# Adult Education Directors'/Coordinators' Meeting
August 23, 2009 – Grant Bldg. Springville, Utah

**Welcome and Introductions of new Adult Education Directors'/Coordinators**

**Advocacy –**

- Marty Kelly stressed that each program must be its own advocate
- Sheila Walsh-McDonald from the Salt Lake Community Action Program addressed the adult education directors
    - Adult Education is making an investment in families—it is helping families to become more self sufficient
    - 11% of our general population does not have a high school degree
    - 25% of our low income population does not have a high school degree
    - Education is critical
    - Difference between advocacy and lobbying--Not a clear line
        - Advocacy is a broad concept which can range from educating government officials or policy makers on social policies that impact Utah families
        - Lobbying means the attempt to either directly or indirectly influence government policy or action
        - As educators keep your actions limited to educating - you will be safe within the bounds of advocacy
    - Know your political landscape—Know who your local representatives are
    - Understand which key committees are making budget decisions for your programs
    - The Education Appropriation Committee is responsible for budget decisions affecting adult education programs
    - Educate your legislators about your adult education programs
    - Let them know that you are not community education
    - Invite them to your campuses and classrooms to observe
    - Prepare students to interact and share their stories
    - Prepare one page fact sheets on your programs indicating types of classes, number of students, recent increase in demand for services
    - Think about your local partners in your community—state agencies, local businesses, applied technical schools, community colleges—who can attest to the value of adult education
    - Start now with conversations with your local representatives and senators as well as with your community partners
    - You want your local community partners to speak for you—speak to the value of your program
    - If you know graduates from your programs that have success stories, ask them if they would be willing to share their stories either by phone, letter, email or in person with their local legislators
    - Show the face of adult education—show how they relate to the achievement gap
    - Address how adult education needs to be affordable for the at-risk population that you serve
    - Most education providers are being impacted by the economy—more adults are out of work and looking for re-training
    - Stress that adult education is an investment in our changing workplace
    - Literate adults are crucial to the development of school-ready and literate children
    - The greatest predictor of success for K-12 students are the parents levels of education
    - The greatest resource you have are the students in your classroom—engage and empower them to involved in the process
    - A possible idea is to have a "Take Five Minutes for Adult Education" campaign—provide students with legislators name, addressed, stamped envelopes and let the student explain why adult education, English as a second language, basic adult education is so important to them, share their goals and stories
    - Network among yourselves—share with each other discussions that have taken place and outcomes from various meetings
    - Pay attention to the legislative meetings—Watch or listen to the appropriation committee meetings—remember we are part of the MSP funds but we are a below the line program
    - You will be able to tell which legislator is not knowledgeable about adult education and you can target that person as someone to educate
    - If you hear misinformation—correct it through email or phone calls
    - Pay attention to the threshold contact number – 8 contacts per person, too few and you may be forgotten – too many becomes a nuisance
    - Foster a relationship with your local representative—committees listen to them
    - Think about coalition building—think broader than your own programs, work with other community leaders
    - Golden Rules of Advocacy

- Be fair and respectful toward public officials
- Avoid cynicism
- Be understanding
- Be thoughtful
- Be charitable
- Be constructive
- Be realistic and persistent
- Be practical
- Be a good opponent
- Be informed
- Be loyal and trustworthy
- Be discreet
- Be generous
- Be visionary
  - Never let differences interfere with relationships
- Catherine Barnhart shared a video highlighting the English Skills Learning Center adult education program that was filmed and produced by Spy Hop Productions
  - Spy Hop is a non-profit organization that works with at-risk youth through media
  - Twice a year Spy Hop accepts proposals from anyone in the community who would like a video to be made about what they do—they choose two projects a year, one in the fall and one in the spring
  - The assignment is then turned over to the students with staff to direct them
- Advocacy thoughts
  - School district people going a legislative person may be frowned upon by your superintendent as a conflict of interest and with concern that you are not speaking the voice of the district. You have power within yourselves as a consortium to approach your superintendent and say that your consortium area/region is planning on speaking with Legislator so and so about funding for adult education and I would like to be a part of that. That gives you more credibility and more of a voice.
    - Don't use your school computer for your advocacy work – use your home computer or a library computer
    - Don't use your school or district letterhead without the superintendent or local school boards permission
- Consortium Roundtable
  - Break out by Consortium groups
    - Talk about what you think you could do to advocate on the hill or with your legislative representative and your state and local school board members to sell and talk about adult education and the empowerment of people and taking people out of poverty by what we do as adult education
  - Report by Consortium groups
    - Eastern Region
      - Local connections we can impact
      - We haven't tapped the tribal resource to go to the legislature – they have a strong voice in the legislature
      - Rural area
    - Western Region
      - It sounds like a lot of our region are already doing some of the little things
      - We have an updated email list to help foster communication with each other
      - We are going to formally or informally send invitations to our representatives to visit our programs
    - Mountainlands
      - Our region wants to do the student letters
      - We talked about a radio spots and newspaper articles
      - We would like to get in touch with our community agencies and not just DWS
      - Project Read held a spelling bee that brought in a lot of community members – the mayoral candidates had their own team—we would like to try something like this
    - Northern
      - Long term – Liked the DVD idea – talked about doing regional and local DVDs
        - An issue with this is funds
        - We talked about tapping into high schools that have media programs and working with them
      - Short term

- o Student letters
  - ▪ We need training as directors so that we can help the teachers and students
- o Invite our representative to program events
- ▪ Central
  - • Fact sheet template to send to all our programs and even statewide
  - • We talked about the distinction between the state office and our programs
  - • We want the fact sheet information by county and region and program
  - • Student letters
  - • Find business people that will be supportive and be a voice for adult education
    - o Look at the chamber of commerce, Rotary clubs, exchange clubs, Lions' club, etc.
  - • Use your board people

**National Reporting System (NRS) PPT Presentation**
- • OVAE (Office of Vocational and Adult Education) requires that adult education programs provide training for their staff for understanding levels of the National Reporting System (NRS)
  - o The USOE was asked by you as directors at the March 23, 2009 meeting to put together training materials to help you train your staff
  - o The result is a power point you can share with your staff
  - o "An Introduction to the National Reporting System" power point is found on the adult education website at http://schools.utah.gov/adulted/directors/resources.htm
  - o If you have further questions on this power point, please contact Shauna South
  - o Understanding quality data collection is critical for programs
  - o Without quality data, we throw funding into jeopardy
  - o Program evaluations conducted by our office require programs to train staff on NRS - this power point helps you meet this requirement
- • Data Detective
  - o Really look at your data for program improvement
  - o Ask "why" questions of your data
  - o Be aware of the variables that affect your data outcomes – economic swings, etc.
  - o Involve staff to determine if they see the same patterns
- • Report Cards
  - o These report cards show each program in relation to the state as a total as well as individual program data over the last 3 years
  - o Program outcomes should come out fairly equal to the program's allocation
  - o If you are spending more than outcomes gained you need to be looking at your program for places to improve
- • NRS Surveys
  - o One survey for directors
  - o One survey for staff/instructors
  - o Utilize these surveys to find out what your staff knows about NRS and data collection
  - o This will help you determine where there are gaps in understanding data collection

**Military and Adult Education**
- • GED, Curriculum Expectations, and Military Enlistments
  - o In the past, GED recipients could complete the Carnegie unit diploma in adult education
  - o This is no longer true and may affect those wanting to pursue a military experience
  - o The state office adult education staff met with the military Education Specialist and with their input developed the document "Military Enlistment and Adult Education Services"
    - ▪ This document is organized by service area and lists the educational requirements for each area by tier
    - ▪ This document has been added to the Adult Education Policies and Procedures manual and is available online
    - ▪ The military's first choice for recruitment is the person with the traditional K-12 diploma, however, they will accept persons with other educational backgrounds depending on the needs of the service area
    - ▪ Persons holding a GED will be accepted as a Tier 2
    - ▪ Persons entering an adult education program who may be interested in the military should be counseled to research how the educational options will affect their choices – talk to the recruiter/Education Specialist for the military service area

- We caution you to avoid putting students on a "fast track" to get them through the program quicker – this is a disservice to the student and could be considered fraudulent
- Program directors that have military questions should contact the Education Specialist for that military service area
- Recruiters should not be dealing directly with teachers and/or program staff - if they have questions they should be talking to you

## Lunch – Networking and Break-out Session
- Recruitment and retention strategies

## Board Rule Changes R277-733/Special Ed and R277-702
- Adult Education Board Rule R277-733
  - Amendment to the rule for Special Education students
  - The GED diploma is not based on seat time curriculum and is not recognized as completion of FAPE (Free Appropriate Public Education) for special education students—this means special education students are eligible to go back to a K-12 program for services they may need
    - Transition services
    - Vocational training
    - Valid until their 22$^{nd}$ birthday or their IEP expires
  - However,
    - They cannot sit in credit bearing classes
    - They cannot receive a K-12 diploma
  - Other questions regarding this change please contact Susan Loving or Nan Gray at USOE
- GED Board Rule R277-702
  - The only change is the terminology about the GED

## New Graduation Requirements
- New graduation requirements will affect those graduating in 2010-11
- Adult Education has written into board rule that adult education will follow curriculum guidelines for graduation as set in Board Rule R277-700 The Elementary and Secondary School Core Curriculum
- Changes in the graduation requirements are minimal
- Credit requirements remain at 24 units of credit for graduation
- Language Arts changes from 3 credits to 4 credits
- Math changes from 2 credits to 3 credits
- Science changes from 2 credits to 3 credits
- This adjusts the total electives from 9 credits down to 6 credits
- If a student will not graduate this year, UTopia will allow you to choose school year 10-11 and you may enter the credits for that student in that grid
- The window for 2010 graduation will remain open until August 30, 2010 to finish with 09-10 graduation requirements
- Directors voted and approved the graduation requirements for 10-11

## GED/Issues
- GED Testing statistics
  - Passing rate for 16-year-olds is 92%
  - 83% for 17-year-olds
  - 83% for 18-year-olds
  - 74% for 25 years and above
  - The statistics are showing that there are not as many 16-year-olds taking the test as we thought would
- "Why I Left School"
  - All people regardless of age who are going to a GED Testing center are being asked to fill out the document
  - All adult education programs are asked to have your students, regardless of age, fill out this document when they enter your program – Effective October 1, 2009
  - This is information is being collected to gain information on why students drop out of school
  - This information will be collected until June 30, 2010
  - Please send the completed forms to Marty Kelly
- GED Testing fees will be going to $70 beginning January 1, 2010

**Accreditation**
- This policy was written and distributed to adult education directors in 2007
- The accreditation department is looking to ensure the adult education programs are on track for accreditation
- If your program is not currently an accredited program you must be actively engaged in the process by June 30, 2010
- There are several ways to become accredited
  - Special purpose stand alone school
  - Accredited under an umbrella with your alternative high school
  - Accredited as a section of a high school
    - This has to be written into the accreditation plan the school district submits
- If you are not accredited or in the process of being accredited you may no longer issue credits or diplomas
- If you have questions about the accreditation process contact Georgia Loutensock at the Utah State Office of Education
- Send a letter or email to Marty indicating that your program is in the process of accreditation

**Refugees**
- Refugees are moving into the state at the rate of 1000 per year
- They are settled primarily in Salt Lake City school district area, but are also being settled into the Granite school district area and soon into the Jordan/Murray area due to a lack of affordable housing
- The International Rescue Committee (IRC) is now overseeing case management for 2 years
- The Catholic Community Services (CCS) oversees their clients for 6 months and then transfers them to the Asian Association for the remaining 18 months
- The Asian Association has a refugee employment and community center – use this resource with your refugees
- Utah has become a second migration destination—refugees moving here from other states
  - These refuges do not have access to services
- Utah also has "Unaccompanied Youth" refugee children 18-years and younger that have been separated from their parents
  - They are being settled in Davis and Utah counties
  - The 18-year-olds may prefer adult education to a K-12 school
- Be aware that we are seeing refugees with mental and health problems
- Many refugees coming in through the resettlement agencies are pre-literate

**UtahFutures.org**
- UtahFutures is the program chosen to replace Choices
- Soft launch on October 1, 2009—Hard launch November 5, 2009
- UtahFutures is being advertised a career exploration program, but it does a lot more than career exploration
- UtahFutures is a multi-agency effort involving the Utah State Office of Education (USOE) – K-12 and adult education, the Utah System of Higher Education (USHE), the Utah Higher Education Assistance Authority (UHEAA), the Department of Workforce Services (DWS) and the State GEARUP (Gaining Early Awareness for Undergraduate Programs) Program
- The web address is UtahFutures.org
- Logins will be available for middle school, high school, post-secondary students as well as Utah citizens and employers
- Students will be able to login and create portfolios – instructors will be able to see student portfolios
  - All assessments, career explorations and so forth will be saved to the students' portfolio
- Adult education is partnering with DWS and Vocational Rehabilitation
  - This will be one site so portfolios can be accessed by the 3 partners to assist in transitions of common clients between partner agencies
- Persons with portfolios have access to more features than those without a portfolio
- This site is for all adult education students
- The only information that will be accessed by other individuals will be information in the portfolio

**Other**
- Inventory Policy – anything that is purchased with funds coming from the state office that is not-consumable must be inventoried
  - If you have not purchased non-consumable materials with adult education funds (AEFLA, state funds, DWS Refugee grants, fees and tuition collected from adult education students) you do not need to send in a report
  - The inventory policy as well as the form are on line under Policies and Procedures
  - This is an AEFLA and state requirement

- o We have to verify to OVAE that all monies allocated, awarded or captured are put back into adult education services
- o We have to prove to the state legislative analysts that the funds disbursed to adult education go to direct services to students

**UTopia**
- Proof of Residency effective November 1, 2008
    - o Any person entering your program from that time forward must have proof of residency
        - ▪ Allowable items for documentation of proof of residency are found in the [Proof of Residency policy](#) and in the Board Rule R277-733
    - o Items that are not allowable for proof of residency are:
        - ▪ Out-of State Drivers License for programs that are not border programs
        - ▪ Utility bills in another person's name
        - ▪ Expired state ID cards
    - o Consulate cards have been added to the allowable items – this has not been added to the Board Rule but will be added to the Proof of Residency policy
    - o If your students cannot produce proof of Utah residency, you cannot serve them
    - o Border programs may serve out-of-state people and count them as in state people using their proof of ID from their state---BORDER PROGRAMS ONLY
- SSID(Statewide Student Identification) Numbers must be entered for all students who attended a Utah K-12 school in 2005 and forward
- Social Security Numbers must be entered – if we do not have a sufficient number of students with a SSN programs will have to do surveys
- As of 2009, students receiving a diploma – Carnegie or GED diploma – must be separated in UTopia
    - o If you are going to continue with this student – literacy skills must be below a 12.9 grade level and the funding code must be set to 7
    - o The focus for this student must be literacy classes in ABE 1-4 or ESOL 1-6
    - o Student cannot be in a credit bearing class
- Attendance must be entered in a timely fashion
    - o One report that programs can be run shows the last time attendance was taken
        - ▪ This does affect enrollee status for students
- The data for youths 16-19-years-old receiving the GED Utah High School Completion Diploma or a Carnegie-based Adult Education Secondary Diploma whose class has not graduated is reported back to you via UTopia and to K-12 for K-12 to make an adjustment in the AYP outcome
- Reports requested
    - o Add student years attended school
    - o Modify the name of a teacher of a class
- Every student will have an inherent goal of "improving basic skills" in their SEOP
    - o This goal will not count as a goal set for the student
    - o Under the heading "new goal" are the following which replace the "improve my EFL" goal
        - ▪ Improve ABE skills
        - ▪ Improve ESOL skills
        - ▪ Gain US citizenship—*Must also select the goal of "Improve ESOL Skills"
    - o You and the student will need to select at least one of these goals
        - ▪ Goals selected by you and the student should be obtainable within the program year
- Please utilize the UTopia webmaster email