

MARYLAND ADULT LEARNING ADVISORY COUNCIL (MALAC)

BACKGROUND

In December 1979, the Maryland State Board of Education created an Advisory Committee for the School-Community Centers Program. In December 1980, the Board adopted a resolution to change the name to the State Advisory Committee for Adult and Community Services (STAC). This change enabled the Committee to broaden its responsibilities to include both adult and community education concerns. In September 1999, the name of the committee was changed to the State Advisory Committee (STAC) to reflect the most recent legislation.

In 2008, the governance of the adult education program was legislatively transferred from the Maryland State Department of Education (MSDE) to the Maryland Department of Labor, Licensing and Regulation (DLLR), effective July 1, 2009. A Transition Council was formed to bring together stakeholders and devise a blueprint for ensuring an effective transition and create a foundation for future progress. During the Council's work three dominant themes emerged:

- Linking adult education to workforce opportunities (including program transitions and pathways);
- Expanding service options, making programs more flexible, and enhancing access (including technology); and
- Increasing the professional development for adult education professionals.

The Council made the following recommendation regarding an advisory council for adult learning:

Replace the STAC with an Advisory Council on Adult Learning within DLLR that has an interrelationship with the correctional education advisory group, the Governor's Workforce Investment Board (GWIB), and any other relevant advisory groups, including:

- a. Developing a mission statement for the advisory council that is reflective of an integrated service delivery model and has a high degree of interaction with the field staff.
- b. Extending membership to better represent stakeholders including adult learners and grant holders, employers, business organizations, state agencies with adult education programs and other members of an integrated system.
- c. Developing strategies to coordinate the various adult education programs across state agencies. (Source: Workforce Creation and Adult Education Transition Council Report, 2008).

MISSION

The mission of the Maryland Adult Learning Advisory Council (MALAC) is to advise DLLR and its Division of Workforce Development and Adult Learning (DWDAL) in promoting and supporting a flexible and integrated education and training system for adult learners—supporting literacy, self-sufficiency, life-long learning, parental involvement in children's education, business growth, a globally competitive workforce, and economic prosperity for the state and its residents.

CHARGE

Members of the Maryland Adult Learning Advisory Council (MALAC) are appointed by the Secretary of DLLR. The Council will advise the Department and its Division of Workforce Development and Adult Learning as they create a continuum of education and training for Maryland adults. MALAC also promotes essential collaboration and coordination between adult education and other agencies and programs serving similar populations across the state.

I. Council Responsibilities:

- A. Serve as a resource to DLLR and its Division of Workforce Development and Adult Learning on matters pertinent to program and policy development.
- B. Apprise constituents and stakeholders of initiatives, and innovations related to adult learning and the alignment with workforce development.
- C. Increase the communication and coordination between programs and agencies that provide education and workforce development services for adults.
- D. Provide advice on the development and implementation of the Maryland State Plan for the federal Adult Education and Family Literacy Act.

II. Membership

This advisory council should include a broad geographic and demographic representation of the community.

III. Appointments

The advisory council will be appointed by the Secretary of DLLR.

- A. The Secretary of DLLR will appoint/reappoint the Council Chairperson in January every year. Duties of the Chairperson include but are not limited to: officiating meetings, representing MALAC at conferences/workshops, presenting at various state agency meetings, reporting to the GWIB as needed.
- B. The DWDAL Adult Education Literacy Services (AELS) office will act as staff to MALAC, under the direction of the Director of Adult Education. Duties of the AELS staff to the Advisory Council include but are not limited to: acting as liaison to DLLR, arranging meetings, and preparing correspondence including meeting agenda and minutes.
- C. Terms of appointees will be for a two-year period with the option of renewal annually.
- D. Appointments will be staggered (overlapped) to assure committee membership composed of continuing and new appointees.
- E. Should any member miss two consecutive meetings, and fail to send a representative or participate remotely, the appointment may be terminated at the discretion of the Secretary of DLLR.

IV. Council Operations

5/6/2015

A. Consensus Decision

1. Policy decisions will be made by reaching consensus of members present.
2. A quorum is required. Two-thirds of the entire Council membership must be present for an issue to be decided. If two-thirds membership is not present, in emergencies, members may be surveyed by e-mail or telephoned for their consensus.
3. Only appointed members, or their designees, shall participate in the consensus process.

B. Meetings

1. Meetings will be held quarterly.
2. Special meetings may be scheduled with the approval of the Chairperson and DLLR's Director of Adult Education.
3. Agendas for the regular meetings will be cooperatively developed by the Chairperson, DLLR's Director of Adult Education, and the staff to the advisory council.

C. Communications

1. The meeting agenda will be distributed to members before scheduled meetings and minutes of the previous meeting will be distributed at the beginning of each meeting.
2. Other communications will be sent as appropriate.

D. Committees

1. Subcommittees may be established with the approval of the full Council.
2. Ad hoc committees may be established at the discretion of the Chairperson.

MARYLAND DEPARTMENT
OF LABOR, LICENSING, AND REGULATION

Division of Workforce Development and Adult Learning
Adult Education and Literacy Services

ADULT INSTRUCTIONAL SERVICES

Functions and Responsibilities

The Office of Adult Instructional Services is responsible for designing, developing/field testing, disseminating, and operating programs for effective instruction in DLLR sponsored adult education programs and for programs in basic skills and adult secondary education, and English Language Learning, including the National (Adult) External Diploma Program (NEDP).

The Office:

1. Works within the Division of Workforce Development and Adult Learning to ensure alignment of adult education and workforce initiatives;
2. Prepares the federally mandated State Plan for Adult Education;
3. Administers the State Leadership Projects and the State's "Literacy Works" initiative;
4. Administers categorical programs and projects for individuals who are at least 16 years old and not enrolled in school, including the institutionalized, displaced workers, parents with low levels of literacy, and speakers of other languages;
5. Awards diplomas upon recommendation of the NEDP Program sites;
6. Provides leadership and direction in the development and implementation of curriculum and instruction in basic skills in reading, writing, and math and English language acquisition.
7. Administers the funding allocation of state and federal funds to Local Education Agencies (LEA), community colleges, and community-based organizations that conduct programs of adult education and family literacy;
8. Directs, monitors, and evaluates adult education programs according to federal regulations, state laws, and bylaws;
9. Facilitates and conducts professional development programs;
10. Provides technical assistance to funded adult education programs;
11. Prepares fiscal and programmatic reports for federal and state departments and agencies;
12. Supports the work of the State Advisory Board for Adult Education.

THE GED® OFFICE

Functions and Responsibilities

The Maryland GED® Office is responsible for administering the GED® Testing Program according to the policies and procedures set forth by the GED® Testing Service, the American Council on Education, State Board of Education, and Department of Labor, Licensing and Regulation. The GED® Testing Program provides an opportunity for adults who did not complete their formal schooling to earn a Maryland High School Diploma by demonstrating competencies in the following subject areas, Reasoning Through Language Arts, Social Studies, Science, and Mathematical Reasoning.

The GED® Office:

1. Maintains database of scores;
2. Reviews and validates testing data transmitted by the GED Testing Service™;
3. Issues a Maryland High School Diploma to successful candidates;
4. Issues official transcripts of test scores;
5. Interfaces with the GED Testing Service™ to ensure that testing is administered according to all standard procedures and that sites adhere to the standards set;
6. Provides assistance with the dissemination of testing information to community groups; instructional programs, correctional programs and the general public;
7. Provides technical assistance to local educational agencies, correctional education, and the public on GED Testing Service™ (GEDTS) standards and State regulations as listed in the Code of Maryland Regulations (COMAR) – Alternate Ways to Earn a High School Diploma;
8. Promotes collaboration with adult education, workforce development, correctional education and other GED® program providers to promote successful outcomes.