

2011-12 SECTION 107, STATE SCHOOL AID ACT REQUIREMENTS

Following are critical requirements that apply to all State School Aid, Section 107 funded programs. Districts and consortia must refer to the Office of Adult Education Guidebook, the Participant Accounting and Auditing manuals, and the Office of Adult Education website (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 (attainment of highest CASAS assessment scores as follows: Reading and Listening - 236 and above; Writing - 261 and above, as available), 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 language arts and/or mathematics provided to adults who function below 9th grade level (0–8.9) in reading or mathematics, or both.
- *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.
- *Job or employment-related adult education program*: Instructional program operated on a year-round or school year basis which enrolls adults referred by their employer who are less than 20 years of age, have a high school diploma, are determined to be in need of remedial mathematics or communication arts skills and are not attending an institution of higher education.

TEACHER CERTIFICATION

Programs must employ certificated teachers and qualified administrative staff and shall offer continuing education opportunities for teachers to allow them to maintain certification.

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

ASSESSMENT

- See complete Assessment Policy on the adult education website (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 Office of Adult Education approved assessment to determine educational gain as defined by the National Reporting System.
- TABE 9/10 (survey or full battery), CASAS, Work Keys and GAIN 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.
- Post-testing Guidelines:

TABE 9/10 (Alternate Form, i.e., 9M-10M): Post-test must be given with 40 hours minimum to 60 hours maximum of instructional hours for EFL levels 1-4 (ABE); and 30 hours minimum to 59 hours maximum for levels 5 and 6 (ABE low and high respectively).

TABE9/10 (Same Form, i.e., 9M-9M): Post-test must given with 120 hours minimum of instructional hours.

CASAS: Post-test must be given with 40 hours minimum of instructional hours.

GAIN (Different Test Form): Post-test must be given with 60 hours minimum of instructional hours.

EXCEPTION: A participant may be post-tested prior to the minimum number of required instructional hours for the specific assessments indicated above if the participant obtains the GED or High School Diploma.

- 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, and outcome measure definitions

ADULT LEARNING PLAN

All recipients of adult education funds (federal and/or state) are required to maintain the Office of Adult Education developed Adult Learning Plan (ALP) for all adult education participants. The ALP was recently updated and its effective date is July 1, 2011. 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.

GOAL SETTING POLICY

- Goals should be selected that are appropriate to the educational level of the participant at program entry. This policy aligns goal selection with the Office of Adult Education's Assessment Policy, which requires local programs to provide educational services to the participant as determined by their assessment test at program entry.
- Goals should align with the participant's program of enrollment. The selection of goals at the beginning of an enrollment should match the participant's program of enrollment.
- Goal selection is a collaborative process between the participant and local program staff. Participants need to select their own short- and long-term goals, however, they also need the expertise, guidance, and counseling of local program staff. Local program staff must work with participants to ensure that goals selected are achievable and also counsel participants about the selection of appropriate short-term goals necessary to achieve their long-term goals. Goal counseling is done by local program staff with participants during the creation of the participant's ALP and periodically during the program year.
- Local program staff must ensure that the educational services needed to achieve participant goals are provided.
- The participant, along with guidance from the local program staff, select as many short-term and long-term goals as determined appropriate to meet the needs of the individual. Short- and long term goals are defined as follows:

- Short-Term Goals: A short term goal is any goal that is achievable within the specific program year, which would lead to the achievement of any long term goal(s).
- Long-Term Goals: A long term goal is any goal that is desired, but not likely to be achievable within the specific program year.
- All participants that enter the local adult education program with a labor force status of either “Employed” or “Unemployed” MUST select an employment or postsecondary education short-term goal, as follows:
 - Employed at Entry: Participant must choose “Retain/Improve Employment” or “Enroll in Postsecondary Education” as a short-term goal.
 - Unemployed at Entry: Participants must choose “Obtain Employment” or “Enroll in Postsecondary Education” as a short-term goal.
- Participants that enter the local program with a labor force status of “Not in the Labor Force” are **exempt** from this requirement.

For detailed information, please refer to the Goal Setting Policy on our Office of Adult Education website at: www.michigan.gov/adulteducation.

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

Section 107, State School Aid Act:

- 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 test.
 - 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.

WIA Title II (Federal funds):

The Office of Adult Education negotiated Michigan's 2011-12 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.

Districts must consider the quality of their programs, staff capacity and general performance of participants to ensure that their programs will meet the state projected performance percentages. Each district and consortia are expected to meet or exceed the applicable state negotiated performance goals as indicated below. At the end of the program year, the Office of Adult Education will review all participant achievements/outcomes determine program effectiveness.

The 2011-2012 USDOE projected levels of performance for Michigan are as follows:

State Performance Measures for Michigan	
Performance Measures	2011-2012- Projected
Beginning ABE Literacy	36%
Beginning Basic Education	37%
Low Intermediate Basic Education	39%
High Intermediate Basic Education	30%
Low Adult Secondary Education	31%
High Adult Secondary Education	NA
ESL Beginning Literacy	58%
ESL Low Beginning	67%
ESL High Beginning	59%
ESL Low Intermediate	52%
ESL High Intermediate	52%
ESL Advanced	55%
High School Diploma & GED	48%
Entered Employment	20%
Retained Employment	55%
Placement in Postsecondary Education or Training	42%

REPORTING REQUIREMENTS

- **Michigan Student Data System (MSDS)**
For a district maintaining school during the entire school year, participant membership count must be entered into MSDS for the following count dates:
 - Fourth Wednesday in July
 - First Wednesday in October
 - 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 (July 1), and
2. Has attended one or more class sessions.

Per USDOE requirements, participant data MUST be entered into MAERS on a monthly basis. The four quarters are: (1) July thru September; (2) October thru December; (3) January thru March; and (4) April thru June. All Outcome or Follow Up activity MUST be entered in MAERS by the end of the month following the quarter that activity occurred.

Accurate and timely reporting is required to meet the ongoing demands for reports needed by the Office of Adult Education for program management and to provide information to decision makers about funding for the Adult Education program.

See the Office of Adult Education 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.

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. Information and reports will be available on the Michigan Electronic Grants System (MEGS).

FOLLOW-UP REQUIREMENTS

- Report all measurable goal attainments, which align with NRS Performance Measures, as per NRS 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. Click on MAERS.

FUNDING DISBURSEMENT

The amount allocated under this section per full-time equated participant is \$2,850 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 1/11th payments disbursed from the Michigan Department of Education, State School Aid Office on the 20th 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

- **2010-11 STATE SCHOOL AID ACT**

On 6/22/2011, the Governor signed House Bill 4325, 2012 State School Aid Appropriations, which was enacted into law as P.A. 62 of 2011. Go to www.michiganlegislature.org for an analysis of the bill or to view the Public Act in its entirety.

- **OFFICE OF ADULT LEARNING WEBSITE:** www.michigan.gov/adulteducation

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

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

- **OFFICE OF 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 Office of Adult Education 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.

- **OFFICE OF ADULT LEARNING CONTACT:** Sandy Thelen, State Funds Coordinator, 517-373-3395, thelens@michigan.gov.