

## **Technical Assistance Paper Michigan Department of Corrections - Adult Learning Plan (ALP)**

### **Purpose**

All recipients of federal and state adult education funding are required to maintain the Adult Learning Plan 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.

The ALP is to 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.

This technical assistance paper provides the practitioner with the information needed to complete the ALP.

### **ALP Requirements**

- All adult education programs must use the ALP format provided effective Program Year 2012-13 (July 1, 2012).
- ALP is initiated upon intake and utilized for the entire duration of the participant's adult education services across program years.
- ALP is required to be completed and must be on file for each participant.
- Unless noted with an asterisk (\*), all information is required. Data items with an asterisk (\*) are optional.
- The shaded fields are data items reported at ENTRY which remain unchanged during the entire duration of the registration period.
- 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
- 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.

## ALP Field Elements

Following are the ALP field elements and data entry requirement descriptions.

\*Completion - Optional

Shaded Items: Data reported at ENTRY which remains unchanged during registration period.

<b>PAGE 1</b>	
<b>Program Year</b>	Enter the NRS program year in which the ALP is initiated at entry
<b>Planned End of Service Date</b>	Enter the estimated date for which all adult education services will be completed by and the participant will be exited
<b>Program Provider Code</b>	Pre-filled with MDOC recipient code
<b>Provider Name</b>	Pre-filled with MDOC
<b>Registration Date</b>	Enter the actual date the participant registered for the program. Note: MAERS will not accept a registration date prior to July 1 of a program year, therefore, enter July 1 as the registration date in MAERS if the individual registered before July 1.
<b>Program Type</b>	Pre-filled with selection of State Correctional Facility
<b>Facility/Site</b>	Enter the facility/site location where the services are being provided
<b>Teacher (First and Last Name)</b>	Enter the first and last name of the teacher of record
<b>Local Student Number</b>	Enter local student number. This is a locally assigned 4-10 character field that is unique to each participant within a fiscal agent.
<b>*Social Security Number</b>	Optional. Enter the social security number of the participant. It is strongly recommended that a participant's social security number be obtained, as this will be critical for effective tracking/follow-up of participant outcomes through data matching.
<b>*Unique Identification Code (UIC) Number</b>	Optional. UIC number identifies each student in Michigan with one unique student identifier. The Michigan Student Data System allows school districts to obtain or validate (UICs) for their students. UIC numbers will also be critical for effective tracking/follow-up of participant outcomes through data matching within the Center for Educational Performance and Information system, which requires UIC numbers.
<b>Participant Name</b>	Enter participant name (last, first and middle initial)
<b>*Maiden Name</b>	Optional. Enter participant's maiden name, if applicable.
<b>Address</b>	Pre-filled with MDOC central office address
<b>County</b>	Enter the county in which the participant is currently located
<b>Sex</b>	Indicate whether the participant is male or female.
<b>Date of Birth</b>	Enter the participant's date of birth (mm/dd/yyyy).
<b>Age</b>	Enter the participant's age on the day of registration/intake
<b>Place of Birth</b>	Enter the participant's place of birth (city and state for U.S. born individuals OR city and country for non-U.S. born individuals)
<b>GED Tests at Entry</b>	Indicate the total number of <u>actual</u> GED tests previously passed at entry
<b>Number of Preschool-Aged Children</b>	Enter the number of preschool-aged children that the participant has (typically under the age of five).
<b>Number of School-Age Children (K-12)</b>	Enter the number of children that the participant has who are eligible for or are enrolled in K-12 classes.

<b>Ethnicity</b>	Participants must self-identify as Hispanic/Latino or not Hispanic/Latino ethnicity, regardless of their racial background. Hispanic or Latino: A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
<b>Racial Group</b>	Participants must select one or more races with which they identify: <ul style="list-style-type: none"> <li>▪ Black or African American: A person having origins in any of the Black racial groups of Africa.</li> <li>▪ American Indian or Alaska Native: A person having origins in any of the original peoples of North and South America (including Central America), and who maintains a tribal affiliation or community attachment.</li> <li>▪ Asian: A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.</li> <li>▪ Native Hawaiian or Other Pacific Islander: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.</li> <li>▪ White: A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.</li> </ul>
<b>Highest Degree or Level of School Completed at Entry (US or Non-US)</b>	Select the HIGHEST degree or level of school the participant has completed at entry into the adult education program. Indicate whether the highest degree or level of school was US Based Schooling or Non-US Based Schooling.  For ESL participants: If a high school diploma/alternate credential from non-US based schooling is the highest degree or level of school completed and proof (transcript) cannot be provided, please select "Grades 9-12 (no diploma)."
<b>Additional Status Measures at Entry</b>	Select all additional status measures which apply at the time of entry. (See the NRS Guidelines for a complete explanation for each measure.)
<b>Labor Status at Entry</b>	Pre-filled with selection of Not in the Labor Force (individual is not employed and NOT looking for work.)
<b>Instructional Area</b>	Select the instructional area. For High School Diploma, indicate if MMC requirements are being followed.
<b>Date of Class Enrollment</b>	Enter the first scheduled day of class that the participant is enrolled in. If enrolled in more than one class, enter the earliest date.
<b>Program Funding Source(s)</b>	Identify which funding source(s) will be charged for the participant's instructional expenditures. Note: participant must meet required eligibility criteria. Pre-filled with selection of Federal-Institutional and Other (State-MDOC). For ESL participants only, select Federal-EL Civics.
<b>Participant Goals</b>	Select as many goals as applicable, and the program year(s) the goal was selected. All goals must be selected with the participant. (Goal selection does not determine follow-up requirements.)  Please refer to the Goal Setting Policy for detailed information.
<b>Participant Outcomes</b>	Check all primary and secondary outcomes achieved by the participant and the program year(s) the outcome was achieved.

<b>Post-Test Minimum Hour Requirement Waiver</b>	<ul style="list-style-type: none"> <li>• Waiver to administer the post-test prior to the minimum number of hours required</li> <li>• Participant must have either obtained the HS Diploma or GED <u>prior</u> to administering the post-test.</li> <li>• This <u>does not</u> waive the requirement to post-test.</li> </ul> <p>If applicable, indicate if the participant either obtained the HS Diploma or GED prior to the post-test minimum requirement. Provide the date the wavier was granted, and the name and title of program official authorizing the wavier.</p>
<b>Verification of Participant Involvement</b>	<p>In lieu of signatures, agency must verify that the participant was actively involved in the ALP process and the selection of all goals. Provide the name and title of the agency official verifying this statement, and the date verified.</p>
<b>GED Tests at Exit</b>	<p>Enter the total number of actual GED tests TAKEN by the participant at Exit from all adult education services.</p> <p>Enter the total number of actual GED tests PASSED by the participant at Exit from all adult education services.</p>
<b>Exit Status (End of Service)</b>	<p>The participant exit status is reported when the participant has exited from ALL adult education services.</p> <p>Participant Completed and Does Not Plan to Continue – Participants who made an educational gain or achieved their goal and do not plan to continue in the program.</p> <p>Participant Separated Before Completion - Participants who separate from the program prior to the end of a program year and did not receive services for 90 days, without having made an educational gain or achieved their goal. If this exit status is selected, a Reason for Separation is required.</p> <p>Enter the date that the participant was exited from all adult education services.</p>