

Adult Education Directors'/Coordinators' Meeting

March 23, 2010

Grant Bldg., Nebo School District, Springville, Utah

Credit Recovery Curriculum

- USOE-Adult Education Services and Youth in Custody purchased a credit recovery curriculum from Granite District for adult education programs statewide as well as YIC programs. A director or coordinator must attend a training and sign for a copy for that their program may have. This is not a credit recovery program for traditional K-12 students. This is for Youth in Custody and Adult Education students. Curriculum and supporting tests will be updated yearly.

Legal Compliance

- The Legal Compliance guide is the document used for auditing of adult education programs. Annually, programs are required to undergo an independent audit. A fiscal compliance piece has been added beginning with the 09-10 audit. Auditors will be asking for the "Fees and Tuition" report. The auditor's responsibility is to reconcile the program's report with the report from the districts' or CBO's business administrator's reports. A copy of this guide is posted on the Adult Education website in the Policies and Procedures manual.

Program Monitoring

- Handout – flow chart of Program Monitoring process was distributed.
- Consortium directors raised the question as to what is the process for Program Monitoring, what documents need to be provided, and how does a program accept or reject the feedback from the monitoring.
- The process is
 - The USOE Adult Education specialist who is conducting the monitoring will contact the program to set a date that works for both parties.
 - The adult education specialist will send a copy of the current monitoring tool to the program director.
 - The specialist will also discuss with the director which documents will be reviewed, such as but not limited to, ledgers from business administrator, copies of checkbook statements, and the program inventory.
 - The day of the review the specialist will work with the director to complete an on-site monitoring review. Before leaving, the specialist and director will go over the monitoring tool and discuss any findings, concerns, and/or commendations.

- After the monitoring, a letter is prepared detailing the areas in which the program is doing well (commendations), the areas that need attention (recommendations), and any items that are critical (findings/corrective action). This letter and a copy of the program monitoring tool will be mailed to the district superintendent/chief operating officer and emailed to the program director and/or the program coordinator. A copy of the monitoring tool and the letter will be kept in the USOE-Adult Education program file.
- If findings/corrective actions are noted, the correction needed and the timeline for completion will be defined.

Data Determination

- Directors broke into five groups led by the consortium members.
- Groups were asked to discuss “Making Data Work for You.”
- Groups were asked to specifically look at how level gains are viewed in their programs and how they affect data.

Group leaders shared the following discussion outcomes;

- Sue Myers: The group discussed the following reports
 - attendance hours for reporting purposes and for individual successes,
 - potential graduates list and how to use it effectively,
 - students close to separation,
 - POM report is used heavily for enrollee status,
 - report for pre-test/post-test,
 - credits.
 - There was a good discussion about the goal of adult education is changing
 - It would be beneficial to talk about future-what’s next.
 - Programs/students put focus on diploma or GED, but perhaps this should not be the only focus. Level gains and skills would be beneficial for both. Programs get credit for level gains. Raising the skill level of the student increases their potential outside of adult education without needing more remedial classes.
- James Andersen:
 - Talked about having hard copy of attendance – seems to come up at every meeting. It is not required K-12 but is for adult education.
 - Teacher awareness of how everyone is funded.
 - Critical for every teacher to have an orientation.
 - One suggestion was a packet at the beginning of the year outlining the funding.
 - Teacher awareness of reports available on UTopia.
 - Reports are needed that will assist programs in capturing outcomes.

- Curriculum alignment
 - ESOL and ABE curriculum should already be aligned to the assessment tools.
 - Teachers must be made aware of alignment.
- Accountability piece for teachers.
 - Teachers who are aware of the outcomes and funding look for opportunities to progress toward the outcomes.
- Importance of one-on-one motivation.
 - Inform students of importance of post-testing.
 - Students are most likely to make an effort when they aware of why the post-tests are administered.
 - One-on-one allows programs to become aware of student goals and assist them in progressing toward their goals (i.e., a student that does not necessarily need math is encouraged to take a math class to prepare them to take the entrance exam for college).
- Steve Schofield
 - Important for staff to be trained on what the outcomes are and what “pays their salary.”
 - Group question; now that we know our outcomes, how do we get students to perform – post-test?
 - POM report
 - It is important to utilize the POM daily to ensure program records match what is in UTopia.
 - Helps programs set program goals.
 - Would like a date option to take a snapshot of data to compare where we were last year to this year.
- Kate Diggins
 - This group appreciates the student’s close to inactivity report.
 - Suggestions to improve interface with UTopia.
 - Suggestions for reports.
 - Report of students close to separation could include a list of names and telephone numbers.
 - Would like to see more UTopia training for directors and staff.
 - We spent some of our time focusing on the survey.
 - Particularly the differences between large and small programs.
 - Would all teachers universally be able to understand and respond to all of the questions?

- We would like to see the questions adjusted to allow for the differences in program sizes.
- Anita Craven
 - A teacher evaluation is a good tool.
 - Would like to see a policy where level gains are broken down more – grade level improvement equals a level gain.
 - Concerned that sometimes UTopia has not been reliable and have had to double check the data.
 - Celebrations – for level gains to give students more incentive – present a certificate with bells and whistles.
 - Make sure that adult education curriculum is aligned with district and state levels.
 - Make sure that teachers are doing what they can with students.

Shauna South collected the director/coordinator surveys for further data analysis.

ABE Standards

- Most states have ABE standards for reading, writing, math, science, social studies, etc. Utah is starting with the reading standards.
- Draft of standards handed out.
- Thank you to the committee that helped put together this document.
 - Donica Bigelow
 - Anita Leimbach
 - Lynn McKenna
 - Deborah Young
 - Jennifer Christensen
 - Shauna Brown
- This document will eventually be located on the USOE/Adult Education website.
- Deborah Young and Shauna Brown addressed the directors/coordinators.
 - Deborah Young
 - An ABE 1 student has difficulty reading print. Sounds and symbols do not make sense to them on the very lowest level – they may have not been taught or there might be a declared learning disability.
 - An ABE 1 student has trouble writing – not physically but actually decoding the words to write them down.
 - Many have difficulty with original thought – they tend to copy from books and feel that since it is in their handwriting it is their writing.
 - They often have difficulties with fluency.

- They often do not use large words. Language tends to be 4 or 5 letters – one or two syllables words; thus limiting reading accessibility.
- Vocabulary needs building.
- Shauna Brown
 - Teachers in ABE are not always certified reading teachers.
 - In developing the standards we tried to be specific as possible understanding that not all adult education teachers are experts in the methodology of teaching reading.
 - The ABE 1 learner needs detailed instruction.

New Board Rule R277-114

- This board rule sets forth procedures to monitor programs and to ensure compliance with federal and state funding requirements.
- This rule also sets forth procedures to be followed in the case of non-compliance, such as corrective action detailing corrections to be made and a timeline for completion.
- Failure to complete a corrective action in a timely manner could result in reduction of funds or pulling all funds from the program.

Program Monitoring

- This policy relates to the adult education program monitoring.
- Programs have a site visit program monitoring every 3 years or as needed.
- The intent of program monitoring is to provide feedback on how the program is doing and to provide suggestions for improvements.
- Findings or corrective action in a program monitoring are not the same as the corrective action defined in Board Rule R277.114.
- Programs neglecting to remedy the corrective action from a program monitoring will be taken to the next step involving the associate superintendent.
- Adult Education started program monitoring as a mandate from the federal government.
- Many programs at the state office do some type of program monitoring and are held to the same standards.
- Desk audits are conducted monthly for every program by looking at UTopia data. A lack of data raises concerns. Issues are discussed directly with the program director.

New Ethnicity Reporting

- As of July 1, 2010, we as well as K-12, are responsible to start reporting race and ethnicity for all students.
- Ethnicity choices are “Hispanic” and “Not Hispanic.”

- Race choices are:
 - Asian
 - Black
 - Native Hawaiian
 - White
 - Alaska Native
 - American Indian
 - Navajo
 - Ute
 - Paiute
 - Goshute
 - NW Band of Shoshone
 - Other
- Each student must have an ethnicity selected and also at least one race.
- Students may choose multiple races if that applies.
- This data can be self-reported (student) or staff observed.
- New students should be self-reported; current students may be reported as staff observed but should be verified with the student at a later date.

UTopia Reports

- NRS reports – federal reports are due to OVAE every December based on the previous year's data.
- Parameters for NRS report are different from state funding parameters.
- NRS definition of an enrollee is 12 hours and a pre-test.
- NRS reports will never match the POM report as the parameters are different.
- Marty Kelly went through all NRS reports that programs can access explaining what data can be gleaned from each report.

Keeping UTopia Healthy

- By May and June, new tests that will rollover for new year must be administered and entered into UTopia.
- June 20, identify and submit to USOE via email the name of the UTopia administrator for the new program year.
- June 20, set program dates for the upcoming year.
- June 20, communicate any changes in graduation requirements to the USOE for the upcoming year.
- July 15 all credits and contact hours for the previous year's current students must be input.

- Remember state graduation requirements change for the 2010-2011 school year.
- Adult education students have until August 31 to graduate using the 2009-2010 school year requirements.
- June 30, all May/June tests need to be entered into UTopia.
- June 30, update all staff demographics, including which staff will be administering assessments. Staff no longer a part of your program and must be separated from UTopia.
- June 30, schedule of classes for 2010-2011.

SSID and SSN

- It is important to us as a state to maintain at least 51% of SSNs for data matching purposes (GED, DWS, higher education).
- If the state percentage falls under 51%, it will be necessary to implement survey outcome validations.
- SSID-Statewide Student Identifying Number—Found on student's transcripts and should be entered on each student's demographic screen.
- SSID numbers will be used in transitioning students to higher ed and for other data matches.

Budgets

- State allocations were handed out to the directors'/coordinators'.
- State legislators decided to level fund the adult education program.
- Jeff Galli led a discussion on the values of each outcome.
- Piute has reinstated their adult education program. This adjusted the base amount for each program.

Funding/Budget Categories (Object Definitions)

- Marty Kelly led a discussion on budget categories (Object Definitions) and filling out state plan applications.
- Please utilize the handout – Object Definitions – in creating state plan applications and federal grant applications to ensure that use of funds is defined accurately.
- Build travel expenses into your budgets for next year. Use the appropriate budget category.
- State plan applications, resource packet, and power point walk through will be available on the USOE website on the grants page.
- State plans are due April 30, 2010 electronically with the signature sheet mailed in by the due date.