

Michigan Adult Education Practitioners Task Forces
Accountability Task Force
Meeting Minutes for 10.3.2008
8:30 A.M. Lansing, MI

I. Call to order: Doug Wood calls the meeting to order at 9:20 A.M.

II. Roll call: Dawn Sanchez (East Detroit Public Schools), Rich Klemm (Niles Schools), Gregg Dionne (Hazel Park Schools), David Porter (Detroit Schools), Sandy Thelen (DLEG), Cliff Akujobi (DLEG), Julie DeRose (Department of Corrections), Bob Steeh (Novi Schools), Henry McCurry (Walled Lake Schools), Megan Byard (White Lake Area Schools), Marilyn Reichardt (Fruitport Community Schools), Bob Rickard (Houghton Lake), Robin Soergel, Mary Murphy, Connie Banks (MDOC)

III. Approval of minutes from last meeting: Minutes reviewed

IV. Open issues

1. 2007-2008 Deliverables reviewed with the group
2. GED joint workgroup between MACAE Alt. ed. Focus group and PTF to be determined based on further evaluation by Focus group and PTF upon consultation with Ben Williams
3. A subcommittee was formed and began a review of assessment policy. This group includes Bob Steeh (Chair), Henry McCurry, Jeff McNeal, Sandy Thelen, David Porter, Dawn Sanchez, and Rich Klemm. See minutes below.

V. New business: The task force discussed the new business on the agenda and prioritizes the list. Below is record of the tasks to be addressed.

1. Impact on Michigan Merit Curriculum on adult education- Megan Byard and Marilyn Reichardt spent a portion of the afternoon working with the Curriculum PTF. See minutes below.
2. Policies and procedures for transition of students within adult education and out to employment or training programs addressed.
 - a. Transitions subcommittee formed and began to work on the issues indicated below. This group includes Julie DeRose (Chair), Bob Rickard, Robin Soergel, Mary Murphy, and Connie Banks. This group will consider the role of the GED as an alternative pathway to a HSD, the Career Readiness Certificate, and transitions from adult education to postsecondary education. See minutes below.

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- b. Exploring the Career Readiness Certificate and its impact on adult education policies and procedures discussed (see subcommittee minutes)
- c. Role of the GED as an alternative pathway to graduation- To be addressed by subcommittee
- 3. Discussion of the requirements for GED Testing Centers- To be addressed and evaluated for next PTF mtg.
- 4. Updates for Cliff's Notes to include Literacy Programs to be monitored. (Work in cooperation with Literacy Task Force)- This project will be further evaluated with the Literacy PTF.

VI. Next Steps

- 1. Spring Conference sessions discussed. See below.
 - a. **Intensive:** Assessment Policy Updates:
 - b. **Intensive:** GED Math Teacher Training
 - c. GED Preparation Programming for Administrators
 - d. Difficult Case Scenarios
 - e. Networking: Building Bridges (This session can be for administrators or a session could also focus on GED instructors)
 - f. CASAS/TABE Refresher: Roundtable of practitioners from the field
 - g. MAERS Follow Up

VII. Agenda Items for Next Meeting

- 1. Subcommittees will continue to work and report back for next PTF meeting
- 2. Other developing issues as needed

VIII. Adjournment: Meeting adjourned by Gregg Dionne at 2:30 P.M.

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ASSESSMENT POLICY SUB-COMMITTEE
ACCOUNTABILITY TASK FORCE
MINUTES
OCTOBER 3, 2008

In attendance: *Chair:* Bob Steeh. *Members:* Cliff Akujobi, Sandy Thelen, Dawn Sanchez, David Porter, Jeff McNeal, Henry McCurry, Rich Klemm

The goal of this subcommittee is to review the new Technical Assistance Paper for Assessment of Adult Education Participant disseminated by DLEG, Office of Adult Education on October 3, 2008 and provide feedback and recommendations first to the accountability task force and ultimately to DLEG.

-For TABE: Post-tests will only be considered valid if given after 60 hours of instruction. For CASAS: Post-tests will only be considered valid if given after 40 hours of instruction. These are in line with the test manufacturer suggested guidelines

-The group felt it would be important to clear up confusion regarding progress tests. It is our understanding that progress tests are not mandated, but local districts can choose to use progress tests for their own internal needs.

-Sandy Thelen indicated that this new policy would not have any effect on the 10% performance funding issue. The 10% of funding that is determined by participant goal attainment does not include EFL gains, but rather grade level gains along with passing of GED Tests, High School Courses, graduation, etc...

-Cliff indicated that while WIA grants are performance based, Michigan has elected to provide incentive awards for top performing programs, rather than a reduction in funding for under-performing programs. The subcommittee was concerned about this new policy adversely impacting post-test rates, and would not meet the 65% goal as stated by DLEG. Cliff indicated that programs would be held harmless for now.

-Cliff indicated that MAERS would need to be restructured to accommodate this new policy and also to calculate cumulative total hours for each participant.

-The group discussed ways to disseminate this new policy to get input from the field.

-Timeline: Must be completed by June 30th, but Cliff asked that we move quickly for the Feds.

SUGGESTION: Gather feedback and suggestions before our next task force meeting. The TF would review these, then complete our recommended policy and develop training in time for the DLEG Spring Conference.

SUGGESTION: Pre-test within the first 5 hours (Fed). The participant could be placed in a class and then assessed and programs may be able to use these hours towards the assessment manufacturers guidelines of instruction required prior to

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post-test. However, (State) Section 107 GED policy indicates that a participant must take the GED pre-test prior to starting GED Prep courses.

-The subcommittee would like clarification as to what constitutes manufacturers guidelines for instruction- is it seat time? Instruction? Attendance?

-Cliff again reminded the group that the Fed Grant is performance based, but that programs would not be penalized as the new policy is implemented. Not sure when sanctions may begin.

NOTES FROM WINDOW – THANK YOU JEFF!

FED

STATE

Reading – Math
Pre-assessment before
First 5 hours of instruction
Post test – follow publisher
Guidelines

107 for GED
Must assess BEFORE
enrollment

Confusion – Publisher – Clarification

Instruction/Attendance

Seat time

Sorting by scores using pre-test scores

What about: instruction in all areas – GED Prep – cross curriculum – adds up to 60 hours (or manufacturers guidelines)

Issue: How do we manage students that master content or attain their goal before receiving manufacturers guidelines for post-test (40 – 60)? They will stop attending to pursue post-secondary or a job.

There seems to be a disconnect between MDE’s focus on content mastery and the Feds who are concentrating on instructional hours/seat time.

IN A NUTSHELL: The only thing that has changed is the policy that programs must follow assessment manufacturers guidelines related to instructional time needed prior to giving a post-test (40-60 hours). The Section 107 requirement for progress testing at 90 hours is still in effect.

Bob Steeh, Rich Klemm, Cliff Akujobi, and Sandy Thelen will meet on Thursday, October 9th at 3pm at the MACAE office to develop a list of FAQ’s.

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OTHER: All task force members were asked to review the new Goal Setting Policy and provide feedback directly to Cliff Akujobi.

Respectfully and Cheerfully submitted;

Rich Klemm

TRANSITIONS SUB-COMMITTEE
ACCOUNTABILITY TASK FORCE
MINUTES
OCTOBER 3, 2008

In attendance: *Chair* Julie DeRose. *Members* Bob Rickard, Robin Soergel, Mary Murphy, Gregg Dionne, and Connie Banks

The goal of this subcommittee is to develop Policies and procedures for transition of students within adult education and out to employment or training programs.

The group discusses the Career Readiness Certificate, Work Keys, and the ACT test in relation to employability skills. The group agrees that a Career Readiness Certificate is ideal in conjunction with a diploma or GED. The PTF discusses the possibility of releasing a position statement regarding the Career Readiness Certificate. It is also noted that the group does not support the Career Readiness Certificate as a stand alone credential for students.

The group discusses the idea of transitions and it is apparent that the term has many meanings and that we will need to identify the term in addition to how these transitions should occur. In the discussion of transitions, it should be considered that students will continue to deal with significant barriers outside of school.

Bob Rickard identifies 3 benchmarks for student transitions which are life goals, circumstances, and academic reality. Another point discussed by the group is that there should be a deadline stressed for students to graduate by the age of twenty.

Gregg will post a draft of the position statement on googledocs to make accessible for group follow-up and subcommittee conferencing as needed.

Respectfully and Cheerfully submitted;

Gregg Dionne

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Joint meeting of curriculum and accountability task force...

Reviewed document "Alternative and Adult Education...What the Michigan Merit Curriculum Law Says on Alternative Education."

Discussion on the impact of this document for Adult Education students:

"The law requires that all students, beginning with those in 8th grade in 2006, meet the Michigan Merit Curriculum requirements to receive a high school diploma."

After 2011 all students will have to follow the MMC guidelines to receive a diploma

How does this affect the 50-year-old student?

Student would follow the guidelines for graduation prior to 2011

Districts can offer a certificate (not a diploma) if the MMC requirements are not met. This would have to be a district decision.

Research of the law will be done for further discussion.