

NEW DIRECTORS/COORDINATORS' ORIENTATION

North/South Board Room
250 East 500 South Board Room
Salt Lake City, UT 84114-2200
August 14, 2007

Marty welcomed everyone in attendance and introduced the State adult education staff. She requested everyone in the room to introduce themselves and offer the following information:

- Who they were.
- What their background was.
- Did they hold an education administration credential?
- Is this their first assignment in education?
- What did they know about adult education?
- What were they hoping to gain from the meeting today?

Marty said a difficulty with adult education is looking at it and not thinking “K-12.” We are not K-12 even though we are in the “house” of K-12 and part of our funding legislatively comes through the State Office, our standards and expectations for students and programs are separate from K-12. Marty encouraged questions (which time was allowed) and said we are in this to learn together so we better understand what adult education is.

Marty then directed attention to the Policies and Procedures Guide, Tab C which defines an Adult Education Basic Program. This is also on the website for future reference. Marty said the whole focus of adult education is to empower the individual to become self-sufficient with skills necessary for future employment and for personal successes. She indicated that this is the overall mission of what programs should be focused on in adult education. She said if you read through this section it tells you what has to happen within a program to assure that you are providing a basic program. Marty reviewed the bulleted items throughout the document and placed extra emphasis on the following items:

- **Audits**

Marty indicated one of the big issues with adult education especially with community-based organizations is an independent audit. Every program, (school districts and community-based organizations) must complete an independent audit with an outside auditor. The districts have an auditor hired and community-based organizations must also have that in place. The audits are due annually to her attention by **September 15th**. As of this date Marty had received Cache and English Language Center's only

Marty said she would hope that when districts were audited, the auditors would communicate with the program directors and share results prior to submitting them to the state office especially if there were any discrepancies. Marty checks the reports that come in, reviews the data and the auditor's report. If they do not match, she and the programs need to find common ground to make sure they do match.

- **Advisory Committees**

Marty went to the bottom bullet of the first page indicating that programs should have an advisory committee made up of individuals from the following organizations:

- ✓ The Department of Workforce Services because they are a partner in adult education.
- ✓ A Higher Education program in their area.
- ✓ The Department of Vocational Rehabilitation because adult education serves the same clients that DWS and Vocational Rehabilitation does.

- ✓ K-12 as well as representation from business and industry within the community to understand and help advocate for adult education in the local community.

- **Policies and Procedures**

Marty said that program directors/coordinators are to ensure that their program is responsible for following the policies and procedures of adult education.

Marty concluded the rest of the bullets were self-explanatory, and she had given her presentation on adult education in a “nutshell.”

Minimum number of students – Marty Kelly

Marty said a rural area struggles to find students. A minimum program should have 12 students. If there are less than 12 students Marty questions whether or not a program might want to partner with another program close in proximity. As an example, Piute is currently not providing a program because they didn't have a base of students. They might be sending students to Wayne, but Marty would hope programs would look to build some infrastructures for a program.

If a program serves students once a week (four times a month) it is not sufficient. There is not enough intensity and rigor in a program to make academic/literacy gains. Intensity and rigor must be there which, would be defined as, at least three times a week for seeing students.

Community outreach can be a struggle but needs to be done. Some of the places that work really well are going into the regional Workforce Services offices, and start “setting up shop” providing services where the clients are. Programs might have to build up a program during non traditional “off-hours” depending on when and where the students might be able to participate to meet their needs and schedules.

Adult Education Monies – Marty Kelly

Adult education monies are defined specifically for adult education students, not for the general maintenance and operation budget. So districts monies are legislative state-flow thru money and/or Adult Education Federal Literacy Act money (AEFLA) by application. CBOs money comes from the AEFLA application as a result of a grant competition.

The state office receives the federal allocation, we give it to our accounting people, they write the award letters, the letters go through the finance committee at the State Office and the award letters flow to you. When you get a copy, they are sent also to your business administrator. If you are from a district and are not receiving copies of the award letter, you need to be looking for it because the award letters have been sent out. The federal award letters have gone out, the UTopia award letters have gone out, and you can look on the USOE school finance website to see your allocation. District state money comes out in 12 month increments. Take your state formula divide it by 12 and you should know how much money is in your budget on a monthly basis from the districts. If you are not seeing that money you need to be talking to somebody.

Programs also must be accountable because you have submitted a state budget plan for us, and an AEFLA budget program plan. Allocate specific amounts of money going into salaries, etc, and as programs directors you should be managing this money so you know exactly what it is, how it is flowing and what it is being used for. Marty indicated that coordinators should be seeing copies of what the directors are receiving because they are going to be implementing the money. The money is categorized and set aside for specific activities and you should be able to ask your business administrators for a spread sheet of accountability.

Scope of Programs – Jeff Galli (Several documents disseminated)

Jeff passed out several documents and asked the question of how do programs know someone needs literacy services as opposed to high school services and received a unanimous response of “TABE test.” Jeff indicated some disturbing situations had been discovered as programs had been monitored and several scenarios were discussed:

- A student can test out at an ABE 1 yet we find him/her in high school. Prior to UBSCT ABE 2 or 3, students could earn diplomas, but as an adult program, we should serve the needs of the adult. Why do people “slug” these folks into high school? For monetary purposes, programs want them to earn credit, pray they get a diploma and that’s not the best practice.
- For ESOL there are many programs around the state that do not even offer services to students but farm them out to community-based organizations or ignore the fact that students need the service and don’t provide it. When Jeff has discussed it with programs he finds out it is a monetary situation by the responses such as, “The only thing I would be getting out of this would be contact hours and level gains, I wouldn’t earn enough to pay a teacher’s salary.” Specifically ABE and ESOL classes cannot generate credit.
- Shauna said when she was doing Even Start classes there were adults functioning at very low levels in GED preparation classes. They were very frustrated, couldn’t do the work, and somebody at home did the work for them. There wasn’t the “ability to benefit,” and it was an injustice to those students to be in GED preparation high school credit classes if they couldn’t do the work. Shauna said there has to be a “definitive line” where you’re going to serve these students.
- Loma said there seems to be two issues, people who don’t give it their best effort, score low and don’t show their true ability. The other issue is a student in his/her senior year at high school that comes into adult education scoring in ABE 1 or 2 and is told to go into adult basic education skills. Then the student usually drops out again.
- Loma indicated last year most people scored lowest in language in Ogden and thought it had to do a lot with being fatigued by the end of the test and just blew the rest of it off. Loma did high school make-up credit for a year in the district and English teachers had more kids than the rest of the K-12 system put together in the subject areas. English language mechanics is the public schools favored area but lowest area for TABE testing.

Jeff continued that GED prep is another effort that your money can be used for. Shauna said if they are not at 9th grade level reading, math and language they should not be in GED preparation. Jeff said if Murray was at the meeting he would tell everyone that the test was normed in such a way that 40 percent of graduating seniors cannot pass it. It is not an easy test by any means.

When giving a GED test in Spanish it would be effective to prepare these students in Spanish as well. We are also hoping if you are choosing to do that somewhere those students are being given English acquisition skills as well, because we are not in the business of making students literate in their own languages, we want them to learn to speak English.

A program said when a student comes with a foreign diploma it is no longer possible to trade a diploma; the only option is to help them obtain a GED. However they do not have English so that should be in an ESL and GED class. (Comment was made that the student needs to get to level 6 before he/she is going to be effective for instruction in English.)

Jeff said in terms of high school diplomas there are five units of credit that can be awarded for passing all the sections of the GED. If taken in Spanish, those students may not get that English credit and only

four credits are optional. Programs that have county jails are provided free testing services for offenders, but are requested to give practice GED tests; giving some idea whether or not the students will pass the GED.

The last thing the money can be used for is high school completion. In looking at TABE tests across the state at the end of the year the data shows that the bulk of the students are testing out in ABE and ESOL levels, and then we see how many students are testing out in high school levels. In comparing the number of high school diplomas and GEDs that are awarded, it shows that that number far exceeds the number of people who are listed as high school-level students so we know that those diplomas and GEDs are being drawn from ESOL and ABE folks.

Level Gain

There was a reminder that when looking at the testing level there are three tests, reading, math and language and that program and student outcomes are based on the student's lowest level.. ***The one that we track is the lowest one.*** When looking at ABE and ESOL folks particularly, they will be pre-tested and after 60 hours of instruction can be post-tested. The level gain comes only from the lowest area on the pre-test. If a student tests out at an ABE 1 in reading and that is the lowest level, a post-test is done and suddenly his/her math score goes from an ABE 1 to an ABE 4, there is no credit for the math score going up. The measurement is always on the lowest initial area at the beginning of the year. The entering functioning level is their lowest and it is called the "instructional focus area."

Various Questions

- A question was raised what happens if the student scored the same such as ABE 4 levels will UTopia honor all of them? It was explained you are always looking at the scale score and UTopia does that for you (same for all areas of math, language and reading) and the program and student has to decide what focus area should be marked for that year in the UTopia testing section. (Jeff explained it is on the far right-hand side of the testing screen where there would be little box by all the ones that were exactly the same, and the individual would go in and select the one he/she wants to track as the EFL.) It would have to be manipulated if they were all on the same level.
- A question was raised regarding a transfer who gets the original TABE and comes to a new facility; does the transfer administer the TABE again? The response was he/she does not take the TABE again if it is within the program year, July 1 through June 30. Turn around time for a second test is 60 instructional contact hours. Marty emphasized said to that the TABE score for the year (previously established) stands for the year, even if they have left and returned within 90 days.
- A question was raised regarding a student that took a GED test at the end of June 30 and the program did receive results until July, can a transcript be built on UTopia if that student was not enrolled? Marty responded that programs can "clean up" their data through July 15th, if you released the student and it is after June 30th. You can ask the UTopia staff to "backend" the data.
- A question was raised about when to test an enrolled student. Marty responded if someone enrolls in your program in April, and if you can acquire 60 instructional contact hours with that person before the end of June when your program year ends, then you may do a post-test. That post-test needs to be two-fold: 1.) To determine the final level gains for the program year, and 2.) If you're planning on using that post-test as your Entering Functioning Level for the next program year you need to give a full survey without a Locator-Test.

If the client indicates he/she is not coming back just do a test in the subject area that was his/her lowest EFL and you want to establish that client's EFL for the next year, then you will want to administer full survey in May or June. If they come in April and cannot get 60 instructional contact hours by the end of June, they will have to have a new TABE including a Locator for the next year.

Marty indicated that we are working with Toni about "enrollee status," an enrollee who has been with you and now they come into a new program year and we are saying you do not have 12 contact hours but they are continuing. Toni is working on the transition between participant and enrollee and it will be discussed further.

Indirect Costs in the Resource Packets (Page 16) – Jeff Galli

Jeff directed attention to Indirect Costs that may be charged by school districts and explained each district has negotiated with the State Office School Finance Department for different rights. Jeff explained the unrestricted column are the percentages of indirect costs that could be charged for state funds, and the restricted are those that can be charged to the AEFLA money and cannot exceed those amounts in either one of these cases. Attention was called to page 13 to a sample budget where Jeff encouraged programs to be specific on state and (federal dollars as well). Jeff indicated a program receives communication from the State Office generally in March telling them how much funding to expect for adult education for the next fiscal year. Then they are asked to build a budget around that amount and Jeff emphasized he would like everyone's state plan to look like the sample. He encouraged being specific about how the money is broken out and said he had to send a lot of plans back this year. Jeff said it is not good enough to indicate you have \$50,000 allotted for salaries and expect him to guess that is going to pay for one teacher and 14 aides. Every program has to be very specific. Indirect costs are a dollar amount and a percentage and it comes off of that chart from the School Finance Department. Your district has the information. This is used by the district for maintaining auditing, cutting checks, paper work, etc. It is approved by the state, and we have had some districts indicate they do not charge adult education any indirect costs..

Marty indicated there is nothing to say you cannot go back to your business administrator to negotiate; some programs have been successful in getting it reduced or eliminated completely. Shauna said some business administrators will ask you what adult education is. Marty said there is a real "disconnect" between what is adult education and what is community education. We are not community education that involves art, basket-weaving, walk the dog, etc. (The fun things that come out in the local community fliers.) The business administrators and even the finance people here do not see that relationship, and so programs might need to help them understand that adult education is very specific whereas community education may not be.

Loma indicated Cache District told her last spring they were operating in the "red" for adult education and when they met with their district they were able to get their "indirect costs" charge removed on their state money. Several programs responded they knew of districts who negotiated and had their indirect costs reduced.

BREAK

Federal Rules

Page 21 – The last Board Rule on page 20 will be taken out when adult education rule is amended. That rule is a misnomer which is actually our state flow-through money that they are talking about because we do not have any add-on WPU's. That is history.

Attention was directed to page 21 to federal rules about charging fees and “otherwise could not be provided” please pay attention to that one if you would.

Jeff – Accessing Funding Formula – (Four handouts – URAED, Spreadsheet, Supplemental Funds Application and State Funding Program Plan)

Jeff directed attention first to the District Program and the spread sheet explaining the figures submitted on the URAED Report 2005-2006 gave programs their money for 2007-2008. Even though they will not be doing URAED any more, the State Office will be pulling this data out of UTopia. The information programs turned in June 2006-2007 will determine the money for 2008-2009. There will always be “lag-time.”

Jeff referred to the various areas based on the TABE, CASASs, and BEST Tests that the feds use for data reported from adult education, establishing the amount of money states will receive such as the number of enrollees, the number of enrollees that have completed a level, those that have advanced to a higher level, those that have remained in a level, the numbers separated or completing levels, the total number of level gains, the number of participants, those that have less than 12 hours, and the total number of contact hours. Jeff said the state also looks at the number of high school diplomas and GEDs that have been awarded. Marty emphasized that if there are discrepancies between the auditor’s report and the URAED, the URAED will have to be amended.

Jeff indicated that the state office receives calls asking how much a high school diploma is worth. He explained only 30 percent of the measurable outcome money can go to a diploma, and 25 percent can go to a GED which varies yearly depending on the amount of diplomas awarded. (He gave the amounts of level gains, and credits.) Jeff referred to the 2005-2006 fiscal year that every program had a base funding amount of \$17,556 which came from 7 percent of the “pot” from the legislature. However, because of the delay, programs do well some years and find it difficult other years to maintain their programs when the base-amount from the legislature is lower. Jeff indicated that all programs are supposed to spend their money, if they hold on to it they won’t be able to apply for a supplemental grant and may have to return monies to the State Office to be given to other programs..

Supplemental Grant – Jeff Galli

Jeff referred to the Supplemental Funding Application handout and indicated there is presently \$195,260 for programs to apply for. The document is three pages and programs are supposed to specify why they need it, explain how they will use the money, and show how they are going to spend it. Jeff said the state looks through the application to determine if the project is worthy to fund or not.

As the document indicated, Jeff explained everyone is eligible to apply except those programs that had carry over from the previous year. There are two categories, those programs who received less than one percent of the total amount of money can apply the first round (July 1, 2007 – September 30, 2008) and all remaining eligible school districts may apply for any balance of supplemental funding the second round (October 1, 2007 – May 1, 2008).

State Funding Program Plan– Jeff Galli

Jeff said after the programs are notified about their state allocation in March; they are requested to complete the State Funding Program Plan that is a little more entailed. (He indicated this document was due June 12th this year and the State is still waiting to get them all in.) He referenced through the document going to page 3 first where the Utah Benchmarks that adult education negotiated with the feds are located. The benchmarks are based on history of our student data outcomes reported annually to OVAE. Jeff showed where programs should project their funding; declare other sources of funding that might be going into the program, fill in the budget summary, and explained the application was on the

web. When the document is completed, make a copy and send it to the State Office. Program assurances are located at the end of the application. Jeff reminded everyone they should read them prior to signing them because they will be held accountable.

A question was raised about “benchmark goals.” Marty explained they are levels she negotiates with the feds in February, and it is based upon the program data that she submits to them the previous December. Marty then negotiates new levels; as a state the goals are not reduced. We always move forward. She said the state uses the goals that programs report to help on the state monitoring; it helps programs be accountable. UTopia will show whether or not programs are moving ahead. A question came up about a schedule for monitoring and Marty said that will be handed out at the Directors/Coordinators’ meeting on September 19th.

Jeff indicated that the staff actually looks at the data and tarts because we want to know what programs are projecting for their project given the amount of money they receive. Jeff said we receive grants that project three students, and look at how much money is requested, and it makes for pretty expensive students. Jeff said it is evident the district needs help with recruitment because we know there is well over 200,000 adults in the state that do not have GEDs and high school diplomas, let alone cannot speak English and have literacy issues. Jeff said we are only serving 30,000 every year and know there are many more out there; the staff is more than happy to come and help get people into programs. Recruitment is a necessity.

Carryover Money – Marty Kelly

Marty said when programs decide to request carryover funds it can only be for state funds, federal funds cannot be carried over. Federal funds must be paid on a reimbursement request (available on the website) that is sent to Carol Burns at the Utah State Office of Education.

Programs need to declare all their expenditures with their business administrator at the end of their fiscal year, and the business administrator must write a letter to Marty Kelly no later than **September 1st** indicating how much direct money is in their carryover. Marty said one program had \$67,000 in carryover request and emphasized any money that is carried over has to be spent in that next ensuring program year and that the program is not eligible for any supplemental request that that point in time. Expenditures have to be made by June 30th annually.

Marty explained in some aspects it is better for programs to spend all their money by June 30th and apply for a supplemental grant than being disqualified from requesting a supplemental.

In response a question as to what happens if a carryover is not requested and the money is not spent, Marty indicated if the district has not expended their money by February 1st, the state takes it back and she strongly urged the directors/coordinators to spend their money by June 30th. However Marty reiterated if you think you are going to have carryover money get the letter written.

URAED Report – Shauna South

Shauna directed everyone to the Progress Sheet of the URAED Report to circle the following columns of the state *funding formula*:

Column B: Enrollees, (Look up the definition, there are certain parameters to read regarding enrollees.)

Column C: Contact Hour

Column J: Participant Contact Hours (time spent in front of a counselor, an employee of a district, TABE testing, etc.

Column D does not count (it is a head count)

Column H: Total number of Gains.

Tab J – Adult Education Fiscal Compliance Policy (General Accounting Rules) – Shauna South

Shauna explained that programs have to be accountable for where their funds are used. If there are state funds there has to be accountability for how many students are served, and if there is an EL/Civics grant, the feds say there has to be accountability for how many students were served with the EL/Civics money. There should be separate accounting; it cannot be put all together.

Shauna directed attention to a diagram she had made that illustrated various scenarios of adult education and community education, asking the group questions as she presented her stories (acceptable and non-acceptable). The objective to her presentation was to make sure programs were very clear in understanding; *the funds follow the instructor of the class. The adult education monies have to be paying for that instruction if you are going to count the class and the outcomes.*

A question was asked if a student received a TABE test at a community college or from an ATC and came to adult education would he/she have to take it again. Marty indicated the question is “are they doing a Locator and are they following the protocol that we want them to follow. Most of them now are following the same protocol that we expect of our programs.” Comment was made of the possibility of placing a certified person at those institutions. Marty said if we could certify that their TABE administrators are following test security, and standard protocol for administering the test, there would not be issue.

Shauna emphasized programs to be real clear with their business administrators, including the community-based organizations, that when the state comes in to do a monitoring visit they want to see a spread sheet that shows the accounting for the state funding, an accounting for the federal EL/Civics, ABE funds, and an accounting for federal P&I monies. The funds are not to be mixed or blended. Shauna emphasized it is important for programs to be aware of how much money they have spent and what they have left. Marty interjected some business administrators have been known to hand a director a list indicating they can purchase ten more books prior to the end of the year, or have warned directors they can only have \$14,000 when in fact the grant was for \$28,000. Jeff referred to Uintah’s business administration as very good with their district’s reports.

State Plans Reports – Marty Disseminated Handouts

Marty said there is a report due by June 15th every year called *Fees and Tuitions Collected* turned into the state which she uses to meet with the School Finance Department. Programs fill in the categories such as Tuition, Registration Fees and other sources of income that has been accounted for, and then Marty compares this with finances that your business administrator has reported and if there is any discrepancy than she has a little chat with everyone. The Narrative Report is a written word document that you report program outcomes for the year telling the “good, the bad, and ugly” in your program. What has happened that you’ve done really well, what you’re proud of, what areas you need to correct and fix, what we’ve done to assist your program, what we need to work on, what you would like for in-service needs for this coming year, etc.

NRS – Marty Kelly

NRS information was disseminated and Marty felt it was important that programs understand what the NRS levels are. These are the guiding parameters that describe an ESL 1, ESL 2, etc. You will hear these terms throughout your life in adult education. The first section talks about ESL literacy which is ESL 1. It shows you the test parameters and tells you what the competencies are that those individuals have during the time that they should be able to master within the ESL 1 category in speaking, listening, basic reading or writing, in functioning workplace skills.

Shauna has talked about everything is based on your Entering Functioning Level, so if you had a student that qualified as an ESL 1, in speaking and listening that would be based upon a BEST Plus test in essence. These are the competencies that the student would have to master and focus on during that period of instruction (during that 60 hours or more) preparing them to move on to an ESL 2, etc. You all the criteria for each of the competency levels through the high school completion.

ESL with the exception of Granite and Salt Lake School District all programs are required to use the BEST Plus and BEST Literacy. If a student tests out at an ESL 6 and has a competency of ESL 6 on BEST Plus that is also a level gain. The good thing is Utopia is going to figure level gains for you. All that thinking is out of your hands. ESL testing is called the BEST Plus and BEST Literacy which stands for Basic English Skills Test of Literacy and Basic English Skills Oral. Next training for BEST is scheduled for September 28th, we need 25 computers.

Board Rules, Tab T – Marty Kelly

Marty indicated the Board Rules are in revision. She said she had met with the attorneys and the board rule will go for the first two readings at the September Board meeting. Marty explained the board rule was scattered because adult education answers to finance, curriculum, accounting, and licensure and the new rule is a combination of all of them. Marty indicated at this point adult education took the liberty to rebuild the board rule and refocus it as it had not been revised for years.

Presently the current board rule is being repealed and the new board rule will be put in place. The first two readings will be at the September Board meeting and has to be read three times. It will actually be finalized at the October Board meeting. In the meantime, Marty reminded programs they received direction at the March Board meeting and the standards for adult education board policy with expectations that they will be followed.

Marty said she was not at liberty to distribute the new board rule because it was in draft and not approved by the Board. She reminded everyone the board rules are on the USOE website for all of the departments, as is the adult education board rule as it stands now.

Federal Request for Proposal – Tab R – Shauna South, (sample applications disseminated)

Shauna said to keep in mind that the federal grant money will probably not come up again for open competition for another two years. and if so, it will be reauthorized by the new congress. She reminded everyone these are funds that are not guaranteed nor are the state legislative funds.

Shauna referred to and reviewed the list of “eligible applicants” as well as explaining that the federal money has some definite guidelines for programs to follow, the substantial one being reporting. OVAE wants a report of everybody served with adult education money whether it is state or federal money, (even though every program does not receive federal money).

Clarification was made that the grants awarded are on a two-year cycle and will be eligible for renewal based on “reauthorization of the act.” Marty said next year programs will be asked to write another plan for the following year. The federal government says this has to be a multi-year grant and some states do more than two years, but Utah chose to do two years. This doesn’t mean that a program is guaranteed the money in the second year of the grant. We have only been funded one year and each program knows what that amount will be and if we have the money the second year, then programs will be requested to submit a new budget sheet and narrative describing what they are going to do the second year of the grant. Jeff reminded everyone there is no guarantee the amount of money will be the same and there may be some difference of 1 or 2 percent either way.

A question was asked if being a two year cycle and you didn't apply for a grant the first year, can you apply the second, and the response was no, only those who received money the first year will be eligible for the second year because it is competition. It can only be applied for when it starts as new competition again.

Various Adult Education Students to use these federal funds– Marty Kelly

Marty referred to the definition of the adult education student, the minimum age being 16 years of age, and the importance of finding the out-of-school youth and getting them into a program. It was suggested of partnering with the Department of Workforce Services or Vocational Rehabilitation when working with 16 year-old drop-outs that are in jeopardy.

- Marty also asked programs to pay attention to people who lack sufficient mastery of basic education skills to enable the individual to function affectively in society – they do not have a secondary school diploma or equivalent or is unable to speak, read, or write the English language. Marty explained that means the student is less than a 12.9 grade-level and they could function adequately and independently in a college or training setting. Marty indicated programs may have students come to them saying they have a high school diploma but have problems with reading and writing. However, if students come for computer assistance, they are not an adult education student, but if they want to work on reading, writing and math, that is an adult education student.
- We also have an issue with ESL students. There are several programs that say they are not servicing any students in ESL. If you have a client that comes your way and you are not able to handle/provide services to ESL speakers, please refer them to other agencies. If you don't know where those are, please call Marty; she has lists of people that would like to have English as a Second-Language students.
- There are three types of grants. There is the Adult Basic Education grant (ABE), under AEFLA (Adult Education and Family Literacy Act), which is to provide services to either those students that have a literacy level less than a 12.9 grade in reading, writing, or language area even though they may have a GED or diploma; or Adult High School Completion (AHCS) students that can be functioning at 9th grade and above, but still need their high school diploma or their GED. They are still in the gray area or students may receive services as ESOL students.
- There is also the P&I, (Prisons/Institutions). Those individuals that are housed in prisons or institutions and in this case, we are using AEFLA funds for our jail programs. The same type of programs, ABE, ESL, or AHSC using the federal funds.
- The third category is for our EL/Civics population, that money is earmarked specifically for immigrants and refugees who have come to the non-native speakers coming to America and it is our responsibilities to enhance their English skills. Those could be people from France, Russia, Ukraine, Mexico and any country that are non-native English speakers.

That is the primary basis for these federal funds.

Carry Over – Marty

There is no carry over of federal funds – none. All federal funds must be encumbered by June 30th of each fiscal year. If they are not, Marty and Carol Burns will be calling to remind you that your funds are not encumbered making sure that you do that. Marty reminded everyone funding allocations are based on reimbursement after the program has expended the funds and completed the work. The forms can be

accessed on the USOE website under adult education. Your request for reimbursement must match the categories that you've put the money into when you made out the application in the first place.

Reimbursement Forms (disseminated) – Jeff Galli

Jeff disseminated a copy of the reimbursement forms and emphasized to make sure the categories in the quarterly reports matched the approved budget sheet of the applications. He was concerned there have been occasions where the request bore no resemblance to what the programs were approved for and they were kicked back without payment. A program cannot operate that way. Shauna also interjected that Jeff had mentioned **quarterly** and indicated sometimes they don't see a request for money until May. She shared that when adult education was audited by OVAE and were looking through records they would mention, "It looks like this program does not need its money." Shauna explained if you are paying teachers' salaries and getting paid monthly, then you are expending money and should be asking for reimbursement no less than quarterly.

Jeff said this is one of those "assurances" that the superintendent and you as a director have signed off on that he is going to submit the forms **quarterly**. Comment was made that as we get more refined in our grant process, we are going to be looking at the fact that if you are not requesting your funds you probably do not need them because of other funding sources. If your program wants to continue doing this, it is really good because your money can go to another program that can really use it. Make your business people understand if it doesn't look like you're using it, the chances of you getting another grant may be slim because it doesn't appear that you need it.

It was emphasized with UTopia in place this year it will be easier for adult education to view program data to see the number of students enrolled, if there are level gains, and if there is a need for professional development because the data is so revealing. A request was made by one of the programs to run reports so comparisons could be made among programs and there would be the incentive to do better. Data training will be started in March 2008 with all programs.

Comment was made that adult education talks to OVAE every year to negotiate their base-line which has to be higher and higher. Shauna said this is what we are trying to encourage with programs now, getting them to build a stronger base moving students forward to success.

Program Monitoring and Desk Auditing – Sandi Grant

The tool that we are using right now is under Tab H and with the onset of UTopia we are going to change the monitoring tool because a lot we presently review can be obtained from UTopia. Some of this information won't be there when we come to do the audits this year. Marty said programs will receive the new document at the September 19th meeting.

Sandi said presently adult education monitors one-third of the programs every year, in a three-year cycle. If a program had one last year, it will probably be two years before they get another personal audit. We are going to start implementing what we call a desk audit based on UTopia data. If you are not participating in a monitoring visit then you will definitely have a desk audit. So we will pull up your information on UTopia, with you to review it, and determine how you are doing.

- **Administration**

Is there a strategic plan, how are the daily operations going, has an assessment of the instructors been taken, and is the fiscal information up-to-date? There needs to be a print-out from the business administrator confirming the categories match what was awarded, and that the adult education funds are separate from community education or other funds. All of these steps are critical.

- **Curriculum and Instruction**

The next section is curriculum and instruction; we want to know what kind curriculum you are using, what are you requiring of the teachers, do the teachers receive professional development, what is available to you from your district or program, how long are classes held, when are classes held, and is there enough time involved for tests to be given throughout the year? If a program cannot get 60 instructional hours in during one year, then there is probably not enough intensity and duration for people to get through the program. These are the kinds of things the state needs to look at to assist programs where they need help for improvement. The monitoring is not supposed to be a negative experience. It helps the state recognize what kind of in service training that is needed for the programs, their teachers and staff.

- **Programs Data Quality**

The third area we look at is a program's data quality, what kind of measurement tools are they using, how are they doing with their student retention, what is the student's average stay, (if it is one week the state would want to know the reason) what are the educational gains, what is being used for measurements, (besides the standardized tests) what kinds of activities/classes are programs doing.

- **Student Indicators**

The next section is student indicators. Do programs have student involvement in their advisory committee to identify students' needs such as life skills?

- How to use the transit system?
- Can they navigate systems that are available for use?
- Do they have a cooperative agreement with a day-care center?
- Is there an agreement for a mass transit schedule to get students to and from school?
- Are there services linked into the community that helps provide success to these students?
- Are they tied into the 21st century after-school programs so children can be taken care of while parents attend school?
- What kind of agreements or collaborations have programs engaged in?
- Has UTA usage been explained to students with disabilities and limitations? UTA will give tokens for training purposes where you can take the students on the bus to teach them to navigate.

- **Community Connections**

The last thing the state looks at is program community connections? What are the program's recruitment plans? How do they go into the community to find students, who are they partnered with to help establish a student base, do they share resources, do they work with other groups such as the Department of Workforce Services and Vocational Rehabilitation, and do those folks help contribute to the program. Sandi indicated the aforementioned things are what the state looks at when they come to monitor, and ask what they can help with. Sandi disseminated handouts on desk-monitoring and the documents.

- **Graphing**

In developing the desk-monitoring tool, we looked at what kind of data we can get from Utopia so we can monitor programs based on these kinds of outcomes that we got from the URAED. Sandi explained OVAE requested adult education to do multi-year grants, and Utopia provides the ability to review everything entered at anytime. Adult education will start looking at a

program's information maybe a quarter through the year to see if programs are moving in the direction they planned, and if not, find out how we can help.

Sandi explained we have created a 50 point system; looking at your process measures the percentage of your students that are pre-tested within 12 hours, the number of students that complete the goal-setting, the percentage of students that are pre- and post-tested, the total number of enrollments, the expenditures per students, then we look at each of the sub groups. ABE, high school completion, ESL and give points based on their point value and then look at your funding for the next year. If your data is even you may just get level funding, but if you have really improved over what you said you are going to do, we will try to find a way to give you a little extra funding to reward you for doing those kinds of things. If you are way behind, you may be financially penalized, and if you are way below what you said you were going to do, we may not fund you at all for the next year and spread that money across other programs who had received a grant.

Accountability

Sandi said that the USOE is going to start looking at what is happening during the year, and how it relates to what programs said they were going to do. That is why it is important when you do your grant applications that the number of students you indicate you will serve in the grant is what you feel you can serve for that grant. We find a lot of people are putting down the same numbers of students for the EL/Civics grant that they put in for their ESL portion of their ABE grant. Right now what that is saying to adult education is they are going to serve double people because they have two pots of money to do that. As Sandi looked at your ABE grant she is going to look at the number of ESL students that the teachers were paid out of that ABE money, and see how it reflects on what you put in your application, the same with your EL/Civics, the same P&I, we're going to be little more discriminating in looking at specific groups that are being paid out of that funding.

It becomes more and more critical that when you fill out your grant applications you are actually saying "okay if I am awarded \$30,000 on this application, these are the number of students I can actually serve with that money." Not based on what the negotiated rates were, not based on what John Doe is doing, but what you feel like you can honestly do with the amount of money you are asking for. We did bring copies of all of your grant applications that we have received so far this year so if you were not with the program when these grants were written and you would like to see what they are, we do have them all here for you to look at.

Loma thought it was a great idea, seeing what the programs are doing, but emphasized it was important that she (as well as all the directors) receive the same tools (UTopia reports) to monitor her program and see how all her teachers are performing, what is happening in the classroom and what their accountability is. She felt it was absolutely necessary to receive a report and know what was happening prior to the state knowing, she felt desperate. Marty indicated the reports are being built as fast as possible.

Sandi said the desk monitory process is not finalized. This is something we are still developing, and it probably won't come to full fruition until all of the reports in Utopia are available to everyone. It's truly unfair to look at things and expect you to know what we are looking at. Marty indicated adult education will be talking and "looking" with programs as to where they are today and what we can do to help.

Marty said Loma does a nice job with Ogden's program. Some programs just use funds to wait for someone to walk in the door, that is a real disconnect. A suggestion was made to pull the previous

year's URAED's information for number of enrollees, level gains, etc. as far as the history has been developed and look at what happened this last year and look for alternative of how to move forward.

Sandi said to be aware that this group was the first group to see the desk/monitoring tool. Nobody else has been shown this. This is still draft and we don't know that we will stick to these percentages that are one here, we are still talking about. We thought we would introduce this to this group and let you know it is coming down the road.

LUNCH

GED and Civil Rights: Murray gave a presentation on GED and civil rights. He provided a one page handout covering GED information given in his presentation. He indicated that information on GED accommodations can be found on the GED web site. The web site is www.utahged.info Murray summarized by saying that adult education staff have an obligation to assure that all students have unfettered opportunity to have access to and make progress in the adult education programs. Anything less is probably discrimination and can potentially lead to legal consequences.

The "Adult Education Students with Disabilities" policies can be found in the Policies and Procedures Guide Tab E. This is a critical section; be sure you are not discriminating. In answer to a question about BEST testing and what accommodations can be made for learning disabilities, it was said that the only accommodations for BEST Literacy and BEST plus is that "questions may be restated." Accommodations recognized by the publishers of TABE and CASSAS are under Tab A on page 13 of the Policies and Procedures Guide. Marty said that if your assessor has a hearing loss they should probably not be a BEST or a CASAS assessor because they have to be able to discriminate the auditory information that the client is speaking.

Enrollee vs. Participant: The handout for this was taken from the UTopia User's manual and has to do with the differences between an enrollee and a participant. An enrollee is someone who meets these three qualifiers: (1) Twelve or more contact hours (not just instructional hours) (2) An SEOP and (3) An established Entering Functioning Level. If they don't meet these three criteria they are a participant only. UTopia does not establish who has enrollee status unless you generate a report.

The SEOP process is an important part of an adult education program. You may think that students are coming to a program only to receive a diploma; it may be for more than that, often times students are interested in obtaining a job. SEOPs should be individualized and not be done as a group. Students may have a long term goal and a short term goal. It is important to request the student's records right away so they know what credit they need to work on. Find out individually what the student's goals are; student goals are what should be driving your program and not whether or not you are getting funding for a GED or diploma.

Ideas were shared regarding what might be considered non-instructional contact hours time. These include SEOP development, career orientation, gathering/sharing DWS information and meeting with teachers. It was said that the website www.utahmentor.org with Brian McGill (office is at the Gateway – with the Board of Regents) is a great source for current job information and where to obtain training in specific skills. His site also presents "Choices." Brian will also conduct training sessions for your staff.

Intensity, Duration and Retention: Grants have a section asking what days and hours the program is open; in the future we will be asking what sites are open. Students say that classes aren't open when they can attend. Students should be tested after 60 hours of instruction in some programs it may take students a year and a half to get their 60 hours to be re-tested. Programs should be open enough hours so that students can make sufficient progress to reach their goals.

It is important that programs have a good connection with the local community so that you are aware of the kinds of employment available. Thus programs can offer classes at times when students are able to attend and they will be more apt to continue attending. Consider offering early morning and evening classes.

Adult Education Graduation Requirements: The graduation requirements information is in the Policies and Procedures Guide under tab G. Please correct the second to the last bullet on the first page. The Board Rule is R277-733 (not R277-700) and the rest of that sentence should be deleted. We are consolidating all of our board rules and everything will be put into that, in that place.

Adult education students do not have to take the UBSCT, however, we need to be sure there is intensity and rigor in our curriculum. We are not trying to replicate the K-12 Core curriculum, but curriculum must be in place that is in line with K-12 for our diploma to be compatible to a K-12 diploma. Our standards and guidelines are taken from the K-12 curriculum. The school district issues the diploma. A program's curriculum has to be approved by the local school board. The SEOP should be used as a guide as to what classes your students should be taking focusing on where/and what they are going to do career wise.

UTopia listed over 700 classes, with standards prepared for them, on the USOE website. Page 2 gives guidelines for Social Studies, Arts, Healthy Lifestyles and Education. There is an error under Social Studies (3) it should say US Government and Civic and not Citizenship.

Tab G of the Policies and Procedures Guide page 2 is lists classes curriculum for graduation. Art classes are more liberal. Healthy Lifestyles could mean several different things for adults it could be that the curriculum is on the web, or it could be working out at the spa, it could be golfing or being on a sports team. Someone may need to "sign off" on these.

Health education classes were discussed and programs were advised to use curriculum that meets the needs of their students. Be creative. If you want to add classes that are not listed in UTopia (700 classes) let us know. We can open up classes as long as it is within the guidelines and the local board of education approves of the classes.

The new board rule indicates that our graduation requirements are firm through the 2009 - 2010 program year and will be re-evaluated. Some districts require programs to have 25 or 26 credits. The State adult education requirements are 24 credits. Be aware that the areas that credits are awarded in is firm and can't be changed. Electives are 8.5 credit hours so if your board requires an extra math then it can be awarded under electives. You still can't reduce the other areas of curriculum requirements. Marty wants programs to be creative in developing and delivering curriculum and to do what is best for their students.

The GED can be an alternative for credit. Awarding GED for science can only be as earth science credit (even though only 20% of the questions are in this area). Under Social Studies the GED can only be awarded for "Geography for Life" or "World Civilization." For students seeking entrance into the military the credit work-up will say "GED Science," on the transcript it will say "Science Competency."

Teacher Licensure Teachers must be a certified teacher in order to teach and award AHSC credit. It would be nice if they had a secondary license.

Awarding credit: The awarding of credit is to be done through a school administrator. As an administrator you need to determine who in your program is authorized to award credit. It falls under the school administrators license that a certified teacher issues credit.

School Accreditation: Some districts are working on accreditation and Marty offered some individual direction to them. She said if the adult education program comes under the direct supervision of the alternative high school principal that the adult education program could become accredited as part of the alternative high school. If the adult education program is a stand alone program it will have to be accredited as a special purpose school. The program could also be accredited as a department within a high school. In addition to school accreditation the credentialing of teachers to become adult education teachers will be forthcoming.

Prevention Specialists: Each county has Prevention Specialists who are willing to come to your program and do healthy lifestyle classes.

Public Awareness: Public awareness applies to community based programs as well as districts. Federal grants are all about collaboration and partnering. Programs should find partners who will provide help with child care, bus passes and similar type services. Child care is not a proper use of grant money even though it is written in the grant it is to be provided by partners as grant money cannot be used for this purpose.

Under the WIA there are to be local workforce investment boards. In Utah these are often called Coordinating Councils. State office staff has been attending the WEEDA committee meetings; which stands for Workforce Education Economic Development Alliance. Shauna's hand out "Partnerships to Success" explains the purpose of the WEEDA committee and gives the role of the Regional and State councils. The WEEDA council obtains adult education input at the state level. It is recommended that you have input at the local level. Kip Bromley is on the regional council for Mountainlands.

The state and regional councils have talked about testing assessment for a long time, now we are all using standardized assessments across the state. DWS has a 360 referral form which is in our manual and used by DWS as a referral between workforce service and adult education. Adult education programs assess/test DWS clients and are paid a stipend for this service. DWS also will have access to certain views of Utopia so they can see if their clients/students are attending adult education classes/sessions.

DWS has a good working partnership in the Eastern Region with Uintah district and in the Central region. Under the Workforce Investment Act several agencies help students if they qualify for services.

A map at the back of the handout shows the various DWS regions. We are using this same formation in adult education. In the near future we will be looking for directors and coordinators in the state to meet on a regular basis to lead and assist the USOE in planning, strategizing and providing leadership in adult education for our state.

Professional Development: There are great resources within our state to help provide professional development for your teachers. UEN has resources to help. Nate Southerland and/or his staff at UEN are willing to provide free training to programs that can have ten or more of their staff in attendance. UAACCE is another source who will help with professional development. UAACCE is hosting the Mountain Plains conference April 23-26 which you are encouraged to have your staff attend. The state office will be providing scholarships for program staff to attend the conference. Marty would like line staff to receive these scholarships. The link it is in the calendar under November 1, 2007
<http://www.schools.utah.gov/adulted/directors/calendar.htm>

Grant Opportunities: Katherine Smith provides a grant opportunities newsletter which is being sent to you.

Enrollment: The opportunity to enroll parolees or probationers is often missed (about 3,000 a year are paroled). Studies show that about 40 % of parolees do not have high school diploma or a GED. By law a probationer must be working on a high school diploma or GED. Programs should be contacting local parole officers to enroll parolees in their programs. Horizonte is recruiting at the parole office every day as well as holding classes at the parole office. Jeff's expertise was offered to help in Ogden where parole officers have 80 - 90 on their case load and feel unable to assist with enrolling parolees in adult education.

Policies and Procedures: The importance of referring to the Policies and Procedures Guide was stressed with special emphasis on the following: Policy A – assessment, B – SEOP, E – Disabilities and F – Out-of-School Youth. These will drive your program.

Department of Workforce Services: DWS has a WIA objective to look for “drop-outs” to help with their education and career planning. If you have an alternative high school in your district then contact the counselors and principal and work with the all parties to ensure the success of the at-risk students. Let's help them graduate not worry so much about who will get the dollars.

ESOL teachers: A list serve is being set up and it is important to get the names and contact information to the USOE for your ESOL teachers.

Budgets: As you re doing your budgets, you should look at the number of persons you are going to serve and adjust that number, since you are receiving less money than you planned for. When we do our sites monitoring visits we will look at what you said you were going to do and what you are doing. Also if you adjust your budget up or down more than 10 percent in any one category, after the final budget, then you need to submit that information.

Marty thanked everyone for coming and the meeting adjourned.