Adult Education
Community-Based Organizations Training
Hortizonte Instruction and Training Center
1234 South Main
Salt Lake City, UT
**December 12, 2006**


**Welcome**
Welcome and introductions were given by Marty Kelly, State Coordinator of Adult Education. Regional training meetings are being held to address issues pertaining to specific groups and/or geographical areas. This training is to address issues and questions pertaining to community-based organizations.

**Utah Assessment Policy**
An updated version of this policy (revised 11.1.06) was given to those in attendance. OVAE has requested that they approve this document, so more changes will probably be made. The purpose of the assessment policy and the importance of accurate data for the NRS report were emphasized. The changes are new and in effect now: for a student to be an enrollee they must be assessed to determine the EFL and have an SEOP. Refer to page 2 on the handout. The student's EFL is used to determine curriculum to meet the student's SEOP plans and to determine level gain(s)

*Assessment for ABE and AHSC Programs:* The assessment policy was reviewed. Rules for testing with regards to TABE testing (listed on pages 3 and 4) were read. A student cannot be tested prior to sixty (60) hours of classroom instruction; which is not defined as time with a counselor or mentor; it is time in the classroom on task with the subject matter. The reason for not testing prior to 60 hours is because of the "test practice factor" which reduces the credibility of the TABE test. It is also required that you alternate test forms when testing with TABE. By now all adult education programs should be using the TABE testing for ABE and AHSC.


Post-testing, during the program year, need only be in the section that is the student's EFL; the entire test does not have to be given again until the end of the program year. This is new and contrary to what was said in August. Page 4 bullet 4 explains which part of the test is to be given. Bullet 5 explains further that you may either administer the test in the EFL instructional content area or do a full assessment that includes a Locator Test and the Full Survey or the Complete Battery. The Full Survey or Complete Battery test, if given in May or June, serves as a pre-test for the new fiscal/program year. The TABE Locator Test must be given first to determine which level of the test should be used. Page 4, last bullet gives information about the final yearly assessment.

*Collaboration/Referral*: AEFLA grant assurances require the student be served in his EFL. If your program's focus is only literacy and you have a student whose EFL is in math then you should collaborate with a district program and they could be the primary provider. They could serve the student in his EFL and your program could focus on literacy. If the primary provider is a district then they could claim level gains, diplomas, GED's and outcomes for state funding.

UTopia allows the primary provider to make changes in the demographics and SEOP information. If the student is attending your program concurrently you are able to view UTopia

information and generate contact hours. If you are working with another program that program must be an adult education program in order to be the primary provider in UTopia and for testing purposes. If you are receiving funding from several other sources (besides federal), you are to report the outcomes for students served with those funds on the state report. OVAE requires that all students who are assessed and are enrollees be counted even though you are serving them with other funds. If the students are not enrollees then only up to 11 contact hours can be counted for contact hours.

*Social Security Numbers*: Programs were encouraged to obtain social security numbers as it is the only common number that can be used to match data. If there is no social security numbers then it is necessary to complete individual student surveys which are less reliable and less accurate. Surveying students is difficult, because you can't survey them when they come into your program and you can't survey them the day after they leave your program. This is data that pertains to their goal obtainment. It may be difficult to tract the student to find out if they did obtain a job or achieve their other goals. If they won't give their social security number to you then accept them into your program anyway it is better to do that than to loose a student. You can still count them in your report, but you will need to survey them after they leave your program following specific survey standards.

*Test Security*: TABE, BEST and CASAS are high stakes tests and must be secured away from student access. If a student accesses assessments you have compromised the assessment process. Give students the result of their tests and let them know the level they are at, but avoid telling other information pertaining to the assessment. The remaining bulleted items on page 15 and 16 which included inventorying of testing material, defacing of testing material, using them to develop or create learning materials and other important items were explained. See the bulleted items on page 15.

*Staff Training for Assessors:* USOE maintains a list of assessors trained to administer BEST and TABE from information provided by adult education directors. USOE will provide additional training to your staff as needed for BEST. Local programs using CASAS are required to provide assurance to USOE from CASAS of their compliance to CASAS requirements (see page 16). Procurement of assessments is the responsibility of the local programs.

Testing rules are the same with BEST Literacy, BEST Plus and CASAS. You do the pre-test and then administer the post-test after sixty (60) hours of instruction. There is not any lengthy writing test, but a quick writing sample for the BEST Literacy and CASAS tests. This determines the EFL and area of instructional focus to determine level gain(s) in speaking and listening and/or reading. A sub-set assessment in speaking, listening or reading can be administered as post-tests prior to the end of the year at which time a full assessment must be administered.

If your program operates year-round then, for tracking purposes your start date is July 1st. Some new rules are necessary because of UTopia. Should a student who starts March 15th be post-tested by June 30th? Yes, if they had sixty (60) hours of instruction time to determine a level gain. However the student's SEOP is good for one year and will not need to be updated until March 15th. Post-testing done in May or June can be used for the new fiscal year starting July 1st. UTopia will make your record keeping easier.

**Student Educational Occupation Plan (SEOP)**
A SEOP form and SEOP handouts were given out, the form looks like what it will on the UTopia screen.  One of the directives from OVAE is that a student can choose up to two goals (short and long term).  If the short term goal is achieved then the long term goal can replace the short term goal and a new long term goal can be selected.  Goals cannot be selected unless the program can provide the instruction and necessary support services needed for the student to achieve their specific goals.  The goals are to be realistic and programs will need to be able to establish evidence of goal achievement.

*Demographic Codes:*  CBO's will now start using/reporting demographic codes.  The demographic codes themselves are being changed.  In the demographics section the last grade completed, whether or not the student passed the UBSCT, and if they had a special education IEP will be gathered.  Community-Based organizations are not concerned with demographic codes as they have to do with the state funding formula; however for data collections purposes it is expected that the funding codes will be marked.  These funding codes identify a student's eligibility and are listed in the Policy and Procedure manual on page 18.

*SEOP Funding Codes*:  The funding codes are changing; there is one that is 16-18 years old for out-of-school youth.  If you are serving these students you may want to have a district serve them.   There are students who are still in school but also come to adult education programs for help with their K-12 program.  These you can serve but they are concurrent students (also attending K-12); the adult education program is to receive the student's WPU.  If you are serving out-of-school youth who will not go back to school, work with them and try to get them to go to an adult education district program; DWS also has services available to assist in meeting their needs.

If an SEOP goal is not chosen then the UTopia will default the goal to none.  If you have documentation of an IEP special education disability then you are to put their information on the SEOP form.  Disabilities are defined as conditions which impacts major life activities such as walking, talking or mental impairment or specific learning disability.  This must be documented.  Other information regarding what areas to mark and the definitions of the various categories in the economic status area of the SEOP form were discussed.

*Assessment History*:  The backside of the SEOP form will have the complete test history.  The waver release will need to done annually or if they change programs.  This release allows you to request information and share records with other programs, DWS and other government agencies that might be providing services.

*SEOP Goal Setting*:  Students should discuss with program staff what they are seeking as a job/career (goal setting).  Staff can assist them with the goals process.  Students must choose their own goals.  If the goal they choose is not realistic you can suggest using that goal as a long term goal and then help them with a more appropriate short term goal.  Interpret (define) goals, but don't tell them what their goal should be.  Two goals are not needed, but the student must have a short term goal.  If it seems as though none of the goals on the SEOP form fit your student, then help the student realize that obtaining or keeping a job is usually a student's reason for seeking adult education services.  The "Choices" program can give your student greater opportunities to help them choose what they would like to select as a career field.  The adults in transition version can best be accessed at www.careers.utah.gov.

When the revised SEOP form (12/19/06) is in use it will have an asterisk (*) to denote mandatory sections of the form that must be completed.

Information about UTopia was explained regarding students transferring and current programs, and who/what information can be accessed or is available. Changes can't be made on "grayed" screens. The program that initiated the students SEOP can switch the student to another program. If you are not the primary provider you can count contact hours, but can't modify the SEOP form.

The SEOP form can be printed so that you can have students sign the back-side for the wavier. The auditors will want to see signed SEOP forms. A hardcopy can be printed for students to fill-out when entering the program; that information can be entered into UTopia later.

*Questions/Answers*: Questions were asked and the answers are as follows: (1) UTopia is web based and can be accessed at more than one computer and at various sites. (2) If a goal is reached during the year another goal should be picked. (3) The only goals you have to survey for are the goals listed on page 4 (handout), these goals are regarding employment, GED/diploma and post-secondary education or training. (4) Surveys timelines were reviewed.

*Survey Process*: If programs have a student's social security number, you won't need to do the survey. The timing as to when the survey is done is critical. Pages 6 and 7 explain the survey process with a chart showing which quarter after the student leaves the program that a survey it to be completed. A student has terminated the program if there has been 90 days without any activity or they have self reported that they are leaving. Page 14 has the actual questions for the survey. One question was left off, it is: I have entered college and the date entered. Pages 10-14 has samples of release forms to obtain permission to receive student information from a doctor, psychologist or other professional to provide documentation for special accommodations and to allow you to better serve your students.

**EL/Civics**
The syllabus has been updated and has new levels which take into account the changes in levels in the ESOL program. It is recommended that programs teaching EL/Civics follow this syllabus.

*Syllabus Set-up*: Sandi Grant explained the syllabus set-up. The section column (first column) gives the subject area to be covered. It starts with grammar and goes on to reading, writing and other skills the student should master. When students are able to do all the things listed in the ESOL level they are working on, they should be ready to test out of that level and go on to the next level. All six of the ESOL levels with the needed skills to be mastered are given in the ESOL level columns. These are required skills to be mastered in order to go on to the next level. The grammar section has symbols to identify whether the student is to have passive recognition, be introduce, develop or maintain the grammar skills. The last page has the citizenship questions that the student should be able to answer in the ESOL level.

*Resource Manual*: The teacher's resource manual lists books, tapes, videos and web sites for teacher's use. New web sites will be added. Those in attendance were asked to look at the list and make recommendations specific to EL/Civics curriculum and to let us know what is out-of-date. Theses resources and links to these web sites will be on the adult education web site.

*EL/Civics funding:*  Federal EL/Civics funding is to provide non-native English speaking students English as a Second Language, civics and citizenship education: specifically to provide introduction on how to gain US Citizenship, provide instruction about US history and culture including lessons on diversity and multiculturism.  Basic literacy, family literacy, work-based learning, computer literacy or referring clients to lawyers are to be provided using other sources of program funds.

**Collaboration Referrals and Pathways**
Adult Education and DWS have pathway meetings to collaborate their efforts.  DWS should begin to give you referrals because as community based organizations as receiving federal funds from USOE you are a preferred provider for adult education.  We are working with DWS to see that their clients are referred to you.  DWS has a preferred provider list for testing of their clients.  When DWS wants you to service their clients a case worker will send a 360 form and a $35 voucher to you for doing the testing for their clients.  The student should generate 12 contact hours and hopefully will want to keep coming to your program.  In exchange you will be expected to keep an attendance role for their clients (especially for those who are receiving TANIF money) every two weeks.  There was discussion as to how the attendance roll was to be given to DWS; this needs to be clarified.  Community-based organizations were encouraged to be at the Pathways meetings with DWS.

**Adult Education Fingertip Facts**
Jeff reviewed the information on the fingertip facts handout.  This handout explains what adult education includes and provides contacts for adult education programs and for the State Board of Education.  Statistical information on enrollment, return on investment, demographics, and staff is also included.

Jeff also provided statistics regarding corrections education.  By and large there has been a shift from dealing with crime and criminals as social problems to that or politicizing them.  Running on a platform of doing what is best for offenders does not get politicians elected; hence, there is more warehousing of offenders than providing services to help them become law-abiding citizens once they are released.

The adult education public service announcement being played on TV in the early morning and late evening was mentioned.

**Fee Collection and Auditing**
The state must assure to OVAE that programs receiving federal funds for adult education and are collecting fees; that those fees collected are going back into providing additional adult education literacy services that the program would otherwise be unable to offer.  It must be reported as income.  What you are able to use the funds for is very specific.

When our state-wide financial report is done the tuitions and fees collected has to be reported.  The formula to approximate this amount of monies from fees generated from federal programs was explained.  Monies collected must be used to help students become literate, obtain knowledge and skills necessary to obtain employment and self sufficiency and to help them to become full partners in their children's education.

On the budget sheet the fee collection amounts should be ear-mark to show what money it is and that it is going back into your program to support approved services.  The districts have a system

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in place to collect this data. Presently there is not a mechanism within school finance for community-based organizations to collect that same data.

*Auditors*: Each organization is responsible to have an independent auditor assure that the outcomes reported are accurate and valid. The auditor's information comes to the USOE and is reviewed with your URAED report to verify that it is accurate. If it is not accurate programs are asked to make those changes because the auditor's report is the final word. The URAED data summarized is put into our federal report, which is where we get the information for our fingertip report and negotiate our state targets with OVAE.

*Assurances*: OVAE requires that we assure the following: (1) That the outcomes are accurate. (2) That we can include the information in our outcomes statewide for our congressional report. (3) That financially what programs are doing meets the guidelines and the letter of intent for AEFLA and EL/Civics allocations. The next auditor report will be due September 15th. The auditor's outcome will be part of your new grant application.

Make sure your business administer understands the importance of the fees and tuition money coming back into your program. If you are part of a larger organization you need to be sure that the money is not being used to pay somebody's salary outside of adult education. It has to come back directly to benefit the intent of your program.

OVAE suggests that you not charge fees for any of your programs, because students can't afford to pay the fees and that is what OVAE is there for to give you the funding to support programs without a charge.

**Lunch**

**URAED Report**
Shauna gave a PowerPoint presentation on the URAED report which is due January 15, 2007. The presentation gave pertinent information and step-by-step instructions on completing the report. Refer to the URAED handout for theses instructions.

**UTopia OVERVIEW and Projected Timelines for Implementation (Toni Myers)**
Toni Myers did the UTopia presentation beginning with the various screens of the system and explained how to enter the necessary information that will soon be the responsibility of all programs. She walked the group through the different scenarios, and explained the purposes and definitions of the pages that are listed below:
- Define Sites page: Provides the site information defining the classes, dates and times of those classes, overlapping of classes and study periods.
- Staff demographics page: Provides information about staff including what classes they are qualified to teach. The funding percentages for teachers are provided and tied to classes they are teaching according to the funding source of their salary.
- Student Personal Data Sheet: Shows student enrollment demographics, contact information, ethnicity, and other ID information. The lower section is taken from the SEOP and will have the student's core short and long term goal(s). The economic, labor force, institutional and literacy programs statuses of students will be listed. Contact information is important for the students.
- Permission page: Will show those authorized to access and make changes on selected other parts of the UTopia system.

- Testing pages – ESOL and AHSC / ABE:  Provides the BEST or CASAS test scores and the TABE raw scores.

Toni allowed time for questions, answers and discussions regarding the screens.  There was specific discussion pertaining to the Staff screen.  Toni emphasized the importance of correct emails being filled in, and Marty explain information regarding the funding sources pertaining to the staff members.  The information is necessary for federal reports to OVAE.  As the explanation of all the screens was completed, Toni took the group back to the main menu commenting that everyone was probably ready to start "enrolling a student" and began another explanatory tour with them.

Marty indicated people had been putting UTopia together over the last couple of years, (involving several districts) and it had been a lot of hard work.  A schedule was disseminated showing the future training sessions that are scheduled throughout the state.

**General Discussion:**
Jeff spoke at length about the New AEFLA grant competition coming in the spring of 2007.  Of considerable importance was discussion of Direct Services to students and Administrative Expenses.  The AEFLA grant allows no more than 5 percent to be allotted to administration of a program.  Whereas school districts have little difficulty in coming under this administrative cap because of their other sources of funds, CBOs are at a distinct disadvantage.

In the past, the Utah State Office of Education has been fairly lenient in enforcing this cap; however, the federal audit team made it quite clear that every effort must be made by programs to comply.  Negotiating with the Utah State Office of Education for a slightly higher percentage is still possible, but requests for double or triple the 5 percent cap will not be honored.

Included in this discussion, was the new AEFLA application budget page and definitions of each of the budget categories.  Program intensity and duration will also be stressed during the new application process.  Past student academic outcomes are an important aspect in assessing the value of a given program.

Finally, federal guidelines make it abundantly clear that federal funds are supplemental funds and are not to be used to supplant funding from other sources.

**Adjourn**
Marty thanked everyone for their efforts in their programs and for attending the meeting.  She reminded everyone to drive home safely and to enjoy the Holiday Season.  The meeting adjourned at approximately 3:30 p.m.