

MICHIGAN NARRATIVE REPORT 2012-2013
2012-2013 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: The Governor is moving towards regionalization similar to OVAE model. The governor's regional initiative is called the **Ten Prosperity Regions**. This means the 17 Adult Education regions, 52 Career Education Planning districts (CEPD), 25 Workforce Development Board regions and 28 Community College districts will align themselves within the 10 prosperity regions. The link to the website is: <http://www.michigan.gov/dtmb/0,5552,7-150-66155---,00.html> however, we have incorporated the basics of the ten prosperity regions into this report.

Ten Prosperity Regions -- The Basics

What is the Regional Prosperity Initiative?

The Regional Prosperity Initiative is a voluntary competitive grant process that is included in the Governor's FY 2014 Executive Budget Recommendation to encourage local private, public and non-profit partners to create vibrant regional economies. The legislature approved the recommended process and the Regional Prosperity Initiative was signed into law as a part of the FY 2014 budget (59 PA 2013).

Who is eligible to apply for grants under the Regional Prosperity Initiative?

Existing State Designated Planning Regions and Metropolitan Planning Organizations are eligible to apply for grants from the Regional Prosperity Initiative. However, they will not qualify for any funding at any level unless they are collaborating with business and non-profit representatives as well as representatives from local and regional economic development organizations, workforce boards, adult education providers and the higher education community.

Why do we need a formal mechanism for regional collaboration? Why is it important?

As it stands today, many of Michigan's regions and their various public planning and service delivery entities have overlapping responsibilities yet competing visions for their economic priorities. The absence of a broad based regional vision and coordination of services create both redundancies and gaps. This creates confusion for local, state, federal, private and non-profit partners seeking to invest in a region's success. Formalizing a collaborative relationship among local and regional partners will allow the state, as well as private and non-profit stakeholders, to recognize local efforts and work in closer collaboration with local and regional decision makers throughout the state to support their efforts for economic prosperity.

Other Updates

The Michigan Adult Education Reporting System (MAERS) team continued throughout 2012-2013 to upgrade the reporting system to meet National Reporting System (NRS) reporting requirements detailed in the November 2011 and May 2012 editions of the NRS Guidelines Manuals. The progress has been deterred by other competing demands of other federal mandated reporting arms of the agency. The current version of MAERS is 2.1. The changes include determining post program follow up using NRS automatic cohort criteria instead of participant goal selections. The business rules that

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enforce the Office of Adult Education's Assessment Policy were enhanced to ensure that the minimum number of attendance hours required for a post-test assessment is met. The business rules were further enhanced by ensuring that only a post-test of equal or greater difficulty can be entered for the pre-test on file for the participant. New reports that identify participants ready to be post-tested and that are missing attendance hours were also developed for local program and state use. The system collects class level data. In addition, a location filter was added to local program reports as applicable to provide participant data by instructional location.

Another minor change was the amendment of the state plan to cancel on-site monitoring visits for 2012-2013, but the office plans to resume the on-site monitoring process in 2013-2014. The scope and size of the on-site monitoring will be determined by the availability of both human capital and financial resources.

Other Notable Accomplishments in 2012-2013

The Michigan Adult Education Professional Development (MAEPD) project achieved its goal for 2012-2013 of ensuring that adult educators within the state of Michigan had access to the knowledge, resources, and tools they need to enhance the quality of instruction in their programs thus enabling students to attain their educational and/or employment goals. The MAEPD project developed and delivered a number of professional development activities as well as provided support to adult educators in a variety of areas, including: preparation for transition to 2014 GED online testing, development of regional collaborative partnerships, and integrating career pathways into local providers' curriculum.

Professional Development includes all training activities conducted resulting in 29 workshops, institutes, and conference sessions in 2012-2013. These include:

- Multi-session workshops for learning disabilities training for the staff of the Detroit Learning Labs.
Total Participants - 105
- CASAS Certification training - 2 workshops. *Participants – 61*
- ESL Professional Advisory Committee Fall Workshop training session focusing on student persistence and retention by improving student motivation and focusing on improving writing instruction in ESL classrooms. *Participants – 99*
- Adult Learning Institutes provided regionally in Grand Rapids, Dearborn, and Lansing, that focused on
 - Preparing for the Next Generation GED Assessment
 - Michigan Contextual Adult Education Materials – There Are More
 - Classroom Observations and the Career Infused Classroom*Participants - 169*
- **Joint Michigan Association of Community and Adult Educators (MACAE) & Office of Adult Education Conference:**
 - New Director's Training, Parts I & II - a total of 4 face-to-face sessions were conducted and one online professional development session. *Total participants – 30*
 - New GED Examiners' Training was conducted, focusing on GED testing procedures and security as well as how to assist adult learners in obtaining accommodations for

learning/physical disabilities. In addition, a special component was conducted to provide examiners with information on the transition from paper-based testing to computer-based testing, a requirement of all programs effective January 2014. *Participants - 25*

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- Taking the Next Step – Evidence-Based Writing was conducted to provide instructors with knowledge, skills, and resources they could use to improve students’ writing. This was developed as an initial step to help teachers move from instruction on essay writing to instruction on constructed responses; an essential element for transition to the 2014 GED test. *Participants – 64*
- The Career Infused Classroom was conducted to provide teachers with an overview of career pathways and the impact the current move to this new type of delivery system has on classroom instruction. *Participants – 51*
- A two-day institute for the Michigan Department of Corrections adult education administrators and teachers. The institute focused on Preparing for the 2014 GED test, with Day 1 devoted to an overview of the next generation test as well as a focus on improving language arts skills among adult students. Day 2 focused on mathematics and science. *Participants – 204*
- An Adult Learning Institute was conducted regionally in Grand Rapids, Dearborn and Lansing. The institute provide administrators and instructors with both joint and concurrent sessions that focused on:
 - Using Contextual Materials to Address Michigan’s NRS Score Deficiency Areas
 - Transition to 2014 GED Mathematical Reasoning
 - An Introduction to Working with Adult Learners – Adult Tutor Training
 - Here Today, Gone Tomorrow: Why Students Leave and What We Can Do to Help Them Stay. *Participants – 237*
- A special Saturday training was provided for adult educators to learn more about using contextual materials to address NRS score deficiencies. *Participants - 14*

2013 Michigan Adult Education and Training Conference (MAETC)

A total of **537** adult educators, workforce development staff, and representatives from community based organizations attended the 2013 MAETC. MAEPD provided:

- Three intensive sessions at the 2013 MAETC, including:
 - A follow-up to the MACAE New Directors’ Needs Assessment (New Directors, Year 1)
 - Getting Students Off to a Good Start (New Directors, Year 2)
 - What Supports the Claim? It’s Evidence
- GED Examiners’ Annual Meeting *140+ participants*
- Seven concurrent sessions during the 2013 Michigan Adult Education and Training Conference (MAETC), including:
 - Surrounded by Science: Preparing for the 2014 GED® Test through Science
 - Using Contextual Materials to Address Michigan’s NRS Score Deficiency Areas
 - 2014 GED Test Update (in conjunction with Randy Trask, GED Testing Service®)

One thousand seven hundred thirty-six (1,736) adult educators were served through professional development activities conducted during 2012-2013.

Logistical and Technical Support

- 2013 Michigan Adult Education and Training Conference (MAETC)
- Five Practitioner Task Force meetings and four Adult Education Advisory meetings.

Leadership Special Projects

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- \$15,000 leadership funds supported the development of a Home Healthcare Aide contextualized curriculum, utilized by intermediate and high ESL participants, as well as referrals from Goodwill Industries of Grand Rapids.
- \$6,800 leadership funds supported ten literacy tutors and administrators to attend the 2013 MAETC.

\$12,000 leadership funds supported 2 statewide ESL workshops with over 200 ESL teachers and administrators in attendance. ESL Professional Advisory Committee presented two workshop training session focusing on student persistence and retention by improving student motivation and focusing on improving writing instruction in ESL classrooms.

- The Spring Workshop was with Dr. Michael Jones, Branch Chief for the U.S. Department of Education's Division of Adult Education. His topic was "Exploring the Sounds of Language, "What They Mean, and How to Teach Them" a workshop on pronunciation and accent for ESL Teachers. There were 99 participants.
- The Fall ESL Workshop was with Gwen McIntyre, "Discovering Fun Activities to Use with Your ESL Students." Also featured were afternoon break-out sessions: "Navigating the Immigration Process" with Frank Castria, USCIS-Detroit, "Learning to Use the TABE CLAS-E" with Aaron Hartman, Representative, CTB/McGraw Hill and "Vocabulary Games" with Gwen McIntyre. There were 110 participants.

Regional Activities

The 17 Adult Education Regions were offered a regional planning grant opportunity to further collaborative regional work. \$113,000 was made available to support activities such as creating a regional directory and website for adult education, literacy and support services; collaborative training with workforce partners; partner meetings; and strategic planning, goal setting and unified data collection. Regions that utilized the funds were required to submit a final report and evaluation of the effectiveness of their activities in furthering regional collaboration to increase services to the adult learner and to suggest what future activities would be helpful to continue to promote these efforts.

Literacy Services

During the 2012-2013 program year over 51 literacy councils and 14 community based organizations in Michigan provided one-to-one tutoring to more than 7,000 adults that are least literate and most in need. Many literacy councils joined and continued to meet with regional adult education partners, and some formed regional literacy coalitions or continue to meet several times a year in smaller literacy regions.

At the state conference (2013 MAETC), nine literacy-specific breakout sessions and many additional sessions for learning disabilities training, lower level ESL and ABE instruction were offered. Ten literacy tutors and administrators were able to attend the 2013 MAETC through a special projects grant.

Contextualized Curriculum

During the project year, MAEPD project team members completed a review of the original Preparing Workers for 21st Century Employment. The goal of the review was to identify any areas of the initial books in the series to ensure that they met current needs of students and that additional instructional information was provided to teachers. Meetings were conducted with practitioners to conduct the review and gain their input on the revisions needed for updates to the following material:

- Preparing Workers Reading Review Workshops

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- Preparing Workers Mathematics Review Workshop
- Preparing Workers Writing Review Workshop

Detroit Learning Labs

According to MAERS data the ten learning labs in the Detroit area served **2,527** adults, in partnership with community organizations and provided the basic skills needed to obtain family sustaining employment. Our record shows 1,131 of the adults entered employment, 58 received a GED, and 133 entered postsecondary education or training.

Other anecdotal data, testimonials, and shared stories of many participants revealed how adult education services through these neighborhood learning labs touched and changed the course of their lives. They were able to strive for goals they never thought possible by achieving improved literacy levels and/or by obtaining a GED.

State GED Office

In program year 2012 (period covering January 1, 2012 through December 12, 2012) Michigan GED Testing Centers tested 20,053 adults, of which 14,834 completed the entire GED test battery. 10,349 adults received a GED diploma - about a 70% passing rate. State Correctional facilities had 3,299 examinees, 2,755 completers, and 1,548 obtained a GED-a pass rate of 56%.

In 2014, the GED Testing Service will introduce a new GED high school equivalency test. The 2014 GED will be based on the Common Core Curriculum Standards that represent higher order learning standards, which are gaining acceptance nationally in regular high school programs. Additionally, a systemic change to computer-based-test delivery will be instituted as well. In preparation for these historic changes, Michigan has successfully implemented computer-based GED testing with the current version of the GED, with over 40 computer-based testing centers operational, and several more in transition at the time of this writing.

NCRC

Adults continued to receive preparation and training to address foundational work skills through Michigan's workforce development system (Michigan Works! ®). In 2012-2013, 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:	2,669	2,716	1,000	15	7,400

Program: Institutional

In 2012-2013 Michigan allocated the maximum amount (10%) authorized by Section 225: 32 county jails and state correctional facilities received \$984,650. 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.

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Summary Report for MDOC in 2012-2013:

9,331 GED subtests were passed during the program year of this number only 6,066 were reported in MAERS. MDOC manually entered the data given the incompatibilities between the two data-collection systems. The state is still working out the bugs in the data reporting system. **1,915** passed the GED during the 2012.

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.

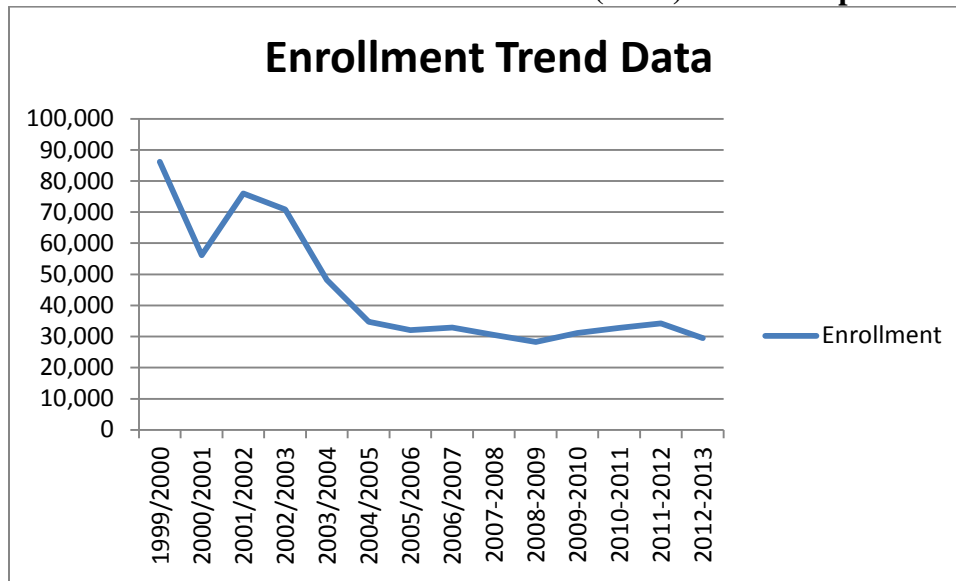
The following are a few highlights of the findings based on Tables 4, 4B, and 5 respectively, the indicators of performance for the core measures:

Table B: Michigan Enrollment Trend Data

Year	Enrollment
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
2012-2013	29,933

- Table B and the corresponding graph illustrate the trend of enrollments in Michigan since 1999/2000 as reported to NRS – unduplicated count and met 12 instructional hours. In 2012-2013 the enrollment into adult education programs with pretest was 37,525 compared to 42,674 (refer to appendix A) adults that registered for educational services.

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

NRS Table 4: Educational Gains and Attendance by EFL

<i>2012-2013 Benchmarks</i>	<i>Federal Target</i>	<i>State Actual</i>
Beginning ABE Literacy	42%	35%
Beginning ABE Education	38%	30%
Low Intermediate Basic Education	38%	33%
High Intermediate Basic Education	31%	28%
Low Adult Secondary Education	31%	33%
High Adult Secondary Education	N/A	N/A
Beginning ESL Literacy	60%	55%
Low Beginning ESL	68%	64%
High Beginning ESL	60%	60%
Low Intermediate ESL	54%	50%
High Intermediate ESL	54%	50%
Advanced ESL	55%	51%

NRS Table 4B: Pre and Post tested Participants

<i>2012-2013 Benchmarks</i>	<i>Federal Target</i>	<i>State Actual</i>
Beginning ABE Literacy	42%	69%
Beginning ABE Education	38%	55%

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Low Intermediate Basic Education	38%	57%
High Intermediate Basic Education	31%	46%
Low Adult Secondary Education	31%	46%
High Adult Secondary Education	N/A	N/A
Beginning ESL Literacy	60%	76%
Low Beginning ESL	68%	83%
High Beginning ESL	60%	77%
Low Intermediate ESL	54%	65%
High Intermediate ESL	54%	62%
Advanced ESL	55%	67%

- 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 in those years. Table 4B shows a significant increase in the same categories. 18,955 out of 29,533 were pre and post tested, accounting for 64% posttest rates an increase of 4% compared to last year. The persistent drop in performance is forcing Michigan to reconsider the revamping of the taskforces. In addition, as we continue to upgrade our data collection and reporting system, increasing both the flexibility of the system and churning out of reports that will assist in digging deeper into instructional information we may finally be in a position to provide fact-based technical assistance to the local providers. In recent past Michigan has invested considerable sums of money into the reporting system and the MAERS team has been working tirelessly to get the system user-friendly, effective and efficient.
- Table 4C performance is low and very few participated in distance learning. It is very likely that 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. MDOC enrolled 8,880 inmates in educational programs, pre-tested 6,252 and post- tested 3,015 about 48% posttest-rate.

NRS Table 5: Core Follow-up Outcome Achievement

- 21,304 out of 29,533 participants with at least 12-hours of instruction were in follow-up cohorts. This represents about 72% of the population that received adult education services. However, the response rate for job-related goals is a concern because it is lower than 50% due to inherent problems associated with using survey for this transient population. Nonetheless, the number that obtained HSD/GED is quite impressive: 4,122 with 86% response rate (81% performance) and 3,983 entered postsecondary/training with 53% response rate and 23% performance. As the economy improves and we move closer to using data-match, we strongly hope that numbers will improve drastically.

NRS Table 5: Core Indicator #2

<i>2012-2013 Benchmarks</i>	<i>Federal Target</i>	<i>State Actual</i>	<i>Response Rate</i>
Placement in Postsecondary/Training	17%	23%	53%
Entered Employment	30%	25%	44%
Retained or Improved Employment	50%	79%	41%

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NRS Table 5: Core Indicator #3

<i>2012-2013 Benchmark</i>	<i>Federal Target</i>	<i>State Actual</i>	<i>Response Rate</i>
Obtained GED or High School Diploma	54%	81%	86%

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 Workforce Development Agency 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 21st 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.

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; (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); and (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 is 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

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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 (<http://www.michiganbusiness.org/why-michigan/>), MichAGAIN (<http://www.mitalent.org/michagain/>), Talent Acquisition (<http://www.mitalent.org>), and LiveWorkDetroit (<http://dhivedetroit.org/liveworkdetroit/>).

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 2012-2013, 46 local providers received EL Civics grant funding. 8,282 unduplicated participants including inmates in both state and community correctional facilities, were partly served by the EL/Civics funds. A total of 10,496 registered in ESL classes and the recipients of the grant were mostly local adult education programs, a few literacy groups, community-based organizations and state correctional facilities. The state met one of the six negotiated EFL (performance measures) in ESL

categories. Michigan still contends that ESL programs’ performance benchmarks are very high (4th quartile) and makes it difficult to meet the target-levels.

Michigan will continue to provide professional development opportunities to many ESL teachers and explore other effective strategies to improve performance. 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, citizenship 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. WDA organizational structure will strengthen our efforts to provide comprehensive educational services to migrant workers, as well.