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ADULT EDUCATION
REGIONAL DIRECTORS MEETING
Snow College Richfield Campus
800 W 200 S
Richfield UT 84701
October 25, 2006

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Welcome/Introductions
The group was welcomed and introductions were made throughout the room. Marty asked some true and false questions regarding, *"What do you know about the Adult Learner?"*

Manual Updates
Marty emphasized that major updates for the Policy and Procedure manuals would take place once a year and most likely happen at the March meetings. She said due to OVAE's visit this past summer, and the significant changes they made to some of the policies, there will definitely be some revamping of the manuals this coming March.

Marty indicated programs would receive minimal policy changes throughout the year, and to ensure they were in receipt of the most recent documentation; dates would always be in the right-hand corner of the documents. She gave instructions to dispose of the older dated policies and replace with the most recent policies.

Adult Education Basic Program (Handout disseminated - will be effective at Director's Meeting November 8, 2006)
Marty directed attention to the handout, "Adult Education Basic Program" and emphasized when programs submit a grant, (districts or community-based organizations) it is mandatory that superintendents or executive officers sign off on assurances indicating they will comply with the expectations of the State Office.

Marty reviewed the bullets, making special notation that good programs are strong in intensity, duration, and rigor; meeting the needs of the community and clients. Clients should be receiving a minimum of at least 60 hours of service per year.

In addition to reviewing the handout, Marty went over compliance issues and reported that some programs had still not submitted URAED reports. The final URAED data drives the national report, the Finger facts and the new FACT sheet, in addition to serving as the funding base for the coming program year. Audits from several CBOs and districts are still needed. The auditor's figures drive the correlations and matching of the URAED data, Everyone's help is needed to ensure accurate data.

Marty reminded everyone there was a state plan and federal grant application deadline to receive funds for their program. She reiterated that the superintendents or executive officer must sign off that they will comply with the expectations of the State Office. Program directors commit they will be in attendance at meetings, and submit reports when requested. Marty asked if anyone had completed the adult education advisory committee survey that had been sent to programs prior to the regional meeting. An advisory committee for each program provides program assurance and support for funding allocation. If programs haven't filled out the survey they will be doing so at the November 8th Directors' meeting. Nate Southerland is compiling all of the survey information to the state Advisory Committee. A question was asked how to answer the questions if they didn't apply to the program and

Marty indicated "NA." She encouraged any program that still needed to complete a survey to please do it as it would be helpful.

Certified Teachers
Marty reminded programs that anybody issuing credit in a high school completion program has to be a certified teacher. A question was asked what about a teacher who had a lapsed license, and Marty said they had to recertify.

Questions about MIS
Marty addressed questions regarding the MIS. The beta testers will finalize on Monday all the business rules that go behind the scenes to write the program. At the same time the program is being written, it is hoped that the beta testers will actually enter live data in December and January. Other programs will start coming on in February and March. Statewide training will start in April or May. Wide implementation is July 1. Marty indicated the programs will love it and explained some features of MIS. She encouraged programs to secure a PC in their program; they definitely should find a way to get funding for one in order to be on line with MIS if a PC is currently not available.

Perkins Funding
Marty indicated that Perkins had been reauthorized. She indicated adult education is under WIA, Title II and it has not been reauthorized and may not be for several years. She said she was going back to Washington in November for training. Marty said that we are thinking very seriously about reopening our federal grant award for applications. If that were to happen we would do so in March. The programs would have to reapply for the funding, submit the application and the new multi-year awards would awarded in July.

Federal Money
Shauna described a question that came up at the UAACCE Conference where a program had written a two-year federal grant and was now going into its fourth year with it. She explained it was because AEFLA reauthorized the funding. Four years ago the program had competed for that money and its grant was awarded for two years, however, it only received funding for one year because there was no guarantee there was money from the feds for that second year. Due to the fact there was no reauthorization; the state chose to roll that money over for another two years and the state opted to send an award letter.

Shauna said what we are looking at this next March 1 is to have a new competition starting out with new grants because of our new corrective action plan. The grants may look a little different and those that have federal grants will be notified of the new competition. The competition is wide open and will include everybody which involves libraries, higher education, housing authorities, consortiums, community-based organizations, LEAs, etc. She said there may be organizations we haven't seen before applying for a grant. Shauna disseminated a handout to talk about the sources of funds from the State Office of Education.

State Money
Shauna said when Marty alludes to a state plan, (it is essentially a program's state application) and it is very important they have one. She said, "If you don't provide a state plan, we don't have an application for your state money." Shauna indicated a state plan is a narrative telling the state what the applicants' basic program looks like and what they plan to do with the funding. The funding is divided into 12 monthly allocations, and can be withheld if the state does not receive a plan.

Shauna reminded programs that state money comes from a base and everything else is generated on outcome, level gains, performance, GEDs, contact hours, credits, etc.

OVAE Determines Federal Money for Utah
OVAE looks at how many people finish the 8th grade, and they look closely at the ESL population. There are three areas of federal money: P&I, EL Civics and ABE. There was a time when the state said to use federal money for those three program areas, and use state money for high school completion. Emphasis was placed on signing assurances and programs being accountable on their URAED.

Supplemental Formula (handout)
Jeff emphasized that North Sanpete and Sevier School Districts, (who have Macs) may consider applying for PC computers through supplemental funds. He went on to address the handout regarding the supplemental funding formula indicating the number of students enrolled in the program (Enrollees) account for 25 percent of the money, measurable outcomes account for 50 percent, contact hours account for 16 percent, the state holds 2 percent back for supplemental, and every district gets a 7 percent for a base.

Supplemental requests have been reviewed from districts with less than one percent measurable. The state is now in the second phase and districts with more than one percent can apply. Because there is so little money requests should be reasonable.

Value of Measurable Outcomes (handout)
There was a time when programs didn't want other programs to review this sheet and compare what they got or didn't get, or to see what other districts were doing. However, Jeff explained this document is a great tool. For example, Tintic and Piute who both serve 11 students have different outcomes, and it could be to the districts' benefit to discuss their differences in determining each district's positive results.

12 Steps to Look at While Writing a Grant (Handout)
Jeff directed attention to the handout he disseminated to the group that included 12 factors or considerations that should be incorporated into the state's request for proposals. Jeff indicated he has been funding them in the past but is going to be looking at these items a lot harder from now on based on the corrective actions and pressure from OVAE. He encouraged the programs to make sure the 12 areas are covered and show intensity to meet the readers' expectations and reminded the group he won't be the only person reviewing them.

- Measurable Goals
    - Is the program planning on having some outcomes?
- Past Effectiveness:
    - A review of data history to see what has been the programs' rate of successful outcomes.
- Serving Those Most in Need
- Intensity of Services:
    - We will be looking at this item a lot. Is the program offering sufficient services to have any decent outcomes? Is it reasonable to have outcomes?
- Effective Practices:
    - What are you doing – just giving packets hoping they will fill it out and give it back to you; providing class instruction; individualizing, etc.?

- Use of Technology:
  - What are you and the students involved in? Is there a TV, computers, instructional software to meet the adult learner, etc.?
- Real-Life Context:
  - We are talking about adults. Are you coordinating services? Is your program real-life relevantly focused?
- Staffing
  - Are your people qualified? Who is actually providing the services?
- Coordination
  - Are you coordinating any activities with DWS, higher education, and CTE?
- Flexible Schedules
  - Shauna emphasized that a big issue under this item is **collaboration** with DWS for families to get transportation help, childcare help, etc.
- Management Information
- English Literacy

Consortiums with Other Programs
Marty referred back to a question Brian Olmstead had regarding "recruitment" He said it was a good goal but he had a concern about shutting the small programs down and explained several scenarios for the group. There was discussion of creating consortiums or partnerships with other programs to build enrollees and more intensity. Marty suggested if there were not any changes in a program year after year after year, then "yes," they needed to come up with some other resources.

Shauna interjected also that when the URAED report showed no "enrollees" but only <u>participants</u>, then programs needed to be reviewed, and Marty said that is where it comes to building intensity.

Following Your Student (Handout)
Marty directed attention to the handout indicating there were a couple of changes to this document. She pointed out the first change was to take out the **"within 60 days"** and replace the words **"within May or June."** (She proceeded to review the outline emphasizing the first 12 hours with a student are really critical while doing the intake.)

The rule says there has to be 60 hours of instructional time before you can do a post-test with a student. (The test has to be a full assessment.) The new rule: when 60 hours of instruction are completed, the test that has to be given is the test that the student qualified for at their Entering Functioning Level. For Example: a student who qualified in reading, would only have to post-test in reading using the TABE Survey. If you have an ESOL student and he only qualified in speaking and listening, that is the only section you have to give (BEST Oral). However, in May or June if you have a full 60 hours since your last post-test, there is an option. Administer just that sub-set again to see if there are any additional level gains for the fiscal year, or administer a locator and/or a full battery and a full survey (Literacy BEST and BEST Plus) and use that as the students' Entering Functioning test for the new fiscal year. (Get it over with.) That is why May and June are on there. (Marty indicated that if you know a student is only going to be in a program for 40 hours, a post-test may be administered.)

Marty completed reviewing the handout with various scenarios to help understand some of the processes regarding transfer students, GED credits, contact hours, enrollee status, level gains, etc..

Audits and Reports

Marty explained records have to be kept forever. Once the MIS is up and running external audits will be a little different because there will not be a URAED. The auditors will be given a printout of all of the students and their responsibility will be to sample "X" number of students in each of the categories to check the files for data matches against the MIS.

Marty said the timeline will be the same, (**due by September 15th**) and the data will be cleaner. Marty explained she has currently been reviewing the reports against the URAEDs as they have come back from the auditors, and noticed programs have either been shorting themselves or have added extra figures, and they are not matching. (If program audits didn't match the URAED Marty sent them back for them to be reviewed and adjusted.) She has requested programs to take their documents and adjust their URAED because that is what they are funded off of, and that is why the auditors are paid to come and certify their data is accurate.

Level Gain Areas (Handout)

Shauna directed attention to the section called ABE 1 student of the handout that was disseminated and began talking about an Entering Functioning Level. *(Marty had talked earlier about assessing a student at the beginning of the year, and assessing the student at the end of the year, as well as establishing an Entering Functioning Level.)* It is a very important concept. It helps the program director determine course work, and determine where the student's skill and competency level is at for that year.

Shauna asked how level gains are determined and an example was given as an ABE 1 student's Entering Functioning Level being lowest score in math. After 60 hours the student was post-tested and progressed within the level going from 312 to 314 (TABE scales scores) which is a level gain. For reporting purposes this can only be applied to math. Shauna indicated depending on how much instruction the student received, there could be more level gains within the year.

A question was asked if the federal government gives a reason for the way this system works, and Marty and Shauna explained it is a system developed to help determine what we are actually doing with a student individually because adults are sometimes only lacking in one area and have more ability in other areas. Marty said it makes programs focus on the lowest level of the student and narrowing down on the academic need of the student for self-improvement.

Reference was made to community-based organizations that are literacy programs only, and whether or not they would only give a TABE Locator and reading assessment. Response was made that it would still be mandatory to give a TABE Locator and Full TABE survey because a student's lowest area still needs to be addressed even if it is math, and the focus of the program is for a reading improvement.

Shauna wanted to emphasize how important **scale scores** were and to make sure everyone understood them. She explained programs directors didn't know how to determine level gains and couldn't determine whether or not students were "GED ready." The MIS will soon be the determining factor, because a director will enter raw scores and the MIS will return a scale score that will allow more readily data to allow programs to make an informed decision. Marty indicated McGraw Hill also has a section of TABE Complete Battery that can be administered to assist programs in deciding if a student may be ready to take their GED. The State Office also has a TABE in Braille that can be checked out..

CNN Article regarding High School Dropouts (Handout)

Jeff addressed the article from the internet, and indicated he felt the percentage of dropouts was worse than anyone thought. (Maybe some people are not aware of the situation.) He indicated Richard

Kendell, Commissioner of Higher Education, recently addressed the Appropriations Committee stating there was a dramatic amount of financial difference between the high school graduate and someone with post-secondary education. The article gives a sense of where the United States stands in the world.

UTAH Program Year 2004-05 (Handout)
Marty addressed the Congressional Report for Utah. There were numerous charts that showed various categories of data in relationship to adult education in the state of Utah. The MIS will allow for greater reliability in program data. Data can be pulled on high school diplomas, GEDs, those that obtained a job, retaining a job, etc. That information can be used in the future when OVAE staff and legislators review our programs.

Jeff talked about an article that indicated we were serving 30,000 but that there were many more persons in need of education; however, depending on the economy and various situations, it is difficult sometimes to get them back in school. In rural Utah there may be many who are doing very well on the farm and others who may have good paying jobs without an education.

Building Intensity and Issuing Credit:
There was a discussion regarding what rural districts could do to build intensity amongst their programs. LaVoy from Millard said that their program is housed with the college and often the college students will talk to family and friends encouraging them to enroll in adult education classes. LaVoy stated that they have a good relationship with Workforce Services and are also partnering with CTE. Some CTE students' skill levels are such that they need adult education. In Fillmore, the adult education classes are in the high school. They also market their program with flyers and have listed on their web page the classes being offered with the times.

Marty asked about their partnering with the alternative high schools to recruit those that you know will not make it though the alternative high school program or the parents of these students. One district said that their program was located in the alternative high school and another district said that they take the list of drop-outs and meet with them. Marty sits on a committee that works with drop-outs and she said that the state office only gets number of and not the names of these students.

Marty said that a 16 or 17 year old, who has been withdrawn from the K-12 program and has letters from the superintendent and the parents stating that fact, can be enrolled in adult education. If they choose to go back to the K-12 program, then they must follow all the K-12 guidelines and any credit they may have earned in adult education can be applied to the K-12 program at the direction of the local board of education. If these students return to their high school they have to pass UBSCT. If they go through adult education they don't have to pass UBSCT.

We do not want students going to adult education because they think it is easier. If they have not dropped out and are concurrently enrolled then programs will get money from the WPU (which is more) and will not get adult education funds for the student. You also cannot count the diploma as it will be issued by the high school.

We are encouraging adult education programs to become accredited. If you issue credit and your program is not accredited then it may not be recognized by higher institutions. However anybody can go to college based on their ACT and SAT scores.

UBSCT

Marty asked which of their programs take seniors who should have graduated with their class and accept them into their adult education classes, so they can finish getting their credits to get their K-12 diploma. This can be done if the student earns their credits within that summer; however the student can not be counted for funding as the WPU must follow the student who is completing a K-12 program.

Any student that came out of the class of 2006 who failed the UBSCT and wants to get a passed UBSCT diploma has that opportunity this program year (2006-07) only. Offer them the two testing slots (October and February) and then if they pass, it will be up to the district to change their diploma. After this school year any student who has a failing UBSCT diploma cannot have their diploma upgraded to a passed UBSCT diploma and cannot attend an adult education program for that reason. For adult education diplomas the ruling from the attorney is that any diploma issued after June 2006 has to have the wording "Adult Education Secondary Diploma"

Lunch

SEOP Form

The SEOP form is related to the state's corrective action. We are in the process of updating it as there is no place on the form to put an occupational goal. The first part of this form is intake/demographic. The SS ID # means student service ID number, which will follow the student through higher education. There will be a slot to put refugee number, a slot for DWS case worker and a place to identify a student with a disability. We are adding maiden name and taking out the age, cell phone numbers will be added, and for data purposes we will indicate if they are a drop-out. Goals will no longer be primary and secondary but short term (an activity that can be completed within a year) and long term goals. The MIS system will self-populate or update automatically when additional information is added, such as obtaining a GED. The testing page (second page) will also have some changes. Programs will be able to print a paper copy which will look like the one on the MIS report.

It is important that you get a release of information so that you can share information back and forth with DWS and so that the statistical information can be generated for data matching purposes from the MIS system. Having your Memorandum's of Understanding (MOU) in place with the Dept. of Workforce Services and any other agencies that you work collaboratively with is important.

Assessment: Shauna said that in regards to assessment it is necessary that the name of person proctoring the student's testing will need their name in the student file and on the SEOP form. The tester needs to certify to administer the tests, and the auditor will be looking for this.

When assessing a student you are looking to establish the EFL, and to measure level gains and make programming decisions from this. You will need to keep their score sheet (shred the rest). In answer to a question regarding EFL and the students score regarding ESOL, Marty said that if a student shows up as an ESOL 5 or 6 or even a high 4, you may want to give them the TABE test and put them in as an ABE student; you can still focus on their language; doing this may help you to obtain more level gains. However this depends on their SEOP goals for the year; if it is just language acquisition then they should be an ESOL student, for the whole year. We are one of four states that offer an adult education secondary diploma.

Corrections Education

Jeff gave an overview of the background and history of corrections, explaining the rise of prison and jail populations over the last century which has gone from 50,000 in 1900 to over 2.2 million in 2006. 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 Utah legislature in 1987 enacted a statute that gave the responsibility of educating offenders in the custody of the Department of Corrections to the Utah State Board of Education. In subsequent years, the Utah Board of Regents was added as a partner. As a result of this collaboration, there exists a full spectrum of educational services for offenders housed at the two prison sites and the numerous county jails throughout the state. This past year, 634 high school diplomas and 459 GEDs were awarded to offenders. Additionally, there were 8 Bachelor Degrees, 62 Associate Degrees, and 75 vocational certificates awarded. The above mentioned statute sunsets in June of 2007, but the outcomes (every $1.00 spent on corrections education results in an $11.00 savings for the state, due to reduced recidivism) are so dramatic that reauthorization is a foregone conclusion.

Jeff also spent time discussing the thousands of probationers and parolees under supervision by the Department of Corrections. State law requires that these individuals be actively engaged in pursuing a GED, high school diploma, or vocational certificate if they do not already have one. Those present were encouraged to contact their local probation and parole officer to make sure that these offenders are referred for adult education services.

UBSCT

Marty read the information regarding the K-12 student who leaves school, enrolls in adult education and then return to school (K-12 program). They will be held accountable to all K-12 requirements including UBSCT. Academic credits earned in adult education may or may not be accepted for the K-12 graduation requirements depending upon the direction of the local school board. GED credits earned in adult education may not be counted towards a K-12 diploma.

Fee Collection

Corrective action required from OVAE is that any fees collected must go back into adult education programs. The state code is that fees can be charged up to $100 per client. The fees information that you turned in last June as to what you had collected (registration and other fees) totaled eight to nine hundred dollars state-wide. There was a discussion with the district directors about fees and how they were collected and reported to the business administrators and if they are in fact returned back into the programs.

Each December we report to the federal government the dollar amount that has been collected in fees. These collected fees must be put back into programs to support adult educations programming opportunities. Marty's concern is that these monies may not be going back into the programs.

Program Reviews

Shauna said when we do program reviews and get your print-out of your revenues and expenditures, it is not always clear that is happening with these revenues. The business administrators do not know why we are separating the funds out, as they put it all under adult education. The federal law EDGR guidance requires strict accounting of federal dollars. If the funds are federal they can't be put into "one

pot" called adult education. A discussion regarding this money and putting state and federal funds together followed. Marty said that when the MIS is running we will be able to track how funds are being allocated on personnel and if the source is from state or federal.

Maintaining Student Records and Program Assurances
Marty went over the information on this handout. She stressed keeping files in a secure manner, updating demographic information, and keeping the SEOPs. A transcript is necessary or you can't count the student as graduating. If you have a student who has been in special education, there may be special accommodations that need to be provided for them. Certain students may need psychiatric evaluation to make sure that you have proper documentation on what you are providing for them. Be sure that you keep these records confidential.

Marty advised directors to make sure if students graduate that there is documentation that the student actually did graduated. If a student exits from the K-12 program as a special education student with a certificate of completion or special education diploma, then they are through with special education. But that is not to say that you should not be aware of their needs and provide accommodations as needed for the student to meet with success. These students have waved the right to have a special education program but not the right for an accommodation. For some students it may be advisable to partner with vocational-rehabilitation for possible service/accommodations that will meet the student's future vocational educational needs.

Additional Program Assurances: Marty said to make sure that your program staff are qualified and that you are using administrative personal and instructional staff appropriately. In rural Utah your administrator often becomes your assessor, your custodian etc. While it is difficult, use discretion when it comes to who does what job. Marty also cautioned programs to be especially careful when they make public flyers, there should not be any implication of discrimination on them nor on your website. When your superintendent signs off on the assurances you are assuring that your files are secure, that your reports are submitted on time and that you will follow the state rules, policies and procedures.

Number 10 states that "By accepting federal funds, programs agree to provide state and/or local matching expenditures equal to or greater than the aggregate amount expended during the preceding fiscal year." It goes on the give the match amount needed. More information will be given when we talk about the grant writing process.

Number 8 states "State and federal required program data will be collected and entered in the state Management Information System (MIS)." For now this means you will do the URAED report.

In addition make sure that you have inter-agency cooperation and that you are working with agencies to improve you program. Your advisory committee should be active and involved with this, ensuring your program is effective and meeting the needs of your community.

World of Adult Education
Shauna had a handout of her PowerPoint presentation that covered intensity, duration and rigor. She said that rigor is meeting the core K through12 requirements. "Sufficient intensity and duration is to give instructions and keep students long enough to achieve substantial learning gains." Is the duration of your programs long enough that if students came one hundred percent of the time they would get enough instruction to have success? Are we offering classes often enough during the year that those students are helped to succeed?

Intensity is what your staff is doing as far as addressing adult learning styles and those things that Marty mentioned at the beginning. Ask yourself if you are incorporating the students experiences that are important to them in their classes. They may only want to learn to read so they can read to their children. If we can incorporate their needs into our classes they will have more meaning.

Retention is to use strategies to keep students long enough to see progress, to obtain goals, have successes and achieve outcomes. The feds say that the "No Child Left Behind" is scientifically based reading research. Adult education is no different; ours is "Use instructional practices such as phonemic awareness, systemic phonics, fluency and reading comprehension that research has proven to be effective in teaching individuals to read." Utah has not had emphases on teaching adults how to read. One of our community-based programs is teaching those who are below a fourth grade reading level how to read. We can incorporate this approach with our low level literacy students.

Standardized assessments: The EFL is based on the student's lowest scale score level. That should be were programs are spending a good portion of their instructional time. If my lowest level is math hopefully I'm spending some time in math and not just on everything else.

Definitions: Some definitions have changed because of the MIS and the business rules. We have changed the definition of an enrollee to someone who has twelve or more contact hours, has been assessed with the pre-test from which an EFL level has been established and an SEOP has been developed. Shauna said that when reviewing programs some have many participants and no level gains or progress within a level. If you don't do an SEOP and give the complete TABE test or established an EFL for that year for the student then he/she is a participant and the most you can count is eleven contact hours (another reason to assess).

Level Gains: Level gains are established with a pre- and a post-test. An instructional level gain and a grade level gain are not the same. A grade level gain does not mean anything in our reporting system. Our level gains are based on scale scores, but the Dept. of Workforce Services wants to know what grade level their clients are at. Marty said that the reason is with their re-authorization with TANF funds they have to certify those clients functioning below a ninth grade level. It is a relationship of the client's ability to benefit to the amount of services they will be receiving. In adult education we are not talking grade level as that can be meaningless. Grade level would not mean that I have all the functioning competencies of a grade nine, as that varies from state to state and from district to district. We have people who are certified in the administration of the TABE and BEST, but some programs are not testing in all of the areas on those tests. If you are not testing all the areas your tests are invalid.

*Closing***:**
Marty commended those at the meeting for the work that they do. She said it is not always easy to work with adult education cliental. It is important to make your clients feel that they are important and are invited into your classrooms. Deal with them on an individual basis. Get to know them personally and learn to empower them and make them feel welcome. She suggested that we celebrate with your students who are being successful. At director meetings we could have two or three programs give us their success stories. We would also like to have you show us what you are doing that is being successful such as increasing intensity or improving curriculum. Your jobs are not easy and in rural Utah you do other jobs in addition to what you do for adult education, but without you the individuals we work with would have less of a chance.

Meeting adorned at approximately 3:00 p.m.