

**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 2012 - 2013 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 26,955 Tennessee adults. This report describes those services and outcomes for the time period July 1, 2012 through June 30, 2013. 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 and ½ days of intensive training. In program year 2012-2013, the Academy was held at the Sheraton, Downtown, Nashville, TN and consisted of practitioners and paraprofessional staff, serving 539 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 and supervisors.

The **Transition Team** expanded into a teacher advisory team and assisted with the planning ESOL/EL-Civics training and Academy.

Site visits were put on hold due to restructuring of Service Delivery Areas. Calls/emails were made throughout the year to programs needing assistance.

Regional Trainings were held across the state to better inform programs on Transition procedures and using academic approach to instruction. Additionally, a **training** was conducted in June on the **TABE CLAS-E** assessment instrument. TABE CLAS-E is used to assess students as they reach level 6 and transition to ABE classes

Four **BEST Plus Trainings** were conducted by region and approximately 50 practitioners participated.

A **Discussion List** was used to disseminate information to programs across the state regarding upcoming meetings, events and instructional resources.

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 head start and elementary schools to implement on-site ABE classes for parents.

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).

QUALITY ADULT EDUCATION INITIATIVE

The Division of Adult Education's (DAE) Program Improvement - Quality Adult Education (PI/QAE) Initiative is managed through the Tennessee Center for Performance Excellence (TNCPE). This strategic partnership connected the adult education's program improvement work with Tennessee's economic development and the business and industry communities. The

Program Manager has been the primary architect of this program since 2000 with the support and assistance of DAE.

PI/QAE is recognized as a best practice within the Tennessee Baldrige community and Tennessee state government.

Current Status: The 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 (18 = 20.7%) local programs have achieved the Commitment level; and one program (1.1%) has reached Achievement Level. DAE has achieved both Interest and Commitment Levels to role model performance improvement and lead the way for local programs.

Specific Work: Adult Education Standards: Part of the Program Manager's assignment this year was to work with other Subject Matter Experts (SME) on DAE's Strategic Planning Team (SPT). Together the SPT developed and deployed DAE's AE Standards, which include: Program Improvement (PI), Fiscal, Curriculum, Data, and Program Management. DAE established program improvement as part of the QAE Baldrige Framework process, hence PI/QAE. The SPT spent numerous hours designing and ensuring all standards supported each other, and then deployed those standards to all local programs. Program Improvement has been identified as the foundation standard. The AE Standards have been deployed through training and technical assistance. The next steps will be to ensure compliance and monitoring, as well as recognition/sanctions when applicable.

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 6 sites for support of TNCPPE's Interest-level improvement work.

Individualized Quality Tools Assistance visits were provided to 3 program supervisors for support in TNCPPE Commitment-level improvement work.

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

During the past year, technical assistance was provided to all programs participating in the program improvement quality initiative. Technical assistance was also provided to DAE in the review and feedback to programs on their individual strategic plans for improvement. 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 TNCPPE, the Program Manager assists with curriculum development and instructional design skills in TNCPPE's training workshops. This specifically includes Writing Application workshops, participating in Baldrige in Government workshops, and assisting with the LEAN Thinking in Government initiative in Tennessee.

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 and the AE Task Force, as well as specific input on other initiatives.

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 (UT 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 2012 - 2013 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), national NRS meeting, and GEOSOL training for the new case management system that will replace CMATS as well as 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 UT CLEE, shows that a total of 22 professional development events were provided to Tennessee adult education practitioners during this program year. There were 1072 total attendees for these events, with some

practitioners attending more than one event. There were 343 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 local program supervisors maintained an average of 37 messages per month, with 100% of program supervisors subscribed to this list. A general list for teachers averaged about 3 messages per month, with 322 instructors subscribed to the list throughout the year. An ESOL-specific list was maintained for ESOL Instructors & administrators averaging 5 messages per month with 148 subscribers throughout the year. There is also a CMATS electronic discussion list with 107 members.

WEB PAGES for The Department of Labor and Workforce Development, Division of Adult Education (tennesseeae.com) 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 2012-2013. Policy and procedures regarding distance learning for students are included in the annual TN Assessment policy

PARAPROFESSIONAL TRAINING. For professional development, the paraprofessionals participated in the annual Leadership Academy for Excellence programs. These 87 paraprofessional training participants attended 10 sessions. One session was a whole group program and there were 9 breakout sessions. The sessions were attended with the team from their program as they worked together to develop a strategic program plan.

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 CLEE.

In 2012 - 2013, Tennessee Division of Adult Education strengthened its partnership with 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 14 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%	68%
ABE Beginning Basic Ed.	58%	63%

ABE Intermediate Low	55%	57%
ABE Intermediate High	57%	58%
Adult Secondary Ed. Low	76%	73%
Adult Secondary Ed. High	NA	74%
ESL Literacy	46%	50%
Low Beginning ESL	56%	56%
High Beginning ESL	57%	63%
Low Intermediate ESL	61%	67%
High Intermediate ESL	49%	51%
Advanced ESL Literacy	58%	59%

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%	47%
Retained Employment	59%	79%
Entered Postsecondary Education or Training	59%	7%

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%	71%

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 2012-2013 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 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 2012 - 2013 program year was the ninth 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 8 training events (5 face-to-face and 3 online) provided exclusively on the database. These trainings involved 113 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 CURRICULUM

The Tennessee Curriculum Team was established by the Division of Adult Education to further develop curriculum for adult education classes across the state. The movement to a managed enrollment delivery process for classroom instruction required a division of the skills to be taught in leveled classes. Lessons were developed using an active teaching model to ensure that specific skills were attained and student learning styles were addressed. This team met quarterly and submitted instructional lessons accompanied by power point slides to enhance teaching. A revision of the student orientation including study skills, key terms and motivational activities was developed and piloted in AE programs state-wide. The addition of skill specific quizzes written in TABE and OPT test language helped complete the curriculum. This curriculum is linked to the National Common Core Standards. CLEE coordinated the project under the direction of the state curriculum director and transferred the materials to a consistent format as well as providing editing assistance for the entire project.

A Tennessee Adult Education website was developed to share the curriculum as well as provide easy access for staff development materials. This website provides opportunities for the state office to share information with programs in an efficient and timely manner.

CLEE Staff participated in the planning, development, training, review and evaluation for the new Tennessee Adult Education Standards. These standards form the strategic plan for the processes conducted in each adult education program across the state. The standards address the areas of program management, program improvement, curriculum, fiscal, and data management. Individual programs developed and submitted a plan explaining how the AE Standards would be implemented within their program. These plans were read, evaluated and feedback was provided to the programs. The summary of the results of these plans serves as a roadmap for future technical assistance and staff development.

In addition to the annual Academy for Instructional Excellence, staff conducted regional trainings across the state for curriculum and program development. On-site visits training for technology and technical assistance for program managers were provided at the request of the state office. A plan for technical assistance was developed to include assistance for new supervisors. The materials for orientation for new teachers were also updated and revised.

SECTION 4 EL/Civics

In the 2012 - 2013 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 approximately 3194 EL/Civics learners in the 2012 - 2013 program year. EL/Civics grantees met twice during the program year to discuss civics education and integrated English; teachers and program supervisors submitted summary reports and shared issues; an annual project was assigned and

