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# **Task Force to Study the Adult High School Concept: Final Report**

*Submitted to the Maryland General Assembly and Governor*

*June 30, 2017*



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# **Report of the Task Force to Study the Adult High School Concept**

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## **Task Force Membership**

The Honorable Luke Clippinger, Co-Chair  
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APPOINTED BY THE SENATE PRESIDENT  
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APPOINTED BY THE SPEAKER OF THE HOUSE  
Honorable Luke Clippinger

DESIGNEE OF THE SECRETARY OF MARYLAND DEPARTMENT OF LABOR, LICENSING AND  
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James Rzepkowski

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APPOINTEE OF THE MARYLAND ADULT LEARNING ADVISORY COUNCIL  
Benton Murphy

APPOINTEE OF THE MARYLAND ASSOCIATION FOR ADULT COMMUNITY AND  
CONTINUING EDUCATION  
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Donna Kinerney

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Patricia H. Tyler, previous Director of Adult Education and Literacy Services, DLLR

Perketer Tucker, Adult Education Program Specialist, DLLR

Laura Hook, EL/Title III Specialist, MSDE

## Committee Membership

Committees	Committee Members
<b>Study and identify best practices and make recommendations with regard to:</b>	
1. Eligibility requirements, financial stability, and capacity standards for adult high school operators	
2. Accreditation of adult high school operators, teachers, and instructors, including the appropriate accrediting agencies, standards for accreditation, and compliance and enforcement of standards	Mike DiGiacomo, Donna Kinerney, Heather Ritchie, and Brian Shepter
3. Adult high school operator reporting requirements and data collection, including effectiveness criteria that consider matriculation rates, degree attainment, types of credit, certification, and degrees awarded, alternative high school diplomas, GED, or External Diploma Program, and job placement	
4. Matriculation requirements, including admission criteria and identification of the entity that will certify successful completion of an adult high school program, admission policy, student residency requirements, student transfers from the secondary education system, and a process for recruiting and selecting students	Regina T. Boyce, Kim Duncan, Linda Dworak, Barb Palko, Brian Shepter, and Scot Spencer
5. Curriculum content and requirements, including graduation credits and requirements, identification of the curriculum development entity, programs of study, course length and intensity requirements, the appropriate provisions of adult learner and skills services and services to underserved special needs populations and English language learners, and standards for flexibility and innovation	Terry Alban, Linda Dworak, Donna Kinerney, Elizabeth Sachs, and Susan Spinnato
6. Funding requirements and options, including various models and model sustainability, public funding options, tuition-based models, and financial aid options	Senator Bill Ferguson, Heather Ritchie, Elizabeth Sachs, and Kathy Stevens
7. Any other issues relevant to the development of the adult high school concept as determined by the Task Force, including limits on the numbers of adult high schools, impact of wraparound services, requirements for physical student presence at school, and online services	All Task Force Members

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## Charge of the Task Force

A high school diploma often serves as a prerequisite requirement for individuals to attain both independence and self-sufficiency. However according to the U.S. Census Bureau's 2010-2014 American Community Survey Five-Year Estimates, 9.8% of the population in Maryland who are between the ages of 18 and 64 do not have a high school diploma despite being able to earn one by graduating from a traditional high school program, passing the GED® tests, or completing the National External Diploma Program (NEDP®). In order to provide additional options for receiving a high school diploma, House Bill 1406 established a Task Force to Study the Adult High School Concept. The bill was sponsored by Delegates Clippinger, Anderson, Branch, Carter, Conaway, Glenn, Hammen, Hayes, Haynes, Lierman, McCray, McIntosh, Oaks, B. Robinson, Rosenberg, and M. Washington during the 2016 General Assembly Legislative Session and was codified in Chapter 244, Acts of 2016.

House Bill 1406 succinctly outlined membership and the key areas that the Task Force was to address. The areas covered a broad perspective on issues surrounding the concept of an adult high school. The Task Force was charged with studying and making recommendations regarding the concept of an adult high school and reporting these to the Governor and General Assembly on or before June 30, 2017. The Department of Labor, Licensing and Regulation and the Maryland State Department of Education provided staff to the Task Force. In addition, members of the Task Force consisted of representatives from education, government, business, and community groups from around the State.

The members of the Task Force participated in six subcommittees. The individuals who participated in each group are listed in the Committee Membership section of this report. Each committee was asked to focus its work primarily on the statutory provisions of House Bill 1406 that pertained to its area of study. Experts on key topics also were invited to meetings, as applicable, to share practices, knowledge, successes, challenges, options, and policies. Committees met throughout the process and reported to the Task Force during meetings.

During the work of the Task Force and with the members' input, House Bill 1381 and Senate Bill 866 were proposed and passed to establish an Adult High School Pilot Program that would create an additional alternative method for adults who had not previously graduated from high school to earn a diploma. The recommendations from the Task Force will directly inform the approval, development, and implementation of such Adult High School Pilots. Although the work of the Task Force has been completed, the Department of Labor, Licensing and Regulation and the Maryland State Department of Education will continue to work collaboratively to support House Bill 1381 and Senate Bill 866.

Information pertaining to the Task Force, such as meeting agendas and notes, are available at <https://www.dllr.state.md.us/aehs/> and <http://www.marylandpublicschools.org/Pages/ahscworkgroup/index.aspx> .

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## Executive Summary

The Task Force to Study the Adult High School Concept in Maryland was established in 2016 during the Maryland General Assembly session through House Bill 1406 in order to study and identify best practices and to make recommendations pertaining to enabling legislation and regulations for the development and regulation of adult high schools.

The current options for adults to attain a high school level of education outside of the traditional high school pathway in Maryland are preparing for and passing the GED® tests or completing the National External Diploma Program (NEDP®). Both of these programs offer a Maryland High School Diploma, jointly awarded by the Department of Labor, Licensing and Regulation and the Maryland State Department of Education. A Maryland High School Diploma is a vital credential for adults seeking to obtain and retain employment or to enter postsecondary education or training. However, as the U.S. Census Bureau estimates the number of adults in Maryland without a high school diploma at roughly 500,000, the need for an additional pathway, such as an adult high school, to earn a high school diploma is evident. The Task Force worked to explore the models for adult high schools implemented in other districts and states and to make recommendations for establishing adult high schools in Maryland.

The Task Force was fully staffed and consisted of the individuals included in the Task Force Membership section of this report, who represented key stakeholder groups. Personnel from the Department of Labor, Licensing and Regulation and the Maryland State Department of Education served as staff to the Task Force.

Seven full-group Task Force meetings took place between July 2016 and May 2017. These meetings provided the opportunity for members to collaborate and discuss key issues, receive input from experts in the field, share reports regarding committee work, and determine next steps regarding work of the Task Force. In addition, Task Force members also visited three different adult high schools currently operating in the Washington, D.C. area. The site visits offered Task Force members a chance to observe adult learners and see school models that aim to address their needs, interact with instructional and leadership staff to learn about effective services and structures within the schools, and ask questions to investigate the concept of adult high schools.

To further study, identify promising practices, and make recommendations, Task Force members worked in committees to focus on the following specific key areas:

- 1) Eligibility requirements, financial stability, and capacity standards for adult high school operators
- 2) Accreditation of adult high school operators, teachers, and instructors, including the appropriate accrediting agencies, standards for accreditation, and compliance and enforcement of standards



- 3) Adult high school operator reporting requirements and data collection, including effectiveness criteria that consider matriculation rates, degree attainment, types of credit, certification, degrees awarded, alternative high school diplomas, GED, External Diploma Program, and job placement
- 4) Matriculation requirements, including admission criteria and identification of the entity that will certify successful completion of an adult high school program, admission policy, student residency requirements, student transfers from the secondary education system, and a process for recruiting and selecting students
- 5) Curriculum content and requirements, including graduation credits and requirements, identification of the curriculum development entity, programs of study, course length and intensity requirements, the appropriate provisions of adult learner and skills services and services to underserved special needs populations and English language learners, and standards for flexibility and innovation
- 6) Funding requirements and options, including various models and model sustainability, public funding options, tuition-based models, and financial aid options

The Task Force believes that Maryland must do more to address the needs of adult learners by providing a variety of options, including adult high schools, for those who do not have a high school diploma to this credential. The opportunity provided through adult high schools would promote the success of the adult learners, maximize their human potential, and help them lead productive lives as members of the community by providing fulfilling academic and career experiences. As a result of the Task Force meetings, site visits, and committee work, the Task Force members recommend that the following be considered with regard to adult high schools in Maryland:

- 1) Continue to conduct research regarding promising practices or evidence-based practices in developing adult high schools and collaborate with the Maryland's associations for adult education and literacy in determining and sharing such practices.
- 2) Explore regulatory and/or statutory changes that need to be made in order to effectively implement adult high schools.
- 3) Explore funding structures and streams to develop and sustain adult high schools in Maryland.
- 4) Encourage adult high school operators to deliver instruction through multiple pathways such as face-to-face instruction, hybrid instruction, and online courses as appropriate to meet the needs of the distinct communities they intend to serve.
- 5) Require potential adult high school operators to explain how their program will prepare students to transition to employment or postsecondary education using contextual learning, career pathways, and integrated education and training, which would lead to an industry-recognized certificate or another method for successful transition.
- 6) Provide high school credit recovery options within the adult high school for adult learners who have left high school a few credits short of a high school diploma.
- 7) Explore opportunities to leverage and blend Maryland's current strong adult education programs with adult high school programming to customize learning for students.

- 8) Encourage postsecondary institutions in Maryland to develop a post-baccalaureate adult education certification as a part of the master's of education in adult learning program.
- 9) Require adult high school operators to have a data infrastructure that consists of a robust management information system.
- 10) Ensure that participants in adult high schools in Maryland are also residents of Maryland.

The Task Force desires for the adult high schools in Maryland to supplement currently existing programs for the GED® and NEDP® in order to provide another pathway for adult learners to attain a high school diploma. The adult high schools should in no way replace or limit the current programs or funding for GED® and NEPD®. Although the work of the Task Force has been completed, the members agreed that there is a need for continued research and partnership to engage community stakeholders, educational institutions, businesses and workforce entities, and State agencies in considering the recommendations and implementing House Bill 1381 and Senate Bill 866: Adult High School Pilot Programs.

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## Report of the Task Force

Adult high schools are designed with the specific needs of the adult learner in mind. They are intended to provide a pathway for adults who have not previously earned their high school diploma to continue their education and work toward earning a high school diploma. Adult high schools offer instruction, workforce development, wraparound programs, and other services. Andragogy and approaches that support adult learning are utilized to enhance the teaching and learning process for students enrolled in adult high schools.

The purpose of the Task Force to Study the Adult High School Concept was to examine the idea and feasibility of adult high schools and to share recommendations for their implementation in Maryland. Full-member Task Force meetings, site visits, and committee meetings were used to investigate the adult high school concept and to make recommendations.

### **Task Force Meetings**

The group participated in seven Task Force meetings. An initial meeting was held online on July 22, 2016 to provide an overview of the bill and proposed timeline as well as to introduce the work to be completed in committees. The second Task Force meeting took place on August 15, 2016, at which time the selection of the co-chairs and membership of committees was determined. The next full-group Task Force meeting was held on October 4, 2016 to explore Maryland Charter Schools and Charter School Law, discuss a common set of interview questions for state, agency, and program leaders in adult education, and provide committee reports.

At the subsequent Task Force meeting on November 1, 2016, information about funding, participants, curriculum, credentials, wraparound services, and legislation was shared by one of the co-chairs, a Task Force member, and representatives from Goodwill Industries of the Chesapeake, who presented on the Goodwill Excel Center model. In addition, Task Force members also shared interview results from other state, agency, and program leaders in adult education. Pertinent demographic data on Marylanders who are between the ages of 18 and 64 and have less than a high school diploma was also shared. This data emphasized the need for options for adult learners to earn a high school diploma and the challenges faced throughout the State. The data is included in Appendix A: Maryland's Adult Population with Less than a High School Diploma. The January 19, 2017 meeting consisted of a review of proposed draft legislation to allow nonprofit organizations to establish adult high school pilots. To improve and clarify the wording and requirements for establishing adult high schools based on the information gathered to date, Task Force members discussed each section of the draft bill.

The next meeting, which was held on April 12, 2017, provided the opportunity to discuss House Bill 1381 and Senate Bill 866, which together established an Adult High School Pilot Program to take effect on July 1, 2017. House Bill 1381 (cross-filed with Senate Bill 866) is included in

Appendix B of this report. The Task Force members discussed the role of stakeholders and the role that the Task Force may play in providing recommendations and guidance regarding the implementation of the pilots. The final full-group meeting of the Task Force took place on May 15, 2017. Subcommittee recommendations and rationales, the draft Solicitation for Proposals included in Appendix C, the approval process for pilots, roles and responsibilities regarding House Bill 1381 and Senate Bill 866, and the final report were discussed.

## Site Visits

The Task Force participated in three site visits to further study the concept of an adult high school. A tour of Carlos Rosario International Public Charter School and Academy of Hope Adult Public Charter School took place on August 4, 2016. In addition, a panel was provided over lunch to provide a greater context for adult high schools in Washington, D.C. Participants included representatives of the Office of the State Superintendent for Education, the Public Charter School Board, the City Council Education Committee, and a local education and workforce policy organization.

Carlos Rosario International Public Charter School provides educational opportunities to the diverse adult immigrant population. The school model combines adult education with life skills and support services. In addition, English as a second language instruction is embedded in the school offerings. Task Force members identified the following strengths at Carlos Rosario International Public Charter School:

- A strong connection to community needs
- Wraparound services and school-based support that contribute to a high student success rate
- Workforce development programs that place graduates in jobs so that they can financially support their families while earning a postsecondary degree
- Workforce development programs that are strongly connected to community employment opportunities
- A full-time teaching staff with a strong professional development component and support for earning professional certifications
- A timeframe for services offered with morning, afternoon, and/or evening schedule blocks
- An accountability system for both the school and students
- Per-pupil funding.

The following were identified as challenges faced by Carlos Rosario International Public Charter School:

- Management of the operations and infrastructure, especially of the buildings
- Staffing requirements and recruitment
- Child care
- Transportation.

- Selection of students based on a lottery system and having many more adult learners who need to be served.

The Academy of Hope Adult Public Charter School offers two high school completion programs and preparation for the GED® tests or completing the NEDP®. In addition, the school provides bridge-to-college classes that allow adults to earn college credit while completing their high school credential. The following strengths were noted at this school:

- A community approach providing social activities as well as an academic environment
- A connection with the community college that provides a dual enrollment option
- The implementation of a homeless liaison position
- The use of a subsidized shuttle to improve access to the bus stop
- Services that reach a highly diverse population
- A diverse teaching staff and a strong support team
- Per-pupil funding.

The following were identified as challenges faced by the Academy of Hope Adult Public Charter School:

- Management of the operations and infrastructure, especially of the buildings
- Staffing requirements and recruitment
- Selection of students based on a lottery system with limited space
- Development of the workforce career programs.

Task Force members visited the Goodwill Excel Center Public Charter School in Washington, D.C. on November 10, 2016. This site was opened to adult learners starting in the 2016-17 school year. The Goodwill Excel Center Public Charter School provides services that focus on earning industry-certified certifications and a high school diploma.

The strengths identified at the Goodwill Excel Center Public Charter School are:

- A variety of wraparound services
- A community approach to success
- Designated spaces for instruction, technology, and support services
- Strong leadership
- A strong recruitment and hiring process for teachers
- Per-pupil funding.

Task Force members shared the following challenges faced by the Goodwill Excel Center Public Charter School:

- Management of the operations and infrastructure, especially of the buildings
- A need for additional child care
- Transportation
- The selection of students based on a lottery system with limited space

The site visits helped show the range of instructional, workforce development, and support services provided to adult learners to address the students' needs. Furthermore, the opportunity to talk with students and staff helped indicate strengths and areas in need of strengthening in the adult high schools. Leadership staff at the sites enhanced Task Force members' understanding of the structures, funding, staffing, and overall needs in operating the adult high schools. The panel with representatives from the Office of the State Superintendent for Education, Public Charter School Board, City Council Education Committee, and a local education and workforce policy organization provided a broader background for adult high schools' approval and operation within Washington, D.C. In addition, Adult Education D.C. Public Charter School PMF Performance Reports, including information for two of the sites visited, were shared. These school quality reports contain school profile, demographic, and performance data and can be found at <http://www.dcpcsb.org/report-topics/performance-management-framework-pmf>.

### **Committee Meetings**

At the second full-group Task Force meeting on August 15, 2016, committee membership was determined. Initially, six committees were formed to carry out the Task Force's statutory duties to study and identify best practices in order to make recommendations with regard to:

- 1) Eligibility requirements, financial stability, and capacity standards for adult high school operators
- 2) Accreditation of adult high school operators, teachers, and instructors, including the appropriate accrediting agencies, standards for accreditation, and compliance and enforcement of standards
- 3) Adult high school operator reporting requirements and data collection, including effectiveness criteria that consider matriculation rates, degree attainment, types of credit, certification, and degrees awarded, alternative high school diplomas, GED, or External Diploma Program, and job placement
- 4) Matriculation requirements, including admission criteria and identification of the entity that will certify successful completion of an adult high school program, admission policy, student residency requirements, student transfers from the secondary education system, and a process for recruiting and selecting students
- 5) Curriculum content and requirements, including graduation credits and requirements, identification of the curriculum development entity, programs of study, course length and intensity requirements, the appropriate provisions of adult learner and skills services and services to underserved special needs populations and English language learners, and standards for flexibility and innovation
- 6) Funding requirements and options, including various models and model sustainability, public funding options, tuition-based models, and financial aid options

Based on the recommendations of the Task Force members, committees one/two and three/four were combined to work collaboratively. The individuals who participated in each group are listed in the Committee Membership section of this report. The committees met

throughout the year to work on their specific tasks and provided reports regarding progress during the full-group Task Force meetings.

### **Adult High School Operator and Accreditation Committee**

In reviewing models of adult high schools in states where they exist, the Adult High School Operators and Accreditation Committee (Committee 1/2) determined that different models are implemented. In one jurisdiction, adult charter schools provide a high school education to adults over the age of 21. The requirements for operating an adult charter school in this jurisdiction are intense, but the charter system provides a strong accountability structure that is directly tied to financial stability. Many of the adult charter schools began as community-based organizations (CBO). When applying for charter status, the CBO had to demonstrate a number of years of student success and good financial management. The funding obtained through the charter system allows the organization to take the program to the next level.

Some other adult high schools are authorized by the State Board of Education and operated by the local board of education. In one state, individuals 18 or older can participate in instructional courses to complete graduation requirements leading to a locally issued, state-endorsed high school diploma. After completing the required number of credits and successfully completing state-mandated assessments in another jurisdiction, an adult is awarded a standard high school diploma from the adult high school, district, or college where the student attended.

Adult high schools are accredited by the state in which the school is located and typically under the authority of the State Department of Education. They are designed in accordance with standards adopted by the State Board of Education. The approved curriculum must be able to provide educational experiences and instruction that allow adults to fulfill the requirements needed to earn a high school diploma.

To be eligible to apply and operate an adult high school as a part of the pilot program, the operator must be a nonprofit organization registered in the State of Maryland and have previous experience and success providing adult education, industry training leading to certification, and workforce and job placement services. The operator can partner with another nonprofit organization such as a county board of education or a public postsecondary institution to meet all the qualifications.

### **Reporting Requirements and Matriculation Committee**

The Reporting Requirements and Matriculation Committee (Committee 3/4) contacted five adult schools in Massachusetts to glean information regarding admissions criteria, learners served, student recruitment, school governance, credential awarded, curriculum and resources, and reporting requirements. Although many of the schools interviewed did not know the specific databases used for reporting requirements, two of the adult schools indicated that they reported using the following databases: SMARTT and Effort-To-Outcome. Regarding reporting

on success of the programs, the interview results of the five adult high schools indicated that they reported and used the following data to determine effectiveness:

- Attendance
- Average hours of attendance
- Number of students who were seen (i.e., who were interested enough to register and attend class)
- Number of students who were served (i.e., who remained enrolled long enough to benefit from instruction)
- Progress on standardized tests
- Number of students who graduated
- Number of students who earn an industry-certified credential
- Post-graduation plans (i.e., a job, entry into college or a bridge to college program, or entry into training)
- College graduation

Pertaining specifically to matriculation, the Reporting Requirements and Matriculation Committee first discussed research parameters to be completed before next scheduled committee meeting. The focus was on what characteristics were common amongst successful programs as well as to investigate matriculation requirements for functioning programs.

Through research, it became apparent that programs which offered college and career ready proficiency (high school diploma and approved industry certification), onsite job training, employer partnerships, a digital literacy component, alternative adult instructional delivery models (e.g., online, hybrid, or face-to-face), alternative diploma options, and high school exit assessments were more beneficial to adult learners and increased the opportunity for successful completion. Some of the least effective models were programs that delivered instruction only online, offered a non-registered GED® diploma option, and had expensive fees.

The committee’s next step was to develop a state matriculation matrix including information from Texas, Indiana, Arkansas, Tennessee, and Ohio. Commonalities between states were as follows:

<b>Matriculation Requirements:</b>	<b>Range of state requirements</b>
<b>Admission Criteria</b> <b>Admission Policy</b> <b>Residency</b>	<ul style="list-style-type: none"> <li>• Available to students who have not earned a high school diploma or have failed to meet the requirements for a high school diploma or have not passed the exit exam</li> <li>• Must be 18 years or older; varies by state</li> <li>• Must be a state resident with proof of residency</li> <li>• Must have at least a third grade reading level; varies by state</li> <li>• Standardized placement test required</li> <li>• Open enrollment / cap of 150 -350 students; varies by state</li> </ul>



<b>Identification of the entity to identify/certify completion</b>	<ul style="list-style-type: none"> <li>• State Boards of Education</li> <li>• Advisory Boards</li> </ul>
<b>Transfers from secondary education system</b>	<ul style="list-style-type: none"> <li>• Must have proof of withdrawal from a public school—no transfers</li> <li>• Students can stop out, or temporarily leave the program, and return</li> </ul>
<b>Process for recruiting and selecting students</b>	<ul style="list-style-type: none"> <li>• Standardized placement test</li> <li>• Advertising, brochures, VanGo buses, social services partnerships, community college partnerships, and work force employers</li> </ul>
<b>Accountability</b>	<ul style="list-style-type: none"> <li>• High school diploma and industry certification completion</li> <li>• Successful completion of end-of-course and exit exams</li> <li>• Attendance/graduation rates</li> </ul>

Officials in Ohio and Rhode Island answered questions generated by members of the Task Force through conference calls. Additional information was gathered on the importance of a data management system, a curriculum based on content standards, a professional development infrastructure, interagency communication, performance-based funding parameters, a bridge to college program, and student voice.

### **Curriculum Contents and Requirements Committee**

After the Curriculum Contents and Requirements Committee (Committee 5) met and carefully reviewed the charge of the committee and the range of areas to be covered, the committee determined that the best course of action would be to hold off on recommendations for this charge until there was a deeper discussion of program models, budget constraints, and decisions on how the Department of Labor, Licensing and Regulation and the Maryland State Department of Education would award diplomas. Curriculum content and requirements, for example, could vary widely to address any one of these factors. Ultimately, under the Adult High School Pilot specified in House Bill 1381 and Senate Bill 866, the areas of curriculum content and requirements will be addressed by the pilot organization as part of the plan submitted in response to the Solicitation for Proposals.

### **Funding Requirements and Options Committee**

The Funding Requirements and Options Committee (Committee 6) met and identified a number of areas for exploration. The committee recognized that there are different ways to look at funding streams: by population, end product, general adult basic education funding, GED® preparation funding, and potential funding for post-GED® and pre-credit bearing programming.

The committee generated the following questions to pursue:

- Who do various funding streams attach to (e.g., demographic or barrier-focused funding)?
- What does the end product attach to (e.g., high school diploma, GED® certificate, or skills credential)?

One of the overarching questions that will need to be considered is whether other states fund a more efficient system through leveraged funding and/or state investment.

### **Additional Committee Meetings**

After review of House Bill 1381 and Senate Bill 866 at the Task Force meeting on April 12, 2017, it was determined that two committees needed to continue meeting to provide additional input regarding best practices and recommendations. One of these two committees was dedicated to funding and the other to credentialing and accreditation.

#### **Funding Requirements and Options Committee**

The Funding Committee discussed two tasks that remain regarding funding:

- Potential mapping of all of the different funding streams that come into Maryland that could support an adult high school model and the adults they serve
- Developing an overview of how peer states fund programming for adult learners

Committee members will also continue to consult with national experts and contacts in other states to address the need for additional research pertaining to funding.

#### **Credentialing and Accreditation Committee**

The Credentialing and Accreditation Committee met on April 27, 2017 to discuss teacher credentialing, certificates in adult learning, criteria for determining appropriately trained instructional personnel, and pilot operator accountability. A fair amount of the information gathered for the adult high school accountability and credentials report was received from many different sources due to the lack of response to the initial committees on these topics. Information was gathered from annual reports, legislation, charter school applications, and government websites, including the following:

- Indiana General Assembly, 2014 Session  
<https://iga.in.gov/legislative/2014/bills/house/1028>
- 2014-2015 Adult Education D.C. Public Charter School PMF Performance Reports  
[http://www.dcpccb.org/sites/default/files/Final\\_PMF\\_Book\\_2015\\_2%202029%202016.pdf](http://www.dcpccb.org/sites/default/files/Final_PMF_Book_2015_2%202029%202016.pdf)
- 2015-2016 2015 Adult Education D.C. Public Charter School PMF Performance Reports  
<http://www.dcpccb.org/sites/default/files/2016-12-12%20Final%202015-16%20PMF%20Book.pdf>
- Excel Center 2015 Application for D.C. PCSB  
<http://www.dcpccb.org/application/goodwill-excel-center-application>

- Office of the State Superintendent of Education (D.C.) <https://osse.dc.gov/ed-credentials>

The committee used the following criteria to gather accountability and credential information from three adult high school entities: the District of Columbia Public Charter School Board for Adult Education, the Academy of Hope Public Charter School, and The Goodwill Excel Centers.

1. Who is the adult high school accountable to?
2. How does the adult high school hold itself accountable?
3. Which accountability measures are used?
  - a. Attendance
  - b. Assessments
  - c. Curriculum
  - d. Credential
4. What are the required credentials of administrative and teaching/training staff?

The results for the three entities are included on the subsequent pages.

## **Accountability Questions for the District of Columbia Public Charter School Board for Adult Education**

### **Who is the adult high school accountable to?**

- District of Columbia Public Charter School Board
- Office of the State Superintendent of Education
- High Schools Board of Directors

### **How does the adult high school hold itself accountable?**

Adult Education Performance Management Framework (PMF) per the District of Columbia Public Charter School Board is used. The PMF measures program effectiveness by tracking student progress, student achievement, progress on mission-specific measures, and leading indicators of attendance and student retention. The report then places the charter school in a tier:

- Green - 1: high-performing (meets or exceeds weighted 65% - 100% on all indicators)
- Yellow - 2: mid-performing (meets at least weighted 35% - 64.9% on all indicators)
- Red - 3: low-performing (does not meet weighted 35% on one or more indicators)

### **PMF Technical Guide**

[www.dcpccb.org/performance-management-framework-pmf](http://www.dcpccb.org/performance-management-framework-pmf)

### **Which accountability measures are used?**

The tiers are graded on the following metrics:

- **Student Progress: Improvement of One or More Educational Functioning Level (EFL)** for Adult Basic Education (ABE) and English as a Second Language (ESL) in levels 1-6 for each.
- **Student Achievement: GED® or NEDP® Attainment**
  - Obtained secondary credential
- **College and Career Readiness: Employment and Postsecondary Outcomes**
  - Entered employment or entered postsecondary education
  - Retained employment or entered postsecondary education
  - Entered postsecondary education
- **Leading Indicators: Predictors of Future Student Progress and Achievement**
  - Attendance
  - Retention
- **Mission-Specific Goals: Progress on programming unique to the school's mission**
  - Varies: certification, special program, specific curriculum, school-specific assessment, etc.

### **Assessments**

- CASAS (Comprehensive Adult Student Assessment System)
- TABE (Test for Adult Basic Education)
- Scholastic Reading Inventory (SRI) - SRI is a computer adaptive reading assessment that provides immediate, actionable data on students' reading levels and growth over time.

SRI assesses a student's level of reading comprehension. SRI is aligned to the Common Core State Standards and provides an assessment of a student's reading level from grades K-12, allowing this test to be used for students with both very high and very low skill levels

### Curriculum

- I-BEST model
- Common Core State Standards
- D.C. Educational Standards
- System 44
- WIDA English Language Development (ELD) Standards
- Individualized Education Plans (IEPs) or Section 504 plans
- Next Generation Science Standards (NGSS)
- College and Career Readiness Standards

### Credential

- GED®
- NEDP®
- Certificate: industry or specific and certified for the school
  - Technology
  - Health
  - Culinary arts

### What are the required credentials of administrative and teaching/training staff?

- **Teachers must have license to teach in the District of Columbia**
  - **Teacher: Initial Credential (three-year, nonrenewable)** - This credential authorizes the credential-holder to provide instructional delivery as the teacher of record for the subject(s) and grades as indicated on the credential. The minimum requirement is a bachelor's degree earned from an accredited college or university in addition to D.C. requirements:
    - State-approved teacher program
    - Achieve passing score of D.C.-required basic skills exam and subject content exam matching the teaching assignment
    - Hires or contracted as a teacher in D.C. local education
    - Other state licensures that are in good standing are accepted.
    - Documentation of two years of full-time teaching experience in another state with effective rating from past experience/school
  - **Teacher: Standard Credential (four-year, renewable)** - Authorizes credential-holder to provide instructional delivery as the teacher of record for the subjects(s) and grades as indicated on the credential:
    - Completed an approved teacher preparation program in applicable teaching are/grade level

- Achieve passing scores for the D.C.-required basic skills exam, subject content and pedagogy exams, OR passed comparable exams required in another state where a valid full teaching credential is held
  - Has or had a D.C. Initial Credential
  - Documentation presented verifying two years of full-time teaching experience in D.C. LEA achieving an effective rating
  - Credential in good standing in another state
- **School Service Provider Standard Credential (four-year renewable)** - This credential authorizes the holder to provide pupil services in schools at the prekindergarten-through-grade 12 level in the provider area(s) indicated on the credential
  - **Service provider areas:** audiologist, reading specialist, school counselor, school librarian, school psychologist, school social worker, and speech pathologist
  - **Requirements:**
    - Attainment of a bachelor’s degree
    - Attainment of a master’s degree or higher with a concentration in the specific service-provider area
    - Completion of field, practicum, or internship experience as part of the degree program OR of at least one year of satisfactory, full-time employment experience in the area providing services to school-age children/youth
    - Achievement of a passing score on the D.C.-required Praxis II exam in the service-provider area OR on a comparable subject content exam completed in another state where a valid credential is held (Passing scores shall be required for all provider areas where D.C. has adopted an applicable exam.)
- **Administrative Services: Initial Credential (two-year, non-renewable)** - This credential authorizes the holder to provide regular/lead and assistant principal administrative duties in schools for grades PreK-12
  - **Requirements:**
    - Attainment of a bachelor’s degree
    - Attainment of a master’s degree or higher OR completion of a state-approved educator preparation program in school leadership and supervision
    - Completion of at least two years of full-time, prekindergarten-through - grade 12-level school-based teaching, instructional leadership, and/or pupil service experience
- **Administrative Services: Standard Credential (4-year, renewable)**
  - **Option – A**
    - Attainment of a bachelor’s degree
    - Attainment of a master’s degree or higher, completion of a state-approved educator preparation program in school leadership and supervision, OR possession of a valid school administrator credential issued in another state

- Completion of at least four years of full-time prekindergarten-through grade 12-level school-based teaching, instructional leadership and/or pupil-services experience
  - Achievement of a passing score on the D.C.-required school leadership exam
- **Option – B**
  - Attainment of a bachelor’s degree
  - Attainment of a master’s degree or higher, has completed a state-approved educator preparation program in school leadership and supervision, OR holds a valid school administrator credential issued in another state; and
  - Completion of at least two years of full-time prekindergarten-through-grade 12-level school-based teaching, instructional leadership and/or pupil-services experience achieving an effective or equivalent rating as measured by a summative evaluation; and
  - Achievement of a passing score on the D.C.-required school leadership exam
- **Option – C**
  - Attainment of a bachelor’s degree
  - Possession of a valid school administrator credential issued in another state
  - Completion of at least two (2) years of full-time prekindergarten-through-grade 12 school-based teaching, instructional leadership, and/or pupil-services experience achieving an effective or equivalent rating as measured by a summative evaluation or the student growth component of an evaluation
  - Achievement of a passing score on the D.C.-required school leadership exam

## Accountability Questions for the Academy of Hope Public Charter School

### Who is the adult high school accountable to?

- The Office of State Superintendent of Education (OSSE) Adult & Family Education, which expects 38% of adults entering a subgrantee's program at the beginning-literacy level to complete that level

### How does the adult high school hold itself accountable?

- **Curriculum:**
  - Developed their own curricula based on the National College and Career Readiness Standards for Adults/Revised to include inquiry-based critical thinking across subjects as related to the Common Core State Standards
  - A multilevel, cross-curricular program of instruction; classes follow two distinct strands (Language Arts and STEM), cover four academic areas (reading/social studies, writing, science and math), and align with five skill levels ranging from beginning literacy to high adult secondary education; this approach allows for individualized instructional programming for each adult regardless of skill level; for instance, a learner may take an advanced course in reading, an intermediate-level writing course, and a basic math class
  - Curriculum units can stand alone each term yet build on each other to form a yearlong sequence; this system helps students progress from one skill level to the next and accommodates those students who because of life circumstances have to stop out from time to time
  - Uses self-regulated learning to promote ownership of the learning experience and peer-assisted learning to promote motivation
  - Contains built-in journal-writing for reflection to help students deal with obstacles in work and life
  - Incorporated integrated digital literacy
  - Provides strengthened professional development for teachers/instructors trained in the Universal Design Learning (UDL) principles
- **Support Resources:**
  - Created a College and Career Resource Center that allows students to develop an individualized career plan
  - Launched a vocational evaluation center that matches adult learners with appropriate occupations and careers
  - Improved their case management system; they began using School Messenger for tracking the application, registration and enrollment process; this helps them intervene at any sign of trouble
  - Developed additional classes for decoding and comprehension challenges
  - Developed career workshops
  - Expanded hours for student support services
- **Involvement:**
  - Two students sit on the Board of Directors to guide decisions.



- The Student Leadership Council helps learners address challenges and host community events.

### Which accountability measures are used?

- **Student Progress**
  - 70% of Beginning Literacy learners will complete basic literacy instruction by scoring a 221 on CASAS Reading.
  - 70% of Adult Basic Education learners who complete 100 hours or more of instruction will increase reading and math skills by at least two grade-levels as measured by CASAS.
  - 50% of learners enrolled for 12 or more instructional hours advance at least one National Reporting Standard Educational Functioning Level as measured by CASAS.
- **Student achievement**
  - 70% of adult secondary students who attempt the GED® will pass.
  - 70% of NEDP® students attempting the Assessment Phase of the program will earn a high school diploma within a year.
  - 75% of students who take the Internet and Computing Core Certification (IC3) exam will pass.
- **Career/college readiness**
  - 75% of learners with a postsecondary goal will enter an occupational skills training program at the postsecondary level or an apprenticeship-training program.
  - 75% of individuals will have the goal of earning a college degree and will place into credit-bearing courses at postsecondary institutions on an annual basis.
  - 70% of students who graduate with an employment goal will obtain or retain employment or receive a promotion or wage increase.
- **Leading indicators**
  - The daily in-seat attendance rate for enrolled students will meet or exceed 65%.
  - 65% of students will reenroll annually until academic or career goals identified in their individual career plan are achieved.
- **Mission-related goal**
  - Academy of Hope will meet the needs of adult learners as indicated by 80% overall rating of *good* or above on Academy of Hope survey evaluation.

### What are the required credentials of administrative and teaching/training staff?

- **“Adjunct teacher”** - Evening language arts teachers are responsible for creating a supportive, empowering learning environment for adult learners and delivering quality content-area instruction in writing and reading/social studies
  - **Qualifications, Skills, and Abilities:**
    - A bachelor’s degree and experience teaching adults or a secondary teaching certification

- Experience teaching Reasoning through Language Arts for the GED® and/or high school English, preferably including experience implementing the College and Career Readiness Standards for Adults
  - Demonstrated ability and experience in engaging the interest of adult learners and working with diverse adult learners, including those with special needs
  - Sensitivity to the needs of adult learners and respect for learner confidentiality
  - Familiarity with CASAS, GED®, NEDP® and college placement exams
  - Experience working with volunteers and consultants
  - Strong cultural competency skills, including an excellent ability to communicate with a diverse population
  - Excellent oral and written communication skills and strong computer skills
  - Excellent time-management and organizational skills
  - Experience working with adult learners with special needs
- **“Lead Teacher (Math)”** – The lead math teacher is responsible for creating a supportive, empowering learning environment for adult learners and delivering quality content-area instruction in math and science; in addition to core teaching responsibilities, the lead math teacher provides curriculum development, teacher coaching, and professional development in math instruction to fellow teachers and volunteers.
  - **Qualifications, Skills, and Abilities** - Must have deep content knowledge of:
    - Common Core and/or College and Career Readiness Standards for Adults
    - Math and critical thinking teaching strategies
    - Content knowledge related to GED® math standards
    - General science knowledge and skills needed to pass the GED®
    - Bachelor’s degree required, master’s degree in education or secondary teaching certification in subject area preferred
    - Experience teaching Math for the GED® and/or high school math, preferably including experience implementing the College and Career Readiness Standards for Adults
    - Demonstrated ability and experience in engaging the interest of adult learners and working with diverse adult learners, including those with special needs
    - Sensitivity to the needs of adult learners and respect for learner confidentiality
    - Familiarity with CASAS, GED®, NEDP® and college placement exams
    - Experience working with volunteers and consultants
    - Strong cultural competency skills, including an excellent ability to communicate with a diverse population

## Accountability Questions for the Goodwill Excel Centers (GEC)

### Who is the adult high school accountable to?

- In Indiana, Excel Centers are accountable to the State Board as requirements of a charter per legislation, under the State's Department of Workforce Development, Career Training, and Adult Education

### How does the adult high school hold itself accountable?

Accountability methods are based upon the outline indicated in House Enrolled Act Number 1028 that:

- Sets forth the methods by which the charter school will be held accountable for achieving the educational mission and goals of the charter school, including:
  - Evidence of improvement in following areas:
    - Assessment measures, including the ISTEP and end of course assessments
    - Attendance rates
    - Graduation rates (if appropriate)
    - Increased numbers of Core 40 diplomas and other college and career ready indicators including advanced placement participation and passage, dual credit participation and passage, and International Baccalaureate participation and passage (if appropriate); increased numbers of academic honors and technical honors diplomas (if appropriate)
    - Student academic growth
    - Financial performance and stability
    - Governing board performance and stewardship, including compliance with applicable laws, rules and regulations, and charter terms
  - Evidence of progress toward reaching the educational goals set by the organizer
- Describes the method to be used to monitor the charter school's:
  - Compliance with applicable law.
  - Performance in meeting targeted educational goals.

### What are the required credentials of administrative and teaching/training staff?

- **President and CEO Scope Summary** - The president and CEO will ensure the overall accountability for GEC and is directly responsible for the school; s/he will serve as an ex-officio member of the Board of Directors of GEC and ensure the quality execution of the Administrative and Business Support Services Agreement with Goodwill of Greater Washington and licensing agreement with Goodwill Industries; the President and CEO hires and manages the VP of Workforce Development, who hires the school director, who provides daily administrative and operation support to the school director.
  - **Qualifications** (No mention of educational background):
    - Eight to ten years' experience gained through responsible management positions within profit or not-for-profit business
    - Excellent communication and interpersonal skills
    - Ability to use tact and diplomacy while dealing with the public

- Strong management skills
  - Demonstrated ability to coordinate a high level of activity under a variety of conditions and constraints
  - Understanding of and ability to implement governance through Code of Ethics business practices throughout the organization
  - Resourceful and well organized
- **VP, Workforce Development (WFD) Scope Summary** - The VP of WFD hires and coordinates the ongoing administrative and operation support services for GEC with the School Director; s/he builds strategic partnerships with local employers and service providers to support the goals and objectives of GEC; s/he will support the School Director in annual planning and budget development and will ensure effective information management and evaluation systems to monitor performance and ensure compliance with all activities of GEC.
  - **Qualifications:**
    - Bachelor’s degree in education, human services, business, or related field or a minimum of five years’ experience in a related position (Experience may substitute for a degree on a year-by-year basis.)
    - Demonstrated business savvy, as evidenced by a successful track record working with business and community leaders to create substantive programming (Extensive experience may substitute for a degree.)
    - Proven program management abilities, as evidenced by prior experience with successful education and workforce development programs
    - Superior program evaluation and information management skills
    - Strong interpersonal skills as evidenced by successfully building and managing diverse coalitions to achieve specific outcomes
    - A high degree of motivation, good judgment, and self-direction enabling definition of processes that achieve program goals
    - Knowledge of workforce development and/or social services
- **School Director Scope Summary** - The director will be the chief academic officer for GEC and provide a hands-on approach to leadership in directing, planning, managing, and coordinating the educational goals and vision of the school; the director ensures that instructors and the school curriculum are applied according to the principles of GEC and that they are meeting the desired outcomes; s/he provides support and leadership to the staff; essential functions of the director include supervising and managing faculty and staff, creating and maintaining a safe and secure educational environment for 300-350 students, and managing the fiscal activities of the school; the position will work with the leadership in establishing school goals and objectives.
  - **Qualifications and Recommended Skills and Credentials:**
    - Bachelor’s degree in relevant field required; master’s degree preferred
    - Current Secondary Administrator’s License preferred but not required
    - Five or more years in a school-related leadership role
    - Prior experience managing groups of professionals
    - Strong communication skills at a variety of levels; effective presentation skills

- Solid planning and organizing skills
    - Proficiency in Microsoft Office products; ability to effectively navigate the internet
    - Ability to gather and analyze data for informed decision-making
  - **Essential Duties and Responsibilities Include the Following:**
    - Developing strategies, goals, and objectives for the school and managing the implementation of these objectives
    - Participating in the development of overall educational strategies
    - Assisting instructors in setting priorities, facilitating meetings, and developing their leadership skills
    - Providing leadership to develop new partnerships and/or methodologies in response to the changing needs concerning students, test results, and/or Common Core State Standards
    - Representing the school, as appropriate, in community planning and policy-making activities
    - Working with the leadership team to ensure appropriate building management coverage for the GEC's hours of operation
- **Lead Teacher Scope Summary** - Each lead teacher will be responsible for coordinating the student engagement and support functions within the school; s/he will provide hands-on leadership and academic guidance to coaches, teachers, and administrative support staff at GEC; s/he will work effectively across the organization to make certain that students are supported in a way that ensures success with both academic and personal goals; essential functions will include supervising and managing staff, identifying internal and external academically supportive resources, and marketing the school to the outside community
  - **Qualifications and Recommended Skills and Credentials:**
    - Bachelor's degree in relevant field required
    - Current Teaching License required
    - Current Secondary Administrator's License preferred but not required
    - Three to five years' experience managing groups of professionals in a service organization
    - Prior experience in academic settings highly preferred
    - Strong communication skills at a variety of levels
    - Effective presentation skills
    - Solid planning and organizing skills
    - Proficiency in Microsoft Office products
    - Ability to effectively navigate the internet
    - Ability to analyze data for informed decision-making
  - **Essential Duties and Responsibilities Include the Following:**
    - Participating in the development of overall educational strategies for GEC
    - Developing strategies, goals and objectives for staff
    - Teaching at least one core class
    - Providing work-scheduling support and follow-up to meet the needs of the students

- Assisting staff in setting priorities, facilitating meetings, and developing the staff's leadership skills
  - Identifying, establishing, and maintaining relationships with supportive community resources
  - Working effectively across the organization to link ancillary academic services to students
  - Working with the director to ensure appropriate building management coverage for GEC's hours of operation
  - Working with SIS to provide effective scheduling for students
  - Working with the management team on overall administration, planning, and coordinating
  - Evaluating instructors using RISE (Respect, Integrity, Service and Excellence) rubric
- **Special Populations Coordinator Scope Summary** - The special populations coordinator will work under the direct supervision the school director and will supervise all school staff who serve students with special needs and English language learners; s/he will employ a student-centered approach effectively tailoring the service delivery strategies to individual students' needs by approaching education with creativity and innovation; the position will work with the instructional team in meeting the educational objectives and adhering to the Common Core State Standards
  - **Qualifications and Recommended Skills and Credentials:**
    - Master's degree in education with a concentration in special education preferred; bachelor's in education required
    - Five or more years of special education teaching and leadership experience; experience in working with at-risk and adult students preferred
    - Certification in special education
  - **Essential Duties and Responsibilities Include the Following:**
    - Developing and monitoring quality implementation of legally compliant procedures
    - Coordinating RTI meetings and ensuring IEP and 504 plans are legally compliant
    - Completing all special education reporting requirements
    - Completing all EL reporting requirements
    - Coordinating all ASSETS testing for EL students
    - Completing federal and state grant applications; oversees activities in these grants
    - Developing and managing a system for securing student records from previous schools and maintaining all student records
    - Coordinating contracted services for special education and 504 students; submitting Medicaid reimbursement for students
    - Ensuring professional development of all staff
    - Strong reading, writing, and math skills
    - Strong communication skills; excellent listening skills

- Willingness to develop and refer to community resource
- **Job Descriptions of School Staff Life Coach Scope Summary** - Each life coach will promote continued student engagement in GEC; s/he will have a caseload of approximately 60 to 75 students and meet individually with students to assist in overcoming barriers to each student's educational progress; through these problem-solving sessions, the coach will suggest ways in which each student can overcome barriers and continue educational progress; additional responsibilities include administering the intake process, assessing life experiences, determining education tracks with instructional staff, and connecting students with supportive services to ensure success; the position will work with the instructional team in meeting the educational objectives and adhering to Common Core State Standards
  - **Qualifications and Recommended Skills and Credentials:**
    - Minimum of two years' experience in mentoring, counseling, advising, or a related field
    - Experience working with high school-aged students in a non-traditional setting and/or in an adult-education setting highly preferred
    - Superior verbal and written communication skills
    - Strong meeting facilitation skills
    - Bilingual in English and Spanish highly preferred
    - Proficiency in Microsoft Office products; ability to effectively navigate the internet
    - Demonstrated ability to develop relationships at all levels and to relate to a diverse population
    - Valid driver's license, up-to-date auto insurance, and good driving record (Occasional local travel or transportation of individuals is required.)
    - Awareness of community resources
    - Ability to embrace change positively, strong planning and organizing skills, independence, and self-management
    - Passage of a background check
    - Ability to gather and analyze data for informed decision-making
  - **Essential Duties and Responsibilities Include the Following:**
    - Leading the intake process to introduce the student to the school and begin outlining his/her educational goals
    - Assessing students' life experiences for possible translation into school credits
    - Assisting instructors in developing students' individual learning plans based on intake assessment
    - Becoming part of a reliable alliance and connecting emotionally and socially with group members; providing support and maintaining open communication with instructors
    - Managing and monitoring students' learning experience to ensure student engagement and accomplishment of learning goals through individual and/or group meetings

- Identifying and connecting students to community resources to remove barriers and support academic and/or personal goals
  - Initiating and maintaining contact with key community partners (community agencies, educational institutions, and employers) to enhance the menu of support services provided to students
  - Working closely with leadership and instructional staff to support student success
- **Career Pathways Specialist Scope Summary** - The career pathways specialist will build relationships, systems, and programs to ensure that each student at GEC graduates with a realistic career plan that is connected to postsecondary education; the career pathways specialist will be instrumental in the implementation of a comprehensive foundational career-development program, which will allow for intentional advisement of students on academic diploma tracks and enrollment in dual-credit courses; the career pathways specialist will develop and facilitate an industry-based advisory board of community partners; the career pathways specialist will interact with students, graduates, alumni, postsecondary admissions counselors, industry professionals, and school staff.
  - **Qualifications and Recommended Skills and Credentials:**
    - Minimum of two years' experience working in a secondary or higher education setting and/or career counseling
    - Knowledge of career/vocational theories, career education program development, and community resources/employers
    - Experience in career pathway development (not required but highly desirable)
    - Training in guidance or career/technical education (not required but highly desirable)
    - Knowledge of area's high growth and high-demand jobs
    - Established network of representatives from business and industry
    - Adeptness at utilizing Excel and experience analyzing statistical data
    - Proficiency with MS Office Products and the internet
    - Familiarity with D.C. agencies and demonstrated partnership building skills
    - Energetic, ambitious individual who is comfortable working in a busy, diverse environment
    - Accessibility and availability to attend school events (e.g. open houses, recruitment events, fairs, etc.)
    - Valid driver's license, good driving record, and up-to-date automobile insurance
    - Ability to gather and analyze data for informed decision-making
  - **Essential Duties and Responsibilities Include the Following:**
    - As directed, developing and designing career pathways for targeted industry-driven programs with sequential options including dual enrollment and non-credit and credit certificate programs



- Working with local industry advisory boards to develop more student exposure to the world of work, including on-the-job opportunities, internships or job shadowing, and other experiential learning for career pathways
- Making sound recommendations on student placement into internships and job opportunities
- Developing an innovative, career-focused marketing campaign for promoting lifelong learning
- Conducting, gathering, and coordinating developing research and performance measures for credential completion, educational attainment, and efforts that bridge educational systems for career-path employment
- Demonstrating a culture of innovation and responsiveness to meet the current workforce development needs of students and businesses
- Strengthening the links between a career-pathways system to align job-training and education programs with jobs that are in demand or likely to grow in the immediate future in the local market
- Researching, gathering, and reporting on the current labor market and on demographic information and examining the current education and workforce system for gaps and alignments
- Attending and participating in meetings of key stakeholders in education, training, and workforce and economic development to develop and strengthen information and resources related to the creation of career pathways
- Overseeing and supporting students in all certification classes they attend
- Organizing and teaching graduate seminars every eight-week term while partnering with the college transition counselor
- Providing developmentally oriented career and academic advisement through in-class instruction and personal counseling sessions

## **Next Steps: Adult High School Pilot Program**

The work of the Task Force to Study the Adult High School Concept based on House Bill 1406 was completed on June 30, 2017. However, the Department of Labor, Licensing and Regulation and the Maryland State Department of Education will continue to work collaboratively with each other as well as with local organizations focused on adult education in support of House Bill 1381 and Senate Bill 866 regarding the Adult High School Pilot Program. A *Solicitation for Proposals* will be developed and then disseminated on July 10, 2017. The initial deadline for proposal submissions is October 1, 2017.

Review criteria to be applied when evaluating the proposals also will be established. A committee consisting of staff from the Department of Labor, Licensing and Regulation, and the Maryland State Department of Education as well as other key stakeholders will be formed to review and potentially approve the *Solicitation for Proposals* within 60 days of the October 1, 2017 submission. Once the *Solicitation for Proposals* has been approved, the State Board will work to approve each Adult High School Pilot's waiver within 30 days. The Department of Labor, Licensing and Regulation and the Maryland State Department of Education will work together to notify organizations of approval or lack of approval of the pilots. Furthermore, technical assistance will be provided by these State agencies to the nonprofit organizations that have been awarded the pilot programs. In addition, the pilots will submit annual reports as required by House Bill 1381 and Senate Bill 866. The Department of Labor, Licensing and Regulation and the Maryland State Department of Education will jointly submit a report to the Governor and General Assembly by December 1<sup>st</sup>, 2020. The report will include an evaluation of each approved pilot; a recommendation as to the expansion, continuation, modification, or termination of the pilot program; and demographic information regarding student enrollment and the fiscal solvency of the pilot program.

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## **Recommendations**

The Task Force reached a consensus on the following recommendations. While not in priority order, they are intended to suggest a range of approaches that need to be considered for adult high school programs that can effectively be offered throughout Maryland and capitalize on the intellectual capital of current adult education programs and organizations to support these approaches. Implementing these recommendations will promote the effective implementation of adult high schools in Maryland and provide adult learners with the opportunity to earn a high school diploma through completion of a program at an adult high school.

### **Recommendation One**

Continue to conduct research regarding promising practices or evidence-based practices in developing adult high schools and collaborate with the Maryland's associations for adult education and literacy in determining and sharing such practices.

#### **Rationale**

Additional research is needed to determine how to best meet the needs of Maryland's adult learners through adult high schools. As options for adult high schools evolve and are informed by potential adult high school pilots, promising and/or evidence-based practices for funding requirements and options, standards for operators, as well as accreditation, curriculum content, reporting, and matriculation requirements need to be further explored and identified so that effective adult high schools can be developed and sustained. Further recommendations based on the additional research can be defined and communicated in collaboration with Maryland's associations for adult education and literacy.

### **Recommendation Two**

Explore regulatory and/or statutory changes that need to be made in order to effectively implement adult high schools.

#### **Rationale**

House Bill 1381 and Senate Bill 866 establish an Adult High School Pilot Program and currently indicate that the State Board of Education "shall grant the pilot a waiver from any regulation that conflicts with the purpose and goals of the pilot's plan approved by the Department, including the student service requirement in COMAR 13A.03.02.05" and that a waiver related to the assessment requirements in COMAR 13A.03.03.06 may not be granted. In order to potentially provide adult high schools beyond those offered through the pilot programs, regulatory and statutory changes should be researched and proposed, as needed, so that waivers from requirements are no longer necessary. In addition, regulatory and/or statutory

changes should incorporate a degree of flexibility in order for the Maryland State Department of Education and the Maryland Department of Labor, Licensing and Regulation to make adjustments where necessary to best meet the needs of the adult learners served in the adult high schools.

## **Recommendation Three**

Explore funding structures and streams to develop and sustain adult high schools in Maryland.

### **Rationale**

Site visits to existing adult high schools and interviews with state/agency and program leaders in adult education indicate that per-pupil funding is often provided to adult high schools to establish and sustain them. In addition, the funding rate per pupil at existing adult high schools varies from state to state. For example, one jurisdiction reports that its adult high schools are funded at a rate of approximately \$8,000 to \$12,000 per student while another state funds adult high schools at a rate of \$6,600 per pupil, which will increase to \$6,750 for the upcoming school year. Furthermore, an adult high school within the same area previously mentioned indicates that it operates through funding that is 80% from public sources and 20% from businesses and other sources. Resources and performance-based funding parameters need to also be considered. Funding structures and streams, including various models and model sustainability, public funding options, tuition-based models, and financial aid options need to be explored and identified to develop and sustain effective adult high schools to benefit some of the roughly 500,000 adults in Maryland without a high school diploma.

## **Recommendation Four**

Encourage adult high school operators to deliver instruction through multiple pathways such as face-to-face instruction, hybrid instruction, and online courses as appropriate to meet the needs of the distinct communities they intend to serve.

### **Rationale**

Research conducted indicates that there are many providers of adult education offering only online instruction, which may exclude potential students who are not literate in the use of technology or do not have easy access to technology. Both the Carlos Rosario International Public Charter School and the Academy of Hope Adult Public Charter School in Washington, D.C. favor a multi-delivery approach of instruction to increase opportunities for student success. The Academy of Hope includes digital literacy as part of their curriculum as well. A teacher-supported, online instructional program affords adult learners with multiple responsibilities an opportunity to complete a high school program of study and earn their high school diploma. The landscape of learning in the twenty-first century includes multiple modalities of instructional delivery models to increase access to and engagement in quality educational

experiences. Additionally, each school’s approach should be tailored to the specific needs of the communities in which they are sited.

## **Recommendation Five**

Require potential adult high school operators to explain how their program will prepare students to transition to employment or postsecondary education using contextual learning, career pathways, and integrated education and training, which would lead to an industry-recognized certificate or another method for successful transition.

### **Rationale**

Adult high school programs provide the opportunity for real innovation involving contextualized learning and the integration of promising practices for adult education and workforce development. The best model is to integrate such training into the high school model so that after a significant investment of time and energy, a graduate leaves the school ready and equipped to obtain meaningful employment. Integrated education and training programs connect instruction in reading, writing, mathematics, English language, and workforce preparation with training in a specific industry for the purpose of education as well as career development and advancement. Such programs have demonstrated success in accelerating learning and increasing student persistence while condensing the time required to achieve career goals. Career pathway models have been recognized as a successful strategy for unemployed or underemployed adults to move through various levels of employment on a specific career ladder within an in-demand industry by combining high-quality education, training, and other services. Studying academic subjects simultaneously with industry-specific training enables an individual to attain a high school diploma and a recognized postsecondary or industry-recognized credential concurrently.

## **Recommendation Six**

Provide high school credit recovery options within the adult high school for adult learners who have left high school a few credits short of a high school diploma.

### **Rationale**

Students who left high school prior to earning a diploma but earned significant high school credits may want to participate in a credit recovery program to attain their high school diploma. A review of an official high school transcript and input from a school counselor would determine the course of study required for the student to earn a high school diploma. Parameters for acceptance of transcripts would need to be determined in order to provide credit recovery options to adult learners.

## **Recommendation Seven**

Explore opportunities to leverage and blend Maryland’s current strong adult education programs with adult high school programming to customize learning for students.

### **Rationale**

Programs in adult education and literacy services in Maryland currently provide instruction in basic academic skills, contextualized workforce preparation, and English language acquisition. In addition, the programs currently offer high school diploma options for adult residents of Maryland who are over the age of 17, not currently enrolled in high school, and have not previously attained a high school diploma. Adult learners meeting these requirements can enroll in the NEDP®, prepare for the GED® tests, enroll in adult basic education/English as a second language (ABE/ESL) classes to increase their basic reading, math, and writing skills or learn the English language, and increase their readiness for work or job advancement. Provided that program and funding requirements are met, because adult high schools have goals related to academic and workforce preparation that are similar to those of adult education programs, options for leveraging and blending effective currently available adult education programs with enrollment in adult high schools should be explored to provide customized learning to meet the needs of the adult learners.

## **Recommendation Eight**

Encourage postsecondary institutions in Maryland to develop a post-baccalaureate adult education certification as a part of the master’s of education in adult learning program.

### **Rationale**

Students earning a Maryland High School Diploma through the adult high school option should receive the same rigorous instruction that is expected from educators teaching in the current kindergarten-through-grade 12 high school pathway. Depending on the student population taught, kindergarten-through-grade 12 educators are expected to have certification in early childhood, elementary, secondary, content areas, career technical education, English for speakers of other languages, special education, etc. The logical progression is to eventually offer an adult education certification as well so that teachers in adult high schools learn and can demonstrate content area expertise and mastery of adult learning theory. Postsecondary institutions that currently offer a certificate or master’s degree in adult education provide “high quality, research-based instruction in adult basic education” with a foundation in adult learning theory and practice. Instruction for the adult learner would be enhanced if teachers in adult high schools had this type of professional learning available to them.

## **Recommendation Nine**

Require adult high school operators to have a data infrastructure that consists of a robust management information system.

### **Rationale**

The adult high school operator needs to have an accountability system that identifies measures, establishes methodologies for data collection, and develops standards for reporting (U.S. Department of Education, 2016). The management information system should be able to collect and report data including, but not limited to, matriculation information, diploma attainment, and industry certification or postsecondary education degree attainment. Research on adult high schools in other states revealed that the management information system should be a dependable and comprehensive system for efficiency in reporting student outcomes (*i.e., number of students enrolled, attendance, graduation, retention, and education/grade level gains*) as well as secondary and postsecondary benchmarks (*i.e., postsecondary credit earned, industry certifications earned, employment and wage gains*). As a result of participating in the adult high school, students should see a measureable difference in their quality of life.

## **Recommendation Ten**

Ensure that participants in adult high schools in Maryland are also residents of Maryland.

### **Rationale**

Every state researched, including Texas, Indiana, Arkansas, Ohio, and Rhode Island, has a residency requirement either within its legislation and/or as a parameter within the provider's application. Maryland has a residency requirement to participate in current State-funded adult education programs. Students who successfully complete the requirements of the adult high school will be awarded a Maryland high school diploma, which will be jointly conferred by the Maryland State Department of Education and the Maryland Department of Labor, Licensing and Regulation. Therefore, residency within Maryland should be a requirement of enrollment in adult high schools.

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**Appendix A: Maryland's Adult Population with Less than a High School Diploma**

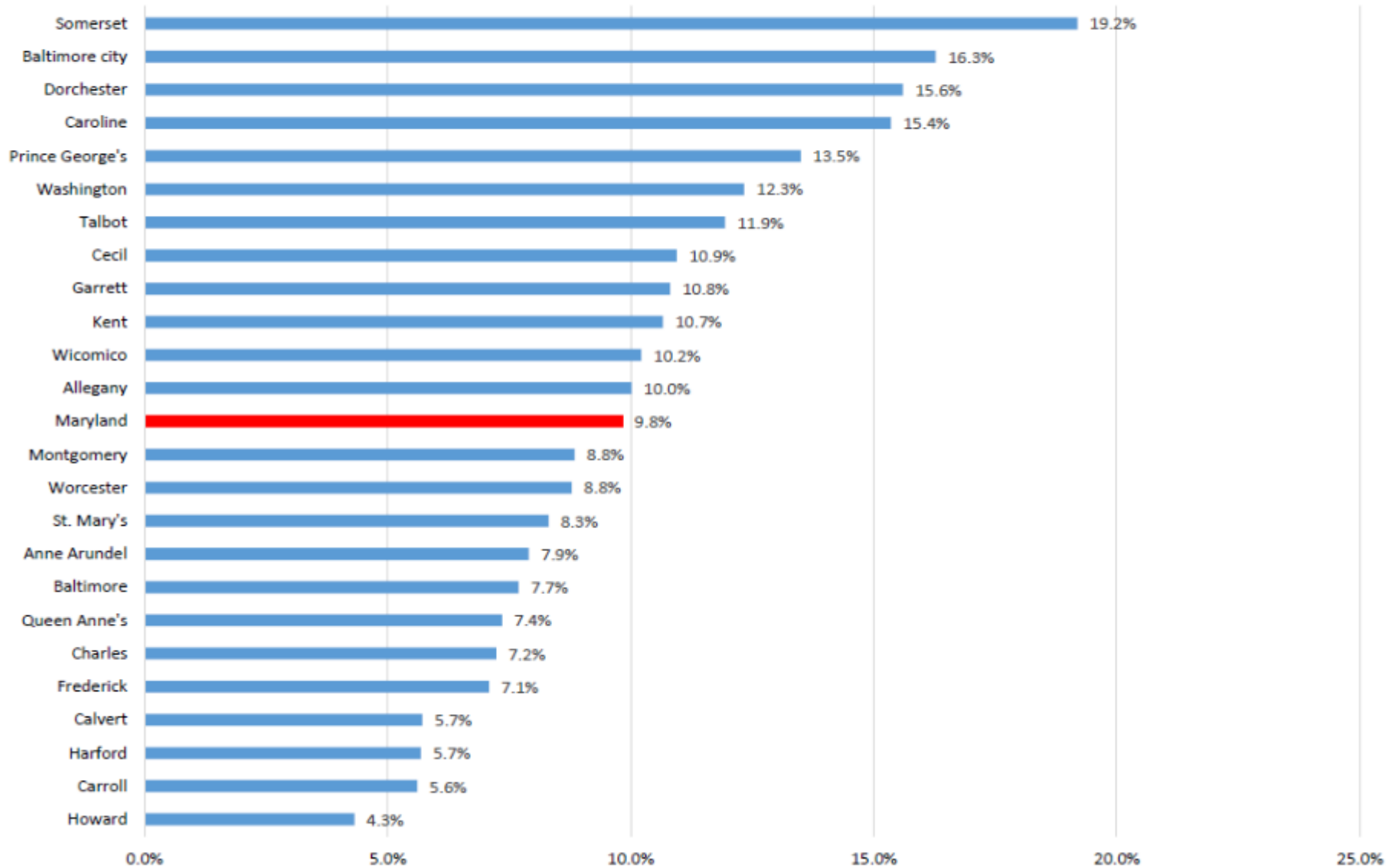
# **Maryland's Adult Population with Less than a High School Diploma**

*Presentation to Task Force to Study the Adult High School Concept*

*November 2016*

# By County - Percentage

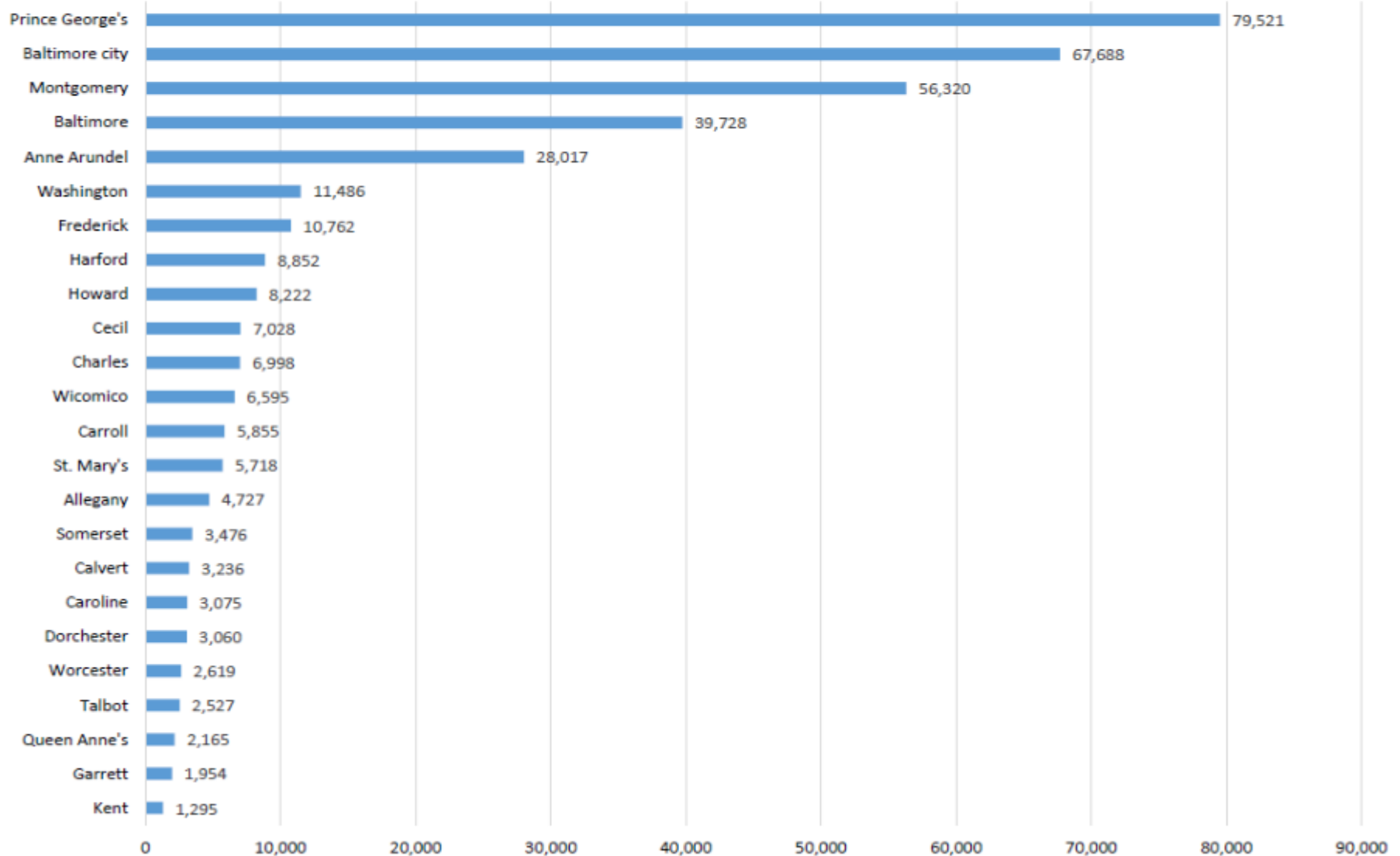
Percent of Population Aged 18 to 64 Years Without a Diploma, by Jurisdiction



Source: U.S. Census Bureau, 2010-2014 American Community Survey 5-Year Estimates, Table B15001.

# By County – Raw Number

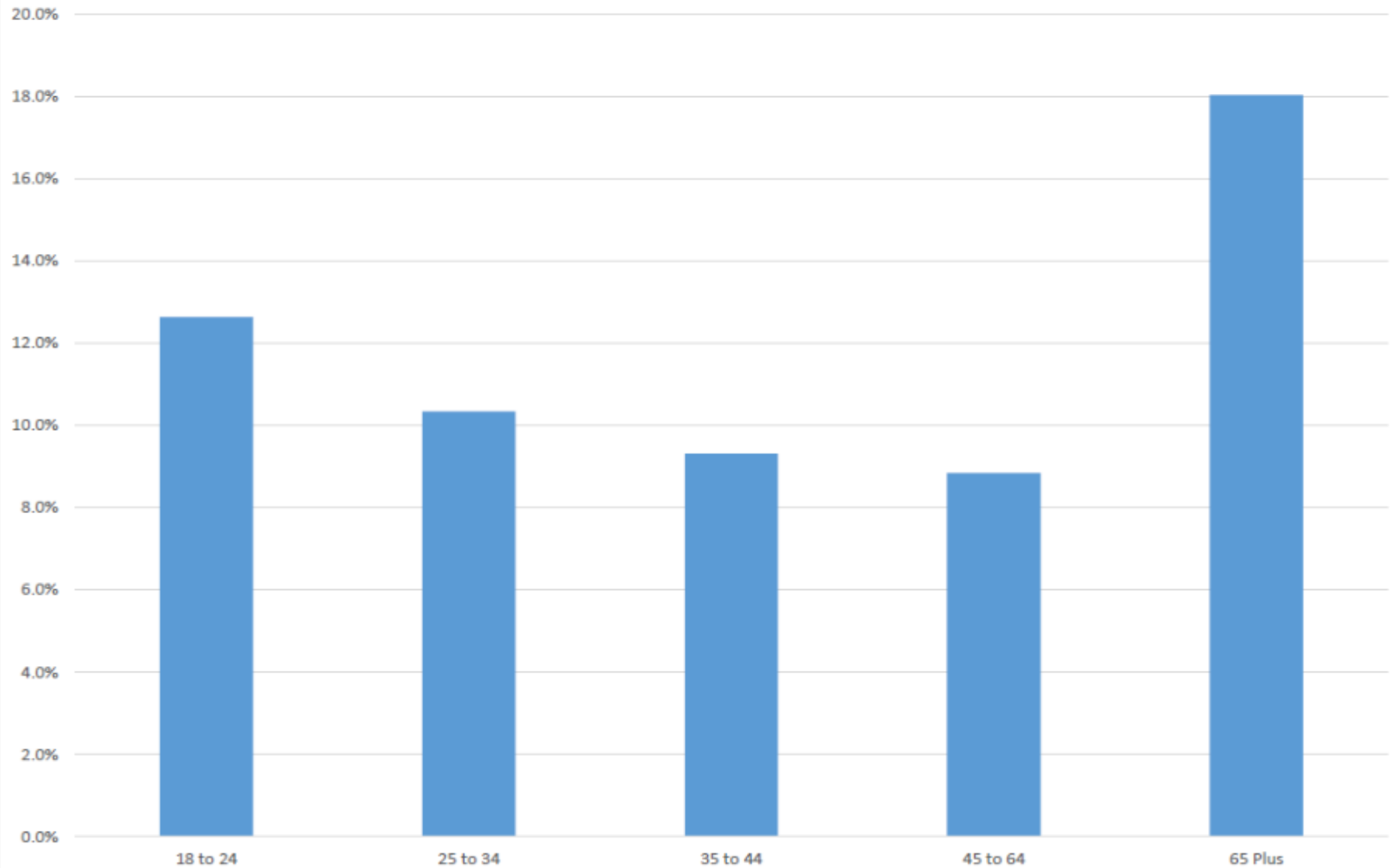
Population Aged 18 to 64 Years Without a Diploma, by Jurisdiction



Source: U.S. Census Bureau, 2010-2014 American Community Survey 5-Year Estimates, Table B15001.

# Maryland by Age

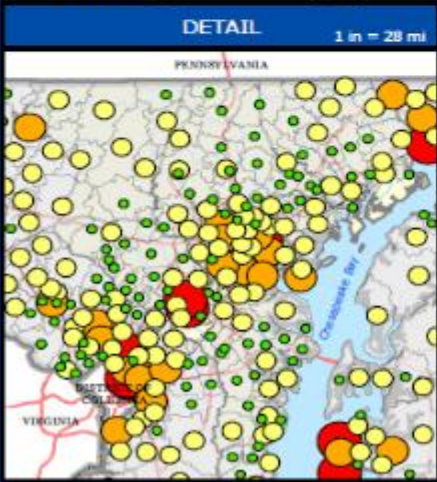
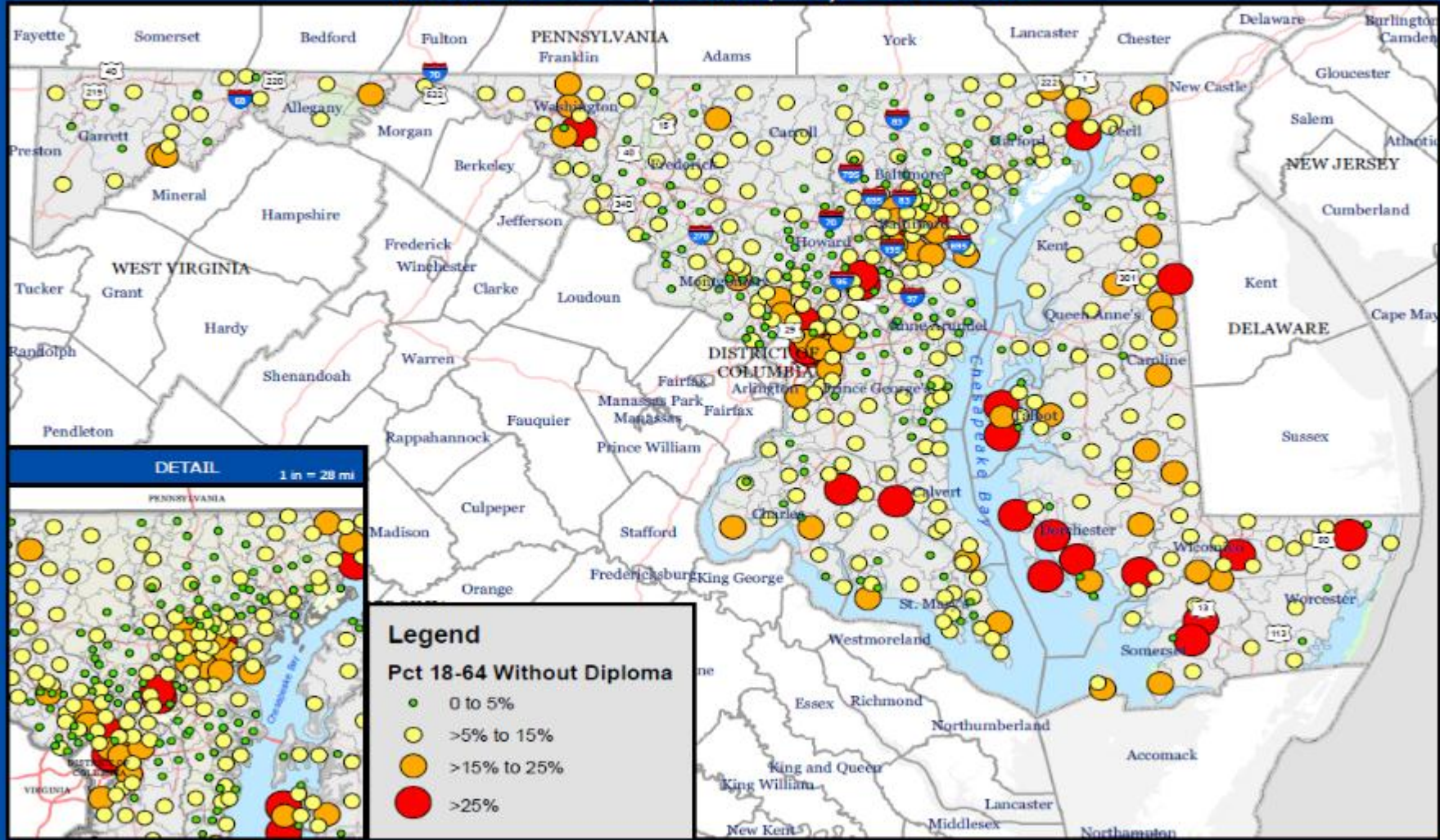
Percent of the Maryland Population Without a Diploma, by Age Group



Source: U.S. Census Bureau, 2010-2014 American Community Survey 5-Year Estimates, Table B15001.

# Percent by Zip – 18-64 years old

Percent of Population Aged 18 - 64 Years Without a Diploma, by ZIP Code



**Baltimore Metropolitan Council**  
 Offices @ McHenry Row  
 1500 Whetstone Way, Suite 300  
 Baltimore, MD 21230  
 www.BaltoMetro.org

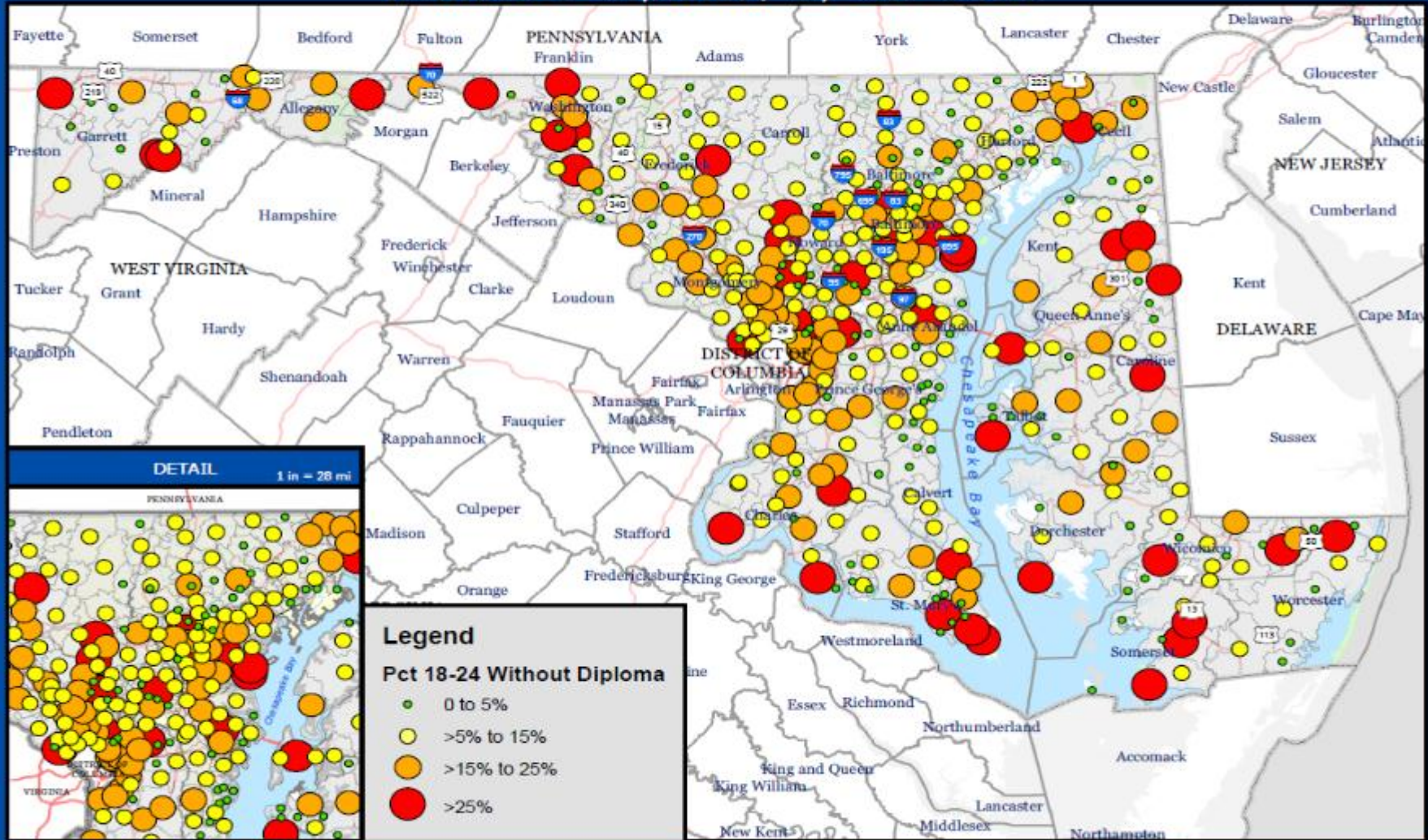
Prepared by  
 Transportation Planning Division  
 Projected Coordinate System - NAD 1983 State Plane (ft)  
 Data Source - BMC, © NAVTEQ 2010, TIGER/Line®, MTA  
 Printed - October 2016



1:1,584,000  
 0 25 Miles  
 1 in = 25 miles

# Percent by Zip – 18-24 years old

Percent of Population Aged 18 - 24 Years Without a Diploma, by ZIP Code



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 Printed - October 2015



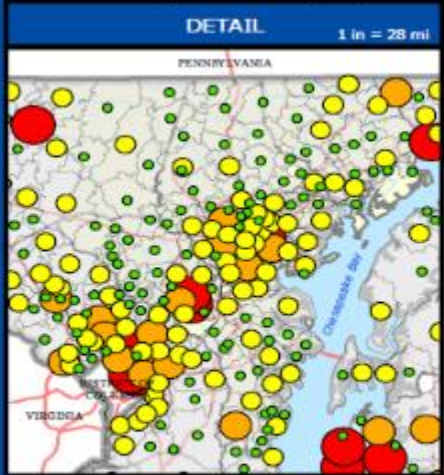
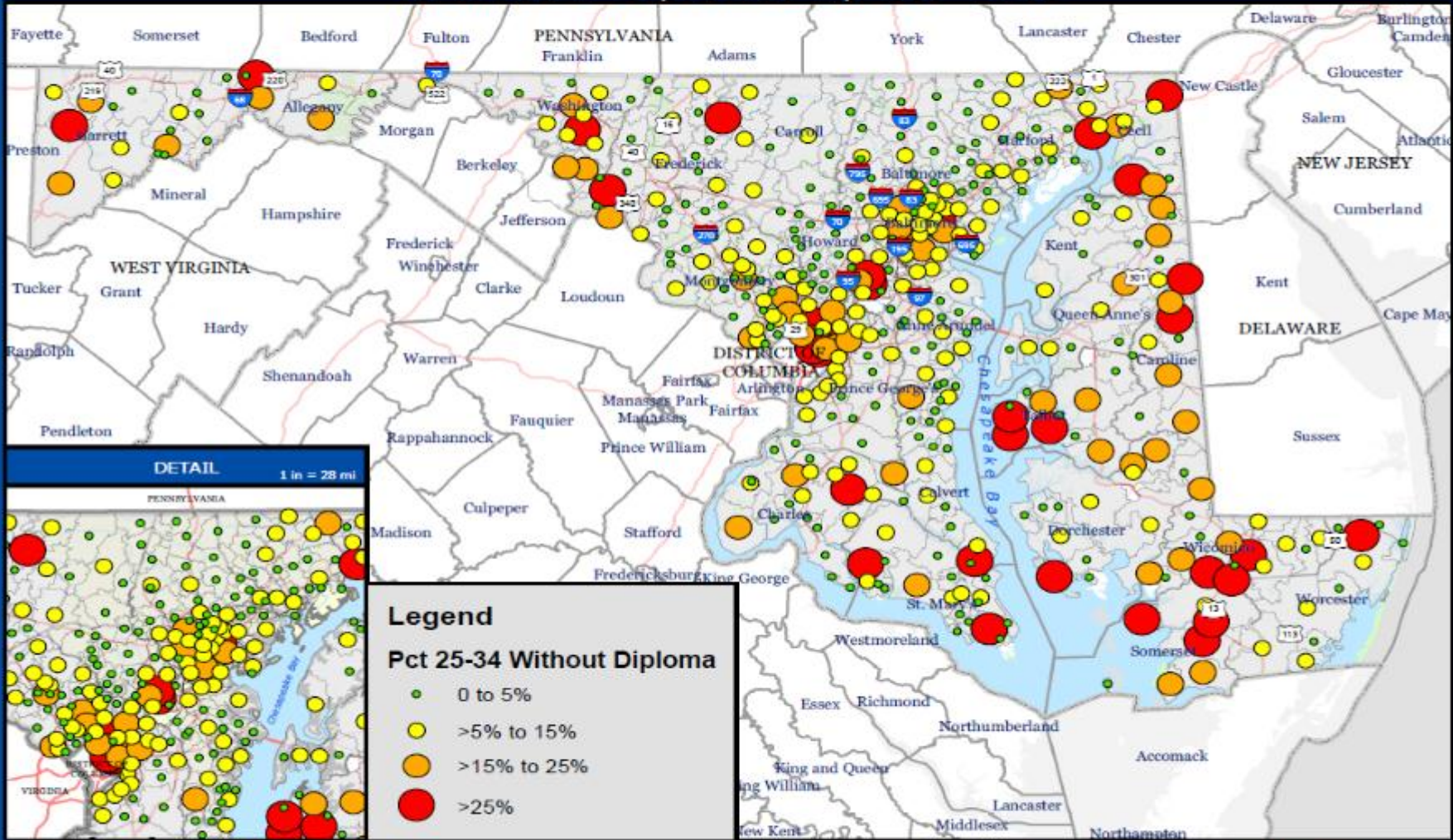
1:1,584,000



1 in = 25 miles

# Percent by Zip – 25-34 years old

Percent of Population Aged 25 - 34 Years Without a Diploma, by ZIP Code



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1:1,584,000

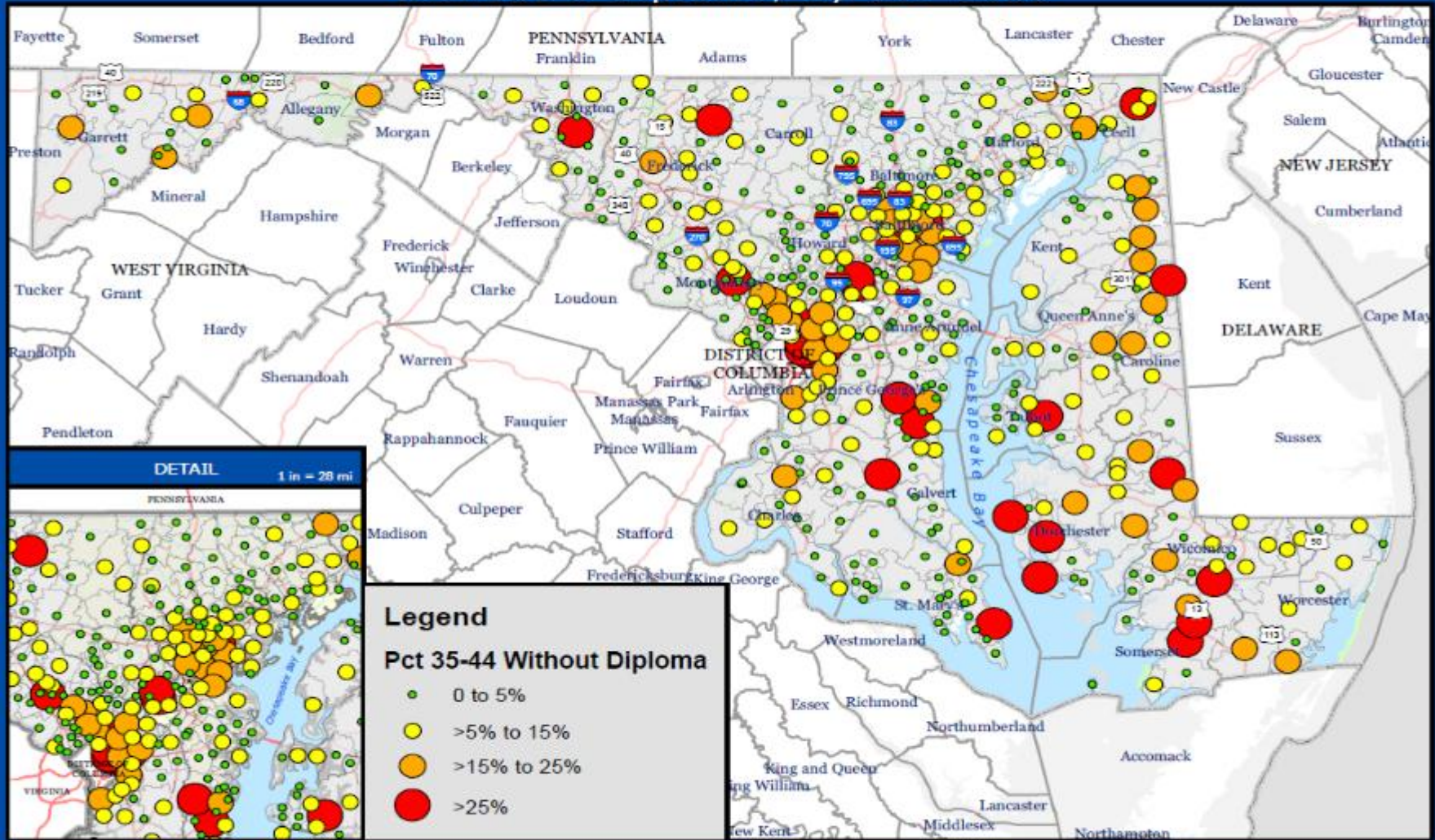


1 in = 25 miles



# Percent by Zip – 35-44 years old

Percent of Population Aged 35 - 44 Years Without a Diploma, by ZIP Code



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 Transportation Planning Division  
 Projected Coordinate System - NAD 1983 State Plane (ft)  
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 Printed - October 2016



1:1,584,000  
 0 25 Miles  
 1 in = 25 miles

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**Appendix B: House Bill 1381** (cross-filed with Senate Bill 866)

**HOUSE BILL 1381**

F5

(7lr1882)

**ENROLLED BILL**

— *Economic Matters and Ways and Means / Education, Health, and Environmental Affairs* —

Introduced by **Delegates Clippinger, Lisanti, Carey, and Buckel**

Read and Examined by Proofreaders:

\_\_\_\_\_  
Proofreader.

\_\_\_\_\_  
Proofreader.

Sealed with the Great Seal and presented to the Governor, for his approval this \_\_\_\_\_ day of \_\_\_\_\_ at \_\_\_\_\_ o'clock, \_\_\_\_\_ M.

\_\_\_\_\_  
Speaker.

CHAPTER \_\_\_\_\_

1 AN ACT concerning

2 **Adult High School Pilot Program**

3 FOR the purpose of establishing an Adult High School Pilot Program; providing for the  
4 purpose of the Program; providing that the Program is under the authority and  
5 supervision of the State Department of Education and the Department of Labor,  
6 Licensing, and Regulation; authorizing the Department, in consultation with the  
7 Department of Labor, Licensing, and Regulation, to approve up to a certain number  
8 of pilots; establishing requirements for a pilot under the Program; requiring the  
9 Department and the Department of Labor, Licensing, and Regulation to consider  
10 certain items when considering whether to approve a certain pilot; providing that a  
11 certain pilot is not a public school for certain purposes; requiring an applicant to  
12 submit a certain plan to the Department and the Department of Labor, Licensing,  
13 and Regulation that includes certain information; requiring the Department, in  
14 consultation with the Department of Labor, Licensing, and Regulation, to approve

---

**EXPLANATION: CAPITALS INDICATE MATTER ADDED TO EXISTING LAW.**

[Brackets] indicate matter deleted from existing law.

Underlining indicates amendments to bill.

~~Strike out~~ indicates matter stricken from the bill by amendment or deleted from the law by amendment.

*Italics* indicate opposite chamber / conference committee amendments.

HOUSE BILL 1381

1 or disapprove certain items within a certain period of time; requiring the State Board  
2 of Education to grant a certain pilot a waiver from certain regulations; prohibiting  
3 the State Board from granting a waiver of a certain assessment requirement in a  
4 certain regulation; requiring a pilot to be subject to the requirements of a certain  
5 federal law and provide certain accommodations; requiring the Department and the  
6 Department of Labor, Licensing, and Regulation to establish qualifications for  
7 operators of pilots under the Program; providing for the minimum content of certain  
8 qualifications; requiring certain operators to adopt certain written standards;  
9 requiring certain standards to be submitted to the Department and Department of  
10 Labor, Licensing, and Regulation for approval; authorizing an operator to partner  
11 with certain entities; requiring an Advisory Board to govern a pilot; providing for the  
12 membership, appointments, officers, and filling of vacancies for an Advisory Board;  
13 authorizing the operator or the Advisory Board to apply for and accept certain  
14 funding from certain entities; requiring an operator to conduct a certain evaluation  
15 each year; requiring an operator, after receiving certain approval from the Advisory  
16 Board, to submit a certain evaluation report to certain departments; requiring,  
17 beginning on a certain date, a certain operator to submit certain information to  
18 certain departments; requiring the Department and the Department of Labor,  
19 Licensing, and Regulation to jointly submit to the Governor and the General  
20 Assembly a certain report on or before a certain date; requiring the Department and  
21 the Department of Labor, Licensing, and Regulation to send a certain written notice  
22 to certain pilots under certain circumstances; requiring the Department and the  
23 Department of Labor, Licensing, and Regulation to jointly adopt certain regulations;  
24 defining certain terms; and generally relating to the Adult High School Pilot  
25 Program.

26 BY adding to

27 Article – Education

28 Section 9.7–101 through 9.7–110 to be under the new title “Title 9.7. Adult High  
29 School Pilot Program”

30 Annotated Code of Maryland

31 (2014 Replacement Volume and 2016 Supplement)

32 SECTION 1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF MARYLAND,

33 That the Laws of Maryland read as follows:

34 **Article – Education**

35 **TITLE 9.7. ADULT HIGH SCHOOL PILOT PROGRAM.**

36 **9.7–101.**

37 **(A) IN THIS TITLE THE FOLLOWING WORDS HAVE THE MEANINGS**  
38 **INDICATED.**

HOUSE BILL 1381

1 (B) "OPERATOR" MEANS A PRIVATE NONPROFIT ENTITY THAT  
2 ESTABLISHES A PILOT UNDER THE PROGRAM.

3 (C) "PILOT" MEANS AN ADULT HIGH SCHOOL ESTABLISHED BY AN  
4 OPERATOR UNDER THE PROGRAM.

5 (D) "PROGRAM" MEANS THE ADULT HIGH SCHOOL PILOT PROGRAM.

6 (E) (1) "WRAPAROUND SERVICES" MEANS INDIVIDUALIZED SERVICES,  
7 EXCLUDING REGULAR SCHOOL PROGRAMS AND SERVICES, THAT ARE PROVIDED TO  
8 THE STUDENT AND THE STUDENT'S FAMILY.

9 (2) "WRAPAROUND SERVICES" INCLUDES:

10 (I) CHILD CARE;

11 (II) TRANSPORTATION;

12 (III) HOUSING REFERRALS;

13 (IV) MENTAL HEALTH;

14 (V) CRISIS INTERVENTION;

15 (VI) SUBSTANCE ABUSE PREVENTION OR TREATMENT; AND

16 (VII) LEGAL AID.

17 9.7-102.

18 (A) THERE IS AN ADULT HIGH SCHOOL PILOT PROGRAM.

19 (B) THE GENERAL PURPOSE OF THE PROGRAM IS TO ESTABLISH AN  
20 ALTERNATIVE METHOD FOR ADULTS WHO DID NOT GRADUATE FROM HIGH SCHOOL  
21 TO EARN A HIGH SCHOOL DIPLOMA AND POTENTIALLY TO EARN POSTSECONDARY  
22 EDUCATION CREDITS AND INDUSTRY-RECOGNIZED CERTIFICATION IN AN  
23 ENVIRONMENT THAT MEETS THE NEEDS OF THE ADULT LEARNER.

24 (C) THE PROGRAM IS UNDER THE AUTHORITY AND SUPERVISION OF THE  
25 DEPARTMENT AND THE DEPARTMENT OF LABOR, LICENSING, AND REGULATION.

26 9.7-103.

HOUSE BILL 1381

1 (A) THE DEPARTMENT, IN CONSULTATION WITH THE DEPARTMENT OF  
2 LABOR, LICENSING, AND REGULATION, MAY APPROVE UP TO SIX PILOTS.

3 (B) A PILOT ESTABLISHED UNDER THE PROGRAM SHALL:

4 (1) OPERATE FROM A FIXED PHYSICAL LOCATION;

5 (2) ENROLL STUDENTS WHO:

6 (I) ARE 21 YEARS OLD OR OLDER;

7 (II) DO NOT HAVE A HIGH SCHOOL DIPLOMA; AND

8 (III) DID NOT COMPLETE THE REQUIREMENTS FOR HIGH  
9 SCHOOL GRADUATION THROUGH GED TESTING OR A NATIONAL EXTERNAL  
10 DIPLOMA PROGRAM;

11 (3) ENROLL A MAXIMUM OF 350 STUDENTS;

12 (4) OFFER WRAPAROUND SERVICES NECESSARY FOR THE ADULT  
13 LEARNER; AND

14 (5) GRANT A MARYLAND HIGH SCHOOL DIPLOMA ON COMPLETION OF  
15 THE REQUIRED COURSE OF STUDY.

16 (C) WHEN CONSIDERING WHETHER TO APPROVE A PILOT UNDER THIS  
17 SECTION, THE DEPARTMENT AND THE DEPARTMENT OF LABOR, LICENSING, AND  
18 REGULATION SHALL:

19 (1) GIVE PRIORITY TO A PILOT LOCATED IN A COUNTY OR  
20 GEOGRAPHIC AREA LOCATED WITHIN A COUNTY THAT HAS A HIGH SCHOOL  
21 ATTAINMENT RATE THAT IS LOWER THAN THE STATE AVERAGE HIGH SCHOOL  
22 ATTAINMENT RATE;

23 (2) CONSIDER GEOGRAPHIC DIVERSITY IN LOCATIONS FOR THE  
24 PILOTS; AND

25 (3) APPROVE ONE PILOT IN A RURAL AREA FOR EACH TWO PILOTS  
26 APPROVED IN URBAN AREAS.

27 (D) A PILOT ESTABLISHED UNDER THE PROGRAM IS NOT A PUBLIC SCHOOL  
28 FOR PUBLIC FINANCING PURPOSES UNDER TITLE 5 OF THIS ARTICLE.

29 9.7-104.

HOUSE BILL 1381

1 (A) (1) TO ESTABLISH A PILOT UNDER THE PROGRAM, AN APPLICANT  
2 SHALL SUBMIT TO THE DEPARTMENT AND THE DEPARTMENT OF LABOR,  
3 LICENSING, AND REGULATION A PLAN THAT DESCRIBES IN DETAIL THE PILOT  
4 OPERATOR, THE PILOT PROGRAM DESCRIPTION, THE PROPOSED CURRICULUM,  
5 ASSESSMENT PROCEDURES, PERFORMANCE STANDARDS, WRAPAROUND SERVICES,  
6 THE BUDGET, AND THE PROPOSED BYLAWS ADOPTED BY THE PILOT'S ADVISORY  
7 BOARD.

8 (2) THE PLAN UNDER PARAGRAPH (1) OF THIS SUBSECTION SHALL  
9 INCLUDE:

10 (I) THE PROPOSED CURRICULUM AND PERFORMANCE  
11 STANDARDS THAT ALIGN WITH THE MARYLAND COLLEGE AND CAREER READY  
12 STANDARDS;

13 (II) INITIAL STUDENT INTAKE ASSESSMENT PROCEDURES;

14 (III) PLANS FOR THE PROVISION OF REMEDIAL INSTRUCTION TO  
15 PREPARE STUDENTS FOR SECONDARY-LEVEL ACADEMIC INSTRUCTION, IF  
16 NECESSARY;

17 (IV) PLANS FOR WORKING WITH STUDENTS WITH DISABILITIES;

18 (V) A DESCRIPTION OF ASSESSMENT INSTRUMENTS FOR  
19 MEASURING STUDENT PROGRESS AND COLLEGE AND CAREER READINESS;

20 (VI) A DESCRIPTION OF ANY PROGRAMS OR PARTNERSHIPS  
21 WITH ORGANIZATIONS OR BUSINESSES FOR PROVIDING JOB SKILLS, INDUSTRY  
22 CERTIFICATIONS, OR HIGHER EDUCATION CREDITS;

23 (VII) THE WRAPAROUND SERVICES OFFERED;

24 (VIII) A DESCRIPTION OF THE ADVISORY AND COACHING  
25 SERVICES THAT PROVIDE SUPPORT FOR STUDENTS TO:

26 1. ESTABLISH CAREER PATHWAYS IN HIGH NEED AND  
27 GROWTH INDUSTRY SECTORS; AND

28 2. MAKE EFFECTIVE TRANSITIONS INTO  
29 POSTSECONDARY EDUCATION AND INDUSTRY CREDENTIALING OPPORTUNITIES;

30 (IX) THE PILOT'S GOVERNANCE PLAN; AND

HOUSE BILL 1381

1 (X) A DETAILED BUDGET FOR THE INITIAL 3-YEAR OPERATING  
2 PERIOD THAT DEMONSTRATES THE PILOT'S FINANCIAL SELF-SUFFICIENCY; AND

3 (XI) PLANS FOR WORKING WITH ENGLISH LANGUAGE  
4 LEARNERS.

5 (B) WITHIN 60 DAYS OF THE DATE OF RECEIPT OF A PLAN SUBMITTED  
6 UNDER SUBSECTION (A) OF THIS SECTION:

7 (1) THE DEPARTMENT, IN CONSULTATION WITH THE DEPARTMENT  
8 OF LABOR, LICENSING, AND REGULATION, SHALL APPROVE OR DISAPPROVE THE  
9 PILOT'S CURRICULUM; AND

10 (2) IF THE DEPARTMENT APPROVES THE PILOT'S CURRICULUM  
11 UNDER ITEM (1) OF THIS SUBSECTION, THE DEPARTMENT, IN CONSULTATION WITH  
12 THE DEPARTMENT OF LABOR, LICENSING, AND REGULATION, SHALL APPROVE OR  
13 DISAPPROVE THE APPLICANT'S PLAN AND PILOT.

14 (C) (1) EXCEPT AS PROVIDED IN PARAGRAPH (2) OF THIS SUBSECTION,  
15 WITHIN 30 DAYS OF THE DATE OF APPROVAL OF THE PLAN AND PILOT UNDER  
16 SUBSECTION (B)(2) OF THIS SECTION AND IN ACCORDANCE WITH THE AUTHORITY  
17 OF THE STATE BOARD UNDER § 2-205 OF THIS ARTICLE TO GRANT WAIVERS FROM  
18 REGULATIONS ADOPTED BY THE STATE BOARD, THE STATE BOARD SHALL GRANT  
19 THE PILOT A WAIVER FROM ANY REGULATION THAT CONFLICTS WITH THE PURPOSE  
20 AND GOALS OF THE PILOT'S PLAN APPROVED BY THE DEPARTMENT, INCLUDING THE  
21 STUDENT SERVICE REQUIREMENT IN COMAR 13A.03.02.05.

22 (2) A WAIVER REQUIRED UNDER PARAGRAPH (1) OF THIS  
23 SUBSECTION MAY NOT BE GRANTED RELATED TO ASSESSMENT REQUIREMENTS IN  
24 COMAR 13A.03.02.06.

25 (D) A PILOT SHALL BE:

26 (1) BE SUBJECT TO THE REQUIREMENTS OF § 504 OF THE  
27 REHABILITATION ACT OF 1973; AND

28 (2) SHALL PROVIDE ACCOMMODATIONS EQUAL TO THOSE A STUDENT  
29 WOULD QUALIFY FOR UNDER THE INDIVIDUALS WITH DISABILITIES EDUCATION  
30 ACT IF A STUDENT HAS A DISABILITY WITH AN EDUCATIONAL IMPACT.

31 9.7-105.

HOUSE BILL 1381

1 (A) (1) THE DEPARTMENT AND THE DEPARTMENT OF LABOR,  
2 LICENSING, AND REGULATION SHALL ESTABLISH QUALIFICATIONS FOR  
3 OPERATORS OF PILOTS UNDER THE PROGRAM.

4 (2) THE QUALIFICATIONS SHALL, AT A MINIMUM, REQUIRE AN  
5 OPERATOR TO:

6 (I) BE REGISTERED AS A NONPROFIT ORGANIZATION IN THE  
7 STATE;

8 (II) HAVE PREVIOUS EXPERIENCE AND MEASURED SUCCESS IN  
9 PROVIDING EDUCATION SERVICES TO ADULT LEARNERS, INCLUDING INDUSTRY  
10 CERTIFICATION AND JOB PLACEMENT SERVICES;

11 (III) HAVE PREVIOUS EXPERIENCE PROVIDING EDUCATION  
12 SERVICES OR WORKFORCE DEVELOPMENT SERVICES TO ADULT LEARNERS WHO  
13 HAVE BEEN LIMITED BY EDUCATIONAL DISADVANTAGES, A DISABILITY, A CRIMINAL  
14 RECORD, OR SIMILAR BARRIERS TO EMPLOYMENT OPPORTUNITIES; ~~AND~~

15 (IV) HAVE SECURED FINANCING TO DEVELOP OR THE  
16 CAPABILITY TO SECURE FINANCING FOR THE DEVELOPMENT OF A PHYSICAL SITE  
17 FOR THE PILOT; AND

18 (V) HIRE APPROPRIATELY TRAINED INSTRUCTIONAL  
19 PERSONNEL.

20 (3) AN OPERATOR MAY BE A PARTNERSHIP OF TWO OR MORE  
21 PERSONS THAT MEET THE QUALIFICATIONS REQUIRED UNDER THIS SUBSECTION.

22 (B) (1) THE OPERATOR SHALL ADOPT WRITTEN STANDARDS FOR THE  
23 ADMISSION AND DISMISSAL OF STUDENTS.

24 (2) THE STANDARDS AND ANY AMENDMENTS SHALL BE SUBMITTED  
25 TO THE DEPARTMENT AND THE DEPARTMENT OF LABOR, LICENSING, AND  
26 REGULATION FOR APPROVAL.

27 (C) THE OPERATOR MAY PARTNER WITH:

28 (1) A COUNTY BOARD OF EDUCATION; OR

29 (2) A PUBLIC INSTITUTION OF HIGHER EDUCATION IN THE STATE IF  
30 THE OPERATOR INTENDS TO PROVIDE COURSE WORK FOR COLLEGE CREDIT.

31 9.7-106.



HOUSE BILL 1381

1 (A) AN ADVISORY BOARD SHALL GOVERN A PILOT.

2 (B) (1) AN ADVISORY BOARD SHALL CONSIST OF AT LEAST 11 MEMBERS  
3 AND NOT MORE THAN 25 MEMBERS.

4 (2) OF THE ADVISORY BOARD MEMBERS:

5 (I) ONE SHALL BE APPOINTED BY THE DEPARTMENT;

6 (II) ONE SHALL BE APPOINTED BY THE DEPARTMENT OF  
7 LABOR, LICENSING, AND REGULATION; AND

8 (III) THE REMAINING MEMBERS SHALL BE SELECTED IN  
9 ACCORDANCE WITH THE BYLAWS OF THE PILOT.

10 (C) A VACANCY SHALL BE FILLED IN THE SAME MANNER IN WHICH THE  
11 VACATING MEMBER WAS APPOINTED OR SELECTED.

12 (D) THE ADVISORY BOARD SHALL DETERMINE ITS OFFICERS.

13 9.7-107.

14 THE OPERATOR OR ADVISORY BOARD OF A PILOT MAY APPLY FOR AND  
15 ACCEPT DONATIONS, GRANTS, OR OTHER FINANCIAL ASSISTANCE FROM A  
16 GOVERNMENTAL ENTITY OR ANY NONPROFIT OR OTHER PRIVATE ORGANIZATION.

17 9.7-108.

18 (A) AN OPERATOR SHALL CONDUCT AN EVALUATION OF THE PILOT EACH  
19 YEAR.

20 (B) THE OPERATOR, AFTER RECEIVING APPROVAL OF THE ADVISORY  
21 BOARD, SHALL SUBMIT TO THE DEPARTMENT AND THE DEPARTMENT OF LABOR,  
22 LICENSING, AND REGULATION AN EVALUATION REPORT FOR THE PRIOR FISCAL  
23 YEAR THAT INCLUDES:

24 (1) THE ACADEMIC AND CAREER PROGRESS OF EACH STUDENT  
25 ENROLLED IN THE PILOT; AND

26 (2) THE PILOT'S FISCAL YEAR FINANCIAL REPORT.

27 9.7-109.

HOUSE BILL 1381

1 (A) BEGINNING OCTOBER 1, 2018, AND ON OR BEFORE OCTOBER 1 EACH  
2 YEAR THEREAFTER, THE OPERATOR OF A PILOT SHALL SUBMIT TO THE  
3 DEPARTMENT AND THE DEPARTMENT OF LABOR, LICENSING, AND REGULATION  
4 THE FOLLOWING INFORMATION FOR THE PRIOR FISCAL YEAR:

5 (1) WHETHER STUDENTS ENROLLED IN THE PILOT ARE ON TRACK  
6 FOR COMPLETION IN A TIME DETERMINED TO BE REASONABLE BY THE ADVISORY  
7 BOARD OF THE PILOT;

8 (2) THE ACADEMIC LEVELS OF THE STUDENTS AT THE TIME OF  
9 ENROLLMENT IN THE PILOT;

10 (3) THE NUMBER OF:

11 (I) CREDITS STUDENTS COMPLETED; AND

12 (II) STUDENTS WHO COMPLETED AND GRADUATED FROM THE  
13 PILOT;

14 (4) THE ACADEMIC PROGRESS OF THE STUDENTS AS MEASURED BY  
15 THE STUDENT INTAKE ASSESSMENT INSTRUMENT AND THE ASSESSMENT  
16 INSTRUMENT USED;

17 (5) THE GRADUATION RATE;

18 (6) THE NUMBER OF POSTSECONDARY EDUCATION CREDITS EARNED  
19 AND THE TYPES OF CREDITS SOUGHT;

20 (7) THE NUMBER OF INDUSTRY CREDENTIALS EARNED AND THE  
21 TYPES OF INDUSTRY CREDENTIALS; AND

22 (8) ANY REPORTED POSTGRADUATION EMPLOYMENT.

23 (B) ON OR BEFORE DECEMBER 1, 2020, THE DEPARTMENT AND THE  
24 DEPARTMENT OF LABOR, LICENSING, AND REGULATION SHALL JOINTLY SUBMIT  
25 TO THE GOVERNOR AND, IN ACCORDANCE WITH § 2-1246 OF THE STATE  
26 GOVERNMENT ARTICLE, THE GENERAL ASSEMBLY A REPORT THAT INCLUDES:

27 (1) AN EVALUATION OF EACH PILOT APPROVED UNDER THIS  
28 SUBTITLE;

29 (2) A RECOMMENDATION AS TO EXPANSION, CONTINUATION,  
30 MODIFICATIONS TO, OR TERMINATION OF THE PROGRAM;

HOUSE BILL 1381

1                   **(3) DEMOGRAPHIC INFORMATION ON STUDENT ENROLLMENT UNDER**  
2 **THE PROGRAM; AND**

3                   **(4) THE FISCAL SOLVENCY OF THE PROGRAM.**

4 **9.7-110.**

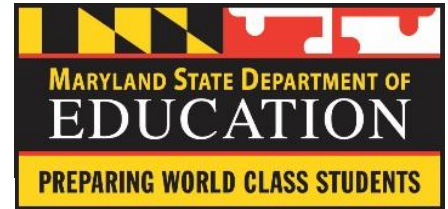
5           **(A) IF THE DEPARTMENT AND THE DEPARTMENT OF LABOR, LICENSING,**  
6 **AND REGULATION AGREE THAT THE PROGRAM IS NOT EFFECTIVE, THE**  
7 **DEPARTMENT AND DEPARTMENT OF LABOR, LICENSING, AND REGULATION SHALL**  
8 **SEND WRITTEN NOTICE TO THE PILOTS THAT THE PROGRAM HAS BEEN**  
9 **DISCONTINUED.**

10           **(B) THE DEPARTMENT AND THE DEPARTMENT OF LABOR, LICENSING, AND**  
11 **REGULATION SHALL JOINTLY ADOPT REGULATIONS TO IMPLEMENT THE PROGRAM.**

12 **SECTION 2. AND BE IT FURTHER ENACTED, That this Act shall take effect July 13, 2017**

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## Appendix C: Solicitation for Proposals



# DRAFT Solicitation for Proposals

# ADULT HIGH SCHOOL PILOT

*Issue Date: July 10, 2017*

*Deadline for Submission: October 1, 2017*

Department of Labor, Licensing and  
Regulation (DLLR)  
1100 N. Eutaw Street  
Baltimore, Maryland 21201

Maryland State Department of  
Education (MSDE)  
200 West Baltimore Street  
Baltimore, Maryland 21201

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## Program Description

### **Purpose of Adult High School Pilot:**

Establish an alternative method for adults who did not graduate from high school to earn a high school diploma and potentially to earn postsecondary education credits and industry-recognized certification in an environment that meets the needs of the adult learner.

### **Authorization:**

House Bill 1381 (2017) *Adult High School Pilot Program*, Article – Education 16, Section 9.7–101 through 9.7–110, Annotated Code of Maryland

**Number of Pilots:** Up to six pilots may be approved.

### **Priority:**

Absolute priorities:

- A pilot located in a county or geographic area location within a county that has a high school attainment rate that is lower than the state average high school attainment rate
- One pilot in a rural area for each two pilots approved in urban areas

Priority considerations: Geographic diversity

### **Eligible Applicants:**

A private nonprofit entity that establishes a pilot is required to:

- Be registered as a nonprofit organization in the State.
- Have previous experience and measured success in providing education services, including industry certification and job placement services, to adult learners.
- Have previous experience providing education services or workforce development services to adult learners who have been limited by educational disadvantages, a disability, a criminal record, or similar barriers to employment opportunities.
- Hire appropriately trained instructional personnel.

### **Funding:**

A pilot established under the program is not a public school for public financing purposes under Title 5 of the Education Article.

The operator must secure financing to develop or the capacity to secure financing for the development of a physical site for the pilot.

The operator or advisory board of a pilot may apply for and accept donations, grants or other financial assistance from a governmental entity or any nonprofit or other private organization.

## Summary of Dates

Dissemination of *Solicitation for Proposal*: July 10, 2017

Deadline for Submission: October 1, 2017

Award Notification: 60 days after submission

If six pilots are not awarded as a result of this solicitation, a second solicitation may be posted.

## Notice of Intent to Apply

All organizations that plan to submit a proposal for an Adult High School Pilot are requested to complete and return to the Department of Labor, Licensing and Regulation (DLLR) and the Maryland State Department of Education (MSDE) the Notice of [Intent to Apply Form](#) by August 1, 2017.

## Proposal Submission Requirements

Proposals must contain the following information. *Incomplete proposals will not be reviewed.*

### Adult High School Pilot Proposal Cover

### Table of Contents

### [Proposal Applicant Information Form](#)

### Executive Summary

- A clear and concise outline of the proposal that should not exceed one page

### Adult High School Pilot Proposal

#### Section 1: Pilot Operator

- 1.1 Profile of lead operator and founding group
- 1.2 Explanation of the operator's mission, years in operation, legal structure and how the organization is financed

#### Section 2: Pilot Program Description

- 2.1 Pilot's mission and philosophy
- 2.2 Pilot's goals

- 2.3 Pilot's governance plan
  - 2.3.1 Administrative structure
  - 2.3.2 Profile of school leadership
  - 2.3.3 Pilot management
  - 2.3.4 Advisory board
- 2.4 Pilot's key personnel
  - 2.4.1 Staffing plan
  - 2.4.2 Teacher quality
- 2.5 Pilot's plan for student recruitment and retention
- 2.6 Pilot's plans for remedial instruction to prepare students for secondary-level academic instruction, if necessary
- 2.7 Pilot's plans for working with students with disabilities
- 2.8 Pilot's plans for working with English learners
- 2.9 Pilot's description of the advisory and coaching services that provide support for students to
  - Establish career pathways in high-need and growth-industry sectors and
  - Make effective transitions into postsecondary education and industry credentialing opportunities
- 2.10 Pilot's description of any programs or partnerships with organizations or businesses for providing job skills, industry certifications, or higher education credits

### **Section 3: Pilot's Curriculum**

- 3.1 Detailed description of curriculum for each content area in COMAR 13A.03.02 *Graduation Requirements for Public High Schools in Maryland* aligned to Maryland College and Career Ready Standards
- 3.2 Description of curriculum for other content areas offered in the pilot
- 3.3 Scope and sequence, graduation plans, and/or sample student schedules

### **Section 4: Pilot's Performance Standards and Measurement**

- 4.1 Detailed description of data systems to measure student performance standards aligned to Maryland College and Career Ready Standards
- 4.2 Description of measures to determine if students are on track for completion
- 4.3 Description of other measures to determine pilot's success

### **Section 5: Pilot's Student Assessment Procedures**

- 5.1 Initial student intake assessment procedures
- 5.2 Description of assessment instruments for measuring student progress and college and career readiness



## **Section 6: Pilot's Wraparound Services Offered**

- 6.1 Individualized services provided, such as child care, transportation, housing referrals, mental health care, crisis intervention, substance abuse prevention or treatment, and legal aid

## **Section 7: Budget**

- 7.1 Detailed budget for the initial three-year operating period that demonstrates the pilot's financial self-sufficiency
  - 7.1.1. Facilities
  - 7.1.2. Finance
  - 7.1.3. Budget workbook

## **Section 8: Proposed Bylaws Adopted by the Pilot's Advisory Board**

## **Section 9: Additional Supporting Documents**

## Proposal Submission Procedure

Applicants must submit:

- One original with signatures and **four (4) copies of the proposal should be submitted in hard copy.** Standard-sized (8½" x 11") paper of regular weight should be used.
- One electronic copy of the proposal should be submitted on a USB flash drive. To the extent possible, please provide standalone electronic files for each section. The budget workbook should be submitted in Excel.
- Send proposals to the following location to be collaboratively reviewed by the Department of Labor, Licensing and Regulation and Maryland State Department of Education:

Department of Labor, Licensing and Regulation (DLLR)  
1100 N. Eutaw Street  
Baltimore, MD 21201  
Attention: to be determined

## Notice of Intent to Apply Form

DLLR and MSDE will be able to develop and implement an efficient process for reviewing proposals if they have an understanding of how many organizations intend to apply. Organizations are requested to complete and return this form by August 1, 2017.

The organization named below intends to respond to the 2017 *Solicitation for Proposals* for an Adult High School Pilot.

**Organization Name:** \_\_\_\_\_

**Contact Person:** \_\_\_\_\_

**Address, Line 1:** \_\_\_\_\_

**Address, Line 2 (if applicable):** \_\_\_\_\_

**City/Town/State/Zip Code:** \_\_\_\_\_

**Telephone Number:** \_\_\_\_\_

**Fax Number:** \_\_\_\_\_

**Email Address:** \_\_\_\_\_

**Type of Organization:** \_\_\_\_\_

Send Intent to Apply Form to:

Department of Labor, Licensing and Regulation (DLLR)  
1100 N. Eutaw Street  
Baltimore, MD 21201  
Attention: to be determined

## Proposal Applicant Information Form

**Name of Proposed Adult High School Pilot:** [Click here to enter text.](#)

**Affiliated Management Organization (if applicable):** [Click here to enter text.](#)  
**Designated Representative:** [Click here to enter text.](#)

**Address:** [Click here to enter text.](#)

**Telephone:** [Click here to enter text.](#)

**Email:** [Click here to enter text.](#)

Names of all members of the founding group<sup>1</sup>, including their affiliation with the proposed school:

[Click here to enter text.](#)

[Click here to enter text.](#)

[Click here to enter text.](#)

[Click here to enter text.](#)

Proposed first year of academic operation: [Click here to enter text.](#)

Relationship between the school and its employees:

Contract

At will

Applicants are invited to provide more information about this under Section 2, Pilot Program Description.

Proposed location of school, if known (address or area(s) of city): [Click here to enter text.](#)

If applicable, list all schools that the management organization currently operates, has been approved to operate, or is currently applying to open:

School	Location	Year Opened	Grades Served (now and at capacity)	Number of students (now and at capacity)

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<sup>1</sup> This list should include all core members of the applicant group.