

**MICHIGAN NARRATIVE REPORT 2011-2012**  
**2011-2012 Office of Adult Education (OAE) Annual Report**

**PART II: Narrative**

- 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.**

**Executive Summary**

Major Changes: In 2011-2012 the Michigan Adult Education Reporting System (MAERS) was upgraded and was branded MAERS 2.1. The reporting system was developed to meet National Reporting System (NRS) reporting requirements detailed in the November 2011 and May 2012 editions of the NRS Guidelines Manuals. These changes include determining post program follow up cohorts using NRS automatic cohort criteria instead of Participant goal selections. In addition, the business rules that enforce the Office of Adult Education's Assessment Policy were programmed into the system. These business rules ensure that the minimum number of attendance hours required for a post-test assessment is met. These business rules were further enhanced with the release of MAERS 2.1 by ensuring that only a post-test of equal or greater difficulty can be administered for the pre-test on file for the Participant. New reports that identify participants ready to be post-tested and participants that are missing attendance hours were also developed for local programs. The enhanced MAERS 2.1 has the capability to report data at the Class level. This change provides more comprehensive and detailed MAERS reports for local programs and the State.

Another minor change was the amendment of the state plan to cancel on-site monitoring visit for 2012-2013. This change, along with the grant application process, applied to all eligible providers through a "Continuation Grant Process" – details of which were documented in the state plan and application process. The following applications were approved for Section 231: 115 General Instruction including consortium members, 46 for EL Civics and 32 local jail programs and state correctional facilities.

Though the number of approved applications may seem disproportionately small compared to the high demand for services and high unemployment in Michigan, more grantees formed bigger consortia and partnerships with other agencies that provide multiple services to adults. Michigan has continued to make progress in building infrastructures for the transformation of adult learning, and that process is still on-going. In 2011-2012, a total of 28,614 adults (including local jails) received adult education services, and more than 5,000 inmates were served in state correctional facilities. That was 11% (2,869) increase from the previous year.

**Accomplishments**

The Michigan Adult Education Professional Development (MAEPD) in 2011-2012 continued its tradition of ensuring that adult educators within the state of Michigan had access to the knowledge, resources, and tools they needed to enhance the quality of instruction in their programs thus enabling students to attain their educational and/or employment goals. To meet these goals, the project completed the following activities.

**Part A** A total of 25 training sessions were conducted in 2011-2012:

- A special training in August 2011 was conducted to support the work of the Detroit Learning Labs. 48 administrators and teachers participated in the sessions.

**MICHIGAN NARRATIVE REPORT 2011-2012**  
**2011-2012 Office of Adult Education (OAE) Annual Report**

- A series of modules were developed for the Detroit Learning Labs to ensure that adult learners with learning disabilities receive the support they need.
- New Director's Training, Parts I & II - a total of 4 face-to-face sessions and one online professional development session were conducted.
- CASAS Certification training was provided in September 2011
- Two GED Examiners' Trainings (299 participants)
- 34 MAERS training sessions were conducted in conjunction with state staff and members of the Data Task Force. The training session served more than 960 administrators and support staff.
- Adult Learning Institutes were conducted in November 2011 and March 2012, featuring
  - Bridging the gap in ABE and GED instruction
  - Contextualizing instruction in ESL, ABE, and GED programs
  - Building career pathways for adult learners
  - Introduction to the Next Generation GED<sup>®</sup> Assessment
  - Using the MAEPD website as a resource for the adult education classroom
  - Developing collaborative partnerships to build career pathways for adult learners279 administrators and instructors participated in the institutes.
- Five training sessions were conducted in Lansing in December 2011 to launch five new contextualized instruction curricula, including:
  - Leading a Healthy Lifestyle
  - Exploring Personal Finance Choices
  - Successful Parenting and Family Practices
  - Exploring the Hospitality and Retail Industries
  - Building Clerical Skills
- The training provided teachers and administrators with information and the curricula for each of the new courses. Participants received teacher guides and a copy of the student workbook for each course.
- ESL Professional Advisory Committee training sessions (workshops) focusing on student persistence and retention, serving more than 340 administrators and instructors.
- Logistical and technical support for five Practitioner Task Force meetings five in 2011-12. Task Forces included GED testing and prep, Curriculum, Program and Performance Improvement, and Data.
- The MAEPD project team conducted seven concurrent sessions during the 2012 Michigan Adult Education and Training Conference (MAETC):
  - A total of 551 adult educators, workforce development staff, and representatives from community based organizations attended the 2012 MAETC.
- Two thousand five hundred forty-three (2,543) adult educators were served through professional development activities conducted during 2011-2012.

**Part B** of the MAEPD project focused on providing support for both state staff and local practitioners to attend the following trainings:

USDOE OVAE-required regional and national meetings

- CASAS Training
- NAEPDC meetings

**MICHIGAN NARRATIVE REPORT 2011-2012**  
**2011-2012 Office of Adult Education (OAE) Annual Report**

- Commission on Adult Basic Education Conference
- National Career Pathways Conference

This component of the project enables adult education staff and local practitioners to learn about new initiatives that are in operation at the national, regional, and/or state level. During 2011-2012, the national emphasis shifted to providing more contextualized instruction and the development of career pathways.

**Part C** of the project focused on the development of curriculum and other projects which support local adult education programs and the delivery of services to adult learners. During the project year, MAEPD project team members completed adaptations of the Preparing Workers for 21<sup>st</sup> Century Employment Written Communication in the Workplace materials. Both the student workbook and teacher's guide were revised based on the input from 7 pilot sites.

Part of the project focused on the development of curriculum and other projects which support local adult education programs and the delivery of services to adult learners. During the project year, MAEPD project team members completed edits to the contextualized curriculum including:

- Leading a Healthy Lifestyle
- Exploring Personal Finance Choices
- Successful Parenting and Family Practices
- Exploring the Hospitality and Retail Industries
- Building Clerical Skills

Training and the curricula resources were provided to participants around the state. A Pilot Study of the Home Health Aide curriculum was conducted through Dearborn's adult education program which resulted in a pledge by a local Home Health agency to hire all of the completers. Students who completed the course demonstrated Educational Functioning Level gains even though the focus was on vocational training as opposed to specific academic ABE/ESL skills. The curriculum has been edited and the course will be made available in other locations during 2012-2013.

**Part D** focused on all other activities completed as part of the project.

**Logistical and Technical Support**

- 2012 Michigan Adult Education and Training Conference (MAETC)
- Five Practitioner Task Force meetings and four Adult Education Advisory meetings.

**Michigan Adult Education Professional Development (MAEPD) Project Website**

The project continued support of the MAEPD website including all:

- online registration for workshops and the 2012 MAETC
- expansion of instructional materials included in the E-Library
- expansion of the online offerings for professional development
- conducting an online survey of literacy groups and reporting results to Literacy Task Force
- hosting of TEMA listserv for adult educators
- posting of all minutes from PTF meetings on the site
- ESL Advisory committee's website and the Detroit Learning Lab initiative webpages
- A comprehensive database for the Detroit Learning Lab Initiative

**MICHIGAN NARRATIVE REPORT 2011-2012**  
**2011-2012 Office of Adult Education (OAE) Annual Report**

**Evaluation of the Project Activities**

As required by the grant, participants completed evaluation forms as required by the state. Session evaluations are analyzed and reports summary reports submitted to the Office of Adult Education. For 2012 MAETC, the project conducted three types of evaluation:

- exhibitor (for all vendors)
- concurrent session (for intensive, regular, and MAACE sessions)
- overall conference

All evaluations were analyzed and summary reports provided. Due to the volume of materials, the evaluations were provided on CD-ROM.

New contextualized curricula were implemented statewide focusing on financial literacy, parent education, health literacy, and career explorations in areas such as clerical, hospitality, and retail. All changes recommended by the state director were included before final printing and submission to the field.

**Leadership Special Projects**

- \$60,000 leadership funds supported the development of a career coach/navigator training model in Grand Rapids.
- \$3,320 leadership funds supported Michigan Association for Adult and Continuing Education (MAACE) statewide communication and research awards for adult education.
- \$8,192 leadership funds supported sixteen literacy tutors and administrators to attend the 2012 MAETC.
- \$9,000 leadership funds supported 2 statewide ESL workshops with over 340 ESL teachers in attendance.
- \$5,039 leadership funds supported a regional tutor training model and manual.
- \$50,000 leadership funds supported the development of a learning lab model in Monroe County for statewide application.
- \$10,000 leadership funds support statewide regional planning activities.

**Literacy Councils**

During the 2011-2012 program year over 55 literacy councils in Michigan provided one-to-one tutoring to more than 7000 adults that are least literate and most in need. Many literacy councils joined and continued to meet with regional adult education partners. The Lakeshore Literacy Coalition, a consortium of 9 county literacy organizations formed to better serve the literacy needs of West Michigan. The literacy task force disbanded and members, along with other literacy council representatives, joined the other task forces to better represent the needs of the lowest level literate across all aspects of Michigan's adult education system.

At the state conference (2012 MAETC), literacy councils sponsored eight breakout sessions that focused on hands on literacy activities, strategic planning, goal setting and transitions, learning labs, and contextualized instruction for ESL. Sixteen literacy tutors and administrators were able to attend the 2012 MAETC.

**Contextualized Curriculum**

MAEPD project team members completed edits to the contextualized curriculum including:

- Leading a Healthy Lifestyle

**MICHIGAN NARRATIVE REPORT 2011-2012**  
**2011-2012 Office of Adult Education (OAE) Annual Report**

- Exploring Personal Finance Choices
- Successful Parenting and Family Practices
- Exploring the Hospitality and Retail Industries
- Building Clerical Skills

Training and the curricula resources were provided to participants around the state thus increasing access for local programs. All teacher guides and student workbooks were placed on the MAEPD website for access by all of Michigan’s adult educators.

**Learning Lab**

In 2011-12, nine learning labs in the Detroit area served 3,235 adults, a 45% increase over 2010-11, in partnership with community organizations, to provide the basic skills needed to obtain family sustaining employment. 120 adults obtained GED, 16% increased their EFL, 143 improved their employment status and 67 were able to enter postsecondary education or training.

**State GED Office**

In 2011-2012 Michigan GED Testing Centers tested 19,738 adults, of which 14,849 completed the entire GED test battery. 10,421 adults received a GED diploma- about a 70% passing rate. State Correctional facilities had 3,432 examinees, 2,995 completers and 1,684 a pass rate of 56%.

**NCRC**

Adults continued to receive preparation and training to address foundational work skills through Michigan’s workforce development system (Michigan Works! ®). In 2011-2012, 12,956 adults qualified to receive the National Career Readiness Certificate (NCRC), by testing and passing the three ACT WorkKeys™ that comprise the NCRC. The NCRC is a nationally recognized worker’s skills credential. The NCRC validates and documents that workers have three critical work skills: Applied Math, Locating Information and Reading for Information. The three work skills were identified by employers through thousands of job analyses conducted nationwide by ACT over two decades. The breakdown of certificate levels earned is stated below:

	Bronze	Silver	Gold	Platinum	Total
Totals:	4932	6523	1478	23	12956

**Program: Institutional**

In 2011-2012 Michigan allocated the maximum amount (10%) authorized by Section 225: 32 county jails and state correctional facilities received \$1,107,079. State correctional facilities are operated by the Michigan Department of Corrections (MDOC) for adults and the Michigan Department of Human Services (DHS) for youth. Other eligible institutions include reformatories, work farms, detention centers, halfway houses, boot camps, and similar institutions designed for the confinement or rehabilitation of criminal offenders.

Summary Report for MDOC in 2011-2012:

**8,654** GED subtests were passed during the program year of this number only 5,099 were reported in MAERS. MDOC manually entered the data given the incompatibilities between the two data-

**MICHIGAN NARRATIVE REPORT 2011-2012**  
**2011-2012 Office of Adult Education (OAE) Annual Report**

collection systems. The state is still working out the bugs in the data reporting system. **1,651** passed the GED during the 2011 reporting year. **3,126** inmates were on the waiting list.

**2. Describe any significant findings from the Eligible Agency’s evaluation of the effectiveness of the adult education and literacy activities based on the core indicators of performance.**

The NRS data tables 4, 4B, and 5 reflect the aggregate participants’ information gathered through the Michigan Adult Education Reporting System (MAERS) that met the National Reporting System (NRS) requirements. Data tables completed for this report contain information reported during the year of operation for the data system. In-depth data analysis will continue to identify specific system policies and areas that require technical assistance to program providers to improve data quality, reliability and validity.

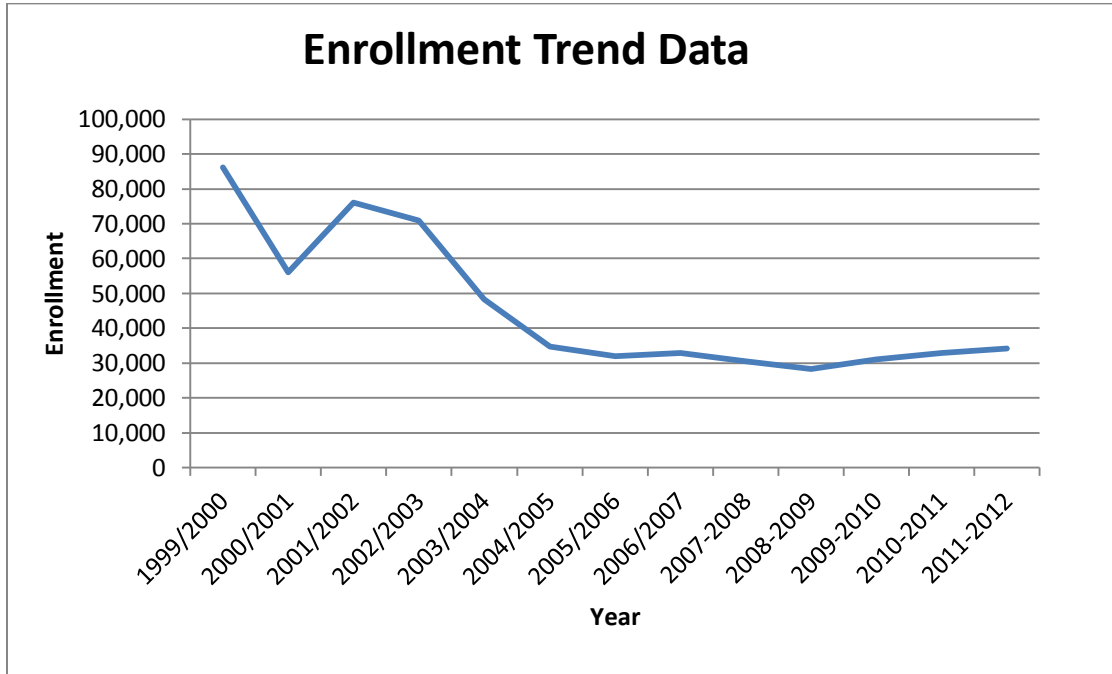
The following are a few highlights of the findings based on Tables 4, 4B and 5 respectively, the indicators of performance for the core measures:

**Table B: Michigan Enrollment Trend Data**

<b>Year</b>	<b>Enrollment</b>
1999/2000	86,218
2000/2001	56,096
2001/2002	75,988
2002/2003	70,893
2003/2004	48,237
2004/2005	34,768
2005/2006	32,024
2006/2007	32,856
2007-2008	30,571
2008-2009	28,243
2009-2010	31,106
2010-2011	32,840
2011-2012	34,220

- Table B and the corresponding graph illustrate the trend of enrollments in Michigan since 1999/2000 as reported to NRS. In 2011-2012 the enrollment into adult education programs was 34,220 compared to more than 600,000 adults in Michigan that need adult education services.

**MICHIGAN NARRATIVE REPORT 2011-2012**  
**2011-2012 Office of Adult Education (OAE) Annual Report**



- The following are state’s performance compared to the levels negotiated with the U.S. Department of Education.

**NRS Table 4: Educational Gains and Attendance by EFL**

<i>2011-2012 Benchmarks</i>	<i>Federal Target</i>	<i>State Actual</i>
Beginning ABE Literacy	36%	34%
Beginning ABE Education	37%	29%
Low Intermediate Basic Education	39%	30%
High Intermediate Basic Education	30%	25%
Low Adult Secondary Education	<b>31%</b>	<b>31%</b>
High Adult Secondary Education	N/A	N/A
Beginning ESL Literacy	58%	49%
Low Beginning ESL	68%	59%
High Beginning ESL	59%	54%
Low Intermediate ESL	52%	45%
High Intermediate ESL	52%	47%
Advanced ESL	55%	53%

**NRS Table 4B: Pre and Post tested Participants**

**MICHIGAN NARRATIVE REPORT 2011-2012**  
**2011-2012 Office of Adult Education (OAE) Annual Report**

<i>2011-2012 Benchmarks</i>	<i>Federal Target</i>	<i>State Actual</i>
Beginning ABE Literacy	36%	<b>71%</b>
Beginning ABE Education	37%	<b>56%</b>
Low Intermediate Basic Education	39%	<b>57%</b>
High Intermediate Basic Education	30%	<b>44%</b>
Low Adult Secondary Education	<b>31%</b>	<b>48%</b>
High Adult Secondary Education	N/A	<b>N/A</b>
Beginning ESL Literacy	58%	<b>77%</b>
Low Beginning ESL	68%	<b>81%</b>
High Beginning ESL	59%	<b>74%</b>
Low Intermediate ESL	52%	<b>62%</b>
High Intermediate ESL	52%	<b>63%</b>
Advanced ESL	55%	<b>72%</b>

- NRS Table 4 shows Michigan’s performance has continued to drop since 2005-2006 when we won the federal incentive award, but has remained perfect on Table 4B. Table 4B shows a significant increase in the same categories. 17,213 out of 28,614 were pre and post tested, accounting for 60% post test rates. The continuous drop in performance compelled Michigan to participate in the OVAE sponsored Evaluation Learning Community to explore how we can be better prepared in finding ways to improve our data quality and data entry. MAERS 2.0 has been upgraded to collect and report student information at the class level. Michigan’s overall data collection, especially data quality, reporting, and approved assessment improved significantly but is not reflected in our performance.
- Table 4c performance is low and very few participated in distance learning. It is very likely the low number of participants reported on Table 4c is based on Michigan’s narrow definition of distance learning. It is too soon to quantify any success or failure until we implement our newly approved distance learning policy.
- The Michigan Department of Corrections (MDOC) data collection improved significantly compared to the last four years. More than 62% of the inmates that received adult education services were reported in MAERS 2.1. MDOC staff had only a window of time to enter more than 8600 records and they were able to enter 5,099 records. Hopefully in 2012-2013 all correctional education participants’ records will be entered in MAERS 2.1.

**NRS Table 5: Core Follow-up Outcome Achievement**

- In 2011-2012, 13,898 out of 28,614 participants with at least 12-hours of instruction selected primary/secondary goals or a follow-up goal. This translates to 48% (an increase from the previous year), meaning our passionate appeal and goal-attainment requirements have been effective. However, using the survey process instead of data-match for follow-up has continued to drag our performance

down. The unfortunate delay in upgrading to MAERS 2.0 affected full implementation of the approved policies: Goal-Setting Policy; Assessment Policy; Distance Learning Policy, and Adult Learning Plan



**MICHIGAN NARRATIVE REPORT 2011-2012**  
**2011-2012 Office of Adult Education (OAE) Annual Report**

(ALP). Now that the system is fully operational it is our hope enrollment and participants' performances will increase.

- Michigan performance measures in job-related goals for 2011-2012:

**NRS Table 5: Core Indicator #2**

<i>2011-2012 Benchmarks</i>	<i>Federal Target</i>	<i>State Actual</i>
Placement in Postsecondary	42%	<b>48%</b>
Entered Employment	20%	<b>20%</b>
Retained or Improved Employment	55%	<b>76%</b>

The statewide totals on the NRS Table 5: Core Indicators #2 and #3 show that Michigan met and exceeded all goal-attainments. However, since Michigan used the "Survey" method and the Response Rate was lower than 50%, the job related goals outcomes may be considered invalid. In 2012-2013 Michigan is moving toward data-matching and hopefully the outcomes will be of high quality and robust.

**NRS Table 5: Core Indicator #3**

<i>2011-2012 Benchmark</i>	<i>Federal Target</i>	<i>State Actual</i>
Obtained GED or High School Diploma	51%	<b>75%</b>

**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 Title II funds being used to support activities and services through the One-Stop delivery system.**

The Governor and Michigan Strategic Fund (MSF) have continued to support growing Michigan's economy as a top priority. The administration has continued to build a seamless and integrated service delivery system that includes academic instruction geared toward career interests, workforce services to help individuals find new or better jobs, and other wrap around services that help employers increase the skills of their workers. Competency-based approaches are encouraged that ensure individuals with low education functioning skills have the required core math and literary skills and education required for learning career related technical skills and/or for advancing in postsecondary studies. Further, enabling workers to acquire the skills necessary to succeed in the quickly changing global economy of the 21<sup>st</sup> century is central to Michigan's strategy for economic transformation. The vision of Workforce Development Agency is to accelerate the worker's transition through learning seems to be paying positive dividends to adult education; supports the state's employer and economic development needs; and aligns the use of existing training resources.

**MICHIGAN NARRATIVE REPORT 2011-2012**  
**2011-2012 Office of Adult Education (OAE) Annual Report**

Existing infrastructures for all Michigan residents to access convenient entry to services from a wide array of programs are still provided by (1) electronic access to comprehensive web-based information at [www.MiTalent.org](http://www.MiTalent.org); (2) a statewide network of 103 certified Michigan Works! One Stop Service Centers; and (3) a department telephone system that can automatically route callers to local services (telephone 1-800-285-WORKS) or provide personal responses linked to any State administrative office for those programs (telephone 1-866-MY-GOALS); (4) a sophisticated Talent Bank for employers and employees dedicated for hiring purposes.

The following federal programs, in addition to many state programs, are located within the MSF: Carl Perkins Vocational Education, Food Stamp Employment and Training, BLS Labor Market Information, Veteran's Education, Wagner-Peyser Employment Services, Jobs Education and Training (JET) Program, WIA Title I, Dislocated Worker and Youth, WIA Title II Adult Education and Family Literacy, and WIA Title IV.

**STATE OFFICE COLLABORATION**

**Workforce Development Agency (WDA):** The Workforce Development Agency has a customer-friendly organizational structure designed to drive Michigan's fundamental strategic decision to emphasize meaningful training rather than focusing primarily on job placement. WDA is organized around five major job clusters: Energy, Agriculture, Health, Manufacturing, and Information Technology supported with educational services.

**State Workforce Investment Board:** The director of Division of Education & Career Success who is responsible for administering Adult Education and other educational programs attends the Governor's Talent Investment Board (GTIB) and responsible for the policies of the Education Advisory Group (EAG) of the Workforce Development Board (WDB). The opportunity to present adult education program issues to the GTIB is always offered to the Director of Education and Career Success before each GTIB meetings. Michigan has implemented state initiatives that pioneered many aspects of WIA prior to enactment of legislation forming GTIB, and membership was "grandfathered," so no Adult Education representation is required.

**Local Workforce Investment Boards:** The Director of Division of Education and Career Success is a member of MSF's committee responsible for periodically reviewing and updating the "Michigan Works! System Governance and Minimum Standards." These standards specify the minimum requirements for local governance systems as well as the services to be provided by the Michigan Works! One-Stop Service Centers. As described above for the GTIB, the structure of local Workforce Development Boards (WDBs) was also "grandfathered" in; therefore, no adult education representation is required. Also, Michigan's local governance system has a non-conflict of interest requirement that stipulates that no board member may be employed by an organization that receives funds that are under the direct control of the board.

**One-Stop Core Services:** WIA II, Adult Education, and Literacy funding is not designated by MSF to support the Michigan Works! One-Stop Service Centers. Michigan operates a decentralized education and workforce development system, and many spending decisions are made at a local level. The considerable collaboration between Michigan's adult education programs and the Michigan Works! One-Stop service system continues to expand. Local strategies for collaboration and program design vary considerably, but the following examples illustrate the participation in mutual services: Global Michigan at <https://sites.google.com/globalmichigan/homw> MichAGAIN ([www.michigan.org](http://www.michigan.org)) Talent Acquisition and LiveWorkDetroit.

**MICHIGAN NARRATIVE REPORT 2011-2012**  
**2011-2012 Office of Adult Education (OAE) Annual Report**

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

**EL/Civics: A Program That Incorporates English Literacy and Civics Education**

In 2011-2012, 46 local providers received EL/Civics grant funding. 8,582 participants including inmates in both state and community correctional facilities, were partly served by the EL/Civics funds. Recipients of the grant were mostly local adult education programs, a few literacy groups, community-based organizations and state correctional facilities. The state missed all six negotiated EFL (performance measures) in ESL categories. The probable cause could be Michigan ESL programs' performances have consistently been in the highest quartile and must have reached a plateau, and hopefully this will be factored in next year's target negotiation with OVAE. Michigan has continued to provide professional development opportunities to many ESL teachers. The ESL advisory group has been running two workshops for ESL teachers annually – spring and fall. The workshops have offered brain- based teaching strategies, Toolkits for Persistence and Retention, and six other ESL specific sessions during the conference for their ESL adult learners. In addition to the existing ESL resources, the ESL Content Standards and benchmarks have been useful resources to ESL practitioners in Michigan. The Content Standards were developed with EL Civics leadership funds by the Curriculum taskforce. Though the content standards have undoubtedly contributed to boosting the performance of ESL learners in the past, the standards will be re-evaluated to ensure the improvement of teachers' effectiveness and productivity. The new office organizational structure will strengthen our efforts to provide comprehensive educational services to migrant workers, as well.