

**WISCONSIN  
AEFL FINAL NARRATIVE REPORT  
Wisconsin Technical College System Office  
2011-12**

**1. Describe successful activities, programs and projects supported with State Leadership funds and describe the extent to which these activities, programs and projects were successful in implementing the goals of the State Plan.**

**STAR (Student Achievement in Reading)**

Student Achievement in Reading (STAR) was created to assist states and local programs in making instructional changes required to improve the reading achievement of intermediate-level adult learners (GLE 4.0-8.9) in ABE. STAR provides teachers with Web-based tools that translate reading research into practice and high quality training and technical assistants to build capacity for reading reform.

State Leadership funds were used to support three, two day institutes in September 2011, November 2011, and February 2012. Staff from seven technical college districts and three literacy councils was involved with the institute, which included 36 participants. One participant was a Regional Representative for Wisconsin Literacy, Inc. Funds were used to purchase training manuals and cover trainer travel expenses.

The STAR Leadership Committee continued to meet and talk on a regular basis. The committee includes one (1) state staff member, two (2) state trainers, two (2) instructors, one (1) Literacy Council representative and three (3) administrators. The focus this year was on developing a website, STAR Boosters and creating STAR for credit through Hamlin University in Minnesota.

**Professional Development**

State Leadership funds were used to provide professional development activities for teachers, local program managers and other staff working with Adult Basic Education programs in Wisconsin. These opportunities were first open to staff from programs funded under the AEFL, however, staff from other volunteer and community-based programs and Department of Corrections did participate in some activities. The funds fully or partially cover expenses for a number of activities. Professional development activities during fiscal year 2011-12 included:

- **ABE/ELL Professional Development Training Days**

Centrally located professional development training was organized during this grant period. The training was held on March 7 & 8, 2012 in Madison, Wisconsin at The Madison Concourse Hotel. The focus of these two days was to deliver updates on new NRS measures, enhance instructional activities in math and apply math content in a variety of real-life contexts. Approximately 180 staff from various technical college districts and community based organizations participated. State Leadership funds were used to cover presenter expenses and facility expenditures.

- **ELL Professional Development**

As part of the ongoing effort to continue providing professional development activities for ELL faculty and staff across the state, the following regional workshops and trainings were provided:

- 4 BEST PLUS training sessions
- 6 TABE CLAS-E training sessions
- 12 Adult ELL Instructor Training Sessions by staff and faculty from the Wisconsin Technical College System, and the Illinois Adult Learning Resources Center. Workshops included: Keep Them Moving; Activities for Engaging ESL Learners; Transitioning ELL Students into the Workplace; To Assess or Not to Assess-That is the Question; Working with ELL Learners in GED Math Instructional Setting; Incorporating the Use of Technology into the ELL Classroom; Mobile Learning Resources – How to Use Cell Phones for Adult Learners; Integrating the Four Skills of ELL; ELL Teachers Discussion Group; Internet Resources for ELL Students and their Teachers. Several of these sessions were made available at the *Achieving Credentials for Success* conference on October 19 & 20, 2011 and the Spring Professional Development Days on March 7 & 8, 2012.

- **Annual “Achieving Credentials for Success” Conference**

Over 500 attendees participated in three days of workshops in GED and literacy areas. Workshop topics coordinated by state staff included team teaching, career pathways, common core standards, goal setting, increasing retention, English Language Learning, and curriculum. State Leadership contributed \$7,500 in order to defray costs for community literacy organizations and keep the conference affordable to all potential participants in the state.

- **Planning Groups**

Three major groups were formed this fiscal year to address deficits in the programming needs. Those groups were Certification, Credentialing and New Directors. This certification group met several times and updated necessary documents. The Credentialing group and New Directors group continue to meet and to work on revising curriculum and creating a manual for new directors.

### **Funding for Local Collaboration**

State awards funds to Wisconsin Literacy, Inc. to assist in improving the instruction received by students who work with volunteer tutors and paid instructional staff by coordinating the instructional literacy services of literacy agencies statewide. This includes furthering their collaboration with technical colleges, disseminating information pertinent to adult literacy programs and providing program management resources.

Wisconsin Literacy, Inc. currently serves 62 member organizations. The collaboration of referring students to technical colleges increased in the number of literacy agencies from 28 programs the previous year to 40 programs for FY 2011-12. The professional development activities provided by Wisconsin Literacy are increasing in importance to the literacy agencies as their budgets remain the same or decrease. This fiscal year, the agency provided training and resources to assist adults in obtaining the knowledge and skills necessary for employment and self-sufficiency. The agency provided training and resources to assist adult toward improvement in literacy skills, completion of GED and transition to post-secondary education programs.

Community coordination is developed through regional literacy consultants funded through Wisconsin Literacy, Inc. Funding for these consultants' aims to provide more regional and individual support to member agencies through the part-time employment of four regional literacy consultants. These positions are becoming more and more important as literacy agencies budgets remain the same or decrease. Agencies are not able to send their staff members out of town for training so consultants are taking on more responsibilities and have less time for training.

The Wisconsin Literacy division, Health Literacy Wisconsin, and the regional literacy consultants completed curricula development and dissemination of a lesson *Seasonal Flu and Immunization*, which was completed by 950 adults. The Southwest/South Central region held a health literacy conference at the American Family Insurance training center in Madison, Wisconsin. The literacy agencies are becoming more aware of health literacy and the consultants are learning how to provide health literacy programs to their regional agencies.

### **Significant Findings from the evaluation of effectiveness based on Core Indicator's of Performance**

The five Core Indicators of Performance are the outcomes that the state and local AEFL funded programs use for accountability. Those indicators include: increasing academic levels, achieving a high school diploma or equivalency, enrolling in post-secondary education, obtaining employment, and retaining employment. The indicators are potential student outcomes and are measured based on student's goals. For programs funded with AEFL dollars, states are required to set up data matching systems in order to obtain employment and GED outcome information unless there are sophisticated student follow-up systems put into place.

During fiscal year 2011-12, State staff continued using the newer 5-year evaluation process which was piloted during program year 2010. The results and comments from these evaluations are stored in the Quality Review Process Data System (QRPDS).

The following improvements occurred to improve the accountability of AEFL funded programs:

**Quarterly Data Submission** - AEFL funded programs were required to continue reporting data on a quarterly basis during fiscal year 2011-12. All AEFL funded programs report data on a quarterly basis by a designated date during the following months: October, January, April, and July.

**Reporting Assessment and Testing Date** – AEFL funded programs were required to continue reporting the entry and exit assessment tool used to measure skill attainment for program participants during fiscal year 2011-12. AEFL funded programs must report the date of when the assessment was conducted. To facilitate the collection and reporting of assessment in AEFL funded programs, WTCS has created the S7 record to collect and report any assessment activities in AEFL programming.

- 3. Describe how the eligible agency has supported the integration of activities sponsored under Title II with other adult education, career development, and employment and training activities. Include a description of how the eligible agency**

**is being represented on the Local Workforce Investment Boards, adult education's involvement on the State Workforce Investment Board, the provision of core and other services through the One-Stop system and an estimate of the Title II funds being used to support activities and services through the one-stop delivery system.**

Wisconsin has worked hard with our Title I partners and other agencies that work with our learners, and potential learners, to aid in transition from basic skills to post-secondary work and/or employment. The WTCS President is a member of the Governor's Council on Workforce Investment and several WTCS staff serve on the Council's subcommittees. In addition, the Presidents of each technical college serve on their local Workforce Development Board. The following shows ways we have put these efforts and relationships into practice.

Wisconsin is considered a national leader in Adult Career Pathway work and our Adult Basic Education/English Language Learning services are integral to that work. Additionally, the relationship with our Title I partners has been instrumental. There are eleven Local Workforce Investment Boards (LWIBs) with adult education represented on all eleven boards. The WTCS continues to thrive in its partnership with the Department of Workforce Development as it moves forward with the Regional Industry Skills Education (RISE) initiative, with support from a third round of the Joyce Foundation's Shifting Gears program to develop adult career pathways for low-skilled, low-income adults. This multi-year initiative focuses on transforming selected technical college programs into sequences of modules that are closely aligned with job progression in the work place and developing comprehensive support systems involving employers, educators and workforce development programs to help adult learners proceed through their chosen pathways. The idea is to make postsecondary education more accessible to low-income adults and to increase the supply of skilled workers for employers in key Wisconsin industries.

Career Pathway work and involvement with our workforce partners was key to the WTCS, including the System Office and all 16 districts, receiving \$18.3 million in federal grants from the Department of Labor through the Trade Adjustment Assistance Community College and Career Training grant. The 16 colleges share a \$14.9 million grant award for the four year "Making the Future" project to develop, expand and improve advanced manufacturing career pathways. Fox Valley Technical College received a separate \$2,999,750 grant for its Advanced Manufacturing Pathways Plus (AMP Plus) to expand flexible learning options in four advanced manufacturing pathways to meet the needs of employers and retrain dislocated workers in the Fox Valley area. Madison Area Technical College received \$412,736 as part of a separate multi-state consortium led by Forsyth Technical College in North Carolina, focusing on bioscience competencies in laboratory skills. All of these grants have a distinct Student Success focus.

While Wisconsin has over seventy actual job centers, the technical colleges are considered affiliated sites in the larger job center system. Thus, all the colleges provide core services such as outreach, intake and assessment through the job center system. Some colleges provide these services at on-site job centers, while others coordinate and refer clients to community job centers.

**4. Describe successful activities and services supported with EL Civics funds, including the number of programs receiving EL Civics grants and an estimate of the number of adult learners served.**

Wisconsin programs do target instruction in the areas of citizenship, U.S. history and culture; and becoming an active participant in the community. Knowledge about local, state and federal government is incorporated into the instruction to better assist students in preparing for the citizenship test.

Federal guidelines require that experiential learning be designed for educational services under this category and Wisconsin does meet these guidelines. The seven modules developed for EL Civics: state and local government; healthcare systems; public school systems; financial systems; libraries; legal systems and housing. Each module was built on the same format that required experiential learning activities as well as language development activities related to reading, writing, speaking, listening, math and critical thinking/problem solving.

Twenty-one (21) programs received grants under EL Civics during FY 2011-12. These programs provided educational services related to EL Civics to over 1700 adult learners across the state.