

Washington State Narrative Report 2012-2013

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 2012-2013 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		
<p>1. Prepare ABE students to contribute to and benefit from WA's economy by increasing learning outcomes related to work: Strategies for improving:</p> <ul style="list-style-type: none"> a. Progression and completion b. Career Pathway development and transition to work c. Transition to further education/training 	<p>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:</p> <ul style="list-style-type: none"> a. Workplace literacy b. Integrated Basic Education & Skills Training (I-BEST) c. eLearning 	<p>3. Increase understanding of the importance of ABE in meeting the economic goals of WA State: Skill development for improving:</p> <ul style="list-style-type: none"> 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+ via Collaborate software and in person
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 • Provided training for all directors at several venues on changes to data collected for NRS
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 5 DPI workshops for directors and key staff focused on approaches to increase student progression, retention, and transition • Workshops included data analysis, inquiry question formation, and creation of a 2-year DPI project
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 15 providers • Identified strengths and weaknesses for which commendations, recommendations, and/or corrective actions were issued • Follow-up on corrective actions verified for all providers reviewed
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	Provided intensive training for Learning Standards Cadre in listening and speaking • Held 2 sessions of the online course, Learning Standards 101

Activities	Description	Goal Addressed	Results
Reading Instruction	Support for the implementation of the Learning Standards for reading and improving instructional practices in the teaching of reading	1a	In partnership with Workforce, provided the opportunity for 50 instructors to complete a 6-week online West Ed Reading Apprenticeship training
College and Career Readiness Standards	Adoption of CCRS and integrated with WA State Learning Standards	1a	A team of faculty and SBCTC staff attended a NAPERDC conference in Kentucky and developed contextualized training that integrated CCRS and WA Learning Standards
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
Program Quality Support and Development			
Professional Development – to provide information and support for continuous program improvement			
Rendezvous Conference	Bi-annual system-wide conference for adult basic educators that focuses on implementing the State Plan for ABE and its goals	1, 2 and 3	Rendezvous 2012 assembled over 300 ABE faculty and staff from WA state with the theme of Accelerating Success. Keynote speakers shared concrete ways to support students and student success and methods for talking about programs to students and internal and external partners
Inquiry Projects	Mini-grants are awarded to support practitioner inquiry to follow-up on and implement ideas from the statewide conference, Rendezvous	1, 2 and 3	Awarded 9 inquiry grants as a follow-up to the state-wide Rendezvous Conference 2012 • Themes included development of student advising to increase retention and student success, expanding pathways for ESL students, developing online elements to encourage students who work to be able to continue coursework as work schedules change, developing online activities to encourage students' comfort with technologies, creating online shells for all instructors to use, encouraging use of consistent curriculum among faculty to increase level gains, and enhancing intake process to make sure that students are aware of pathways, gain personal responsibility skills, and have the supports to continue on a pathway
New Teachers Orientation On-Line	Provide comprehensive overview of ABE system in WA State to complement local faculty orientation	1 and 2	New faculty (10) 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	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
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 Dev Ed) to college-level coursework	Cross-divisional conference 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	Attended the annual <i>Best Practices Summit</i> to continue to explore ways to streamline the progression of students through all pre-college content, including the “through-put” contextualized model that enables students to start anywhere and to be placed at a level based on their accomplishments (students starting at ABE level 3 can achieve English 101 levels, as well as earn college credit within 1-3 quarters)
Work Integration – continue to expand I-BEST offerings			
On-Ramp to I-BEST	Enhance the pathway for low level learners to enter and succeed in I-BEST	1 and 2	Continued to support 15 On-Ramp to I-BEST programs focused on increasing transition of low level (1-3) students into I-BEST programs • Programs are pilots from 2011-12

Activities	Description	Goal Addressed	Results
I-BEST – Integrated Basic Education and Skills Training	Continue support for new integrated teams	1 and 2	I-BEST training cadre worked 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			
Integrated Digital English Acceleration (I-DEA)	Enhance the pathway for low level ESL learners to enter and succeed in I-BEST	1 and 2	Partnered with our eLearning office to plan the pilot and expansion of I-DEA, which targets Levels 1-3 ESL students with the goal of moving them into I-BEST programs • Thirty contextualized instructional strands will be developed and piloted in 2013-14 • The instructional design will feature a “flipped classroom” model that provides online opportunities for students to gain foundational knowledge before coming to class, where they will apply the knowledge in project and problem-based activities
New Initiatives			
Pilots – structure for analysis of formats and impacts of various new strategies of service provision			
I-BEST at Work	Enhance career pathways for low level English language learners.	1 and 2	Planned the pilot of I-BEST at Work, which will focus on increasing English Language acquisition and career skills of incumbent workers in different industry segments
Dev. Ed I-BEST Development	Enhance pathways for I-BEST completers to continue along career pathway	1 and 2	Used evidence gained from the I-BEST for Developmental Education Pilot Project funded by the Bill and Melinda Gates Foundation under the Student Completion Initiative to create new strategies to help ABE students move more quickly and successfully through developmental English and Math in order for them to continue along the pathway to higher levels of certificates and degrees • Pilots will begin in 2013-14
HS 21+	A competency-based high school diploma offered at WA community and technical colleges.	1 and 2	Convened HS 21+ taskforce to determine requirements, grading, and implementation • Convened HS21+ conference with over 100 ABE directors, faculty, and staff in attendance • Providers will start piloting in 2013-14.
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 initiative managed by JFF and funded by the Gates Foundation and 4 other foundations • Provided technical assistance to 8 states that are associated with the initiative • Received a TAACCCT grant to assist a consortium in Louisiana and Mississippi to implement I-BEST using the Accelerating Opportunity development model • Responded to additional state requests for consultations 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.

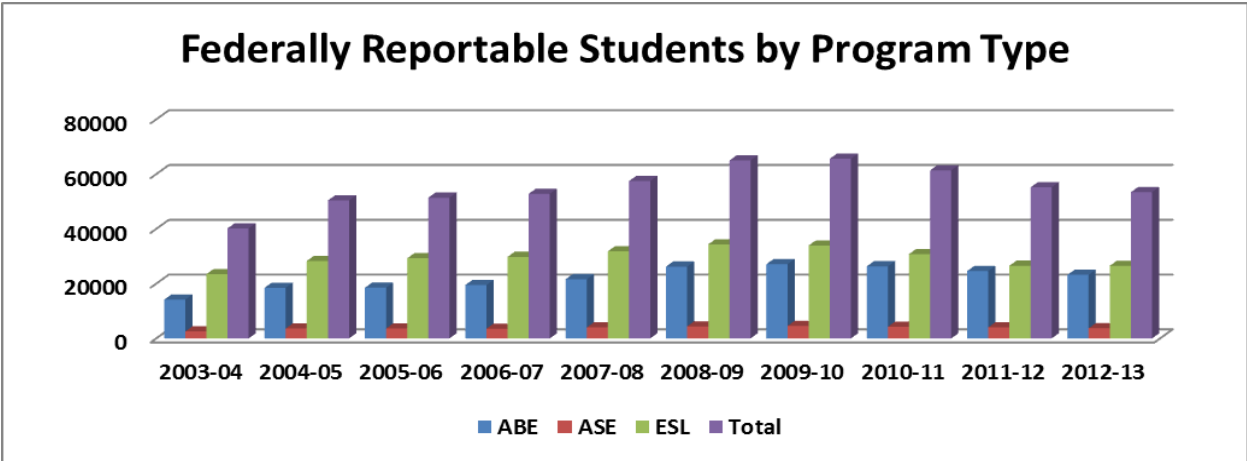
“Upon analysis of our data we discovered students in our ABE program make an average of 1.56 momentum points. For the 50% who make gains, they average 3.14 points. However, students in our contextualized Read/Write courses (ABE 043) make an average of 3.11 points. For the 75% who make gains, they average 4.14 points. In ESL, upper-level ESL students who access available contextualized courses (ESL 062/ ESL 63) earned an average 3.18 momentum points per student, 71% made significant gains, and the average number of momentum points per student earning points was 4.45. In the same year, our overall numbers for Level 5 and 6 were 2.51 average points, 63% making significant gains, and 4.01 average points per student making gains. In addition, institutional data shows 69% of students from ABE 043 complete five or more college-level credits within four quarters. Students who are also enrolled in ABE courses that integrate transition curriculum (ABE 095) earn a GED® and begin college level

courses faster. 79% of students in ABE 095 take college classes within the year. Overall, ABE 095 students start college classes sooner and get college credits faster by 60%. ESL data mirrors this same phenomenon. Internal data indicate that upper-level students who meet with transitions advisors transition at a rate of 52%, significantly higher than the 14% of Level 5 and 6 students cited in the Edmonds Community College institutional performance report. In 2013-14, EDCC will contextualize all courses in ABE. Combining our efforts for the new ABE diploma program (HS21+) and 2014 “high school equivalency certificate” test preparation, we will pair: science with math; reading literature and nonfiction with writing; social studies with writing; and educational/career interviewing with portfolio writing and computer literacy. In this manner, all students will be engaged in the beneficial efforts we have found through our ABE 043 and ABE 095 data. Moreover, we will continue with I-BEST and our pre-I-BEST career theme-based ABE reading and writing courses and explore other professional technical fields to adopt into this model. Our separate ABE and ESL divisions have begun partnerships in contextualizing higher level ESL courses with our GED® provisions. ESL is also exploring the offering of contextualized opportunities in the evening.” **Edmonds Community College**

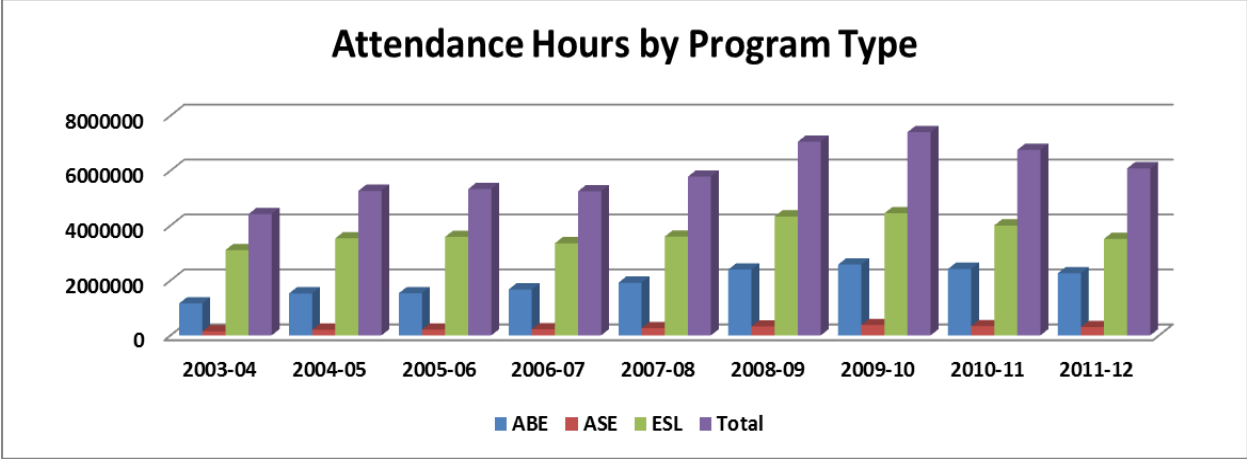
“In reviewing the WABERS+ data, we have uncovered two primary areas of concern. First, ABE level 4 gains continue to be an area in need of attention. Level gains decreased by over 6% and post-testing rates by 3%. It appears as if the level 4 math gains are the bulk of the challenge at this level, with only 32% of those post-testing achieving math gains. Further disaggregation of data is needed to determine what might be the cause of the decline so no plans as of yet have been implemented. Second, ESL level 6 gains have taken an unusual downward turn. The program experienced a 14% decrease in level gains despite a 79% post testing rate. Only 29% of those post-testing are achieving level gains and overall only 23% achieved gains. It appears as if the majority of the issues falls w/in the ESL Listening gains, where only 3% of those post-testing achieved a gain. This is compared to 36% in ESL level 6 reading. In reviewing the data, we discovered that approximately half of the ESL level 6 students transitioned to ABE w/in the same program year. Goal setting and anecdotal evidence indicates that the majority of the high level ESL students have a goal of transition and wish to transition to ABE as a next step. For those who transition from level 6 to GED, ESL Listening post-testing discontinues as they are no longer taking ESL classes. It appears as if most of our ESL level 6 students are only post-testing one time in this subject area and as a result have fewer opportunities to demonstrate significant gains on the CASAS. In addition, we have seen a significant shift in the population served at the higher levels. We are seeing a younger population with less exposure to outside opportunities for English language input/output. Previously, the population served in our ESL program was fairly integrated into the community, as many were parents and WorkFirst participants. This younger population is less exposed to and less experienced with the types of skills assessed with the life skills listening and speaking test. When faculty return for the fall, we will explore ways in which we can better capture listening gains for the students who transition from ESL to ABE/GED. We are considering a recommendation that students who do not test out of range in speaking and listening continue to co-enroll in ESL speaking and listening courses upon transition to ABE/GED reading and writing and/or math.” **Tacoma Community College**

B. Significant Findings Regarding the Effectiveness of Adult Basic Education Programming During the 2012-2013 Program Year, Based on the Core Indicators of Performance

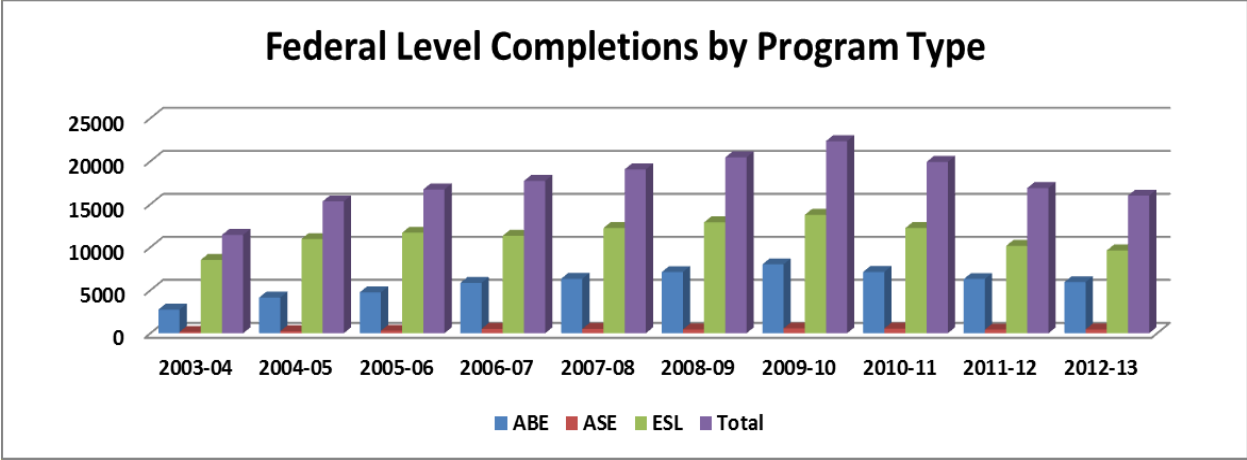
Since implementing a web-based reporting system in 2003-04, we had seen a steady increase in students until 2010-11 when our enrollments started to decline. Now, this is the third year the total number of students decreased, and the number of students decreased in every program. The decrease in ESL students 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.



Even though the hours and outcomes decreased again this year, the decreases were less than they have been the last three years. Attendance hours decreased 120,209 hours, and the number of level gains decreased 886.



As shown in the following table:

- Level completions for the two lowest levels of ABE decreased, ABE Intermediate Low remained the same, and ABE Intermediate High and ASE increased from last year. Level completions for the three lowest levels ESL stayed the same or increased from last year, but the highest three levels increased. Employment outcomes remained about the same, GED/HS diploma attainment increased from 52% to 92%, and transition to post secondary decreased from 75% to 45%. The significant changes for the educational outcomes are due to the switch from goals to cohorts. The employment outcomes remained steady due to the timeframe for data matching.
- This is the fifth year that Washington State did not increase overall federal performance (the average of all 15 WIA core indicators). Performance decreased to 41 percent.

Performance on 15 Federal Core Performance Measures												
LEVEL OR GOAL COMPLETION	YEAR 9 2007-08		YEAR 10 2008-09		YEAR 11 2009-10		YEAR 12 2010-11		YEAR 13 2011-12		YEAR 14 2012-13	
	Negotiated	Actual	Negotiated	Actual	Negotiated	Actual	Negotiated	Actual	Negotiated	Actual	Negotiated	Actual
Beginning Literacy ABE	35%	37%	42%	37%	38%	39%	39%	38%	40%	37%	39%	34%
Beginning ABE	37%	36%	37%	33%	38%	36%	34%	32%	38%	33%	34%	30%
Low Intermediate ABE	31%	34%	36%	31%	36%	34%	33%	32%	36%	31%	34%	31%
High Intermediate ABE	21%	22%	25%	21%	23%	23%	22%	21%	24%	18%	25%	19%
Low ASE	11%	15%	18%	12%	15%	15%	12%	15%	20%	12%	25%	14%
High ASE	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Beginning Literacy ESL	51%	52%	54%	49%	55%	52%	51%	50%	54%	51%	52%	51%
Beginning Basic ESL	43%	51%	50%	51%	53%	53%	53%	52%	55%	52%	54%	54%
High Beginning Basic ESL	43%	45%	46%	43%	47%	48%	45%	49%	50%	47%	51%	47%
Low Intermediate ESL	48%	44%	45%	42%	46%	46%	44%	43%	47%	42%	45%	40%
High Intermediate ESL	43%	38%	40%	37%	39%	41%	39%	42%	43%	40%	43%	35%
Low Advanced ESL	24%	22%	21%	25%	23%	29%	26%	30%	30%	27%	31%	21%
High Advanced ESL	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Enrolled in Higher Education/Training	54%	92%	88%	90%	92%	76%	92%	71%	79%	75%	56%	45%
Entered Employment	51%	48%	48%	46%	50%	36%	48%	35%	48%	36%	11%	36%
Retained Employment	75%	72%	77%	68%	75%	66%	71%	69%	71%	70%	12%	71%
GED/High School Diploma	46%	47%	48%	42%	49%	41%	43%	44%	60%	52%	55%	92%
Overall Average	41%	44%	45%	42%	45%	42%	43%	42%	46%	42%	46%	41%

Other enrollment data show:

- The percentage of Black/African American students again decreased slightly from 14% to 13%, and the percentage of Hispanic/Latino students increased for the first time in four years from 29% to 33%. The percentage of Asian students decreased slightly from 17% to 16%, and the percentage of White students decreased slightly from 33% to 32%. The percentages of the other ethnicities remained the same.
- Most of the increase in Hispanic/Latino was due to an increase of 1,155 female Hispanic/Latino students.
- Overall, women still outnumbered men 55% to 45%.
- The percentage of participants in all age groups remained relatively the same as the prior year. There was a slight decrease (1%) in the 19-24 age group, and a slight increase (2%) in the 25-44 age group.
- Compared to the prior year, enrollment of participants who were:
 - Employed increased 6%
 - Unemployed decreased 13%
 - Not in the labor increased 4%
 - Receiving public assistance remained the same
 - Living in rural areas remained the same

NRS Table 5:

The change from goals to cohorts makes it difficult to compare outcomes to the previous year.

- The percent of participants that “entered employment” remained the same as the previous year at 36 percent.
- The percent of participants that “retained employment” increased slightly to 71%.
- The percent of participants that obtained a GED or high school diploma increased significantly from 52% to 92%.
- The percent of participants that “entered postsecondary” decreased from 75% to 45%.

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.

“Partnerships that benefit students are critical to success, particularly in a district that spans 4600 square miles and serves multiple communities. Skillsource has long been a partner in providing services and resources to our students and our program. In 2012-13, we had basic skills classes located in the Skillsource facilities in Othello and Moses Lake. The advantage for Moses Lake students is that for many students who live in town, it is far more convenient to access the Skillsource center rather than take public transportation out to the college. Several adjunct faculty work for Skillsource during the day as counselors, advisors or teachers; their knowledge base is an asset for the evening ABE and ESL students. Opportunities Industrialization Center continues to partner with the college, and has provided educational funding for I-BEST, ABE and ESL students. They participate with us in the GED completion ceremony, and we welcome the participation of their HEP students in the ceremony. Lamb Weston/BSW continues to provide incentives for their workforce to attend ESL classes, and most recently has partnered with us to do the I-BEST at Work initiative. They have given a lead technician paid time to work with students as the technology coach, as well as attend meetings and work with the faculty on curriculum design. The Soap Lake School District has provided classrooms at no charge for our evening ABE class in Soap Lake, and the Lutheran Church of Quincy has provided ample class space for our ABE and ESL classes, as well as allowing us wireless access at no charge. Our Volunteer Literacy Program provides scholarships to students taking the GED examinations through the donations of the United Way campaign. Wal-Mart and Hastings Bookstores both contribute to this scholarship fund as well. The BFET grant, Worker Retraining, and Opportunity Grant funding staff are now all co-located at the Opportunity Center, and this access has been a tremendous asset to our students as they navigate their way through to college. BBCC’s continued success in assisting students to transition to college (20% of ABE students in 2012) is in part due to these effective collaborative partnerships.” **Big Bend Community College**

“GR Basic Skills program continues its strong relationship with WorkForce Education at GR. We work collaboratively to meet the needs of our common students by understanding each other’s intake processes, assisting coming students in navigating program intake and GED testing, and helping our students to take advantage of resources to help them meet their goals. We also both support student on educational pathways via our I-BEST programming. Most of our I-BEST students take advantage of the Opportunity Grant through WorkForce. In both summer and spring quarters of this past funding year, we worked with

the WDC to offer and intro to healthcare program in the I-BEST model. Students completing this program were set on a pathway to certificates in several healthcare fields including Nursing Assistant and Phlebotomy. Most students in have transitioned into one of these two options for fall quarter 2013. This collaboration with the WDC not only helped our students, but also informed our new I-BEST programs. We will be beginning our Nursing Assistant Certificate I-BEST for the first time in the coming year, and we'll be collaborating with the WDC to offer a Phlebotomy program in the I-BEST model as we work on our application for that new program. In addition, we have been partnering on a SkillLink On Ramp to I-BEST that was started this year with SkillUp Washington, Seattle Education Access (SEA), and the King County WDC. Our project focused on supporting students studying for the GED to earn their credential and become college ready. Students were given intense career exploration opportunities and transitional advising through our Master Achiever Center (MAC). Our partnership with SEA has been very valuable because they help student with barrier mitigation through offering students assistance with such things as visual exams, childcare, housing, and transportation. We also continue to collaborate with the King County Library System to offer four community-based ESOL classes each quarter. These lower intensity, multilevel classes are perfect for students with high work and family demands, and they also serve as a gateway to our more intensive level classes and I-BEST programs.” **Green River Community College**

“LCC’s Transitional Studies program collaborates with a variety of internal and external workforce education entities through two programs: I-BEST and On-Ramp to I-BEST. In I-BEST, ABE faculty collaborate with professional/technical (workforce) faculty to provide instruction and academic support to students enrolled in 5 I-BEST programs: Certified Nursing Assistant, Health Occupations Core, Manufacturing Occupations Core, Business Technology and Early Childhood Education. An ABE instructor also works collaboratively with a professional/technical instructor in the Diesel Mechanics program, which is currently under development as LCC’s next I-BEST offering. Through the development and delivery of the Skill Up Washington funded On-Ramp to I-BEST program, LCC’s Transitional Studies faculty and staff continue to collaborate with representatives from the local Workforce Development Council, ESD 112, the Community Action Program (CAP) and Goodwill. Representatives from these groups took active roles in the development of LCC’s On-Ramp to I-BEST program and also participated in meetings with LCC staff and faculty throughout the two-year life of the grant. In addition, representatives from Goodwill and CAP took part in routine “staffings” with On-Ramp students, faculty, and staff. Finally, a representative from CAP served as a navigator to On-Ramp students during the second year of the grant. The navigator assisted students by connecting students to a variety of resources including assistance with transportation and paid internship opportunities. If the Skill Up grant is extended for a third year, LCC’s Transitional Studies staff will continue to work closely with the WDC and the local social service agencies in its efforts to serve the needs of students participating in the On-Ramp program.” **Lower Columbia College**

“As a partner housed in the local WorkSource center we have access and continue to refer and get referrals from both Employment Security and Rural Resources employment and training programs. Programs that our students have access to have participated in that are funded by the Workforce Investment Act which include 1B Adult and Youth programs, Dislocated Worker, TAA and Wagner/Peysner. As a member of the WorkSource and our local community based organization, Rural Resources, the Adult literacy program has access to barriers removal for our students. These resources, include; Energy Assistance, Head Start, Weatherization, Family Support Center, housing assistance and youth homeless programs. We also refer to WorkFirst programs which are housed in our office. We have agreed to attend and/or collaborate with any training our local community college provides. We also discussed partnering with the local community college in regard to Adult High School Diploma. We also requested to becoming part of our local community college’s ABE email chain.” **Rural Resources**

D. Successful EL/Civics Programs, Activities and Services

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

“Activities: 1. Wrote and published a classroom newsletter. 2. Units based on community partnerships (with elementary schools for projects in the schools; with local service clubs). 3. Continued study about understanding lease and rental agreements, requirements of home ownership, and loan requirements. 4. Units on citizenship, civic participation, and civic responsibility. 5. Use of “News for You” and local newspapers to help students become and stay informed about local, national, and global issues. 6. Access health care by successfully applying for Washington State Basic Health using income guidelines and applications on the web. 7. Study of job skills including interviewing skills and résumé writing and of workplace skills including listening skills needed to follow supervisory directions and speaking skills to ask appropriate job-related questions. 8. Units about history, government and current events; i.e., local and national elections and issues such as school testing and school budget reductions, immigration, severe weather. 9. Units on childcare, how to find daycare facilities, how to evaluate the services, child safety. 10. Units on financial systems including banking, understanding money and money terms, counting change, opening and using a checking and savings account. 11. Units that focused on finding and using information to identify and solve problems in the community and for issues that students brought to the class; i.e., issues on the job, communicating with children’s teachers, information about drivers’ education, and rights with police and Border Patrol. 12. Using the library, getting library cards, and reviewing children’s literature to support their children’s education. 13. Using a video camera to prepare students to communicate in the community (practice role plays, learn American customs including speech patterns, gestures, eye contact, and practice stating personal opinions). 14. Letter-writing project to their congressional representatives about the importance of having ESL classes available and letters to local city and county officials during Adult Literacy Week. 15. Identify immigration issues and research solutions (written and oral activities). 16. Learning about the Border Patrol and what can be searched; what documentation to carry. 17. Speaking skills required for the citizenship interview and for the interview that those who have married Americans must go through to prove that the marriage is valid. 91 students were served by the English Literacy/Civics Education funds in 2012-13. This is an increase of 4 students from 2011-12, and the first time we have had an increase of any kind since 2007-08. The significant decline in our ESL numbers (46% decrease since 2007) is attributed to the increased presence of the Border Patrol in our communities and specifically at our class locations. Five years ago, the whole Peninsula had 4 Border Patrol agents. Now that the new Border Patrol office and detention facility in Port Angeles is completed, there are 60 agents on the Peninsula. We continue to struggle with how to effectively address the smaller numbers of ESL students we are serving.” **Peninsula College**

“EL/Civics funds directly supported nine sections of ESL this year. Much of this funding enabled Central to partner with community agencies to expand our community-based presence. The ESL classes running at the Seattle Public Library sites lend themselves well to civics integration. Students take tours of the library and learn how to access and use a wide range of resources. Students all have the opportunity to get library cards and learn how to use the library computers. The new ESL class at Hawthorne Elementary also integrated a high degree of civics instruction as parents learned more about how to navigate in their children’s school, formulate questions, and attended family events at the school. Parents also prioritized wanting to learn about how to address housing issues. In response to this student goal, the instructor developed lessons focusing on teaching the language needed to talk with landlords, review basic leases, and ask for problems to be fixed around the house. Additionally, EL/Civics benefited from a curriculum development project this year that began the process of creating differentiated materials to be use at these off-site locations. Three long-standing faculty members who have a lot of experience teaching in the community-based program developed curriculum that will be posted in the online Canvas learning repository so that other EL/Civics faculty can benefit from having some structured, standards-based lessons to use. On campus ESL classes integrate EL/Civics activities are integrated in a variety of ways as

well. Central's ESL department participates in Legislative Day every year in Olympia. This year, ESL faculty and students joined a group of representatives from other programs on a bus down to Olympia to visit legislators and see state law makers in action. Students got to interact with their local representatives and visit the state capitol building. Another example of integrating EL/Civics into classes is the Emergency Preparedness Website and lessons developed by a Central ESL faculty member for Levels 1 – 6, and linked to the learning standards. Most of our classroom texts have some form of emergency topic in them and classroom activities are linked to the topic, website, and lessons. One ESL instructor developed an interactive way for students to collect feedback from their fellow Seattle Central students. The class developed an open opinion poster that asked Central students about their long-term goals and dreams. They posted it in the busy central hallway of the main building on campus and collected it after 24 hours. The class then synthesized and analyzed the results. There were really insightful comments as well as some crude slang included in the student feedback. This was a very authentic way for students to experience gathering public opinion and interacting with students from across campus. Another ESL instructor had her students do a campus scavenger hunt as they learned how to identify and access a wide range of resources on campus. As part of this project, the class visited the SCCC art gallery for an art exhibit by artist Akiva Kenny Segan. The artist shared the story behind his works, many dealing with themes around transformation and genocide, and the class ended up integrating an art project into their culminating presentations for their ESL class. The newspaper Real Change did a story on Akiva and photographed Central's ESL students in the gallery with him.” **Seattle Central Community College**

“Civics is a contextualized approach to language learning and is infused throughout our program. It is imbedded in every ESL class. Each quarter students complete goal sheets. Their instructors create the quarterly emergent curricula using information gleaned from these goal sheets. Through this instruction, students learned to become participatory members of their new communities, competently express themselves, and become agents for positive change. To meet these goals we established relationships with organizations in our community. We worked with District 81 which had representatives visit various classrooms to discuss parent/student issues, Christ Clinic, WSU Intercollegiate Nursing Center which had interns visit more than 10 times and do in-class presentations on a wide variety of topics, Northwest Fair Housing Alliance which has case managers visit our sites regularly and do in-class presentations on housing discriminations, SNAP, Gonzaga Prep which sends us community service volunteers, US Immigration and Citizenship Department, Spokane County Health District, Spokane City Public Defenders Office, and Spokane Fire Department Students received library cards, food handlers permits, visited neighborhood health clinics, went to the Spokane Community College career center, participated in student government, visited the Northwest Museum of Arts and Culture, participated in the MLK Day march downtown, listened to speakers from AmeriCorps, participated in our college career day, and worked on learning standards. We held a school presidential election to coincide with events of November. Units taught this year include car insurance, pay day loans, credit, the 3 branches of government with letter writing to Patty Murray, learning to read bus schedules, health care and personal safety, healthy living, personal hygiene, fire safety, housing, domestic violence, immigration, 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, work place rights, resumes, job applications, career planning, goal setting, renter's rights, recycling, a writing collaboration with ESL students from Gonzaga University, naturalization requirements, taxes, the US educational system, community resources, banking, and recycling. A pre-lit in class participated in a “yard sale” where students “purchased” donated winter items with “play money” as part of a unit on money and shopping. They learned how to buy a house and a group of students visited a local homeless shelter and served lunch to the clients. 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**