

Oregon Dept. of Community Colleges and Workforce Development (CCWD)
Title II Annual Narrative Report
2009-10

I. Successful Activities, Programs, and Projects Supported with State Leadership Funds

A. State Accountability System

1. **Accountability Policy and Procedures Manual.** Oregon's performance accountability system manual is reviewed and revised annually to align with changes in state and federal policy and practice. State assessment policy was approved by OVAE on June 11, 2009.
2. **Technical Assistance.** The annual NRS data-focused Oregon Council of Adult Basic Skills Development (OCABSD) meeting was held February 2010, and was attended by representatives from 100% of funded programs. Additionally, statewide technical trainings were conducted in the July 2009 and April 2010 OCABSD meetings. The July training covered the use of data for prioritizing, and the April training discussed the strategic approach to performance target.
3. **Database Administrator Group (DBA).** Meetings were held with database administrators from all funded programs four times during the 2009-10 program year. These meetings provide valuable professional development opportunities in accountability and leadership for the meeting participants. This year, the group focused on improving data quality by making pre- and post-testing processes more consistent. The group also received training in the use of assessment data to improve instruction, and making more effective use of MIS.
4. **Accountability System Support.** Local providers received technical assistance to support reliable individual student accountability systems.
5. **Part-Time Accountability Trainer.** One additional part-time staff continues to provide on-site, electronic, and phone assistance to new field staff.
6. **CASAS Summer Institute.** Three state staff attended the CASAS Summer Institute, CASAS National Policy Consortium meetings, and the CASAS Writing Policy Consortium Meeting. Participants received current research information and resources on targeted assessment and instructional topics, i.e., CASAS tools, best practices, and new products.
7. **Assessment Certifications/Recertifications.** In addition to the initial certification, all test administrators must be re-certified after a specified interval. For example, CASAS test administrators receive annual refreshers and must be recertified every four years. The Best Plus and CASAS Functional Writing Assessment must be recertified each year. In 2009-2010 the following assessment certifications and re-certifications occurred: Certifications: Best Plus (15), CASAS I (110); CASAS FWA (18). Re-certifications: Best Plus (94); CASAS I (62); and CASAS FWA (80).
8. **Accountability Policy Development.** Oregon's accountability policy was revised based on OVAE guidance to clarify federal and state assessment and data collection and reporting requirements. Programs are required to complete a local version of the NRS State Data Quality Standards Checklist and provide documentation of some local policies and practices.
9. **Program Directors and State Staff.** The state hosts an annual training for local program administrators to train staff on performance data analysis, strategic planning, and evaluation. The training session includes an in-depth analysis of raw data (completeness of data export); special programs performance by individual provider; and

local, state, and federal performance by measures (compares performance and intensity between programs). In 2008-09, data training was made part of each of the local directors' council meetings to ensure ongoing, intentional focus on program data. These sessions continued in 2009-10 and are used to inform development of the local program Strategic Framework, the Title II planning and evaluation tool adopted by the State in 2008-09.

10. **Reporting Calendar and Reporting Requirements.** Oregon's Reporting Calendar is revised annually to align with state and federal policy changes. The document includes: a detailed calendar of events and deadlines; a list of resources that aids programs in continuous improvement, report writing, and program planning and evaluation—the strategic framework; an outline of the requirements for grant reports; and sample forms. The Reporting Calendar is developed and reviewed with program directors at their spring council meeting, and the document is distributed on the agency website.
11. **Collection and Reporting Changes.** Oregon completely phased out the use of outdated assessments for 2009-10 NRS reporting. These discontinued assessments are CASAS appraisal Form 20, CASAS Life Skills Listening Series and Oregon Holistically Scored Writing Assessments. Oregon also implemented the State Assessment policy that mandates that funded programs adhere to the test publishers' recommended minimum hours of instruction between pre- and post-tests.
12. **CASAS Functional Writing Assessment Written Prompt.** Oregon continued discussions with the CASAS Consortium regarding a new holistically scored written prompt assessment for writing.
13. **CASAS National Postsecondary Transition Study II.** Oregon participated in this study to support the successful transition of adult learners from adult education programs to postsecondary education. The results of the study will assist states and local adult education programs in setting appropriate performance levels that enable adult education learners from ABE, ESL, and ASE programs to successfully transition to postsecondary education.

B. Oregon Professional Development System (OPDS)

1. **OPDS Vision, Mission, and System Description.** The system reflects a comprehensive approach to Adult Basic Skills (ABS) professional development administered through workshops, conferences, training, certification, special projects, and technical assistance. Content and format of services are annually updated to incorporate new research and promising practices in the field of ABS. The State engages in a comprehensive planning process to identify and develop an annual plan of work. OPDS facilitates development of workshops and training, manages logistics, and often provides an on-site facilitator for training-related events.
2. **Professional Development Training Highlights.**
 - a) In 2009-2010, OPDS offered 16 workshops attended by 236 participants on a variety of assessment and instructional training topics. Workshops are provided in formats which encourage reflection, analysis, and generalization from experiences. Assessment training consisted of sessions ranging from six to 12 hours. Instructional training consisted of intensive one-, two-, and three-day sessions, some blended with distance education. Fees for workshops are based on actual costs.
 - b) OPDS has established a web presence on the Oregon State University College of Education website where practitioners have easy access to our calendar, policies, and resources. (<http://oregonstate.edu/education/wcccd/opds.html>)
 - c) **Assessment Certification Workshops.** Oregon requires State certification in order to administer and score State-approved assessment tools for state and federal reporting. During 2009-2010, OPDS delivered *Implementing CASAS I—Math, Reading, and*

Listening, BEST Plus, and CASAS Functional Writing Assessment Picture Prompt, (90 Title II participants, plus 8 Department of Corrections, 7 K-12, 3 Tutoring, 31 Title 1B/One-Stop, and 3 Other participants).

- d) **Recertifications.** Oregon requires annual recertification for the *BEST Plus* and *CASAS Functional Writing Assessment Picture Prompt*. The *BEST Plus* mail-in activity was successfully completed by 94 participants. Eighty participants were recertified through the *CASAS Functional Writing Assessment Picture Prompt* mail-in activity. Oregon requires *Implementing CASAS I* Recertification every four years and offers recertification through workshop attendance or mail-in activity. A combined total of 62 participants were recertified for *Implementing CASAS I*.

C. Instructional Leadership Initiatives

1. **Oregon ABS Distance Learning Taskforce.** In 2009-10, the Oregon Technology ABS Advisory Group (OTAAG) re-evaluated its focus and expanded to become the Oregon Distance Learning Taskforce. The purpose of this state-wide taskforce is to develop a Distance Learning Policy for Title II programs. The Oregon Distance Learning Taskforce has representatives from ABS programs across the state, urban, rural, large and small, to ensure that the policy reflects the needs of the students across the state. The Distance Learning Taskforce will have a formal policy in place by July 1, 2011.
2. **Literacy Instruction for Tutors (LIFT) Initiative.** A state-wide training on Phase I: Literacy Instruction for Tutors (LIFT) Modules, Blocks 1 and 2, occurred on February 12, 2010. The Phase I LIFT Tutor Training Modules were developed in two training blocks. Block 1 comprised four modules with the overarching theme of “Understanding Students.” Block 2 consisted of three modules focused on instruction. The LIFT Modules are hosted on the Oregon Professional Development System website and are available for download by all programs.
3. **Learning Standards Project.** Draft versions of the Oregon Adult Basic Skills Learning Standard Frameworks for Math, Reading, Listening, and Speaking were completed in summer 2009. Through fall 2009 and winter 2010, more than 75 Adult Basic Skills practitioners from 14 programs and the Dept. of Corrections took part in the a pilot of the Learning Standards. During the pilot, extensive instructional and programmatic data were collected from participants, and an expert review panel examined the frameworks, providing evaluation and feedback. In spring 2010, following completion of the pilot and a review of the project, including compilation and analysis of data collected as well as suggestions for revision, the Oregon Council of Adult Basic Skills Development (OCABSD) unanimously adopted the Standards and approved moving forward with implementation. Revision of the draft Standards began immediately and was completed over the summer. The Steering Committee met in May 2010 to develop a 5-year framework for phasing in implementation, to solidify plans and options for professional development of ABS instructors and program administrators, and to outline a process for the selection and development of a cadre of practitioner-trainers. Implementation activities began in late summer 2010. The Center for Literacy Studies (University of Tennessee) continues to guide and facilitate the project and will be instrumental throughout the implementation process.
4. **Oregon Pathways for Adult Basic Skills (OPABS) Transition to Education and Work Initiative.** The State continued to support this project at a very high level. The five OPABS courses (Bridge Math, Bridge Writing, Pre-Bridge Writing, Bridge Reading, Pre-Bridge Reading) and three advising modules (Financial Aid, College Application, College Placement Testing) were made accessible to all ABS programs in Oregon as the project entered into an “interim implementation” phase. Formal institutes on OPABS systems planning and instruction were offered to ABS instructors and

administrators in September and December 2009. In April 2010, a group of new ABS directors requested technical assistance from the State to form a working group focused on accelerating their understanding of OPABS and planning for its inclusion in their local programming. By the end of the 2010 program year, instructors and administrators from 11 of 17 programs had received training in at least two of the courses/modules, and these programs offered varying configurations of OPABS programming from intermediate through transition-level ABS learners. Collection of teacher and student data continued each term courses were offered; however, this process has proved more challenging to complete outside the structure of pilot testing. Preliminary analysis of the data was done by Abt Associates, Inc. Developers continued to revise and update courses; major formatting and content modifications of courses were completed. There is need for a Pre-Bridge Math course as well as a second term of College and Career Awareness; initial planning for the process began in late June 2010. Revision of existing courses and development of new ones is an integral aspect of continuous improvement in the OPABS project. As part of the ongoing effort to more fully integrate OPABS into Career Pathways and community college systems, State Career Pathways grants provided opportunities for colleges to obtain funding to support formal OPABS-Career Pathways collaboration on the development of systems to aid student transitions to post-secondary education and work.

II. Significant Findings from the Eligible Agency's Evaluation of the Effectiveness of the Adult Education and Literacy Activities Based on the Core Indicators of Performance

Oregon has a comprehensive evaluation framework that focuses on continuous program improvement. Given that adult basic education programs are driven by both performance measures and quality of services, the State's approach to program evaluation has focused on data performance and analysis, strategic planning and evaluation, local program improvement plans and reporting, and local program site evaluation.

A. Oregon's Title II Indicators of Program Quality (IPQs)

The IPQs are the framework that establishes a base for program quality. The IPQs provide a common "language" for program design and services which are shared with workforce and community partners to better understand the importance of the role of ABS in developing a highly-skilled workforce in the State of Oregon. The state and local programs use the IPQs for program planning and for program review. The planning document, which was implemented fully in 2008-09, uses the IPQ Program Areas and Indicators to develop annual and long range planning priorities. The planning document, referred to elsewhere in the narrative report, is the Strategic Framework.

1. **Program Planning and Annual Evaluation.** During program year 2007-08, the State, with the support and involvement of the local program directors, undertook the development of a strategic framework that utilizes the IPQs to create a four year planning and annual evaluation document. The Strategic Framework, which more intentionally aligns the program planning process with the evaluation and monitoring processes, was fully implemented in program year 2008-09 and continues to serve as the annual planning and evaluation document for all Title II funded programs.
2. **Staff Development.** The IPQ document that is used for the program review and the Strategic Framework, used for annual and long range planning, are utilized at both the state and local levels to plan staff development and program improvement projects.

B. Local Program Reviews

The IPQs are also used for program review. They are the standards by which individual program performance is monitored on a regular basis through self-study, peer review, and visitation by State staff and experts. Local programs are monitored through an intensive,

week-long site evaluation every seven years. The current cycle began in program year 2008-09. The review assists programs in creating internal alignment for instruction and program development, evaluation, staff development, and program improvement. The site evaluation consists of an initial State audit of evidence submitted prior to the visit, an extensive local self-study, and finally, on-site local observations and meetings with the review team. The review team is comprised of State staff, peer instructors and administrators, workforce liaisons, and other affiliated partners. The review team observes instruction and conducts focus group discussions with college administration and internal partners, workforce and other external partners, program staff, and students. The on-site review concludes with an exit report and is formalized with a written program review report that presents commendations, recommendations and findings, and a full report that addresses each IPQ program area. Local programs use the results to inform the Strategic Framework and annual program improvement. In program year 2009-10, local program reviews were conducted at Columbia Gorge Community College, Lane Community College, Tillamook Bay Community College, and Umpqua Community College. There were Commendations and Recommendation resulting from all program reviews; there were no findings in any program. As a result of recommendations, one program subsequently requested and received local training for assessment certification and will participate in Learning Standards intensive Institutes in 2010-11; two others requested assistance with professional development through both Learning Standards and OPABS involvement.

C. Career Pathways

This program continues work across Oregon's community colleges to develop opportunities for students to move into long-term credit career pathways that are based on local labor market information. Courses are designed to articulate with credit-bearing programs. Several statewide career pathways certificate programs were developed at the community colleges to support the skill and knowledge development of community college students for transition to the workplace. As part of the ongoing effort to more fully integrate ABS into Career Pathways systems, current State Career Pathways grants have included options for funding to support collaborative efforts between ABS programs and broader college Career Pathways activities/systems development. (see I.C.4 OPABS above).

D. Local Program Statistical Reports and Data Analysis

Local programs have ongoing data analysis and program improvement opportunities through their performance management software, data quality checklist, database administrators' training, ongoing State training, and annual reporting requirements. Each June, programs submit a strategic framework, an evidence-based program evaluation coupled with a detailed program improvement plan for the next year. In August, local providers submit their federal statistical tables, and the local data quality standards checklist. This process enables local programs to identify and correct data anomalies. Local program directors also identify common performance issues that the OCABSD and State staff address collectively throughout the year. Issues identified include:

1. **Intentional Use of Data.** Oregon placed emphasis on intentional and purposeful use of the data. We devoted a significant portion of time on data training at each quarterly OCABSD meeting.
2. **Data Collection and Reporting.** The local programs collect and enter the data in the MIS in an ongoing basis. The locally collected data are uploaded to the State every quarter for state-level analysis. The State examines the data quarterly for data quality and to identify opportunities for improvement in the state accountability system.
3. **Reports and Analysis.** A variety of reports continued to be developed and refined for state and local analysis. Reports, by instructional program, included a historical look at enrollment numbers, instructional hours, performance, and pre/post test rates. A new

report created for performance-based funding also provides an opportunity for data analysis by providing up-to-date census data on local target populations to contextualize local performance.

4. **Staff Turnover.** Programs strive to maintain consistent training and certification of staff in spite of limited resources and staff turnover.

E. State Data Analysis

The State provides technical assistance, facilitates State committees on assessment and data, and engages in ongoing data analysis to supplement annual training in order to ensure accurate data collection and reporting. State data analysis begins with the export of local program data in July. Initial analysis of the State-aggregated database includes a review of a TOPSpro *Federal Tables Summary Audit Report*. Elements of the audit report identify the total “selected” students available; the number of students dropped, based on nine “drop reasons;” and establishes the number of students who “qualify” for the Title II Federal Report. Similar reports are developed for each grant type: Comprehensive Services, EL/Civics, Corrections, and Outreach Tutoring. Broad findings in data analysis include:

1. **Instructional Hours, Enrollment, and Attendance Hours.** The demand for Adult Basic Education services remained very high in the 2008-09 program year. In 2008-09, Oregon had an 8% increase in enrollment compared to the previous year, which was a significant increase over the previous year. Enrollment in 2009-10 remained at the same high level. Although there was a slight decrease in enrollment in 2009-10, this decrease was largely due to a change in the MIS reporting methodology. For the 2009-10 reporting year, Oregon’s MIS vender made changes to MIS reporting methodology to comply more closely with the OVAE guidance. If MIS methodology remained consistent, in 2009-10 it was the same or higher than 2008-09. The total attendance hour was 100,000 hours higher than the previous year. The higher total hours reflect the effort of funded programs to retain students longer for post-testing.
2. **Skill Gains.** Oregon met or exceeded State performance target in 2 of 11 Educational Functioning Levels. Oregon foresaw performance decline when we implemented the new strict Assessment policy that mandates that all funded programs adhere to test publishers’ recommended minimum instructional hours between pre- and post-testing. The performance declines, however, were not as bad as originally predicted for most levels. For example, at the beginning of the program year, we were predicting 38% completion rate for ABE Beginning Literacy (42% actual), and 38% completion rate for ABE Beginning Basic (41% actual). These better-than-expected performances were results of a State-wide focus throughout the year to overcome the shortcoming of the new Oregon Assessment policy requirements. Our effort is also evident in pre- and post-test rates, which showed only a limited 6% decline to 56%. Given the fact that in 2008-09, 16% of students who received pre- and post-tests were tested before the minimum, the limited decline in pre- and post-test rate is notable. The results of Table 4B show that among the students who were pre- and post-tested, performances are generally consistent with the previous year.
3. **Outcome Measures.** Oregon’s Job Placement performance was 18% below the performance target (9% below 2008-09 actual) and Job Retention performance was 9% below the performance target (4% below 2008-09 actual). When these students exited out of the program, they were facing the worst part the recent recession. Oregon’s State funding continues to trend downward; and although Oregon’s economic outlook is improving, it is too slow to stop the downward trend. In this economic environment, full development and dissemination of Integrated Education and Training programs such as our OPABS is one of our highest priorities. Our performance result for Transition to

Post-Secondary Education and Training is the reflection of that priority. Our performance is 46%, 3% above our state target.

4. **Data Collection and Reporting.** The data collection and reporting system continues to mature at the state and local levels. Program reviews, performance accountability training, technical assistance, targeted training, and website training have had a positive impact on the system. The expertise and skills of dedicated accountability staff strongly contribute to continued growth in this area.

III. Integration of Activities Sponsored under Title II with Other Adult Education, Career Development, and Employment and Training Activities

A. State Integration

1. **Oregon Unified State Plan Revision.** A State planners' workgroup convened to discuss WIA reauthorization and prepare for the next Oregon Unified State Plan. Title II and Title IB staff partnered to revise the State's Unified State Plan to extend Title II activities and negotiate performance for an additional year, 2009-10.
2. **ABS Pathways Implementation Plan.** Approved in 2005-06, work on OPABS began in 2006-07 with six community colleges participating in the research and development of courses and advising modules targeting intermediate-level to transition-level basic skills learners for instruction in reading, writing, or math, through the use of content-based, contextualized instruction in career-specific occupational area courses. The OPABS courses are benchmarked to credit offerings in certificate and degree programs at local colleges. The advising modules are designed to assist learners in understanding systems involved in transition to post-secondary: financial aid, college placement testing, and application to college. Although the original timeline set 2007-08 as the time frame for pilot testing, development of draft versions of the five courses and three advising modules was not completed until winter/spring 2009. The State continues to support OPABS programs in the development of student plans and experiences that include referrals to one-stops as an important aspect of this initiative. In 2009-10 several trainings and other activities were conducted to increase participation in OPABS. By the end of the program year, 11 programs were offering OPABS courses and working to build systems necessary to support student transitions to post-secondary education/training and work.
3. **Adult Education Funding Formula.** In 2007, a performance-based funding model was recommended by MPR Associates and endorsed by the OCABSD. The local ABS directors who comprise this group are responsible for implementation of Title II funding. Phase one of the performance-based funding model was implemented in 2008-09. This funding formula will be fully implemented in three years. The model *includes* the basic comprehensive grant, tutoring grant, community corrections grant, and program improvement and accountability set asides, and *excludes* EL/Civics. 2009-10 represents the second year of a three year phase-in of the funding model. The EL/Civics performance-based funding model has yet to be developed.
4. **Oregon Dislocated Worker Services.** Title II programs continue to partner with Title IB providers to meet the needs of dislocated workers across the state, many of whom are non-native speakers of English.
5. **National and State Workforce and Education Workgroups.** State Title II staff serves on a variety of State work groups targeting One-Stop, Literacy, and WIA implementation strategies. 2008-09 participation included the Pathways to Advancement Teams, the Career Readiness Certificate State Advisory and Implementation Committees, and the Oregon Department of Education (ODE) Literacy Leadership State Steering Committee.

6. **State Special Reports.** Title II collaborates with other state agencies and programs to produce special reports and respond to public and legislative requests. Surveys and reports from this year include the State PRISM reports through the Oregon Employment Department, Oregon key performance and benchmark reports, the Oregon WIA Annual Report for Titles I and II, a tuition and fees survey, developmental education/post-secondary remedial education connections, and legislative reports. Additionally, during the 2009-10 program year, the State Director made presentations to the State Board of Education on the Oregon Pathways for Adult Basic Skills Initiative.
7. **Oregon Council of Adult Basic Skills Development (OCABSD).**
 - a) **Advocacy:** The council provides statewide leadership for the local Title II programs and responds to State requests for recommendations on policy and priorities for statewide initiatives in support of continuous program improvement.
 - b) **Awards:** The council presents two awards annually: ABS Leader of the Year and ABS Instructor of the Year. This year's awards were made to a former ABS Director from Umpqua Community College and a faculty member at Portland Community College.
8. **Representation.** The CCWD Commissioner represents Title II on the Oregon Workforce Investment Board (OWIB) and the Oregon State Board of Education. Presentations and reports to these boards concern basic skills issues and strategies. During the 2008-09 program year, the State Director made presentations to the State Board of Education on *Postsecondary Remedial Education in the Community Colleges* and on *Working Oregonians Who Have Not Completed High School*. A local program director and CCWD's State Youth Policy Liaison represent Title II on the State Youth Council.
9. **State and Federal Common Measures.** Oregon has identified system-wide shared performance measures which include the five core Title II performance measures. Assessment of basic skills is a system-wide shared performance measure for all partners.
10. **Agency Structure.** The agency structure reflects program areas in Literacy, which includes Title II; Workforce, which includes WIA Title IB, and Community Colleges, providing opportunities for program integration. In 2009-10 the agency was restructured to create the position of Director, Education Division. The Director, who is also the State ABS Director, manages all community college programs, including program approval, post-secondary Perkins funds, the State GED office, and Career Pathways.
11. **One Stop Resources.** State-level Title IB and Title II resources were targeted to support One Stop implementation such as increasing access to assessment and instructional training opportunities.

B. Local Integration

In Oregon, local unified plans were submitted by workforce region. All Title II providers were required partners in the planning and application process and were identified in the *Unified State Plan*.

1. **Community Partners.** In addition to workforce partners, Title II grantees have partnered with a variety of community-based, faith-based, city, county, and other state agencies to provide instruction. Each partner contributes resources to provide instruction on site. Partnerships include community corrections facilities, State correctional facilities, local literacy councils, and a variety of churches, senior centers, libraries, and other community centers.
2. **Board Membership.** In the local unified plan, Local Workforce Investment Board membership was listed; state staff determined that Title II was clearly represented on the local boards.

3. **Memoranda of Understanding.** Each local unified plan included a negotiated Memorandum of Understanding signed by all partners for the One-Stop. Title II providers or colleges were represented.
4. **Core Services.** For core services, information on adult education services is provided in each One-Stop and clearly identified on One-Stop websites. Initial basic skill assessment is a core service at many One-Stop sites.
5. **Intensive Services.** For intensive services, Title II is viewed as an integral partner in all One-Stop Centers. Several regions have basic skills training in the physical center. All have Title II programs available as an ancillary service.
6. **Training Services.** Training services under WIA require basic skills to be part of occupational skills, workforce readiness, or some other service combination.
7. **Funding.** In Oregon, Title II funds are an integral part of the WorkSource Oregon delivery system and, therefore, cannot be reported separately. Title II services provided in WorkSource Centers include ABE, ESL, GED, workforce readiness, Career Readiness Certificate and basic computer literacy.

IV. Successful Activities and Services Supported with EL/Civics Funds, Number of Learners Served, and Number of Funded Programs

During 2009-10, the twelve EL/Civics programs in Oregon provided services to 2,227 students with an average of 115 hours of instruction per student. Programs continued to enhance instruction using partnerships, increased community involvement and interaction, and technology.

A. Program Development and Growth

1. **Audiences.** As in previous years, the Oregon EL/Civics program continued to serve the following constituents: limited-English-proficient students who are parents of elementary students, are preparing for the US Citizenship Exam, have non-standard work schedules, and are enrolled in college transition-level ESL classes. New audiences were reached through the addition of classes at several outreach sites, as programs expanded to more services areas within their districts.
2. **Instructional Planning/Collaboration.** Oregon continued to use the Planning Guide as a tool for assisting instructors in intentionally integrating civic objectives and language and literacy objectives into instruction. Both program instructors and administrators report high levels of satisfaction with the Planning Guide as a framework for instruction and program planning. In 2009-10 programs continued to collaborate on projects across colleges via on-line communication sites to cross-college instructional planning for shared civic objectives. Additionally, EL/Civics instructors participated in the state-wide ABS Learning Standards Pilot. As a result, many instructors made changes to the way instruction was delivered while addressing the civic objectives outlined in the Planning Guide.
3. **Instructional Activities.** The Planning Guide was used as the framework for instruction. Additionally, instructors began to incorporate the ABS Learning Standards into instruction. The combination of using the Planning Guide and the Learning Standards resulted in the instructors developing more intentional student-centered activities and projects. Instructional activities continued to be enhanced through classroom speakers, field trips, and increased interaction with the community. As a result of strong connections to community, programs maintained long-term partnerships with community agencies and forged additional partnerships as new civic objectives required interaction with new community sites.
4. **Technology.** Oregon EL/Civics programs continued to integrate and expand the use of technology in curriculum and instructional delivery.

5. **Professional Development.** The EL/Civics Advisory Group continued to be an effective way for instructors from a variety of programs to represent local programs as well as shape the training activities at the regional and state-wide meetings.

B. Training

In 2009-10, instructors and coordinators from the twelve Oregon EL/Civics programs participated in three Learning Standards Pilot Institutes and one state-wide EL/Civics training.

1. **Fall 2009.** EL/Civics instructors attended Institutes 1 and 2 of the Learning Standards Pilot. The focus of Institute 1 was to understand the Learning Standards Curriculum Frameworks. The focus of Institute 2 was to articulate what it means to provide standards-based instruction and to incorporate the Standards, associated benchmarks, and sub-benchmarks into an instructional unit.
2. **Winter 2010.** Instructors attended Institute 3 of the Learning Standards Pilot where the training was focused on providing feedback on the Learning Standards documents and reviewing pilot data in order to formulate next steps in the implementation phase.
3. **Spring 2010.** During the two-day state-wide spring meeting, participants shared best practices, program successes, and challenges. They evaluated the year's work, made recommendations for the 2010-11 academic year, determined areas of instructional focus, and began to develop planning guides for the coming year and end-of-year reporting.

C. Instructor Listserv and Website

All programs contributed reports to the state-wide EL/Civics wiki in 2009-10. Instructors shared best lesson plans and instructional activities, and outlined challenges and successes related to the implementation of civic objectives. At the 2010 EL/Civics Spring Meeting, the instructors evaluated the Oregon EL/Civics wiki. Unanimously, the instructors agreed that the wiki is the appropriate platform for sharing lesson plans and instructional materials and activities. The state-wide EL/Civics listserv continues to function as a mode for disseminating information related to EL/Civics professional development, trainings and resources, whereas the wiki functions as a clearinghouse of lessons organized by year, term and civic objective.