

Office of Adult Education

SECTION 107 - REGIONAL PROJECT NARRATIVE

- Outlined below are the required components of the regional project narrative to be addressed and completed in MEGS+.
- Please use this narrative format and include the questions when providing responses.
- A separate regional project narrative must be completed for the fiscal agent and for each regional provider.
 - ***Fiscal agent NOT providing direct services:*** Respond to the Fiscal Agent Only narrative components A. and B.
 - ***Fiscal agent providing direct services:*** Respond to ALL narrative components.
 - ***Regional Providers:*** Respond to narrative components C – G.

NARRATIVE COMPONENTS:

A. REGIONAL ADULT EDUCATION NEEDS AND PRIORITIES ***(Fiscal Agent Only)***

1. Describe how your region conducted an assessment of needs related to moving adults with low basic skills to post-secondary education and employment, and the specific results of the needs assessment.
2. Indicate the process for continually assessing and addressing the future needs of participants and the community in the region, and the fiscal agent's working involvement with the Workforce Development Board (WDB) and the Career and Educational Advisory Council (CEAC).

B. REGIONAL STRUCTURE ***(Fiscal Agent Only)***

1. Describe how the fiscal agent collaborated with the CEACs in the prosperity region to develop a regional strategy that aligns adult education programs and services into an efficient and effective delivery system for all adult education learners. Describe the regional strategy.
2. Describe how the fiscal agent collaborated with the CEACs in the prosperity region to create a local process and criteria, based on location, demand for services, and cost to provide instructional services, to identify eligible adult education providers for funding allocated under Section 107. Describe the local process and criteria.
3. Describe how the fiscal agent will work with all intermediate school districts (ISDs) in the prosperity region to implement Section 107 on a regional basis.
4. Identify what programs and services will be offered within the prosperity region and how they will address the identified needs and priorities.
5. Indicate if any Program Year (PY) 2020-21 Section 107 funded adult education providers were not selected to provide services in PY 2021-22, and the justification as to why the provider(s) were not selected.
6. Indicate if there were new providers selected to provide services in 2021-22, and the justification as to why and how the provider(s) were selected.

7. Describe any contractual arrangements for providing adult education services within the region. *(NOTE: Contractual agreements must be included with the application.)*
8. Describe the process used to determine the funding amounts for the regional providers. *(NOTE: Upload in the NexSys application the statewide allocation criteria weighting form for your region for 2021-22; and the specific calculations used to determine the 2021-22 allocations for all regional providers.)*
9. Describe the process used to establish and re-evaluate regional goals to achieve program improvement. *(NOTE: Upload in the NexSys application the regional goals established for 2021-22.)*
10. Describe the fiscal agent's process for making payments to each of its regional providers.
11. Describe how the fiscal agent will provide oversight to the regional providers throughout the program year to ensure compliance with Section 107 requirements.
12. Describe how the fiscal agent will utilize the funds allocated for administration costs for serving as the fiscal agent (up to 5%).
13. Describe how the fiscal agent will track Section 107 revenue and allowable expenditures, ensuring that Section 107 funds will not be commingled with another source of funding for adult education purposes or with any other funds.

C. PROGRAM DESIGN

1. Adult Education Needs and Priorities
 - a. Describe how your program conducted an assessment of needs related to moving adults with low basic skills to post-secondary education and employment, including the specific local data used to determine the need, the results of the needs assessment and how the specific services to be provided align with the needs identified. Identify the specific area(s) of instruction to be provided (ABE, ASE, ESL, HSC, HSE).
 - b. Explain how the location(s) of your program services were determined and how the location(s) meet the needs of the adult education population. Describe access to these services based on availability of transportation, technology, and other infrastructure.
 - c. Describe how your program identifies and supports those individuals in need of adult education services who have low levels of literacy, English language learners, and individuals with disabilities, including learning disabilities.
 - d. Describe your efforts to provide cost efficient and cost-effective instructional services by leveraging revenues, utilizing satellite hubs, collaborating with community partners and other providers, and reducing administrative costs.
 - e. Describe any contractual arrangements for providing adult education services for an eligible adult education provider. **(NOTE: The contractual agreement must be included with the application.)**
 - f. Describe any arrangements as outlined in Section 107(14) for providing instructional activities for adult education participants enrolled in a career and technical education program under Section 61a, for which a proportion of

school board approved career and technical education coursework is used to satisfy adult education programming. (This is not the Special Programs grant.)

- g. Describe any arrangements for providing instructional activities for adult education participants in an occupational setting, for which a proportion of school board approved coursework is used to satisfy adult education programming toward high school completion credits. (This is not the Special Programs grant.)

2. Alignment with State Adult Education Mission and Goals

- a. Describe any services that the program offers to enable individuals to secure employment within a specific industry or occupational sector and/or to advance to higher levels of education.
- b. Describe how the program aligns exit and entry requirements so that expected learner outcomes allow for a seamless transition to the workplace or higher levels of education and training.
- c. Describe any innovative approaches to providing adult education services that assist adult learners to become better citizens, parents, and workers.

3. Curriculum and instruction

- a. Describe the core curriculum materials used for each program offered.
- b. Describe the pedagogical principles used to address the multitude of learning needs identified during the intake process, and how your agency determines their effectiveness. Identify the specific instructional methods provided in the program.
- c. Describe how the program includes a wide variety of multi-level texts, current and contextualized reading materials, learning games, manipulative, and special materials for persons with learning and/or physical disabilities, and limited English proficiency.
- d. Describe how your agency aligns its ABE, ASE, HSC, HSE and ESL curriculum to the national College and Career Readiness standards for adult education.
- e. Describe how your agency's adult education high school completion program adheres to the Michigan Merit Curriculum requirements.
- f. Describe how your program will transition instructional models depending upon the needs of the participants, which could include classroom, virtual/distance, hybrid, or other models.

4. Technology

- a. Describe how technology is used to ensure participant access to services, enhance the instructional program or deliver adult education services in distance learning, lab, classroom, self-paced, virtual/distance, hybrid, or other formats.
- b. Describe how participant technology skill levels and needs are assessed and addressed.

5. Program Intensity and Duration

- a. Provide the program's days and hours of operation, including number of weeks in the semester or term.
 - b. Identify the schedule for enrolling new learners throughout the program year.
 - c. Explain how the scheduling identified in a. and b. accommodates adult learner schedules and allows participants to achieve substantial learning gains and attain their goal(s).
6. Recruitment & Retention
- a. Describe the marketing and recruitment strategies utilized to inform potential participants, referral agencies, special targeted groups, and the general public of available services. Describe how the agency's marketing and recruitment plan enables the prospective learners in identified target populations in the community to find out about the program, the learning opportunities it offers, and how to take advantage of them.
 - b. Describe the retention policy and how community resources are utilized to promote continued learner participation until goal attainment.
7. Tuition/Fees (Program Income)
- If applicable, describe your program's tuition/fee structure and the methodology used to determine any tuition and/or fees charged to an eligible adult education participant, and how these funds will be used to augment the adult education program.

D. COORDINATION OF EFFORTS, COLLABORATION AND PARTNERSHIPS

- 1. Describe the linkages, agreements and/or coordination of activities between your adult education program and other educational community and/or workforce support services (e.g., K-12 school districts, post-secondary institutions, workforce development agencies, literacy councils, libraries, employers, community-based organizations, faith-based organizations, job training programs (integrated with occupation training), regional economic development agencies, proprietary schools, local office of state government, local foundations/United Way).
- 2. Describe how your agency will work collaboratively with other regional providers and regional fiscal agent to determine the needs of adult learners and the appropriate use of resources.
- 3. Describe how your agency will regularly attend and participate in regional meetings and professional development, where applicable.

E. PERFORMANCE & EVALUATION

- 1. Intake and Assessment
 - a. Describe your program's intake process, and how it ensures that participants meet eligibility requirements and are placed in an appropriate instructional program.
 - b. Describe the process for creating an accurate and up-to-date Michigan Department of Labor and Economic Opportunity, Workforce Development

(LEO-WD) approved Adult Learning Plan for each participant, for working with the participant to set goals, and for adjusting the plan throughout the program year.

- c. Identify the LEO-WD-approved assessment utilized for each program of enrollment and describe the process and timeline(s) for pre- and post-testing adult education participants. Describe if/how your program uses/shares learner assessments with agency partners.
- d. Describe how participants are made aware of program expectations for persistence, outcome achievement and skill acquisition.
- e. Describe how your program will track and monitor hours of instruction to ensure continued eligibility across program years:

An ABE, ASE, GED HSE or ESL program participant remains eligible for funding until he/she fails to show progress on two successive assessments after completing 450 hours of instruction across program years. A HSC program participant remains eligible for funding until he/she fails to earn credit in two successive semesters or terms after completing 900 hours of instruction across program years.

2. Data Reporting – Michigan Adult Education Reporting System (MAERS)

- a. Describe your policy and procedure for ensuring monthly data entry into MAERS that accurately reflects the information in the participant’s file. *(Note: All eligible participants that enrolled and received at least one hour of instruction must be entered into MAERS).*
- b. Describe your policy and procedure for using data management reports in MAERS (i.e., Post-Test Listing, Missing Data Report, Follow-Up, Upcoming System Exit Report) to monitor participant information and ensure timely and complete participant data entry into MAERS.
- c. Describe the process for completing and reporting all follow-up measures, which align with federal and state performance measures.
- d. Describe how participant information is collected and/or shared among agency partners offering different services while at the same time protecting participant confidentiality.

3. Program Evaluation

Describe your policy and procedure for evaluating your program to continuously improve programming, which could include, but not be limited to the following:

- Evaluation of MAERS data and performance reports, such as NRS Tables, Performance Summary Report, and EFL Snapshot.
- Soliciting feedback from staff, teachers, adult education participants and agency partners.
- Describe any additional data/resources used in the evaluation process.

4. Past Performance
 - a. Current Provider
 - i. Indicate your program's participant performance data for the last three years and describe how it aligns to State Section 107 and federal Workforce Innovation and Opportunity Act, Title II guidelines and performance measures. If your program did not meet specific performance measures, indicate its plan for improvement.
 - ii. Indicate the last three years of pre/post rate data for your program from MAERS. If your program did not meet the State's 65% post-test rate requirement, indicate its plan for improvement.
 - b. New Provider
 - i. Describe your agency's ability to provide quality adult education services and comply with all Section 107 requirements based upon the following organizational performance measures:
 1. Performance and experience serving adult learners
 2. Capacity and knowledge to serve adult learners

F. STAFF DEVELOPMENT

1. Describe how your agency ensures that counselors and administrative staff are well-qualified, and teachers are Michigan certified.
2. Describe any pre-service training provided for new teachers and/or tutors.
3. Describe how your agency assesses the effectiveness of both teachers and staff.
4. Describe the professional development opportunities available to nurture, sustain, and support quality teaching and learning for staff, whether for program improvements or state required certification.
5. Describe how the information and material obtained from staff participation in training or attendance at conferences is shared with other staff and used to improve program performance. Please provide specific examples for your agency.

G. FISCAL MANAGEMENT

1. Describe how your agency will track Section 107 revenue and allowable expenditures, ensuring that Section 107 funds will not be commingled with another source of funding for adult education purposes or with any other funds.
2. Describe how your program staff and business office will work together to meet all fiscal reporting requirements and deadlines established by the regional fiscal agent or by LEO-WD.
3. Describe how your program staff and business office will work together to ensure that any deferred funds awarded are fully expended and costs are paid by March 1, 2022.