**WISCONSIN**

**AEFL FINAL NARRATIVE REPORT**

**Wisconsin Technical College System Office**

 **2013-14**

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.**

**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 (ABE) and English Language Learner (ELL) programs in Wisconsin. These opportunities were first open to staff from programs funded under the AEFL grant, however, staff from other volunteer and community-based programs and Department of Corrections were offered the opportunity to attend if space permitted. The funds fully or partially cover expenses for a number of activities. Professional development activities during fiscal year 2013-14 included:

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

Centrally located professional development training was organized during this grant period. The training was held on April 3 & 4, 2014 in Kohler, Wisconsin at The Osthoff Resort. Each day had specific focuses which included GED instructional materials, ABE related performance based funding, aligning curriculum with common core standards, ELL persistency and ELL supplemental instruction via technology. 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:

* 1 BEST PLUS training session
* 2 TABE CLAS-E training sessions
* 12 workshops held for adult ELL instructors during the Spring Training Days and the Fall Conference, October 16 & 17, 2013 and April 3 & 4, 2014; workshop themes were in the areas of using technology in the ELL classroom, how technology can be used to transform the ELL classroom, and ELL persistence in the classroom. Workshop topics included: *A Taste of the English Forward Curriculum; What Helps and Hinders Technical College Students* *Who Persist from the ELL Through Graduation*; *How Technology Can Transform Adult Education for English Language*; *Enhancing the ELL Classroom Instruction with Supplemental Instruction Using Computer Assisted Technology;* *The Roles of Past Experience on Present Teaching Strategies in the ELL Classroom*; *Professional Development and Technical Assistance for Online Learning;* *Connecting Practitioners of Adult English Learning and Sharing Resources*.
* **ELL Pilot to Improving Communication Skills for English Language Learners**

Funds were used to support an ELL pilot implementation, which provided professional development opportunities for 18 ELL instructors in the area of technology in the classroom with the goal of improving duration and intensity as well as communication skills. This initiative involved four technical colleges, two community based organizations and approximately 600 adult English language learners. Data is being collected to measure the advantages of using technology to supplement instruction for the ELL classroom.

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

Over 700 attendees participated in three days of workshops in the areas of GED and literacy. Training topics coordinated by state staff included: *Integrating Occupational and Academic Instruction/Team Teaching*; *Adult Numeracy Instruction*; and *Using Technology for ELL Supplemental Instruction.* Workshops included 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 helped support the Team Teaching training.

* **Adult Numeracy Instruction (ANI)**

Nineteen instructors from nine technical colleges participated in Adult Numeracy Instruction (ANI) Professional Development. Two 2012 ANI graduates participated in this round of ANI in order to become trainers for Wisconsin. The three, two-day institutes took place on the following dates: October 14 & 15, 2013; January 30 & 31, 2014; March 27 & 28, 2014.

* **Corrections/Re-Entry**

Ten technical college districts and three literacy councils were awarded institutionalized AEFL grant funds for this fiscal year. County jail visits took place with three of the grant awardees. Two Institutionalized Individual grantee meetings were held during this period to discuss changes to the GED, share curriculum ideas and work through issues and concerns within their programs. Some funds were used to attend local and national correctional conferences. Information from these conferences was shared with grant funded programs.

The state staff member assigned to the Institutionalized Grant is a member of the Department of Corrections Education and Employment Cross Agency Team (EECAT). The team was form to promote successful integration by providing appropriate and comprehensive educational opportunities for incarcerated individuals’ across vertical agencies. The Department of Public Instruction, Department of Workforce Development, and all divisions in the Department of Corrections are also represented on this team.

* **National Training Institute**

Funds were used to send the ABE/ELL System Office team to the NAEPDC NCSDAE National Training Institute in Charleston, South Caroline, October 22 – 25, 2013. The training focus was on preparing to raise standards and expectations for students, teachers and program managers through discussions on College and Career Standards. The Institute provided resources, strategies and solutions to begin that planning process.

**Funding for Local Collaboration**

State award funds to Wisconsin Literacy, Inc. (WL) assist in improving the instruction received by students who work with volunteer tutors and paid instructional staff by coordinating and enhancing 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 73 member organizations, up 8 new agencies from last year. The collaboration of referring students to technical colleges increased in the number of literacy agencies from 45 programs the previous year to 54 programs for FY 2013-14. The professional development activities provided by Wisconsin Literacy continue to be important to the literacy agencies as their budgets remain the same or decrease. 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. Following up on three regional Workforce conferences held in the last two fiscal years, staff and partnering organizations prepared for a statewide Workforce conference that would give both literacy providers, refugee agencies, Department of Corrections and technical college staff immediate tools, resources and networking opportunities that would enhance instructional programming with an employment focus.

Wisconsin Literacy continued to deliver to members the newly developed English language curriculum called English Forward. After introducing it in May of 2013, regional staff hosted 2-3 trainings in each region during the 2013-14 fiscal year. To aid in tutor training delivery, a 2.5 hour Prezi was developed to help rural agencies train more volunteers via new technologies. It also provides in-service training for those volunteers needing refresher training or miss part of the in-person training.

Wisconsin Literacy provided many resources around GED completion to all its members and technical college staff. During the last six months of 2013 regional staff held professional development meetings on the new GED and highlighted new GED resources each month in the e-newsletter. Community coordination is supported by the four Regional Literacy Consultants (RLC) on WL staff who provide more regional and individual hands-on support to member agencies. This year the RLCs set up their members with “Sister Agencies” by matching like-sized and funded agencies that are in different or opposite regions of the state. They facilitated resource sharing and networking by setting up Go-to-Meetings among the pairs.

1. **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 cohorts. For programs funded with AEFL dollars, states are required to set up data matching systems in order to obtainemployment and GED outcome information unless there are sophisticated student follow-up systems put into place.

During fiscal year 2013-14, 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 System (QRP) 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 2013-14. 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 2013-14. 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 serve 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 serves on the Council’s subcommittees. In addition, the Presidents of each technical college serve on their local Workforce Development Board. The following are examples of how these relationships are resulting in activities for those we serve.

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 its partnership with the Department of Workforce Development the Regional Industry Skills Education (RISE) initiative (funded by the Joyce Foundation’s Shifting Gears program) came to an end. This multi-year initiative focused on transforming 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 pathway. 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 a share of the $20 million in federal grants from the Department of Labor through the Trade Adjustment Assistance Community College and Career Training grant. A consortium of 15 colleges share a $15 million grant award for the four year “ACT for Healthcare” project to develop, expand and improve advanced healthcare related career pathways. In addition, the System Office was one of only three states to receive an additional $5 million Exceeding the Cap grant; Wisconsin was the only state offered this funding for Career Pathways. In addition, Wisconsin was selected to participate in OCTAE’s Intensive TA, Moving Pathways Forward.

As we move toward the implementation of WIOA, our partnerships with Workforce, Economic Development, K-12, Voc Rehab, Child and Family Services and community based organizations will be key to meeting requirements of the law and serving our students.

1. **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 target instruction in the areas of English language learning, citizenship, U.S. history and culture with the goal of teaching new immigrants, refugees and English language learners how to becoming an active participant in the community. Additionally, 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 2013-14. These programs provided educational services related to EL Civics to over 1900 adult learners across the state.

1. **Describe your state’s policies related to how it awards a secondary school diploma or its equivalent to individuals who are no longer enrolled or required to be enrolled in secondary school under State law. Include state recognized tests that are used to award the diploma as well as other criteria that may be recognized, such as competency-based or credit-based methods.**

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| **7 Ways Wisconsin Adults Can Earn A High School Diploma Or Equivalency Diploma**A High School Diploma or High School Equivalency Diploma is a minimum requirement for entry into most jobs and careers today. For all branches of the military, the University of Wisconsin System, and a growing number of employers, the GED certificate (column 1 below) is not the same as a high school diploma or HSED (columns 2 through 6) or the External Degree (column 7). |
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|  | **1** | **2** | **3** | **4** | **5** | **6** | **7** |
| GED (General Educa-tional Develop-ment Exams) [[1]](#footnote-1) | P.I. 5.05High School Equivalency Diploma | P.I. 5.06HSED based on attainment of secondary and postsecondary credits | P.I. 5.07 Postsecond-ary Degree Dual Credit | P.I. 5.08Foreign Diploma Equivalence | P.I. 5.09CompetencyBased HSED | External Diploma Program |
| Requirements | Pass five tests with content similar to high school courses: writing, social studies, science, math, literature and the arts. | Pass the five GED tests plus course work or tests in health, civics, and career awareness. | Earn high school credits by completing technical college classes. In some cases home study or work experience can count for credit. | A High School Equivalency Diploma is earned based on completion of 24 post-secondary semester credits, including credit in each subject area not completed in high school.  | If the student has a foreign diploma, it can be translated to show if it is equivalent to a Wisconsin high school diploma.  | Students demonstrate competency in academic areas: math, science, social studies, reading, writing, health, civics and employability skills. | A non-state program which allows students to demonstrate skills and knowledge gained through life experience. 65 competencies and one individualized skill (academic, occupational or specialized). |
| Eligibility | Over age 18 1/2, or your high school class has graduated. | Over age 18 1/2, or your high school class has graduated. | Over age 18 1/2, and by agreement with previous high school for number of credits needed for diploma. | Over age 18 1/2. | Anyone with a valid, recognized diploma from a school in another country. | Over age 18 1/2. | Typically over age 25, although some exceptions are made. |
| Most appropriate for | Academically inclined individuals who can succeed at testing under group conditions. | Academically inclined individuals who can succeed at testing under group conditions. | Persons recently in high school, lacking 1-2 credits; also, those who enjoy school setting and group interaction and want to improve academic skills. | Adults interested in obtaining a vocational skill while completing necessary high school credits. | Students who have received their education in another country. | Individuals seeking an alternative HSED option, based on meeting high school competencies, using a portfolio assessment. | Mature adults who are functioning well in their daily lives. |
| How long does it take? | Get your GED certificate within a few month s after passing the tests. | Complete the GED competencies first, then demonstrate state-mandated competencies in citizenship, health, career awareness and employability skills. | Depends on number of credits needed; 6 months to 2 years. | Varies. Contact your local technical college for more information. | First the diploma is converted and compared to Wisconsin graduation requirements. If additional work is required than arrangements need to be made. | Varies. Contact your local technical college for more information. | Depends on individual ability and time commitment. Average completion 6-9 months. |
| Diploma / Equivalency awarded by | State Super-intendent of Wisconsin issues GED certificate. | State Superintendent of Wisconsin. Some local high schools will grant diplomas for equivalency. | High school diploma issued by a local high school. | State Superintendent of Wisconsin issues equivalency diploma. | State Superintendent of Wisconsin issues equivalency diploma. | State Superintendent of Wisconsin issues equivalency diploma. | High School diploma issued by a local high school. |

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1. **Describe your state’s progress toward implementation of adult education college and career readiness (CCR) standards, including whether your state has formally adopted a validated set of CCR standards. Describe how the state has determined the standards to be representative of CCR and the timeline by which such standards will be or have been implemented by all local programs. Describe how the state is supporting the use of standards by local programs and State Leadership funds that are being used to support implementation.**

The WTCS ABE curriculum is underwent an initial CCR standards alignment analysis by a partnering WTCS Foundation/WIDS curriculum consultant. The CCR standards from each subject and level (A-E) are being matched to WTCS ABE course outcomes.

Areas of overlap between CCR standards levels to ABE course-levels were observed, as the WTCS ABE curriculum is based on a 6-level system compared to the 5-level system in CCR standards. The WTCS ABE curriculum includes 18 courses: Reading Levels 1-6, Math Levels 1-6 and Communication Levels 1-6.

While not selected for OCTAE’s CCR project, we will continue to work on filling any potential gaps that exist between our standards and the CCR Standards. We will also continue to work on implementation statewide.

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