Pennsylvania Narrative Report 2011-2012

Introduction

Program Year (PY) 2011-12 saw significant changes to adult and family literacy education in Pennsylvania. A grant competition in spring 2011 cut the number of grantees in half, to 59. Each adult education grantee was awarded a minimum of $150,000 in federal and state funding combined; family literacy programs were awarded a minimum of $100,000 of state funds.

In July 2011, the PA Department of Education (PDE) underwent substantial reorganization, which impacted the structure of the office that oversees adult and family literacy education services. The Bureau of Adult Basic and Literacy Education (ABLE) was combined with another bureau to become the Bureau of Postsecondary and Adult Education. The two divisions that had been in the Bureau of ABLE were combined into the Division of Adult Education; one division chief position was eliminated.

The 2011-12 State Plan stated that a minimum requirement of a Bachelor's degree from an accredited postsecondary institution for staff "whose duty is to impact adult learner outcomes" would be implemented July 1, 2012. With the competition, that requirement was implemented effective July 1, 2011. Exceptions were allowed for volunteer tutors meeting certain criteria.

Division of Adult Education staff began implementing the monitoring process developed as a result of the March 2010 OVAE monitoring visit. Staff conducted thorough, on-site program and fiscal monitoring of four agencies. The agencies were selected using a risk rubric.

- **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.**

PA used state leadership funds to support projects that helped the state and its funded direct service providers implement PA's three main goals for PY 2011-12: 1) continue to build local providers' capacity to support the workforce development system by addressing the education needs of adults eligible for Workforce Investment Act (WIA), Title II services; 2) build on and improve previous work to develop and implement career pathways for adult students that meet the needs of the local communities and employers; and 3) implement a professional development system supporting research-based, job-embedded professional development leading to program improvement and high quality and effective teachers and program staff.

Management Information System (MIS) Support

The e-Data Tech Support project provides technical assistance, training and support to the Division and programs in the collection, reporting, use and analysis of program data with the goals of ensuring accurate data and improving program services and student outcomes.

In PY 2011-12, e-Data Tech Support provided training and technical assistance to programs in several ways. Training for e-Data v2, PA's data reporting system, was provided regionally throughout the year. Participants used the e-Data v2 training site, a mirrored version of the live site, to work in the system and develop a level of comfort with data entry. The project also provided technical assistance to programs by email and phone on topics ranging from data entry to the development of effective data

collection and entry policy and procedures. Tech support reviewed each agency's data on a bimonthly basis and sent reports highlighting potentially inaccurate or incomplete data to both the agency and its Division advisor.

To support both the Division and agencies to conduct ongoing monitoring and use data for decision making and program improvement, e-Data Tech Support created Access templates linked to the data reporting system. The templates contain many reports, including the NRS tables. In the agency templates, reports can be produced for individual teachers and individual classes, allowing programs to analyze the impact of program improvement and professional development activities. The project provides training and technical assistance on creating additional reports. The project also produced reports on request from the Division to address questions from interested parties, such as other state agencies, legislators, and the field.

Finally, e-Data Tech Support made recommendations to the Division and PDE IT staff regarding corrections and updates needed to the state's data reporting system based on an analysis of technical assistance provided. In PY 2011-12, this work included recommendations on making user friendly changes to address the new NRS reporting criteria for follow up core outcomes.

The Workforce Development System Liaison Project (WDSLP)

During PY 2011-12, the Workforce Development System Liaison Project (WDSLP) provided leadership and support to help funded programs build capacity to address the goals of the WIA and function effectively as partners in PA's workforce development system (WDS). Twenty-one agencies in eight Local Workforce Investment Areas (LWIAs) were chosen to receive extra technical assistance from the WDSLP to support development and implementation of locally relevant career pathways that integrate contextual learning and workforce readiness opportunities; align basic skills curricula with the skill needs of local industry; achieve student transitions to postsecondary education and training; and increase employment outcomes. In the eight LWIAs, regional teams consisting of the WIA Title II providers and representative from other WDS partners were created. In LWIAs with multiple adult education providers, agencies were encouraged to work as a group with their WDS partners; however, in most cases, it proved most effective for individual agencies to create a team of partners from their local geographical area rather than one large team for the entire LWIA.

WDSLP provided leadership and support to the agencies and their teams in several ways. At a kick-off event, team members were introduced to the career pathways model being used and attended panel presentations from representatives of three selected career pathways sectors: healthcare, energy/gas extraction and manufacturing. Each team then completed a self-assessment and developed action steps to integrate career exploration and pathway planning into local adult education services. The action steps included an analysis of local labor market and workforce information as well as an evaluation of local postsecondary education and training opportunities. WDSLP staff used the action steps to determine the need for additional resources, training and technical assistance. It developed and delivered several resources, events, workshops and webinars throughout the year for administrators, teachers, case managers and other interested partners.

WDSLP provided ongoing technical assistance to each of the teams to support them in articulating to program staff, adult students and other stakeholders clear pathways from adult basic education through transition services into local training opportunities leading to employment that benefits adults, their families, employers and the community. The technical assistance focused on several key aspects of the

development and implementation of successful career pathways for adult learners: ongoing analysis of current labor market and workforce information to guide decision making; building and strengthening relationships among the stakeholders; and integrating career awareness and planning into adult education services. Project staff developed eight regional "Career Pathways for Adults" resources with industry specific information and career pathways maps for use in the adult education classroom and case management activities. WDSLP also developed and distributed customized resources as requested and worked with the agencies to identify and highlight unique career pathways interventions.

The Career Pathways Institute was offered at mid-year. Teachers and case managers attended sessions on contextualized basic skills instruction with applications to career pathways sectors and on effective case management services to help adults with career awareness and planning. The final session provided an opportunity for attendees from each agency to work as a group to develop action steps that they could carry out as a result of participation in the institute. Project staff provided follow-up technical assistance regarding the implementation of those actions steps.

To measure effectiveness, each supported agency submitted 20 student reports containing information on successful transitions, resources utilized and student persistence. Results demonstrated that participating agencies were successful in transitioning adult students to employment and postsecondary education [137/206 students transitioned to postsecondary education or training (67%), 123/165 met their employment goal (75%)]. Other highlights were the high number of hours that many adult students committed to adult education; the strong collaboration between most agencies and their workforce education partners in providing services; and the increased success of transitioning adult students to postsecondary education if the agency had an established relationship with a postsecondary institution. Agencies reported that the most effective interventions during this initial year were case management strategies and career awareness activities. These findings will guide data collection, professional development offerings and other support provided by this project in Year 2.

WDSLP coordinated with the professional development system (described below) on a variety of projects. They worked with the Facilitation and Consultation Services project to implement the Integrating Career Awareness (ICA) curriculum. Project staff also worked closely with the Communications project to maintain a Career Pathways section on the Pennsylvania Adult Education Resources website, which houses links to materials and resources developed by project staff and materials used or referenced by project staff during meetings, webinars, institutes and conversations. WDSLP staff coordinated with Course Management project and the consultants while planning and facilitating the Career Pathways Institute. Project staff collaborated with the consultants and teacher coaches by providing technical assistance and support to teachers and case managers who were using the ICA curriculum in their classroom and case management activities. Staff collected and shared work-related resources with the consultants and content experts for use in the Making Case Management Work online course and the Teachers Institute sessions.

<u>The Professional Development System</u>

In PY 2011-12, PA's professional development system (PDS) changed significantly. The change reflected the goal in the state plan to shift the responsibility for implementation and evaluation of professional development to funded agencies; to emphasize high-quality research-based professional development opportunities and program improvement based on data; and to support relevant job-embedded professional development.

The new PDS was designed using a process consultation model supported by content area experts, high-quality research-based professional development opportunities and technology and course management support. The core of the new PDS model was the Facilitation and Consultation Services project. The core project staff consisted of the project supervisor/state consultant and four lead consultants. Each consultant worked directly with assigned adult education agencies to provide professional development support and guidance to agency administrators and teachers. They provided consistent professional development support to all funded adult education and family literacy agencies, focusing on helping program administrators and instructional staff support high quality job-embedded professional development. The new model emphasized developing the skills of the agency staff to use data to identify program improvement and professional development needs, use new knowledge in their work and evaluate and document change.

The team of consultants engaged in its own continuous improvement and professional development activities. Consultants were trained in using the process consultation model; they read, discussed and implemented ideas from a broad collection of research dealing with teacher effectiveness, evaluation of professional development and adult learning. They met regularly to review and analyze data collected through their work. Based on this work, revisions to objectives, language and processes were made as needed. In February, the project director met with Cassie Bryant of Drennon & Associates to discuss how to monitor implementation of the model, so that critical changes could be made along the way. These changes were explored with the goal of increasing the overall viability of the model and ultimately increasing program and learner outcomes. This meeting resulted in a contract with Drennon & Associates to provide an objective external assessment of the professional development system over the next three years.

The Facilitation and Consultation Services project also included contracted teacher coaches in the content areas of workforce, math, reading, assessment, learning differences, ESL and case management. These teacher coaches were effective teachers from the field, recommended because of their content expertise, people skills and interest in developing coaching skills. The teacher coaches were identified mid-year and met with the consultants for a face to face training in January 2012. Two groups of teacher coaches worked directly with agency teachers during PY 2011-12; what was learned has informed the full implementation of teacher coaches during PY 2012-13.

As the core of the PDS, the Facilitation and Consultation Services project worked with the other projects in the PDS (described below) to provide seamless services to the local adult education and family literacy programs. Those projects were the federally-funded Course Management, Content Experts and Communications projects and the state-funded projects: Tutors of Literacy in the Commonwealth and Family Literacy Consultation Project.

The Course Management project played two key roles in the PDS: management of formal professional development activities and technical assistance to staff of the Division, PDS and local agencies to maximize the effective use of MyLearningPlan (MLP), a web-based professional development management system. In PY 2011-12, project staff assisted the PDS and the field in expanding their use of MLP to support continuous program improvement and professional development. Project staff created "hubs" for each agency. These hubs provide each agency with central repository to house agency continuous program improvement documents that are accessible to agency staff, consultants and Division staff. The model was expanded to include hubs for in-house professional development specialists, consultants and tutor coordinators to facilitate file sharing. These hubs supported job-embedded professional development by providing a vehicle for ongoing communities of learning for

agency staff, who often do not have many opportunities to meet, and for staff across the state who have similar roles in their agencies.

The Course Management project worked closely with content experts, online course instructors and other facilitators of professional development activities to develop and enter formal professional development activities, both online and face-to-face, into MLP. This support included guidance on accurately describing the activity and its objectives. Based on needs identified from the work of the consultants with local agencies, project staff integrated existing professional development activities offered through World Education/ProLiteracy, LINCS, CASAS and Wonderlic into the professional development catalogue. The project leader worked with the facilitators of those courses and content experts (described below) to develop appropriate follow up activities to help participants implement course content into their work. Staff provided technical assistance to course registrants to ensure that they fulfilled all steps to complete the course. This included completion of course evaluations. The Course Management project used a portion of its funding to reimburse agencies for registration fees when staff completed a course. Project staff also produced reports from MLP for Division and PDS staff to support ongoing monitoring and improvement of professional development services.

The Content Area Experts project contracted with experts in the areas of workforce education, ESL, adult learning differences, assessment, math and reading/writing to enable the PDS to offer content rich professional development activities to agency staff. The content experts supported quality professional development in several ways during PY 2011-12. Each content expert conducted a strand at the Teachers Institute held in December 2011. After the institute, they were available to provide technical assistance to and answer questions from the participants as they implemented the techniques they learned. Each content expert maintained a Wiggio and/or blog to share information and support a community of learners in their content areas. The assessment expert developed activities that built on the content of the basic assessment trainings to support the implementation and correct usage of the standardized assessments used for reporting purposes. Content experts worked with the Course Management project to review available professional development activities and develop/support related PA specific implementation activities.

The Communications project used available technology to support communication within the PDS and to share news and resources from the Division and PDS with the field. The project established the Pennsylvania Adult Education Resources website to house information and resources from the various state leadership projects and the field of adult and family literacy education in general. The website also offers a blog function that allows users to comment on news stories and resources, access older news that is no longer featured and subscribe to the RSS feeder to get regular updates to their email. The project also created an online newsletter that includes links to both local and national resources. Current research in the field is highlighted so that instructors in the field will have easy access. This newsletter was disseminated via an email marketing program and was able to reach many practitioners at the same time, including administrators, instructors and volunteer tutors.

State funded state leadership activities

In addition to the activities funded under WIA Title II Section 223, PA has two state-funded statewide projects to support adult education and family literacy programs: Tutors of Literacy in the Commonwealth (TLC) and the Family Literacy Consultation Project (FLCP). These programs are an integral part of the PDS and work collaboratively with the projects funded with state leadership dollars.

Throughout PY 2011-12, TLC staff worked with administrators and tutor coordinators from 38 adult education programs. TLC staff used current research to help agencies identify and address gaps in the functionality of their tutoring component. In some cases, this work prompted changes to long-standing practices. In other cases, programs faced challenges in accurately developing a gap analysis of this aspect of their agency. To support improvement in this area, TLC continues to work with the programs to clarify expectations of tutor coordinators and tutors. TLC also helped programs collaborate and share resources to best utilize the time of all paid and unpaid adult education practitioners. TLC provided guidance to tutoring programs on tutor participation and created more virtual channels to facilitate networking and sharing throughout the state. By combining knowledge and resources, they were able to make the most of programs' training dollars. In response to identified needs of tutors, TLC offered 40 tutor trainings during PY 2011-12: 27 basic tutor trainings, seven ESL tutor trainings and six customized trainings. Most were provided face-to-face; three were conducted online. Throughout the year, 18 agencies received trainings, and a total of 384 tutors participated.

TLC's director worked closely with the Facilitation and Consultation Services project. She served as a consultant for two agencies with large tutoring components and participated in all of the consultant meetings. When providing tutoring specific support and training to other agencies, she communicated with the consultant for that agency to ensure seamless services.

In PY 2011-12, the FLCP provided consultation services and professional development to family literacy programs. The project also continued its collaboration with external partners at the state and local levels. The FLCP aligned its services with those of the other PDS projects to ensure seamless services to agencies, while preserving the intensity and unique aspects of family literacy professional development. The FLCP used the process consultation model described above in coordination with the consultants; one staff member was part of the consultant group. FLCP focused its work on professional development related to parent education, ILA and early childhood education; the other projects supported professional development for the adult education component. The project also supported family literacy programs in developing and sustaining collaborations required in the four component model. The FLCP itself maintained strong partnerships and collaborations with other entities to provide family literacy expertise and assistance to those entities, maximize resources, share experiences and provide the highest quality services to families. Partnerships included Commonwealth Libraries, PA Center for the Book, Keystone Kids Go! Initiative, Family Development Credential, System of Care Initiative and Penn State Better Kid Care. The FLCP was also involved in the design and implementation of a Child Health and Wellness grant that involves 200 child care sites across the state in a practitioner action research process.

The collaboration and coordination of services among the various federal and state-funded state leadership projects strengthened the work of adult education and family literacy providers to integrate data-driven program improvement and professional development, as well as to begin to evaluate the impact of that work on program services and student outcomes. As a team, the system worked to coordinate methods of documentation, data collection and service delivery to ensure that programs receive collaborative, seamless services that ultimately benefit learners.

In addition to the above statewide activities, PDE awarded $5000 each in state leadership funds to five adult education programs to participate in an innovation project integrating basic skills development into training for home attendant/customer pairs funded through the PA Department of Labor and Industry (L&I). Each adult education program worked together with a local Center for Independent Living (CIL). At each CIL, the training was co-taught by a registered nurse (RN) funded by L&I and a basic skills

instructor from the adult education provider. The basic skills instructors covered literacy and math skills needed to complete the training. In addition, they brought adult learner centered techniques into the classroom and together the instructors were able to model many of the skills being taught. The inclusion of basic skills instruction in the context of work supported participants in fully meeting the competencies needed for Home Health Aide Certification and providing quality care. At the end of the training, 101 of the 115 enrolled participants received the certifications and received a pay raise as a result. About 30% of the attendants showed education gain based on the TABE.

- **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.**

A competitive grant application process for PY 2011-12 funds reduced the number of funded agencies from 128 to 59. Programs received a minimum of $150,000 combined in federal and state funding (family literacy programs received a minimum of $100,000 in state funding) to allow them the resources to provide a full range of educational and support services and to focus on improvements that would increase the quality, intensity and duration of services in order to improve student outcomes. The Division continued to stress the use of intensive managed enrollment classes where appropriate. These changes increased the amount invested in each student, thereby reducing the overall number enrolled.

Despite the disruption and changes caused by the competitive grant process, the performance data indicate some positive results. The performance of PA's adult education and family literacy providers continued its upward trend in PY 2011-12. The state achieved eight of its state performance targets. It matched or improved its performance in 10 of 11 Educational Functioning Levels (EFL) and two of the four Follow-up Core Outcome Measures. The state set or matched top performance marks in nine of the 15 target categories. One area of continued improvement over the last few years has been the educational gains of the ESL students.

Some factors that likely led to the continued improvement are:
- Continued increase in the number of managed enrollment classes
- Mandate for agencies to have intake/assessment, data quality, and In-house Professional Development specialists
- Minimum educational requirements for instructors and tutors
- Implementation and enforcement of student attendance policies
- Continued agency evaluation of and changes to the orientation process
- Expansion of case management services
- Increased use of the Postsecondary Enrollment Certification Form to capture students enrolled in training schools
- Expansion of professional development through lead consultants

One area of concern is the persistence of ABE/ASE students. The average hours of student participation dropped from 75 to 68 hours. While PA has shown overall improvement in educational gains over the past 12 years, more work still needs to be done in regard to case management and overcoming student barriers. Almost 72% of those students that persist long enough to posttest achieved educational level gain; that is 30 percentage points higher than the overall EFL gain rate.

Family literacy continued to be an important part of the services offered. During PY 2011-12, a combination of carry over Even Start funds and state Act 143 funds enabled 21 agencies to operate programs to provide family literacy services in 40 of PA's 67 counties. These programs provided

services to 852 families, with 884 adults who were NRS eligible and 1070 children. The competitive grant process reduced the number of agencies providing family literacy services from 46 to 21. By reducing the number of agencies and providing larger grant amounts, the Division's family literacy programs were able to provide a full range of services that correlates an increase in overall educational level gains from 46% to 55%.

The Division contracts with Tuscarora Intermediate Unit 11 to administer the Distance Learning Project (DLP), which provides distance instruction for students and technical assistance to referral agencies. Agencies use distance learning to meet the needs of students who are unable to participate in face-to-face instruction, to support student persistence when situations arise that could potentially interrupt students' participation and to offer blended learning to increase the intensity of instruction.

In PY 2011-12, the DLP enrolled 339 distance learners referred by 44 agencies across the state. Distance learners participated in adult basic education, GED® Test preparation and English language instruction. The DLP offered classes using subject-specific managed enrollment classes. Students completed online lessons as well as projects that allowed them to customize and create their own learning experiences. English language learners used an online curriculum and also participated in synchronous webinars with a teacher and other students to practice their speaking and listening skills with others. While a majority of distance learning students participated in online classes, a print-based option was available for students who do not have regular access to the internet. One distance learning success story in PY 2011-12 was a young woman living in a rural part of the state who did not have transportation to attend face-to-face classes and also had young children at home. This student was able to utilize distance learning to improve her math skills and pass the GED® test. After earning her secondary credential, she obtained full-time employment and is now enrolled in a Paralegal Associates Degree program.

In PY 2011-12, the Division eliminated the option of agency-provided distance learning, and all distance learning services were provided by the statewide DLP. This change allowed agencies to focus their resources on face-to-face instruction and student support services, while the DLP used its expertise in distance instruction. This change was made as a result of data analysis from previous program years, which showed that educational gains and obtainment of a secondary diploma outcome for agency-provided distance learning students had declined over the previous two program years. Agencies were expected to support the students they referred to the DLP by providing academic and other support services as needed and to administer the standardized assessments used for reporting purposes.

To simplify referrals, the DLP implemented a secure, online application system. The online system empowers students to initiate the distance learning application and eliminates paperwork for the referral agency. The online system has three steps: 1) the student completes an application for distance learning services; 2) the agency completes an intake, assessment and distance learning screening in-person and enters assessment information online; and 3) the student is directed to contact the DLP to provide sensitive information (e.g. Social Security Number) and to schedule an orientation. The group orientations discuss how to be successful in a distance learning class, student expectations and how teachers support learners. Initial feedback from students and referral agencies indicates that the new online system has made the application process quicker and easier.

- **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.

The Division supported the integration and alignment of WIA Title II adult education services with the other services in the workforce development system to varying degrees at the state, regional and local level. In 2011, entities at all levels of PA's workforce development system experienced personnel and organizational changes due to a new gubernatorial administration and funding cuts. As a result, the Pennsylvania Workforce Investment Board (PA WIB) convened only once during PY 2011-12, limiting opportunities for inclusion in its activities. However, the Workforce Development Liaison met the Director of the PA WIB and presented information on the state leadership funded career pathways initiative. The Interagency Coordinating Council (ICC), an advisory council mandated by state legislation authorizing adult basic and family literacy funding, has members representing government agencies, education, business, media and the legislature. During PY 2011-12, as a result of the work of the ICC, Department of Community and Economic Development (DCED) funding was made available to local community action agencies (CAA) in the eight LWIAs served by the WDSLP (described above). The (CAAs) used the funding to pay for case managers who worked to help adults transitioning to employment or postsecondary education. In addition, the ICC reviewed and approved the PY 2012-13 State Plan on behalf of the governor.

In PY 2011-12, PA revised its policy regarding PA Adult Education Coalitions. There were two reasons for the change: 1) the reduction in the number of grantees due to the competition meant that there were several LWIAs with only one grantee and 2) grantees in several WIAs had strong coalitions that did not need to be mandated. The revised policy mandated formal coalitions in four LWIAs. In the other 17 LWIAs, grantees were required to coordinate services and present as a group their services to their LWIB at least annually. The Workforce Development Liaison continued to support the work of the formal and informal coalitions as requested.

Adult education representatives involved directly with provision of WIA Title II services served on 15 of Pennsylvania's 22 Local Workforce Investment Boards (LWIBs). Providers routinely updated LWIBs through presentations and reports about programs and successes of students. Adult education programs provided a range of services in 49 of the 67 one-stops, including GED® test preparation, basic skills instruction, WorkKeys preparation, postsecondary education entrance examination preparation, career awareness, case management, support for distance education and subject-specific workshops and clinics. Services were available through classroom instruction, one-on-one tutoring and/or drop-in centers. A two-way referral process at the one-stop centers allowed students to access all workforce development services for which they met eligibility requirements. Adult education and family literacy programs contributed over $700,000 in rent, staff costs and other services to the one-stops in PA.

These relationships produced many successes. One urban one-stop referred 98 clients to the local provider's math clinic for skill improvement of whom 61 improved their math skills and were referred back to the one-stop. Of those 61, 21 adults entered training programs. Through workforce development partnerships, one small adult and family literacy program in rural Huntingdon County worked with WIA partners to assist 19 adult students to obtain Individual Training Accounts (ITAs) to enter postsecondary education and training in the healthcare and manufacturing sectors. That represents 20% of their total enrollment. Of the 19 students receiving ITAs, 16 completed their training. The remaining three were hired as welders, their chosen field, prior to completing the training opportunity.

- **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.**

In PY 2011-12, there were 16 EL/Civics grants providing funding to 27 agencies. These 16 grants provided services in 10 of the LWIAs that were determined to have the greatest need for EL/Civics services. Grant amounts ranged from $21,000 to $293,781. The programs served 2260 students, 2063 of whom received at least 12 hours of EL/Civics instruction. Forty-four percent of students completed one or more educational functioning levels. Programs also tracked the students' success in achieving the secondary outcomes related to civics education: achieve U.S. citizenship skills, register to vote, vote for the first time and increase involvement in the community. The success rate for those goals were 85%, 45%, 30% and 85% respectively.

Due to the grant competition and the resultant change in the way professional development services are provided, the planned use of OVAE's EL/Civics Online course as a requirement for all EL/Civics-funded agencies and the implementation of using CASAS Government and History for Citizenship tests for outcome measures were not initiated this year. However, representatives from each of the EL/Civics-funded agencies met to discuss the measurement of the required secondary outcomes for EL/Civics. Suggestions from this meeting were integrated with the NRS guidelines for measurement and data collection to create PA's guidelines for EL/Civics data collection and reporting.

In addition to data submitted in e-Data v2, EL/Civics programs submit narrative final reports, which include examples of student outcomes related to the required secondary goals. According to these reports, a total of 81 students were in the process of applying for citizenship, while another 122 obtained their U.S. citizenship during the program year. Student participation in civics-related activities was diverse. Students at one program invited elected officials to their class to explain how the election process works and then volunteered to help at their local polling places. Students across the state also reported attending city council meetings, writing letters to President Obama, and attending public meetings with their local elected officials. Statewide, EL/Civics students volunteered in a variety of ways. They volunteered at nursing homes, schools, food drives and churches. Students at one program involved their families at a park clean-up and some helped to install a community vegetable garden. Students reported increased levels of involvement in their children's school activities by volunteering as classroom aides and lunch aides. As a result of increased contact with her child's teacher, one student is now involved in the regional spelling bee competition and her child became the state spelling bee champion. Students participated in local utilities' energy-saving programs and three environmentally conscious students started a carpool to EL/Civics class. As a result of classroom learning, many students gained or improved employment situations as they felt more comfortable taking jobs in English-speaking companies and one even passed the civil service exam for a government job.