

NARRATIVE REPORT TO THE U.S. DEPARTMENT OF EDUCATION

Submitted by:
**TENNESSEE DEPARTMENT OF LABOR AND WORKFORCE
DEVELOPMENT
DIVISION OF ADULT EDUCATION
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Introduction

During the 2008- 2009 program year, The Tennessee Department of Labor and Workforce Development (DOL&WD), Division of Adult Education, provided adult education services through 89 local providers to 37,048 Tennessee adults. This report describes those services and outcomes for the time period July 1, 2008 through June 30, 2009. Sections are arranged to follow the narrative guidance provided by the U.S. Department of Education.

Section 1 of the report describes the activities, programs, and projects supported with State Leadership funds and reports the extent to which these activities, programs, and projects were successful in implementing the goals of the State Plan. It is organized according to the goals established in the Tennessee Adult Education State Plan.

Goal 1: Establish and meet or exceed performance goals and measures (State Plan section 5.0 - page 35) for core indicators of adult education service outcomes.

Goal 2: Identify target populations (State Plan section 3.1 - page 21) and implement specific adult education program strategies (State Plan section 8.0 - page 57) to assist Tennessee adults in becoming more effective workers, parents, and community members.

Goal 3: Develop new organizational arrangements and enhanced collaborations to more effectively assist target populations in a seamless program of adult education services (State Plan section 3.3 - page 24 and State Plan section 9.1 - page 61.).

Goal 4: Annually evaluate local and statewide adult education programs in order to continuously improve (State Plan section 4.0 - page 29).

Goal 5: Provide leadership activities (State Plan section 12.1 - page 75) to support the achievement of adult education goals and the professional development of adult education practitioners.

Section 2 describes the significant findings from the Division of Adult Education's evaluation of the effectiveness of adult education and literacy activities based on the core indicators of performance.

Section 3 describes ways in which the Tennessee Department of Labor and Workforce Development, Division of Adult Education, has supported the integration of activities sponsored under Title II with other adult education, career development, and employment and training activities.

Section 4 describes the activities and services supported with English Language (EL) Civics funds, including the number of programs receiving EL Civics grants and an estimate of the number of adult learners served.

SECTION 1

Activities, Programs, and Projects Leading to Implementation of State Goals

This section reports activities, programs, and projects supported with State Leadership Funds and leading to implementation of State Plan goals, including:

State Plan Goal One: Establish and meet or exceed performance goals and measures (State Plan section 5.0 – page 35) for core indicators of adult education service outcomes.

Complete reporting on this Goal may be found in Section 2 of this report.

State Plan Goal Two: Identify target populations (State Plan section 3.1 – page 21) and implement specific adult education program strategies (State Plan section 8.0 – page 57) to assist Tennessee adults in becoming more effective workers, parents, and community members.

Targeted instructional and professional development initiatives for practitioners working with four populations - those lacking a high school diploma, English for Speakers of Other Languages (ESOL), Workplace, and Family Literacy - were developed and offered by the Division of Adult Education.

INITIATIVES FOR THOSE WITHOUT HIGH SCHOOL DIPLOMAS AND STAFF SERVING THEM. Professional development for instructors and supervisors was offered at one state-wide Academy for Instructional Excellence, an annual professional development event serving 391 adult educators over two intensive days of training. Descriptions of other initiatives for those without high school diplomas and the staff serving them are contained throughout this report.

Adults with a diploma, but with skills below 12.9 Grade Equivalency, are also a focus. Development of special initiatives is ongoing - see information about the computer basic skills curriculum for Dislocated Workers later in the report.

ESOL INITIATIVES. Two trainings were presented for ESOL practitioners across the state focusing on the BEST Plus assessment instrument for 24 practitioners. Best practices in ESOL assessment were highlighted. A total of 11 sessions were offered at the annual Academy for Instructional Excellence.

The **TNESOL Discussion List** continued to function as an online venue for ESOL programs to receive and share information regarding ESOL events and instructional resources and strategies.

An online course, **ESOL Basics**, was offered twice for a total of 18 participants. Course content included characteristics of the adult ESOL learner, how adults learn another language, assessment, and effective planning and teaching strategies.

A **Tennessee ESOL Teacher Training Kit** in addition to a variety of other ESOL materials were disseminated to support ESOL teachers participating in online courses and to help supplement classroom instruction. The ESOL Curriculum Revision Task

Force met at scheduled intervals throughout the 2008-2009 program year to complete the Tennessee ESOL Program and Curriculum Guide. This Guide will be published in 2009 in both hard copy and electronic formats and distributed to ESOL programs across the state.

WORKPLACE INITIATIVES FOR DISLOCATED WORKERS.

Adult Education provides basic skills upgrades, GED Preparation, basic workforce computer skills and English for Speakers of Other Languages to all Dislocated Workers in the state and is funded for those classes by the Division of Employment and Training and TAA/TRA.

Over the past ten years, Adult Education in Tennessee has been fully-integrated with all workforce investment efforts through the LWIA's and the various Divisions in the Department of Labor and Workforce Development, the board of Regents (board who governs post-secondary education) and other agencies associated with workforce training in the state.

Almost 95% of the students who enroll in AE say they do so for employment reasons and the majority of these want to continue their education past the GED diploma in order to secure better employment opportunities and make a better life for themselves and their families. Tennessee recognizes this as the critical, most vital purpose of AE and has acted in positive ways to create more access and opportunity for its adult students. AE is a portal to further education, not an end goal. Tennessee can serve as the model for other states in the integration of Title 1 and Title II in fully aligning what adult education does with all components of workforce development institutions.

FAMILY LITERACY. Adult education programs continued to support family literacy efforts through the provision of adult education services to local Even Start programs throughout the state. Adult education programs continued to be active partners in Dolly Parton's Imagination Library and the Governor's Books from Birth Foundation which provides free books to preschool children.

State Plan Goal Three: Develop new organizational arrangements and enhanced collaborations to more effectively assist target populations in a seamless program of adult education services (State Plan section 3.3 – page 24 and section 9.1 – page 61).

Activities related to State Plan Goal Three are described in Section 3 of this report.

State Plan Goal Four: Annually evaluate local and statewide adult education programs in order to continuously improve (State Plan section 4.0 – page 29).

QUALITY ADULT EDUCATION INITIATIVE . Adult education has gained national recognition for its use of the Tennessee Center for Performance Excellence (TNCPE) Criteria, based on the Malcolm Baldrige Education Criteria, leading to a focus on program improvement across the state. Recognition of the Tennessee adult Education's achievements resulted in a presentation at the National Adult Education Professional Development Consortium's National Training Institute for state adult education directors and related stakeholders describing the journey, learning, and results.

Currently the overall status of the initiative is of 89 adult education programs (100%) are involved in the Quality Initiative statewide, having completed at least the initial training; 88 programs (96.7%) had achieved the Interest level; 17 programs (18.7%) had achieved the Commitment level; and one program (1.1%) had reached Achievement Level. The Tennessee Department of Labor and Workforce Development, Division of Adult Education, also achieved both Interest and Commitment Levels.

One **New Supervisors' Orientation** was provided for seven program supervisors and coordinators to introduce the Division of AE's Quality Adult Education Initiative principles, practices, and tools of the Baldrige-based process.

Six **Individualized Quality Leadership Assistance** visits were provided to program supervisors as a follow-up to Quality Leadership Institute training in 2008-2009 in preparation for Interest-level application.

Multiple **Individualized Quality Tools Assistance** visits were provided to 25 program supervisors as a follow-up to Quality Leadership Institute training in 2008-2009 in preparation for Commitment-level work and future submission of an application for recognition.

Several **Individualized Commitment and Beyond Assistance** visits were provided to two programs and the Division of Adult Education in preparation for Achievement -level work and future submission of an application for recognition.

During the past year, technical assistance was provided to all programs participating in quality initiatives. Technical assistance includes feedback and analysis of AE programs implementation of the Baldrige Educational Criteria, principles, practices, and tools of continuous improvement.

As part of the Division of Adult Education's partnership with the Tennessee Center for Performance Excellence, curriculum development and instructional design skills relating to the adult education's initiative were provided to enhance TNCPE Examiner training and Writing Application workshops. Several adult education's continuous improvement practices and tools, as well as philosophical approach, were redesigned and used as benchmarks to improve implementation of the Baldrige Criteria within Tennessee organizations. Significant training assistance was provided to the Tennessee Department of Economic and Community Development's Three Star program through the Division's partnership with TNCPE to embed the adult education's initiative approach to continuous improvement as a benchmark for other government agencies.

Also during the past year, technical assistance was provided to Division of Adult Education working committees and field teams. These teams include Management and Instruction, GED Testing Services Advisory Committee, and AE Task Force, as well as other small initiatives.

PROGRAM MONITORING. Program monitoring for compliance and continuous improvement occurs on a regular schedule for providers with data collected through the TN Student Management Program known as the Consolidated Management and Activity Tracking System (CMATS). One example is the Desktop Monitoring Instrument that is

provided to all programs on a quarterly basis. It is not only used to allow state staff and programs to have an accurate snapshot of program performance at a specific point, but also allows them to compare the quarterly data from previous years and monitor trends.

Monitoring of State level goals is also an ongoing process, including the number of AE students served, based on the target number in each provider's area identified by the 2000 Census. Fiscal monitoring is conducted by the Department of Labor and Workforce Development, Office of Program Accountability Review.

State-level advisory boards are regularly convened to help provide input for planning and evaluation of adult education initiatives. The Tennessee Adult Education Taskforce (program supervisors) gives vital feedback and input. Annual evaluation and planning meetings are held with our grantee, The University of Tennessee Center for Literacy Studies (CLS).

State Plan Goal Five: Provide leadership activities (State Plan section 12.1 – page 75) to support the achievement of adult education goals and the professional development of adult education practitioners.

The Division of Adult Education is committed to sharing what we learn through networking, conference presentations, and participation in US DOE-sponsored or affiliated activities. In 2008 - 2009 Tennessee was represented at US DOE annual meetings, the Commission on Adult Basic Education (COABE) conference, the National Adult Education Professional Development Consortium (NAEPDC) meeting, and other conferences and meetings.

LEADERSHIP ACTIVITIES in the areas of ESOL, Family Literacy, Workplace, and Quality have already been described in this report. Other key areas of leadership activities are reported below, including the development of an instructional framework; staff development distance learning initiatives; professional development for program supervisors; and paraprofessional trainings. Other important resources and activities are reported in the Technology section.

TENNESSEE ADULT EDUCATION PROFESSIONAL DEVELOPMENT

The database showed that a total of 16 professional development events were provided to practitioners, with 494 people attending.

ELECTRONIC DISCUSSION LISTS provided opportunities for practitioners to network, share information, and problem-solve. A general list for supervisors maintained an average of 47 messages per month. 100% of supervisors are subscribed to this list. A general list for teachers averaged about 8 messages per month, with almost 312 instructors subscribed to the list. An ESOL-specific list was maintained for ESOL Instructors & administrators averaging 4 messages per month with 219 subscribers.

WEB PAGES for The Department of Labor and Workforce Development, Division of Adult Education were maintained and enhanced to expand and supplement adult education-specific information. We maintain a current list of Adult Education local programs in order to assist the public in locating a site close to them.

ONLINE PROFESSIONAL DEVELOPMENT COURSES. During the 2008 - 2009 program year, the following online professional development class was offered to all adult education practitioners: **Introduction to Learning Disabilities in Adults.** The online class made professional development opportunities available for many part-time adult education teachers who are unable to attend daytime training. Additional online project-specific courses are mentioned elsewhere in this report. In all, two online courses were offered with a total of 25 participants.

DISTANCE LEARNING FOR STUDENTS. Due to changes in NRS guidelines, policy and procedures regarding distance learning for students underwent revision during this year. As a result, TN reported no distance education students for 2008-2009.

PROFESSIONAL DEVELOPMENT FOR PROGRAM SUPERVISORS.

Two Leadership Excellence Academies were held for a total of 40 participants. This is a project in collaboration with Proliteracy to give supervisors the opportunity to earn a national certification in Program Leadership.

NEW TEACHER ORIENTATION. A New Teacher Orientation CD was available to assist programs in preparing new teachers to successfully enter the classroom. Each adult education program in the state had access to at least one copy of the CD and technical support in its use. Activities were integrated within the CD as a tool to measure completion/understanding.

OTHER INFORMATION RESOURCES. Efforts continued to create and sustain multiple pathways for information and support for adult education programs and practitioners. Toll-free telephone numbers were maintained at the Division of Adult Education and Center for Literacy Studies.

In 2008 -2009, Tennessee Division of Adult Education strengthened its partnership with the Center for Literacy Studies and the National Institute for Literacy in promoting LINCS (Literacy Information and Communication System) and supporting CLS as the LINCS Regional Resource Center for Region II in collaboration with 18 other states.

SECTION 2

Core Indicators of Performance

This section reports on the evaluation of effectiveness of adult education and literacy activities based on core indicators of performance.

Core Indicator #1: Demonstrated improvements in literacy skill levels in reading, writing, and speaking the English language; numeracy; problem-solving; English Language acquisition; and other literacy skills.

Performance Goal:

Core Indicator Area	Goal	Performance
ABE Beginning Literacy	77%	63%
ABE Beginning Basic Ed.	46%	51%

ABE Intermediate Low	41%	51%
ABE Intermediate High	48%	55%
Adult Secondary Ed. Low	65%	72%
Adult Secondary Ed. High	NA	71%
ESL Literacy	56%	45%
Low Beginning ESL	46%	54%
High Beginning ESL	45%	53%
Low Intermediate ESL	43%	57%
High Intermediate ESL	45%	45%
Advanced ESL Literacy	49%	39%

Core Indicator #2: Placement in, retention in, or completion of postsecondary education, training, unsubsidized employment, or career advancement.

Core Indicator Area	Goal	Performance
Entered Employment	69%	52%
Retained Employment	91%	70%
Entered Postsecondary Education or Training	57%	97%

Core Indicator #3: Receipt of a secondary school diploma or its recognized equivalent.

Core Indicator Area	Goal	Performance
Obtained a GED or Secondary School Diploma	61%	59%

Division of Adult Education staff review performance regularly, and target those areas in which performance is lower for additional professional development and technical assistance.

SECTION 3 Integration of Activities Sponsored Under Title II

This section reports on the integration of Title II-sponsored activities with other adult education, career development, and employment and training activities.

Four collaboration and integration efforts deserve special note: The Workforce Investment System; CMATS shared database and tracking system; and the Quality Initiative begun by the Division of Adult Education and now spreading throughout the Department of Labor and Workforce Development.

WORKFORCE INVESTMENT SYSTEM. Tennessee’s Workforce Development Board was created by executive order and charged with reviewing activities of the participating state agencies and making recommendations to the governor regarding their functions. Local Workforce Investment Boards are also established to streamline and improve employment and training services to citizens. A map of Tennessee Career Centers and Affiliates is included at the conclusion of this report.

Tennessee adult education activities are integrated with other career development, education, and employment and training activities at the state and local levels. This

integration is accomplished through the coordination of state-level policies and plans, interagency agreements, collaborative planning, data-sharing and matching, and joint efforts to leverage resources. The state-level Workforce Development Board and Local Workforce Investment Boards are key contributors to the system.

Adult Education works closely with Local Workforce Investment Areas and Rapid Response teams to respond to needs of employers and dislocated employees. A key integration strategy concerns the Dislocation Notifications that are issued when plant closings occur. These notifications are sent directly to the adult education supervisor in the area of the plant closure. In addition, adult education is represented at Rapid Response meetings, better integrating adult education services to dislocated workers.

In the 2008 - 2009 program year, the Division of Adult Education and local adult education programs accomplished the following:

Adult education services contracted through the Department of Labor and Workforce Development, Division of Adult Education, are provided in almost all Career Centers and Career Center Affiliates across Tennessee. All Career Centers have information about Adult Education services and provide appropriate referrals.

All 13 Local Workforce Investment Boards have an adult education representative, encouraging integration of services across systems. Representatives are appointed by the Commissioner of Labor and Workforce Development and approved by the Governor. James Neely, Commissioner of Labor and Workforce Development, represented Adult Education on the State Workforce Investment Board.

Approximately \$750,000 in Title II funding is committed to the Career Centers through the local adult education programs.

CMATS. The 2008 - 2009 program year was the sixth year of implementation of the CMATS (Consolidated Management and Activity Tracking System) database, a database shared across the agencies and organizations within the Tennessee Department of Labor and Workforce Development.

The CMATS training schedule included 6 training events (2 face-to-face and 4 online) provided exclusively on the database. These trainings involved 46 participants. Online training has been added to better meet the needs of the field in a more timely manner. Updates and partial-day trainings were provided in other venues.

An enhanced level of support for CMATS implementation was maintained throughout the year. Numerous database "fixes" were completed, with associated updates to training manuals, messages on electronic discussion lists, and other support provided.

BALDRIGE/TNCPE COLLABORATION. Adult education's success using the Malcolm Baldrige criteria for Performance Excellence has been noticed throughout the Department of Labor and Workforce Development. The Department of Labor and Workforce Development has endorsed the implementation of a similar process for its Career Centers/Workforce Investments Boards. Division of Adult Education staff, staff at CLS, and leading adult education supervisors have been tapped as resources for DOL&WD in their quality initiative.

SECTION 4 EL/Civics

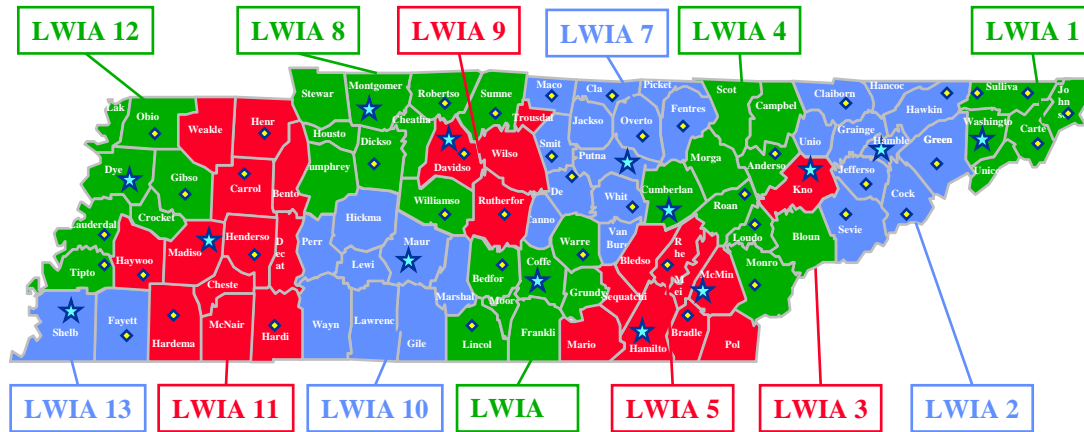
In the 2008 - 2009 program year, Tennessee received special funds through the United States Department of Education, Office of Vocational and Adult Education for EL/Civics. Eleven programs received EL/Civics grants. These 11 programs served 2796 EL/Civics learners in the 2008 - 2009 program year. Statewide, all ESOL learners benefited from the curriculum resources and sharing encouraged by this grant.

Grantees provided English Literacy and Civics education to immigrants and other limited English proficient populations in their areas. Helping immigrant populations use the institutions in American communities, such as health care and banking, was a focus for these programs. Grantees responded to needs in their local communities by developing special projects, collaborations, and initiatives in workplaces and in communities.

EL/Civics competencies were revised and expanded to facilitate instruction.



Tennessee Local Workforce Investment Areas



Building LWIAs since 2000