

**Michigan Adult Education Professional Development  
Curriculum Practitioners' Task Force Minutes  
11/07/03**

In attendance: Lynn Aldrich-Spearing, Karre Ballard, Laura Gates, Jeff McNeal, Jo Pamment, Marilyn Reichardt, Bob Rickard, Jane Rudisill, Patricia Walstra, Carole Wells, Linda Collagross (MDCD), Bonnie Vondracek (MAEPD Technical Support)

The Curriculum Practitioners' Task Force Meeting called to order by Patricia Walstra on November 7, 2003 at 9:10 a.m. Pat welcomed everyone and reviewed the mission of the committee. She also discussed the basic deliverables that were identified at the first meeting and that will be developed by the committee: the ALP, the ALP technical assistance paper, ESL and GED content standards and benchmarks, and ESL and GED technical assistance papers.

Pat requested that the group review the meetings of the last meeting. It was noted that page 3 needs to be amended to state that Jane Rudisill not Marilyn Reichardt would share a list of barriers with the group. This will be amended and a revised set of the minutes sent to each committee member. Pat asked for approval of the minutes. Jo Pamment moved that the amended minutes be approved and Jeff McNeal seconded the motion. No further discussion was held. All members voted aye.

Members of the committee introduced themselves. Bob Rickard, new to the committee, introduced himself and provided the group with information about his background in adult and community education.

Pat reviewed the agenda and the critical issues that were slated to be discussed. She provided draft action plans to everyone in the group so that the plans could be finalized based on input from the committee.

Copies of the state plan were provided to all committee members to review and identify areas related to curriculum.

Laura Gates shared information with the group from COABE regarding how people read. She reviewed the difference between enrollment forms versus adult learning plans. It was agreed that an enrollment form is an informational form, whereas, an ALP is a map or self awareness document for the student and what kinds of skills will be reached. Laura provided the committee with a draft copy of an ALP to be adopted statewide. Laura reviewed the EDP (educational development plan) at the high school level and how the adult education plan needs to be different because of the open entry/open exit process of the system. It was noted that an ALP is required under WIA and EFF.

Discussion ensued on a definition of an ALP. Marilyn talked about what an ALP is like in her district. Jo added that ESL needs to show pre and post-assessment. Bob talked about K-12 EDPs and stated that an EDP is supposed to be written with career pathways of six core employment areas. Parallels were noted to exist. Laura stated that she tried to pull parallels when developing the ALP.

Laura stated that an adult learning plan should include a map of why students are there and what they are to accomplish and then it's the program's business to guide them. Reporting requirements should also provide a link for the student. The committee discussed that they do

not want a cumbersome document, but that it does need to be a roadmap. Adult learners need to know that there's an end point and the steps to get there. Discussion continued on how an enrollment form and MAERS are different from an ALP. Marilyn supports Bob in needing to keep career pathway in the ALP. Bob feels we need to keep the process that K-12 starts. There was also discussion of the need for short and long term goals that are parallel to federal and state requirements.

Laura showed concerns regarding ESL students not being able to complete the form. The group discussed the need for a flow chart. Discussion by the group also focused on the need for educational, economic, and family literacy goals and assessment of personal, social skills, and interests. Laura also thought that resumes could be added to the adult learning plan. Laura presented to the group a GED Intake Flow Chart based on the general document. Marilyn asked for group input on whether or not flow charts were too specific for issuing statewide. Laura provided information on how they are using this flow chart with their students and reiterated that this is just a road map that gives students general information. Laura feels this helps with accountability in their school district. Lynn Aldrich-Spearing discussed that checklists have not been real successful in her district. She provided further feedback on the chart. Jeff discussed the positive use of a flowchart with students if it is handled through a counseling situation. His school uses a flow chart to show progress that students have made.

Jo Pamment discussed how enrollment forms are often handed to a student whereas she feels the ALP should be a dialogue between the student and the staff person; it's the personal touch. Jo talked about ESL students not always being able to adequately communicate information in English and her concerns about their ability to complete the form.

Lynn discussed the need for some items to be mandated. Marilyn feels the number of high school credits also needs to be included as well as GED scores, dates completed, etc.

Further discussion ensued on career pathways. Jeff informed the group that the pathways in MAERS are: Arts and Communications, Business Management, Marketing, and Technology, Engineering/Manufacturing and Industrial Technology, Health Sciences, Human Services, and Natural Resources & Agriscience. There was discussion about what general interests should look like. Lynn and Bob talked about what is needed for accountability, what is research based, and what our students understand. Bob talked more about how forms should be tied into research and into accountability for both the state and the federal mandates.

Pat said the purpose of the group is to approve a template and get consensus. Jeff, Marilyn, and Jo brought other ALPs that the group reviewed. Pat obtained consensus from the group on each item of the ALP.

Things to add to the draft ALP will include: zip code, place of birth, five categories to check for ethnicity, "insert name of your organization" at the top, Social Security (optional). Other changes requested by the group include:

- Goals – Take out short and long term goals and split the goals into postsecondary education, job training.
- Use register to vote rather than vote for the first time.
- Economic – add "See other side"
- Obtain employment/job
- Retain Employment

- Improve Current Job
- Achieve Work based learner goal
- Family Literacy
- Change the word “other” to other side of the form
- Add assessment to the first page with a signature and date.

The group decided to have a second page that would include items such as the following:

**Adult Learning Plan – Part II**

**The following is strongly recommended but not required**

- Educational
- Societal
- Economic
- Family Literacy
  
- Educational Skills
- Personal Skills
  
- Assessment
- Pre-
- Progress
- Exit
  
- Additional Assessment Tools, i.e. career assessment, learning styles, personality
  
- Exit Information

Changes will be made by the ALP Committee and sent to the committee members before the next meeting. Laura and Karre will chair this committee. Once the ALP is completed, a Technical Assistance Paper will be developed by Jeff McNeal and Jane Rudisell. Bonnie Vondracek will email samples of technical assistance papers to the committee.

Laura passed out an adult education enrollment form developed by Karre Ballard for the committee to consider and discussed at the next meeting.

Jane shared information on Barriers to Success. Carole discussed barrier statements that were developed with the assistance of Sharman Speiser. The group discussed the addition of this tool to the ALP. Once both forms are completed and approved by the committee, Bonnie will put this form together with the ALP.

Bonnie reviewed content standards with the group, their purpose and basic language. Lynn shared with the group her district’s standards. Her staff took the Michigan curriculum frameworks and developed content standards for GED. Jo provided the group with the TESOL standards for programs that will start as the basic for ESL standards.

Bonnie discussed that some states are beginning to complete content standards. California is one state which has developed standards for all adult education programs. Once the standards are available she will access them for the committee.

To assist the sub committees in writing content standards, Jo shared how to access a copy of Equipped for the Future by calling 1 877 343 7827. Laura reviewed EFF with the group, why it needs to be included, and the need for scientifically based research.

By the next meeting an initial draft of content standard language will be developed by the GED and ESL committees. Lynn will chair the GED committee and Jo will chair the ESL committee.

Bob talked about linkages with K-12 and the template that will need to be used for the standards. Linkages to other curriculum areas were placed into the new Michigan system due to a gap in cross-curricular teaching.

Pat initiated discussion on the state plan. Jane Rudisell and Bob will review the state plan and report back on areas that deal with curriculum at the January. They will develop a summary of the areas of concern relative to curriculum that should be included in future state plans.

At 1:15 the group broke into working committees. At 2:30 the committee reconvened to report to the group. Bob reported that Jane and he understood the state plan and concerns they have related to curriculum. The plan is from 2002-2004. Bob stated that the primary curriculum purpose of the plan was strong core program structure and second was assessment. However, this committee feels that there should be better descriptions for curriculum. They found numerous areas where curriculum and career pathways/employability could work. Also there is a need to implement methods to insure valid measurement and to provide program options. The strategy in the plan requires all local programs to get demographics but doesn't talk about any other kinds of assessments except a MAERS system which relates back to assessment. Jane added that she had a concern with the way performance was documented. Lots of references were made to every region where there are needs and how to address the needs of the community as well as a strong emphasis on work and the need to know what the focus on environmental scans are, etc. Environmental scans were discussed and whether they were reflective of what was happening.

Jo reported that they will work in conjunction ESL Professional Advisory Committee to complete the task of developing standards and benchmarks.

Lynn discussed that she will bring back a reformatted GED plan that shows standards and benchmarks and will tie the standards into EFF.

Laura reported that the changes will be made to the ALPO and that Jeff will develop a draft technical assistance paper. The ALP and technical assistance paper will go to committee prior to the next meeting. Carole will send the revised barrier list to the group.

Pat thanked the group for all of their hard work and the expertise that each brought to the group. She called to adjourn the meeting. The motion to adjourn was made by Jeff and seconded by Bob. No further discussion was held. All members voted aye. Meeting was adjourned by Pat at 2:47.

The next task force meeting will be conducted at the Comfort Inn at Mt. Pleasant on Friday, January 9, 2004. Members must RSVP their attendance to Bonnie Vondracek at [bv73008@aol.com](mailto:bv73008@aol.com) no later than December 18, 2003.