

**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 2011 - 2012 program year, The Tennessee Department of Labor and Workforce Development (DOL&WD), Division of Adult Education, provided adult education services through 87 local providers to 27,694 Tennessee adults. This report describes those services and outcomes for the time period July 1, 2011 through June 30, 2012. 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.** The Academy for Instructional Excellence is an annual professional development event for adult educators held each July and encompassing 2 days and ½ days of intensive training. In program year 2011-2012, the Academy was held at the Embassy Suites in Franklin, TN and consisted of practitioners and paraprofessional staff, serving 467 instructors, supervisors and paraprofessionals.

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 SCOPE**

**ESOL informational and instructional materials** were disseminated and technical assistance provided to support ESOL teachers participating in online courses and to help supplement classroom instruction.

A **Transition Team** was formed of 8 practitioners representing ESOL programs of varying size across the state to develop a plan for transitioning students from ESOL to GED®. Team members met 3 times and submitted posts to an online blog. The purpose of this project is to provide an effective academic approach for L2 learners whose goal is GED®.

The **TNESOL Discussion List**, with 220 subscribers, was maintained for ESOL instructors and administrators to share information, resources and instructional strategies.

Two online courses, ***ESOL Fundamentals*** and ***Recipes for ESOL Performance: Working with Level 1 Learners***, were each offered once with 8 instructors participating to completion. Course content included characteristics of the adult ESOL learner, how adults learn another language, assessment, and effective planning and teaching strategies, with a special focus on pre-literate and non-literate learners in the Level 1 focused course.

**Site visits** were made to 10 targeted ESOL programs across the state in 2011-2012 to provide needed technical support. Meetings with State Office were implemented to plan for providing on/off site support on new initiatives. Calls/emails were made throughout the year to programs needing assistance.

### **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 Dislocated Workers statewide who request services. These classes are funded by the Division of Employment and Training and TAA/TRA.

Over the past eleven 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.** The Division of Adult Education's (DAE) Quality Adult Education (QAE) Initiative is managed through the Tennessee Center for Performance Excellence (TNCPE). This strategic partnership connected the adult education's innovative improvement work to Tennessee's economic development and the business and industry communities. QAE was recognized as a best practice within the Tennessee Baldrige community and showcased at the recent Malcolm Baldrige Regional Conference.

The current status of the initiative is 87 adult education programs (100%) are trained and involved in the statewide initiative in varying degrees. Eighty-seven (87=100%) local programs have achieved the Interest level. Eighteen (18=20.7%) local programs have achieved the Commitment level; and one program (1.1%) has reached Achievement Level. The Division of Adult Education has also achieved both Interest and Commitment Levels to lead local programs as an example of excellence.

Individualized QAE orientation visits were provided to 15 new supervisors to introduce the Division's continuous improvement process that include Baldrige-based principles, practices, and tools.

Individualized Quality Leadership Assistance visits were provided to 5 sites for support in TNCPE's Interest-level improvement work.

Individualized Quality Tools Assistance visits were provided to 10 program supervisors for support in TNCPE Commitment-level improvement work.

Individualized Commitment and Beyond Assistance visits were provided to 3 programs and the Division of Adult Education in support of TNCPE Achievement -level improvement work.

During the past year, technical assistance was provided to all programs participating in quality initiative. 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 TNCP 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. Through the Writing Application Writing workshop, DAE's QAE work supports the training of other government and private sector organization. The QAE initiative serves as an exceptional positive example of a government agency making a positive impact on the economic development for Tennessee citizens. Training assistance was provided to the Tennessee Department of Labor and Workforce Development, Department of Health, and University of Tennessee's, Center for Effective Leadership's Baldrige in Government forums.

Economic and Community Development's Three Star program through the Division's partnership with TNCPE, the QAE initiative has become successful 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 Strategic Planning Team, Curriculum and Instruction team, Data and Technology, ESOL, GED Testing Services Advisory Committee, and the AE Task Force, as well as other specific input on other initiatives. A significant amount of time was spent working with the senior leadership and the strategic planning team in designing and developing an innovative set of Adult Education Standards to move all adult education programs within Tennessee to a new level of performance and results.

**PROGRAM MONITORING.** Program monitoring for compliance and continuous improvement occurs on a regular schedule for providers with data collected through the Tennessee 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 to 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 2010 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, Education and Employment (CLEE).

**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 2011 - 2012 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, the National Council of State Directors of Adult Education (NCSDAE) 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 professional development database, housed at the University of Tennessee Center for Literacy Studies, shows that a total of 15 professional development events were provided to Tennessee adult education practitioners during this program year. There were 765 total attendees for these events, with some practitioners attending more than one event. There were 530 people who attended at least one professional development event during the program year.

**ELECTRONIC DISCUSSION LISTS** provided opportunities for practitioners to network, share information, and problem-solve. A general list for supervisors maintained an average of 40 messages per month, with 100% of program supervisors subscribed to this list. A general list for teachers averaged about 3 messages per month, with 368 instructors subscribed to the list. An ESOL-specific list was maintained for ESOL Instructors & administrators averaging 5 messages per month with 220 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.

**DISTANCE LEARNING FOR STUDENTS.** Tennessee reported no distance education students for 2011-2012. Policy and procedures regarding distance learning for students underwent revision during this year.

**PARAPROFESSIONAL TRAINING.** For professional development, the paraprofessionals participated in the annual Leadership Academy for Excellence programs. These 49 paraprofessional training participants attended 7 sessions. Two were general sessions dealing with poverty and current trends in adult education. Five of the sessions were specifically designed to meet the needs of the paraprofessionals. Topics included: Dealing with Difficult People, The Rule of 24, Have You Eaten a Frog Today, Knowledge Management and Communications, CMats and Best Practices.

**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, Education and Employment.

In 2011 - 2012, Tennessee Division of Adult Education strengthened its partnership with the Center for Literacy, Education & Employment (CLEE) and the DOE Office of Vocational and Adult Education (OVAE) in promoting LINCS (Literacy Information and Communication System) and supporting CLEE 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	71%	67%
ABE Beginning Basic Ed.	58%	59%
ABE Intermediate Low	55%	55%
ABE Intermediate High	57%	56%
Adult Secondary Ed. Low	76%	75%
Adult Secondary Ed. High	NA	73%
ESL Literacy	46%	53%
Low Beginning ESL	56%	58%
High Beginning ESL	57%	61%
Low Intermediate ESL	61%	68%
High Intermediate ESL	49%	56%
Advanced ESL Literacy	58%	60%

**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	48%	44%
Retained Employment	59%	56%
Entered Postsecondary Education or Training	59%	75%

**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	52%	63%

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, and new Transition activities initiated by the Division of Adult Education and including other Department of Labor partners as well as Board of Regents (post-secondary) partners.

**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 2011-2012 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.

Approximately \$250,000 in Title II funding is committed to the Career Centers through the local adult education programs.

**CMATS.** The 2011 - 2012 program year was the eighth 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 5 training events (3 face-to-face and 2 online) provided exclusively on the database. These trainings involved 64 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 CLEE, and leading adult education supervisors have been tapped as resources for DOL&WD in their quality initiative.

### **TN TRANSITION TEAM**

The Tennessee Transition Team was established by the Division of Adult Education to study the feasibility of providing post-secondary preparation for adult education students with goals of attending vocational or community college classes upon earning a GED diploma. Five adult education programs participated in this project; Kingsport/Sullivan County, Roane State, Maury County, Williamson County, and TTC Cumberland.

The Center for Literacy Studies coordinated the project by providing an extensive Orientation Guide, enhancing the Tennessee AE Curriculum with published instructional materials, providing training for and supervisors and teachers. A total of 52 students participated in a pilot session of classes.

The Orientation Guide was developed through working with community college teachers and leaders as well as the AE staff involved in the project. This guide provided activities for students to enhance study skills, time management, core reading and writing, college life and scheduling, and financial planning and grant acquisition.

Through a study of COMPASS tests, skill sets needed to be proficient on the COMPASS were established. After a cross-walk with the AE Curriculum, additional materials were provided to address the higher level skills needed to be taught.

Training sessions provided information regarding the COMPASS test, Tennessee Community College Modules used in remediation classes for college entrance, specific strategies for teaching skills and pre-assessments to determine student readiness.

Training for scheduling and development of classes and ongoing assessments was also provided as well as systematic skills and strategies for classroom presentation. A variety of publisher prepared materials were provided to the teachers. These materials were referenced to specific skills and the TN AE Curriculum.

Additional support was provided by on-site visits to the pilot programs. These visits served to answer questions and offer assistance as needed.

An additional segment of this project was to work with Tennessee Technology Schools to determine what specific skills may be needed to enter each course offering.

Technology teachers were interviewed to develop a skills listing. This skills list was compared to the TN AE Curriculum to determine what additional skills may be needed. This portion of the project was in the development phase and did not include students.

This project was placed on hold at the request of the Division of Adult Education.

## **SECTION 4**

## EL/Civics

In the 2011 - 2012 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 2174 EL/Civics learners in the 2011 - 2012 program year. EL/Civics grantees met once during the program year to discuss topics of interest, share issues, plan annual project, and consider solutions. Statewide, all ESOL learners benefited from the curriculum resources and sharing encouraged by this grant.

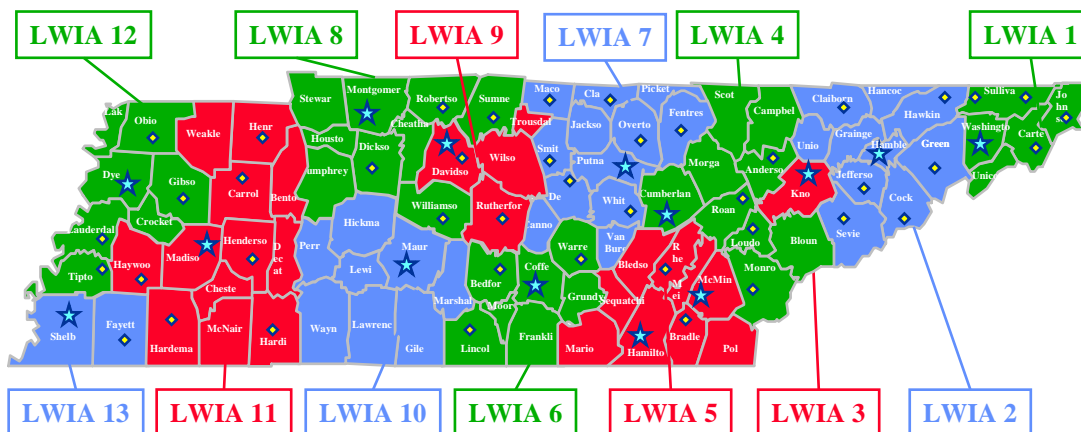
Grantees provided English Literacy and Civics education to immigrants and other limited English proficient populations in their areas. Helping immigrant populations use the institutions in American communities, such as health care and banking, was a focus for these programs. Grantees responded to needs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

EL/Civics competencies were revised, expanded and published to reflect instructional needs based on recommendations of United States Citizenship and Immigration Services.

April 5, 2005



# Tennessee Local Workforce Investment Areas



## Building LWIAs since 2000