

A Framework for Transformation

1

TRANSFORMING MICHIGAN'S ADULT EDUCATION SYSTEM

**PREPARED BY THE ADULT EDUCATION
TRANSFORMATION TASK FORCE**

A call for Transformation

Section 107
2009-10

- The Transformation Task Force was formed in response to the 2009-2010 Section 107 legislation which directed the DELEG Department of Lifelong Learning to create an Adult Learning Planning Group.
- The TTF is made up of 21 individuals representing a balance of rural, urban, and suburban community adult education directors from throughout the state and advocacy leaders for adult education, English as a Second Language and adult literacy.

Transformation Task Force Members

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- **Karre Ballard** – Gladwin Adult Education
- **Megan Byard** – White Lake Area Community Education
- **Judy Cock** – Southgate Community School District
- **Gregg Dionne** – Hazel Park Schools
- **Karyn Goven** – Novi Community Schools
- **Gloria Henry** – Port Huron Area School District
- **Jim Hunt** – Cadillac Area Public Schools
- **Sharlie Jones** – Battle Creek Public Schools
- **Rich Klemm** – Niles Community Schools
- **Christina Luckey-Nelson** – Traverse Bay Area ISD/NW Michigan Works!
- **Jo Pamment** – Haslett Public School

Transformation Task Force Members

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- **David Porter** – Detroit Public Schools (retired)
- **Dawn Sanchez** – East Detroit Public Schools
- **Kathleen Sullivan** – Grand Rapids Public Schools (retired)
- **Bill Sutter** – Consolidated Community Schools, Eastern Upper Peninsula
- **Kim Thinnes** – Kalamazoo Public Schools
- **MaryAnne Thorndycraft** – Lake Orion Community Schools
- **Gary Tweddle** – Hazel Park Schools (retired)
- **Christine Van Heel** – Second Mile Education Services, Midland
- **Sheila Veraghen** – North Menominee County Community Schools
- **Doug Wood** – Orchard View Community Schools

CLEG Report
Transforming
Michigan's Adult
Learning
Infrastructure
(December 2008)

[www.michigan.gov/
adulteducation](http://www.michigan.gov/adulteducation)
search: CLEG Report

Life in Michigan, and indeed the world, is all about transitions: changes in the local, national, and global economies demand adaptation and innovation.

-Executive Summary

- The Transformation Task Force was charged with
 - recommending a **comprehensive adult education delivery system** that ensures that all areas of the state are adequately served while
 - fostering **partnerships** for creating **seamless transitions** between **adult education, post-secondary education** and **employment**.

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Life in Michigan, and indeed the world, is all about transitions: changes in the local, national, and global economies demand adaptation and innovation.

-Executive Summary

- The **CLEG Report** was used as a **reference** and a **framework** for organizing the work of the Transformation Task Force.
- Recommendations contained within the CLEG Report were considered in depth. **Language was developed in order to make the recommendations operational for Michigan's Adult Education system.**

CLEG Report Recommendation 1

Transform Michigan's adult learning infrastructure to create a unified strategic approach to increasing basic skills and post-secondary credential attainment.

- The successful implementation of this system will require **multilateral support** for Michigan's Adult Learner.
- Such support must originate from the **Governor** and the **Legislature**.



CLEG Report Recommendation 1

Transform Michigan's adult learning infrastructure to create a unified strategic approach to increasing basic skills and post-secondary credential attainment.

- The recommendations evolved through a **process** that included the following steps:
 1. The TTF developed a list of **essential elements** – factors and components to be considered as key to the success of any adult learning system.
 2. In designing this model, the TTF **researched how other States are responding to the challenge issued at the Federal level.** The states reviewed and studied included California, Indiana, Kansas, Kentucky, Minnesota, Missouri, Ohio, Oregon, South Carolina, Tennessee, Washington, and Wisconsin.
 3. A **glossary of terms** was written. As key words were defined, the members were careful to include both research and shared expertise.

CLEG Report Recommendation 1

Transform Michigan's adult learning infrastructure to create a unified strategic approach to increasing basic skills and post-secondary credential attainment.

- The following report contains a recommended **delivery system** for serving the Michigan Adult Learner that is both **transforming** and **strategic**: through a **regional approach**, **multiple providers** will form **partnerships** resulting in more **effective, economical** and **responsive** program design and delivery.



CLEG Report Recommendation 2

Engage a range of partners in service delivery to meet the diverse needs of adult learners.

Regionalization

- **Policy Statement:** Partnerships shall be **multilateral** and include, at a minimum,
 - an **adult education program (LEA)**,
 - a **post-secondary institution**,
 - the local **Michigan Works! Agency** or other organization with demonstrated workforce development capacity.
 - Based on local needs, partnerships may include **stakeholders**.

CLEG Report Recommendation 2

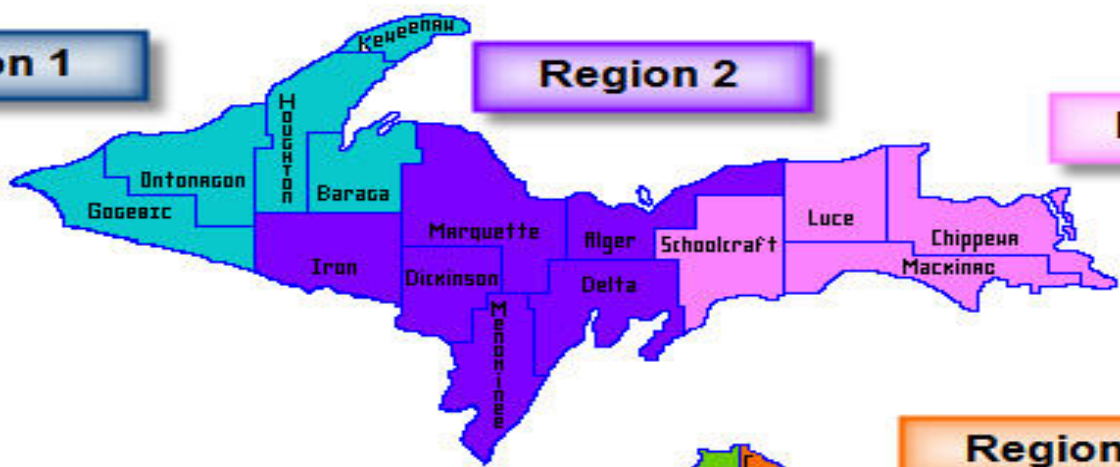
Engage a range of partners in service delivery to meet the diverse needs of adult learners.

- **These partnerships shall convene within the borders of the state's 16 regional Adult Learning Collaborative Boards (ALCB).**

Region 1

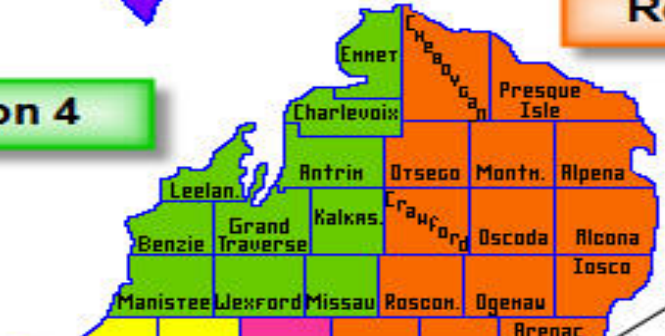
Region 2

Region 3



Region 4

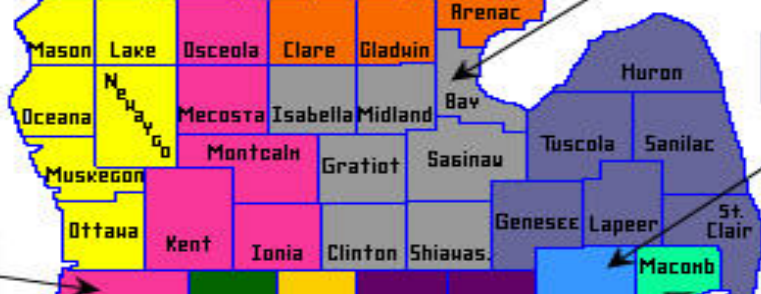
Region 5



Region 6

Region 8

Region 9



Region 7

Region 13

Region 14



Region 10

Region 15
City of Detroit

Region 11

Region 12

Region 16

DRAFT

CLEG Report Recommendation 2

Engage a range of partners in service delivery to meet the diverse needs of adult learners.

- the regional **Adult Learning Collaborative Board (ALCB)** must include partners and stakeholders.
- **Partner**
 - an entity that has a monetary investment in the success of the Adult Learner
- **Stakeholder**
 - An individual or group with an interest in the success of an organization in delivering intended results and maintaining the viability of the organization's products and services. An organization that only brings in-kind contributions to the table shall be considered a stakeholder.

CLEG Report Recommendation 2

Engage a range of partners in service delivery to meet the diverse needs of adult learners.

- **The regional **Adult Learning Collaborative Board (ALCB)** shall have**
 - strong decision-making authority for operations within their region including
 - flexibility and ownership for how adult learning services are delivered and how the partnership is operated.

CLEG Report Recommendation 2

Engage a range of partners in service delivery to meet the diverse needs of adult learners.

Adult Learner Collaborative Board Responsibilities:

- Identifying the region's characteristics including demographics, key industries, and available support services
- Identifying the educational needs and developing service delivery systems to meet those needs
- Determining what educational or training services should be offered
 - Design delivery of services to avoid duplication
 - Utilize most current technology to be used in programming and delivery of instruction i.e. distance learning

Continued...

CLEG Report Recommendation 2

Engage a range of partners in service delivery to meet the diverse needs of adult learners.

Adult Learner Collaborative Board Responsibilities continued...

- Developing a **manageable infrastructure** for regional planning and service delivery of adult learning activities to include:
 - Identifying a **Fiscal Agent** of the region who will be responsible for
 - ✦ Requesting and collecting funding from the State
 - ✦ Distributing funding based on ALCB-approved budget
 - ✦ Limiting administration dollars to 3% of region's admin. monies
 - Determining how **data** will be collected and reported

Continued...

CLEG Report Recommendation 2

Engage a range of partners in service delivery to meet the diverse needs of adult learners.

Adult Learner Collaborative Board Responsibilities continued...

- Approving all contracts
- Developing and approving operational budgets
- Developing Bylaws
- Convening a minimum of 4 meetings per year
 - ✦ Agendas and minutes to be sent to the DELEG Office of Adult Education



CLEG Report Recommendation 2

Engage a range of partners in service delivery to meet the diverse needs of adult learners.

DELEG Office of Adult Education will:

- Provide **ongoing technical assistance and support** as needed to existing and potential partnerships around the state during and after the transition to this model of delivery.

CLEG Report Recommendation 3

Build clear connections between learning and the promise of good jobs.

Adult Learner Collaborative Boards ensure that program providers will:

- Be accountable for implementing **contextualized learning** in educational, job training, and life skills programs.
- Provide programming to assist **lowest-level adult learners** as they transition into the community: employment, life and family skills, financial literacy, and occupational/career-specific skills.

CLEG Report Recommendation 3

Build clear connections between learning and the promise of good jobs.

Adult Learner Collaborative Boards ensure that program providers will:

- Be required to educate learners and align program offerings to include exit standards that will prepare learners for entrance into **real opportunities** for employment, education, and training.
- Encourage **innovation** in connecting learning and employment through innovative pilot projects, technical assistance strategies, training for program staff, and the use of peer learning networks.

CLEG Report Recommendation 3

Build clear connections between learning and the promise of good jobs.

Adult Learner Collaborative Boards ensure that program providers will:

- Be required to integrate **state-approved content standards** into curriculum.
- Be required to utilize **department-approved assessments**.
- Be required to employ **Michigan Certified Teachers** when providing ABE, ESL, GED, HSC and developmental instruction.

CLEG Report Recommendation 3

Build clear connections between learning and the promise of good jobs.

DELEG Office of Adult Education will:

- Provide ongoing technical assistance and support as needed to support these requirements.
- Review and revise the Adult Learning Plan (ALP) to accurately reflect changes in the Adult Education system.

CLEG Report Recommendation 4

Use accelerated and connected pathways to help adult learners reach their goals.

Adult Learner Collaborative Boards ensure that program providers will:

- **Align services to create pathways** through which adult learners will move from entry to goal attainment.
 - **Align entry and exit requirements** of adult learner programs within the region using a pathway strategy
 - Required **evaluation of “transition points”** in pathways to ensure expectations are appropriate.
 - Develop **Accelerated learning** strategies to encourage adult learner momentum
 - **Open entry and exit** will be available at all agencies for adult learners

Continued...

CLEG Report Recommendation 4

Use accelerated and connected pathways to help adult learners reach their goals.

- **Modularized instruction** will be available for ease of entry and exit
 - ✦ Modules should focus on core competencies along career pathways that include computer skills, soft skills and employability skills
- Facilitate the movement of a participant through their pathway by providing a state-approved **enrollment form/ Adult Learning Plan, assessments and policies** that will be universal to all partners and stakeholders.
- All documentation must be accessible to all agencies as the learner progresses through the adult learner system

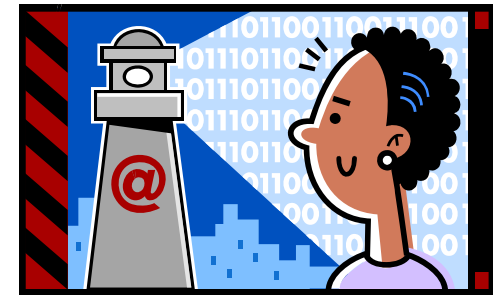
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CLEG Report Recommendation 4

Use accelerated and connected pathways to help adult learners reach their goals.

- Provide **Advising and Navigation Services**

- Career and educational advising will be made available to all adult learners
- Advisors and navigators will be trained and/or have knowledge of all partnerships and resources available in the region
- Advisors and navigators will use common adult learner plan (ALP)
- Navigators will ensure ease of transitions from agency to agency



CLEG Report Recommendation 4

Use accelerated and connected pathways to help adult learners reach their goals.

DELEG Office of Adult Education will provide:

- Offer professional development in contextualized learning, learning pathways, modularized instruction, and linking learning and employment
- Training for agencies to ensure successful transformation to the new model of adult education, including the concept of the navigator and advisor
- Extensive training for the positions of navigators and advisors
- Continued professional development for navigators and advisors

**CLEG Report
Recommendation 5**

Increase access to adult learning.

Adult Learner Collaborative Boards ensure that program providers will:

- Work with partners to provide **multiple access points** to the system.
- Utilize multiple formats of **distance learning** to increase access to instruction i.e. on-line learning, tele-courses and correspondence classes
- **Identify barriers** to education and employment

Continued...

CLEG Report Recommendation 5

Increase access to adult learning.

- Collaborate with partners to determine available **resources to overcome identified barriers** through referrals and follow-up. Resources/existing social support (wrap around) services include, but are not limited to, childcare, transportation, shelter, food, clothing, financial stability, mental and physical health, life management skills, and emergency services.



**CLEG Report
Recommendation 5**

Increase access to adult learning.

- Identify as **stakeholders** entities that have the capacity to provide legally mandated **accommodations** for participants with **diagnosed learning disabilities**.



**CLEG Report
Recommendation 5**

Increase access to adult learning.

DELEG Office of Adult Education will:

- Provide professional development opportunities to teachers and administrators to assist them in
 - developing insight toward creating trusting relationships with participants,
 - understanding poverty and limited literacy skills, and
 - developing retention strategies that reduce barriers to education and employment.

CLEG Report Recommendation 6

Make basic skills development a priority within every funding source that can legally support it.

Funding

- Beginning FY **2010/11**, provide funding to each region **based on the 2009-10 allocations to the Section 107 LEAs** operating within the 16 Adult Learner Collaborative Board regions with the stipulation that ALCBs will convene no later than 11/1/10.
- Beginning in FY **2011/12**, provide funding to a **single fiscal agent within each of the 16 Adult Learner Collaborative Board regions** based on the following funding **formula**:

CLEG Report Recommendation 6

Make basic skills development a priority within every funding source that can legally support it.

● **Funding Formula**

- Base funding = 25%
- Population* = 50%
- Unemployment rate* = 10%
- Poverty rate* = 5%
- Non-grads 25 and over* = 5%
- Non-English Speakers* = 5%

*based on 2010 US Census data, to be re-calculated every 5 years thereafter.

CLEG Report Recommendation 6

Make basic skills development a priority within every funding source that can legally support it.

- **“90/10”**
10% of the allocation based on the following performances:
 - Program enrollment goal = 50%
 - Educational gain = 25%
 - ✦ HSC and GED (as defined by DELEG Office of Adult Education) OR
 - ✦ Lowest level learners: (as defined by NRS levels - Beginning ABE, Beginning Basic, Low Intermediate Basic and Beg ESL Literacy, Low Beginning ESL and High Beginning ESL): 5-point scale score gain on post-test

Continued...

CLEG Report Recommendation 6

Make basic skills development a priority within every funding source that can legally support it.

- **Goal attainment = 25%**
 - ✦ High school diploma or GED certificate
 - ✦ Enter post-secondary
 - ✦ Attained, retained, improved employment
 - ✦ Earned credential
 - ✦ Citizenship
 - ✦ English Proficiency

Note: Performance monies (10%) recouped for non-attainment shall be re-distributed to the Regions and shall be used for regional program improvement based on numbers of lowest-level learners served.

CLEG Report Recommendation 6

Make basic skills development a priority within every funding source that can legally support it.

The Adult Learner Collaborative Board will:

- Identify any **funding sources** available for basic skills
- Collaborate in the acquisition of **new funding** to continue and/or enhance services



**CLEG Report
Recommendation 6**

Make basic skills development a priority within every funding source that can legally support it.

**DELEG Office of Adult Education
will:**

- Identify and leverage every funding source available for basic skills
- Develop and provide a matrix of every funding source available for basic skills
- Direct all funding for basic skills through the ALCBs for delivery of service

CLEG Report Recommendation 7

Hold regional partnerships accountable for success and measure outcomes at the partnership level.

Adult Learner Collaborative Boards will:

- Implement **unified systems** of enrollment, assessment, evaluation and data collection among all partners and stakeholders.



CLEG Report Recommendation 7

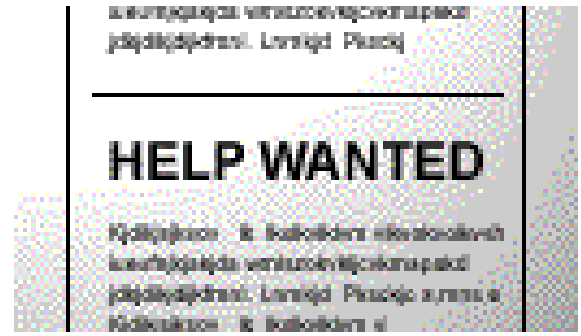
Hold regional partnerships accountable for success and measure outcomes at the partnership level.

- **Measure the success of regional partnerships** through the achievement of the following outcomes:
 - **Educational Attainment**
 - ✦ High School Diploma
 - ✦ GED Certificate
 - ✦ Transition to Post-secondary
 - ✦ Post-secondary credential
 - ✦ Citizenship
 - ✦ Career certification
 - ✦ Lowest level learner
 - ✦ English Proficiency

**CLEG Report
Recommendation 7**

Hold regional partnerships accountable for success and measure outcomes at the partnership level.

- **Employment**
 - ✦ Obtain a Job
 - ✦ Retain Employment
 - ✦ Improve Employment



CLEG Report Recommendation 7

Hold regional partnerships accountable for success and measure outcomes at the partnership level.

DELEG Office of Adult Education will:

- Be responsible for the execution of a unified data collection system between agencies to track information.
- Operationalize the vision for a K-20 Data Warehouse that all regional partners can access for data-entry and reporting purposes.

CLEG Report Recommendation 8

Engage a broad coalition in communicating the urgent need to improve basic skills.

Through the work of the Adult Education Transformation Task Force, the **first steps** have been taken to help the more than **1.7 million** Adult Learners in Michigan who **lack the basic skills** needed to acquire and maintain employment that provides them with a **family-sustaining wage**.



CLEG Report Recommendation 8

Engage a broad coalition in communicating the urgent need to improve basic skills.

- The need must be addressed **aggressively and strategically!**
- The only way to effectively address this need is for all Adult Learner service providers to work together. **Viable partnerships through regionalization** must be formed within which all resources can be maximized and services can be efficiently and effectively delivered.

**CLEG
Recommendation 8**

Engage a broad coalition in communicating the urgent need to improve basic skills.

- This challenge calls for a **unified strategy** involving the Governor, Legislature, Adult Education, Michigan Works!, Post Secondary institutions and ALL stakeholders and the accountability must rest on the shoulders of ALL stakeholders because the **Adult Learners in Michigan deserve our best!**



A Framework for Transformation

Transforming
Michigan's Adult
Education System

- **YOUR input/ feedback is IMPORTANT!**
- **Submit in writing no later than February 1, 2010.**
- **Email to**
 - **Kathleen Sullivan**
kj.sullivan@comcast.net
 - **Gary Tweddle** gt3910@aol.com

THANK YOU

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**SPECIAL THANKS TO THE JOYCE FOUNDATION,
UNDERWRITERS OF THIS PROJECT.**

Estimated* Funding for Region 1

46

- **Base Allocation**
 - \$364,531
- **Population**
 - \$80,187
- **Unemployment Rate**
 - \$10,573
- **Poverty Rate**
 - \$7,358
- **Non-Grads Over 25**
 - \$6,276
- **Non-English Speaking**
 - \$5,457
- **Total Allocation**
 - \$473,611

* Based on 2008 data

Estimated* Funding for Region 2

47

- **Base Allocation**
 - \$364,531
- **Population**
 - \$204,212
- **Unemployment Rate**
 - \$24,690
- **Poverty Rate**
 - \$14,150
- **Non-Grads Over 25**
 - \$14,076
- **Non-English Speaking**
 - \$7,613
- **Total Allocation**
 - \$630,833

* Based on 2008 data

Estimated* Funding for Region 3

48

- **Base Allocation**
 - \$364,531
- **Population**
 - \$75,131
- **Unemployment Rate**
 - \$7,697
- **Poverty Rate**
 - \$6,310
- **Non-Grads Over 25**
 - \$5,227
- **Non-English Speaking**
 - \$3,249
- **Total Allocation**
 - \$461,675

* Based on 2008 data

Estimated* Funding for Region 4

49

- **Base Allocation**
 - \$364,531
- **Population**
 - \$364,577
- **Unemployment Rate**
 - \$45,364
- **Poverty Rate**
 - \$19,771
- **Non-Grads Over 25**
 - \$25,238
- **Non-English Speaking**
 - \$12,650
- **Total Allocation**
 - \$816,630

* Based on 2008 data

Estimated* Funding for Region 5

50

- **Base Allocation**
 - \$364,531
- **Population**
 - \$330,129
- **Unemployment Rate**
 - \$42,626
- **Poverty Rate**
 - \$28,152
- **Non-Grads Over 25**
 - \$35,556
- **Non-English Speaking**
 - \$11,568
- **Total Allocation**
 - \$813,508

* Based on 2008 data

Estimated* Funding for Region 6

51

- **Base Allocation**
 - \$364,531
- **Population**
 - \$642,520
- **Unemployment Rate**
 - \$65,109
- **Poverty Rate**
 - \$40,472
- **Non-Grads Over 25**
 - \$53,542
- **Non-English Speaking**
 - \$43,486
- **Total Allocation**
 - \$1,250,964

* Based on 2008 data

Estimated* Funding for Region 7

52

- **Base Allocation**
 - \$364,531
- **Population**
 - \$1,060,550
- **Unemployment Rate**
 - \$127,282
- **Poverty Rate**
 - \$77,538
- **Non-Grads Over 25**
 - \$81,514
- **Non-English Speaking**
 - \$88,658
- **Total Allocation**
 - \$1,793,444

* Based on 2008 data

Estimated* Funding for Region 8

53

- **Base Allocation**
 - \$364,531
- **Population**
 - \$746,857
- **Unemployment Rate**
 - \$89,014
- **Poverty Rate**
 - \$57,308
- **Non-Grads Over 25**
 - \$60,369
- **Non-English Speaking**
 - \$36,326
- **Total Allocation**
 - \$1,347,472

* Based on 2008 data

Estimated* Funding for Region 9

54

- **Base Allocation**
 - \$364,531
- **Population**
 - \$956,873
- **Unemployment Rate**
 - \$144,992
- **Poverty Rate**
 - \$72,881
- **Non-Grads Over 25**
 - \$68,905
- **Non-English Speaking**
 - \$40,973
- **Total Allocation**
 - \$1,646,701

* Based on 2008 data

Estimated* Funding for Region 10

55

- **Base Allocation**
 - \$364,531
- **Population**
 - \$763,214
- **Unemployment Rate**
 - \$89,710
- **Poverty Rate**
 - \$60,246
- **Non-Grads Over 25**
 - \$50,117
- **Non-English Speaking**
 - \$49,071
- **Total Allocation**
\$1,375,127

* Based on 2008 data

Estimated* Funding for Region 11

56

- **Base Allocation**
 - \$364,531
- **Population**
 - \$872,838
- **Unemployment Rate**
 - \$119,464
- **Poverty Rate**
 - \$56,073
- **Non-Grads Over 25**
 - \$53,665
- **Non-English Speaking**
 - \$40,367
- **Total Allocation**
 - \$1,505,251

* Based on 2008 data

Estimated* Funding for Region 12

57

- **Base Allocation**
 - \$364,531
- **Population**
 - \$941,602
- **Unemployment Rate**
 - \$104,432
- **Poverty Rate**
 - \$64,889
- **Non-Grads Over 25**
 - \$38,618
- **Non-English Speaking**
 - \$92,967
- **Total Allocation**
 - \$1,593,068

* Based on 2008 data

Estimated* Funding for Region 13

58

- **Base Allocation**
 - \$364,531
- **Population**
 - \$1,401,856
- **Unemployment Rate**
 - \$179,349
- **Poverty Rate**
 - \$64,265
- **Non-Grads Over 25**
 - \$61,095
- **Non-English Speaking**
 - \$174,814
- **Total Allocation**
 - \$2,245,911

* Based on 2008 data

Estimated* Funding for Region 14

59

- **Base Allocation**
 - \$364,531
- **Population**
 - \$968,637
- **Unemployment Rate**
 - \$159,126
- **Poverty Rate**
 - \$42,856
- **Non-Grads Over 25**
 - \$66,337
- **Non-English Speaking**
 - \$117,937
- **Total Allocation**
 - \$1,719,425

* Based on 2008 data

Estimated* Funding for Region 15

60

- **Base Allocation**
 - \$364,531
- **Population**
 - \$1,015,815
- **Unemployment Rate**
 - \$232,633
- **Poverty Rate**
 - \$141,329
- **Non-Grads Over 25**
 - \$129,649
- **Non-English Speaking**
 - \$91,764
- **Total Allocation**
 - \$1,975,720

* Based on 2008 data

Estimated* Funding for Region 16

61

- **Base Allocation**
 - \$364,531
- **Population**
 - \$1,257,999
- **Unemployment Rate**
 - \$335,898
- **Poverty Rate**
 - \$139,482
- **Non-Grads Over 25**
 - \$192,028
- **Non-English Speaking**
 - \$133,405
- **Total Allocation**
 - \$2,347,492

* Based on 2008 data