



MAERS Mid-Year Review

With Romulus Adult Education

Special Guest Star *Sue Johnson*

Questions welcomed throughout

Any to start?

A Good Checklist for March 2022:

By now, you should have:

1. ALPs
2. Pre and Post Tests
3. Transcripts
4. Attendance
5. *Follow-ups

Moira's Checklist:

1st- students fill out the online ALP

2nd- I finalize it (input local student numbers, assign instructional areas, and enter their registration dates)

3rd- save the ALP in MAERS.

4th- enter eligibility/funding

5th- input TABE test scores.

6th- students are assigned an advisor

7th- students are enrolled into classes.

Here's What That Looks Like:

#1 Online ALP

<https://et.leo.state.mi.us/forms/alp/586/546/70195879>

Any Questions?

Here's What That Looks Like:

#2 Pre and Post Tests

Any Questions?

Here's What That Looks Like:

#3 Transcripts

Any Questions?

Here's What That Looks Like:

#4 Attendance

https://docs.google.com/spreadsheets/d/10HzREaRfWA4YuB2xN1RmJVrvFYWs_3UGLaCyYVnxzuA/edit?usp=sharing

Copy of blank spreadsheet

https://docs.google.com/spreadsheets/d/1EsDCX_nShRKQeIQ1sGhI3YU1D5vlt5KfVyCVcEP3g2Q/edit?usp=sharing

Any Questions?

Here's What That Looks Like:

#5 Follow Ups

<https://docs.google.com/forms/d/e/1FAIpQLScM7OBf1Ye5mItUv2b3O6WB6u6A0N0yx8raRIPWKvGxXqOLQ/viewform>

Any Questions?

Our Checklist for Reports:

Weekly- We run the Simple Participant Report weekly to make sure that we haven't missed any attendance and that the system hasn't exited any students for us.

We run the Post Test Listing Report weekly and produce a report for the teachers to let them know which students are ready to take their posttest.

The Upcoming System Exit Report is checked on a weekly basis as well, so that we make sure to exit the students that have not been in attendance for 90 days.

Quarterly- We run the Follow-Up Report quarterly and make the needed phone calls and/or emails.

Monthly- We run the Missing Data Report monthly to check and see what information is missing. We then check for the missing data by looking in files, asking the participant, and/or the teacher.

We also run the Performance Benchmark Report monthly to keep an eye on our percentages

Renae's TOP Priority:

- Head Count
- Pre and Post Testing
- PERFORMANCE
MEASURES!

This Spreadsheet Has Changed Our Lives!

[*https://docs.google.com/spreadsheets/d/1v6P5HPlzZTr2RiMyYgkWFSy0H6ex-qKR8f3jzOWOeKQ/edit?usp=sharing](https://docs.google.com/spreadsheets/d/1v6P5HPlzZTr2RiMyYgkWFSy0H6ex-qKR8f3jzOWOeKQ/edit?usp=sharing)

Our Gift to You.....

[*https://docs.google.com/spreadsheets/d/1SJVu9usCxxStyHS0K4fPcQF9svj-xzo8kbslOlaIx8/edit?usp=sharing](https://docs.google.com/spreadsheets/d/1SJVu9usCxxStyHS0K4fPcQF9svj-xzo8kbslOlaIx8/edit?usp=sharing)

Any Questions?

Remember our Special Guest!

One Question We Recently Came Across:

If a teacher is teaching an E2020 course, do you enter in that class as HSC, or ASE? The state language says that ASE are those above 9th grade EFL but below a 12th grade EFL. But I thought that an ASE designation represented someone who has a diploma, but falls short of 12th grade EFL.

The Answers Varied:

I've always been told to use ASE for a student that already has a diploma or GED and wants to come back for a refresher class.

I thought ASE meant that they have a diploma/equivalency and score between 9 & 12 too. So I follow that rule, but I also follow the student's goals and EFL level. Anyone below 9th is ABE. If they are above 9th and want to a diploma, then HSD. For above 9th & equivalency, then HSE. For general skill building but above 9th and below 12th, then ASE.

I have separate classes for each instruction area (ABE, HSD, etc). We use E2020 mainly for HSD, but it can be used for all instruction areas

What Should We Do, Sue?

Please feel free to reach out to us
with any questions:

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