



# Everything You Wanted to Know About Adult Education (WIOA Title II) But Were Afraid to Ask!

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*We were built for this moment*



## Session Goals

### Overview of Title II services

- Adult Education
- English Language Learning
- Discuss Communication, Coordination, and Collaboration Between Title II and Other WIOA Titles



# Assumptions



OPPORTUNITY FOR IMPROVED COLLABORATION  
AND COMMUNICATION **BETWEEN WIOA  
PARTNERS AND TITLE II**



SHARED ACCOUNTABILITY



INFORMATION **GAPS ABOUT SERVICES OFFERED  
AT WTCS AND DWD**



# Six WIOA Performance Indicators

- Employment Rate – 2nd Quarter After Exit
- Employment Rate- 4th Quarter After Exit
- Median Earnings- 2nd Quarter After Exit
- Credential Attainment
- Measurable Skill Gain
- Effectiveness in Serving Employers

# Pre-Session Table Discussion and Share out

How do you  
currently coordinate  
or collaborate  
with Title II Adult  
Education partners?








As you listen to this presentation, ask yourself:

- What other opportunities for referrals and collaborations exist in your organization?





## Title II/Adult Education is Led by the Wisconsin Technical College System (WTCS)

270,000 students at nearly 60 locations

Hundreds of Career Pathway programs consisting of in-demand industry-validated credentials stacked into pathways

High Satisfaction rates from both students and employers



# Why Focus on Adult Education?

- **Within Wisconsin, over 354,000 adults are without a high school degree, and over 142,000 adults do not speak English very well or at all.**
- **Wisconsin adults without a high school diploma are more than twice as likely to live in poverty than those with a high school diploma.**
- **Labor economists have projected that 70 percent of all US jobs will require some education beyond a high school degree in 2027.**
- **Only 10% of adults who could benefit from adult education engage in programming.**



# Adult Education in the WTCS



- A full range of instruction -- K-12.9 in math, reading, writing, social sciences/civics, physical sciences, health etc.
- Many students may be preparing for a GED or one of the HSEDs. A larger percentage already have a high school or college credential but may need some brush-up for purposes of work or occupational training.

# Adult Education Work in Wisconsin is Partially Supported by WIOA's Title II Adult Education and Family Literacy Act (AEFLA)



## Key features

- Administered by US Department of Education
- Extensive collection and use of data
- A focus on Measurable Skills Gains (MSG)
- Working together, we've gotten pretty darn good



Outcome	WI	Nation	Difference
Measurable Skill Gain Rate	53%	41%	+12%
2 <sup>nd</sup> Quarter Employment after Exit	53%	35%	+18%
4 <sup>th</sup> Quarter Employment after Exit	44%	31%	+13%
Median Earnings 2 <sup>nd</sup> Quarter after Exit	\$ 6,111	\$ 5,564	+10%
Credential Attainment Rate	62%	21%	+41%

# WIOA Title II Adult Education and Family Literacy Act (AEFLA) program



## More Key Features

- We do focused work with workplace literacy, digital literacy, health literacy, family literacy, citizenship prep, college academic prep
- Adult Ed is Very Focused On and Supportive of Credential Attainment
  - Short-term credentials through Associate Degrees
  - Integrated Education and Training (IET)
  - Pre-apprenticeship into apprenticeship
- We follow state/national content standards

## WTCS Repository

# ABE Communications Level 1

## Course Design

### Course Information

Description	Level 1 Communications integrates reading, writing, and speaking for learners to show control of basic English skills. Learners who successfully complete Level 1 Communications will understand basic active reading strategies, basic views on communication, basic writing strategies, basic vocabulary development strategies, basic research strategies, basic understanding of grammar, and basic command of technology. Learners who complete Level One will move Communications Level 2.
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### Course Competencies

#### 1. Examine diverse views on communication

##### Assessment Strategies

- 1.1. Research Paper
- 1.2. Group Project
- 1.3. Speech

##### Criteria

*Performance will be satisfactory when:*

- 1.1. Learner discusses with others with care, speaking one at a time about the topics and texts.
- 1.2. Learner responds to the comments of others through multiple exchanges.
- 1.3. Learner understands information in a text presented visually, quantitatively, and/or orally.

##### Learning Objectives

- 1.a. Use phonetic awareness to spell.
- 1.b. Use basic capitalization skills.
- 1.c. Write complete, simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- 1.d. Use basic punctuation skills.
- 1.e. Use basic parts of speech.
- 1.f. Understand and use question words.

#### 2. Acquire basic active reading strategies for foundational texts

##### Assessment Strategies

- 2.1. Research Paper
- 2.2. Group Project
- 2.3. Speech

##### Criteria

*Performance will be satisfactory when:*

- 2.1. Learner recognizes and produces rhyming words.
- 2.2. Learner distinguishes long from short vowel sounds in spoken single-syllable words.

- 2.3. Learner counts, pronounces, blends, and segments syllables in spoken words.
- 2.4. Learner blends and segments onsets and rimes of single-syllable spoken words.
- 2.5. Learner orally produces single-syllable words by blending sounds (phonemes), including consonant blends.
- 2.6. Learner segments spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- 2.7. Learner isolates and pronounces initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- 2.8. Learner adds or substitutes individual sounds (phonemes) in simple, one-syllable words.
- 2.9. Learner reads grade-level text with purpose and understanding.
- 2.10. Learner reads grade-level text orally with accuracy, appropriate rate, and expression on successive reading.
- 2.11. Learner uses context to confirm or self-correct word recognition and understanding, rereading as necessary.
- 2.12. Learner segments spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- 2.13. Learner isolates and pronounces initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- 2.14. Learner demonstrates basic knowledge of one-to-one letter-sound correspondences by producing the primary many of the most frequent sounds for each consonant.
- 2.15. Learner associates the long and short sounds with common spellings (graphemes) for the five major vowels.
- 2.16. Learner knows the spelling-sound correspondences for common consonant digraphs.
- 2.17. Learner decodes regularly spelled one-syllable words.
- 2.18. Learner distinguishes between similarly spelled words by identifying the sounds of the letters that differ.
- 2.19. Learner knows final -e and common vowel team conventions for representing long vowel sounds.
- 2.20. Learner uses knowledge that every syllable must have a vowel sound to determine the number of syllables in a word.
- 2.21. Learner decodes two-syllable words following basic patterns by breaking the words into syllables.
- 2.22. Learner reads words with inflectional endings.
- 2.23. Learner reads common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

##### Learning Objectives

- 2.a. Ask and answer questions about key details in a text.
- 2.b. Identify the main topic and retell key details of a text.
- 2.c. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate facts or information in a text.
- 2.d. Demonstrate understanding of spoken words, syllables, and sounds.
- 2.e. Apply basic phonics and word analysis skills in decoding words.

#### 3. Ascertain the role of audience in communication.

##### Assessment Strategies

- 3.1. Research Paper
- 3.2. Group Project
- 3.3. Speech

##### Criteria

*Performance will be satisfactory when:*

- 3.1. Learner describes the concept of the audience.
- 3.2. Learner produces complete sentences when appropriate to task and situation.
- 3.3. Learner asks and answers questions with the audience in mind.
- 3.4. Learner incorporates feedback from audience.
- 3.5. Learner defines own purpose of communication.
- 3.6. Learner identifies forms of communication.
- 3.7. Learner recognizes varying authorial purposes of communication.

##### Learning Objectives

- 3.a. Describe audience.
- 3.b. Express thoughts, feelings, and ideas clearly to the audience.
- 3.c. Predict questions from the audience.
- 3.d. Modify communication in response to audience feedback.
- 3.e. Describe the main purpose for communication.
- 3.f. Describe forms of communication.

#### 4. Use basic and domain specific vocabulary to communicate complex ideas

##### Assessment Strategies

- 4.1. Research Paper
- 4.2. Group Project
- 4.3. Speech

##### Criteria

*Performance will be satisfactory when:*

# Adult Education in WTCS



Full range of instruction

Many credential options

Very low cost – essentially free

Focused on student goals

Contextualized instruction

Variance in how the student receives instruction (class sized, individual, computer-based)



# Five Things To Note

- Re-emphasize Integrated Education and Training (IET)
- Financial aid
- We're focused on overcoming barriers to employment
- Case management approach
- We're blessed with a lot of options for students, including competency-based HSEDs

## AEFLA Title II Trivia

- How many AE/ESL students were served through Title II funding at the WTCS?
- How many participants were enrolled in more than one Title Program in FY 21-22?

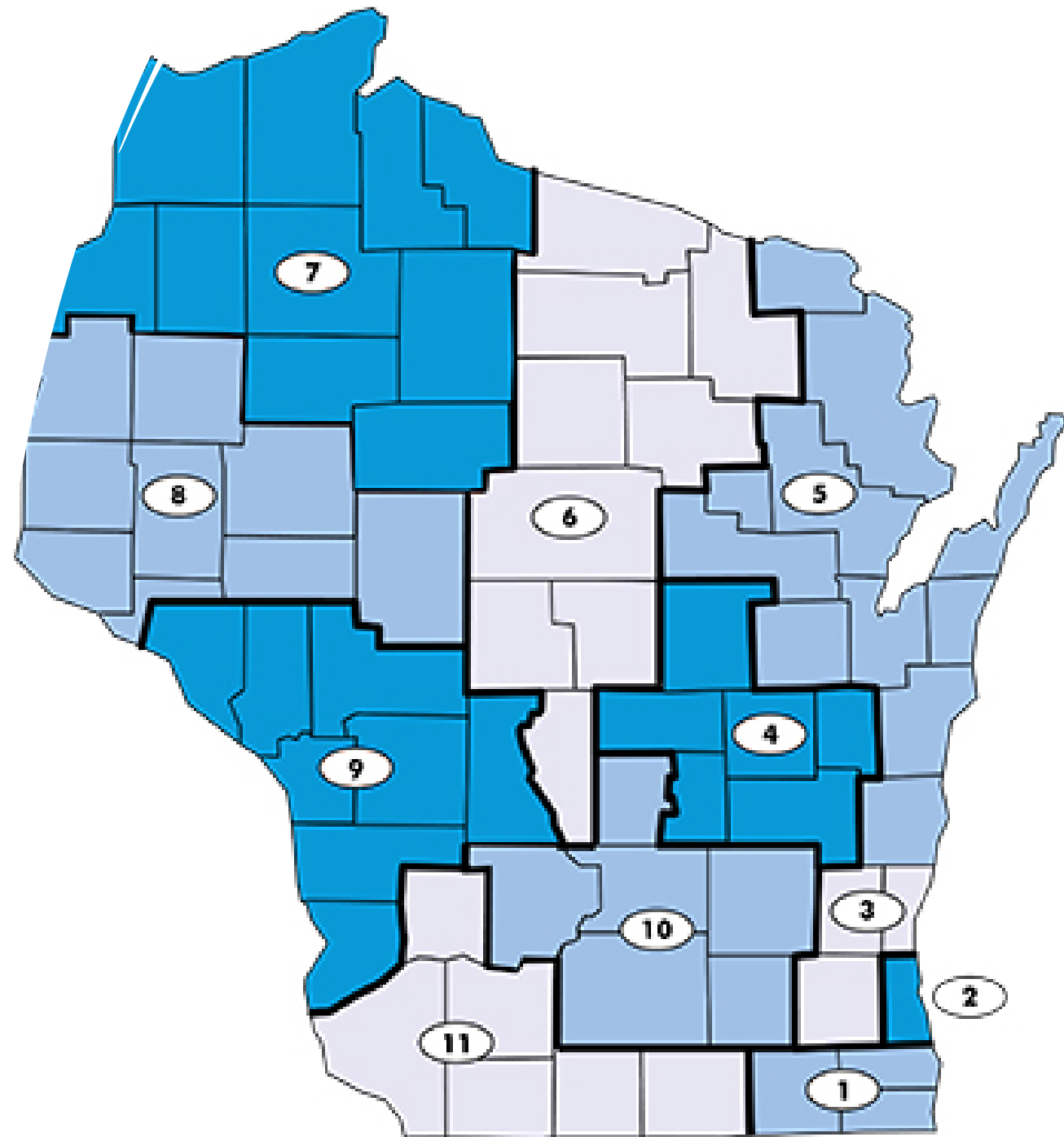




# Group Discussion

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- Did you learn something new?
- Is there something you would like to know more about?
- [Directory of Workforce Services \(wisconsinjobcenter.org\)](http://wisconsinjobcenter.org)







# English Language Learners

- Funds of knowledge are a resource for their learning.
- Diverse population of learners.
  - Previous educational experiences in home country
  - Profession
  - Literacy in first language
  - Level of English proficiency
  - Length of time in the US
  - Immigration status – refugee/parolee, migrant worker etc.
  - Religion
  - Culture





# WIOA Title II Adult Ed Services- English as a Second Language

- English as Second Language(ESL): Beginning, Intermediate or Advanced courses
  - help learners improve their ability to communicate in English
  - Obtain HS diploma or secondary credential
  - Support them in further education, training, or employment
- Programs also include integrated instruction on digital literacy and Civics and Citizenship classes and civics education
- Full range of services including connections to IET, apprenticeships, post-secondary credentials and workforce readiness.

# WTCS Immigrant and Refugee Support


- Technical Colleges work with CBOS, Refugee Resettlement Agencies and DWDs in each district to better coordinate services to learners.
- [WTCS Website – external facing](#)
- [WTCS Website- for partners](#)
  - [College Contacts](#)
  - [Resources Available for Immigrants and Refugees Through the Wisconsin Technical College System](#)



# Table Discussion

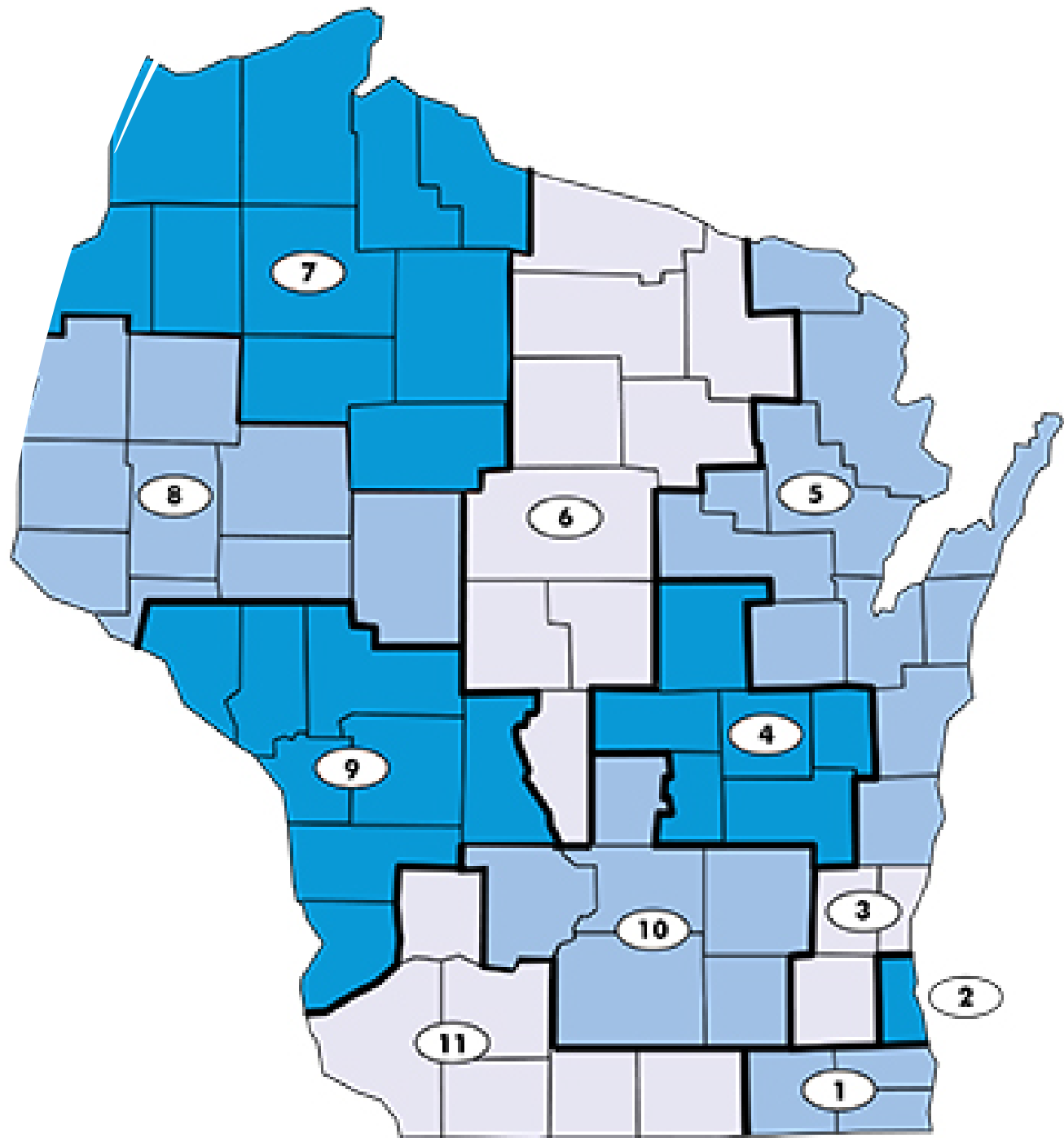
How can we( WTCS and  
DWD) work together to  
increase referrals and title  
program enrollments?  
Brainstorm as many ideas as  
possible.  
Be prepared to share.





# WIOA Title Referral Magic- How to Strengthen Title Referrals

[Directory of Workforce  
Services \(wisconsinjob  
center.org\)](http://wisconsinjobcenter.org)



# Contact Information

- For Adult Education/GED/HSED questions, contact Mark Johnson at [mark.johnson@wtcsystem.edu](mailto:mark.johnson@wtcsystem.edu)
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