

Oregon Narrative Report 2012-13

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 2013-14 State assessment policy was approved by OVAE.
- 2. Technical Assistance.** 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.
- 3. Technical assistance** this year has included a professional development activity related to data for program improvement purposes at each quarterly ABS Director's meeting, as well as being part of new Director training. At the request of one college, a data activity was also provided to over 40 staff during in service. While data base administrators continue to be the experts in NRS and ensuring data quality, these professional development activities were directed toward ensuring that ABS Directors were expanding the ways in which they use program data for program improvement purposes. While data reporting/data compliance is critical, the likelihood of data collection, quality and reporting being "owned" by data base administrators, ABS program Directors and ABS instructors is much higher when the data is linked specifically to activities relating to direct services to students.
- 4. 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 2012-13 program year. These meetings provide valuable professional development opportunities in accountability and leadership for the meeting participants. This year, the group continued discussions on full implementation of CASAS ETEST and TOPSpro Enterprise. The group also used free, available online resources such as Yahoo Group for enhancing NRS policy discussions and communications.
- 5. Accountability System Support.** Local providers received technical assistance to support reliable individual student accountability systems.
- 6. Part-Time Accountability Trainer.** One additional part-time staff continues to provide on-site, electronic, and phone assistance to new field staff as needed.
- 7. CASAS Summer Institute.** One state staff attended the 2013 CASAS National Consortium Meeting and the Summer Institute. Topics at the 2013 CASAS summer meetings included a keynote address by Rachel Unruh on Federal Adult Education Policy, Preparing Teachers for the 2014 GED Test, Common Core Content Standards, Career Pathways and the Common Core Standards, a promising practices panel and the CASAS New Assessment Series due in 2015
- 8. 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 must be recertified every four years.
- 9. 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.
- 10. 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. Data focused trainings continued in 2012-13 at each of the quarterly meetings of the local program directors. The State team focused these trainings around the Program Areas that inform

the annual planning document, The Strategic Framework and the program Evaluation tool, *The Indicators of program Quality*. Additionally the State team conducted trainings on data for new local ABS program directors throughout 2012-13.

11. **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 reporting 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 through the agency website.

B. Oregon Professional Development System

1. **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. CCWD 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 2012-2013, Oregon offered 60 workshops with 992 registrations in a variety of assessment and instructional training events. 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. No fees were charged. Details of these activities are found below in B.2c-f, C.3, 4 and C.5.
 - c) Assessment Certification Workshops. Oregon requires State certification in order to administer and score State-approved assessment tools for State and federal reporting. During 2012-13, the State delivered *Implementing CASAS I—Math, Reading, and Listening*, CASAS Online Implementation Training and *BEST-Plus*. Forty eight practitioners certified for these assessments representing: Title II programs and DOC.
 - d) Recertifications. Oregon requires annual recertification for the *BEST-Plus Assessment*. The *BEST Plus* mail-in activity was successfully completed by 53 participants. *CASAS I* recertification is required every 4 years; 97 participants recertified through the *CASAS I—Math, Reading, and Listening* mail-in activity.
 - e) In 2012-13, training for new ABS Directors was completely redesigned, and is now delivered in monthly modules that correspond to likely needs at particular times of the year. Most sessions are distance delivered, but face-to-face sessions are conducted immediately prior to ABS Directors meetings in Fall, Spring, and Summer. Experienced ABS Directors are also attending these trainings, and the opportunity to share approaches to common challenges has been very powerful.
 - f) In 2012-13, a professional development activity related to data for program improvement purposes was carried out at each quarterly ABS Director's meeting, as well as being part of new Director training. At the request of one college, a data activity was also provided to over 40 staff during in service. The activities were designed to be easily adapted to use with faculty and staff within ABS programs, so that Director's would be able to expand awareness of the importance and use of data.
 - g) In 2012-13, CCWD purchased two Poverty Simulation kits developed by the Missouri Community Action Program for use by the colleges, and two colleges conducted the simulation in 2012-13. Because many ABS students face barriers related to poverty, the increased awareness the simulations can bring to campuses is expected to result in policy and practice changes that will benefit ABS and other students. In 2013-14, training in facilitating the Poverty Simulation exercise will be delivered to fourteen participants. Later in the year an additional forty are expected to attend training.

C. Instructional Leadership Initiatives

1. **Oregon ABS Distance Learning.** In 2012-13, 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. Three ABS programs had their applications approved in 2012-13. CCWD, in partnership with the OCABSD Distance Learning Task Force, is working on ways to more effectively model distance learning possibilities in professional development activities. A survey of ABS Technology Use and Distance Options for Professional Development will be conducted in fall of 2013. Results from the survey will be used to develop an action plan for 2014-15.

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. In 2012-13, guidance in the content area of Math moved to TERC. 2011-12 marked the third full year of Implementation of the Oregon Adult Basic Skills Learning Standards. We are fortunate to have been proactive in aligning our Standards with the Common Core College Readiness Standards. That alignment positions our teachers well as we look forward to the roll out of the new GED and an increased focus on standards-based education. Approximately 250 ABS practitioners from 17 community colleges and the Oregon Department of Corrections (DOC), 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) Regional Institutes, multi-day intensive workshops spread over the academic year, were held for each Learning Standard content area. The Reading Institute was led by a CLEE facilitator and co-facilitated by local trainers-in-training (Oregon ABS instructors). The Math and Listening/Speaking Institutes were conducted solely by the Oregon trainers. 2) Separate Regional Orientations followed by 2 subsequent half-day Learning Circles were delivered in 4 local regions, introducing additional ABS practitioners to all of the Oregon Frameworks. Orientation/Learning Circle activities were facilitated solely by the local trainers. 3) In late spring 2012, funds for development of the Writing Standard were secured and, and a Task Force was formed to begin work in 2013-14. 4) The expertise for the cadre of Learning Standards trainers continued to be developed through participation in the Institutes; one additional math trainer was recruited to begin training in 2013-14. 5) The Steering Committee continues oversight and direction of the project, ensuring that the conditions for Learning Standards Implementation are met. Committee membership increased, maintaining its intentional high ratio of teachers to administrators. The Committee held teleconference meetings several times through the year with a face-to-face meeting in May 2013. Sub-committee activity focused on assistance to local programs as they begin to incorporate Learning Standards more fully. 6) Oregon maintains a Learning Standards website (oregonABSlearningstandards.org) which provides the annual training calendar, state and trainer contact information, sample unit and lesson plans, and other resources. Local wikis are maintained for each individual content area Institute. 7) A new workshop, Unit and Lesson Planning, was developed and implemented this year to assist instructors in understanding how to create Standards-based units/lesson plans. The workshop was piloted with approximately 50 participants, including: EL/Civics instructors and ABS instructors from Blue Mountain Community College and DOC. As a result several model plans were selected to be published on the website. This workshop will continue to be incorporated in Learning Standards trainings in coming years.
4. **Oregon Pathways for Adult Basic Skills (OPABS) Transition to Education and Work Initiative.** 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. 2012-13 is the fourth year of high-level support for the increased implementation of this project. A workgroup of ABS Directors, staffed by CCWD, explored how best to ensure the sustainability of OPABS going forward. The group developed guidelines for adaptation of OPABS going forward, and principles for OPABS delivery. CCWD commissioned Judy Alamprese, the OPABS developer and researcher, for specific recommendations regarding ongoing implementation of OPABS. Several OPABS professional development sessions were offered in 2012-13. The implementation of OPABS provided a strong foundation for activities related to both the Accelerating Opportunities and the Oregon Credentials, Acceleration and Support for Employment (CASE) grants.

5. **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. Progress to date for 2012-13 is on track for CASE goals for ABS students to be met.
6. **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. The Intersections Team did not meet during PY2012-13; no across program issues were identified.
7. **LINCS Regional Professional Development Center.** In May 2013, two members of the Executive Committee of the Oregon Council of Adult basic Skills Development attended the LINCS Region 4 Professional Development training. Outcomes of the meeting we shared with the full Council.

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 for continuous improvement. The local program annual planning and evaluation focuses are reflected in the Strategic Framework submitted annually to the State for review and approval.

2. Staff Development. The IPQ document is used as the basis for both 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 to guide 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 2012-13, local reviews were conducted at Linn-Benton Community College (LBCC) and Portland Community College (PCC). The LBCC review was conducted as a desk audit. This was done by mutual agreement between the college and the CCWD commissioner based on a plan by the college to re-evaluate the ABE and ESL programs during PY 2012-13. The LBCC review resulted in specific recommendations to guide the evaluation; there were no findings. The PCC review resulted in both commendations and recommendations, with no findings. Work that had begun in 2010-11 following the

review of Clatsop Community College continued in 2012-13. Two State staff provided training on strategic program planning to ABS faculty and administrative staff.

- 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. Grants for CP activities are provided by CCWD to the colleges each year. In 2012-13, building upon the 2011-12 targeting of ABS students for CP grants, colleges were again asked to leverage CP grants to better serve ABS students. As a result of this, several colleges will be piloting Core Skills Mastery(CSM) as a compliment to ABS programming in 2013-14. Training for implementation of CSM began in 2012/13.
- 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 at 23,600, Oregon's student enrollment has declined. During 2012-13, student enrollments decreased to 18,171. However, the decline was only slightly below the 2011-12 enrollments (18,848). Of those enrolled students, the average number of hours of instruction per student was 100, increasing slightly over the level of instructional hours per student over PY 2011-12 (98). 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 (Core Indicator #1).** In 2012-13 Oregon either met or exceeded performance targets in four of the eleven Educational Functioning Levels (EFLs); two in ESL and one each in ABE and ASE levels. These performance outcomes represent a decline over the last year's performance, where Oregon met six performance targets. This year's performance, when

compared with national performance levels, is still quite low. During PY 2012-13, Oregon's performance was again negatively affected by reductions in state general fund. Funding cuts resulted in dramatically reduced staffing at local programs. Cuts in personnel costs have also had a negative impact on student follow-up. Pre- and post-test rates increased slightly over last year (58%). Out of 18,171 reported students, 10,756 (59%) 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. Core Indicators # 2 and #3

In 2012-13, Oregon met or exceeded performance targets on three of these four Core Indicators (Placement in Postsecondary Education or Training; Placement in unsubsidized employment; High School Completion). This represents a significant improvement over 2011-12 when Oregon met only one of the four performance targets.

4. 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. Oregon did not receive official notification from OVAE of approval of their Performance Targets for PY 2013-14. Tentative approval was provided to the State Director via e-mail by Cay Buser on February 21, 2013.
- 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. 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. 2012-13 is the fourth year of high-level support for the increased implementation of this project. A workgroup of ABS Directors, staffed by CCWD, explored how best to ensure the sustainability of OPABS going forward. The group developed guidelines for adaptation of OPABS going forward, and principles for OPABS delivery. CCWD commissioned Judy Alamprese, the OPABS developer and researcher, for specific recommendations regarding ongoing implementation of OPABS. Several OPABS professional development sessions were offered in 2012-13.
- 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 was fully implemented in program year 2012-13; additionally, the harm limit was eliminated this 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. 2012-13 participation included the Pathways Alliance, the CASE grant, 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 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.
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

The 12 EL/Civics (EL/C) programs in Oregon increased the number of students served in 2012-13 to 2,472, with an average of 118 hours of instruction per student. This year the State required increased focus on community involvement with student language learning activity outside the classroom.

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 incorporation of EL/C content across more ESOL programming; one program decided to make EL/C the focus of their entire evening ESL offerings.

Instructional Planning/Collaboration. For several years, Oregon has utilized a uniform Planning Guide as a tool for assisting instructors to develop instruction that: intentionally integrates civic objectives, and language and literacy objectives. In preparing the Planning Guide, local programs select topics from California's approved list of EL/Civics Objectives that facilitate the language learning skills and civics content to be covered. In 2010-11, when Oregon began the implementation of its newly developed ABS Learning Standards, the EL/C Planning Guide was modified to incorporate Learning Standards.

- **Instructional Activities.** The Planning Guide continues to be used as the framework for instruction. Instructors increased incorporation of the ABS Learning Standards into Civics instruction. End of the year reporting shows continued improvement in the quality and authenticity of instruction, as well as increased engagement of students in their communities. 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.

Program/Classroom Highlights

- Focus on the Presidential election included debates and mock elections, voter registration, and first ever voting experience for a number of students across the state..
- Several EL/C students became citizens
- Collaboration with a public health organization, the local Allied Health Program, and EL/C to raise awareness of the importance of immunization and the resources available to the community became a larger than anticipated project. Ninety students, family members, and college and program staff were immunized against pertussis.
- Participation in the "History Made by You" project of the Southern Oregon Historical Society resulted in an entire class having their "Stories of Home" on display in several venues.
- Attending the Shakespeare Festival to see plays that had been studied in class was a very new experience for many students. Teachers worked to make the content accessible to even the lowest level classes in preparation for this event.
- Field trips to local Chambers of Commerce, Police and Fire Departments, City Hall, State Employment Departments, and various employers were a result of the community interaction requirement of EL/C.
- **Technology.** Oregon EL/C programs continued to integrate and expand the use of technology in curriculum and instructional delivery. Oregon is fortunate that many classrooms utilized by EL/C instructors are equipped with "Smart" technology. Instructors communicate through and post lesson

plans to the EL/C wiki. Some instructor unit plans were selected for posting to the Learning Standards website (see B. below). LINC resources continue to be of importance to EL/C instructors. Students are also gaining experience with technology as they develop presentations using a variety of enhancements: PowerPoint, Prezis, photo displays, digital recording, and the like. They are also using a variety of communication tools: texting, email, and social media.

B. Professional Development/Training. The professional development focus for 2012-13, Incorporating Learning Standards into Unit and Lesson Planning, was accomplished through a series of trainings which produced plans for the classroom. Twenty nine EL/Civics professionals participated. Teachers received individualized feedback on their plans, revised them, and then delivered them in the classroom. They later reported on that experience and had opportunities to share lessons with other instructors. Additionally, a number of EL/C instructors from across the state attended Learning Standards Reading or Listening and Speaking Institutes. New EL/C instructors attended regional Orientation and Learning Circles. In spring 2013, instructors also attended the annual two-day Evaluation and Planning meeting. This year, the first day served as the culmination of the Unit and Lesson Planning training. Participants demonstrated great lesson plans, shared best practices, and discussed program successes and challenges. They evaluated the year's work, made recommendations for the 2013-14 academic year, determined areas of instructional focus, and began to develop planning guides for the coming year and end-of-year reporting. They learned that EL/C would be included in the first Writing Standard Institutes. State leadership encourages and supports instructors in the celebration of students' success and their classroom accomplishments through presentations at conferences such as TESOL, COABE or ORTESOL. 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.

C. Instructor Listserv and Wiki

The statewide EL/C wiki 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. Though the requirement for posting to the wiki was set aside this year while instructors were participating in the Unit/lesson Plan workshop, some instructors continued to post, and this resource was highly utilized. The wiki is maintained by a local program coordinator, who is also a Learning Standards trainer.