**Maine Narrative Report 2013-2014**

From a review of Maine’s AEFLA’s activities from July 1, 2013 – June 30, 2014 it is clearly apparent that they grew out of our state plan objectives. There is also evidence that Maine has already been building upon career pathways elements that are the foundation of WIOA. Current efforts that also connect to upcoming **WIOA** requirements are noted in ***bold*** throughout the narrative.

** State Leadership Funds** Describe the major activities supported with State Leadership funds during the reporting period and the extent to which these activities helped you in implementing the goals of the State plan. Specifically describe activities related to the implementation of career pathways.

* **Career Pathways (CP)** work **(*WIOA*)** gained traction with a redefinition in Maine statute of adult education as a career pathways system in the spring of 2012 (full description in past reporting period). By winter 2013, local programs completed pathways plans templates that were reviewed and in many cases revised until they met final approval by the state office. Throughout this 7/1/13/-6/30/14 reporting period, local programs worked through the goals of their plans, submitted year end reports on how they met their objectives for 2013-2014 and then submitted updated CP Plans for FY15. The process will continue annually with a new template adapted to the CP requirements of WIOA. Desk monitoring and site visits of local programs by state office staff are ongoing (***WIOA***). A full day of the June 2014 Maine Adult Education Association annual conference was spent on Career Pathways and CCRS.
* **Responsibility for assessing** **(*WIOA – Monitoring*)** **local programs** was divided amongst state staff. We now have a system of ongoing state office/local program conversations rather than isolated point-in-time monitoring visits.
* **Advising (Academic/Career/Life)** **(*WIOA*)** is an important focus of our CP system and ongoing training was offered to support staff with the development of advising systems, practices and skills. These trainings were offered using multiple delivery modes.

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| June 19, 2013 | Core Values of Advising Part I- Required of all advising staff and program directors. |
| June 20, 2013 | Core Values of Advising Part ll – Required of all advising staff and program directors |
| September 10, 2013 | Advising Overview Webinar |
| September 17, 2013 | Core Values of Advising Part l Live Webinar |
| October 1, 2013 | Core Values of Advising Part ll Live Webinar |
| October 25, 2013 | Advising for Maine College Transitions (MCT) |
| November 8, 2013 | Essential Components of Advising |
| December 2, 2013 | Core Values of Advising Part l & ll, MCT Conference |
| Ongoing | Core Values of Advising Part l & ll, Webinar Recordings |
| March 3, 2014 | SMART Goals & Advising Webinar |
| March 14, 2014 | Advising for All – Share Session |
| March 21, 2014 | Core Values of Advising Part l & ll, Face-to-Face |
| June 19,20, 2014 | Core Value of Advising Part I & II, Face-to-Face |

** Performance Data Analyses** Describe any significant findings from the evaluation of your performance data for the reporting period and efforts to improve outcomes for the core indicators of performance.

* **Consistent Data Entry of Quality Data-** The relative newness of the managed information system MaineSTARS and staff turnover, requires consistent training to ensure local programs enter data correctly and with consistent interpretation.

**July 26 and November 18, 2013** MaineSTARS Data Entry Basics

**August 5, 2013** Clean Data in MaineSTARS I and II

**January 8, and March 25, 2014** MaineSTARS Data Entry Basics

**March 21, April 10, April 14, May 6, May 21, and June 18** **2014** Clean Data in MaineSTARS I and II. The Clean Data workshops were offered in multiple locations and made use of videoconferencing where available to reach more participants.

* **Posttest percentage is too low –** While preparing report cards for the local programs in January 2014, the state office data staff person became aware that our posttest percentage was below our state goal and that local programs were not meeting their performance targets. Raising posttest percentage will be the focus of our team (state date person, local program director and local program data person) when they attend *Linking Data with Action* NRS training in July, 2014.
* **Connecting local program data and state data –** Local programs are not always aware of the connection between their program activities and our statewide targets. Three workshops were conducted at the annual Maine Adult Education Association conference (June 17-19, 2014) to address this.
  + State Subsidy
  + Using NRS data to Write Your Data Story
  + Clean Data II- Best Practices for MaineSTARS Data Collection
* **Use of Data to Inform Classroom Instruction** – November 22, 2013

** Integration with Other Programs** Describe how you have integrated activities funded under the Adult Education and Family Literacy Act (AEFLA) with other adult education, career development, and employment and training activities. Describe your efforts to develop or advance career pathway systems that include career and technical education, postsecondary education, employers, and economic and workforce development. Include a description of how your agency is being represented on the State and Local Workforce Investment Boards, the provision of core and other services through the One-Stop system and an estimate of the AEFLA funds being used to support activities and services through the One-Stop delivery system.

**Partnerships and Alignment**

The state office and local programs are required to have current**,** formal partnership agreements documented through memoranda of understanding with postsecondary institutions, workforce development systems, employers, and local, community and state agencies **(*WIOA)***. The goal is for alignment of adult education services with postsecondary and advanced job training systems **(*WIOA*),** as well as entry-level employment to our program services to result in college and career ready adult education participants. Support services to improve persistence and student success as they progress through education and training programs and transition into employment are also required as part of Maine’s CP plans ***(WIOA).*** Examples of coordination with support services include: Employment services through career centers, Transportation, Childcare, Financial Literacy and Community linkages (i.e., substance abuse counseling, mental health systemservices, housing).

**Interagency Engagement**

* **State Workforce Investment Board (SWIB**) - State director is a member (***WIOA***) and also serves on the SWIB policy committee. **(*WIOA*).**
* **DOL Apprenticeship Council** – State director serves on the council ***(WIOA***)
* **Maine’s Industry Partnership Assistance Collaborative (IPAC)**. State adult education director serves on this collaborative with representatives of the SWIB, Maine Community College System, University of Maine System, and Maine Department of Economic and Community Development. This group has been tasked with working with industry, DOL and LWIBs to bring partners together to identify needs of industry and create interagency solutions for workforce development (***WIOA***).
* **Corrections** Beginning in July, 2013 at the request of the Commissioner of the Department of Corrections (DOC), two representatives of the adult education state office began meeting with the Directors of Correctional Programming and Quality Assurance along with corrections educators to better align and integrate educational efforts in the state’s correctional facilities with those of outside adult education programs. Education within the county jails is largely provided by local adult education programs.

A Corrections Education Steering Committee continued efforts to align programming at the state facilities using the Adult Education Career Pathways planning process as a guide. A Corrections Education Strategic Plan, adopted in September, detailed educational programs in all the state facilities, charged corrections education staff with entering student information in the state adult education data base, and identified new initiatives such as enhancing the student intake process and working with students to begin developing individual learning plans. Committee members worked throughout the fall and winter to complete the planning process. Meetings featured presentations on risk assessment, vocational rehabilitation, and adult education data collection.

Through the efforts of the adult education state office, DOC education staff were able to attend the Maine Adult Education Association Conference in June, 2014 and participated in a corrections roundtable that brought together representatives from adult education programs providing service in county jails as well as those from state facilities, the first meeting of its kind in five years.

State office and DOC staff also attended the Corrections Education Association national conference that focused on the integration of technology in corrections education.

* **Literacy Volunteers** - The Office of Adult Education began quarterly roundtable discussions with representatives from the state’s 13 Literacy Volunteer affiliates during 2013-2014. The reorganization of Literacy Volunteers under ProLiteracy some years back saw the elimination of the state role in the organization’s structure and Maine budget cuts resulted in the loss of funding for the state LV office. State office staff has been working to better communicate the availability of training opportunities provided by the local affiliates and local adult education programs.

Through state office professional development efforts, the LitVOL affiliates were offered Community Connection grants funded through an ARRA grant from the ConnectMe Authority, the state agency charged with expanding and enhancing the state’s broadband infrastructure. Participating affiliates agreed to provide technical assistance on how clients can broadband internet access for education, obtain health information, and access governmental services. The four participating affiliates joined the efforts of the 70 adult education programs already participating in the initiative.

* **LWIBS -**36 of the 76 local programs responded to a request for information about their engagement with LWIBs and One-Stops. Given the nature of the programs that responded, their answers appear representative of our adult education system. There are 4 local workforce investment boards in Maine. Our local adult education programs are grouped into alliances. All but one adult education alliance has adult education representation on their LWIB. The depth of the adult education/LWIB connection and activity level varies greatly. Some local programs do not know that they are being represented, some programs are kept well informed by their LWIB adult education representative, and others know someone from adult education attends the LWIB but they don’t know who it is. Clearly, more work needs to be done in this area in preparation for WIOA.
* **One-Stops** – A short survey was sent out to all adult education programs to describe their relationship with the career centers and LWIBS. Thirty-six programs responded. Of those who responded, 23 said they have some kind of interaction with the career center or one-stop. That involvement ranges from the career centers providing room for displaying adult education materials to being given space to administer assessments and for ABE and academic instruction. While some local programs use their AEFLA funds to support the classes and assessments that take place at the career center, none of the programs use AEFLA funds to support career center infrastructure costs.

Most of the interaction between the agencies is in the referrals that adult education receives from, and makes to, the career centers. While there are 76 adult education programs throughout the state, there are only 13 career centers. Many of our adult education students do not make use of career center services due to barriers of distance and childcare. For most of our students, the nearest career center is 35-50 miles away. MDOL did ask one local adult education program to be a Workforce Solution site, but does not pay the adult education program for the services they are providing.

* **Tri-Agency**- The commissioners of Education, Health and Human Services (DHHS) and Labor (DOL) have been meeting monthly for over two years. The state director of adult education attends those meetings and also serves on the Tri-Agency Work Group with DHHS and DOL counterparts. Training has been offered to the local regional work groups on working to develop a standard referral process, common intake form, and collaborative career pathways services for shared clients. This type of collaboration should help these programs as well as other partners as they move forward to implement WIOA.

** English Literacy/Civics (EL/C) Program** Describe the activities and services supported with EL/C funds, including the number of programs receiving EL/C grants and an estimate of the number of adult learners served

* **EL/C Program** -Maine currently funds 2 programs (Portland and Lewiston) with EL/C funds. These two programs serve 81% of Maine’s ELL learners. A total of 284 students were served with federal EL/Civics funds and another 94 by matching local funds. The goal of citizenship was earned by 57 participants. This year at Lewiston Adult Education, the EL/C instructor became a US citizen. She incorporated information from her personal experience into the curriculum making the instruction even more relevant and effective.

The primary objectives of our EL/C work are to assist students in gaining sufficient communication skills and knowledge of their community to participate effectively in daily activities, and to assist immigrants and refugees who meet eligibility requirements to prepare for the INS citizenship interview. Both programs use a combination of on-and-off-site instruction as well as authentic materials to help learners be successful in their roles as worker, family member and citizen. To this end, students engage with: using actual job applications, reviewing job postings, learning how to complete health history forms, understanding directions for using prescription medications, completing school enrollment forms, understanding student report cards, filling parent-teacher request forms, and practicing how to access online parent portals are in the curricula. The programs also include information on housing, consumerism and civic engagement, tenants’ rights and responsibilities, safe use of appliances and utilities, reading labels, using coupons, and reading posters about community events. Financial literacy is also an important program component.

Program partners include speakers from Department of Health and Human Services, US Citizenship and Immigration Services, Immigrant Legal Advocacy Program and there are also field trips to public libraries to obtain library cards and to career fairs.

In preparation for the citizenship assessment, students study US history, vocabulary, practice reading, writing and speaking in a civics context and preparing for the interview.

** Secondary School Credentials and Equivalencies** 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.

* **High School Equivalency** – In January 2014, Maine began using HiSET as its high school equivalency assessment. The Maine Department of Education and the legislature agreed that for calendar year 2014, a test taker could combine any passing 2002 series GED scores with HiSET to earn their credential. An extensive GED closeout campaign using print, radio, web and direct mailings was funded by a partnership with the Finance Authority of Maine (FAME). The campaign raised public awareness of adult high school completion statewide. The adult education state director and a local program director participated in a Maine public television show and the state director and education specialist from FAME appeared on a statewide commercial television program to promote the closeout campaign, the reasons to earn an equivalency credential, and the new HiSET assessment.

Maine statute allows out-of-school Maine adults ages 18 years and up to test without paying any test or preparation fees. Out-of-state test takers are charged a test fee. Waivers to test may be granted to 17 year-olds who meet special exception guidelines. Unless test takers can provide evidence that they are ready to pass the equivalency assessments, test takers must participate in preparation programs. We believe this is what leads to our relatively high state pass rates.

* **Adult high school diplomas** - Local programs align the adult diplomas they issue with their local high school requirements. A minimum of 16 credits are required by the state, but most programs substantially exceed that. Maine law directs school systems to determine what their proficiency-based system will look like. Local adult education programs work with their school system to determine requirements for alignment. Adult Education adoption of College and Career Ready Standards for Adults (see below) should enhance alignment with the K-12 system’s college and career standards ***(WIOA).***

**HiSET Trainings –** Upon theadoption of the HiSET assessment as Maine’s high school equivalency exam, multiple trainings were held for both teachers and administrators. In preparation for implementation, HiSET trainings were offered at the Fall 2013 Directors Meeting on October 10th followed by an all-day administrators training on October 17th and all-day teacher training on October 18th and 30th, 2013. These training were repeated throughout the year on January 27, May 13, and June 22, 2014.

** Adult Education Standards** 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.

* **CCR Standards** - Maine has been working toward integration of CCRS for Adults since their release. Our goal is to integrate CCRS into all classrooms by SY 2016-2017. Successful CCRS implementation is an essential component of our Career Pathways plans which require the use of rigorous and research-based instructional practices that are contextualized and align with students’ education, career and life goals ***(WIOA)***. CCRS professional development will be the focus of intensive state supported professional development efforts for the next two years.

The timeline below shows what Maine has done with leadership funds to support CCRS for Adults integration during this reporting period.

* September 2013 – SIA regional training in Concord, NH. Maine sent 7 participants consisting of 3 state staff members and 4 local practitioners
* October 2013 – CCRS Training attended by state director at NTI in South Carolina
* November 2013-March 2014 – Sharing and Discussion of SIA Implementation
* December 2013 – May 2014 – Competency-based Teaching and Learning (CBTL) training for 21 participants
* December 2013 – Video conference with CCRS leadership and practitioners from Kentucky
* January 6-24, 2014 – Using the CCR Standards in Multi-level or Integrated Skills classes
* February 2014 – Conference call with colleagues in West Virginia to learn about their CCRS Teacher Academy
* February 2014 – CBTL Math Instructional Shifts – Focus and Coherence Webinar
* March 2014 – Consulted with Commissioner of Education’s office to ensure that nothing in Maine statute or rule prohibits move to CCRS for Adults
* March 2014 – CCRS ELA Instructional Shifts/Emergent Readers and Writers Webinar
* March 3-21, 2014 Assessing Progress on CCRS: Sharing Tools and Strategies
* March 2014 – To increase buy-in from the field, we created a CCRS overview and implementation timeline and brought together a select group of teachers and directors with prior standards-based for feedback on clarity of state CCRS messaging before presenting to the entire field.
* March 2014 – Developed process, job descriptions, compensation procedures and application for the Maine CCRS Coordinating Council (CC). The CC is comprised of state staff, 3 directors, 3 math, and 3 ELA/Literacy teachers and plays a key role engaging the field to guide CCRS implementation. Practitioner involvement and leadership have been very important. “People support what they help create.”
* April 2014 – CCRS ELA Instructional Shifts/High Level Readers and Writers Webinar
* April 2014 – CCRS Implementation and Timeframe presented at Spring Directors Meeting. CC members introduced and CCRS questions gathered. CC members compensated for their time. Program directors assured that CCRS will integrate into the Career Pathways Plan in student learning plans, support services, intake and assessment, advisement, and instruction.
* May 2014 – State office and Coordinating Council began work on sustainability plan using *Handbook for Sustaining Standards-based Education in Adult Education*.
* May – August 2014 – CCRS Coordinating Council met weekly to plan for implementation and plan for August 2014 CCRS for Adults Teacher Academy.
* May 2014 – Coordinating Council developed application for attendees at CCRS for Adults Teacher Trainer Academy.
* June 2014 –CCRS Implementation Institute in DC attended by 2 state office staff, 1 ELL, 1 ELA/Literacy and 1 math specialist. Materials and format of the Institute became the template for Maine’s Teacher Academy in August 2014.
* June 2014 – Maine Adult Education Association annual conference. 1 full day dealing with CP and CCRS including a pre-recorded video presentation by Susan Pimentel and a live session by Donna Curry on CCRS math.
* June 2014 – Maine Adult Education Association annual conference sessions on CCRS by members of Coordinating Council.
* June 2014 - Recruitment for Teacher Academy.
* June 2014 – [www.MaineCCRS.org](http://www.MaineCCRS.org) website under development