

MICHIGAN DEPARTMENT OF
LABOR AND ECONOMIC GROWTH

AND

MICHIGAN DEPARTMENT OF EDUCATION

ADULT EDUCATION
PARTICIPANT
ACCOUNTING MANUAL

SECTION 107, STATE SCHOOL AID ACT



EFFECTIVE: MAY 2008

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ADULT EDUCATION PARTICIPANT ACCOUNTING MANUAL

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SECTION 1 - REQUIRED DOCUMENTATION

The following basic documentation must be available at the local or intermediate school district in order to document and support the participants counted. It is each district's responsibility to document the accuracy of participants counted for State Aid – Section 107 Adult Education. This section indicates the basic information that is required to be part of the content of certain documents but does not prescribe the format to be used.

A. Attendance Records

Attendance records are necessary to determine and validate participant eligibility during the count period. The official record is the teacher's original attendance record that has been reviewed and signed by the teacher. Districts may use a computer-generated list or report that is signed by the teacher to certify accuracy of the attendance.

The following practices are strongly recommended for maintaining attendance records:

1. Certificated teachers, including substitutes, should maintain attendance records. The records should be legible, accurate, and reliable.
2. The adult education program should develop, implement, and enforce a program standard attendance system. The system should use a minimum of letters or symbols.
3. Substitute teachers should be informed of the instructions in #2 above and should be instructed to follow them.
4. If not using positive attendance, the first date of attendance for each student should be clearly indicated in the teachers' original attendance records.
5. Drop and transfer dates should be clearly indicated in the teachers' attendance records.
6. In original attendance records, teachers must not obliterate the names of participants who are no longer in their classes.
7. All teachers' attendance records must be collected at the end of the school year. Attendance records remain the property of the school district and must be retained for three years plus the current school year.
8. Teachers should mark non-attending participants absent until the individuals are officially dropped from the class by the attendance official.

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9. Attendance markings should be easily readable. If possible, they should be entered on a separate line or on a separate page so that they will be distinguishable from grades, scores, and other markings.
10. Participants on suspension, whether in house or off campus, should be marked absent in their regular classes and include a district designated notation such as “IS” for “in house suspensions or “S” for off campus suspension. The attendance office should have a list of those participants assigned to an in house suspension room, and the certified teacher responsible for the “in house” suspension room should record actual daily attendance.
11. The Departments strongly recommend that programs adopt a positive attendance procedure throughout the entire school year for classes that do not meet on a daily basis. Teacher attendance records (the source document) may be one of the following:
 - a. A teacher attendance record
 - b. A participant sign-in (time) and sign-out (time) daily record
 - c. An automated computer generated data collection form
 - d. A daily teacher attendance slip
 - e. Any teacher source document that will definitely and clearly substantiate attendance on a specific date and at a specific time, if applicable

The source documentation, regardless of the format, must be signed in ink by the teacher. It must include the name of the class, time period, and dates.

B. Instructional Schedules

The individual participant’s instructional schedule in effect during the count period is used to determine the FTE participant eligibility count. The schedule should indicate:

- Participant’s Name
- Participant’s Identification Number, if applicable
- Course Names and Numbers
- Instructors’ Names
- Scheduled Days and Times of the Instructional Periods

C. Enrollment Records

The enrollment record should include documentation that verifies:

- Participant’s Name, Address, and Birth Date
- Participant’s Identification Number, if applicable
- Highest Grade Completed

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- School of Last Enrollment
- Enrollment in Another District
- Participant's Signature (if 18 years of age or older)
- Parent's/guardian's name and address (if participant is less than 18 years of age)
- Date of Enrollment
- Program of Enrollment (HSC, GED, ABE, ESL, Job/Employment Related)
- DLEG approved Adult Learning Plan
- Transcript or proof of effort to obtain
- Employer Referral, if applicable
- Appropriate DLEG approved Assessment
- City or Place of Birth

All items on the enrollment form should be either completed with the proper information or indicated with N/A that the item is not applicable.

D. Program's Funding Year Calendar

This is a calendar that provides information to verify the number of days the program is scheduled. The calendar should include the beginning/ending dates for the school year, vacation dates, and all other non-instructional school dates. Alterations to the official, adopted calendar (such as canceled/changed days of instruction) must be provided to the auditor.

E. Attendance Policy

The school district's board of education should adopt attendance policies/guidelines, including establishment of the criteria for allowing or denying excused absences. The program administration should develop attendance procedures, which will provide direction for administrators and instructional staff. This will provide criteria to determine whether the district is in compliance with its policies and procedures.

F. Graduation Requirements

The school district's board of education policy on graduation requirements is needed to determine the required courses that each participant must complete and the total number of credits required for graduation.

G. List of Approved Courses

Courses counted for credit in determining the participant eligibility count for the State Aid – Section 107 should be included on an approved list adopted by the school district's board of education. The information is needed for the auditor to determine that the students' classes are eligible for state aid.

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H. Master Schedules

The district shall maintain a master schedule for the adult education program that shall include:

- Certificated teachers' names
- Building/Room locations
- Course names and numbers
- Scheduled days and times of classes
- FTE calculated value of each course (if not located here, must appear on the alpha list)

I. Records Retention

Every school district should have a records retention schedule to ensure that the records related to and supporting participant eligibility counts are maintained for a minimum of three years plus the current school year. Refer to the current Michigan Department of Education's Bulletin No. 522, Schedule for the Retention and Disposal of Public School Records, as revised.

J. Alpha List

An alphabetical list of eligible counted participants is the basic document the auditor will use to determine which participants were counted for Section 107 participant eligibility. Only participants eligible for Section 107 are to be reported on the program alpha list.

The program alpha list MUST provide the following information for each participant as of the district's count day:

- Participant's Legal Name
- Street Address, City, State and Zip Code
- Participant Identification Number, if applicable
- Date of Birth
- Participant Program Classification (ABE, ESL, etc.)
- FTE Count, indicating total FTE for each participant, including FTE breakdown between programs and age requirement. FTE may be rounded to the nearest tenth or hundredth, at the district's discretion, provided there is consistency throughout the district programs and age requirements
- FTE calculated value of each course (if not located here, it must appear on the Program Schedule)
- Signature of Program Administrator

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K. Excused Absence Documentation

The excused absence documentation for count date should indicate:

- Printed Name of the Participant
- Course Name (and number, if appropriate)
- Reason for Absence
- Excused or Unexcused

This documentation can be maintained for each participant (preferred) and/or by maintaining a list of absent participants for each scheduled course. In addition, the auditor may require a separate list of the participants absent on the count day.

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SECTION 2 – DETERMINING PARTICIPANT FULL-TIME EQUIVALENT (FTE) VALUES

For participants, the Full-Time Equivalent (FTE) value for a course is determined by dividing the total number of hours that a class is scheduled to meet by 450. An individual enrolled for fewer than 450 hours on a quarterly count date will have his/her FTE amount proportionately reduced. In no circumstances may the reported participant eligibility count for an individual participant be greater than 1.00 FTE per count date.

For example:

Sample Course Values for Participant Courses

Hours per Day	# of Days	Fraction of 450 Hour	Full-Time Equivalent (FTE)
1	27	27 HRS/450 HRS	0.06
1	30	30 HRS/450 HRS	0.07
2	30	60 HRS/450 HRS	0.13
3	60	180 HRS/450 HRS	0.40
4	75	300 HRS/450 HRS	0.67
4	45	180 HRS/450 HRS	0.40
5	45	225 HRS/450 HRS	0.50
5	90	450 HRS/450 HRS	1.00
8	10	80 HRS/450 HRS	0.18

- **Determining Hours of Instruction**

In order to count as scheduled instructional time, the following requirements must be met:

- Direct participant/certificated instructor contact time; and
- Credit and/or a grade must be assigned for high school completion courses.
- Class time must be calculated to the minute.

- **The following time may be counted as instructional time in the calculation of FTE's:**

- Scheduled class instructional time
- Unscheduled, occasional breaks within a class period
- Reasonable time required to pass between consecutive classes (five minutes)
- One passing time to or from a meal
- Up to 32 hours of qualified professional development time per program year.

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- **The following time may not be counted as instruction time in the calculation of FTEs:**
 - a. Scheduled break time
 - b. Meal time
 - c. Study hall time
 - d. Days lost because of strikes
 - e. Teachers' conference time
 - f. Passing time before the first class and after the last class

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SECTION 3 - PARTICIPANT ELIGIBILITY COUNT REQUIREMENTS

A. Summary of the Issue

A local or intermediate school district's state aid is based on participant counts of the eligible participants legally enrolled on or before the specified count date and in attendance on the specified count date or in attendance during the appropriate 10 consecutive school days or 30 calendar day count period. The count dates established by the State School Aid Act are as follows:

Regular School Year

Fourth (4th) Wednesday after Labor Day
Second (2nd) Wednesday in February

For a district or building in which school is not in session on that Wednesday due to conditions not within the control of school authorities, and with the approval of the Michigan Department of Education Superintendent, the immediately following day on which school is in session in the district or building must be used. [Section 6(7)(a) and Section 6(a) of the 2007-08 State School Aid Act]

Extended School Year

Fourth (4th) Wednesday in July
Fourth (4th) Wednesday after Labor Day
Second (2nd) Wednesday in February
Fourth (4th) Wednesday in April

For a district or building in which school is not in session on that Wednesday due to conditions not within the control of school authorities, and with the approval of the Michigan Department of Education Superintendent, the immediately following day on which school is in session in the district or building must be used. [Section 6(7)(a) and Section 6(a) of the 2007-08 State School Aid Act]

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B. Requirements for Counting Participant Eligibility

A local or intermediate school district may count a participant for participant eligibility if the district has evidence that all the following has occurred:

- **General Eligibility**

In order to be counted for State Aid purposes:

- a. An individual shall be enrolled in HSC, ABE, ESL, GED, or a job or employment related program, Section 107(2)(a)
- b. Except as noted below, eligibility is restricted to adults 20 years of age or older on September 1, who do not possess a GED or a High School Diploma, Section 107(2)(b).
- c. Eligibility Exception for an individual who does not possess a GED or a High School Diploma: Is at least 16 years of age on September 1 of the school year, has been permanently expelled from school under section 1311(2) or 1311a of the revised school code, MCL 380.1311 and 380.1311a, and has no appropriate alternative education program available through his or her district of residence. Section 107(2)(b).

- **Eligible Diploma Holder, Section 107 (2)(a). Must meet one of the following:**

- a. Is less than 20 years of age on September 1 and is enrolled in the Michigan Career and Technical Institute. Section 107(2)(a)(i); or
- b. Is less than 20 years of age on September 1 and is enrolled in a job or employment-related program through a referral by an employer, and is not attending an institution of higher education, Section 107 (2)(a)(ii); or
- c. Is enrolled in an English as a Second Language program. (Section 107(2)(a)(iii))

- **Eligible GED Holder, Section 107(2)(a). Must meet one of the following:**

- a. Is less than 20 years of age on September 1 and is enrolled in the Michigan Career and Technical Institute. Section 107(2)(a)(i); or
- b. Is less than 20 years of age on September 1 and is enrolled in a job or employment-related program through a referral by an employer, and is not attending and institution of higher education, Section 107(2)(a)(ii); or
- c. Is enrolled in an English as a Second Language program. (Section 107(2)(a)(iii)); or
- d. Is enrolled in a High School Completion program, Section 107(2)(a)(iv)

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- **ABE and ESL Program Eligibility, Section 107(7)**
 - a. May be operated on a year-round or school year basis.
 - b. May count adults who are determined by an appropriate assessment, to be below ninth grade level in reading or math, or both (ABE), or who lack basic English proficiency (ESL). Section 107(7)(a)
 - c. The program must test individuals for progress after every 90 hours of attendance.
 - d. Assessment instruments used must be from the Michigan Department of Labor and Economic Growth list of approved assessments.
 - e. ABE eligibility will continue until reading and math proficiency are assessed at or above the 9th grade level; or until after completing at least 450 hours of instruction, the participant fails to show progress on two successive assessments.
 - f. ESL eligibility will continue until the participant is assessed as having attained basic English proficiency (as defined by DLEG); or until after completing at least 450 hours of instruction, the participant fails to show progress on two successive assessments.
- **GED Program Eligibility, Section 107(8)**
 - a. May be operated on a year-round or school year basis.
 - b. Must not enroll high school diploma holders.
 - c. Must administer a DLEG approved pre-test to determine potential for success on the GED test.
 - d. Must administer a DLEG approved assessment after every 90 hours of attendance to determine a participant's readiness for the GED test.
 - e. GED eligibility will continue until the participant passes the GED test; or until after having completed 450 hours of instruction, fails to show progress on two successive DLEG approved assessments used to determine readiness to take the GED test.

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- **High School Program Completion Eligibility, Section 107(9)**

- a. Program may be operated on a year-round or school year basis.
- b. Must not enroll high school diploma holders.
- c. Must administer a DLEG-approved pre-test to determine program placement.
- d. HSC eligibility will continue until the participant passes the course and earns a diploma; or, until after having completed 900 hours of instruction, the participant fails to earn credit in two successive semesters or terms in which the participant is enrolled.
- e. A GED certificate holder may be enrolled in a High School Completion program and is counted as a participant.
- f. List of approved class/courses, which can be counted for credit in determining the participant eligibility count for State Aid, must be included on an approved list adopted by the school district's board of education.
- g. Career and Technical Education Courses

The intent of Section 107 is to provide students an opportunity to earn a high school diploma, GED certificate or improve their literacy skills.

Therefore, career and technical education courses are limited to the improvement of literacy skills (reading, writing and speaking English, computing and solving problems) with all participants assessed and entered into the Michigan Adult Education Reporting System (MAERS).

Exception: Only vocational classes approved by the local school board that count for elective credit toward a high school diploma for adult high school completion programs are allowed for eligible adult education participants, in order to count toward the participant's eligibility.

- **Job or Employment Related Program Eligibility, Section 107(10)**

- a. May be operated on a year-round or school-year basis.
- b. Participants must be referred by their employer, be less than 20 years of age as of September 1, have a high school diploma and/or GED, be determined to need remedial math or communication arts skills, and not be enrolled in an institution of higher education.

- c. Job or Employment-Related Program eligibility will continue until the individual achieves the requisite skills as determined by a DLEG-approved assessment instrument administered after every 90 hours of attendance; or until after completing 450 hours of instruction the individual fails to show progress on two successive DLEG-approved assessments.

• **Participant Course Transfer Eligibility**

If a participant transfers to a new class (either because the participant dropped and added a class, or because a class was canceled), the attendance for the two classes should be combined, when determining eligibility for State Aid. When determining for FTE, the instructional hours in the first class prior to the transfer and the instructional hours in the second class after the transfer should be summed. The FTE Value is determined by the class in which the participant is enrolled on the count date.

Participant Eligibility

Eligibility key: Eligible Ineligible *Exceptions Noted Below

Adult Education Participants	16 and Over*	Under 20		20 and Over		
	W/Out GED or Diploma	W/GED	W/Diploma	W/GED	W/Diploma	W/Out GED or Diploma
ABE						
ESL		****	****			
GED						
HSC		*****				
JOB		***	***			
STATE TECH		**	**			

* Eligibility Exception for an individual who does not possess a GED or a High School Diploma: Is at least 16 years of age on September 1 of the school year, has been permanently expelled from school under section 1311(2) or 1311a of the revised school code, MCL 380.1311 and 380.1311a, and has no appropriate alternative education program available through his or her district of residence. Section 107(2)(b).

Eligibility Exceptions for an individual who has obtained a high school diploma or GED:

** Is less than 20 years of age on September 1 and is enrolled in the Michigan Career and Technical Institute. Section 107(2)(a)(i); or

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*** Is less than 20 years of age on September 1 and is enrolled in a job or employment-related program through a referral by an employer, and is not attending and institution of higher education, Section 107(2)(a)(ii); or

**** Is enrolled in an English as a Second Language program. (Section 107(2)(a)(iii); or

***** GED Holder Only: Is enrolled in a High School Completion program, Section 107(2)(a)(iv)

- **Attendance Requirements for Participant Eligibility**

To be counted for state aid, students must

- a. Meet the general eligibility requirements;
- b. Attend or be excused on or before the count date; and
- c. Meet one of the three additional attendance requirements:
 - Attended on the count day (note that attendance on the actual count day fulfills this requirement and the previous requirement simultaneously); or
 - Attended prior to the count date and attend at least once within ten school days (using the K-12 calendar) following the count date; or
 - Attended or excused prior to the count date and be excused on the count date, and attended (be physically present) within 30 calendar days following the count day

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The chart below explains the same requirements in a different way:

TO COUNT OR NOT TO COUNT?
ATTENDANCE SCENARIOS FOR SEMESTER CLASSES

CASE	ENROLLED BY COUNT DATE	ATTENDED BEFORE COUNT DATE?	ATTENDED ON COUNT DATE? (IF CLASS SCHEDULED)	ATTENDED DURING FIRST 10 SCHOOL DAYS AFTER COUNT DATE?	ATTENDED DURING FIRST 30 CALENDAR DAYS AFTER COUNT DATE?	COUNT ?
A	YES	✓	-----	✓	(NA)	YES
B	YES	✓	-----	EXCUSED	✓	YES
C	YES	✓	-----	EXCUSED	EXCUSED	NO
D	YES	✓	-----	UNEXCUSED	-----	NO
E	YES	EXCUSED	-----	✓	(NA)	YES
F	YES	EXCUSED	-----	EXCUSED	✓	YES
G	YES	EXCUSED	-----	EXCUSED	EXCUSED	NO
H	YES	EXCUSED	-----	UNEXCUSED	-----	NO
I	YES	(NA)	✓	(NA)	(NA)	YES
J	YES	UNEXCUSED	EXCUSED	✓	(NA)	YES
K	YES	UNEXCUSED	EXCUSED	EXCUSED	✓	YES
L	YES	UNEXCUSED	EXCUSED	EXCUSED	EXCUSED	NO
M	YES	UNEXCUSED	EXCUSED	UNEXCUSED	-----	NO
N	YES	UNEXCUSED	-----	(NA)	(NA)	NO
O	NO	(NA)	(NA)	(NA)	(NA)	NO

✓ = Attended

----- = Absent

N/A = Not Applicable

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SECTION 4 NON-CONVENTIONAL LEARNING METHODS

A. Learning Centers

Learning Centers (Labs) are a methodology for the delivery of instruction. FTE value is determined by the class/course in which the participant is enrolled.

The eligibility requirements for counting adult education participants in a learning lab are:

1. The participant must be enrolled in and attending courses that are earning credit toward a high school diploma or a GED certificate, or improving basic literacy skills or English proficiency.
2. The participant must be scheduled for a specified number of lab hours per week.
3. A certificated teacher must be present at all times.
4. Attendance must be taken and documentation must be provided to ensure that the participant is in fact attending the number of hours scheduled. A weekly sign in and sign out sheet is necessary to document the actual number of hours per week that the participant attended.
5. The participant may not generate more FTE per course than would be generated by a participant in a traditional classroom setting.

B. Distance Learning

Virtual Learning is a non-traditional method of receiving participant instruction for courses that are taken via the Internet, or otherwise on a computer. These courses may be offered at the district as a scheduled class period with a certificated teacher available or, at home during non-school hours with an on-site teacher mentor for assistance and evaluation. The requirements for eligibility of the course to count toward participant eligibility must meet the following criteria:

1. **Computer or internet courses** provided as part of the participant's class schedule, while the participant is in attendance in the building, poses no problem for participant accounting because the participant is in regular daily attendance. A certificated teacher must be present in the classroom.

Distance Learning is provided via two-way communication between the teacher of record and a group of participants over a television monitor, even though the teacher is physically remotely located from the participants. The period of instruction is part of the participants' class schedule. These opportunities are made available under cooperative arrangements among districts and pose no problem for participant accounting. The certificated teacher must be an employee of a school district that is part of the cooperative agreement.

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The following requirements must be met to count these participants for Section 107 eligibility purposes:

- a) The participant must meet participant eligibility requirements.
- b) The course must be approved by the local school board and must count toward the participant's high school diploma or program/progression in order to count toward the participant's eligibility.
- c) The certificated teacher and participant must be assigned to the virtual course. The course must appear on the participant's class schedule.

The course counts the same as any other in-school course and the seat time is counted accordingly. There is no limit to the number of virtual learning courses that can be counted toward eligibility for the participant.

2. The **virtual learning course** is being taken at a participant's self-scheduled time and place with no "regular daily attendance" required of the participant:
 - a) The participant must meet participant eligibility requirements.
 - b) The participant must be concurrently enrolled and attending at least one course offered by the district in which credit is earned and regular attendance is required.
 - c) The participant must be enrolled by and be in attendance on the appropriate count day (July, September, February or April) or during the 10/30-day rule period during the class time designated for the course on the participant's class schedule.
 - d) This type of virtual learning course is limited to two per semester per participant.
 - d) The course must be approved by the local school board and must count toward the participant's high school diploma or program/progression in order to count toward the participant's eligibility.
 - e) The teacher-of-record must be identified. The teacher-of-record may be the instructor associated with the virtual course and; therefore, may not necessarily hold a Michigan teacher certificate.

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- f) An on-site-mentor must be assigned to the participant who will be available for assistance and to monitor the participant's progress in the virtual course. The on-site mentor must be a certificated teacher employed by the school district. The on-site mentor is responsible for reviewing any final exam or project that would indicate the participant's success in the course.
- g) Each course will count as one class on the participant's class schedule and will generate that portion of a participant eligibility FTE that a comparable course offered by the district would generate.
- h) The district is required to pay any associated tuition charges for the course.

Note: The district may adopt additional requirements for participants enrolled in such a class. Further, a district may choose not to offer these classes or to place greater restrictions on their participants, and/or on the courses offered; that is the local school board's prerogative.

Regulatory References: State Aid Act 388.1698(5)

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GLOSSARY OF TERMS

Adult Basic Education (ABE) Instruction in language arts, reading, and/or mathematics provided to adults who function below the 9th grade level in English and/or mathematics.

Attendance The presence of a participant on scheduled school days under the guidance and direction of a certified teacher either at or away from school.

Alpha List An alphabetized listing of all participants in each building who are eligible.

Certified/Certificated Teachers Instructors authorized to teach in Michigan; therefore, holding a valid Michigan teaching certificate, authorization, or a permit. (All references to “teacher” or “teachers” in this document, unless otherwise stated, are certificated teachers.)

Count Date The officially established day(s) used in determining participant eligibility (the number of full time equated participants) reported for State school aid:

Regular School Year

Fourth (4th) Wednesday after Labor Day
Second (2nd) Wednesday in February

For a district or building in which school is not in session on that Wednesday due to conditions not within the control of school authorities, and with the approval of the Michigan Department of Education Superintendent, the immediately following day on which school is in session in the district or building must be used.
[Section 6(7)(a) and Section 6(a) of the 2007-08 State School Aid Act]

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Extended School Year

Fourth (4th) Wednesday in July
 Fourth (4th) Wednesday after Labor Day
 Second (2nd) Wednesday in February
 Fourth (4th) Wednesday in April

For a district or building in which school is not in session on that Wednesday due to conditions not within the control of school authorities, and with the approval of the Michigan Department of Education Superintendent, the immediately following day on which school is in session in the district or building must be used. [Section 6(7)(a) and Section 6(a) of the 2007-08 State School Aid Act]

Count Period	The period of time when participants absent on the count date can still be included in participant eligibility for State School Aid. For participants absent on the count date with an excused absence, the count period includes the next 30 calendar days. For participants absent on the count date with an unexcused absence, the count period includes the next 10 consecutive school days.
Course	A class approved by the local board.
Educating District	A local or intermediate school district that provides instructional services to a participant.
English as a Second Language (ESL)	Instruction in English language communication skills (understanding, speaking, reading, and writing) provided to participants whose native language is not English.
Enrollment	The act of a participant registering in one of the following programs: adult basic education, English as a second language, GED preparation, high school completion, or a job or employment-related program, that meets the requirements of Section 107 eligibility.

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Full Time Equated (FTE)	An individual participant's pro rata share of participant eligibility. In no case may a participant generate more than 1.00 FTE per count date.
General Educational Development (GED)	The tests of GED provides a universally recognized high school credential for those who have not earned a diploma. The GED tests measure high school level knowledge and skills in five areas: writing, social studies, science, reading, and mathematics.
GED Test Preparation	Instruction designed to prepare participants to pass the GED test of high school equivalency. There are five parts of the test: writing, social studies, science, reading, and mathematics.
Having Completed 450 Hours of Instruction	Having been enrolled and claimed for participant eligibility and completed a 450- hour course of instruction, as defined by the district.
High School Completion (HSC)	Instruction designed to fulfill the requirements for a High School Diploma for adults and out-of-school youth.
Job Referral	An employer generated referral requesting "remedial education" for an employee. For this purpose "Remedial Education" is defined as the instruction of communication and math skills necessary for the participant to overcome his/her deficiencies and improve his/her skills.
Learning Centers (Learning Labs)	Learning Centers (Labs) are a methodology for delivery of instruction. FTE value is determined by the course/class in which the participant is enrolled.
Ninety (90) Hours of Attendance	Each hour or portion thereof during which a participant is present in class or in a learning center.
Participant	An eligible individual enrolled and receiving instruction in a local or intermediate school district DLEG-approved adult education program.
Passing Time	An allowance included in the determination of an instructional hour for time required for participants to move from one consecutive class to another. Passing Time is generally a maximum time of five minutes.

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Successive Assessments/Tests Assessments/tests administered during any semester or term in which a participant is enrolled and counted for funding.

Supplemental Count Day The second (2nd) Wednesday in February.

Terms A term class is one that lasts less than a semester. The FTE value for participants enrolled in a term class will be counted in the same manner as traditional classes.