



Orientation Program for Recently-Hired Program Administrators

MAEPD

Welcome

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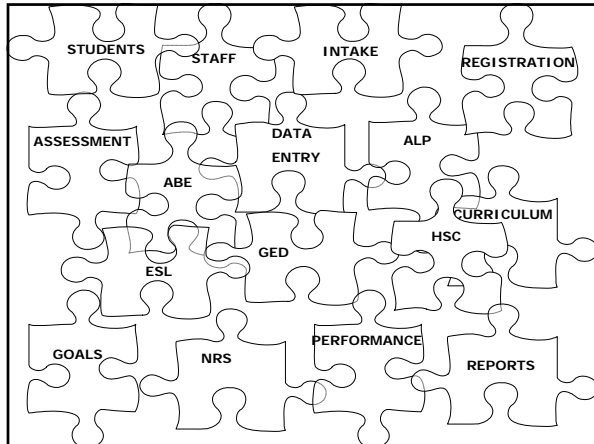


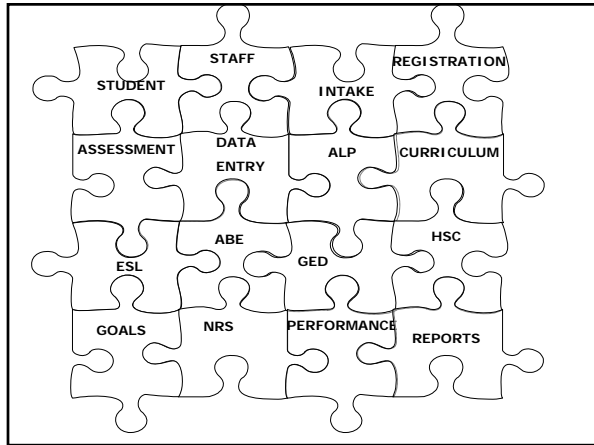
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The Local Adult Education Administrator

It's a tough job!

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How Did We Get Here?

Nobody comes into adult education through the front door.

How did you get here?



How Did We Get Here?

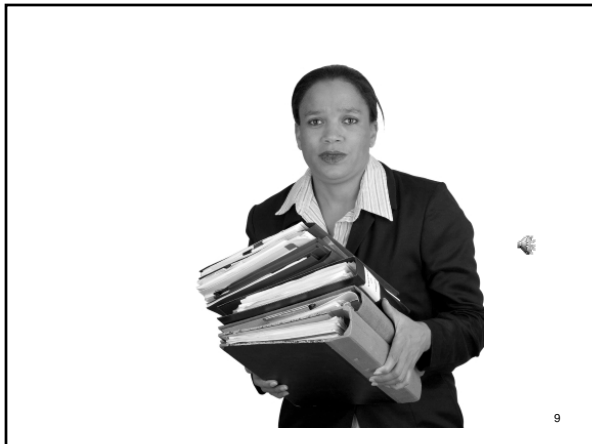
- Introduce yourself.
- Tell us a little about your background.
- Tell us two questions you need to have answered today.

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Getting Started

- You are not alone!
- Let's listen to what one new director had to say about her first few weeks on the job.
- Does any of it sound familiar?

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Orientation Training Program for New Adult Education Administrators

- Three exciting components
 1. Face-to-face sessions on federal and state policies and resources (October)
 2. Specially-designed online course for new administrators (November – February)
 3. New administrators' needs assessment (February) with a follow up meeting to address particular concerns and issues (Spring State Conference - May)

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Orientation Training Program for New Adult Education Administrators

1. Today's face-to-face session on federal and state policies
 - Introduction to adult education
 - Assessment policy
 - MAERS
 - Student follow up
 - Financial management

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Orientation Training Program for New Adult Education Administrators

2. Specially-designed web-based course
 1. Understanding Michigan's structure for adult education (funding, eligibility, etc.)
 2. Characteristics of adult learners
 3. Student orientation and goal setting
 4. Assessment
 5. Tracking student progress
 6. Special topics (e.g., learning disabilities, distance learning)

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Orientation Training Program for New Adult Education Administrators

3. Follow Up Meeting

1. During State Adult Education Conference
2. Preceded by a short needs assessment to determine existing questions, problems, concerns, or issues
3. Focused and targeted resources and options to address your issues

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Introduction to Adult Education

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Evolution of Adult Education

- 1960s - Title III of the ESEA (The Adult Education Act), 3 R's
- 1970s
 - Adult Performance Levels (APL)
 - Laura Weisel's London Procedure

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Evolution of Adult Education

- 1980s
 - Participatory Learning – Hannah Fingeret
- 1990s
 - National Literacy Act
 - Made some sweeping changes in adult education

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1998

The Workforce Investment Act

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Coordination

Meet Your New Best Friends

Title I	Authorizes the new workforce investment system
Title II	Reauthorizes Adult Education and Family Literacy Programs
Title III	Deals with workforce related activities, including the Wagner-Peyser Act (Employment Service) and linkages with TAA/NAFTA-TAA, Veterans and Older Americans Acts
Title IV	Reauthorizes and amends the Rehabilitation Act
Title V	Contains general WIA provisions regarding state unified plans, transition provisions, and incentive grants

Title II - Adult Education and Family Literacy Act

- **WIA was what we have always asked for:**

- Limit regulations
- Let the states assess their needs and prioritize their services
- Eliminate set-asides

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Continuous Improvement


- You can have the flexibility to design and deliver program services to meet the needs of your state.
- However,
- You just have to get better every year at serving adult learners.

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Continuous Improvement


- **Intensity and duration of instruction**
 - The 12-hour rule
- **Research-based practices**
 - No more “Gut and Guru”

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Flexibility

**Adult Education and Family
Literacy Act**



Accountability

Core Performance Measures

- Achieve educational gains
- Enroll in postsecondary education or job training
- Obtain and retain employment
- Earn a GED or high school diploma

Getting Serious About Accountability

National Reporting System

- Provides national uniform standards for data collection and reporting of adult education demographics and outcomes
 - Mandated Management Information Systems (MAERS)
 - Standardized definitions
 - Standardized pre- and post-assessment
 - Standardized student follow-up
 - Annual reporting on core measures

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Activity 1: Michigan's Core Measures 2009-2010

Working in pairs, see if you can match the indicator with the correct performance benchmark.

Core Indicator #1

Beginning Basic Education ABE	---
Low Intermediate ABE	---
High Intermediate ABE	---
Low Adult Secondary	---
Beginning Literacy ESL	---
Low Beginning ESL	---
High Beginning ESL	---
Low Intermediate ESL	---
High Intermediate ESL	---
Advanced ESL	---

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Michigan's Core Measures 2009-2010

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) ____

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Where are we going?



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The Times They Are a Changin'

GLOOMY MICHIGAN ECONOMY FOCUS OF GOP PANEL

 BY KATHLEEN GRAY • FREE PRESS STAFF WRITER • JULY 28, 2009

MICHIGAN ECONOMY TICKED UP BUT REMAINED WEAK IN DECEMBER



MICHIGAN ECONOMY NEARING LIFE SUPPORT

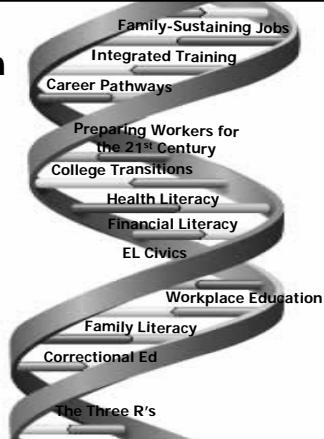
GRETA VAN SUSTEREN, FOX NEWS GRETA VAN SUSTEREN, FOX NEWS

Setting the Vision

Cut by 50% the number of Michigan workers lacking the basic skills or credentials needed to attain a family-sustaining job

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Evolution vs. Transformation



CLEG Report Recommendations

- A unified strategic approach
- Regional collaborative partnerships
- Clear connections between learning and jobs
- Accelerated and connected pathways
- Increased access
- Funding priority
- Accountability
- Communication

Planning for the Next Six Years

- Federal reauthorization
 - Continued emphasis on performance
 - Documentation of performance/reporting system
 - Continuous improvement
 - Focus on employment and transitions to further training
- 107 legislation
 - Transformation Taskforce
 - Partnerships
 - Career pathways

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The Adult Learner

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Who is eligible?

- Have attained 16 years of age
- Are not enrolled or required to be enrolled in secondary school
- Lack sufficient mastery of basic skills to function in society
- Do not have a secondary school diploma or its recognized equivalent, or have not achieved an equivalent level of education
- Are unable to speak, read, or write the English language



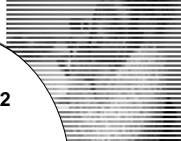
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Who is eligible?

- Michigan policy
 - **Federal:** Participants with a High School Diploma or GED but test **below the 9th grade level** on a DELEG approved assessment test are eligible to enroll in an ABE class funded with federal WIA Title II
 - **State:** 107 funding to school districts
 - Eligibility will be discussed this afternoon.

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Who is the adult learner?



Activity 2

What are some characteristics of adult learners in your program?



- Let's listen to a brief description of adult learners and some of their needs.

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Who is the adult learner?

- **Diverse**
- **Voluntary**
- **Pragmatic**
- **Insecure**
- **Skeptical**



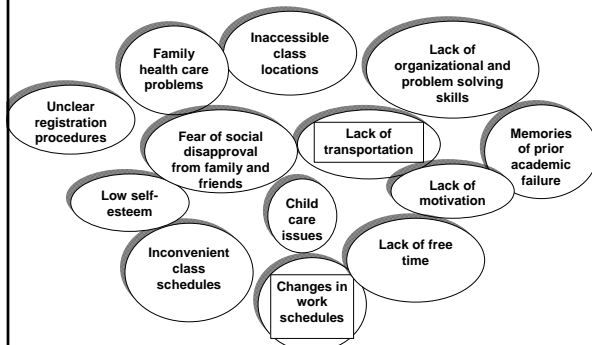
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Learner Needs and Barriers Activity 3

- Your adult learners have different kinds of needs.
- Some of these needs can make regular participation in your program difficult.
- Make a list of some of the needs or barriers you believe your adult learners are facing.
- Share with your table partners.

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Barriers to Participation





Assessment

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Your One-Stop Shop for State Policies and Procedures

- DLEG Adult Education Guidebook
- http://www.michigan.gov/mdcd/0,1607,7-122-1680_2798_31037---,00.html

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Documenting Educational Gains

- Michigan's Assessment Policy
 - All adult education participants must be pre-tested and post-tested using a DLEG approved assessment to determine educational gain as defined by the National Reporting System, including GED and HSC students.
 - Let's see how much you know!

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Activity 2: Assessment Jeopardy



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MAERS

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Important Things to Know

What is MAERS?

(Michigan Adult Education Reporting System)

- A web-based, participant tracking system
- Designed to meet NRS requirements
- Operational 24 x 7 x 365
- Need a User Name and Password
- <http://services.michworks.org>

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Important Things to Know

Why do I need to enter MAERS data?

– To meet requirements of:

- DLEG
- State Aid
- USDOE

* Most importantly – Program Evaluation and Improvement!

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Important Things to Know

Why is MAERS data important?

– Used for funding and program decisions by:

- DLEG
- USDOE
- Legislature (State and Federal)
- Governor

Data = Power and
Power = Dollars

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Important Things to Know

What do I need to do?

- Enter data on a quarterly basis
- Run reports and review the data
- Use data for program improvement
- Pass on MAERS knowledge
- Take the lead – Be a data guru

* ***We are migrating to data driven programs and funding!***

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Important Things to Know

MAERS Suggestions:

- Enroll for longest period possible
- Update contact information
- Bridge participants when you can
- PROGRESS tests can be a POST test
- POST test can be a PRE test
- Unintended Outcomes

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Important Things to Know

Goal Setting:

- Participant and staff select goals together
- Select goals that can be achieved during enrollment period
- Ensure goals are entered correctly on Enrollment, Outcome and Follow Up screens
- Look for Participant that change goals

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Important Things to Know

Goal Setting – Continued:

- Two goals, one participant:
 - GED / HSD & Enter Employment
 - GED / HSD & Improve Employment
 - GED / HSD & Retain Employment

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Important Things to Know

Important Reports:

- Participant Enrollment Report
- Missing Data Report
- Upcoming Soft Exit Report
- Participant Characteristics Report
- NRS Tables

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Important Things to Know

MAERS Resources:

- Help Sheet
- Users Manual
- Changes to MAERS for 2005-06 Document
- Follow Up Manual
- ALP & Technical Assistance Paper
- List of Important Dates
- Network with your colleagues

* All but the Help Sheet and your colleagues are on the Adult Education website

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Student Follow-Up

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Student Follow-Up

- NRS-defined follow-up procedures
 - Data match or student survey
- Right now, Michigan uses student survey

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Student Follow-Up

- Follow-up measures:
 - Obtain a job
 - Retain/improve job
 - Enroll in postsecondary education or job training
 - Earn a GED or high school diploma
- Must use state-approved procedure and forms

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Student Follow-Up

- Information source
 - MAERS Follow-Up Manual
 - http://www.michigan.gov/documents/Follow_Up_Manual_2006_-_Final_167179_7.doc
 - Copy in your training packet

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Student Survey At a Glance

- Inform student during intake and provide official notice and consent form.
- Obtain alternate contact information during intake.
- Download quarterly follow up Contact List from MAERS.
- Use standardized telephone script developed by the state.
- Must attempt contact a minimum of four times.
- Must have at least a 50% response rate.

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Student Survey At a Glance

- Postsecondary/job training and GED/high school goals can be verified anytime prior to the October 25, 2008 reporting deadline.
- Employment measures are TIME SENSITIVE!

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Follow Up Measures	Student Population to Include	Time Period to Collect Measures
Enter employment	Students unemployed at entry with employment goal who exit during the program year	First quarter after exit quarter
Retain employment	Students unemployed at entry with employment goal who obtain a job during first quarter after exit; and students employed at entry with a goal of retained or improved employment who exit during the program year	Third quarter after exit quarter

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Stop and Reflect

- Do you have any other questions related to:
 - Assessment
 - MAERS
 - Student follow-up?

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State Funding 107 Open Forum

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Financial Management Open Forum

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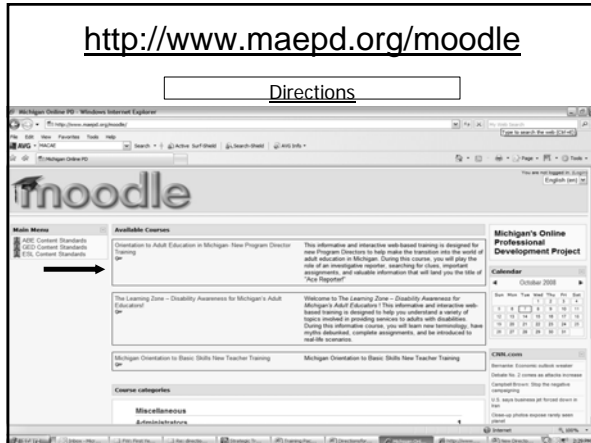
Next Steps

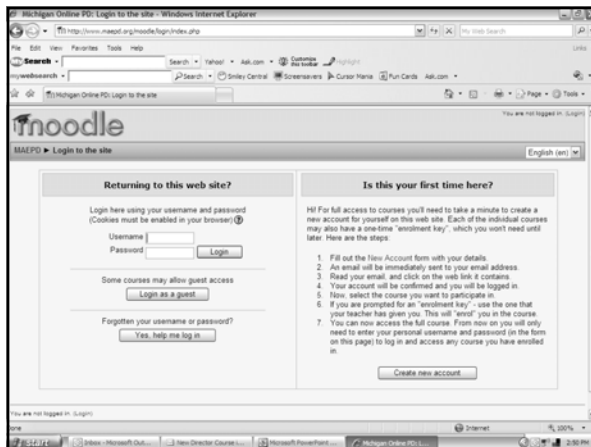
- Online Course
 - Username
 - Password
 - Complete between November – February
- Needs assessment survey – February
- Follow-up training – State Conference (May, 2010)

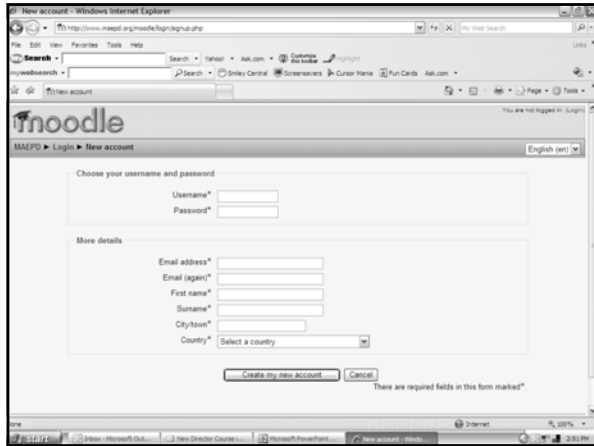
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<http://www.maepd.org/moodle>

Directions







Enrollment Key

- **New Director**

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Always willing to help...

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- Kathi Polis
– kathi.polis@gmail.com

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This project was developed by National Human Resources Development, Inc. (NHRD) in cooperation with the Michigan Department of Energy, Labor and Economic Growth and funded through a grant under Section 222(a)(2) State Leadership Activities of the Adult Education and Family Literacy Act, Title II of the Workforce Investment Act of 1998, amended.

For more information visit:
<http://www.maepd.org>
