



MICHIGAN DEPARTMENT OF  
**LABOR & ECONOMIC  
OPPORTUNITY**

**WORKFORCE  
DEVELOPMENT**

## **2023-24 SECTION 107, STATE SCHOOL AID ACT REQUIREMENTS**

**PROGRAM YEAR: July 1, 2023-June 30, 2024**

Following are critical requirements that apply to all State School Aid, Section 107 funded programs for 2023-24. Intermediate School District (ISD) fiscal agents and regional providers should refer to the Michigan Department of Labor and Economic Opportunity, Workforce Development ([LEO-WD website](#)) for additional information.

Section 107 of the 2023-24 State School Aid Act (Public Act 103 of 2023) allocates \$40.5 million for adult education programs, as follows:

- \$36 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 Allowable Cost Policy. 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.

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, Adult Education before funds may be distributed to the fiscal agent.

- C. 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.
- D. Report adult education program and participant data and information in the following systems as prescribed by LEO-WD, 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.

- E. An ISD shall not use more than 5% 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"> <li>• Western Upper Peninsula</li> <li>• Central Upper Peninsula</li> <li>• Eastern Upper Peninsula</li> </ul>	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"> <li>• West Central</li> <li>• West Michigan</li> </ul>	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 are allocated to each intermediate district serving as a fiscal agent for adult education programs in each of the prosperity regions or subregions identified by the department.

An intermediate district shall not use more than 5% of the funds allocated for administration costs for serving as the fiscal agent.

The allocation provided to each intermediate district serving as a fiscal agent is calculated as follows:

(a) Sixty percent of this portion of the funding must 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 or subregions located within the intermediate district, as reported by the most recent 5-year estimates from the American Community Survey (ACS) from the United States Census Bureau.

(b) Thirty-five percent of this portion of the funding must be distributed based upon the proportion of the state population of individuals age 25 or older who are not high school graduates that resides in each of the prosperity regions or subregions located within the intermediate district, as reported by the most recent 5-year estimates from the ACS from the United States Census Bureau.

(c) Five percent of this portion of the funding must be distributed based upon the proportion of the state population of individuals age 18 or older who lack basic English language proficiency that resides in each of the prosperity regions or subregions located within the intermediate district, as reported by the most recent 5-year estimates from the ACS from the United States Census Bureau.

**For 2023-24, an additional \$1M of unawarded Special Programs funding is included in the regional calculations, for a total allocation of \$37M.**

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

REGION	2023-24 SECTION 107 ALLOCATION
REGION 1	\$1,082,080
REGION 2	\$1,012,670
REGION 3	\$785,044
REGION 4	\$6,126,337
REGION 5	\$2,114,771
REGION 6	\$3,308,271
REGION 7	\$1,421,851
REGION 8	\$3,082,712
REGION 9	\$3,170,472
REGION 10	\$14,895,792
STATE TOTALS	\$37,000,000

ISDs will receive 1/11<sup>th</sup> payments disbursed from the Michigan Department of Education, State School Aid Office on the 20<sup>th</sup> 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, 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, 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, Adult Education, as outlined in the Allowable Cost Policy.

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, 2024.**

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 this section, an individual must be enrolled in an adult basic education program, an adult secondary education program, an adult English as a second language program, a high school equivalency test preparation program, or a high school completion program, that meets the requirements of this section, and for which instruction is provided, and **the individual must be at least 18 years of age by July 1 of the program year and the individual's graduating class must have graduated.**

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 9<sup>th</sup> 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 9<sup>th</sup> grade level but below 12<sup>th</sup> 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, 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, Adult Education [Teacher Certification Policy](#) for detailed information.

## ASSESSMENT

All recipients of adult education funds must follow the LEO-WD [Assessment Policy](#). Section 107 requires assessment procedures to be valid, reliable, and appropriate to determine the effectiveness of instructional activities. The Assessment Policy provides guidelines for:

1. Using the National Reporting System (NRS) and state-approved assessments in a standardized and consistent manner.
2. Placing a participant accurately into appropriate program and instructional level.
3. Obtaining diagnostic information to guide instruction.
4. Determining educational functioning level at intake (pre-test) and at the end of the instructional period (post-test).
5. Training staff and implementation of test security requirements.

All local adult education providers in Michigan must employ proper testing, scoring, and reporting protocols in accordance with the Assessment Policy and publishers' guidelines. All local providers must also establish an assessment policy that outlines assessment process and procedures and is aligned with the LEO-WD Assessment Policy. Local assessment policies will be reviewed during monitoring visits.

The following assessments have been determined to:

- Be appropriate for measuring literacy and language development of adult participants.
- Have standardized administration and scoring procedures.
- Have alternate equivalent forms for pre-testing and post-testing.
- Have evidence linking them to NRS educational functioning levels.
- Be NRS approved tests and appropriate forms.

Test Name	ESL	ABE/ASE	HSC	HSE
CASAS GOALS		X	X	X
CASAS	X			
TABE 11/12		X	X	X
TABE CLAS-E	X			

## 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

LEO-WD requires all adult education providers to maintain the state-approved Adult Learning Plan (ALP) and ALP Eligibility Addendum for all adult education participants. The ALP is designed to document information that tracks participant's progress towards goals achievement and enhances the academic performance and economic success of the adult education participant.

The ALP is initiated at intake and utilized for the entire duration of the participant's adult education services across program years. The ALP Eligibility Addendum is required to be completed annually.



Refer to the ALP Technical Assistance Paper on the [Adult Education Policies](#) page of the website for additional information on completing the ALP. Providers are encouraged to utilize the online ALP, which is available through the Michigan Adult Education Reporting System (MAERS) Special Functions tab.

## **GOAL SETTING POLICY**

- Refer to the LEO-WD, 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 2<sup>nd</sup> quarter after exit;
- II. the percentage of program participants in unsubsidized employment in the 4<sup>th</sup> quarter after exit;
- III. median earnings of program participants who are employed during the 2<sup>nd</sup> 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 2023-2024 negotiated target levels of performance for Michigan:

Performance Indicator	PY2024 Negotiated Target
Employment Rate (Q2)	43%
Employment Rate (Q4)	43%
Median Earnings	\$4,700
Credential Rate	41%
Measurable Skill Gain	40%

## 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 the LEO-WD [Data Entry policy](#), 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 any information entered into MAERS is accurate and complete.

***All PY 2023-24 participant data MUST be entered into MAERS by September 17<sup>th</sup> following the end of the program year.***

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.

### 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 29, 2024.**
- ▶ 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, 2024:**

#### Financial Information Database (FID)

- Center for Educational Performance and Information
- Deadline: November 1, 2024
- 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 state and 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 103 of 2023, State School Aid Act (Enrolled Senate Bill 173). Go to the [Michigan Legislature website](#) for an analysis of the bill or to view the Public Act in its entirety.
- 2023-24 Section 107 Requirements
- [Adult Education Policies](#)
- Census data (recent 5-year)
- Allocation plan
- [Prosperity Regions Map](#)
- Timeline – Deadlines and Important Dates
- [LEO-WD Website](#)
- **ADULT EDUCATION CONTACTS:**

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