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## A Report of an Internship at the Michigan State Department of Education, Lansing, Michigan

Reiniera Leroux  
*Western Michigan University*

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A REPORT OF AN INTERNSHIP AT THE MICHIGAN STATE  
DEPARTMENT OF EDUCATION, LANSING, MICHIGAN

by

Reiniera Leroux

A Project Report  
Submitted to the  
Faculty of The Graduate College  
in partial fulfillment of the  
requirements for the  
Degree of Specialist in Education  
Department of Educational Leadership

Western Michigan University  
Kalamazoo, Michigan  
December 1983

A REPORT OF AN INTERNSHIP AT THE MICHIGAN STATE  
DEPARTMENT OF EDUCATION, LANSING, MICHIGAN

Reiniera Leroux, Ed.S.

Western Michigan University, 1983

The purpose of this report is to describe an intership conducted at the Michigan State Department of Education. The experience focused on gaining an understanding of the State Board of Education and Adult Extended Learning Services, a unit of the State Department of Education. The intern was also given the task of rewriting and updating one of the Department of Education handbooks: "Administrative Guide for Adult High School."

Chapter I is an introduction and background to the State Department of Education, the State Board of Education, and Adult Extended Learning Services. Chapter I also includes the intern's prospectus.

Chapter II describes the intern's planned experiences. These include: the process used to gain an understanding of the State Board of Education, its role, functions, and impact on education. The methods used to gain an understanding of Adult Extended Learning Services and the activities employed to gain that knowledge are investigated. The experience of rewriting and updating the "Administrative Guide for Adult High School" is outlined.

Chapter III describes the intern's unplanned experiences while at Adult Extended Learning Services.

Chapter IV summarizes the intern's experiences and evaluates them.

## ACKNOWLEDGEMENTS

I wish to thank Mr. Ken Walsh and his staff at the Adult Extended Learning Services for providing a meaningful learning experience.. The Department of Education staff and Board of Education members were also very helpful in providing interviews and information.

I also wish to thank Dr. Carol Sheffer for her support and encouragement.

Reiniera Leroux

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EDUCATION, LANSING, MICHIGAN

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## CHAPTER I

### BACKGROUND TO THE MICHIGAN STATE DEPARTMENT OF EDUCATION

The Department of Educational Leadership at Western Michigan University requires a field experience and a specialist project for the completion of the Specialist in Education degree. This project paper, which reviews the intern's experiences at the Michigan State Department of Education, fulfills those requirements.

Great care was given to choosing a site for the internship activity. Several criteria were developed by the intern in evaluating prospective placements. First, the site had to be in the field of education; second, there had to be a relationship to the field experience and the intern's present position as an administrator in an adult education program; and third, the experience had to give the intern useful and practical information. The State Department of Education, Adult Extended Learning Services (AELS) and the State Board of Education, Lansing, Michigan, fulfilled all criteria and permission was granted to complete the experience at that site.

Over the past several years, the State Department of Education has been in the process of changing its position from one characterized as static to one growing in leadership. In large this was due to the management style of the current Superintendent of Public Instruction, who has pushed the Department of Education into greater involvement with local districts. Interaction with the media, in a largely

positive sense, gave the Department more credibility, as it addressed issues of a current nature. The Department's image began to develop as a pro-active rather than a re-active force and it was regaining its position of leadership in the state. Departmental interaction in the political process was of great import, and active participation was supported. Due to this emerging role, the intern had an interest in learning more about the Department's structure, priorities, and its relationship to adult education.

After several discussions with members of the Department of Education to determine the scope of the experience, it was decided to limit the actual activities to investigation and understanding of the State Board of Education and Adult Extended Learning Services. The Board of Education was the head and spokesbody for the activities and functions of the State Department of Education. The intern's experience, then, centered on observing the processes used by the Board to fulfill its role and function. The Board's priorities were observed, as well as its specific impact on adult education, and on education in general.

Adult Extended Learning Services (AELS), a unit within the Department of Education, provides assistance to the citizens of Michigan in the areas of Adult Basic Education, General Education Development (G.E.D.) and Adult High School Completion. The activities of this unit correspond directly to the intern's present position in adult education. Several education committees are functioning which have had an impact on the future of adult education in Michigan. The intern's objective was to understand the unit, its role, structure, and

function, as well as the philosophy underlying its actions. The implications of AELS action on the future structure and function of adult education were also observed.

Within Adult Extended Learning Services, learning experiences were sought in several different areas. It was the intern's intent to investigate and understand the new Job's Training Partnership Act (JTPA), Private Occupational Schools, Veterans Education, and the Teacher Training Collaborative.

With these specific objectives in mind, a prospectus was developed. Along with the specific goals mentioned in that document, the intern would observe and gain expertise in human, technical, and administrative skill areas.

The prospectus developed by the intern and approved by the intern's Western Michigan University supervisor follows.

#### Specialist Project Prospectus

Intern: Reiniera (Rita) Leroux

Sponsoring Organization: Michigan Department of Education,  
Adult Extended Learning Services

University Sponsor: Dr. Carol Sheffer

Major Focus of Experience: Structure and process involved in the  
State Board of Education and Adult  
Extended Learning Services

Duration: Four weeks: April 4-8; June 13-July 1, 1983; 160 hours.

#### Rationale

The Department of Education plays a major role in developing the educational philosophy for the State of Michigan. In order to under-

stand local school district decision making and policies, the relationship between state and local levels must be analyzed. The State Board of Education, its role, function, and impact on Community/Adult Education will be observed. The State Department of Adult Learning Services will be considered in terms of its role, functions, implications on delivery of services and impact on local educational systems. Specific areas to be addressed are Veterans Education, Jobs Partnership Training Act, Private Occupational Schools, and Collaborative on Teacher Training. This examination of the Department will give the intern an understanding of the education process used and the implications at the local school district level. The intern will be provided with experiences pertinent to administrative functions and processes at the state level.



## Goal: Understanding the State Board of Education

<u>Objectives</u>	<u>Experiences</u>	<u>Criterion</u>
1. Learn the role of the Board of Education.	Read policy and Board actions for 1982-83.	Analyze goals and objectives for Board for 1982-83.
2. Learn how the Board functions (Process)	Observation of pre-board, committee and actual board meetings.	Outline observations.
3. Understand the Board's structure within the Department of Education.	Reading Board Statements, analyzing impact on local level.	Analyze results of meetings and readings.
4. Understand why the Board functions as it does.	Observation of pre-board, committee and board meetings.	Analyze results.
5. Learn the implications of Board decisions on adult education.	Read Board policy; discuss with department and local educational units.	Analyze results.
6. Understand the Board's effectiveness as an entity and its subsequent impact on education.	Discuss with appropriate board and department members.	Show evidence of effectiveness or non-effectiveness.
7. Recognize the Board's relationship to education as a whole.	Read policy and discuss with appropriate staff.	Analyze relationships.
8. Recognize the Board's relationship to adult education.	Read policy and discuss with appropriate staff.	Analyze relationships.

Goal: Understanding the Adult Extended Learning Services/  
Adult and Community Education Department.

<u>Objectives</u>	<u>Experience</u>	<u>Criterion</u>
1. Learn the role of the department.	Read goals, objectives and policies for 1982-83.	Analyze readings.
2. Learn the role of the department.	Observation of department procedures, delegation of projects and goal attainment.	Outline of process.
3. Understand the department's structure.	Read pertinent information and meet with appropriate staff.	Outline of structure.
4. Understand why the department functions as it does	Read pertinent documents and discuss with staff.	Analysis of process.
5. Discover implications on delivery of services.	Read and discuss with pertinent staff.	Critique effectiveness of delivery of services.
6. Discuss the relative importance of the department to the field.	Discussion and meetings with cognizant personnel.	Assess results of discussion.

Goal: Understanding the Specific Areas within the Department of  
Adult Extended Learning Services.

1. Become familiar with Adult Occupational Services.	Read relevant procedures and guidelines.	Analysis of A.O.S. functions.
2. Understand the relationship of J.T.P.A. to the department.	Read relevant material and attend meetings concerning development of J.T.P.A. plans.	Prepare a summary of results of readings.

<u>Objectives</u>	<u>Experience</u>	<u>Criterion</u>
3. Acquire knowledge of the Private School Licensure	Read materials, observe schools and attend meetings.	Summarize information.
4. Gain awareness of the Collaborative on Teacher Training.	Read background information, discuss and meet with members.	Summarize results.

### Summary

In this Chapter, the intern outlined the reasons for participating in the field experience and for choosing the specific placement. A review of general learning experiences to be gained from observing the State of Michigan Board of Education, Adult Extended Learning Services, and its specific components was outlined. In Chapter II, the processes and procedures used to understand the Board of Education are presented, as well as the planned experiences at AELS and the rewriting of the "Administrative Guide for Adult High School."

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## CHAPTER II

### PLANNED EXPERIENCES

#### Understanding the Board of Education

The State Board of Education is the official head of the Department of Education. This body of elected members speaks for the department, develops and approves policies, rules and legislation, and has power and authority in the educational community, within the limitations imposed by the state legislature. The intern's objectives were to gain knowledge and understanding of the role of the Board as well as its functions and structure. The intern also was interested in knowing why the Board functioned as it did, what its priorities were in relation to Adult and Community Education, and discovering its effectiveness as perceived by departmental employees.

#### Review of Board Meetings

In order to meet the goal and objectives for understanding the State Board of Education, the first activity in which the intern was engaged was to attend Board meetings. At the time of the internship, Board meetings were held twice a month, from 7 to 11 P.M. on Tuesday evenings and from 9 to 12 A.M. on Wednesday mornings. The first meeting of each month was a regular session at which decisions were made, policies passed or rejected, and educational business conducted. The second meeting was a "Committee of the Whole" meeting during which

Board members and members of the Department discussed pertinent agenda items. After satisfactory discussion, these items were placed on the agenda for the first meeting of the following month at which they were approved or disapproved. The intern attended meetings during the evening hours from April through June.

Attendance over a three month period allowed the intern to follow the progress of specific policies and statements. Continuity was observed as items were moved by the Board to different offices and departments. Procedures and political maneuvers which were part of the approval or rejection process were also observed.

The State Board of Education has a strong linkage to the federal government. A major function seems to be to distribute federal funds received and to secure compliance to federal laws. A second role of the Board is to make policy for the state's educational system. A third is to provide leadership for the state's school systems. None of these roles was seen to be mutually exclusive. The intern observed that many of the Board activities followed the federal mandates and most recommendations were made in order to receive federal monies. The process for choosing advisory councils for specific departments, and the approval of the State Vocational Education Plan are examples of the Board's compliance to specific federal mandates. Policies impacting local school systems were also approved by the Board, such as programs for autistic children and foreign language instruction. In its role of leadership for the state's school systems, current issues, such as the teaching of creationism, are addressed. The Board also regularly releases statements to the media on current topics.

This type of positive news coverage allows the department to appear pro-active rather than re-active.

Evidence of political intrigue at Board meetings was subtle, and there were often several agendas running simultaneously. The political implications of Board action were evidenced by the presence of lobbyists at each meeting. There was much interaction in development of legislation and policy between those professionals and the Department of Education and Board members. Each lobbyist was, of course, promoting the cause of his/her organization first, and only secondly that of education. The connection between the Board and State legislators was not seen by the presence of the latter, but in the processes and procedures put into motion by Board action. There were times when the two worked exclusively of each other, but mutual understanding and assistance were necessary for the survival of both.

#### Review of Written Material

The second method used in reaching the objective of understanding the Board, was to review written material. At each Board meeting, copies of all handouts reviewed by the Board were made available to spectators. These demonstrated the complexity and volume of material the Board reviewed. The intern also scanned the school code, laws and administrative rules. These showed the amount of detail with which the Board must acquaint itself. A reading of meeting minutes of various committees showed the preparation and work necessary to present materials to the Board.

### Interviews with Department Staff

A third method employed in gaining an understanding of the Board was to interview cognizant personnel. The Superintendent of Public Instruction was interviewed. Both the interview and observations of him at work showed a person politically astute, very conscious of positive public relations, and one who had the ability to respond to many different agendas at one time. The relationship of the Board to the Superintendent was one of mutual trust and respect, which both seemed to recognize as necessary for continued growth and development.

Board members, when interviewed, showed concern for the educational system, as well as recognition of the political maneuvers necessary to function as an entity. Each Board member had a particular area of expertise, on which others relied as they moved through policies, rules, and laws for seventeen educational departments.

Department employees have a great deal of respect for the power of the State Board of Education. The Board, by necessity, relies heavily on recommendations and position papers developed by the Department, which make it mandatory for a great deal of preparation to be completed. Each policy or recommendation is researched, and the presentation is reviewed and approved prior to the legal meeting, during which the staff is ready to answer any questions the Board might present. Questions which can not adequately be answered at the regular Board meeting can delay approval of the entire report. Consequently, the final presentation is given much preparation.

Discrepancies in viewpoints of adult education by different departmental members arise. The Superintendent, Board members, and



top level department employees believe it is a high priority item for the Board. The departmental consultants and supervisors do not believe that the Board addresses adult education as a priority or that the Board really understands or supports the concept.

#### Adult Extended Learning Services

Adult Extended Learning Services was developed to provide technical assistance to those programs which were receiving federal funds. Most of the unit's budget is derived from federal sources under Adult Basic Education (A.B.E.) legislation and block grants. Money is also granted to local school systems for reimbursement for Community School Director's salaries and for instruction of adults in grades one through twelve. Although local systems receive State Aid for adults in grades nine through twelve, there is no direct departmental control over this legislative allocation.

The Adult Extended Learning Services has experienced changes in personnel and hierarchical structure with the advent of the current Superintendent. Their physical move (June, 1983) into the new education building provides better communication linkage with the rest of the Department. A new Director of Adult Extended Learning Services made some changes in processes and procedures which streamlined the unit and added credibility to the field of adult education. The newly approved Standards of Quality for Adult Education in Michigan (Michigan Department of Education, 1983) are a result of a joint effort by unit members and practitioners. The unit also spearheaded legislation mandating certification of adult education instructors. There

is a move towards better communications within the field. Periodic and regular input is formally requested from the practitioners through state professional organizations and through committee structure. Five committees are being used as vehicles to gain input and to make recommendations. The intern investigated this new role and function which the unit assumed, as well as its changing structure, delivery of services, and impact on the field.

#### Review of Written Material

The intern had full access to files and correspondence pertinent to the task. By reading departmental and inter-departmental memos, correspondence, and other related materials, an awareness was gained of the ponderousness of the bureaucracy. Review of various handbooks and publications suggested that the unit has not kept up with changes in legislation or in actual practices within the field.

Knowledge of the scope and detail of the unit's functions was gained. The unit's role (to advise and to provide technical assistance and information) is limited to Adult Basic Education and to G.E.D. testing and services. There is no assistance, technically, for local school district sponsored adult high school completion programs, since that position has remained unfilled for the past three years.

#### Interviews with Staff

The interviews held with staff members indicated concerns in several areas: Adult high school has no staff representation; there needs to be more credibility and prestige given to the area of adult

education; and there needs to be more communication with the practitioners.

Several committees have been formed to gain input from the field and to make recommendations for policy. These committees are:

1. Standards of Quality Committee
2. Adult Basic Education Committee
3. Vocational Education Committee
4. Consortium Committee
5. Rules Committee (developed by the Superintendent)

Each committee has a minimum of five adult education members chosen because they represent state professional organizations or because of their prominence in the field. As the intern observed after attending several meetings, there is evidence that the unit wants input and respects the opinions of all committee members. The intern observed attempts to compromise or come to consensus on all issues.

The unit also sends staff to attend meetings of the two professional organizations for adult and community education. Both have yearly planning sessions in June at which the AELS took an active part, and which the intern attended. Good communication and interaction were observed between the unit representative and both organizations.

#### Sub-units Within AELS

The intern's original intent was to learn about the four specific sub-units of the Adult Extended Learning Services: Jobs Training Partnership Act (J.T.P.A.), Private Occupational Schools, Veterans Education, and the Teacher Training Collaborative. J.T.P.A. is a

newly formed federal funding mechanism designed to train people to work in industry. In the intern's view, J.T.P.A. holds promise for adult educators in its education and training component as well as providing placements for work sites. There continues to be a great deal of pressure to have adult education representation on the J.T.P.A. Private Industry Council and on local level councils for continued input.

The Teacher Training Collaborative has been financed for the past three years by federal monies through a county intermediate school district. The Teacher Training Collaborative, run by a county director, provides training grants to school districts through the state for inservice opportunities for staff. The funding cycle ended October 1, 1983, at which point Adult Extended Learning Services assumed responsibility for the functions of administering and monitoring the training grants. The intern read proposals from previous years, and participated in a facilitator's meeting and workshop. Interviews with unit personnel added more insight and information.

Due to lack of time, Private Occupational Schools and Veterans Education were not investigated.

#### Project

#### "Administrative Guide for Adult High School Completion"

The AELS handbook, "Administrative Guide for Adult High School Completion;" was originally written in 1977, and had not been updated, although several attempts had been made to do so. The unit, as

mentioned earlier, has no staff member assigned to adult high school completion, and so the intern was asked to rewrite and update the handbook as part of the education experience.

### Review of Literature

The intern spent time in several preliminary activities. The handbook itself was read and analyzed carefully. Previous attempts to update the handbook were also read. The staff was asked for input, but because the main focus of the unit was Adult Basic Education and G.E.D., there was a limit to this assistance. A list was made of pertinent information which needed to be included, changed, or excluded.

### Research

The unit has collected handbooks from sixteen states which the intern reviewed. The Standards of Quality for Adult Education in Michigan (Michigan Department of Education, 1983) was read as a possible addition/infusion into the Administrator's guide. At this point the intern had a list of additions, deletions, and changes for the original document. The areas in which changes were to be made were:

1. Addition of Standards of Quality
2. Change focus of publication to include day as well as evening classes
3. Update laws, rules, and policies
4. Include outreach activities instead of recruiting
5. Include characteristics of teachers of adults and the adult student

6. Streamline text of original
7. Add technical information on the department structure
8. Add definition of terms
9. Expand counseling function descriptions
10. Include needs assessments' techniques

### Process

Armed with the results of research and literature review, the intern proceeded to rewrite the handbook. A new, detailed outline was developed, and each section was rewritten, first to update, secondly to add missing information, and then to infuse the Standards of Quality.

After this was done, the first complete draft was given to AELS staff members for their input and review. The input was received and a second draft created (see Appendix). At this point in the process the intern ran out of internship time, but because of the desire to complete the project, plans were made to finish the process during the summer. Input from the school district practitioners through the two professional organizations was requested during August, 1983, at a planning meeting. The third draft would be the final copy to be presented to the Board for approval and publication. The time table indicated that the published copy would be ready in October or November of 1983.

## Summary

Chapter II reviewed the intern's planned experience at the Michigan State Department of Education. The first activity was to gain a better understanding of the State Board of Education by attending Board meetings, reviewing written material, and interviewing cognizant personnel. The intern's activities at AELS were described. Knowledge of the unit was sought by reading pertinent literature, interviewing the staff, and by observing specific sub-units with the AELS. The process used in rewriting "Administrative Guide for Adult High School Completion" was described.

Chapter III contains the intern's unplanned experiences and their impact on the field experience.

## CHAPTER III

### UNPLANNED EXPERIENCES

#### Introduction

During the course of the internship, several events occurred which added an unexpected dimension to the experience. They portray the diversity of needs which AELS must meet, as well as the variety of areas which staff must be ready to address.

The Superintendent of one school district in the state called the supervisor of AELS for technical assistance in setting up a high school completion program. Two unit members and the intern visited the superintendent and participated in a discussion of processes and procedures.

Unfortunately, the experience was not a positive one, since the superintendent had built in several barriers to success. He had no desire to put much work into developing the program himself, nor to hire someone to implement and operate it. He felt there was "nothing to it," but doing a little advertising and setting up some instructors and classes. He was given information and assistance on the technical aspects, but was not interested in pursuing that. The intern felt that the program was seen as a potential money making project for the district rather than a program of intrinsic value in and of itself.

A second experience was with the Rules Committee. The intern was invited to attend a meeting of the Department of Education Rules



Committee. Members of the committee were educational lobbyists, superintendents, one auditor, departmental staff, and five adult education practitioners.

The purpose of the committee was to review and update the school rules of 1977 for use in the 1984-1985 school year. The committee process was difficult to follow since there was very poor leadership and no agenda. All members had difficulty understanding what decisions were made, but no one made any attempt to rectify the situation. There seemed to be an underlying power struggle, yet no one wanted to pick up on the leadership of the committee and lead it efficiently. Out of this confusion, the Adult Extended Learning Services supervisor was asked to rewrite several rules pertaining to "suspected abuses" in the Adult Education area. This duty subsequently fell to the intern and proved to be an exciting learning experience. The rules (draft for discussion) were subsequently researched and written with department and field input for the next committee meeting to be held on July 20, 1983. Because the intern's field experience had been completed, results of this project were not observed. The intern gained an appreciation of the subtleties and procedures necessary in a project of this kind, as well as the technical expertise in writing a draft of the rules themselves.

### Summary

Chapter III examined two unplanned experiences in which the intern participated. One was a site visitation at a local school district.

The second was interaction with the Rules Committee and the intern's assistance in rewriting a draft of the rules.

Chapter IV will summarize the internship and give the intern's observations on the experience.

## CHAPTER IV

### SUMMARY OF THE EXPERIENCE

#### Introduction

An overall analysis showed the internship to be a worthwhile and exciting experience. There was much activity in the Michigan State Department of Education during this time period, as well as at Adult Extended Learning Services. The various committee meetings which the intern attended proved to be timely and pertinent to the future of adult education. The writing project fulfilled two functions: the booklet will be a useful tool for practitioners in the field; and it provided the intern with an opportunity to develop and organize ideas about adult high school completion programs.

#### Goals and Objectives Reached

The goal of understanding the State Board of Education was successfully reached as the intern actively pursued each of the specific objectives outlined in the prospectus. A recognition of procedures, of departmental complexities, and of bureaucracy was gained.

The goal of understanding Adult Extended Learning Services was also reached. The intern felt very much a part of the staff, who proved to be helpful and open during the intern's learning experiences.

Not all the components of Adult Extended Learning Services were analyzed, due to lack of time. The Teacher Training Collaborative

received the most time because of its ongoing activities. J.T.P.A. was investigated to a certain extent, but due to the federal procedures and timelines, that activity was limited.

The writing project did not appear on the prospectus, nor did the visit to a local school district, nor the work with the Rules Committee. These three events added a dimension to the internship since they were contemporary, practical, and had direct impact on the field.

### Skills Acquired

Conceptual skills acquired by the intern concerned the role and functions of the various departments as well as the structure and philosophy of the State Department of Education. Departmental lines of communication and authority showed attempts at a team management style with authoritarian overtones. Communication networks were structured both vertically and horizontally for input and feedback.

Human skills were observed by the intern through the interview process as well as through opportunities to interact with employees and practitioners. Several leadership styles and their impact on staff were observed. The style of the Superintendent of Public Instruction was noted both in and out of Board meetings.

The technical skills acquired by the intern were in the areas of writing and administrative processes. The work on the handbook and rules required additional skills in writing and research. Administrative procedures were followed closely by Department of Education staff in all interaction and involvement with the Board. The Department was task

oriented, but weighed down by bureaucratic requirements, which produced a very frustrating situation.

#### Observations

The intern observed a love-hate relationship between the State Department of Education and the legislators. The lawmakers often developed legislation without support or input from the Department or field when at other times there were definite linkages. There was an admission that the two areas needed each other, but at times that seemed a difficult concept to employ.

The intern also observed the ponderousness of the bureaucracy in its ability to get tasks accomplished. So much input was necessary from so many different people and departments that the process was extremely lengthy and therefore frustrating.

Another observation was in the political nature of the Department and the internal processes which had to be observed. Great care was taken to talk to and influence the right people in order to accomplish tasks. Much compromise and concession was seen along the way.

The total experience was an excellent learning opportunity for the intern. A great many contacts were developed and many insights gained into the entire educational process.

**Appendix**

**ADMINISTRATIVE GUIDE FOR ADULT HIGH SCHOOL**

**REVISED**

**DRAFT COPY**

**JULY, 1983**

**FORWARD**

The Michigan Department of Education Adult Extended Learning Services provides this "Administrative Guide for Adult High School" to assist in the development of high quality educational programs for adults in Michigan. This handbook has been developed for school administrative personnel for the following purpose:

that school districts which do not have existing programs use the criteria as guides in establishing policy and programs which will give adults realistic opportunities to meet their educational needs and to complete high school.

Appreciation is expressed to the many administrators, advisory groups and Adult Extended Learning Services staff who contributed conscientiously and diligently in the preparation of this administrative guide. Special appreciation is given to previous committees for the original research and writing that aided in the creation of this document, and to the newly formed organization, Michigan Association of Community and Adult Education, for its input. Thanks also to Rita Leroux, intern with Western Michigan University, for the updating, research, and revisions completed during the summer of 1983.

Phillip E. Runkel  
Superintendent of Public  
Instruction

July, 1983



### INTRODUCTION

The Constitution of the State of Michigan states:

"...knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged." (Article 8, Section 1)

"The legislature shall maintain and support a system of free public elementary and secondary schools...." (Article 8, Section 2)

The Standards of Quality for Adult Education state:

"Adult education programs have the responsibility for providing education which is adapted to the intellectual, social and emotional needs of students as they prepare for life and work in a democratic society. Such opportunities should not be precluded by the sex or social/ethnic background of the student. Neither should such opportunities be precluded by the age of the student, for the constantly changing technology of our culture mandates that the educative process continue throughout life to provide training, retraining and supplemental education." (Section I)

This administrative guide has been written to describe the planning necessary to develop quality adult high school programs. This process starts with the preliminary presentation to the local board of education. Characteristics of the adult educator and the adult student are described to provide background to the unique aspects of programming. Descriptions of planning and establishing the program are included, as well as financial considerations and evaluation techniques. Standards of Quality, as approved by the State Board of Education, have been infused into the document as an assessment tool to provide a measurement for effective adult education delivery systems. References to specific Standards are indicated in parentheses.

If schools are to fulfill one of their major roles, which is to prepare individuals to be productive and contributing members of society, then they must make a comprehensive program of high school education available to all. The Department hopes that this manual will be useful in the continued effort to provide quality adult high school services throughout the state.

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Appendix

DEFINITION OF TERMS

<b>Adult High School Completion</b>	Local board approved programs and credit classes designed for adults at the high school level, leading to a high school diploma.
<b>Advisory Council</b>	Community and school personnel who meet to further the aims of adult/community education. Necessary to receive funding from Section 96 of the School State Aid Act.
<b>Andragogy</b>	The art of teaching adults in a learner-centered environment.
<b>Audit</b>	Yearly investigation of programs and practices in adult high school programs. Tied directly to state aid reimbursement.
<b>Board of Education</b>	Elected local school officials who monitor and maintain quality school programs.
<b>Community Education</b>	A vehicle which links members of the community with resources to meet needs. In this context it is school based.
<b>General Education Development</b>	G.E.D. Tests which measure proficiency of adults at the high school level. An equivalency or high school diploma may be awarded as a result of successful completion.
<b>Standards of Quality</b>	S. of Q. are state guidelines to establish high quality adult high school programs.

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**PROCEDURES FOR ESTABLISHING  
AN ADULT HIGH SCHOOL PROGRAM**

High school completion programs for adults, like any other education program, must be carefully planned to attain maximum success. This planning must concern itself with the establishment of curriculum, administration and financial structures.

**Part I**

**PRELIMINARY PLANNING**

**A. Assessment of Needs**

Implementation of quality adult high school completion programs requires needs assessments of the community or school district. There are three basic questions that must be answered to determine the need:

- 1) How many individuals within a district or area could benefit from the proposed service?
- 2) How many individuals would be interested in participating if programs were established?
- 3) What are the perceived educational needs of that population?

There are several available methods of determining needs. Some suggested methods are:

**1. Census data**

Census data are available on a county basis and provide information on the number of under-educated adults within the geographical area.

**2. School Records**

- a. A review of the school district drop-out rate for the past several years will provide information concerning the number of potential participants.
- b. Many elementary and secondary registration forms list the highest educational level achieved by students' parents.

**3. Community Resources**

A variety of resources are available in each community which can be utilized in collecting data regarding educational needs and housing patterns. Contacts with the following may be beneficial:

Major employers  
 Businesses  
 Social Service agencies  
 Cooperative extension offices  
 Government officials  
 Chamber of Commerce  
 Local adult residents  
 Churches

#### 4. Needs Assessment and Techniques

A formal needs assessment can provide concrete information about a specific audience and its needs. Techniques of assessing needs are:

- a. Interviews with agency and business representatives.
- b. Public hearings requesting input on the educational needs in the community
- c. Interviews with community residents.
  - 1) Person-to-person. This type of needs assessment is usually conducted door-to-door. This method necessitates the design of a questionnaire, and the layout of a geographical sampling area.
  - 2) Telephone interviews. These have also been successfully used. More of the population can be reached in a short period of time.
  - 3) Mail-out surveys. These involve development of a questionnaire and locating the population to be polled.

#### B. Support from the Board of Education

When community needs are established and evidence reflects that a high school completion program should be developed in the community, board approval and support should be sought.

##### 1. Initial Presentation

- a. The presentation should not be a detailed description of the proposed program, but rather a summary of the study that was conducted, and a general overview of what should be done.

- b. The selection of a person to make the board presentation is crucial. It often is the superintendent or the individual who was assigned to do the initial surveys and groundwork. A resource person might also be brought in to discuss adult high school completion in more general terms and to expand the scope of the board's thinking.
- c. It is important that board members fully appreciate their responsibility to provide educational opportunities to the entire community. Some general concepts that should be covered at this time include:
  - 1) The opportunity provided to adults to grow and to better prepare themselves for new challenges in today's world.
  - 2) The positive effect upon children which will result from having parents interested and participating in educational activities.
  - 3) The public relations value of positive school experiences by adults taking classes.
  - 4) The advantage of increasing the use of educational facilities.
  - 5) The importance of providing adequate administrative time and resources to allow the program to reach its maximum potential and to conform to the Standards of Quality.
  - 6) A basic understanding of current funds available to operate a program of this nature and anticipated revenues that could be expected once the program becomes operational.

## 2. Board Policy

After the board has accepted the general concept of adult education, work should begin on the establishment of board policy. This may include:

- a. A recognition of the need for the program.
- b. A general statement of support for the program.
- c. The general educational philosophy of the board relating to the program.



- d. A statement of the purpose, goals and objectives of the program as developed by the school and local community representatives.
- e. The responsibility for local compliance to the Standards of Quality.
- f. The Standards of Quality 1.01 to 1.08 should be consulted for further information.

**Board and Administrator relationships:**

"There shall be effective Board/administrator relationships. The school shall have qualified administrative and supervisory personnel adequate for the effective operation of the program. The administrator of the program shall have the necessary autonomy and authority to provide the leadership needed to accomplish the improvement of instruction with the staff. The program shall be organized to assure the achievement of its stated purposes." (S. of Q. II)

**PART II**

**UNIQUE CHARACTERISTICS**

Androgogy, the term used to describe learner-centered instruction, is a concept central to the development of an adult high school program. The program curriculum must reflect, and the staff must be aware of, the unique characteristics of the adult student in the attempt to provide a meaningful education experience.

**A. Characteristics of the Educator of Adults.**

- 1. Is able to use learner-centered instructional techniques.
- 2. Is sensitive and understanding of the unique needs of each adult students.
- 3. Is accepting and open to different value systems.
- 4. Becomes a facilitator in the classroom and uses a variety of teaching techniques.
- 5. Is friendly, warm and caring to students.
- 6. Is able to incorporate students' life experiences into classroom learning situations.

7. Is positive in reaction to students' poor self-concept and learning difficulties.
8. Is open and accepting of students' various socio-economic backgrounds.
9. Is aware of the need to give adults positive and useful learning experiences at each classroom meeting.
10. Is a good listener both inside and outside the classroom.

**B. General Characteristics of the Adult High School Student.**

1. Often has poor self-concept.
2. Is often very sensitive.
3. Has possibly had negative school experiences in the past.
4. May have little confidence in his/her ability to learn.
5. Is sometimes easily discouraged.
6. Is often a voluntary student and has a potentially high motivation to learn.
7. Brings to the classroom many life experiences and levels of maturity.
8. Has many outside influences and responsibilities which may affect learning and attendance.
9. Experiences lessening of visual and auditory acuity, particularly in the middle and later years.
10. May have different value system and attitudes than the instructor.
11. Has definite expectations of each learning experience.
12. Has desire to put acquired knowledge and skills to immediate use.

**C. The First Day of Class**

1. The teacher should learn and use students' names.
2. Rapport should be established between students as soon as possible to reduce anxiety and provide a peer group.

3. Students should be encouraged to explain their reasons for attending classes.
4. The teacher should create a warm, friendly and relaxed atmosphere.
5. Student input on course objectives and learning plans should be sought.
6. Students should leave the first and every class with a skill they can use and a positive learning experience.
7. Interest and motivation to return can be aroused by explaining upcoming activities and experiences.

### PART III

#### PLANNING THE PROGRAM

##### A, Developing the Curriculum

"The instructional program shall be designed to develop knowledge and skills as well as assist students in their efforts to improve their understandings of the cultural, social, economic, continuing education and other factors which will enable them to function successfully and independently in a democratic society. In programs having employment as the immediate goal, proper emphasis shall be given to preparing students for the world of work. (S. of Q. III)

1. The Standards of Quality guidelines should be used to develop a mission statement and curriculum designed to meet the needs of adults as well as the needs of the community.
2. The curriculum should provide flexibility, adaptability and continuity. (S. of Q. 3.01 - 3.16)
3. Minimum course objective must be met in order to support the awarding of credits.
4. Classes required for the completion of a high school diploma should be offered as well as a variety of electives. The greater the variety of courses which can be offered, the stronger the inducement for more people to enter the program. The extent of this variety should

be tempered by an assessment of individual needs. Vocational and occupational classes should have a high priority, and attempts should be made to provide on-site classes and linkages with local skills centers.

5. "Provisions should be made for students of varying aptitudes, levels of intellectual development, physical capabilities and interests. The instructional program should be designed to reflect both in depth and in content, the intellectual, social, occupational/vocational and emotional experiences of students and shall provide a program designed to encourage all educable students to complete satisfactorily a vocational/high school program." (S. of Q. 3.04)
6. "Successful vocational and academic instruction requires many important components. Among these components are: 1) well defined instructional objectives stated in behavioral terms, 2) performance criteria for specific skills, 3) systematic planning by professional staff, 4) the selection and use of varied types of instructional materials and learning experiences, 5) the specific adaptation of organizational and instructional procedures to the needs of the students, 6) the use of varied evaluation instruments and procedures, 7) good instruction, and 8) concern for student morale." (S. of Q. 3.15)

## B. Granting High School Credit

### 1. Curriculum Distribution.

Units of credit are determined by the local school board. A minimum basic distribution of credits of 16 Carnegie units (based on 120 clock hours of instruction per one unit of credit) for a four year high school diploma is suggested as follows:

- 3 units communication arts
- 1 unit mathematics
- 1 unit science
- 2 units in social science, including  $\frac{1}{2}$  credit in local, state and federal government
- 9 elective units of credit

Adult High school classes must be comparable to local high school offerings and approved by the local board of education.

2. Suggested credits applicable toward completion of a high school diploma:
- a. Any approved high school credits
  - b. Any approved trade or business school credits
  - c. Work experience (S. of Q. 2.11 c)
  - d. Supervised self-paced study programs (S. of Q. 2.12 d)
  - e. Study abroad (S. of Q. 2.12 e)
  - f. Military experiences (S. of Q. 2.12 f)
  - g. Extension and correspondence study (S. of Q. 2.12 g)
  - h. High School and college level work on a college campus (S. of Q. 2.12 h)
  - i. Educational course work done in foreign countries (S. of Q. 2.12 i)
  - j. Television course work (S. of Q. 2.12 j)
  - k. Examination (S. of Q. 2.12 k)

**C. Institutional Adaptability**

"The program shall be so organized as to foster experimentation and innovation designed to adapt the institution to the changing needs of its community. Through a process of continuous assessment and innovation the program shall seek to improve its capacity for serving educational needs efficiently and effectively." (S. of Q. VI)

Examples of other programs that might be helpful in serving the educational needs of a community are:

1. Occupational orientation
2. Occupational exploration
3. Skill development
4. Employability and job seeking skills

**D. Student eligibility for state aid reimbursement**

1. A student 18 years of age or older ( as of September 1 of the current year) who is not a high school graduate.

2. A high school graduate who is under 20 years of age as of September 1 of the current school year, and who is not receiving college credit.
3. Students under 18 who are not attending day school. Reimbursement is based on 900 clock hours of instruction per year.

#### PART IV

#### ESTABLISHING A PROGRAM

##### A. Student Outreach

Program information must be disseminated by various means in order to reach the potential adult student. Many adults are not aware of adult high school offerings.

1. Printed information should be attractive and easy to read, rather than provide extensive information. Brochures, newspaper advertising, matchbook covers, radio, T.V., posters and fliers are often used for advertising purposes. Outreach locations for printed materials?

Laundromat bulletin boards  
 Factory entrances and cafeterias  
 Food stamp offices  
 Employment offices  
 Barbershops and hair dresser shops  
 Banks  
 Restaurants  
 Drivers' license offices  
 Grocery stores  
 Public health centers  
 Police departments  
 Legal aid offices  
 Church bulletin boards and bulletins  
 Library bulletin boards  
 Livestock sales  
 Good Will stores  
 County Fairs  
 County courthouses  
 Armed service recruitment offices  
 Welcome Wagon or newcomer clubs  
 Telephone, electric, water, gas or cable TV offices  
 Mental health centers  
 Vocational-technical schools  
 Public schools  
 Pre-schools  
 Headstart programs  
 Vocational Rehabilitation  
 Department of Social Services

2. Personal contact through a door-to-door campaign or a telephone canvas may be effective. The persons who do this outreach must have a broad knowledge of program offerings in order to be effective.
3. Local departments of Social Services and other agencies may be contacted for student referrals into skill and vocational classes. A.D.C. mothers and General Assistance clients may be mandatory students in order for them to receive their grants.
4. Once your program is operating, the most effective advertising will be word-of-mouth referrals by satisfied students.

**B. Counseling and Student Services**

"Balanced and comprehensive student personnel services shall be provided particularly for those students unable to gain maximum benefit from adult education. The adult program shall provide advice and where necessary, referrals required to meet satisfactorily the needs of its students." (S. of Q. V)

1. Guidance services will be provided for the adult high school program. Personnel who can fulfill this function may be the adult education Director/Coordinator, teacher or counselor (S. of Q. 5.08)
2. The initial counseling contact made with the adult student must be enthusiastic, warm, friendly and encouraging. Adult students must be informed about:
  - a. The total program.
  - b. The general requirements which must be met.
  - c. Alternative credits (testing, military, etc.)
  - d. Transcript requested from previous high school. (Appendix F)
3. In order to place a student in the proper study materials and class and to ensure his/her success in the program, some type of initial screening or assessment should occur. A short, non-threatening assessment tool can be used to discover the student's ability to do basic academic tasks. Tests such as the G.E.D. practice test, the Slosson Oral Reading Test (SORT), or the Wide Range Achievement Test (WRAT) are often used. The ABLE test may also be considered.

4. Periodic updates with students must be maintained.
5. Regular interests and needs inventories should be conducted to determine if the system is meeting individual needs. (S. of Q. 5.01, 5.02, 5.03)
6. Within the first year, individual programs must be established for each student, and an evaluation of all credits must be completed and on file.
7. Program health services, occupational education for special and handicapped students and placement services should be available so that all needs of the adult student are met. (S. of Q. 5.09 - 5.13)

C. Professional Staff

"The program shall be staffed by administrators and teachers who are well qualified in professional, subject matter and technical skill areas and have the ability to relate to adult developmental, emotional and learning needs. The staff shall have appropriate involvement in decision-making affecting the program and they shall teach under conditions favorable to effective performance." (S. of Q. IV)

1. Teachers

- a. "All teachers of...high school completion shall be certified and meet the requirement for instructors as established by the Michigan Department of Education." (S. of Q. 4.01). Official transcripts shall be on file for all professional staff. (S. of Q. 4.05)
- b. The following guidelines should be considered in selecting teaching personnel:
  - 1) Secondary certification.
  - 2) Subject area
  - 3) Experience in adult education related fields.
  - 4) References
  - 5) Understanding of the special needs of adult students.
- c. Teacher pay rates should be fair and equitable.



d. Inservice and communication

- 1) "A program of continuous inservice education for the professional staff shall be maintained." The staff shall be involved fully in planning and implementing the inservice program." (S of Q. 3.16)
- 2) Teachers' meetings, bulletins and memos can be used to regularly communicate with staff. A teacher handbook can supply specific information on routine matters and expectations.

2. Support Staff functions (See S. of Q. 2.12, 2.13)

a. Adult High School Director/Coordinator

- 1) Program design, coordination, maintenance and evaluation.
- 2) Student recruiting, counseling, retention
- 3) Staff hiring, firing, evaluation and inservice
- 4) Facility management, rental
- 5) Improvement of instruction
- 6) Budget design and maintenance
- 7) Supplies and equipment purchase and inventory.

b. Counselor

- 1) Individual counseling and assessment
- 2) Maintenance of files and records pertaining to attainment of the diploma.

c. Advisory Council

Residents of the community, business and industry personnel and students shall form an advisory council to continually evaluate and improve the program. The Advisory Council functions are:

1. To legitimize and publicize decisions made by the Director/Coordinator

2. To act as a sounding board
3. To provide input and feedback
4. To provide program ratification
5. To provide a vehicle for positive public relations
6. To design and implement needs assessments
7. To suggest new programs and classes.

d. The Community School Director

The Community School Director may also function as the adult high school Director. The community school concept embraces programs such as leisure time, recreation, Senior Citizens and pre-school programs.

e. Secretaries

The first contact with any potential student is the secretary. A knowledgeable and friendly person should be hired for this position. Adequate clerical assistance should be provided to the professional staff.  
(S. of Q. 2.08)

f. Childcare

If childcare is offered as part of the program to the children of adult daytime students, competent, caring people should be hired to staff the nursery/childcare center.

g. Para-professionals

Para-professionals may be used as classroom/teacher aides. Care must be taken to hire qualified caring individuals.

h. Secondary principals

Principals should be kept informed and involved from the program's inception. They must be aware of the total program, and the adult education director must maintain good lines of communication with them.

i. Regular school daytime staff.

Good lines of communication should be developed to keep the daytime staff informed about evening room usage. This is especially important when adult education instructors use the same classrooms as the day teachers.

j. Custodians

Custodians are extremely important in developing good public relations for the program. It is necessary to develop a good communications system with them and let them know of all the upcoming activities.

k. Audio-visual/instructional media coordinator

High school completion personnel should be inserviced on the availability and procedures for obtaining audio-visual materials, equipment, supplies and teaching materials. Adults should have the same library privileges as the regular high school students.

l. School social worker (K-12 program)

This individual often works with a segment of the community which could benefit from the high school completion program. This person could become an excellent recruiter for the program.

m. Pupil Accounting officials

These individuals are responsible for providing the official pupil count of the school district for the purpose of State Aid reimbursement.

n. State Department of Education--Adult Extended Learning Services.

This department will provide technical assistance and consult in the areas of Community Education, high school completion, Adult Basic Education and G.E.D.

D. Facilities, Space and Time

The program shall be housed in facilities so located and maintained that they afford desirable learning conditions. The facilities shall be so operated that the health and safety of those served by them are properly safeguarded. Supplies

and equipment shall be provided inadequate amounts and of sufficient quality." (S. of Q. 9.01 - 9.13)

1. **Special considerations for facilities include:**
  - a. The size of desks and chairs appropriate for adults.
  - b. Available break areas and adequate parking space.
  - c. Availability of separate telephone lines to the adult education office is important. This number should be listed separately in the telephone directory. This allows the adult students direct contact with personnel who can give them adequate and accurate information. Evening telephone coverage is also essential.
  - d. The adult education office should be easily accessible to adults, separated from other school offices and classrooms with facilities for private conferences within the office.
  - e. Most new programs are run in one central location, such as the high school or an empty elementary school, rather than several. This location should be easily accessible to the majority of students. As programs grow, more centers can be utilized.
  - f. A variety of facilities may be available, such as unused elementary schools, store fronts, churches, community centers, libraries, hospitals and/or manufacturing and industrial plants.
2. **Times for instruction.**

In every community there are potential students who are unable to attend evening classes due to work schedules or home responsibilities. Opportunities should be made available to all adults by scheduling morning, early afternoon, late afternoon, weekend and evening classes.
3. **Class size shall be adapted to the requirements of the specific course. (S. of Q. 4.03)**
4. **Instructional Media Program.**

"A coordinated instructional media program shall be organized so as to make accessible a wide range of media to instructors and students. In addition to receiving, storing, retrieving and displaying information in various forms in a mediated learning center, and at other locations

such as classrooms and laboratories, the center should make available equipment and personnel for the production and/or of a wide range of media. The program should be developed in such a way as to support instruction through professionally and technically prepared staff."  
(S. of Q. VIII)

**E. Charging fees for school services**

The policy guidelines of the State Board of Education, as interpreted by the Attorney General (1970) are as follows:

1. School districts may not make charges for any required or elective course (for students for whom state aid is received) such as:
  - a. General or registration fees.
  - b. Course fees or materials charge.
  - c. Textbooks and school supplies.
2. School districts may charge fees for extra curricular activities when students are not graded or evaluated and academic credit is not given, or for any activity in which participation is not required for obtaining a diploma. Provision should be made on a reasonable basis so that students without financial means are not excluded.
3. School districts may charge for damages or loss of school property when such property has been provided to students without charge.
4. School districts may require students to place a deposit to cover damage to textbooks, non-consumable materials, and supplies provided free by the school district, for those economically able to pay as determined by school authorities. These deposits must be reasonable and refundable.
5. School officials may determine the quality and quantity of school supplies such as textbooks, paper and pencils that are reasonable for the use of pupils, and determine the length of time such materials shall be provided. Likewise pupils may voluntarily bring their own school supplies for any curricular subject.
6. School districts may require a person to pay for adult education courses offered by the public schools provided that the adult is not earning credit toward a high school diploma and is not counted in membership for state aid

6. School districts may require a person to pay for adult education courses offered by the public schools provided that the adult is not earning credit toward a high school diploma and is not counted in membership for state aid purposes.
7. School districts may charge for summer school except where such activities are a part of a regularly scheduled year-round program.
8. School districts may charge a student enrolled in an adult education class for credit, if that student is concurrently being provided a full educational experience in a non-adult program.
9. School districts may require fees for clothing and food which are offered during the regular school program

F. Enrollment procedures

It is important to develop enrollment procedures that obtain information in a brief and concise manner. A pre-enrollment period should be established to assure adequate time to counsel and schedule students.

1. Minimum information that should be collected during the enrollment includes: (See Appendix B for example)
  - a. Name (full legal)
  - b. Address
  - c. Telephone number
  - d. Birthdate
  - e. School district of residence
  - f. Last grade completed
  - g. Last school attended
  - h. Enrollment in a regular day school or other high school completion class/program
  - i. classes
  - j. Student signature

## 2. Recordkeeping

Accurate and contemporary records for each class and student should be kept for five years and must include the following:

- a. Student enrollment form
- b. Student credit evaluation (Appendix C) This is a cumulative record of educational attainment and other experiences for which credit towards graduation is awarded. A plan for graduation for each non-graduate must be developed and kept on file.
- c. Student schedule of classes (Appendix B and D)
- d. Class attendance forms (Appendix E)

Each class attendance form must list all students reimbursable for state aid. There must be adequate space to record attendance and provisions must be made to document each absence. A teacher signature on the attendance form indicates that the attendance is the original, teacher copy necessary for audit purposes.

## G. Evaluation

"To obtain information for use in improving the education program and determining the need for change, each program should make a planned and continuous evaluation to the effectiveness of its program in accomplishing its stated purposes and objectives." (S. of Q. X)

1. Continuous evaluation will be maintained to provide evidence as to the effectiveness of the program. (S. of Q, 10.01, a-i)
2. The director will construct a year-end report to be submitted to the local board of education, evidencing that the Standards of Quality have been maintained.
3. Review and appropriate modification of the statement of purpose of the program shall be made on a periodic basis.

## PART V

### FINANCING THE PROGRAM

"The administration shall allocate from its funds in sufficient amount to maintain high standards in staff, facilities and materials

needed to accomplish the program's purposes." (S. of Q. VIII)

"Sufficient budget allocations should be provided annually to ensure that standards are met or exceeded, and these shall compare favorably with other adult programs. In deciding whether or not a reasonable financial effort is being made, considerations shall be given to such factors as budget provision for inservice and staff development, curriculum revision, program guidance services and media improvement." (S. of Q. 8.01)

A. Formula for receiving State Aid

An important part of any program is financing. Michigan is fortunate in having state aid available for adult high school completion programs. To determine the extent of this aid, the following general formula can be used under the 1977-1978 State School Aid Act (P.A. 90 as amended):

The number of hours of classroom instruction for each student is divided by 480 hours to determine the percent of a full time equated (FTE) membership.

Example one

One student taking one class which meets three hours per week for two fifteen week semesters:

$$(1 \text{ student}) \times (1 \text{ class}) \times (3 \text{ hours}) \times (15 \text{ weeks}) \times (2 \text{ semesters}) \\ = 90/480 = .1875 \text{ FTE}$$

Example two

One student taking one class which meets two hours twice per week for three ten week terms:

$$(1 \text{ student}) \times (1 \text{ class}) \times (2 \text{ hours}) \times (\text{twice a week}) \times (10 \text{ weeks}) \\ \times (3 \text{ terms}) = 120/480 = .25 \text{ FTE}$$

1. One student may not be counted as more than one full time equated (FTE) membership.
2. The fourth Friday after Labor Day is the official count day for all students including adults.
3. The amount of money per FTE is determined by the State School Aid Act and the local situation.



**B. Yearly audits are conducted by the Intermediate School Districts. The following information must be compiled for each non graduate or graduate under twenty.**

- 1. Enrollment forms containing essential student data and signed by the student.**
- 2. Class schedule for each student.**
- 3. Attendance forms--teacher copy**
- 4. Documentation for absences for each student**
- 5. Plan for graduation for each non-graduate.**
- 6. Audits may also be conducted by the auditors from the State Department of Education.**

RESOURCES**State Organization:**

Michigan Association for Adult and Community Education

**Assessment Tests:**

G.E.D. Practice Test

Cambridge Book Co.  
888 7th Ave  
New York, New York 10106

S.O.R.T.

Slosson Education Publications  
Box 280  
East Aurora, New York, 14052

W.R.A.T.

Western Psychological Services  
12031 Wilshire Blvd  
Los Angeles, California 90025

A.B.L.E.

Harcourt, Brace, Jovanovich

National Center for Community Education  
1017 Avon St.  
Flint, MI 48503  
313-238-0463

**Appendices to be included:**

- A. Standards of Quality
- B. Enrollment Form
- C. Credit Evaluation
- D. Student Schedule of Classes
- E. Class Attendance Form
- F. State School Aid Act.
- G. Administrative Code Rules governing School District  
Pupil Accounting for distribution of State Aid
- H. Policy for issuance of H.S. diplomas and H.S. Equivalency  
Certificates
- I. Budget
- J. Master List--State Aid
- K. Class List--State Aid
- L. Cumulative Record CA60
- M. Transcript Request
- N. Checklist

**Acknowledgements****Statement of Assurance of Compliance with Federal Law**

Below is the information that I thought I was to provide. Some of it is duplicative of what you were to do and is provided only as information. Adjust or change anything that you think is necessary. I would like a copy of what goes to the committee. Thanks.

Administrative code rules -- suggested changes:

Rule 340.2

Rule 2 (4) A foreign student and a foreign exchange student residing in a district shall be counted.

- (5) A pupil not less than 16 years of age enrolled in an alternative high school program provided under Section 108 (2) of State School Aid Act where any segment of such a program is provided exclusively to residents of the district or district not running an allocation under Section 21 of the State School Aid Act.

Rule 340.3

Rule 3 (c) A pupil taking courses under Section 108(2) of the State School Aid Act in which post secondary credit is to be awarded.

- (e) A pupil excused from attendance on the count date and excused from classes during the 10 consecutive school days immediately following the count date, and who fails to appear within 30 days after the count date.

Rule 340.4

- (d) A special education pupil who is enrolled and receiving instruction in a special education program approved by the Department of Education, does not have a high school diploma and who is under 26 years of age as of September 1 of the current school year.

Rule 340.5

Rule 5 (j) A handicapped person as defined under R340.1701 to R340.1873 who is enrolled in regular daily attendance and receiving instruction in a school district or intermediate school district operating a special education program approved by the Department of Education.

Rule 340.7

- (1) add... Only scheduled pupil-teacher contact time can be counted as hours of instruction.
- (2) The prorated membership for a part-time pupil under 18 years of age

as of September 1 of the school year, taking instruction in grades 1-12 is computed by applying a ratio which is the relation between the numbers of clock hours per week spent in classes for which credit may be earned in a public school and 25 clock hours per week.

- (3) delete ... add Pupils counted under R340.7(4) must show progression towards the completion of the required subjects for a high school diploma in order to be counted in membership and electives which have been successfully completed cannot be repeated and counted for membership and shall not exceed the total number prescribed in the pupils planned program. Pupils counted in membership under Rule 340.7(4) and enrolled in adult basic education classes (mathematics, reading or English) are to demonstrate educational progression in the subjects counted for membership.
- (4) The prorated membership for a part-time pupil, 18 years of age or older on September 1 of the school year, taking instruction in adult basic education or adult high school completion programs in grades 1-12 is computed by applying a ratio which is the relation between the number of clock hours of student instruction received and 480 clock hours of instruction for the school year.
- (9) The prorated membership for a pupil 18 years of age or older on September 1 of the school year attending a short term cooperative program and referred by a state funded agency, is computed by applying a ratio which is the relationship between the number of clock hours per week spent in an approved program and 25 clock hours per week for at least 32 weeks in the total program for the year.
- (10) Students enrolled in high school completion Independent Study classes may be counted only for actual teacher-student contact hours as prescribed in the student's schedule.

KW:kms

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