

Michigan Department of Labor
& Economic Growth

OFFICE OF ADULT EDUCATION

COMPLIANCE
REVIEW MANUAL

Revised May 2008

FOREWARD

The purpose of the compliance review is to ensure that adult education providers receiving federal and state funds are in compliance with all applicable federal and state laws, rules, regulations, policies, and procedures, and that funds have been expended appropriately and that performance goals are achieved.

As part of this process, any technical assistance needs that the adult education provider may have will be noted, and additional training or guidance can be customized to meet program needs.

Ultimately, the compliance review should be considered an aid to adult education providers to monitor and evaluate their programs and improve performance and outcomes for adult learners.

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I. OVERVIEW OF ROUTINE MONITORING ACTIVITIES

The Office of Adult Education will:

- Maintain contact with adult education providers throughout the year regarding program activities, providing guidance or technical assistance as needed.
- Review and approve requests for budget revisions and corresponding activities and compare these to the original approved grant application and budget.
- Monitor and review data submitted through MAERS and analyze the data in relation to approved program activities and core performance indicators.
- Review final closeout reports and final budgets and the relationship of expenditures to the application activities and outcomes.
- Collaborate with the Michigan Department of Education to assure that required audits have been performed, e.g., records of audit findings or of non-compliance.
- Conduct scheduled site visits to review financial and programmatic records and observe program operations.
- Reward local providers that meet and/or exceed the state negotiated performance measures.
- Provide on-site technical assistance to local providers that fail to meet the state negotiated performance measures.
- Sanction¹ local providers that fail to show progress on two subsequent years after on-site technical assistance.

¹ Sanction also includes local providers who fail to: a) enter data in MAERS, b) conduct pretests, c) select goals that require follow-up, or d) achieve less than 65% posttests.

II. SELECTION PROCESS

II. A. Introduction



The Michigan Department of Labor and Economic Growth (DLEG) Office of Adult Education is required by law to show the progress of adult education throughout the state toward continuously improving its performance. Six sets of standards comprising the Michigan Quality Framework are used to guide that continuous improvement process. Through the development and implementation of (1) program, (2) professional development, (3) practitioner, (4) performance, (5) content, and (6) data quality standards, Michigan sets high expectations for quality services and student success.

To measure its progress in continuous improvement, DLEG has developed a comprehensive system of program review. At the local level, programs have access to a variety of progress reports through the Michigan Adult Education Reporting System (MAERS). Programs enter and review their data on a quarterly basis to measure progress and determine necessary adjustments. At the state level, local providers' data are reviewed quarterly and a designated number of on-site monitoring visits are used to carefully examine their procedures, policies, and practices. The monitoring instrument is correlated to the Michigan Program Standards: a compilation of benchmarks, standards, and evidence statements that define quality services. In addition, an annual desk review process has been developed to evaluate the effectiveness of adult education and literacy activities for all local programs.

The uses of the DLEG Desk Review include:

- Accountability – meet performance goals and demonstrate state and local program achievement
- Promotion of program improvement – establish a system for (1) assisting programs in a continuous improvement process and (2) recognizing program achievement

- Information and advocacy for program – share key information with internal and external stakeholders

The DLEG Desk Review addresses both student and program achievement and provides a rating for local programs based on the following elements:

- Meeting or exceeding the state performance targets for completion of individual Educational Functioning Levels (EFL) as determined by standardized assessments
- Meeting or exceeding the state’s overall EFL completion rate
- Helping adult learners set realistic follow-up goals related to employment, postsecondary education/job training, and GED/high school diploma
- Meeting or exceeding the state’s overall attainment rate of follow-up goals
- Meeting or exceeding the state’s target for pretesting and posttesting of students to determine level completion
- Meeting or exceeding the state’s student attendance hour targets

The selection of the quality elements in the desk review was based on a comprehensive review of MAERS data to determine indicators that (1) reflected meaningful and measurable achievement, (2) were aligned with state and/or federal goals, and (3) were obtainable through the state’s current data system. In addition to the selected elements, the Office of Adult Education conducts a secondary data analysis to further examine characteristics of program performance such as expenditure per student and enrollment patterns.

II. B. Explanation of Report Form

The Desk Review indicates the performance status of a local program by using six elements in two measures. The two measures are weighted as follows:

- Measure #1 – Student Achievement represents 67% of the overall rating
- Measure #2 – Program Performance represents 33% of the overall rating

The table on the next page is used for determining the rating designations for Measures #1 and #2 and for the overall Desk Review designation. For example, if the final percentage for Measure #1 is 76%, the rating for that measure is acceptable. Superior and exemplary programs are those that exceed state benchmarks by 10–20 percentage points. Such superior and exemplary programs are likely to receive state incentives. Conversely, programs performing below 60% over two consecutive years may face sanctions after receiving technical assistance and professional development.

Designation	State Indicators Met
Satisfactory	90% - 100%
Needs Improvement	70% - 89%
Technical Assistance	Below 70%



II. C. Explanation of Measures

Measure #1 – Student Achievement

This measure has four elements focusing on factors related to student performance. The elements of this measure are:

1. Completion of individual Educational Functioning Levels (EFLs)
2. Overall completion of EFLs
3. Selection of follow-up measures, including placement in postsecondary education and/or job training, attainment of employment and/or retention of employment, and obtainment of a GED and/or high school diploma
4. Achievement of follow-up measures

Measure #1 receives more weight since it reflects student achievement, which is the major intent of the legislation for DLEG's state and federal funds.

Section A: Educational Functioning Level (EFL) Completion
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In this element, programs receive points for student **completion** of Educational Functioning Levels (EFLs). Programs are given one point for each EFL which met or exceeded the state's performance targets. Points are totaled and divided by the **total number of EFLs in which students were enrolled**. The resulting percent is recorded.

For Example:

ABC Adult Education Program

Educational Functioning Level	Program's Performance	State Target	EFL Met or Exceeded State Target
Beginning Literacy ABE	45%	22%	X
Beginning Basic Education ABE	42%	22%	X
Low Intermediate ABE	27%	30%	0
High Intermediate ABE	46%	34%	X
Low Adult Secondary	50%	33%	X
Beginning Literacy ESL	(none enrolled)	47%	N/A
Low Beginning ESL	(none enrolled)	50%	N/A
High Beginning ESL	50%	50%	X
Low Intermediate ESL	51%	51%	X
High Intermediate ESL	51%	53%	0
Advanced ESL	33%	32%	X

# EFLs With Enrolled Students	# EFLs Achieved	% Completed/ Results for Section A
9	7	77.7% (Needs Improvement)

Section B: Overall Level Completion

This element compares the program's overall EFL completion rate to the state's overall EFL completion average of 24%. To receive an extra five percentage points added to the total for Measure #1, a program must **meet or exceed the state's overall EFL completion average**.

For Example:

The total enrollment of the ABC Adult Education Program in FY2007 was 168 students. Of these students, 98 completed a level. The overall performance is 59%. The overall program percent exceeds the overall state average (59% > 24%).

Total # of Students	Total # of Students Completing an EFL	% of Students Completing an EFL	State Average	Percentage Points Earned
168	98	59%	24%	5

Section C: Follow-Up Goals

This section examines two elements: (1) number of participants with designated follow-up goals and (2) overall attainment rate of follow-up goals compared to the state's average.

C1. Setting of Follow-Up Goals: The purpose of this element is to encourage programs to help students set appropriate follow-up goals related to enrollment in postsecondary education and/or job training, attainment and/or retention of employment, and obtainment of a GED or high school diploma. Up to four points are awarded for programs that have **all** participants designated with follow-up goals as verified by MAERS.

For Example:

ABC Adult Education Program

Follow-Up Core Measure	MAERS indicates that one+ participants had a follow-up goal	Points Earned
Enrollment in postsecondary/job training		0
Attainment of employment	X	1
Retention of employment		0
GED/high school completion	X	1
Total Points		2 of 4

C2. Overall Follow-Up Goal Completion Rate: This element compares the program’s overall attainment rate of follow-up goals to the state’s average attainment rate. If a program meets or exceeds the state average attainment rate for follow-up goals, six points are awarded. **This element applies only to students who had a follow-up measure as a goal.**

Total # of Participants with Follow-Up Goals	Total # of Students Achieving a Follow-Up Goal	% of Students Achieving a Follow-Up Goal	State Average	Points Earned
100	50	50%	31%	6

Overall Section C Rating

	Points Earned	Rating for Section C
C1:Participants with Follow-Up Goals	2	<u>Points Earned</u> Total Points Available
C2:Overall Completion Rate of Follow-Up Goals	6	
Total Points	8	8/10 = 80% (acceptable)

Overall Rating for Measure #1

Once the scoring for each of the sections is completed, the overall score is determined by adding the percentages for each section and calculating an average.

For Example:

ABC Adult Education Program Overall Rating for Measure #1

Section	Total Possible Pts. For Program	Points Achieved	Score
Section A: EFL Completion	9	7	77.7%
Section B: Overall EFL Completion			5.0% (bonus points)
Section C: Follow-Up Measures	10	8	80.0%
Average Score	$(77.7 + 5.0 + 80.0) / 2 =$		81.35% (acceptable)

Measure #2 – Program Performance

For this measure, programs are rated on two elements associated with program performance:

- Pretesting and posttesting rates of students to determine level completion
- Average student attendance hours in comparison to state attendance targets

Each element achieved is worth a weighted number of points.

Section A: Pretests and Posttests

Pretest and posttest: the number of students posttested equals or exceeds 65% of the number of students pretested using a standardized assessment (NRS Table 4B). This element is worth **four** points.

Section B: Average Student Attendance Hours

Average student attendance hours: The average student attendance hours measure is determined by dividing the total student attendance hours by the total number of enrolled students attending 12 hours or more.

Programs earn **one** point if their average student attendance hours equal or exceed the state's attendance hour target. The state's attendance hour target is based on the average attendance hours of participants who complete an Educational Functioning Level.

Overall Rating for Measure #2

For Example:

ABC Adult Education Program Overall Rating for Measure #2

Element/Points	Achievement Level	Points Earned
Pretest/posttest (4)	Program posttested 70% of students pretested. (70%>65%)	4
Average student attendance hours (1)	Program's average student attendance hours exceeded the state target.	1
Total Points Earned for Two Elements		5
$\frac{\text{Total points achieved}}{\text{Total points possible}} = 5 / 5$		Percentage of Elements Met 100%

II. D. Overall Rating Structure

Determining the Overall Desk Review Rating

To determine the overall program rating, the percentage for Measure #1 is doubled and added to the percentage for Measure #2 as indicated below. The total is then divided by three.

For Example:

ABC Adult Education Program Overall Program Rating

Measure	Percentage	Multiplication/Division Factor	Weighted Value
Measure 1	81.35%	2	162.7
Measure 2	100.00%	1	100.0
Totals		3	262.7
Overall Rating		$262.7 / 3 = 87.57\%$ Needs Improvement	

II. E. Technical Assistance and Incentive Categories

Category	Criteria	Technical Assistance/Incentive
At-Risk Program	Receives a 'non-acceptable' rating for one year	<ul style="list-style-type: none"> • Mandatory program improvement workshop • Establishment of local Program Improvement Team • Guided needs assessment and development of program improvement plan • Pilot and implement plan; quarterly progress reports submitted to State Office
Targeted Technical Assistance Program	Receives 'non-acceptable' rating for two consecutive years	<ul style="list-style-type: none"> • On-site monitoring visit and/or targeted visit by state staff • Matched with mentor from Technical Assistance Directory • Develop and implement revised program improvement plan
Guided Technical Assistance Program	Receives 'non-acceptable' rating for three consecutive years	<ul style="list-style-type: none"> • State staff or other designee assigned to program for guided assistance • Develop and implement revised program improvement plan • Sanction funding if performance does not improve
Superior Program	Receives 'superior' rating on desk review	<ul style="list-style-type: none"> • Up to \$1500 incentive funding (based on availability of funds)
Exemplary Program	Receives 'exemplary' rating on desk review	<ul style="list-style-type: none"> • Up to \$3000 incentive funding (based on availability of funds)

II. F. Sample Desk Review Timeline

July–September

- State and local programs conduct quarterly data checks to identify data ‘red flags’ and resolve data issues.

October

- Programs submit final MAERS data.

November

- State reviews data reports; contacts programs to clarify/resolve any remaining data irregularities.

December

- Performance data is submitted to US Department of Education.

January

- State produces desk review reports for each program.

February

- Desk review reports are analyzed by state staff to identify trends in performance of low and high performing programs.
- Secondary analysis is conducted to examine factors such as expenditures per student and enrollment.
- Low performing programs are identified for technical assistance.
- High performing programs are identified for incentive funding.

March

- Mandatory program improvement workshop for at-risk programs is conducted. Workshop includes training on the development of local Program Improvement Teams, data analysis at the classroom level, a guided needs assessment tool to assist programs in identifying areas needing improvement, and strategies and resources to address identified needs.
- Mentors from Technical Assistance Directory and/or state staff members are assigned to targeted and guided technical assistance programs.
- Superior and exemplary programs receive incentive funding.

April–June

- Local Program Improvement Teams are established.
- Low-performing programs conduct needs assessment to identify and prioritize needs.
- Program improvement plans are developed and submitted to State Office by June 30.

July–June

- Programs pilot and implement program improvement strategies.
- Programs review data and submit quarterly progress reports to State Office.
- Mentors and/or state staff provide technical assistance to low performing programs.

III. NOTIFICATION AND PRE-VISIT ACTIVITIES

The Superintendent and the Adult Education Director will receive a letter notifying them that they have been selected for a compliance review. It will also request that they attend a Technical Assistance Workshop to go over the *Monitoring and Compliance Review Manual* policies, processes, and procedures. The state staff will provide the following:

- Compliance Review Checklist
- Questions pertaining to the areas being reviewed
- Participant File Review Sheet
- Financial Review Sheet
- Sample Forms (Appendix)

In addition to the program questions, the review team will interview students.

14 days prior to the review team coming on-site, Adult Education Providers will forward their typed/printed responses to the questions below to:

Department of Labor and Economic Growth
Office of Adult Education
Attention: Dr. Cliff Akujobi
Victor Building, 3rd Floor
201 N.Washington Sq.
Lansing, MI 48913

Two weeks prior to the scheduled Compliance and Monitoring Review date, the provider will receive a list of student files identified for review. The list will be sent to the Adult Education Program provider's contact person. The Adult Education Provider should be prepared to:

- Submit a final agenda approved by the state to the Office of Adult Education one week prior to the scheduled review date that identifies the location and specific address where the review will be conducted
- Identify by name, title, and responsibility area the staff who will be working with the review team
- Designate an area to be reserved for use by the review team while they are conducting the review
- Have ready the identified participant files, documentation referred to in question responses, and documentation in the checklist available for review and discussion

COMPLIANCE REVIEW CHECKLIST

	Documentation	Comments
<input type="checkbox"/>	Student and Staff Handbooks <input type="checkbox"/> Statements of Policy: <ul style="list-style-type: none"> <input type="checkbox"/> Equal Opportunity <input type="checkbox"/> Non-Discrimination <input type="checkbox"/> Accessibility <ul style="list-style-type: none"> <input type="checkbox"/> Programs <input type="checkbox"/> Facilities <input type="checkbox"/> Adult Education Program Organizational Chart/Staff Assignments	
<input type="checkbox"/>	Student Files <ul style="list-style-type: none"> <input type="checkbox"/> Attendance <input type="checkbox"/> ALP <input type="checkbox"/> Assessments: pre-, progress, posttest <input type="checkbox"/> High school credits and transcripts <input type="checkbox"/> Evidence of on-going evaluation <input type="checkbox"/> Placement in a course, level, program <input type="checkbox"/> Follow-up surveys 	
<input type="checkbox"/>	Tracking system for hours of instruction/attendance	
<input type="checkbox"/>	Documentation to support FTE calculations & 10% performance	
<input type="checkbox"/>	Written Course Curriculum (updated regularly)	
<input type="checkbox"/>	Teacher Certifications	
<input type="checkbox"/>	Internal Program Evaluation <ul style="list-style-type: none"> <input type="checkbox"/> Program Evaluation <input type="checkbox"/> Staff Evaluation <input type="checkbox"/> Student Evaluation <input type="checkbox"/> Student Feedback 	
<input type="checkbox"/>	Adult Education Program equipment inventory	
<input type="checkbox"/>	Chart of accounts coding	
<input type="checkbox"/>	Monthly General Ledger reports and year-end Summary Financial report of revenue and expenditures	
<input type="checkbox"/>	Single Audit Report (most recent year)	
<input type="checkbox"/>	ISD Participant Audit	
<input type="checkbox"/>	Time Sheets/Personal Activity Reports for co-funded staff	
<input type="checkbox"/>	Semi-Annual Certification Forms (as appropriate)	
<input type="checkbox"/>	Tuition and Fee Schedule	
<input type="checkbox"/>	Cost Allocation Plan	
<input type="checkbox"/>	Adult Education Program Budget -all fund sources	

Program Name: _____

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 the community has access to your facilities and adult education programs? 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 that quarterly data entry 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 HSC 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.	<ul style="list-style-type: none"> a) Describe the procedures and name the 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 posttesting in your program and who is responsible for administering the tests? d) What assessments do you use to measure participant's progress? How often do you assess participants in a term (semester)?
14.	Please describe the process used to enroll each participant into the Adult Education program, to 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? If so, 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 for which they are used, and list the specific instructional software used. Describe how participants make use of the labs, and how attendance is 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.
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? Please explain.
22.	Describe how the official GED Practice Tests are a part of your lesson plans.
23.	<p>How are participants with special needs being served?</p> <ul style="list-style-type: none"> 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.	For programs that receive State Aid Section 107 funds, 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 programs that receive State Aid Section 107 funds, please provide documentation supporting the Program Performance Objective (10%) at the time of the on-site review.

	Documentation must include head count and FTE data reported for participants who have met performance objectives for each category/program of enrollment (participant name, program of enrollment, specific performance criteria met, etc.).
<u>Financial Reports</u>	
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: <ul style="list-style-type: none"> 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 and Tuition and Fees. Please identify the coding used for Alternative Education and Adult Continuing Education. b) The June summary financial report for the above fund sources, for the year being monitored. c) The Adult Education budget reflecting all funding sources that support the program.
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.	Time/salaries spent working on adult education programs that receive federal funds must be documented for co-funded and 100% funded staff in compliance with OMB Circular A-87. Co-funded staff must complete time sheets or personnel activity reports at least monthly to account for each staff person's total activity. For staff that work solely on a single federal award or cost objective, charges for their salaries must be supported by semi-annual certifications. Please have a staff person in charge of payroll available to assist with these documents at the time of the review.
29.	For programs that receive federal funds, is there 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 equipment purchases 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. The purchase of equipment not specifically listed in the approved budget, must have prior written approval of the Grant Administrator. Equipment is defined as non-expendable personal property having a useful life of more than one year. Such equipment shall be retained by the Grantee unless otherwise specified at the time of approval.

IV. COMPLIANCE REVIEW CRITERIA

IV. A. Administration and Policy

Administrators of federally funded adult education programs are required to administer programs in accordance with the Workforce Investment Act of 1998 (WIA) Title II—Adult Education and Family Literacy and all other applicable federal laws, rules, and regulations.

Administrators of state-funded adult education programs are required to administer programs in accordance with the State School Aid Act, Section 107, the Michigan State Plan for Adult Education (as currently amended), Michigan's State Board of Education policies, Department of Labor & Economic Growth policies, and all other applicable state laws, rules, and regulations.

Instructors in High School Completion, GED preparatory classes, ABE classes and English as a Second Language courses for which federal/state funds are used shall have, as a minimum, a State of Michigan teaching certificate. If a license is required in a specialized field, this license must be obtained prior to employment and remain current during the period of employment.

Administrators must have written policies and procedures in place governing the expenditure of federal and state adult education funds.

The following certifications, policies, and assurances *must* be in place:

- Certification regarding lobbying for grants and cooperative agreements
- Certification regarding debarment, suspension, ineligibility and voluntary exclusion
- Assurance concerning non-construction programs
- Certification regarding nondiscrimination under federal and state assisted programs
- Certification regarding Title II of the Americans with Disabilities Act
- Certification regarding Drug-Free Workplace Requirements
- Supplement not supplant
- Deviations from approved activities—prior approval
- Clear agency record and audit trail
- MAERS reporting
- Workforce Development Board Five-Year Plan

IV. B. Program Performance

The adult education provider will furnish all information regarding programs funded by federal/state funds. The goal is to establish a comprehensive performance accountability system, which will promote continuous improvement of adult education and literacy activities.

The following will be reviewed to assess program performance: accessibility, classrooms and labs, textbooks, equipment, student records, student referral process, School or Program Improvement Plan, Curriculum/Course Guides/Schedules, GED preparatory course outline, teacher certification files, Adult Learning Plans/Lesson Plans, staff development activities, application forms, recruiting materials, Adult Education marketing plans, data aggregation and entry (core indicators, narrative reports, local evaluations/assessments), Corrective Action Plan(s), and access to computer applications.

IV. C. Student Support Services

Students will be interviewed their activities will be reviewed to determine if project activities are directed toward students who display any of the following: are low-income, have special needs, require services/assistance in order to successfully complete an adult education program, are able to benefit from the activities provided. All categories of special populations must be treated equally on the basis of greatest financial and/or socio-economic need(s). The provider will be asked to identify up to five students who would be willing to participate.

IV. D. Financial Records

All records of the adult education providers' revenue and expenditure of federal and state funds must be made available for review. Adult education providers should be prepared to provide an explanation of their budgetary process and of internal controls used to ensure that federal funds are used appropriately and do not supplant state or local funds, that funds are not co-mingled, and the financial records provide a clear audit trail.

Examples are: authorization processes, authorized signatures, budgetary reports, charts of accounts coding, contracts and awards, cost allocation plans, documentation of co-funded positions, electronic spreadsheets, financial and grant files, general ledger reports/summary financial reports of revenue and expenditures, invoices, ISD participant audit reports, local grant application/budgets and award documents from MEGS, MAERS reports, management letters, monitoring of contractors, policies and procedures records, single audit reports, and/or year-end expenditure reports from MEIS/CMS.

V. COMPLIANCE REVIEW VISIT

V. A. Agenda

Compliance Review Visit Sample Agenda (For planning purposes only, can be adjusted to meet local needs)

Adult Education Provider Name: _____

Monitoring Site Address: _____

Monitoring Date: _____

EVENING BEFORE ON-SITE VISIT	VISIT TO EVENING PROGRAMS	DESIGNATED PERSONNEL
Date: _____ Time: _____	Address (if different) for evening programs: _____ _____	DLEG/Office of Adult Education Staff, Adult Education Program Director/Mgr

TIMEFRAMES	PROCESS	DESIGNATED PERSONNEL
9:30–10:30	Introduction and Overview of Program, Tour of Facility	
10:30–11:45	Review of specific responses with AE Program Director/Superintendent	DLEG/Office of Adult Education Staff Adult Education Program Director Superintendent
10:30–11:45	Concurrent review of Financial Records, Student Files, Teacher files, Checklist Items	
11:45–1:00	Lunch	
1:00–3:00	Review Continues	
3:00–3:30	DLEG Staff Meet	
3:30–4:00	Exit Interview and Discussion	DLEG/Office of Adult Education staff Adult Education Director and Superintendent

V. B. Coordination Meeting

The DLEG Office of Adult Education review team will begin the site visit by holding a meeting with all pertinent adult education provider staff as determined by the local program administrator and/or requested by DLEG. The review team will:

- Acknowledge the cooperation of the adult education providers' administration and personnel
- Introduce themselves, and explain their assignments
- Explain how the adult education provider was selected for the compliance review
- Describe the purpose of the compliance review visit
- Provide an overview of the compliance review activities
- Go over the day's agenda
- Respond to any questions about the process

The adult education provider will be asked to present an overview of their adult education program to include the following:

- The general philosophy of the institution
- The size and types of programs and related services offered
- Best practices, unique/innovative and successful programs, procedures, etc
- Cooperative arrangements/involvement in their WDB or EAG
- Any needs or concerns they may have

V. C. Interviews and Record Reviews

The DLEG review team will observe instructional settings, interview students and staff, and review program and financial records to determine whether the requirements for each program are being met.

V. D. Exit Meeting

Following the compliance review, an exit meeting will be held between the DLEG review team and the adult education provider's staff to go over the preliminary findings of the review team, discuss any technical assistance needs the adult provider may have, discuss the timeframe for receipt of the final report, the components of a Corrective Action Plan if required, and the appeals process.

VI. POST-VISIT ACTIVITIES

VI. A. Letter of Findings/Reports

A letter of findings and the accompanying documentation will be mailed to the adult education provider within 15 business days of completion of the compliance review.

VI. B. Corrective Action Plan for Non-Compliance

If required, an adult education provider must submit a written Corrective Action Plan, describing in detail the exact procedures that will be implemented to correct items which are not in compliance with rules and regulations under WIA Title II, Education Department General Administrative Regulations (EDGAR), or the current Michigan State Plan for Adult Education, as currently amended.

Procedures for development: The adult education provider can utilize the assistance of a review team member to develop the Corrective Action Plan. The components of an Adult Education Provider Corrective Action Plan are as follows:

- Name of Provider
- Date of Submission
- Statement of the AE review team action
- Required actions being addressed
- Statement of Action to satisfy requirements
- Identification of the specific activities/steps to be accomplished to achieve the stated objectives
- Dates for each activity/step to begin and conclude
- List of personnel who will be responsible for initiating and ensuring the implementation of the Corrective Action Plan

Approval and signatures: The Corrective Action Plan must be approved by the local education board/administrating body as documented in the minutes of the boards proceedings and should contain the signature of the superintendent of the school district or the director of the adult education program. **The final Corrective Action Plan must be submitted within 45 days of the compliance review visit.**

The adult education provider will be given 21 days following the resolution of an appeal (if applicable) to submit the adult education provider's Corrective Action Plan.

A sample of the adult education provider Corrective Action Plan is located in Appendix A.

VI. C. Appeal Process

Adult education providers may appeal decisions and actions taken as a result of compliance monitoring reviews and the enforcement of reporting requirements. The appeal procedure is as follows:

1. An eligible recipient that intends to contest the Department's action shall appeal to the DLEG State Adult Education Director in writing within 14 calendar days of receipt of the Department's findings. The written appeal shall state: (a) the findings of the Department that are in question, (b) the issues upon which the Department's finding is challenged, and (c) all pertinent facts related thereto.
2. Upon receipt of an appeal, the State DLEG Adult Education Director shall prepare a written reply within 30 calendar days. Such a reply may include a change of position by the Department or an affirmation of its original position, in whole or in part.
3. Within 14 days of receipt of the reply from the DLEG State Adult Education Director, the party whose appeal has been denied shall forward their concern to the Director of DLEG's Bureau of Workforce Transformation (BWT).
4. Within 14 calendar days of receipt, of a notice indicating a further review of a decision, a written response will be issued by the DLEG Director of BWT. The written response by the Director of BWT concludes the appeal process. All decisions are based on applicable laws and the policies of DLEG.

VI. D. Technical Assistance

The DLEG Office of Adult Education offers technical assistance visits to individual adult education providers receiving federal and/or state funding. These visits may be initiated by a request from an adult education provider following their own assessment with at least three weeks notice or an assessment by DLEG if there has been a change in key adult education provider personnel or if the adult education provider's core performance indicator data indicates a failure to meet the minimum required level of performance (less than 60% of all the measures—refer to Table 1) on one or more indicators for two consecutive years.

A self-review enables providers to identify needs for technical assistance and focus the agenda for a technical assistance visit. A provider may use the "WIA

Title II Annual Application-Improvement Plan” in the continuation grant application for this purpose.

Technical assistance visits are designed to help adult education providers exceed or meet state core performance indicator levels and will be scheduled at a mutually convenient time.

The technical assistance visit: DLEG staff will informally meet with appropriate local adult education provider’s staff to discuss the agency’s performance and any technical assistance needs. The discussion may include identified problems as well as best practice/model programs for the adult education provider.

Unless requested by adult education provider staff, there will be no formal DLEG report relating to technical assistance visit outcomes. DLEG staff may, however, share “best practices” across the state with other local education providers.

Outcomes/gains of technical assistance visit:

1. Sharing best practices that lead to student success
2. Increased student success in academic skill attainment, occupational skill attainment, program completion (i.e., conferred awards), student placement and employment retention, and increased rates of students who complete occupational programs that are nontraditional for their gender
3. Improved process for evaluation of student success
4. Professional development for key personnel
5. Improved administrative process in support of program improvement as required by WIA Title II and state funding
6. Collection, reporting, and utilization of participant data for program improvement

TECHNICAL ASSISTANCE

WIA Title II Core Indicator Technical Assistance Assessment (Institutional Self-Review)

Analyzing the Core Indicators—The Process

1. In what processes did the ADULT EDUCATOR provider engage when reviewing the results of each of the core indicators?
2. How did you determine core indicators and associate programs upon which to focus?
3. Were your instructors/teachers, staff, needy students, local stakeholders (e.g., industry/business representatives) involved in the decision-making processes?
4. How was data reviewed for accuracy?
5. What specific problems were encountered when analyzing the data?
6. How is an improvement plan being used?