

# Adult Basic Education and Literacy Maryland Leading the Way

**Federal Performance Standards** – The Maryland State Department of Education’s (MSDE) Adult Education and Literacy Program **met** federal performance targets **for the eighth consecutive year** in FY 07.

**Creating high school graduates for Maryland** - MSDE Adult Education and Literacy students have a **26% higher pass rate on the GED Tests** than other candidates statewide. The GED Testing Office awarded **5,720 high school diplomas** by assessment to out-of-school youth and adults in FY 07. Over the last ten years, more than **60,000 high school diplomas** have been awarded to Maryland residents through MSDE’s GED Testing Office and the Maryland External Diploma Programs.



**External Diploma Program (EDP) graduates increase earnings** – The average EDP graduate’s wages have increased by \$2,754 within 18 months of completing the program. Three years after completion, earnings increased by \$7,000. The Maryland EDP has produced an average of 500 high school graduates a year.



Maryland holds a **leadership role in the National External Diploma Program (NEDP)**. Maryland is a partner with Comprehensive Adult Student Assessment Systems (CASAS) in a national consortium on the NEDP Standards. Three Marylanders are members of the National EDP Policy Council to revalidate the program competencies, content standards and assessments, and align with the national and state academic skills and knowledge associated for a four-year high school program and success in the 21<sup>st</sup> Century.

**Regina L. Milio Scholarships transition adult learners to higher education-** The scholarship program, created in partnership with the Maryland Association for Adult, Community and Continuing Education (MAACCE) enabled 52 adult high school graduates to pursue post-secondary education and training. The competitive scholarships are awarded to graduates who attended Maryland’s Adult Education and Literacy programs and achieved a score of 3,000 or better on the GED Tests. Graduates must be enrolled in or accepted into an accredited post-secondary education or training institution. Returning scholars, currently attending 4-year colleges or universities, are maintaining grade point averages of 3.5 to 4.0. Awardees’ scores have ranged from 3,020 to 3,400.



**Model partnership for integrated literacy and occupational skills** – Maryland is **one of six states** selected to participate in the **Adult Education Coordination and Planning (AECAP) project**. Maryland’s project strengthened state partnerships between MSDE and the Department of Labor, Licensing and Regulation through systems and resource alignment and training of local workforce and literacy staff in collaborative services for common customers. Local partners in the project, Montgomery College and Montgomery Works, piloted strategies to expand referrals, integrate ESL instruction with the National Retail Federation Sales and Service skills training, and support career development and placement at the Montgomery Works Sales and Service Center. The partnership resulted in the development of replicable best practices to enhance employment transitions and an enhanced National Retail Federation Sales and Service curriculum.





**2007 Partnership Award from the National Network of Partnership Schools** – The Adult Education and Literacy Services Branch is a critical partner in the initiatives that resulted in the MSDE **2007 Partnership Award from the National Network of Partnership Schools (NNPS)** at Johns Hopkins University. The award recognizes excellence in developing and sustaining comprehensive, goal-oriented programs of school, family, and community partnerships.



**Standards-in-Action** - Maryland is **one of six states** participating in a three year national initiative on implementing ESL content standards. The project, **STANDARDS-IN-ACTION** utilizes professional development activities and resources to assist instructors with maximizing the benefits of analyzing and using content standards to plan instruction and develop curriculum. The outcomes are improved instruction, learner gains, and program performance.



**Center for Adult English Language Acquisition (CAELA)** – Maryland was among 24 states selected for the CAELA Project, an initiative to build state capacity for improving the skills of teachers and administrators in adult ESL programs. Maryland focused on state ESL data analysis to develop and implement products and/or processes for improving learner performance, including distance learning, Content Standards Training Guide development; teacher study circles an ESL Content Standards online course.



**The Leadership Excellence Academy (LEA)** - Maryland is **one of 3 states** selected to participate in the first national leadership certification for adult education administrators. Supported by the **Verizon Foundation** in partnership with **ProLiteracy America** and the **National Adult Education Professional Development Consortia (NAEPDC)**, the *LEA* consists of 7 graduate level courses. The two- year program includes project-based learning, workshops, online courses, discussion boards, and Web casts. Local instructional leaders explore, adapt, and apply leadership concepts and skills to their local program needs and create projects based on local program needs, staff input, and the application of research-based practices.