State Update
2019 MACAE Fall Conference
October 18, 2019
Department Updates

Michigan Department of Labor and Economic Opportunity

- LEO Organization
- LEO Strategic Plan
1. Increase the number of adults enrolled in Adult Education programs in Michigan.

2. Improve the retention rates of adult learners, specifically the number of adults that persist and complete.

3. Expand existing and/or create new integrated education and training (IET) programs.

4. Expand the partnerships with Michigan Works! and workforce partners.

5. Increase the number of counselors and navigators in adult education programs to ensure all adult learners have access to career advising services.
Key activities and projects:

- Office Structure and Regional Coordinator Assignments
- Workforce Innovation and Opportunity Act (WIOA), Title II, Adult Education and Family Literacy Act (AEFLA) Grant Competition
- WIOA Unified State Plan – Due March 1, 2020
- Credential Attainment Cohort
- Policy and Guidance
COMING SOON…

- Congressionally-mandated study to collect data on how states and local programs are providing AEFLA services under WIOA.

- Office of Career, Technical and Adult Education (OCTAE) is conducting the study and it will be administered by the U.S. Department of Education’s Institute for Education Sciences.

- Surveying 2,200 federally-funded adult education programs.

- WATCH for an email, letter, or phone call from American Institutes for Research (AIR) in October.

- Participants will be asked to complete a web-based survey about the characteristics of their organization and the services offered.
Grant Management and Reporting

Please make note of all reporting deadlines and ensure timely submission of applications, amendments and final reports.

- Grant applications and requested modifications
- Grant amendments
- Final expenditure reports (*WIOA – August 29th, 60 days after the end of the program year*)
- MAERS data entry (*September 17*)
- Final narrative reports (*WIOA – October 31*)
State School Aid, Section 107 Updates

• 2018-2019 Final Reporting
• 2019-2020
  • Legislation
  • Timelines
New tool to assist in budget development

What will this do for me?

• Provides information needed in the budget description
• Help eliminate applications being returned with questions
• More timely approvals
## Budget Job Aid

### Examples:

<table>
<thead>
<tr>
<th>Budget Description:</th>
<th>FTE/HOURS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bad</td>
<td></td>
</tr>
<tr>
<td>Contracted Teacher</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Budget Description:</th>
<th>FTE/HOURS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good</td>
<td></td>
</tr>
<tr>
<td>EDUStaff providing teachers for ABE instruction</td>
<td>3.0/0</td>
</tr>
</tbody>
</table>
## MAERS - Performance

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number Served</td>
<td>26,730</td>
<td>26,344</td>
<td>25,275</td>
</tr>
<tr>
<td>Retention Rate (1 hour to 12 hours)</td>
<td>89.1%</td>
<td>88.5%</td>
<td>87.6%</td>
</tr>
<tr>
<td>Measurable Skill Gain Rate</td>
<td>45.68%</td>
<td>51.26%</td>
<td>50.82%</td>
</tr>
<tr>
<td>Post Test Rate</td>
<td>59.68%</td>
<td>58.67%</td>
<td>58.06%</td>
</tr>
<tr>
<td>Number of HSE Credentials</td>
<td>2,081</td>
<td>2,739</td>
<td>2,797</td>
</tr>
<tr>
<td>Number of Diplomas</td>
<td>763</td>
<td>814</td>
<td>705</td>
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<tr>
<td>Number English Language Proficient</td>
<td>244</td>
<td>263</td>
<td>298</td>
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<tr>
<td>2nd Quarter Employment</td>
<td>Not Reported</td>
<td>41.42%</td>
<td>43.09%</td>
</tr>
<tr>
<td>Median Earnings</td>
<td>Not Reported</td>
<td>$3,979</td>
<td>$4,500</td>
</tr>
</tbody>
</table>
### Table 4a: Educational Functioning Level Gain

#### Statewide

<table>
<thead>
<tr>
<th>Entering Educational Functioning Level (A)</th>
<th>Number of Participants (B)</th>
<th>Number with EFL Gain for ELA/Literacy or ELP by pre-posttesting (C)</th>
<th>Percentage Achieving ELA/Literacy or ELP EFL Gains (D)</th>
<th>Number with EFL Gain for Mathematics by pre-posttesting (E)</th>
<th>Percentage Achieving Mathematics EFL Gains (F)</th>
<th>Number with EFL Gain by Carnegie Units/Credits (G)</th>
<th>Percentage Achieving EFL Gain by Carnegie Units/Credits (H)</th>
<th>Number with EFL Gain by Transition to Postsecondary Education (I)</th>
<th>Percentage Achieving EFL Gain by Transition to Postsecondary Education (J)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABE Level 1</td>
<td>912</td>
<td>748</td>
<td>82.02%</td>
<td>314</td>
<td>47.59%</td>
<td>0</td>
<td>0</td>
<td>21</td>
<td>2.30%</td>
</tr>
<tr>
<td>ABE Level 2</td>
<td>1,910</td>
<td>1,146</td>
<td>60.30%</td>
<td>702</td>
<td>54.55%</td>
<td>0</td>
<td>0</td>
<td>53</td>
<td>3.64%</td>
</tr>
<tr>
<td>ABE Level 3</td>
<td>1,753</td>
<td>1,053</td>
<td>61.28%</td>
<td>658</td>
<td>53.55%</td>
<td>0</td>
<td>0</td>
<td>68</td>
<td>4.38%</td>
</tr>
<tr>
<td>ABE Level 4</td>
<td>657</td>
<td>407</td>
<td>70.87%</td>
<td>457</td>
<td>43.37%</td>
<td>0</td>
<td>0</td>
<td>54</td>
<td>5.83%</td>
</tr>
<tr>
<td>ABE Level 5</td>
<td>244</td>
<td>157</td>
<td>68.41%</td>
<td>21</td>
<td>37.30%</td>
<td>14</td>
<td>5.74%</td>
<td>9</td>
<td>3.65%</td>
</tr>
<tr>
<td>ABE Level 6</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>100.00%</td>
</tr>
<tr>
<td>ABE Total</td>
<td>5,067</td>
<td>3,041</td>
<td>70.85%</td>
<td>2,657</td>
<td>50.47%</td>
<td>14</td>
<td>0.25%</td>
<td>214</td>
<td>3.88%</td>
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<tr>
<td>ESL Level 1</td>
<td>353</td>
<td>353</td>
<td>100.00%</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>ESL Level 2</td>
<td>502</td>
<td>502</td>
<td>100.00%</td>
<td>1</td>
<td>20.20%</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>ESL Level 3</td>
<td>1,128</td>
<td>1,128</td>
<td>100.00%</td>
<td>1</td>
<td>100.00%</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0.06%</td>
</tr>
<tr>
<td>ESL Level 4</td>
<td>1,187</td>
<td>1,187</td>
<td>100.00%</td>
<td>5</td>
<td>4.43%</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>ESL Level 5</td>
<td>1,084</td>
<td>1,081</td>
<td>96.77%</td>
<td>5</td>
<td>4.68%</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>0.28%</td>
</tr>
<tr>
<td>ESL Level 6</td>
<td>361</td>
<td>361</td>
<td>96.47%</td>
<td>3</td>
<td>1.83%</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>1.02%</td>
</tr>
<tr>
<td>ESL Total</td>
<td>4,622</td>
<td>4,010</td>
<td>89.81%</td>
<td>17</td>
<td>3.77%</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>0.17%</td>
</tr>
<tr>
<td>Grand Total</td>
<td>10,104</td>
<td>8,554</td>
<td>83.99%</td>
<td>2,624</td>
<td>27.73%</td>
<td>14</td>
<td>0.14%</td>
<td>222</td>
<td>2.10%</td>
</tr>
</tbody>
</table>
### MAERS - Barriers

<table>
<thead>
<tr>
<th>Category</th>
<th>2017-2018</th>
<th>2018-2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number Served</td>
<td>26730</td>
<td>26344</td>
</tr>
<tr>
<td>Displaced Homemakers</td>
<td>0.31%</td>
<td>0.92%</td>
</tr>
<tr>
<td>Exhausting TANF within 2 Years</td>
<td>0.25%</td>
<td>0.85%</td>
</tr>
<tr>
<td>Ex-offenders</td>
<td>4.50%</td>
<td>5.85%</td>
</tr>
<tr>
<td>Homeless/Runaway Youth</td>
<td>1.00%</td>
<td>1.89%</td>
</tr>
<tr>
<td>Long Term Unemployed</td>
<td>3.11%</td>
<td>3.18%</td>
</tr>
<tr>
<td>Low-Income Individuals</td>
<td>26.41%</td>
<td>25.85%</td>
</tr>
<tr>
<td>Migrant and Seasonal Farmworkers</td>
<td>0.58%</td>
<td>0.66%</td>
</tr>
<tr>
<td>Individuals with Disabilities</td>
<td>8.40%</td>
<td>8.09%</td>
</tr>
<tr>
<td>Single Parents</td>
<td>7.70%</td>
<td>6.76%</td>
</tr>
<tr>
<td>Foster care youth or aged out of system</td>
<td>0.35%</td>
<td>0.32%</td>
</tr>
</tbody>
</table>
MAERS Training

MAERS A la Carte sessions
- 8 of 10 regions have scheduled session from August through January
  - 2 regions requested a MAERS Q & A session
  - 6 regions requested how to better understand data to improve performance
- Conquering Data Challenges
  - Reviewing reports and data for the individual programs/region
  - Identifying one specific challenge
  - Working through a process using guiding questions to identify usable strategies toward overcoming the specified challenge

November Institutes
- Conquering Data Challenges session for those programs who did not or will not be attending a MAERS A la Carte session
MAERS Future Enhancements

Assessment Data Matching

- Daily match process for online assessments or scanned scored paper/pencil assessments
- Match using first name, last name and date of birth
- Target implementation is January 2020

Postsecondary Data Matching

- Annual match for those enrolled in postsecondary and those who earn a postsecondary credential
- Match using the Unique Identification Code (UIC)
- Target implementation is November 2019
Program Outcomes

June 2016 - September 2019

- 6,851 Approved Participants
- 18,047 Vouchers Issued
- 13,123 Vouchers Redeemed as of August 2019
- 3,010 Credentials Earned
- 85% “First Attempt” Voucher Passing Rate
- 94% “First Attempt” Voucher Passing Rate for those who credentialed/earned their GED®
Program Participation Reported in MAERS
• 1,623 GED®-To-School examinees out of 6,733 total test takers – 24% participation rate
• 63 Adult Education Programs participated
  • 2017-2018: 43 Programs
  • 2018-2019: 46 Programs

<table>
<thead>
<tr>
<th></th>
<th>2017-2018 MAERS GED®-To-School Participants</th>
<th>2018-2019 MAERS GED®-To-School Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Washtenaw Community College</td>
<td>72</td>
<td>172</td>
</tr>
<tr>
<td>Kent ISD</td>
<td>65</td>
<td>202</td>
</tr>
<tr>
<td>Kalamazoo Public Schools</td>
<td>31</td>
<td>Southgate Community Schools</td>
</tr>
<tr>
<td>Battle Creek Public Schools</td>
<td>29</td>
<td>Battle Creek Public Schools</td>
</tr>
</tbody>
</table>

Department of Labor and Economic Opportunity
Workforce Development
• GED® Manager Clean Up: Check to make sure site name and contact information is correct.
  • Contact Tricia Kane, KaneP1@michigan.gov for corrections

• Test Centers: Jurisdictional View

• Programs: Student Authorization View
  • Students must select the program for the Adult Education Programs to view scores

• GEDTS has a **new opt-in** feature for all educators to receive email notifications of students selecting their center via GEDPrep Connect when they initially create a GED student account.
  • YOU must “Opt In” to receive emails!
Recruitment for GED®: GEDPrep Connect

**GED® Analytics 2016-2019**
- Examinees selecting an Adult Ed program through their GED account – Total: 4,999
- GED® -To-School Active Testers 2016-2019 (started testing and need to finish) – 2,522
- OPT IN- Selected a program NEED to finish TESTING – 1,434

<table>
<thead>
<tr>
<th>Adult Education Program</th>
<th>Number of students who selected GED Prep Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Southgate Adult and Community Education</td>
<td>169</td>
</tr>
<tr>
<td>Washtenaw Community College Main Campus</td>
<td>152</td>
</tr>
<tr>
<td>Kalamazoo Adult Education – Main Site</td>
<td>145</td>
</tr>
<tr>
<td>Allegan Public Schools</td>
<td>140</td>
</tr>
<tr>
<td>Harrison Center</td>
<td>114</td>
</tr>
<tr>
<td>Detroit Public Schools (DPS) – Westside Center, DPS – Eastside Center, Latino Family Services, International Institute, Western</td>
<td>106</td>
</tr>
</tbody>
</table>

- Connecting to Your Students: Best Practices for GEDPrep Connect and GED Manager
HSE-To-School Program

HSE-To-School Program reallocated for 3 more years and immediately includes HiSET along with GED®

- **GED®**: Request for vouchers will continue as before using on-line form GED-To-School Participant Information Release Authorization

- **HiSET**: Programs will request voucher codes directly from Tricia Kane, KaneP1@Michigan.gov

- **TASC**: In the works… to be continued.
Participants must receive a passing score on official practice tests to qualify.

- **GED®** - GED Ready Practice Test
- **HiSET**
  - 2017 Free Practice Test (FPT),
  - Paid Practice Test (PPT),
  - Official Practice Test (OPT), or
  - 2018 Official Practice Test
- **TASC**
  - TABE or TASC Readiness
HSE-To-School Program

- First time testers will need an “Administrator Fee” voucher code, this includes the “Test Center and Subject” fee.
- If a tester has already completed one test in any subject, only a “Test Center and Subject” fee voucher code will be awarded.
- Two code options: Computer-Based Test (CBT) and Paper-Based Test (PBT)
  - PBT cost more than CBT.
  - PBT code cannot be used for CBT.
- Voucher codes should only be awarded to testers who have passed the official HiSET practice test obtaining a “Prepared” score.
Requesting HiSET Vouchers

Centers will have to submit a tracking spreadsheet each month with the following information:

- Examinee name, DOB, email and mailing address
- HiSET ID
- Adult education program
- First time admin fee
- Voucher code and date
- Additional comments
Minimum Age for Testing

• Minors between the ages of 16 and 17 must submit the State required High School Equivalency Age Waiver Request Form and receive approval from:
  Workforce Development, Adult Education-HSE Office
  201 North Washington Sq., 5th Floor
  Lansing, MI 48913
  HSEProgram@michigan.gov

• High School Equivalency Age Waiver Request must provide:
  • Written statement on WHY GED testing is in his/her best interest
  • Proof of age: state ID, drivers license, birth certificate, passport
  • Required signatures

• Home School Students: Home school documented under “last school attended” and drop date must be provided.

• Michigan Youth Build/Incarcerated Youth: Separate age waiver form specific to these testers is available.
Requirements for Retesting

- **GED®**: Test takers are permitted to take a test module and two subsequent module retests, with no restrictions between retakes.
  - If a test taker fails the second or any subsequent retest, the test taker must wait 60 days for each successive attempt.
  - If the retake falls within 365 days of the initial test, the retake *cost will apply*, $10.00
- **HiSET**: Test takers are permitted to take a module and two subsequent module retests within a 12-month period from date of purchase.
  - Note: Test takers must complete the full battery before retesting for subjects that have not been passed and *$8.00 test center fee will be charged for each retake.*
- **TASC**: Test takers are permitted to take a test module and two subsequent module retests, with no restrictions between retakes.
  - If a test taker fails the second or any subsequent retest, the test taker must wait 60 days for each successive attempt and *$8.00 test center fee will be charged for each retake.*
Updates for programs and training opportunities will be forthcoming… Stay tuned!

- Making all credentials transparent & revealing the marketplace of credentials
- Streamlining opportunities
- A common description language that allows YOU to search, discover, and compare every type and level of credential https://credentialengine.org/
Michigan Adult Education Professional Development

OCTOBER 2019
About EDSI

Why We Do What We Do at EDSI

EDSI (Educational Data Systems, Inc.) is a national workforce development and talent solutions consulting company with a passion for helping people and companies in transition.

Founded in 1979 and headquartered in Dearborn, Michigan, the company has grown to a network that employs more than 800 people across the country.
About EDSI

Distinguished Honors

Some of EDSI’s distinguished honors include being a National Best and Brightest® Companies To Work For award winner and a National Best and Brightest® Sustainable Companies award winner.
We must strive to create enthusiasm in our clients, see through their eyes, understand their needs and deliver more than they expect.
EDSI is full of talented and passionate people striving to create enthusiasm in our clients, see through their eyes, understand their needs and deliver more than they expect.

Our Adult Education Team

Kenneth Mall – Managing Director
Kim Glenn – Director & Project Manager
Shana McCarron – Senior Consultant
Michael Lang – Senior Consultant
Adult Education Experience

- Provide adult education classes
- PD provider for Indiana adult education for over 4 years
- Provided professional development to teachers in NJ on CCRS Standards
- Design and run IET’s in Detroit in partnership with the United Way
- Support program IET development in South Carolina

- Provide PD to Georgia’s adult educators (Institutes, Conferences, and Program PD)
- COABE Presenters for the past 7 years (conference and webinars)
- Kim Glenn is Past Chair and board member for The Association of Adult Literacy Professional Developers
Priorities

- Identify the current state of MI AE and professional development
- Identify your professional development needs
- Create a calendar of professional development events aligned to those needs and the current state of AE
- Ensure you receive high quality professional development that is relevant and engaging
- Ensure PD is available in a variety of delivery formats and resources are easily accessible
Timeline

Fall 2019
- Administer Survey

Winter 2019
- Develop PD Calendar

2020 and Beyond
- Secure High-Quality Expert Professional Developers
- Review Professional Development Curriculum for Quality Standards

2020 and Beyond
- Assess and Evaluate PD Offered
To identify your professional development needs and direct how we approach PD across the state.
Sample Questions

- How often are professional events offered?
- What was the best professional development training? What made it the best?
- What training do you feel you need in order to perform your job more effectively?
- What are your preferred professional development formats?
- What do teachers use for the Adult Education curriculum?
- What challenges are teachers facing delivering curricula in the classroom?
- What kind of technology are teachers using in the delivery of instruction and/or assessments?
## What to expect...

<table>
<thead>
<tr>
<th>Electronic Survey</th>
<th>Survey Opens</th>
<th>Email Reminder</th>
<th>Survey Closes</th>
<th>Data Analyzed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>November 4th</td>
<td>November 11th</td>
<td>November 15th</td>
<td>Late November/Early December</td>
</tr>
<tr>
<td>Emailed to administrators for distribution</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
THANK YOU FOR YOUR TIME

Ken Mall
kmall@edsisolutions.com
November Institutes

Mark Your Calendars!

• **Nov. 20th:** Wayne County Community College District (Taylor)
• **Nov. 22nd:** Grand Rapids

Registration link: https://events.mphi.org/adult-education-fall-institutes/

Session Topics
• Adult Education Overview
• Afternoon Breakouts – Select ONE:
  • Budget Development
  • Integrated Education and Training (IET)
  • MAERS – Conquering Data Challenges
Learn More, Earn More

- Radio PSAs will continue through November
- Continue to track those who indicate that they heard about Adult Ed from a PSA
- Print material available on the website
- Translated materials in Arabic and Spanish available
DEVELOPMENT, EDUCATION AND TRAINING

Adult Education - Learn More, Earn More!

Adult Education - Providers of Programs

eLearning Soft Skills Program

GED®

Going PRO Talent Fund (Talent Fund) - formerly known as the Skilled Trades Training Fund

High School Equivalency Options

Internships
Questions?

Krista Johnson  
State Director of Adult Education  
517-241-3249  
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WIOA Regional Coordinator  
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