

**WISCONSIN
AEFL FINAL NARRATIVE REPORT
Wisconsin Technical College System Office
2012-13**

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 2012, November 2012, and February 2013. Staff from six technical college districts and 14 literacy councils, including the Operations Director for Wisconsin Literacy Inc., participated in the institutes. There were a total of 35 participants. Nine participants received credit from Hamlin University in Minnesota for successfully completing the STAR program. This collaboration was developed last fiscal year. AEFL funds were used to purchase STAR 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 working to keep the website current, creating a technical assistance plan, (ReSTART); and creating a STAR evaluation rubric.

Tutoring Pilot

In the fall semester of 2012, Madison College and Literacy Network, a local ELL provider, partnered to identify successful elements of transition practice and create a systematic guide for programs that recruit, train and support volunteer tutors. Literacy Network has a history of success in providing instruction to underserved adult learners. Leadership and staff worked for the prior two years to develop pathways to programs at Madison College, focusing on the needs of adult learners in the local area. They collaboratively trained and supported tutors who serve in the Madison College classrooms by mutually referring students to one another's programs and by offering drop-in advising to Madison College students who might be interested in having a tutor. This work provided the basis for awarding a mini-grant to Literacy Network to pilot some of their ideas around tutoring and transition. The project was to document the elements of a successful tutoring support network that would benefit other organizations that provide tutoring to adult learners hoping to transition to college.

The project proved to be very successful on the local level. Literacy Network staff contacted 80 tutor/learner pairs where the student had a goal of attending college. Of those learners who had identified a specific workplace goal in the college transition

program, 25 individuals have taken tangible steps on a career pathway with the support of Literacy Network staff and tutors. Tutors served more than 400 total hours in the classroom during fall semester 2012. Documentation of best practices is in work.

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 2012-13 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, 2013 in Wisconsin Dells, Wisconsin at Glacier Canyon Lodge at the Wilderness. The focus of the two days was to deliver updates on the 4 testing areas on new 2014 GED assessment, English Language Learning instructional practices, incorporating the use of cloud-based technology in instruction, and provide Adult Numeracy Instruction training. 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:

- 2 BEST PLUS training sessions
- 4 TABE CLAS-E training sessions
- 16 Adult ELL instructor workshops were facilitated by staff and faculty from the Wisconsin Technical College System and Edgewood College –Wisconsin Alliance for cultural and Linguistic Diversity (WISACALD). Workshops included: A Check-up for Adult ESL Practitioners; Consideration of Deferred Action for Childhood Arrivals Process; Keep Them Moving - Activities for Engaging ESL Learners; Supporting Lower-Proficiency ELL Adults through Children Literature; Using Multiple Intelligence to Teach in an Active ELL Classroom; Successful Instructional Practices and Effective Use of Technology in the ELL Classroom; Pros and Cons of Team Teaching; Promising Practices in Transitioning ELL Students into Programs; POLLEVERYWHERE; Facilitated Discussion for ELL Practitioners; and Making Your ELL Computer Lab a “21st Century Oral Fluency Center”. These sessions were made available at the *Achieving Credentials for Success* conference on November 14 & 15, 2012 or at the *Spring Professional Development Days* on March 7 & 8, 2013.

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

Over 700 attendees participated in three days of workshops in GED and literacy areas. Training topics coordinated by state staff included Team Teaching, Learning

to Achieve , and Adult Numeracy Instruction. Workshops arranged by state staff included Technology Use in ELL Instruction, and many 2014 GED-related sessions by national and state presenters. 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. Small allocations of funding also helped support the Adult Numeracy Instruction, Learning to Achieve, and Team Teaching training.

- **Corrections/Re-Entry**

Ten technical college districts and 3 literacy councils were awarded institutionalized AEFL grant funds for this fiscal year. County jail visits and attendance at graduation ceremonies took place with 5 of the grant awardees. Some funds were used to attend local and national correctional conferences. Information from these conferences were shared with grant funded awardees.

- **Planning Groups**

The WTCS High School Equivalency Diploma update continuing project was supported by AEFL Leadership funds. Faculty and deans from multiple colleges and staff from CBOs met on several occasions to update the curricula, align the curricula with national standards, and design new operational procedures.

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 member 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 65 member organizations. The collaboration of referring students to technical colleges increased in the number of literacy agencies from 40 programs the previous year to 45 programs for FY 2012-13. 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 continued its focus on providing training and resources to assist adults in obtaining the knowledge and skills necessary for employment and self-sufficiency. Workforce conferences were held in three regions of the state to give both literacy providers and technical college staff immediate tools, resources and networking opportunities that would enhance instructional programming with an employment focus. The agency hosted monthly webinars to enhance member's work in the areas of computer skills, data management, formal assessments, critical thinking skills, numeracy and resources for the 2014 GED. Many of the member agencies also participated in STAR Training .

Another major resource that Wisconsin Literacy was able to deliver to members is a newly developed English language curriculum called English Forward. In May of 2013, they hosted the Literacy Coalition of Central Texas to train 17 English Forward Trainers and subsequently, 100 English Forward tutors throughout its 65 member programs. The next fiscal year will focus on training more trainers and disseminating this curriculum designed for beginning level English language learners and rooted in

research on second language acquisition, adult learning theory and studies in cognitive science.

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. Clearly we are in a time when agencies have fewer resources to travel to trainings. In response, consultants are taking on more responsibility in providing local hands-on training and targeted support as well as taking advantage of technological resources.

The Wisconsin Literacy division, Health Literacy Wisconsin, hosted its 5th biennial Health Literacy Summit and offered this professional development to its member agencies via scholarships to cover the cost of the two day national event featuring workshops on health literacy interventions in literacy agencies, community health care organizations and state and federal agencies. The Northwest region hosted two health literacy projects with member agencies that offered train the trainer workshops in the use of the book, *What to Do When Your Child Gets Sick*. This book, written at the 3rd - 4th grade level has evidence-based data showing a reduction in the unnecessary use of the emergency room and doctor's office. The literacy agencies are becoming more engaged in health literacy programming and the consultants are more adept at providing 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 2012-13, State staff continued using the newer 5-year evaluation process which was piloted during program year 2010. These evaluations for ABE/ELL programming are part of the accountability system for AEFL and the Quality Review Process Data System (QRPDS) used by the System Office for all instructional programs.

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 2012-13. 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 2012-13. 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 continues to work 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 System 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 continues to be 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 chose 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. One particularly successful use of funds has revolved around convening grants to bring together colleges, workforce boards, employers and other support agencies. The entities do meet, but this brings them all together at the same time.

Career Pathway work and involvement with our workforce partners was key to the WTCS, including the System Office and all 16 districts, receiving an additional \$23.1 million in federal grants from the Department of Labor through round three of the Trade Adjustment Assistance Community College and Career Training grant. The 16 colleges share a \$23.1 million grant award for the four year “INTERFACE” project to develop, expand and improve IT and IT-related career pathways. The activities in this grant all have a distinct Student Success focus. In addition, colleges are increasing their work with individual job centers and workforce boards.

While Wisconsin has over 70 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 2012-13. These programs provided educational services related to EL Civics to over 1700 adult learners across the state.