

## **2009-10 SECTION 107, STATE SCHOOL AID ACT REQUIREMENTS (DRAFT)**

Following are critical requirements that apply to all state funded programs. Districts and consortia must refer to the DELEG Adult Education Guidebook, the Participant Accounting and Auditing manuals, and the Office of Adult Learning website ([www.michigan.gov/adulteducation](http://www.michigan.gov/adulteducation)) for additional information and requirements.

### **PARTICIPANT ELIGIBILITY CRITERIA**

If an individual has obtained a high school diploma (HSD) or a general educational development (GED) certificate, the individual must meet one of the following:

- Is less than 20 years of age on September 1 of the school year and is enrolled in the state technical institute and rehabilitation center.
- Is less than 20 years of age on September 1 of the school year, is not attending an institution of higher education, and is enrolled in a job or employment-related program through a referral by an employer.
- Is enrolled in an English as a Second Language (ESL) program.
- Is enrolled in a High School Completion (HSC) program.

If an individual has not obtained a high school diploma (HSD) or GED certificate, the individual must meet one of the following:

- Is at least 20 years of age on September 1 of the school year.
- Is at least 16 years of age on September 1 of the school year, has been permanently expelled from school under section 1311(2) or 1311a of the revised school code, MCL 380.1311 and 380.1311a, and has no appropriate alternative education program available through his or her district or residence.

A district or consortia shall not be reimbursed under this section for an individual who is an inmate in a state correctional facility.

### **CONTINUED ELIGIBILITY**

An ABE participant is eligible to be funded with state and/or federal funds until the participant's reading and mathematics proficiency are assessed with a state approved assessment at or above the ninth grade level, or the participant fails to show progress on two successive state approved assessment tests after completing at least 450 hours of instruction.

An ESL participant is eligible to be funded with state and/or federal funds until the participant is assessed with a state approved assessment as having attained basic English proficiency, or the participant fails to show progress on two successive state approved assessment tests after completing at least 450 hours of instruction.

A GED participant is eligible to be funded with state and/or federal funds until the participant obtains a GED or fails to show progress on two tests used to determine readiness to take the GED test after completing at least 450 hours of instruction.

An HSC participant is eligible to be funded with state and/or federal funds until the participant has obtained a high school diploma, or the participant fails to earn credit in two successive semesters or terms in which the participant is enrolled after completing at least 900 hours of instruction.

## **ELIGIBLE PROGRAMS OF ENROLLMENT**

Eligible adult education programs of enrollment are as follows:

- *High School Completion*: Instruction is designed to fulfill the requirements for a high school diploma.
- *General Educational Development (GED) Preparation*: Instruction designed to prepare students to pass the GED test of high school equivalency. There are five parts of the test: language arts, mathematics, science, social studies and writing skills
- *Basic Literacy Skills (Adult Basic Education)*: Instruction in reading, writing and/or mathematics provided to adults who function at or below the 9<sup>th</sup> grade level.
- *English As a Second Language (ESL)*: Instruction in English language communication skills (comprehension, speaking, reading and writing) provided to students whose native language is not English. ESL may also include instruction in citizenship to prepare for naturalization.

## **TEACHER CERTIFICATION**

Refer to the Policy section of the DELEG Adult Education Guidebook regarding teacher certification requirements.

## **ASSESSMENT**

- See complete Assessment Policy effective July 1, 2009 on adult education website ([www.michigan.gov/adulteducation](http://www.michigan.gov/adulteducation))
- Adult education providers are required to assess and place all ABE, GED, HSC and ESL adult education participants into an educational functioning level (EFL) at intake (pre-test), and at the end of the instructional period (post-test) using the same DELEG approved assessment to determine educational gain as defined by the National Reporting System.
- TABE 9/10 (survey or full battery), CASAS, and Work Keys are the only DELEG approved assessments, which may be used for either non-work or work-related goals.
- The TABE Locator Test must be administered to all newly enrolled participants prior to administering the Full Battery or the Survey. The TABE Locator and practice tests cannot be used for a pre-test or post-test.
- The CASAS Appraisal should be given first to generally identify the participant's instructional level at the time of enrollment. The CASAS Appraisal tests cannot be used for a pre-test or post-test.
- All ABE, GED and ESL participants must be assessed for progress after every 90 hours of attendance. Adult education providers may enter additional assessment test scores by entering them as progress tests.
- For TABE 9/10, progress/post tests cannot be given prior to 60 hours of instructional hours. For CASAS, progress/post tests cannot given prior to 40 hours of instructional hours. Exception: GED participant obtains GED, or HSC participant obtains the HS diploma prior to these minimum hours specified.
- Adult education providers are required to enter the scale assessment scores into MAERS, which automatically places an individual on an educational functioning level and determines educational gain. Pre-test and post-test scores must be entered into MAERS in the area that instruction is being provided for that program year.

- Educational gain (movement from one EFL level to a higher EFL level) will be calculated based upon the lowest pre-test score in a content area to the post-test score within the same content area.

Refer to the Assessment section of the Guidebook for specific information, i.e., approved assessments, assessment scores and educational functioning levels, outcome measures definitions and an Assessment of Adult Education Participants Technical Assistance Paper.

## **ADULT LEARNING PLAN**

All recipients of adult education funds (federal and/or state) are required to maintain the DELEG developed Adult Learning Plan (ALP) for all adult education participants. The ALP is designed to document information that tracks participant's progress towards his/her goals and enhances the academic performance and economic success of the adult education participant.

The ALP must be completed on a program year basis, and should be initiated at intake. The program staff and the adult education participant working together should complete, sign and date the ALP.

Refer to the Adult Learning Plan section of the Guidebook for specific information, i.e., Adult Learning Plan format and Technical Assistance Paper.

## **TUITION AND FEES**

A district or intermediate district receiving funds under this section may establish a sliding scale of tuition rates based upon a participant's family income. A district or intermediate district may charge a participant tuition to receive adult education services under this section from that sliding scale of tuition rates on a uniform basis. The amount of tuition charged per participant shall not exceed the actual operating cost per participant minus any funds received under this section per participant. A district or intermediate district may not charge a participant tuition under this section if the participant's income is at or below 200% of the federal poverty guidelines published by the United States Department of Health and Human Services. NOTE: The 2006 HHS Poverty Guidelines can be found at: <http://aspe.hhs.gov/poverty/06poverty.shtml>

## **PERFORMANCE**

- A district or consortia shall receive payments under this section in accordance with the following:
  - Ninety percent for enrollment and attendance of eligible participants, and
  - Ten percent for achievement of specified performance objectives:
    - ABE: Achievement of at least one (1) grade level gain in reading or math as determined by a DELEG-approved pre-and post-test assessment.
    - ESL: Achievement of basic English proficiency (Attainment of highest CASAS assessment scores as follows: Reading and Listening - 236 and above; Writing - 261 and above)
    - GED: Attainment of the official GED or passage of one or more individual actual GED tests.
    - HSC: Attainment of a high school diploma or passage of a course required to attain a high school diploma.
    - "OR" Category: Completion/passage of a course and demonstration of proficiency in the academic skills to be learned in the course, as applicable. (A course is defined as a class approved by the local school board for adult education participants. Proficiency is defined as the mastering of the skills required for the class.)

If a participant does not meet the specific performance criteria for his/her specific program of enrollment as indicated above, the participant may be counted in the "OR" category if the participant meets the performance criteria.

- The DELEG negotiated Michigan's 2009-10 performance goals for the three core indicators with the U.S. Department of Education, Office of Vocational and Adult Education (OVAE). These performance goals are for all of Michigan's state and federally funded adult education and literacy programs. Each district and consortia should meet or exceed the applicable state negotiated performance goals as indicated below.

<b>Performance Measure</b>	<b>09-10 Projected Goal</b>
<b>Core Indicator #1:</b>	
Beginning Literacy ABE	38%
Beginning Basic Education ABE	35%
Low Intermediate ABE	36%
High Intermediate ABE	31%
Low Adult Secondary ABE	34%
ESL Beginning Literacy	56%
ESL Low Beginning	67%
ESL High Beginning	65%
ESL Low Intermediate	54%
ESL High Intermediate	57%
ESL Advanced	60%
<b>Core Indicator #2:</b>	
Placement in Postsecondary Education or Job Training	60%
Placement in Unsubsidized Employment	60%
Retention in Unsubsidized Employment	55%
<b>Core Indicator #3</b>	
High School Completion (HS diploma & GED)	55%

## REPORTING REQUIREMENTS

- Single Records Student Database (SRSD)  
For a district maintaining school during the entire school year, participant membership count must be entered into SRSD for the following count dates:
  - Fourth Wednesday in July
  - Fourth Wednesday after Labor Day
  - Second Wednesday in February
  - Fourth Wednesday in April
- Michigan Adult Education Reporting System (MAERS)  
As a reminder, all federal and state funded adult education instructional programs are required to enter all adult education participant data into the Michigan Adult Education Reporting System (MAERS), regardless of the number of instructional hours the participant received or whether or not the participant made an educational gain or attained a primary goal. A participant may be considered enrolled if he/she:
  1. Signed a registration or enrollment form, dated no more than 90 days prior to the beginning of the program year (April 1<sup>st</sup>), and
  2. Has attended one or more class sessions.

Programs are required to enter participant data on a **quarterly** basis into MAERS. Accurate and timely reporting is required to meet the ongoing demands for reports needed by the Office of Adult Learning for program management and to provide information to decision makers about funding for the Adult Education program.

See the Office of Adult Learning website for specific information and MAERS security access forms. Click on MAERS, and the forms and instructions are listed under "Forms and Tables". Districts and consortia must complete new forms for new programs, new fiscal agents, and/or changes to consortia members.

The MAERS system can be accessed at: <http://services.michworks.org>. The MAERS Help Desk can be emailed at: [maers@michworks.org](mailto:maers@michworks.org).

Districts and consortia will need to contact the Help Desk to acquire a new user ID and password.

- **End of Year Reporting**  
Districts and consortia are required to report on achievement of specified performance objectives, final expenditures and program information. Forms will be provided at a later date on the Michigan Electronic Grants System (MEGS).

## **FOLLOW-UP REQUIREMENTS**

- Report all measurable goal attainments, which align with State Performance Measures, as per State follow-up requirements:
  - Educational Goals: GED, HSD, Enter Postsecondary
  - Employment Goals: Obtain a Job, Retain a Job, Improve a Job
- Complete and have on file a follow-up survey form for each participant.
- Establish a process for contacting participants within the required timelines, and completing and having on file a contact log sheet. (Educational Goals: throughout the year as appropriate; Employment Goals: quarterly)
- For detailed information, refer to the MAERS Follow-Up Manual and the NRS Follow-Up Guidelines document found on our adult education website at [www.michigan.gov/adulteducation](http://www.michigan.gov/adulteducation). Click on MAERS.

## **FUNDING DISBURSEMENT**

The amount allocated under this section per full-time equated participant is \$2,550 (proposed for 09-10) for a 450-hour program. The amount shall be proportionately reduced for a program offering less than 450 hours of instruction.

Districts and consortia receive 1/11<sup>th</sup> payments disbursed from the Michigan Department of Education, State School Aid Office on the 20<sup>th</sup> of each month.

A district may not commingle money received under Section 107 or from another source for adult education purposes with any other funds of the district. A district receiving adult education funds must establish a separate ledger account for those funds. Section 107 funding must be used to support only the adult education program. Section 107 does not prohibit a district from using general funds of the district to support an adult education or community education program.

## RESOURCES

- **2009-10 STATE SCHOOL AID ACT**

Not available at this time. For updates regarding House Bill 4447, go to [www.michiganlegislature.org](http://www.michiganlegislature.org) and key in 4447 for the bill number.

- **2008-09 STATE SCHOOL AID ACT**

On 8/6/08, the Governor signed Enrolled Senate Bill 1107, 2009 State School Aid Appropriations, which was enacted into law as P.A. 268 of 2008. For an analysis of the bill or to view it in its entirety,

- **DELEG OFFICE OF ADULT LEARNING WEBSITE:** [www.michigan.gov/adulteducation](http://www.michigan.gov/adulteducation)

- **ADULT EDUCATION PARTICIPANT ACCOUNTING MANUAL AND ADULT EDUCATION PARTICIPANT AUDITING MANUAL**

Both manuals are available on the Office of Adult Learning website.

- **DELEG ADULT EDUCATION GUIDEBOOK**

The Guidebook contains relevant information about program operations, services, applications, reports, planning, evaluation, accounting procedures, program linkages, administrative guidance and other resources pertinent to adult education in Michigan. The Guidebook is located on the DELEG Office of Adult Learning website

The purpose of this Guidebook is to assist adult education personnel in applying for, implementing, and administering state and federal adult education funds.

This "living" document is updated frequently in part or whole, depending on changes in state and/or federal legislation or regulations.

- **DELEG OFFICE OF ADULT LEARNING CONTACT:** Sandy Thelen, State Funds Coordinator, 517-373-3395, [thelens@michigan.gov](mailto:thelens@michigan.gov).