

AE SNAPSHOT

Snapshot of Adult Education 2013-14

April 2015

Adult Education Changes Lives

"Thank-you for your guidance and encouragement! You've helped change our lives. I have wonderful new opportunities at work and attending college is an amazing experience! I have since gotten two raises, a promotion and I've recently received 'employee of the year.' I couldn't have done many of these things without your help!"

Participant at Allegan Adult Education

"It is almost embarrassing to think that I had to start at step one. [Enrolling in adult education and getting my GED] has made a difference in my life and with my girls."

Participant at Dominican Literacy Center

"Each day we leave here we are one day closer to getting our diploma's."

Participant at Novi Community Schools

"I can read menus now at a restaurant. In the hospital, I could read the poster on the wall with instructions for surgery."

Participants at READ Program Alpena County

"You help me...to understand my kids' homework easily. I am not afraid to speak English. You suggested me about my health and how to go to the doctor and now I feel good."

Participant at Portage Public Schools ESL Program

*"We are not
as different
as you think
we are"*

**Participant at
Novi Community
Schools**

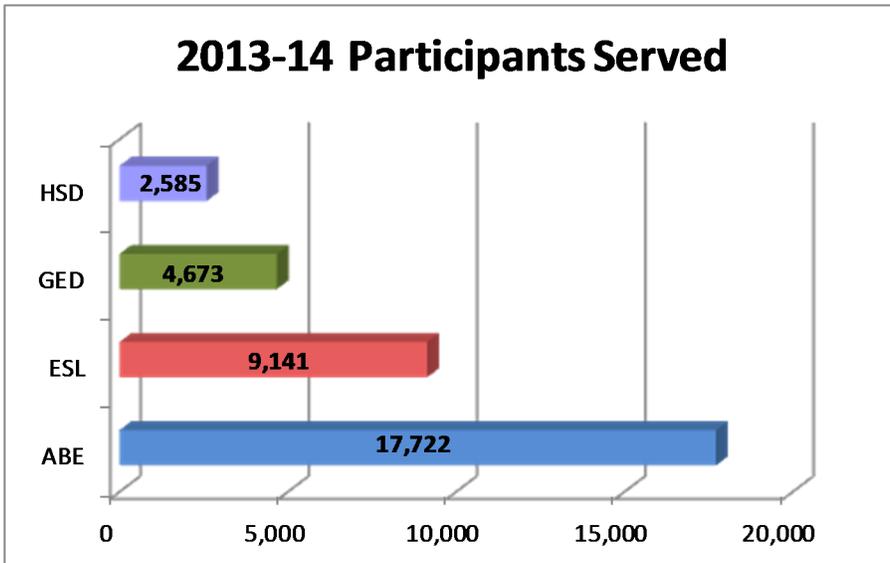
In this Snapshot

- Demographics & Statistics
- Descriptions & Spotlights
- Federal Performance
- MAETC Conference & MAEPD Information
- Task Force Update
- Testimonials



Michigan
Workforce Development Agency
Department of Talent and Economic Development
Adult Education





Adult Education provides adults the opportunity to:

- ◆ Increase literacy and basic skills,
- ◆ Have equal access of program and services for all, regardless of skills and abilities,
- ◆ Prepare for jobs, career advancements, and further education & training.

Adult Education Programs include:

- ◆ ABE (Adult Basic Education)
- ◆ GED (General Education Development)
- ◆ HSC (High School Completion)
- ◆ ESL (English as a Second Language)
- ◆ Literacy Programs & Programs for the Homeless
- ◆ Workplace Literacy

***All Michigan Adult Education Participants Demographics for 2013-14 are based on the Michigan Adult Education Reporting System (MAERS) data.*

2013-14

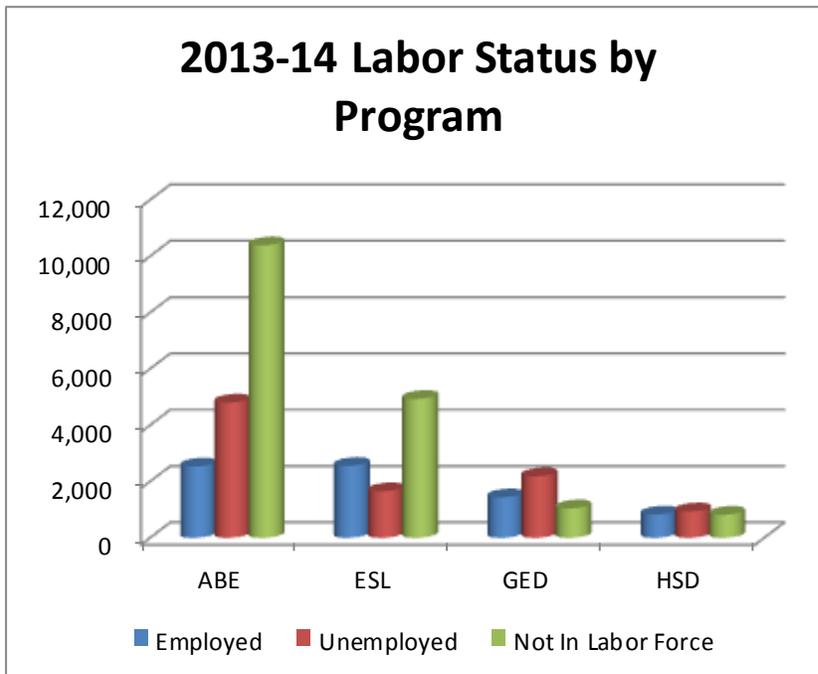
Statistics for Adult Education Participants

- ◆ A total of **34,121** Adults were served. This is a duplicate count, it includes counts of program participants who enrolled in more than one program so they are included in each program totals.
- ◆ More than half, **52%** of adults served are in Adult Basic Education who read below the 8th grade level. This is a **6%** increase over last year.
- ◆ **27%** of adults served have English as their second language.
- ◆ Data for the Department of Corrections was included in the total.

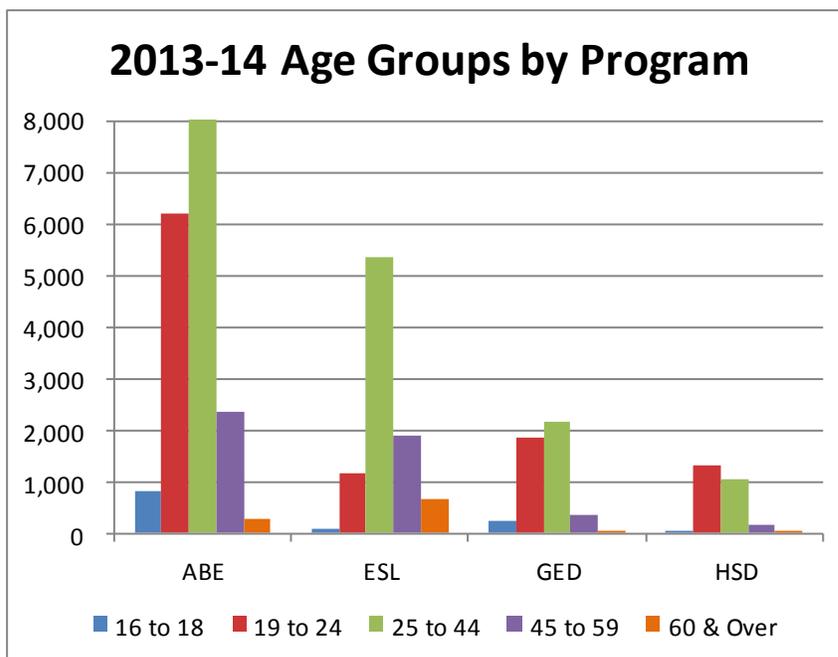


2013-14 Adult Education Participants

- ◆ Many of the adults are **unprepared** for current career opportunities because of **lack of necessary literacy and basic skills**. These participants are served in the ABE and ESL programs.
- ◆ **67%** of unemployed population are in ABE & ESL.
- ◆ **43%** of all the Adult participants within the labor force (employed & unemployed status) were working, attending classes, and striving to improve themselves.
- ◆ **97%** of all participants enrolled are between the working ages of 19-59 years of age.



Not in Labor Force —homemaker, student, disabled, retired, or incarcerated.





Adult Education Program - Testimonials & Descriptions

ABE or **Adult Basic Education** provide basic literacy skills instruction in language arts and/or mathematics for adults who function below 9th grade level (0–8.9) in reading or mathematics, or both. There are four levels of ABE based on the NRS Educational Functional Level : **Beginning ABE Literacy, Beginning ABE, Low Intermediate ABE, and High Intermediate ABE.**

General Educational Development (GED) Preparation is instruction designed to prepare students to pass the GED® test of high school equivalency. There were five parts of the test for 2012-13: language arts, mathematics, science, social studies and writing skills.

HSD or High School Diploma programs are LEA administered programs that fulfill the requirements for a high school diploma.

Workplace Literacy offer literacy geared toward employment. The program may be situated at an employer's site and will focus both on general literacy instruction as well as specific literacy skills related to that business.

Various programs throughout the state are spotlighted in the green shaded boxes on the center pages of this report.

Renaissance Adult Education - HSD Testimonial

Brandon walked in holding his hands in front of him in a clenched manner. He was stuck in a dead-end job that took a toll on him physically as well as mentally. He wanted a diploma and only needed a few credits to complete his goal. He was on an ambitious time-line so he quit his job so he could dedicate 1:00pm to 5:00am each day to his studies. When he finished, he began looking for work – he still came every day to job hunt and refine his resume. He now has a full-time job with benefits that he really enjoys & very proud of.

Consolidated Community Schools - GED Student Testimonial

When Marie began attending the GED program, she was working full-time in the local Wal-Mart bakery; a job with an exhausting schedule, low wages and little personal satisfaction. Marie's goal was to earn her GED credential so that she could secure more rewarding employment. With determination and support from the GED staff, she accomplished her goal in spite of significant personal challenges. After finishing her GED requirements, Marie earned her state CENA credential and was employed full-time by the local hospital. The quality of life for Marie and her children improved dramatically thanks to the availability of adult education!

Wayne County Community College District - ESL & GED Student Testimonial

Ramses was determined to beat the odds. After having been incarcerated for choosing the wrong path in life, he decided to pursue a GED to become successful in life. But this was not done without overcoming obstacles that could have easily deterred him. Spanish was his first language, he was determined to learn English and recruited a tutor to help him. That was not all - he walked two miles every day to and from the bus stop, never missing a day of class.

With diligence and determination, he successfully completed the GED and refers to his Certificate as a "Badge of Honor." He set the bar for others in his family and serves as a great example to other young men who face similar challenges. He is gainfully employed and is looking forward to continuing his education at Wayne County Community College to obtain a degree and eventually become a Spanish Professor.



ESL English as a Second Language

There are six levels of ESL based on the NRS Educational Functioning levels. During 2013-14 ESL participants:

- ◆ Comprise **27%** of the Adult Education population with total of **9,141**, consistent with last year.
- ◆ **More than half** of participants are not in the workforce.
- ◆ **99%** are parents of mostly preschool aged children.



Washtenaw Literacy - ESL Tutor Testimonial

One student was at the extreme upper end in academic accomplishments (a PhD from Korea). She had done a fair amount of her work in English, her training was in math and a lot of that content isn't even words!

She could read, but she had no conversation at all. So she began our work together by saying, "*When I speak, I sound like a book. Make me sound like a person.*"

Literacy Programs in Michigan

A recent survey was completed and here are some of the results:

- ◆ Almost all offer one-to-one tutoring or computer and media based instruction. Many offer tutoring for ESL participants, GED preparation, and small group training.
- ◆ **70%** of the centers have **less than 100** tutors per program.
- ◆ Average grade level improvement after one year in programs:
 - ◆ **22%** with a half grade level improvement
 - ◆ **50%** with a one grade level improvement
 - ◆ **28%** with two grade level improvements

READ Ottawa - Literacy Tutor Testimonial

Richard, a literacy tutor, 30 year old student's goal was to secure a full time job, learn a trade and earn a living wage. He had been working at a fast food restaurant for over 13 years at minimum wage. Richard helped him learn how to navigate job applications, practice interviewing techniques and locate potential employers. His student now has a full time position with increased wages, and most importantly, a greater sense of self-respect.

Department of Corrections (MDOC)

For the 2013-14 reporting year,

- ◆ **13,009** GED subtests were passed.
- ◆ A total of **2,489** obtained a GED.
- ◆ Average enrollment **5,014**.

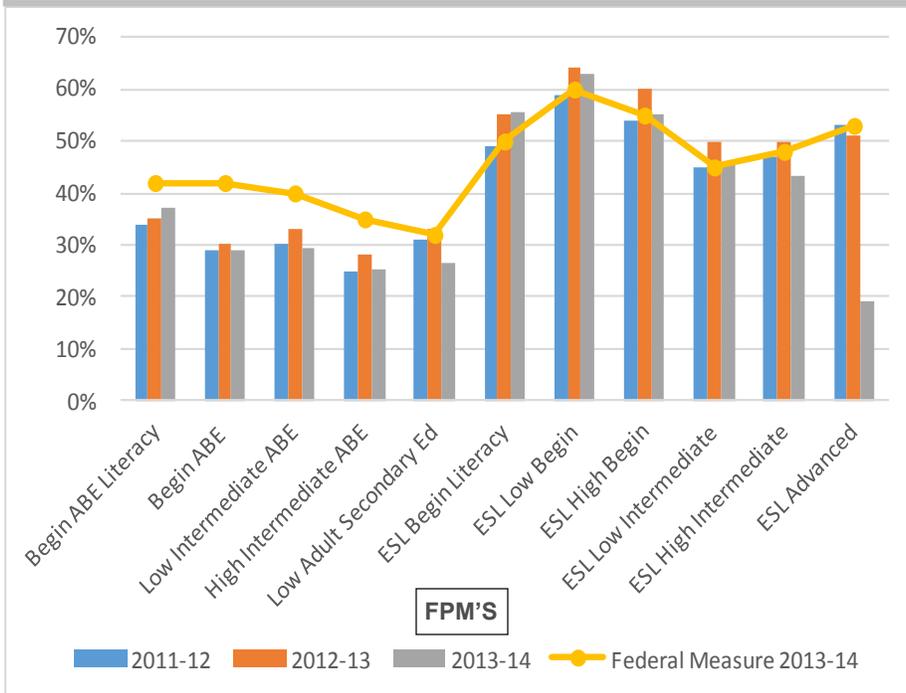
On any given day in the 31 prison schools over 5,100 prisoners take classes in either **ABE** or **GED**. The vast majority of prisoners test at the ABE level.

ESL is provided to all non-native speakers until they reach 5th grade reading level. Certified special education teachers provide services to inmates until they reach 22 years of age.

Over 2,400 prisoners are enrolled in vocational programs, which lead to national/industry-recognized certifications. Prisoners who have successfully completed academic and vocational training are 43% less likely to recidivate and become productive members of society.

Michigan Adult Education & Federal Performance Measures

3 Year Comparison to 2013-14 Federal Performance Benchmarks



Adult Education Participants in Michigan are categorized into the National Reporting System (NRS) eleven different educational levels. They are identified in the above chart. The federal performance is based on the percentage of students who are enrolled and had educational gains. The data from Michigan is then compared to the Federal Performance Measures (FPM) for the 11 educational levels.

For 2013-14, the State showed consistent results in 10 of the Federal Performance Benchmark Measures. Performance was compared for the last three years in the above chart.

The Performance Measures for Michigan are negotiated each year with the Federal Office. For the above chart, the gold line is the standard for 2013-14.

2014 Michigan Adult Education and Training Conference

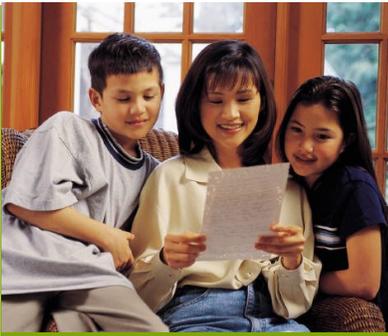
9th Annual Conference.

The main focus was on adult education teachers and being able to utilize some immediate lessons to take back to their classrooms. The joint conference with MACAE (Michigan Association of Continuing and Adult Education) was held April 28 & 29 in Grand Rapids. A total of **550+** adult educators from across Michigan took part in this extremely successful professional development opportunity.

The conference had:

- ◆ **28** concurrent AE sessions,
- ◆ **7** Teacher Spotlights presentations,
- ◆ State and Federal updates from the Office of Adult Education (OAE)



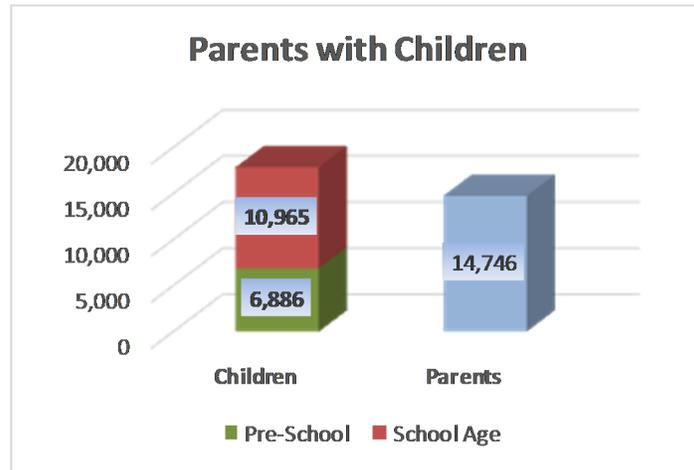


Adult Education impact on Participants with Children

Adult Education throughout Michigan recognize the links of children in poverty to the education level of their parents and supports families as parents work to achieve their goals.

Many AE centers provide wrap around services such as:

- ◆ flexible scheduling,
- ◆ transportation,
- ◆ Childcare, preschool, and afterschool programming,
- ◆ food bank services,
- ◆ food co-op services
- ◆ linkages to local support services, and
- ◆ clothes banks.



- ◆ Total count of participants with children was **14,746**.
(This is an unduplicated head count of participants who are parents with children.)
- ◆ Total count of children was **17,851**
- ◆ **61%** were school aged and **39%** were pre-school aged.

The Condition of Education

U.S. Department of Education - NCES (National Center for Education Statistics. 2009-081

Research has shown a link between parental education levels and child outcomes such as educational experience, attainment, and academic achievement.

For example, there was a positive association between children with highly educated mothers and their rates of participation in early childhood education programs and home literacy activities.

In addition, children with more highly educated parents earned higher average reading and mathematics scores on the National Assessment of Educational Progress (NAEP) than did children with less-educated parents.

Task Force Projects & Accomplishments 2013-14

Accountability & Policy - 10 practitioners, 2 Office of Adult Education (OAE) Staff

Monitoring: cross-referenced the Compliance and Review Monitoring Questions with the Program Self-Assessment Tool and submitted recommendations to AE Office.

Program Self-Assessment: cross-referenced the Program Self-Assessment Tool with the Compliance and Review Monitoring Questions and submitted recommendations to AE Office.

Curriculum & Instruction - 10 practitioners, 2 OAE staff

College and Career Readiness Standards: focused on implementation of CCR standards. Working on a template to illustrate how current trends work together.

Online Course for GED Teachers: developed an online/ distance learning course to assist GED teachers with the transition to GED 2014.

TEMA (Transforming Education for Michigan Adults) continued to facilitate this forum for virtual discussion among adult educators statewide.



Data & Performance - 10 practitioners, 2 OAE

MAERS: continued to provide support to the field and the MAERS team. Discussed mentoring group for data entry personnel.

Data: continued work on data match, access to real-time data, access to regional data by fiscal agent(s) and program directors,



Snapshot: annual updating and publishing of Statewide data report

New Director Mentoring

AE Website – gave input into the updating of the new AE website

TEMA participation

GED Transition - 10 practitioners, 2 OAE Staff

GED Annual Conference

Professional Development

Closeout Policy for GED 2002 – Implemented positioning of staff, resources, and guidelines; coordinated final phase of paper-based to CBT test prep with closure.

Calendar Transition for GED 2002 to GED 2014: developed planning calendar; advised re coordination with GEDTS, published planning calendar for CBT transition

Marketing Plan for transition from GED 2002 to GED 2014: included statewide outreach, developed local planning suggestions, discussed changes to transcript and waiver policy, PSA suggestions.

Clarification of Pearson Vue Contracts: Non-disclosure Agreement; CBT payments; mobile labs; local concerns.

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Adult Education Practitioner's Task Forces

For 2013-14, **40** Adult Education practitioners from every corner of Michigan participated as members of the Task Forces:

- Accountability & Policy
- Curriculum & Instruction
- Data & Performance
- GED Transition

The Practitioners' Task Forces serve as a recommending body to the Office of Adult Education, addressing Adult Education issues and concerns, and drafting policy and procedures.

Michigan Adult Education Professional Development (MAEPD)

MAEPD provides Adult Education practitioners with professional development activities and opportunities that will enable them to enhance their programs, improve teacher and student performance, and ensure that all programs meet the needs of their respective communities.