

Oregon Narrative Report 2011-2012
Oregon Dept. of Community Colleges and Workforce Development (CCWD)

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. The 2011-12 State assessment policy was approved by OVAE on March 17, 2011, "... covering ... the program year beginning July 1, 2011."
- 2. Technical Assistance.** In November 2011, an OPABS data collection process update was included in the fall meeting of the Oregon Council of Adult Basic Skills Development (OCABSD). The annual NRS data-focused OCABSD meeting was held February 2012, and was attended by representatives from all Title II funded programs. The State presented information on past NRS rules and the proposed NRS changes regarding outcomes reporting, supported by an explanation of the State data-match process. The Council examined local and statewide TOPS data to determine the impact this rule change would have on outcome measures. Oregon's performance-based funding model was also reviewed. In PY 2011-12, in connection with work on the State's comprehensive longitudinal database, Advancing Longitudinal Data for Educational Reform (ALDER), the Council began a discussion of State Oregon Community College Unified Reporting System (OCCURS) reporting. The group plans to provide input into proposed reporting changes that will clarify and more accurately report data related to Adult Basic Skills education students.
- 3. Database Administrator Group (DBA).** This group is staffed by the State Accountability Coordinator and chaired by a database administrator elected annually from the group. Meetings were held with database administrators from all funded programs three times during the 2011-12 program year. These meetings provide valuable professional development opportunities in accountability and leadership for the meeting participants. This year, the group continued discussions on improving data quality by making pre- and post-testing processes. The group also used free, available online resources such as Yahoo Group for enhancing NRS policy discussions and communications.
- 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.** One state staff attended the 2011 CASAS National Consortium Meeting and the Summer Institute. Topics at the 2011 CASAS summer meetings included Transitions to Postsecondary Education/Training and the Workforce, Common Core Content Standards, Career Pathways, Increasing the Use of Technology, Integrated Delivery Models and the CASAS New Assessment Series due in 2015.
- 7. Assessment Certifications/Re-certifications.** Oregon continues to implement strict assessment training requirements to improve test administration consistency. In addition to the initial certification, all test administrators must be re-certified at specific intervals. For example, CASAS test administrators receive annual refreshers and must be recertified every four years. During PY 11-12, Oregon offered 41 workshops attended by 761 participants on a variety of assessment and instructional training topics. The BEST Plus and CASAS Functional Writing Assessment (FWA) certifications must be re-certified every year. In 2011-2012 the following assessment certifications and re-certifications occurred. Certifications: CASAS I (96), CASAS FWA (7), BEST Plus (0). Re-certifications: CASAS I (44), CASAS FWA (52), BEST Plus (64).
- 8. Accountability Policy Development.** Oregon's Distance Learning Policy was approved by OVAE in March 2011. Since then, staff have received, reviewed and approved several Distance Education Applications using the Distance Education Policy.
- 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, the Council voted to establish data training as a part of each of the quarterly council meetings to ensure ongoing, intentional focus on program data. *These sessions continued in 2011-12 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; an outline of the requirements for grant reports; a list of resources that aids programs in continuous improvement, report writing, and program planning and evaluation; and sample forms including the Strategic Framework template. The Reporting Calendar is developed and reviewed with program directors at their spring council meeting; the document is distributed on the agency website.
11. **CASAS Functional Writing Assessment and CASAS Written Prompt.** *Because CASAS has decided not to submit the CASAS Written Prompt for NRS approval, Oregon has discontinued related discussions with CASAS. Oregon will research other NRS approved writing assessment instruments. The CASAS Functional Writing Assessment continues to be used.*

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 2011-2012, Oregon offered 41 workshops attended by 761 participants on a variety of assessment and instructional training topics.* Workshops are provided in formats which encourage reflection, analysis, and generalization from participant experiences. Assessment training consisted of sessions ranging from 6 to 12 hours. Instructional training consisted of intensive one- and two -day sessions, some blended with distance education. Fees for workshops are based on actual costs.
 - b) OPDS continued to have a web presence on the Oregon State University College of Education website, where practitioners have easy access to the OPDS 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 2011-12, OPDS delivered *Implementing CASAS I—Math, Reading, and Listening, BEST-Plus, and CASAS Functional Writing Assessment Picture Prompt.* Practitioners certified for these assessments reported representing: Title II (120), DOC (17), Family Literacy (0), Title IB (16), and K-12 (3).*
 - d) Recertifications. Oregon requires annual recertification for the *BEST-Plus*, and the *CASAS Functional Writing Assessment Picture Prompt*. The *BEST Plus* mail-in activity was successfully completed by 64 participants; 52 participants were recertified through the *CASAS Functional Writing Assessment Picture Prompt* mail-in activity. *CASAS I* recertification is required every 4 years; 44 participants recertified through the *CASAS I—Math, Reading, and Listening* mail-in activity.

C. Instructional Leadership Initiatives

1. **Oregon ABS Distance Learning.** *In 2011-12 the Oregon ABS Distance Policy and Application approved by OVAE was used by local programs for their submission of distance learning applications. These applications are reviewed by CCWD for adherence to policy. Several-ABS programs submitted approved Distance Learning Applications and, as a result, are now offering distance learning courses.*

2. **SkillsTutor.** CCWD renewed its contract with Houghton Mifflin Learning Technology to provide *SkillsTutor* to ABS programs statewide from July 2011 through mid-July 2014.
3. **Learning Standards Project.** The Learning Standards Project continues to be guided by facilitators from the Center for Literacy, Education and Employment (CLEE), formerly the Center for Literacy Studies. 2011-12 marked the second full year of Implementation of the Oregon Adult Basic Skills Learning Standards. Approximately 355 ABS practitioners from 17 community colleges and the Oregon Department of Corrections, as well as State Title II leadership, participated in statewide Learning Standards activities, which provided training in the use of the Reading, Math, Listening, and Speaking Frameworks. 1) Institutes, 3-two day intensive workshops, were held for each Learning Standard content area, led by CLEE facilitators and co-facilitated by local trainers-in-training (ABS instructors from 7 community colleges and DOC programs). 2) Separate Regional Orientations followed by 3 subsequent half-day Learning Circles were delivered in each of 5 local regions, introducing additional ABS practitioners to all of the Oregon Frameworks. Orientation/Learning Circle activities were facilitated solely by the local trainers. 3) The expertise for the cadre of Learning Standards trainers continued to be developed through participation in the Institutes, 3 additional face-to-face trainer meetings, and distance activities with the CLS facilitators. A decision was made to add 1 additional math trainer for the coming year. 4) In July 2011, Program Administrators attended a 1-day training regarding programmatic changes necessitated by the adoption of Learning Standards. 5) Steering Committee membership increased, and committee/sub-committee activity was continuous through the year. The Committee held face-to-face meetings in December 2011 and May 2012 to continue its oversight and direction of the project, ensuring that the conditions for Learning Standards Implementation are met.
4. **Oregon Pathways for Adult Basic Skills (OPABS) Transition to Education and Work Initiative.** 2011-12 is the third year of high-level State support for increased implementation of this project. 1) 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) continued implementation, in various configurations, in 11 ABS programs. 2) Pre-Bridge Math and College and Career Awareness 2 Courses began pilot instruction. 3) Formal OPABS course training was conducted in late summer and fall 2011 OPABS; administrators also participated in professional development activities throughout the program year as instruction was underway. 4) Student data was collected each term courses were offered. 5) As part of the ongoing effort to more fully integrate OPABS into Career Pathways and community college systems, Career Pathways plans are now required to reflect direct connections between ABS and college systems/student support services. The implementation of OPABS provided a strong foundation for activities related for both the Accelerating Opportunities and the Oregon Credentials, Acceleration and Support for Employment (CASE) grants.
5. **Accelerating Opportunity Grant.** Design phase activities were completed in 2011. Although Oregon was not awarded an Implementation grant, ABS Directors worked to implement aspects of the Accelerating Opportunity model, utilizing OPABS as a foundation. Three ABS Directors, as well as CCWD staff, attended a national AO conference in May, 2012, resulting in development of an environmental scan to more fully determine issues and opportunities for ABS in implementing the AO model. Attending Directors also developed a proposal to create a strategic plan for the Oregon Council of Adult Basic Skill Development.
6. **CASE Grant.** Strategies included accelerating progress for low-skilled and other workers; enhanced student services, and development of additional Career Pathway certificate options. ABS student targets are established, and all strategies are aligned with the AO model of improved ABS services.
7. **Intersections Team.** In fall 2011, the Education Division Director established the Intersections Team to address across-program areas of interest. Membership includes the leadership of the Oregon Council of Adult Basic Skills Development, the community college Career and Technical Education Deans, and the Oregon Pathways Alliance. The group is staffed by the CCWD ABS team. During the 2011-12 program year, the group worked together to refine the definitions of ABE, GED and ESL for the Community college database to better ensure accurate reporting of Title II populations.

Additionally the Team developed definitions for reporting ABS students in the community college achievement compact and for employment.

8. **LINCS Regional Professional Development Center.** In May 2012, the State Director and a member of the OCABSD Executive Committee attended the LINCS Region 4 Professional Development training. Staff from two ABS programs attended *Learning to Achieve* workshops.

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.** At the end of program year 2011-12, the State revised the cycle of the Strategic Framework document to reflect the 7-year on-site program review cycle individual to each local program. End of the year reports for PY 11-12 initiated that change.

Programs continue to use the information from their program reviews as a baseline within the Strategic Framework for planning, improvement, and evaluation.

2. **Staff Development.** The IPQ document is used as the basis for both for the program review and the Strategic Framework; the Strategic Framework is used for annual and long range planning. The documents 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 2011-12, two local reviews were scheduled, at Clatsop Community College and Southwestern Oregon Community College. However, only the Clatsop Community College review was conducted. Due to significant program and other high-level leadership changes at Southwestern Community College, that review there was postponed until fall of 2012. However, the State Director, Accountability Coordinator, and an Education Specialist made a special pre-review/technical assistance visit to the program in May 2012 to work with the new Program Dean and staff to ensure that preparations for the full review were on track.

The Clatsop Community College review resulted in commendations and recommendations; there were no findings. As a result of recommendations, the program subsequently requested technical assistance in the following areas:

- **Curriculum Plan:** The local program director requested training in the development of a comprehensive curriculum plan to align with Oregon’s ABS Learning Standards. The State ABS Director worked with the program in 2011-12. Continued participation in Learning Standards training will help Clatsop ABS practitioners in development and implementation of the plan.
 - **Redesigning multi-level instruction for ABE and ASE levels:** Work on the Curriculum Plan began in this program year, particularly in the area of Course Masters/Course Outlines, will assist the program in making some improvements in this area. The Program Director and Education Specialist will continue to work with the program in PY 2012-13 to establish appropriate parameters and sufficient offerings in multi-level instructional settings.
- C. Career Pathways.** Career Pathway (CP) certificate programs allow students to complete labor-market driven certificates of between 12-44 credits. All credits are wholly contained within AAS degrees, allowing the student to return for additional credentialing without any duplicative work. As part of both the AO and CASE grants, specific CP programs most appropriate for ABS students have been identified and “marketed” within ABS. Additional CP programs aligned with ABS exiting students have also been developed. Connections between ABS and CP have been strengthened by cross-representation on the Oregon Pathways Alliance and the Intersections Team. State grants to the colleges for CP activities have included specific targeting of ABS program connection with CP, resulting in expanded opportunities for students.
- 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 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 available data. Data training receives a significant portion of time at each quarterly OCABSD meeting.
 2. **Data Collection and Reporting.** The local programs collect and enter the data in the MIS on a regular schedule. 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, include an historical look at enrollment numbers, instructional hours, performance, and pre/post-test rates. A 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 and Enrollment.** After peaking in 2008-09, Oregon’s student enrollment has declined. During 2011-12, student enrollment decreased further to 18,848. This is nearly a 10% decrease over PY 2010-11. Nearly all of the funded programs experienced large decreases in their student enrollment. Of those enrolled students, the average hours of instruction per student was

98, maintaining the same level of instructional hours per student as in PY 2010-11. Oregon continues to emphasize the importance of high student enrollment. In Oregon's performance-based funding model, enrollment is one of the most direct measures tied to funding, and State leadership has frequently reiterated this point with local programs. The State recognizes that some factors affecting reductions in student enrollment are beyond local program or State control. However, the State strives to find ways to positively impact student enrollment. In examining the rate of student enrollment reductions, the State noted that the decreases were significantly higher among programs that experienced numerous turnovers in their leadership. The state ABS team has been providing technical support to these colleges to help stabilize their ABS programs, resulting in increased student enrollment.

- 2. Educational Functioning Level Gains.** In 2011-12 Oregon either met or exceeded performance targets in six of eleven Educational Functioning Levels (EFLs); three in ESL and one each in ABE and ASE levels. These performance outcomes are a significant improvement over the last year's performance, where Oregon was unable to meet any state targets. However, this year's performance, when compared with national performance levels, is still quite low. During PY 2010-11, Oregon's performance was negatively affected by significant funding reductions. Funding cuts resulted in dramatically reduced staffing at local programs. Cuts in personnel costs have also had a negative impact on student follow-up. The same challenges were present during 2011-12 program year and pre- and post-test rates remained roughly the same as last year. Out of 18,848 reported students, 10,851 (58%) were post-tested. To remedy this low pre- and post-test rate, Oregon has begun to implement the state-wide adoption of computer based CASAS testing to increase the efficiency of testing, thereby offsetting a portion of the reduction in staffing. The State ABS team also continues working with local programs on stricter implementation of managed enrollment to provide students an increased likelihood of remaining with the program long enough to be post-tested. The State expects that increasing pre- and post-test rates will have a positive impact on Oregon's performance levels, bringing the performance levels in Table 4 much closer to the performance levels in Table 4B where the majority of the EFLs have over 70 percent level gains. Additionally, Oregon is actively examining alternative assessments to CASAS and BEST Plus. The State is facing the expiration of some of our NRS approved assessments in 2014. The reduction of available approved assessments may have a negative impact on performance. Adoption of alternative assessments will ensure that students have the opportunity to be provided instruction in areas where the assessments have indicated developmental weaknesses.
- 3. 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. **Performance Targets for PY 2012-13 were approved in April 2012.**
- 2. ABS Pathways Implementation Plan.** Approved in 2005-06, initial work on OPABS spanned 2006-08 with 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 assist learners in understanding systems involved in transition to post-secondary: financial aid, college placement testing, and application to college. Pilot testing began in 2008-09

and since that time 12 programs have been involved in course implementation; several configurations of OPABS courses and cohort models have been offered around the state. In 2011-12, the State, with Abt Associates Inc. consultant Judith Alamprese, worked with programs to develop enrollment processes that allow basic skills students to be concurrently enrolled in post-secondary certificate training. Colleges were also encouraged to focus greater attention on the systems integration aspects of the model, targeted training for program directors continued. OPABS is a standing item on the OCABSD quarterly agenda, and it appears on that Council's work plan. The State continues to support OPABS programs in the development of student plans and experiences that include referrals to one-stops and connections to Student Services departments. Lane Community College offered its newly developed *Bridge to CNA* course based on OPABS precepts and employing the OPABS format. State leadership made OPABS presentations to the Oregon Legislature Ways and Means Committee, at the May 2012 National State Directors meeting, and at COABE and other conferences.

3. **Adult Education Funding Formula.** In 2007, a performance-based funding model was recommended by MPR Associates and endorsed by OCABSD. 2010-11 continues phase one of the implementation begun in 2008-09. This funding formula will be fully implemented in program year 2012-13; the harm limit will cease in that year. The model *includes* the basic comprehensive grant, tutoring grant, community corrections grant, and program improvement and accountability set asides, and *excludes* EL/Civics. 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 serve on a variety of State workgroups targeting One-Stop, Literacy, and WIA implementation strategies. 2011-12 participation included the Pathways Alliance, the CASE grant, the Accelerating Opportunity Design phase initiative, Career and Technical Education Network, Student Persistence and Completion Strategy workgroups, the Oregon Department of Education (ODE) Literacy Leadership State Steering Committee, and the development of the State's new longitudinal data system, ALDER.
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 this year include the State PRISM reports through the Oregon Employment Department, Oregon key performance measures 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.
7. **Oregon Council of Adult Basic Skills Development (OCABSD).** The OCABSD is made up of local ABS program administrators from the 17 community colleges and DOC. This council meets formally four times per year, providing statewide leadership for the local Title II programs and responding to State requests for recommendations on policy and priorities for statewide initiatives in support of continuous program improvement.
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. The ABS team was represented on the *Non-Credit to Credit Task Force*, exploring best practices for successful transition of non-credit students to credit post-secondary programming, including credit for proficiency/prior learning. CCWD's State Youth Policy Liaison represents Title II on the State Youth Council. **Additionally, in 2011-12 ABS is represented on the Implementation Team.**
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. **A management position, the Director of the Education Division, oversees the**

literacy programs. The State Director of Adult Basic Skills Education is responsible for the implementation of the WIA Title II AEFLA Grant.

11. **One Stop Resources.** State level Title IB and Title II resources are 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 the 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 by WorkSource Centers include ABE, ESL, GED, basic computer literacy, programming for transition to post-secondary education and training, workforce readiness, and the National Career Readiness Certificate.

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

During 2011-12, the 12 EL/Civics (EL/C) programs in Oregon provided services to 2,154 students with an average of 116 hours of instruction per student. Programs continued to enhance instruction using partnerships, increased community involvement and interaction, and technology.

A. Program Development and Growth

- **Audiences.** As in previous years, the Oregon EL/C 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/or are enrolled in college transition-level ESL classes. New audiences were reached through the addition of classes or levels (see Conversation Café below), or the incorporation of EL/C content across more ESOL programming.

Instructional Planning/Collaboration. EL/C instructors increased their knowledge and understanding of Oregon's ABS Learning Standards through participation in Institutes and Learning Circle activities. As a result, EL/C instructional delivery has changed to incorporate Learning Standards into the civic objectives outlined in the Planning Guide. Oregon continued to use the Planning Guide as a tool for assisting instructors to develop instruction that: intentionally integrates civic objectives, language and literacy objectives, and since 2010-11, Learning Standards components. Local programs select Civic Objectives and their related Language and Literacy Objectives from California's EL/Civics approved list. Both program instructors and administrators report high levels of satisfaction with the Planning Guide as a framework for instruction and program planning. Programs continued to collaborate on projects across colleges via on-line communication sites to cross-college instructional planning for shared civic objectives. Programs receive a matrix that shows the civic objectives, language and learning objectives,

and Learning Standards Benchmarks being used by all EL/C programs in the current year. This chart helps instructors find collaborators for unit, lesson, or common activity planning. EL/C instructors increased their knowledge and understanding of Oregon's ABS Learning Standards through participation in Institutes and Learning Circle activities. As a result, EL/C instructional delivery has changed to incorporate Learning Standards into the civic objectives outlined in the Planning Guide.

- **Instructional Activities.** The Planning Guide was used as the framework for instruction. Instructors increased incorporation of the ABS Learning Standards into Civics instruction. Instructors reported improved student engagement as a combination of using the Planning Guide and the Learning Standards resulted in instructors developing more intentional student-centered activities and projects. Instructional activities continued to be enhanced through classroom speakers, field trips, and 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.
 - At Portland Community College (PCC), the EL/C program established a very promising instructional activity: ***The Conversation Café***. This activity has showcased ESOL and EL/C instruction for the wider college and local community. The following is excerpted from PCC's year-end report. *The launch and operation of the Conversation Café was a great success. Together with a program director and ESOL faculty the concept of the Café came to fruition. On the opening day of the Café, more than 70 students from different ESOL classes attended the event. The Café operated during each term, weeks 2 through finals, on Friday afternoons for two hours. The attendance of the Café was a voluntary undertaking by students. In addition to designated promoters, ESOL faculty and ESOL students also promoted attendance and participation. Frequent visitor punch cards were used to encourage attendance. During the course of the year, 16 episodes from Crossroads Café videos were covered. The format generally consisted of previewing activities and icebreakers, followed by an episode of Crossroads Café video, trivia related to the video, and to go menus (homework activities). Additionally, more than ten guest speakers attended the Café and delivered presentations or mini workshops either related to the EL/Civics competency areas or additional campus resources and programs. Students also had interactive, fun activities towards the end of each session such as playing games, talent shows, dancing lessons, etc.*
 - EL/Civics Objectives selected for instruction in 2011-12 included: Community Resources – Education, Recreation, Security, and Diversity; Government and Law – Environment; Health Care – Access to Health Care, Health Care Systems; and Employment – Job Requirements, and Resources.
- **Technology.** Oregon EL/C programs continued to integrate and expand the use of technology in curriculum and instructional delivery. Instructors post lesson plans to the EL/C wiki. They share other information through their listserv and utilize LINCS resources.

B. Professional Development. Five Learning Standards trainers are also EL/C instructors. Their expertise is utilized whenever possible at statewide, regional, and local trainings to further the incorporation of Learning Standards into all ABS instruction. The EL/C Advisory Group continued to be an effective way for a variety of programs to be represented in shaping the training activities at the regional and statewide meetings.

C. Training

In 2011-12, Professional Development opportunities for Oregon EL/C programs focused on Learning Standards implementation. During the year, EL/C instructors from all programs attended Learning Standards Institutes (Reading or Listening and Speaking). New EL/C instructors attended regional Orientation and Learning Circles. In spring 2012, instructors also attended the annual two-day Evaluation and Planning meeting. As always, participants demonstrated great lesson plans, shared best practices, and discussed program successes and challenges. They evaluated the year's work, made recommendations for the 2012-13 academic year, determined areas of instructional focus, and began to develop planning guides for the coming year and end-of-year reporting. State leadership continues to encourage programs to allow the bulk of the responsibility for EL/C planning and reporting to reside

with the instructors. This has created more cohesive local EL/C communities and engendered greater ownership of the program in general.

D. Instructor Listserv and Wiki

The statewide EL/C listserv continues as a mode for disseminating information related to EL/C professional development, trainings and resources, whereas the wiki functions as a clearinghouse of lessons organized by year, term and civic objective. All programs contributed reports to the statewide EL/C wiki in 2011-12. Instructors shared best practices through lesson plans and instructional activities, and outlined challenges and successes related to the implementation of civic objectives.