Instructors will be able to use differentiation strategies to support the individual learning needs of students in their classrooms
Timeline	**PY22-23:** Identify resources that promote best practices for motivating and engaging adult learners, and share them with the field through T2 News, monthly Directors' Calls, and other appropriate channels. Curate resources that will be shared on a statewide community of practice. **PY23-24:** Share, and continue curating, resources on the statewide community of practice on Canvas. "Oregon-ize" a selection of materials for sharing with the field. **PY24-25:** Self-study courses become available as a "Learning Pathway" on Canvas. Hold regular, ongoing sessions sharing best and promising practices on topics such as differentiation, trauma-informed practices, accessibility, and culturally-responsive practices. Evaluation of plan progress to date will be conducted. **PYs25-27:** Professional development will continue to be offered and will be informed/iterated based on the evaluation of progress to date. At the end of the cycle, evaluation of results will be conducted.
Offerings	Ongoing Professional Development Sessions, Community of Practice, Self-Study courses, Targeted Contracted Trainings.
Evaluation	Will include evaluations, surveys, feedback from students, use of self-study courses, conversations with program members. May include desk monitoring, classroom observation, and site visits.

5. WIOA Combined State Plan and Activities

The **Oregon 2020-2023 WIOA Combined State Plan** describes how the state intends to use funds to carry out required State Leadership activities related to professional development.

Extracts from current WIOA Combined State Plan

CCWD will pursue the following *required* State Leadership Activities under this section of 223 of WIOA:

Alignment with other core programs. Activities will include but may not be limited to:

- Explore the potential revision of Oregon Pathways to Adult Basic Skills (OPABS) and expansion of I—BEST and VESL models that integrate education and training
- Participation and active engagement in the Oregon Workforce Systems Executive Team (WSET). The team is a partnership consisting of the Workforce Innovation and Opportunity Act (WIOA) Program Directors that are committed to an aligned vision of the workforce system and that seeks to collectively serve business and program participants across programs and funding streams and is supported by agency executives and the Governor's office. WSET will continue to work together to integrate all programs in the public workforce system to reduce duplication and lift families out of poverty. The State Director will continue to work with Career and Technical Education leaderships throughout the state to develop seamless transitions for WIOA Title II students into career pathways.
- Continue to support for the development of instructional content and models for career pathways

Establishment of high-quality PD. Activities will include but may not be limited to:

- Exploration and collaboration in the development of standardized components of an adult education and literacy orientation process with identified learning outcomes
- Continued maintenance and updating to the professional development framework for the state that outlines required professional development activities in the areas of assessment, data collection, reporting and use, OACCRS and Program Administration. These activities will be outlined in the Oregon Adult Basic Skills Policy Manual.

Provision of Technical Assistance. Activities will include but may not be limited to:

- Provide technical assistance to eligible providers on strategies to achieve negotiated targets on the primary indicators of performance and other identified areas of compliance.
- Provide support to meet WIOA data collection and reporting requirements.

Monitoring and evaluation. Activities will include but may not be limited to:

- CCWD will communicate to programs their responsibilities related to compliance with the award terms and conditions via multiple methods including training for new and continuing programs and by describing responsibilities in the Oregon ABS Policy Manual. In addition, CCWD will annually assess the risk of programs and conduct both desk and onsite monitoring to ensure compliance with federal regulations and grant conditions. Program Improvement Plans will be developed and technical assistance provided

CCWD will pursue the following *permissible* State Leadership Activities under this section of 223 of WIOA:

- To promote transition of adult education students to employment and/or postsecondary education, CCWD will fund the development of instructional content and models for career pathways. CCWD will explore the revision

of OPABS and support the expansion of I—BEST and VESL models that integrate education and training as a method to facilitate student transition.

- Technical assistance to eligible providers will include support for developing and implementing strategies to achieve measurable progress toward the state adjusted performance measures
- Exploration and collaboration in the development of standardized components of an adult education and literacy orientation process with identified learning outcomes
- Development of Professional Development materials that are based upon state and local program needs in order to improve and/or ensure program quality and compliance.
- Support state and local participation in professional development at state and local meetings and conferences.

Oregon's Professional Development Activities Address WIOA State Leadership Activities

WIOA Required Activities

WIOA Required Activities	Oregon ABS Policy Manual	Opportunities for Learning and Development	Resources to Support
1. Alignment of adult education and literacy activities with other core programs and one-stop partners to implement strategies identified in the unified or combined State plan including development of career pathways to provide access to employment and training services for adult education participants.	Section 5.6 See also: Sections 1 and 5.1	State ABS Team quarterly meetings with all OCABSD members State ABS Team quarterly meetings with all OPA members Presence of statewide Career Pathways Analyst on State ABS Team Statewide Career Pathways Orientation	State ABS Team monthly meetings with Executive Committee of Oregon Council of Adult Basic Skills Development (OCABSD) State ABS Team monthly meetings with Executive Committee of Oregon Pathways Alliance (OPA) State ABS Team weekly meetings
2. Establish or operate high-quality professional development programs to improve adult education instruction including: • Incorporating essential components of reading instruction • Instruction related to specific needs of adult learners • Instruction provided by volunteers or other personnel • Dissemination of information about models and promising practices.	Section 4 See also: Section 5.1; Section 6, Background; Section 7.8; Sections 8.2 and 8.3	Adult Education Module and Workbook Oregon ABS Learning Standards Orientation Oregon ABS Learning Standards Modules and Workbooks Standards-based Professional Learning Communities (local and statewide) Local and/or Specialized Learning Standards Workshops (e.g., Learning Standards Alignment Workshop) Standards-in-Action Training "From the Field" Professional Learning Sessions Annual ABS Conference and/or Training Summit Oregon Adult Education Learning Pathways and Community of Practice	State ABS Professional Development Page • Professional Development Calendar, Handbook, and Self-Assessment Tool • Oregon ABS Learning Standards Handbooks (Language Arts, ESL, Math) • Published guidance, resources, and activities for standards-based PLCs • Sample standards-aligned course outlines Learning Standards Trainers under contract to provide content expertise and facilitate workshops Canvas LMS and Instructional Design expertise via contract with Chemeketa Community College Center for Academic Innovation

WIOA Required Activities	Oregon ABS Policy Manual	Opportunities for Learning and Development	Resources to Support
		BurlingtonEnglish Essential Teacher Trainings, Administrator Trainings Teaching Skills that Matter (TSTM)	
3. Provision of technical assistance to local providers receiving funds including: • Development and dissemination of instructional and programmatic practices based on best available research in reading, writing, speaking, mathematics, English language acquisition, distance education, and staff training • Role of local providers as one-stop partners • Assistance in the use of technology for staff training and improving system efficiencies.	Section 5	Learning Standards Professional Learning & Development (see above) "From the Field" Professional Learning Sessions Oregon Adult Education Learning Pathways and Community of Practice Annual Data Summit Statewide Adult Basic Skills Orientation Statewide Career Pathways Orientation Oregon ABS Marketing Workshops	State ABS Professional Development Page • Oregon ABS Learning Standards • Professional Learning Communities • BurlingtonEnglish • Teaching Skills that Matter • Distance Learning and Digital Literacy Canvas LMS and Instructional Design expertise via contract with Chemeketa Community College Center for Academic Innovation LINCS: Community, Courses, and Resources for Adult Education NRS Marketing Materials, Oregon ABS Social Media Toolkit
4. Monitoring and evaluation of the quality of, and improvement in, adult education. Dissemination of information about models and proven, or promising, practices within the State.	Section 8	Annual Risk Assessment followed by in-person or virtual site visit by State Team Compliance Specialist. Guidance in how to complete Performance Improvement Plan as necessary.	State ABS Resources Page

WIOA Permissible Activities

WIOA Permissible Activities	Oregon ABS Policy Manual	Opportunities for Learning and Development	Resources to Support
a) The support of State or regional networks of literacy resource centers.	**Not in WIOA Combined State Plan**		
b) The development and implementation of technology applications, translation technology, or distance education, including professional development to support the use of instructional technology.	**Not in WIOA Combined State Plan**		
c) Developing and disseminating curricula, including curricula incorporating the essential components of reading instruction as such components relate to adults.	Sections 5.1 and 5.2	Learning Standards Professional Learning & Development (see WIOA Required Activities table) Oregon Adult Education Learning Pathways and Community of Practice Standards-in-Action Training "From the Field" Professional Learning Sessions	College and Career Readiness Standards materials KET (Kentucky Education's online introduction to the CCRS for adult literacy, basic education, and GED®) LINCS: Community, Courses, and Resources for Adult Education Canvas LMS and Instructional Design via contract with Chemeketa Community College Center for Academic Innovation
d) Developing content and models for integrated education and training and career pathways. H.R. 803—192	Sections 5.6 and 5.10	OCTAE IET Design Camp Regional/Statewide IET Working Group Oregon Adult Education Learning Pathways and Community of Practice Statewide Career Pathways Orientation "From the Field" Professional Learning Sessions	State ABS Resources page: • IET Design Toolkit • IET Defined (Mortrude) • IET Planning Guide (Clyde) • IET Design Camp Toolkit • OR 2019 IET Summit Resource Guide Canvas LMS and Instructional Design expertise via contract with Chemeketa Community College Center for Academic Innovation Oregon Council of Adult Basic Skills Directors (OCABSD) and Oregon Pathways Alliance (OPA)

WIOA Permissible Activities	Oregon ABS Policy Manual	Opportunities for Learning and Development	Resources to Support
e) The provision of assistance to eligible providers in developing and implementing programs that achieve the objectives of this title and in measuring the progress of those programs in achieving such objectives, including meeting the State adjusted levels of performance described in section 116(b)(3).	Section 3	NRS Training Modules (data quality and use) Statewide Remote Proctoring System (for CASAS pre- and post-testing) BEST Plus 2.0 Certification Training Data Professionals Monthly Meeting with State ABS Team Annual Data Summit Professional development and/or technical assistance on: • utilizing student and program data • regional/statewide IET development • marketing and orientation • distance learning and digital literacy training for programs • motivating and engaging adult learners	State ABS Resources Page and State ABS Professional Development Page NRSweb.org State BEST Plus 2.0 Trainer Canvas LMS and Instructional Design expertise via contract with Chemeketa Community College Center for Academic Innovation
f) The development and implementation of a system to assist in the transition from adult education to post-secondary education, including linkages with postsecondary educational institutions or institutions of higher education.	**Not in WIOA Combined State Plan**		
g) Integration of literacy and English language instruction with occupational skill training, including promoting linkages with employers.	**Not in WIOA Combined State Plan**		

WIOA Permissible Activities	Oregon ABS Policy Manual	Opportunities for Learning and Development	Resources to Support
h) Activities to promote workplace adult education and literacy activities	**Not in WIOA Combined State Plan**		
i) Identifying curriculum frameworks and aligning rigorous content standards that— (i) specify what adult learners should know and be able to do in the areas of reading and language arts, mathematics, and English language acquisition; and (ii) take into consideration the following: (I) State adopted academic standards. (II) The current adult skills and literacy assessments used in the State or outlying area. (III) The primary indicators of performance described in section 116. (IV) Standards and academic requirements for enrollment in nonremedial, for-credit courses in postsecondary educational institutions or institutions of higher education supported by the State or outlying area. (V) Where appropriate, the content of occupational and industry skill standards widely used by business and industry in the State or outlying area.	Section 4, Section 5	Learning Standards Professional Learning & Development (see WIOA Required Activities table) Professional development and/or technical assistance on developing SSLOs for IETs Oregon Adult Education Learning Pathways and Community of Practice "From the Field" ongoing PD sessions by state learning standards trainers Standards-in-Action Training BurlingtonEnglish Essential Teacher Training, Administrator Training CASAS Instructional Implementation and Resources	State ABS Resources Page and State ABS Professional Development Page Learning Standards Trainers under contract to CCWD to provide content expertise Regional/Statewide IET Working Group Canvas LMS and Instructional Design expertise via contract with Chemeketa Community College Center for Academic Innovation Training.casas.org
j) The development and implementation of programs and services to meet the needs of adult learners with learning disabilities or English language learners, which may include new and promising assessment tools and strategies that are based on scientifically valid	**Not in WIOA Combined State Plan**		

WIOA Permissible Activities	Oregon ABS Policy Manual	Opportunities for Learning and Development	Resources to Support
research, where appropriate, and identify the needs and capture the gains of such students at the lowest achievement levels.			
k) Outreach to instructors, students, and employers.	**Not in WIOA Combined State Plan**		
l) Other activities of statewide significance that promote the purpose of this title	**Not in WIOA Combined State Plan**		

References

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