

Adult Education "Most Asked Questions"

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Introduction

To provide for consistency among adult education programs throughout the state, it is essential that all programs interpret questions and provide direction to students and program staff in a consistent manner. "Most Asked Questions" lends some direction to programs to improve program operating standards.

This document will be revised as new questions/concerns are generated. Questions are sorted by topic into the following categories:

- Achievement and Core Outcomes
- Adult Education Services
- Applied Technology and Community College
- Assessment
- Contact and Attendance Hours
- Credit
- Electronic High School
- Enrollees and Participants
- Entering Functioning Level (EFL)
- GED® (Utah High School Completion Diploma)
- Graduates, Graduation and Diplomas
- Intake and SEOPs
- K-12 Students
- Level Gains
- National Reporting System (NRS)
- Out-of-School Youth
- Program Audit and Monitoring
- Residency
- Special Education and 504
- Staff
- Transcripts
- Transportation and Childcare
- Tuition and Fees

ACHIEVEMENT AND CORE OUTCOME

1. Q. What are the follow-up survey standards for the “achievement” sheet?

A. Please refer to the charts below:

Enrollees Exit Quarter	Collect ENTERED Employment BY the END of:	Collect RETAINED Employment BY the END of:
First Quarter (July 1-September 30)	Second Quarter	Fourth Quarter
Second Quarter (October 1-December 31)	Third Quarter	First Quarter Next Program Year
Third Quarter (January 1-March 31)	Fourth Quarter	Second Quarter Next Program Year
Fourth Quarter (April 1-June 30)	First Quarter Next Program Year	Third Quarter Next Program Year

Student Population, Collection Times, and Reporting Times for Core Follow-Up Outcome Measures		
Outcome Measures	Student Population to Follow	Time Period to Collect Measures
Entered Employment	Student is unemployed at entry, has employment goal, and exits during the program year	By the end of the first quarter after his/her exit quarter.*
Retained Employment and Improved Employment	1. Student at entry is not employed, and enters employment by the first quarter after the exit quarter 2. Students employed at entry.	By the end of the third quarter after exit quarter or third quarter after the student obtains a job, if the job is obtained while enrolled.
Receipt of Secondary Diploma or GED® High School Completion Diploma	Students attaining a Carnegie based Utah Adult Education Secondary Diploma or attaining passing scores on the GED® Tests – Utah High School Completion Diploma	July 1-June 30 annually
Placement in Post-Secondary Education or Training	Students who pass the GED® test or earn a Utah secondary Diploma while enrolled in adult education, have a secondary credential at entry, or are enrolled in a class specifically designed for transitioning to post-secondary education who exit during the program year.	July 1-June 30 annually
* The exit quarter is the quarter when instruction ends, the student terminates it, or the student has not received instruction for 90 days and is not scheduled to receive further instruction. Employment obtained while the student is enrolled can be counted, but must be reported during the first quarter after exiting the program .		

2. Q. What are the Outcomes Measures?

A. Outcomes are student-generated goal(s) that are part of the SEOP process developed, at the time of enrollment, in at least one of the following areas: gain employment, retain employment, attainment of GED® (Utah High School Completion Diploma), attainment of Carnegie unit Utah Adult Education Secondary Diploma, or entering post-secondary education or training program.

ADULT EDUCATION SERVICES

1. Q. Who can receive adult education services?

A. Persons 16 years of age or older who are; (a) beyond the age of compulsory school attendance under the law of the state or outlying area; (b) do not have a secondary school diploma or its recognized equivalent (GED); (c) not enrolled in secondary school; (d) lacks sufficient mastery of basic educational skills to enable the individual to function effectively in society; (e) or are unable to speak, read, or write the English language.

2. Q. Is there a limit to the number of classes an adult education student can take in an adult education program?

A. Yes. A student may take classes until he/she has met his/her SEOP goal(s). If you feel that a student has reached a plateau and is not progressing, the student's ability to benefit should be reviewed.

APPLIED TECHNOLOGY COLLEGE (ATC) AND COMMUNITY COLLEGE

1. **Q. If a student is under 18 and his/her class has not graduated, the fees to attend an applied technology college are paid by the district, but if over 18 the student must pay his/her own fees. Is there any money available to apply to help the older students attend college classes?**
 - A. No. Unless the student is receiving Department of Workforce Services or Vocational Rehabilitation support.

2. **Q. In a school district, can adult education funds be used to pay for a class through a community education program, especially if there is not a certified teacher to teach a class through the adult education program?**
 - A. No.

3. **Q. Some Applied Technology Colleges (ATC) use the ABLE test (math and reading only) to determine ability to benefit. If the student's test shows him/her to be deficient in reading or math, then he/she is sent to the adult education program for remediation. Two problems arise: (1) adult education must then administer the TABE, and (2) the lowest score may not be the same as that in the ATC's referral, thus preventing a program from generating funding to help the student. In this case, can adult education just administer the TABE for reading or math that the ATC needs to facilitate remediation, and receive funding on the retesting of the student's academic area after we provide academic instruction/remediation? Could we document in the student's file, for audit purposes, that we have other test scores and the purpose of the instruction, and then pre- and post-test with TABE only in the subject for ATC remediation?**
 - A. Using the ABLE is a problem for adult education providers, as OCTAE does not recognize the ABLE as an acceptable adult education assessment. Utah Policy requires that you pre-test in all three areas (reading, math, and language) to determine the student's lowest area of instructional need, and provide instructional services to meet the student's literacy needs in the EFL area – if need be, in addition to completing requirements for a diploma or preparing for the GED® test.

Note: Programs may provide services with other funds (not state or federal) not awarded by the USOE to meet the ATC's needs, but such students are not to be entered into UTopia.

ASSESSMENT

- 1. Q. Do we have to give the entire survey or battery of the TABE (math [applied and computation], reading, and writing) to determine initial placement, or can we just administer the math and reading?**

A. A Locator Test must be administered to determine which levels of applied math, math computation, reading, writing, and language to administer, regardless of whether the Full Survey or the Complete Battery is administered as the student's pre-test.
- 2. Q. Where can I buy the BEST Test to use in the ESOL classes to determine levels of English literacy? Is that test approved?**

A. BEST Literacy and BEST Plus are purchased through the Center for Applied Linguistics (CAL) at <http://www.cal.org>. Either the CASAS or BEST Literacy *and* BEST Plus may be used to determine levels of English literacy.
- 3. Q. In the absence of an ESOL post-test score, can the TOEFL be used to document completion of ESOL functioning levels if the learner's score is high enough for acceptance into college?**

A. No. The TOEFL is not an OCTAE approved test. Only approved tests such as BEST Literacy *and* BEST Plus or CASAS can be used. This is because an educational level gain is determined by post-testing on different but equivalent forms of the same test used for initial placement. Using one test for the pre-test and another test for the post-test does not produce a valid measure of educational gain. It is essential to follow standard assessment protocols to ensure valid test results, e.g., appropriateness of test content (whether the test measures the appropriate set of skills), whether the test has multiple versions or forms to use as pre- and post-tests conducted under like conditions, and whether the time between test administrations is consistent across the state.
- 4. Q. Does every student entering adult education programs need to be tested with TABE, CASAS, or BEST/BEST Plus?**

A. Yes.
- 5. Q. What is a standardized test?**

A. A standardized test is a test designed to be given under specific, standard conditions. Standard conditions include a consistent set of procedures for administering and scoring an assessment. The purpose of the standard is to hold constant all factors other than the ability to understand, so that the inference drawn about that ability is valid (that is, true and correct). If the test is not administered according to the standard conditions, the results are invalid.
- 6. Q. What is a criterion-referenced test?**

A. A criterion-referenced test is a competency-based assessment. The assessment allows the student's performance to be compared to a specific learning objective or performance standard and not to the performance of other students. Criterion-referenced assessments indicate how students are performing on their specific goals or standards, rather than how their performance compares to a norm group of students nationally or locally. It is possible that all or none of the students will reach a particular goal or performance standard.

7. **Q. Is the total math score simply an average of the Applied Math and the Math Computation on the TABE Test?**
- A. Yes. The total math score is the average of Applied Math and Math Computation.
8. **Q. Can a TABE Locator Test be used to determine a student's EFL?**
- A. No. The Locator Test is only used to determine which level (L, E, M, D, A) of the Full Survey or Complete Battery will be administered.
9. **Q. After a TABE Locator Test is administered to determine the level of Full Survey to be administered, what sections must be given?**
- A. When administering the TABE Full Survey, both Applied Math and Math Calculation must be administered to obtain a Math Composite scale score. In addition, both the Language (NOT Language Mechanics or Vocabulary) and Reading sections must be administered.
10. **Q. If a number of students are "testing out" of the BEST Literacy and BEST Plus, is it possible to use the TABE Reading to find an EFL for these students?**
- A. It depends. (1) If it is the student's initial pre-test and the EFL level is an ESOL 5 or ESOL 6, perhaps a TABE assessment (Locator Test and Full Survey or Complete Battery) should be administered to determine whether the student's academic needs would be better served if he/she were an ABE student rather than an ESOL student. Remember, a student placed in an ABE class is not precluded from having his/her language needs addressed. Rather, through such a placement the student (and program) would have greater opportunities for level gains and better outcomes. (2) When a student post is-tested throughout a program year, the original EFL established earlier in the program year remains the student's academic focus for the entire program year. No: at any time during a program year a student may be given a TABE for diagnostic purposes. If the TABE (including the Locator Test) is administered during the months of May or June as a diagnostic test it will "rollover" into the new program year as a student's pretest if certain conditions are met (see Utah Assessment Policy Tab 1).
11. **Q. If, during the intake process, a person cannot say his/her name, address, and date of birth, or tell where he/she is from and if he/she has a job, would it be acceptable to not administer the BEST Plus and to place the student in ESOL 1?**
- A. No. While it is true that this would spare the student discomfort and embarrassment, you are required to administer the BEST Literacy and BEST Plus or CASAS. If, in the course of conversation, the student says he/she cannot answer the questions, complete the rest of the questions until you reach the "test ceiling"; because the student's answers could be "splinter" (indicating the student may still be able to answer other questions or will "ceiling out" very quickly). Completing an assessment assures clean and accurate student data. Following assessment protocol shows the student the amount of progress he/she has made when post-tested, thus boosting his/her EFL and self-esteem. Completing a full assessment provides a more accurate EFL and enables a better decision as to the area of academic instruction.
12. **Q. If our program only provides instruction in reading literacy, do we need to test all areas on the TABE?**
- A. Yes. Students must receive a full assessment and must receive instructional services in the lowest academic area. If your program provides only reading instruction but the student's EFL is in math then this student should be referred to a program that provides math instruction.

13. **Q. Some Applied Technology Colleges (ATC) use the ABLE test (math and reading only) to determine ability to benefit. If the student's test shows him/her to be deficient in reading or math, then he/she is sent to the adult education program for remediation. Two problems arise: (1) adult education must then administer the TABE, and (2) the lowest score may not be the same as that in the ATC's referral, thus preventing a program from generating funding to help the student. In this case, can adult education just give the TABE for reading or math that the ATC needs to facilitate remediation, and receive funding on the retesting of the student's academic area after we provide academic remediation? Could we document in the student's file, for audit purposes, that we have other test scores and the purpose of the remediation, and then pre- and post-test with TABE only in the subject for ATC remediation?**
- A. Using the ABLE is a problem for adult education providers, as OCTAE does not recognize the ABLE as an acceptable adult education assessment. Policy requires that you pre-test in all three areas (reading, math, and language) to determine the student's lowest area of instructional need, and provide instructional services to meet the student's literacy needs in the EFL area – if need be, in addition to completing requirements for a diploma or preparing for the GED® test. Note: Programs may provide services with other funds (not state or federal) not awarded by the USOE to meet the ATC's needs, but such students are not to be entered into UTopia.
14. **Q. If a student's pre-test shows that he/she has two equally low areas, both at the ABE 2 level, and through the SEOP process establishes the student's goal, do we choose the area with the lowest scale score or the one the student wants to work on for the year?**
- A. The scale score generates the EFL. The student's lowest EFL is used for the enrollment period (i.e., the program year). Level gains are based upon this EFL. If two assessed areas generate the same EFL outcome (ABE 2), then with the student, a decision will need to be made regarding which academic area will be the program focus and the EFL area of focus for the year. Note: If the lowest EFL and the area that the student wants to work on are not the same, the challenge for the program will be to provide the academic focus the student wants in conjunction with providing instruction in the EFL area (which is, in fact, probably what the student needs to work on even though he/she does not recognize it.)
15. **Q. Will TABE Level L work for the rare ESOL student who seeks assistance from my program?**
- A. If the student's reason for coming to an adult education program is to learn or improve English, then you need to address individual needs and make a determination as to the level of his/her academic skills. If the student wants to improve his/her reading, perhaps it would be in his/her best interest to administer the TABE. If a student wants to improve English skills, then the program needs to administer the BEST Literacy *and* BEST Plus. Based on the results of the testing, you will determine which ESOL level of instruction you should be providing to the student.
- In administering the TABE, you cannot immediately administer Level L. Rather, you must first administer the TABE Locator Test. The Locator Test determines which level to give (L, E, M, D, or A) for each of the three areas that you are required to test (reading, math, and language). Recognize that you may be giving an L level for math, M level for reading, and E level for language. (The L level is only associated with the COMPLETE BATTERY, not with the administration of the FULL SURVEY, which is less time consuming to administer.) Regardless of which test you administer – the Full Survey (you are only required to administer the Full Survey) or the Complete Battery – the Locator Test must still be administered.
16. **Q. For an ESOL student does the 60 hours of instruction mean that if a student has less than 60**

hours of attendance, he/she cannot take the post-test even if he/she is attending until the end of the term? Does that mean that he/she needs to register at the same level, take the post-test after reaching the 60 hours, then advance to the next level during a new term?

- A. Sixty hours of instruction is the base number of instructional contact hours that an ESOL student must have prior to a post-test. However, there is one exception to the 60-hour rule: If you know that the student will be EXITING the program (moving, etc.) and he/she has at least 40 hours, then you may administer a post-test. Post-tests during a program year need only be in the area established as the EFL. However the assessment may be a full assessment of all instructional areas. It is recommended that the final post-test administered in a program year during May or June be a full assessment (the BEST Literacy *and* BEST Plus without the appraisal test if the student has previously had a pre-test), as this will serve as both a post-test and a pre-test for the new school year.

Administering a post-test based on the “program’s need of a term ending” is not the standard. Remember, instruction and assessment are based on the student’s instruction, not a change in the program’s schedule or classes. A move to a different class should be based on the student’s level of performance rather than the date a new class is starting. With this in mind, a student who has 53 hours of instruction should continue with instruction until he/she has 60 hours, and then test. As a teacher, you should move students from one level to the next based on competency, not because the class schedule is changing.

CONTACT AND ATTENDANCE HOURS

1. Q. What is the definition of "contact or attendance hours"?

A. The definition of contact or attendance hours, for NRS reporting purposes, is hours of instruction or instructional activity the learner receives from the program. Instructional activity includes any program-sponsored activity designed to promote student learning in the program curriculum, such as classroom instruction, assessment, tutoring, or participation in a learning lab. Time spent in student intake, SEOP development, counseling or assessments are counted as non-instructional contact hours if the spent time is used to inform placement decisions, assess progress, or inform instruction. Time used to take the GED® Tests® cannot be counted as an instructional activity.

2. Q. What is an instructional hour?

A. To be counted as an instructional hour, the time a student and a teacher are engaGED® in a learning activity must, at a minimum, be 45 minutes in duration. This activity may be one-on-one tutoring; individualized, small group, large group, and/or computerized instruction; field trips and listening to guest speakers; or other media presentations. Instruction must take place in the presence of an adult education instructor, aide, or volunteer unless the student is participating in a distance learning program. Time spent doing homework or some other off-site activity does not constitute instructional contact hours for reporting purposes.

3. Q. What are contact hours?

A. Contact hours are hours spent by a student under the supervision of a teacher/employee of the district/program. (The instructor must be Utah licensed to teach Adult High School Completion and issue course credit.) (1) Instructional contact hours under this definition can be given for hours of instruction under the direction of a teacher, tutor or volunteer who works under the direct supervision of an adult education teacher. Instructional hours include teacher lead instruction, unit mastery testing time, distance learning instructional time following an approved distance learning approach to instruction. (Remember that an instructional contact hour must be, at a minimum, 45 minutes in duration.) (2) Non-instructional contact hours may be given for counseling hours/SEOP development, pre- and post-assessment time. No contact hours may be given for GED® testing.

4. Q. Where are contact hours recorded for different areas of instruction for the same student?

A. All contact hours are applied to the student's "entering" area of focus Entering Functioning Level (EFL). Example: A student is pre-tested and determined to be ABE 2 as a result of very low math scores. The student will be receiving instruction in ABE 2 math in addition to participating in AHSC for all other subjects. All contact hours for the student, whether from the ABE 2 math class or the other AHSC classes, will be, for National Reporting Services (NRS), reported in ABE 2—the student's lowest EFL.

5. Q. Are there rules about how a district or CBO can spend fee money collected from Adult Education programs?

A. (1) Money collected as fees for services is not overseen by the USOE, and therefore this becomes a district decision. However, funds collected must be returned to the adult education program to be used in support of the program.
(2) When funds are collected from students attending a program paid for from federal AEFLA funds programs, the funds **must** be accounted for, returned to the adult education program, and used specifically for programming options meeting the federal guidelines as identified federal activities.

6. **Q. Is there a limit to the number of classes an adult education student can take in an adult education program?**
- A. Yes. A student may take classes until he/she has met his/her SEOP goal(s). If you feel that a student has reached a plateau and is not progressing, the student's ability to benefit should be reviewed.
7. **Q. Can the completion of "packet studies" be counted for student instructional contact hours?**
- A. Yes. If the student is participating in a distance learning program, meaning that 85 percent of the student's instruction is "at a distance"—away from the program. The program that is providing distance learning as a delivery method must have submitted a written plan as part of its state or federal program plan to USOE Adult Education Services for approval prior to the implementation of this delivery methodology. The program plan must be updated and approved on an annual basis.

CREDIT

1. **Q. How many minimum classroom instruction hours does it take to earn 0.5 units of credit? 0.25 units?**
 - A. A seat time equivalency standard is: 0.5 = 80 hours; 0.25 = 40 hours.
2. **Q. What classes can count for Adult Living? Some programs seem to be counting quilting, fly-tying, gun safety, etc. Do programs determine the student's interests and design an appropriate class based on competencies or hours of work?**
 - A. Classes are decided at the district level and must meet Utah Core Curriculum Standards. There is not a category of classes called "Adult Living."
3. **Q. Can elective credit be given for ABE and ESL courses?**
 - A. Credits are not allowed for ESL classes from any education program because these classes are below the ninth grade level. ABE courses may, as approved by the local board of education, be considered as a credit class but should not be the standard "type" of credit issued.
4. **Q. Where can GED® credits be applied? Are programs allowed to use "GED® reading" in the electives area for a fifth credit?**
 - A. (1) Apply 1 credit to English, 1 credit to social studies (excluding U.S. history and U.S. Government and Citizenship), 1 credit to mathematics, 1 credit to science (only in the area of Earth Systems), and the balance to electives.
(2) Credit for passing the Spanish version of the GED® can be awarded in social studies (excluding U.S. history and U.S. Government and Citizenship), math, science (only in the area of Earth Systems) and elective credits. Credit cannot be awarded as English credit. No credit can be awarded to the area of fine arts on either version of the test.

As of July 1, 2009 no academic credits are awarded for a student successfully passing the GED® Test unless the person presents a "hard copy" transcript or the person's GED® Test outcomes have been entered into the student's credit history in UTopia prior to July 1, 2009.
5. **Q. Are GED® credits reported as earned or awarded?**
 - A. GED® credits are *awarded* credits, not *earned* credits.
 - (1) Awarded credits = GED® Test, and transfer credits from an accredited institution.
 - (2) Earned credits = credits completed through an adult education course of instruction provided by an adult educator or "competency tested out" for specific courses as per district standards.
6. **Q. Is it best practice to offer students only "one curriculum option" to earn credit in a subject?**
 - A. No. Programs need to be able to offer a variety of curriculum options (i.e., more than one) and instructional strategies to meet students' individual learning needs.
7. **Q. When a student takes a community education computer class, can he/she receive adult education credit for the course?**
 - A. It depends. If the district **structured and prepared competence standards** exist for the class and the student can pass the **district competency test** that is developed in support of the USOE Core Curriculum, then the student can receive adult education credit for the course. However, typically no.

8. **Q. Which is the best choice for student credit achievement-seat time or outcome-based?**
 A. Outcome-based is always the best choice. It indicates that a student has mastered the objectives of the course and is able to demonstrate the learning outcomes.
9. **Q. Once a district receives a student’s transcript, can district personnel interpret the transcript according to their own requirements regarding what is and isn’t accepted as a particular credit?**
 A. Yes and no. Present Board Rule:
State Board Rule: R277-705-3 Units of Credit
Schools shall accept credits from accredited education institutions:
Schools shall accept credits from accredited schools or providers accredited by the Northwest Accreditation Commission Schools or approved by the Board without alteration.
 Programs may interpret which graduation area credits will be applied to. However, credits that have been entered into UTopia by another program may not be altered, nor may the credits be from one graduation area to another without a discussion with the program that originally entered the credits into UTopia. If the originating program agrees to change the graduation area, it must reenroll the student as concurrent, make the agreed-upon changes, and then separate the student.
10. **Q. What is “competency-based” credit?**
 A. If a student passes a district-approved and developed competency test in a specific subject area, then credit can be transcribed and counted as earned credit.
11. **Q. Does an adult education student need to have “earned” or “awarded” credit to be considered a graduate (e.g., a student comes in with 23 credits and is awarded work credit; does he/she still need to “earn” a credit through the district’s program)?**
 A. This is a district policy. Many districts have a district residency requirement for students to fulfill before being issued a diploma. It is recommended that a student earn at least one credit in the district’s program.

Note: A in addition to providing proof of Utah residency (R277-733-6) a student must meet enrollee status (having a completed intake with an established funding code, an assessment that establishes an EFL, and SEOP with a goal, and 12 contact hours) prior to the awarding of a diploma in order for the program to receive state funding for the student’s outcomes.
12. **Q. Can adult education programs award credit to students enrolled in ABE classes?**
 A. The decision rests with the local board of education since all ABE classes are designed for students functioning below the ninth grade level This practice should not be the standard; rather the exception.
13. **Q. Can a student earn elective credit for driver education training?**
 A. Yes, if the course is directly offered and provided for by the district. **NO** if it is obtained from a program within the community.
14. **Q. Can a student “CLEP out” of a class and earn credit?**
 A. Yes, as long as the examination is approved by the local school board. (See #10 above.)

15. **Q. Can “CLEP out” testing be counted for student contact hours for NRS reporting?**
A. Yes. Instructional contact hours for the time spent in CLEP testing can be counted, if the test is administered by a Utah licensed teacher and the student meets the requirements for an “enrollee.”
16. **Q. A student is in ABE 2 for math, and needs one elective credit for graduation. Could the ABE 2 math class count for the one elective credit?**
A. Maybe. Remember: The only courses that count toward AHSC classes are those that follow UT Core Curriculum standards and are approved by the local board of education.

Note: However, if the student meets the guidelines as a special education student, has not reached his/her 22nd birthday, and has a current special education IEP, then the credit could be awarded if the curriculum is at his/her educational functioning level, as determined by appropriate special education assessments, and is approved by the local board of education.

17. **Q. Can driver education credit be issued through the Electronic High School?**
A. Yes. Credit is issued based on completion of the “classroom portion” of the course with a passing percentage of 60 percent or higher. This credit is considered awarded/transcript credit.

Note: The student must request that his/her grade and credit earned from the Electronic High School be sent to the respective adult education program director. A certificate of completion will be sent to the adult education program director. The student will need to pick up the certificate and take it to the driver license division to complete the state written test, and also begin his/her behind-the-wheel portion through a community driving school program.

18. **Q. Can GED® preparation classes count as credit classes?**
A. No. Remember: The only courses that count toward AHSC classes are those that follow UT Core Curriculum standards and are approved by the local board of education. However, if the student meets the guidelines as a special education student, has not reached his/her 22nd birthday, and has a current special education IEP, then the credit could be awarded if the curriculum is at his/her educational functioning level, as determined by appropriate special education assessments, and is approved by the local board of education.

19. **Q. Can driver education be taught in an adult education program?**
A. No. A driver education course is a K-12 privilege not a right. Driver education may be completed through either electronic high school following the course parameters established by the Electronic High School or through a business within the community. Credit for the completion of driver education is transcript awarded credit. A course completion certificate must be sent to the adult education program director prior to the awarding of the credit.

20. **Q. Can a program issue credits using a curriculum that is less than grade 9.0 for students coming to an adult education program who have received their education as special education students with an active IEP, and their high school class has graduated? Can these students choose to earn adult education credits toward their K-12 diploma, or do they have to receive an Adult Education Secondary Diploma?**
A. A special education student’s IEPs is valid until his/her 22nd birthday, as long as the student has not exited a K-12 program or had his/her IEP terminated prior to his/her K-12 class graduation date. If a special education student has an active IEP, then the program must work with the K-12 special education department to develop/implement a curriculum meeting the needs of the student. In this scenario, the student’s K-12 class has graduated but the student’s IEP is still

active. The WPU **must** follow the student in the adult education program, since the student is still technically under K-12 direction. This student would not be eligible for adult education state funding. In this scenario the student's diploma would be a K-12 diploma rather than adult education because he/she has not exited K-12 (Funding Code 4).

If, however, the student's IEP has been terminated, then the student may work/receive an Adult Education Secondary Diploma upon completion of graduation requirements. The program should use the student's IEP as a guideline in providing program accommodations for the student. In this scenario, the student could earn an Adult Education Secondary Diploma.

Refer to the Adult Education Policies and Procedures Tab 5 – Adult Education Students with Disabilities for complete policy information.

21. Q. How is work credit determined for self-employed students?

- A. If a pay stub is not available then W2 forms or personal income tax records can be used to validate employment hours.

ELECTRONIC HIGH SCHOOL

1. **Q. Can driver education credit be issued through the Electronic High School?**
 - A. Yes. Credit is issued as awarded credit based on completion of the “classroom portion” of the course with a passing percentage of 60 percent or higher.

Note: The student must request that his/her grade and credit earned from the Electronic High School be sent to the respective adult education program director. A certificate of completion will be sent to the adult education program director. The student will need to pick up the certificate and take it to the driver license division to complete the state written test, and also begin his/her behind-the-wheel portion through a community driving school program.

2. **Q. Is the Electronic High School (EHS) available to adult students? Is there a charge or are classes free?**
 - A. It is available, but not for free. EHS credit can be counted as awarded credit, not earned.

ENROLLEE AND PARTICIPANT

1. **Q. What is the definition of “enrollee status”?**
 - A. Enrollee status is reached when the four required elements for each student are entered into UTopia. The four required elements are:
 1. 12 or more contact hours in the program.
 2. Completed full assessment establishing an EFL.
 3. A funding code established during the SEOP process.
 4. A personal education or employment goal is set.

2. **Q. If a student is not tested but meets all of the other qualifiers as an enrollee, how is he/she is recognized by UTopia?**
 - A. A student can be listed as a participant ONLY if he/she is not assessed.

3. **Q. Can high school-age students take adult education classes? How are they funded when this occurs?**
 - A. Yes. Under certain circumstances (see State Board Rule R277-733-7 Adult Education Pupil Accounting). Then Adult Education policies apply.

4. **Q. When 18-year-old high school students are enrolled in their local high school and take make-up classes in the adult program, can the students’ attendance and credit be counted in the formula? Can the student be counted as an enrollee?**
 - A. A K-12 student can be concurrently enrolled in adult education program. The WPU must follow him/her. He/she CANNOT be counted in the adult education program as an enrollee or participant, nor are their outcomes be counted (Funding Code 4, 5, or 8) because the program receives the K-12 WPU, rather than Adult Education outcome formula funds.

ENTERING FUNCTIONING LEVEL (EFL)

1. **Q. If a student enrolls only for computer literacy, or any course in which the student is not co-enrolled in an academic-based program, should the student:**
 - (1) **Be assigned an entering EFL based on functional and workplace skill descriptors related to computers (using a standardized performance assessment)?**
 - (2) **Be given an academic standardized test to determine the EFL?**

A. (1) No, the student does not have an EFL because he/she is not assessed. If a student is there for computer literacy classes only, he/she does not count as an adult education student and should not be entered into UTopia.

(2) If the program administers an assessment to determine placement (below 9.0 = ABE, or higher than 9.0 = AHSC). Then it is allowable to place a student in a computer literacy class as part of an academic program.
2. **Q. Can the GED® Ready Test be used to determine initial placement and/or completion of an EFL?**

A. No.
3. **Q. If a state correlates the EFL descriptors to the test objectives of standardized community college entrance exams, such as Compass, Acuplacer, or Asset, can those tests be used to determine initial placement and/or level completion?**

A. No.
4. **Q. Can the successful completion of the official GED® Test be used to validate completion of an EFL?**

A. No.
5. **Q. Why is initial placement so important in reporting educational gain under the NRS?**

A. The initial assessment is the basis for placing students in an EFL. This is the baseline upon which programs measure student learning gains. Programs should administer the initial assessments to students at a uniform time shortly after the enrollment. Regardless of the date for initial assessment, it should be uniformly applied to all students to make assessment results comparable across students.
6. **Q. If a student's lowest assessment area (Entering Functioning Level) is math but he/she shows a level gain in language when given a post-test, can the program report a level gain?**

A. No. A level gain can only be reported in the area related to his/her Entering Functioning Level (EFL). The EFL reflects the "baseline/point of measure" for a student for NRS reporting purposes. Level gains are generated by assessment information entered into UTopia.

7. Q. Can a program issue credit to a student who has an EFL below 9.0 grade level in one area but all the other areas of assessment are above the 9.0 grade level?

A. Yes. Credit can be issued for district approved high school completion classes. Credit cannot be issued for ABE/skills classes.

Note: If the testing shows that the student has significant learning issues and is consistently functioning below the 9.0 grade level, then he/she should be considered an ABE student with the focus of improving basic reading, writing, and/or math skills to allow the student to be successful in high school completion classes. The intent of an adult education secondary diploma is to show that the student has mastered skills at a certain competency level comparable to the K-12 diploma.

8. Q. Can a TABE Locator Test be used to determine a student's EFL?

A. No. The Locator Test is only used to determine which level (L, E, M, D, A) of the Full Survey or Complete Battery will be administered.

9. Q. How do you count multiple level gains?

A. Any student who meets enrollee status can accrue more than one level gain in a fiscal/program year. When a student is post-tested and has advanced two levels *beyond* his/her Entering Functioning Level (EFL) he/she has two level gains, etc.

10. Q. Can a student who already has graduated enter a program to improve his/her math skills and earn a level gain?

A. Yes. If the student's EFL established through assessment reflects an academic functioning level less than 9.0 grade level in the area of math, reading or English, and has qualified as an enrollee. Remember, the lowest area on an assessment is the area that determines the EFL, instruction, and level gains for the program year. Even if the student wants instruction in math, that area may not be the lowest EFL as determined by testing. The student must receive instruction in the lowest academic area. This student may be served with either state (Funding Code 7) or federal funds. (Remember, the lowest area on a pre-assessment is the area that determines the EFL, instruction, and the level gains for the program year.) (Funding code 7.)

GED®

Note: Carnegie academic units of credit will not be awarded for a student's successful completion of the GED® Test on or after July 1, 2009.

- 1. Q. What is the age that a person can take the GED® Tests in Utah?**

A. As of July 1, 2009 the age to take the GED® Tests in Utah was changed to 16.
- 2. Q. What is the name of the credential a person receives when all GED® Test modules are passed?**

A. As of July 1, 2009 the name of the credential for passing all five of the GED® Test modules is a Utah High School Completion Diploma.
- 3. Q. Does an individual have to complete and pass all parts of the GED® Test to earn any credit toward an Adult Education Secondary Diploma?**

A. Yes. Note: Credit will only be awarded to persons passing the GED® who either have a “hard copy” transcript that shows credits for successful GED® outcomes or if the GED® Test outcomes were transcribed into UTopia as of June 30, 2009.
- 4. Q. Can more than one district claim a GED® for a student?**

A. No. Only the program that is the manager of the student's data may claim the GED® as an outcome.
- 5. Q. After a student passes the GED®, must he/she bring a copy of the GED® certificate to the adult education program to count the GED® for credits?**

A. No. Credit will only be awarded to persons passing the GED® who either have a “hard copy” transcript that shows credits for successful GED® outcomes or if the GED® Tests outcomes were transcribed into UTopia as of June 30, 2009.
- 6. Q. Students take the GED® Test, but we never see them again and do not know whether they passed or not. Does the GED® Testing Service send notification to the state that the test-taker passed the GED®?**

A. A data match is completed by the USOE Adult Education developers with the GED® database validating GED® outcomes on a daily basis. GED® passer outcomes populate adult education student records as outcomes are validated.
- 7. Q. Can the GED® Ready Test be used to determine initial placement and/or completion of an educational functioning level?**

A. No. Only Utah State Office of Education-approved assessments for ESOL, ABE, and AHSC are allowed.
- 8. Q. We have a number of adults, especially those taking the GED® Test, who do not complete the GED® Test until after the end of the program year. Is there any way to report outcomes for students after the report has been submitted?**

A. Yes. UTopia will complete a data match on GED® Tests completed by June 30th and “back populates” the data field for outcomes and funding. GED® Tests passed on or after July 1st are reported as outcomes in the new program year.

9. **Q. Where can GED® credits be applied? Are we allowed to use the GED® reading in the electives area for a fifth credit?**
- A. (1) Apply 1 credit to English, 1 credit to social studies (excluding U.S. History and U.S. Government and Citizenship), 1 credit to mathematics, 1 credit to science (earth systems only), and the balance to electives.
- (2) Credit for passing the Spanish version of the GED® can be awarded in social studies (excluding U.S. History, U.S. Government and Citizenship), math, science (earth systems only), and elective credits. Credit cannot be awarded as English credit.
- (3) No credit can be awarded to the area of fine arts on either version of the test.
- (4) For Tests passed before 1/1/2002 five credits of English were allowed.

Note: Credit for passing the GED® Tests must have been transcribed before June 30, 2009.

10. **Q. Where are GED® credits reported in UTopia?**
- A. GED® credits are awarded credits, not earned credits, and are not calculated for funding in UTopia.
- (1) Awarded credits = GED® Test and transfer credits from an accredited institution.
- (2) Earned credits = credits completed directly from an adult education program – including: classroom and distance learning instruction provided by an adult educator or "competency tested out" for specific courses as per district standards, and technical education center classes.
11. **Q. Can the GED® Ready Test be used to determine initial placement and/or completion of an EFL?**
- A. No.
12. **Q. A student should function at what reading level before entering a GED® preparation program?**
- A. A ninth (9.0) grade reading level is recommended – AHSC 1.
13. **Q. Can a GED® preparation teacher be a GED® Test examiner?**
- A. No.
14. **Q. The cost of taking the GED® is \$120.00 for all test modules; do students need to take all test modules at one time?**
- A. No. The test-taker may pay for one test module at a time.
15. **Q. Can the successful completion of the official GED® Test be used to validate completion of an educational functioning level?**
- A. No.
16. **Q. Has there been a change in the rule requiring two letters for GED® testing?**
- A. Yes. As of July 1, 2009 the GED® Testing Board Rule 277-702 was modified to require youth ages 16-18 whose class has not graduated to complete and bring to the GED® Testing Center an "Adult Education Program and/or GED® Testing Application for 16-18 Year-Old Non-Graduates" form to a local adult education program to be released from the GEDTS exception queue. This form is obtained from counselors in public high schools, charter schools or special purpose residential schools. The form has three sections. The first two are to be completed by the school, the GED® test-taker and their parent/guardian thus indicating that the student and parent/guardian have received counseling and understand the major consequences of the

applicant's education choices. Sixteen year-old youth seeking to take the GED® Test must also have the third section completed by a state sponsored adult education program verifying that the youth has the academic readiness necessary to take the GED® Test. Home-school youth must also complete the form even though they are not classified as being enrolled in public education. This is because the student truly could be home schooled and have correct evidence thereof, but he/she could be enrolled in high school part time - even in one class. Being enrolled in even one K-12 class makes him/her dual enrolled - and not eligible to take the GED® Test since part of the dual enrollment is in high school. A twist to this is if the student is enrolled in college. If the student is taking a college class, is also without a high school diploma, and is not enrolled in high school as an Advanced Placement or concurrently enrolled student for that college class, the person is eligible to take the GED® Test. Therefore, if a person is connected to a high school class in any way, he/she is not eligible to take the GED® Test.

- 17. Q. A student is concurrently enrolled in GED® Test preparation programs in two different programs. Which district can report the student for its NRS report?**
- A. If the student is an enrollee, both programs can count the student's contact hours in their program. For NRS reporting purposes, all of the student's data is reported as one student. Once the GED® Test outcome is obtained, the student must have exited the program after successfully passing the GED® Test in order for the outcome to be reported in the NRS report.
- 18. Q. Can GED® “credits” be applied to Fine Arts?**
- A. No. A student who successfully passes the GED® Test may be awarded NO MORE THAN FIVE adult high school completion credits at the discretion of the local school district. These credits may be awarded in the Core Curriculum as follows: 0-1 credit in English; 0-1 credit in Social Studies (excluding United States History and U.S. Government and Citizenship); 0-1 credit in Mathematics; 0-1 credit in Science (only in the area of earth systems); and/or 0-5 credit(s) as elective credits.
- Note:** Credits can only be awarded for GED® outcomes transcribed prior to June 30, 2009.
- 19. Q. Can a student in a GED® preparation class be enrolled in ABE 4?**
- A. No. He/she must have an Entering Functioning Level (EFL) of AHSC 1 to be in a GED® preparation class. No credit can be earned for GED® preparation classes.
- 20. Q. Can a student who already has a diploma from a United States school program take the GED® Test?**
- A. No.
- 21. Q. Can a student who has a “high school credential” from another country take the GED® Test?**
- A. Yes, if the higher education institution or employer he/she is applying to does not allow or recognize a diploma from another country. Permission to take the exam must be obtained from the USOE GED® Administrator.

- 22. Q. If a student has taken and passed the GED® Test, can he/she take it again?**
A. Yes. If an employer or university/college requires the student to have a higher score the GED® Test may be retaken. Permission to retake the exam must be obtained from the USOE GED® Administrator.
- 23. Q. Can GED® preparation classes count as credit classes?**
A. No. Remember: The only courses that count toward AHSC classes are those that follow UT Core Curriculum standards and are approved by the local board of education. However, if the student meets the guidelines as a special education student, has not reached his/her 22nd birthday, and has a current special education IEP, then credit could be awarded if the curriculum is at his/her educational functioning level as determined by appropriate special education assessments and is approved by the local board of education.
- 24. Q. Can contact hours and level gains be earned for a GED® Test in Spanish preparation class?**
A. Yes. Provided the student is enrolled, has an EFL and SEOP, completes at least 12 hours as an ESOL student, and is post-tested using the same assessment tool (different form). The intent is that the student participating in a Spanish GED® preparation class would be striving to improve his/her English acquisition skills during the instructional process of the GED® preparation classes.
- 25. Q. Can changes be made to a student's GED® Test record beyond minor spelling changes?**
A. The GED® Testing Service will require original documentation to be presented before considering any change. Forgeries, identity theft, hiding one's identity and adopting a new one, etc., are all very real these days; hence, by abiding by this state policy, the risk of being an accidental "accessory to the crime" is lowered. No examiner or adult education program staff member is to make any changes in GED® Test records.
- 26. Q. Can a student taking the GED® Tests complete one test section at a time until he/she passes before moving on to the next text?**
A. Yes. According to current Utah policies, a student may take each test module multiple times in a calendar year before moving on to the next subtest. However, it is recommended that the person takes all modules of the GED® Test and then goes back and retests on any module that was not passed. There is a 60 day waiting period after the third retake of any test module
- 27. Q. Does registering "one-time" to take the GED® Test allow the GED® test-taker to take and/or retake the GED® Test for an unlimited period of time?**
A. No. Each time the test-taker wants to take or retake a test module they must register and pay for the test module.

- 28. Q. What does the GED® Test measure?**
- A. The GED® Test measures how well the GED® test-taker has mastered the skills and general knowledge that are acquired in a four-year high school education. The test-taker is not expected to remember numerous details, definitions, or facts. Rather, the test-taker is expected to demonstrate “thinking skills” on a variety of issues. The applicant is tested on knowledge and skills acquired from life experiences, radio, television, books, newspapers, consumer products, and advertizing. Thus, a person who has been out of school for a period of time should not be at a disadvantage. The test-taker’s reading level should be at the 9th grade level in addition to the ability to complete math computations and applications using addition, subtraction, multiplication and division without a calculator.
- 29. Q. What are the four GED® Test Modules?**
- A. Reasoning through Language Arts, Mathematical Reasoning, Science, and Social Studies. A detailed description of each can be found at <http://www.gedtestingservice.com/educators/2014test>.
- 30. Q. A person comes to our program having passed the GED® Test in another state. Can this person be enrolled in our high school completion program to earn a Carnegie-unit diploma?**
- A. Yes, as long as the GED® in another state is not considered a diploma. The state GED® test administrator should be contacted for a definitive answer.

GRADUATE, GRADUATION AND DIPLOMA

1. **Q. Are 17-year-olds who complete the adult education requirements “graduates” in our system?**
 - A. A 17-year-old could be a graduate if he/she meets one of the following criteria:
17 = adjudicated as an adult 17 = out-of-school youth
17 = his/her class has graduated 17 = emancipated minor
2. **Q. What are the current graduation requirements, and how do these changes affect adult education?**
 - A. Present graduation requirements for adult education (USOE Board Rule 277-733-8H): English 4.0, math 3.0, science 3.0, social studies 2.5, education (information) technology .50, career and technical education 1.0, general financial literacy .50, arts 1.50, and healthy lifestyles 2.0 (.25-1.50 in health education and .25-1.50 in individualized fitness for life), making 6.0 in electives. Programs are to follow the most current adult education graduation board rule, with specific course offerings established/defined by the local board of education.
3. **Q. Is a student with a disability/handicap guaranteed a diploma?**
 - A. No student is guaranteed a diploma. The only “end result” that adult education programs can guarantee for ANY student is an opportunity to learn. Students with disabilities MUST be afforded the same opportunities to achieve as non-disabled students.
4. **Q. If a person has a high school diploma from another country, can he/she enroll in an adult education program and earn an adult education secondary diploma?**
 - A. No. Based on assessment, he/she can enroll in ESOL classes to improve his/her English or as an ABE student to improve basic literacy skills if his/her literacy skills are below a post-secondary level, but not as an adult high school completion student, since he/she already has a diploma.
5. **Q. A student with a high school diploma received a poor grade in a given subject and wants to retake the class to improve his/her GPA. Can he/she enroll in adult education to do this?**
 - A. No. A student may not improve the original grade; rather, he/she would need to be assessed establishing an EFL, and receive literacy instruction in the lowest assessed area as long as the need is below AHSC (9.0 grade level) to improve his/her skills. The original grade cannot be changed.
6. **Q. Is there a limit to the number of classes an adult education student can take in an adult education program?**
 - A. Yes. A student may take classes until he/she has met his/her SEOP goal(s). If you feel that a student has reached a plateau and is not progressing, the student’s ability to benefit should be reviewed.
7. **Q. Can a program issue a diploma to anyone whose class has not graduated, regardless of whether or not the student is 18?**
 - A. Yes. If a district superintendent “waives” the compulsory age law and the board rule, the student may be issued the “Adult Education Secondary Diploma.”
8. **Q. If a student has a high school diploma from another country and cannot speak English, what should be done?**
 - A. If, through the SEOP process, it is determined that his/her goal is English acquisition (to advance his/her educational level), assess with BEST Literacy and BEST Plus or the CASAS and

determine the student's EFL and program accordingly (Funding Code 7). Remember, this student like all students in Utah must provide proof of Utah residency. If the person does not have proof of Utah residency then the person should be referred to either a college or a community education program for ESOL instruction.

INTAKE AND SEOP

- 1. Q. What is included in the intake process?**

A. The intake process includes the time the student and program staff are engaGED® in completing/gathering student demographic information (including documented proof of Utah residency) and assessments; developing the SEOP, which includes setting a goal(s), reviewing statuses; and signing the waiver to release information. Time spent in the intake process completing the above activities count as non-instructional contact hours.
- 2. Q. What is included in the goal-setting process?**

A. This is the ongoing process counseling of assisting students in setting realistic and attainable (within the program year) academic and non-academic counseling and setting goal(s). The time spent setting goal(s) with students are counted as student non-instructional contact hours and may be applied toward the 12-hour enrollment requirement.
- 3. Q. Is there a limit to the number of classes an adult education student can take in an adult education program?**

A. Yes. A student may take classes until he/she has met his/her SEOP goal(s). If you feel that a student has reached a plateau and is not progressing, the student's ability to benefit should be reviewed.
- 4. Q. If a student has a high school diploma from another country and cannot speak English, what should be done?**

A. If, through the SEOP process, it is determined that his/her goal is English acquisition (to advance his/her educational level), assess with BEST Literacy *and* BEST Plus or the CASAS and determine the student's EFL and program accordingly (Funding Code 7). Remember, this student like all students in Utah, must provide proof of Utah residency. If the person does not have proof of Utah residency then the person should be referred to either a college or a community education program for ESOL instruction.
- 5. Q. If, during the intake process, a person cannot say his/her name, address, and date of birth, or tell where he/she is from and if he/she has a job, would it be acceptable to not administer the BEST Plus and place the student in ESOL 1?**

A. No. While it is true that this would spare the student discomfort and embarrassment, you are required to administer the BEST Literacy and BEST Plus or CASAS. If, in the course of conversation, the student says he/she cannot answer the questions, complete the rest of the questions until you reach the "test ceiling" because the student's answers could be "splinter" (indicating they student may still be able to answer other questions or will "ceiling out" very quickly). Completing an assessment assures clean and accurate student data. Following assessment protocol shows the student the amount of progress he/she has made when post-tested, thus boosting his/her EFL and self-esteem. Completing a full assessment provides a more accurate EFL and enables a better decision as to the area of academic instruction.
- 6. Q. In reading the assessment and SEOP policies regarding social security numbers, it sounds like programs can release a student's social security number to the USOE without a student signing a release of information. Is this correct?**

A. No. Informed consent is needed, which is why a student is asked to sign the waiver "Release of Information" as part of the SEOP process.

7. **Q. If a student's pre-test shows that he/she has two equally low areas, both at the ABE 2 level, and through the SEOP process program staff establish the student's goal, do we choose the area with the lowest scale score or the one the student wants to work on for the year?**

A. The scale score generates the EFL (Entering Functioning Level). The student's EFL is used for the enrollment period (i.e., the program year). Level gains are based upon this EFL. If two assessed areas generate the same educational functioning level outcome (ABE 2), then a decision with the student will need to be made regarding which academic area will be the program focus and the EFL area of focus for the year.

Note: If the lowest educational functioning level and the area that the student wants to work on are not the same, the challenge for the program will be to provide the academic focus the student wants in conjunction with providing instruction in the EFL area (which is, in fact, probably what the student needs to work on, even though he/she does not recognize it.)

K-12 STUDENTS

1. **Q. If a student leaves a K-12 program, enrolls in an adult education program, earns credits, and decides to return to a K-12 program, can the credits earned in an adult education program be counted toward a K-12 program?**
 - A. Yes. The out-of-school student who returns to the K-12 program is responsible to follow/meet the expectations of K-12. Credits earned in the adult education program may be accepted by K-12 at the discretion of the school district. The “out-of-school youth” enrolled in the adult education program must complete the enrollment process of intake, assessment, and an SEOP. The student must be placed in the appropriate program of instruction in order for the student’s contact hours and credits earned to be counted in the adult funding formula.

2. **Q. If a K-12 student currently enrolled in both adult education and K-12 who is earning credits, who should issue the diploma – K-12 or adult education?**
 - A. K-12 should issue the diploma. However, the adult education teacher issuing the credit must have been paid from state funds, not federal funds. Since the WPU must follow the K-12 student, these individuals are not counted for state or federal reports as enrollees, nor are their outcomes counted in the program’s state funding.

3. **Q. Can a K-12 student participate concurrently in K-12 and adult education?**
 - A. Yes, under the following circumstances:
 - (1) The WPU follows the student for the time spent in adult education, or
 - (2) The student is being fully charged for the adult education classes at the same rate per credit hour of instruction as the closest college or university. Otherwise, a student must have “dropped out” of the K-12 program before enrolling in adult education.

4. **Q. Can a 16- to 18-year-old whose high school class has not graduated and who is counted on the high school rolls be eligible for adult education programs?**
 - A. Yes, Board Rule R277-733-1-5 states: “Other eligible adult education student means persons 16 to 19 years of age whose high school class has not graduated and is counted in the regular school program. The funds generated, weighted pupil unit (WPU) or collected fees or both, are credited to the adult education program for attendance in an adult education program.” The student cannot be counted as an enrollee. Outcomes obtained are not counted for state or federal reports.

5. **Q. Can a student who moves into a school district as a senior, only needs one or two credits to graduate, and (1) is refused admission to the local high school, or (2) wants to attend adult education instead of the local high school attend adult education programs to obtain the needed credits?**
 - A. Yes. If he/she (1) provides the adult education program section one of the “*Adult Education Program and/or GED® Testing Application for 16-18 Year-Old Non- Graduates*” form thus acknowledging that he/she that he/she is not attending a K-12 program. The student must be an enrollee (assessed, have an SEOP with established goal(s) and twelve contact hours) for the program outcomes to count for state funding. This student’s diploma would be awarded through the adult education program and NOT the traditional K-12 or alternative high school, and (2) the student qualifies under the state and federal definitions of out-of-school youth. The federal statute defines “qualifying adult” as an adult who (A) is 16 years of age or older, (B) is beyond the age of compulsory school attendance under the law of the state or outlying area, (C) does not have a secondary school diploma or its recognized equivalent, and (D) is not enrolled in secondary school.

6. **Q. Can a high school student whose class has not graduated and who moves to an adult education program (and the pro-rated WPU follows the student) be counted as a regular adult education student for NRS reporting?**
- A. No. If the WPU follows the student (and by Board Rule it MUST), the student cannot be counted in adult education for state funding purposes because the student does not meet the state Adult Education definition. Nor will the student be counted in the federal NRS reporting process.
7. **Q. Is a student who is issued a “certificate of completion” through K-12 considered a high school graduate?**
- A. No. This student may participate in adult education programs courses of instruction that may lead to an Adult Education Secondary Diploma.
8. **Q. How can a program know when a student has dropped out of the K-12 system?**
- A. Documentation consists of the youth providing the adult education program the “*Adult Education Program and/or GED® Testing Application for 16-18 Year-Old Non- Graduates*” form with section one completed, thus acknowledging that he/she that he/she is not attending a K-12.
9. **Q. What is the process for summer seniors?**
- A. In programs that have summer seniors completing classes for graduation from K-12 (traditional high school “holding the student’s diploma”), the student usually has until August to complete courses and return to K-12 to “retrieve” his/her diploma. The WPU must follow the student. Adult education programs do not generate state funding for this student (Funding Code 8).

LEVEL GAIN

- 1. Q. Can a level gain be earned for an ESOL 6 student?**

A. Yes. If an ESOL 6 student's EFL is speaking/listening and they post-test with the BEST Plus or CASAS (in reading or language meeting ESOL 6 exit criteria, a level gain will be recognized by the program. The student may then be assessed with a TABE as a diagnostic assessment to facilitate education programming for the balance of the program year.
- 2. Q. Why can't a program generate multiple level gains?**

A. Multiple level gains in the EFL are reported by student depending upon the outcomes of post-testing assessments. The total number of level gains that a student generates can be found on the student's Test History screen in UTopia.
- 3. Q. What is a level gain?**

A. A level gain is based on the student's initial entry assessment level. If a student's lowest assessment is in mathematics on pre-testing, then all gains for that fiscal/program year are based on the mathematics score. To determine a level gain, the student must be post-tested at least once after a standard instructional period (minimum of 50 instructional hours for ABE/AHSC and minimum 60 instructional hours for ESL) as set by state policy. An "advance" or "completion" is recorded if, according to subsequent assessment(s), the student's "entry-level skills" are one or more levels higher than the incoming level in the area initially used for placement. The lowest functioning level again is used to make this determination. When the student increases a level on his/her post-test, then a level gain is recorded for NRS reporting and state funding.
- 4. Q. What do I report when a student has a level gain from ABE 2 to ABE 3?**

A. Since all contact hours for all instruction will be reported in ABE 2 functioning level, then level gains will also be reported at the same functioning level.

Example 1: If a student's pre-test entry scores places the student's EFL - lowest level in ESOL 2 (BEST Plus 401-417) and the post-test score demonstrates a placement in ESOL 4 (BEST Plus 439-472), then a two-level gain would be recorded for that student.

Example 2: If another student was taking ABE reading coursework and pre-tested at ABE 3 (TABE 461-517) and post-tested in ABE 4 (TABE 518-566), the level gain would be one level gain recorded as achieved from the student's lowest entry level (ABE 3).

Example 3: An ABE student tests 380 on the TABE in reading (ABE 2) and 450 on the TABE in math (ABE 3). Level gains are measured from the lowest functioning level, which is reading ABE 2. If the student shows a level gain in math on the post-test and no gain in reading, there is NO level gain.
- 5. Q. Can a student be in more than one category (e.g., ESOL and ABE)?**

A. No. A student cannot be in ESOL and ABE or ESOL and AHSC at the same time during any program year. A student can only (for level gain purposes) achieve level gains based on the original pre-test (EFL) lowest level placement.
- 6. Q. How are level gains reported?**

A. For federal reporting, the total number of students who complete a level during the program year are reported as a percentage rate of level completion. The number who continue in the program after completing a level gain, the number who fail to complete a level and leave the program, and the number who remain at the same level are recorded to obtain a fuller picture of student flow and retention.

7. **Q. Can contact hours and level gains be earned for a GED® in Spanish preparation class?**
A. Yes. Provided the student is an enrollee with “enrollee status,” completes at least 12 hours as an ESOL student, and is post-tested using the same assessment tool (different form). The intent is that the student participating in Spanish GED® preparation classes would be striving to improve his/her English acquisition skills during the instructional process of the GED® preparation classes.
8. **Q. Can a program count level gains in both reading and math?**
A. No. Level gains are determined from the student’s lowest Entering Functioning Level - EFL (state-approved standardized assessment determines this). The EFL is used for the fiscal/program year. If the completed assessment shows that a student has two equally “lowest levels” (e.g., ABE 2 math and ABE 2 reading), then a decision must be made as to which instructional area will be reported for the student’s EFL. A level gain can only be reported for one instructional area. The SEOP process identifies the student’s intent and focus of instructional effort.
9. **Q. Can a student have a level gain from AHSC 1 to AHSC 2?**
A. Yes.
10. **Q. Can an ESOL 6 student or an AHSC 2 student have a level gain?**
A. It depends. An ESOL 6 student who does not meet exit criteria on a post-test will not have a level gain. An AHSC 2 student cannot have a level gain.
11. **Q. A student enters as ABE 1; after 50 hours of instruction, retests and moves to ABE 2; tests again after 50 hours, and drops to ABE 1; tests again after an additional 50 hours, moves to ABE 3, and tests again. This time the student is at ABE 1 and drops out. For purposes of NRS reporting and state funding, how many level gains will be reported?**
(A) Zero, based on ending EFL vs. entering EFL? or
(B) A level gain for each advancement?
A. Students only advance. This particular student moved upward two levels. If this type of an assessment pattern occurs, the teacher should look at aspects of the assessment process or instruction. It is rare, but certainly not unheard of, for students to regress or test lower on a post-test. Even the best of tests has a 20 percent change rate of scores moving up or down.

NATIONAL REPORTING SYSTEM (NRS)

1. **Q. As a program, if we do not have federal funds (AEFLA), do we still need to complete and submit data for the NRS Report?**
 - A. Yes. Data from all programs regardless of state or federal funding source will be included in the NRS Report since the state accepts federal funding.
2. **Q. How can I learn more about reporting requirements and how to complete the NRS tables at my program?**
 - A. NRS tables are completed by Utah State Office of Education staff and reported annually to the Office of Vocational and Adult Education (OVAE). More information about NRS can be found at <http://www.NRSweb.org>.
3. **Q. What are the timelines for completing UTopia program data entry?**
 - A. All data should be kept up to date on an ongoing basis. The final date to enter credits, a graduation completion date, and contact hours is July 15th annually; after that date the “ending year’s screens” are not available.
4. **Q. How do we report the number of students who were funded and served under a specific grant when the students are enrolled in a number of classes and programs? It is difficult to identify the percentage of the whole.**
 - A. Identify the student by the teacher. The money follows the teacher, not the class.
5. **Q. What is the National Reporting System (NRS) for Adult Education?**
 - A. The National Reporting System (NRS) is the accountability system for the federally funded adult education program, mandated by the Workforce Investment Act (WIA). The NRS includes student measures to describe adult education students, program participation and assessment of the impact of adult education instruction, methodologies for collecting the measures, reporting forms and procedures, and training and technical assistance activities to assist the state in collecting the measures. The NRS requirements were effective beginning in July 2000.
6. **Q. Are all states required to report data to the NRS?**
 - A. Yes. All states accepting WIA funds are required to report data to the NRS for services funded within the Workforce Investment Act (WIA). In addition, the WIA requires states to develop performance standards for student outcome measures and assess local program effectiveness using these standards.

Note: the reporting elements captured and reported in the NRS may change with the implementation of the Workforce Innovation and Opportunity Act (WIOA) in 2016.

OUT-OF-SCHOOL YOUTH

1. **Q. Can a 16-year-old who has been adjudicated as an adult or who is married (as proven by a marriage license) be counted in adult education?**
 - A. Yes. If he/she has been deemed an adult by the courts or provides documentation by producing a marriage license, then he/she can participate in adult education.

2. **Q. Can a 16-year-old who “drops out” of school attend an adult education program?**
 - A. a. Board Rule R-277-733-1-J) states that an “eligible adult education student” means a person who:
 - (1) Is 17 years of age or older, AND whose high school class has graduated;
 - (2) Is under 18 years of age and is married; or
 - (3) Has been adjudicated as an adult; or
 - (4) Is an out-of-school youth 16 years of age or older who has not graduated from high school.
 - b. Yes, adult education programs have responsibility to provide educational opportunities to adults and out-of-school youth (Board Rule 277-733-1-S) who have not graduated, if the youth provides the adult education program the “*Adult Education Program and/or GED® Testing Application for 16-18 Year-Old Non- Graduates*” form with section one completed, thus acknowledging that he/she that he/she is not attending a K-12 and understands the education consequences associated with his/her choices.
 - c. Yes, federal law (AEFLA) states that “qualifying” individuals include an adult who is 16 years of age or older. The statute defines “qualifying adult” as an adult that is (1) is 16 years of age or older; (2) is beyond the age of compulsory school attendance under the law of the state or outlying area; (3) does not have a secondary school diploma or its recognized equivalent; and (4) is not enrolled in secondary school who lack sufficient mastery of basic educational skills to enable the individual to function effectively in society, or (5) is unable to speak, read, or write the English language.

Note: Federal law defers to the state compulsory education laws.

PROGRAM AUDIT AND MONITORING

1. **Q. What is the difference between an adult education desk audit and program monitoring or review?**
 - A. An adult education desk audit is to encourage program outcomes and program growth as well as verifying program level information used for NRS reporting. An adult education program monitoring is to verify that Utah adult education funding (federal and state) policies and procedures are being implemented, in order to ensure and that state and federal regulations are being followed enhancing program performance and .

2. **Q. Does a community-based organization (CBO) need to have an external audit of adult education data?**
 - A. Yes. This is a requirement of the School Finance Department and the Office of Vocational and Adult Education (OCTAE) to assure accurate data. The accountant chosen must complete the audit after June 30th. The report is due to the USOE by September 15th annually. The report data is verified against the program entered UTopia data. Any discrepancies between the UTopia data and the auditor's report will need to be addressed. The expense of an outside accounting audit can be part of the AEFLA grant 5% administrative expenses, and should be listed as a purchased professional service on the submitted budget summary of the funding grant.

3. **Q. Will the results of program monitoring and desk audits affect the program's funding?**
 - A. Information discussed and reviewed during both program monitoring and desk audits can be a factor in the program's continued funding. If, during program monitoring a "finding" is determined it is expected that the program will correct the finding within an agreed period of time. Failure to do so may/can result in funding being frozen or terminated. Desk audits review program performance data is reviewed throughout the program year. Program data and costs associated with the program's outcomes impact the program's continued state and/or federal funding. Programs are expected to make annual progress. Repeated patterns of failure to increase outcomes are monitored and may impact future funding.

4. **Q. What financial responsibilities does a program have?**
 - A. All programs are to utilize funds (state and federal funds) for the sole purpose to provide direct instruction to adult students. Programs must maintain and submit financial backup data to the USOE – adult education services staff as requested (federal reimbursement requests and/or state supplemental funds requests), during program monitoring visits or as deemed necessary by state staff. Checking account statements will be monitored during program monitoring visits to assure that funds (tuition and fees) are used as defined by adult education rule (R277-733-9-H) and policy. *Utah State law 53A-15-401 provides for the establishment of fees that shall be imposed by the local school boards for participation in adult education programs. Fee structures for adult education shall take into account the ability of the Utah resident who participates in adult education to pay the fees. Pursuant to State law 53A-15-403, local boards of education may raise and appropriate funds for an adult education program and determine the fees for participation in adult education programs (53A-12-101 and 53A-15-401).*
Programs (school districts and/or other nonprofit eligible provider) receiving federal Adult Education and Family Literacy Act (AEFLA) funds may charge reasonable and necessary tuition or fees to be used specifically to provide additional adult education and literacy services that the program would otherwise be unable to provide. 34 CFR 80.25 allows for State grantees of AEFLA awards to earn program income. Subsection 80.25 (b) defines program income as stated. Collected fees and tuition must be used to assist adult students in becoming literate, obtaining knowledge and skills necessary for employment and self-sufficiency, obtaining the education skills necessary to become full partners in their child's education, and completing their secondary school education (AEFLA Section 202).

RESIDENCY

1. **Q. Why must we ask are clients if they are residents of the state of Utah?**
 - A. State funds are provided by the Utah state legislature for the purpose of providing education services to persons of Utah.

2. **Q. What documents must students provide that proves Utah residency?**
 - A. Allowable documents can be found in Board Rule R277-733-6.

3. **Q. I have a student who lives in an apartment and wants to use a letter submitted from the apartment manager on the apartment's letterhead as proof of residency. Is this allowed?**
 - A. No.
 - B. A letter from the apartment manager does not verify that the person actually lives there. A rent statement or utility bill in the person's name should be used instead. If the rent or utility bill is in another person's name then the client will need to present another form of residency proof.

4. **Q. A person wants to enroll in my program but they are from another country and do not have any documents in their name that says they are a Utah resident. What should I do?**
 - A. Without documentation the person cannot enroll in an adult education program.

5. **Q. Why can't a client use a PO Box to validate Utah residency?**
 - A. Anyone can purchase a PO Box without residing in the state.

SPECIAL EDUCATION AND 504 QUESTIONS

- 1. Q. A student who is over the age of 22 self-reports that he has had a history of special education services. Are adult education programs responsible to follow the Individuals with Disabilities Education Act requirements?**

A. Yes. While the IEP is no longer valid, this does not mean that the disability that caused the individual to be eligible for special education services “goes away” or can be ignored. The adult education program is responsible to provide the appropriate accommodations for the student to meet with educational success.
- 2. Q. What is Section 504 of the Rehabilitation Act?**

A. Section 504 provides protections for individuals whose disabilities substantially limit one or more major life activities, including hearing and learning. Students with disabilities are not required to produce the identical results or level of achievement as their non-disabled peers, but must be afforded equal opportunity to obtain the same results, gain the same benefit, or reach the same level of achievement in the most integrated setting appropriate to the person’s needs.
- 3. Q. Is a student with a disability/handicap guaranteed a diploma?**

A. No student is guaranteed a diploma. The only “end result” that adult education programs can guarantee for ANY student is an opportunity to learn. Students with disabilities **MUST** be afforded the same opportunities to achieve as non-disabled students.
- 4. Q. Is the student who passes the GED® and receives a Utah High School Completion Diploma eligible to continue in adult education?**

A. Youth under the age of 22 who pass the GED® may be eligible to return to K-12 high school if it is required for the provision of a Free and Appropriate Public Education (FAPE) under the Individuals with Disabilities Act (DEA), 20 U.S.C., Chapter 33.
- 5. Q. If a student is hearing impaired and requests an interpreter, does the adult education program need to provide one?**

A. Yes. An interpreter is an accommodation and must be provided by the program providing the activity (e.g., job, education, medical services, etc.).
- 6. Q. Does Vocational Rehabilitation pay for interpreter services?**

A. No. Adult education programs must absorb the cost.
- 7. Q. Can a student enrolled in adult education receive special education services from the public high school?**

A. Yes. This is addressed in Board Rule R277-733-7 Adult Education Program Pupil Accounting. It is also addressed in the Adult Education Policies and Procedures Manual Tab 6 – Out-of-School Youth (16-22) and Special Education Services Funding. The student served under an IEP who meets the requirements for participation in an adult education program may be dually enrolled. In this case, the K-12 program would enroll the student and collect the special education add-on funds for services while the adult education program would collect the WPU, but not the State Adult Education MSP funds. In order to do this the LEA would need to assign the student to a school; it is recommended that the LEA establish another school specific for the adult education program for this purpose. The student’s membership would be in this newly defined school (see Tab 6 for specific details.)

8. **Q. Does the special education IEP team in the public school have the authority to place a student in an adult education program when their class has already graduated?**
- A. The IEP team has the responsibility to determine student need(s), design a special education program(s) to address those needs including suggesting the best location in which to provide those services. It is best practice that if the location of services is through a program other than the K-12 program, that representatives of that program be part of the discussion.
9. **Q. Are students enrolled in adult education (on a special education IEP) allowed to ride the regular school bus to the place of instruction that is off campus?**
- A. As always the IEP team determines whether related services are required for the student to access special education services; transportation is considered a related service. If the IEP team determines that transportation is needed, the LEA must provide the transportation.

STAFF

1. **Q. If volunteers are fully trained in how to use UTopia, would it be appropriate for them to enter student information and place the supporting documents into the student's file, given the fact that the SEOP contains sensitive information?**
 - A. The volunteer issue is always a big concern, because there is nothing to tie that person to the program. Unless you feel VERY comfortable with the person, then it would probably be best not to have a volunteer do this work.

2. **Q. Must all teachers in the program teach only in their area of license?**
 - A. No. The license and endorsement of the staff is important in evaluating the teacher's assignment but not controlling. Persons teaching credit bearing courses must have a current Utah teaching credential and may issue adult education high school completion credits in multiple subjects. (Board Rule R277-733-4-J-K)

2. **Q. Do we need to monitor volunteer staff who provide instruction?**
 - A. Yes. Volunteers should be observed like all teaching staff.

STATE AND FEDERAL GRANTS

1. Q. What are the federal competitive grants called?

A. The federal allocation that Utah receives for adult education is awarded under the Adult Education and Family Literacy Act (AEFLA). Grants available to local programs that are available on a competitive basis include English Language/Civics, Prisons and Institutionalized, and Adult Basic Education.

TRANSCRIPTS

1. **Q. Regarding official transcripts, after a student has completed courses through the adult education program, what course numbers do districts use to give credit? Should programs use the same numbers as a high school uses (which are the numbers assigned to classes by the State Office)?**
2. **Q. Once a district receives a student's transcript, can district personnel interpret the transcript according to their own requirements regarding what is and isn't accepted as a particular credit?**

A. Present Board Rule:

State Board Rule: R277-705-3 Units of Credit

- *Schools shall accept credits from accredited education institutions:*
- *Schools shall accept credits from accredited schools or providers accredited by the Northwest Association of Accredited Schools or approved by the Board without alteration.*

Programs may interpret which graduation area credits will be applied to. However, credits that have been entered into UTopia by another program may not be altered, nor may the credits be changed from one graduation area to another without a discussion with the program that originally entered the credits into UTopia. If the originating program agrees to change the graduation area, it must reenroll the student as concurrent, make the agreed-upon changes, and then separate the student.

Any transcript or student report card that the program receives cannot be altered and must be entered into UTopia verbatim. It is the program's responsibility to "interpret" the context of the transcript or report card credit area (bucket) to apply the credit based upon the school district's definition and description of the class.

Senate Bill 56 (passed in the 2006 Legislative session) requires that "a public school shall accept credits and grades awarded to a student by a school accredited or approved by the State Board of Education or accredited or recognized by the Northwest Association of Accredited Schools as issued by the school with alteration (53A-13-108-5)."

3. **Q. Do programs need to obtain transcripts from other adult education programs if credits are already entered into UTopia?**
- A. No.

TRANSPORTATION AND CHILD CARE

- 1. Q. Are funds available for a program to apply for to cover child care for the students or for transportation to ESOL classes?**
- A. No. Community resources and partners should be considered. It could also be good to talk to districts about resources.

TUITION AND FEES

1. **Q. Is it acceptable to charge a book fee or materials fee for students under a specific grant?**
 - A. Yes (Board Rule R277-733-9). However, federal rules discourage charging fees for federally funded programs. Fees charged are to be reasonable and necessary, and collected to provide additional adult education and literacy services that the program would otherwise be unable to provide. Fees collected from students participating in AEFLA programs must be accounted for, and can only be used for allowable activities according to AEFLA standards.

2. **Q. May fees collected from community education classes or GED® testing be submitted and accounted for with adult education fees and tuition?**
 - A. No. Adult education fees and tuition must be collected and reported separately from community education or GED® testing. If fees and tuition are charged to students participating in a federally funded program, they are to be submitted and reported to the business administrator and must be returned to the local adult education program to be used specifically to further the program's ability to meet the student's academic/literacy needs.
Programs (school districts and/or other nonprofit eligible provider) receiving federal Adult Education and Family Literacy Act (AEFLA) funds may charge reasonable and necessary tuition or fees to be used specifically to provide additional adult education and literacy services that the program would otherwise be unable to provide. 34 CFR 80.25 allows for State grantees of AEFLA awards to earn program income. Subsection 80.25 (b) defines program income as stated. Collected fees and tuition must be used to assist adult students in becoming literate, obtaining knowledge and skills necessary for employment and self-sufficiency, obtaining the education skills necessary to become full partners in their child's education, and completing their secondary school education (AEFLA Section 202).