

Office of Adult Education
2021-22 SECTION 107, STATE SCHOOL AID ACT REQUIREMENTS

PROGRAM YEAR: July 1, 2021-June 30, 2022

Following are critical requirements that apply to all State School Aid, Section 107 funded programs for 2021-22. Intermediate School District (ISD) fiscal agents and regional providers should refer to the [LEO-WD website](#) for additional information. **THESE REQUIREMENTS MAY CHANGE BASED UPON THE FINAL 2021-22 LEGISLATION SIGNED BY THE GOVERNOR.**

Section 107 of the 2021-22 State School Aid Act (Public Act XXX of 2021) allocates \$30.5 million for adult education programs, as follows:

- \$26 million for regional adult education programs.
- Up to \$4 million for grants to adult education or career technical center programs that connect adult education participants with employers.
- Up to \$500,000 for administrative and instructional expenses associated with partnerships linking Section 107 adult education programs and career and technical education (CTE) programs under section 61a.

Funds allocated under Section 107 are restricted for adult education programs as authorized under Section 107 only, which must align with the Section 107 Allowable Costs Policy Issuance 16-10, Change 1, or subsequent changes. A recipient of funds under Section 107 is prohibited from using these funds for any other purpose.

A recipient of funds may not commingle money received under Section 107 or from another source for adult education purposes with any other funds of the recipient. The recipient must establish a separate ledger account for Section 107 funds and any deferred funds, as applicable, which must be used solely for activities allowed under Section 107.

Section 107 does not prohibit a district from using general funds of the district to support an adult education or community education program.

Regional Section 107 funds will be allocated to only **ONE** intermediate school district (ISD) serving as the fiscal agent for adult education programs in each of the ten prosperity regions in Michigan, as determined and agreed upon by all ISDs within the region.

Regional providers must provide services within the geographic boundaries of the prosperity region; however, participants can obtain services from any region.

INTERMEDIATE SCHOOL DISTRICT (FISCAL AGENT) REQUIREMENTS

To be an eligible fiscal agent, an ISD must comply with the following in a form and manner determined by the department:

- A. Distribute funds to adult education programs in a prosperity region as described in Section 107 of the State School Aid Act.
- B. Collaborate with the career and educational advisory council, which is an advisory council of the workforce development boards located in the prosperity region or subregion, or its successor, to develop a regional strategy that aligns adult education programs and services into an efficient and effective delivery system for adult education learners, with special consideration for providing contextualized learning and career pathways and addressing barriers to education and employment.

- C. Collaborate with the career and educational advisory council, which is an advisory council of the workforce development boards located in the prosperity region or subregion, or its successor, to create a local process and criteria that will identify eligible adult education providers to receive funds allocated under Section 107 based on location, demand for services, past performance, quality indicators as identified by the department, and cost to provide instructional services. The fiscal agent shall determine all local processes, criteria, and provider determinations, which must be approved by LEO-WD, Office of Adult Education before funds may be distributed to the fiscal agent.
- D. Provide oversight to its adult education providers throughout the program year to ensure compliance with Section 107 requirements. The fiscal agent determines how this oversight will be provided.
- E. Report adult education program and participant data and information in the following systems as prescribed by LEO-WD, Office of Adult Education:
 - NexSys (application for funding)
 - [Michigan Adult Education Reporting System \(MAERS\)](#) (participant data reporting)

While the ISD serving as the fiscal agent for the region is responsible for reporting, it is recommended that the fiscal agent require each regional provider to enter its local participant data into MAERS. This information will be available for each provider and it will also be rolled up to the fiscal agent level for the region.

- F. An ISD shall not use more than 5 percent of the total funds allocated to the prosperity region for administration costs for serving as the fiscal agent.

MICHIGAN PROSPERITY REGIONS

Below are the prosperity regions within Michigan:

#	Prosperity Region	Counties
1	Upper Peninsula Prosperity Alliance <ul style="list-style-type: none"> • Western Upper Peninsula • Central Upper Peninsula • Eastern Upper Peninsula 	Alger, Baraga, Chippewa, Delta, Dickinson, Gogebic, Houghton, Iron, Keweenaw, Luce, Mackinac, Marquette, Menominee, Ontonagon, Schoolcraft
2	Northwest Prosperity Region	Antrim, Benzie, Charlevoix, Emmet, Grand Traverse, Kalkaska, Leelanau, Manistee, Missaukee, Wexford
3	Northeast Prosperity Region	Alcona, Alpena, Cheboygan, Crawford, Iosco, Montmorency, Ogemaw, Oscoda, Otsego, Presque Isle, Roscommon
4	West Michigan Prosperity Alliance <ul style="list-style-type: none"> • West Central • West Michigan 	Allegan, Barry, Ionia, Kent, Lake, Mason, Mecosta, Montcalm, Muskegon, Newaygo, Oceana, Osceola, Ottawa
5	East Central Michigan Prosperity Region	Arenac, Bay, Clare, Gladwin, Gratiot, Isabella, Midland, Saginaw
6	East Michigan Prosperity Region	Genesee, Huron, Lapeer, Sanilac, Shiawassee, St. Clair, Tuscola
7	South Central Prosperity Region	Clinton, Eaton, Ingham
8	Southwest Prosperity Region	Berrien, Branch, Calhoun, Cass, Kalamazoo, St. Joseph, Van Buren
9	Southeast Michigan Prosperity Region	Hillsdale, Jackson, Lenawee, Livingston, Monroe, Washtenaw
10	Detroit Metro Prosperity Region	Macomb, Oakland, Wayne

PROSPERITY REGION FUNDING ALLOCATIONS AND DISBURSEMENTS

Funding allocations for each prosperity region were determined as follows:

The allocation provided to each intermediate district serving as a fiscal agent shall be equal to what the intermediate district received in 2018-2019:

REGION	2021-22 SECTION 107 ALLOCATION
REGION 1	\$664,768
REGION 2	\$548,618
REGION 3	\$426,257
REGION 4	\$4,421,870
REGION 5	\$1,448,568
REGION 6	\$1,977,243
REGION 7	\$952,793
REGION 8	\$2,048,553
REGION 9	\$1,731,844
REGION 10	\$11,779,486
STATE TOTALS	\$26,000,000

Allocation Background:

The most recent 5-year census data factors were used to determine the allocation for each region in 2018-19.

NOTE: This is census data only and NOT participant eligibility criteria. Please refer to the Participant Eligibility Criteria within this document.

- Sixty percent (60%) of this portion of the funding shall be distributed based upon the proportion of the state population of individuals between the ages of 18 and 24 that are not high school graduates that resides in each of the prosperity regions, as reported by the most recent 5-year estimates from the American Community Survey (ACS) from the United States Census Bureau.
- Thirty-five percent (35%) of this portion of the funding shall be distributed based upon the proportion of the population of individuals age 25 or older who are not high school graduates that resides in each of the prosperity regions, as reported by the most recent 5-year estimates from the American Community Survey (ACS) from the United States Census Bureau.
- Five percent (5%) of this portion of the funding shall be distributed based upon the proportion of the state population of individuals age 18 and older who lack basic English language proficiency that resides in each of the prosperity regions, as reported by the most recent 5-year estimates from the American Community Survey (ACS) from the United States Census Bureau.

ISDs will receive 1/11th payments disbursed from the Michigan Department of Education, State School Aid Office on the 20th of each month based upon the total regional allocation.

REQUEST FOR PROPOSAL (RFP) REQUIREMENTS

Fiscal agents for a prosperity region are required to conduct an RFP process, at a minimum, after every three years. (2021-22, 2024-25, etc.) A fiscal agent may choose to conduct an RFP process more often based upon the need in the region.

Fiscal agents for a prosperity region are required to conduct an open RFP for adult education services to be provided within a region, utilizing the Section 107 Statewide Provider Selection Criteria (developed by LEO-WD, Office of Adult Education, with input from the Section 107 Transition Workgroup). Fiscal agents are required to weight previous three-year data for enrollment, performance, and post-test rate criteria.

ELIGIBLE ADULT EDUCATION REGIONAL PROVIDERS

Eligible adult education providers include a local school district, an ISD, a consortium of local school districts, a consortium of ISDs, or a consortium of local school districts and ISDs that are identified as part of the local process and approved by LEO-WD, Office of Adult Education.

SECTION 107 REGIONAL PROVIDER ALLOCATIONS/PAYMENTS AND DEFERRED FUNDS

ALLOCATIONS

Each year, fiscal agents for the prosperity regions are required to establish regional provider allocations based on **ALL** criteria in the Statewide Allocation Criteria.

Currently, the fiscal agent determines the weighting of each criteria. The State reserves the right to establish standardized weights for all prosperity regions statewide, if needed.

Enrollment data and performance data (including pre/post-test rates) must be weighted.

Census/support data, needs of participants and employers, and deferred funds must be considered, however, are not required to be weighted

1. Demand for Services

- a. Three-year average of most recent completed years of Section 107 and WIOA enrollment data in MAERS. (An individual must be enrolled and have received one or more hours of instruction. Registration and assessment are not defined as receiving instruction on their own.)
- b. Census/support data (non-credentialed and non-English speakers) (may use county data)
- c. Needs of participants and employers

2. Performance and Assessment

- a. Three-year average of most recent completed years of Section 107 and WIOA performance data.

SECTION 107:

- Achievement of an educational gain as determined by the National Reporting System levels (Refer to the Adult Services Assessment Policy)
- Achievement of basic English proficiency
 - CASAS Attainment of highest scale scores in ALL modules:
 - Reading 236 and above
 - Listening 228 and above
 - Writing 261 and above (not currently an option in Michigan)
 - TABE CLAS-E: Attainment of highest scale scores in ALL modules:
 - Reading 589 and above
 - Listening 608 and above
 - Writing 613 and above
 - Speaking: 595 and above

- Attainment of a high school equivalency certificate or passage of one or more individual high school equivalency test
- Attainment of a high school diploma or passage of a course required to attain a high school diploma.
- Enrollment in a post-secondary institution
- Entry into or retention of employment

WIOA: Participant completion/achievement of core indicators as identified in the Workforce Innovation and Opportunity Act (WIOA). See pages 9 and 10 for detailed information.

b. Pre-Post Test Rate (state target: 65%)

3. Allowable Expenditures

All funds must be used to support a Section 107 instructional adult education program only.

All costs must be reasonable and necessary, as determined by LEO-WD, Office of Adult Education, as outlined in the Section 107 Allowable Costs Policy Issuance 16-10, Change 1, or subsequent changes.

4. Redistribution of Unexpended Funds (Deferred)

DEFERRED FUNDS

The fiscal agent for the region may modify allocation amounts for specific regional providers during a program year, as needed.

Individual regional providers do not defer their own unspent funds. All unspent funds for the region are redistributed in the following year by the fiscal agent to regional providers based upon the statewide allocation criteria or regionally determined method.

All deferred funds (revenue and expenditures) must be tracked separately, must be used to support a Section 107 instructional adult education program only, and **are required to be FULLY expended BY MARCH 1, 2022.**

Regional providers receiving deferred funds must complete a Section 107 Deferred Funds budget in the Section 107 application.

PARTICIPANT ELIGIBILITY CRITERIA

To be eligible to be a participant funded under Section 107, an individual shall be enrolled in a Section 107 funded adult basic education program, an adult secondary education program, a high school equivalency test preparation program, or a high school completion program, that meets the requirements of Section 107, and for which instruction is provided, and shall be at least 18 years of age and the individual's graduating class has graduated.

(STATE DEFINED: AN INDIVIDUAL IS ELIGIBLE JULY 1 AFTER THE INDIVIDUAL'S 18TH BIRTHDAY.)

A region shall not be reimbursed under Section 107 for an individual who is an inmate in a state correctional facility.

A person who is not eligible to be a participant funded under Section 107 may receive adult education services upon the payment of tuition. In addition, a person who is not eligible to be served in a program under Section 107 due to the program limitations may continue to receive adult education services in that program upon the payment of tuition. The tuition level shall be determined by the local or intermediate district conducting the program.

ELIGIBLE PROGRAMS OF ENROLLMENT

To be eligible to be a participant funded under Section 107, a person must be enrolled and receiving instruction in an eligible adult education program of enrollment, as follows:

- **Adult Basic Education (ABE):** 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.
- **Adult Secondary Education (ASE):** Instruction in language arts and/or mathematics provided to adults who function at or above 9th grade level but below 12th grade level 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.
- **High School Equivalency Test Preparation (HSE):** Instruction designed to prepare students to pass a LEO-WD, Office of Adult Education approved test of high school equivalency.
- **High School Completion (HSC):** Instruction is designed to fulfill the requirements for a high school diploma.

An adult basic education program, an adult secondary education program or an adult English as a second language program operated on a year-round or school year basis may be funded under Section 107, subject to all of the following:

- a. The program enrolls eligible adults who are determined by a department-approved assessment, to be below ninth grade level in reading or mathematics, or both, for ABE; or between ninth and twelfth grade level in reading or mathematics, or both, for ASE; or who lack basic English proficiency for ESL.
- b. The program tests individuals for eligibility before enrollment and upon completion of the program in compliance with the state-approved assessment policy.
- c. A participant in an adult basic education program is eligible for reimbursement until one of the following occurs:
 - (i) The participant's reading and mathematics proficiency are assessed at or above the ninth grade level.
 - (ii) The participant fails to show progress on two successive assessments after having completed at least 450 hours of instruction.
- d. A participant in an adult secondary education program is eligible for reimbursement until one of the following occurs:
 - (i) The participant's reading and mathematics proficiency are assessed above the twelfth grade level.
 - (ii) The participant fails to show progress on two successive assessments after having completed at least 450 hours of instruction.
- e. A funding recipient enrolling a participant in an English as a second language program is eligible for funding until the participant meets one of the following:
 - (i) The participant is assessed as having attained basic English proficiency as determined by a department-approved assessment.
 - (ii) The participant fails to show progress on two successive department-approved assessments after having completed at least 450 hours of instruction.

A high school equivalency test preparation program operated on a year-round or school year basis may be funded under Section 107, subject to all of the following:

- a. The program enrolls adults who do not have a high school diploma or a high school equivalency certificate.
- b. The program shall administer a pre-test approved by the department before enrolling an individual to determine the individual's literacy levels, shall administer a high school equivalency practice test to determine the individual's potential for success on the high school equivalency test, and shall administer a post-test upon completion of the program in compliance with the state-approved assessment policy.

- c. A funding recipient shall receive funding for a participant, and a participant may be enrolled in the program until one of the following occurs:
 - (i) The participant achieves a high school equivalency certificate.
 - (ii) The participant fails to show progress on two successive department-approved assessments used to determine readiness to take the high school equivalency test after having completed at least 450 hours of instruction.

A high school completion program operated on a year-round or school year basis may be funded under Section 107, subject to all of the following:

- a. The program enrolls adults who do not have a high school diploma.
- b. The program tests participants before enrollment and upon completion of the program in compliance with the state-approved assessment policy.
- c. A funding recipient shall receive funding for a participant in a high school completion course until one of the following occurs:
 - (i) The participant passes the course and earns a high school diploma.
 - (ii) The participant fails to earn credit in two successive semesters or terms in which the participant is enrolled after having completed at least 900 hours of instruction.

CAREER AND TECHNICAL EDUCATION COURSEWORK COSTS:

A funding recipient shall agree to pay to a career and technical education program under section 61a the amount of funding received under this section in the proportion of career and technical education coursework used to satisfy adult basic education programming, as billed to the funding recipient by programs operating under section 61a.

Up to \$500,000 for administrative and instructional expenses associated with partnerships linking Section 107 adult education programs and CTE programs under section 61a. These funds will be available through a separate Section 107 Supplemental Funding application and requirements.

TEACHER CERTIFICATION

An eligible adult education provider must employ certificated teachers for all programs of enrollment (ABE, ASE, ESL, HSE, HSC) and qualified administrative staff, and shall offer continuing education opportunities for teachers to allow them to maintain certification.

Refer to the LEO-WD, Office of Adult Education [Teacher Certification Policy](#) for detailed information.

ASSESSMENT

- Refer to the LEO-WD, Office of Adult Education [Assessment Policy](#) for detailed information.
- LEO-WD, Office of Adult Education approved assessments: CASAS, TABE CLAS-E, TABE 11/12
- Local programs may implement virtual test proctoring using the assessments identified in this policy, in accordance with the test publisher's procedures for virtual testing.
- Adult education providers are required to assess and place all adult education participants into an educational functioning level (EFL) at intake (pre-test), and at the end of the instructional period or program year (post-test) using the same Adult Services approved assessment to determine educational gain as defined by the National Reporting System. Participants enrolled in a high school completion (HSC) program may be exempt from the assessment testing requirement and can be placed into the program based on the number of high school credits previously earned. HSC participants with 50 percent of the credits required for graduation or less will be placed at ABE Level 5 and HSC participants with more than 50 percent of the credits required for graduation will be placed at ABE Level 6.

- An assessment that has been administered within the last 120 days can be used for re-enrollment purposes in the 2021-2022 program year.
- The pre-test must be administered within the first 12 hours of instruction.
- Adult education providers are required to enter pre-test and post-test scale assessment scores into MAERS for which instruction is being provided during each program of a participant's registration. These scale scores automatically place an individual on an educational functioning level and determines educational gain.
- Educational gain (movement from one EFL level to a higher EFL level) will be calculated based upon the pre-test score to the post-test score within the same content area.

HIGH SCHOOL EQUIVALENCY TESTS AND CERTIFICATES

- LEO-WD approved two high school equivalency tests and certificates to meet the requisite standards for high school equivalency in Michigan, which include:
 - GED
 - HiSET
- Regional fiscal agents will determine the appropriate test(s) for the region.

ADULT LEARNING PLAN

- Refer to the LEO-WD, Office of Adult Education [Adult Learning Plan \(ALP\) Policy](#) for the forms and the technical assistance paper, which provides detailed information.
- All recipients of federal and state adult education funding are required to maintain the ALP for all adult education participants. The ALP is designed to gather required information that is helpful in enhancing the academic and economic success of the adult participant.
- There are three versions of the ALP available – the PDF paper/pencil form, the fillable EXCEL form, and the online version.
- The ALP should be completed by a program-designated staff member (i.e., teacher, counselor) working with the participant. It is highly recommended that the ALP be a working document initiated during the intake process. It is an integral, but not all-inclusive part of the participant registration process.
- Information on the ALP must match the data entered into MAERS, for which support documentation is on file.
- The ALP is initiated upon intake and utilized for the entire duration of the participant's adult education services across program years.
- Data items with an asterisk (*) are required.
- ALP- ELIGIBILITY FORM is optional. The form should be completed each program year during the participant's registration period to collect the program level information, such as instructional area and funding source.
- The following ALP Addendum pages are optional. These pages are designed to obtain a better understanding of the participant and assist in developing a plan of action for addressing barriers.

- Barriers to Success
 - Educational Inventory, Personal Characteristics and Abilities, and Career Interests
- An agency cannot change the current format/structure of the required fields and responses. Additional information that individual program providers wish to obtain could be added to the available space on the ALP or attached as a separate page.
 - A technical assistance paper is available which provides the practitioner with the information needed to complete the ALP.

GOAL SETTING POLICY

- Refer to the LEO-WD, Office of Adult Education [Goal Setting Policy](#) for detailed information.
- Goals should be selected that are appropriate to the educational level of the participant at program entry. This policy aligns goal selection with the Adult Services' 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.
- Goal selection is a collaborative process between the participant and local program staff. Participants need to select their own goals; however, they also need the expertise, guidance, and counseling of local program staff. Local program staff must work with participants and provide goal counseling throughout the participant's entire registration period to ensure that goals selected are achievable.
- Local program staff must ensure that the educational services needed to achieve participant goals are provided.
- Goal selection does not impact federal or state performance measures or follow-up requirements.

TUITION AND FEES

A funding recipient receiving funds under Section 107 may establish a sliding scale of tuition rates based upon a participant's family income. A funding recipient may charge a participant tuition to receive adult education services under Section 107 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 Section 107 per participant. A funding recipient may not charge a participant tuition under this section if the participant's income is at or below 200 percent of the federal poverty guidelines published by the United States Department of Health and Human Services. NOTE: The 2017 U.S. Department of Health & Human Services Poverty Guidelines can be found at: <https://aspe.hhs.gov/poverty-guidelines>.

WORKFORCE INNOVATION AND OPPORTUNITY ACT (WIOA) PERFORMANCE (federal adult education funding)

While Section 107 funded adult education programs must meet Section 107 performance measures, these programs must also adhere to the performance measures under WIOA [Sec. 116(b)(2)].

WIOA establishes common performance accountability measures across the core programs. These measures are applicable to federal and state funded programs and must be reported in the Michigan Adult Education Reporting System (MAERS). At the end of the program year, LEO-WD will review the grantee's performance based on participant progress and the effectiveness of the program to achieve continuous improvement in order to optimize the return on investment of federal and state funds for adult education and family literacy activities.

The **primary indicators of performance** for activities provided under WIOA, including for the adult and dislocated worker programs, adult education and family literacy activities, employment services programs under Wagner-Peyser, and vocational rehabilitation programs are:

- I. the percentage of program participants in unsubsidized employment in the 2nd quarter after exit;
- II. the percentage of program participants in unsubsidized employment in the 4th quarter after exit;
- III. median earnings of program participants who are employed during the 2nd quarter after exit;
- IV. the percentage of program participants who obtain a recognized post-secondary credential, or a secondary school diploma or its recognized equivalent (subject to clause (iii))* during participation in or within 1 year after exit;
- V. the percentage of program participants achieving measurable skill gains; and
- VI. effectiveness in serving employers.

*Clause (iii) states that program participants who obtain a secondary school diploma or its recognized equivalent shall be included in the percentage counted as meeting the criterion only if, in addition to obtaining diploma or equivalent, they have obtained or retained employment or are in an education or training program leading to a post-secondary credential within 1 year after exit from the program. (Sec. 116(b)(2)(iii))

Below are the program year 2020-2021 negotiated target levels of performance for Michigan, which will be updated once these targets are available for 2021-22:

Performance Indicator	PY2020 Negotiated Target
Employment Rate (Q2)	42%
Employment Rate (Q4)	42%
Median Earnings	\$4,320
Credential Rate	40%
Measurable Skill Gain	50%

REPORTING REQUIREMENTS

Michigan Adult Education Reporting System (MAERS)

The data entry requirement is part of a comprehensive performance accountability system. LEO-WD requires that all federal and state funded adult education and family literacy programs must enter data into MAERS for every adult education participant that registers for services and attends one or more instructional hours.

MAERS was developed to meet the U.S. Department of Education (USDOE) data requirements specified in the NRS Implementation Guidelines. LEO-WD must complete and file a report with USDOE every year using MAERS data to fulfill NRS reporting requirements.

Per USDOE requirements, data **MUST** be entered into MAERS monthly, at a minimum, and no later than the last day of the subsequent month. This includes Class Functions, Registration, daily attendance hours for every participant enrolled in an adult education class, Assessments (pre- and post-tests), Class Enrollment(s), Program Exits, and Follow-Up data. Programs must ensure that the data entered into MAERS is accurate and complete.

All PY 2021-22 participant data MUST be entered into MAERS by September 17, 2022.

Additional information regarding MAERS is available in the [MAERS section](#) of the Adult Services website. The [official MAERS website](#) for entering and retrieving data requires prior authorization with an assigned username and password that can be obtained by contacting the Adult Services.

End of Year Reporting

Fiscal agents and regional providers are required to report on achievement of specified performance objectives, final expenditures, and program information.

Performance Reporting: All performance data must be entered into MAERS.

Final Expenditures:

- ▶ All Section 107 ISD fiscal agents and regional providers are required to report final expenditure information into the Michigan Electronic Grants System Plus (MEGS+) **by August 19, 2022.**
- ▶ All Section 107 ISD fiscal agents and regional providers are required to report revenue and detailed expenditure information in the Financial Information Database (FID), utilizing the appropriate codes for revenue and expenditures as follows, **by November 1, 2022:**

Financial Information Database (FID)

- Center for Educational Performance and Information
- Deadline: November 1, 2021
- Section 107 Revenue: Suffix Code 0030
 - ISD Fiscal Agent: Major Class Code 312
 - Regional Provider: Major Class Code 317
 - Tuition and Fees: Major Class Code 131
- Section 107 Expenditures: State Code 331

AUDITS/REVIEWS

A funding recipient shall provide to the Adult Services all information needed to administer the program and meet federal reporting requirements; shall allow the Adult Services or its designee to review all records related to the program for which it receives funds; and shall reimburse the state for all disallowances found in the review, as determined by the Adult Services.

RESOURCES

- The Governor signed Public Act XXX of 2021, State School Aid Act (Enrolled Bill XXX). Go to the [Michigan Legislature website](#) for an analysis of the bill or to view the Public Act in its entirety.
- 2021-22 Section 107 Requirements
- [Adult Education Policies](#)
- Adult Education Participant Accounting Manual
- Census data (recent 5-year)
- Allocation plan
- [Prosperity Regions Map](#)
- Timetable – Deadlines and Important Dates
- [LEO-WD Website](#)

- **OFFICE OF ADULT EDUCATION CONTACT:**

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