

REEP The REEP Quarterly

A PUBLICATION OF THE ARLINGTON EDUCATION AND EMPLOYMENT PROGRAM (REEP), Office of Career, Technical, and Adult Education, Arlington Public Schools

VOLUME 12, ISSUE 3

FISCAL YEAR 2011/2012

JANUARY-MARCH 2012

About REEP

REEP is a grant-funded special project of the Arlington Public Schools' (APS) Office of Career, Technical, and Adult Education (CTAE).

Established in 1975, the Arlington Education and Employment Program (REEP) has assisted more than 90,000 adult immigrants and refugees from over 90 countries to learn English and integrate into U.S. society. REEP embraces adult immigrants as stakeholders in the education process and engages them in instructional planning. Consistent with their aptitudes, interests, and educational needs, REEP students develop the communication and literacy skills needed to fulfill their rights and responsibilities as workers, family members, and community members and to apply social and civic knowledge to become an empowered citizenry.

Our Vision:

Our learners will be able to access and use information from a variety of sources, voice their ideas and concerns, act independently and continue learning in an ever-changing world.

Our Mission:

To provide for the education and employment-related needs of limited English proficient adults who live and work in Arlington.

Inside this Issue:

The Big Picture	2-4
Program Highlight	4
REEP Happenings	5
REEP Spotlight	6
AmeriCorps News	6

From the Director: Advanced Civics Curriculum Goes Online

It is my great pleasure to announce the publication of REEP's newest curriculum, a content-based transition curriculum specifically for upper-level students, with a focus on U.S. cultures, history and current events. The ACCESS curriculum (Advanced Culture, Civics, and English Studies) is designed to help students build the language skills and background knowledge necessary to transition to GED and post-secondary programs. Special attention is paid to writing, reading, oral presentation, study strategies, and test taking skills.

It is a major departure from REEP's ESL Curriculum for Adults, which is life skills-based. That curriculum was first written more than 25 years ago and, in its latest on-line revision, continues to be used with beginning and intermediate-level learners across the country.

The ACCESS curriculum development project was initiated in 2007 by a group of REEP teachers looking for innovative ways to meet the needs and interests of upper-level students. In particular, teachers wanted to help learners on the cusp of transitioning to mainstream educational programs or jobs requiring high levels of English language ability.

During the summer of 2007, a large scale needs assessment was conducted with high intermediate and advanced level REEP students. At the same time, REEP coordinators and teachers conducted several observations at Northern Virginia Community College and collected information about credit ESL classes. They also gathered information about K-12

Advanced Culture, Civics, and English Studies (A.C.C.E.S.S.)

Curriculum > Welcome!



content standards. The goal was to identify what REEP students needed to be working toward to make a successful transition to post-secondary classes or more demanding jobs. Using this data, teachers at the Clarendon Education Center began to pilot new units. The pilot and development stage lasted until the spring of 2010. Throughout this period of careful growth, student feedback was systematically collected and applied.

Between July and December 2011, a small team of teachers made final revisions to eight ACCESS units: *Getting Started*, *U.S. Government*, *U.S. Education*, *U.S. Civil War*, *Civil Rights*, *The Environment & You*, *The Great Depression & The New Deal*, and *Final Reflections*. Each thematic unit contains an overarching goal; content, language, academic objectives, and standards-based technology objectives; learning components; lesson plans; and assessment activities. Approximately four thematic units are covered during each 12-week instructional cycle at REEP, with each history/culture unit being taught once a year. During each cycle, the class spends time reading and discussing current events and connecting them to the featured thematic units.

While one of the main purposes of ACCESS is to prepare students to transition to GED and post-secondary programs, the curriculum also encourages civic engagement and prepares students to be active members of the community. ACCESS classes have helped students study for and pass the citizenship exam. ACCESS students have served the community by working as volunteers in education, hospice care, and at the Smithsonian. Students report that this unique curriculum has helped them gain success in their endeavors.

Our current enrollment trends speak to the quality of this curriculum. In the last quarter, there were 126 students enrolled in the advanced levels. "It's been so rewarding to see how

Continued on page 2



The Big Picture

Table 1. Goals and Year-To-Date Progress

ESL Sites ~ Progress toward our goals by June 30, 2012	
Annual Goal	Year to Date Progress
Provide 3,795 ESL class slots	2,606 slots provided
Provide up to 2,380 intensive ESL class slots	1,339 slots provided
Provide 1,015 intensive scholarships (S, FS)/vouchers (V)	754 slots provided
At least 400 ESL slots will be provided in non-intensive ESL, workplace literacy, family literacy, detention ESL, and/or Specialty classes.	513 slots provided
70% of Intensive, Non-Intensive, and Specialty ESL students complete 12-week session	80% completed
75% of Intensive, Non-Intensive, and Specialty ESL students who complete 12 weeks achieve course competencies	77% attained
55% of all Intensive, Non-Intensive, and Specialty ESL students progress to next level	67% progressed
50% of all Workplace Literacy and Family Literacy enrolled will complete the competencies necessary for their course.	74% completed

REEP operates intensive and non-intensive ESL classes at Clarendon Education Center (CEC), Jefferson Middle School (JEFF), Arlington County Detention Facility (ACDF), Arlington Village, and Columbia Grove Apartments (CG).

3rd Quarter and Enrollment Goals

During the 3rd Quarter, 859 county ESL enrollments were provided as follows:

3rd Quarter Slots

- Intensive ESL classes: 695 (81%)
- Non-intensive ESL classes: 164 (19%)

Of the 695 intensive enrollments, 65% were tuition slots (452) and 35% were scholarship/voucher slots (243). At 859, 3rd Quarter county enrollments are slightly lower than the 2nd Quarter at 908.

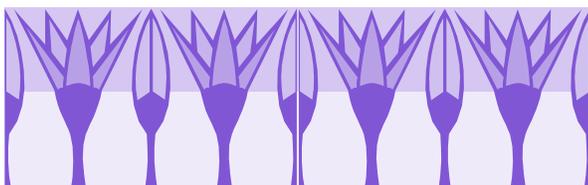
Performance Goals

County intensive and non-intensive students completed their courses this quarter at 80%, well exceeding the goal of 70% and again demonstrating a high level of student satisfaction. Of the students who completed their courses, 77% attained the course competencies needed to move to the next instructional level this year. Of all students enrolled (completers and non-completers), 67% attained the course competencies needed to advance to the next instructional level. Workplace and contract students successfully completed their courses this quarter at 74%, well exceeding the goal of 50%.

Workplace and ESL Contract Classes:

During the 3rd Quarter, REEP provided intensive instruction to two APS employees with workplace vouchers. In addition, the following businesses/agencies sponsored students this quarter: Doorways for Women and Families, Northern Virginia Family Services, Alexandria Presbyterian Church, National Council on Aging, St. Charles Borromeo Church, Arlington Employment Center, Clark Construction, and Arlington/Alexandria Coalition for the Homeless.

During the 3rd Quarter, 66 adults enrolled in contract classes with the Arlington Partnership for Affordable Housing (APAH) at Columbia Grove Apartments, the Thomas Shortman Training Fund/Service Workers' Union, Arlington Village Condominiums, and the Arlington Sheriff's Office at the Arlington Detention Facility.



From the Director (continued from page 1)

interested the students are in these topics," said Jane Tuckerman, who teaches the 550 (advanced) level at CEC.

Dongun Oh, a student from South Korea, explained one of the reasons she has chosen to take the ACCESS class, "I am an immigrant mom. I need to know about American culture and history because my son is growing up here." Her favorite topic was the U.S. Civil War because her son was also studying it in school.

The current events thread of the ACCESS curriculum is also important to students. Lela Chantladze, a student from Georgia, said, "I like these topics because we...can connect them with recent events." She is grateful for the opportunity to develop the background knowledge necessary to comprehend what she reads in newspapers and sees in news broadcasts.

Many teachers, coordinators, and support staff have contributed their time and talents to the creation of the ACCESS curriculum, but we wish to extend special recognition to the core curriculum development and pilot teaching team: Jane Tuckerman, Paul McCabe, Angie Felix, Phil Cackley, Trish McLaurin-Rodriguez, and Emily Beckett.

The ACCESS curriculum is now online and available for use by other programs. Additional units including U.S. Work Culture, Elections, and Food and U.S. Culture will be published over the next year. I encourage you to visit the ACCESS curriculum page and check it out for yourself:

http://www.apsva.us/cms/lib2/VA01000586/Centricity/Domain/74/reeppcurriculum/ACCESS_index.htm

— Emily Beckett for Suzanne Grant, REEP Director

The Big Picture

Volunteer Program and Supplemental Instruction

Volunteers play a vital role in all components of the REEP Program— as teachers’ aides in the Intensive and Non-intensive Programs at Clarendon, Jefferson, and Columbia Grove; as literacy teachers in the Extended Literacy Program; and as Outreach ESL teachers at Harvey Hall, the Gates of Ballston, Fairlington, and Virginia Gardens.

During the 3rd Quarter, 106 community volunteers assisted throughout the REEP program, including 17 new volunteers. Forty-three served as teachers’ aides, 50 served as outreach teachers and substitutes, and 13 volunteered with the literacy pull-out classes. The volunteers worked an average of 2.5 hours per week, donating an estimated \$5,546.00 of their time weekly for an estimated total of \$66,552 for the 3rd Quarter. (The Virginia Office of Volunteerism puts the average hourly value of volunteer time at \$20.93). The diversity of talents, backgrounds, and contributions represented by this in-kind volunteer donation is truly remarkable. We are so grateful for the significant role REEP volunteers continue to play in our program.

Table 2. Outreach Center and Literacy Pull-Out Goals, January-March 2012

Outreach ESL Sites ~ Progress toward our goals	
Goal	Quarter
40 – 50 outreach and literacy ESL volunteers	62 active volunteers
300 – 350 weekly training slots (attendance)	417 weekly slots provided
Operate 3 – 4 sites	4 sites in operation (Virginia Gardens, Buckingham/Gates, Harvey Hall, and Fairlington)
Literacy sites served	2 sites (Clarendon & Thomas Jefferson)

Table 3. Outreach Center and Literacy Pull-Out Statistics, January-March 2012

Site	Average Daily Enrollment	Weekly instructional hours	Number of volunteers	Quarterly volunteer hours
Virginia Gardens	23	17	12	203
Buckingham/Gates	24	22	16	261
Harvey Hall	24	16	16	187
Fairlington	12	5	4	54
Clarendon	13	14	9	145
Jefferson	7	6	5	66
Totals	103	80	62	916



Outreach Center ESL

With the combined efforts of the Outreach ESL Classes and the Literacy Pull-Out Program, REEP has again exceeded its outreach goal, providing an average of 417 weekly slots this quarter. Considering the numbers for the four outreach centers alone, the total number of slots exceeds the total number last year by 265. Factoring in the additional outreach numbers from the Literacy Pull-Out Program, this represents a 35% increase in slots compared to this quarter last year. With the 50 regular outreach volunteer teachers and substitutes operating the four sites, the free community classes were able to maintain a smooth and regular schedule for the entire quarter.

Extended Literacy

The Literacy Pull-Out Program provides daily literacy-focused tutoring sessions to targeted students in REEP’s intensive English program. This outreach service is offered in the mornings at Clarendon and in the evenings at both Clarendon and Jefferson schools, with tutoring positions filled by trained volunteers. This quarter, 13 dedicated volunteers provided an average of 80 literacy slots per week.

Open Lab

Another way REEP reaches out to learners in the program is through the opportunity to attend open lab at the Clarendon Education Center. For two afternoons per week, REEP students can drop in to the computer labs for supplemental language practice with software or websites, with a lab assistant’s support. This quarter, 78 slots were provided in open lab.

Tech News

A new Citizenship Resource page has been posted on www.reepworld.org. It was developed by Arlington Works! AmeriCorps member Skye McDonald.

In an ongoing project for curriculum development, classes at CEC and Jefferson during the 3rd Quarter have been piloting REEP’s new Work Unit modules with technology integration.



The 16 modules provide development of four digital literacy skills important for job seekers: basic navigation and search, completing online job applications, creating electronic resumes and cover letters, and using email. Some teachers piloting the modules will present their findings at an in-service in the spring, which is also when the finalized modules will be posted on REEP’s public curriculum website.

The Big Picture

Program Summary

With county support, 1,276 enrollments were provided during the 3rd Quarter. In addition, 52 federal enrollments were provided through Arlington's Adult Basic Education (ABE) grant, a federal program administered through the Commonwealth of Virginia..

The following table shows a breakdown by funding and enrollment type.

Table 4. All Programs

Program Type	Jul-Sept. 2011	Oct-Dec. 2011	Jan-Mar 2012	Apr-Jun 2012	Total Slots: YTD
County Contract Intensive and Non-Intensive Total ¹	839	908	859		2,606
Outreach and Literacy ESL	331	408	417		1,156
Total Arlington	1,170	1,316	1,276		3,762
ABE ESL Scholarships, Vouchers, and Tuition	56	48	52		156
Total State/Federal	56	48	52		156
Total	1,226	1,364	1,328		3,918

¹See page 2 for a breakdown of individual county-funded program enrollments.



Table 5. Breakdown by English proficiency level

REEP Students by Level Q3 2011/2012

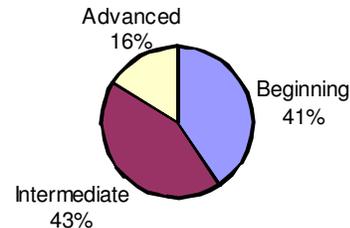
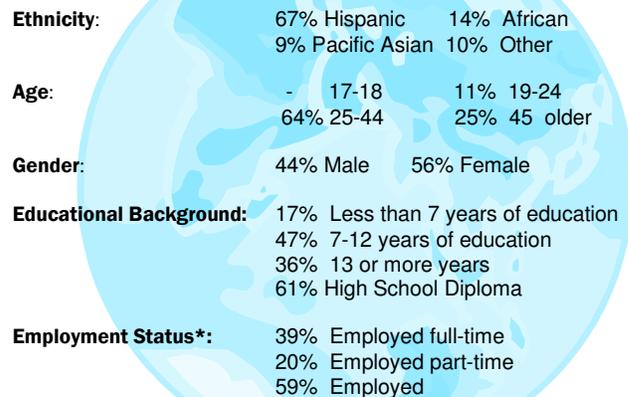


Table 6. Demographic Information



* Employment information is collected from new students upon initial REEP registration and does not reflect changes in employment status during a student's continued enrollment in the program.

Program Highlight: Student Teachers Benefit From Time at REEP

Students in the morning 550 class at Clarendon Education Center were lucky to have two teachers this past quarter – their regular instructor and a student teacher from Georgetown University. For several days a week, Mashael “Michele” Al-Aloula helped teach the advanced level class as part of a practicum leading to her master’s degree in teaching. She is just one of many students REEP has hosted in recent years for single-class observations or a longer practicum.

REEP teacher Jane Tuckerman hosted Al-Aloula for 60 hours of observation in the classroom, which was three days a week over most of a three-month term. Tuckerman also gave her student teacher feedback and advice on the two class periods that Al-Aloula taught.

“She was very motivated, very professional, really bright. It was a pleasure to work with her,” Tuckerman said. “All the students clapped after her two (lessons).”

During the second lesson, Al-Aloula was observed by her Georgetown professor – Dr. Emma Violand-Sanchez, who

also happens to be an APS School Board member.

REEP has had other student teachers do three-month stints, usually in morning classes at CEC. They generally come from graduate programs at Georgetown or American University. During the course of the internship, student teachers meet regularly with the REEP teacher, spend time in the classroom and submit draft lesson plans.

“It did take time,” Tuckerman said. “But I enjoyed it ... Every time I had to review one of her lesson plans, it was a review for me. It was a time to reflect.”

In addition to student teachers, REEP gets frequent requests for class observations from graduate students or others taking certificate classes in Teaching English as a Second Language. As many as 10 requests per quarter come in, with observers being hosted at both CEC and Jefferson in the morning and evening classes. It’s one way that REEP continues to be a resource to the field.

Community Links ~

Facilitating access to community information and involvement

Field Trips

REEP students participated in public meetings, visited local tourist attractions, and took part in book discussions at the public library during the 3rd Quarter

On February 29, REEP's Lead ESL Specialist Emily Beckett took seven students from levels 500, 550 and 650 to a job fair at the Arlington Employment Center. Representatives from 22 Arlington County agencies were on hand to speak with job seekers. REEP students asked questions and learned about job opportunities in the county. AmeriCorps members Sara Fry and Sarah Clark-Hamel assisted with the job fair.

Angie Felix's upper-level class at Jefferson attended an "Open Door Monday" meeting held by the Arlington County Board at the TJ Community Center in March. The meetings, initiated this year by board chair Mary Hynes, are intended to give county residents direct access to board members. Angie's students were more than half of the 30 or so people who attended the March 5 session.

To prepare for their visit, Angie's class discussed community issues and collectively decided on one issue to bring to the board's attention: operating hours for the new Arlington Mill Community Center (currently under construction). Together, the class wrote a statement, which one student, Edy Cardo-



REEP student Edy Cardona speaks in front of the "Open Door Monday" meeting held at TJ Community Center.

na, read to county board member Walter Tejada, who was running the meeting. Edy told Tejada that REEP students feel strongly the new center should have evening hours (to at least 9 p.m.) to allow community members to make use of it. Afterward, Angie said her students saw that participating in local government wasn't threatening, and many said they wished they'd known about this before.

The last week of classes at CEC coincided with the start of the National Cherry Blossom Festival in Washington. Several CEC classes and one class from Jefferson took advantage of the warm weather to visit the Tidal Basin and see the famous blooms. A number of CEC classes also visited Smithsonian museums, including the Natural History Museum.

Classes from all sites – Jefferson, CEC and Columbia Grove – took field trips to various branches of the Arlington Public Library. Students participated in book discussions, learned about library services and got new library cards.

Flu Clinic

Staff from the Arlington County Public Health Department administered flu vaccinations to more than 80 students at the Jefferson site on January 26. The clinic was one of a series the health department has offered to REEP students.

Guest Speaker

On Feb. 3, Dr. Robert Otten, associate vice president for academic affairs at Marymount University, spoke to REEP students about earning college credit and transitioning to post-secondary education. He spoke to students from three classes about the CLEP test (College Level Examination Program) and how it could be a path to moving from ESL classes to higher studies.

Staff News

Workshops and Training

The *Writing Assessment* and *Foundations in Teaching and Assessing Writing* workshops were facilitated by Phil Cackley and Donna Moss on January 6 and January 20, respectively. REEP teachers and volunteers learned how to assess student writing using the REEP Writing Rubric and to use process writing techniques to help students develop their writing skills.

On January 18, Emily Beckett and Donna Moss traveled to Charlottesville City Schools Adult Learning Center to present *Explorations of Grammar Integration*. Teachers explored common myths and misconceptions about teaching grammar and learned about the stages of a grammar lesson.

Michele Cona gave technology trainings to CEC and JEFF teachers on February 23, March 9, and March 13 to help build their skills in creating Wiki pages and using them with their classes.

Teachers and volunteers from four Northern Virginia adult ed programs were given a sneak peek of three REEP presentations to be given this spring at the national TESOL Convention. On the March 2 *Taste of TESOL* event, Nancy Ferguson presented *From Speaking to Writing: Using Oral Skills to Develop Writing*; Phil Cackley presented *Using Student Photography to Build Writing Skills*; and Emily Beckett and Donna Moss pre-

sented *Integrating Grammar in Competency-Based, Life-Skill Instruction*. Teachers and volunteers from REEP, Fairfax County Adult ESOL, Prince William County Adult ESOL and the Literacy Council of Northern Virginia attended.

Beginning March 12, fourteen teachers from CEC, JEFF, and the Outreach Centers participated in an online discussion, idea share, and classroom exploration for integrating music in adult ESL instruction. This online discussion continued through March 31.

ArlingtonWorks! AmeriCorps members Sara Fry, Anna Cupito, and Sarah Clark-Hamel, attended the Multicultural Parents Fair at Kenmore Middle School on March 24. The fair featured information specifically for multicultural families, including workshops about parental involvement in education. Our representatives spoke with parents visiting the fair and gave out information about ArlingtonWorks! and its partner programs: REEP, Edu-Futuro, and the Arlington Employment Center.

Meetings

Suzanne Grant and Donna Moss attended several regional planning meetings to develop a proposal for the 2012-2013 Virginia Adult Education and Literacy grant.

Success Story ~ Jose Reyes

At the age of 20, Jose Reyes left college in El Salvador to move to Arlington with his mother. His first job was peeling onions in a restaurant. Now, nearly 8 years later, Jose is a supervisor for a janitorial services company and credits taking English classes at REEP as part of the reason for his successful transition.

Jose and his mother left their home in San Miguel, El Salvador, in November 2004 for family and work reasons. Jose's first memory of the US is the Metro. "I was surprised by it," he says. "There's no train in El Salvador."

Not long after his arrival, Jose found a job working in a restaurant kitchen. Because of his limited English, he was told to peel onions. He didn't like the job and



quit after two weeks. Jose quickly realized that he wanted better opportunities and that to get them, he needed to learn English.

In early 2005, a friend living in his building told him about REEP and showed him a flyer. Jose came to the Clarendon Education Center, took the in-

take test and was placed at the beginning, 100 level.

"I knew nothing," he says. He attended class 5 mornings a week for the next year and a half, making steady progress in both speaking and writing.

Shortly after starting English classes, Jose got a job working in Washington, D.C. for ABM Janitorial Services, cleaning office buildings. Taking the Metro was very difficult and confusing, especially when he had to change lines. But the company offered the possibility of advancement, and Jose stuck with it.

Now, Jose works as a supervisor for ABM Janitorial and does not get lost taking the Metro to work. His English ability is now fluent enough that he's comfortable talking with upper level building management. He supervises a team of 13 people at the Old Post Office Pavilion and also does payroll and orders cleaning supplies.

Classes at REEP helped him with more than just English, Jose said. Being in the computer lab at REEP, a regular part of the instructional program, was the first time he had used a computer. Today, he uses computers several times a week and likes it because he can talk to friends and family on Skype. "It's easy now," he says.

At REEP, Jose had completed the 400 intermediate level. But he said he is contemplating coming back to REEP in the future, so he can continue to have good work opportunities.

AmeriCorps News

Arlington Works! AmeriCorps is a partnership between REEP, Edu-Futuro, and the Arlington Employment Center (AEC). The AmeriCorps members work as teachers and mentors to students, children and parents at REEP and Edu-Futuro and provide job seeker assistance throughout Arlington.

Two AmeriCorps highlights this quarter were the Martin Luther King (MLK) Jr. Day of Service and AmeriCorps Week.

For the **MLK Day of Service** on January 15, Arlington Works! and Literacy Council AmeriCorps members participated in a cleanup at A-SPAN's (Arlington Street People's Assistance Network) Opportunity Place in Shirlington, where homeless people



have access to a wide range of wrap-around services. Some members focused on sorting and organizing the stock of clothes and toiletries available to clients for every day needs as well as job searches. Other members painted the waiting room, making it a more welcome environment for clients.

Also this quarter, Arlington Works! celebrated **AmeriCorps Week** (March 10-18). The theme this year was "AmeriCorps Works." Our members participated in a street outreach campaign with local businesses, providing information about REEP, Edu-Futuro, the Arlington Employment Center, and AmeriCorps. They also attended two "Life After AmeriCorps" events, one at the Corporation for National Service and the other at REEP, where a panel of former AmeriCorps members (including current REEP teacher Ruth Sysak) gave career information and inspiration to current members from various Northern Virginia programs.

Help Wanted:

- ✓ Tax-deductible donations for scholarships and classroom resources
- ✓ Daytime, evening, and Saturday volunteers! (2-3 hours a day, one day a week)

Arlington Education and Employment Program
(REEP)

2801 Clarendon Blvd., Room 218
Arlington, VA 22201

Phone: 703-228-4200 Fax: 703-527-6966



Check out REEP on-line:

www.apsva.us/reep

The REEP Quarterly Editorial staff: Suzanne Grant, Phil Cackley, Robert Mello. Contributors: Emily Beckett, Michele Cona, Nancy Ferguson, Suzanne Grant, Debbie Jones, Skye McDonald, Lillian Quinteros, Natalia Rios, and Marie Troutman.

The Arlington Public Schools prohibits discrimination on the basis of race, religion, gender, sexual orientation, national origin, age, disability, pregnancy or marital status.