Student Education Occupation Plan (SEOP)
Personalized plan for an adult education student, including the student's demographics, goals and objectives, records of prior educational achievements, and documentation of work experiences.

Enrollee
A student, who participates in twelve or more contact hours during a fiscal year, has completed a full assessment establishing an EFL, has a current SEOP with a defined goal, and a defined funding code.

Enrollee Status
Status established when all four enrollee requirements are entered into UTopia. State funding is determined from this date.

Contact hour
At a minimum, 45 minutes of instruction or support given under the supervision of an employee of the adult education program. Also known as one clock hour of attendance.

Entry date
The date a student first participated in an education activity in the adult education program during a program year.

SECTION F

KEEPING TRACK OF STUDENTS

Student Records

Documentation must be maintained on each adult education student.

The following four records, in hard copy format, must be saved in the student file for the seven years after the closing of the program year they were obtained/ created in for student programing, monitoring and auditing purposes. For example a document obtained in program year '13-'14 must be kept until the end of '20-'21.

These records may be kept in hard copy form or electronic copy as determined by the program director.

1. Assessment protocols (face sheet with student name, DOB, date of testing, test administrator name and raw scores as entered into UTopia)
2. Release of Information for credits, etc.
3. Contact hour documentation (including instructional and non-instructional)
4. First managing program must maintain the Current SEOP with signed or refusal to sign "Waiver of Release" form
5. Education withdrawl application form—Adult Education Program and/or GED tests application for 16-18 year old non-graduates.

The following seven records, in hard copy format, must be saved in the student file

1. Copies of all grades and transcripts from other agencies
2. Cumulative transcript of earned and awarded credits
3. Record of employment and/or military service
4. Record of academic accommodations
5. Completed Core Follow-up Surveys (students without a Social Security number) as directed by the USOE
6. First managing program must maintain Proof of Utah residency
7. First managing program must maintain the last SEOP with signed or refusal to sign "Waiver of Release" form

UTopia
UTah Online Performance Indicators for Adult Education database maintaining live and archived state data of all Adult Education students.

Exit date
Official date the enrollee left school because of completion, dismissal, death, transfer, or administrative withdrawal. Also known as the date of withdrawal.

Student Education Occupation Plan (SEOP)

For all new students, a hardcopy of their SEOP and a signed or refusal to sign "Waiver of Release" form must be maintained in the student's file.

The SEOP is a personalized plan for the adult education student including the student's demographics, goals and objectives, records of prior educational achievements and work experience, and educational and occupational goals. (Policies and Procedures Tab 2 – Personal Data/SEOP)

The SEOP should be developed by the student with assistance from adult education staff. The SEOP should outline specific academic and career objectives. Input from various social and community agencies (e.g., Workforce Services, Human Services, Vocational Rehabilitation etc.) familiar with the student is encouraged when creating the SEOP. Completed SEOPs must be signed by a counselor and the student releasing adult education records to other government agencies for data matching and counseling purposes. The SEOP and the "Wavier of Release" form (signed or refused to sign) must be maintained in the student's file by the first managing program. The "Wavier of Release" must be updated annually. For students graduating their final SEOP must be kept and available for five (7) years post graduation.

Proof of Residency

Proof of Utah residency must be maintained in the first managing program's student's file as defined in Board Rule R277-733-6 and detailed in the "Establishing Proof of Utah Residency" policy. (Policies and Procedures Tab 18 – "Establishing Proof of Utah Residency")

Enrollee

An enrollee is a student who has met the four requirements; 1) participates in at least 12 contact hours in the same fiscal year, 2) has been assessed for program placement establishing an Entering Functioning Level (EFL), 3) has a comprehensive SEOP with established goals, and 4) has a defined funding code.

A student achieves Enrollee Status in UTopia on the date when the last of the four enrollee requirements are met and all are entered into UTopia. State funding for this student is determined from the Enrollee Status date.

An enrollee and associated outcomes are counted once by a program in any fiscal year. For federal reporting, all student data achieved in any program in a program year is consolidated into one student for reporting and counting purposes.

Contact Hours

Documentation of each student's attendance (contact hours) must be recorded daily, entered into the UTopia database, and maintained as a hard copy backup for seven years for program audit purposes. An instructional contact hour is academic instruction time under the supervision of a program employee. Non-instructional contact hours include intake, SEOP development and review, assessment, and counseling provided under the supervision of a program employee.

Note: Contact backup hours definition: Class attendance sheet with date of class, student name, student signature/initials, student documented time of arrival and time of departure. For students enrolled in a computer assisted instruction class, copies of program generated participation activity of "time on task" will suffice.

Funding code
Code used in the student's records to identify eligibility criteria for use of state or federal funds.

Level gain
A level gain is a measurement of improvement in the content area being measured. Only valid standardized tests measure educational gain. The standardized test and resulting scale scores are aligned with the National Reporting System (NRS) levels. Valid pre- and post-test comparisons are used to determine gain. A level gain is determined from the student's lowest functioning level (which is the student's Entering Functioning Level) and used as the baseline upon which any or multiple level gains are based in a fiscal year.

Attendance

Instructional and non-instructional contact hours are maintained for all students in the UTopia database. Each student's file for the current program year must have evidence (hard copy) that supports all attendance hours entered into the database. This evidence must be maintained by the program for five years from the end of the program year it was generated.

Funding Codes for State or Federal Funding

Code numbers 2, 3, 6, and 7 are allowable use of state or federal funds.

Code numbers 1, 4, 5, 8, and 9 are not allowable use of state or federal funds.

Students meeting criteria 4, 5, and 8 must use the weighted pupil unit (WPU) to pay for tuition and associated costs for adult education services.

Board Rule:
"A student who is at least 16 years of age but less than 19 years of age, who has not graduated from high school, who is a resident of the district, and who is enrolled in a K-12 program, may, with approval under the state administered adult education standards, enroll in an adult education program. The regular state WPU at the rate of 990 clock hours of membership per one weighted pupil unit per year, 1 FTE on a yearly basis shall follow the student. The clock hours of students enrolled part-time shall be pro-rated by the school district."
(Board Rule R277-733-6 A-D)

National Reporting System

Entering Functioning Level (EFL)

A student's initial assessment determines the Entering Functioning Level (EFL) for the fiscal/program year. Each student, as a result of the appropriate assessment, has an area of focus; ESOL, ABE, or AHSC, that is tracked in UTopia and used to determine academic instruction.

Entering Functioning Level is determined by standardized assessment (Policies and Procedures Tab 1 – Assessment Policy). In accordance with the Office of Career Technical and Adult Education (OCTAE), at the time of the initial assessment, if a student's skill levels are different (e.g., intermediate in reading and beginning in math) he/she is to be reported at the lower literacy level (in this sample, math) to establish a baseline upon which to measure gain. The lowest academic functioning level is the student's "Entering Functioning Level" for that fiscal/program year.

National Reporting System – Levels, Competencies and Corresponding Scale Scores

English for Speakers of Other Languages (ESOL)

1. ESOL 1 (Beginning ESOL Literacy). Student cannot speak or understand English and has no or minimal reading or writing skills in any language. Student functions minimally or not at all in English and communicates only through gestures or a few isolated words. Student may have no knowledge or use of computers.
Test benchmark: BEST Literacy 0-20 *and* BEST Plus 400 and below; CASAS reading 180 and below, CASAS listening 180 and below. **Scores are being updated by AIR SScores

2. ESOL 2 (Low Beginning ESOL). Student can understand basic greetings, simple phrases and commands. Student can understand simple questions related to personal information; read numbers, letters and some common sight words; read and write some familiar words and phrases; and write basic personal information. Student can function with difficulty in social situations and situations related to immediate needs. Student may have limited knowledge and experience with computers.
Test benchmark: BEST Literacy 21-52 *and* BEST Plus 401-417; CASAS reading 181-190, CASAS listening 181-190.

3. ESOL 3 (High Beginning ESOL). Student can understand common words and simple phrases and sentences containing familiar vocabulary, can read most sight words and many other common words, and can read familiar phrases and simple sentences. Student can function in some situations related to immediate needs and in familiar social situations. Student may have limited knowledge and experience with computers.
Test benchmark: BEST Literacy 53-63 *and* BEST Plus 418-438; CASAS reading 191-200, CASAS listening 191-200.

4. ESOL 4 (Low Intermediate ESOL). Student expresses basic survival needs and, with some difficulty, participates in some routine social conversations; reads simple material on familiar subjects; writes simple notes and messages in familiar situations; interprets simple directions, schedules, signs, maps, etc.; and completes simple forms. Student may be able to use computer programs and can perform a sequence of routine tasks if given directions.
Test benchmark: BEST Literacy 64-67 *and* BEST Plus 439-472; CASAS reading 201-210, CASAS listening 201-210.

5. ESOL 5 (High Intermediate ESOL). Student can participate in conversation in familiar social situations, but may need some assistance in clarifying; can read text on familiar subjects that have a simple and clear underlying structure; can write simple paragraphs; can meet basic survival and social demands; can follow simple oral and written instructions; and has some ability to communicate on the telephone on familiar subjects. Student can work with or learn basic computer software.
Test benchmark: BEST Literacy 68-75 *and* BEST Plus 473-506; CASAS reading 211-220, CASAS listening 211-220.

6. ESOL 6 (Advanced ESOL). Student can understand and communicate in a variety of contexts related to daily life and work; can understand and participate in conversations on a variety of everyday subjects, including some unfamiliar vocabulary; can read moderately complex text related to life roles, and descriptions and narratives from authentic materials on familiar subjects; can function independently to meet most survival needs; and can use English in routine social and work situations. Student can use common software, learn new basic applications and select correct basic technology in familiar situations.
Test benchmark: BEST Literacy 76-78 and above *and* BEST Plus 507-540, CASAS reading 221-235, CASAS listening 221-235.

Exit Criteria: BEST Plus 541 and above; CASAS reading or listening 236 and above. **Scores are being updated by AIR

Adult Basic Education (ABE)

1. ABE 1 (Beginning ABE Literacy). Grade level 0-1.9. Student has no or minimal reading and writing skills, may have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument, may have little or no recognition of numbers or simple counting skills, may have little or no ability to read basic signs or maps, can provide limited personal information on simple forms, and can write a limited number of basic sight words and familiar words and phrases. Student can handle simple routine entry-level jobs that require little or no basic written communication or computational skills. No knowledge of computers or technology.
Test benchmark: TABE (Form 9-10) reading 367 and below, total math 313 and below, and language 389 and below.

2. ABE 2 (Beginning Basic Education). Grade level 2.0-3.9. Student can read simple material on familiar subjects and can write simple notes and messages on familiar situations. Student can count, add and subtract three-digit numbers, perform multiplication through 12, identify simple fractions, and perform other simple mathematical operations; is able to read simple directions, signs and maps; fill out simple forms requiring basic personal information; write phone messages and make simple changes. The student can handle basic entry-level jobs that require minimal literacy skills, can read want ads and complete simple job applications.
Test benchmark: TABE (Form 9-10) reading 368-460, total math 314-441, and language 390-490.

3. ABE 3 (Low Intermediate Basic Education). Grade level 4.0-5.9.
Student can read text on familiar subjects that have a simple and clear underlying structure, can use context to determine meaning and can write simple paragraphs with a main idea and supporting details on familiar topics. Student can perform with high accuracy all four basic math operations using whole numbers up to three digits and can identify and use all basic mathematical symbols. Student is able to handle basic reading, writing, and computational tasks related to life roles such as completing medical forms, order forms, and employment applications. Student can qualify for entry-level jobs that require following basic written instructions and diagrams with assistance. Can use simple computer programs and perform a sequence of routine tasks given directions in using technology.
Test benchmark: TABE (Form 9-10) reading 461-517, total math 442-505, and language 491-523.

4. ABE 4 (High Intermediate Basic Education). Grade level 6.0-8.9.
Student is able to read simple descriptions and narratives on familiar subjects or from which new vocabulary can be determined by context, and can make minimal inferences. The student is able to write simple narrative descriptions and short essays on familiar topics and can use punctuation consistently. The student can perform all four basic math operations with whole numbers and fractions, and can determine correct math operations for solving story problems. Student is able to handle basic life skills tasks such as interpreting graphs and charts. The student can read materials on familiar topics such as simple employee handbooks and payroll stubs, complete simple forms and reconcile a bank statement. The student can learn and work with most basic computer software, such as using a word processor, and can follow simple instructions for using technology.
Test benchmark: TABE (Form 9-10) reading 518-566, total math 506-565, and language 524-559.

Adult High School Completion (AHSC)/Adult Secondary Education (ASE)

5. AHSC 1 (Low Adult Secondary Education). Grade level 9.0-10.9.
This student can be considered a "high school diploma-seeking student."
The student can comprehend expository writing and identify spelling, punctuation and grammatical errors. Writing is organized and cohesive and the student can write and reflect thoughts. The student can perform all four basic math functions with whole numbers, decimals, and fractions; can interpret and solve simple algebraic equations, tables, graphs; and can use math in business transactions. The student is able or can learn to follow simple multi-step directions and read common legal forms and manuals. The student is proficient in using computers and can use most common computer applications.
Test benchmark: TABE (Form 9-10) reading 567-595, total math 566-594, and language 560-585.

6. AHSC 2 (High Adult Secondary Education). Grade level 11.0-12.0. Student can comprehend, explain, and analyze information from a variety of literary works, and can use higher-order processes to interpret meaning of written material. Writing is cohesive and clearly expressed. Student can make mathematical estimates of time and space and can apply principles of geometry to measure angles, lines and surfaces. Student is able to read technical information and complex manuals; can comprehend some college level books and apprenticeship manuals; and can function in most job situations involving higher-order thinking. Student can work productively in groups; can use and adapt common software; and select appropriate technology for new situations.
Test benchmark: TABE (Form 9-10) reading 596 and above, total math 595 and above and language 586 and above.

Data Requirements

Management Information System (MIS) - UTopia and the National Reporting System (NRS)

Utah Online Performance Information for Adult Education (UTopia)

For funding and data element requirements, state and local programs must be accountable. Programs are required to enter all student data for students served by state, federal and matching funds. Local programs or subgrantees must keep records that fully show:

- the amount of funds under the grant or subgrant.
- how the subgrantee uses the funds.
- the total cost of the project.
- the share of that cost provided from other sources.
- other records to facilitate an effective program monitoring visit.

"Each state and all subgrantees shall keep records to show its compliance with program requirements" (EDGAR regulation Part 76 Section 731).

The web-based MIS, UTopia, tracks information required for state and AEFLA compliance. The NRS meets the accountability requirements for the adult education program in Title II of the Workforce Investment Act (WIA). Evidence must exist that data is being collected and validated.

There are three types of measures that must be reported by all programs receiving state or federal funding to support their adult education programs.

1. Outcome Measures – Educational gains, entered employment, retained employment, receipt of a GED (Utah High School Completion Diploma) or secondary school diploma (Adult Education Secondary Diploma), and placement in post-secondary education or training.
2. Descriptive Measures – Include student demographics, reasons for attending and student status.
3. Participation Measures – Include contact hours received and enrollment in instructional programs such as family literacy or workplace literacy.

UTopia provides a statewide, standardized set of collected measures and data that are reported to state and federal authorities. Data is used to determine professional development needs, program needs for technical assistance, and continuous program improvement.

The Utah State Office of Education reports data detailing student activity in adult education programs for each fiscal year to state and federal agencies. These reports have many purposes and are used for determining state and federal funding.