



# ADULT EDUCATION PARTICIPANT ACCOUNTING MANUAL

SECTION 107, STATE SCHOOL AID ACT

Workforce Development Agency, Office of Adult Education  
and  
Michigan Department of Education  
Effective: July 2013



**Adult Education Participant Accounting and Auditing Manual**  
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# **ADULT EDUCATION PARTICIPANT ACCOUNTING MANUAL**

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## **SECTION 1 - REQUIRED DOCUMENTATION**

The following basic documentation must be available at the local or intermediate school district in order to document and support the participants counted. It is each district's responsibility to document the accuracy of participants counted for State Aid – Section 107 Adult Education. This section indicates the basic information that is required to be part of the content of certain documents but does not prescribe the format to be used.

### **A. Attendance Records**

Attendance records are necessary to determine and validate participant eligibility during the count period. The official record is the teacher's original attendance record that has been reviewed and signed by the teacher. Districts may use a computer-generated list or report that is signed by the teacher to certify accuracy of the attendance.

The following practices are strongly recommended for maintaining attendance records:

1. Certificated teachers, including substitutes, should maintain attendance records. The records should be legible, accurate, and reliable.
2. The adult education program should develop, implement, and enforce a program standard attendance system. The system should use a minimum of letters or symbols.
3. Substitute teachers should be informed of the instructions in #2 above and should be instructed to follow them.
4. If not using positive attendance, the first date of attendance for each student should be clearly indicated in the teachers' original attendance records.
5. Drop and transfer dates should be clearly indicated in the teachers' attendance records.
6. In original attendance records, teachers must not obliterate the names of participants who are no longer in their classes.
7. All teachers' attendance records must be collected at the end of the school year. Attendance records remain the property of the school district and must be retained for three years plus the current school year.
8. Teachers should mark non-attending participants absent until the individuals are officially dropped from the class by the attendance official.

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9. Attendance markings should be easily readable. If possible, they should be entered on a separate line or on a separate page so that they will be distinguishable from grades, scores, and other markings.
10. Participants on suspension, whether in house or off campus, should be marked absent in their regular classes and include a district designated notation such as "IS" for in house suspensions or "S" for off campus suspension. The attendance office should have a list of those participants assigned to an in house suspension room, and the certified teacher responsible for the "in house" suspension room should record actual daily attendance.
11. The Departments strongly recommend that programs adopt a positive attendance procedure throughout the entire school year for classes that do not meet on a daily basis. Teacher attendance records (the source document) may be one of the following:
  - a. A teacher attendance record
  - b. A participant sign-in (time) and sign-out (time) daily record
  - c. An automated computer generated data collection form
  - d. A daily teacher attendance slip
  - e. Any teacher source document that will definitely and clearly substantiate attendance on a specific date and at a specific time, if applicable

The source documentation, regardless of the format, must be signed in ink by the teacher. It must include the name of the class, time period, and dates.

## **B. Instructional Schedules**

The individual participant's instructional schedule in effect during the count period is used to determine the FTE participant eligibility count. The schedule should indicate:

- Participant's Name
- Participant's Identification Number, if applicable
- Course Names and Numbers
- Instructors' Names
- Scheduled Days and Times of the Instructional Periods

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### **C. Enrollment Records**

The enrollment record should include documentation that verifies:

- Participant's Name, Address, and Birth Date
- Participant's Identification Number, if applicable
- Highest Grade Completed
- School of Last Enrollment
- Enrollment in Another District
- Participant's Signature (if 18 years of age or older)
- Parent's/guardian's name and address (if participant is less than 18 years of age)
- Date of Enrollment
- Program of Enrollment (HSC, GED, ABE, ESL, Job/Employment Related)
- Office of Adult Education approved Adult Learning Plan
- Transcript or proof of effort to obtain
- Employer Referral, if applicable
- Appropriate Office of Adult Education approved Assessment
- City or Place of Birth

All items on the enrollment form should be either completed with the proper information or indicated with N/A that the item is not applicable.

### **D. Program's Funding Year Calendar**

This is a calendar that provides information to verify the number of days the program is scheduled. The calendar should include the beginning/ending dates for the school year, vacation dates, and all other non-instructional school dates. Alterations to the official, adopted calendar (such as canceled/changed days of instruction) must be provided to the auditor.

### **E. Attendance Policy**

The school district's board of education should adopt attendance policies/guidelines, including establishment of the criteria for allowing or denying excused absences. The program administration should develop attendance procedures, which will provide direction for administrators and instructional staff. This will provide criteria to determine whether the district is in compliance with its policies and procedures.

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#### **F. Graduation Requirements**

The school district's board of education policy on graduation requirements is needed to determine the required courses that each participant must complete and the total number of credits required for graduation.

#### **G. List of Approved Courses**

Courses counted for credit in determining the participant eligibility count for the State Aid – Section 107 should be included on an approved list adopted by the school district's board of education. The information is needed for the auditor to determine that the students' classes are eligible for state aid.

#### **H. Master Schedules**

The district shall maintain a master schedule for the adult education program that shall include:

- Certificated teachers' names
- Building/Room locations
- Course names and numbers
- Scheduled days and times of classes
- FTE calculated value of each course (if not located here, must appear on the alpha list)

#### **I. Records Retention**

Every school district should have a records retention schedule to ensure that the records related to and supporting participant eligibility counts are maintained for a minimum of three (3) years plus the current school year. Refer to the current Michigan Department of Education's Bulletin No. 522, Schedule for the Retention and Disposal of Public School Records, as revised.

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#### **J. Adult Education Alpha List**

An alphabetical list of eligible counted participants is the basic document the auditor will use to determine which participants were counted for Section 107 participant eligibility. Only participants eligible for Section 107 are to be reported on the program alpha list.

The program alpha list MUST provide the following information for each participant as of the district's count day:

- Participant's Legal Name
- Street Address, City, State and Zip Code
- Participant Identification Number, if applicable
- Date of Birth
- Participant Program Classification (ABE, ESL, HSC, GED, JER.)
- FTE Count, indicating total FTE for each participant, including FTE breakdown between programs and age requirement. FTE may be rounded to the nearest tenth or hundredth, at the district's discretion, provided there is consistency throughout the district programs and age requirements
- FTE calculated value of each course (if not located here, it must appear on the Program Schedule)
- Signature of Program Administrator

#### **K. Excused Absence Documentation**

The excused absence documentation for count date should indicate:

- Printed Name of the Participant
- Course Name (and number, if appropriate)
- Reason for Absence
- Excused or Unexcused

This documentation can be maintained for each participant (preferred) and/or by maintaining a list of absent participants for each scheduled course. In addition, the auditor may require a separate list of the participants absent on the count day.



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## **SECTION 2 – DETERMINING PARTICIPANT FULL-TIME EQUIVALENT (FTE) VALUES**

For participants, the Full-Time Equivalent (FTE) value for a course is determined by dividing the total number of hours that a class is scheduled to meet by 450. An individual enrolled for fewer than 450 hours on a quarterly count date will have his/her FTE amount proportionately reduced.

In no circumstances may the reported participant eligibility count for an individual participant be greater than 1.00 FTE per count date.

### **Sample Course Values for Participant Courses**

	<b># of Days</b>	<b>Fraction of 450 Hour</b>	<b>Full-Time Equivalent (FTE)</b>
1	27	27 HRS/450 HRS	0.06
1	30	30 HRS/450 HRS	0.07
2	30	60 HRS/450 HRS	0.13
3	60	180 HRS/450 HRS	0.40
4	75	300 HRS/450 HRS	0.67
4	45	180 HRS/450 HRS	0.40
5	45	225 HRS/450 HRS	0.50
5	90	450 HRS/450 HRS	1.00
8	10	80 HRS/450 HRS	0.18

- **Determining Hours of Instruction**

In order to count as scheduled instructional time, the following requirements must be met:

- a. Direct participant/certificated instructor contact time; and
- b. Credit and/or a grade must be assigned for high school completion courses.
- c. Class time must be calculated to the minute.

- **The following time may be counted as instructional time in the calculation of FTE's:**

- a. Scheduled class instructional time
- b. Unscheduled, occasional breaks within a class period
- c. Reasonable time required to pass between consecutive classes (five minutes)
- d. One passing time to or from a meal
- e. Up to 31 hours of qualified professional development time per program year (pro-rate accordingly based upon 900 hours for a program year)

- **The following time may not be counted as instruction time in the calculation of FTEs:**

- a. Scheduled break time
- b. Meal time
- c. Study hall time
- d. Days lost because of strikes
- e. Teachers' conference time
- f. Passing time before the first class and after the last class

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### **SECTION 3 - PARTICIPANT ELIGIBILITY COUNT REQUIREMENTS**

#### **A. Summary of the Issue**

A local or intermediate school district's state aid is based on participant counts of the eligible participants legally enrolled on or before the specified count date and in attendance on the specified count date or in attendance during the appropriate 10 consecutive school days or 30 calendar day count period. The count dates established by the State School Aid Act are as follows:

#### Regular School Year

First (1<sup>st</sup>) Wednesday in October  
Second (2<sup>nd</sup>) Wednesday in February

For a district or building in which school is not in session on that Wednesday due to conditions not within the control of school authorities, and with the approval of the Michigan Department of Education Superintendent, the immediately following day on which school is in session in the district or building must be used. [Section 7(a) and Section 7(b) of the 2012-13 State School Aid Act]

#### Extended School Year

Fourth (4<sup>th</sup>) Wednesday in July  
First (1<sup>st</sup>) Wednesday in October  
Second (2<sup>nd</sup>) Wednesday in February  
Fourth (4<sup>th</sup>) Wednesday in April

For a district or building in which school is not in session on that Wednesday due to conditions not within the control of school authorities, and with the approval of the Michigan Department of Education Superintendent, the immediately following day on which school is in session in the district or building must be used. [Section 7(a) and Section 7(b) of the 2012-13 State School Aid Act]

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## **B. Requirements for Counting Participant Eligibility**

A local or intermediate school district may count a participant for participant eligibility if the district has evidence that all the following has occurred:

- **General Eligibility**

In order to be counted for State Aid purposes:

- a. An individual shall be enrolled in HSC, ABE, ESL, GED, or a job or employment related program. Section 107(3)
  - b. Except as noted below, eligibility is restricted to adults 20 years of age or older on September 1, who do not possess a GED or a High School Diploma. Section 107(3)(b)
  - c. Eligibility Exception for an individual who does not possess a GED or a High School Diploma: 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 of residence. Section 107(3)(b)
- **Eligible Diploma Holder, Section 107 (3)(a). Must meet one of the following:**
    - a. Is less than 20 years of age on September 1 and is enrolled in the Michigan Career and Technical Institute. Section 107(3)(a)(i); or
    - b. Is less than 20 years of age on September 1 and is enrolled in a job or employment-related program through a referral by an employer, and is not attending an institution of higher education. Section 107(3)(a)(ii); or
    - c. Is enrolled in an English as a Second Language program. Section 107(3)(a)(iii)

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- **Eligible GED Holder, Section 107(3)(a). Must meet one of the following:**
  - a. Is less than 20 years of age on September 1 and is enrolled in the Michigan Career and Technical Institute. Section 107(3)(a)(i); or
  - b. Is less than 20 years of age on September 1 and is enrolled in a job or employment-related program through a referral by an employer, and is not attending and institution of higher education. Section 107(3)(a)(ii); or
  - c. Is enrolled in an English as a Second Language program. Section 107(3)(a)(iii); or
  - d. Is enrolled in a High School Completion program. Section 107(3)(a)(iv)
- **ABE and ESL Program Eligibility, Section 107(7)**
  - a. May be operated on a year-round or school year basis.
  - b. May count adults who are determined by an appropriate Office of Adult Education approved assessment, to be below ninth grade level in reading or math, or both (ABE), or who lack basic English proficiency (ESL). Section 107(7)(a)
  - c. The program must test individuals for eligibility before enrollment and upon completion of the program in compliance with the state-approved assessment policy. Section 107(7)(b)
  - d. ABE eligibility will continue until reading and math proficiency are assessed at or above the ninth grade level; or until after completing at least 450 hours of instruction, the participant fails to show progress on two successive assessments. Section 107(7)(c)(i) and Section 107(7)(c)(ii)
  - e. ESL eligibility will continue until the participant is assessed as having attained basic English proficiency (as defined by the Office of Adult Education); or until after completing at least 450 hours of instruction, the participant fails to show progress on two successive assessments. Section 107(7)(d)(i) and Section 107(7)(d)(ii)

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- **GED Program Eligibility, Section 107(8)**
  - a. May be operated on a year-round or school year basis.
  - b. Must not enroll high school diploma holders. Section 107(8)(a)
  - c. Must administer an Office of Adult Education approved pre-test before enrollment to determine potential for success on the GED test and shall administer an Office of Adult Education approved post-test upon completion of the program in compliance with the state-approved assessment policy. Section 107(8)(b)
  - d. GED eligibility will continue until the participant passes the GED test; or until after having completed 450 hours of instruction, fails to show progress on two successive Office of Adult Education approved assessments used to determine readiness to take the GED test. Section 107(8)(c)(i) and Section 107(8)(c)(ii)
- **High School Program Completion Eligibility, Section 107(9)**
  - a. Program may be operated on a year-round or school year basis.
  - b. Must not enroll high school diploma holders. Section 107(9)(a)
  - c. Must administer an Office of Adult Education approved pre-test before enrollment and post-test upon completion of the program in compliance with the state-approved assessment policy. Section 107(9)(b)
  - d. HSC eligibility will continue until the participant passes the course and earns a diploma; or, until after having completed 900 hours of instruction, the participant fails to earn credit in two successive semesters or terms in which the participant is enrolled. Section 107(9)(c)(i) and Section 107(9)(c)(ii)
  - e. A GED certificate holder may be enrolled in a High School Completion program and is counted as a participant.
  - f. List of approved class/courses, which can be counted for credit in determining the participant eligibility count for State Aid, must be included on an approved list adopted by the school district's board of education.

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g. Career and Technical Education Courses

The intent of Section 107 is to provide students an opportunity to earn a high school diploma, GED certificate or improve their literacy skills.

Therefore, career and technical education courses are limited to the improvement of literacy skills (reading, writing and speaking English, computing and solving problems) with all participants assessed and entered into the Michigan Adult Education Reporting System (MAERS).

Exception: Only vocational classes approved by the local school board that count for elective or core credit toward a high school diploma for adult high school completion programs are allowed for eligible adult education participants, in order to count toward the participant's eligibility.

- **Job or Employment Related Program Eligibility, Section 107(10)**

- a. May be operated on a year-round or school-year basis.
- b. Participants must be referred by their employer, be less than 20 years of age as of September 1, have a high school diploma and/or GED, be determined to need remedial math or communication arts skills, and not be enrolled in an institution of higher education. Section 107(10)(a)
- c. Must administer an Office of Adult Education approved pre-test before enrollment and a post-test upon completion of the program in compliance with the department-approved assessment policy. Section 107(10)(b)
- d. Job or Employment-Related Program eligibility will continue until the individual achieves the requisite skills as determined by an Office of Adult Education approved assessment instrument or until after completing 450 hours of instruction the individual fails to show progress on two successive Office of Adult Education approved assessments. Section 107(10)(c)(i) and Section 107(10)(c)(ii)

- **Participant Course Transfer Eligibility**

If a participant transfers to a new class (either because the participant dropped and added a class, or because a class was canceled), the attendance for the two classes should be combined, when determining eligibility for State Aid. When determining for FTE, the instructional hours in the first class prior to the transfer and the instructional hours in the second class after the transfer should be summed. The FTE Value is determined by the class in which the participant is enrolled on the count date.

### Participant Eligibility

Eligibility Key: □=Eligible ■=Ineligible

Adult Education Participants	Under 20 (16-19) (on Sept 1 of the school year)			20 and Over (on Sept 1 of the school year)		
	W/GED	W/Diploma	Without GED or Diploma	W/GED	W/Diploma	Without GED or Diploma
ABE	■	■	*	■	■	□
ESL	** ****	** ****	*	****	****	□
GED	■	■	*	■	■	□
HSC	** *****	■	*	*****	■	□
JER	***	***	■	■	■	■

Eligibility for an individual who **has not** obtained a GED or a High School Diploma, and meets one of the following: [Section 107(3)(b)(i-ii)]

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 of residence.

Eligibility for an individual who **has** obtained a high school diploma or GED, and meets one of the following: [Section 107(3)(a)(i-iv)]

- \*\* Is less than 20 years of age on September 1 and is enrolled in the Michigan Career and Technical Institute.
- \*\*\* Is less than 20 years of age on September 1 and is enrolled in a job or employment-related program through a referral by an employer, and is not attending an institution of higher education.
- \*\*\*\* Is enrolled in an English as a Second Language program.
- \*\*\*\*\* GED Holder Only: Is enrolled in a High School Completion program.

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- **Attendance Requirements for Participant Eligibility**

To be counted for state aid, participants must meet the general eligibility requirements and the following count date attendance requirements.

Local boards of education have the authority to adopt attendance policies addressing the number of days a participant may lose due to illness or other causes. Although the law does not mandate that school district policies distinguish between excused and unexcused absences, the state board of education has taken the position that districts should make this distinction.

Counting the participant class-by-class for membership purposes on the specified pupil count day means that the participant was in attendance and received instruction in all classes on the count day (documented by the appropriate attendance records), or appropriately met one of the following criteria:

- A. The participant had an authorized excused absence on the count day, was enrolled on or before count day, and attended all classes at least once within 30 calendar days following the count day.
- B. The participant had an unexcused absence on the count day, was enrolled and had been in attendance during the current semester or trimester prior to the count day, and attended all classes at least once during the next ten (10) consecutive school days following the count day.
- C. The distance learning participant was not in attendance on the count day, was enrolled on or before count day, had a minimum of five (5) documented logins within 30 calendar days following the count day, and had weekly documented two-way communication with the certified teacher-of-record/mentor.



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The chart below provides specific scenarios in regards to the attendance requirements for participant eligibility:

**TO COUNT OR NOT TO COUNT? ATTENDANCE SCENARIOS FOR SEMESTER CLASSES**

CASE	ENROLLED ON OR BY COUNT DATE	ATTENDANCE ON COUNT DATE (IF CLASS SCHEDULED)	ATTENDED BEFORE COUNT DATE	ATTENDED DURING FIRST 10 SCHOOL DAYS AFTER COUNT DATE	ATTENDED DURING FIRST 30 CALENDAR DAYS AFTER COUNT DATE	COUNT?
A	YES	Present	(N/A)	(N/A)	(N/A)	YES
B	YES	Absent (Excused)	(N/A)	(N/A)	YES	YES
C	YES	Absent (Excused)	(N/A)	(N/A)	NO	NO
D	YES	Absent (Unexcused)	YES	YES	(N/A)	YES
E	YES	Absent (Unexcused)	YES	NO	(N/A)	NO
F	YES	Absent (Unexcused)	NO	(N/A)	(N/A)	NO
G	NO	(N/A)	(N/A)	(N/A)	(N/A)	NO

(N/A)= Not Applicable (Given the attendance status on count date for this specific case, this criteria does not determine whether or not to count the individual.)

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## **SECTION 4 - NON-CONVENTIONAL LEARNING METHODS**

### **A. Learning Centers**

Learning Centers (Labs) are a methodology for the delivery of instruction. FTE value is determined by the class/course in which the participant is enrolled.

The eligibility requirements for counting adult education participants in a learning lab are:

1. The participant must be enrolled in and attending courses that are earning credit toward a high school diploma or a GED certificate, or improving basic literacy skills or English proficiency.
2. The participant must be scheduled for a specified number of lab hours per week.
3. A certificated teacher must be present at all times.
4. Attendance must be taken and documentation must be provided to ensure that the participant is in fact attending the number of hours scheduled. A weekly sign in and sign out sheet is necessary to document the actual number of hours per week that the participant attended.
5. The participant may not generate more FTE per course listed on the adult education program's master schedule than would be generated by a participant in a traditional classroom setting.

### **B. Distance Learning**

#### **Defining Distance Education**

Distance education is formal learning activity where participants and instructors are separated by geography, time or both for the majority of the instructional period. Distance learning materials are delivered through a variety of media including, but not limited to, print, audio recording, videotape, broadcasts, computer software, web-based programs and other online technology. Teachers support distance learners through communication via mail, telephone, e-mail or online technologies and software.

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## Defining Distance Learners

Distance learners are participants who receive distance education services as defined above. For learners who receive both distance education and traditional classroom instruction during a program year (such as through blended distance–classroom approach or concurrent enrollment in both types of instruction). The decision about the participant’s status as a classroom or distance learner will be made at the end of the year and will be based on which category of hours is over 50% of the participant’s total instructional hours. If a participant is physically present, for example in a learning lab, using software, these instructional hours would be considered traditional classroom instructional hours. For National Reporting System reporting (NRS), programs can count a participant only once, as either a distance education student or traditional classroom learner.

## Distance Learning Approved Curricula

Distance education curriculum is determined by the provider, but should be aligned with the workforce development agency mission and adult education content standards.

## Measuring Instructional Hours for Learners in Distance Education

Instructional hours for distance learners can be a combination of direct contact and contact through telephone, video, teleconference or online communication, where student and program staff can interact and through which learner identity is verifiable.

In addition to direct contact hours, programs will track locally proxy hours (instructional hours received in a distance education program) of time participants spent on distance learning activities. Proxy hours maybe measured in one of three ways depending on the software used by the provider:

1. ***Clock time model*** which assigns contact hours based on the elapsed time that a learner is connected to, or engaged in an online or stand alone software program that tracks time. This model is used for PLATO, E2020 or skills tutor software.
2. ***Teacher verification model*** which assigns a fixed number of hours of credit for each assignment based on teacher determination of the extent to which a learner is engaged or completed the assignment. This model is used for workplace essential skills.

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3. ***Learner mastery model*** which assigns a fixed number of hours of credit based on the learner passing a test on the content of each lesson. Learners work with the curriculum and materials and when they feel they have mastered the material, take a test. A high percentage of correct answers (typically 70%-80%) earn credit hours attached to the material this model can be used with PLATO and E2020.

### **Assessment of Participants in Distance Learning**

All assessment policies apply to participants enrolled in distance education programs.

- All participants must be pre-tested according to assessment guidelines.
- Direct contact and proxy contact hours must be accurately documented. These hours will be reported in MAERS as total instruction hours; however, programs must be tracking the number of hours that are traditional classroom and proxy hours for monitoring purposes.
- All participants must be post-tested according to assessment guidelines
- Testing must be administered at a proctored site. Assessments not conducted through face-to-face interaction with a trained test administrator in a secure setting will be invalid.

### **Michigan Adult Education Reporting System (MAERS) Reporting for Students in Distance Education**

All participants, regardless of the number of instructional hours received, must be reported in MAERS. States will report all required NRS data elements on distance education students in all NRS tables, according to the current requirements. Hours of instruction must include all direct contact and proxy hours. Students in distance education will also be reported separately in a new table 4c identical to NRS table 4 and 5a identical to NRS table 5.

### **Training Requirements**

Personnel affiliated with distance learner providers are required to adhere to the same training requirements as personnel affiliated with any state-funded adult education provider. Distance learning administrators and instructors must hold valid Michigan teacher certification. Additionally, distance learner teachers should have training in the curriculum/software as well as distance learning facilitation methodology.

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## COUNT DATE REQUIREMENTS

The following count date requirements must be met to count distance learning participants for Section 107 eligibility purposes:

- a) The participant must meet participant eligibility requirements.
- b) The course must be approved by the local school board and must count toward the participant's high school diploma or program/progression in order to count toward the participant's eligibility.
- c) The certificated teacher and participant must be assigned to the distance learning course. The course must appear on the participant's class schedule.
- d) The distance learning participant may not generate more FTE per course listed on the adult education program's master schedule than would be generated by a participant in a traditional classroom setting.
- e) There is no limit to the number of distance learning courses that can be counted toward eligibility for the participant.
- f) The distance learning participant must be enrolled on or before count day, and if not in attendance on the count day, must have a minimum of five documented logins within 30 calendar days following the count day, and weekly documented two-way communication with the certified teacher-of-record/mentor.
- g) The teacher-of-record/mentor must be identified and must be a Michigan certified teacher employed by the school district. The teacher-of-record/mentor will be available for assistance and to monitor the participant's progress in the distance learning course, and is responsible for reviewing all course work and assessments that would indicate the participant's success in the course.
- h) The district is required to pay all required fees to participate in the course.

Note: The district may adopt additional requirements for participants enrolled in such a class. Further, a district may choose not to offer these classes or to place greater restrictions on their participants, and/or on the courses offered; that is the local school board's prerogative.

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## GLOSSARY OF TERMS

**Adult Basic Education (ABE)** Instruction in language arts, reading, and/or mathematics provided to adults who function below the ninth grade level in English and/or mathematics.

**Attendance** The presence of a participant on scheduled school days under the guidance and direction of a certified teacher either at or away from school.

The distance learning participant must be enrolled on or before count day, and if not in attendance on the count day, must have a minimum of five documented logins within 30 calendar days following the count day, and weekly documented two-way communication with the certified teacher-of-record/mentor.

**Adult Ed Alpha List** An alphabetized listing of all Section 107 adult education participants.

**Certified/Certificated Teachers** Instructors authorized to teach in Michigan; therefore, holding a valid Michigan teaching certificate, authorization, or a permit. (All references to “teacher” or “teachers” in this document, unless otherwise stated, are certificated teachers.)

**Count Date** The officially established day(s) used in determining participant eligibility (the number of full time equated participants) reported for State school aid:

Regular School Year

First (1<sup>st</sup>) Wednesday in October  
Second (2<sup>nd</sup>) Wednesday in February

For a district or building in which school is not in session on that Wednesday due to conditions not within the control of school authorities, and with the approval of the Michigan Department of Education Superintendent, the immediately following day on which school is in session in the district or building must be used. [Section 7(a) and Section 7(b) of the 2012-13 State School Aid Act]

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Extended School Year

Fourth (4<sup>th</sup>) Wednesday in July  
 First (1<sup>st</sup>) Wednesday in October  
 Second (2<sup>nd</sup>) Wednesday in February  
 Fourth (4<sup>th</sup>) Wednesday in April

For a district or building in which school is not in session on that Wednesday due to conditions not within the control of school authorities, and with the approval of the Michigan Department of Education Superintendent, the immediately following day on which school is in session in the district or building must be used. [Section 7(a) and Section 7(b) of the 2012-13 State School Aid Act]

**Count Period**

The period of time when participants absent on the count date can still be included in participant eligibility for State School Aid. For participants absent on the count date with an excused absence, the count period includes the next 30 calendar days. For participants absent on the count date with an unexcused absence, the count period includes the next ten (10) consecutive school days.

**Course**

A class approved by the local board.

**Distance Education**

Distance education is formal learning activity where participants and instructors are separated by geography, time or both for the majority of the instructional period. Distance learning materials are delivered through a variety of media including, but not limited to, print, audio recording, videotape, broadcasts, computer software, web-based programs and other online technology. Teachers support distance learners through communication via mail, telephone, e-mail or online technologies and software.

**English as a Second Language(ESL)**

Instruction in English language communication skills (understanding, speaking, reading, and writing) provided to participants whose native language is not English.

**Enrollment**

The act of a participant registering in one of the following programs: adult basic education, English as a second language, GED preparation, high school completion, or a job or employment-related program, that meets the requirements of Section 107 eligibility.

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**Full Time Equated (FTE)** An individual participant’s pro rata share of participant-eligibility. In no case may a participant generate more than 1.00 FTE per count date.

**General Educational Development (GED)** The tests of GED provide a universally recognized high school credential for those who have not earned a diploma. The GED tests measure high school level knowledge and skills in five areas: writing, social studies, science, reading, and mathematics.

Beginning January 2014, the GED test will only be administered on computer in a testing center. The new test will continue to provide adults the opportunity to earn a high school credential, but it also measures career- and college-readiness skills. There will be four (4) content areas—literacy (reading and writing), mathematics, science, and social studies.

**GED Testing Preparation Program** An instructional program that provides high school level courses in English, language arts, social studies, science and mathematics that prepares a person to successfully complete the GED test.

Beginning January 2014, there will be four (4) content areas—literacy (reading and writing), mathematics, science, and social studies.

**High School Completion (HSC)** Instruction designed to fulfill the requirements for a high school diploma for adults and out-of-school youth.

**Job Referral** An employer generated referral requesting “remedial education” for an employee. For this purpose, “remedial education” is defined as the instruction of communication and math skills necessary for the participant to overcome his/her deficiencies and improve his/her skills.

**Participant** An eligible individual enrolled and receiving instruction in a local or intermediate school district Office of Adult Education approved adult education program.

**Passing Time** An allowance included in the determination of an instructional hour for time required for participants to move from one consecutive class to another. Passing Time is generally a maximum time of five minutes.



