

Washington State Narrative Report 2009-2010

A. Successful State Leadership Activities and Programs Successful in Implementing State Strategic Plan Goals

Program Year 2009-2010 Adult Basic Education activities, programs and projects supported with State Leadership funds helped the continued implementation of State Strategic Plan goals. We continue to use data collection and analysis frameworks, which include Data for Program Improvement (DPI), NRS data quality and data collection training, and our own Washington State Minimum Components of Adult Basic Education Services, Activities, and Programming to structure our State Leadership activities. This gives us three main categories of Leadership effort:

- Infrastructure Development
- Program Quality Support and Development
- New Initiatives

State Strategic Plan Goals and Professional Development Leverage Points		
<p>1. Prepare ABE students to contribute to and benefit from WA's economy by increasing learning outcomes related to work: Strategies for improving:</p> <ul style="list-style-type: none"> a. Progress and completion b. Career Pathway development and transition to work c. Transition to further training 	<p>2. Provide increased access to ABE that leads to economic self-sufficiency and a stronger workforce for the adults in WA who need it: Models and strategies for:</p> <ul style="list-style-type: none"> a. Workplace literacy b. Integrated Basic & Job Skills Training c. Distance Learning 	<p>3. Increase understanding of the importance of ABE in meeting the economic goals of WA State: Skill development for improving:</p> <ul style="list-style-type: none"> a. Ability to understand and use data to tell the ABE story b. Advocacy and information sharing

Our specific State Leadership activities and results are described in the table below.

ACTIVITIES	DESCRIPTION	GOAL ADDRESSED	RESULTS
Infrastructure Development			
ASSESSMENT SYSTEM DEVELOPMENT – TO IMPROVE OUR KNOWLEDGE OF WHAT'S WORKING IN OUR SYSTEM AND ADDRESS WHAT NEEDS IMPROVEMENT			
CASAS Cadre Activities	Training, re-certification and support activities aimed at maintaining a standardized assessment system.	1 a	Ensured that staff in all funded programs are trained and certified and that they have support for standardized assessment questions that come up.
WA Adult Basic Education and Reporting System Training Plus (WABERS+)	Regional training for use of Washington's ABE data system	1 a	Trained WABERS+ data entry and other key staff in data-in and data-out processes and reports. Worked with provider committee on the continued development of the WABERS+ system, to include more report options for program improvement activities.
NRS Data Quality Training	Annual workshop for maintenance of quality data collection practices as part of standardized assessment system.	1 a	Implemented our revised NRS training, incorporating elements needed for the Data for Program Improvement training (see below). Trained new and continuing staff for understanding data flow, data tables, error detection and correction, and the importance of valid data. New directors and their teams of key staff were trained in face-to-face workshops. To reduce travel costs and expand access, continuing directors use online NRS training for refresher and problem-solving with key staff.
Data for Program Improvement (DPI)	Workshops for directors and key staff in analysis and use of program data for program improvement.	1 a and 3 a	Adapted from AIDDE by Judy Alamprese of Abt Associates, this workshop was developed to meet WA state needs and conditions. Data for Program Improvement (DPI) workshops include tailored input on data report access, data analysis, improvement project development and follow-through, and communication strategies. All programs are required to carry out at least one DPI project per year, and most launch the process in annual regional face-to-face workshops where they can get their data questions answered by state staff, and

ACTIVITIES	DESCRIPTION	GOAL ADDRESSED	RESULTS
			benefit from feedback from colleagues from other ABE provider agencies. New directors are required to attend these workshops with their key staff. The results of previous year projects are presented annually in regional DPI workshops, at conferences, and in year-end reports. We continued blending on-line and face-to-face strategies for appropriate content, to reduce travel costs and expand access.
Program Reviews	Review programs on-site to verify data collection and use practices. Provide technical assistance in areas identified by desk monitoring. Used Student Achievement data to identify programs that were continuously improving over a 3 year period and/or had higher than average achievement gains/student (measured by significant gains/student on CASAS).	1 a	1) Used program enrollment, persistence and performance data, desk monitoring, and DPI structures to examine pre- and post-testing and provider performance and identify areas of concern. 2) Supported review by peers of programs that show 1) year-by-year continuous improvement in student achievement and 2) above average student achievement to identify and share effective practices.
WA STATE ADULT LEARNING STANDARDS – IMPLEMENTATION OF A STANDARDS-BASED SYSTEM THAT DEFINES ABE AND ESL CONTENT AND LEVELED COMPETENCIES, ADAPTED FROM EQUIPPED FOR THE FUTURE’S (EFF) CONTENT STANDARDS AND CURRICULUM FRAMEWORKS.			
Learning Standards (LS)	Implementation of the WA Adult Learning Standards at the classroom, program and system levels.	1 a	Began Cadre training for Learning Standards (LS) for Writing (completed July 2009). Continued support of Learning Standards implementation with Cadres for Reading with Understanding for ESL, Reading with Understanding for ABE, and Math by conducting regional workshops for faculty. Cadre members continued to carry out assignments to work with their peers to implement the Learning Standards and Curriculum Frameworks in their local curricula. Supported implementation of LS for Writing by convening a workshop to train cadre to work with peers on using the Learning Standards to identify anchor papers for each level of ABE and ESL. The coming years will see new Cadres formed to create and implement Learning Standards for Speaking and Listening, as well.
Numeracy	Supporting the implementation of the Learning Standards for Math and improving the instructional practices in the teaching of math.	1a	Continued delivery of workshops focusing on the andragogy of teaching math, created by Donna Curry of EFF. Approximately 40 LS Cadre and non-cadre math instructors who participated in the original workshop series, carried out assignments to share strategies with peers. Additionally, ABE staff provided math module workshops based on the original training.
Reading Instruction	Supporting the implementation of the Learning Standards for Reading and improving instruction practices in the teaching reading	1a	At the request of the Reading Cadre, we supported the development of a series of on-line and teleconferenced workshops on the andragogy of teaching reading, based on the ARCS research and in collaboration with faculty from Seattle University’s Master’s in Adult Basic Education Program. The workshops are offered at least once per year, co-developed and co-taught by a Learning Standards Readingwith Understanding Cadre member.
Writing Instruction	Supporting the implementation of the Learning Standards for Writing and improving instruction practices in the teaching writing.	1a	Researched resources for providing writing instruction workshops as was done for Reading and Math. (Landmark College will run the workshops in 2011-2012).
Program Quality Support and Development			
PROFESSIONAL DEVELOPMENT – TO PROVIDE INFORMATION AND SUPPORT FOR CONTINUOUS PROGRAM IMPROVEMENT			
Rendezvous Conference and Inquiry Projects	Bi-annual system-wide conference for adult basic educators. Focuses on implementing the State Plan for ABE and its goals. Mini-grants are awarded to support practitioner inquiry to follow-up on and implement ideas from the Institute.	1, 2 and 3	None in PY 2009-10; available in alternate years instead of the Staff Development Grants.
Staff Development Grants	Mini-grants that go to local programs to address plan implementation needs.	1,2, and 3	For 2009-2010, grant themes were: 1) Academic Progress: Transitions in Math and Writing 2) Intake and Orientation: Moving from Educational Interviewing to Transitions Planning 3) Transitions at Work: Workplace Basic Skills Program Development. Project reports and materials will be posted on web as open sources.
New Teachers Orientation On-Line	Provide comprehensive overview of ABE system in WA State, to complement local	1 and 2	One session was run with 17 new instructors. Faculty and their directors value this training in that it speeds up

ACTIVITIES	DESCRIPTION	GOAL ADDRESSED	RESULTS
	faculty orientation.		the rate of familiarization with the system, stimulates productive conversations internal to the program, and aids in problem solving. In addition to accessing information about the ABE system in this State, instructors were introduced to on-line learning – for many it was their first experience.
New Directors Orientation On-Line	Development of a comprehensive overview of ABE system in WA State, to complement new local director orientation.	1 and 2	The modules were run in PY 2009-10 with 14 directors and coordinators. Development continues with modularizing and updating content for PY 2010-2011 including topics and examples of Universal Design, Data for Program Improvement, WABERS+, Learning Standards implementation, and Transitions efforts.
WorkFirst (welfare reform) training events	Regional training/planning events around the state to assist colleges and partners in reporting the educational components required by new WorkFirst policies.	1 and 2	Staff worked to represent ABE in WorkFirst decision-making bodies and worked with partners in other agencies to develop and deliver training on new developments in participation counting and reports to use for course management. Staff worked with ABE providers to enhance work-context ABE services.
ADVOCACY – TO IMPROVE PROVIDERS ABILITY TO COMMUNICATE EFFECTIVELY WITH THEIR COMMUNITIES ABOUT THE IMPACT OF THEIR SERVICES			
Literacy Week Grants	Provide funds to local providers that have developed plans for Governor-designated WA State Adult Literacy Week activities.	3	All 44 funded providers carried out local message campaigns to communicate the contribution of ABE to local economies and adults in the emerging workforce. Some successes including increased recruitment of students and tutors, increased access to services to support student attendance, as well as increased community support from engaged citizens.
New Initiatives			
PILOTS – STRUCTURE FOR ANALYSIS OF FORMATS AND IMPACTS OF VARIOUS NEW STRATEGIES OF SERVICE PROVISION			
Progress towards the Tipping Point			
Transitions from Pre-college to further education or training	Cross-divisional conferences to explore and promote transitions of students from ABE to courses and programs leading to the Tipping Point and beyond (45 college level credits and a vocational certificate)	1	Convened a Transitions Summit that included college teams with representatives from ABE, Developmental Education, Academic Transfer, Workforce Development and Student Services divisions in colleges and CBOs. The agenda included presentations of system transitions data, peer meetings, and college team next steps planning.
Work Integration			
I-BEST - Integrated Basic Education and Skills Training	Data from the I-BEST demonstration pilots was analyzed for impact on students, cost structure, and strategies for replication. Data showed that ESL students were 5 times more likely to earn college credit and 15 times more likely to earn vocational certificates than their non-I-BEST peers. Based on this experience, the state legislature agreed to allow 1.75 FTE reimbursements to support programs that meet criteria created in collaboration with researchers and the pilot staff, and using the outcomes data from the demonstration projects. The new enhanced FTE took effect January 1, 2006.	1 and 2	Provided feedback to applicants for enhanced I-BEST funding. By the end of the fiscal year, there were more than 150 I-BEST programs at the 34 community and technical colleges. Worked with the Workforce Development Centers of Excellence coordinators to establish online clearinghouses for I-BEST curriculum information by occupational areas. Worked with the Center of Excellence for Education on content for workshops on I-BEST to be offered through their center. Staff also provided presentations on I-BEST at conferences around the country and via web seminars.
E-Learning			
Expanding online resources for ABE students	Training for faculty to become competent and confident online instructors.	2c	Procured 200 SLOAN-C training slots for e-learning workshops and 2e-learning certification program slots for ABE faculty.

Local ABE providers also mentioned some of their own State Leadership-related activities:

“Big Bend Community College’s Basic Skills program provides classes to place-bound students across the college’s 4,600 square mile service district. In 2009-2010, partnerships continued with Lamb Weston/Ochoa Foods to provide on-site workplace ESL classes for two shifts of plant processing workers. However, because of budgetary constraints, seven off-site classes were discontinued, and students were referred to other site locations. Using WABERS + data, as well as information from our Institutional Researcher, some highlights of our program were: We increased performance significantly

in every level of both ABE and ESL except for ABE 1 and 2. Those were down by 3% and 4% respectively. However, in looking more closely at ABE Level 1, we served only 8 students this year at this level, and of those, 4 of the 5 who post tested made a level gain.” Big Bend Community College

“Cascadia’s Basic Skills program served 677 (unduplicated headcount) students in 2009-10, an increase of 91 students over 2008-09. Further, the Basic Skills WABERS+ data indicates 18% - 22% increases in level gains, significant (CASAS score) gains, and (Student Achievement Initiative) momentum points. 2009-10 goal completions also showed significant increases over 2008-09 with 44% of students earning a GED certificate, 93% of those students with a post-secondary goal entering post-secondary education, 27% improving basic literacy skills, and 46% improving English language skills. These numbers represent increases of 3% – 35% over 2008-09 data. The percent of federally reportable students achieving significant gains in 2009-10 increased from 49% to 53% for a total of 1,054 momentum points, 190 more than in 2008-09.” Cascadia Community College

“Our program served 944 federally reportable students this year, which is a 15% enrollment increase over 2008 – 2009. EL Civics enrollment showed a small 3% increase, but there was a significant 28% enrollment increase in the number of ABE/GED students served. We attribute this enrollment increase to the slow economy and rising unemployment. Our I-BEST enrollment increased this year to 66 students who participated in Nursing Assistant-Certified, Allied Health Aide, and Computer Assisted Drafting. This is a 69% participation increase over 2008 – 2009. In June we were one of the 10 state colleges selected to pilot an I-BEST Dev(opmental) Ed bridge-to-degree program model in the CAD Certificate program.” Clover Park Technical College

“We collaborated with Workforce Education on a number of I-BEST projects in Construction Industry training, Computers, Electronics, and Networking, Business Information Technology, and Allied Health programs. We served a total of 140 students throughout the year and awarded 78 certificates with 42 individual program completions. Our average rate of persistence from quarter to quarter is 77%. Spring quarter, we served our greatest population of 103 students. We awarded 32 certificates. 80 of these students are continuing into the 2010-2011 school year. We have found that students more often than not continue up the program pathway to more education. We have been working closely with professional technical program advisory groups to develop more I-BEST programming that supports student employment opportunities.” Edmonds Community College

“Even though these are significant gains, we continue to evaluate and improve our effectiveness in teaching by looking at our program data. We improved our post-testing rates from 58% in 2008-2009 to 63% in 2009-2010. We have also increased the percentage of students completing a program level. We have increased the number of students completing a level in 10 of the 12 ABE levels.” Highline Community College

“The Work Force Education program on campus has also been very helpful in providing support for students in our I-BEST programs. I-BEST students may be eligible to obtain funding from one of the sources mentioned above, or they may qualify for Opportunity Grant funds. In addition, our college’s Education Fund also provides scholarships for basic skills students, both those in I-BEST and those working on English language and/or literacy skills.” North Seattle Community College

“Unfortunately only 711 or 57% of those students who had pre-test scores were post-tested. We are pleased to show that as an outcome of our DPI (Data for Program Improvement) project, we have reversed the steadily declining post-test percentage this past year resulting in a 2% increase. Although this is a small increase, it is a turning point for our program. Our CASAS Post-Assessment report showed the post-test percentage of ESL appears to be higher than the rates for ABE. Unfortunately, the overall percentage of post-tested students who have completed at least one NRS level sits at 42% program wide. Helping faculty to understand the correlation between the numbers of students post-tested and the number of level and significant achieved will all be a focus of our DPI project. Three ESOL faculty participated in beginning ANGEL (online classroom platform) training and have been meeting to discuss how they

can develop new tools to supplement their classes. Faculty were awarded a grant through Student Achievement funds. Several ESOL faculty plan to use the money for additional professional development activities focused on using technology in the classroom.” Olympic College

“Our QI (Quality Initiative) project for this past year, as it was the year before, was to focus on our percentages of students persisting long enough to make it to a post-test and to increase our percentages of students completing a level. In addition to this emphasis, the focus on successful transition to post-secondary education was included in our analysis of data.” Peninsula College

“The I-Best Program at Pierce College, Ft. Steilacoom realized a 15% increase in enrollment during the past year. With the intent of preparing these students with an education alongside specified training for the workforce, Business Technology, Corrections/Probation, and Early Childhood Education are the three content areas that I-BEST students pursue on the Ft. Steilacoom campus. Also housed on the Ft. Steilacoom campus is the Dean of Workforce Education and the Director of Workforce Development. Between these two positions, the Dean assesses the need for which programs are offered through I-Best and collaborates with the I-BEST program to develop them while the Director provides a direct feed of Workforce students into Basic Skills.” Pierce College

“In 2009-10, Tacoma Community House provided ESL classes from Levels 1 through 6 at two sites, serving a total of 556 students. There was a slight increase in the number of students served, which is attributable to a dramatic increase in the number of students enrolling in higher levels of ESL; this offset the drop of low level ESL student enrollment. We also saw a significant increase in NRS gains among ESL students, from 57.5% in 2008-09 to 62% in 2009-10.” Tacoma Community House

B. Significant Findings Regarding the Effectiveness of Adult Basic Education Programming During the 2008-2009 Program Year, Based on the Core Indicators of Performance

Significant Findings include:

1. Core Performance Levels: For the first time since 2004-05, Washington State did not increase overall federal performance. Our overall average stayed at 42%, the same as last year.

From 2003-04 to 2007-08, providers improved the overall actual performance rate every year. The targets negotiated for 2003-2004 and 2004-2005, however, had been based on results from the previous assessment system, which were not compatible with the Comprehensive Adult Student Assessment System (CASAS) measurements or results. We had not been allowed to renegotiate the targets to align with the new assessment system.

In 2008-09, Washington State experienced significant budget cuts, including to the adult education system. In many cases, these cuts led to basic skills classes being cancelled and basic skills faculty being laid off mid academic year. In 2009-10, the budget cuts increased. Some basic skills programs weathered the cuts with small impacts to their programs while others were forced to cut up to 50% of their courses, including especially at off-campus and remote sites. Overall, the number of students served still increased to a record high of 65,606 federally reportable students.

In Chart 1:

- Level Completions for ABE were highest in 2006-07 and 2007-08, but dropped slightly in 2008-09. For 2009-10, the ABE completions are back up again. Beginning ABE and Low Intermediate ABE are back to the highest levels they have been under our current assessment system.
- ESL Level Completions for all six levels are the highest that they have been under our current assessment system.

- Using the new standardized assessment system, overall performance (the average of all 15 WIA core indicators) increased from 35 percent to 44 percent from 2004-05 to 2007-08, but this average dropped to 42% in 2008-09 and remained the same for 2009-10.

PERFORMANCE: LEVEL OR GOAL COMPLETION	YEAR 6 2004-05		YEAR 7 2005-06		YEAR 8 2006-07		YEAR 9 2007-08		YEAR 10 2008-09		YEAR 11 2009-10	
	Negotiated	Actual	Negotiated	Actual	Negotiated	Actual	Negotiated	Actual	Negotiated	Actual	Negotiated	Actual
Beginning Literacy ABE	78%	31%	29%	34%	32%	40%	35%	37%	42%	37%	38%	39%
Beginning ABE	48%	30%	25%	34%	31%	35%	37%	36%	37%	33%	38%	36%
Low Intermediate ABE	43%	28%	25%	30%	29%	34%	31%	34%	36%	31%	36%	34%
High Intermediate ABE	40%	16%	15%	19%	17%	24%	21%	22%	25%	21%	23%	23%
Low ASE	35%	8%	9%	10%	9%	17%	11%	15%	18%	12%	15%	15%
High ASE	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Beginning Literacy ESL	52%	45%	49%	49%	47%	52%	51%	52%	54%	49%	55%	52%
Beginning Basic ESL	54%	40%	39%	41%	42%	48%	43%	51%	50%	51%	53%	53%
High Beginning Basic ESL	NA	NA	NA	NA	42%	44%	43%	45%	46%	43%	47%	48%
Low Intermediate ESL	48%	43%	42%	46%	45%	43%	48%	44%	45%	42%	46%	46%
High Intermediate ESL	46%	40%	38%	41%	41%	39%	43%	38%	40%	37%	39%	41%
Low Advanced ESL	46%	24%	20%	23%	25%	20%	24%	22%	21%	25%	23%	29%
High Advanced ESL	33%	15%	12%	14%	NA	NA	NA	NA	NA	NA	NA	NA
Enrolled in Higher Education/Training	33%	58%	66%	51%	61%	88%	54%	92%	88%	90%	92%	76%
Entered Employment	20%	45%	46%	49%	47%	46%	51%	48%	48%	46%	50%	36%
Retained Employment	44%	72%	67%	72%	75%	74%	75%	72%	77%	68%	75%	66%
GED/High School Diploma	23%	33%	29%	44%	34%	46%	46%	47%	48%	42%	49%	41%
Overall Average	43%	35%	34%	37%	39%	43%	41%	44%	45%	42%	45%	42%

2. As you can see from Chart 2, enrollment increased from 2007-08 to 2008-09, but remained fairly steady for 2009-10. From 2007-08 to 2009-10:

- Overall ABE enrollment increased 24 percent, and ABE attendance hours increased 35 percent although there was a 1 percent decrease in attendance hours for Beginning Literacy.
- Overall ESL enrollment increased 7 percent, and ESL attendance hours increased 24 percent although there were slight decreases in enrollment in the first 4 ESL levels from 2008-09 to 2009-10.

Entering Educational Functioning Level	Total Number Enrolled			Total Attendance Hours		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
ABE Beginning Literacy	1,583	1,743	1,610	192,120	214,660	189,848
ABE Beginning Basic Education	4,156	5,005	5,208	427,441	512,092	551,262
ABE Intermediate Low	5,932	7,303	7,660	539,960	682,637	751,683
ABE Intermediate High	9,953	12,180	12,642	760,808	987,965	1,086,117
ASE Low	3,409	3,749	3,862	228,140	281,496	320,852
ASE High	602	644	684	35,346	41,311	53,612
ABE Total	25,635	30,624	31,666	2,183,815	2,720,161	2,953,374
ESL Beginning Literacy	2,632	3,086	3,005	280,653	365,374	415,696
ESL Low Beginning	3,951	4,386	4,206	420,375	624,851	527,008
ESL High Beginning	7,169	7,621	7,347	762,402	880,075	921,049
ESL Intermediate Low	8,353	8,848	8,643	983,696	1,118,532	1,160,837
ESL Intermediate High	5,251	5,874	6,104	654,144	798,751	846,005
ESL Advanced	4,483	4,543	4,635	495,424	542,737	576,194
ESL Total	31,839	34,358	33,940	3,596,694	4,330,320	4,446,789
Total	57,474	64,982	65,606	5,780,509	7,050,481	7,400,163

Other enrollment data show:

- Overall enrollment increased less than 1 percent from the previous year. The percentage of Black or African American students increased slightly from 13 to 16 percent, and the percentage of Hispanic/Latino students decreased slightly from 35 to 33 percent. The percentages of the other ethnicities stayed about the same as 2008-09. Enrollment numbers increased for Asian, Black or African American and Native Hawaiian/Pacific Islander students. Enrollment numbers decreased for American Indian/Alaskan Native, Hispanic or Latino, and White students.
- For 2009-10, more Black or African American and Native Hawaiian/Pacific Islander men than women were enrolled. Overall, women still outnumbered men (53 percent to 47 percent).
- The percentage of participants in all age groups remained the same as the prior year except the 16-18 age group, which decreased from 6 percent to 4 percent.
- Compared to the prior year, enrollment of participants who were:
 - a. Employed decreased 12 percent
 - b. Unemployed increased 12 percent
 - c. Not in the labor force stayed the same
 - d. Receiving public assistance increased 8 percent
 - e. Living in rural areas decreased 9 percent

3. NRS Table 5 shows that:

- The number of participants who had “enter employment” as a goal increased 62 percent from the previous year, and the number that achieved that outcome increased 23 percent. However, the percent achieving that outcome dropped from 46 percent to 36 percent.
- The number of participants who had “retain employment” as a goal increased 33 percent, and the number achieving that outcome increased 22 percent from last year. The percentage retaining employment decreased slightly from 68 percent to 66 percent.
- The number of participants with the goal to obtain a GED or high school diploma increased 33 percent. The number of participants who achieved that goal increased 20 percent from 2008-09, but the percentage achieving the outcome remained the same (41 percent).
- The number of participants who had “enter post-secondary” as a goal decreased 12 percent, and the number achieving the outcome decreased 26 percent from last year. The percent achieving this outcome decreased from 90 percent to 76 percent.

C. The Integration of Activities sponsored under Title II with other Adult Education, Career Development, and Employment and Training Activities

The Adult Basic Education Office is represented on the State Workforce Board by the Executive Director of the State Board for Community and Technical Colleges. ABE and/or SBCTC representatives participate in all related State Workforce Board activities. The State Workforce Board participates with the State Adult Education Advisory Council and the SBCTC Board in setting policy priorities for ABE. State Workforce Board staff help evaluate ABE offerings. The State Director of Adult Education appointed representatives to all regional Workforce Development Councils.

Cooperation, coordination, and partnership- and consortium-building have been focuses of the Washington State ABE program for many years and are a factor in approving local ABE programs. Some of the narrative descriptions written by local providers about their partnerships include:

“The Town Plaza location is a site where WorkSource Vancouver, the DSHS Columbia River CSO, Job Corps, Juvenile Rehabilitation and Department of Vocational Rehabilitation are also located. In this workforce one-stop setting, Basic Education program students have convenient access to the services from these other workforce agencies. Clark College advisors and Pathways Coaches at Town Plaza within Workforce Education, Basic Education, and Economic Development communicate frequently with case managers and employment specialists also at Town Plaza on behalf of common clients/students. This

close, convenient connection enhances students' relationship with "their" advisor, case manager and/or Pathways Coach. The students are aware that these staff speak to each other often and this network of support is a powerful tool for student success." Clark College

"Everett Community College has many off-campus partners such as DSHS, the North Snohomish County Local Planning Area (LPA), several Community Service Organizations (CSOs), and Community Based Organizations (CBOs) including Goodwill, Housing Hope and Center for Career Alternatives. Each month we meet with the Local Area Planning group to discuss how we can best help each other and best serve our clients. We also have a Basic Skills Advisory Committee which provides direction and assistance to us to help us better serve the community. In collaboration with the Snohomish County WDC we offered several programs leading to career pathways to employment and additional education for students beginning at the basic skill level. These include I-BEST programs in Sustainable Office Skills and Nursing Assistant Certified." Everett Community College

"Literacy Source collaborates with many partners and providers to enhance student success as they move toward self-sufficiency. We work with partners such as TRAC Associates, Good Will, Refugee Women's Alliance, the YWCA and Employment Security to ensure that students pursue job search with either volunteer or paid-work opportunities. Most of our students participate in Community Jobs, Work Experience, or Job Search while they pursue their educational goals with Literacy Source. Because we have regular personal contact with the caseworkers and specialists at the above organizations, we are often able to make specific recommendations of our students who would be successful in a CJ or WEX program. We regularly attend meetings at WorkSource in order to maintain open communication with all the members of our Local Planning Area." Literacy Source

"Partnering with outside agencies such as Employment Security, the Department of Social and Health Services (DSHS), Goodwill, the Drug and Alcohol Prevention Center (Longview and Castle Rock), the Community Action Program (CAP), the Department of Corrections, and Head Start, have enabled Transitional Studies to better serve WorkFirst students and to also offer educational opportunities to students who might not be served otherwise. Relationships with these agencies enabled Transitional Studies to offer ESL courses at Broadway School (a Head Start site), and ABE courses at the Lower Columbia College Head Start site, two DAPC (Drug Abuse Prevention Center) sites (locked facilities), the Cowlitz County Jail, the Department of Corrections office, Work Source, and at the local Goodwill facility." Lower Columbia College

"Pierce College, Puyallup has arranged community partnerships with various locations in order to provide more convenient locations and access for students who are interested in improving their Basic Skills. The partnership with Goodwill was designed to provide classes to their employees. Just recently, we were notified that Goodwill will no longer providing funding for this much needed employee benefit. Fortunately, they value the relationship and instruction that has been provided by Pierce College, and have invited us to continue to offer classes there, without the support of a coordinator from Goodwill. Utilizing the new REACH center, we will offer classes for their staff and the surrounding community. Access to technology and childcare services will be added benefits that were previously not available. Other Puyallup ESL partnerships include Daffodil Elementary School in the Sumner School district, where ESL classes are offered to members of the community. And, Zeiger Elementary School in the Puyallup School district is the site of a Parent Program which provides childcare to coincide with the classes." Pierce College

"The 2009-10 school year brought the development of a new Information Technology I-BEST; the Computer Support Technician Certificate. This new program was developed with input from our technical advisory committee, comprised of local employers, including, Qwest, Microsoft, Concur Technology, the City of Seattle, Fisher Communications and Kelly Services. Beginning fall 2010 we plan to offer this program on campus and off, with some of the courses taking place at the Downtown YWCA WorkSource as part of their College Attainment Program in conjunction with Seattle Jobs Initiative. Lastly, we increased our employer partners for students in I-BEST programs, and this year several of the students

found employment with organizations such as Seed of Life Childcare, Refugee Women's Alliance, Washington Care, Seattle Central, Virginia Mason, and the Horn of Africa Services." Seattle Central Community College

"SVI's principle economic development strategy is providing short-term basic and technical skills training and support services to the economically and educationally disadvantaged citizenry in its economic development region. SVI is geographically situated between Seattle's Central Area and the International District. Many of the residents of this region represent the most economically and educationally disadvantaged segment of the unemployed in our community. SVI proactively serves this population by partnering with labor and industry, the Seattle-King County Workforce Development Council (WDC), Washington State Employment Securities (ESD WorkSource Affiliates), Department of Social and Health Services (DSHS), community-based organizations and other colleges in our region." Seattle Vocational Institute

"The ABE Division continues to have a strong collaborative relationship with local workforce partners both in Spokane and in outlying rural sites. The WorkFirst partnership again resulted in record WorkFirst referrals to ABE programs. WorkFirst students participate in ABE/GED/ESL classes while also engaged in core work programs provided by other WorkFirst partners including; Job Search with Employment Security, World Relief, Community Jobs, and Community Service and Community Works with Career Path Services (Department of Commerce). Additionally, ABE representatives sit on the Local Area Planning Partnership (LPA), the WIA Youth Zone One-Stop Board, and other Workforce Planning groups." Spokane Community College District Institute for Extended Learning

"An Early Childhood I-BEST program at Broetje Orchards provides support for students pursuing job opportunities in Childcare. We also maintain a partnership with St. Patrick Church and offer a winter section of ESL classes which serves students in the community who are laid off from work in harvest or food production and for students who would not be able to attend the main campus due to transportation issues. We also maintain a partnership with the Migrant Council Labor Farm Homes offering both a GED and ESL class on site each quarter. Our largest off site program is hosted by Garrison Middle School and represents a partnership with the public school district. While the program is open to all students, the school district provides scholarships for those parents who have children in a bilingual program in any of the public schools. The creation of an I-BEST program in Watershed Ecology has provided a unique opportunity for partnering with the Confederated Tribes of Umatilla Indian Reservation. This program supports tribal members who wish to enter into the Watershed Ecology program but don't have the basic literacy or academic skills necessary to successfully complete the degree program. An advisory council made up of tribal members, U.S. Forest Service, state and local Conservation Agencies, and a representative of the Watershed Management Partnership will be instrumental in placing I-BEST Watershed Ecology graduates as they exit the program." Walla Walla Community College

D. EL/Civics Programs, Activities and Services

Thirty-six local providers enrolled more than 23,000 adult learners in EL/Civics, and served more than 21,000 of them for at least 12 hours. Some of what they reported included:

"There was a thematic emphasis this year on financial literacy and during Spring Quarter, on environmental awareness. Students at all levels of ESL participated in lessons related to these themes. At Levels 1 – 4 students built up fluency skills related to community services such as fire and police stations, hospitals, post offices, libraries and banks. This generated student conversations about their own experiences with hospital and bank charges. In levels 5 – 6 students learned about annual credit reports and their importance for consumers in the U.S. They read articles about the best way to obtain credit reports and went online to some of the "free" sites. The students also engaged in learning related to the

theme of discretionary income. They searched local newspapers and flyers to discover low cost or free activities available to them and their families. Through these activities they learned about free museum days and all the services, including job search and computer literacy, that the local libraries provide free of charge. Spring Quarter many lessons focused on “being green” and environmentally aware. Students watched DVDs, read articles, and engaged with classroom presenters who came in to talk about community recycling programs.” Clover Park Technical College

“Green River’s EL/Civics program served 1,163 students in 09-10. All ESOL faculty complete a Civics checklist each quarter. This checklist is a starting point with suggested topics listed for faculty to consider integrating into their curriculum such as emergency and safety signs, toxic products, and exploring campus. Oftentimes faculty will integrate topics beyond the checklist’s suggestions. Fall quarter started with heightened alerts on campus about the potential flooding in our service area as well as the expected breakout of a flu epidemic. ESOL teachers incorporated many of these civics and safety topics into their classes in order to ensure that students had enough information to be safe in the event of a flood: identifying safety exit routes; discussing the dangers of high winds, power outages, and downed trees; and the importance of not using grills inside the house if the power is out. Teachers also covered basic health topics around doctor’s visits and health precautions in order to engage the students in the discussion around the flu scare on campus and in the community.” Green River Community College

“Our civics program blends ESL and civics education in order to increase students’ ability to access and navigate workplace, educational, and community systems. Civics is integrated into ESL classes through contextualized language development, speakers, field trips, and projects. These elements, in the context of a relevant, theme-based curriculum designed with student input, provide opportunities for real-life application of language and life skills, and a connection to the real world outside of the classroom navigated by our adult participants on a daily basis. 98 students participated in EL/Civics activities last year. This represents a decrease of 20% over the previous program year, and is consistent with numbers program-wide.” Mason Count Literacy

“Students role played speaking up to access information. For example, in a bank scenario, they learned how to navigate finances and open up accounts and recognize possible errors, and how to take corrective action by making polite inquiry and requests. Role play was introduced in health care situations to explain symptoms clearly, what can be done in emergency situations, basic medical terminology, how to ask clarifying questions, asking for second opinions, insurance documentation, etc. Similarly, mental health is almost always discussed in some capacity and when and where to call if services are needed.” Olympic College

“Students help to identify areas of interest, and instructors build lessons that have relevance. In beginning ESL classes’ students are interested in basic needs such as access to medical care, engagement with schools and how to get help in an emergency.” Skagit County Community Action Agency

“EL/Civics continues to be infused into each of the ABE division’s 19 sections of ESL, and we served 1,107 EL Civics students. Through the use of interest/goal surveys provided to all levels of ESL learners, thematic units are chosen by the class and/or created to meet the current civic and social needs of that class. The goal sheets include checklists on various topics, a space to write self-selected areas of need/interest, and a self-assessment section. Instructors use this information in planning to meet students’ needs for the quarter. Through strong and longstanding community partnerships with advocacy agencies, we are able to bring the community into the classroom and take the classrooms into the community. This year, our community partnerships to serve the Civics instruction included weekly representation from Northwest Fair Housing Alliance at our Monroe Street site. Additionally, we continued our partnership with the Intercollegiate Nursing Center where nursing students went into our ESL classes and taught students about diet, healthy snacking for parents and children, exercise, blood pressure, blood sugar, the difference between going to the doctor’s offices and an emergency room, and low cost clinics in the Spokane area. The Gonzaga University Tax clinic did presentations in our classes and shared information regarding filing taxes.” Spokane Community College District Institute for Extended Learning