<div align="center">

Adult Education Consortium

February 13, 2008

Jones Center

</div>

Adult Educations Consortium Directors 9-11:30

Attending: Shauna South, David Harlan, Loma Prince, Katie Jensen, Kate Diggins, Jeff Galli, Tim Bereece, Darren Marshall, Wayne Mifflin, James Andersen, Sandra Grant, Brian Olmstead, Dennis Crane, Marty Kelly

Welcome and Introductions

Strategic Plan

USOE used input from the regions for the strategic plan. This input was put before the USOE staff for further review. The plan was developed with a color system. Items in black are items that have been addressed or closed. Items in green are ready to go or currently in process. Items in red are "stop", under consideration and will be addressed at a later time. Now the plan is ready for further review and additional input from the consortium.

Items discussed regarding the Strategic Plan were:

1) Are we on the right path—are we doing what the field wants and needs? We would like to see the strategic plan discussed at the March Directors' meeting. Dave acknowledged that this is a critical process. As he met with his regional group, he sensed that they were okay with the plan. There was a sense of appreciation that the state office has developed and implemented a plan showing the direction we are going. There also was a feeling that no response meant that it was okay.

2) Accreditation: James brought up accreditation. He said that the USOE Accreditation team came to Horizonte with directions to minimize Adult Education. We need to spend time and energy getting programs ready for accreditation. Three options have been presented and approved with the superintendents—Adult Education programs can be accredited: a) under the alternative high school programs, b) as a stand-alone special purpose school, or c) as a department within a high school. Currently four programs are accredited. Accreditation will be discussed at the March Directors' meeting. Programs must be accredited to have credits validated and accepted by post-secondary

institutions. A concern was voiced that programs need help to develop and evaluate the accreditation plan.

3) Licensure/Teacher Certification**:** CBO's need to be involved in licensure discussions even though they do not issue high school credits. In time there may be a requirement that all Adult Education teaching staff will have to have an Adult Education Endorsement/License. We need to look at alternative licensure routes for Adult Education. Individuals wanting to teach Adult Education in Utah who presently hold either a college degree earned specifically in Adult Education or other college degrees may not teach in Utah without an Elementary or Secondary K-12 license. District Adult Education programs are having a hard time hiring teachers for Adult Education since teachers are required to be "highly qualified" because of the professional staff list required by district human resource and reported to the USOE for district staff reports.. "Highly qualified" is not a licensure requirement for Adult Education. A comment was made that a special notation should be added to CACTUS identifying teachers teaching only Adult Education do not have to be "highly qualified". Nevada has a special endorsement for Adult Education that is not valid if a teacher goes to a K-12 teaching assignment. Utah used to have something similar for ATC's. The USOE will continue to work on this and have more for discussion at the March meeting.

4) Professional Development: Teacher Resources/UEN—develop Adult Education focused courses that everyone across the state can use. If the State goes to an Adult Education License, classes will need to be made available.

5) GED testing site audits—Murray audits four GED sites annually. In addition he visits up to 17 or more sites a year.

6) State Leadership activities—under grant writing and UEN as a resource on strategic plan. Are you talking about grant writing training? An issue for smaller districts is they don't have time to apply for supplemental. Could state provide some technical support?

On the State Strategic Plan, UEN is in red, USOE is not ready to address. Wayne, Loma, and Nate will be attending KET GED training in Kentucky. With information gathered, a pilot program may be under taken during the next program year.

7) The directors' expressed a need for a "Top 50 UTopia Questions" to allow for consistency in answering questions. Marty stated that we would have that ready for the directors' meeting in March.

USOE has collected questions that have come into the UTopia webmaster that will be used in creating this document. We will ask for more questions at the March meeting.

There is a problem with communication between directors and UTopia administrators. A UTopia wrap-up meeting is scheduled for April 2 at Nebo School District at the Grant Bldg. UTopia administrators and directors should plan on attending. Shauna asked the group to consider the disconnect between UTopia administrators and directors. Questions are coming to USOE instead of the director. First results of this disconnect will show at the end of the year with the data and program outcomes. Maybe that is the object lesson—no communication or limited communication, may come back to "bite you" at end of year, if your data is not correct. A few directors are telling their UTopia administrators that their continued employment is directly related to the quality of the data.

The consortium was asked to send to the USOE their interpretation of the UTopia administrator do's and don'ts. What are your practices? What have you learned, what's been really critical? What should the director be responsible for; what should the administrator be responsible for—who should do what? A deadline of February 20 was given to send these to Marty. USOE will compile responses and send back to the consortium for further review. A document will be put together for the March meeting.

Question: When a UTopia administrator clicks the link to send an email to the webmaster could a copy be sent to their director. Marty asked if the webmaster response should be sent to both parties. The answer was "yes." She will ask Toni if this can be automatic.

Every program received funding earlier this program year for data entry assistance.

Regional Issues:

DWS lost WIA funding for youth services—The Department of Labor rescinded 2 million dollars from FY05. The Central region FERPA project is at a standstill. What was to happen is that SLC and Granite Districts were to identify out-of-school youth and give the DWS YES program the identified youth demographic information to assist the youth in connecting to programs, career and/or education.

USOE will disseminate the FERPA form at the March Directors' Meeting to the directors. Directors are then responsible to gather student information and to partner with DWS and Vocational Rehabilitation to see that out-of-school youth have access to alternative services. Utilize CBO's; consider how the youth is best served.

There is not a student services person for each district. USOE is to work with student services and/or other entities in each district to ensure the information is shared.

Northern region: There is concern about students who are out-of-school for safe school violations that are turning up in Adult Education. Marty is going to talk to Dawn Kay Stephenson for her recommendation. There will be further discussion in March about safe school violation information and how student services information can better be disseminated to each district.

CBO issue: Having a problem with communication with colleagues via email. Perhaps phone calls will have to be utilized more often.

Mountainlands region: Increase of graduation requirements; right now graduation requirements are workable for students. Are the new requirements going to be out of reach? Dave would like to come together for recommendations for graduation requirements for Adult Education students that are consistent.

Graduation—standardizing number of credits between programs

Having 24 credits standard across the state standardizes Adult Education programs given the "unique nature" of the Adult Education student. Discussion: some programs feel strongly that it is a local district decision of how many credits are required. The base is established by the state, but districts can raise the requirements to meet their needs. It is felt that graduation requirements may get to where students opt out of earning a diploma because they feel they cannot obtain the necessary credits. Marty hopes that programs will follow the Adult Education Board Rule regarding the number of units of credit required for graduation given the nature of their population. Concern was expressed that differences between districts/regions in credits will be a detriment to the student.

Jeff raised the concern that Corrections moves their population many times, upsetting the credit balance. Often an inmate will be close to completion in one program, but not in the next program. By inconsistent following of policy, the Department of Corrections is given ammunition to create their own school. This is not in anyone's best interest. Jeff suggested that there should be consistency with offenders regardless of the district, holding the offenders to the State Adult Education standards. Consortium response is to petition each individual school district board to create a board rule in policy allowing this agreement.

Dennis expressed concern that Adult Education programs having less credit requirements than K-12 would tempt some K-12 students into dropping out to attend an Adult Education program to gain a diploma with fewer credits. Ogden is experiencing a high dropout rate and expressed concerns about their district going to 30 credits to graduate. Concern was also expressed that increase in teenage clients may drive adult clients from the programs.

Can Adult Education be empowered to waive courses? This could be put in the above policy that the director could waive up to one credit. Note: this is currently in place as an administrator's prerogative. Problematic credit areas are fine arts, healthy lifestyles, chemistry and physics.

UTopia

UTopia rolled out fairly smoothly for the scope of the program.

Kate: the implementation of UTopia has presented programs with constraints and is driving a lot of decisions. Before UTopia there was more flexibility. We do not want program funding decisions to only be made based on the capabilities of UTopia. Example: ESL 6 students having to retest with a TABE, when we know they are not ready to be an ABE student. Another example is a 'project learner'. UTopia does not allow tracking of pass/fail of the U.S. Citizenship test. A student enters a program with the goal of taking the Citizenship test. They are given a pretest, the program works with this student to study for the test. The student takes the US Citizenship test, but does not return for further English instruction. No post-test is given to the student—data appears skewed, possible dollars are lost.

Marty reminded consortium that it will take three years to equalize the data.

For discussion at the upcoming directors' meeting, USOE is not "out to get" the CBO's. But if they don't follow state standards, rules and policies, should they receive funding? Only data is used to image a program. It is not a complete picture of programs. Is there a way to give the state the data they need but also show how CBO's fill a need?

End-of-year narratives are used to show the data not collected through UTopia. Data does really speak for a program's outcomes. The USOE is not opposed to having a working session for CBO's. Take desk monitoring: what is missing from the form and process, what needs to be there?

The only way to significantly impact all areas is hard data. Subjective narratives cannot be measured as a tool of effectiveness.

CBO's are running into the issue of students topping out on the BEST and being given the TABE test. The student does not want to take math classes; the student wants to learn English. In effect this is changing the CBO mission as an English learning center. CBO's are missing the flexibility of not entering a student in UTopia. There is insecurity about the outcome of the data for a program. How do we move forward?

Loma: Another problem is students are not coming to programs from previous programs with complete data entered into UTopia, particularly students from Corrections and ESL programs. If programs have issues of data not being entered and not being released, this should be shared with USOE staff so that it can be addressed with the particular program.

Distance Learning Policy

The USOE is moving forward with this policy. This is not a mandated delivery process, but an optional delivery process to meet the needs of students. If programs are going to use distance learning it must be included in the state plan.

Question: Should there be a base reading level to be approved for distance learning? It was also recommended the student should be earning minimum of ½ credit a month to show progress. One comment was a student had to be ABE 5 to be involved. This was changed to ABE 3. ABE 3 students have been successful, but progress is slower. Some of the pilot programs have seen more outcomes and level gains than traditional center focused programs.

If a program is planning to offer Distance Learning, the program must submit a plan as part of the State Plan that defines what the Distance Learning program looks like and the Distance Learning program has to be approved by the USOE.

Student choice should be considered as a reason for utilizing the Distance Learning approach.

Programs using Distance Learning must remember that 85% of the students' instruction is at a distance (out of a center), but the student must come into a center/site, which can be an alternative site, for testing. A teacher must monitor student progress. Typically, when a student CLEP's out of a class at a center, the time to take the test generates contact hours. When CLEPping in Distance Learning, the contact hours are given at half the amount of a regular test.   The pilot programs have learned it is important to pre-screen students before allowing them to begin the Distance Learning program.

Loma would like to see who is interested in computer assistance products for Distance Learning and in forming a consortium for more purchasing power. This can be a part of the regional discussion at the next directors' meeting. Novanet, A+ and Plato are technology based programs showing success in Adult Education.

Working Lunch—Consortium Directors and Quests—11:30-1:45

Attendees: Shauna South, David Harlan, Loma Prince, Katie Jensen, Kate Diggins, Jeff Galli, Tim Bereece, Darren Marshall, Wayne Mifflin, James Andersen, Sandra Grant, Brian Olmstead, Dennis Crane, Marty Kelly, Jolyn Bevan, Kathleen Johnson, Jane Broadhead, Connie Laws, Tammy Ames, Colyn Flinders, Gordon Swensen, Greg Whittaker, Darren Johnson, Bonnie Williams, Mark Thompson, Jared Haines, Larry Jewkes, Josh Saenz, Aaron Thompson, Andrea Worthen (All are representatives from Adult Education, DWS, Office of Rehabilitation, Higher Education and UCAT.)

 Welcome and Introductions

This is a great time to continue the collaboration as an outcome of the efforts with all partners that would be beneficial to ensure our common clients meet with success. During the DWS State Council to Council meeting in October each DWS regional council was given the directive to address basic education services for common clients with a focus of helping clients move successfully from one realm to another. The Workforce Education Economic Development Alliance (WEEDA) is made up of DWS, the Office of Vocation Rehabilitation, post-secondary education including UCAT, labor, and representation from the Governor's office. They were also given the directive to focus on outreach and pathway building ensuring access to services for all clients.

Collaborative efforts have been made with basic education ensuring that adults, whether Adult Education, DWS or the Office of Vocational Rehabilitation clients are all transitioning into employment with an economic status that will provide them a working wage ensuring continued economic success for the future. Shauna has been a part of the committee for several years, and was asked to speak on the history and focus of WEEDA.

Shauna: Over the years, WEEDA has been reorganized. A subcommittee has been formed to address access to services, who the partners are, and the pathways that should be followed to assure the common client receives services. The Access to Services Committee is an important committee because

it continually seems to come up from the common client "who do I contact in Adult Education, DWS, or Vocational Rehabilitation?"

Shauna handed out the joint charter for WEEDA. She emphasized the fourth and sixth bullets under the Purpose.
Bullet four—to enhance access to post-secondary, adult, and youth education opportunities for Utah's citizens.
Bullet six—to connect Utah's citizens with educations and workforce development as collaborative partnerships.

Shauna highlighted the items under Access to Services. She directed attention to several that were discussed when WEEDA was first set-up. They are items that are continuing to be discussed by the current WEEDA committee.
Memorandums of Understanding (MOU) were created for the establishment and continuation of partnerships.
At the last State Council to Council meeting, members followed up on importance of common clients that need assistance from multiple agencies.
Purposes of the charter are to connect Utahan's to educational and workforce development activities, support the Workforce Investment Act and develop ongoing partnerships of targeted industries. Also at this meeting, basic education skills were identified as an area that each DWS Regional Council must address. Basic education skills allow an individual to get a job, hold on to a job, and progress in that job.

Discussion Points: Marty remarked on an email she received from an adult education director. The director wanted to know how to address the following situation. His program currently has a client that was formerly a client of DWS. This client had enrolled in an applied technology college with DWS providing books and tuition. The person attended 3 classes and earned 3 F's. The individual went back to their case worker after being told that the ATC program was probably "not for them at this time." This person found an adult education program on his own and was finally tested. He tested at a 2nd grade reading level. If the pathway had been followed, the person probably would have been started in adult education and then in a year or so been ready to meet with success in a training situation. This was a disservice to this person.

Health Literacy-Health Literacy is often defined as the ability to read, understand and act upon health related information. Understanding and creating awareness about health literacy may improve the health status and quality of life in American adults, especially those with marginal literacy skills. The National Assessment of Adult Literacy (NAAL) reported the extent of low health literacy in America. Results of the 2003 assessment showed 22% of adults had basic health literacy skills, 14% had below basic health literacy skills. What are we doing to assure our common clients are able to succeed in accessing medical care? Our responsibility is to have the health care providers provide information so that our clients understand the information. Elderly and people in poverty often are recipients of transplants. What skills do these people have when they check out of the hospital, do they know how to access systems? Adult Education, Vocational Rehabilitation, and DWS all play a role. This is an issue this committee needs to look at.

In the first scenario, how do we (collaboratively) help clients meet with success given the charge of the WEEDA committee and the charge of basic education?

Concern for first individual: Connie stated that DWS does not automatically test everyone that is seeking services. It is assumed that they are being tested as they go into other agencies' programs. Loma stated communication is necessary between everyone and intake procedures are needed. Adult Education is willing to assess individuals referred from any agency. Are case managers aware of the common referral form—do they know how to use it?

There is a challenge for a consistent assessment protocol. What are the barriers to succeeding with this program? What is the balance with testing that allows proper placement and testing to "weed people away" from a program?

Jared: some UCAT campuses are providing entrance testing, others do not. Some, but not all, programs do require testing. There is not a consistent testing policy across the board.

Connie: There are different funding streams for each client. DWS makes decisions based on customer choice, they do refer some individuals for testing, but most often they send the client to the training center/school in an occupation in a targeted industry. DWS hopes that the center/school is evaluating the student if the student is struggling.

Question becomes: will these clients be more appropriately served in an adult education program? Maybe it needs to be a matter of fact that every client goes to an adult education center for testing. Early identification of a disability or weakness is paramount to avoid a client becoming unduly frustrated and spending tax dollars unnecessarily.

Community colleges and universities require placement tests, but tests vary from institution to institution.

Larry: Where is the culpability of the individual? Some individuals can present themselves well enough that a casual interview would not reveal any inadequacies and sometimes case workers are afraid of offending the client so maybe those questions are not asked. Marty suggested that these hard questions need to be asked, not to "bust bubbles", but rather to provide realistic expectations and options for the client.

DWS expressed concern that they are not educators and may miss clues an educator may pick up on.

UTopia will provide a portal for partners to access student data.

Question to UCAT: If the client came to an applied technology program with a job coach/mentor would the person be able to succeed in the trade with low reading skills, Example—a welder cannot read the textbook but is a good welder, how could we get him into to the field?

We must try to identify and align training with the occupation so that the education is not above the industry requirements. Industry needs to be involved to help find that balance of true reading levels required for any specific job. DWS is showing that more jobs are technical.

Kathleen: In Portland, Oregon, adult education teachers are specifically located and teaching specific reading and math pertinent to the trade in the trade classes. (Dual teaching)

DWS used to give the GATBY assessment to union candidates that showed a grade level for occupation. Data on students/clients is not available as it once was, or if it is there is a price, which cuts into budgets. Work evaluations are not available to assist these clients in job searches.

Concern: Industry is looking for people with academic skills necessary for the job. People need to be able to do the math; be able to read. Industry cannot find good candidates.

There is a bill before the legislature for a scholarship for students who maintain a certain grade level. ATC's feel that this bill "shuts them out" of a way to garner students.

What can we do as partners to assist our common client? Standardized assessment would be beneficial to client as they are assessed multiple times or being missed completely. A tracking system that works "hand in hand" with standardized testing so all involved would have access to the same data would be helpful. DWS has standardized their process to use the same assessment as adult education.

There is still a concern that even when using the same assessment as the ATC, students are retested. Example: Client is assessed at the Skill Center; the ATC retests the student because their technician had not administered the test. Due to the client being subject to retesting by agencies, DWS leaves the testing to the agency to which the client was referred.

College and University ability to benefit tests—is TABE on this list? If not, who could we contact to get it back on the list? Adult education tests are coming back up for evaluation at the Office of Vocational and Adult Education in April.

Mark: One suggestion is to develop a joint testing center, where all clients must go to test. All agencies and educational centers would agree to accept the assessment scores as entered in UTopia.

Where do we go: What does business and industry need? What levels do individuals need to achieve for a job? At one time there was a list that the ATC had to help guide the counselors in directing the students. Must we identify reading levels for entrance points into pathways for all locations? Should we be co-teaching within the trade? What is the language of the industry that needs to be taught? What skills, prerequisite skills, do we need to teach in adult education to prepare the client to be acceptable whether they can read the text book or not? Expensive?? Bill and Melissa Gates foundation funds the Portland program. Consider the models from other states.

The USOE state K-12 database shows students who pass/fail all three parts of the UBSCT. This needs to be available to DWS. If you can pass the UBSCT you can pass the GED. James: Pass rate for USBCT reading in SLC district is 74%. Math and writing are more difficult with math being the section that is failed most often in Utah.

More alternatives need to be provided or advertised as ways to encourage our clients to train or accept employment. Not everyone is suited to a 4-yr college.
Utah spent 25-35% more than the national average on higher education. Sometimes we bypass opportunities because we are too focused on education, education, education.   What is the percentage of job availability with a 4 yr degree, less than 25%? Jared: UCAT is exploring the possibility of offering classes to help people get a certificate to enter a career field, rather than a full four year degree.

There is a concern that high school students will not be able to "try out" occupations because of increases in core requirements. Districts have been encouraged to look at the elective courses that could be used to satisfy some of the core requirements.

Connie: Basic education—one of the tasks the DWS Regional Councils are to look at is basic education. One reason this was brought up is that the 2000 census showed there were two hundred and eleven thousand Utahans without a diploma or GED. Research shows that if a person earns a diploma or GED their earnings increase. Task: Connie, please ask an economist to look at employment opportunities available without a high school diploma, with a diploma, and with a college degree.

How do we as partners ensure that all clients are actively engaged? How do we as partners standardize assessments? Jane: Provide program directories at the local level to all involved agencies. MOU on a local level; having resources and contacts that will work with the same client is important.

Do we need to increase marketing showing the scope of what adult education covers? We have covered this on our recent regional trips, but not with the line staff.

Until all entities are represented on all councils we will not have the unity. James: Consider a collaborative conference for Vocational Rehabilitation counselors, case managers, DWS, teachers, and adult education providing information for those in the trenches to build networks and relations. This

would give all involved a chance to see the other side and to share and discuss resources available for the client –regional council event.

This meeting has given this committee ideas of where to go. Again it goes back to communication and collaboration and sharing databases.

Jeff commented that in the past, the attitude toward the offender was, if it benefited the offender, it benefited everyone. Today attitudes towards offenders have changed and not for the better. This "paints the picture" that we are in this together. We have to continue picking people up by their bootstraps and moving forward. Our clients are not just a number but are individuals.

Mark: Don't forget the other side of the coin; we have to take care of our own as well as the client. Case in point: job coaches are finding positions for the clients making $10-$11 an hour when the coaches make only 8 dollars. We cannot support the clients if we cannot support our own.

2-4 Full Consortium

Attendees: Shauna South, David Harlan, Loma Prince, Katie Jensen, Kate Diggins, Jeff Galli, Tim Bereece, Darren Marshall, Wayne Mifflin, James Andersen, Sandra Grant, Brian Olmstead, Dennis Crane, Marty Kelly, Kathleen Johnson, Jared Haines, , Andrea Worthen, Norman Nakamura, Nate Southerland

Welcome

The lunch meeting was informative and eventful; perhaps a first time having all of the partners in the same room together, talking about equitable access of services for everybody.

James reminds us that the point of entry agency is the responsible agency for assessing the client assuring that the client is capable to handle the training needed.

(Jessie Soriano) Contact the Governor's Office of Ethnic Affairs to appoint another person to represent Ethnic Affairs if Jesse Soriano is unable.

Recap of the basic education meeting that was held in October 2007 at the DWS State Council to Council meeting.

Further interpretation of **WEEDA/ Access to Services - Basic Education Collaboration—Marty Kelly**

Notes of meeting held 2.13.08 as part of the adult education consortium.

Attendance included: eight adult education directors, USOE staff, DWS key staff, Office of Rehabilitation staff and UCAT representation.

Task: The WEEDA Access to Services Committee was asked to lead a discussion that will ultimately lead to the development of a plan ensuring that at-risk individuals including: identified out-of-school youth, persons with disabilities adult education students and TANIF clients have equal access to "wrap-around" services including: post-secondary programs and training including Utah Applied Technology Colleges, DWS, and Office of Rehabilitation services. Providing inclusive services ensures that common clients will be able to access meaningful employment providing the individual with a living wage.

An introduction was provided that described the history, formulation and charter of the WEEDA committee. The transformation of the WEEDA committee from the beginning to the present day as well as the formulation of the DWS Basic Education committee as a result of the DWS State Council to Council meeting held in October 2007 was explained.

As part of the DWS Council to Council a Basic Education Committee has been formulated and given the charge of assuring that the common client's education needs are addressed in order for them to access post-secondary opportunities and to meet the educational needs of industry ensuring an educated workforce and individuals able to maintain a living wage.

Marty presented a case of lack of coordination of services: *individual accessed DWS services was referred to an ATC with funds for books and tuition, failed three classes, dropped out. On his own accessed adult education services to find out that his reading level was at a 2.3 grade level and at the present time has refocused to improve his reading literacy skills.* The point of the example was to introduce the need for counseling/mentoring of clients, collaboration of services, follow through mentoring, an understanding of the expectations of ATCs, colleges and universities to meet the education/employment/industry needs of the common client.

The following discussion ensued:

- There needs to be a working understanding of what each agency provides – length of services that can be expected, what are the "qualifications" for services, how to access services.
- Directories of service providers should be provided to all agency caseworkers.
- Clarification amongst each agency including UCAT and higher education of how to use a 360 referral form.

Specific to UCAT:

- Reluctance to test individuals rather the approach is to "teach" to/with the student in the areas that are weak.
- Students are not 'weeded out due to reading barriers".
- Define reading and math literacy levels for career pathways: what is the minimal literacy (reading and math functioning level) that is required to enter a training program what is the expected literacy level at the end of the training program?
- Consider alternative employment/training approaches: internships, apprenticeships and on the job-training approaches for clients.
- Consider alternative licensing approaches; certificates, endorsements, etc.
- Standardize the use of academic assessment instruments between ATCs and adult education to avoid the need to repeat academic assessments.

Specific to colleges/universities:

- ACT scores/placement tests are used to determine entry English, math, writing classes.
- Determine/find out what the entrance academic grade level is for a student to enter a community college and be able to meet with academic success.

Specific to DWS:

- Not all clients are tested due to cost.
- It is a customers' choice as to the program they choose to access.
- The question was asked: why they should test an individual when the client is "college bound" and will be assessed for placement by the colleges? Note: ATCs typically do not assess student's entering functioning level rather assessment for financial aid = determining ability to benefit eligibility only.
- Consider alternative employment/training approaches: internships, apprenticeships and on the job-training approaches for clients.

Specific to Vocational Rehabilitation:

- All clients (adult education, DWS, and Voc. Rehab.) should assess all clients "up-front" for early identification of functioning level, to identify needs and to recommend to other partner agencies appropriately.

Specific to industry:

- Service agencies need to work with industry and employers to define what their specific literacy needs are.
- Define reading and math literacy levels for career pathways. What is the minimal literacy (reading and math functioning level) that is required to enter a training program what is the expected literacy level at the end of the training program.

Specific to USOE:

- Consider the needs of the students and NOT require an increase in the units of English, math etc for graduation.
- Consider allowing students the opportunity to choose a graduation track = post-secondary, CTE – UCAT, other.
- Allow UTopia student data (assessments) to be viewed by partner agencies for counseling/placement purposes.

General to process:

- Review Bill and Melinda Gates Foundation to seek funding for a collaborative process
- Look at other models around the country (for example: Oregon model)
- Make UBSCT database (for 18-21 year olds) available to UCAT, DWS and Vocation Rehabilitation to have a "base functioning level" – 8th grade level of clients.

Where do we go from here?

Agencies defined for partnerships:

Adult education providers (USOE funded school districts and community-based organizations), DWS, Vocational Rehabilitation, Applied Technology Colleges)

State Level:

- At the state level each agency will identify the local contacts that will formulate local community (smaller than regions) school districts and community-based organization contacts to develop community consortiums responsible in meeting the needs of the common clients.
- At the state level each agency will provide directory information to each partnering agency listing local providers who should be included in collaborative consortiums.
- DWS will provide data answering the question: "what is the employment market without high school diploma or GED?"
- USOE - Adult education will open UTopia ports to partner agencies to view – assessments, SEOP, credits and student contact hours.
- There is a need to "sell" CTE and "the trades" to the public as viable career focuses.

- Consider "unified assessment centers" located strategically around the state to assess common clients from agency partners.

Local Level:

- Agencies will collaborate at the local level with partners from the other respective agencies to:
    - Discuss and define qualifications for and services available at the local level by the respective agency.
    - Formulate a local level consortium that defines and implements a service plan that includes assessment and process ensuring delivery of services to clients between agencies.

- Adult education:
    - Align curriculum to industry/employer needs ensuring that the common client has the vocabulary/reading and math skills to meet with success within chosen field/professions.
    - Provide mentors to assist common clients in accessing/following through with desired agency services.
    - Careers of today and tomorrow require a "higher functioning employee" as such align literacy needs of the client in the industry sector by providing tutoring –literacy services in the workplace of the client.

- Initiating partner and receiving partner:
    - Partner initiating a referral to a partnering agency defines assessment(s) that must be administered prior to the client accessing services to better assure client successes.
    - Determine client's mentoring needs; collaborate with partner agencies to determine who and how mentoring can be provided. For example if the client is in need of a mentor to assist with the reading of text at an ATC to successfully complete a trade program who should/can provide the necessary resource?