

## Adult Education Basic Program

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Adult education empowers individuals to become self-sufficient, with skills necessary for future employment, post-secondary training, and personal successes.

The intent of adult education within the state of Utah is to provide programs that are strong in intensity and rigor, allowing for individualized instruction of all students at their academic, social and emotional functioning level, allowing them to meet with educational success leading to post-secondary and career options. Student success is a result of maintaining integrity in the quality of staff and programming and community involvement.

By applying for and accepting state and/or federal funding, programs agree that they will adhere to the signed program assurances and will uphold and follow the policy and directives of the Utah State Board of Education (USBE) in fulfilling the above intent.

To ensure compliance with the state's expectations, programs will participate in a program site monitoring, at a minimum, every three years or more frequently as determined by the Utah State Board of Education – Adult Education Program Services staff and the state superintendent. Program outcome desk monitoring are conducted monthly by the adult education specialist assigned to the program as a technical assistant.

A program's basic plan should be reviewed annually and submitted at the time of the program site monitoring to the USBE – Adult Education Program Services.

The following components are considered essential for an adult education basic program:

- Maintenance of a written program plan that defines realistic program goals which are understandable, measurable and achievable. The goals are to be reviewed and updated with the program's local advisory committee annually, at a minimum.
- Standards are to be developed and implemented related to fiscal policy and management; personnel hiring and licensure; student recruitment, retention and assessment; curriculum development and implementation; professional development and delivery; and community connections.
- Procedures for completing the annual fiscal and compliance independent audit.
- Compliance with USBE board rules and policy and procedures that apply directly to adult education programs including submission of reports, day-to-day procedures and practices, etc.
- Standards to develop and maintain an active enrollment of at least 25 students through recruitment and community partnerships.
- Standards to deliver rigorous curricula in a program of intensity, meaning that all classes will be offered to students at a minimum of six hours per week.

- Process to manage and facilitate the maintenance of required documentation in all student files validating student outcomes as defined in Tab B of the policy and procedures guide.
- Written program procedures for assuring the security of tests and student records.
- Develop, review and update the CCRP for each student as needed but at a minimum annually.
- Develop ELL curricula in tandem with English Language Proficiency (ELP) standards as well as developing ABE and AHSC curricula that utilizes the state's College and Career Ready (CCR) standards as a basis for measured success.
- Develop, implement and refine the curriculum in the areas of program grant awards for ELL, ABE and/or AHSC.
- Research and obtain a curriculum that is designed specifically for the adult learner.
- Develop and implement an annual professional development plan at the local level for both teachers and paraeducators that is specific to adult education.
- Develop a written plan for active program participation at adult education regional and state meetings and trainings for directors, coordinators, and program staff.