

RICK SNYDER
GOVERNOR



CHRISTINE QUINN
DIRECTOR

Memorandum

DATE: March 30, 2015

TO: Christine Quinn, Director
Workforce Development Agency

FROM: Dianne Duthie, Director, Education and Career Success
Workforce Development Agency *DD*

SUBJECT: Amended Adult Basic Education 2015-2016 State Plan

The extension of the *Adult Education and Family Literacy Act* requires each state to submit an amended State Plan including the establishment of new performance levels for the coming program year. The 2015-2016 State Plan is a continuation of the 2013-2014 State Plan that includes new performance levels.

When the State Plan is revised, the Governor's comment is required. In the past, the director of Michigan Strategic Fund, Michigan Economic Development Corporation, or the Governor's designee (see attached copy from May 2011) signs the cover sheet on behalf of the Governor.

Please forward the attached memorandum to the office of the Governor. If you have any questions or need additional information, please contact Dr. Cliff Akujobi, Education Consultant Manager, Office of Adult Education, at (517) 373-4218, or by e-mail at akujobic@michigan.gov. Thank you.

DD:CA:ts
Attachment



Victor Office Center | 201 North Washington Square, 5th Floor | Lansing, Michigan 48913
517.335.5858 | TTY 888.605.6722

RICK SNYDER
GOVERNOR



CHRISTINE QUINN
DIRECTOR

Memorandum

DATE: March 30, 2015
TO: Office of Governor Rick Snyder
FROM: Christine Quinn, Director, Workforce Development Agency
Talent Investment Agency 
SUBJECT: Amended Adult Basic Education 2015-2016 State Plan

The Office of Adult Education, Workforce Development Agency, State of Michigan, is forwarding the amended State Plan as a required activity by the U.S. Department of Education, Office of Vocational and Adult Education for the continuation of 2015-2016 Federal Grants to the State of Michigan.

The department is requesting your comments and concurrence of the approval of the amended State Plan.

Thank you.

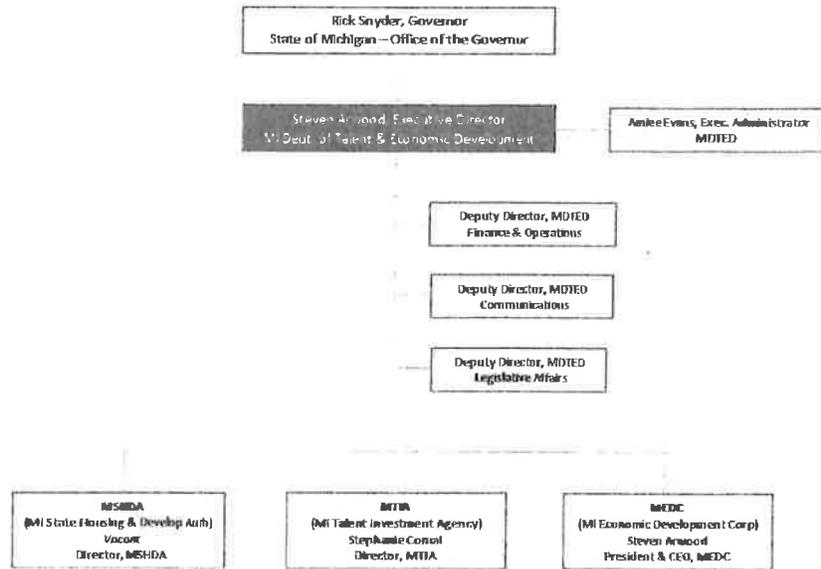
CQ:CA:ts
Attachment



Victor Office Center | 201 North Washington Square, 5th Floor | Lansing, Michigan 48913
517.335.5858 | TTY 888.605.6722

We are sure you all have been waiting for more information on the new Department and how the Workforce Development Agency (WDA) will fit into the big picture. Without causing more confusion, below is a general overview of Talent and Economic Development (TED) and the changes to our internal operations and organizational structure.

MICHIGAN DEPARTMENT OF TALENT & ECONOMIC DEVELOPMENT (TED)
Functional Structure



Above is the functional structure of the Talent and Economic Development Department where the Talent Investment Agency resides with the Workforce Development Agency and Unemployment Insurance Agency falling under TIA.

With the new Department, the coming of our new legislation, the Workforce Innovation and Opportunity Act (WIOA) and retirements, we also have reorganized internally to address demand and to welcome new Team members from Talent Enhancement.



While the vast majority of everyone's jobs will remain the same, we have created/revised two offices. The Office of Field Services will include Migrant Services and Veteran Services. This office will be led by Gary Clark.

The Office of Talent Policy and Planning is reflective of some of WIOA's required partners and will include Welfare Reform & Wagner Peyser, Trade Adjustment Assistance, Title I, Rapid Response, and the Governor's Talent Investment Board. This office will be led by Stephanie Beckhorn. We are welcoming Jackie Miekszyn and Sue Ann Searles to the Team.

The Office of Audit and Finance will be more inclusive of Budget and Finance as well as Program Review. This office is led by Mike Wurlinger.

The Office of Michigan Industry Cluster Approach which is co-led by Marcia Black-Watson and Chris Knapp will not only be our Business/Demand Team but will also include the Skilled Trades Training Fund (STTF), MAT2, and Community College Skilled Trades Equipment Program (CCSTEP). We are welcoming Valeria Jemerson, Denise Flannery, Samuel Sedlecky, and Tangie Jones to the Team.

The Office of IT Services, which is led by Henry Christian will also be adding three new team members under Amy Hiltunen; Jessica Scott, Michelle Manikowski, and John Redwine.

There were a few internal moves as well and these will show on the new organization chart that will be released no later than March 16th when TED and TIA become official.

We want to once again thank all of you for what you do for WDA and Michigan every day. This is an exciting time full of changes and opportunities for innovation. Talent is a high priority for the Governor and our Department so we need to embrace this attention and run with it!

Look for more information on the Open House to TED on March 16th.

Christine and Mike

Workforce Development Agency
03/15/2015

Stephanie Comai
Director
Talent Investment Agency

Ken Silfven
Non-WIDA
TIA
Employment Service Analyst

Todd Spencer

Christine Quinn
Director
Workforce Development Agency

Herna Morado
Vacant
Michelle Walker
Janet Howard

Senior Exec. Mgt Asst
General Office Assistant
State Assistant Administrator
State Bureau Administrator FZ

Mike Pohnl
State Bureau Administrator
Strategic Opportunities Bureau

Henry Christian
State Office Administrator
Office of IT Services

Mike Wurmflinger
State Division Administrator
Office of Audit and Finance

Dianne Duthie
State Division Administrator
Education and Career Success Division

Gary Clark
State Division Administrator
Office of Field Services

Stephanie Beckhorn
State Office Administrator
Office of Talent Policy & Planning

Marcia Black-Watson
State Office Administrator
Office of Michigan Industry Cluster Approach

Chris Knapp
State Office Administrator
Office of Michigan Industry Cluster Approach

Workforce Development Agency
06/07/2015

Stephanie Comai
Director
Talent Investment Agency

Ken Silfven
Non-WDA
TIA
Employment Service Analyst

Cecilia Dungey Senior Exec. Mgt Asst

Todd Spencer

Christine Quinn
Director
Workforce Development Agency

Irene Marado
Kristen Myers
Michelle Walker
Janet Howard

Senior Exec. Mgt Asst
General Office Assistant
State Assistant Administrator
State Bureau Administrator FZ

Henry Christian
State Office Administrator
Office of IT Services

Mike Wurminger
State Division Administrator
Office of Audit and Finance

Stephanie Beckhorn
State Bureau Administrator
Strategic Opportunities Bureau

Gary Clark
State Division Administrator
Office of Field Services

Dianne Duthie
State Division Administrator
Education and Career Success Division

Chris Knapp
State Office Administrator
Office of Michigan Industry Cluster Approach

Marcia Black-Watson
State Office Administrator
Office of Michigan Industry Cluster Approach

Vacant
State Office Administrator
Office of Talent Policy & Planning

Workforce Development Agency
06/07/15

Christine Quinn
Director
Workforce Development Agency

Mike Wurminger
State Division Administrator
Office of Audit and Finance

Carla Burdick Executive Secretary
Lisa Berger Departmental Specialist
Brenda Williams Departmental Specialist
Paula Mitchell-Morroe State Division Administrator
Vacancy (Hornbeck) Departmental Manager FZN

Gerardo Aranda
Departmental Specialist
State Monitor Advocate Office

Feliciano Parades Departmental Analyst

Matt Shilling
Financial Manager
Section 1

Artica Smith Financial Analyst
Brandon Simmer Financial Analyst
Aaron Schrier Financial Analyst
Joshua Finch Financial Analyst
Gary Wilson Financial Specialist

Bobbi Woods
Financial Manager
Section 2

Chris Blonrdell Financial Analyst
Roseann Malama-Smith Financial Analyst
Jesus Centeno Financial Analyst
Barb Parks Financial Specialist

Henry Christian
State Office Administrator
Office of IT Services

Rosalyn Williams-Griffin Executive Secretary

Amy Hiltunen
State Administrative Manager
Talent IT Systems

Vacant (Gagne) Student Assistant
Cindy Volmer Departmental Analyst

Alesia Brown
Departmental Manager
Talent Outreach Services

Jessica Scott Departmental Analyst
Michael Nimmons Employment Services Analyst
Olivia Butler-Robbins Personnel Mgt Analyst FZN
Michael Prus Departmental Analyst

John Redwine
Departmental Manager
Talent Connect

Vacant (Bedford) Student Assistant
Michelle Manikowski Departmental Analyst
Zella Little Employment Services Analyst
Tamara Williams Departmental Analyst
Natalie Hoover Departmental Analyst

Joe Billig
State Administrative Manager
MIS & Reporting Systems

Vern Westendorf
Departmental Manager LT
WLDLS

Jennifer Spaulding Departmental Analyst, LT
Da'Uana Dixon Departmental Analyst, LT

Dean Smith
Departmental Manager
MAERS

Sue Johnson Departmental Analyst
Sharon Megand Departmental Analyst

Paula Eklund
Departmental Manager
OSMIS

Jackie Galters Employment Service Manager FZN
Vacant (Flynn) Departmental Specialist

Workforce Development Agency
06/07/15

Christine Quinn
Director
Workforce Development Agency

Stephanie Bec khorn
State Bureau Administrator
Strategic Opportunities Bureau

Dianne Duthie
State Division Administrator
Education and Career Success

Barb Elkins
Executive Secretary
Lorie Fernad
General Office Assistant
Sue Muzillo
Financial Analyst
Kate Kisil
Departmental Specialist
Erica Lupe
Departmental Specialist
Susan Blake
Higher Education Consultant
Sharbne Dunklin
Higher Education Consultant
Troy Tissue
Higher Education Consultant

Cliff Akujobi
State Administrative Manager
Adult Education & Community Colleges

Tammy Salazar

Secretary

Adult Education
Emily Pohl
Student Assistant
Brian Frazier
Departmental Analyst
Patty Higgins
Departmental Specialist
Sandy Thelen
Departmental Specialist FZN

Community Colleges
Judy Becker
Departmental Analyst
Darlene Miller
Higher Education Consultant
Patrick Meier
Higher Education Consultant
Sheree Price
Higher Education Consultant
Vacant (Burke)
Student Assistant
Vacant (Heard)

Rudy Redmond
Departmental Manager
King-Chavez-Parks Initiative

Kelsey Ann Morinaga Wells
Secretary
Dawn Marsh
Departmental Technician
Joseph Baynessan
Higher Education Consultant

Keenan Wade
State Administrative Manager
Youth & Secondary Services/GED

Tracy Kuchuk

Secretary

Jesse Thelen
Departmental Analyst LT
Amy Heckman
Departmental Analyst
Kelly Simmons
Higher Education Consultant
Tracy Taylor
Higher Education Consultant
Vacant (Flak)
Departmental Technician
Vacant (Thelen)
Student Assistant
Whitaker
Departmental Analyst

Doug Warner
Departmental Manager FZN

Ingrid Clover

Departmental Analyst

STATE OF MICHIGAN
Workforce Development Agency, Michigan Strategic Fund

Amendment and Two Year Extension*

To the

Michigan Adult Education State Plan

FY 2000 – FY 2004

Title II-Adult Education and Family Literacy Act of the Workforce Investment Act (WIA) of
1998

* To amend and extend a continuation of Michigan's State Plan from July 1, 2015 through June 30, 2016 that incorporates a transitional plan for the full implementation of the Workforce Investment and Opportunity Act (WIOA) beginning July 1, 2016.

1.0 INTRODUCTION

The Workforce Investment and Opportunity Act (WIOA) of 2014 that supersedes the Workforce Investment Act of 1998 presents an extraordinary opportunity to improve job and career options for Michigan's workers and jobseekers through integrated, job-driven public workforce system that links diverse talent to businesses. The state plan is amended to strengthen Michigan's workforce development system through innovation in, and alignment and improvement of employment, training, and education programs. The Office of Adult Education of the Michigan Workforce Development Agency under Michigan Talent Investment Agency has joined the workforce investment partnerships, eager to collaborate on many levels to bring a seamless service delivery system to adult learners. The greatest contribution Michigan Adult Education can make to the partnership, and more importantly to the adult learners it serves, is to provide opportunities for them to develop their literacy skills necessary to qualify for postsecondary education, job training, better employment, and to reach their full potential as family members, productive workers, and citizens. Michigan plans to do the following in the coming year to prepare adult education providers for the full implementation of WIOA in 2016.

State Transitional Plan Activities in 2015-16

Fortunately, Michigan has solid infrastructures in place that places the state far ahead of other states for the full implementation of WIOA in 2016. The existing structures and institutions are:

- a) Ten prosperity regions established by the governor;
- b) Adult Education workgroups of field practitioners that provide input on a variety of issues, policies and practices that will affect the adult education field. This helps the state office to involve the field, problem solve and better understand the impact of decisions and policies on local adult education programs.
- c) Twenty local workforce development boards: each board is in each local area designated and certified by the governor to develop and submit the local plan, conduct workforce research and regional labor market analysis specified in the legislation, convene local workforce development system stakeholders, lead efforts for employer engagement, lead efforts to develop implement career pathways within the local area, develop and implement proven practices, develop strategies to maximize efficiencies with the use of technology, oversight of specified activities, negotiate local performance accountability measures, select specified providers and

operators, coordinate with education providers, and develop and administer a budget for the activities of the local board. The local board shall be composed of business, adult education eligible provider, higher education, economic and community development and the three other core programs representatives, and may include representatives of local education agencies, community based organizations, and others (transportation, housing, philanthropic organizations). Standing committees may provide information to assist the local board in carrying out activities.

- d) The state allocation for adult education programs are distributed to 10 prosperity regions with one fiscal agent;
- e) Each prosperity region has a Talent District Career Council (TDCC) that advises the local WIB on education matters;
- f) The Prosperity Regions Talent Map: which is a web-based tool designed for workforce, economic development, and education/training stakeholders to connect, collaborate, and create to better serve their employer customers;
- g) Most prosperity regions have already developed long term strategic plans for economic development/activities for the region;
- h) Inter-agency agreements with Michigan Department of Corrections (MDOC) and Department of Human Services (DHS) to provide adult education services to state correctional and juvenile facilities;
- i) Regional labor market information for each prosperity region that provides economic data and information on growth for the industries and businesses in the region;
- j) A network of more than certified 500 Business Solutions Professionals (BSP) across the state working to strengthen business to retain and create jobs in Michigan.

STATE PLAN COMPONENTS

(Additions noted by bold and underlining in sections referenced above.)

2.0 Eligible Agency Certifications and Assurances

2.1 Certifications (Uploaded Separately)

2.2 Assurances (Uploaded Separately)

2.3 (Michigan is not doing the “Unified Plan” rather modifying existing plan)

3.0 Needs Assessment

Michigan’s unemployment rate has dropped from the all-time high of 15% to 7.3% in 2014 (still higher than the national average) due to increasing economic activities of auto industry economy that contributes in large part to Michigan’s revenue. In 1950, roughly 60% of all jobs required little or no skills. In 2000, that percentage decreased to 15%. Thousands of well-paying technical jobs and training opportunities leading to living wage jobs are “going begging.” Some businesses have reported closing due to the lack of skilled workers; and all businesses report the lack of workers (including entry level and technically skilled) as their most significant business problem. People who might be interested in such jobs frequently do not have sufficient basic literacy and job skills to qualify for entry-level jobs or to benefit from training that leads to better jobs.

This skills mismatch is not just a problem for employers. This is a problem for our families and our communities. Many individuals have inadequate skills to earn enough to support themselves and their families. Thus, more concerted learning of basic

competencies by a significant portion of Michigan's adults is needed to assure that they can take advantage of the extensive array of jobs and training opportunities that Michigan offers now and promises to offer in the future.

According to Michigan League for Public Policy (MLPP) recent report (March 2015), adult education serves the segment of the population that does not have the basic skills necessary to gain secure, family-supporting employment, or to succeed in occupational training that leads to such employment. The term "basic skills" refers to the levels of reading, writing and mathematics that are associated with the attainment of a high school diploma and the ability to speak English proficiently. These skills are the foundation for building career-specific occupational skills that are in demand by the job market. While many adults without a high school diploma have deficiencies in one or more of these skill areas, some high school graduates also lose these skills over time or may not have completely mastered them while in high school. Adult education serves both sets of individuals. Several indicators show that the number of working age adults needing adult education far surpasses those receiving it:

- Over 221,500 Michigan adults age 25-44 lack a high school diploma or GED, yet fewer than 7% have enrolled in adult education in any year since 2004.
- More than 225,000 Michigan adults speak English less than "very well," but fewer than 5% enroll in English as a Second Language adult education programs.
- Around 60% of community college students per year need to take developmental (remedial) education classes due to having not mastered one or more skill areas needed for postsecondary education or training.

3.1 Individuals Most in Need

The Council for Labor and Economic Growth (CLEG) Report published in 2008 found that in 1.7 million Michigan adults lack basic skills needed for post-secondary education and good jobs. The 1996-1997 National Adult Literacy Survey (NALS) found that in Michigan, 18% of the total population is at Level 1, the lowest literacy level. Adults scoring at Level 1 have insufficient reading, writing and computation skills considered necessary for functioning in everyday life. Therefore, those individuals scoring below an intermediate (ABE or ESL) educational functioning level (EFL) on a state-approved assessment will be considered most in need in Michigan. Most of these numbers have not changed when compared to the recent Michigan League for Public Policy (MLPP) March 2015 report.

Too Many Low-Skilled Michigan Adults Are Left Out of Adult Education

Program Year	Total State/Federal Funding	Adults Age 25-44 Without a High School Diploma or GED			Adults Age 18-64 Who Speak English "Less Than Very Well"		
		Total Number	Number in Adult Education	Percent in Adult Education	Total Number	Number in Adult Education	Percent in Adult Education
2004-05	\$36,227,063	262,912	17,225	6.6%	NA	10,843	NA
2005-06	\$37,107,871	263,548	15,687	6.0%	230,687	10,642	4.6%
2006-07	\$39,959,444	270,332	16,345	6.0%	234,875	10,985	4.7%
2007-08	\$39,976,065	258,013	15,295	5.9%	241,180	9,080	3.8%
2008-09	\$39,645,243	253,113	14,363	5.7%	229,065	9,276	4.0%
2009-10	\$36,215,280	229,051	15,299	6.7%	229,435	8,929	3.9%
2010-11	\$36,380,063	224,697	12,676	5.6%	209,665	8,392	4.0%
2011-12	\$36,771,835	223,772	14,063	6.3%	219,700	8,581	3.9%
2012-13	\$35,965,116	221,595	14,100	6.4%	225,035	8,282	3.7%

Educational Attainment, Earnings and Poverty Rates of Michigan Residents Age 25 and Over

Educational Attainment			
	Total	Male	Female
Less than 9th grade	3.4%	3.5%	3.3%
9th to 12th grade, no diploma	7.7%	8.2%	7.2%
High school graduate (includes GED)	30.4%	30.7%	30.1%
Some college, no degree	24.0%	23.8%	24.2%
Associates degree	8.6%	7.4%	9.7%
Bachelor's degree	15.9%	15.9%	15.9%
Graduate or professional degree	10.0%	10.4%	9.7%

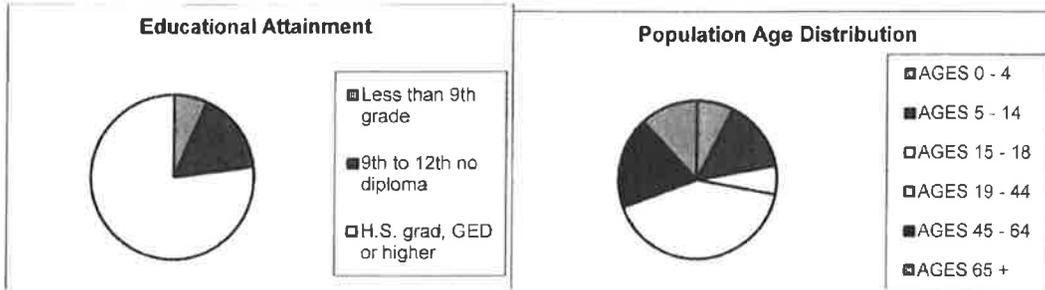
Median Earnings by Educational Level			
	Total	Male	Female
Less than high school graduate	\$17,643	\$21,438	\$13,602
High school graduate (includes GED)	\$25,648	\$31,436	\$20,278
Some college or associates degree	\$31,209	\$40,188	\$25,423
Bachelor's degree	\$48,206	\$60,634	\$38,946
Graduate or professional degree	\$67,401	\$81,537	\$57,795

Poverty Rate by Educational Level			
	Total	Male	Female
Less than high school graduate	28.9%	25.6%	32.4%
High school graduate (includes GED)	15.0%	13.8%	16.2%
Some college or associates degree	11.6%	9.3%	13.5%
Bachelor's degree or higher	4.3%	3.9%	4.7%

3.2 Target Populations

Individuals without a high school diploma, low-income individuals and displaced homemakers with inadequate basic skills, individuals with limited English proficiency, and inmates in correctional institutions are the target groups for Michigan adult education and literacy efforts. Following are brief descriptions of the size of these various groups:

No High School Diploma.



According to the 2012 American Community Survey estimates, Michigan’s total population of individuals 18 years of age and older was 7,619,422. Of that population, 1.18 million Michigan adults do not have a high school diploma or its equivalent, and 211,873 adults have attained less than a 9th grade education. Because a high school education is widely thought to be the minimum credential for labor market success, the fact that 11% of persons 18 years and older have not completed 12th grade or its equivalent provides perhaps the strongest justification for adult education and literacy programs in Michigan.

Educational Attainment - 25 years of age and older



Michigan has taken steps to increase the self-sufficiency of low-income adult learners who are educationally disadvantaged. According to the MLPP report, in Michigan, 24% of adults 25 years and over who speak a language other than English at home (and 35% who speak Spanish at home) do not have a high school diploma, compared with 10% who speak only English at home.

The poverty level is much higher for those who speak a language other than English (23%), especially for Spanish speakers (28%), than for those who speak only English (15%). With more than 225,000 adults in the state with limited English proficiency, Michigan should ensure that this population is targeted for adult education outreach and that there are adequate ESL programs—with adequate funding—in the areas of the state with the highest need (15%). With more than 225,000 adults in the state with limited English proficiency, Michigan should ensure that this population is targeted for adult education outreach and that there are adequate ESL programs—with adequate funding—in the areas of the state with the highest need. Approximately 30,929 Michigan's population received public assistance in PY 2013-2014. Michigan will continue to use federal adult education and literacy services funds in conjunction with other state and local funds to address the needs of this population.

According to the Michigan Department of Corrections (MDOC) many prisoners are without a high school diploma or GED. MDOC spends more than \$30 million on ABE, GED, employment readiness and vocational training to prepare prisoners for re-entry to the community. Educational success continues to increase with 2,489 prisoners earning a GED in 2014 fiscal year.

In 2015-2016 Michigan will use up to 10% of Michigan's federal allocation available under section 222(a) (1) to support adult basic education services in correctional and other institutional facilities. The state will set aside funds outside the state's e-grant system to support adult education programs in state correctional facilities controlled by Michigan Department of Correction (MDOC) and Department of Human Services (DHS) respectively. The set aside will be used primarily for professional development activities since the state non-federal funds pay for instruction and instructional materials.

4.0 Description of Adult Education and Literacy Activities

4.1 Descriptions of Allowable Activities

In 2015-2016, Michigan plans to focus on the following activities to promote basic adult education, literacy, workplace adult education and training, family literacy, employability skills (soft skills), English language acquisition, and integrated education and training. In addition, the Office of Adult Education will emphasize student success, persistence, and retention, along with the development of programs that integrate a ladder delivery of credit and non-credit curricula in workforce training programs, as well as postsecondary education/training and job readiness that address current business/industry needs. Most sub-recipients are acknowledged partners in the development and delivery of strategic plans using the Adult Transitions (AT) GED *Plus* aligned Adult Education programming framework that parallel strategies outlined in WIOA Core Programs.

Michigan plans to scale up, through professional development, some best practices of a few programs. For example, the AT program, that creates an explicit college-going/job getting culture from the time students attend orientation through the enrollment to our integrated classes that engage students in a bridge or career pathway model called the College and Career Readiness Seminars or Jump Start, depending on mode of delivery. The seminars are a series of integrated learning activities, resources, and support services that help adult

students identify career goals and develop the skills, content knowledge, and learning strategies they need to enter and succeed in a postsecondary experience. The Seminars complement basic skills instruction and preparation for GED testing, with occupational content, employments skills, and college success strategies. Group and individual counseling/advising also provides the critical support needed to coordinate transition and support services that focus on developing a Personal Plan of Action for each student. Some examples of postsecondary readiness curriculum and modules include the following: a) Goal Setting/SMART Method with activity; b) Personal Skills Assessment; c) Student Forum and Feedback; d) Career Exploration (Careers with a Criminal History/Making a Realistic Career Choice/My Next Move/Creating a Vision of Success); e) Career Services Presentation encourage students to complete resume worksheet, introduction to job search tools, and networking; f) Resume Writing/Create a Resume Interviewing Skills/Speed Interviewing; g) College 101 (certificates vs. degrees, high demand careers, connect with the AT Career Education Advisors); h) Needs and Wants Activity or Time Management Skills; i) Decision Making Skills – Which Job Should Trish/Kevin Take Activity?; j) Wrap Up/Your Next Steps; k) The College Enrollment Process; l) Financial Literacy/Budgets/Credit Scores/Improving Credit History; m) Financial Aid; n) Test Taking Strategies/Note taking strategies; o) Presentations and job connections with local employers and employment agencies; and q) Use of Plato (70 integrated CTE software).

Michigan is recognizing the need to improve the performance of our EL students and is piloting BurlingtonEnglish. The BurlingtonEnglish Core Program will provide EL instructors a new tool for instruction that incorporates Career Pathways, CASAS standards and an additional data source to provide effective instruction. There is a plan to encourage providers within a region to begin to provide a more consistent on-line curriculum across the region and possibly get a region-wide license for some instructional software.

Michigan plans to accomplish the above activities by organizing six different workshops on: MI Works Services, ONET Skills and Interest Assessment, Online Employment Resources, Career Exploration, Resume Writing, Technology and Social Networking (and how that can affect your employment), and Interviewing and Career Planning. We will encourage sub-recipients to replicate these workshops strategically in each region and encourage students to attend all six sessions prior to exiting from adult education programs. This collaboration will continue and will be a model for expansion to the rest of the regions.

14.2 Special Rules

The Michigan Workforce Development Agency, Talent Investment Agency supports and encourages the participation of all new and experienced adult education teachers, administrators and other relevant staff members to participate in a series of sustained and intensive high quality statewide professional development initiatives sponsored by the WDA. These activities are designed to provide participants with the professional skills and tools to help all adult students meet challenging standards of performance indicators, as well as enhance the overall program quality of Adult Education programs.

Where the cost limit of 5% allowed for planning, administration, personnel development,

and interagency coordination is too restrictive to allow for adequate personnel development, the eligible provider may negotiate with the Office of Adult Education to determine an adequate level of funds to be used for this purpose.

Indirect costs will not be allowed therefore, schools/providers must limit administrative costs to 5%.

The Michigan Workforce Development Agency, Talent Investment Agency (WDATIA) shall not use any funds made available under this subtitle for adult education and literacy activities for the purpose of supporting or providing programs, services, or other activities for individuals who are not individuals described in subparagraphs (A) or (B) of Section 203 (1), except that such agency may use such funds for such purpose if these programs, services, or activities are related to family literacy services. In providing family literacy services under this subtitle an eligible provider shall attempt to coordinate with programs and services that are not assisted under this subtitle prior to using funds for adult education and literacy activities other than adult education activities [(Sec. 231)(d)].

4.3 Historical Organizational Arrangements and Changes

Governor John Engler issued Executive Order #1999-12 to transfer Adult Education from the Michigan Department of Education to the Michigan Department of Career Development effective January 1, 2000. (See Attachment B for a copy of this Order, and Attachment C for an organization chart.)

On December 8, 2003, Governor Jennifer M. Granholm signed Executive Order #2003-18 that transferred the functions of the Michigan Department of Career Development to the Bureau of Workforce Transformation under the Department of Labor & Economic Growth (DLEG). In 2008, the Energy Agency was transferred to DLEG creating Department of Energy, Labor & Economic Growth (DELEG).

In February 2011, Gov. Rick Snyder with an Executive Order 2011-IV transferred Bureau BWT to Michigan Strategic Fund (MSF) and just recently (March 16, 2015), the governor created the **Talent and Economic Department (TED)** that manages the following: The Michigan Housing and Development Authority; MSF; **Michigan Talent Agency (TIA)**; Michigan Unemployment Insurance Agency; and **Workforce Development Agency (WDA)**. With this transfer, the Talent Investment Agency administers all Michigan Workforce Development Agency WIA activities including **Office of Adult Education** in Michigan. In addition, Michigan's Work First (welfare reform) program is administered through this new agency. At the local level the WIA Titles I and III are administered through the Michigan Workforce Development Board's Michigan Works! Service Centers, Title IV is administered through Michigan Rehabilitation Services. Michigan Rehabilitation Services has co-located staff at every Michigan Works Service Center. A new organizational chart is attached as Appendix.

5.0 Annual Evaluation of Adult Education and Literacy Activities

5.1 Annual Evaluations

Program evaluation shall be conducted in several ways:

In 2014-2015 & 2015-2016, depending on the availability of resources, Michigan will continue to conduct on-site monitoring visits up to 10% of all federal sub-recipients. In addition, Michigan will continue to provide technical assistance, especially to low performing sub-recipients to raise the district's awareness, build the adult education capacity needed, and improve their performances. The amount of technical assistance must be targeted and based on needs and state resources and to be determined by the Office of Adult Education. Nonetheless, 100% of all programs will be reviewed (desk audit) annually using data, performance reports, funding information, final narrative, statistical, and financial reports.

The WDATIA, Office of Adult Education requires monthly entry of information about every adult education participant in Michigan Adult Education Reporting System (MAERS) a web-based, centralized electronic database that is updated each time new data is entered. The same central system is being used to track the progress of participants in other career development programs, such as WIA Title I and Work First (welfare reform). An annual report of performance information will become public information and be provided to the local Workforce Development Boards.

All state and federally funded adult education and literacy programs will use the National Reporting System format to report student performance data to WDATIA, and WDATIA will annually prepare each year the state's report to the U.S. Department of Education. As part of the WDATIA annual strategic implementation process, the department will continue to monitor and report program results and other relevant information to OVAE.

Based on WDATIA projection, the MAERS new reporting system (effective July 1, 2012) will include instructional hours analysis, number of participants completing Michigan approved pre- and post-instruction assessments, percentages of cohorts attaining goals, and percentage of learning gains achieved.

6.0 Performance Measures

6.1 Performance Measures Projections for Program Year 2015-2016

MICHIGAN		NRS PERFORMANCE WORKSHEET			
MEASURE	National Average	Actual 2012-13	2013-14 TARGET	Proposed 2015-16 TARGET	Change from Performance
ABE Beginning Literacy	44%	35%	42%	42%	20%
ABE Beginning	46%	30%	42%	42%	40%
ABE Low Intermediate	46%	33%	40%	35%	6%
ABE High Intermediate	39%	28%	35%	30%	7%
ASE Low	38%	33%	32%	34%	3%
ESL Beginning Literacy	50%	55%	50%	57%	4%
ESL Low Beginning	54%	64%	60%	65%	2%
ESL High Beginning	54%	60%	55%	60%	0%
ESL Low Intermediate	48%	50%	45%	47%	-6%
ESL High Intermediate	43%	50%	48%	44%	-12%
ESL Advanced	26%	51%	53%	20%	-61%
					0%
HS Diploma/GED	73%	81%	55%	73%	-10%
Entered Postsecondary Ed/Training	29%	23%	48%	28%	22%
Entered Employment	45%	25%	25%	44%	76%
Retained Employment	56%	79%	50%	88%	11%

6.2 Levels of Performance

The proposed performance levels are based on our trend data and thorough analysis.

Table 6.2 below is a breakdown of 2014-2015 data. Out of the 15,494 participants who were not in the Labor Force, more than half (8,548) were incarcerated and/or unable to work due to the severity of their disabilities.

Table 6.2 Participant Status and Program of Enrollment

	<u>Participant Characteristics</u>
7,636	In State Prison
912	In Community Jail Program
305	Other Institutions: Shelter, Half-way home
803	Disabled (Physical)
5,167	On Public Assistance
7,177	Low Income
77	Displaced Homemakers
2,004	Single Parents
-	Have Pre-School Children
-	Have School-Age Children
121	Dislocated Workers
861	<u>Learning Disability</u>
15,494	<u>Indicated Not in Labor Force</u>

6.3 Michigan Plan of Action in 2015-2016

- 1) Michigan plans to engage in holistic approaching by providing comprehensive professional development for teachers, data staff and the administrators at the same time.
- 2) MDOC enrollment increased to 7,636 and the pre-posttest rate is above 45%. MDOC staff/instructors are steadily making progress in entering assessment data and hopefully in coming year we will be making a full comeback.
- 3) Toward the end of last year, Michigan started using data match and that seems to have significantly improved outcomes. Concerted efforts are being made to encourage sub-recipients to collect SSN and using the waiver if necessary.

7.0 GRANT REVIEWERS (*The process remains the same*)

This is a continuation grant and only existing sub-recipients are eligible to receive 2015-2016 AEFLA funds. The staff of WDATIA, Office of Adult Education will be responsible for the review of the grant applications. All applications will be reviewed for completeness and budget detail. The reviewers will assure that the applications meet state and regional adult education and family literacy needs and priorities and all budget items are consistent with state and federal regulations. Some of the criteria that may be considered are successful performance in previous funding requirements and the completeness of all requested information, especially financial and budgetary requirements.

In addition to the content of the application, WDATIA may apply other factors in making funding decisions, such as: (1) performance of the fiscal agent in previously funded initiatives; (2) the extent to which the program addresses WDATIA priorities for low income participants, single parents and displaced homemakers, and individuals with multiple barriers to educational enhancement; (3) whether the local applicant's projections and actual performance reflect continuous improvement; and (4) compliance with all WDATIA requirements.

The 2015-2016 grant applications will follow the previous year grant review process incentive-based funding. Based on the availability of funding, 2% of the 82.5% under Section 231 and Section 225 will be reserved as incentive funds to be awarded to the best performing sub-recipients to be determined at the end of 2013-2014 and 2014-2015 program years, respectively. The criteria for the incentive award stated in Section 5.4 (3) will also be described in detail in the Guidance and Instructions for the 2014-2015 grant application.

7.1 APPLICATION NARRATIVE

This continuation grant will continue to make progress in transforming adult education based on the full implementation of this transitional plan once approved. Applicants (sub-recipients) will be required to describe how they plan to implement permissible activities under section 222(a)(2) in the grant application.

Questions regarding this application should be directed to the Office of Adult Education at (517) 373-8800. WDATIA, Office of Adult Education will review all proposals submitted for instructional program grants. Grant applications shall include:

- 1) How the proposed program and activities will address the needs and priorities identified in the regional Workforce Development Board, if necessary.
- 2) A description of how awarded funds shall be spent, including a budget and budget narrative;
- 3) A description of any cooperative arrangements, shared planning, partnerships, and/or collaborations the eligible provider has with other agencies, institutions, or organizations for the delivery of adult education and literacy activities (if different from last year), and;
- 4) A description of the accuracy, quality and history (trend) of student data that includes how data is collected, validated, and verified as complete;
- 5) A description of the curriculum, including a curriculum that incorporates phonemic awareness, systematic phonics, fluency and reading comprehension;
- 6) Coordination with existing support services that provide transportation, child care, and other assistance designed to increase rates of enrollment in and successful completion of adult education and literacy activities to adults enrolled in such activities.
- 7) A description of the integrated education and training for all participants, including integrated English literacy and Civics Education; the promotion of linkages with employers and postsecondary institutions; and the collaboration with other agencies where possible to avoid duplication of efforts and maximizing the use of resources to promote adult education and literacy activities.

To allow the greatest local decision-making flexibility, funds under Section 231 (Grants and Contracts for Eligible Providers) may be used for the provision of instruction below the postsecondary level for individuals who:

- Have attained 16 years of age;
- Are not enrolled or required to be enrolled in secondary school under state law;

- Lack sufficient mastery of basic educational skills to enable the individuals to function effectively in society, including those individuals who have the lowest levels of literacy skills in reading and mathematics.
- Do not have a secondary school diploma or its equivalent and have not achieved an equivalent level of education; or
- Are unable to speak, read, or write the English language.

7.2 **Eligible Providers**

Eligible providers for a grant or contract are:

- 1) A local educational agency;
- 2) A community-based organization of demonstrated effectiveness;
- 3) A volunteer literacy organization of demonstrated effectiveness;
- 4) An institution of higher education;
- 5) A public or private nonprofit agency;
- 6) A library;
- 7) A public housing authority;
- 8) A nonprofit institution that is not described in any of these subparagraphs and has the ability to provide literacy services to adults and families; and
- 9) A consortium of the agencies, organizations, institutions, libraries, or authorities described in any of the items (1) through (8).

7.3 **AVAILABILITY OF APPLICATION**

The WDATIA will make information available about the availability of funds and the method of applying for these funds through announcements on the WDATIA and State of Michigan websites and press releases, notification of professional organizations, and other relevant state programs. Associations representing literacy groups, adult educators, and WDB will be advised of application opportunities. The grant guidance and instructions, general information, appendices and the application will be posted on the WDATIA, Office of Adult Education's website at: <http://www.michigan.gov/wda>

The 2015-2016 grant application will continue to be incentive-based funding at 2%. The incentive fund will come from the 82.5% grant allocation. The state will retain 2% of the 82.5% to be awarded as incentive to well performing providers at the end of the program year when NRS data are available to make such determination. The 2% incentive award will be based on performance and shall be awarded to sub-recipients that meet or exceed the 2014-2015 negotiated performance measures approved by OCTAE – USDOE. If the number of programs that meet or exceed all the measures is reasonable all the incentive funds will be awarded to them. However, if the number is small, we may include programs with 65% posttest rate. The distribution of incentive award must be determined and approved by the state director.

7.4 **MICHIGAN EDUCATION GRANT SYSTEM PLUS (MEGS+)**

All applications will be submitted electronically through the Michigan Education Grant System Plus (MEGS+) and all potential applicants have access to the MEGS+ system.

7.5 Evaluation of Applications (The process remains the same.)

In awarding grants or contracts under this section, the Workforce Development Agency, Talent Investment Agency shall consider:

- 1) The degree to which the eligible provider will establish measurable goals consistent with the National Reporting System;
- 2) The degree to which the eligible provider addresses the needs and priorities identified in the Workforce Development Board's Strategic Plan (This requirement is state-imposed);
- 3) The past effectiveness of an eligible provider in improving the literacy skills of adults and families, and, after the one-year period beginning with the adoption of an eligible agency's performance measures under Section 212 of AEFLA, the success of an eligible provider receiving funding under this subtitle in meeting or exceeding such performance measures, especially with respect to those adults with lower levels of literacy;
- 4) The commitment of the eligible provider to serve individuals in the community who are most in need of literacy services, including individuals who are low-income, have minimal literacy skills, or require special accommodations such as the open entry open exit programs;
- 5) Whether or not the program is of sufficient intensity and duration for participants to achieve substantial learning gains; uses instructional practices, such as phonemic awareness, system phonics, fluency, and reading comprehension that research has proven to be effective in teaching individuals to read;
- 6) Whether the activities are built on a strong foundation of research and effective educational practice;
- 7) Whether the activities effectively employ advances in technology, as appropriate, including the use of computers;
- 8) Whether the activities provide learning in real life contexts to ensure that an individual has the skills needed to compete in the workplace and exercise the rights and responsibilities of citizenship;
- 9) Whether well-prepared instructors, counselors, and administrators staff the activities;
- 10) Whether the activities coordinate with other available resources in the community, such as establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, one-stop centers, job training programs, and social service agencies.
- 11) Whether the activities offer flexible schedules and support services (such as child care and transportation) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs;

- 12) Whether the activities maintain a high-quality information management system that has the capacity to report participant outcomes and to monitor program performance against the eligible agency performance measures; and whether historical student data has been reviewed to ensure that accurate, complete and valid student data will be collected, reported, and utilized;
- 13) Whether the local communities have a demonstrated need for additional English literacy programs.

7.6 APPLICATION PROCESS & PERFORMANCE MEASURES

Applicants must consider the quality of their programs, staff capacity and general performance of participants to ensure that their programs will meet the state projected performance percentages. The state is in the process of negotiating the 2015-2016 performance measures with USDOE and if approved, all applicants are expected to meet or exceed the negotiated measures that will be published as soon as they are approved by USDOE. Based on the negotiated performance measures with USDOE, applicants are expected to enter and report all participants' performance data MAERS. Statewide MAERS training has been provided and continuous technical assistance will be available throughout the year on WDATIA, Office of Adult Education approved assessment policy, goal setting, attendance and use of the Adult Learning Plan (ALP).

7.7 PAYMENTS

Payments to providers are based on an approved grant budget from WDATIA, Office of Adult Education. Providers request funds via the Michigan Department of Education's Michigan Education Information System (MEIS). The system tracks a provider's approved grant budget and calculates payments to providers based on: cumulative year-to-date expenditures. Grantees must request funds on an accrual basis at least quarterly in the MEIS system, and may not request funds that exceed their needs for three days cash on hand. Payment requests are processed twice weekly, and providers normally receive payment within 3 to 4 business days. The WDATIA, Office of Adult Education monitors payments to providers weekly, and reconciles year-end reports of expenditures to payments received to ensure compliance with the terms of the approved grant budget. At the end of each year of the funding cycle, sub-recipients will submit a final report analyzing program performance, suggesting areas for improvement, and final budget. The subsequent year of funding will be contingent upon the availability of federal funds and program performance.

8.0 Public Participation and Comment

8.1 Description of Activities

Activities conducted in the past to meet this requirement were:

- 1) Targeted "dialogue" events to engage state staff, local service providers, and related others in reviewing best and most current information related to a topic and then mutually discussing related state policy decisions. For example, this

method was used to develop initial performance measures on May 18 and 19, 2000.

- 2) Conducted public comment period to include:
 - Notice of public comment period provided to state associations and Adult Education Advisory Group members, related state programs, etc.
 - Photocopies of state plan provided upon request;
 - Informational meeting held with over 250 people attending;
 - Electronic copies of the state plan provided to professional associations of adult educators for posting on their web sites, and;
 - Adult Education Advisory Group meetings.
 - Discussions of results of public meetings.
- 3) Public comments were recorded, summarized, and reviewed prior to finalizing the State Plan.

Activities conducted to meet this requirement for the amended state plan include:

- 1) A series of Practitioner Task Force meetings to gain input and recommendations from the field on necessary changes,
- 2) Posting of the amended State Plan changes on the WDATIA website,
- 3) Statewide news release to announce the posting of the draft amended State Plan and to request feedback,
- 4) Presentation to the State Workforce Development Board for comments,
- 5) Submission of the draft State Plan to the Governor's office for review and comment, and
- 6) Review and incorporation of appropriate recommendations into the final amended State Plan.

8.2 Governor's Comments

A copy of this plan amendment will be submitted to the Governor for review and comment. Any comments received will be forwarded to the Secretary of the U.S. Department of Education.

9.0 Descriptions of Program Strategies for Special Populations

9.1 Strategies

- 1) Applications will highlight transitional plans for the full implementation of WIOA in 2016. In addition, describe strategic local needs for Adult Education and Literacy services for low income students; individuals with disabilities; single parents and displaced homemakers; and individuals with multiple barriers to educational enhancement, including individuals with limited English proficiency.
- 2) Local adult education programs shall analyze program and enrollment data to determine the degree to which they are serving specific target populations identified

in the strategic plans. Based on the analysis results, strategies will be developed to address identified gaps.

- 3) Performance and program data will be analyzed to identify strengths and challenges in program delivery in meeting the needs of specific target populations. Continuous improvement plans will include strategies for strengthening program delivery in identified areas of need.

10.0 Integration with Other Adult Education and Training

10.1 Description of Planned Integrated Activities

To more fully meet this federal requirement for integrated services, Michigan will collaborate with local Workforce Development Boards in the operation of Adult Education and Literacy Act-funded activities in the following ways:

- 1) Michigan's 77 one-stop centers with fully integrated federal programs will be informed by their administrators, the Workforce Development Boards, about referrals to Adult Education and Literacy Act-funded activities; and the one-stops will recruit, assess, provide information about, refer, and possibly enroll candidates in appropriate adult education programs.
- 2) Talent District Career Councils (TDCC) appointed by the Workforce Development Board shall be encouraged to arrange post-secondary education or training for adult education completers.
- 3) The WDATIA is responsible for administering all of the state's Adult Education programs. Individual student data for all Adult Education programs, including activities authorized by Section 107 of the State School Aid Act will be recorded on the web-based reporting system. Policy analysis and reporting shall include information from all programs. Further, this information can be shared locally to facilitate coordinated service delivery.

10.2 State Unified Plan

Michigan is not submitting a unified plan. Moving forward, WIOA gives states the option of submitting either a Unified or a Combined State Plan. Michigan Plans to submit a Unified State Plan.

11.0 Description of the Steps to Ensure Direct and Equitable Access

11.1 Description of Steps

As required by federal regulation:

- 1) All eligible providers shall have direct and equitable access to apply for grants or contracts under this section; and
- 2) The same grant or contract announcement and application process is used for all eligible providers in the State.

In our statewide Michigan Adult Education and Training Conference (MAETC) we will provide all 2014-2016 potential applicants the technical skills needed to tap into regional resources and collaborative partnerships. The MAETC conference has been publicized both on our website, listserv, regional papers, and any other available state media.

Every grant award instrument will require assurance that: Adults of varying race, color, disability, creed, sex, age, economic status, English proficiency, or geographic location will have access to adult education and family literacy programs.

11.2 Notice of Availability

WDATIA will use the same steps outlined in Section Six (6.1-6.5) to publicize opportunities for funding and ensure direct and equitable access for eligible providers. Upon request, the department will provide necessary information to any eligible agency.

Information about the availability of adult education programs will be available at every one of Michigan's more than 100 one-stops (Michigan Works! Service Centers) that are already barrier free and are required to assure no discrimination.

12.0 Programs for Corrections Education and other Institutionalized Individuals

Current state appropriations to the Michigan Department of Corrections (MDOC) and to the Michigan Department of Human Services (DHS) for youth facilities shall be coordinated with WDATIA.

12.1 Types of Programs

Any eligible Adult Education and Literacy activity can be supported including High School Completion, English as a Second Language, GED, English Language/Civics or Adult Basic Education.

12.2 Priority

Residents of state correctional facilities throughout the state are not likely to be identified as priorities by local Workforce Development Boards. For example, many prisoners in the Upper Peninsula will be more likely to return to the Southeastern Michigan labor market than to remain in Northern Michigan. Therefore, WDATIA will support the Michigan Department of Corrections and the Michigan Family Independence Agency in establishing priorities for service to those adult education students with the lowest educational attainment and the greatest probability of increasing educational attainment and returning to the labor force. Further, Michigan Public Act 320 of 1998 indicates "a prisoner whose minimum terms of imprisonment is two years or more shall not be

released on parole unless he or she has earned a high school diploma or earned its equivalent in the form of GED Certificate.”

WDATIA will support agencies/providers that give priority to programs serving individuals who are likely to leave correctional institutions within two (2) years of participation in adult education programs.

12.3 Types of Institutional Settings

Correctional facilities operated by the Michigan Department of Corrections (MDOC) for adults and by the Michigan Family Independence Agency for youth will be invited to participate. Types of institutions may include prison, reformatory, work farm, jail, detention center, halfway house, boot camp or similar institution. County jail facilities may continue to be served by local adult education programs. The total funds allocated to Adult Education for all correctional students will not exceed the 10% of 82.5% (Section 222(a)(1)) maximum allowed by federal regulation.

13.0 State Leadership Activities (Section 223(a), (b))

The Office of Adult Education, Division of Education and Career Success will dedicate leadership funds to undertake the following activities to meet the requirements stipulated in Section 223 of WIOA in order to develop or enhance the adult education delivery system of the state. Specifically the state shall use funds under Section 222(a)(2) for:

13.1 Description of New Required Activities

(1) Alignment of adult education services with core programs to implement the strategy...

The Office of Adult Education is leading the development of a career pathways strategy through Moving Pathways Forward-technical assistance from OCTAE. The lead staff person on this is working with core partners and other partners (MDE, CTE, Corrections, etc.) to establish a vision and action plan that will be implemented by the four core partners. At the agency level, meetings with the four core partners have been convened since August of 2014 to identify plans of action, stakeholders and timelines to write the state plan and engage all necessary collaborative partners. Our office convened a small group of adult education and Michigan Works! people to look at Title II of WIOA and determine the opportunities and challenges involved in implementing the new legislation. The Office of Adult education will continue to convene field adult education staff to strategize in order to effectively implement WIOA.

Career Pathways Initiative – *Moving Pathways Forward*

Developing and implementing a comprehensive, quality career pathways system in Michigan is a priority for the Workforce Development Agency, and specifically for the Office of Adult Education. The career pathway approach reorients existing education and workforce services from a myriad of disconnected programs to a framework that focuses on the workforce needs of employers and individuals in need of education and training to be successful on their career paths. The career pathway approach focuses on systems change to provide clear transitions,

strong supports, and other elements critical to the success of participants. It is not simply a new model; it is a new way of doing business that will benefit not only adult learners but all learners in Michigan.

The goal is to develop a career pathway framework at the state level that will be built and maintained by a steering committee consisting of a partnership of state-level agencies, organizations, and employers/industries. This steering committee will provide leadership, supportive and aligned policies, and resources for regional demand-driven career pathway programs that promotes the quality, scale, and sustainability of career pathways. The goal is to implement career pathway programs within the ten Prosperity Regions in locally identified demand-driven and emerging sectors/occupations.

To support this mission, the Office of Adult Education is participating in *Moving Pathways Forward: Supporting Career Pathways Integration*, which is a two-year national initiative to assist states in advancing career pathways systems to transition low-skilled adults to postsecondary education and employment. Under *Moving Pathways Forward*, a survey was conducted at the state and local levels to gauge the level of career pathway activities currently happening across the state. Based on the results of that survey, the primary career pathway components that will be most important to focus on initially are:

- Building Interagency Partnerships
- Aligning Policies and Programs
- Identify Sector or Industry and Engage Employers

A steering committee has been established that includes representation from adult education, workforce development, postsecondary education, K-12 education, career and technical education, corrections education, as well as advocacy and research entities focused on career pathways efforts at the state and national level. The committee began meeting in November 2014 and meets monthly.

In 2015-16, the steering committee will focus on defining the roles of each agency, developing a framework for the Prosperity Regions, and reviewing state policies to ensure alignment where possible.

The Office of Adult Education will be advancing career pathway activities at the local level in PY 2015-16 through a number of avenues, including professional development activities, a scan to evaluate the regional partnerships, and also potentially a pilot project. The details of this pilot are still being finalized.

The Office of Adult Education will utilize professional development opportunities to share the common vision for career pathways with local adult education directors and staff, as well as partner agencies whenever possible. In addition to workshops and sessions at adult education - sponsored activities, a workshop on career pathways will be offered at the 2015 Michigan Works! Annual Conference in October 2015.

(2) Establishment of a high quality professional development system...

Looking at the required elements in WIOA, we are planning professional development activities for 2015-16. We will conduct CCRS teacher and administrator trainings through regional institutes at least twice next year, and also focus on elements of WIOA (local board membership, local unified plans, etc.) that need to be rolled out to the field. We will complement face to face training with online material-toolkits for WIOA implementation, webinars and resources to help the field understand the changes to legislation, how it will affect their programs, how to be a part of the local WIB and engage other core partners, and how to implement a career pathways strategy across all four core partners.

(3) The provision of technical assistance...

(a) We will conduct pilots for curriculum and best practices for instruction and share the results with the field via listserv, the website, and training institutes. We will bring in LINC trainers and qualified Michigan trainers to conduct workshops on instruction methods and develop communities of practice to increase the networking and support for adult education teachers in the field.

(b) We will provide technical assistance regionally to inform and train the field on their roles as one stop partners. We will have a WIOA Implementation Toolkit on our website to help programs to engage required partners and to be a member of the WIB at the local level.

(c) We will encourage adult education programs to look at the uses of technology in order to streamline communication and to create efficiencies regionally with other adult education programs and with core partners. Best and promising practices will be shared with the field and core partners via listserv and webinars or other online modes.

(4) Monitoring and evaluation...

The Office of Adult Education will use its data collection (MAERS) team and monitoring team to monitor, evaluate and provide technical assistance to the field in order to improve instruction and overall performance of eligible providers. Information and promising practices will be shared through individual technical assistance visits, regional trainings, online and via listserv.

13.2 Description of Permissible Activities

1) State or regional networks of literacy resource centers:

Literacy councils within each Prosperity Region have been identified and the state will assess geographic gaps in literacy services for each region. Literacy programs will be convened to discuss gaps in services and encouraged to provide access to areas not currently served. The current literacy listserv will continue to disseminate information about important WIOA and regional information, promising practices and professional development opportunities for literacy staff and tutors. The Michigan Adult Education Professional Development (MAEPD) website will continue to host literacy resources and we will build out online and webinar based professional development and resources for better accessibility for tutors. We plan to work with Michigan's public library system to identify and share all free resources hosted by the state library system.

1) **Developing and disseminating curricula, including essential components of reading instruction:**

Preparing Workers of the 21st Century contextualized curriculum targets to the 4-6th grade reading level has been updated to address the employability skills needs identified by Michigan employers. We will continue to disseminate this curriculum through professional development institutes and online on MAEPD.org. Other contextualized curricula that include Clerical, Personal Finance, Healthy Lifestyles, Hospitality and Retail target the 7-8th grade reading levels and will be disseminated in a similar manner. New curricula are being developed, based on the in-demand jobs identified in Michigan and will be disseminated in a similar manner.

2) **Integration of literacy and English language instruction with occupations skill training, including promoting linkages with employers:**

Recognizing the need to improve the performance of EL students, the State is encouraging programs to explore curricula and best practices to raise the level of performance for English learners and to integrate occupational skills training with basic skills instruction. Pilot projects will be identified that promote linkages with core partners in order to set the foundation for integrated training experiences for EL/Civics learners.

Michigan plans to disseminate the Home Healthcare Aid curriculum statewide and develop other contextualized curriculum (construction and truck driving) and partnerships to create career pathway programs that integrate English language learning with real occupational training.

3) **Identify curriculum frameworks and align rigorous content standards:**

The Office of Adult Education has adopted the College and Career Readiness Standards (CCRS), which align with Michigan's rigorous Michigan Merit Curriculum, which incorporates the Common Core, and will continue to provide teacher training at all levels (ABE, GED and ESL) around these standards. We will continue to work with program administrators so that they fully understand the standards and are able to implement them program wide.

The ESL advisory group will continue their work of mapping the CCRS to classroom resources and lesson plans for ESL teachers to utilize. GED programs will identify the passing scores needed to allow for the successful transition to postsecondary credit/credential bearing training/education programs and will share best practices statewide to implement successful transition programs.

13.3 Collaboration

The Office of Adult Education will coordinate state, regional and local professional development activities to avoid duplication of efforts and to insure that all activities meet state identified objectives.

14.0 English Literacy/Civics (EL/Civics)

Michigan will be extending current EL/Civics grantees as a continuation grant in 2015-16. Only existing sub-recipients will qualify for the 2015-2016 EL/Civics grants. The state is going to build on some of the exemplary services that are happening in some regions; For example, Region 4 in the western part of the state is working with adult education, workforce and employers to integrate efforts, such as agreeing to use a CASAS e-testing during the PY15/16 and share data between partners. Through a gap analysis of services and those in need of services, the partnerships are expanding citizenship classes, easing adult learner transition to

continuing levels of education, serving the migrant population, providing increasing access to career coaches or navigators, consolidating administrative responsibilities and sharing resources such as expertise and space.

Another example of partnerships working to provide integrated English language instruction with occupations skill training include GRCC's M-TEC newly designed Industrial Sewing Certification Course offers English language learners and others a pathway to work. Within the first month of the program, four Wyoming Community Education EL students received their certification and were offered positions with local manufacturers. This program also includes members of MI Works agencies, who provide Work Keys testing and The Rapid, who provided transportation training.

Other pathways to work are being developed to remove barriers for EL learners receiving certification. Information can be found at the following link:

www.grcc.edu/communications/press/grccreceivesgrantfornewindustrialsewingcourse

This model will be shared with other regions in the state and used to build out English language services that include integrated occupational skills training.

Integrated education and training, which may include workplace literacy services and job placement;

15.0 Description of Joint Planning and Coordination for Unified Plan Only.

Since the enactment of WIOA, Michigan has been meeting and planning both at the state and in the regions on how to develop the state unified plan, local and regional plans respectively. Fortunately in Michigan, WDA houses most of the core programs and has a strong relationship with the Rehabilitation office and have been working diligently to meet this goal. At this time Michigan plans to submit a unified plan and will intensify the efforts in 2015-2016 at the state and regional levels to accomplish this task. Several workshops and seminars will be planned and organized beginning at the MATEC conference in May, 2015 through 2016 that bring all stakeholders and sub-recipients of all core programs to fully develop local and regional plans that align with the state unified plan.

16.0 Description of Activities under Section 427 of the General Education Provisions Act (GEPA)

Every grant award instrument will require assurance by all local service providers that: "Adults of varying race, color, disability, creed, sex, age, economic status, English proficiency, or geographic location will have access to adult education and family literacy programs." WDATIA stated policy, disseminated to all staff and to all local service providers, is to assure no discrimination on the basis of race, color, disability, creed, sex, age, or economic status.

17.0 One-Stop Participation

In 1999/200, Michigan Department of Career Development (MDCD) approved a standardized minimum format for a Michigan Works System, for a Memorandum of

Understanding (MOU) to be signed by every Workforce Development Board (WDB) and every Provider of adult education. However, in recent past MOU was no longer requirement between the WDB and adult education providers. The local agreements included descriptions of collaboration regarding Adult Basic Education, English as a Second Language (ESL), assessment, support services, Family Literacy, High School Completion, GED preparation and testing, career preparation and job placement in accordance with the provisions of section 121(c)(2) of Title 1 of the Workforce Investment Act of 1998. The types and extent of local collaboration between Adult Education and Family Literacy programs and the 77 Michigan Works! Service Centers are expected to vary significantly over time and by geographic location.