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Utah State Office of Education (USOE), Division of Business Services,

School Finance & Statistics Section

Source of Regulations: Utah State Board of Education Rule R277-733, *Adult Education*

Programs and the Utah Adult Education Policies and Procedures

Guide

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Effective Date: Year Ending 30 June 2012

1. BACKGROUND

- 1.1 Minimum School Program (MSP) funds are allocated to school districts by the School Finance and Statistics Section of the Utah State Office of Education (USOE). Compliance requirements related to the Minimum School Program funds allocated to school districts are addressed in section SOE-1 of this *Compliance Audit Guide*. The Minimum School Program allocations are based on formulas provided by the Minimum School Program Finance Act and State Board of Education Rule.
- 1.2 Federal Adult Education Family Literacy Act (AEFLA) and Department of Workforce Services Refugee funds are awarded to school districts and non-profit community-based organizations as a result of a state competition. Disbursements of funds are reimbursed to the program upon receipt of a reimbursement request and supporting documentation matching approved grant budget amounts.
- 1.3 To ensure accuracy in the data supplied by the school districts and community-based organizations, the USOE requires all school districts/community-based organizations to contract with an independent accountant to perform certain agreed-upon procedures. The procedures to be performed, as determined by the USOE, are described in this section of the *Compliance Audit Guide*. The contract between the school district/community-based organization and the independent accountant should clearly identify the agreed-upon procedures to be performed and those procedures should be consistent with the guidance in this section of the *Compliance Audit Guide*.
- 1.4 The procedures performed and reports issued by the independent accountant should also meet the attestation engagements established by the American Institute of Certified Public Accountants (AICPA) and the standards applicable to attestation engagements contained in *Government Auditing Standards* (July 2007 revision), issued by the Comptroller General of the United States. The relationship of these standards is described in paragraph 1.15(a) of *Government Auditing Standards*:

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"For attestation engagements, GAGAS [generally accepted government auditing standards] incorporate the AICPA general standard on criteria, and the field work and reporting standards and the related Statements on Standards for Attestation Engagements (SSAE) unless specifically excluded or modified by GAGAS. GAGAS describe ethical principles, and establish independence and other general standards, and additional field work and reporting standards beyond those provided by the AICPA for performing financial audits and attestation engagements."

Chapters 1 through 3 and 6 of *Government Auditing Standards* apply to attestation engagements.

1.5 Note: access to the program's adult education database (UTopia – Utah Online Performance Information for Adult Education) will require the adult education program director and the UTopia Administrator to be present during the program audit, as the system is password protected.

2. OBJECTIVES

- 2.1 To ensure that information found in the student files maintained by the adult education program agrees/supports student data maintained in UTopia (finalized by the school districts/community-based organizations by July 15).
- 2.2 To ensure that the school district's/community-based organization's records for Adult Education meet the requirements of Rule R277-733, *Adult Education Program* and the *Utah Adult Education Policies and Procedures Guide*.

3. AGREED-UPON PROCEDURES TO BE PERFORMED BY THE INDEPENDENT ACCOUNTANT

- 3.1 Agreed-upon procedures should be performed after the close of the school year. The independent accountant's agreed-upon procedures report is due to the USOE Adult Education Services coordinator no later than September 15 for the school year ended June 30. This report will be used in the determination of funding for the second following fiscal year. (For example, the audit of FY 9-10 data determines FY11-12funding.)
- 3.2 Select "Enrollee Status" students in the UTopia database:
 - a. student (instructional and non-instructional) contact hours (validated by UTopia generated Student Total Contact Hour Details report),

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b. diplomas (validated by UTopia generated Student Official Transcript report and Student Transcript Workup report),

- c. GEDs (validated by UTopia demographic screen separation date or funding code change to 7),
- d. level gains (validated by UTopia generated Complete Test History report),
- e. credits earned (validated by UTopia generated Student Official Transcript report and Student Transcript Workup report), and
- f. proof of residency (validated by UTopia generated Student Proof of Residency report).

Definitions can be found at the end of this Appendix and Rule R277-733. The samples selected should be representative of the student population in the school district's/community-based organization's Adult Education program during the year.

- 3.3 Each sample should be at least 5% (but need not exceed 20 students) of the program's total "Enrollee Status" enrollment population reflective of students from all of the program's sites. One sample may be used for multiple categories if they are included in the same population. For example, the same sample selected for student information might be used in performing procedures related to contact hours or credits earned.
- 3.4 The submitted agreed-upon procedures engagement report should validate the program data based upon a comparison of student data files and data entries in UTopia by the school district/community-based organization.
- 3.5 For each student selected, verify through a review of student files that the following student information entered into UTopia is valid and complete.

a. Contact hours:

Match the total instructional and non-instructional contact hours entered into UTopia for each "Enrollee Status" student selected.

1. For each student selected, obtain the student's attendance record (instructional and non-instructional contact hours maintained by teachers, counselors, registrars, etc.), recalculate the number of instructional and non-instructional contact hours for the student, and verify that the contact hours agree with the hours as reported in UTopia - (UTopia report-Student Total Contact Hour Detail. Note: contact hour data entered in

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UTopia is automatically rounded up to the nearest quarter hour).

- 2. Validate for each student selected that the record of non-instructional attendance is maintained by teachers, counselors, registrars, etc., for: assessment, Student Occupation and Education Plan (SEOP) development, and counseling activities reflecting the date that the contact was made, the type of activity, the amount of time spent and by whom the contact was made (UTopia report-Student Total Contact Hour Detail Note: contact hour data entered in UTopia is automatically rounded up to the nearest quarter hour).).
- 3. Validate for each student selected that a copy of the assessment protocol "face sheet" (that includes the name of the student, birth date, date of the test, name of examiner and the student's scores) is maintained in the student's file.

b. Diplomas (Carnegie unit):

For each "Enrollee Status" student selected, verify that the diploma issued properly reflects the school district's required number of units of credit for graduation.

Match the number of Carnegie-based diplomas reported in UTopia using the following criteria:

- 1. The record of course credit (as reviewed in the student file) earned while enrolled in the program match the credit entered into UTopia.
- 2. Copies of other agency (school districts, employer verification, military, etc.) documentation used by the program awarding credit from outside entities is entered in UTopia validating credits issued by the program towards diploma count outcomes.
- 3. Match using the above stated credit information to validate the awarding of an adult education secondary diploma. Note: all credit (both earned from within the program and awarded from other sources) must be entered into UTopia. The total number of units of credit is validated in UTopia Student Official Transcript report and Student Transcript Workup report) must match the number of credits required for graduation from a particular school district (as defined on the program's main "home page" in UTopia), documentation of the credits must be maintained in the student's file.
- 4. The student was separated; or
- 5. If the student continued to receive instruction that the funding code was changed to 7

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and the student was enrolled in non-credit bearing ABE or ESOL courses only.

c. General Education Development (GED) diploma:

For each "Enrollee Status" student selected, verify that the GED was cited on the Student's "SEOP Student Goals and Statuses" Screen reflecting GED obtainment. Verify that after attainment that:

- 1. The student was separated; or
- 2. If the student continued to receive instruction that the funding code was changed to 7 and the student was enrolled in non-credit bearing ABE or ESOL courses only.
 - Demographic Screen Student Program History (separation date is listed)
 - Demographic Screen Funding Code History (code set to 7)
- 3. When reviewing the UTopia credit workup report for the selected student, successful passing of the GED may be used as a replacement for credit up to 5.0 units if the GED Tests were successfully passed and transcripted (in UTopia or as a "hard copy" prior to July 1, 2009). Distribution of credit may only be used as follows: Language Arts = 1.0 if test was taken in English, (if taken in Spanish no credit may be awarded; if the test was taken in English and Spanish then 0.5 credit may be awarded); Math = 1.0; Science = 1.0; Social Studies = 1.0 (geography and world civilization instructional areas only); and elective 1.0 to 5.0 units of credit depending on whether or not the previously mentioned subject areas were already filled by other credit entries. NOTE: if the test was taken in Spanish, the maximum amount of credit that may be awarded is 4.0. If the test was taken in both English and Spanish, then the maximum amount of credit that can be awarded is 4.5.

d. Level gains:

- 1. For each "Enrollee Status" student file selected, verify that the enrollee has a pre- and post-test(s), as noted in UTopia. Each test protocol must include the student's name, date of birth, date of test, name of assessor, and the scores obtained.
- 2. UTopia report Complete Test History

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e. Credits earned:

For each "Enrollee Status" student file selected, verify that the total number of credits <u>earned</u> in the Adult Education program was properly recorded in UTopia on the Student's Credit Screen.

- 1. In review of each selected student file, note that the record of course credit earned while enrolled in the program matches the credit entered into UTopia.
- 2. UTopia report Student Official Transcript and Student Transcript Workup

f. Proof of Residency:

For each "Enrollee Status" student selected, verify that Utah residency status has been cited on the student's Demographic Screen.

- 1. In review of each selected student file, note that the required documentation for proof of Utah residency matches what is stated on the student's UTopia demographic screen. Note: this procedure is utilized only when the program is the initial program the student was enrolled in as noted on the student's demographic screen "Student Program History".
- 2. UTopia report <u>Student Proof of Residency</u>
- 3.6 Regarding the "Fees and Tuition Collected in Support of Adult Education Program Report" and controls over collections:
 - a. Obtain a copy of the most recent "Fees and Tuition Collected in Support of Adult Education Program" report available at the following website:

http://www.schools.utah.gov/adulted/directors/reports.htm

- b. Determine if the report accounts for all collections and whether the report agrees with information recorded in the accounting system. Ensure that fees and tuition collected are used only in the Adult Education program.
- c. For the Adult Education program, obtain an understanding of controls over cash receipts and assess the effectiveness of those controls.

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d. Compare actual amounts collected to budgeted and prior-year amounts. Investigate any unexpected results (that is, ratios or variations different from what would be expected considering known changes in program activities, number of participants, and tuition and fee rates).

4. REPORTING EXCEPTIONS, ERRORS, OR DISCREPANCIES

- 4.1 The independent accountant should work with the Adult Education program director to ensure that all errors, differences, in addition to other findings and recommendations to improve weaknesses in a school district's/community-based organization's reporting and accounting of Adult Education information, are discussed and addressed and noted in the agreed-upon procedures report submitted to the school district/community-based organization and the USOE.
- 4.2 The independent accountant shall meet with the program director to debrief the program director regarding the outcome of the procedures and to discuss specific findings, exceptions, errors or discrepancies and recommendations that will be detailed in the report.

5. INDEPENDENT ACCOUNTANT'S AGREED-UPON PROCEDURES ENGAGEMENT REPORT

5. 1 A copy of the agreed-upon procedures report and the written findings describing exceptions, errors, or discrepancies, if any, shall be filed with the school district/community-based organization board of education or board of directors, the program director, and the USOE adult education coordinator no later than *September 15* of each year. These reports shall become part of the permanent records of the school district/community-based organization and the USOE. A sample agreed-upon procedures report has been included with this Appendix.

APP C-6 **Reference:** Page: Page 8 of 19 **Subject:** Adult Education Agreed-Upon Procedures Engagement Utah State Office of Education (USOE), Division of Business Services, School Finance & Statistics Section Illustrative Independent Accountant's Report on Applying Agreed-upon Procedures for Adult Education Board of Education ¹ School District (District) ¹ We have performed the procedures established by the Utah State Office of Education, as documented in the State of Utah Legal Compliance Audit Guide, Appendix C-6, and enumerated below, which were agreed to by you, solely to School District's (District) compliance with the Utah State Board of assist you in evaluating Education's Rule R277-733, Adult Education Programs and the Utah Adult Education Policies and Procedures Guide for the school year ended June 30, 20XX. Management is responsible for compliance with those requirements. This agreed-upon procedures engagement was performed in accordance with attestation standards established by the American Institute of Certified Public Accountants and the standards applicable to attestation engagements contained in Government Auditing Standards, issued by the Comptroller General of the United States. The sufficiency of these procedures is solely the responsibility of those parties specified in this report. Consequently, we make no representation regarding the sufficiency of the procedures described below either for the purpose for which this report has been requested or for any other purpose. The procedures that we performed and our findings are summarized as follows: 1. Contact hours: Sample size: For each "Enrollee Student" student file selected, we obtained the student's attendance record, recalculated the number of instructional and non-instructional contact hours for the student, and verified that the instructional and non-instructional contact hours agree with the hours reported in the UTopia match. We matched the total instructional and non-instructional contact hours reported in UTopia for each student selected. No exceptions were found as a result of applying these procedures. ² 2. Diplomas (Carnegie units): Sample size: For each "Enrollee Status" student file selected, we verified that diploma outcomes were properly reported by the number of credits, as required by the diploma issuing program, and that earned and awarded (from sources outside of the adult education program) credits were entered into UTopia. We matched the total number of diplomas reported in UTopia. No exceptions were found as a result of applying these procedures. ²

3. General Education Development (GED):

For each "Enrollee Status" student file selected, we verified that the student who received a GED was either separated or their funding code was changed to funding code 7 if they remained in an adult education program for basic literacy instruction as an ABE or ESOL student.

Sample size:

No exceptions were found as a result of applying these procedures. ²

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4.	Level gains:		Sample size:		
	For each "Enrol noted in UTopia		ied that the enrollee has a pre- and post-test, as		
	No exceptions v	vere found as a result of applying these proc	edures. ²		
5.	Credits earned	:	Sample size:		
	For each "Enrollee Status" student selected, we verified that the total number of credits earned in the Adult Education program was properly noted in the student's file and awarded/reported on the student's UTopia Student Official Transcript report and Student Transcript Workup report				
	We matched the number of earned credits reported in UTopia.				
	No exceptions were found as a result of applying these procedures. ²				
6.	Proof of Utah Ro	esidency:	Sample size:		
	For each "Enrollee Status" student selected, we verified that proof of Utah residency was properly documented in the student's file and matched what was reported on the student's UTopia Student Demographic screen.				
	We matched the proof of residency documentation with what was reported in UTopia.				
	No exceptions were found as a result of these procedures. ²				
7.	Fees and Tuition Collected in Support of Adult Education Program Report and Controls Over Collections:				
	We obtained the most recent "Fees and Tuition Collected in Support of Adult Education Program" report. We determined that the report accounts for all adult education fees collected and that the report agrees to the accounting system. We ensured that fees collected are used only in the Adult Education program.				
	For the Adult Education program, we obtained an understanding of controls over cash receipts and assessed effectiveness of those controls.				
	We compared actual amounts collected to budgeted and prior-year amounts. We investigated any unexpected results.				
	No exceptions we	ere found as a result of these procedures. ²			
op 20	inion on complian XX. Accordingly	ce and the data reported in UTopia of	ne objective of which would be the expression of an School District for the year ended June 30, re performed additional procedures, other matters to you.		

[When any of the matters set forth in Paragraph 6.31 of the Yellow Book have been identified in conjunction with this agreed-upon procedures engagement, the following paragraph would be added.] 3

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In accordance with *Government Auditing Standards*, we are required to report findings of deficiencies in internal control, violations of compliance requirements, and abuse that are material to the _______ School District's Adult Education data reported to the USOE, and any fraud and illegal acts that are more than inconsequential that come to our attention during the performance of our agreed-upon procedures. We are also required to obtain the views of responsible officials on those matters. Our agreed-upon procedures disclosed certain findings that are required to be reported under *Government Auditing Standards* and those findings, along with the views of responsible officials, are described as follows: [List the criteria, condition, cause, effect, and views of management for each finding here.] ⁴

This report is intended solely for the information and use of the Utah State Board of Education, management of the District, _______ School District Board of Education and is not intended to be and should not be used by anyone other than these specified parties.

[Firm's Signature]

[Report Date]

¹ For a Community-Based Organization, revise references to School District and Board of Education, as appropriate.

² If exceptions are noted, replace this sentence and describe the findings here or refer to where the findings are reported. The School District's/Community-Based Organization's response can be included here or refer to where the response is reported. See Section 4 of this Appendix for further guidance on reporting exceptions, errors, or discrepancies.

³ Paragraph 6.31 of *Government Auditing Standards* covers additional reporting requirements such as (a) reporting practitioner's compliance with generally accepted governmental auditing standards; (b) reporting deficiencies in internal control, fraud, illegal acts, violations of provisions of contracts or grant agreements, and abuse; (c) reporting views of responsible officials; (d) reporting confident or sensitive information; and (e) distributing reports.

⁴Refer to paragraphs 6.42-.43 of *Government Auditing Standards* regarding the presentation of findings.

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Validating Utah Adult Education Outcomes

The following is provided as a guide to assist in the testing of items to ascertain program outcomes.

Items to Compare

	UTopia Items to Compare	Paper Trail
Enrollees	UTopia verifies	No verification required Note: the POM (Program Outcome Measure) report is ONLY used to select the test sample of enrollees. The POM is not to be used for any tests.
Contact Hours	UTopia report: Student Total Contact Hour Details	Verify that classroom "roll books"/teacher maintained attendance sheets etc. = instructional contact hours. Verify that documentation (student log etc.) content/purpose of non-instructional hours = reported non-instructional contact hours in UTopia. Note: all contact hours entered in UTopia are automatically rounded up to the nearest quarter hour.
Diploma	UTopia report: Student Official Transcript Student Transcript Workup	 Verify that all credits earned or awarded in the student's file are entered in UTopia. Verify that the program graduation requirements are met. Verify that earned and awarded_credit has the required documentation validating completion of course work (including Official GED Report if the GED was used for credit) in the student's file.
Level Gains	UTopia report: Complete Test History	Verify that assessment protocols' face sheets (must include student's name, date of birth, date of test, test administrator's name, and raw scores maintained in the student's file matches what was entered in UTopia.)
GED	UTopia report: <u>separation</u> : utilize separation feature on UTopia home page. If student's name does not appear then he/she has been separated. <u>Funding code</u> : last funding code reported on the student's demographic screen.	Verify that the student was separated or that their funding code was changed to funding code 7.
Credits	UTopia report: Student Official Transcript Student Transcript Workup	Verify that student's file contains transcripts from other institutions; GED and other sources of credit records validating both earned and awarded credits.

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Proof of Utah	UTopia report: Student Proof of Residency	Proof of Utah residency must be maintained
Residency		in each student's file by the student's first
Residency		managing program following the parameters
		as defined in Board Rule R277-733-6. The
		first manager is noted on the student's
		demographic screen –student history.

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DEFINITIONS FOR ADULT EDUCATION PROGRAM

<u>Adult Basic Education</u> (ABE): instruction designed specifically for an native English speaking adult who 1) has minimal competence and basic skills in reading, writing, speaking, problem solving, or computation 2) is not sufficiently competent to meet the educational requirements of adult life in the United States; or 3) is not sufficiently competent to speak, read or write the English language to allow employment commensurate with the adult's real ability. Includes grade levels 0 - 8.9.

ABE includes the following:

ABE 1 (Beginning ABE Literacy): Grade level 0-1.9. Student has no or minimal reading and writing skills, may have little or no comprehension or how print corresponds to spoken language and may have difficulty using a writing instrument, may have little or no recognition of numbers or simple counting skills, may have little or no ability to read basic signs or maps and can provide limited personal information on simple forms, can write a limited number of basic sight words and familiar words and phrases. Student can handle simple routine entry level jobs that require little or no basic written communication or computational skills. No knowledge of computers or technology.

ABE 2 (Beginning Basic Education): Grade level 2.0-3.9. Student can read simple material on familiar subjects; can write simple notes and messages on familiar situations. Student can count, add and subtract three digit numbers, can perform multiplication through 12, can identify simple fractions, and perform other simple mathematical operations; is able to read simple directions, signs and maps, fill out simple forms requiring basic personal information, write phone messages and make simple changes. The student can handle basic entry level jobs that require minimal literacy skills, can read want ads and complete simple job applications.

ABE 3 (Low Intermediate Basic Education): Grade level 4.0-5.9. Student can read text on familiar subjects that have a simple and clear underlying structure, can use context to determine meaning; can write simple paragraphs with a main idea and supporting details on familiar topics. Student can perform with high accuracy all four basic math operations using whole numbers up to three digits and can identify and use all basic mathematical symbols. Student is able to handle basic reading, writing and computational tasks related to life roles such as completing medical forms, order forms, employment applications. Student can qualify for entry level jobs that require following basic written instructions and diagrams with assistance. Can use simple computer programs and perform a sequence of routine tasks given directions in using technology.

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ABE 4 (High Intermediate Basic Education): Grade level 6.0-8.9. Student is able to read simple descriptions and narratives on familiar subjects or from which new vocabulary can be determined by context and can make minimal inferences. The student is able to write simple narrative descriptions and short essays on familiar topics and can use punctuation consistently. The student can perform all four basic math operations with whole numbers and fractions; can determine correct math operations for solving story problems. Student is able to handle basic life skills tasks such as graphs and charts. The student can read materials on familiar topics such as simple employee handbooks and payroll stubs, can complete simple forms and reconcile a bank statement. Can learn and work with most basic computer software such as using a word processor and can follow simple instructions for using technology.

<u>Adult Secondary Education</u> (ASE or AHSC or HSC): instruction designed for the adult who 1) has basic skills and competence levels in reading, writing, speaking, problem solving and computation; 2) may or may not have a certificate of graduation (or its equivalent) from a school providing secondary education. Includes grades 9.0 through 12.9.

High School completion includes the following:

AHSC 1 (Low Adult Secondary Education): Grade level 9.0 10.9. This student can be considered as a "high school diploma seeking student". The student can comprehend expository writing and identify spelling, punctuation and grammatical errors. Writing is organized and cohesive, can write and reflect thoughts. The student can perform all four basic math functions with whole numbers, decimals and fractions; can interpret and solve simple algebraic equations, tables, graphs; can use math in business transactions. The student is able or can learn to follow simple multi-step directions and read common legal forms and manuals. Student is proficient in using computers and can use most common computer applications.

AHSC 2 (High Adult Secondary Education): Grade level 11.0-12.0. Student can comprehend, explain and analyze information from a variety of literacy works, can use higher order processes to interpret meaning of written material. Writing is cohesive and clearly expressed. Student can make mathematical estimates of time and space and can apply principles of geometry to measure angles, lines and surfaces. Student is able to read technical information and complex manuals, can comprehend some college level books and apprenticeship manuals; can function in most job situations involving higher order thinking. Student can work productively in groups. Can use and adapt common software and select appropriate technology to new situations.

Completing a Level. Progressing from one educational functioning level to the next higher educational functioning level. Evidence of completing a level is determined as student's post-

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test score exceeds their Entering Functioning Level (EFL). The National Reporting System (NRS) Functioning Level descriptors are used to determine a student's Functioning Level. If a student's post-test score exceeds the NRS descriptors range of scores for his/her EFL the student may have met their goal. The student may exit the program or they may remain enrolled and move towards advancing additional levels as their future assessments indicate. Advancement or completing a level can only be determined by the student's post-test scores.

Completing a Level and Advancing One or More Levels. Includes completing a level (see Entering Functioning Level for the baseline to gauge advancement). After a level is completed, a continuing student may advance multiple levels. It is necessary to remember that Completing a Level is based on the student's lowest level for reporting purposes. If a student's post-test score (using a different form of the same standardized test used for the pre-test to establish the EFL and after an additional 60 - 100 hours of instruction) exceed the NRS descriptors range of scores the student has then completed another level.

Concurrent Program: this occurs when a student is enrolled in more than one program at any point in time. The concurrent program can only manage credits and contact hours earned in that program.

Contact Hour. Hours of non-instruction include: counseling SEOP development hours and assessment time. Instructional contact hours include tutoring/teaching under the supervision of a school district employee or community-based organization employee designed to promote student learning in the program curriculum. Contact hours are reported in the learners entering functioning level regardless of area of instruction.

Hours that CAN be counted:

- * Instructional hours in all ABE.
- * AHSC and ESOL classes designed to advance a student's functioning level.
- * Program-sponsored tutoring or participation in a learning lab.
- *Distance Learning courses-contact hours reported based upon program's grant (distance learning) narrative.

Hours that CANNOT be counted:

- * Homework completed outside of class.
- * Community education classes such as parenting and computer literacy.
- * Time spent in GED examinations.
- * Distance learning including: electronic high school courses or other courses not taken under the direct supervision of an adult education instructor.

<u>English for Speakers of Other Languages</u> (ESOL): non-English speakers who lack competence and language acquisition in any one of the following: reading, writing, speaking, problem solving or listening.

ESOL includes the following:

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ESOL 1 (Beginning ESOL Literacy): student who cannot speak or understand English, has no or minimal reading or writing skills in any language. Student functions minimally or not at all in English and communicates only through gestures or a few isolated words. Student may have no knowledge or use of computers.

ESOL 2 (**Low Beginning ESOL**): student can understand basic greetings, simple phrases and commands. Student can understand simple questions related to personal information, read numbers, letters and some common sight words, can read and write some familiar words and phrases, can write basic personal information. Student can function with difficulty in social situations and situations related to immediate needs. Student may have limited knowledge and experience with computers.

ESOL 3 (**High Beginning ESOL**): student can understand common words, simple phrases and sentences containing familiar vocabulary, can read most sight words and many other common words, can read familiar phrases and simple sentences. Student can function in some situations related to immediate needs and in familiar social situations. Student may have limited knowledge and experience with computers.

ESOL 4 (Low Intermediate ESOL): student expresses basic survival needs and with some difficulty participates in some routine social conversations, reads simple material on familiar subjects, can write simple notes and messages on familiar situations, can interpret simple directions, schedules, signs, maps etc, and can complete simple forms. Student may be able to use computer programs and can perform a sequence of routine tasks given directions.

ESOL 5 (**High Intermediate ESOL**): student can participate in conversations in familiar social situations but may need some assistance in clarifying, can read text on familiar subjects that have a simple and clear underlying structure, can write simple paragraphs, can meet basic survival and social demands and can follow simple oral and written instructions, has some ability to communicate on the telephone on familiar subjects. Student can work with or learn basic computer software.

ESOL 6 (**Advanced ESOL**): student can understand and communicate in a variety of contexts related to daily life and work, can understand and participate in conversations on a variety of everyday subjects including some unfamiliar vocabulary, can read moderately complex text related to life roles and descriptions and narratives from authentic materials on familiar subjects, can function independently to meet most survival needs and to use English in routine social and work situations. Student can use common

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software, learn new basic applications and select correct basic technology in familiar situations.

Enrollee Status: an adult education student who completes twelve or more contact hours (inclusive of instructional and non-instructional), has a pre-test that establishes an Entering Functioning Level and a Student Education Occupation Plan (SEOP) that includes a defined core goal and a defined funding code for the fiscal year.

<u>Entering Functioning Levels</u> (or Functioning Level) – per NRS guidelines (EFL). Student is assigned an EFL for reporting purposes during a fiscal year. An EFL is determined by scale scores obtained from a standardized test. A student's scale score in their lowest area of instruction i.e. math, writing, reading determines a student's EFL for Utah reporting purposes and is the baseline upon which advancement to higher NRS levels is used. (See NRS functioning levels for ESOL, ABE, and AHSC).

Exiting the Program/Exit Date/Separation Date. Date when the student last attends a program through 'drop out' and/or completion of goal(s) and has not received instruction for 90 days.

Federal Funding: Adult Education and Family Literacy Act and/or Department of Workforce Services Refugee funds awarded to a school district, governmental entity, or non-profit community-based organization as a result of a competitive application.

Funding Formula: Adult education funds are distributed to school districts according to the state approved funding formula based on student outcomes.

Level Gain. When a student enters the program for the first time in a fiscal year he is assessed and receives a pre-test score. The student's lowest "academic" level is his entering functioning level for the fiscal year. The student must be post-tested to determine a level gain. Post-testing may occur after 60 hours of <u>instructional contact</u> hours or after a minimum of 40 <u>instructional contact</u> hours if the student is known to be exiting the program.

Managing Program. Program in control of all of the student's data and outcomes associated with the student.

Participant. A student who has less than twelve total contact hours in a fiscal/program year, does not have a pre-test, or does not have a completed SEOP that includes the establishment of at least one core goal in the managing program.

Proof of Utah Residency. (Note: documentation must be maintained by the program that is/was the original manager of the student's data. See R277-733-6.) Adult Education Program Student Eligibility.

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- A. An individual is eligible to be a Utah adult education student if:
 - (1) the prospective adult education student is at least 16 years of age and the student's class has not graduated; or
 - (2) a prospective adult education student who is otherwise eligible provides one of the following to establish Utah residency:
 - (a) valid state of Utah driver license;
 - (b) valid state of Utah driver privilege card;
 - (c) valid state of Utah identification card; or
 - (d) valid state of Utah resident fishing or hunting license.
 - (3) a prospective adult education student provides one of the following in the prospective student's name with the home mailing address (no post office boxes); documentation shall have been received no more than 12 months prior to the individual's registration request:
 - (a) mail from an in-state or out-of-state business;
 - (b) utility bill or work order;
 - (c) cell phone or telephone bill;
 - (d) employee pay stub;
 - (e) written statement on an employer's letterhead defining a job commitment;
 - (f) current year automobile registration;
 - (g) Utah state government agency form letter;
 - (h) Utah public library card;
 - (i) rent or mortgage payment statement;
 - (j) Utah voter registration card;
 - (k) Utah high school/college transcript or report card;
 - (l) tribal correspondence;
 - (m) approved or denied free or reduced lunch application from the individual's children's school that includes the individual's name on the application;
 - (n) daycare or nursery school record of the individual's children that includes the individual's name on the record;
 - (o) K-12 registration demographic card of children enrolled in a Utah school that includes the individual's name on the card.
 - (p) Consular ID card issued by the SLC Mexican Consulate.
- B. The following does not establish residency for purposes of adult education programs:
 - (1) mail addressed to occupant or resident;
 - (2) letters from friends or relatives;
 - (3) power of attorney documents;
 - (4) personal correspondence addressed to a post office box.

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C. To be eligible for participation in an adult education program, a Utah resident shall be:

- (1) an individual 17 years of age or older whose high school class/cohort has graduated; or
- (2) an individual emancipated under Section 78-3a-1005; or
- (3) an individual emancipated by marriage; or
- (4) an individual who is at least 16 years of age who has not graduated from high school and who is no longer enrolled in a K-12 program of instruction; or
- (5) a student 16 to 19 years of age whose class has not graduated and who is attending adult education classes as an alternative to a traditional public education program.
- D. Non-Utah residents from states bordering Utah seeking enrollment into an adult education program in Utah shall be considered resident Utah students consistent with individual agreements between the Utah Adult Education Program and the individual states bordering Utah.

SEOP. Student Education Occupation Plan. A student focused personal plan generated by programs for each student inclusive of student demographics and the establishment of at least one core goal, objective(s), records of prior educational achievements, in addition to other statuses and a signed waiver release.

State Funding: Minimum School Program (MSP) funds awarded to school districts. Percentage awarded is based on annual legislative allocation and program performance outcomes.

Transfer Student: Student who has exited one program and is now enrolled in another program.

UTopia: Utah Online Performance Information for Adult Education. A database containing all students' demographic, SEOP, assessment and outcome information is stored statewide ensuring accurate student information sharing and reporting between programs, the state and/or the federal government.