



Michigan Association
of Community and
Adult Education

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MACAE Adult, Alternative, Community Education and Partners Talking Points and 18-month Advocacy Calendar:

Guide:

MACAE has developed this interactive talking points and key issues for your use when talking with local, state and national policymakers. Please feel free to make changes to fit your department and specific community. If you have any suggestions, please email to Patrick Brown at macaeoutreach@gmail.com or Bob Steeh, President at bob.steeh@novik12.org or Oogie LaMar, Advocacy Chair at oogielamar@kentisd.org.

Overview:

Adult, Alternative, and Community Education in Michigan is focused on addressing the needs of hundreds of thousands of adult and families across the State to lead successful lives rooted in education, access and opportunity. Our programs provide an array of services including: numeracy, literacy, digital literacy, work readiness, soft skills, high school equivalency, child care services, integrated education and training, and numerous wrap-around services to more than 25,000 adult learners statewide.

In addition, these programs serve some of the most vulnerable in our population in Michigan. The need for adult foundational skills building is so important, particularly in uncertain economic times to help adults achieve economic stability and educational and career success. Our programs with local employers and community partners to address the need for a highly educated and skilled workforce, particularly helping those without a high school credential or a clear path to postsecondary credential.

Talking Points:

Adult education, alternative education, community and workforce development partners can ensure that program participants have increased opportunities for success in the 21st century and are part of a pipeline to build a skilled workforce by:

- Bridging the Skills Gap by achieving educational outcomes for those at the foundational levels of learning
 - Helping participants earn a High School Equivalency
 - Increasing literacy for the lowest level adults in Michigan
 - Bridging generational education loss
 - Increasing access and equity to Digital Literacy Skills and online learning
- Increasing Employment and Economic Stability
 - Enhancing the skilled workforce for in-demand, high need jobs

- Working with local workforce partners to create pathways
- Preparing for Higher Education, Training and Credentialing
 - Working with local employers, workforce development partners and Michigan Works! to provide internships, apprenticeships, etc.
 - Providing onsite education and career training
 - Transitioning immigrants to the workforce
- Connecting Adults and Families with Needed Essential Services
 - Connecting families to resources for affordable housing, transportation and childcare
 - Helping youth and adults to navigate complex systems in healthcare, food assistance and case management
- Building Resilient Communities
 - Increasing civic engagement and citizenship
 - Providing flexible learning options that address basic needs of families
 - Increasing parent involvement in their children's education

Key Questions:

How do we serve as a voice for all adult, alternative, community education and training partners across Michigan?

Adult, Alternative, and Community Education serves those most vulnerable in our community by equipping them with the educational skills, employability tools, and self-sufficiency resources necessary to lead successful and healthy lives.

How does adult education in Michigan operate?

Adult Education straddles two departments- the Michigan Department of Education and Department of Labor and Economic Opportunity. In an equitable system, this is meant to allow for the educational delivery of services to coincide with workforce training and development of an individual's credentials as they prepare for their next step. While Adult Education provides the educational component of programming, it also relies on allies in the community (local nonprofits, educational entities, small business leaders) to help prepare participants for transition to postsecondary or credential and training opportunity.

How does this type of programming connect with other local, national and statewide educational initiatives?

Adult, alternative and community education programming supports generational family literacy. In Michigan this is important as it relates to the 3rd grade reading law. In addition, this type of programming directly correlates to statewide and national goals to have a proportionally higher number of youth and adult gain a high school credential, reducing high school drop-out rates and to have a more highly skilled workforce.

How do we strengthen the support of alternative education programming?

Alternative Education programs across the state partner with online digital learning vendors, local intermediate school districts and regional service agencies to address professionals in schools around discipline issues, homeless youth, foster youth, youth with diagnosed and undiagnosed behavior and other learning challenges, etc.

How can we continue to improve the system?

In order to build an equitable system, we would continually analyze the effectiveness of the regional delivery model of disbursement of adult education funds (section 107) through regional ISDs. We must continue to analyze how this impact has positively or negatively impacted the number of programs in existence across the state, the number of participants we have been able to serve year over year, and how funds are being allocated.

Additionally, to build an equitable system, we must continue to promote opportunities for education and training to be conducted concurrently. Also, we must continue to have discussions and evaluate how adult education and workforce development practitioners are working collaboratively together to address the needs of participants.

Who are the local, statewide or national partners that we engage with to support and extend the reach of adult, alternative and community education?

Adult, alternative, and community education programs are required to meet regularly with regional partners and local educational and workforce leaders. In addition, they participate in professional development and trainings offered through the Michigan Association of Community and Adult Education and the national organization, Coalition on Adult Basic Education.

MACAE 18 month Advocacy Calendar: March 2020- June 2021

<p>Priority #1: Establish Student and Practitioner Engagement opportunities with policymakers and a timeline of that agenda for MACAE</p>			
Tasks:	Components:	Target Date:	Responsibility: Ex: Patrick and Bob
Advocacy Push to ask members to contact their reps/senators to	a. Summary of changes and MACAE’s support of changes -MACAE will send out a sample letter -Include the list of emails and phone numbers	Accomplish by March 15	Oogie La Mar and Co.

support the Governor's education budget			
Connecting members with local policymakers before the end of the program year.	<ul style="list-style-type: none"> a. Talking points <ul style="list-style-type: none"> i. Ideas for inviting them to graduations, family literacy events, etc. ii. Attending local coffee hours/visits (website link to all the legislators) iii. Addressing needs in light of the Coronavirus and the need for this programming to support and promote low skilled workers and their families 	By the end of March 2020	
Convene Policymaker Engagement Day	<ul style="list-style-type: none"> a. Connection: Bringing programs and people together to show the connectivity of adult education to educational attainment, filling employment gaps, etc. b. Ask for a Governor proclamation (Adult Education and Family Literacy Week) c. Invite all MACAE programs; Hold at the Anderson Building d. Potential speakers: legislators, workforce, after school, superintendent (Novi) e. Virtual "Candidate Conversations" with members and policymakers 	September 24, 2020 (September 20-26 is Adult Education Week)	Bob Steeh and Oogie LaMar
Carry out Fall Candidate Forums in 2020	<ul style="list-style-type: none"> a. In September and October conduct 5 forums around the state (East side (two events because of the concentration of programs), West side (Kent ISD and Muskegon), South side, North side) ; different locations than before 	Target: Identify potential programs/sites	Courtney Carter

	b. May be virtual candidate forum opportunities	by August 15, 2020	
Carry out Student Speak Events in 2021	a. In January 2021 hold a student leadership training for preparation for these events In Winter/Spring 2021 conduct 5 Student Speak events the state (East side (Dearborn; Novi; two events because of the concentration of programs), West side, South side, North side); target different sites than the Candidate Forums	For student leadership (Fall conference announce); Student Speaks and a training (January)	Maha Makki; Linda Cianferra; Courtney Carter
Members give testimony to legislative committees	a. Education Appropriations b. Economic and Workforce Development c. Early Childhood, etc.	Ongoing	Oogie LaMar; Maha Makki; Linda Cianferra
Establish templates for online letter writing campaign for membership to access	a. Templates for engaging members with policymakers including a welcome letter for new legislators and a follow up or check-in	Ongoing	

Priority #2:

Support and connect with other populations across the state

Tasks:	Components:	Target Dates:	Responsibility
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<p>Meeting with other Partner Statewide Invested Agencies (MACAE Leadership, MACAE members at local level)</p>	<p>a. Potential Partners: Michigan Alternative Education Organization, Michigan Association of Schools Boards, Michigan Works! Association, Michigan Manufacturer’s Association, Michigan Department of Education, Michigan Afterschool Partnership, Governor’s Office (Future Talent Council), COABE, Literacy Councils , HeadStart, Great Start Readiness Program, MAEYC, Talent 2025, WIN, SEMCOG, Large corporations and small businesses in communities, Michigan Restaurant Association</p>	<p>June 2020</p>	
<p>Develop supportive advocacy materials</p>	<p>a. Create a Template for Talking Points: With fill in the blank statistics and program successes (Ex: We partner with ___ number of businesses in our community for training, education, resources sharing;; number of pre-school and school age children in the district that have a parent in your program, etc.)</p>	<p>Rough Draft at May 2020 Board Meeting; Final Draft by September 2020 (by Program Engagement Day)</p>	
<p>Give Testimony</p>	<p>a. Testimony to legislative groups or committees</p>		

<p>Priority #3: Articulate and draw connections to other association, statewide, or national advocacy initiatives</p>			
<p>Tasks:</p>	<p>Components:</p>	<p>Target Dates:</p>	<p>Responsibility</p>

Share MACAE's platform with other agencies with shared interest	a. Potential Partners: Michigan College Access Network, Talent 2025, Michigan Chamber of Commerce, Michigan Small Business Association, Michigan After School Partnership, Michigan Manufacturer's Association, Michigan Works Association, Michigan Community College Association	Ongoing	
Create/revise publications to demonstrate shared values	a. Adult Education Fact Sheet) b. MDE's Top Ten in Ten c. LEO Departmental Goals d. Michigan vs/ Statewide Performance goals e. Connection to statewide legislation (3 rd grade reading law)	Target: Rough Draft by August 2020; Final Draft September 2020 (for Program Engagement Day)	

Priority #4:

Consider different types of data, research and spaces needed to capture growth and improvement in the system? (surveying how the system is operating)

Tasks:	Components:	Target Dates:	Responsibility
Formulate questions or time for membership to address pressing issues (Conference call, Zoom session, etc.)	<ul style="list-style-type: none"> a. Session at Spring Institute/Fall Conference b. Encouraging members to reach out to their legislators to support Governor's budget proposal around Section 107 (c. Statewide Data (2016-2020) on the regionalization of 107. Is it effective? d. Statewide Data (2016-2020) How is WIOA operating? What are spaces for growth within the state? e. Statewide Alignment with Projected Labor Market Data (2020 and beyond) 	June 2020	

Gather consistent data for measurable outcomes	<ul style="list-style-type: none"> a. Gather Statewide data trends (2016-2020) for Performance, Enrolled Participants, Registration, Follow up data (Education and Workforce) b. Gather Statewide data trends (2016-2020) and statistics on the number of providers (Total Number of Programs; Separate 107; WIOA (all titles), different funding streams) c. Gather statistical data (2016-2020) on the high school dropout rate d. Separate out and examine: the number of Michiganders without a HSE or below 9th grade e. Gather statewide data trends (CTE enrollments, HSE completions) f. How many children impacted are in GSRP or HeadStart and are enrolled in our programs? g. Regional and statewide testing data for major testers (GED/HISET/TASC/CASAS/TABE) to analyze and focus statewide professional development (run July 1, 2020) 	By June 2020	
Consider data measures for community engagement and community impact	<ul style="list-style-type: none"> a. Number of participants who gained citizenship b. Create a platform, system or survey to capture the total number of volunteer or community-based programs who provide adult education (non WIOA or 107 based funding) 	August 2020	

Priority #5:
Advocacy Learning Opportunities for Members

Tasks	Components	Target Dates	Responsibility
Hold quarterly advocacy Check-Ins with members	a. Quarterly Zoom meeting	Quarterly throughout program year	Oogie LaMar