SOUTH CAROLINA DEPARTMENT OF EDUCATION

OFFICE OF ADULT EDUCATION
ANNUAL PERFORMANCE REPORT

SOUTH CAROLINA NARRATIVE REPORT 2012–2013

Part II Narrative

A. 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 goals of the State Plan.

The South Carolina Department of Education's Office of Adult Education strives to focus on **consistency**, **continuity**, and **quality** in every aspect of adult education in all programs. To this end, coordination of valuable resources, professional development opportunities to all who are in the field of adult education and the development of specialized curriculums that are aligned with the South Carolina standards were paramount in 2012–13 and culminated with a 2-day SCDE staff retreat in June 2013 to outline a 2-year plan of short and long term goals tied to national, state and local adult education priorities.

Coordination of valuable resources is directly reflected in the Regional Adult Education Technical Assistance Centers (RAETAC) that provide regional training, professional development, and individual technical assistance to adult education programs in need of program improvement in areas specific to this region. RAETACs offer professional development for teachers, teaching assistants, tutors, administrative assistants, data entry clerks, intake/testing specialists, and all who work with the adult learner in any capacity. Training formally consists of workshop series, college credit (re-certification) seminars, and one or two workshops. In 2012–13, RAETACs offered the following professional development activities:

- ESL Academy and other ESL Professional Development
- Adult Education Practitioners' Workshops
- Student Intake/Assessment Training with Assessment Policy
- Directors' Trainings in Data Collection Procedures, Analysis, and Reports
- Quarterly Regional Data Entry Procedures with Data Clerks
- GED Teacher Academy, Integrating Technology in the Adult Education Classroom, Best Practices in Adult Education
- Instructional Software Training for Teachers (Distance Learning, On-Line)
- Career Readiness Initiative
- GED 2014 Initiative
- Common Core State Standard Training

Virtual Learning Coordinator (VLC) Training was conducted several times in 2012-2013. In order to participate in the SC Virtual School Program, the adult education program must have a trained VLC.

A state team comprised of SCDE staff, a RAETAC director, a RAETAC training specialist, and 2 instructional leaders also attended the April NAEPDC National College and Career Readiness Training Design Institute and formed a Professional Development Task Force to implement new training initiatives in 2013-2014 and beyond.

Additionally, the South Carolina Department of Education (SCDE) staff has continued a unique approach to assisting programs that lack evidence of continuous improvement regarding performance measures. The "Intensive Technical Assistance Plan" (ITAP) is a more intense type of technical assistance that offers low performing programs the following activities:

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- Review of data analysis with adult education director and teaching staff to identify problematic areas.
- Periodic visits to local programs by SCDE staff to review classes, evidence of program management, staff meetings, etc.
- Match directors and adult education teachers with similar programs and coordinate site visits.
- Conduct extensive site visits to classes to develop "action plan" for immediate implementation.
- Programmatic review by RAETAC with state staff.

Continuing collaborative partnerships continues to be an area of focus and participation has increased from the previous year to include various state agencies involved in the implementation of Certified Work Ready Communities. Adult Education representatives serve on several sub-committees with representatives from the Department of Employment and Workforce, local workforce investments boards, SC Works (formerly One-Stop Centers), SC Chamber of Commerce, State Board for Technical and Comprehensive Education, SC Commission on Higher Education and EEDA Coordinators.

Adult education programs were offered in state correctional facilities and local detention centers. Over 6076 inmates were served.

Adult education offered on-site WorkKeys assessment preparation classes to clients at twenty-six Vocational Rehabilitation centers strategically located throughout South Carolina.

Formal partnerships are key to successfully meeting the needs of the adult learner. Partnerships that have continued to expand are those with the SC Department of Employment and Workforce, SC Department of Vocational Rehabilitation, SC Commission on Higher Education, SC State Library, SC Technical College System, SC Department of Social Services. Preliminary partnership meetings were also held with the SC Department of Education's Migrant Education Program.

PROFESSIONAL DEVELOPMENT

Based on the feedback from RAETAC directors, teachers, and South Carolina Department of Education (SCDE) staff, comprehensive staff development to include all personnel (teaching assistants, administrative assistants, data entry, ABE, ESL, GED) who work in the field of adult education is being provided. This feedback included the results of an anonymous state-wide self-assessment survey, completed in the May of 2013, asking for participant feedback on their readiness to prepare students for the GED 2014 test and common core standards. Examples include:

- Hands-on workshops in utilizing Integrating Technology for TABE Success (ITTS), Pre-GED, GED Online, WIN instructional software, and KeyTrain software
- Data Entry–using tables to manage enrollment, creating charts and graphs, student intake and assessment. Training on the LACES management information system is ongoing in the form of quarterly training
- Adult education teacher–specific training depending on area of instruction: GED, Reading, Math, ABE, Diploma, GED On-line, ESL, and Special Needs
- Assessment Policy training

Small group training is conducted by the RAETAC to address any gaps found in program operation. The on-site small group training is custom-designed to meet the specific training needs of the respective region.

CREDIT CLASS (RE-CERTIFICATION)

A. **BEST PRACTICES IN ADULT EDUCATION –** Forty-five (45) contact hour re-certification course offered through the College of Charleston for any adult education teacher or director. This course is designed to examine current best practices in adult education and adult literacy. It is the intent of this course to empower adult practitioners and encourage continuous improvement in the delivery of adult education by giving adult educators the tools necessary to teach adult learners.

B. **ESL TEACHER ACADEMY I** – ESL Academy I ("Teaching English Literacy to Adult Learners"), a forty-five-hour professional development course for ESL teachers, addresses eight core areas of research-based instruction, including background, scope and sequence, assessment, lesson planning, instructional strategies, resources, challenges, and civics/citizenship. Approved by and offered at the College of Charleston for three graduate hours' credit, the course incorporates lectures by seasoned practitioners, research writing, and presentation. The class is aligned with the Center for Adult English Language Acquisition research.

C. **GED TEACHER ACADEMY I** – Forty-five (45) contact hours re-certification course offered through the College of Charleston for any adult education teacher, director, or family literacy teacher. This is an introductory course on all aspects of the GED exam.

D. **GED TEACHER ACADEMY II** – Forty-five (45) contact hours re-certification course offered through the College of Charleston designed to expand the knowledge of GED instructors in the areas of GED reading, writing, mathematics, science, and social studies as addressed on the 2002 version of the GED Tests. It will explore current GED Testing Service and state-level issues regarding test rigor, computer-based testing, GEDTS' *Twenty-first Century Initiative,* common core state standards, transition services, and progress in the development of a new GED test battery.

E. **GED 2014: BLENDING COMMON CORE AND TECHNOLOGY** – Forty-five (45) contact hours re-certification course designed to expand the knowledge of adult education administrators and GED instructors by the implementation of a blended curriculum design using the latest applications available through technology with the Common Core State Standards aligned to the new 2014 GED Computer-Based Test.

F. **INTEGRATING TECHNOLOGY IN THE ADULT EDUCATION CLASSROOM I**– Forty-five (45) contact hours re-certification course offered through the College of Charleston for any adult educator. This course is designed to effectively integrate instructional technology into the adult education curriculum in order to enhance the learning environment, maximize student learning, and facilitate student assessment and evaluation.

G. **INTEGRATING TECHNOLOGY IN THE ADULT EDUCATION CLASSROOM II**-Forty-five (45) contact hours re-certification course offered through the College of Charleston designed to assist full-time and part-time adult educators who have completed the first ITAEC course in further development of skills and knowledge so that they may effectively integrate instructional technology into the adult education curriculum in order to enhance the learning environment, maximize student learning, and facilitate student assessment and evaluation.

ADULT EDUCATION-VOCATIONAL REHABILITATION COLLABORATIVE

The State Department of Education's Collaborative with the South Carolina Vocational Rehabilitation Department continues to be one of our most successful collaboratives. Twenty-five adult education programs have partnerships with the Vocational Rehabilitation programs in their counties to provide adult education classes in each VR training center and two additional VR sites.

VR clients referred to adult education are assessed with TABE to determine the focus of instruction. Clients who have an Applied Mathematics scale score of 445 or above and a Reading scale score of 461 or above participate in three-week class sessions provided in preparation for the WorkKeys assessments that make up the National Career Readiness Certificate. Clients who do not pre-test ready for the WorkKeys classes are provided a separate skill-building class that they attend until they are ready to transition to the WorkKeys prep class. Clients who are not ready to test at the end of the class cycle repeat the cycle until they are ready.

Of the nearly 2257 students who participated in the WorkKeys prep classes, over 1170 earned a Career Readiness Certificate. The majority of students earned a Silver certificate, followed by Bronze. Adult education teachers continue to enhance their instruction with the WIN curriculum, provided by the state of SC at no cost to the adult education programs.

LACES DATA COLLECTION AND TRAINING
South Carolina Adult Education uses the LACES web application designed by Literacy Pro for collection of adult education data. The entire state has been on this system since the 2006-07 school year. We have both adult education programs and literacy programs using LACES. Each RAETAC has a LACES coordinator. This coordinator is responsible for day to day technical data support of each adult education and literacy program with the LACES application. They also coordinate training which is periodically one on one if a program has a new user, but generally conducted through quarterly trainings where each region's data entry personnel meet at one location. Additional support and training is offered as needed. Periodically a newsletter is produced by the state office to communicate changes as well as reinforce standing methods of data collection and field standardization.

MARKETING/COMMUNICATION
The Adult Education logo is visible in every county in the state. The logo is prominently displayed on bill boards and visible near adult education sites to designate the location of programs within local school districts. Program banners/attractive posters for ESL, GED, and Career Readiness, as well as GED testing schedules are printed and disseminated to all providers to be displayed in local communities.

The Adult Education Director, through speaking engagements, has had the opportunity to share the mission and goals of adult education. Presentations were made to the New Carolina Education and Workforce Task Force, the State Workforce Investment Board, the Certified Work Ready Communities State Leadership Team, and the South Carolina Chamber of Commerce

SOUTH CAROLINA CAREER READINESS INITIATIVE IN ADULT EDUCATION
South Carolina has implemented a Career Readiness Certificate (CRC) program using WorkKeys, a product created by ACT. The WorkKeys system uses three core areas for identifying and measuring basic workplace skills; Reading for Information, Applied Mathematics and Locating Information. South Carolina is using four levels of certification: Bronze (scores at least a WorkKeys Level 3 in all three core areas); demonstrates the necessary foundational skills for 35% of the jobs in the WorkKeys database, Silver (scores at least a WorkKeys Level 4 in all three core areas); demonstrates the necessary foundational skills for 65% of the jobs in the WorkKeys database, Gold (scores at least a WorkKeys Level 5 in all three core areas); demonstrates the necessary foundational skills for 90% of the jobs in the WorkKeys database, and Platinum (scores at least a WorkKeys Level 6 in all three core areas); demonstrates the necessary foundational skills for 99% of the jobs in the WorkKeys database.

The Career Readiness Initiative in South Carolina involves several state agencies that have the responsibility for developing the career potential of the state's workforce. The role of Adult Education in the Career Readiness Initiative is to serve as a primary point of contact for WorkKeys Assessment and skill development. Adult Education in South Carolina is part of the public school system and is under the direction of the State Department of Education's Office of Adult Education. Each county in South Carolina provides adult education through one or more centers. As of July 2010, all programs have access to online and other instructional materials paid for by the Office of Adult Education.

Those seeking the credential are given diagnostic testing that allows instructors to determine where additional skill enhancement is needed. Adult education teachers provide instruction in a classroom environment that includes both directed teaching and facilitated software support. After teacher recommendation, an individual is offered the opportunity to take the complete WorkKeys Career Readiness Battery. If this does not result in the desired certificate level sought by the individual, further skill development is made available. When the desired level is reached, Adult Education provides a certificate designating that level of achievement.

In order to smoothly implement this system, the five Regional Adult Education Technical Assistance Centers in our state have been licensed as official WorkKeys scoring sites. Testing and scoring services are provided through this regional system. These regional centers are also responsible for training local adult education program teachers and staff on the WorkKeys system and on the instructional resources and strategies to be used. Since 2007-08 over 59,000 Career Readiness Certificates have been issued to adult education students.

CERTIFIED WORK READY COMMUNITIES
South Carolina is one of three pilot three states participating in the Certified Work Ready Communities Initiative which is sponsored by ACT of Iowa City, IA. The Work Ready Communities Initiative is an economic development initiative involving public school education programs, including adult education. Also participating are community colleges, the SC Department of Employment and Workforce, and the SC Manufacturing Alliance. All forty-six counties are Certified Work Ready Communities in Progress. Clarendon County was the first county in South Carolina and the second county in the nation to achieve Certified Work Ready status.

YOUNG ADULT PROGRAM (YAP)
Since FY2005–06, the South Carolina General Assembly has placed special emphasis on serving adult education students ages 17-21. During 2012–13, $4,072,121 was expended for that initiative. In addition to more full-time teachers, each program has a transition specialist who focuses on preparing the student to move from adult education to post-secondary education, the armed forces or the work world. The General Assembly has mandated by proviso that 30% of all state adult education funds be spent serving 17-21 year old students.

TRANSITION SPECIALISTS
From the state provided funds outlined above, part-time or full-time Transition Specialists are employed in each school district adult education program in South Carolina. Transition Specialists help recruit students into adult education programs. They also help guide them while they are in the program, and assist them in transitioning from receiving their secondary credential and Career Readiness Certificate to post-secondary education, the armed forces or employment. Transition Specialists help students gain the knowledge and understanding of college expectations (financial aid, application process), armed forces requirements, or the types of jobs they are best suited for and the availability of jobs in their local area. It is our goal to see every student that leaves adult education ready to become a contributing member of society.

GLOBAL CAREER DEVELOPMENT FACILITATOR (GCDF)
The State Department of Education's Office of Adult Education requires that Transition Specialists be GCDF certified at the time of hire or be enrolled in a class that leads to initial GCDF certification within a year of the date they were hired. To help with the certification process, the Office of Adult Education offers the certifying class through the College of Charleston. This class leads to initial GCDF certification to individuals who work in Adult Education. The class is 120 hours in length, and covers the 12 GCDF competency areas required for GCDF certification.

GED HOTLINE
On-going efforts are made to recruit prospective adult education students to contact the GED Office regarding dates of testing, learning centers available within their respective area to enroll in GED Prep classes, information regarding the Official GED Test, and any questions that they may have regarding the GED. The phone call is free of charge and local programs are provided student information for recruiting purposes. Approximately 2,000 calls are received on a monthly basis.

DISTANCE EDUCATION
We continue to offer our highly successful Pre-GED and GED On-Line programs in all adult education programs in South Carolina. Policy procedures and guidelines ensure effective use of the web-based curriculum. Of the 700 GED On-Line seats and 500 Pre-GED Online seats available, all were assigned to programs to help serve students learning at a distance. While some students truly use the curriculum at a distance – from their homes, local workforce centers, or public libraries – other students use the curriculum as computer-assisted learning onsite in adult education programs.

Adult education students seeking high school diploma courses are allowed to participate in the SC Virtual School Program administered by the Office of Virtual Learning at the SC Department of Education. Through this program, virtual courses are offered to the state's $9^{th} - 12^{th}$ graders enrolled in high school, adult education or home-schooled. Adult education students are charged no fees for the courses.

Virtual Learning Coordinators from each adult education program are trained to be familiar with legislative guidelines that govern the SCVSP. In addition, they learn processes and procedures involved in appropriately registering and monitoring qualified adult education students. One particularly advantageous aspect of virtual courses is a student's ability to complete in adult education a course he started before withdrawing from high school to enroll in adult education. This has allowed several students to finish courses and graduate.

In 2012-2013, thirty adult education programs enrolled students in the SCVSP courses. More than one hundred seventy (170) students tried one or more credit-bearing courses, with one hundred sixty-eight (168) courses completed. The majority of students received a grade of C or better. While the majority of those students were nineteen to twenty years old, our oldest student at age 53, successfully completed two courses. One hundred fifty-seven (157) students participated in a virtual High School Assessment Program computer-assisted curriculum offered by SCVSP. Students and teachers reported that use of the supplemental program was very helpful in preparation for the HSAP test.

A state license allows all programs who choose to purchase seats access to McGraw-Hill/Contemporary's web-based Instruction Targeted for TABE Success (ITTS). Those who have utilized the resource have reported good success for their students.

Distance hours may also be accrued through a variety of online programs including WIN, KeyTrain, Rosetta Stone and Tell Me More. In 2012-2013, fourteen Adult Education programs came together to form a consortium in order to take advantage of lower pricing per seat serving 293 users. Tell Me More had a similar arrangement for other programs.

LOCAL PROGRAM REVIEW PROCESS
Under the mandate of the S.C. State Plan for Adult Education and Family Literacy, the Office of Adult Education assigns a Local Program Review Team (LPRT) to formally review all school district programs and community-based organizations (CBO) receiving federal funds and/or state aid to support approved adult learning services.

The LPR process is a systemic approach designed to assess the educational opportunities and the effectiveness of the adult education programs and services in the school districts and CBO's receiving federal funds and/or state aid to support such services.

One-third of the programs are reviewed each year by an external team of former adult education consultants. The other two-thirds of the programs are informally reviewed by their state department liaison.

To be successful, the LPR effort requires continuous follow-up and support activities including professional development and on-site assistance.

DESKTOP MONITORING PROCESS
Desktop monitoring ensures that local programs look at their data each quarter, and allows both the state agency and local programs to gain an understanding of how local programs are performing throughout the school year. Monitoring will occur four times yearly; October 15th, January 15th, April 15th, and after the data freeze that occurs at the end of each school year. Data from tables 4 and 4B, as well as current year High School Equivalency Diploma (HSED), High School Diploma (HSD), and Career Readiness Certificate (CRC) numbers are collected from local programs as a part of this monitoring. Performance will be assessed by comparing prior school year tables 4 and 4B data to current school year local and state standards, and by comparing current year GED, HSD, CRC numbers to prior year numbers.

All programs receiving an English Literacy/Civics grant also completed a year-end desktop monitoring instrument designed specifically for this grant.

NEW FRONT DOOR (NFD)
In collaboration with technical colleges and four-year institutions, the State Department of Education's Office of Adult Education has worked to implement the "New Front Door" under the leadership of South Carolina's Commission on Higher Education. The NFD is a stackable certificate process that is designed to motivate students to stay in school and continue along the education path. The goal of the process is to increase the number of students who enter post-secondary education and successfully complete the process.

FAMILY LITERACY
Family Literacy services have been incorporated into approximately eighty percent of South Carolina's adult education programs. South Carolina has a long history of promoting parental involvement and family literacy programs. This history continues with adult education programs offering family literacy as an incentive for recruitment and retention of students while expanding adult education goals: high school diploma (HSD), high school equivalency diploma (HSED), career readiness certification (CRC), post-secondary education and training, enter employment, and retain employment. Parent education goals are added for program participants: 1. Increase involvement in children's education and 2. Increase involvement in children's literacy activities. Family literacy and engagement in education is a research-proven means for families to increase educational prospects and employment prospects for the entire family. Through family literacy partnerships adult education programs address one of the most prevalent and universal barriers for participation in adult education, "child care".

The implementation of the Adult Education and Family Literacy Engagement Collaborative (AEFLEC) serves to strengthen and extend services for students who are parents. AEFLEC is an annual grant that is awarded to participating adult education programs. The intent of the collaborative is to interrupt generational poverty and low literacy by preparing students and their families for lifelong learning and success. The AEFLEC provide adult education students, who are parents of children, ages birth to eight (8), an opportunity to improve their academic skills and to use those skills to enhance the literacy skills of their children. Many local districts have chosen family literacy as the instructional support strategy for students at-risk for school failure. The collaborative extended the efforts of local adult education programs to remove participation barriers from students and enhance their ability to participate in adult education programs. Program participation support the interwoven goals of adult education and family literacy for adults to enter employment, retain employment, obtain high school certification, and move into post-secondary education and training. AEFLEC provides tools and resources for educators and parents to create meaningful learning opportunities for the entire family.

AEFLEC funds are awarded to adult education programs for the specific purpose of new applicants initiating family literacy programs or continuing applicants to sustain family literacy programs. Funds are used to provide adult education students who are parents, an opportunity to improve their academic skills and to enhance the academic skills of their eligible children. The adult education component and the parent education component are allowable activities under the initiative. *The early childhood, interactive literacy activities (ILA) between parent and child, and home visitation components are provided through other resources and are considered a funding match for the programs.*

Adult education programs use AFLEC funds to support identified activities that involve the adult learner. The approved activities are listed in the statutory requirements under the AEFLA, Section 203(7):

- Training for parents regarding how to be the primary teacher for their children, and full partners in the education of their children,

- Parent literacy training that leads to economic self-sufficiency,

- Interactive literacy activities between parents and their children and

- An age-appropriate education to prepare children for success in school and life experiences.

Adult students must participate in all four components of the family literacy program. Within the adult education program, students must have at least one adult literacy goal and one or more parent education goal(s). Family literacy goals and services are communicated during student intake and orientation. Students must commit to participating in parent education instruction a minimum of fifteen (15) hours monthly.

Parent Education Goals:
- Primary Goal: Increase involvement in children's education
- Secondary Goals:
    - Help more frequently with school
    - Increase contact with children's teachers
    - Become more involved in children's school activities

- Primary Goal: Increase involvement in children's literacy activities
- Secondary Goals: Increase in
    - Reading to children
    - Visiting Library
    - Purchasing books or magazines

These National Reporting System (NRS) goals are reported in the Literacy Adult Community Education System (LACES).

Some adult education programs have partnered with local school districts and agencies to offer childcare in conjunction with parent education on site. Family literacy within adult education incorporates the four components of family literacy, (adult education, parent education, early childhood and interactive literacy activities) in a variety of program models while keeping the integrity of the family literacy model.

B. **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.**

Ongoing LACES training provided individually and by region has allowed South Carolina to experience enormous progress in the collection and analysis of quality data. The process of data collection and analysis has been reviewed at each LACES personnel quarterly meeting in the context of offering more in-depth information, re-clarification of previous information or introduction of new data information. As a result, local programs are using additional data for program improvement. Education Associates meet with local program directors who have historically not met local or state performance measures for the purpose of developing a plan of action that will address the program needs.

South Carolina's GED pass-rate reflects the effectiveness of quality instruction over the last several years. In 2008, South Carolina met the national GED pass-rate for the first time ever.   The state GED pass-rate has been at or above the national average for the last five years. South Carolina's GED pass rate was 72.1% in 2012. That was 3.1% above the national rate. In 2012, South Carolina had the second highest GED pass-rate of ten Southeastern states.

C. **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 partnership between WIA Title I and II has significantly strengthened. Twelve local WIA Boards comprise Title II in South Carolina. Many adult education directors serve on their local WIA boards and receive funding to conduct activities to enhance clients' employability skills. Some of the WIA dollars help in serving drop-outs 17-24 years of age.

Most adult education programs have formed local alliances with the One-Stops (SC Works) to provide referrals and instructional services either at the local One-Stop (SC Works) or adult education center of lifelong learning. Specific curricula addressing basic math and reading skills as they relate to a specific career cluster have been made available using the One-Stop (SC Works) as the vehicle. Most programs offer WorkKeys preparation through a combination of direct instruction and the use of WIN or KeyTrain instructional software.

An estimate of Title II funds used to support services and activities throughout the One-Stop delivery system is unavailable. Approximately $500,000 of state funds were allocated to adult education programs for career readiness development. Additional local funds supplemented these funds.

> **D. 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.**

Grant monies totaling $361,005 including previous year's carryover were awarded to forty programs for the fiscal year of 2012-2013, which includes three literacy associations that benefited directly from the grant. Awards ranged from $1,531 - $24,000 and were based primarily on the previous year's size of ESL population, performance, and student retention. Meeting the needs of the ESL population resulted in class offerings in the mornings, afternoons, evenings, and on weekends. The provision of transportation and childcare were often the effect of collaborative efforts between Adult Education and churches, as well as other community-based organizations. Programs receiving EL/Civics grants served over two-thirds of the ESL students enrolled, and 3000 students were directly served by the EL/Civics funds—about one-half of the state's ESL student population. From these 3000, 38 students attained their citizenship, and 42 students earned Career Readiness Certificates.

The State ESL Consultant visited many of the sites awarded EL/Civics grants in order to offer Technical Assistance and to monitor the programs informally; additionally, a year-end desk audit was received by each grant recipient. Grant continuation is based on these site visit assessments, the ESL Desktop Monitoring Instrument, and a review of the accompanying data. Additionally, a database of South Carolina ESL practitioners was updated and used to disseminate information concerning instructional issues, upcoming trainings, and other communications unique and useful to this group of practitioners.

To serve the ESL population throughout the state, South Carolina Adult Education programs collaborated with multiple faith-based centers, offering ESL classes, GED preparation, and instruction, as well as childcare and transportation assistance. Volunteers provided essential assistance with individualized tutoring and small group instruction, as well as with coordination of childcare services, transportation, and food provision. The total involvement of the churches and the adult education programs, as well as the full support of the school districts, ensured the success of these programs. The combined efforts of district adult education programs, adult literacy programs, and faith-based programs provided instruction to over 5983 adult ESL students in the many sites located across the state. Of this number, over 4867 (81%) attended twelve hours or more, and approximately 37% of fundable ESL students (2227) were eligible for post-testing. Of those pre- and post-tested, about 85% of students completed a level. 5 out of 6 ESL levels exceeded the state negotiated performance measures.

Once again, these remarkable statistics support the professional development efforts across the state as well as the wide range of instructional strategies employed. Data collection continues to improve; student assessments focusing on language proficiency are correlated to instruction models and scope-and-

sequence. Continuous required professional development for ESL teachers has now been incorporated into every adult education training, and has assured uniformity across the state in curriculum, instructional practices, and lesson planning and delivery. While the district Adult Education programs use classroom face-to-face instruction and distance learning opportunities, literacy programs and faith-based programs also provide one-on-one tutoring. Computer software (e.g., Rosetta Stone, Tell Me More, or ELLIS) is utilized in some programs.

South Carolina's ESL Academy I ("Teaching English Literacy to Adult Learners"), the result of a three-year project with CAELA (Center for Adult English Language Acquisition), has been a successful 45-hour professional development course required of all ESL practitioners. Approved by the College of Charleston for three hours of graduate credit, the Academy has provided training for over 2160 ESL teachers and volunteers. The course, which is updated prior to each session, covers seven modules, including Background of ESL Learners, Scope and Sequence, Assessment, Instructional Strategies, Instructional Resources, Civics, and Challenges, as well as BEST Plus Administrator training.

All ESL test administrators are required to complete training for the BEST Plus Assessment as well as the BEST Plus Scoring Refresher. The team of four exemplary ESL teachers who are certified BEST Plus trainers and Scoring Refresher trainers completed three Best Plus Test Administrator Trainings with 33 participants and multiple Scoring Refresher Trainings with 99 participants during the 2012-2013 fiscal year.

The SC ESL Task Force continued to contribute to the professional development planning for ESL in South Carolina's Adult Education programs. The thirteen-member Task Force met twice in Columbia to plan and coordinate the two statewide Adult Education ESL conferences, held during the South Carolina Adult Education Training Institute in October and February. The State Training Team members, all of whom also serve on the Task Force, have been the driving force behind the excellent training for BEST Plus Test Administrators across the state. The team members and the Task Force continue to work on content standards for ESL, the process of credentialing for ESL teachers, and adapting the ESL Academies to an online/face-to-face hybrid course.

South Carolina continues to market its ESL programs with poster distribution to all local sites, assuring public awareness of the availability and how to access classes. Individual programs market all their classes in creative ways and target the local ESL populations.