

DEPARTMENT OF LABOR AND ECONOMIC GROWTH

OFFICE OF ADULT EDUCATION, COMPLIANCE AND MONITORING REVIEW

Please provide complete responses to these questions, as they become a record of your program operations for review by the federal government and state auditors. If more space is needed, please insert additional lines as necessary.

Administering Programs

1. What other agencies, institutions, or organizations do you coordinate services with locally?
2. How do you ensure access to your facilities for all community participants? Please explain.
3. Does your program use Michigan certified teachers and counselors to provide instruction and counseling services? If not, please explain.
4. What specific professional development activities has your staff participated in?
5. How do you assess the effectiveness of your instruction/adult education programs? How do you improve in areas that show low performance?
6. How do participants evaluate your adult education program? Did the participants use an evaluation form? How is this information used?
7. Please use the space below to describe in detail, any innovative approaches to instruction, curriculum, retention, training, etc. that you would like to share with the Office of Adult Education and with other Adult Education providers.

Data

8. A) Do you have a MAERS Manual? B) How do you train new staff to use MAERS?
9. Do you have a printed, posted schedule for data entry? How do you ensure quarterly data entry that accurately reflects the information in the participant's file?
10. What MAERS management reports do you use to monitor your program performance? Please list them specifically, along with any desired reports you would like to have available to you.

Participant-Related Issues

11. How do you verify a participant's eligibility to enter an adult education program? What method of documentation is used, and where is it kept?
12. An ABE, GED or ESL program participant remains eligible for funding until he/she fails to show progress on two successive assessments after completing at least 450 hours of instruction. A High School Completion program participant remains eligible for funding until he/she fails to earn credit in two successive semesters or terms in which the participant is enrolled after completing at least 900 hours of instruction Describe how your program tracks and monitors hours of instruction to ensure continued eligibility for each participant.
13. A) Describe the procedures and tests that are used to ensure each participant is properly assessed?
B) How do you ensure that progress testing is accomplished after every 90 hours of attendance for ABE, ESL, and GED participants?
C) What timelines are used for pre, progress and post testing in your program and who is responsible for administering the tests?
14. Please describe the process used to enroll each participant into the Adult Education program, track their progress toward their goal, and to conduct follow-up based upon their participation in an Adult Education Program.
15. For high school completion, do your requirements for graduation differ from those of K-12? If so, how are they different?
16. Does your program possess a written curriculum? Please have a copy on hand for reference, along with the schedule of classes for the year being monitored.
17. Does your program allow open-entry, open-exit enrollment?
18. What evidence-based and/or research-based practices are used in your program? What instructional materials do you use and when were the materials last updated?
19. Describe the various types of instruction available in your program, i.e. standard classroom, learning labs, etc. For learning labs, please indicate the program they are used for, and list the specific instructional software used. Describe how participants make use of the labs, and attendance would be determined.
20. Do you have a policy/process/procedure in place for 16 or 17 year olds requesting to take the GED test? Please explain.

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21. Is there a policy/process for alerting participants with a learning/physical disability that they may be eligible for special accommodations when taking the GED Test?
22. Describe how the official GED Practice Tests are a part of your lesson plans.
23. How are participants with special needs being served?
A) Low income participants? B) Individuals with disabilities? C) Single parents and displaced homemakers? D) Individuals with multiple barriers to educational enhancement, including limited English proficiency?
24. Describe the method used to determine the FTE calculations as reported in the SRSD. Please make available at the time of the on-site review, the documentation/SRSD reports, which support the FTE's reported for each count date (participant name, program of enrollment, FTE's, etc.).
25. For the Program Performance Objective (10%), please respond to the following, and make available at the time of the on-site review, the documentation which supports the head count and FTE data reported for those participants whom you reported as meeting the performance criteria for each program of enrollment/category (participant name, program of enrollment, specific performance criteria met, FTE's etc.).

Financial Reports

26. To assure compliance with state and federal requirements, please have a business office finance or accounting staff person provide a copy of the following with your responses to the questions 30 days ahead of time to this office:
A) A chart of accounts that reflects the coding used to separate Adult Education participant funding (revenues and expenditures) from other funds of the district for State Section 107, Federal General Instruction, Institutional, EL Civics, Tuition and Fees. Please identify the coding used for Alternative Education and Adult Continuing Education.
B) The June General Ledger summary for the above fund sources, for the year being monitored.
C) The Adult Education program budget reflecting all funds supporting the program for the cost categories reflected in the attached sample document (inclusive of deferred Sec. 107 revenues). *This sample is only for your reference. You may provide a local document that captures this information.*
27. Please describe how you determine the allocation of costs between the various funds supporting the adult education program for payroll, supplies and materials, etc. e.g. for classes containing both pupils and participants, the percentage of participants to pupils in the class is applied to the instructors' salary and allocated to Adult Ed funds and general funds.
28. For programs utilizing both federal and other sources of funds to support staff payroll, split time reporting is required. For programs charging staff 100% to a federal grant, bi-annual certification letters are required. Please have a staff person in charge of payroll available to assist with these documents at the time of the review.
29. Do you have a reimbursement and final expenditure process outlined for grant funds disbursed through the Michigan Department of Education Office of Financial Management and Administrative Services (OFM&AS), Michigan Education and Information System (MEIS)? Please have this available for the review.
30. Do you have a tuition and fee schedule? If so, please provide a copy of the schedule and describe the process used to establish the rates.
31. Have you made any purchases exceeding \$5,000 or made any capital expenditures? If so, please provide documentation supporting the expenditure, an inventory record, and show the review team where the equipment/materials are located.