ADULT EDUCATION NEW DIRECTORS' ORIENTATION

Utah State Office of Education 250 East 500 South Salt Lake City, UT North & South Board Rooms August 23, 2006

WELCOME

Marty welcomed everyone in attendance, introduced the Adult Education staff, and had those in attendance introduce themselves.

Marty explained the goals for the meeting were to define and discuss what Adult Education was is the state of Utah, to outline what the staff could do to help, to provide awareness of the resources available, and not to overwhelm anyone because there was going to be a follow-up session this October at the UAACCE Conference.

Marty indicated Adult Education is always changing in policy and practices and encouraged everyone as they worked with their staff and clientele to be flexible. She made reference to the new Policy and Procedures Binders passed out at the Directors' Conference in St. George in March that everyone should be using, and emphasized that any "old" binders should be discarded or recycled.

Marty reviewed a two-page handout regarding the concept of the "Adult Education Basic Program" and emphasized the important aspects for new directors to learn and for present directors to reassess.

STATE FUNDING

Shauna expressed appreciation to everyone being in attendance and explained there are always questions about state funding and resources. She explained that we are still waiting for reauthorization of the Adult Education and Family Literacy Act (AEFLA) which provides a new authorization for federal money.

Shauna directed attention to two things she felt pertinent to state funding in the binders which was Tab 2 - High School Completion - where she explained that most of the CBOs do not offer high school completion because they are not in the business to offer credit, and Tab H - Adult Education Funding Formula - which they will be going over.

Shauna indicated that staff has looked in depth regarding the state money as to what it can and cannot be used for, when funds can be withheld. Shauna stated that funding is distributed on an allotment formula followed by a memo regarding the allocated money. Money is divided and distributed to the districts on a 12-month basis. Funds can be withheld if the program assurances (reports etc.) are not complied with as requested.

State Funding Formula

Shauna introduced Jeff as the overseer on the state plan this year. Jeff indicated all program funds came across his desk, and if plans were not clear and detailed, he would contact programs to negotiate better deals with everyone. State money is only available to districts as a result of the Utah Code. Jeff directed attention to the handout (Measurable Outcomes) showing what each district earned based on their outcomes reported on their 2004-2005 URAED Report. Jeff explained that it is the 2004-2005 URAED Report that was used to compute the dollar figures in the report for the 2006-2007 budgets.

He said that it took months/years to come up with a funding formula that all districts felt good about. He explained all the columns in the handout. Jeff stated that districts receiving less than one percent are allowed to apply for supplemental funds between July and September. In October if there is still supplemental money allowable, districts who are over one percent may apply for supplemental funding. The total goes up or down depending on the amount of money authorized by the state.

State Funding Program Plan

The State Funding Program Plan document was distributed. Districts are supposed to generate this program plan for the following year based upon the program spreadsheet. The State Office knows the adult education dollar amount allocated from the Legislature and the URAED Report figures, therefore the program plans can be written and submitted. Jeff indicated the State wants to know how districts are going to spend their money and this form has been provided for them to present that information. Jeff addressed each page individually and pointed out various terminologies such a "Benchmark" and "Projected" explaining these columns involve figures and percentages that have been negotiated with the federal government to reach goals.

There was brief discussion on projected enrollees and projected percentage of enrollees. Marty explained the term "Benchmark." She indicated that in December the National Reporting System (NRS) report was submitted to OVAE about what we have done for the last fiscal year in the state of Utah. They in turn look at the data submitted in December, call and negotiate a target in the following year. She asked that programs look at their own program growth, "where were you this last fiscal year in relationship to hitting the percentages for each target, were you high or low, can you move closer to your percent and what do you have to do to get closer?"

On the budget summary be as specific as possible. The last thing is the Assurances page that needs to be signed by the district superintendent.

Jeff concluded his presentation by encouraging everyone that "the plan should not be too difficult." The State Office starts looking for plans between June and July; it is now August and several districts have still not submitted their plans. Marty read those districts out loud.

State Funding Formula

Shauna stated that state money is part of the minimum school program and a line item in the USOE budget. It is appropriated by the legislature and flows directly to districts. She clarified **ASE** - Adult Secondary Education, **ABE** - Adult Basic Education, and **ESOL** - English Skills Other Language

Supplemental State Funding

Jeff passed around a two-page state supplemental document/application and indicated there is money available for unexpected situations or a for a "huge program deficit" but it has to be applied for. The districts most likely to get approved for it are the rural districts who receive less than one percent due to limited measurable outcomes. Jeff explained that all the districts need to do is write down what they plan to do and how the money will be spent and submit it for approval.

Carryover of State Funding

Carryover has to be requested in writing to the state coordinator for permission to carry over to the next fiscal year. If a lot of money is left over, it may reduce the amount allocated from the state for the next fiscal year. A district is ineligible to apply for supplemental funding if they have carryover.

Marty explained that if a district knows they are going to request a carryover but don't know the amount, please email her. When they know the exact amount, they must write a detailed narrative to Marty on letterhead describing what they will be doing with the money and she will respond to it.

URAED Report

The Management Information System (MIS) is going to be able to create end of year (URAED) Reports automatically.

Federal Funding (By competitive request [RFP])

A question was raised about competitive grants. Shauna explained by statute they have to be multi-year and Utah's are two-year for federal money. Emphasis was made that these programs should show progress. Grant applications are to be detailed answering/addressing all of the questions.

The applications always go out in the spring, around May at the latest (depending when we get the fiscal letter indicating when we get the money) and are usually due by the end of June. The fiscal year always begins July 1st stand ends June 30th but the programs should not start their projects until they receive their award letters. The award letters sometimes do not go out until July 15th. The announcements are made through emails, web postings, newspapers, legal ads, etc. when the money is available. Applications are from a variety of communities including libraries, housing authorities, institutions, and non-profit organizations.

Presentation on three kinds of federal grants (Handout disseminated)

Three separate funding possibilities under AEFLA – Adult Education and Family Literacy Act:

Basic Grant

Areas of focus: ESOL, ABE, ASE

Prison and Institutions

Areas of focus: ABE, ESOL, or ASE

o English Language Civics (Citizenship)

Areas of focus: ESOL

Jeff indicated that Utah is covered with the following disbursements: \$3,000,000 Federal monies and \$9,000,000 State monies.

UBSCT

The UBSCT will be discussed at the State Board Meeting on September 8, 2006, but until there is an update, districts should be preparing to test their clients in October. Any student that comes to Adult Education who graduated in 2006 and does not have the traditional value added diploma can upgrade their diploma by Board Rule through passing the UBSCT.

District Audit

The Legal Compliance Audit Guide is put out from the USOE financial section, and is reviewed and defined from the Governor's financial department. Compliance is new this year for the CBO's and charter schools. All programs are to have program audits completed by **September 15th** and reported to us. It is based on your URAED information. The independent auditor visits your programs to evaluate your outcome data. It's not financial but a legal compliance. They are not looking at dollars, they look at how you use the money, what you submitted on the URAED, is the information accurate on level gain, diplomas, GED, the number of enrollees, participants, people 16, 17, and 18 that were reported.

The auditors are verifying program data. The education department evaluates the data submitted in the audit with the URAED. The State Office does not discuss anything with the auditors. It was

emphasized if there is significant difference between the program's URAED and the auditor's report, the programs should talk to them prior to submitting the document to the State Office because the State Office uses the auditors figures and program may lost financially.

In answer to a question as to how CBOs are addressing the audits, Marty explained that CBOs are using an independent auditor. Some CBOs have said their fiscal audits are done in April. However, the state has requested they will have to have another one because the State's fiscal year ends June 30th. The state has suggested that CBOs build this audit into their future budgets using part of their 5 percent under indirect charge and complete it after the states fiscal year.

A question was asked how to count non-citizens and non-residents. Jeff answered that Utah has not taken a direct stand and there are Board Rules against serving that population, but if there is federal money there is no problem, and anyone who comes through the front door must be served. Marty suggested looking under Tab K regarding all the State Board Rules relating to Adult Education for reference.

Jeff referred to a handout regarding definitions of the federal grant application budget sheet areas, highlighted various sections, and made a verbal notation of the paragraph that indicated "providers may negotiate with the Utah State Office of Education." He indicated he would be happy to assist any program with their grants, but he would have to do it officially.

Marty explained some questions that came up regarding military branches and what recruiters accept or do not accept. She suggested the program director to meet with a student's military state regional representative. She also indicated it would be good to work closely with the recruited student and go over his/her SEOP making sure the expectations were clarified. Emphasis was made to work with the recruited student prior to issuing a diploma.

Pathways with DWS

Part of the Workforce Investment Act (WIA) on the federal level, is a mandatory partnership with the Department of Workforce Services and Higher Education. The goal is to get the clients employed in the communities. The DWS has just negotiated with adult education to complete TABE testing with DWS clients. This has been implemented in the central and western DWS regions but not the northern, eastern, or mountainland regions. However, programs will soon start receiving clients from DWS bringing a voucher with them for \$35 that covers their testing and 12 hours of instruction.

The DWS worker is telling the client they will participate in 12 hours of instruction so the programs get an "enrollee" out of the arrangement. This should be with DBOs as well. Marty will be working with DWS to make sure they are included in the Salt Lake Valley as DWS referral options.

Accountability

Shauna directed attention to the Data Sheets under Tab B explaining this was an item where OVAE requested improvement. This is the SEOP for every student, and exactly what it will look like in the MIS. Comments were made that some programs could not use this for another year. Shauna emphasized the social security number was very important for a data match with DWS and higher education. Jeff indicated other numbers for identifying were okay but nothing was as helpful as the SS#.

Right now we are using into the TABE, CASA, and BEST as the only assessment instruments that can be used by programs. Pretest is what is going to determine entrance functioning level which is real important in data reporting.

It was emphasized that the entering functioning level is the base-line that all level gains are based on in reading, writing and arithmetic. This is a real important concept when looking at the URAED Report. It is especially critical to those who get funding based on outcome

Marty advised directors to be aware of clients that come from DWS telling them they have received the TABE Test from another program. Under the Utah State Office of Education Rules as of July 1, 2006 the TABE Test must be using locator for levels 9 and 10, followed by either a full survey or a complete battery of pre- and post-tests for the client. The same goes for the BEST and BEST Plus for both pre- and post-tests. Marty indicated DWS has contracted another private agency to do the TABE testing, and clients are saying they have completed the "M" for all testing. This isn't going to work. Marty encouraged the directors if they run into this situation to please get in touch with her and she will work with DWS to see what they can get worked out.

Marty and Shauna directed attention to the Utah State Office of Education's website, (Finance Statistics Section) identifying various programs, state monies, revenue codes for the districts, the allocations table for the entire year and explained how it was divided into 12 months for flow through, etc. They indicated the adult education website is in the process of being updated to be more user-friendly, with additions being added to include DWS information.

Murray Meszaros directed attention to the GED website, and asked if there were any questions or directions people needed.

LUNCH

On the SEOP form there is a place for a student signature for release of information. You will need a signature release so that the student will have willful knowledge that we are using their information for data match and for our reports in state and federal records. Also it is needed because student information is input into the MIS system which allows a transfer of school records back and forth amongst various entities. This release is on-going and allows the registrar and others to look at the information. In our November meeting you will receive information pertaining to release of information for adults who may have disabilities. This is a separate one time release because of the nature of the information.

GED and Civil Rights Issues

Murray's presentation covered GED and grievance Procedures. Handouts were provided and these are also on the adult education web page. Murray cautioned that these grievance procedures pertain to adult education as much as for anyone else in the system, but he did not go over that handout, he did go over key information on his GED handout.

GED: The official title is General Educational Development. It is owned by the American Council on Education, a private company. Our web site is www.utahged.info or use the adult education web site http://www.usoe.k12.ut.us/adulted/GED/index.html

Who is eligible? Murray gave the eligibility qualification (listed on the handout) to take the GED test. He said that it is illegal for a school district to delay or deny an individual the right to take the GED, if they have failed out of school.

What? The test consists of five tests and up to 7.5 hours testing time. It is a highly secure and regulated test, hence it is standardized. The GED is the same test given under the same conditions no matter where it is taken, except in Canada it would have the Canadian history and metric measurements. Five adult high school credits are given for passing the GED test. However, if your high school is putting student in adult education and letting them take the GED and then putting them back in high school and giving them a regular high school diploma, you need to know that this is wrong and it will get your district into trouble.

When and Where? Our GED web site gives this information. The www.GED123.org is another web site where students can register and we encourage students to so this. If they register there and you want to know how they are doing, with their permission you can have their results sent right to your desk.

Special Accommodations:

There are four different groups with disabilities that accommodations for GED administration may be considered for, these are: Specific Learning Disabilities, Physical Disabilities, Emotional Disabilities and ADHA. Separate forms for each are located on http://www.usoe.k12.ut.us/adulted/GED/accommodation.htm

As the GED test has specific requirements, it must be done how, when and where the GED system says. GED has gone through many thorough legal and psychological assessments to validate what it is doing, thus it has been highly endorsed. Remember that the real purpose of the GED is to give students *a second chance* in life. The mind set of many is that it is for those who could not cut it in the real K-12 world. Though such is the case in some instances, it is irresponsible to assume that all GED examinees fall under such a narrow stereotype.

If there is anything in the GED world that is not pleasing to you, please sort it out at your level and if you cannot work it out please let Murray know.

Civil rights is assuring the rights of six major protected classes of people, which are: Race, Color, National origin, Sex, Disabilities and Age. You are required to assure the rights of students under these classes partially due to the fact that you receive federal money. In other situations, you are required to assure their rights no matter what. Some violations are obvious and some are very subtle. An obvious violation would be if a person could not get into your building. Program accessibility is needed even if the building is old. You will need to figure out how to get them there.

If you or someone in your care (youth or adult services employee) is being discriminated against, you have a responsibility to step up and act in those persons behalf. It is illegal to discriminate based on marital status or pregnancy. Sexual harassment is a form of discrimination. Sexual harassment could simply occur even if someone overhears something said between two people who have no intention of harassing the third person.

The Office *for* Civil Rights (OCR) mandate is to promote and enforce equal access to education and to promote educational excellence through vigorous enforcement of civil rights. Murray said that his role is help spot problems which need to be taken care of before someone files a complaint and OCR has to come in and conduct a larger and more costly investigation. Murray covered some examples. Your public notifications must have something showing that your programs are open to all peoples (sex, race, nationality etc). If this does not exist in your publications you need to take care of that. You also need to do what you say you will in these publications. This should be in the Student handbooks, flyers and web sites for students.

Murray explained what "ALT tags" are and how they assist the blind in reading computers. Since more and more information to the world and students is being delivered through computers and visual graphics, it is increasingly easy to subtly discriminate again the visually impaired by not including "ALT tags" in your computer graphics on the web. By using "ALT tags," you try to keep a level playing field for these folks who are blind. Programs are also obligated to print their publication in multiple languages. Murray referred to the Grievance Procedures handout and said that you need to know how to do this.

Inaccessibility: Any building built or remodeled after January 26, 1992 must be fully accessible at all times. You can use the "clenched fist test" test. In buildings built after that date, if you can't open any door in your building with a clenched fist, then your building is out of compliance. If your building was built prior to that date there must be at least one accessible bathroom – depending upon the size of the building. There also must be a clear and accessible path of travel for students from the parking lots, into the building and to their classes. If inaccessibility to classrooms is a problem in older buildings (i.e.: pre-1992), you may need to change where your class/program is held so students are able to access them. Example: Move the class to the lower floor if there is no elevator and you have a student who can't get up the stairs.

Promotional advertisements must promote race, color, national origin, sex and disabilities. If you can't do that then don't use humans in photos. Murray gave an example of how a brochure influenced who attended a particular program by the brochure showing only white males in it. Another brochure showed males in administrative positions and females in clerical positions; this is discrimination. If you do recruitment you must have a good mixture of those who are doing the recruitment. In counseling situations, it is completely illegal under civil rights laws to herd or prevent students into a particular class due to their language capacities, race, color, etc. If the placement of students into classes is not solely SEOP driven, it is highly likely that any other motivator is not discriminatory.

Marty said there was a difference between the special education - Individualized Education Plan (IEP) and a 504 accommodation plan (part of rehab). If a person is under the age of 22 and has a current IEP, you'll need to work with your local school district to see what kind of services they will provide that student. The 504 accommodation is a plan for individuals at any age. We have a 504 format form for you to fill out. It can be temporary or long-term assistance-based on individual needs. Even if they have an expired IEP it would be well to look at providing curriculum that meets their needs based upon their education functional level.

Murray said we have the potential for having accommodations issues in public education which includes adult education. From his observations, many school teachers do not know how to process an eligible student's 504 accommodations. In public education, it is required that schools (districts) seek out those individuals who potentially have issues. It is called "Child Find". In adult education most are over the age of 21 years, so, you are somewhat exempt from that, but, if any of them even hints that they have a problem (learning disabilities, ADAH, bi-polar) you have an obligation to meet with them and set up 504 accommodations. If you ignore this responsibility, you may have a law suit. A 504 is not something that necessarily lingers on forever; it can come and go depending on the individual. An IEP is pretty permanent (blindness, missing a leg etc.).

If a student is in jail or prison and they have a special IEP and they are under the age of 22 years, they are entitled to special education services. If there is an obvious need for an accommodation and they can provide history of the need, you have to provide it. If they need an interpreter or brail; you are

responsible to provide and pay for those resources. The question was asked if a student is functioning on a third grade level then can third grade curriculum give them credit. It was answered that the curriculum needs to be approved by your district, but most likely the answer is "No." You should not be issuing high school credit for third grade curriculum.

No one is entitled to high school diploma, it is not a civil right and it has to be earned. Some research suggests that about 40 to 70 percent of the population requires special accommodations. This is just an overview of this information so we can start thinking in that direction. Grievance procedures are covered in Murray's handout.

"We have an obligation to assure that all students have unfettered opportunities to have access to and to make progress in our school classes, programs, and buildings. Anything less is probably some form of discrimination".

Murray's GED and Grievance Procedures presentations are available on the adult education web page http://www.schools.utah.gov/adulted/directors.htm - Resources.

URAED Report

Marty requested that those who have not turned in their URAED report to see her before they leave today.

Shauna presented information regarding the URAED report with a PowerPoint presentation, handout and information in the *Policies and Procedures Guide*. The URAED is a temporary way to report your data until the MIS system is ready for use, which should be next year.

Shauna began by explaining a students' entering functioning level (EFL). She said that when a student enters a program a TABE or BEST test must be given. The EFL is the result of the student's lowest scale score on that test. She went through examples of placing a student according to their test scores by using information under tabs 3 and 4 in the *Policies and Procedures Guide*. How contact hours and level gains are reported was also reviewed.

The National Reporting System (NRS) levels in the URAED report were discussed. The state generated report establishes the state's negotiated federal target levels for ABE, ESOL and AHSC. Entering Functioning Level (EFL) is the key, because even though a student may score higher on multiple parts of the test, all of that student's reporting is based on the lowest scale score which equals the EFL level for a year. It is necessary to explain this to the student to let him/her know why they are being placed in the class and what they need to work on. All level gains are based on that lowest score. When Shauna was asked if you could just give that one area in the post assessment she said "yes."

If you give the TABE Survey as the pre-test you have to give the entire Survey again for post-testing. If you do the TABE Complete Battery you only need to do the lowest functioning level on the post-test. This is because the Locator Test is administered first and will determine a more correct level for testing; so that you can post-test accurately with the complete Battery in their lowest level (battery has more opportunity and less chance for errors). The entire complete battery pre-test must be administered, unless you want to take a student only as a participant and work with them less than 12 hours or not test them and have a billion hours and only count 11 hours as a participant.

CASAS (for ESOL) has three tests that have to be given which are reading, writing and listening. Post-tests will be with these same tests. You have to give the BEST literacy and the BEST Plus.

Students can become familiar with the tests so we are cautioning you not to "over test." The state and publisher's recommendation between pre- and post-testing is 60 hours of instructions. Before you post-test a student they must have had at least 40 hours of instruction. The state rule is you are to pre-test TABE 9 and post-test TABE 10 for ABE and AHSC students. The only time you can test with only 40 hours instruction is if you know the student is exiting your program. If you are testing four times a year with TABE then you test with 9, then 10; repeat again with 9 then 10.

Contact hours can be tracked by using a rooster, computer program (students use a pass word), or a scan-in card. The MIS system will track contact hours and if you have less than 40 hours, the MIS system will show an error message stating that it is too early to assess the student.

On the progress report (page 2) there is an asterisk (*) in columns D, F, and G, due to the cells being locked because the figures in D, F and G have to equal column B. Shauna went through examples with the figures in the columns – Column B added up automatically when the correct numbers are put in D, F and G cells.

It is important to note that, there are no level gains unless a post-test, using TABE, BEST or CASAS is given to the student. Shauna went through some examples with various scenarios. The explanation for each column is given in the lower cell of the column - D is a sub-set of B and E is a sub-set of D. If a student leaves your program they will not be in column E (column E could be lower than column D/B). It could be that E and D are the same, if a student leaves your program, however, then they will not be in column D. Some students can post-test and not have a level gain, so they remain within that level (wouldn't be in D or E), but he would be reported in F. If a student has 50 hours and was not post-tested the contact hours would be reported in C only.

The URAED report calculates the number of level gains for the state funding formula. This is done in column H and is specific to districts only. Column H is not a head count, this is the total number of level gains you had in your program. Column D is a level gains head count. Column H is the total number of level gains. An example would be; I post tested a student three times and he went up in math twice. So I would report him in B, D and E. If there were no other students, the number of level gains would be two. You don't count the level he is in, but the level he went into. Column H would show two level gains.

When the USOE gets your URAED report we take the number of people who could have completed a level and times that by the number of possible gains there could have been. Shauna went through examples to show how this would work.

All of these in columns A through H are enrollees. We made an administrative decision because of the MIS that an enrollee is a person who has 12 or more contact hours and has been assessed. If a student doesn't have at least 12 hours, then you can count these students as a participant, but no level gains can be counted, only contact hours are counted because an assessment and counseling was done.

If a student is not pre-tested there is no EFL. If the student is a high school completion student (coming from the high school to get a credit to graduate) then put him/her in the AHSC 1 and 2 as assessment is completed reflecting 9.0 grade level or above. If their score is at the ABE level place the student there, work with literacy issues; credit classes towards graduation. Placement may also depend on the SEOP goals.

Marty and Jeff have been going through your URAED reports and have found that programs are shorting themselves hours and level gains. Shauna went over the charts and gave examples of where errors have been made. She also went over other obvious errors on the URAED report. One example is: on the progress page if you have a participant with 12 hours or more there is in error, as the most hours they can have is 11 hours.

On page 7 is another chart we are having great difficultly with "Achievement from Follow-up as to Goal Non-Duplicated Count." There are the four core indicators. Column B the final count should be at least the number of enrollees in your program (can be more if some have more than one goal). The column that has the asterisk (*) with (no letter there) is those that you survey after they leave the program.

You know how many received a diploma and how may earned GED's then you enter these, the same as in column D. This is a data match. So the column titled "Enrollees Included in Your Survey Sample" (it has no letter) and column D should match.

Information regarding the survey process was given. On the "entered employment and retained employment" what you have in your policy is wrong so, we are re-writing the SEOP policy for which Marty apologized. On "entered employment" you have to survey students the first quarter after they exit the program. "Retained employment" means learners unemployed at entry with employment goals. This is based on people you have in column B with that as a goal; who obtain a job in the first quarter after exiting or learners who enter the program with the goal of retaining that job or improving their job status. These people are surveyed the third quarter after their exit quarter or the third quarter after the student obtains a job, if the job is obtain while they are in your program.

Programs were encouraged to obtain social security numbers to allow for data matching versus having to complete individual student surveys which are less reliable and accurate.

There are four of the URAED sheets that have to match and if they don't, there will be an error messages in yellow. They are the age sheet, progress sheet, level sheet and status sheet. Those are the ones that we have a formula in the column (cell); a red flag goes up if they do not match. There can be error on the other sheets but, because we don't have formulas, the error messages do not show up, however we can go through and see errors. One more year and we are hoping we are through using the URAED report and can enter information in the MIS system.

These are the reports that are required annually: (1) URAED, (2) a narrative summary which includes what accomplishments you had, what professional development you did and what you are going to focus on, (3) your fees and fines sheet (more discussion on fees and fines with OVAE is going to take place), and (4) state plans for school districts and federal plans for all programs receiving AEFLA funds.

Shauna showed on the computer (adult education web page) where the reports are found and demonstrated how to get into the URAED report (there will be one URAED report for each grant that you have). You must enable the macros. She stressed reading the instructions and not changing the files names as these are pre-assigned for each programs (changing this causes problems). As an example Shauna went through the UTE Indian tribe URAED report. She showed how to use the drop down box with areas to check for URAED. This has to be done on the computer (not marked manually). Checking the boxes generates the grant reports. Shauna explained how to save files and generate totals.

The survey process, and how it works in regards to completing the URAED report, was explained. If the SEOP does not have one of the four indicators as a goal then enrollees are not to be reported as

achieving that outcome. You do not have to survey them on the outcomes if they do not have it as a goal.

Shauna explained intensity, duration and retention: students must be in your program long enough for them to make substantial gains, so your program must be taught often enough to allow this to happen. A class that takes a year to get 60 hours seat time is not going to be intense enough to qualify.

Monitoring Visits

Marty talked about the monitoring visits and requested that those being monitored to schedule their visits soon, if they have not already done so. She passed out a handout of the current monitoring tool. There are some changes being made to this; then OVAE will look at it again and approve it. To find out which year your program is scheduled to be monitored check the adult education web page http://www.schools.utah.gov/adulted/directors.htm under "Resources."

Marty had a handout which covered assessment and talked about assessment materials being secured. The other handout she had was "Maintaining Student Records and Program Assurances"; which explains what goes into a student's file/record. It is advisable to keep all student data used to provide services perpetuity.

Up-coming Events

- Up-coming events for adult education were announced. UAACCE conference is October 23-24 at UVSC. You can register on line at www.uaacce.org
- The Utah State Office of Education is sponsoring sessions as part of UAACCE conference. Shauna Brown from Provo Project READ will be talking about literacy and adult basic education. Kate Diggins will be providing two sessions pertaining to BEST testing. The third session that we are sponsoring is new directors/coordinators training (continuation of this meeting).
- Marty announced that there would be another session of BEST training on September 11th at Snow College. Regional trainings will be held in Moab and Fillmore. If you are not in those regions you do not need to attend.
- CBO training will be in December at Horizonte in Salt Lake. You are welcome to come to any of these meetings.
- There will be a Director/Coordinators' meeting in November at the State Office of Education, which you will be expected to attend.

Questions and Answers

A question was asked regarding student files and test security. Marty said that anything that you use to classify a student for services needs to be kept in the students' file, such as score sheets. Security with tests is a big issue. Tests, manuals and test forms should be locked up. Pagers, mobile phones and other electronic devices should not be allowed in the testing area. Suggestions given to improve test security are: (1) number test booklets and test papers (including scratch paper) the same number for each student (change the color of the scrap scratch paper and shred it for different tests), (2) make sure text books are on the floor and away from students.

A clarification regarding student eligibility was requested. Marty said that if a student is 17 years-old and will not graduate and is an out-of-school youth, then let him/her come to your program, however, he/she will not get a traditional high school diploma unless they return to the K-12 program and complete the K-12 graduation requirements. More information about being able to count 16- and 17-year olds will be shared at the November's meeting. We don't want to supplant and take away from the

K-12 program, but, we want to make sure that out-of- school youth get an education that is appropriate. K-12 diplomas are recognized by colleges whereas adult education diplomas may not be recognized unless your programs have Northwest Accreditation. Don't go out and seek these 16- and 17-year old students, but if you know they are out-of-school, then take them. If you have AEFLA funds then take them. The state of Utah law says adult education students must be 18-years old, a resident of Utah etc., but it also says out-of- school youth are to be served.

An accommodations question was asked and answered that it will be addressed in November's meeting. If you read your TABE manual you will see what accommodations are available. It was also said that if you do a TABE test or any test, the accommodations you make will alter the scores that you get. Even though the tests will be standardized, the scores you have will be in relationship to the accommodations that you made rather than the true standardization.

Final reminders

E-mail addresses were requested so that Shauna's presentation could be sent to those in attendance. Professional development will be covered in November; Shauna said she had some wonderful things regarding this, one of which is adult learning styles. If you want suggestions, call us; and we can assist you.

The meeting adjourned at approximately 3 p.m.