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STATE OF MICHIGAN
DEPARTMENT OF ENERGY, LABOR & ECONOMIC GROWTH
LANSING

STANLEY "SKIP" PRUSS
DIRECTOR

REPORT ON ADULT LEARNING PLANNING GROUP ACTIVITIES
as required by
P.A. 121 OF 2009: SECTION 107 OF THE 2009-10 STATE SCHOOL AID ACT
January 29, 2010

(REPORT DUE TO: Michigan Senate, Appropriations Subcommittee on Education and K-12 School Aid; Michigan House of Representatives, Appropriations Subcommittee on Education and K-12 School Aid; and the Senate and House Fiscal Agencies)

Section 107 of the 2009-10 State School Aid Act (P.A. 121) requires the following:

(21) Not later than October 30, 2009, the department shall create an adult learning planning group. The adult education advisory board in the department shall work with the state adult education division to identify members for the adult learning planning group. Members of the adult learning planning group should include a balance of rural, urban, and suburban community adult education program directors throughout the state and advocacy leaders for adult education, English as a second language, and adult literacy.

(22) Not later than December 30, 2009, the adult learning planning group shall do all of the following:

- (a) Evaluate the provisions of this section and make recommendations for updating this section to address the increased demand for adult education, particularly in underserved areas of this state, and the need to align adult education with entry-level requirements for postsecondary education, training, and employment.
- (b) Develop program entry and exit requirements to facilitate participant transition from an adult education program to employment or a postsecondary education program.
- (c) Submit its recommendations concerning the matters considered under subdivisions (a) and (b) to the department, the senate and house appropriations subcommittees responsible for this act, and the senate and house fiscal agencies.

(23) Not later than February 1, 2010, the adult learning planning group shall do all of the following:

- (a) Assess and recommend a comprehensive statewide delivery system that ensures that all areas of this state are adequately served. The adult learning planning group shall give consideration to using intermediate districts or countywide agencies as fiscal agents to lessen the administrative burden on smaller programs and service areas and to foster partnerships for creating seamless transitions between educational levels of attainment, career preparation, and

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- (a) employment in newly designated service areas. The adult learning planning group shall obtain local community input from adult education and training stakeholders, including adult educators and adult learners, and shall combine that input with current enrollment, employment, and other relevant data in developing recommendations, including recommendations concerning fiscal agents and service delivery locations.
- (b) Evaluate the grant recipients in the no worker left behind program created under 2008 PA 251 to identify lessons learned and promising practices for consideration in recommendations.
- (c) Examine and evaluate the implementation of accessible services using flexible year-round scheduling and distance learning.
- (d) Evaluate issues related to staffing of adult education programs.
- (e) Evaluate modes of education delivery for adult learners and identify current research-based best instructional practices.
- (f) Evaluate current assessment tools and the need for ongoing program evaluation using established performance measures.
- (g) Submit its recommendations concerning the matters considered under subdivisions (a) to (f) to the department, the senate and house appropriations subcommittees responsible for this act, and the senate and house fiscal agencies.

JANUARY 2010 REPORT:

The Transformation Task Force, which was convened in May 2009 to serve as the required adult learning planning group, continues to work on the required tasks outlined in the legislation. The Task Force gathered feedback and input from adult learning practitioners at forums held throughout the state in early January. The Task Force is currently incorporating the practitioners' feedback and engaging in conversations to solidify its findings.

Because of delays in the timing of some of the activities, the Task Force anticipates delivering the required tasks to the legislature by March 1, rather than the February 1 deadline that was identified in the original legislation. By March 1, the Task Force will submit details of its work and recommendations in the following areas to the DELEG Division of Lifelong Learning, the Senate and House appropriations subcommittees responsible for School Aid, and the Senate and House fiscal agencies:

- (a) Evaluate the provisions of Section 107 and make recommendations for updating this section to address the increased demand for adult education, particularly in underserved areas of this state, and the need to align adult education with entry-level requirements for postsecondary education, training, and employment.
- (b) Develop program entry and exit requirements to facilitate participant transition from an adult education program to employment or a postsecondary education program.
- (c) Assess and recommend a comprehensive statewide delivery system that ensures that all areas of this state are adequately served.
- (d) Evaluate the grant recipients in the no worker left behind program created under 2008 PA 251 to identify lessons learned and promising practices for consideration in recommendations.
- (e) Examine and evaluate the implementation of accessible services using flexible year-round scheduling and distance learning.

- (f) Evaluate issues related to staffing of adult education programs.
- (g) Evaluate modes of education delivery for adult learners and identify current research-based best instructional practices.
- (h) Evaluate current assessment tools and the need for ongoing program evaluation using established performance measures.