

Idaho Narrative Report 2011-2012

1) Describe successful activities, programs, and projects supported with State Leadership funds and describe the extent to which these activities, programs, and projects were successful in implementing the goals of the State Plan.

The state provides required training to ensure adherence to federal and state policies and guidelines, as well as to support and assist programs in improvement efforts. State guidance and monitoring processes ensure consistency across the state in reporting student progress. The Professional Development (PD) evaluation process provides both data and input, from the field, regarding needed technical assistance (TA) and professional development (PD). Program performance data also influences TA and PD planning at the state level.

In order to implement the goals of the Idaho State ABE Plan, Idaho training is tiered to accommodate new teachers as well as experienced teachers and staff.

- 1) Idaho ABE participates in national training opportunities;
- 2) Idaho ABE provides statewide training and is included in other state initiatives;
- 3) Idaho ABE promotes regional training through the use of regional trainers and PD Specialists located in each region.

Leadership funding is provided to regional programs, through state approved professional development plans, to compensate both full time and part time teachers in training conducted outside of working hours. Over the past few years we have expanded training to include follow-up, observation, and the collection of classroom data to determine the value of training and how it translates into improved student performance. Training venues vary and may include any of the following: face-to-face, study circles, video conferencing (interactive), webinars, and online training formats. All training activities promote practice, inquiry, and dialogue in support of improving learner outcomes. Applied learning is a training objective.

All national, state, and regional training, in which the State ABE director and Idaho ABE programs participate support the goals stated in the Idaho State Plan, and they are allowable leadership activities referenced in the Adult Education and Family Literacy Act (AEFLA). The following overarching list of leadership goals, stated in the Idaho ABE State Plan, is as follows:

- Create continuous learning opportunities
- Promote inquiry and dialogue
- Encourage collaboration and team learning
- Support improved learner outcomes

PD Training Data and Outcomes for FY 2011-12

Number of PT and FT ABE/ESL Teachers Attending Training in FY 2012

Unduplicated # Teachers/Staff attending training	Duplicated # attending multiple trainings, including required training by the State
Total of 221 Teachers attended training	Total 1012 teachers attended multiple trainings

Required training (training that supports state initiatives and NRS requirements); training related to the improvement of regional/state performance targets; training in support of local program improvement plans; and/or training in support of local and state extension plans are training eligible for AEFLA Leadership funding. In FY 2012, 814 teachers participated in required statewide and regional training. The following list includes the primary training provided consistently across programs by either the state or local AEFLA funded programs. Some region specific training data was not included in the list below.

Type of Training	Numbers Attending
New Teacher Training	47
TABE Training	97
NRS	192
IMAS	127
CASAS	41
Assessment and Goal Setting	87
Supplemental online Learning programs	93
Learning Disabilities (learning to Achieve)	62
Content Training (math/ESL/reading/writing/ Vocabulary/EL Civics/ TEAL/ etc.)	161
Other Program Training- Retention strategies, classroom management/ ABE policies and procedures/ program monitoring and follow-up observation/ etc.	105
TOTAL	1012

National Training Participation

Teaching Excellence in Adult Literacy (TEAL):

Even though the official TEAL project has ended, Idaho ABE teachers continue to be engaged and excited about this project. In FY 2012, one college ABE program requested leadership funds to design a training module (and accompanying activities) based upon the research based theory, teaching techniques, and teaching methods presented in this project. We plan to take this training to-scale during our June 2013 PTE Conference. This will provide teachers with additional tools that encourage quality classroom instruction.

Center for Adult English Language Acquisition/ELLU (English Language Learning University)

The research, training, and assistance provided by ELLU are invaluable to small states that are often dependent upon outside leadership and expertise. Training opportunity for our part-time teachers, especially those in the more remote areas of Idaho, is often difficult to provide. The online ELLU *Emergent Reader* training, delivered via technology, makes it easily accessible. The fact that it is based upon a foundation of research encourages the quality that is essential in any training provided by the State. Our ELLU plan was created in the summer of 2012 and will be implemented in January of 2013. The plan allows us to include partner organizations; such as, Idaho Refugee Services, Catholic Charities, Migrant Services, Hispanic Commission, IDOL and HEP.

LINCS Training (Literacy Information and Communication System)

In FY 2012, Idaho teamed up with LINCS to provide a high quality and very effective two- day math training. It was held in Boise, Idaho during our Division of Professional-Technical Education Summer Conference. We were able to provide training to ABE math teachers across the state. Several regional follow-up trainings were held in each region upon completion of the LINCS training.

Idaho also participated, together with Montana, in the LINCS Learning Disabilities (LD) training in 2011. In FY 2012 we completed the required follow-up training in each region of the state. Due to the intensity and high quality of the training, we were able to offer three college credits to participating teachers upon completion of the course.

State Training and Program Monitoring

Transitional Programs

The PTE Grants and Budget Manager and the State ABE Coordinator met with each technical college dean and/or ABE director to provide technical assistance in the design of Bridge/transitional models. A required criterion for funding Bridge projects was established by the Division to ensure consistency across various transitional models. Leadership funding for small pilot projects was then made available to AEFLA funded programs through approved plans and budgets. Projects were submitted for approval and began July 1, 2011 and ended June 30, 2012. A one page summary report, regarding the outcomes of the funded pilot Bridge models, is located on the PTE website at [www.ptes.idaho.gov/AdultStudent/Adult Basic Education/Providers/Reporting Information/Bridge Projects](http://www.ptes.idaho.gov/AdultStudent/AdultBasicEducation/Providers/ReportingInformation/BridgeProjects).

Regional Program Manager Training

Regional ABE managers meet two to three times yearly in face-to-face meetings with state staff. Quarterly conference calls are also scheduled, as needed, to update and inform programs about any new information or changing OVAE guidelines. The two day face-to-face meetings allow time for the regional directors to share information, ask questions, and brainstorm ideas that address common program challenges. The program managers also share outcomes of regional program improvement projects, and they work together to design programs to meet the needs in our state. In our two day sessions, training is provided to our ABE program directors in data analysis, program management, IMAS, and monitoring procedures, to name a few. These shared meetings create collaboration and team learning, which is one of the objectives of our State Leadership Plan.

Program Improvement Models

In Idaho, we use a modified version of the AIDDE program improvement model. We do not require grantees to submit an AIDDE plan each year, unless they are under corrective action; however, we encourage programs to submit improvement plans by funding projects that are designed to improve student/program performance and strengthen instructional programs. For example, in FY 2011-12, one of our regional programs was able to report greatly improved performance outcomes in their jail program due to a joint AIDDE plan designed to serve jail inmates who were incarcerated long enough to benefit from the program. Every approved AIDDE project reports performance outcomes as part of the local AEFLA funded annual reporting process.

Continuous Program Learning

To promote continuous learning, the Idaho Professional Development System also includes support and on-site technical assistance. Staff development activities are designed to improve student and program outcomes and are required to be based upon research. In FY 2012, all but one regional ABE director attended intensive two-day training with state staff in Boise, Idaho. We reviewed the purpose and mission of AEFLA, allowable activities under the law, training in budget planning, program improvement planning, transitional Bridge projects, and specific topics related to each region in an effort to continue improving our programs.

AEFLA funded grantees are provided leadership funding to support their site based training activities if their plans are state approved and they meet the state requirement of research based content, evaluation of research to practice, and activity connected to student outcomes and improved program performance.

AEFLA Grantee Monitoring

All Idaho AEFLA funded grantees submit quarterly desk audits to the Division of PTE/ABE. This is part of the state's responsibility to monitor and review local programs. The report includes a random student file report to ensure that student files are being monitored and that the entered IMAS data matches the information on the written student intake forms. The audit also includes the reporting of post-test data, student performance data, assessment data, and a draw-down of expenditures. If the report indicates a need for improvement, the program is required to address the intervention/s they plan to implement in order to improve their outcomes in the identified areas. AEFLA grantees are also required to submit a yearly extension plan that includes the regional staff development plan for their region, as well as, a budget and budget narrative. The local program's annual report includes data regarding ABE/ESL activity, EL Civics activity, program improvement outcomes, and overall student and program performance. Site visits include student file reviews to ensure that assessment policies and goal setting policies are being followed. Data intake processes are reviewed to ensure consistency and quality. Idaho uses the monitoring instrument designed for on-site data program review, which can be found on our website at www.pte.idaho.gov. Site visits also include a review of financial processes and a review of expenditures to ensure funding is used for allowable activities under AEFLA. Program monitoring is part of the Idaho PD Plan.

State Initiative Involvement

The Idaho ABE program is involved in assisting the state in meeting the *Complete College Idaho* goals. The Idaho State Board of Education approved, in its June 21 meeting, the revised *Complete College Idaho* (CCI) Plan, the State's blueprint to increase educational attainment. The Board's goal is that 60 percent of Idahoans 25 to 34 years of age will have a postsecondary degree or certificate by 2020.

Initiatives within CCI include plans to increase and improve access for Idaho students, efforts to reform remediation at the postsecondary level, identification of performance measures to be used with performance based funding at our public higher education institutions, and new approaches to degree and certificate programs to decrease the amount of time it takes for students to finish a postsecondary degree or certificate program. ABE is well positioned in CCI State Initiative discussions, thanks to inclusion initiated by the Director of the Division of Professional-Technical Education and his envisioned role of ABE within the Division. Idaho Technical Colleges have become even stronger partners with ABE this past year, due in part to the collaboration between ABE and technical teachers in pilot Bridge transitional projects.

Regional Training

Training Cadre Model

The Idaho ABE program has developed a regional professional development system that provides quality training, in a flexible format, for the purpose of encouraging as much participation as possible from both full time and part time personnel. Over the last few years, we have created a cadre of regional trainers in each AEFLA funded program. Due to limited funding, travel restrictions, and travel expenses, training the trainer (PD Specialists) in each region assists us in providing quality training to many of our part-time teachers who may not be able to attend a state training opportunity. Local leadership training projects must be submitted for approval prior to funding and must address program improvement that leads to the potential of improved student and/or program performance and outcomes. Leadership funding is provided to cadre trainers to support approved training and follow-up activity at the local level, including the collection and reporting of data.

Since Idaho is a small state with a large geographic area, interest is growing in creating leadership plans that integrate more online training with other training delivery systems.

Regional Evaluation Project

To measure the effectiveness of leadership plans and activities, Idaho requires an end-of-year PD evaluation that addresses how training was implemented in the regional program and how it affected student performance. The purpose of the training evaluation is as follows:

- 1) To create an opportunity for participants to examine and report how specific training techniques, strategies, etc. were applied in classroom instruction and/or program improvement models;
- 2) To provide feedback about what was learned from their findings, after applying new information, practices, and procedures, in the classroom and/or program;
- 3) To examine documented results of implemented new practices in regards to student performance;
- 4) To collect information regarding barriers to implementing new practices; and
- 5) To collect information about what additional training or technical assistance might be necessary to continue classroom and program improvement.

2. Describe any 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.

Program Performance Overview

Our State enrollment declined slightly in FY 2012, from 6,675 students in FY10-11 to 6,630 in FY 11-12. We have experienced a decline in student numbers over the last three years. Our AEFLA funded programs are well connected in the community and do a good job of collaborating with many schools and agencies. However, we have unfortunately been recognized as a state with one of the fastest growing proprietary school rates in the country. Some of the largest proprietary schools in Idaho actively recruit adults who have not earned a HS diploma. They continuously advertise free GED preparation classes along with full payment for GED testing for any adults interested in enrolling in their colleges. This recruitment strategy has proven very successful in regions where we have experienced a drop in the total number of students served in AEFLA funded programs.

Also, many public schools have created GED preparation classes for at-risk students still enrolled in secondary education. This prevents their students from leaving school, and by helping them successfully complete the GED the school can report a positive completion rate for these students.

While ABE continues to support and prepare adults for successful completion of the GED, a few years ago the emphasis of ABE shifted from primarily GED preparation to college readiness and retention. Idaho ABE programs are exploring new avenues of collaboration within the technical colleges and outside agencies in order to leverage their funding and assist populations who are under served or who may need remedial coursework prior to entering post-secondary education and training. As we move forward we believe that this approach will gradually improve our numbers and more adults will find the value in attending ABE transitional programs.

In FY 2012, we continued to concentrate our efforts not only on the number of post-tests administered but also on student gains made on post-tests, since post-test gains demonstrate that adults who attend our instructional programs are successfully learning and moving forward. Our performance remained fairly steady in FY 2012, with some slight fluctuations.

Adults who remained in instruction for 60+ hours, were post-tested, and completed a level.	Percentage post-tested of the total number of students enrolled.
FY 10- 73% (3,439 adults)	FY 10- 46% of enrolled adults were post-tested
FY 11- 78% (3,559 adults)	FY 11- 53% of enrolled adults were post-tested
FY 12- 77% (3,530 adults)	FY 12- 56% of enrolled adults were post-tested

Our approved FY 2012 assessment policy allowed a bit more flexibility in testing higher level ABE students who have traditionally been the most difficult group to post-test. The fact that our average contact hours continue to increase suggest that our local programs have been initially successful in addressing accessibility, improving the quality of instruction, and meeting student needs and expectations. Average contact hours in FY 10 were 73 hours per student, in FY 11, 79 hours per student and in FY 12, 85 average hours of instruction per student. Our assessment policy states that we will post-test no less than 50 % of enrolled adults; therefore, we are pleased to be experiencing both higher percentages of students post-testing and more students showing improved skills.

Student retention is slowly improving; however, we serve a challenging population who often encounter multiple barriers, and with the downturn in the economy, adults often leave due to unexpected family emergencies, a move out of state due to the lack of job opportunities, or a job that is needed becomes available and they drop out of the program.

FY 2012 Actual Performance

Idaho is very pleased with the incremental improvement we are experiencing across the state. Our data over the last few years is demonstrating much less erratic performance than in past years. A more consistent pattern has emerged that suggests we are moving in the right direction.

In FY 2011-12, we were able to meet all eleven EFL approved performance targets for our state. We continue to strive to improve our percentage of completions in each level. As shown in the chart below, there are a few levels that fell below our performance in FY 2010-11 even though we met the FY 12 targets; however, there are other levels where performance was either maintained or exceeded that of FY 2010-11.

We are showing improvement in the percentage of level completions over the last three years. For some time, the performance “norm” in most of our instructional skill levels was in the low 20% to mid-30% range. We are now experiencing much higher levels of performance in most levels. As the State ABE Director, I am very proud of our ABE programs and how they are improving their processes, procedures, curriculum, staff quality, and overall performance. Factors in our ability to show higher level gains include more structured classroom observation, data follow-up, and both data and program monitoring taking place at the regional level.

End-of-Year Completion/Performance Outcomes:

FY 10 End-of-Year Performance	FY 11 End-of Year Performance	FY 12 End-of- Year Performance
ABE Beginning Literacy 34%	51% completion rate	39% completion rate
ABE Beginning Basic 40%	44% completion rate	46% completion rate
ABE Intermediate Low 36%	44% completion rate	43% completion rate
ABE Intermediate High 29%	35% completion rate	39% completion rate
ASE Low 28%	28% completion rate	40% completion rate
Beginning ESL Literacy 36%	49% completion rate	51% completion rate
Low Beginning ESL 35%	53% completion rate	53% completion rate
High Beginning ESL 43%	48% completion rate	48% completion rate
Low Intermediate ESL 38%	44% completion rate	48% completion rate
High Intermediate ESL 29%	41% completion rate	41% completion rate
Advanced ESL 16%	21% completion rate	27% completion rate

Even though the ABE Beginning level usually affects a small number of students, we will need further analysis to determine the decline and intervention necessary to improve in this level. We plan to continue making lasting and meaningful program improvements to improve our performance in all levels.

Idaho met the targeted performance in the following measures:

FY 12 OVAE Approved Performance Targets/ Goal	FY 2012 Actual Performance/Completion Rates
Entered Employment- 35% entered the program with the goal of employment within the program year	Entered Employment- 36% who entered with an employment goal successfully completed their goal
Retained Employment- 46%	Retained Employment- 49%
HS Diploma/GED – 68% entered the program with the goal of obtaining a GED within the program year	HS Diploma/GED- 81% who entered with the goal of obtaining a GED successfully completed their goal
Entered Post-Sec. Ed/Technical Training- 52% entered the program with the goal of entering post-secondary education or training within the program year.	Enter Post-Secondary Ed/Technical Training- 64% who entered with the goal of entering post-secondary education or training successfully completed their goal

Obtaining and Retaining Employment

Reaching our employment goals remains a challenging task for Idaho ABE programs. Even though we met our targeted employment goal of 36%, the percentage of adults who obtained employment in FY 2012 dropped dramatically from FY 2011. While, ABE programs do not directly connect students to jobs, we do work closely with the Idaho Department of Labor and our One Stop partners who provide employment services. The IDOL also conducts our data match. In FY 2012, only 459 adults who entered ABE programs with the goal of obtaining employment reached their goals.

Rationale for Falling Employment Outcomes:

- Idaho's unemployment rate dropped from 8.8%, in the last reporting year, to a current rate of 7.4%. The IDOL reports that the lower unemployment rate was the result of another 1,100 workers leaving the state labor force. Over 7,000 workers have left the labor force since May 2012. Food manufacturers boosted employment more than 3%, pushing total employment in the typically higher-paying manufacturing sector up nearly a full percent. Total nonfarm jobs were 1.2% higher, reflecting a recovery of less than 20% of the jobs lost during the recession. While the state unemployment rate dropped, 24 of Idaho's 44 counties posted higher rates of unemployment in September and October of 2012. The IDOL reports that pre-recession job levels are not expected until early 2015 at the soonest.
- While the number of people who remain unemployed remains high, the Idaho Department of Labor reports that the jobs may simply not be there to support them. Many of our small rural businesses, which comprise some 40% of all the jobs in Idaho, have gone out of business or are very cautiously raising the hours of their current workforce rather than adding new hires.
- It appears that it is going to take time for new business to develop and for both small and large businesses to add to their workforce. The rise in insurance costs is a real barrier for many of our small, rural businesses. The State is providing tax incentives to encourage business growth.
- One of the unfortunate situations for many of our students is that those who lack education become the most expendable employees in an economic downturn. The bottom dropping out of the Idaho building market affected our ABE population, and that market is making a slower recovery than other occupations in Idaho. It remains far below what it was several years ago.
- A number of Idaho adults chose to discontinue their job search in 2011-12. Instead, they remained on unemployment insurance for longer periods of time, believing that the jobs were not there for them. Some also chose to discontinue working and return to school.

We will continue to work closely with the IDOL, the WDC, and other partners to create pathways for adults to enter the work force, improve their earning capability, enroll in further education, and to assist individuals as they work towards gaining a better future.

Obtain GED/HSE

Idaho far exceeded the approved 68% state performance target for adults entering ABE programs with the goal of obtaining a GED. In FY 2012, 81% (750 out of 925 adults) who entered ABE programs with the goal of obtaining a GED successfully completed their goal within the program year. Idaho consistently performs well in preparing adults to pass the GED with high scores on the test battery. We are experiencing a drop in the number of adults who are entering ABE programs to prepare for GED testing since so many more proprietary schools and public schools are providing these services in the community.

Post-Secondary Education & Training

Idaho also exceeded the approved 52% state performance target for adults entering post-secondary education. In FY 2012, 64% (223 out of 349 adults) who entered ABE programs with the goal of post-secondary education completed their goal within the program year. This is the highest achievement we've been able to report in this measure over the last five years. We credit our transitional Bridge pilot projects for much of this increase. In FY 2011, 289 adults entered our programs with the goal of entering post-secondary education and training and 147 (51%) achieved their goal. We not only achieved a higher level of completion in this measure in FY 2012, but we also served a higher number of adults with this goal. We continue to work with our colleges and with the Division of Professional-Technical Education to develop strong transitional models for adults who have basic skills deficiencies and wish to enter post-secondary educational programs. We continue to explore ABE pathways for college entrance and establish bridge programs that assist in retaining students already enrolled in technical training programs.

2) Describe how the eligible agency has supported the integration of activities sponsored under Title II with other adult education, career development, and employment and training activities. Include a description of how the eligible agency is being represented on the Local Workforce Investment Boards, adult education's involvement on the State Workforce Investment Board, the provision of core and other services through the one-stop system and an estimate of the Title II funds being used to support activities and services through the one-stop delivery system.

In FY 2005, the State of Idaho sought a waiver to apply for 20 CFR 661.300(f), which permits a state board to carry out the roles of a local board in a single local area to a statewide regional planning area. The waiver allowed the state to address ETA's strategic priorities and to further reforms envisioned in the Workforce Investment Act. To maximize resources available for service delivery the state continued to use the Workforce Development Council (WDC) as the local workforce board throughout the state. This saved the WIA program in the state approximately \$1.5 million dollars by removing the administrative overhead of maintaining six regions throughout the state.

With the ABE transfer of agencies from the Idaho State Department of Education in 2008 to the Idaho Division of Professional-Technical Education under the Idaho State Board of Education, our representative on the WDC changed from the State Superintendent of Public Instruction to the State Director of the Idaho Board of Education. This has improved ABE representation on the Council. The Director of The Division of Professional-Technical Education and the State Adult Basic Education Coordinator serve on the Executive Staff Committee for the Council.

Adult Basic Education, through the Division of Professional-Technical Education (PTE), contributes to the financial support of the Workforce Development Council. In FY 2012, the Director of PTE was chosen to serve on the newly formed educational committee of the WDC and has very actively represented the mission of both PTE and ABE.

The Division of Professional-Technical Education/Adult Education has a signed Memorandum of Understanding in cooperation and collaboration with the Workforce Development Council. This MOU describes how the various funding streams and resources will be utilized to better serve mutual customers through an integrated system of service delivery. Core and other services are provided at comprehensive sites known as *Idahoworks* Career Centers and satellite sites called *Idahoworks* Career Connection sites.

Along with the WDC, the Division of Professional-Technical Education/ABE participates in the state's One Stop initiative. The local ABE programs all coordinate with their regional one-stop partners and Adult Basic Education is fully represented in all press release materials, both print and web-based. The One-Stop Management Team provides a data cross-match to local programs and includes calculations based on shared clients.

Business, along with education and other partners, continue to address the need for more skilled workers in Idaho and the creation of more self-supporting jobs for adults who are entering and completing post-secondary degrees and technical training certificate programs. The Department of Labor and the WDC are focused on a sector strategy approach in the field of health, manufacturing, and technology.

In addition, many site-based program managers serve on quick response teams (Commerce and Labor, technical colleges, and ABE) during plant closures to assist workers facing lay-offs and displacement.

4) Describe successful activities and services supported with EL Civics funds, including the number of programs receiving EL Civics grants and an estimate of the number of adult learners served.

Statistical highlights

English Literacy and Civics instruction was provided to 933 adults in Idaho AEFLA funded programs. Three of the six regional ABE programs submitted extension proposals for EL Civics funding, and all of Idaho's EL Civics funding was awarded to direct service activity. State data shows very few adults in this target population residing in the northern part of the state of Idaho; therefore, there are no EL Civics instructional programs provided in two regions of Idaho where they serve less than a 100 immigrant students, combined.

Much of the citizenship preparation in Idaho is provided by the Migrant Council and a number of well-known and well publicized private non-profit and for –profit organizations that are strictly designed for test success. In the past year, we have provided more community information regarding our no-fee EL Civics programs. We have also explored collaborative efforts with outside agencies regarding citizenship preparation and instruction. We have a strong EL Civics program that serves our population with a well-integrated curriculum of English language learning, as well as, American government, history, and civic engagement.

Successful Activities and Services Supported with EL Civics Funds:

The EL Civics programs across the state provide a good balance of English language instruction and civics instruction. They bring into the classroom outside speakers from the community to encourage student's civic participation in their communities. Some programs are able to plan field trips to the State Capitol and other state offices as they address governmental rights and responsibilities. See a few examples of supportive activities provided at the regional level below:

- A citizenship and civics toolkit from the USCIS was added to the curriculum this year, and the students in this instructional unit showed significant gains in reading and vocabulary.
- One program taught grammar in their EL Civics classes using the US History timeline to teach the present perfect tense.
- More technology and online sites offer simplified versions for English language learners. Others use pictures depicting news stories so students with less English can practice their speaking and writing. We encourage the use of more integrated instructional technology in the classroom.
- Census Bureau information was used in one of our programs to show students how many people from specific ethnic backgrounds were included in the survey, as well as how well most spoke English. They discussed data gathering techniques and compared their results with classmates to check their listening comprehension. They wrote paragraphs describing the census system in their home countries and compared it to the Census collection process in the U.S. Summaries were read aloud during the conversation and proper pronunciation was included in their coursework.
- Each year, Martin Luther King is celebrated across the State with content addressing Civil Rights, the Civil Rights movement, discrimination, prejudice, segregation, equality, Affirmative Action, racism, etc. A good deal of reading and writing are required in these lessons, as well as online research. Student both read and report from written reports they create.