

Research Report No. 08-1

Washington State Board for Community and Technical Colleges

INCREASING STUDENT ACHIEVEMENT FOR BASIC SKILLS STUDENTS

January 2008

Background

With demographics shifting towards an aging population and growing diversity, policy makers, employers and others are thinking more about where they will get tomorrow's workers. The answer is the majority are already in the workforce today. However, with increasing demand for skilled workers and with more workers needing at least some postsecondary education for higher wage jobs, the challenge is to raise skills and knowledge attainment more broadly for workers who do not have a college education.

Community and technical colleges, with their open doors, are major gateways to postsecondary education for a wide variety of students. One group is students starting in basic skills (adult basic education and GED instruction (ABE/GED) or English as a second language (ESL)). An earlier study of Washington State basic skills students found that relatively few basic skills students advance beyond basic skills in their education (*Building Pathways to Success for Low-Skill Adult Students: Lessons for Community College Policy and Practice from a Longitudinal Student Tracking Study*; Prince, Jenkins, 2005). If they do progress beyond basic skills, it is typically into training for jobs on the lowest rung of the ladder with few getting enough education for higher wage and higher skill jobs. For these students, simply progressing through basic skills is a significant challenge. Their complicated personal lives are compounded by programs that are designed and structured in ways that don't meet students' needs. The education and training they receive is often not aligned in professional-technical pathways, but instead based upon pieced together credit and non-credit courses completed through intermittent attendance patterns and a patchwork of programs. The study identified a "tipping point" of at least one year of college credit and a credential as the threshold for earnings gains, to meet



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employer demands for skilled workers and prepare students for moving even higher in their post-secondary attainment. After five years, just two in every ten basic skills students reach the “tipping point.” Fewer ESL students attain this than do ABE/GED students, for whom the GED is viewed as important to opening doors, but who still all too often don’t step through them.

At the same time the study was being conducted, Washington community and technical colleges was also piloting a new approach for simultaneously teaching basic skills and college-level professional-technical training. Ten colleges participated in the pilots called I-BEST (Integrated Basic Education and Skills Training). I-BEST’s goals are to increase the number of basic skills students who transition to college-level programs and to raise achievement for those who go further and faster. The pilots served 268 students. The pilot findings were promising enough to expand the model across all colleges.

In 2007, the Washington State Board for Community and Technical Colleges (SBCTC) launched the Student Achievement Initiative aimed at increasing academic achievement for all students, regardless of their program or starting level, by measuring student progress for the important incremental gains they make that lead to college success. The goal is to help more students reach the “tipping point” or beyond. These measures, called *momentum points* because their attainment can propel students forward, are in four categories: improving preparation for college-level courses, building towards a year of college credit, completing college math, and completing certificates, degrees and apprenticeships. A full description of the initiative is available at: http://www.sbctc.ctc.edu/college/e_studentachievement.aspx.

The purpose of this paper is to describe basic skills students in relation to their participation in basic skills and their success in transitioning to college-level classes, and the momentum they gain towards college success from this participation. In the period of time covered by the data used for this analysis, 24 colleges offered I-BEST programs. The first part of this paper provides a description of basic skills students in all colleges. Subsequently, comparisons are drawn from within the 24 I-BEST colleges for students enrolled exclusively in basic skills, students who also attempt other college classes during the year and for I-BEST students. The data source for this paper is the Student Achievement Initiative database.

Specific questions answered are:

- What are the course enrollments for basic skills students by their starting levels of ABE and ESL proficiency? What are their enrollments in other college courses? What are their enrollments in I-BEST?
- What are the characteristics of students enrolled exclusively in basic skills, those enrolled in other college courses during the year and those enrolled in I-BEST?
- How much progress do students make if they are exclusively enrolled in basic skills, enrolled in other college classes during the year, or enrolled in I-BEST?
- What percentage of students makes pre- and post-test basic skills gains or earns a GED/HS diploma?

- How much do students increase their pre- and post-test basic skills?
- How much critical momentum do basic skills students gather when they transition from basic skills to college courses or begin an I-BEST program?
- What are the key challenges that emerge for moving basic skills students further and faster in their attainment? Which colleges appear to be promising leaders in addressing these issues?

Key Findings

- Colleges reported serving some 45,000 basic skills students in 2006-07. The vast majority (93 percent) attended exclusively for basic skills. The others (7 percent) were also enrolled in other college-level courses at some point during the year.
- Twenty-four (24) colleges offered I-BEST programs and reported 900 student enrollments (273 ESL and 627 ABE/GED). This represents an increase by 55 percent in these colleges (65 percent for ESL students and 50 percent for ABE/GED) of students who were able to enroll in college-level course work during the same year they enrolled in basic skills.
- Hispanics and males in general are less likely to attempt classes beyond basic skills, compared to female and non-Hispanic peers who start out enrolled in basic skills. Similarly, Native Americans appear less likely to go further. More work needs to be done to engage these groups.
- In the programs studied in this report, both I-BEST students and other students were more likely to attempt college-level work when they reached ABE level 4, GED levels 1-2 and ESL levels 5 and 6 than students from lower levels.
- The number of students starting the year at these levels is 55 percent of ABE/GED students and 32 percent of ESL students. This represents a significant number of students who are poised to attempt other college courses. This study found there was also a small group of students (5 percent) who started the year having already experienced some college-level course work. Colleges should be sure to take into account prior educational experience when assessing and advising students to ensure they are advised into college courses where possible.
- Still, the majority of ESL students (68 percent) and a substantial portion of ABE/GED students (45 percent) begin the year at lower levels. More should be done to increase these students' basic skills and to transition them as well.
- Increasing basic skills rates (percent of students who make a substantial gain, GED or HS completion) are central challenges for basic skills programs. Less than half of basic skills students make gains during the year. Students who enroll in other college classes during

the year are more likely to make gains than students exclusively enrolled in basic skills throughout the year. Students who enroll in I-BEST are the most likely to make gains and the gains they make are larger than for other basic skills students. Greater attention can be given to GED preparation for higher level ABE and GED students so that students ready to pass can achieve this milestone.

- The evidence from basic skills rate gains shows that infusing college content helps students at every level to increase their basic skills. This suggests that using professional-technical program content at lower levels in the form of exploratory classes or experiences, comprehensive goal setting and information on transition opportunities can help to raise skill levels while also providing information on the next steps needed on the pathway. These methods should be useful in preparing more students at all levels for I-BEST in particular.
- While increasing their basic skills is essential to getting ready for college-level work, students do not gather college momentum until they transition into college-level courses. There is evidence in the programs studied that I-BEST helps students build first year momentum for earning college credits and thereby increases their preparation and possibilities for going even further. The percentages of I-BEST students who earn their first 15 college credits is substantially higher than in cases when basic skills students attempt college coursework in other ways (53 percent versus 11 percent for ESL and 61 percent versus 26 percent for ABE/GED students). This momentum point for all students is significant for providing a solid start on a college-level pathway to the “tipping point” as tested in the achievement initiative and found in other research. Furthermore, I-BEST students maintain momentum better by completing 30 or more credits at a higher rate than ABE/GED students enrolled in college courses in other ways (32 percent for I-BEST students compared to 11 percent for other students).
- Further work needs to be done to help advance basic skills students to college-level math, including building the pre-college bridge. The Student Achievement Initiative has points that measure pre-college readiness in pre-college math and English. This also has implications for I-BEST, which attempts to prepare students for the next level of instruction on a pathway as well as for immediate employment opportunities. As pre-college math begins with pre-algebra, formal ways to increase articulation from basic skills to pre-algebra should be identified. The relationship between basic skills instruction in reading and writing and how it relates to the next set of college transitions should also be reviewed.

Conclusion

It is increasingly important for all Washingtonians to have post-secondary education for better jobs and to meet employers’ demand for a skilled workforce. To this end, the State Board has launched a new initiative aimed at measuring student progress and rewarding colleges for increasing student achievement. The findings in this report suggest that there can be a strong interface between I-BEST, instruction methodology, and building pathways for students to the

“tipping point” and beyond. The Achievement Initiative’s momentum points can be helpful in development of this interface.

For students starting in basic skills, achievement starts with increasing basic skills and preparing for college. Students who combine college content with basic skills through I-BEST and other ways increase their basic skills at higher rates than students enrolled exclusively in basic skills. Application of this finding to basic skills curriculum at all levels serves the dual purposes of increasing the pipeline of students capable of transitioning and increasing their basic skills. College credits are the mileposts on pathways. The momentum points for basic skills are only progress indicators and do not indicate full college-level momentum until the student has transitioned to some college-level course taking such as I-BEST. The first 15 college credits actually marks the starting line for momentum. The evidence in this report suggests that I-BEST should consider getting students to the starting line and in fact further suggests that some I-BEST students can get well beyond.

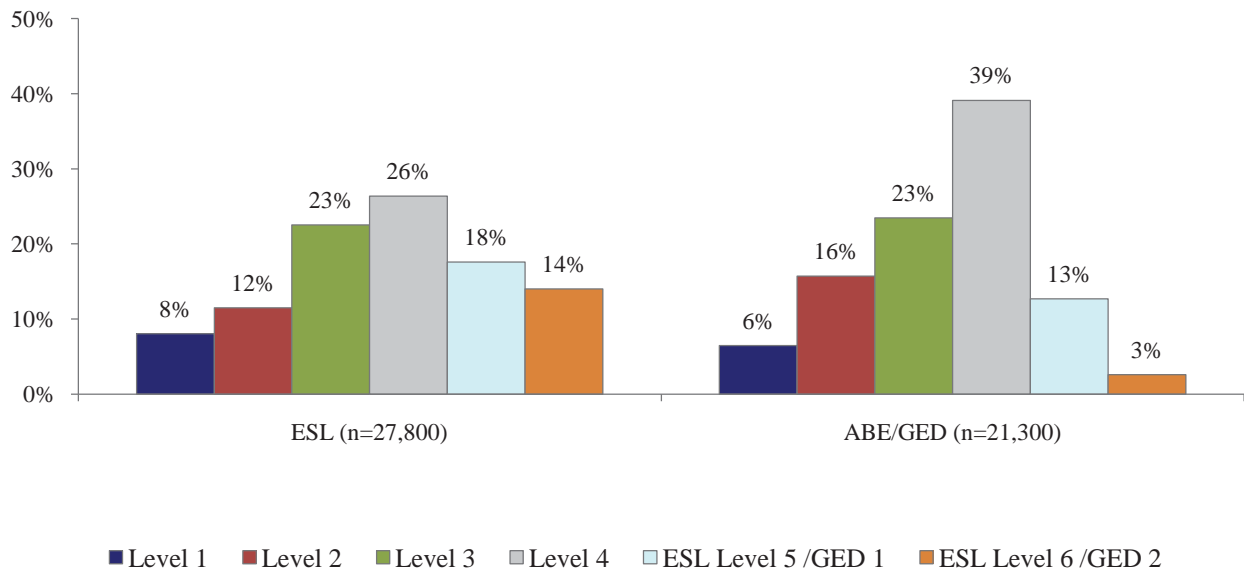
The findings have implications for advising as well. Momentum points in the Achievement Initiative are useful milestones that students can strive to achieve. They should be made aware when they reach critical momentum points and learn how reaching them gives momentum for going even further. Student progress toward momentum points should be part of student advising and goal setting. Students at all levels should receive information about the difference that reaching *momentum points* can make, so they can see how others like themselves are progressing. Finally, the report identifies colleges where students appear to move further and faster. The State Board Student Achievement Initiative provides a means to measure incremental progress in student achievement and provide evidence for developing and improving practices. Previously, the community and technical college system did not have a consistent way to quantitatively evaluate promising practices. The Student Achievement Initiative provides a common measurement through the *momentum points*, which can be used to measure results in a uniform way. Next steps could be for these leaders to identify, assess and share promising practices with the system that help students progress forward.

Course Enrollments for Basic Skills Students

Basic skills students studying ESL, ABE, preparing for the GED test or completing high school represent a major component of working age adults with at most a high school education. A student’s basic skills level is identified at the start of the year. Their level is based upon each student’s pre-test scores on the standardized CASAS test as recorded in the Washington State Basic Skills Education Reporting System (WABERS). For ESL, there are six levels of proficiency from level 1(lowest) to level 6 (highest). ABE together with GED also comprise six levels of instruction starting with levels 1-4 ABE and going to GED level 1 and 2.

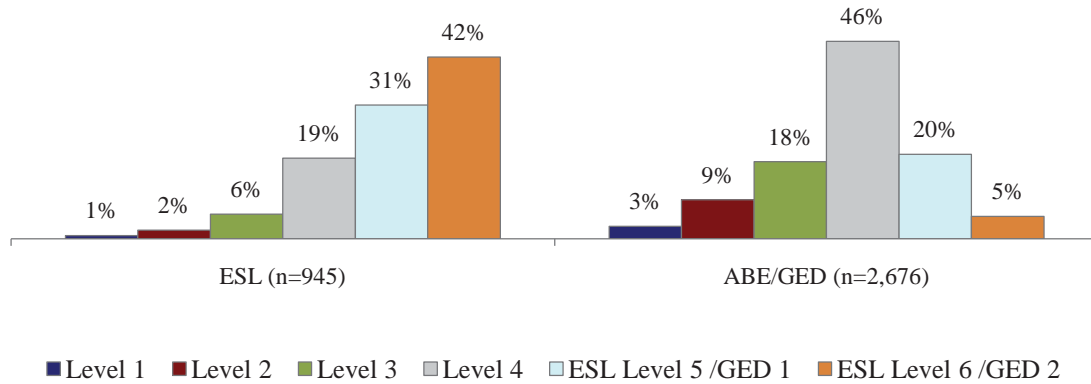
In 2006-07, 34 colleges reported 49,123 basic skills students (including students in correction programs) in WABERS. This includes 27,792 English as a second language (ESL) students and 21,331 students studying in four levels of adult basic education and two levels of high school equivalency adult basic education/high school equivalency (ABE/GED) students. Figure one shows federally reported students in WABERS by their starting levels.

Figure 1
Percents of ABE/ESL Students by Starting Proficiency Level



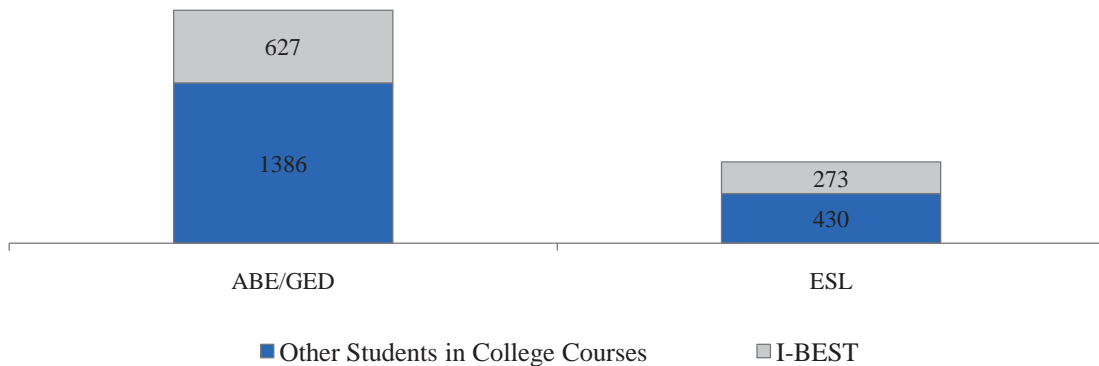
There were 45,505 basic skills students (93 percent) exclusively enrolled in basic skills instruction. However, 3,621 basic skills students (2,676 ABE/GED and 945 ESL) also enrolled in other college courses while they were enrolled in basic skills. While students at virtually all levels were able to participate in instruction beyond basic skills, they were more likely to do so from ESL levels 5 and 6 (32 percent of all ESL students in Figure 1) and ABE level 4 or higher (55 percent of all ABE/GED students in Figure 1) than from the lower levels in these areas. The basis for this conclusion is the fact that proportional percentages of all students enrolled in college-level instruction (Figure 2) were greater than the percentages of all basic skills students who started at that level (Figure 1). For example, ABE/GED level 3 students were 46 percent of all ABE/GED students enrolled in college courses during the year, compared to 39 percent of all ABE/GED students. ABE/GED level 3 students participated in college-level classes at rates above their proportional share of basic skills students. To some extent there was participation by students from lower levels, particularly ESL and ABE levels 3, however it was far below their representation in basic skills programs as a whole. This suggests that more must be done to build the pipeline for lower level students to transition.

Figure 2
Percents of ABE/GED and ESL Students by Starting Levels Enrolled in Other College Course



There were 900 (627 ABE/GED and 273 ESL) I-BEST students included in the 3,621 students who were enrolled in other college level courses during the year. System wide this equates to a 33 percent increase in access due to I-BEST programs. Looking only at the 24 colleges that offered I-BEST, access to further college coursework increased 55 percent for students in those colleges (from 1,386 to 2,013 or a 45 percent increase for ABE/GED students after I-BEST; and from 430 to 703 or a 61 percent increase for ESL students after I-BEST).

Figure 3
I-BEST and Other Basic Skills Students Enrolled in College Level Courses for 24 Colleges that Offered I-BEST



Basic Skills Student Characteristics

Table 1 presents basic skills student characteristics disaggregated for ABE/GED and ESL students in the 24 colleges offering I-BEST programs. Students were grouped according to their enrollment type for exclusively basic skills, enrolled in other college courses during the year and I-BEST. The total number of students was 33,410 in the 24 colleges or 68 percent of the system total. The table shows that I-BEST students tended to be older and were more likely to be parents than other ABE/GED and ESL students. Males enrolling in basic skills in general were less likely to go beyond basic skills than females. A similar case can be made that Hispanics and Native Americans were less likely to access further education and training. I-BEST appeared to increase access to further education for African Americans/Blacks. It also increased access for older students, parents and ESL WorkFirst participants.

Table 1
Basic Skills Student Characteristics in 24 Colleges with I-BEST Programs
(N=33,410)

	ABE/GED				ESL		
	Enrolled in Basic Skills Only (n=11,744)	Enrolled in College Courses (n=1,386)	Enrolled in I-BEST (n=627)		Enrolled in Basic Skills Only (n=18,950)	Enrolled in College Courses (n=430)	Enrolled in I-BEST (n=273)
Median Age	25 yrs	25 yrs	27 yrs		35 yrs	32 yrs	31 yrs
Under 20 yrs.	25%	23%	13%		5%	10%	2%
20-24 yrs.	25%	26%	26%		17%	18%	13%
25 yrs. Plus	50%	51%	61%		78%	72%	85%
Male	48%	35%	35%		40%	33%	34%
Female	52%	65%	65%		60%	67%	66%
Parent	42%	47%	57%		50%	47%	59%
African American	11%	9%	13%		7%	5%	10%
Asian/Pacific Islander	5%	6%	6%		21%	32%	26%
Hispanic	17%	12%	13%		53%	33%	34%
Native American	6%	3%	3%				
Other	5%	5%	6%		5%	4%	5%
White	55%	64%	59%		14%	26%	25%
WorkFirst (Welfare) Adult	20%	32%	33%		3%	8%	26%

Building Momentum towards Higher Achievement

The Student Achievement Initiative recognizes that higher educational attainment is essential both to the economic prosperity of Washington and the economic well-being of Washingtonians. The key milestone is the tipping point and beyond for higher paying jobs, skill levels in demand,

and a solid foundation for even further post-secondary education and training. Student's progress in college can be marked by the academic momentum they build and traced in their transcript histories. Progress building towards the milestones can be marked by momentum points of earning the first 15 and 30 college-level credits and completing college math. The steps for students below college-level to start include becoming college ready by increasing basic skills and pre-college development. Finally, the steps include completing certificates, degrees and apprenticeships. For adult basic education students, this is documented through pre-post test score improvement. The chart below explains how momentum is measured for the Student Achievement Initiative and shows accumulated momentum gathered by basic skills students for each point in 2006-07.

**Points that Build Momentum to Tipping Point and Beyond
Basic Skills Students
2006-07**

Increase Basic Skills	Become College Ready	Earn 1st 15 College Credits	Earn 1st 30 College Credits	Earn 5 college credits in college level computation (technical programs) or quantitative reasoning (math/logic) class	Advancement to tipping point and beyond (certificates degrees)
75,716	1,247	1,241	547	153	65
Multiple-every time a student makes a significant test gain in math, listening or reading on CASAS or earns a GED/HS diploma	Multiple-every time a student completes a level in pre-college English and/or math with the college's minimum grade necessary to advance	The first time each point is achieved			Single count for earning degree, certificate or completing apprenticeship during the year. Certificates counted if 45 or more credits also earned.

Traditionally, basic skills students build little momentum beyond basic skills. I-BEST has been shown to increase momentum, but if the challenge is to progress students further and faster in their basic skills and beyond, more has to be learned about each of these critical steps. How can more students make greater progress increasing their basic skills, continue to build their pre-college development and college readiness, earn college credits and so forth? Which colleges

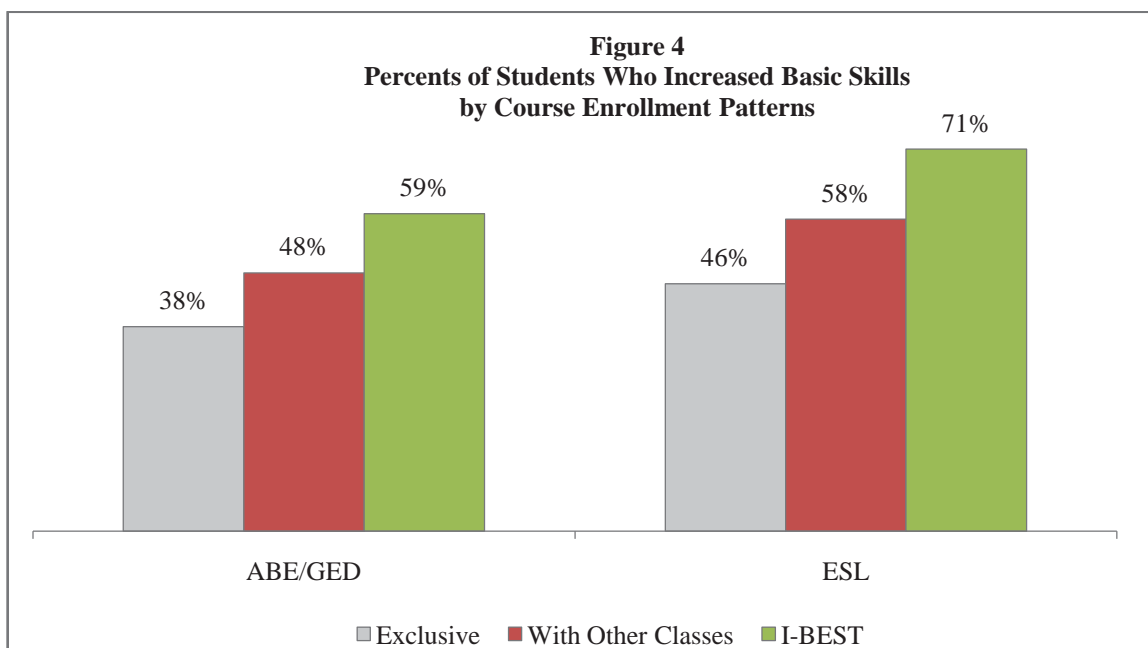
have evidence of better performance through the evaluation of *momentum points* in the Student Achievement Initiative for each of the critical steps students must take?

Increasing Basic Skills

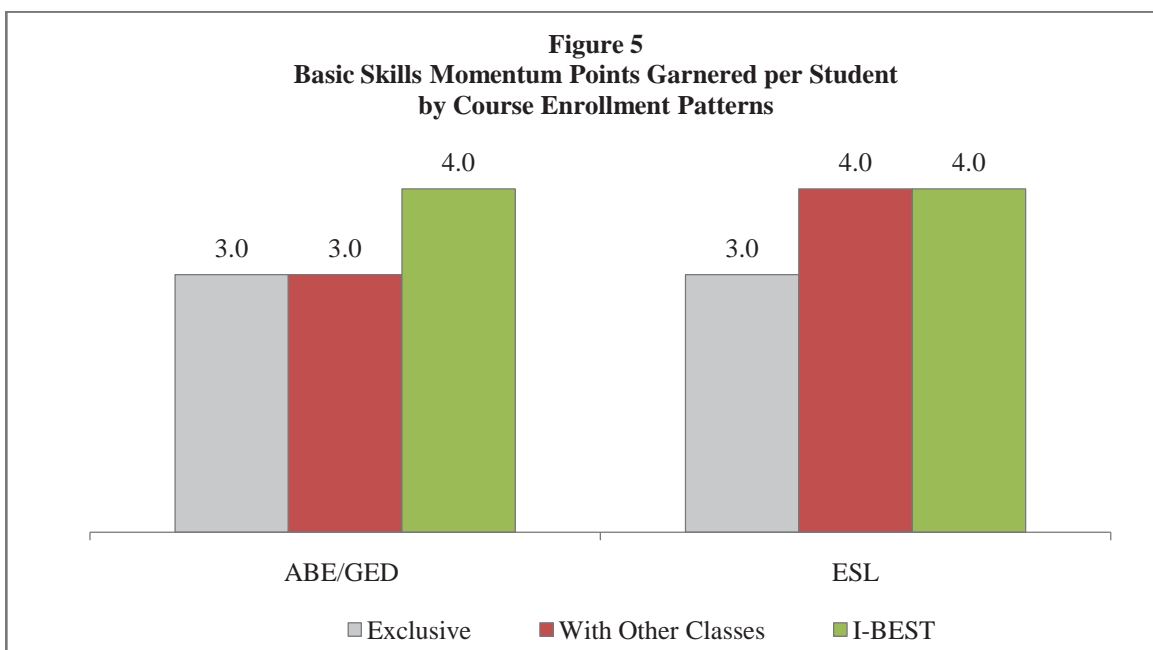
Basic skills points represent statistically significant educational gains based upon pre- and post-testing with the CASAS test and GED attainment. There were 75,716 total momentum points accumulated across the system in all subject areas, including GED attainment. Every basic skills CASAS pre-post test increase of three to five points equates to one momentum point. A test score gain of six points equates to two momentum points. GED or high school completion counts as one point.

What do the 75,716 points represent? What percent of basic skills students make gains? How many gains does the typical student make? What are the differences in students enrolled exclusively in basic skills as compared with those who enroll in other college courses and/or I-BEST? Answers to these questions help inform how much progress students are making toward increasing their basic skills and advancing beyond.

Figure 4 below shows the percents of students who garnered any momentum (show significant progress in at least one subject) in the 24 colleges that offered I-BEST programs. The patterns were similar for ABE/GED and ESL. Students enrolled in other courses besides basic skills were more likely to have basic skills gains. I-BEST students had the highest percentage of students with gains. These outcomes were consistent with research in the field that shows content and learning basic skills for a meaningful purpose has an impact on adults increasing their basic skills.



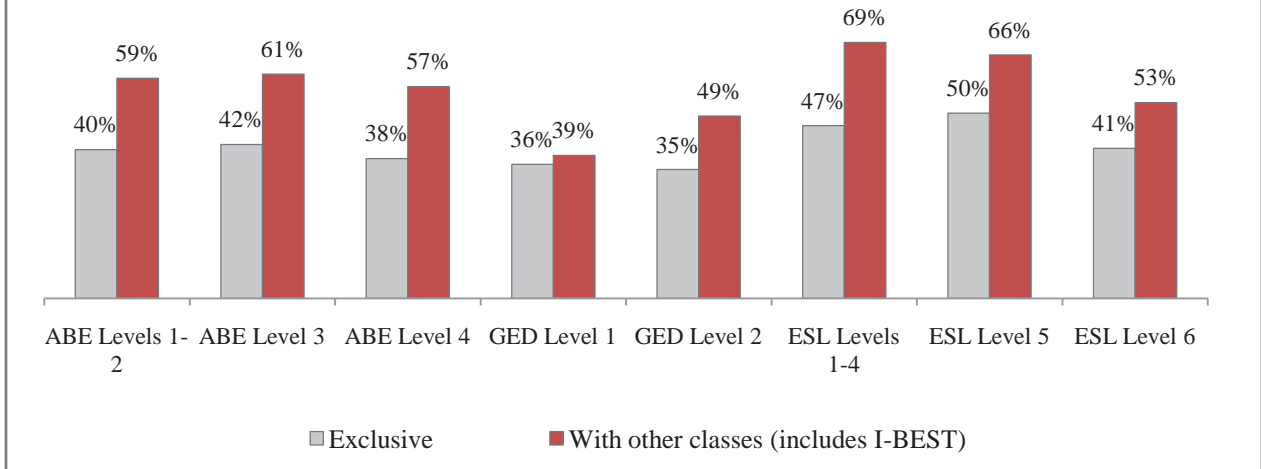
In addition to the percentage of students who made gains, the size of gain is measured via multiple points awarded for greater pre-post test score increases. Figure 5 below shows the average momentum points garnered by basic skills students based upon their course enrollment patterns. ABE/GED students in I-BEST and ESL students as a whole who combined basic skills with other instruction had larger gains than students who studied basic skills exclusively.



There is evidence that learning basic skills in the context of other course content increases basic skills gain rates at all levels and therefore has implications for how to prepare students to transition to college-level instruction (classes above the developmental education level) if they are starting at less than the optimal transition levels of ESL 5 or 6 or ABE 4, GED 1-2. Lower level students could advance in their basic skills faster and the pool of students for transition to college-level could be increased if these students had relevant contextual content as part of their basic skills classes. Options for achieving this include bridge and exploratory courses as well as other goal setting classes for education planning. Also, basic skills instructors working with professional-technical instructors at the next level to develop contextual assignments building toward the next program level competencies should be considered.

Figure 6 below shows that for virtually every level of instruction, when students were also enrolled in other college classes in addition to basic skills, they were more likely to increase their basic skills than students who exclusively studied basic skills. Levels were combined when the number is small for students at that level who also attempted college courses.

Figure 6
Percent of Basic Skills Students that Increased Basic Skills
by Course Enrollment Pattern and Basic Skills Levels of Instructions



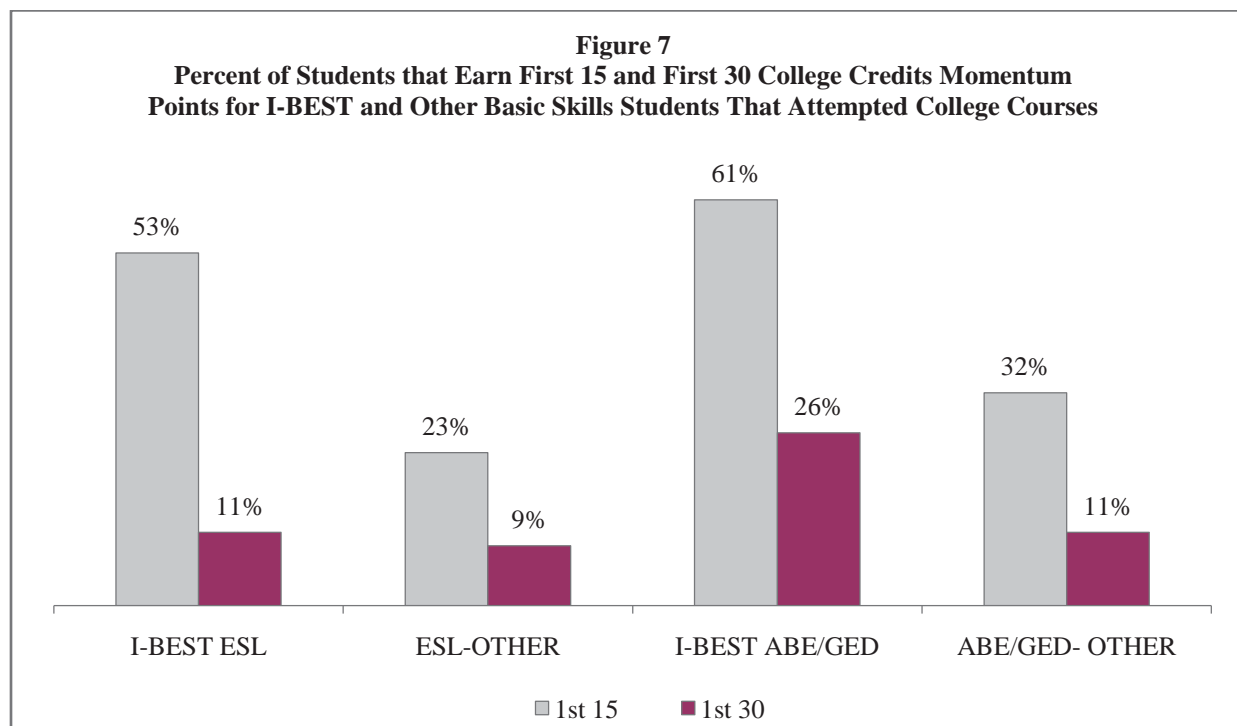
Building First Year College Momentum

College retention strategies often focus on the student’s first year experience and success. The Student Achievement Initiative marks when a student earns her/his first 15 and first 30 college-level credits taking into account the student’s entire transcript history. These points build momentum to the “tipping point” and beyond.

Perhaps surprisingly, a small percentage (5 percent) of basic skills students started the year with prior college credits. ABE/GED students were most likely to have had prior college-level experience. Twenty-two (22) percent of ABE/GED students, while new to I-BEST, had at least 15 prior college-level credits; 15 percent earned at least 30 credits in efforts before I-BEST. Among ABE/GED students who enrolled in other college courses, 14 percent of ABE/GED students who enrolled in other college courses started the year with at least 15 college credits and 8 percent with at least 30. ESL students in I-BEST and other college-level courses during the year were more likely to be first-time college students with fewer starting the year who already earned the thresholds (6 percent and 4 percent of ESL with other classes and 8 percent and 3 percent of I-BEST ESL met the 15 and 30 thresholds respectively in a prior year). It is reasonable that a student’s prior college-level experience could be helpful for identifying prospective students ready to advance further.

Looking at those students attempting to earn their first 15 and 30 college credits, I-BEST students in the programs studied were substantially more likely to get to 15 credits than basic skills students attempting college courses in other ways. Reaching 30 college credits appears challenging for all students, although as students accumulate credits their chances of advancing further increase. ABE/GED I-BEST students were more than twice as likely to earn 30 college credits as any other group. This suggests there may be some promising practices to be learned from this group that can be used to design programs that assist basic skills students to keep building momentum and advance to the 30 credit threshold. Figure 7 shows basic skills students

that earned their first 15 and 30 college credits as percents of all students in that group who started the year below the threshold. Comparisons are within the 24 I-BEST colleges.



Further Momentum: Pre-College Readiness, College Math and Completions

As previous research has found, very few basic skills students traditionally get to the tipping point even after five years. In this analysis, which looked at students still learning their basic skills, it is not surprising that few completion points are gathered. This should change in subsequent years as students build momentum and persist in their efforts based on innovative programs, such as I-BEST, which are designed to move students further and faster. Research on the I-BEST pilots recommended that after I-BEST, students need to continue to develop their college academic skills. The pilot study noted that this is neither surprising, nor defeating. I-BEST shows that basic skills and professional-technical education can be offered together. Colleges will need to identify which ABE/ESL/developmental components are needed for subsequent levels of training. The Student Achievement Initiative begins to measure pre-college math at pre-algebra. Therefore, efforts to prepare students for articulation to this point would seem a reasonable start. Similar course content analysis could be done for pre-college English levels and basic skills.

Beyond increasing college readiness and first year momentum points, I-BEST programs are relatively new; it is too soon to measure attainment of “tipping point” or further in students’ pathways. However, I-BEST students were substantially more likely to earn certificates for the intermediate progress they made. Twenty-seven (27) percent of I-BEST ESL and ABE/GED students earned certificates during the year for college completions. This compared to 9 percent of students who enrolled in college courses on their own.

Promising Colleges

The first part of this paper identified that males are less likely to participate in college-level work than females. Likewise, lower enrollment rates for Hispanics were identified, particularly in ESL. The evidence suggests that transitions can be affected by prior college-level credits earned. Measuring momentum showed that integrating professional-technical program content with basic skills content was advantageous for assisting students in increasing their basic skills levels. It also showed that I-BEST students gathered more momentum towards first year milestones than other students. What colleges might have practices that other colleges can learn from in these and other areas? Table 2 identifies the promising colleges drawn from all 34 colleges (percentages may vary from charts that include I-BEST colleges). These results warrant further investigation.

Table 2
Promising Colleges for Increasing Basic Skills and Building 1st Year College Momentum

Area	System Results	Leading Results	Colleges
Increase basic skills rates- all ABE/GED students	40% of ABE/GED students increase their basic skills- system wide	50% -54%	Bates, Clover Park, Renton, South Puget Sound, Wenatchee Valley, Whatcom
Increase basic skills rates- all ESL Students	47% of ESL students increase their basic skills system wide	55%-65%	Bellingham, Clover Park, Green River, Shoreline, Spokane, Tacoma, Whatcom
Increase basic skills rates - ABE students in levels 1-3 to move them to “optimal” transition levels.	42% of ABE students in levels 1-3 increase their basic skills	50%-56%	Renton, South Puget, Whatcom
Increase ESL rates in students in levels 1-4 to move them to “optimal” transition levels	47% of ESL students in levels 1-4 increase their basic skills	55%-62%	Bellevue, Bellingham, Clover Park, Green River, Lake Washington, Renton, Shoreline, Spokane, Tacoma, Whatcom
Increase ABE/GED rates via college coursework (excludes I-BEST)	50% of ABE/GED students in all colleges who enrolled in other college classes during the year increased their basic skills	60%-77% (at least 50 students enrolled)	Bates, Centralia, South Puget Sound, Spokane, Wenatchee Valley

Area	System Results	Leading Results	Colleges
Increase ESL rates via college coursework (excludes I-BEST)	57% of ESL students in all colleges who enrolled in other college classes during the year increased their basic skills	65%-78% (at least 25 students enrolled)	Columbia Basin, Shoreline, Walla Walla
Increase ABE/GED rates in I-BEST	59% of I-BEST ABE/GED students increased their basic skills	75%-100% (at least 12 students)	Shoreline, Spokane, Whatcom, Yakima Valley
Increase ESL rates via college coursework in I-BEST	71% of I-BEST ESL students increased their basic skills	76%-92% (at least 10 students enrolled)	Bellevue, Cascadia, Clover Park, Highline, Lake Washington, Seattle Central, Spokane
Increase college level enrollments for ABE/GED males (includes I-BEST)	In all colleges, 37% of all ABE/GED students who attempt college courses during the year are male; 35% in I-BEST	50%-66% (at least 50 students enrolled)	Bates, Edmonds, Pierce-Steil., Spokane Community, Walla Walla, Wenatchee Valley
Increase college level enrollments for ESL males (includes I-BEST)	In all colleges, 34% of all ESL students who attempt college courses during the year are male; 35% in I-BEST	47%-62% (at least 35 students enrolled)	Bates, Everett, Renton, Shoreline
Increase college level enrollments for ABE/GED Hispanics (includes I-BEST)	In all colleges, 13% of ABE/GED students who enroll in college courses during the year are Hispanics; 13% I-BEST	29%-45% (at least 50 students enrolled)	Walla Walla, Yakima Valley
Increase college level enrollments for ESL Hispanics (includes I-BEST)	In all colleges, 32% of ESL students who enroll in college courses during the year are Hispanics; 34% I-BEST	69%-97% (at least 25 students enrolled)	Columbia Basin, Skagit Valley, Walla Walla
Increase momentum- 1 st 15 college credits- ABE/GED (excludes I-BEST)	In all colleges, 36% of ABE/GED students who enroll in college courses during the year earned their 1 st 15 college credits or more	53%-76% (at least 45 students enrolled)	Bates, Lake Washington, South Puget Sound
Increase momentum 1 st 15 college credits-ESL (excludes I-BEST)	In all colleges, 28% of ESL students who enroll in college courses during the year earned their 1 st 15 college credits or more	65% (n=40 students)	Renton

Area	System Results	Leading Results	Colleges
Increase momentum- 1 st 30 college credits- ABE/GED (excludes I-BEST)	In all colleges, 15% of ABE/GED students who enroll in college courses during the year earned their 1 st 30 college credits or more	22%-81% (at least 40 students enrolled)	Bates, Lake Washington, Renton, Seattle Voc, South Puget Sound
Increase momentum 1 st 30 college credits-ESL (excludes I-BEST)	In all colleges, 14% of ESL students who enroll in college courses during the year earned their 1 st 30 college credits or more	24%-48% (at least 25 students enrolled)	Renton, Walla Walla
Increase momentum 1 st 15 college credits- ABE/GED- I-BEST	61% of all I-BEST ABE/GED students earned their 1 st 15 college credits	75%-86% (includes at least 10 students)	Big Bend, Peninsula, Shoreline
Increase momentum 1 st 15 college credits-ESL- I-BEST	53% of all I-BEST ESL students earned their 1 st 15 college credits	70%-100% (includes at least 10 students)	Bellevue, Big Bend, Clover Park, Columbia Basin, Pierce-Steil, Spokane Community, Tacoma
Increase momentum- 1 st 30 college credits- ABE/GED - I-BEST	26% of all I-BEST ABE/GED students earned their 1 st 30 college credits	66%-73% (includes at least 20 students)	Peninsula, Shoreline
Increase momentum 1 st 30 college credits-ESL I-BEST	11% of all I-BEST ESL students earned their 1 st 30 college credits	27%-100% (includes at least 10 students)	Shoreline, Spokane Community

Table 3
Basic Skills Students by Enrollment Patterns
2006-07

	ABE/GED				ESL			
	Enrolled in Basic Skills Only	Enrolled in College Courses	Enrolled in I-BEST	Total	Enrolled in Basic Skills Only	Enrolled in College Courses	Enrolled in I-BEST	Total
Bates	371	56		427	54	38		92
Bellevue	121	31		152	948	23	12	983
Bellingham	147	28	22	197	104	18	6	128
Big Bend	331	14	12	357	642	4	18	664
Cascadia	83	20		103	378	4	10	392
Centralia	784	59		843	406	2		408
Clark	890	27		917	1,374	15		1,389
Clover Park	308	47	20	375	306	5	13	324
Columbia Basin	497	26	7	530	1,342	136	7	1,485
Edmonds	911	146	8	1,065	1,878	44	2	1,924
Everett	759	47		806	1,325	24	15	1,364
Grays Harbor	1,599	99		1,698	419		18	437
Green River	389	83	1	473	1,081	9		1,090
Highline	381	8	116	505	2,887	15	45	2,947
Lake Washington	95	100		195	926	24	11	961
Lower Columbia	578	63	23	664	264	4	2	270
Olympic	401	29	61	491	249	14	1	264

	ABE/GED				ESL			
	Enrolled in Basic Skills Only	Enrolled in College Courses	Enrolled in I-BEST	Total	Enrolled in Basic Skills Only	Enrolled in College Courses	Enrolled in I-BEST	Total
Peninsula	958	154	163	1,275	175	2		177
Pierce Fort Steilacoom	709	46	68	823	650	7	18	675
Pierce Puyallup	281	9	8	298	298	1	14	313
Renton	852	52		904	1,537	52		1,589
Seattle Central	400	43	3	446	1,587	23	27	1,637
Seattle North	106	14	22	142	1,216	27		1,243
Seattle South	258	34	2	294	1,358	55	11	1,424
Seattle Voc Institute	86	34		120	15	2		17
Shoreline	235	46		281	472	29		501
Skagit Valley	216	11		227	743	12	14	769
South Puget Sound	414	108		522	335	12		347
Spokane Community	7	79	63	149	2	13	11	26
Spokane Falls	2,230	126		2,356	758	7		765
Tacoma	581	109	6	696	414	8	10	432
Walla Walla	1,257	130		1,387	543	33		576
Wenatchee Valley	294	50		344	640	5		645
Whatcom	267	28	10	305	330	2	8	340
Yakima Valley	859	93	12	964	1,191	2		1,193
TOTAL	18,655	2,049	627	21,331	26,847	671	273	27,791