

Department of Energy, Labor & Economic Growth / Bureau of Workforce Transformation

Adult Learning Newsletter
Fall 2009

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From the Desk of Dianne Duthie

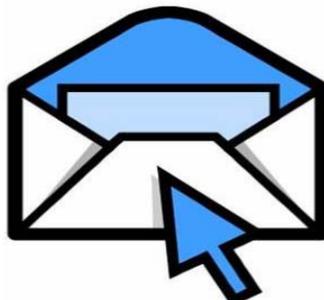
Welcome back! I hope that you enjoyed your summer. Last program year, we discussed the adult learning transformation. I'm sure you're wondering if this is just another initiative, something that will continue for a while and fade out and return us to business as usual. I am here to assure you that this is *not* "just another initiative." There is a great need for change in our system so that we can help the 1.7 million people who lack the basic skills or credentials to attain a family-sustaining job and contribute to the state's economy. The changes we're making are focused on the adult learner and their success. Just as we have asked for you to form partnerships with area community colleges and workforce programs, at the state level we are building relationships and partnerships with our State Office of Postsecondary Education and Workforce Development.

Cooperation is vital to make this change happen and you are not in this transformation alone. As an office, we will be providing intensive professional development to ensure the implementation of CLEG's seven guiding principles: collaboration, accountability, responsiveness, agility, contextualization, entrepreneurship, and alignment. As always, my staff and I are here to support your efforts. I wish you a healthy and successful program year.

Dianne M. Duthie

We Need Contact Information

With all of the changes and innovations coming to Adult Learning, our office is finding that we need contact information for both administrators and teachers. If you have not already done so, please provide us with your teachers' names, email addresses, program areas (i.e., GED, ABE, etc), program name, and director's name.



Thank you in advance for your help with this. Our goal is to provide our teachers with the best hands-on tools and innovative practices to transform how we provide adult education in Michigan.

Please send the teacher's email address to
Patty Higgins: higginsp@michigan.gov

IMPORTANT DUE DATES



September 25, 2009

Section 107 Applications
Due

October 25, 2009

Exit Status section of the
outcome screens in
MAERS must be
completed for PY09

Last day for Outcome &
Follow up Screen in
MAERS for PY09

October 1, 2009

State Section 107 funding
requires districts/consortia
to notify DELEG of
intention to operate

October 31, 2009

1st quarterly report for
PY08-09 due

November 6, 2009

Federal Grant Final
Expenditure Report for
2008-09 due for MDOC
and MDHS

November 30, 2009

Final narrative reports due
for federal grants

December 31, 2009

Final Narrative Report
from our office due to
USDOE

Contextualizing Student Learning

Contextualization is a word that has been thrown around a lot in our transformation. But what does it really mean? Contextualization is providing instruction which draws upon the context in which it will be used—using real-life materials and situations to teach a concept. Contextualization actively involves the learner, combines content and context, and uses familiar materials.

Referencing work-based skills is a way of creating a particular context. One example of this would be teaching the Pythagorean Theorem ($a^2+b^2=c^2$), which can be used in the context of the following tasks:

- ▶ determining if a television will fit in the opening of an entertainment center
- ▶ determining the number of bundles of shingles you will need to cover your roof
- ▶ laying the corners of the foundation for a garage or other building

When looking at contextualizing instruction in your program, it will be helpful to garner information from local employers on the skill sets that they need from their employees. If your program has specific occupational fields in mind, there are several free online resources that can help you contextualize your curriculum.

O*NET

<http://online.onetcenter.org/>

- Excellent occupational information including an occupational search by keyword or job family plus high growth industries
- List of skills and education necessary for each occupational category

Career Info Net

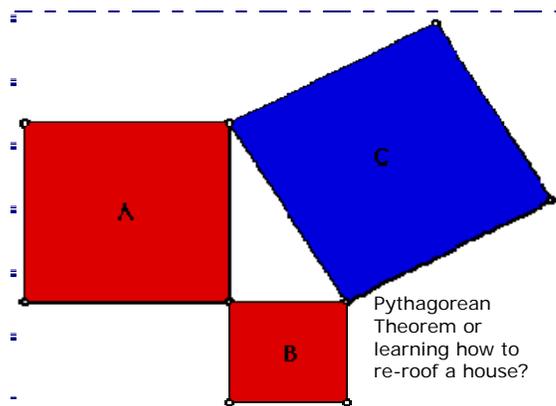
www.careerinfonet.net

- Occupational information: wages, skills, cutting edge tools and technology used in specific occupations
- Industry Information: profile service with employment and wage trend information at the national, state, county, and metropolitan area levels
- State Information: state labor market information and resources, including links to educational, cultural, and recreational resources
- Free Videos: careers, industries, industry groups, abilities, etc.
- Career Tools: career exploration, resource library, certification finder, employer locator, resume tutorial and much more

Michigan Jobs and Career Portal

www.michigan.gov/careers

- Search for jobs and businesses; find financial aid for school and job training resources
- Learn about careers and new occupations
- Connect to resources for employers, teachers, students and parents
- Find information about upcoming job fairs and post resumes online



2009-2010 Professional Development



October 9, 2009
ESL Professional
Development

December 4, 2009
MAC2 Conference

May 4-7, 2010
Michigan Adult
Education Training
Conference

Accelerating Student Goal Attainment

In CLEG's Transforming Michigan's Adult Learning Infrastructure Report (available at www.michigan.gov/adulteducation) it was recommended that accelerated and connected pathways be used to help adult learners reach their goals. Accelerated timing for transitions between programs can help to maintain learner momentum. What does this mean? How is this done? A look at the following models will help you get a better understanding of this essential part of transforming Adult Education:

- **Concurrent Programs:** Students are enrolled in an adult education program and a postsecondary institution or job training program during the same period (e.g., semester or term) but the courses are not taught in the same classroom. The adult education curriculum may or many not be contextualized to the postsecondary or job training program.

An example concurrent programming is Connecticut's College Transition Initiative which supports partnerships between adult education and postsecondary institutions for concurrent enrollment by aligning academic assessments, providing intensive support services and utilizing a local collaborative interagency planning team. For more information about the Connecticut program go to www.sde.ct.gov or for information about supporting college transitions go to www.collegetransition.org

- **Dual Enrollment/Dual Credit Programs** integrate adult basic education and ESL with postsecondary education curriculum to enable students to earn college credit while participating in adult basic education coursework.

An example of this is the GoHigher: Kentucky Adult Education to College Transitions Partnership in which students can dually enroll to earn a GED and adult education/developmental education. Students also receive credit for adult basic education at a local community college. In 2005, Kentucky had 78% of its adult students enter post-secondary education/training. For more information about this program go to www.gohigherky.org

- **Embedded Programs** integrate basic education or ESL content into postsecondary education and career training. These programs require educators to develop a curriculum that allows for dual enrollment in basic education and college-level technical courses. This approach is often taught by two instructors: one adult education and one occupation or academic faculty member. Instruction is contextualized to keep students interested and motivated.

An example of this model is Washington State's I-Best program. I-Best provides dual credit for adult basic education and community college while integrating adult basic education into community college vocational education. It has eight occupational pathways for students to follow. In 07-08 the program 1,602 students were served with a 64% program completion rate. For more information about I-BEST go to <http://flightline.highline.edu/ibest/index.htm>

We recognize there are Michigan programs that are providing accelerated learning; however, we chose to highlight nationally recognized programs in order to provide you with information, fresh data, and new research-worthy elements.

We will provide technical assistance and professional development to throughout the state of Michigan to help programs reach the goal of accelerated learning.

USEFUL GED LINKS

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Info on the 2012 GED
www.gedtest.org/2012

Official GED Newsletter
[www.gedtest.org/
thecomunity](http://www.gedtest.org/thecomunity)

GEDTS on YouTube
[www.youtube.com/
gedtestingservice](http://www.youtube.com/gedtestingservice)

GEDTS on MySpace
[groups.myspace.com/
GEDTestingService](http://groups.myspace.com/GEDTestingService)

GEDTS on Facebook
[www.GEDtest.org/
facebook](http://www.GEDtest.org/facebook)

National Conference and the 5th Edition Test

With 140 attendees and more than 20 training and info sessions offered, the 2009 GED Administrators' Conference (July 6-9) offered everyone with a chance to learn, share, and network.

Attendees heard updates on national issues, had networking opportunities, spent time brainstorming ideas, and got answers regarding the upcoming 2012 Series GED Tests. The GED Testing Service's Marketing Division indicated that the new tests will be called the "5th Edition" series tests,

thus breaking the tradition of naming a new series for the year it was launched (i.e., the 1942, 1978, 1988 and 2002 Series).

GED Administrators and Examiners are encouraged to distribute information regarding the 5th Edition as widely as possible (see link on the left). Test takers have only a couple of years' time to receive appropriate counseling and planning assistance to complete testing on the 2002 GED Test Series.

The Sociable GEDTS: Expanded Marketing Efforts

The GED Testing Service (GEDTS) has jumped into the social networking arena. For the past six months or so, Facebook has been part of the GEDTS communications strategy and, according to the national office, has already touched the lives of more than 530 people. Answering questions about testing requirements and minimum scores has become a regular activity for the staff in D.C. The members are returning the favor by posting notes about passing the GED Tests and their plans for attending college.

The GED Testing Service's social media presence was extended further this summer with the introduction of a YouTube Channel (see links on the left). The YouTube channel allows the GED Testing Service to post and link to videos giving accurate information about the GED Test and to feature videos that highlight the successes of GED test takers.

The MySpace Group functions the same as the GEDTS Facebook Group, but allows the national office to reach a greater majority of potential test-takers. Through MySpace, users can direct their questions to GEDTS and receive answers or links to resources.

You will also be interested to learn that GED Testing Service is developing YouTube, Facebook, and MySpace user guides so that administrators and GED testing professionals can take part in this communication initiative. Check with your network administrators to see if you'll have access to these sites at work.



Trade Adjustment Assistance Program

The Trade Adjustment Assistance (TAA) program is a federal reemployment program established under the Trade Act of 1974. It was last reauthorized on February 17, 2009 under the American Recovery and Reinvestment Act of 2009. The TAA program provides aid to workers who lose their jobs or whose hours of work and wages are reduced as a result of United States foreign trade, such as imports or off-shoring. TAA offers a variety of benefits and reemployment services to assist unemployed workers in preparing for and obtaining suitable employment. Workers may be eligible for training, job search and relocation allowances, income support, wage subsidy payments for older workers, a tax credit for health insurance, and other reemployment services.

A petition for Trade Adjustment Assistance may be filed by a group of three or more workers, a union official, company official, or state agency. Petition forms may be obtained from the local Michigan Works! Service Center.

As always, we try to provide adult education programs resources to support their students. If have a student who you think may qualify or you have additional questions, please contact Tammy Flynn at 517-241-9559 or Tim Ross at 517-241-8823.

FORMS, FILES, FACTS – All available online!

Still trying to find out where the content standards are? Lost your MAERS Manual? Need forms? Below are links to a number of things you may need to find. Copy and paste the address or click on the link within the text.

Older editions of the Office of Adult Learning Newsletter:

http://www.michigan.gov/mdcd/0,1607,7-122-1680_2798_52339---,00.html

Official GED Transcript Request / Confirmation Form:

http://www.michigan.gov/documents/Transcript_Request_Form_101700_7.doc

The Compliance and Review Manual (May 2008 Edition)

http://www.michigan.gov/documents/mdcd/ae_compliance_review_manual_may2008_292229_7.pdf

The MAERS Manual (August 2008 Edition)

http://www.michigan.gov/documents/mdcd/MAERS_manual_102008_254974_7.pdf

Assessment Policy (July 2009 Edition)

http://www.michigan.gov/documents/mdcd/Michigan_Assessment_Policy-July_2009_286507_7.doc

Content Standards

Math <http://www.adultedcontentstandards.ed.gov/ReferenceFiles/MI/Math.htm>

Reading <http://www.adultedcontentstandards.ed.gov/ReferenceFiles/MI/Reading.htm>

ESL <http://www.adultedcontentstandards.ed.gov/ReferenceFiles/MI/Language.htm>

Literacy and GED Maps

http://www.communitywalk.com/mi_literacy and http://www.communitywalk.com/mi_GED

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