

Orientation Program for Recently-Hired Program Administrators



Working to Create Michigan's Future Today

MAEPD

Table of Contents

Introduction to Adult Education	
Agenda.....	3
Activity 1	5
Measuring Continuous Improvement	
Assessment policy:.....	6
MAERS:	
Important dates.....	31
MAERS user profile form	33
MAERS user profile form instructions.....	35
DLEG Adult Education State Staff	37
Directions for Accessing the Online Orientation Course	38
Performance Standards	39



Orientation Program for Newly-Hired Program Administrators

October 13, 2009

8:30 – 8:50	Welcome	Dianne Duthie
8:50 – 9:15	How did you get here?	Lennox McLendon
9:15 – 9:30	The Orientation Process <ul style="list-style-type: none"> • Workshop • Online course • Follow-up 	Kathi Polis
9:30 – 10:00	Introduction to Adult Education <ul style="list-style-type: none"> • The Evolution of Adult Education • Activity 1: Michigan's Core Performance Measures 	
10:00 – 10:15	Break	
10:15 – 10:35	Where are we going from here? <ul style="list-style-type: none"> • The CLEG Report • Federal and state legislation 	
10:35 – 11:15	Understanding the Adult Learner <ul style="list-style-type: none"> • Who is eligible? • Activity 2: Knowing Your Students • Who is the adult learner? • What do adult learners need? • Activity 3: Identifying Barriers 	
11:15 – Noon	Measuring Continuous Improvement: Assessment <ul style="list-style-type: none"> • Michigan's assessment policy • Activity 4: Assessment Jeopardy 	
Noon – 1:00	Lunch	
1:00 – 2:00	MAERS and Student Follow-Up <ul style="list-style-type: none"> • Nuts and bolts of MAERS • Goal setting 	Dean Smith

- Student follow-up

2:00 – 2:30

State Funding: Section 107

Sandy Thelen

- What new directors need to know
 - Who is eligible?
 - Funding and instructional provisions
 - Common pitfalls

2:30 – 2:45

Break

2:45 – 3:45

Financial Management Open Forum

Sue Muzillo

- Answers to commonly asked questions on budgets and finances

3:45 – 4:00

Next Steps

Wrap Up

Evaluation

Activity 1

Mix and Match

Match each Educational Functioning Level with the correct performance benchmark for 2009 – 2010.

Core Indicator #1: Educational Gains

- | | | |
|----------------------------------|-----|--------|
| 1. Beginning ABE Literacy | ___ | A. 60% |
| 2. Beginning Basic Education ABE | ___ | B. 38% |
| 3. Low Intermediate ABE | ___ | C. 57% |
| 4. High Intermediate ABE | ___ | D. 35% |
| 5. Low Adult Secondary | ___ | E. 54% |
| 6. Beginning Literacy ESL | ___ | F. 36% |
| 7. Low Beginning ESL | ___ | G. 65% |
| 8. High Beginning ESL | ___ | H. 31% |
| 9. Low Intermediate ESL | ___ | I. 67% |
| 10. High Intermediate ESL | ___ | J. 56% |
| 11. Advanced ESL | ___ | K. 34% |

Mark each follow-up measure with the correct performance benchmark for 2009 – 2010. Percentages are used more than once.

Core Indicator #2

Placement in Postsecondary Education or Job Training

Placement in Unsubsidized Employment

Retention in Unsubsidized Employment

Core Indicator #3

High School Completion (HS Diploma and GED)

A. 55%

B. 60%

Assessment Policy

Effective July 1, 2009

Introduction

All local providers of adult education must follow the assessment policy as indicated in this document. The Workforce Investment Act Title II and Section 107 requires that assessment procedures which are valid, reliable, and appropriate determine the effectiveness of State and local areas in achieving continuous improvement of instructional activities. This document provides Michigan Adult Education guidelines for assessing and placing all ABE, GED, HSC and ESL adult education participants.

The Michigan assessment policy guidelines include the selection and use of appropriate participant assessment procedures:

1. Use of DELEG-approved assessments in a standardized and consistent manner
2. Accurate participant placement into appropriate program and instructional level
3. Diagnostic information to guide instruction
4. Determining educational functioning level at intake (pre-test) and at the end of the instructional period (post-test)
5. Staff Training and test security requirements

Need for Assessment Policy

Assessment of participant progress is essential to ensure that all adult learners are obtaining the highest quality education leading to the attainment of secondary education, literacy and numeracy skills necessary to succeed in employment and post-secondary education. Michigan's Office of Adult Learning and National Reporting System (NRS) require that assessments be valid and reliable to accurately measure achievement.

- *Validity* refers to the extent to which an instrument measures what it is intended to measure. To establish content validity with respect to the requirements of NRS, there must be evidence that the items/tasks of the instrument measure the skills associated with the Educational Functional Level.
- *Reliability* refers to the degree of consistency in performance on an assessment; that is, the extent to which an examinee would be expected to perform at the same level under multiple administrations of the instrument or different conditions.

Assessment data is used to place participants at appropriate instructional levels, to monitor progress, guide instruction, and certify participant mastery. In addition, the Office of Adult Education uses participant achievement data to determine strengths, weaknesses, needs,

and opportunities in Adult Education and to determine areas that need professional development and technical assistance.

Additionally, assessment data allows us to increase our responsiveness to the complex needs of adult learners and to continue to improve our program services.

Purposes and Uses of Assessment

This document describes standardized assessments which are used to document participant placement and progress. At minimum, must measure literacy, numeracy, and language skill development. All providers (grantees) must use DELEG approved assessments and uniformly implement across for comparability, however, Michigan Adult Education programs are encouraged to use a variety of formal and informal instruments and procedures to obtain a more complete image of the participant and therefore assist them in achieving their goals. These assessments may include, but are not limited to, learning style inventories, word analysis and meaning tests, learning disabilities screening and criterion-referenced tests.

Performance Objectives and Educational Functioning Levels

Assessment is used to determine Educational Functioning Levels as required by the National Reporting System. Performance Objectives that are required for Section 107 are NOT determined by education gain, but by participant goal attainment. For example, A GED participant passes the GED test; a high school completion participant receives a diploma or completes a board approved course. ABE participant increases ability by one grade level, an ESL participant obtains the highest score on CASAS test.

Summary and Overview

Initial Test/Pre-test

The initial test or pre-test is the basis for participant placement and determination for entering educational functional level. It is the baseline for determining the completion of an EFL or movement from one EFL to the next higher level. Pre-test must occur before a participant receives any instruction.

Adult Education Program	Pre-test
<p>ABE, GED, and HSC The following areas are assessed by TABE:</p> <ul style="list-style-type: none"> ▪ Literacy ▪ Numeracy ▪ Language Skill Development 	<ol style="list-style-type: none"> 1. TABE locator test <u>must</u> be administered to determine which level of TABE to administer, but is not used for instructional placement decisions about a participant. <i>(Guide to Administering TABE 9 & 10 §5.7)</i> 2. Either the TABE Survey or Battery 9 &10 may be used for pre-testing. Both assess skills in reading, language, mathematics computation, and applied mathematics. However, the Complete Battery is a better choice because it

	<p>contains more items and therefore gathers more in-depth diagnostic information. (<i>Guide to Administering TABE 9 & 10</i> §5.4)</p> <p>If you are enrolling a participant who has a nonstandard education backgrounds or whose level of achievement is not evident, TABE offers a quick three-step process to evaluate their abilities.</p> <ol style="list-style-type: none"> 1. Administer the Word List to assess a participants' reading level. 2. Ask the participant to complete the practice exercise on pg. 1-2 of the practice exercise and locator test. 3. Administer the Locator Test.
<p>ABE, ESL, HSC, and GED</p> <p>The following areas are assessed by using CASAS:</p> <ul style="list-style-type: none"> ▪ Literacy ▪ Numeracy ▪ Language Skill Development 	<p>CASAS provides appraisals for reading, math, listening comprehension, writing, and speaking. CASAS appraisal tests may not be used as a pre-test. Agencies should administer the CASAS appraisal tests prior to learner placement and administering the appropriate pre-test as determined by publisher's guidelines. (CASAS Policy Guidelines October 2008, pg. 6)*</p> <p>Participants should be given 25 minutes to complete the appraisal and 1 hour to complete the pre-test. For those who are not able to complete the test in an hour they can be given a few extra minutes to finish the question they are working on. For participants with disabilities, please refer to the CASAS guidelines for making the appropriate accommodations, which may include extending the time period.</p>

*Exception to administering the appraisal test: "If a participant scores less than six on the oral screening, skip the appraisal and administer five practice items from Form 27 one-on-one. If they have some difficulty Administer Form 27 or 28 as pre-test. If they have little or no difficulty, administer Form 81 R or 11 R as Reading pre-test". (CASAS ESL Intake Process, 2008)

Trend data has shown that Michigan Performance is impacted by inconsistent assessment implementation; therefore, it is imperative that these guidelines are strictly adhered to.

Eligibility Requirement

Adult Education providers are required to test ABE, GED, and ESL participants after every 90 hours of instruction.

Posttests

Educational gain is determined by comparing the participant's initial pre-test with the posttest when reassessed using the same standardized assessment (posttest).

Guidelines for timeframes for administering posttests are described in detail later in this document.

It is important to note that if a participant is not posttested, a level of completion cannot be determined.

For more information

Appendix A: Assessment Charts for Placement and Post-testing

Appendix B: Timeframes for Pre- and Posttesting

Appendix C: Test Training Information

MICHIGAN ADULT LEARNING ASSESSMENT POLICY BEGINNING FISCAL YEAR 2009

GENERAL GUIDELINES

1. Programs **must** track instructional hours between the pre and post-test.
2. All participants in ABE, ESL, GED, and HSC will be assessed (pre- and posttested) with DELEG-approved assessments each fiscal year.
Exit or posttest scores may be used for re-enrollment purposes if they are not more than 180 days old.
3. All local programs must establish an assessment policy that outlines the process and procedures used in assessment implementation, which is aligned with this policy.
4. All Michigan local providers must employ proper testing, scoring, and reporting protocols in accordance with the state-issued assessment policy and publishers' guidelines. Reporting protocol required by local eligible providers must measure the educational gain of all students receiving 12 or more hours of instruction with an NRS approved test.
5. Local programs must measure at minimum the skill areas of literacy, numeracy, language skill development and workplace literacy.
6. Programs must keep a record of all persons trained for each assessment and who conducted the training. Training must include NRS policy, accountability policies, data collection process, definitions of measures, and conducting assessments.
7. Programs must always administer a locator if using TABE 9-10 for guidance on the appropriate pre-test to administer.

8. Programs should administer an appraisal if using CASAS for guidance on the appropriate pre-test to administer.
9. Programs must use scale scores when reporting results of record. Scale scores linked to basic skill competencies provide more meaningful information than grade equivalents, which can carry a negative connotation for the adult education participants.
10. Local programs that allow open entry open exit (closes) must enter their assessment data as often as necessary. Local programs that do not offer or allow open entry and exit must enter assessment data at minimum quarterly.
11. All programs must use DELEG approved Adult Learning Plan (ALP) to document test process and procedures.

DATA COLLECTION AND VERIFICATION

1. All data must be entered into MAERS at a minimum on a quarterly basis. Refer to www.michigan.gov/adulteducation program calendar for specific due dates for the quarterly entry.
2. Programs must verify accuracy of data by reviewing soft exit and missing data reports.
3. DELEG will review data quarterly for errors, missing data, out-of-range values and anomalous data, and to identify program improvements and accomplishments and has a system to resolve them.

A. Guidelines for Administering Pre-tests

1. All participants enrolled in federally and state funded adult education programs must be pre-tested.
2. Pre-test (Appraisal/Battery) must occur before any instruction is received.

Bridge Policy

3. Bridged participants who start after April 1st and continue to receive instruction beyond July 1st. In these cases, the pre-test assessment date may be up to 180 days prior to the enrollment date (Note: This rule is important if a participant completes and plans to continue the following year, their post-test score may be used for the subsequent pre-tests to minimize the number of tests administered to the participant)

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.

B. Participant Placement

1. Assessment is used to determine Educational Functioning Level as required by the National Reporting System.

2. The initial test or pre-test is the basis for participant placement and determination for entering educational functioning level.
3. A participant whose scale scores fall into two different Educational Functioning Levels (EFL) must be placed based on the lower EFL.
4. Participants must be placed according in a program that matches their EFL. For example, if a participant's assessment test determines that his/her EFL is at a beginning literacy functioning level, your program must place them in an ABE program and provide appropriate instruction.

C. Guidelines for Meeting Eligibility Requirements

1. Adult education providers are required to assess ABE, GED, and ESL participants after every 90 hours of attendance with DELEG approved assessments.
2. Tests must be administered to all ABE, ESL, and GED participants after each 90 hours of attendance OR before the participant exits the program (which ever comes first).
3. GED participants should be tested with the GED practice test to determine readiness for GED.
4. If you want to do a progress test before the publisher's recommended hours, you may use an alternate assessment; however, this does not count as the state required test.
5. Progress test can not count towards Educational Functional Level.

D. Guidelines for Administering Posttest

1. A minimum of 65% of enrolled participants must be post-tested with a DELEG-approved assessment.
2. Pre-testing and post-testing with two different assessment tests (Example: You can not pre-test with the TABE and posttest with the CASAS) is NOT acceptable
3. To assure assessment validity, follow the publisher's recommended time frames for administering a posttest
4. **If a participant is pre-tested with TABE or CASAS and obtains the GED or High School Diploma in less than the required testing interval hours of instruction you may still posttest them. The USDOE stated that Michigan can allow that as an Exception. However, USDOE cautioned that Exception should not become the Norm.**
 - a. **If a teacher/staff is granting an exception, he/she must obtain permission from the school administrator.**
 - b. **This process must be documented and placed in the participant's file/folder for verification during onsite monitoring.**
5. Outcome data is required for all participants in an adult education program and may be entered while the participant is still enrolled or after the participant is exited from the program. For reporting purposes, the participant's exit status and all remaining outcome data must be entered into MAERS quarterly.

6. Programs must use scale scores when reporting the results of tests of record. Scale scores linked to basic skill competencies provide more meaningful information than grade equivalents, which can carry a negative connotation for adult education participants. (From pg.2 of Tech Assistance Paper)
7. A waiver to test early maybe obtained for a GED participant who passes the GED in all subject areas before approved instructional hours for post-testing.
8. A waiver to test early maybe obtained for a High School Completion Participant who obtains their diploma before approved instructional hours for post-testing.

Post-testing Guidelines

Test	Testing Timeframe	
TABE 9-10	60 hours same level, different form (Example Pre-test: 9M, Posttest 10M)	120 hours same level, same form (Example Pre-test 9M Posttest 9M)
CASAS	<p>Programs may assess individual learners who indicate they are leaving the program before the scheduled posttest time to maximize collection of paired test data. However, testing should not occur before at least 40 hours of instruction. (from CASAS Assessment Policy Guidelines)</p> <p>Programs offering low intensity courses with less than 70 hours in a semester, quarter, term or other block of instruction, may choose to post-test at the end of the instructional period.</p> <p>Programs may choose to assess participants who indicate they are leaving the program before the scheduled post-test time, to maximize collection of paired test data.</p> <p>Participants must be allowed only an hour to complete the posttest. They can be given a few extra minutes to complete the question</p>	<p>Agencies should administer posttests using an alternate form, at the end of a semester term, quarter, or other substantial block of approximately 60-100 hours of instruction</p> <p>Test forms are determined by the participant performance as outlined in the publisher's guidelines.</p>

	they are working on. Accommodations can be made for those with disabilities.	
Work Keys	No timeframe is given	The publisher states “We typically recommend that participants be involved in regular instruction that is offered by the institution. This would amount to a semester or course.”

Source: NRS State Assessment Policy Guidelines

E. Guidelines for Continued Eligibility

1. Adult Basic Education

A participant in adult basic education program is eligible for reimbursement under Section 107 until one of the following occurs:

- The participant’s reading and mathematics proficiency are assessed at or above the ninth grade level.
- The participant fails to show progress/improvement on two successive state approved assessments after having completed at least 450 hours of instruction.

2. General Educational Development

A participant in general education development is eligible for reimbursement under Section 107 until one of the following occurs:

- The participant passes the GED test
- The participant fails to show progress on two successive tests used to determine readiness to take the GED test after completing at least 450 hours of instruction

3. High School Completion

A participant in High School Completion is eligible for reimbursement under Section 107 until one of the following occurs:

- The person passes the course and earns a high school diploma
- The participant fails to earn credit in two successive semesters or terms in which the participant is enrolled after having completed at least 900 hours of instruction.

4. English as a Second Language

A participant in the English as a Second Language is eligible for funding until the participant meets one of the following

- The participant is assessed as having attained basic English Proficiency as identified by their CASAS score.
- The participant fails to show progress/ improvement on 2 successive state approved assessments after having completed at least 450 hours of instruction.

- The participant receives a CASAS score above 236/Advanced Level ESL
5. Job or Employment-Related Adult Education Program
 An individual may be enrolled in this program and the grant recipient shall receive funding under Section 107 until one of the following occurs:
- The individual achieves the requisite skills as determined by state approved assessment tests administered at least after 90 hours of attendance.
 - The individual fails to show progress on two successive state approved assessments after having completed at least 450 hours of instruction.

F. UNACCEPTABLE USE OF ASSESSMENT

1. Participants can not be placed in a different EFL or program other than what is determined by the assessment test. For example, if a participant’s assessment test determines that his/her education functioning level is at a beginning ABE literacy, your program cannot place or enroll the participant in a GED prep class. This is unacceptable.
2. If you do not follow the publisher’s guidelines as indicated in this assessment policy, your assessment result is unacceptable.
3. If a participant is not post-tested according to the publisher’s timelines, the level of completion will not be calculated or determined. Also, the test is in-valid and unreliable.
4. If you plan to conduct a progress test before the publisher’s recommended hours, you may use an alternative assessment; however, this does not count as the state required test.
5. Progress test can not count towards Educational Functioning Level.
6. Pre-testing and post testing with two different assessments is unacceptable. (Example: You can not pre-test with TABE 9/10 and posttest with CASAS).
7. CASAS appraisals or TABE locator must not be used as a pre-test or posttest.
8. Accommodations that alter the underlying content of what is being measured by the assessment or negatively affect the assessment’s reliability or validity are unacceptable.
9. A participant whose scale scores fall into two different Educational Functioning Levels must not be placed based on the higher EFL.

G. DELEG-APPROVED ASSESSMENTS

The following assessments have been determined to

- be appropriate for measuring literacy and language development of adult participants
- have standardized administration and scoring procedures
- have alternate equivalent forms for pre-testing and posttesting
- have evidence linking them to NRS educational functioning levels

Test Name	ESL	ABE	HSC	GED
TABE 9/10		x	x	x
CASAS	x	x	x	x

Work Keys*			x	x
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* Only used for EFL Levels of High Intermediate Basic, Low Adult Secondary, and High Adult Secondary

Tests of Adult Basic Education (TABE)

The Tests of Adult Basic Education (TABE) are norm-referenced tests designed to measure achievement of basic skills. The tests measure skills in reading, language, mathematics, and spelling. Note: Spelling is not required component of the tests of record. TABE tests must be administered to all ABE, GED and HSC participants.

The Tests contain selected response (multiple choices) items that measure examinee skills in various content areas. Administrators and instructors have the flexibility to test examinees according to a relevant content grade level. The five levels (L, E, M, D, and A) of TABE 9 & 10 cover a content grade level range from 0 thorough 12.9. (From Guide to Administering TABE 9 & 10, §1.13)

TABE Test Level	Content Grade Level Range
Level L (Literacy)	0-1.9
Level E (Easy)	2.0-3.9
Level M (Medium)	4.0-5.9
Level D (Difficult)	6.0-8.9
Level A (Advanced)	9.0-12.9

The TABE Norms Book will help determine what test scores actually mean. If using the paper version, the Norms Book provides instructions and tables for converting number-correct scores to scale scores, grade equivalents, and percentile ranks. (§5.18) On the Computer Version, the TABE score reports provide scale score, grade equivalent, and educational functioning level.

The TABE Locator Test must be administered to all newly enrolled participants prior to administering the Full Battery or Survey. The Locator is a short assessment that assists with the selection of appropriate level(s) of TABE to be administered in the respective academic area. It must be used to determine placement in educational programs.

Both the TABE Survey and Complete Battery assess skills in reading, language, mathematics computation, and applied mathematics. Because the TABE Survey is shorter and has fewer items, it is especially suitable for screening and placement. When you need more in-depth diagnostic information, the Complete Battery is a better choice because it contains more items and therefore, gathers more information about each examinee.

WorkKeys

Work Keys is a job skills assessment system measuring “real world” skills that employers believe are critical to job success. Work Keys is owned by its developer,

the ACT. Work Keys can only be accessed through an ACT-licensed provider. A list of Work Keys providers can be found at <http://www.workkeys.com>.

There are Work Keys assessments available in many areas. The Work Keys tests approved for pre- and posttesting of adult education participants are Reading for Information, Applied Mathematics, and Writing. The acceptable two-digit scale scores range from 75 to 90.

Adult education participants attaining a scale score outside the valid range (below/above) of scale scores must be re-tested with either TABE 9/10 or CASAS.

Work Keys practice tests are available on the ACT website at <http://www.workkeys.com>.

Comprehensive Adult Participant Assessment System (CASAS)

CASAS [Comprehensive Adult Participant Assessment Systems] assesses adult basic reading, math, listening, writing, and speaking skills within a functional context. This test must be used to pre- and posttest all ESL participants. CASAS provides four test series (Life Skills, Employability, Workplace, Life and Work). DELEG does not mandate a particular series; it recommends that you use the test that best matches your participants' goals.

Appraisals *must not* be used as a pre-test or post-test. Each CASAS test administration manual includes specific recommendations about which level of pre-test to administer, based on appraisal test score. (CASAS Assessment Policy Guidelines, pg. 6)

Exception to administering the appraisal test: If a participant scores less than six on the oral screening, skip the appraisal and administer five practice items from Form 27 one-on-one. If they have some difficulty Administer Form 27 or 28 as pre-test. If they have little or no difficulty, administer Form 81 R or 11 R as Reading pre-test. (CASAS ESL Intake Process, 2008)

Adult Learning Plan

All recipients of adult education funding, federal and state are required to maintain an Adult Learning Plan (ALP) for all adult education participants. The ALP is designed to gather required information that is helpful in enhancing the academic and economic success of the adult participant.

The ALP is to be completed by a program-designated staff member (i.e., teacher, counselor) working with the participant. It is highly recommended that the ALP be a working document initiated during the intake process. It is an integral, but not all-inclusive part of the participant registration process.

Assessment Information is entered into page 2 of the Adult Learning Plan including information such as the assessment type, form/level administered, scale score, #of hours of attendance at the time of the test, and recording for other non-mandated assessment tools. This section of the ALP must be completed for all participants.

H. Testing Administration Training

1. All test administrators must follow publisher's guidelines for assessments.
2. All test administrators must receive appropriate training as indicated in **Appendix C: Training for Administering Tests.**
3. Programs must keep a record of all persons trained for each assessment and who conducted the training.
4. Each program must establish procedures and timelines for training new staff and teachers consistent with publisher's guidelines.
5. Training must include NRS policy, accountability policies, data collection process, definitions of measures, and conducting assessments.
6. Programs must assist teachers and any staff involved in gathering, analyzing, compiling and reporting data for NRS by providing training and technical assistance in implementation of assessment policy and procedures.

I. Accommodating Participants with Disabilities or Other Special Needs

Some participants with disabilities may need accommodations in the testing procedure. Accommodations are not designed to provide the participant with an unfair advantage or to interfere with the validity of the assessment instrument, but rather to allow the participant an equal opportunity to demonstrate the skills that are being measured by the test.

Participants with disabilities should discuss their needs with the appropriate staff member during the intake or counseling process. However, participants are *not required* to reveal their disability and may elect to participate in a program without any special accommodations. However, if a participant chooses to self-report his/her disability, the participant is eligible to receive testing accommodations.

All documentation of the participant's needs for specific testing accommodations must be maintained in the participant's confidential records and must not be revealed without proper authorization as outlined in the Family Educational Rights and Privacy Act (FERPA).

Documented disabilities mean that the individual can present a formal document such as a doctor's report or diagnostic assessment, an Individual Education Plan (IEP) or other formal record of disability that includes the following:

1. A diagnosis of the disability
2. Evaluation of the impact of the disability on areas of functioning

3. Recommendations for the specific strategies and accommodations in education required by the disability

Testing accommodations may include, but are not limited to:

- **Scheduling:** Several brief testing sessions during a day, frequent rest breaks, testing at a different time of day, additional time
- **Settings:** Individually or in a small group with proctor, study carrel, or separate room, special lighting, equipment, acoustics, etc
- **Responses:** Oral response, signed responses, response on word processor, or Braille response.
- **Presentations:** As available, revised formats such as Braille, large print, or signed/oral presentations for directions and items other than reading items.
- **Assistive Devices:** Assistive devices typically used in classroom instruction, such as visual magnification or auditory amplification devices, calculators (if authorized in test administration manual), or other mechanical aids.

Testing Accommodations for CASAS:

The following guidelines address methods for administering CASAS assessments using accommodations for learners with documented disabilities. The suggested accommodations for disability categories consist of the provisions below.

1. Accommodations in test administration procedures.
2. Use of appropriate CASAS test forms.

Disability	Test Administration Procedures	CASAS Test Forms Available	CASAS Test Forms in Development
Specific Learning Disability and/or ADHD such as dyslexia, dyscalculia, receptive aphasia, hyperactivity, written language disorder	Extended time Alternate schedule Frequent breaks Scribe/write/alternate room Computer-spelling and grammar check disabled Simple calculator for Level A/B only	Large-print tests	Auditory format for Government and History for Citizenship
Deaf or Hearing Impaired	Sign language interpreter for test directions only Head phones for those taking a listening test Magnifier	Large-print CASAS tests Computer-based CASAS tests	Braille format
Psychiatric Disability Such as schizophrenia, major depression			
Developmental Disability such as autism, cerebral palsy, epilepsy, mental retardation		Adult Life Skills Forms 310-350 POWER Forms 301, 303, and 305	

Note: The accommodations listed above are suggestions only and in addition to use of regular CASAS tests. Accommodations are based on needs of individual learners and not on a disability category. Any testing accommodations should be consistent with documentation in the annual plan, such as IEP. Alternate test forms developed by CASAS do not modify test standards.

Testing Accommodations for TABE

A testing accommodation is a change made to the test administration procedure to provide equal access for students with disabilities to demonstrate their knowledge and skills. If an accommodation is employed, it is important that the selected accommodation minimize any advantage or disadvantage of completing the test. In particular, if the accommodation under consideration is not used in instruction, then it should not be used in the testing situation.

TABE-PC is appropriate for some students who have difficulty taking paper-and pencil tests. Braille, and audio editions of TABE Forms 9 and 10 are available. Some TABE administrators have made other accommodations such as allowing extra time to complete the test or letting students mark answers in test booklets rather than on separate answer sheets. Additional accommodation suggestions are available in CTB/McGraw-Hills Assessment Accommodations Checklist (product #53682); order online or call Customer Services at (800) 538-9547.

J. Distance Education Policy

Definition of Distance education:

Distance education is formal learning activity where students and instructors are separated by geography, time or both for the majority of the instructional period. Distance learning materials are in a variety of media including print, audio recording, videotape, broadcasts, computer software, web-based programs and other online technology. Teachers support distance learners through communication via mail, telephone, e-mail, or online technologies and software.

Students in distance education must have at least 12 hours of contact with the program before they can be counted for federal reporting purposes. Contact hours for distance learners can be a combination of direct contact and contact through telephone, video, teleconference or online communication, where student and program staff can interact and through which learner identity is verifiable.

Distance Education curriculum is determined by the provider, but should be aligned with the DELEG mission and adult education content standards.

All assessment policies apply to participants enrolled in distance education programs.

- All participants must be pre-tested according to assessment guidelines.
- All participants must be tested after 90 contact hours.
- Direct contact and proxy contact hours must be appropriately documented in MAERS.

- All participants must be posttested according to assessment guidelines
- Testing must be administered at a proctored site. Assessments not conducted through face-to-face interaction with a trained test administrator in a secure setting *will be invalid*.

In addition to direct contact hours, programs may report proxy hours of time students spent on distance learning activities. Proxy hours maybe measured in one of three ways depending on the software used by the provider:

1. Clock Time Model which assigns contact hours based on the elapsed time that a learner is connected to, or engaged in an online or stand alone software program that tracks time. This model is used for PLATO, E2020 or Skills Tutor software.
2. Teacher Verification Model which assigns a fixed number of hours of credit for each assignment based on teacher determination of the extent to which a learner is engaged or completed the assignment. This model is used for Workplace Essential Skills.
3. Learner Mastery Model, which assigns a fixed number of hours of credit based on the learner passing a test on the content of each lesson. Learners work with the curriculum and materials and when they feel they have mastered the material, take a test. A high percentage of correct answers (typically 70%-80%) earn credit hours attached to the material This model can be used with PLATO and E2020.

K. Quality Control Procedures

The Office of Adult Education has established the following requirements for test security. Additionally, all test administrators must follow security protocol that is outlined by test publishers.

1. All assessment instruments must be maintained in a secure manner and should not be accessible to participants or teachers unless the teacher is responsible for administration of the testing.
2. Only those who have appropriate training, professional credentials, and experience should handle tests.
3. Answer keys must be maintained in a secure location, separate from the assessment instruments.
4. Assessments may not be photocopied; tests and results should only be sent electronically when you are confident that the transmission is secure.
5. When test books are too worn-out or out of date, they should be thoroughly shredded before recycling. *Never* throw test books into the trash.
6. Participants must not be assisted in answering questions.
7. Examinees must not be left alone with test materials.
8. Test administrators, guidance counselors, and/or proctors must ensure that all testing procedures established by the publisher are carefully followed.
9. Test administrators must ensure that all time limits are observed. Strict adherence to time limits must be followed or the results of the tests are deemed invalid.

If you have any questions or concerns clarification or need technical assistance on this policy, please contact Nancy Rotarius at (517) 373-6911 or rotariusn@michigan.gov

Appendix A:

ABE Assessment Chart for Placement and Post-testing Educational Functioning Level

1	2	3	4	5	6
Beginning ABE Literacy 0.0-1.9 Grade Equivalent	Beginning Basic Education 2.0-3.9 Grade Equivalent	Low Intermediate Basic Education 4.0-5.9 Grade Equivalent	High Intermediate Basic Education 6.0-8.9 Grade Equivalent	Low Adult Secondary Education 9.0-10.9 Grade Equivalent	High Adult Secondary Education 11.0-12.9 Grade Equivalent
Test Benchmarks:					
TABE 9/10 Scale Score Reading: 0-367 Total Math: 0-313 Language: 0-389	TABE 9/10 Scale Score Reading: 368-460 Total Math: 314-441 Language: 390-490	TABE 9/10 Scale Score Reading: 461-517 Total Math: 442-505 Language: 491-523	TABE 9/10 Scale Score Reading: 518-566 Total Math: 506-565 Language: 524-559	TABE 9/10 Scale Score Reading: 567-595 Total Math: 566-594 Language: 560-585	TABE 9/10 Scale Score Reading: 596 + Total Math: 595 + Language: 586 +
CASAS Reading: 200 and below	CASAS Reading: 201-210	CASAS Reading: 211-220	CASAS Reading: 221-235	CASAS Reading: 236-245	CASAS Reading: 246-256
			WorkKeys Scale Scores: Reading for Information: 75-78 Writing: 75-77 Applied Math: 75-77	WorkKeys Scale Scores: Reading for Information: 79-81 Writing: 78-85 Applied Math: 78-81	WorkKeys Scale Scores: Reading for Information: 82-90 Writing: 86-90 Applied Math: 82-90

**ESL Assessments for Placement and Post-testing
Educational Functioning Level**

1	2	3	4	5	6	--
Beginning ESL Literacy	Low Beginning ESL	High Beginning ESL	Low Intermediate ESL	High Intermediate ESL	Advanced ESL	Exit
Test Benchmarks						
CASAS Reading and Listening: 0-180	CASAS Reading and Listening: 181-190	CASAS Reading and Listening: 191-200	CASAS Reading and Listening: 201-210	CASAS Reading and Listening: 211-220	CASAS Reading and Listening: 221-235	CASAS Reading and Listening: 236 +

Appendix B: Recommended Timeframes for Pre- and Posttesting

Test name	Recommended Pre- and Posttesting Timeframes	Contact/Notes
ACT/Work keys	ACT/Work Keys typically recommends that the participant be involved in regular instruction that is offered by the institution. This would amount to a semester or quarter course.	Barb Ciha Placement Programs barb.ciha@act.org
CASAS	<p>70-100 hours (40 hours is the minimum) allow exceptions for courses with different schedules and intensity.</p> <p>Programs offering high-intensity courses (i.e., a class meets more than 15 hours per week) may choose to test at the end of semester, term, quarter or other substantial block of instruction even if it is more than 100 hours of instruction.</p> <p>Programs offering low-intensity courses with fewer than 70 hours in a semester, quarter, term, or substantial block of instruction may choose to administer a posttest at the end of the instructional period.</p>	Andrew Evans CASAS (800)255-1306 x184 aevan@casas.org www.casas.org
TABE, Forms 9 and 10	<p>If the pre- and posttests are for the same level but using a different form (e.g. (TABE 9 Level M to TABE 10 level M): 60 hours</p> <p>If the pre- and posttest are for the same level and use the same form (e.g., TABE 9 level M): 120 hours.</p> <p>McGraw Hill/CTB discourages random and frequent testing as it will not present valid gain scores and could create a practice effect. Instructional intervention between testing periods is strongly recommended to maximize gain. Proper use of the Locator Test as a determinant of appropriate content level testing is required.</p> <p>If a test is to be administered as a retest because the initial test session was invalid, there is not a prescribed length of time that needs to occur. It is strongly encourages some instructional time occur in order to avoid practice effect.</p>	Michael Johnson CTB/McGraw Hill michaeld_johnson@ctb.com (630)789-4586

Appendix C:

Training and Purchasing Procedures for Administering Assessments

Test Name	Who trains	What Staff should be trained	When Training is Conducted	Procedures for Ongoing Training
ACT/Work Keys	Local Program	All test administrators must follow the Work Keys test administration Manual. Training is available through ACT more information is available at www.workkeys.com	As needed	As needed
CASAS	OAE & MAEPD sponsor training	All test administrators should receive training. CASAS assessments can not be used by agencies that have not completed CASAS training by certified personnel. (CASAS policy, pg. 10)	At least Annually	Staff can retake the training, study <i>Test Administration Manual</i> and/or review the training CD
TABE	Local Programs	TABE test administrators should have access to test directions, norms book, technical report, teacher's guides, guide to administering TABE 9 & 10 and <i>How to Plan and Administer TABE</i> video. (TABE Administrator's Book §5.19)	As needed	As needed
Adult Learning Plan	Local Program	All staff who will be monitoring participants' progress	Throughout the year	As needed

Note: Programs must assist teachers and any staff involved in gathering, analyzing, compiling and reporting data for NRS by providing training and technical assistance in implementation of assessment policy and procedures. Each program must establish procedures and timelines for training new staff and teachers consistent with publisher's guidelines.

Appendix D: Frequently Asked Questions

Q & A about the new Assessment Policy

The following are commonly asked questions about the implementation of the new assessment policy.

The U.S. Department of Education's Office of Vocational and Adult Education (OVAE) monitored DELEG and found that the assessment policy is insufficient to guide appropriate test administration under the NRS. OVAE has directed DELEG to revise its assessment policy and provide adequate training and implementation. The policy must be unified with the guidelines of the assessment publishers.

1. Why is the assessment policy being changed?

Staff from the United States Department of Education's Office of Vocational and Adult Education (OVAE) conducted a targeted program monitoring and technical assistance visit to the Michigan Department of Energy Labor and Economic Growth (DELEG) on May 12 and May 13, 2008. OVAE found that DELEG's assessment policy is insufficient to guide appropriate test administration under the NRS. OVAE has required the following actions

- DELEG must revise its assessment policy and provide adequate time for proper training and implementation. This policy must be unified with the guidelines of the assessments publishers.
- DELEG must disseminate the revised policy and provide adequate training for proper implementation.
- DELEG must monitor the implementation of the revised assessment policy in local programs to ensure that local providers are adhering to its provisions.

2. What is the major difference between this policy and the old policy?

The new policy is aligned with publishers' guidelines and has changed the allowable time for post-testing.

3. If the grantee's performance is low due to this new assessment policy, will the grantee be penalized financially, or will it affect the grantee's funding?

No, it will not affect the grantee's funding.

4. What is the difference between an Educational Functioning Level (EFL) and the 10% performance objective?

Assessment is used to determine EFL as required by the National Reporting System. Performance Objectives that are required for Section 107 state funds are NOT determined by educational functioning gain, but by participant goal attainment. For example, a GED participant passes the GED test; a high school completion participant receives a diploma or completes a class/course approved by the local board of education; an ABE participant increases ability by one grade level (not by educational functioning level). EFL will only affect the ESL participant because it uses the CASAS test to determine performance.

OR

Can we still post-test and use the scores for showing an EFL or grade level gain in the 10%, even if it is under the 40/60 hours?

No. Any posttest must be consistent with the publisher’s guidelines and DELEG assessment policy. Any test given before the 40/60 hours will be invalid. DELEG encourages more instructional hours after pre-test ranging from 60 to 90 hours (refer to the Post-Testing Guideline Table below).

5. How will this new assessment policy affect the 10% Performance Objective for Section 107 state funding?

This may only affect ESL and ABE participants. For example, if an ESL participant is post-tested in less than 40 hours using CASAS the test is invalid and unacceptable (according to the publishers’ guidelines). If post-tested after 40 hours there it is likely there will be an EFL gain, therefore, affecting your 10% performance objective positively. The same is true if an ABE participant is tested after 60 hours of instruction using TABE. Post-testing in less than 60 hours of instruction using TABE is invalid and unacceptable.

6. How do we decide when to post-test?

After 60-90 hours of instruction for TABE and 40-90 hours with CASAS. (according to the publishers guidelines). See the chart below

7. Can we follow the same pre/post-test procedures we have always followed?

Yes, if your pre/post-test procedures and test administration are consistent with the publishers’ guidelines you may continue to operate as you were before. For example, your test administration is regarded as consistent with the publishers’ guidelines if you pre-test before instruction is received and post-test after at least 60 hours of instruction using TABE or at least 40 hours using CASAS respectively.

8. What test forms are required for pre/post-testing with the new assessment policy?

Determined by publisher’s guidelines. See the chart below.

PRE-TEST GUIDELINES

Adult Education Program	Pre-test
ABE, GED, and HSC The following areas are assessed by TABE: <ul style="list-style-type: none">▪ Literacy▪ Numeracy▪ Language Skill Development	3. TABE locator test <u>must</u> be administered to determine which level of TABE to administer, but is not used for instructional placement decisions about a participant. <i>(Guide to Administering TABE 9 & 10 §5.7)</i>

	<p>4. Either the TABE Survey or Battery 9 &10 may be used for pre-testing. Both assess skills in reading, language, mathematics computation, and applied mathematics. However, the Complete Battery is a better choice because it contains more items and therefore gathers more in-depth diagnostic information. (<i>Guide to Administering TABE 9 &10</i> §5.4)</p> <p>If you are enrolling a participant who has a nonstandard education backgrounds or whose level of achievement is not evident, TABE offers a quick three-step process to evaluate their abilities.</p> <ol style="list-style-type: none"> 4. Administer the Word List to assess a participants' reading level. 5. Ask the participant to complete the practice exercise on pg. 1-2 of the practice exercise and locator test. 6. Administer the Locator Test.
<p>ABE, GED, ESL, and HSC</p> <p>The following areas are assessed by using CASAS:</p> <ul style="list-style-type: none"> ▪ Literacy ▪ Numeracy ▪ Language Skill Development 	<ol style="list-style-type: none"> 1. CASAS provides appraisals for reading, math, listening comprehension, writing, and speaking. CASAS appraisal tests may not be used as a pre-test. Agencies should administer the CASAS appraisal tests prior to learner placement and administering the appropriate pre-test as determined by publisher's guidelines. (CASAS Policy Guidelines December 2008, pg. 6).

Post-testing Guidelines

Test		Testing Timeframe	
TABE 9-10	60 hours same level, different form	120 hours same level, same form	
CASAS	Programs may assess individual learners who indicate they are leaving the program before the scheduled posttest time to maximize collection of paired test	Agencies should administer posttests using an alternate form, at the end of a semester term, quarter, or other	

	<p>data. However, testing should not occur before at least 40 hours of instruction. (from CASAS Assessment Policy Guidelines)</p> <p>Programs offering low intensity courses with less than 70 hours in a semester, quarter, term or other block of instruction, may choose to post-test at the end of the instructional period.</p> <p>Programs may choose to assess participants who indicate they are leaving the program before the scheduled post-test time, to maximize collection of paired test data.</p>	<p>substantial block of approximately 60-100 hours of instruction</p> <p>Test forms are determined by the participant performance as outlined in the publisher's guidelines.</p>
Work Keys	No timeframe is given	The publisher states "We typically recommend that participants be involved in regular instruction that is offered by the institution. This would amount to a semester or course."

Source: NRS State Assessment Policy Guidelines

9. When is the best time to pre-test a participant?

Pre-testing must occur before a participant receives instruction.

10. Will there be sanctions to our program for not post-testing 65% of our participants?

No, there will be no sanctions for post-testing below 65%.

11. If I am teaching a blended class (reading and math) do I have to track instructional hours by subject area to determine when the posttest should be administered?

No, instructional hours should not be separated by subject matter/area. For example, if an ABE participant receives 40 hours of math and 20 hours of reading, he/she can be post-tested in both math and reading.

12. If a participant who was pre-tested with TABE obtains the GED in less than 60 hours of instruction, can he/she be post-tested?

Yes. In this situation you can post-test, because the USDOE stated that Michigan can allow that as an Exception. However, USDOE cautioned that Exception should not become the Norm.

Important MAERS Dates

- July 1: The program year starts. MAERS data entry can begin.
- August 31: All participant Enrollment, Assessment and Outcome (End of Enrollment Student Status and Status Date portion) records must be entered into MAERS for the program year that ended on June 30. **No new Enrollment, Assessment or Outcome records can be entered on September 1 for the program year that ended June 30.**
- September 1: The “Soft Exit” report is run for the program year that ended on June 30. All participant records without an Outcome record, or that are missing the “End of Enrollment Student Status” or “Status Date”, are soft exited from the system. The U.S. Dept. of Education (USDOE) requires that participants that have not receive services for 90 days must be dropped from the program. This is done so participant status can be reported for the program year that ended on June 30.
- October 25: All participant Enrollment, Assessment, Outcome and Follow Up records must be entered into MAERS for the program year that ended on June 30. **No new Enrollment, Assessment, Outcome or Follow Up records can be entered on October 26 for the program year that ended June 30.**
- October 26: The “Soft Exit” report is run for the program year that ended on June 30. All participant records without an Outcome record, or that are missing the “End of Enrollment Student Status” or “Status Date”, are soft exited from the system. The U.S. Dept. of Education (USDOE) requires that participants that have not receive services for 90 days must be dropped from the program. This is done so participant status can be reported for the program year that ended on June 30.
- The MAERS system is locked for the program year that ended on June 30. No further data entry, or edits to previously entered records, can occur. This is done so NRS tables for the State and all Fiscal Agents can be generated. The State Office also begins drafting their final federal report to USDOE.
- October 30: Data entry for the first quarter (July-Aug.-Sept.) of the program year that began on July 1 is due. All activity that occurred during the quarter needs to be data entered into MAERS. This includes all Enrollments, Assessments, Outcomes and Follow-Up information.
- November 1: NRS tables for the program year that ended on June 30 become available for local Fiscal Agents and the State. If you run the NRS tables prior to November 1, they will display all zeros.
- December 31: The State’s final report is due to the US Dept. of Education. It is due by 5:00 p.m. (Yes. It is due on New Year’s Eve!)
- January 31: Data entry for the second quarter (Oct.-Nov.-Dec.) of the program year that began on July 1 is due. All activity that occurred during the quarter needs to be data entered into MAERS. This includes all Enrollments, Assessments, Outcomes and Follow-Up information.
- March 1: Start running the following reports:
- Upcoming Soft Exit Report – *This report will give you a listing of participants that will be soft exited. They will be soft exited because they are missing their “End of Enrollment Student Status” and “Status Date”, which is on the MAERS Outcome screen.*

- Missing Data Report – *This report will provide you a listing of participants that are missing key pieces of information used for NRS reporting purposes. Some of the key pieces of information listed are: Pre test, Post test, Hours of Instruction, End of Enrollment Student Status and Status Date.*
- Student Enrollment Report – *This is a listing of participants. It lists important data that includes: Program of Enrollment, Beginning EFL, Ending EFL, Funding Source, Status (Active or Inactive), Goal at Entry, Goal Attainment and the User Name of the person who entered the record into MAERS.*

*** Note:** *Please run these reports every month until August 31 following the end of the program year.*

You can use the information on the reports to correct your participant records. Once all problems listed on the reports have been corrected, you can discontinue running these reports.

April 1: Data entry of Bridge Participants can begin. A Bridge Participant is someone who will be active during the transition from one program year to the next. Typically, Bridge Participants are in a program that Begins on or after April 1 and is still Active July 1 or later. This does not mean that the Bridged Participant's program has to be in session (in class) on June 30 and July 1. Bridge Participants are not reported in this program year. They are reported in the next program year.

April 30: Data entry for the third quarter (Jan.-Feb.-Mar.) of the program year that began on July 1 is due. All activity that occurred during the quarter needs to be data entered into MAERS. This includes all Enrollments, Assessments, Outcomes and Follow-Up information.

June 30: The program year ends on June 30. You have until October 25 to get your Participant's Enrollment, Assessment and Outcome information entered into MAERS. No new Enrollment, Assessment or Outcome records can be entered on October 26 for the program year that ended June 30.

*** Note:** *These dates are listed in the Adult Education Guidebook and on the Adult Education Website*

Michigan Department of Labor and Economic Growth
Office of Adult Education and Spanish Speaking Affairs
201 North Washington Square, 3rd Floor
Lansing, Michigan 48913
Phone: 517/373-8800
Fax: 517/335-3630

Michigan Adult Education Reporting System (MAERS) Access

User Profile Form

A separate User Profile Form must be completed for each user access request. Each form must indicate the Service Class requested for each person. The fiscal agency should review the "MAERS Service Class List" provided with this form to determine the level of access needed for each user.

Section 1 – User Information

Last Name: _____ First Name: _____ Middle Initial: _____

Title: _____ Telephone: (_____) _____

E-Mail Address:

Section 2 - Fiscal Agency Information

Fiscal Agency Code: _____ (School District or Recipient Code)

Fiscal Agency Name:

Section 3 –Provider Information

Provider Code: _____ (School District or Recipient Code) **OR**
 Check here if Adult Education provider does not have a school district or recipient code.

Provider Name:

Section 4 – Service Class

Service Class
Requested: _____

Approved by: _____
Printed name of Superintendent or Adult Education official authorized for Signature

Signature

Title

Date

**Michigan Adult Education Reporting System (MAERS)
User Profile Form – Step by Step Instructions**

A separate form must be completed for each user access request. User's must be employed by a fiscal agent or program provider that receives funds from an authorized fiscal agent.

Section 1 – User Information:

User Information: Please enter the last name, first name, middle initial, title and e-mail address of the user.

Section 2 – Fiscal Agency Information:

Fiscal Agency Information: Please enter the Fiscal Agency Code and the Fiscal Agency legal name.

Section 3 – Provider Information:

Provider Information: Enter the Program Provider Code and the Program Provider Name. (Please note that if you do not have a Program Provider Code, assigned by the Michigan Department of Education, then check the box under the Program Provider code.) This code is a five-digit code for school districts, a seven-digit code for intermediate school districts and a ten-digit code ending in a letter for all other organizations.

Section 4 – Service Class Requested:

Service Class Requested: It is important that you specify the MAERS Service Class using one of the following staff class codes:

<i>FISCAL AGENCY STAFF CLASSES</i>	
AE F/A Staff	Has view access to all student records for all Providers under the Fiscal Agency. Does not have ability to enter, edit, or delete records. Has access to selected Fiscal Agency-level reports and Provider-level reports.
AE F/A Admin	Has view access to all student records for all Providers under the Fiscal Agency. Does not have ability to enter, edit, or delete records. Has access to all Fiscal-Agency level reports.

<i>PROGRAM PROVIDER STAFF CLASSES</i>	
AE Provider Staff-Read Only	Has look-up access to all student records within the Program Provider/Fiscal Agency combination. Has no enter, edit, or delete capability.

AE Provider Staff	Has full read/write access to all student records within the Program Provider/Fiscal Agency combination. This includes ability to enter, view, and edit records. Has access to certain reports.
AE Provider Admin	Has full read/write access to all student records within the Program Provider/Fiscal Agency combination. This includes ability to enter, view, edit, and delete records. Has access to all Provider-level reports.

Section 5 – Approval:

This form must be signed by the Superintendent of the school or the authorized official for the Adult Education program for other organizations. This must be the same signature that appears on the fiscal agent form.

State Staff Roles and Assignments

		(517 AC)	
		Phone	E-Mail Address
<u>Administration</u>		Number	
Dianne Duthie	Director	373-3430	duthieD@michigan.gov
<u>Programs</u>			
Cliff Akujobi	Manager Federal Grants (ABE & EL Civics)	373-4218	akujobic@michigan.gov
Patty Higgins	ABE/Literacy	373-0815	higginsp@michigan.gov
Nancy Rotarius	ESL & Shared Youth Vision	373-6911	RotariusN@michigan.gov
Sandy Thelen	State Programs (107)	373-3395	thelens@michigan.gov
Ben Williams	State GED Administrator	241-2497	williamsb4@michigan.gov
Erica Nakfoor	Distance Learning & MAERS-NRS	335-0634	nakfoore@michigan.gov
		MAERS	
Dean Smith		335-0386	smithd20@michigan.gov
		Financial	
Sue Muzillo	Accounts Payable MAERS/Grants/Financial	241-1016	muzillos@michigan.gov
Adult Education Office Fax Number		335-3630	
Adult Education Website:	www.michigan.gov/adulteducation		

Directions for Accessing the Online Orientation Course

URL: <http://www.maepd.org/moodle>

THE KEY TO ENTER THE COURSE: **New Director**

USER NAME AND PASSWORD:

In MOST CASES, your username is the first part of your email address.

Example: If Kathi's email address is klpolis@suddenlink.net, then her username would be: klpolis

Your passwords are set temporarily until you login for the first time. You will then be forced to create your own password. Since I did NOT have your official names and only email addresses, I guessed at what I thought was your last name and assigned your password as such. Even if I'm incorrect, PLEASE use the initial password to login, You will be forced to create a new password for yourself.

Example: Say the person's name is mjashe@comcast.net ... I would have created an account as:

Userlogin: mjashe

Password: jashe (I would have assumed that jashe is that person's last name)...

REGISTERED PARTICIPANTS:

The following people are registered for the course with an assigned username and password as described above.

<u>Name</u>	<u>email</u>	<u>username</u>	<u>password</u>
Jill Fill	jf02bps@birmingham.k12.mi.us	jf02bps	fill
Louise Stirrup	stirrul@wyoming.k12.mi.us	stirrul	tirrul
David Selmon	dselmon@grcc.edu	dselmon	selmon
Deborah Stewart	d.j.stewart@sbcglobal.net	djanderson	stewart
Vuncia Council	Vcouncil@monroeccc.edu	vcouncil	council
Kevin Lane	Kevin.lane@pccsmail.net	klane	lane
Donna Nesbitt	djmn@sienaliteracy.org	dnesbitt	nesbitt
Amy Amador	Aamador@mercyed.net	aamador	amador
Di Clark	dclark@thereadingpeople.org	dclark	clark
Win Crackel	wcrackel@mercyed.net	wcrackel	crackel
Joel Hoppa	joelhoppa@wlace.org	jhoppa	hoppa
Mary Jones	mjones2@wcccd.edu	mjones	jones
Connie Austin-Gentris	c.austin_gentris@yahoo.com	caustin-gentris	austin-gentris
Debrah Gibbs	debragibbs@comcast.net	dgibbs	gibbs
Domingo Hernandez-Gomez	dhernand@hollandpublicschools.org	dhernandez-gomez	hernandez-gomez
Florence Ingram	floingram@gmail.com	floingram	ingram
Tammy Glupker	tglupker@plainwellschools.org	tglupker	glupker

If your name is not listed above, but you would like to participate in the course, email Kathi Polis at kathi.polis@gmail.com.

PARTICIPATION PERIOD:

We recommend that you complete the course by December 31, 2009, but definitely no later than February 1, 2010.

Performance Standards	<u>2009 - 2010</u>
Beginning ABE Literacy	38.00%
Beginning Basic ABE	35.00%
Low Intermediate ABE	36.00%
High Intermediate ABE	31.00%
Low Adult Secondary ABE	34.00%
High Adult Secondary ABE	NA
ESL Beginning Literacy	56.00%
ESL Low Beginning	67.00%
ESL High Beginning	65.00%
ESL Low Intermediate	54.00%
ESL High Intermediate	57.00%
ESL Advanced	60.00%
Core Indicator #2:	
Placement in Postsecondary Education or Job Training	60.00%
Placement in Unsubsidized Employment	60.00%
Retention in Unsubsidized Employment	55.00%
Core Indicator #3	
High School Completion (HS diploma & GED)	55.00%