

Michigan Adult Education Practitioners Task Forces
Radisson Hotel – Lansing
Data Task Force Agenda
March 11, 2011

Present: Kathryn Autrey, Kimberly Bell, Taina Butowski, Judy Cock, Robin Dennis, Karyn Goven, Mary Marcil, Sue Muzillo LaVena Paquette, Bert Quinn, Dean Smith, Angela Steele, Gary Tweedle, and LaDean Watts-George

1. Welcome

Karyn welcomed everyone. We welcomed Kathryn Autrey from Detroit Public Schools.

Kim passed around expense sheet and room sign-up for April meeting.

Karyn switched item IV and V. Kim added MicroData/STUREC to IV.

The afternoon session will be combined with the PPI group. The group will discuss data and outcomes for the 2009-2010 year. West Virginia is number one nation and Michigan is number forty-one in a couple of EFL levels for ABE. We'll share this and other concerns with the PPI group. PPI also has data for us to review.

2. Minutes

Bert Quinn motioned to accept minutes and Tania seconded. Group accepted.

3. Response from the Department

- Kayrn had discussion with Dianne about key points.
 - Communication
 - MAERS
 - August Institute
 - Other challenges
 - Currently Dianne and department are waiting to see what happens within DELEG at this time. Dianne is aware and will look more closely after things settle.

4. Conference

a. Mary and Tania

- Tania is presenting at the conference. Tania has created a spreadsheet that you can enter NRS Tables from reports. Then it creates charts that could use for their own Annual Report. This was a template given to the field.
- You can now just use tables rather than enter the data on the Excel document. In the past a flash drive was given, but too many attend to do again. Instead, individuals can download from the MAEPD website.
- This session is Wednesday, March 23 - 8:30-9:30 a.m.

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b. Karyn, Kim, and Dean

- 3 hours session on Tuesday, March 22 from 8:30 – 11:30 a.m.
- MAERS update with the three of us presenting. We will provide history of MAERS and NRS so people understand that this is required by feds. due to their audit report. We are hoping that we can change the negative connotation to positive.
- Dean is going to talk about findings, changes, and what MAERS will be in July 2011.
- Kim will present what's next. MAERS 3.0, regionalization, Survey from fall, Results/Uses of Survey, and What Reports you need.
- Dianne stated that we will have August MAERS with DELEG (and perhaps Data TF).
- Dean will present information about MAERS 2.0 that will be implemented on July 1, 2011 for the 11-12 school year.
- His presentation will include USDOE findings, recommendations, and BWT changes.
- Powerpoint also includes assessment issues, attendance tracking goal, and reporting in 2008.
- Changes also include the need to validate pre- and post-test forms. Monitor attendance hours between pre and post. Post-test waiver – like completion before 60 hours. Indicator for 9 or 10 rather than 9 and 10. Screen prompts will be added and attendance list will be created.
- Reports will be designed by Task Forces.
- Feds want to move toward MAERS being a management system rather than be a warehouse. 2.0 is an interim of the move towards full management system.
- Need to do pre-attendance activities, collect and report hours, etc.
- Funding source setup, teachers, locations, class setup and class enrollments.
- BTW is asked for average cost per class, pupil, etc. Questions surrounding this one point. (Will we have to enter the salaries, what about blended classes, etc.? What about reporting supplemental funds such as alternative/general fund reporting? There are great concerns about inaccurate information about these issues in the interim before MAERS becomes a management tool. Cliff or one of the staff will be at the MAERS presentation to answer questions.) Federal grant must have the break out of this information. We need to look at the way we can make this easier as this is not going to go away even with a new administration.

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- Goal tracking – unlimited number of goals. Short and long, employment etc. Short term is within program year. Long Term is planned to be accomplished in the next program year or later.
- Brief discussion about bridge participants – Cliff needs to be asked about this and share the ramifications of this decision.
 - Question about primary goal and secondary goals – there will be no more of these. Combine retain and improve employment. Default goals such as improve basic literacy and English skills. Incremental goals have been added. Function at or above 9th grade, improve English, pass GED tests, or earn HSD credits. This will benefit programs. Maybe add a category that is for passing a practice GED test. These do not affect performance measures.
- Reporting: 12 hours rule enforcement, pre- and post test etc. To enter a post-test hours of instruction must have been met or a waiver completed. Class rosters, teacher rosters, location rosters will be on MAERS.
- Recommendations from USDOE.
 - Assessment history - a screen that has beginning, ending EFL, and attendance hours.
 - Participant history – display additional information such as attendance hours and a post-test indicator. Can we generate report for class? It can be provided if specifics are provided to Dean first. Need to have what post-test to administer. CASAS has a formula so this would be important. Dean will talk to Kathleen about this. Also would like the pre-test on screen to view. Group decided that it may be safer to just do pre-test.
 - GAIN will be an acceptable test after July 1 and should be a part of this screen.
 - Usability should be check boxes, less white space per screen, compress data on screen. Edit checks – participants’ age, pre-test before class enrollment, and verify hours between pre-/post tests.
 - BWT changes - Fiscal agent reporting, collect report FTE data and regional data. Affected some fiscal reports with two or more fiscal agents.
 - Solution: track funds at class level, track funds by source, and by origin. “Magic Button” to count participant in to program/fiscal sources.
 - Fund diagram was shown to group. This will be helpful for regionalization or those student that use more than one region for services.
 - Collect count period FTE, collect 10% performance data, and report FED & 10% data.

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- Question about reporting in CEPI still or will it not be needed. We are close, but will still have to enter into both. This information will be entered, but in 3.0 it maybe able to calculate it for us.
NOTE: DELEG AND DEAN DOES NOT WANT MAERS TO INFRINGE UPON ANY COPY RIGHTS OF VENDERS.
- Regionalization – fiscal agent, data agent, region reports, and funding source reports. Must be “physically located” within the Region to be included in the report.
- Types of reports: attendance, class enrollments, courses, registrations, participants. Funding Source Reports: money trail, etc.
 - Question about funding from general funds for classes that aren’t 107 or federal that may be supportive to classrooms and/or in more than one region. Perhaps we can do an indication of blended program until 3.0 comes out with a solution for this matter. Pupils may need to be tracked in a separate system or MAERS will need a formula that will work based on funding.

c. Mary

- Adult Education Snapshot – We recommended putting it online rather than had out at the conference. At the AEAG Dianne asked that we complete it and have it printed. Mary and Taina will complete. This was done and presented to the group.
 - The state had a 9% increase in number of participants served.
 - This year we had 94% of participants between ages 19-59.
 - Not in the labor force went down this year.
 - Unemployment went down as well.
 - The largest portion of enrollment was ABE and they were also the most employed.
 - HSC had the least employed.
 - Department of correction has 41 facilities and 4 camps.
Correction: LaDean stated that we have no camps left and only 36 facilities left at this time.
 - Literacy was given to Mary from Patty. Some individuals were not counted due to the 12 hours minimum of instruction and 46,302 were served.
 - 19 – 24 and 25-44 groups make up the most by age.
 - Dean has a revised TABE test hours schedule for EFL 1-3, which will be at 40 hours instead of 60 and EFL 5-6 is 30 hours instead of 60. This was emailed from Cliff to Dean.

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- Last page, practitioner's task force had 52 field participants. Bullets for each task force are there.
- It is completed and ready to be printed.

d. Mary

- Online learning panel discussion.
- Mary would like anticipated questions. Mary is recommending that we follow minutes from January, page 2.
- Tuesday, March 23 at 3-4:15 p.m.
- Introduce practitioners on panel – LaVena, Maryanne Nichols, Bert, Linda Ciaferra, Kevin Johnson, and Candice Taylor.
- Mary will be moderator. Group states that we want to stay away from specific vendor information, FTE count, and attendance tracking. Panel will recommend checking with their local district policies.
- Different types of online learning. Each panel member will send online learning programs to Mary for PowerPoint. Two slide with names of participants and then different types of courseware.
- A slide about correction courseware, LaDean will participate to add a corrections perspective.
- This will also be on the TEMA schedule in July 11 and 18.

5. MAERS Update: Dean Smith

a. Policy for MAERS?

Stop-outs discussion from handout to group from Dean and Cliff. Do we clear them out of MAERS? Remove the exit date then update. LaVena motioned to recommend that we remove Stop-Out and Judy seconded. Group accepted motion.

b. MAERS Manual?

MAERS manual will need to be updated with 2.0 and 3.0.

c. Micro Data Packet (Added Item): Kim

- Kim shared packet of information/letters from MicroData's, Bob Campsmith.
 - Letter to Karyn Goven addressing minutes from December 11, 2009.
 - MAERS Training
 - What had been done for training?

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- MAERS/Data sharing document from 2003 and proposal from MicroData about providing management program for MDCD (now MDELEG).
- Karyn talked about the reason that the state provided as to way they continued with DIT that and the contract needed by July 1, 2012.
- Karyn will give packet of information to Dianne to review and address.

6. TEMA: First Week

Karyn discussed the first week of TEMA. She also shared that using the ListServ as easy and only a few messages about MAERS. Kim will continue the MAERS discussion this next week. Each person will need to email Christy to have her add as moderator for TEMA. Then post question about what MAERS reports would field like to see.

7. Meet with PPI Group and Cliff Akujobi

Cliff notes - MAERS 2.0 to provide information.

- Cliff handed out two documents about assessment policy. Cliff wanted PPI and Data to take a look at it from the field perspective. Department would consider input from field.
- How do we want to track it? What would be the implications? Cliff handed out another document from the assessment policy - last page.
- Looking at the Stop-Outs the field doesn't see it as value or do they? DELEG doesn't. We'll talk about it and have recommendation to Cliff by the end of the day. What to know what final reports that the field would like to see. Cliff had second handout for us to review and provide input.

Cliff distributed handout with 8 requests for both groups to review. These recommendations were provided by Christy Lucky-Nelson.

- 1) Real-time data. Programs would like access to their information without waiting for the program year to end.
- 2) NRS report every 6 months – Review data and be able to implement changes, etc.
- 3) Missing information
- 4) Follow-up. Adding a filter option for location, class, staff.
- 5) Report of all student for a current year in one location
- 6) Duplication records – why can't programs do rather than have call the 800 number? Not likely according to Dean without a UIC. Can we use UIC in MAERS?

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- 7) Ability to run a report specific to a participant. A filter/sort can be added and done.
- 8) Ability to run a report for a specific site/teacher. A filter/sort can be added and done.
- Questions: Access for teachers? Login for them? Does administration do it?
 - Will MAERS able to query/data exports for users? Will there be a resource for districts that can create Ad hoc reports?

The two task forces had a large group discussion about Stop-Out definition.

- Stop-Outs: A stop-out is a participant who has not attended for 90 days or more and is returning to the program. If a participant is gone for 6 months or more, they must take a new pre-test.
- Jeff states that some programs use this term particularly with ESL students. Could it be exit and plans to return rather than Stop-Out?
- Ohio uses it and that's where it came from.
- Stop-Outs: A stop-out is a participant who has not attended for 90 days or more and is returning to the program. If a participant is gone for 6 months or more, they must take a new pre-test.

The two task forces had a large group discussion about Bridge Students.

- Bridge – Why was it removed?
 - The dept didn't feel that it had a benefit or a place. Gary expressed a concern that no program would benefit to enroll a participant after 4/1 and they will be turned away by most.
 - This would kill open entry. This would defeat the mission of the department/transformation and serving more number of students. Then would actually reduce the number served by the entire state and then would reflect poorly on service provided, meeting performance measures, etc. It truly effects programs deeply and then the state as a result.
 - Cliff will take back to office to see if he can bring it back.
 - Dean asked if it negatively impacts the state to reinstate bridging. Cliff doesn't believe that it would impact the dept. negatively.
 - Karyn recommends that it is reinstated and Gregg seconds as PPI rep. Karyn will send recommendation to Dianne and Cliff ASAP to act before 4/1/11.
 - Question as to whom made that decision? Why wasn't the field consulted before decision was made. No answer was provided and then the group expressed concern that we needed

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to have input at that time. Cliff mentioned that recommendations from the Task Forces are considered.

- At the time it was discussed, no one at the state could rationalize it at the time why this should continue.

Gregg has three handouts for the two task forces.

- 2006-07 EFL Completion
- Performance Benchmark Report – 12/17/2009
- Performance Benchmark Report 12/14/2010

Briefly reports are for discussion.

- Can we do a better job to reach benchmark? It boils down to post-tests and retention.
- Placement would be considered equally important. True need for programming.
- Perhaps we need to renegotiate percentages for the entire state. There have been dramatic increases and that's one of the difficulties.
- Also due to testing hours/policy – not able to post as did in past. See result of the policy. We can were very close, but didn't meet them this year.

Cliff gave national averages for individuals to mark on pages.

- In ESL we are in the top quarter and we made every benchmark. ABE needs improvement. Group is invited in to create recommendations regarding performance measures.
- Feds are not necessarily flexible with these numbers – even with rational.
- Adult secondary is also very low.
- It is clearly retention and post-test based on report with those that are post-tested. We blew up the percentages from this report with post-tests.
- Cliff should look at professional development for retention efforts, testing, etc. He will look at implementations for recommendations.
- We know what programs are not post-testing. What are the consequences for those? ALCB will help with this matter.

Dean had slide with Michigan's measures and its ranking.

- West Virginia may be doing something that we may want to do here in Michigan. Ohio would have been most similar to Michigan and their percentage of completers is much higher.
- Recommendation to Dianne to research what they are doing in those states performing well.
- Can we do a report that shows number of individuals that have enough hours to be post-tested? Tania believes she can get this information for the group. We need to see if it's retention or post-testing.

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- Professional development for those programs with either issue.
- Several smaller programs are impacting percentages, but they do not do as required with post-tests and data entry. This is largely because they do not get WIA money. They are also impacting Michigan's overall numbers.
- Group has a recommendation to have consequences for those programs not entering data and that the department request that they do so prior to that point. Perhaps for those that didn't enter data for 10-11 receive a letter now.
- Need a recommendation or plan by next Task Force meeting for retention/post-testing/performance
 - Create a sub-committee to present some of this information at the bidder's conference. Tainia, Mary and Dean can put together slides. Dianne/Erika present the 5 minutes of this information.
- We currently have 260 programs that provide services/receive funds. We are close as a whole. How can programs that are already doing well add to the well-being of the overall number? Maybe a goal of increasing post-test by 5 to 10 people for each program would help the state percentages.
- Michigan is number 20 in the number of people serve.
- Group will send a recommendation to Dianne to accept to new post-testing policy.

Adjourned at 3:30 p.m.

Next meeting April 29, 2011 at Lexington Hotel in Lansing.