

State Staff Retreat



Pieces of the Puzzle



Career Development
Labor & Economic Growth



State Staff Retreat # 1

- The Pieces of the Puzzle
- The Nuts and Bolts of State Management of Adult Education
- Follow up with options and applications



Today's Agenda

- Have a broader understanding of the **evolution that federally funded adult education** has experienced since its inception in the 1960s
- Gain a view of where Congress and the administration are heading for the **future of adult education**



Today's Agenda

- Become familiar with the **legislative (WIA) and regulatory (EDGAR) requirements** of state offices.
- For **each area of state responsibility**, discuss where Michigan is now and what changes need to be explored.




Today's Agenda

- Identify **other areas of information needs** and look to the rest of the year to plan **follow up retreats**.



How Did We Get Here?

Nobody comes into adult education through the front door.



How did
you get
here?





How did we get here?



Federally Funded Adult Education's Evolution: *A Brief History*





Evolution of Adult Education

- 1960s - Title III of the ESEA (The Adult Education Act), 3 R's
- 1970s
 - Adult Performance Levels (APL)
 - Laura Weisel's London Procedure



Evolution of Adult Education

- 1980s
 - Participatory Learning – Hannah Fingeret
- 1990s
 - National Literacy Act, Voluntary State Performance Standards



1998

The Workforce Investment Act






WIA

Title II - Adult Education and Family Literacy Act

- **WIA was what we have always asked for:**
 - Limit regulations
 - Let the states assess their needs and prioritize their services
 - Eliminate set-asides



Continuous Improvement

- You can have the flexibility to design and deliver program services to meet the needs of your state.
- However,
- You just have to get better every year at serving adult learners.



Continuous Improvement

- **Intensity and duration of instruction**
 - The 12-hour rule
- **Research-based practices**
 - No more “Gut and Guru”



Continuous Improvement

- **Direct and equitable access**
- **Core measures and performance standards**
 - Educational gains
 - High school credentials
 - Employment
 - Enrollment in postsecondary



Coordination

Meet Your New Best Friends

- WIA Partners
 - Title I
 - State Workforce Investment Board
 - Local Workforce Investment Boards
 - One Stop System – Michigan Works
 - Title III
 - Wagner-Peyser Act – Department of Labor
 - Title IV
 - Vocational Rehabilitation Services



WIA

**Look into your
Crystal Ball:**

**Where are we
going from here?**





Congress Perspective

- Maintain the performance indicators
- Maintain quality focus
- Perhaps expand professional development



Administration Focus

- Limited support for adult education
- Attempts to move adult ed to DOL
- Attempts to use partner funds to support One Stops



Planning for the Next Six Years

- Reauthorization
 - Continued emphasis on performance
 - Documentation of performance/reporting system
 - Continuous improvement
- First six years: focus on documenting student success
 - Reporting systems
 - Assessment policy
 - Follow up procedures



Planning for the Next Six Years

##Next six years##

Focus on getting better at what we do

Continuous improvement

How do we go about making program improvements at the state and local levels?



Today's Agenda—So Far

- Have a broader understanding of the **evolution that federally funded adult education** has experienced since its inception in the 1960s
- Gain a view of where Congress and the administration are heading for the **future of adult education**



Today's Agenda--Next

- Become familiar with the
 - legislative (WIA),
 - regulatory (EDGAR), and
 - interpretations/guidance (OVAE/DAEL) requirements of state offices.



Today's Agenda--Next

- A close look at:
 - Performance Levels
 - Financial Management
 - Grants Management
 - State Leadership
- For **each area of state responsibility**, discuss where Michigan is now and what changes need to be explored.
- Parking lot for issues needing clarification and/or further exploration



Resources

- *Guidance for Implementing the Adult Education and Family Literacy Act* - handout
- The Law
 - http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=105_cong_public_laws&docid=f:publ220.105
- EDGAR
 - <http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html>
- OVAE/DAEL Guidance
 - <http://www.ed.gov/policy/adulted/guid/qa.html>
 - <http://www.ed.gov/about/offices/list/ovae/pi/AdultEd/faqnsdrae.doc>



Levels of Performance





Levels of Performance

- Core Measures (AEFLA)
 - Demonstrated improvements in literacy skill levels in reading, writing and speaking the English language, numeracy and problem-solving, English language acquisition, and other literacy skills.
 - Placement in, retention in, or completion of, postsecondary education, training, unsubsidized employment or career advancement.
 - Receipt of a secondary school diploma or its recognized equivalent.



Levels of Performance

- DAEL Interpretations
 - National Reporting System
 - Management Information Systems
 - Assessment policies
 - Data quality standards
 - Student follow up procedures
 - Setting/negotiating levels of performance



Levels of Performance

Activity 1:

- Ask the Expert: Jot down what else everyone needs to know.
- Everyone else: Jot down what else you need to know.



Levels of Performance

- The Three P's: What do we need to strengthen related to performance levels?
 - Are adequate **policies** in place?
 - Has **professional development**/training being provided?
 - How pervasive is effective **practice**?



Financial Management





Financial Management

- State Issues
 - Matching
 - Maintenance of Effort
 - Carry-over Funds
- Local Issues
 - Administrative Cap
 - Maintaining Local Records
 - Local Program Income
 - Non-compliance



Financial Management

- Federal Funds
 - Supplement, not supplant state or local funds
- Matching
 - Non-federal in-kind or cash contributions
 - 25 percent of the total amount of funds expended for adult education and literacy activities
 - Examples:
 - State adult education budget
 - Donated services (volunteer tutors)
 - Donated supplies, equipment, or space



Financial Management

- Maintenance of Effort
 - State's non-Federal share used to meet matching requirements cannot be reduced more than 10 percent without an accompanying reduction in Federal funding
 - Can be calculated by state aggregate contribution or expenditure/student



Financial Management

- Maintenance of Effort (MOE)
 - Example:
 - Current year: 2006
 - 2003 (third preceding year) – state contribution: \$30,000,000
 - 2004 (second preceding year) – state contribution: \$25,000,000
 - Reduction of 16.6% - exceeds 10% - would not meet MOE
 - 2004 is 83% of 2003 contribution; federal funding could be reduced by 7% (90 – 83)



Financial Management: Your Turn



Match or No Match

Third preceding year: \$16,000,000

Second preceding year:
\$14,000,000

Did they meet their MOE?

What percent of federal funds could
be lost?



Financial Management

- Carry-over funds
 - Tydings amendment
 - 27 months to obligate federal funds
 - Example:
 - Federal funds received for July 1, 2006 – September 30, 2007 grant period
 - Have until September 30, 2008



Financial Management

- State Administrative Costs
 - No more than 5 percent of federal grant funds
 - Management and supervisory activities such as salaries, rent, supplies, and travel.
- Local Administrative Costs
 - No more than 5 percent for planning, administration, staff development, and interagency coordination.
 - Exceptions



Financial Management

- Exceptions to local 5% cap
 - If too restrictive to allow for adequate planning...
 - Eligible provider can negotiate with DLEG to determine an adequate level of funds for non-instructional purposes



Financial Management

- **Maintaining local records**
 - Three years from date the grantee submits its final expenditure report
 - **NOTE:** If an audit or other action involving the records has been started before the expiration of the three-year period, the records must be retained until completion and resolution of the action.



Financial Management

- **Maintaining local records**
 - Three years from date the grantee submits its final expenditure report
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Financial Management

- **Local program income**
 - Gross income received by the grantee directly generated by a grant-supported activity
 - Fees should:
 - Be necessary and reasonable and
 - Not impose a barrier on the participation of disadvantaged persons



Financial Management

- **Local program income**
 - Program income generated by federal adult education funds must be used for allowable costs to the federal adult education program
 - Can not be used toward meeting matching or maintenance of effort requirements



Financial Management

Activity 2:

- Ask the Expert: Jot down what else everyone needs to know.
- Everyone else: Jot down what else you need to know.



Financial Management

- The Three P's: What do we need to strengthen related to performance levels?
 - Are adequate **policies** in place?
 - Has **professional development**/training being provided?
 - How pervasive is effective **practice**?



Grants Management





Grants Management

- Eligible providers – public and non-profit

- Local educational agencies
- Community-based organizations of demonstrated effectiveness
- Volunteer literacy organizations of demonstrated effectiveness

- Institution of higher education
- Public or private nonprofit agency
- Libraries
- Public housing authorities
- Other nonprofit institutions
- Consortium of above entities



Grants Management

- Multi-year grants on a competitive basis
 - Up to states to determine # of years
- Direct and equitable provision
 - Same grant announcement process and application process for ALL providers
 - Same amount of time to respond and be judged by same criteria
 - May have different applications for different competitions (e.g., English literacy, family literacy)
 - All eligible providers must receive ALL applications



Grants Management

- **The grant application**
 - **12 criteria defined by law**
 - Question #43
 - May give each criterion a different weight
- “Sufficient intensity and duration to achieve substantial learning gains”
 - States need to define what this means



Grants Management

Activity 3:

- Ask the Expert: Jot down what else everyone needs to know.
- Everyone else: Jot down what else you need to know.



Grants Management

- The Three P's: What do we need to strengthen related to performance levels?
 - Are adequate **policies** in place?
 - Has **professional development**/training being provided?
 - How pervasive is effective **practice**?



State Leadership





State Leadership

- May not expend more than 12.5% of federal allocation
- 11 eligible activities

Name That Tune!





State Leadership

How many of the eligible state leadership activities can you name?



State Leadership

- Professional development
- Technical assistance
- Technology assistance
- State or regional literacy resource centers
- Monitoring and evaluation
- Incentives for program coordination and performance awards



State Leadership

- Developing and disseminating curricula
- Coordination with existing support services and other assistance to increase rates of enrollment and successful completion
- Integration of literacy instruction and occupational skill training and promoting linkages with employers
- Linkages with postsecondary education
- Other activities of statewide significance



State Leadership

- One mandatory function (with federal or state leadership dollars)
 - Monitoring and evaluation



State Leadership

Activity 4:

- Ask the Expert: Jot down what else everyone needs to know.
- Everyone else: Jot down what else you need to know.



State Leadership

- The Three P's: What do we need to strengthen related to performance levels?
 - Are adequate **policies** in place?
 - Has **professional development**/training being provided?
 - How pervasive is effective **practice**?



It's time to play!





Today's Agenda—Last Part

- Identify **other areas of information needs** and look to the rest of the year to plan **follow up retreats**.



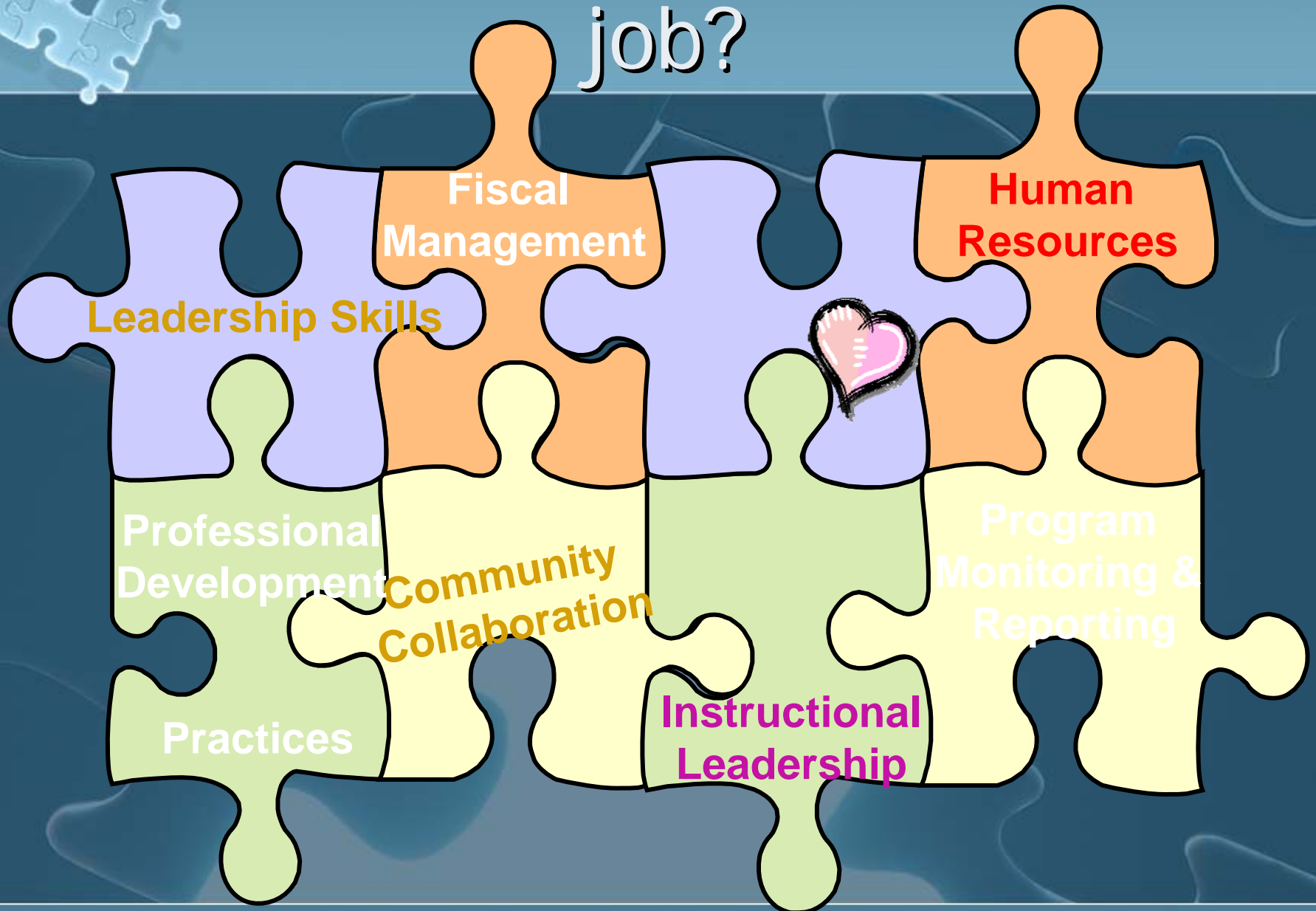
- What kind of flexibility do we have at the state?
- How do we build state system support?
- The annual time table
 - Self assessments
 - Program monitoring
 - Data analysis
 - Research
- Managing state initiatives
 - Task force work
 - State staff initiatives



Next Steps

- How do we help local programs?
- Establishing a structure and process for them to improve
 - Assessing their strengths and weaknesses
 - Finding alternative strategies to address the weaknesses
 - Pilot testing them
 - Taking them to scale
- The hard nut—intervening in weak programs

So what's it take to do the job?





Always willing to help...

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