

Adult Education  
Director/Coordinator Meeting  
Washington School District Offices  
St. George, UT  
**Tuesday, March 13, 2007**

**Welcome**

Welcome and introductions were given by Marty Kelly, State Coordinator of Adult Education. Adult education is important; we are providing a great service for the general public; therefore we need to let people know that adult education is more than hip-hop and walking the dog classes. A fun pig drawing game was enjoyed, which because it was requested was e-mailed to all directors and coordinators.

**UTopia**

Marty gave an update on UTopia. The first group to test UTopia was the Alpha group. The Beta group, including Garfield, Washington, Emery, Carbon, Kane and Grand school districts and Guadalupe has now been added to continue to enter data to test the system and find any glitches. UTopia is to be one unified system with live data ensuring to the legislature and others that our data is adequate and accurate. State office staff is concerned that student data including assessments and SEOPs are not being completed or accounted for. Since most of you have a K-12 background, you know what is required to provide an adequate student program. Adult education is requiring the same, as this is part of a good education program. Adult education is coming to a new era. Adult education in Utah is not what it was in the past.

State office staff is requesting that directors/coordinators let them know what they would like UTopia to track and make other suggestions they have regarding UTopia. Brian Olmstead and Ted Heal spoke about their success in testing UTopia; both are having positive experiences.

**UTopia Demonstration**

Toni Myers gave an overview computer demonstration and answered questions to familiarize the directors with UTopia. UTopia stands for Utah's Online Performance Information for Adult Education. The overview, which included a handout, gave information regarding UTopia's mission and what UTopia tracks and does not track. UTopia will be accessed by authorized staff members of all local adult education programs in Utah and will begin full operation July 1, 2007. Refer to the handout for details on UTopia's mission and information tracked.

The Beta group will be testing May through June. Hopefully they will find bugs and if not; then programs will find them as they begin using it in July. All programs will be trained on UTopia between April and the first part of June. It is expected that all program directors, as well as essential staff entering data, will be trained. One person per program is to be chosen to be a liaison for the program with the state office of education. This person will be responsible for setting up UTopia, defining the courses, giving permission/rights to others in the program to access the various parts of UTopia needed for their jobs. They will also be the contact person to work with the state office on any problems or needs with UTopia.

A live demonstration was given. The first screen has three columns for the main menu. The *Program* column has links for program, staff, classes and tools. The *Students* column has enrollment, SEOP, testing, credits, scheduling and contact hours. The *Reports* column has

student and staff information. Toni went through other screens demonstrating how to navigate the site, enter information and what rules apply to the various screens. A program's beginning and ending dates are very important when entering data. A site address with an access user password was given so that directors/coordinators could access UTopia. This will give programs a chance to look over and practice on the system; however the site will only be up until the end of March. Training will be given to program staff throughout the state and a memo was e-mailed to each program's director to let them know when and where their scheduled UTopia trainings would be held. Training will be from 8 a.m. to 5 p.m. and some travel and overnight accommodation expenses will be covered.

Programs would like UTopia to keep track of tuitions and fees collected. At some time we plan for this to happen. Other concerns mentioned were already on the UTopia report list.

### **ABE and ESOL/EL/Civics Standards**

Sandi discussed the standards committees for ABE and ESOL/EL/Civics and a handout regarding this was distributed. The first meeting will be March 23<sup>rd</sup> in room 241 at USOE. These two committees will meet together and then separate into the two groups. They will be looking at samples of standards and benchmarks from other states. The ESOL standards committee has been working on the standards based on the EL/Civic syllabus. This committee has been looking at other state's standards and they will decide on the format for the standards.

The ABE standards committee has not been established. We are asking for program participation on this committee. The developed standards will serve as the framework for course and curriculum decisions. If you are interested in being on the ABE standards committee you can sign the sheet being passed around. Teachers can work on this committee, it is not limited to just directors and coordinators.

The two committees will work on establishing benchmarks that will show academic skills needed for a student to move from one instructional level to the next. As students move from one program to another, the programs need to have the same standards. A survey, completed in the past, showed that teachers wanted help working in the areas of reading and writing. These are the two strands that will be focused on first in developing standards and benchmarks. Math will also be included. We would like to know what intermediate assessments work for you. These committees will also look at instructional materials and decide what materials are appropriately designed for adults.

To determine the needs of ABE and ESOL teachers a survey has been completed. The survey results indicate that teachers want a better understanding of what ESOL is, what strategies exist to teach adults and how to contact other teachers in the field that are working in the in the same area.

Regional support and training groups will be created. Regional facilitators will be identified and trained. In September trainers from the Center of Applied Linguistics (CAELA) will be available to help teach/train these facilitators. If you know of a strong ESOL teacher let us know so, we can ask them to act as a trainer/facilitator for a region. Travel and lodging expenses where appropriate will be provided. These trainer/facilitators will in turn train others within a region. Some of this training may be done by e-mail, once a month meetings or some other way that will meet the needs of program staff.

## **BEST and TABE Training**

There will be additional BEST and TABE trainings provided. A BEST training will take place before the end of this fiscal year and another one before the end of August. An e-mail regarding these trainings has been previously sent to programs, however a sign-up sheet will circulate for those who have not signed up. Another sign-up sheet for those in need of a refresher course in BEST will also be circulated. *By the end of this fiscal year we need to know who the BEST, CASAS and TABE trained test administrators are for each program.* A trained TABE assessor can train other staff in a program, but must go through the correct certification process by completing the training forms with CTB/McGraw Hill. Please check in the back of TABE manual for this information. There have been changes to the BEST Literacy test which have been more than cosmetic.

## **Handouts**

An adult education literacy links handout was distributed. The adult education posters (some large and some small) were given to any who wanted them.

*America's Perfect Storm - Three Forces Changing Our Nation's Future* was handed out. This article discusses what happens when our population doesn't have degrees. The researchers are very reputable and the article is well written. Marty encouraged all to read it.

The updated information for the Policy and Procedures Manual was distributed and everyone made the changes to their manual.

## **Lunch**

### **Financial Literacy Core Requirements**

Lisa Crane from Hurricane High School gave a presentation on the new required high school course on general financial literacy. The course requirement was developed because of the poor personal financial statistics in the state. It was developed at the state office, Lisa was on the team. It is a .50 credit class and will be required starting with the graduating class of 2008. Utah rates above the national average in personal bankruptcies and in mortgages foreclosures. Utah's financial statistics in relation to the nation were given; it is evident from the statistics that as a society we need to do a better job of managing personal finances. The "new rich" are those who want the best of life, but in order to have it they borrow when funds are low instead of cutting back on spending. Living expenses in Utah are the same as the national average, however salaries are lower. Utahans have more children, larger homes, more cars and a higher divorce rate than the national average. Lisa's presentation with statistics and web sites with information about personal finances are listed in her handout. Julie Felshaw (538-7859) / [julie.felshaw@schools.utah.gov](mailto:julie.felshaw@schools.utah.gov) at the state office in CTE has information on this required financial literacy class and the three-day training for teachers who will be teaching it. David Barker with state finance can also conduct presentations on personal finance.

### **Disabilities**

A student disabilities presentation was given by Susan Loving and Marty Kelly. Information given was referenced to tab E - "Adult Education Students with Disabilities Policy" in the Adult Education Policies and Procedures Manual. All adult education students are to be treated equitably. If you feel uncomfortable serving a student then refer that student to another program for services.

A definition of disabilities and information about the rehabilitation act is on the first page under tab E. The Individual with Disabilities Education Act (IDEA) and information regarding students through 21 years is found in the last paragraph. This is an important paragraph to read. The only way these students are released from rights afforded under this act is to graduate with a regular diploma, become ineligible through evaluation (test out), age out by turning 22 years old, or to die.

In transitioning students with disabilities out of the special education programs they maybe referred to other agencies, such as adult education. The student is responsible to disclose to program staff if they have a disability even though UTopia indicates that they have an IEP (Individualized Educational Plan). Staff can't suggest or directly ask if the student has a disability, but can ask evasive questions such as "Tell me the last grade you completed in school? Why did you not continue?" Depending on the student divulged information, staff can ask them to tell them more.

In Utah about 11% of the students are receiving special services, of these about 50% are students with learning disabilities and of those about 80% are males. On the actual student transcript it will not indicate that the credit received was received in a special education class.

The disabilities descriptors on page 2 are used for information when we refer to the federal government. This also applies to IDEA in Section 504 (page 2). If students come with an IEP and they turn 22 years old, then they are under 504; which will need documentation.

Section 504 (page 3) defines what a disability is and what it does not include and gives information about hidden disabilities. Learning disabilities and program responsibilities are explained on pages 4 and 5. It is important to find out if the student's disability has documentation and if and how it is impacting their daily living activities. Possible accommodations for BEST, TABE and CASAS are given on page 7. Examples of academic adjustments (page 8) and lists the student's responsibility (page 9) were discussed. Look at the disability your student has. If they say they can't read well; ask what accommodation(s) they have had in the past. This information will help you know what accommodations, if any, to provide for them.

When a student requests a certain accommodation, if he/she can't provide the documentation that what is being requested is a reasonable accommodation for the specific disability then the program does not have to provide it. The 504 accommodations were cover and Marty cautioned them about confidentiality (page 11). Information should be written in generic and factual terms. If a court case were to ensue then the documentation could be subpoenaed in court.

If a student is in need of accommodations the program person in charge (director) does not decide what accommodations are needed; this is to be a team effort. Most have access to a special education department; if you are a CBO and don't, then call Marty regarding your questions.

No student is entitled to a high school diploma. Students are entitled to the opportunity for an education. If a student cannot reasonably obtain a diploma within a year then maybe their goal should be to improve their educational functioning level. Special educational accommodations (when approved by the team) can allow a student to take a resource algebra class instead of the regular algebra class.

Local school boards approve curriculum and the units of credit. If you're operating without a board; your superintendent is to approve this. If your program offers ABE classes for credit, make sure the curriculum is approved. A committee is currently working on standards for ABE.

When working with students with disabilities you must provide factual information pertaining to realistic achievable goals. An example was given of a woman trying to earn a high school diploma, who was reading on a kindergarten level. This would not be a reasonable goal for a year's period of time, but could be a long term goal. Goals on your SEOP's are to be obtainable in a one year period of time.

Any student transcript from an accredited school is to be accepted (you cannot, not accept it). Students 22 years and older are ineligible for an IEP; they are entitled to Section 504 accommodations. With 504 accommodations the contents of the class/graduation requirements are not changing; but there is a leveling of the playing field, by giving accommodations such as large print, a peer reader, sliced assignments, or allowing more time to complete the assignment.

Since compulsory education ends at 18 years of age students can't be made to attend classes, but we can provide programs for them should they want to attend. Students with mild disabilities, communication problems or other problems, whose class has graduated, are not likely to come back. Teachers should provide direct services to these students considering other ways to administer assessments, such as with a computer, reading it to them, calculators etc. Try to think of what you can do to help them.

### **Civil Rights**

Marty filled in for Murray on civil rights, since Murray was unable to attend. Programs were cautioned to be sure their buildings were accessible for handicapped individuals. Restrooms must be wheelchair accessible; the doorways to classrooms must be wide enough for a wheelchair to enter. Directors were reminded that programs can be fined and summoned to a court of law for civil rights violations. All were asked to become aware of student disabilities which can be visual or hidden and to walk around their building looking for civil rights violations.

### **How to Organize an Advisory Committee**

Scott Greenwell, as a member of the State Office of Education Adult Education Advisory Committee representing urban program directors, gave a presentation to educate programs on how to develop an advisory committee. A sample of By-Laws, which are needed for a well functioning committee and to help with the procedures and operation of the committee, was handed out. Scott's PowerPoint presentation can be found on our web site <http://www.schools.utah.gov/adulted/Advisory/resources.htm>.

Scott also distributed a handout entitled "Adult Education Advisory Committees at a Glance." This handout briefly summarizes information about advisory committees. It includes the following: purposes, role of committee members, membership, membership appointments, and meetings. Advisory committees can help in difficult times, when what a program is doing is not only right but the best thing to do. An advisory committee can be an advocate for "selling/convincing" those in a community about the worth of adult education. Scott stressed that while shared decision making can be inefficient, it is the way of democracy. Herb Clark, the

chair and business representative for the state advisory committee, said that advisory committees support the goals and objectives of adult education.

Are advisory committees mandatory or optional for districts? Marty said that we are very strongly recommending them as OVEA has informed us of the need. Scott stressed that advisory committees are to advise and are not intended to direct or run the day-to-day activities of a program.

Nancy Birchall, also a member of the state advisory committee representing rural programs, shared her experience with her school district's advisory committee. Uintah and Duchesne school districts have a combined committee which meets once a month, alternating their meetings between Vernal and Roosevelt. The following are represented: DCFS, DWS, Youth-in-Custody, USU Extension, Northeastern Counseling, Active Re-entry, DSPD and Even Start. In their meetings they share information about new services and what those services can provide for them, new mandates by the state, workshops, and other events. Through cooperative efforts of the committee they were able to help a young girl 17 year old girl. Uintah district allows 16 and 17 year olds into their adult education programs. This young girl had failed in both Duchesne and Uintah school districts. She was in the Youth-in-Custody program, going through the court system and living in a foster home. She was enrolled in adult education and had worked hard to obtain her GED before she turned 18 years old. She is now enrolled in beauty school and is living on her own. This is an example of what can happen when different groups work together.

Judy Tukuafu announced that UAACCE was hosting an advisory committee workshop in Salt Lake on May 4<sup>th</sup> at Granite School District Office (2500 S. State St., Salt Lake City) 9:00 am - 3:00 p.m. She passed out the registration/information form. Additional information can be found at <http://www.uaacce.org>.

### **Public Service Announcements**

*UEN Professional Development:* A UEN resources handout was distributed. All teachers need licensure points which they can get through teacher professional development. The UEN website has many helps for teachers, curriculum tools and professional development activities that are free. Nate has indicated that he and his staff will do professional development presentations at your program site, for free, if you have at least ten participants. Nate can be contacted at [nate@uen.org](mailto:nate@uen.org) or call 801-581-4194. The UEN web site is <http://www.uen.org/>.

*UAACCE will host a corrections education conference* in October at the Federal House Academy in Draper.

*Mountain Plains Conference:* UAACCE will be co-hosting the Mountain Plains April 2008 conference in Salt Lake City. This will be a great opportunity for you to attend and receive in-service credit.

**Adjourn:** at 3:30 p.m.

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**Handouts were disseminated involving agenda items for the second-part of the Directors/Coordinators' Conference. The group received a "Welcome greeting," a few house keeping directions, and the morning session began with Sandi Grant addressing "Frequently Asked Questions" carried over from Tuesday's agenda.**

Sandi read the "draft" questions 130 through 139 and allowed time for questions, discussion, and clarification when necessary. She concluded with a statement that she had attended an OCR meeting, and according to OCR regulations it is mandatory to test in reading, writing, listening and speech.

**Policies and Procedures Updates**

Marty highlighted changes in the new Policies and Procedures Manual as well as reviewed new policies. She indicated the manual had been reviewed by OVAE for the 4<sup>th</sup> time in accordance with the corrective action plan, and said adult education had received feedback once again.

As Marty directed everyone through their manuals, the following notations were made:

- She emphasized there are significant changes in allowable and non-allowable state funds that will go into effect July 1.
- Under Tab #1, page 2, under Funding Code what may have been 1, 2, 3, 4 are no longer numbered that way.
- Under Tab #2, page 5, last paragraph should say "See Appendix G"
- Under Tab #2, page 6, first paragraph should say "See Appendix G"
- Under Tab #6, page 19, is a brief description of the MIS now known as UTopia (new terminology).
- Under Tab #7, page 20, has an underlined paragraph that pertains to programs located on state boarders and allows students from outside Utah to attend adult education programs without having to pay out-of-state tuition fees comparable to a local college. (Kane, Tintic, Logan, Daggett, and Box Elder)
  - Page 20, Paragraph 8, (directly below the lined paragraph). Reports need to go directly to Marty from the districts' and CBOs' business administrators regarding how much is collected in fees and tuitions. (OVAE discourages fees and tuitions.)
  - Page 21, 1<sup>st</sup> paragraph under Federal Rules is a direct quotation. Directors must be responsible and discern which student is fee-based under federal funds and charge accordingly to put in the right categories. (Either State, AEFLA, EL / Civics which are all coded.)
- Under Tab #9, page23, Program Audits and Monitoring, first paragraph, last sentence it should say "See Appendix M"
  - Page 24, Program Monitoring, first paragraph, last sentence it should say "See Appendix H"
- Under Tab #10, The GED Test – Eligibility to Take the GED Test #3,

- a. A letter from the school district within which the applicant resides indicating the applicant is not regularly enrolled in school and;
  - b. A letter from the applicant's parent or legal guardian authorizing the test, or a certified marriage certificate from the applicant if the applicant is married.
- No one can be accepted without two letters, one from the district and one from a guardian or parent.

Marty continued from the **Policies and Procedures** updates (tabs 1 through 10) on to the **Appendices** (tabs A through Z).

## **Appendices**

### **Tab A – Utah Assessment Policy – Page 2. Marty said the policy is new. Attention was directed to Local Program Responsibilities (Intake) and Enrollee and Participant Assessment Outcomes.**

Marty said to pay attention to the bottom sentences that were underlined and explained there will be differences from the old way regarding outcomes when we move into UTopia, and receive more detailed information training.

There was also reference to claiming a maximum of 11 contact hours per participant and credits earned in the 4<sup>th</sup> paragraph on page 2.

### **Page 4 (below the chart) – Academic instruction prior to doing the test.**

Marty said BEST practice requires 60 hours between pre- and post-testing. OVAE requires 100 hours, but the minimum is 40 hours of academic instruction for post-test assessment. When data is entered into UTopia and the answer is “yes” to the question “is it an exit student,” UTopia will track how many contact hours of instruction the student has had. Any student is test data who has had less than 40 hours of instruction, and will not be able to enter the post-test of UTopia.

### **Page 12 under Item 5. – Assessment Accommodations**

Marty questioned whether or not the group fully understood the meaning of an IEP. Marty indicated that the same “bulleted” items which she reviewed under “Documentation of a disability must” will also be forthcoming in UTopia as well. Comment was made there were three major disabilities identified as physical, mental and learning disabilities.

Any information gathered on a student remains confidential and needs to be maintained in perpetuity in his/her file. If another agency requests release of diagnostic reports obtained from another agency they have to be obtained from the agency that they originated from, not from the director/coordinator. Typically medical information is released only to the directors as the provider; it is not supposed to be released to other agencies.

### **Page 14, 3<sup>rd</sup> paragraph down regarding post-testing**

Marty said post-testing is critical with UTopia coming on line, and indicated there were two ways to post-test. This section involved considerable time for discussion and questions regarding various issues such as full assessment, determining level gains, “roll-over” into the new fiscal year, pre-test, EFL for the new fiscal/program year, etc.

Marty concluded with this section by saying that when UTopia comes on line the programs will like it better and this area will be less confusing

### **Page 16, Social Security Numbers**

Marty made a notation that was not written under the policy. She indicated that at the exit quarter as the student exits and when the programs get ready to do survey or a data match, there has to be 51 percent of the students with social security numbers during the quarter the student(s) exit or programs will have to do a survey of exited students. Marty said not to worry about it this point in time, it will be down the road.

### **Page 18, Staff Training**

Marty reminded the programs of their training responsibilities throughout the year that involved BEST, CASAS and TABE. She also said she needs a report of those people that are TABE trained by July 15th with those names that will be testing for the following year. For those programs using CASA, she needs a report by July 15<sup>th</sup> as to who is CASAS certified with a letter from CASAS saying who will be CASAS certified for the following program year.

### **Tab B, (Third Document) – SEOP (Goal-Setting Procedures)**

(Under Goal Setting – 3<sup>rd</sup> Paragraph down)

Students who are enrollees need to have an SEOP and at least one goal, they may have two goals. Remember goals must be attainable within a program year, make sure they are realistic, and student driven (not program driven). Make sure you meet the needs of the students, not what you think the student needs and not what you think the program needs.

### **Page 4 of the SEOP**

There is a paragraph about rolling over the SEOP into the new program; you will get more information programs are trained for Utopia.

### **Chart on page 5.**

Marty said this is where it talks about the surveys. Having social security numbers is important for data matching with DWS. If your client has these goals we will do the data matching. If your student does not give a social security number, this tells that when the student exits, a survey may need to be completed. Utopia will pick out a report for you, and more information will be coming. The chart specifies different periods.

You have to make sure you have social security numbers because this is the big thing for data matching with DWS. If your client has these goals we will do the data matching. If your student does not give the social security number this tells you when you have to do your survey. Utopia will pick out a report for you, and more information will be coming. The chart specifies different periods.

### **Page 6 – Not Written, but please make a note**

Again, it is not written, but you have to have 51 percent of the students' social security numbers **during the quarter that the students exit**, or programs will have to do the follow-up surveys.

### **Tab D – Distance Education**

Marty explained this policy is in draft form and gives you a program option, not all programs this coming year will be able to do this because you will be writing it into your plan.

Marty read through the **Distance Education** section with the group allowing time for questions and answers. Under one of the headings of Program Responsibilities, there was much concern and discussion involving the bulleted section that stated: “*distance education students may not*

*choose to take a combination of distance education classes and traditional adult education classes simultaneously. They must choose one or the other.”*

Marty indicated that the key is the student’s primary instruction pattern. Adult education must be in the presence of an adult education instructor. If a student chooses distance learning he cannot come into a traditional education center at the same time. She explained this policy comes from OVAE and it is a distance education model they have used in several states. They are very stringent on the fact there is a difference between traditional learning in a learning center vs distance education and these two do not talk to each other. Distance Education is not approved for everybody, and OVAE has not approved distance learning education for contact hours while it is being done as a pilot project.

Marty directed the group to the last section in the Distance Education policy draft, completed the reading, and explained some grant application instructions. She concluded with information that this fiscal year a couple of programs have been authorized and invited Steve Chadez to talk about instituting Nova net into Box Elder’s program.

Marty emphasized that Distance Education is not for everybody. If programs have the capability of meeting the needs of their students by coming into the traditional classroom than so be it. The traditional adult education approach may be the instructional/learning approach for the student. If a student is taking an assignment home in another instructional area on the weekends and bringing it back on Monday that is still part of the traditional approach.

The distance education program is for those students who typically want their GEDs or diplomas but cannot religiously or continually come to class on a regular basis. If a student is spending a majority of his/her time in a learning lab, that’s not distance education. If a student struggles and doesn’t meet the timeline for turning in his work, then distance education is probably not the best for the student.

Marty suggested reading the section and thinking about it to see if programs wanted to put it into their AFLEA plan as part of their approach.

**NOTE:** Since the directors meeting, the distance education policy has been rescinded for further study by the distance education committee.

#### **Tab F – Out-of-School Youth**

Marty said to pay attention to the notion that out-of-school youth is any one that is 16 years or older. Pay attention to the Local Program Responsibilities especially if they have disabilities, pay attention to UBSCT if the student decides to go back over to K12 and drop out of adult education and drop back into K12 that they will have to follow the UBSCT guidelines and K12 graduation requirements.

#### **Tab G – Adult Education Graduation Requirements**

Marty indicated her goal this summer is to update the board rules and put all the adult education board rules under one rule. She said to bear in mind that graduation requirements are based upon the standards set by the State Office of Education and agreed upon by the local boards of education. Right now the minimum is 24 units to graduate some districts have 27 units for graduation. Marty directed attention to the additional credit options on page 3 as well as the other charts that followed with a few explanations.

Marty reminded the group about the US Government and Citizenship credit that will go into play with the graduating class in 2006. Also the General Financial Literacy is a new graduation requirement and goes into affect with the graduation class of 2008. This coming school year's class has to have it. Marty encouraged everyone to take advantage of the free classes for the teachers.

Marty answered questions to various information on the charts indicating they had been provided by Brett Moulding. She indicated graduation requirements as we have known them in the past "are a thing of the past," and will probably be changing on a yearly basis. She said it is important to follow the Board of Education Rules. Graduation requirements are always going to be applied.

Marty encouraged programs to have their questions clarified by their district boards because they approve the credits.

### **Tab J – Funding Sources**

Marty directed attention to Tab J, State and Federal Funding responsibilities, and said to pay attention to what their funds could be used for. She reminded everyone they cannot buy food with AEFLA funds (there are certain guidelines for that). She highlighted the subtopics encouraging everyone to look them over and be aware of the information under them as well as reminded them of the general accounting rules, reports and state plan she had disseminated in the meeting.

Marty explained she felt she had covered the significant parts of the manual and the remaining portion was self-explanatory. She encouraged anyone with questions to call any of the adult education staff for assistance.

### **Accreditation**

Marty talked briefly about program accreditation. She told programs they should consider having their program accredited by filing a special public accreditation standard found on the USOE website under special purpose schools. Marty indicated accredited schools give credence to their programs allowing students to enter college from a Northwest accredited program.

### **Program Monitoring**

Marty named the items that the state will be looking at when they complete a program monitoring visit. The visit will include a review of budget sheets, a state plan, and the process of how the program is set up.

### **URAED**

Marty indicated the next URAED report will be the "very last" one that programs will have to do. She discussed some common issues among the programs (contact hours, enrollees, and level gains) and cautioned them to pay attention to their level gains. She also indicated over the last couple of years she has made several phone calls to programs due to significant differences she noticed between their URAED reports and the independent audits.

Marty reminded the programs the independent auditors are hired by their districts, and if programs find differences or don't agree with them, they all have the opportunity to consult with the auditors to clarify and make corrections.

Marty mentioned the new website, and reminded everyone the URAED reports are due July 15, 2007.

### **Nate Southerland (UEN)**

Nate gave an overview of professional development courses that are accessible from UEN. He indicated they are free, and available to any adult education staff. The courses are taught on campus at the University of Utah or they can be scheduled at various program sites as long as there are five or more people participating. Nate said to schedule these courses go online to UEN.org and click on *Professional Development*, or call Victoria Rasmussen at 581-7862.

Nate also showed the public service announcements for the group as well as named the local stations that were in receipt of them who should presently be showing them throughout the state.

### **Review of Handouts – Legislative Bill (Teacher Stipend for Adult Education Staff)**

Marty addressed a handout regarding a legislative house bill providing salary increases and bonuses to teachers, school administrators, librarians, guidance counselors, etc. (all school district employees). It was indicated that the legislature would annually appropriate money for educator adjustments for full-time equivalent positions. They would appropriate a partial amount for educators that were not full time. Adult educators must be listed in CACTUS by a school district to be considered.

### **Instructional Technology**

There is a pot of money allocated to school districts for educational technology. Marty encouraged everyone to get on the “bandwagon” because they are entitled for some of that money.

### **Jeff Galli – 2007 – AEFLA Competition**

Jeff gave an overview of the grant writing process that is scheduled in a few weeks. He explained there will be a review team to read applications and make decisions, he reminded the group that 95 percent of the funds go to classroom activities and only 5 percent goes to administrative expenses. He recognized the difference of rolling grants each year, and facing competition among each other this year. Even though he is sure there will be more requests for funding than there is available, he encouraged everyone to take the opportunity to apply, stating, “Who best can use the money to get outcomes.”

Jeff indicated adult education is looking at a six week process and will start as soon as they get word as to how much money is available.

### **State Money (Documents were disseminated)**

Several different documents regarding the state application packet were disseminated with Jeff explaining them and clarifying any questions. He explained adult education has always asked for the budget, and they are going to require that programs declare how they are going to spend the funds. Jeff said figures will need to be more specific all the way down on the budget sheet, and when adult education state staff come to do a program review, they will request a printout as to how the money is spent. He said if the program has state money or P & I money, they want to see how it is spent. (No more penciled marks in the margins on papers.)

**Budget Sheet 2007-08**

Jeff distributed the adult education 2007-08 state funding allocation table and explained it to the group allowing time for questions and answers. He indicated that the formula was driven by outcome, and there are some districts that will be receiving less money in 2007-08 because of their outcomes reported on their 2005-06 year URAED report.

**Adjourn**

The announcement was made that there will not be a Directors/Coordinators' meeting in June because of a UTopia training.

Marty said adult education is going to move forward with standards.

The meeting was concluded with Marty "thanking" the directors and coordinators for their attendance, and she told them they were awesome and doing a wonderful job. Everyone was told to have a great year, and to have a safe trip home.