



ADULT EDUCATION  
INNOVATION  
DESIGN LAB

June 18, 2024

# Introduce Yourself

- Name
- Organization
- What's the biggest challenge you've had developing your innovation/proposal?

# Ensuring Equitable Access & Maximizing Partnership Potential



# Today's Objectives

- Highlight promising practices from other states to increase enrollment through partnerships.
- Discuss strategies to develop collective impact projects that drive sustainable change.
- Provide resources for asset mapping, stakeholder engagement plans, and outreach strategies.







ADULT EDUCATION  
INNOVATION  
DESIGN LAB

Think Big. Take Risks. Transform Tomorrow, Today.



# What is it?

The 2-month design sprint assists with **capacity and technical expertise** to develop **competitive proposals** resulting in **sustainable and scalable innovations** that improve outcomes for adult learners.



## 4 Workshops

Address each element of your application with technical support and resources from our workshops.



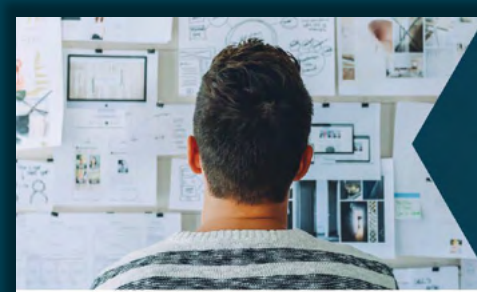
## 4 Coaching Sessions

Develop and refine your proposal with individualized coaching from Public Policy Associates.



## Peer-to-Peer Learning

Collaborate, partner, and learn from other practitioners across the nation.



## WORKSHOP SCHEDULE

- 6/11** **Workshop 1**  
Addressing the Whole Learner  
Lansing, MI
- 6/18** **Workshop 2**  
Ensuring Equitable Access &  
Maximizing Partnership  
Potential  
Grand Rapids, MI
- 7/02** **Workshop 3**  
Leveraging Data to Identify  
Gaps & Evaluate Success  
Detroit, MI
- 7/17** **Workshop 4**  
Mitigating Risk & Sustaining  
Change  
Mount Pleasant, MI

Individualized coaching will be available to applicants between each workshop.

SCAN TO SIGN UP  
FOR COACHING



## YOUR GOALS

To complete the 107a Design Lab process, and subsequently develop a proposal to be considered by LEO-WD for a Section 107a grant, each applicant will work with TalentFirst and Public Policy Associates to complete the following elements during the 2-month planning process:

- 1 Needs Assessment**  
Quantify the size of your adult learner population, evaluate your program data to identify gaps and barriers experienced by your learners.
- 2 Asset Map**  
Detail local resources and potential partners in your community that you could leverage to enhance your proposed innovation.
- 3 Work Plan**  
Review your plan to evaluate and improve your current delivery mechanism to achieve higher enrollment and completion rates, including plans to mitigate risk and scale your innovation.
- 4 Success Measures**  
Articulate a clear vision of success with metrics to capture how your innovation will improve employment, education, and/or quality of life for participants.
- 5 Sustainability Plan**  
Develop a clear and realistic plan to sustain your innovation after grant funds exhaust in 2026.

# During the Design Lab, We'll Work Through an Iterative Process



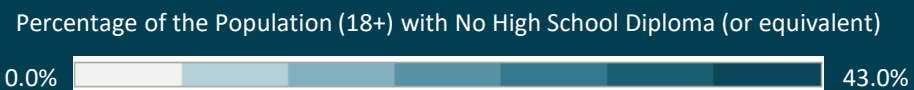
# Design Lab Workshops & Coaching Schedule

	Date	Time	Coaching Session Dates
<b>Workshop 1</b>	Tuesday, June 11	9:00 am – 3:00 pm	June 12 – June 17
<b>Workshop 2</b>	Tuesday, June 18	9:00 am – 3:00 pm	June 19 – July 1
<b>Workshop 3</b>	Tuesday, July 2	9:00 am – 3:00 pm	July 3 – July 16
<b>Workshop 4</b>	Thursday, July 17	9:00 am – 3:00 pm	July 18 – July 26

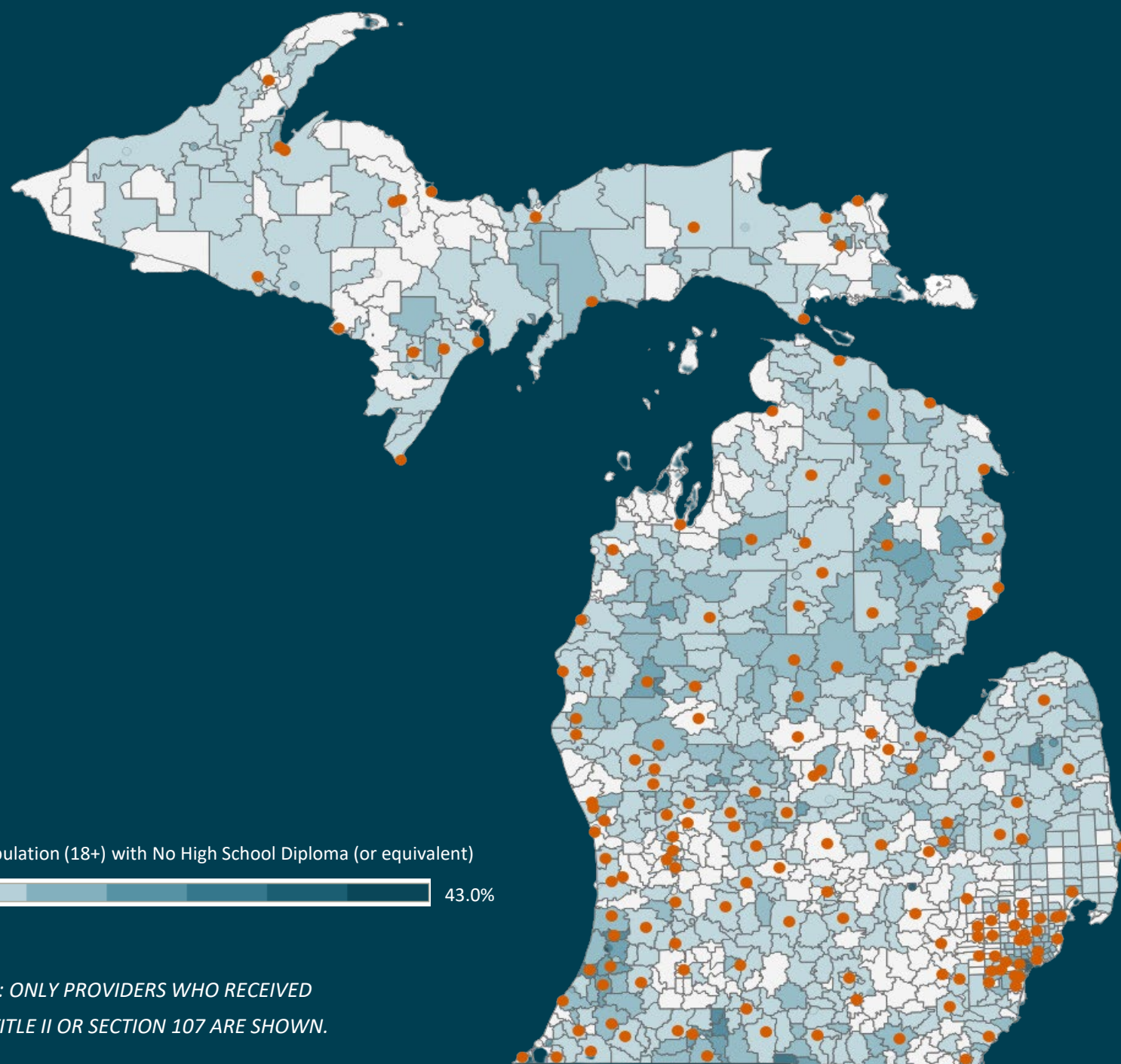
**The final coaching session can be used for general Design Lab-related question *or* as a proposal review session.**

# Disparities in Michigan

SCAN TO ACCESS THE INTERACTIVE MAP



*NOTE: ONLY PROVIDERS WHO RECEIVED WIOA TITLE II OR SECTION 107 ARE SHOWN.*



# Today's Agenda

Welcome and Introductions

20 min

***Lessons from Indiana***

***70 min***

Break

10 min

Lessons from Indiana

80 min

Lunch

30 min

Pathways to Postsecondary

80 min

Break

10 min

Asset Mapping and Stakeholder Engagement

60 min





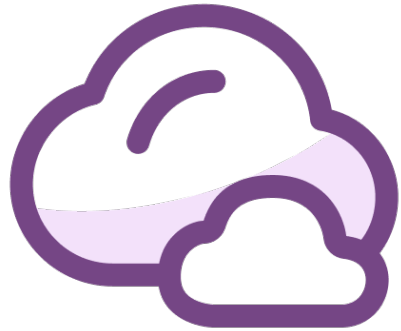


## Restoring the Promise of Adult Education

Strategies to Make Michigan a Leader in Preparing All Adults to  
Succeed in a Knowledge-Driven Economy

March 2023



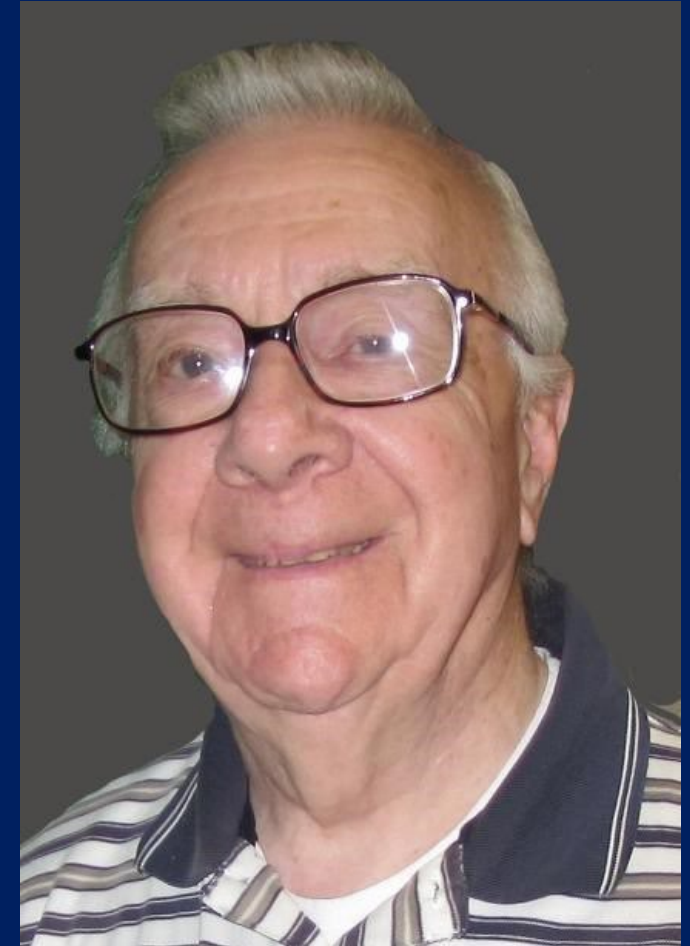


**How do you feel about  
Talent First adult education  
report?**

# INDIANA ADULT EDUCATION TRANSITION

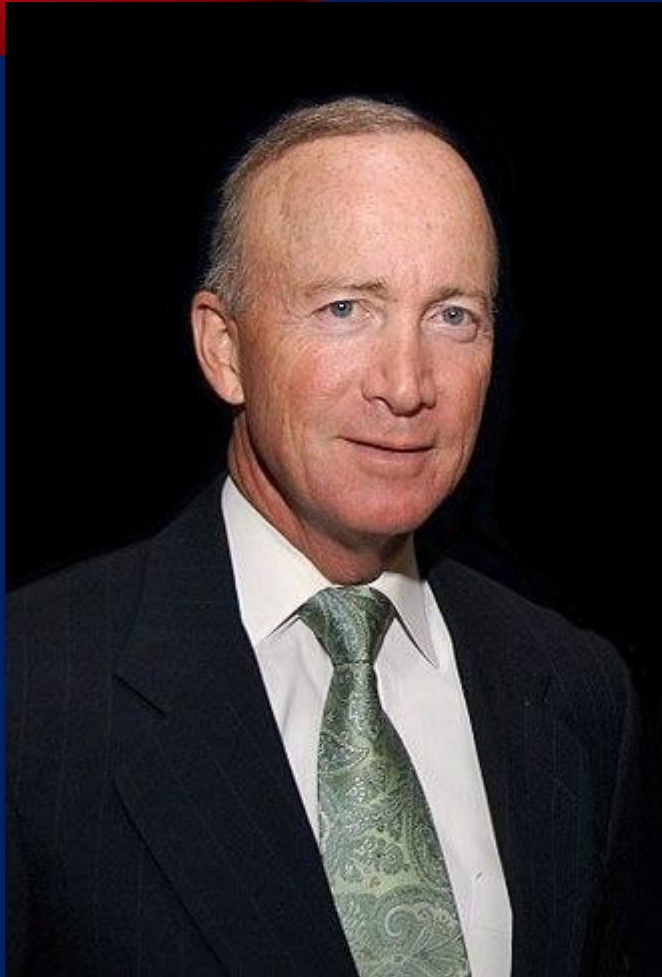


**President Lyndon Johnson signs the  
Economic Opportunity Act of 1964**



**Dr. John R. Craddock (1922-2021)  
Indiana's "Father of Adult Education"**

# INDIANA ADULT EDUCATION TRANSITION



**Governor Mitch Daniels (R-IN)  
2005-2013**



# INDIANA ADULT EDUCATION TRANSITION

A Demand-Side Strategy  
to Meet Indiana's Workforce  
Basic Skills Challenge



**Finding 1:** There is significant need for incumbent workforce literacy education in Indiana; however, awareness is limited and demand is muted.

**Finding 2:** Current public resources for adult education and workforce development to address the Indiana incumbent workforce literacy challenge are inadequate to meet the need.

**Finding 3:** Other public, private and nonprofit resources may be positioned to help address this challenge; however, their current capacity is limited.

**Finding 4:** Employers are critical to addressing the workforce literacy challenge and are prepared to play a central role.



# INDIANA ADULT EDUCATION TRANSITION



**Ron Stiver, Commissioner**  
**Indiana Department of Workforce Development**  
**2005-2006**



# INDIANA ADULT EDUCATION TRANSITION



**Superintendent of Public Instruction  
Dr. Suellen Reed (R-IN)  
1993-2009**



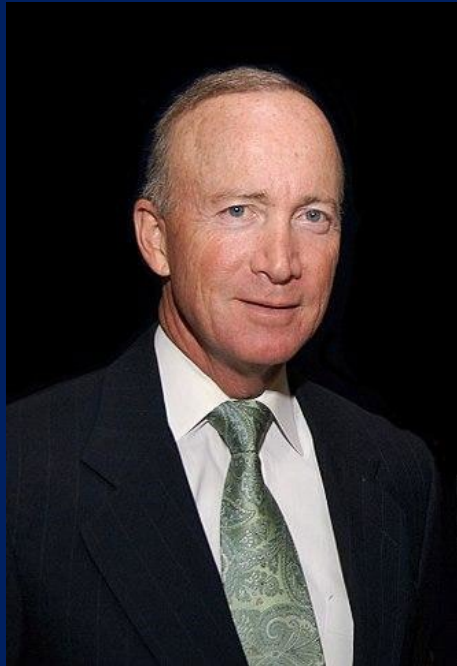
# INDIANA ADULT EDUCATION TRANSITION



**Superintendent of Public  
Instruction  
Dr. Tony Bennett (R-IN)  
2009-2012**



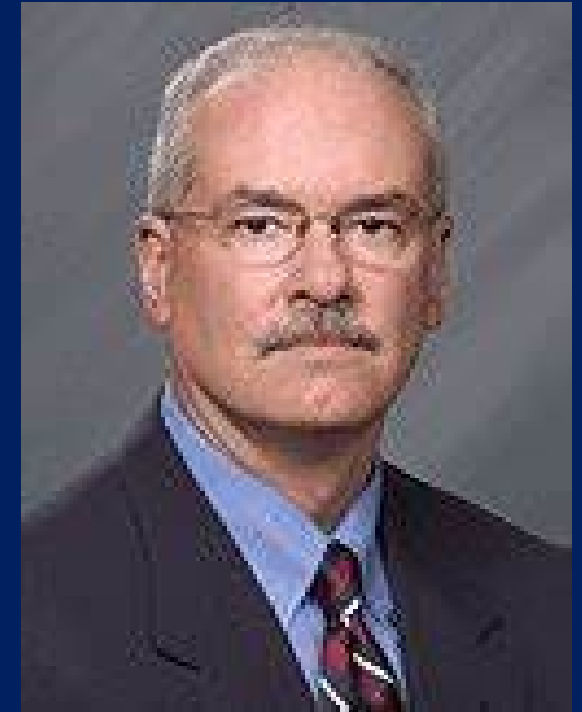
# INDIANA ADULT EDUCATION TRANSITION



# INDIANA ADULT EDUCATION TRANSITION



**Rob Moore**  
**President, IAACE**



**Joseph Loftus, Partner**  
**Barnes & Thornburg, LLP**



# INDIANA ADULT EDUCATION TRANSITION



# INDIANA ADULT EDUCATION TRANSITION

## Paradigm Shift

<b>Eligible Agency</b>	Department of Education	→	Department of Workforce Development
<b>Service Delivery Structure</b>	Local school districts	→	Regional consortia of education and workforce partners
<b>Customer</b>	Students	→	Students and employers
<b>Adult learning objectives</b>	Literacy and numeracy	→	Create, synthesize, problem-solve, and innovate
<b>Instructional focus</b>	Remediation of basic skills	→	Contextualization of basic skills
<b>Student goals</b>	Learn English; earn GED®	→	Transition to postsecondary education
<b>Support for employment</b>	Adult education teachers	→	Career navigators/coaches; WorkOne office
<b>Monitoring of student outcomes</b>	Not in compliance with NRS; no real-time data; not used uniformly by all programs	→	Tracking of NRS and DWD outcomes in real time; performs data matching
<b>Funding model</b>	Enrollment and seat time	→	Enrollment, MSGs, HSEs, certifications



# INDIANA ADULT EDUCATION TRANSITION

- Standards and policies
- Regional partnerships
- Industry-recognized credentials
- Career counseling
- Assessments
- Braided funding
- No wrong entry point
- Real-time data
- Performance outcomes



# INDIANA ADULT EDUCATION CONSORTIA



## Workforce Development (WIBS, WorkOnes, DWD)

- Administer career and skill assessments
- Provide employment services including informative workshops, job search networking/support groups, career counseling services, and job/training placement

## Adult Education Providers

- Deliver basic skills instruction and monitor learner skill gains
- Prepare learners to transition to postsecondary and/or enroll concurrently in a career certification program

## Adult Learner

## Community Colleges & Career Technical Education Centers

- Provide entry-level career certification programs
- Assist learner transition to a postsecondary program and/or a career pathway

## Community Partners (Industry and Nonprofit)

- Provide literacy, vocational rehab, and/or other community services
- Advise consortium on local economic development and employer needs
- Offer opinions on career certification programs

Performance Measure	2010 (Before Transition)	2019 (After Transition)	2022 (Post-Pandemic)
Enrollment	28,571	24,740	22,226
Measurable Skill Gains	44%	66%	69%
Enter Employment	65% (based on goals)	52% (2 <sup>nd</sup> Q. after exit)	54% (2 <sup>nd</sup> Q. after exit)
Retain Employment	25% (based on goals)	75% (4 <sup>th</sup> Q. after exit)	72% (4 <sup>th</sup> Q. after exit)
Earn HSE	5,255	4,134	3,906
Post-Secondary	469 (Entered)	541 (Earned credential)	878 (Earned credential)

\*Number of adult basic education enrollments in 2022-2023: #12 in the nation

\*Number of high school credentials issued in 2022-2023: #3 in the nation

\*Integrated Education & Training enrollments in 2022-2023: #2 in the nation (up from #3 in previous year)

\*Measurable Skill Gains: #1 in the nation (for the 6<sup>th</sup> year in a row)

\*Workplace Literacy enrollment: #1 in the nation (10,354 students)



# INDIANA ADULT EDUCATION TRANSITION

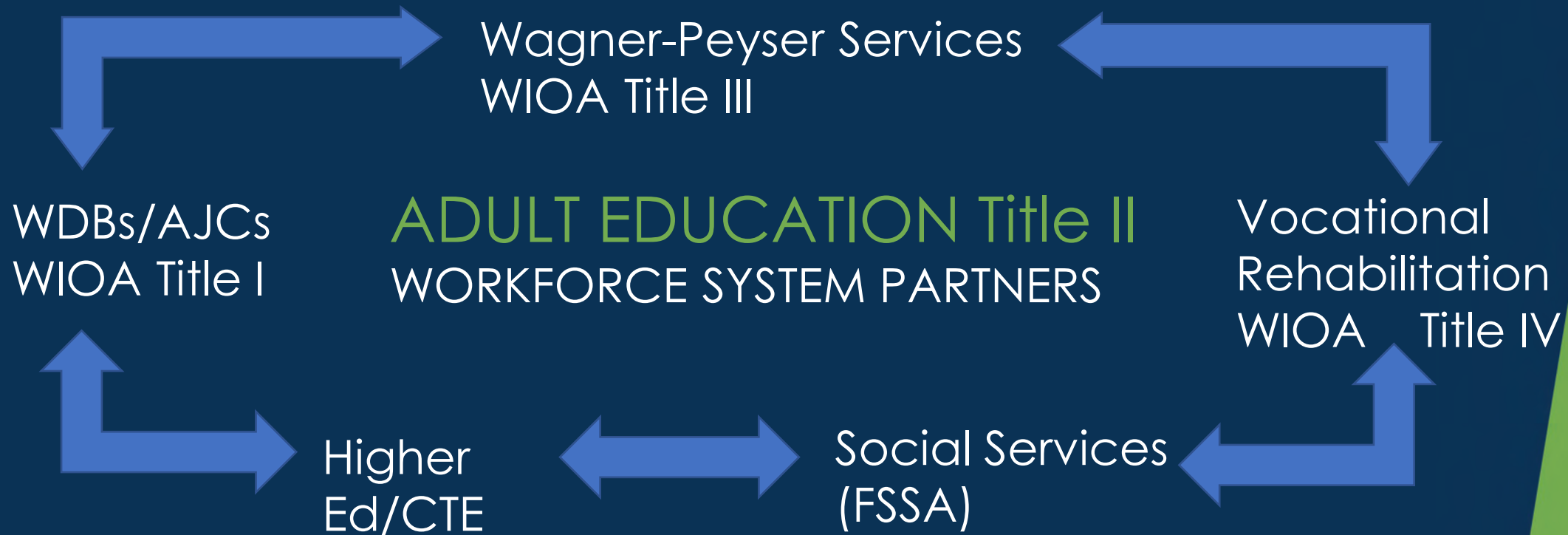
## State Leadership—What Worked?

- ❖ Region consortium model
- ❖ Regional leadership—AECs
- ❖ Shared resources and tools—TABE, WIN, WorkKeys®, Accuplacer
- ❖ Incentivized performance outcomes
- ❖ Flexible funding options
- ❖ Developing the strategy



# Indiana ADULT EDUCATION

Basic Skills. High School Equivalency. Short-term Training. Certifications and More.



Adult Education  
Workforce System Partners

A Business Strategy for the Workforce

<https://coabe.org/wp-content/uploads/2020/03/The-Business-Case-for-Adult-Education.pdf>

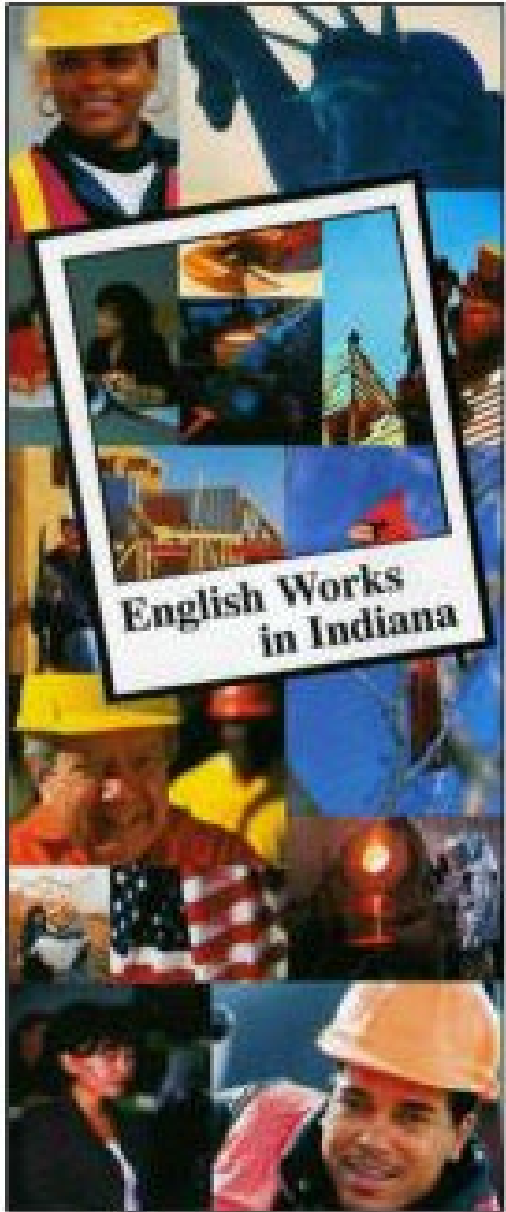


# INDIANA INNOVATIONS



## Professional Development Facilitators

# INDIANA INNOVATIONS





# INDIANA INNOVATIONS



OFFICE OF ADULT EDUCATION

Workforce  
Education Initiative

**20%**

# INDIANA INNOVATIONS



# INDIANA INNOVATIONS



**NextLevel Jobs**  
INDIANA



Advanced  
Manufacturing



Building &  
Construction



Health & Life  
Sciences



IT & Business  
Services



Transportation &  
Logistics



# INDIANA INNOVATIONS

DASHBOARD


POLICIES RESOURCES

## Bookkeeper Certification

**Provider Name:** Monroe County Community Schools Adult Education  
**Program ID:** #3937  
**Monroe County Community Schools Adult Education**  
Bloomington, Indiana (Monroe County)  
12 week(s)

### Credential(s):

QuickBooks Certified User

Industry-Recognized Certification  

### Total Training Cost:

\$ 1,540






## Certified Clinical Medical Assistant

**Provider Name:** Monroe County Community Schools Adult Education  
**Program ID:** #10001530  
**Monroe County Community Schools Adult Education**  
Bloomington, Indiana (Monroe County)  
16 week(s)

### Credential(s):

Certified Clinical Medical Assistant (CCMA)

Industry-Recognized Certification   

### Total Training Cost:

\$ 2,600



## Child Development Associate

**Provider Name:** Monroe County Community Schools Adult Education  
**Program ID:** #11057

INDIANA INNOVATIONS



**NextLevel Jobs**  
INDIANA

**EMPLOYER TRAINING GRANT**  
HOW IT WORKS FOR YOU

[www.nextleveljobs.org](http://www.nextleveljobs.org)

# INDIANA INNOVATIONS



- Student enrolled in adult education.
- Completed Indiana Career Explorer assessment.
- Referral from American Job Center to adult education program or vice versa.
- Training approved on Eligible Training Provider list.
- Industry-recognized credential.
- Minimum 40 hours of instruction; maximum of 14 weeks.
- 70%/30% pay-for-performance.

# INDIANA INNOVATIONS



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Integrated  
Education &  
Training

**20%**

- At least 40 hours of instruction
- 14 weeks or less
- Adult literacy skills taught “contextually and currently” with workforce training skills and workforce preparation skills.
- High-wage, in-demand occupation
- Industry-recognized certification
- WIN Essential Soft Skills



# INDIANA INNOVATIONS



**IOOAE**

Indiana Online Only Adult Education



**MCCSC**  
*Adult Education*

**MCCSC Adult Education**  
Monroe County Community School Corporation

# INDIANA INNOVATIONS



OFFICE OF ADULT EDUCATION

## Programs of Excellence





OFFICE OF ADULT EDUCATION

# INDIANA INNOVATIONS

Column A: Fulfill both of these:

## Enrollment

Program meets or exceeds its enrollment goal

## Measurable Skill Gain

Program meets or exceeds state goal 69%

Column B: Fulfill at least 2 of these

## High School Equivalencies

Program has 10% more HSEs than previous year.

## Distance Learning

50% or more of program's students have DL hours.

## Integrated Education & Training

Increase IET enrollment by 10% over previous year.  
IET completions 90%. IET certifications 10%.

## Workforce Education Initiative

Minimum of 2 WEI employer partnerships.  
Increase WEI enrollment by 10% over previous year.

# Programs of Excellence



# INDIANA INNOVATIONS



OFFICE OF ADULT EDUCATION



Indiana Adult  
Education  
Mentoring



<https://iaace.com/mentoring-goat/>



# INDIANA INNOVATIONS



a program of **CASAS**

- Communication, Cultural & Media Literacy
- Applied Math/Numeracy
- Information & Communication Technology
- Health Literacy
- Civic Literacy & Community Participation
- Geography & History
- Consumer Awareness & Financial Literacy
- Science
- Twenty-first Century Workplace
- College & Career Competency

# INDIANA INNOVATIONS

Requirement	Pre-Apprenticeship	IET	Fulfilled
<b>Classroom training</b>	40-100 hours	At least 40 hours	✓
<b>Mentoring/counseling</b>	Provided by adult education, employer, or WorkOne	Adult education career coach/navigator; WorkOne career advisor	✓
<b>On-the-job training</b>	30 hours "Meaningful hands-on experience" (e.g., simulation, lab, paid work experience, volunteer experience)	Occupational skills training	?
<b>Certification</b>	Industry-recognized certification	Industry-recognized certification	✓
<b>Articulation</b>	Articulation agreement for facilitated entry into a Registered Apprenticeship Program		

# BRAINSTORMING



From among these innovations in Indiana, what possibilities and ideas come to mind for Michigan?



# Let's Take a Break





# PARTNERSHIPS AT THE LOCAL LEVEL





# PARTNERSHIPS AT THE LOCAL LEVEL

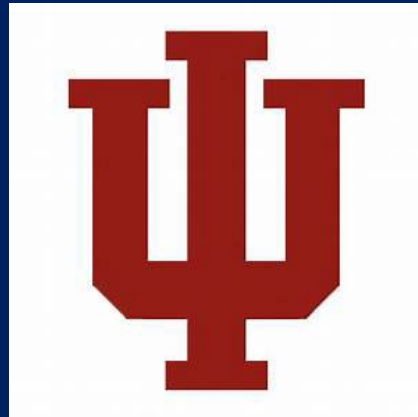


**DWD**  
INDIANA DEPARTMENT OF  
**WORKFORCE**  
DEVELOPMENT

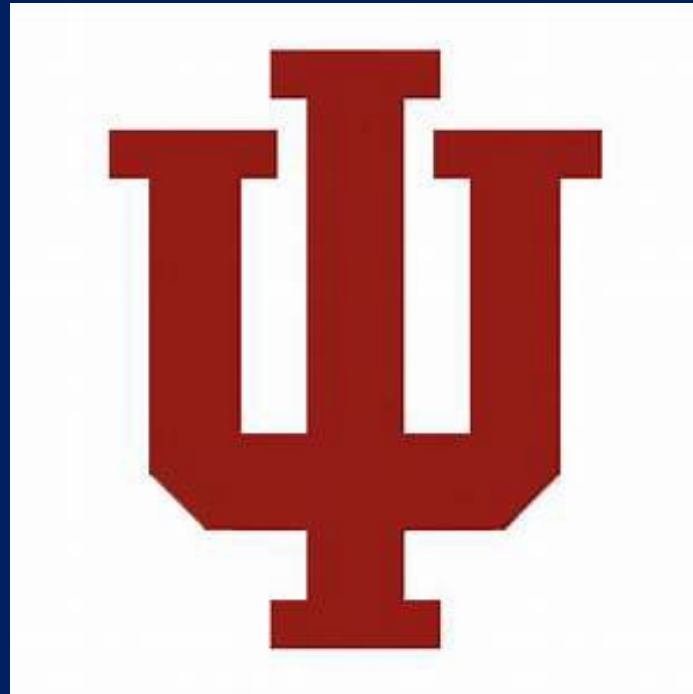




# PARTNERSHIPS AT THE LOCAL LEVEL



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# PARTNERSHIPS AT THE LOCAL LEVEL



### Clase de Ingles

- Mejore la lectura, escritura, el hablar y escuchar
- Dos niveles: principiantes e intermedios
- Aprenda acerca de nuestra comunidad y Ciudadanía de los Estados Unidos
- Obtenga una certificación de empleo

Para adultos (mayores de 16 años y que no esten en la escuela secundaria) para aprender inglés como segundo idioma.

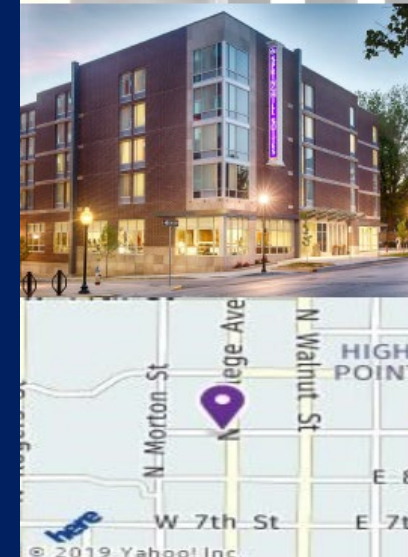
Go back to your future!

The logo for MCCSC Adult Education, featuring three circular arrows in green, blue, and red forming a circle.

**MCCSC Adult Education**  
at *Broadview Learning Center*

The logo for White Lodging, featuring a stylized "WL" monogram above the text "WHITE LODGING".

**WHITE LODGING**



### Horario de Clases

Martes y Jueves  
5:00—7:00 pm  
SpringHill Suites  
501 N. College Ave.  
Bloomington, IN 47404  
Enero 22-Mayo 23, 2019

**Inscribase en SpringHills Suites**  
*En el salon de reuniones*  
**Los martes de cada mes a las 5pm**

Go back to your future!  
MCCSC Adult Education  
at Broadview Learning Center

Tel. (812) 330-7731  
[www.mccsc.edu/adulted](http://www.mccsc.edu/adulted)

The MCCSC logo, featuring a stylized tree and the text "MCCSC".

ENGAGE. EMPOWER. EDUCATE.

# PARTNERSHIPS AT THE LOCAL LEVEL

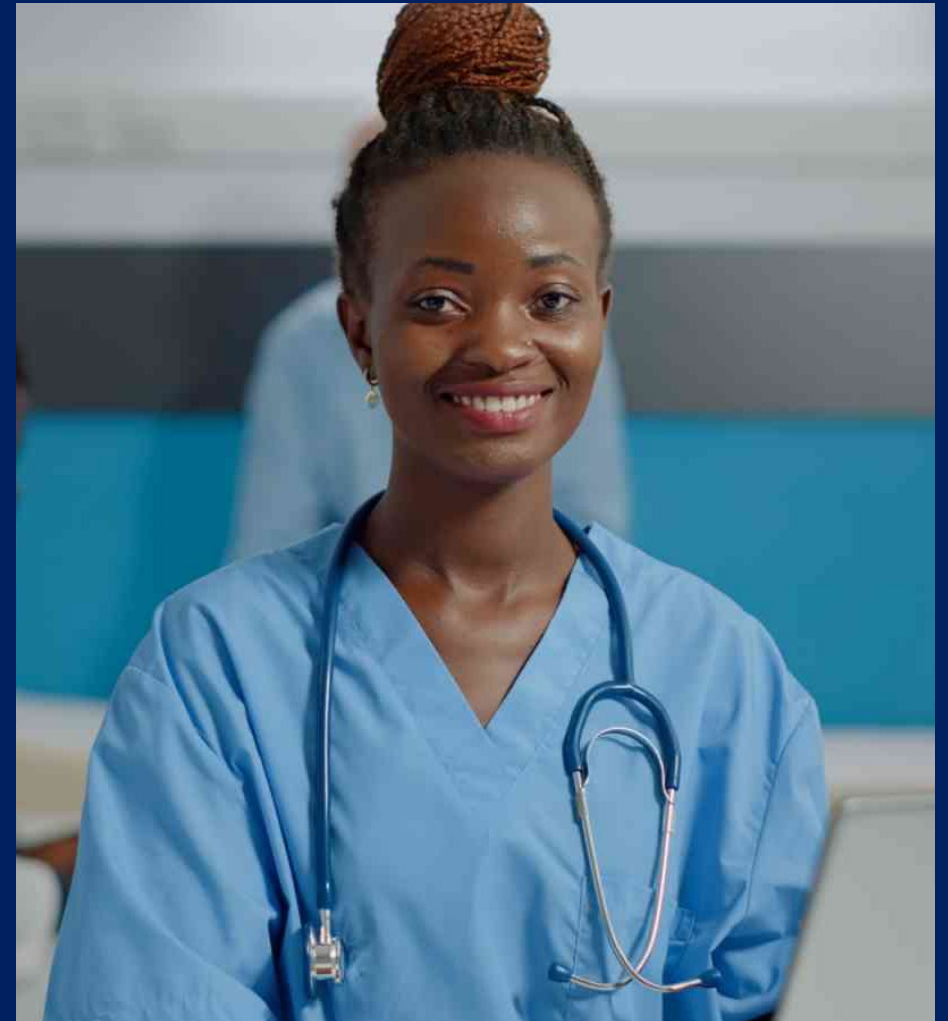
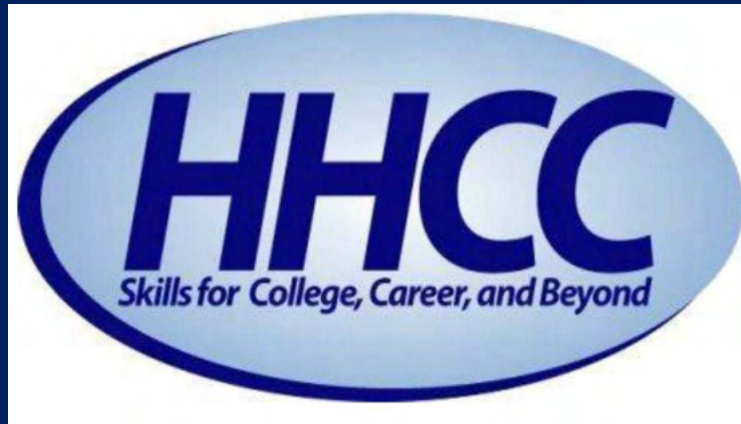


Barb Browning, Indiana New Adult Educator of the Year, 2018



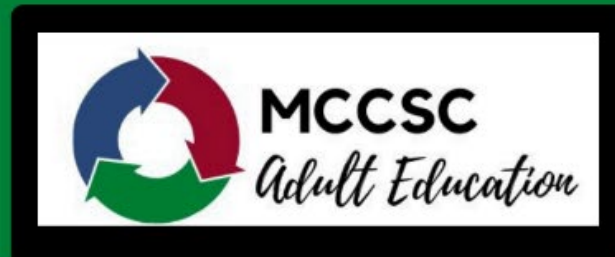
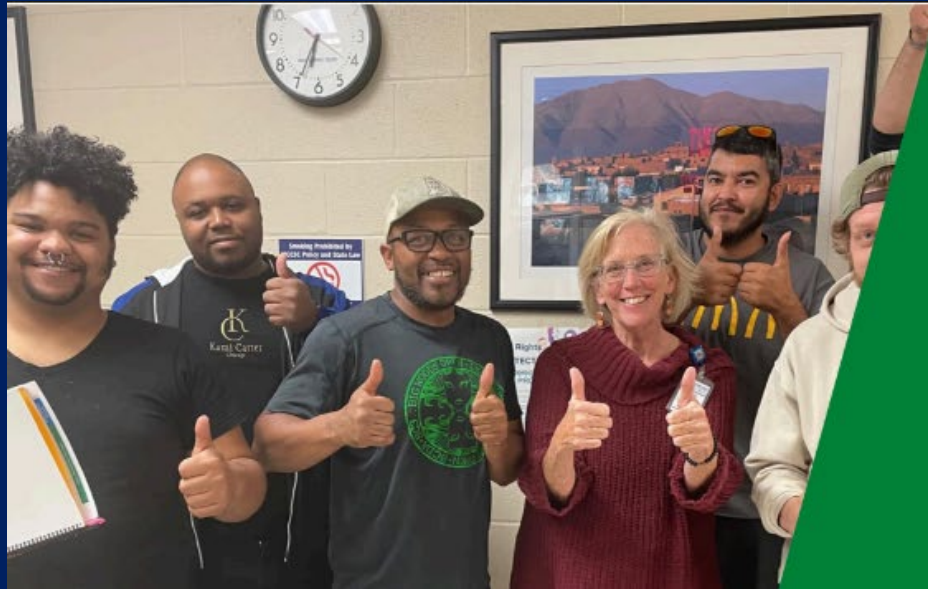


# PARTNERSHIPS AT THE LOCAL LEVEL





# PARTNERSHIPS AT THE LOCAL LEVEL



**HVAC  
CERTIFICATION  
CLASS**



# PARTNERSHIPS AT THE LOCAL LEVEL



# PARTNERSHIPS AT THE LOCAL LEVEL





# PARTNERSHIPS AT THE LOCAL LEVEL



**South Central Region 8 Workforce Board, Inc.**

*Serving eight counties: Brown, Daviess, Greene, Lawrence, Martin, Monroe, Orange and Owen*

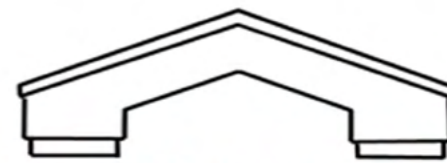
- ❖ Co-location
- ❖ Customer/student referrals
- ❖ Training funds
- ❖ Supportive services
- ❖ Employer engagement
- ❖ Adult education Consortium

**WorkOne**  
South Central  
americanjobcenter



**MCCSC Adult Education**  
at Broadview Learning Center

**WAGLER**  
EDUCATION & TRAINING CENTER  
TRAINING TODAY FOR A BRIGHTER FUTURE



**OWEN COUNTY**  
**PUBLIC LIBRARY**  
SPENCER, INDIANA

Skills for Life. Pathways to Success.



**CAREER RESOURCE CENTER**  
OF BROWN COUNTY



# PARTNERSHIPS AT THE LOCAL LEVEL



More partners



More students



More performance



More funding!

# PARTNERSHIPS AT THE LOCAL LEVEL



What partners do YOU need to help your students achieve their goals?

1. Measurable skill gains
2. Employment in the 2<sup>nd</sup> and 4<sup>th</sup> quarters after exit
3. Median wages in the 2<sup>nd</sup> quarter after exit
4. Industry-recognized credential
5. Transition to postsecondary education and training

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# ALL ABOUT PARTNERSHIPS



Share: What partnerships have you had that have . . .

1. gone well.
2. flopped.



# ALL ABOUT PARTNERSHIPS

## Eight Important Elements of Successful Partnerships

Forbes

December 18, 2018

<https://www.forbes.com/sites/forbesbusinessdevelopmentcouncil/2018/12/18/eight-important-elements-of-successful-business-partnerships/>

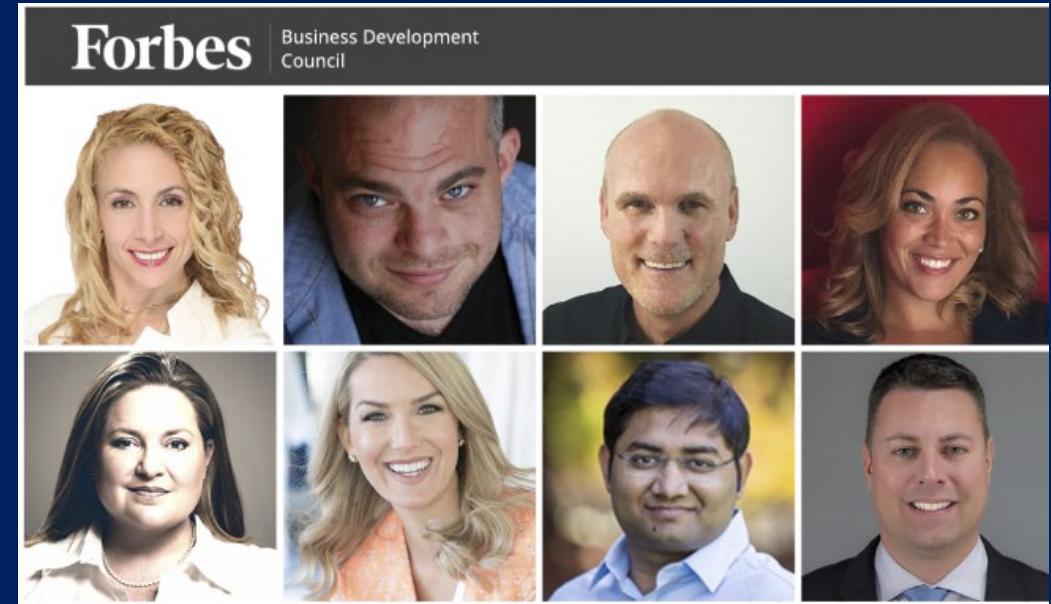


# Forbes

# ALL ABOUT PARTNERSHIPS

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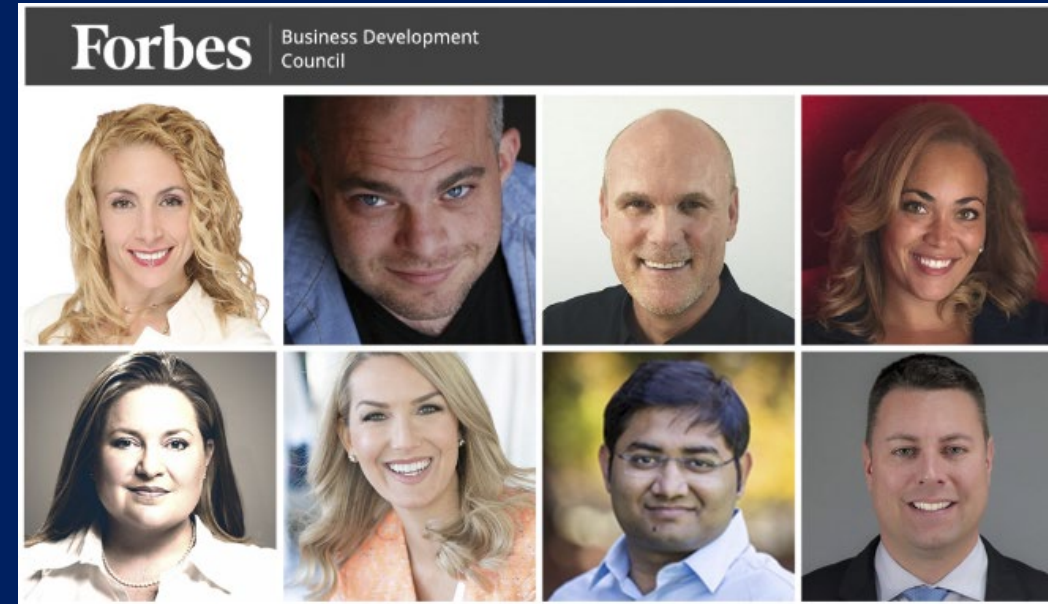
1. One proactive “owner” per partner
2. Mutual accountability
3. True commitment
4. Focus on a shared goal
5. Clear, measured expectations
6. Balanced rewards
7. A continuous action plan
8. Comparable reputations



# ALL ABOUT PARTNERSHIPS

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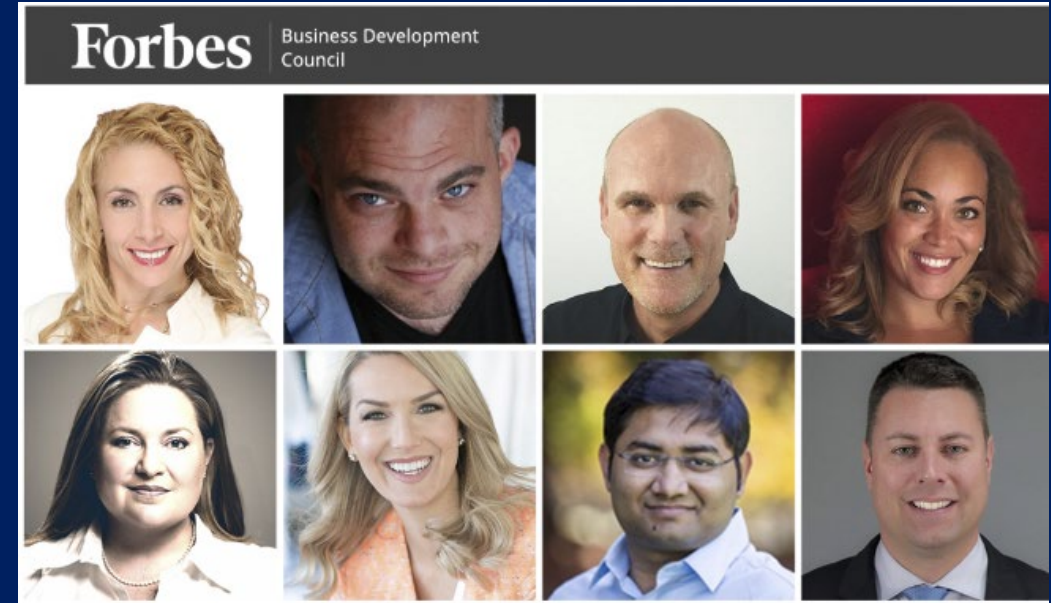




# ALL ABOUT PARTNERSHIPS

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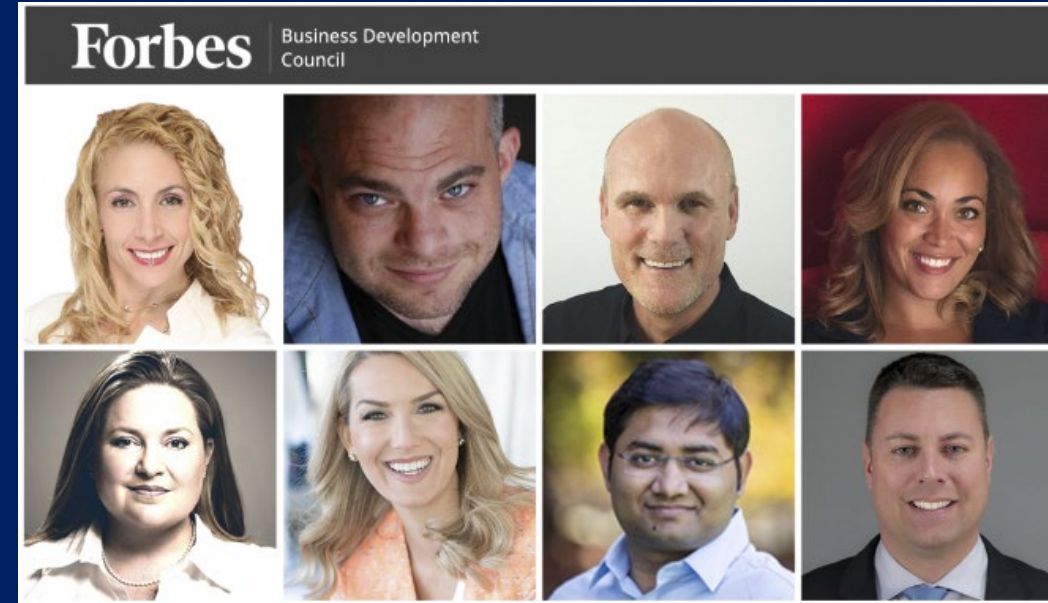
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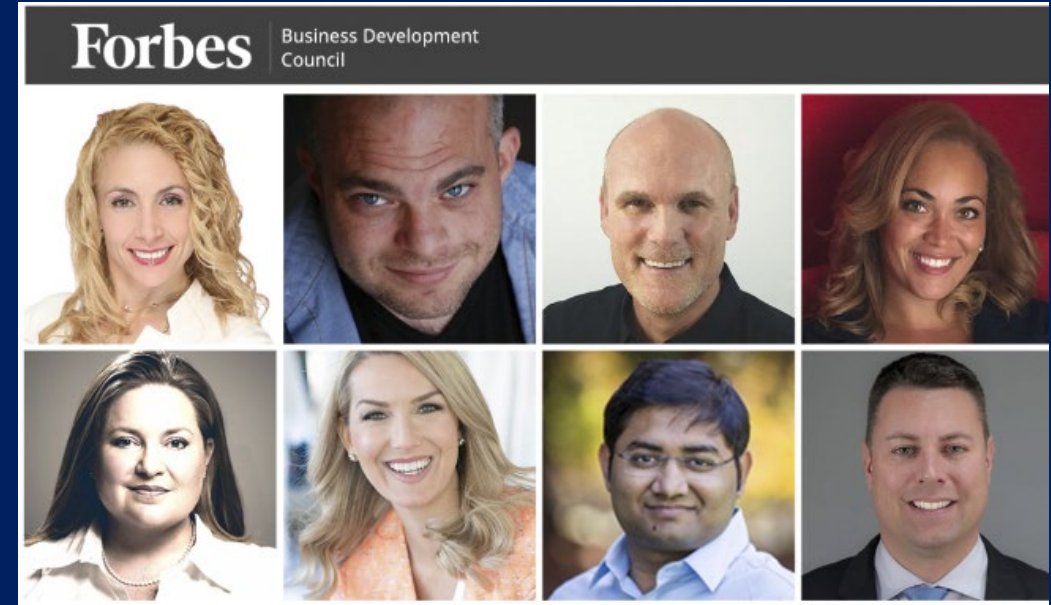
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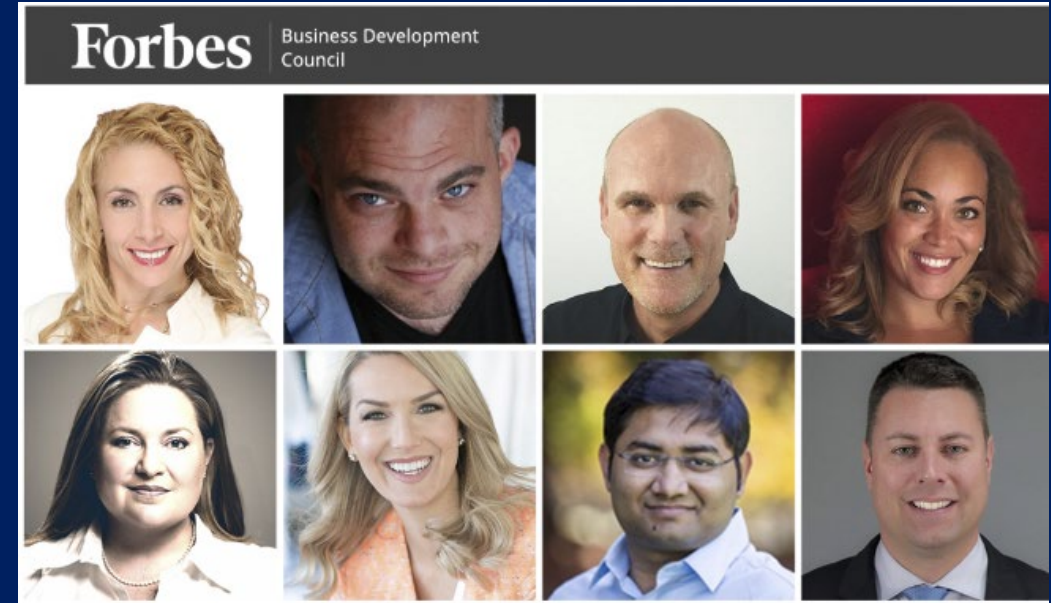




# ALL ABOUT PARTNERSHIPS

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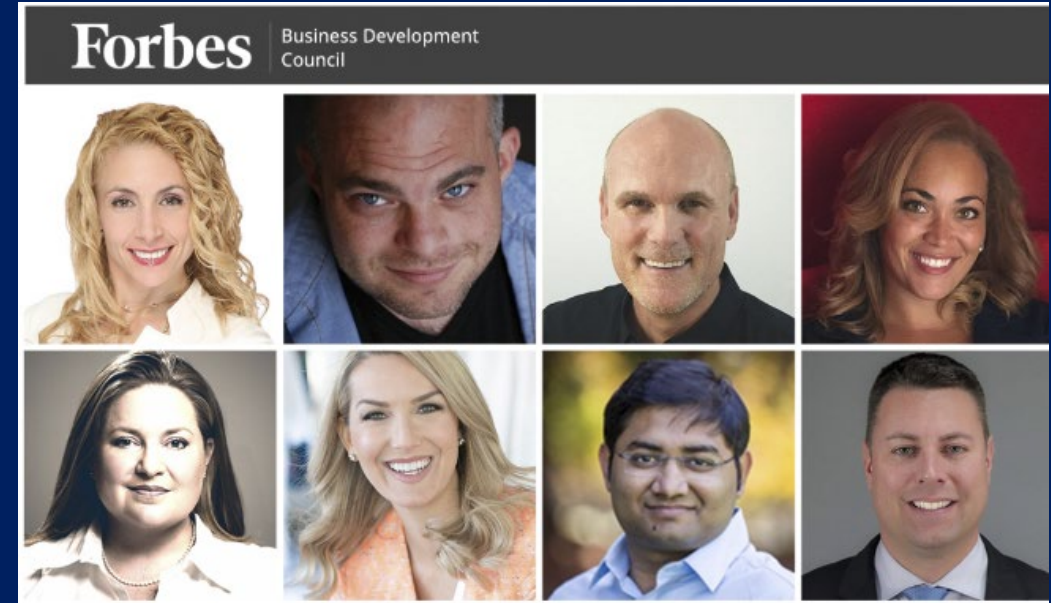
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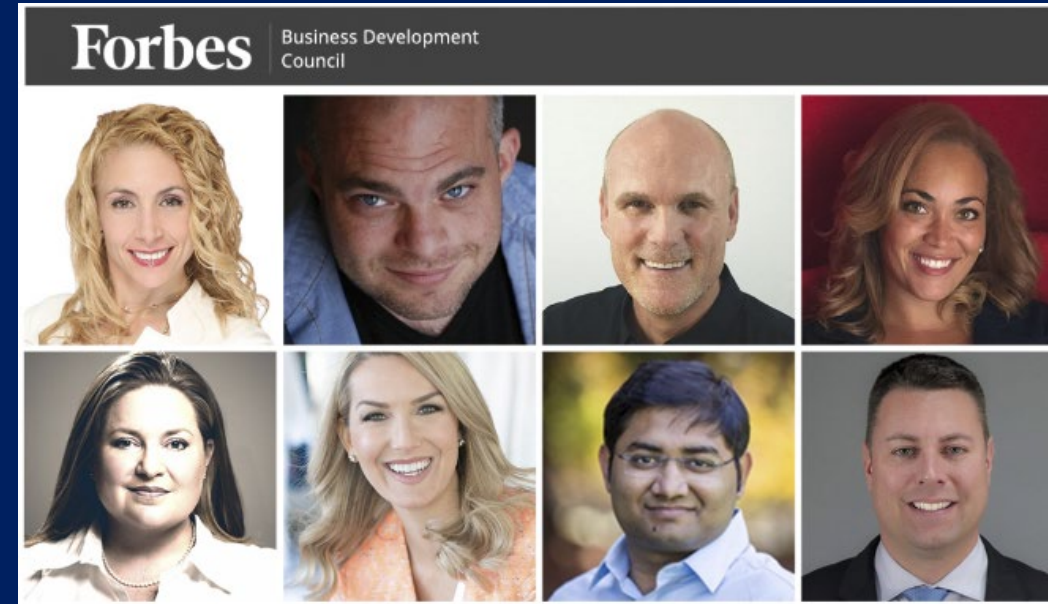




# ALL ABOUT PARTNERSHIPS

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What else would you add?

# ALL ABOUT PARTNERSHIPS

## Why Partnerships Don't Work

1. Turf issues
2. Lack of understanding
3. Lack of structure
4. Unequal inputs; unequal rewards



# ALL ABOUT PARTNERSHIPS

## Why Partnerships Don't Work

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3. Lack of structure
4. Unequal inputs; unequal rewards

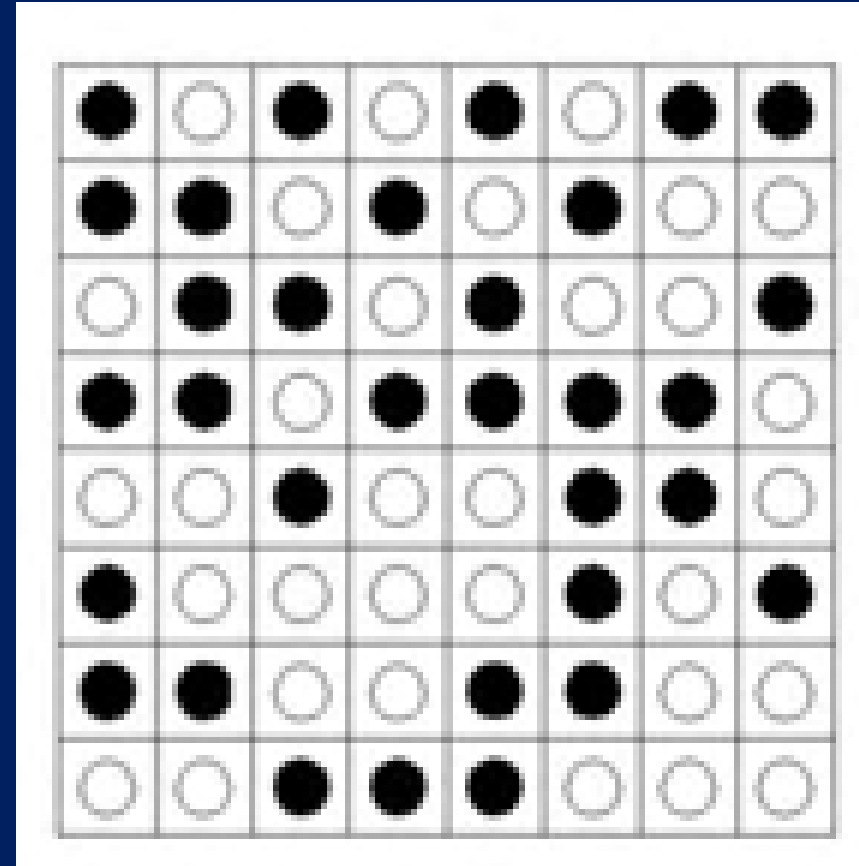




# ALL ABOUT PARTNERSHIPS

## Why Partnerships Don't Work

1. Turf issues
2. Lack of understanding
3. Lack of structure
4. Unequal inputs; unequal rewards



# ALL ABOUT PARTNERSHIPS

## Why Partnerships Don't Work

1. Turf issues
2. Lack of understanding
3. Lack of structure
4. Unequal inputs; unequal rewards



# ALL ABOUT PARTNERSHIPS

## Why Partnerships Don't Work

1. Turf issues
2. Lack of understanding
3. Lack of structure
4. Unequal inputs; unequal rewards



What else causes partnerships to fail?



# ALL ABOUT PARTNERSHIPS

## How did we make this work in Region 8?

- Strong leadership
- Cross-training
- “ABE Workgroups”
- Region 8 Collaboration Team
- Adult education expanding scope of service
- Mutual dependence
- Memorandums of Understanding



# EQUITABLE ACCESS

- Operation Allies Welcome
- Digital Equity
- Internationally Trained Professionals



# EQUITABLE ACCESS





# EQUITABLE ACCESS

Vision: Indiana residents trust and use innovative connectivity for improved quality of life, resulting in inclusive and resilient communities that ensure opportunities for all.

Goal 1: Provide Indiana residents with universal connectivity that is affordable, accessible, reliable, equitable and available in public and private spaces to ensure maximum adoption.

Goal 2: Ensure all Indiana residents have access to affordable devices needed to live, work, and thrive along with the education to utilize that technology safely and successfully.

Goal 3: Build digitally resilient and equitable communities by supporting new and existing ecosystems for local prosperity.



<https://www.in.gov/indianabroadband/digital-equity/>

# EQUITABLE ACCESS



Internationally  
Trained  
Professionals



# EQUITABLE ACCESS

← → ↻ 📄 <https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/accountability-reporting.html#spr>

## WIOA Statewide Performance Reports

Section 116(d)(2) of WIOA requires States to submit an annual performance report, including information on levels of performance achieved with respect to the primary indicators of performance.

- [WIOA Statewide Performance Report Specifications](#)
- [U.S. Department of Education Statewide Performance Reports for the Vocational Rehabilitation programs](#)
- [U.S. Department of Labor Statewide Performance Reports for the Adult, Dislocated Worker, Youth, and Wagner-Peyser programs](#)
- [WIOA Adult Education Program Statewide Performance Reports for Program Years 2016 and 2017](#)

The Statewide Performance Reports for each State and outlying area, as well as the national summary report, can be found below. To assist in understanding the reports, the “WIOA Statewide Performance Report Specifications” document link provides plain text explanations of the report elements. Some data in the reports were suppressed to protect the confidentiality of individual participant data. Due to the lag in reporting performance data, linking individual participant demographic data across program years is not possible.

State	PY 2018-19	PY 2019-20	PY 2020-21	PY 2021-22	PY 2022-23
<b>United States</b>	<a href="#">PY 2018-19</a>	<a href="#">PY 2019-20</a>	<a href="#">PY 2020-21</a>	<a href="#">PY 2021-22</a>	<a href="#">PY 2022-23</a>
Alabama	<a href="#">PY 2018-19</a>	<a href="#">PY 2019-20</a>	<a href="#">PY 2020-21</a>	<a href="#">PY 2021-22</a>	<a href="#">PY 2022-23</a>
Alaska	<a href="#">PY 2018-19</a>	<a href="#">PY 2019-20</a>	<a href="#">PY 2020-21</a>	<a href="#">PY 2021-22</a>	<a href="#">PY 2022-23</a>
American Samoa	<a href="#">PY 2018-19</a>	<a href="#">PY 2019-20</a>	<a href="#">PY 2020-21</a>	<a href="#">PY 2021-22</a>	<a href="#">PY 2022-23</a>
Arizona	<a href="#">PY 2018-19</a>	<a href="#">PY 2019-20</a>	<a href="#">PY 2020-21</a>	<a href="#">PY 2021-22</a>	<a href="#">PY 2022-23</a>
Arkansas	<a href="#">PY 2018-19</a>	<a href="#">PY 2019-20</a>	<a href="#">PY 2020-21</a>	<a href="#">PY 2021-22</a>	<a href="#">PY 2022-23</a>
California	<a href="#">PY 2018-19</a>	<a href="#">PY 2019-20</a>	<a href="#">PY 2020-21</a>	<a href="#">PY 2021-22</a>	<a href="#">PY 2022-23</a>
Colorado	<a href="#">PY 2018-19</a>	<a href="#">PY 2019-20</a>	<a href="#">PY 2020-21</a>	<a href="#">PY 2021-22</a>	<a href="#">PY 2022-23</a>
Connecticut	<a href="#">PY 2018-19</a>	<a href="#">PY 2019-20</a>	<a href="#">PY 2020-21</a>	<a href="#">PY 2021-22</a>	<a href="#">PY 2022-23</a>
Delaware	<a href="#">PY 2018-19</a>	<a href="#">PY 2019-20</a>	<a href="#">PY 2020-21</a>	<a href="#">PY 2021-22</a>	<a href="#">PY 2022-23</a>
District of Columbia	<a href="#">PY 2018-19</a>	<a href="#">PY 2019-20</a>	<a href="#">PY 2020-21</a>	<a href="#">PY 2021-22</a>	<a href="#">PY 2022-23</a>
Florida	<a href="#">PY 2018-19</a>	<a href="#">PY 2019-20</a>	<a href="#">PY 2020-21</a>	<a href="#">PY 2021-22</a>	<a href="#">PY 2022-23</a>
Georgia	<a href="#">PY 2018-19</a>	<a href="#">PY 2019-20</a>	<a href="#">PY 2020-21</a>	<a href="#">PY 2021-22</a>	<a href="#">PY 2022-23</a>
Guam	<a href="#">PY 2018-19</a>	<a href="#">PY 2019-20</a>	<a href="#">PY 2020-21</a>	<a href="#">PY 2021-22</a>	<a href="#">PY 2022-23</a>
Hawaii	<a href="#">PY 2018-19</a>	<a href="#">PY 2019-20</a>	<a href="#">PY 2020-21</a>	<a href="#">PY 2021-22</a>	<a href="#">PY 2022-23</a>
Idaho	<a href="#">PY 2018-19</a>	<a href="#">PY 2019-20</a>	<a href="#">PY 2020-21</a>	<a href="#">PY 2021-22</a>	<a href="#">PY 2022-23</a>
Illinois	<a href="#">PY 2018-19</a>	<a href="#">PY 2019-20</a>	<a href="#">PY 2020-21</a>	<a href="#">PY 2021-22</a>	<a href="#">PY 2022-23</a>
Indiana	<a href="#">PY 2018-19</a>	<a href="#">PY 2019-20</a>	<a href="#">PY 2020-21</a>	<a href="#">PY 2021-22</a>	<a href="#">PY 2022-23</a>

<https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/accountability-reporting.html#spr>



**Statewide Performance Report - WIOA Title II Adult Education Program PY 2022**

<b>PROGRAM</b>		<b>TITLE (select one):</b>			
STATE: MICHIGAN		<input type="checkbox"/> Title I Adult	<input type="checkbox"/> Title II Adult Education	<input checked="" type="checkbox"/>	
REPORTING PERIOD COVERED (Required for current and three preceding years.)		<input type="checkbox"/> Title I Dislocated Worker	<input type="checkbox"/> Title III Wagner-Peyser	<input type="checkbox"/>	
From (07/01/2022): To (06/30/2023):		<input type="checkbox"/> Title I Youth	<input type="checkbox"/> Title IV Vocational Rehabilitation	<input type="checkbox"/>	
		<input type="checkbox"/> Title I and Title III combined			

SUMMARY INFORMATION				
Service	Participants Served (Cohort Period: 07/01/2022 - 06/30/2023)	Participants Exited (Cohort Period: 04/01/2022 - 03/31/2023)	Funds Expended (Cohort Period: 07/01/2022 - 06/30/2023)	Cost Per Participant Served (Cohort Period: 07/01/2022 - 06/30/2023)
Career Services	25,398	14,734	\$1,963,750.56	\$77.31
Training Services	222	177	\$136,983.03	\$617.04
<b>Percent training-related employment<sup>1</sup>:</b>		<b>Percent enrolled in more than one core program:</b>		<b>Percent Admin Expended:</b>
		6.13%		

BY PARTICIPANT CHARACTERISTICS													
		Total Participants Served (Cohort Period: 07/01/2022 - 06/30/2023)	Total Participants Exited (Cohort Period: 04/01/2022 - 03/31/2023)	Employment Rate (Q2) <sup>2</sup> (Cohort Period: 07/01/2021 - 06/30/2022)		Employment Rate (Q4) <sup>3</sup> (Cohort Period: 01/01/2021 - 12/31/2021)		Median Earnings (Cohort Period: 07/01/2021 - 06/30/2022)	Credential Rate <sup>4</sup> (Cohort Period: 01/01/2021 - 12/31/2021)		Measurable Skill Gains <sup>5</sup> (Cohort Period: 07/01/2022 - 06/30/2023)		
				Num	Rate	Num	Rate	Earnings	Num	Rate	Num	Rate	
				Total Statewide		25,398	14,734	Target	42.00%	42.00%	\$4,600.00		40.00%
				Actual	6,196	46.04%	5,805	47.25%	\$5,780.00	668	33.97%	10,182	40.06%
Sex	Female	13,397	9,978		3,891	41.62%	3,750	43.35%	\$5,009.00	428	32.01%	5,660	42.24%
	Male	12,001	4,756		2,305	56.09%	2,055	56.53%	\$7,154.00	240	38.15%	4,522	37.68%
Age	< 16	N/A	N/A		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	16-18	922	532		135	47.36%	37	39.36%	\$3,557.00	9	37.50%	409	44.36%
	19-24	4,982	2,951		1,403	55.01%	1,228	54.65%	\$4,720.00	215	39.37%	1,987	39.88%
	25-44	14,465	8,300		3,653	46.28%	3,572	47.59%	\$6,082.00	369	30.93%	5,784	39.98%
	45-54	3,199	1,888		753	41.71%	720	45.39%	\$6,809.00	64	37.86%	1,284	40.13%
	55-59	815	459		140	35.53%	155	40.25%	\$7,680.00	--	--	304	37.30%
	60 +	1,015	604		112	21.09%	93	19.91%	\$6,640.00	--	--	414	40.78%
Ethnicity/Race	American Indian or Alaskan Native	171	72		45	59.21%	38	52.77%	\$5,665.00	--	--	70	40.93%
	Asian	1,957	1,456		480	32.74%	378	32.25%	\$6,641.00	39	53.42%	961	49.10%
	Black or African American	7,527	3,446		1,682	56.12%	1,515	53.51%	\$5,619.00	98	20.37%	2,351	31.23%
	Hispanic or Latino	4,800	3,153		1,173	40.63%	1,129	42.53%	\$6,818.00	92	32.16%	1,905	39.68%
	Native Hawaiian or Other Pacific Islander	40	16		9	47.36%	4	40.00%	\$3,501.00	--	--	19	47.50%
	White	10,241	6,276		2,666	46.31%	2,611	49.32%	\$5,200.00	414	39.61%	4,613	45.04%
	Two or More Races	662	315		141	55.07%	130	51.58%	\$5,570.00	18	26.86%	263	39.72%

BY EMPLOYMENT BARRIER <sup>6</sup>												
PY 2022 Statewide Performance Report continued for MICHIGAN												
	Total Participants Served (Cohort Period: 07/01/2022 - 06/30/2023)	Total Participants Exited (Cohort Period: 04/01/2022 - 03/31/2023)	Target	Employment Rate (Q2) <sup>2</sup> (Cohort Period: 07/01/2021 - 06/30/2022)		Employment Rate (Q4) <sup>3</sup> (Cohort Period: 01/01/2021 - 12/31/2021)		Median Earnings (Cohort Period: 07/01/2021 - 06/30/2022)	Credential Rate <sup>4</sup> (Cohort Period: 01/01/2021 - 12/31/2021)		Measurable Skill Gains <sup>5</sup> (Cohort Period: 07/01/2022 - 06/30/2023)	
				Num	Rate	Num	Rate	Earnings	Num	Rate	Num	Rate
				Total Statewide	25,398	14,734	Target		42.00%		42.00%	\$4,600.00
			Actual	6,196	46.04%	5,805	47.25%	\$5,780.00	668	33.97%	10,182	40.06%
Displaced Homemakers	1,058	501		165	42.63%	145	46.32%	\$4,225.00	17	36.95%	389	36.76%
English Language Learners, Low Levels of Literacy, Cultural Barriers	25,398	14,734		6,196	46.04%	5,805	47.25%	\$5,780.00	668	33.97%	10,182	40.06%
Exhausting TANF within 2 years (Part A Title IV of the Social Security Act)	546	284		139	53.46%	85	54.48%	\$4,785.00	6	24.00%	179	32.78%
Ex-offenders	4,714	905		408	53.23%	331	52.45%	\$5,301.00	55	38.19%	1,775	37.65%
Homeless Individuals / runaway youth	1,225	441		175	46.17%	127	46.69%	\$4,244.00	11	22.44%	378	30.85%
Long-term Unemployed (27 or more consecutive weeks)	7,595	3,396		1,190	39.04%	964	42.59%	\$3,959.00	122	28.97%	2,945	38.77%
Low-income Individuals	11,769	7,354		3,151	47.01%	2,777	48.29%	\$4,874.00	310	30.03%	4,588	38.98%
Migrant and Seasonal Farmworkers	391	181		29	21.64%	34	29.31%	\$7,491.00	--	--	149	38.10%
Individuals with Disabilities (incl. youth)	5,711	2,301		984	48.14%	843	48.03%	\$4,450.00	93	28.52%	1,915	33.53%
Single Parents (incl. single pregnant women)	3,091	1,982		1,120	58.94%	984	59.24%	\$4,992.00	115	29.41%	1,052	34.03%
Youth in foster care or aged out of system	372	176		74	58.73%	53	61.62%	\$5,280.00	4	25.00%	140	37.63%

<sup>1</sup>Applies to Title I only. Individuals for whom it is unknown whether their employment in the 2nd quarter after exit was related to the training they received are included in this measure and are considered to be a negative outcome for the purposes of this calculation.

<sup>2</sup>This indicator also includes those who entered into a training or education program for the Youth program.

<sup>3</sup>Credential Rate and Measurable Skill Gains do not apply to the Wagner-Peyser program.

<sup>4</sup>Barriers to Employment are determined at the point of entry into the program.

<sup>5</sup>Data were suppressed to protect the confidentiality of individual participant data.

**Public Burden Statement (1205-0526)**

Persons are not required to respond to this collection of information unless it displays a currently valid OMB control number. Respondent's reply to these reporting requirements is mandatory (Workforce Innovation and Opportunity Act, Section 116). Public reporting burden for this collection of information is estimated to average 30 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate to the Office of Policy Development and Research • U.S. Department of Labor • Room N-5641 • 200 Constitution Ave., NW, • Washington, DC • 20210. Do NOT send the completed application to this address.

# LESSONS FROM INDIANA



“We can succeed only by concert. It is not ‘can *any* of us *imagine* better?’ but ‘can we all do better?’ The dogmas of the quiet past are inadequate to the stormy present. The occasion is piled high with difficulty, and we must rise—with the occasion. As our case is new, so we must think anew, and act anew.”



# ADULT EDUCATION

BASIC SKILLS. HIGH SCHOOL EQUIVALENCY. SHORT-TERM TRAINING. CERTIFICATIONS AND MORE.

---

Thank you  
Thank you  
Thank you



Rob Moore

[rdm47579@gmail.com](mailto:rdm47579@gmail.com)

(812) 686-0466





# Today's Agenda

Welcome and Introductions	20 min
Lessons from Indiana	70 min
Break	10 min
Lessons from Indiana	80 min
<b><i>Lunch</i></b>	<b><i>30 min</i></b>
Pathways to Postsecondary	80 min
Break	10 min
Asset Mapping and Stakeholder Engagement	60 min



# Today's Agenda

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# Adult Learner Transitions to Postsecondary

Design Labs for Adult Education innovation

June 18, 2024





**What does “college”  
look like in your  
program?**





What do you  
hope to get out of  
this session?

# Future Path Transitions



# Adult Learners in Michigan

- ❖ Adult Learners have lived experiences
- ❖ Parents with preschool and school-aged children
- ❖ Instruction related to goals is essential
- ❖ Communication of priorities and timelines is important
- ❖ Obstacles to completion
- ❖ Dedicated, Motivated and Grateful





## Mindful Adoption

- ❖ Adopt a College and Career Going Culture: These exist in the same ecosystem
- ❖ Adopt a Winning Attitude: Sign up for the “I’m Done Campaign”
- ❖ Student-Centric Focus



# Postsecondary Pathway Partners

- Who are some of the ***current partners*** you have in this space?
- Who are some of the **desired partners** you have in this space?
- In what ways is the partnership beneficial? In what ways are there challenges?





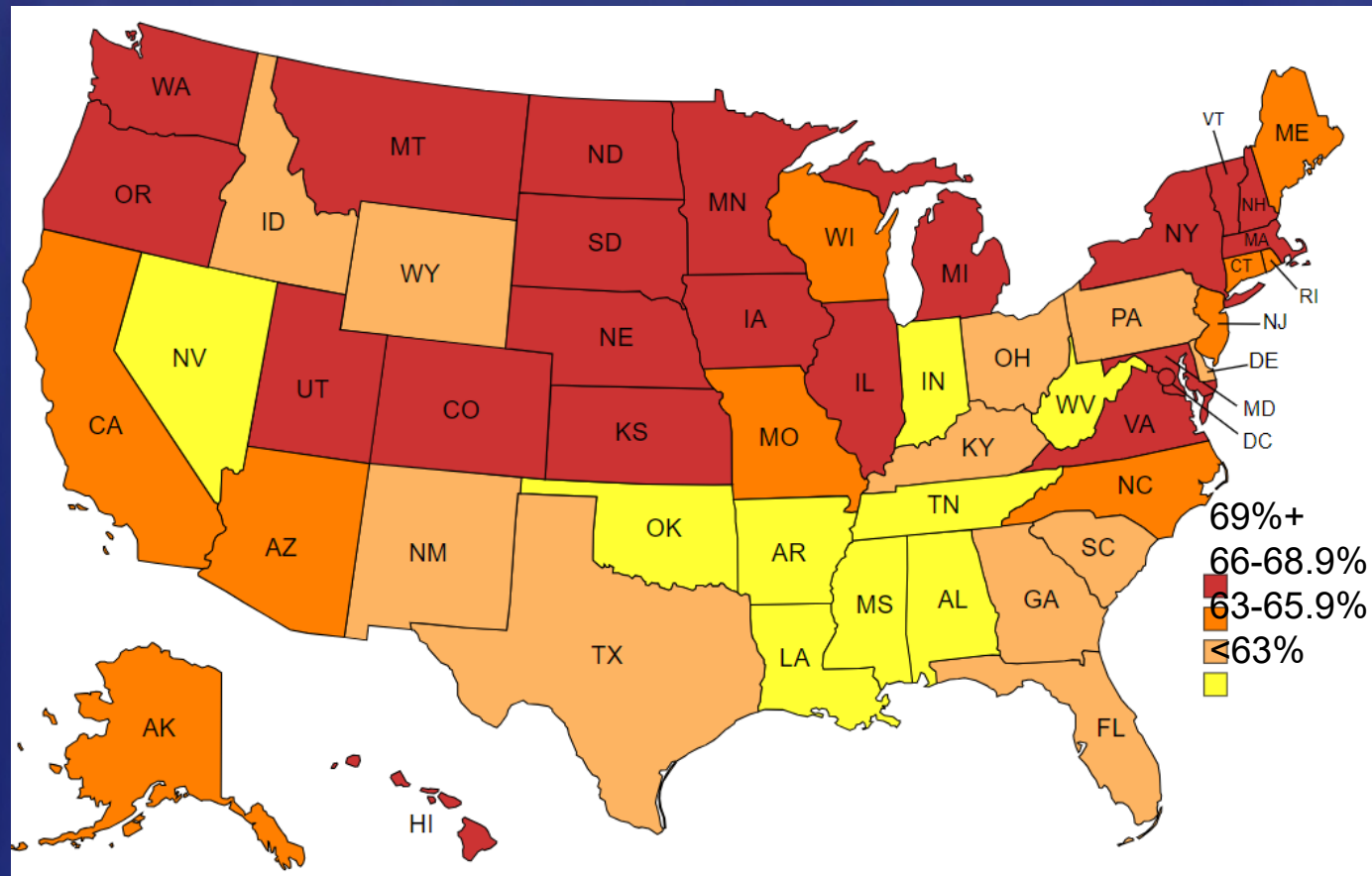
COLLEGE IS

# postsecondary education.

We use the term **college** to refer to the attainment of education beyond high school, including postsecondary certificates and academic degrees.



In 2031, the share of jobs that will require workers with some postsecondary training beyond high school is 69% or greater in 20 states and DC.



Source: Georgetown University Center on Education and the Workforce



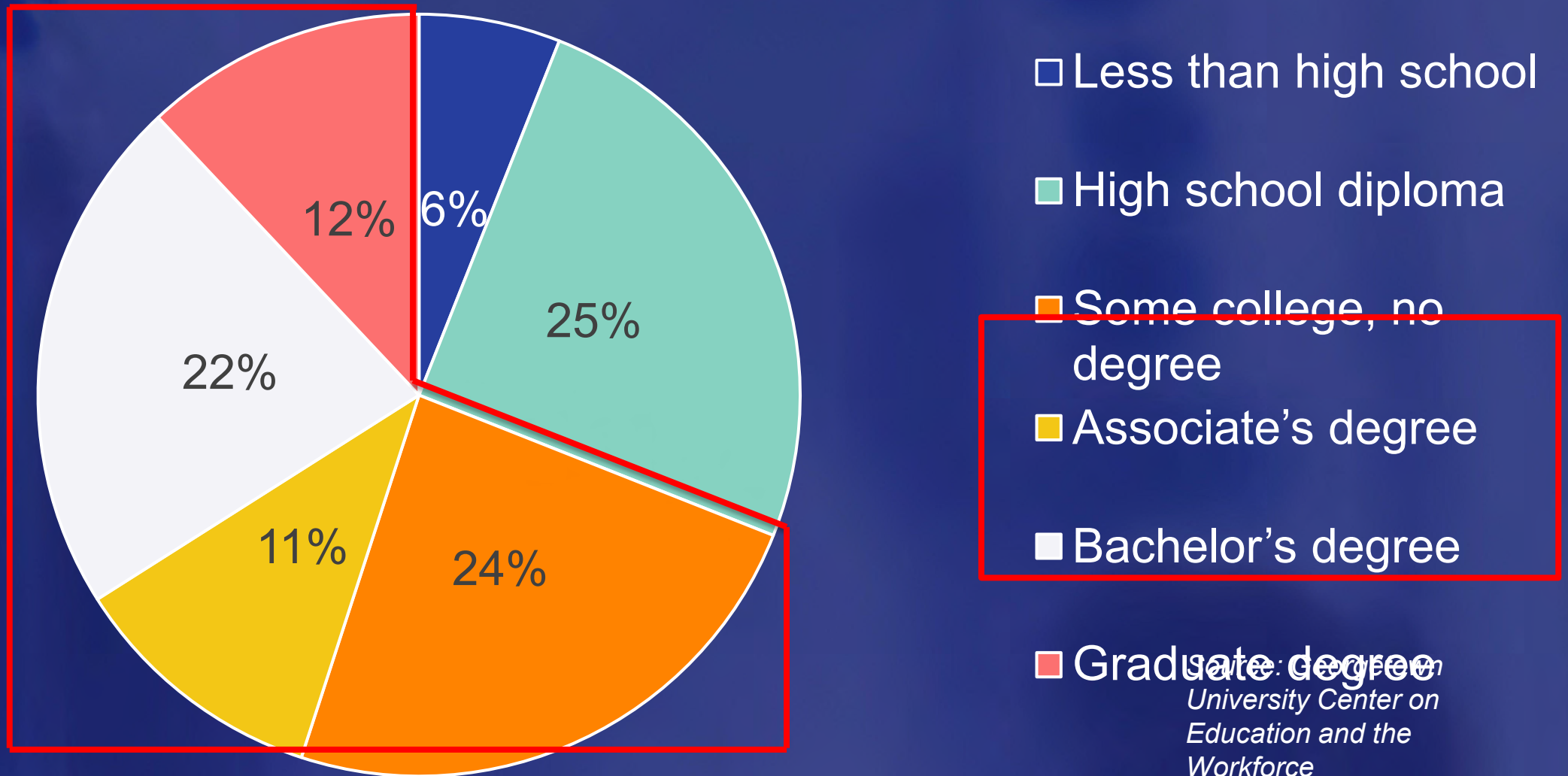
COLLEGE IS

# a necessity.

Postsecondary education dramatically increases an individual's economic independence in a knowledge-based economy.



# By 2031, 69% of Michigan Jobs Will Require Postsecondary Education





# Thinking back to your partners:

- In what ways is the partnership beneficial? In what ways are there challenges?

# Successful Partnerships:

## Adult Education Program

- Robust educational programming
- Active recruitment strategy for participants
- Cultivating competent instructional staff and curriculum
- Providing or connecting to relevant professional learning for staff
- Dedicated expertise in contextualizing and aligning curriculum
- Assessment testing and academic/skills progress monitoring
- Evaluate program successes
- Coordinate funding and ongoing program needs

## Postsecondary Partners

- Vision for role of adult education program within community
- Provide platform to raise awareness of the program
- Work with local program to see how adult education intersects
- Coordinate with the program director on development of the AE budget
- Share facilities and/or staffing (braided funding)
- Amplify programming needs and successes





# Strategy: Workforce Connections

- Co Enrollment of Services for Eligible Learners
- Which students are most *likely ready now*?
- Which students will be *likely ready soon*?
- Which students will *likely benefit from another program /service*?



# Strategy: College Going Culture Adoption

- **Monthly Quarterly Completion and Persistence/Meetings**
- **Priority Populations Meetings:**
- **“Credit” Audits**
- **Regular and consistent meetings with postsecondary leaders and partners**
- **Education about adult learner populations**



# Collaboration Time

- How will you build some of these strategies into your program and staff culture?





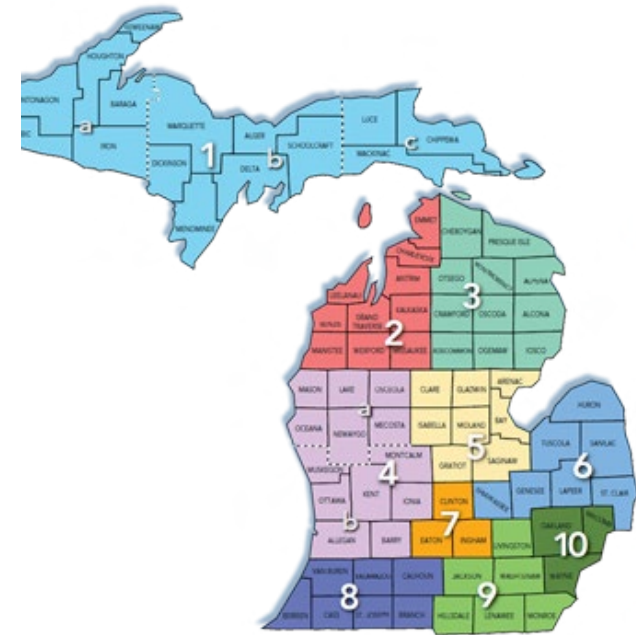
COLLEGE IS

for everyone.

We work toward changing the systems that perpetuate inequities in postsecondary attainment.

# College Visits

- Employer and Colleges Visit your site together
- Career Alignment component with faculty engagement
- Physical site visit to a campus
- Virtual or virtual reality site visit





# Credit for Prior Learning

- College Readiness and Alignment from Adult Education to community college for credit transfer
- Adopt CLEP Adult Education Alignment as a tiered system for adult transitions





# Dual Enrollment

- Recognizing adult learners currently in a “time poverty”
- Align co –co credit taking prerequisites
- 1 Adult Education Non Credit Course; 1 Credit Bearing First Year Experience Course
- Align credit for IET or CTE Course work



# Collaboration Time

- Do any of these examples resonate with you? How might you take one idea to benefit your student learners?
- What is a next step goal you might take away from today in regards to postsecondary alignment under 107a?



# College Access Resources

- Local College Access Network
- Community Ambassadors
- Retired Educator FAFSA Specialists
- Michigan Reconnect Navigators



# What's the Data Story



- Michigan Reconnect Website



- Lumina Report: *A Stronger Nation: Learning Beyond High School Builds American Talent*

# MCAN's Key Indicators

Academic Readiness



Affordability



Enrollment



Persistence



Completion



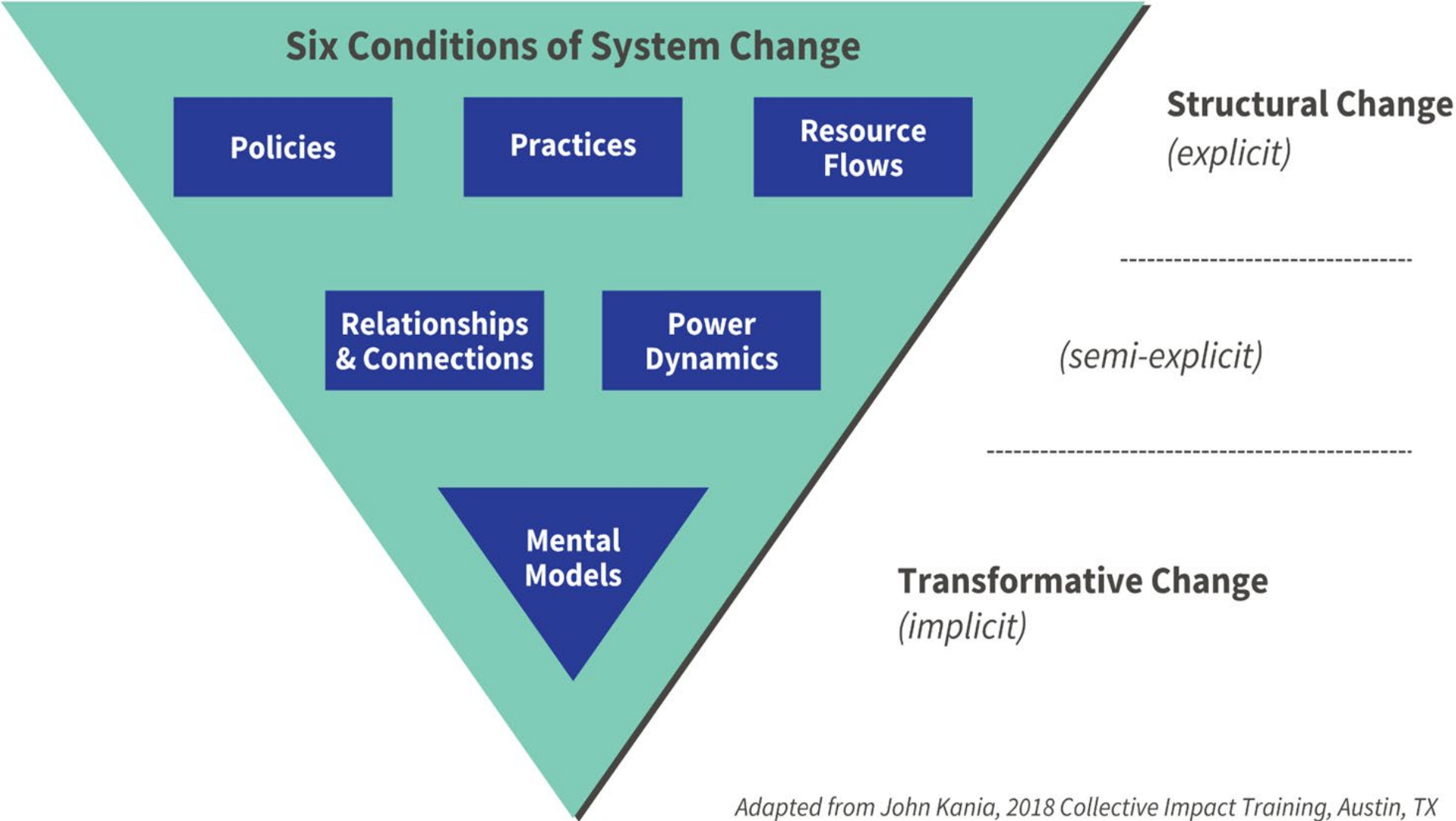
Attainment



Culture



# Systems change is about shifting the conditions that hold the problem in place.



Adapted from John Kania, 2018 Collective Impact Training, Austin, TX





COLLEGE IS

a public good.

Postsecondary attainment is critical to a just and equitable society, strong economy, thriving democracy, and healthy communities.

**Patrick Brown**

**Dir. Of Adult Student  
Attainment**

**[Patrick@micollegeaccess.org](mailto:Patrick@micollegeaccess.org)**

# Let's Take a Break





# Today's Agenda

Welcome and Introductions	20 min
Lessons from Indiana	70 min
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Pathways to Postsecondary	80 min
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<b><i>Asset Mapping and Stakeholder Engagement</i></b>	<b><i>60 min</i></b>





# Developing a Strong Proposal

Part 2. Asset Maps & Stakeholder Engagement Plans

TalentFirst Design Lab — June 18, 2024





**What we will  
cover today**

A set of questions to guide you as you plan and implement your asset mapping process.

An exercise to practice asset mapping and then ask questions of the coaches.

An introduction to stakeholder engagement planning.





## Asset Mapping

A strengths-based (glass half full) approach

- Focuses on mobilizing existing assets within a community
- Builds on the assets of individuals, associations, and institutions, rather than focusing on needs or deficits
- Emphasizes the importance of social relationships and networks in community development
- Involves deliberate efforts to listen to and engage the wider community as active participants, rather than recipients of services
- Views social capital and trust within a community as invaluable assets for community development



# Why create an asset map?



- Identify and visualize available assets
  - Resources (people, associations, institutions)
  - Networks
  - Culture
- Consult stakeholders to identify and map assets
  - Elevate the voices and talents of marginalized community members
- Better understand an interconnected system
- Catalyze partnerships
- Discover creative solutions to local challenges



# Step 1: Identify the team

What resources are available to do the asset mapping?

What are team members' roles and responsibilities?





**Step 2:**  
**Define your  
purpose &  
parameters**

What is the purpose of your asset mapping process?

What are the criteria for adding an asset to the map?

How will you tag or categorize assets?

How will your Asset Map be formatted/displayed? What features does it need?



**Step 3: Data  
collection and  
stakeholder  
engagement**

How will you find and gather assets for your map?

Who are your key stakeholders?

What is your stakeholder engagement plan for the asset map?  
(We will cover this after the exercise.)

Public Policy Associates



**Break into your teams and complete pages 1-3 of the worksheet**



Public Policy Associates



Questions about asset mapping?





# Developing a stakeholder- engagement plan

1. Identify stakeholders
2. Evaluate stakeholder groups
  - What do they care about?
  - What influence do they have?
  - What do you need from them?
3. Develop an engagement strategy for each stakeholder group
  - Approach, method, frequency, responsible team member
4. Implement



## Simple example: Imaginary County ISD's GED classes

### Data we have:

- Number of students requesting classes
- Number of students enrolled/capacity
- Student demographics, characteristics, & experiences
- Number of instructors
- Instructor demographics, characteristics, & training
- Completion rates

### What we interpret from that data:

- Enrollment capacity roughly matches demand
- Instructors are high quality but prefer teaching in person and have limited availability during non-traditional work hours
- 40% of all students complete their GED, but this percentage varies by demographics
- Only 20% of working students complete their GED

Let's create a plan to engage some of these stakeholders as we build our asset map





## Simple example: Imaginary County ISD's GED classes

STAKEHOLDER	AREA OF INFLUENCE	PROJECT PHASE	ENGAGEMENT APPROACH	ENGAGEMENT METHOD	FREQUENCY/TIMING	TEAM MEMBER RESPONSIBLE
Instructors	Quality of instruction, work environment, and schedule	Asset mapping	Consultative: seek their expertise.	Survey	Once, at the beginning of data collection.	Team member 1





## Simple example: Imaginary County ISD's GED classes

STAKEHOLDER	AREA OF INFLUENCE	PROJECT PHASE	ENGAGEMENT APPROACH	ENGAGEMENT METHOD	FREQUENCY/TIMING	TEAM MEMBER RESPONSIBLE
Instructors	Quality of instruction, work environment, and schedule	Asset mapping	Consultative: seek their expertise.	Survey	Once, at the beginning of data collection.	Team member 1
<b>All students</b>	<b>Class attendance, persistence, completion</b>	<b>Asset mapping</b>	<b>Consultative: seek their expertise.</b>	<b>Survey</b>	<b>Once, at the beginning of data collection.</b>	<b>Team member 1</b>



## Simple example: Imaginary County ISD's GED classes

STAKEHOLDER	AREA OF INFLUENCE	PROJECT PHASE	ENGAGEMENT APPROACH	ENGAGEMENT METHOD	FREQUENCY/TIMING	TEAM MEMBER RESPONSIBLE
Instructors	Quality of instruction, work environment, and schedule	Asset mapping	Consultative: seek their expertise.	Survey	Once, at the beginning of data collection.	Team member 1
All students (this includes the groups specified below)	Class attendance, persistence, completion	Asset mapping	Consultative: seek their expertise.	Survey	Once, at the beginning of data collection.	Team member 1
<b>Students who dropped out</b>	<b>Class attendance, persistence, completion</b>	<b>Asset mapping</b>	<b>Inclusive: request their input and feedback.</b>	<b>Interviews or focus groups</b>	<b>As many as is feasible or until you stop getting new information</b>	<b>Team members 2 &amp; 3</b>



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Students who dropped out	Class attendance, persistence, completion	Asset mapping	Inclusive: request their input and feedback.	Interviews or focus groups	As many as is feasible or until you stop getting new information	Team members 2 & 3
<b>Other student groups of interest</b>	<b>Class attendance, persistence, completion</b>	<b>Asset mapping</b>	<b>Inclusive: request their input and feedback.</b>	<b>Interviews or focus groups</b>	<b>As many as is feasible or until you stop getting new information</b>	<b>Team members 2 &amp; 3</b>



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Other student groups of interest	Class attendance, persistence, completion	Asset mapping	Inclusive: request their input and feedback.	Interviews or focus groups	As many as is feasible or until you stop getting new information	Team members 2 & 3
<b>Leadership</b>	<b>GED program design</b>	<b>Asset mapping</b>	<b>Informative: update them on progress and what you learn.</b>	<b>Emails</b>	<b>Monthly</b>	<b>Team member 1</b>
<b>Program funder</b>	<b>Project goals, success, and funding</b>	<b>Asset mapping</b>	<b>Collaborative: work closely to ensure success</b>	<b>Meetings</b>	<b>Weekly</b>	<b>All team members</b>



Public Policy Associates



Questions about stakeholder-  
engagement planning?

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THANK YOU!

517-485-4477  
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# Next Steps

1. Sign Up for Coaching Session 2
2. RSVP for Workshop 3 (July 2 in Detroit)
3. Finish worksheet and engage relevant stakeholders



