

Washington State Narrative Report 2011-2012

In Washington State, our funded ABE providers consist of 34 community and technical colleges, 1 tribal college, 6 community-based organizations, and 3 faith-based organizations. Basic skills instruction for our 12 correctional institutions is provided through our college system.

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

In 2011-2012 state leadership funds supported programs and projects for the continued implementation of our state strategic plan goals. We continue to use data collection and analysis frameworks, which include Data for Program Improvement (DPI), NRS data quality and data collection training, and our own Washington State Minimum Components of Adult Basic Education Services, Activities, and Programming to structure our state leadership activities.

State Strategic Plan Goals		
1. Prepare ABE students to contribute to and benefit from WA's economy by increasing learning outcomes related to work: Strategies for improving: a. Progression and completion b. Career Pathway development and transition to work c. Transition to further education/training	2. Provide increased access to ABE that leads to economic self-sufficiency and a stronger workforce for the adults in WA who need it: Models and strategies for: a. Workplace literacy b. Integrated Basic Education & Skills Training (I-BEST) c. eLearning	3. Increase understanding of the importance of ABE in meeting the economic goals of WA State: Skill development for improving: a. Ability to understand and use data to tell the ABE story and improve student success b. Advocacy and information sharing

The following table describes our activities and results for our three main categories of leadership: infrastructure development, program quality support and development, and new initiatives. The main goal that each activity addresses is also identified.

Activities	Description	Goal Addressed	Results
Infrastructure Development			
Assessment of system development – to improve our knowledge of what's working in our system and address what needs improvement			
CASAS Cadre Activities	Training, re-certification and support activities aimed at maintaining a standardized assessment system	1 a	Ensured that staff in all funded programs are trained and certified and that they have support to respond to standardized assessment questions
WA Adult Basic Education and Reporting System Training (WABERS+)	Regional and individual provider training for use of Washington's ABE data system	1 a	Trained data entry and other key staff in data collection and data entry into WABERS+ • Incorporated some WABERS+ data training into assessment training for directors, in connection with CASAS cadre annual meeting
NRS Data Quality Training	Annual workshop for maintenance of quality data collection practices as part of standardized assessment system	1 a	Trained new directors in key NRS quality data collection concepts • Continuing directors completed modules on the NRS website prior to DPI workshops
Data for Program Improvement (DPI)	Workshops for directors and key staff in analysis and use of program data for program improvement	1 a and 3	Held DPI workshops for directors and key staff in preparation for FY 2013 grant extension application, which required focused data-driven or research-based responses about improving teaching and learning approaches to increase student progression and transition • 6 workshops were tailored to the specific needs and circumstances of provider groups – e.g. new directors, CBOs, continuing (advanced) teams, etc. • Workshops included data analysis, inquiry question formation, hands-on data query practice in a computer lab, and creation of a DPI project for the coming program year
Program Reviews	Review of programs on-site to verify data collection, use of data, and program component implementation; provide technical assistance in areas identified by desk monitoring	1 a	Conducted on-site reviews of 19 providers • Identified strengths and weaknesses for which commendations, recommendations, and/or corrective actions might be issued • Follow-up on corrective action verified

Activities	Description	Goal Addressed	Results
WA State Adult Learning Standards – implementation of a standards-based system that defines ABE and ESL content and leveled competencies, adapted from Equipped for the Future's (EFF) Content Standards and Curriculum Frameworks			
Learning Standards (LS)	Implementation of the WA Adult Learning Standards at the classroom, program and system levels	1 a	Continued support of Learning Standards cadre for reading, writing, and math through a director advisory group • Held 2 sessions of the online course <i>Learning Standards 101</i> • ABE Directors submitted comprehensive 3-year LS Expansion plans as part of their FY 2013 Grant Extension applications
Reading Instruction	Support for the implementation of the Learning Standards for reading and improving instructional practices in the teaching of reading	1a	Supported a series of on-line and teleconferenced workshops on the andragogy of teaching reading • Workshops were based on the ARCS research and in collaboration with faculty from Seattle University's Master's in Adult Basic Education Program • Workshops are offered at least once per year and are co-developed and co-taught by a Learning Standards Reading Cadre member
Speaking and Listening Instruction	Support for the implementation of the Learning Standards for speaking and listening; improving instructional practices in the teaching of speaking and listening	1a	Developed a cadre workshop series with Andy Nash through Equipped for the Future, to be delivered in FY 2013
Writing Instruction	Support for the implementation of the Learning Standards for writing and improving instructional practices in the teaching of writing	1a	Delivered a Writing Andragogy workshop series with Landmark College in support of Universal Design for Learning practices and Learning Standards implementation
Advocacy – to support for engaging communities to foster support for services and recruit adults needing basic education			
Literacy Week Grants	Provide funds to local providers that have developed plans for our governor-designated WA State Adult Literacy Week activities	3	Providers carried out local message campaigns to communicate the contribution of ABE to local economies and adults in the emerging workforce • Some successes included increased recruitment of students and tutors, increased access to services to support student attendance, as well as increased community support from engaged citizens • Materials (including videos and posters) are posted on our website and have been shared within the state as well as out of state
Program Quality Support and Development			
Professional Development – to provide information and support for continuous program improvement			
Rendezvous Conference and Inquiry Projects	Bi-annual system-wide conference for adult basic educators that focuses on implementing the State Plan for ABE and its goals; Mini-grants are awarded to support practitioner inquiry to follow-up on and implement ideas from the statewide conference	1, 2 and 3	None in PY 2011-12 • Available in alternate years instead of Program Development Projects
Program Development Projects	Mini-grants available biennially to all providers to support practitioner inquiry focused on system priorities for continuous program improvement.	1,2 and 3	Supported 29 program development projects through mini-grants • Topics were focused on supporting the expansion of I-BEST programs and the development of innovative approaches for accelerating student success (including innovations like On-Ramp to I-BEST) • Year-end reports provide descriptions of projects, data gathered, process recommendations, and resources reviews
Instructional Strategies	Support for expanding system and instructional strategies to improve the outcomes of students with learning differences and disabilities	1 and 2	Supported 22 faculty for 5-day <i>Learning to Achieve</i> workshop provided by LINC'S • Each trainer provided local workshops to disseminate the training
New Teachers Orientation On-Line	Provide comprehensive overview of ABE system in WA State to complement local faculty orientation	1 and 2	New faculty (12) accessed information about the ABE system in this state • Some instructors were introduced to on-line learning for the first time • Training is valued because it speeds up the rate of familiarization with the system, stimulates productive conversations internal to the program, and aids in problem solving
New Directors Orientation On-Line	Development of a comprehensive overview of ABE system in WA State to complement local director orientation	1 and 2	Convened a directors advisory group to redesign new directors' orientation • Delivered workshop for new directors to provide guidance to resources available electronically regarding program requirements and quality enhancements • Each new director was assigned an ABE Office Policy Associate as mentor/contact person • Identified content for on-line modules

Activities	Description	Goal Addressed	Results
WorkFirst (welfare reform) training events	Training and planning events around the state to assist colleges and partners for carrying out WorkFirst policies for education and training	1 and 2	Represented ABE in WorkFirst decision-making bodies and worked with partners in other agencies to develop and deliver training on new reports for counting participation and course management • Worked with ABE providers to enhance work-context ABE services
Progress towards the Tipping Point – to explore new strategies to increase transitions			
Transitioning students from pre-college (ABE and Developmental Education) to college level coursework	Cross-divisional conferences to explore and promote transitions of students from ABE to courses and programs leading to the Tipping Point and beyond (45 college level credits and a vocational certificate)	1	Convened a <i>Best Practices Summit</i> to explore ways to streamline the progression of students through all pre-college content, including “through-put” contextualized course pilots that enable students to start anywhere and to be placed at a level based on their accomplishments (pilots have demonstrated that some students starting at ABE level 3 can achieve English 101 levels, as well as earn college credit for Humanities content, within 1-3 quarters) • Coordinated a system-wide review of all colleges to map overlap and alignment of ABE and Developmental Education for state legislature in support of the Efficiency Study commissioned by them
Work Integration – continue to expand I-BEST offerings			
I-BEST – Integrated Basic Education and Skills Training	Continue support for new integrated teams	1 and 2	Created an I-BEST training cadre to work both in-state and out-state for training faculty to develop integrated student learning outcomes for course planning and intentional strategies for team teaching
eLearning – explore distance education models and strategies			
Expanding online training and resources for ABE faculty	Training for faculty to become competent and confident online instructors	2c	Continued use of SLOAN-C training slots for e-Learning workshops and state resources for training teachers in eLearning instructional techniques
New Initiatives			
Pilots – structure for analysis of formats and impacts of various new strategies of service provision			
Extending the integrated continuum	Pilot integrated curriculum in new areas	1 and 2	Worked with the Gates foundation to extend the continuum from ABE through Developmental Education and into college level courses • Supported 10 pilot programs funded by Gates • Supported 7 Academic I-BEST pilots focused on integrated basic skills and core academic coursework (e.g. ABE/English 101 and Humanities)
On-Ramp to I-BEST	Enhance the pathway for low level learners to enter and succeed in I-BEST	1 and 2	Supported 15 On-Ramp to I-BEST pilots focused on increasing transition of low level (1-3) students into I-BEST programs
Career pathways	Integration of occupational and career planning content with ABE instruction	1 and 2	Supported the participation of 4 providers through a grant awarded by the National Career Awareness Project to pilot curriculum for integration into ABE instruction
National activities – providing support for national ABE program development			
I-BEST expansion to other states	Training and planning support to other states	1 and 2	Supported the Accelerating Opportunities pilot program sponsored by JFF and the Gates Foundation • Provided technical assistance to 9 states that are in the running to apply for 5 state pilot grants to implement their own I-BEST programs, as well as responding to additional state requests for consultation and training
Supporting student access	Broaden resources that support student access and success in career and education pathways	1, 2 and 3	Worked nationally to facilitate inclusion of ABE students in access to financial resources that enable participation in rigorous integrated studies, regarding Ability to Benefit legislation, etc.
WIA reauthorization	Support the development of legislation that strengthens access and success for adults in need of basic education and further training	1,2, and 3	Provided information on services and feedback on drafts of legislation as requested

Success in improving the understanding and use of data can be seen in the following statements from local providers.

“BTC’s DPI project investigated the low level completions found within the ESL program. The DPI team noted a drop in level-completion rates after the eCASAS was implemented. Interventions were put into place to address these drops and included both changes to instruction and testing. Instructional changes

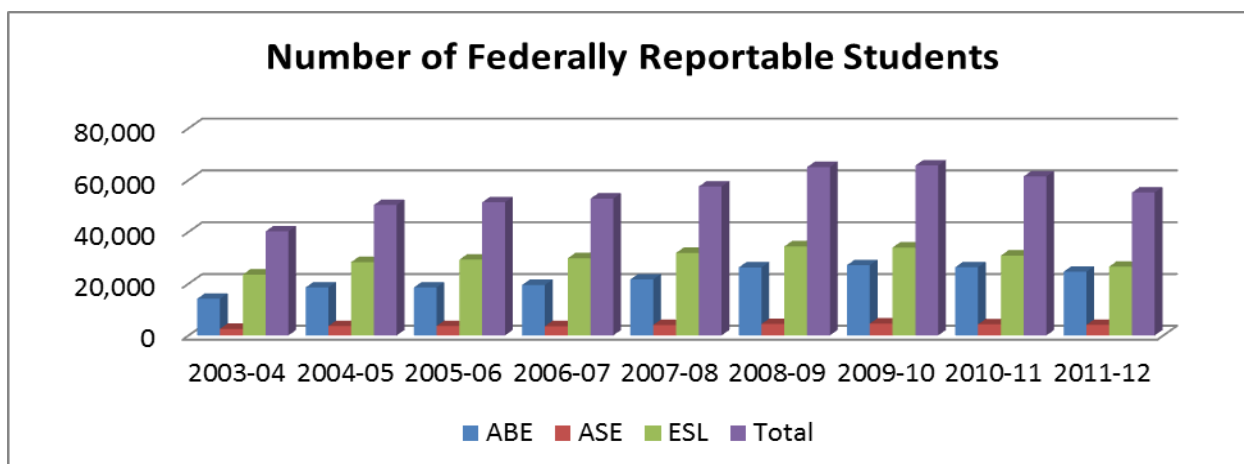
came in the form of a greater use of computers in the ESL classroom. This was instituted through the On-Ramp to I-BEST grant that brought contextualized content and technology into the ESL program. Testing changes were implemented to expose both students and instructors to the eCASAS environment. This will ensure a consistent and more appropriate testing environment, as well as better trained proctors.” **Bellingham Technical College**

“The DPI project for 2011-12 focused on improving the performance of ABE 4 and 5 students on campus. To achieve that end, we analyzed the skills necessary to perform well on the upper level CASAS Math and Reading tests, and developed lesson plans and activities to reinforce those skills. We hoped to see an increase in the percentage of students making a level gain in the classes where these activities were implemented. After reviewing the student performance and placement in fall and winter, we determined that most of our ABE students on campus placed well in their reading tests and were not indicating knowledge gaps as a part of the performance issue. However, the same was not true for math. Most of the students started in the 15M as their pretest, and then had to post test at a significantly higher level—17 or 18. We analyzed the skills on these tests and determined that the skills of reading and interpreting charts and graphs were critical elements to their success. Additionally, more of a focus on contextualizing the instruction in basic math was an achievable goal. Higher order math lessons were developed, focusing on reading and interpreting charts and graphs, pre-algebra skills including positive and negative numbers, and basic algebraic equations. * The results were mixed. In one class, the number of level gains literally doubled from FY11 to FY12. In the other, the results were positive, but not quite as significant. Cumulatively, we increased our level gains, significant gains, and momentum points. We have also increased the numbers of students from each of these classes that have transitioned to college.” **Big Bend Community College**

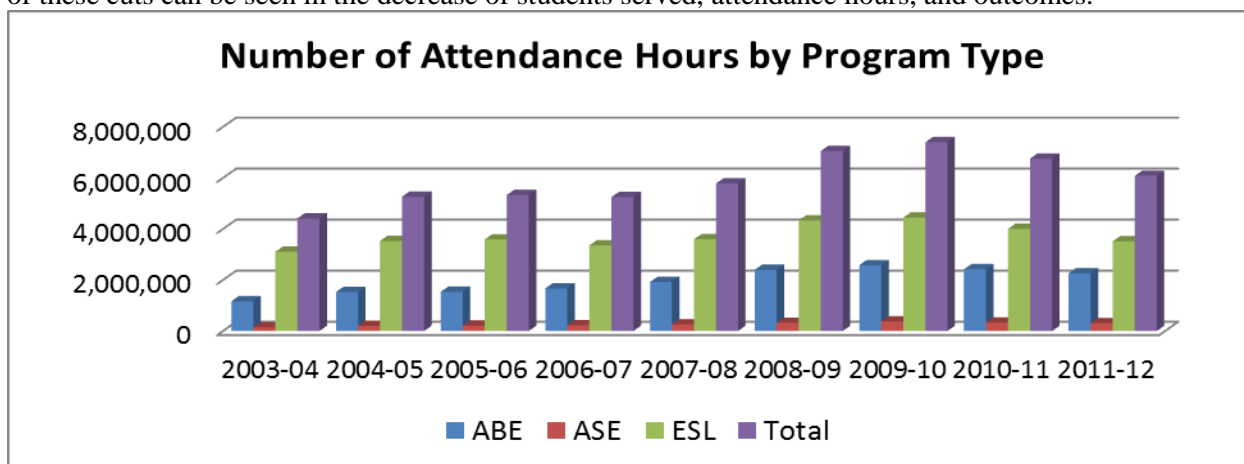
“CPTC’s DPI project was designed around ELL students in Levels 1-3. Less than 40% of these learners are meeting their literacy goals. The hypothesis we are using is: If we improve the student goal setting process and increase hours of instruction to include topics such as math and eLearning skills, we can expect to improve competencies by at least 3%. We added a mandatory New Student Success class with increased hours that includes goal setting, skills assessment, one-on-one planning interview, and activities that help students learn how to balance school, life and work issues. In addition we created an On-Ramp program for ESL Level 3 students which increased hours of instruction and includes math, writing development, career development and eLearning. Our goal was to improve level completions by 3%. We met this goal. Level 1 completion levels went from 24% in FY11 to 50% in FY12, Level 2 from 36% to 41% and Level 3 from 39% to 43% (Federal Table 4 from FY 11 and FY12). Retention data is also being tracked. We compared data from students who just did the 4 hour class in Fall 2010 to the students who did a 12 hour class in Fall 2011. 16% of the Fall ’11 students didn’t reach 12 hours of service compared to 0% in Fall ’12. Comparing retention rates for these students from Fall ’10 had a 30% retention rate into spring of ’11 and the Fall ’11 group had a retention rate of 44% into Spring Quarter ’12. That is a big difference and seems to suggest that the 12 hour Student Success class is making a difference. The ESL On-Ramp class started in Winter Quarter FY 12 and was designed as a 3Q program. Comparing students in ESL Level 3 class at night to the ESL 3 On-Ramp group is also part of this project. So far, data is showing that the On-Ramp is having a higher success rate than just doing the Level 3 class. In the On-Ramp class, 63% of the students achieved significant gain in Listening and 56% in Reading, compared to 36% and 42% for the non On-Ramp students.” **Clover Park Technical College**

B. Significant Findings Regarding the Effectiveness of Adult Basic Education Programming During the 2011-2012 Program Year, Based on the Core Indicators of Performance

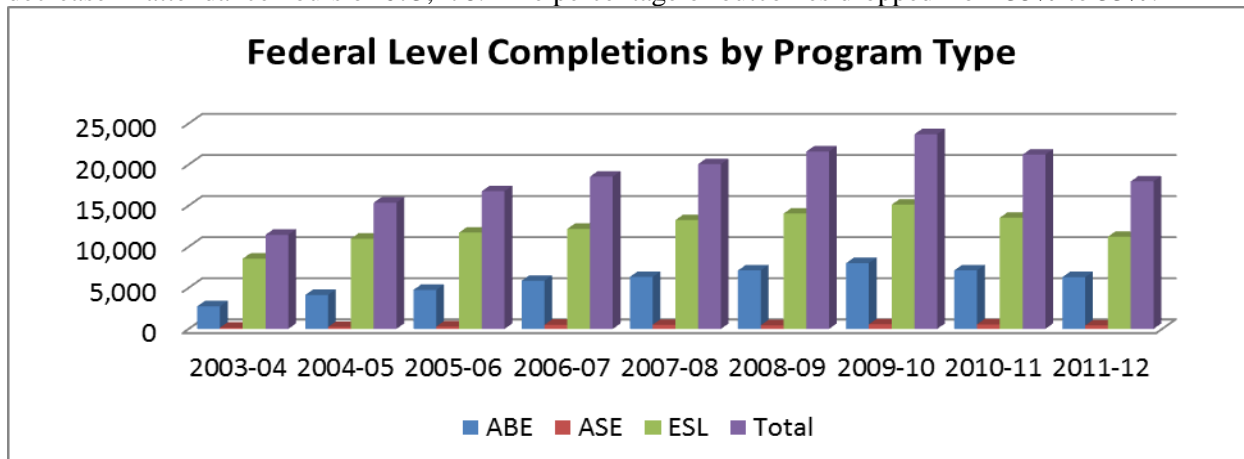
Since implementing a web-based reporting system in 2003-04, we had seen a steady increase in students until 2010-11. Now, this is the second year the total number of students decreased, and the number of students decreased in every program. The decrease in ESL students is significant with fewer students and attendance hours in the program than in 2004-05.



Since 2008-09, Washington State has experienced significant budget reductions to the adult education system. As the budget cuts have increased, so have the impacts to basic skills programs. Providers that managed smaller reductions in the previous years had to cut the number of courses offered. The impact of these cuts can be seen in the decrease of students served, attendance hours, and outcomes.



In 2009-10 we had the highest number of attendance hours and outcomes, and 2010-11 brought the first decrease in these numbers with a decrease of 444,446 in attendance hours, and a slight decrease in the percentage of outcomes. This year the decrease in ESL attendance hours alone was 486,384, with a total decrease in attendance hours of 673,478. The percentage of outcomes dropped from 35% to 33%.



As shown in the following table:

- All level completions for ABE and ASE decreased from last year, except for Beginning ABE, which increased from 32% to 33%. All level completions for ESL stayed the same or decreased from last year, except for Beginning Literacy ESL, which increased from 50% to 51%. For goal completions, there was an increase in outcomes for all of the four goals. The most significant of these being an increase from 44% to 52% for GED/HS diploma attainment.
- This is the fourth year that Washington State did not increase overall federal performance (the average of all 15 WIA core indicators). Performance remained at 42 percent for the fourth year in a row.

Performance on 15 Federal Core Performance Measures												
LEVEL OR GOAL COMPLETION	YEAR 8 2006-07		YEAR 9 2007-08		YEAR 10 2008-09		YEAR 11 2009-10		YEAR 12 2010-11		YEAR 13 2011-12	
	Negotiated	Actual	Negotiated	Actual	Negotiated	Actual	Negotiated	Actual	Negotiated	Actual	Negotiated	Actual
Beginning Literacy ABE	32%	40%	35%	37%	42%	37%	38%	39%	39%	38%	40%	37%
Beginning ABE	31%	35%	37%	36%	37%	33%	38%	36%	34%	32%	38%	33%
Low Intermediate ABE	29%	34%	31%	34%	36%	31%	36%	34%	33%	32%	36%	31%
High Intermediate ABE	17%	24%	21%	22%	25%	21%	23%	23%	22%	21%	24%	18%
Low ASE	9%	17%	11%	15%	18%	12%	15%	15%	12%	15%	20%	12%
High ASE	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Beginning Literacy ESL	47%	52%	51%	52%	54%	49%	55%	52%	51%	50%	54%	51%
Beginning Basic ESL	42%	48%	43%	51%	50%	51%	53%	53%	53%	52%	55%	52%
High Beginning Basic ESL	42%	44%	43%	45%	46%	43%	47%	48%	45%	49%	50%	47%
Low Intermediate ESL	45%	43%	48%	44%	45%	42%	46%	46%	44%	43%	47%	42%
High Intermediate ESL	41%	39%	43%	38%	40%	37%	39%	41%	39%	42%	43%	40%
Low Advanced ESL	25%	20%	24%	22%	21%	25%	23%	29%	26%	30%	30%	27%
High Advanced ESL	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Enrolled in Higher Education/Training	61%	88%	54%	92%	88%	90%	92%	76%	92%	71%	79%	75%
Entered Employment	47%	46%	51%	48%	48%	46%	50%	36%	48%	35%	48%	36%
Retained Employment	75%	74%	75%	72%	77%	68%	75%	66%	71%	69%	71%	70%
GED/High School Diploma	34%	46%	46%	47%	48%	42%	49%	41%	43%	44%	60%	52%
Overall Average	39%	43%	41%	44%	45%	42%	45%	42%	43%	42%	46%	42%

Other enrollment data show:

- The percentage of Black/African American students again decreased slightly from 15% to 14%, and the percentage of Hispanic/Latino students decreased for the third year from 31% to 29%. The percentage of Asian students increased slightly from 16% to 17%, and the percentage of White students increased from 32% to 33%. The percentages of the other ethnicities remained the same.
- For 2011-12, there were increases in the number of male American Indian/Alaskan Native, Black or African American, and Native Hawaiian/Pacific Islander students.
- Overall, women still outnumbered men 54% to 46%.
- The percentage of participants in all age groups remained relatively the same as the prior year. There was a slight increase in the 19-24 age group, and a slight decrease in the 25-44 age group. Both differences were 1%.
- Compared to the prior year, enrollment of participants who were:
 - Employed decreased 10%
 - Unemployed decreased 15%
 - Not in the labor decreased 2%
 - Receiving public assistance decreased 4%
 - Living in rural areas decreased 20 %

NRS Table 5:

- The number of participants who had “enter employment” as a goal increased 17 percent from the previous year, and the number that achieved that outcome increased 22 percent. The percent achieving that outcome increased from 35 to 36 percent.

- The number of participants who had “retain employment” as a goal increased 34 percent, and the number achieving that outcome increased 42 percent from last year. The percentage retaining employment increased from 69 to 70 percent.
- The number of participants with the goal to obtain a GED or high school diploma decreased 5 percent, and the number achieving that outcome increased 9 percent from last year. The percentage achieving the outcome increased from 44 to 52 percent.
- The number of participants who had “enter postsecondary” as a goal increased 2 percent, and the number achieving the outcome increased 9 percent from last year. The percent achieving this outcome increased from 71 to 75 percent.

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

ABE is represented on the WA Workforce Board by the Executive Director of the State Board for Community and Technical Colleges. Representatives from our office participate in all related Workforce Board activities, and a representative of adult education is appointed on every Workforce Development Council. The state Workforce Board participates in meetings of the Adult Education Advisory Council and the SBCTC Board with opportunities to provide input in setting policy priorities for ABE.

Coordination and partnerships are integral in delivering adult basic education and are a factor in approving provider grant applications. The following are examples reported by local providers.

“Everett Community College partners with many agencies that serve individuals who are at the basic skills level including DSHS, the Snohomish County Local Planning Area (LPA), several Community Service Organizations (CSOs), and Community Based Organizations (CBOs) including Goodwill, Housing Hope, and SEAMAR. Each month we meet with the Local Planning Area group to discuss how we can best help each other and best serve our clients. We also have a Basic Skills Advisory Committee which provides direction and assistance to our program. In collaboration with the Snohomish County WDC we offered several programs leading to career pathways to employment and additional education for students beginning at the basic skill level. These include the Sustainable Office Skills I-BEST program and our YouthBuild program. In the YouthBuild program we partner with the Snohomish County WDC, Edmonds Community College and Housing Hope to provide opportunities for out of school youth to complete a GED as well as obtain skills and work experience in the construction trade.”

Everett Community College

“Through direct (financial) support from the Seattle King County Workforce Development (WDC)/Department of Health and Human Services), the program redesigned and offered its ESL/ABE Healthcare Bridge in 2011-2012. This project ignited further collaboration with the King County WDC through summer 2012, when a cohort of at risk youth recruited by WDC enrolled in the LWIT Certified Nursing Assistant Program. Another example of successful partnership with the King County WDC consists in customized English as a Second Language and computer basics classes offered to employees of local companies.”

Lake Washington Institute of Technology

“NWIC community partners include YouthBuild, Dislocated Fishers, TERO, TANIF, WorkSource and LIBC to provide ABE, Developmental Education, Life Skills and Vocational Education instruction. Both YouthBuild and Dislocated Fishers continue to provide a stipend for students enrolled in those programs. To improve student attendance those programs are altering their disbursement policy to require a minimum of 20 hours per week in classroom instruction. In response to local job market demands, NWIC now offers an I-Best CNA program with others such as phlebotomy planned for the coming year. Construction trades comprise our CJST programs, which have attracted a large student body. These programs have the support of our community partners, who refer their clients to these programs for vocational training.”

Northwest Indian College

“WorkSource Renton and YouthSource – Co-located faculty and staff are continuing to connect with WorkSource partners. The Workforce Development Council of Seattle-King County will continue to cover the costs for the space sharing agreement at this site for 2012-2013. King County Work Training Program refers out-of-school youth to ABE/GED classes, and provides on-site employment, case management, and support services. Students also access mental health, domestic violence, energy assistance, and food assistance. Through the Out-of-School Youth Consortium, RTC partners with King County, the YMCA, Multi-Service Center, Neighborhood House, Shoreline CC, and the Center for Career Alternatives. On-Ramp to I-BEST Program (continued partnership) – RTC, Neighborhood House, and the WDC of Seattle-King County will partner on this pilot project to help youth aged 18-24/30 to enter and succeed in I-BEST-level programs. The target audience will include young adults who need to improve their skills in order to be eligible to enter an RTC program.” **Renton Technical College**

“The Shoreline ESL/ABE/GED program collaborates significantly with the Workforce Education Division and with local employment and training providers and agencies. Shoreline provides four I-BEST career pathway programs. For the second year in a row, Shoreline served the highest number of I-BEST FTEs in the community and technical college system. All of the I-BEST pathways are linked to in-demand careers and are well-supported by the Seattle-King County Workforce Development Council and the regional DSHS office and local Community Service Offices. In addition WDC and private foundations such Skills Up and the Seattle Jobs Initiative provide funding to support the work of integrated career navigators. Shoreline is in the process of developing a new I-BEST for Developmental Education program to serve applicants and completers of the I-BEST General Service Technician Program and the CNC Machining Program. This program will utilize the National Career Readiness Certificate outcomes to teach developmental reading, writing, and math skills and prepare students for the next level of training in those two pathways. Shoreline is also a recipient of an ORIA LEP Pathway contract to provide both ESL and job training services to refugees and immigrants on TANF. Shoreline works directly with a large number of community-based organizations including REWA, Neighborhood House, and Refugee and Immigrant Services Northwest.” **Shoreline Community College**

“TCH continued to be an active member of the Local Planning Area, a group that includes Tacoma Community College, Pierce College, Clover Park Technical College, Bates Technical College, DSHS, Employment Security, WIA representatives and other Pierce County providers dedicated to helping low income families become self-sufficient. We also provided educational services and case management to WorkFirst participants through our block grant from SBCTC. We participate actively in the local WDC. Our Youth Program is part of a WIA funded consortium, so we work closely with the WDC and its Youth Council. We are a WIA affiliate site and currently receive funding to deliver youth services and Community Jobs. These programs help low income recipients move toward self-sufficiency. TCH is also a member of the Pierce County Adult Basic Education Consortium, which includes Tacoma Community College, Bates Technical College, Pierce College, Clover Park Technical College, and the Rescue Mission. TCH is the major LEP Pathways contractor in Pierce County. LEP Pathways is funded by the DSHS Office of Refugee and Immigrant Assistance (ORIA). This program helps immigrants and refugees learn English, adjust to American culture, and obtain employment with a living wage job.” **Tacoma Community House**

“The successful Watershed Ecology I-BEST program continues to provide a unique opportunity to partner with the Confederated Tribes of Umatilla Indian Reservation. The Watershed Ecology Education advisor continues to act as a liaison with tribal members, U.S. Forest Service and state and local conservation agencies, and is instrumental in recruiting I-BEST students. This past year partnership with Blue Mountain Action Council and the local WDC has been instrumental in the success of the ABE Ramp up to I-BEST Skill Steps program. 77% of 33 students were co-enrolled in WIA, and 64% had part-time or full-time employment as a result of co-enrollment.” **Walla Walla Community College**

D. Successful EL/Civics Programs, Activities and Services

Thirty-seven local providers received EL/Civics grants to enroll and serve almost 26,000 adult learners in EL/Civics. Following are some of the activities and services reported.

“Green River’s EL/Civics program served 996 students in 2010-11. All ESL classes at Green River integrate civics concepts. ESL teachers use a checklist to prompt ideas and report on what civics topics they cover. Additionally, all ESL teachers share their civics activities and curricula with the other ESL faculty by posting them in a group folder on the college intranet. This year’s curricula included a wide variety of activities including citizenship activities such as finding information at public libraries, discovering what the test covers and how to prepare for it, and celebrating when students became citizens; health and safety lessons including emergency preparedness activities, completing medical forms, and exploring doctor/patient communication; environmental units which included hands-on activities and video presentations that taught about recycling, conserving, garbage, and landfills; and basic civics themes that highlighted topics such as jury duty, learning about local protests such as the occupy movement, learning about immigrant rights, and watching and discussing President Obama’s State of the Union Address.” **Green River Community College**

“EL Civics is integrated into all ESL courses. During the 2011-12 academic year 325 adult second language learners participated in civics activities. The focus of our Civics program is to move adult immigrant students from being causal observers of society to being active and successful participants. Our civics emphasis is twofold; instruct students in life and work skills and to transition them to college and careers. Events that promote our emphasis are; Community Resource/Job Fair (over 25 organizations participated), Health fair, Volunteer Week, Multicultural Theatre, Conversation Partners, Transitional Times (ESL Newsletter), FEMA, field trips, and guest speakers. Additionally, we design innovative curriculum that is geared to real life and academic skills and integrates our core standards (reading, listening, writing, and speaking). Finally, our program collaborates with our academic institution by providing multicultural connections in academic classrooms. This means that our immigrant students visit academic classrooms to participate in a lesson or activity. All students, according to their language ability, acquire reading, writing, speaking, and listening skills that enables them to reach and maintain a sustainable living. Students learn how to inquire about jobs, get a job and retain a job and about banking, government, health, renting/mortgages, insurance, safety, and FEMA, etc. At the instructional level, our program values small group activities for all levels because it encourages all language skills. For example; a small group will be given a “real-life” case study that requires determining the problem and finding a solution. Students collaborate, come to a consensus, write the problem statement, formulate a solution and report to the class in various forms; PowerPoint, poster, lecture, vignette, panel, etc. This can be a very simple process for low levels and more complex for higher levels. Also, technology has been a great motivator for our students. We use web enhanced classrooms for all language levels. Software, such as SoftChalk and Quizdom, w/ clickers enables instructors to create relevant activities that engage students and increases their language and critical thinking skills. Another activity, that students love, is working on the ESL Newsletter. This is student driven. All levels write articles, conduct interviews, take pictures and contribute additional items. All students in our program and our academic institution receive copies of the newsletter.” **Pierce College Puyallup**

“Civics is integrated into ESL classes through contextualized language development, speakers, field trips, and projects. These elements, in the context of a relevant, theme-based curriculum designed with student input, provide opportunities for real-life application of language and life skills, and a connection to the real world outside of the classroom. In each of the projects listed below, students were able to see concrete progress in their language proficiency and ability to engage with the larger community, creating motivation to continue on their educational pathway. 80 students participated in EL/Civics activities last year. Below are highlights from the 11-12 program year: EMPLOYABILITY: This theme formed a foundation for the ESL Program. Study included: Workers’ Rights: Lessons on workers’ rights were

incorporated into ESL classes, with activities and materials modified for student Levels 1-5. A bilingual (Spanish/English) video produced by Labor and Industries set the stage for the theme, followed by language practice through content review, problem-posing discussions, and dialogue practice on the topics of worker safety, worker's compensation, and the minimum wage. A lawyer from Columbia Legal Services visited the program to review information on basic rights in the U.S. workplace and provide contact information in case of a problem or question. Job Search/Career Planning: Students explored their goals for the future, and began to plan the steps necessary to reach them. Students worked to properly describe and document their work experience and educational background, using that information to create up-to-date resumes. Students investigated vocational options at local community colleges through guided research, selected a program area that interested them, and looked at the requirements for entry. Students explored job search/application options online, and practiced appropriate questions to ask a potential employer about requirements and conditions of employment.

EDUCATIONAL SYSTEM: Parents in the ESL Program participated in the Leading Change Through Advocacy project sponsored by the Commission on Hispanic Affairs and WA State Office of the Education Ombudsman. In this program students learned about the structure, rules, and procedures of the local school system; available programs; the importance of communication with teachers and school staff; and how to advocate for their child when there is an issue to resolve. **STUDENT LEADERSHIP:** Students in the ESL Program carried out a student-led cultural outreach event in the community that included a dinner, music, children's activities, and speeches by local students about their participation in our programs and how this had impacted their families, workplaces, and community. Students used English skills to plan the menu, solicit donations for the event, create/distribute publicity, recruit volunteers, and interact positively with the public who attended.” **Sound Learning**

“Civics is a contextualized approach to language learning. It enables students understand the rights and responsibilities of citizenship. It teaches them to skillfully advocate for themselves, their families, and communities. It enables them to effectively navigate the systems they need to operate in to become successful families, community members, and workers. Civics is infused throughout our program. Each quarter students complete goal sheets. Their instructors create the quarterly emergent curricula using information gleaned from these. Through this instruction students are learning to become participatory members of their new communities, competently express themselves, and become agents for positive change. To meet these goals we have established many relationships with organizations in our community. We have worked with District 81, Christ Clinic, WSU Intercollegiate Nursing Center, Northwest Fair Housing Alliance, SNAP, The Center for Justice, Gonzaga Law School, Gonzaga Prep, US Immigration and Citizenship Department, Spokane County Health District, Spokane Fire Department, and Habitat for Humanity this year. We had our annual student forum with 3 speakers from the community here to inform our students about their services. Interpreters for our major language groups were provided. Both day and evening sessions were held. Speakers from Northwest Fair Housing Alliance, Spokane School District 81, and, United States Citizenship and Immigration were there. Gonzaga Law School presented information on filing taxes and WSU Nursing students did 10 in-class presentations during Winter Quarter. Units taught this year include car insurance, pay day loans, credit, the 3 branches of government, learning to read bus schedules, health care, healthy living, personal hygiene, fire safety, housing, domestic violence, civil rights, Martin Luther King, Jr., Rosa Parks, local and American history, a unit on local Native American history with a lesson from a local tribal member, job search, job interviews, resumes, job applications, career planning, goal setting, renter's rights, letter writing to Senator Patty Murray about issues of concern, a writing collaboration with ESL students from Gonzaga University, naturalization requirements, taxes, students have gotten food handler's permits, the US educational system, American history, community resources, banking, recycling, a pre-lit in class yard sale where students simulated a garage with donated winter items and used “play money” to buy needed items, and how to buy a house. Our students face a myriad of daunting challenges. Civics provides instructors the opportunity to address these challenges in a manner that facilitates success.”

Spokane Institute for Extended Learning