Adult Education Directors' Meeting January 21, 2009 Grant Bldg.—Nebo School District

Welcome:

Marty Kelly welcomed the directors and introduced the changes to the USOE GED Rule R277-702. The following comments were received from the Adult Education Directors regarding the GED Rule 733-702.

- Definition section—this has already been defined in 277-733 (adult education). Match the language in this rule with that rule.
- Line 65-age 16—a lot of language has been added that is good. Could use for 17 year olds as well.
- Would be nice not to have two forms for 16 or 17 year olds. How will K-12 people know if a student has passed the GED? (Data match)
- Paragraph 2 line 77. Needs a semi colon or the word "and."
- Lines 141-158 Needs clarification
- The language—lines 135-140—this is what got us in trouble with the GED testing service. Should we strike this part? Why do we need to say 'we used to do this'.
- What about once you have the GED can you go back to K-12? (Written in the adult education rule)
- I think it is wrong to limit a student's future as to obtaining a high school diploma later in life. They may want to obtain a diploma for service in the military.
- Can we change line 139 to add "or the five GED credits were previously transcripted."
- The language for line 139 needs to be tightened so that students enrolled prior to June 30 are not able to obtain the GED five credits past July 1, 2009.
- Reflect special purpose schools exclusion on line 68.
- SSID number is important to obtain from students coming from high schools entering adult education. Can Murray add a line on the form for GED testing sites to add this number? A question was raised on which funding code to use for these students.
- There should be a base line for competency to take the GED.

<u>Discussion</u>: Legislative issues and potential budget cuts.

<u>Discussion</u>: Directors and USOE staff discussed what the vision and mission of adult education should be. The following are comments from this discussion.

- It is being a citizen, taking care of your family. It is broader than just a job although that is a large part.
- Our clients tell us, "It is literacy. It is high school completion."
- Literacy. To be a contributing member of society.
- Clients want to get a better job. Further training.
- To help them establish a connection and to see their value in the community.

- To help them feel successful. Some did not have success in regular high school. We empower them.
- A variety of issues, GED, life skills, literacy, we take all comers.
- Validates their individual learning styles and skills.
- The impact on generations.

The following statements were created to express the vision and mission of adult education in Utah.

- <u>State Mission and Goals</u>: Literacy, competencies for further training, becoming a productive member of society with self worth with positive impact on the family. First chance. Achieving educational goals.
- <u>Program Mission and Goals in relation to State</u>: To improve their economic standards which impacts life styles. To reduce recidivism within the corrections programs. To help all who enter an adult education program to enjoy some success. Self satisfaction/celebration. We are a resource in the community for improvement in their lives. Creating a foundation for lifelong learners. Teaching students how to learn/use resources and to value learning.

The following items were listed as being important issues to include or to be aware of when creating a funding formula.

- Level gains
- Intensity and duration
- Contact hours
- Credits
- GED/Diploma
- ABE
- Institutional base rural/urban—community size
- Recruitment
- Variances within levels
- Distance learning—mobile lab/delivery mechanism
- Need within population
- ESL
- Improved diagnostic tools—Streamlining TABE
- Professional development
- Good materials
- Fund everything that gets you to a GED/Diploma but not GED/Diploma.

It was found that the following could be grouped together in a funding formula.

- Level gains, ABE, ESL
- Distance learning, need in pop., intensity/duration, recruitment,
- Outcomes: Level gains, ABE. ESL, GED, Diploma, Credits
- Accessibility: Distance Learning, institutional base, population needs,
- Supplemental

Group Discussions

Below is a summary of the out-brief from the group discussions:

Group 1—Donica Bigelow, Carolyn Davis, Amy Boettger, Cindy Krueger, Lory Curtis, Todd Bird, Scott Carson, Lana Dean, Eulogio Alejandre, Julee Smith

- Looked at percentages of operational costs and for outcomes
- Made some adjustments putting outcomes at 48% and operational at 52%
- Level gains 20%
- Credits 9%,
- Diploma/GED 19%
- Contact hours 17%
- Enrollee status 25%,
- Base 7.5% (for qualified program)
- Supplemental 2.5%
- Discussion about base. Talked about having a minimal program-less than 20 enrollees. Base would be calculated as enrollees multiplied by state outcomes average.

Group 2—James Andersen, Steve Chadaz, Britt Simcox, Lucille Durrant, Curtis Barney, Mike Louder, Glo Merrill, Judy Tukuafu, Linda Conway, Nelda Kissinger

- Started with the theory.
- Combing programs (districts) should be a local decision.
- Don't think we should change funding formula, a lot of work went in to it and it seems to be working.
- Find a way to fund and count distance learning hours.
- State office should notify programs of supplemental amounts 2 or 3 times a year.
- Want the state office to relook at carryover guidelines.
- Leave following funding formula as recommended by consortium
 - o Enrollees 25%
 - o Contact hours 20%
 - o Level gains 20%
 - o Diplomas/GED 15%
- Tweak the following on the funding formula
 - o Credits 8.5%
 - o *Base 9%
 - o Supplemental 2.5%

Group 3—Steve Schofield, Jim Stephenson, Mike Kirby, Trish Hedin, Claudia Thorum, Cathy Adamson, Lara Layton, Alison Tanner, Lynne McKenna, Ken Kapptie, Leslie Kiesel, O'Dee Hansen

- Two main concerns
 - One-our projections are similar to current.
 - Enrollee 25%
 - Contact hours 16%

- Level gains 17%
- Credits 7%
- Base 8%
- Supplemental 2%
- GED/Diploma 25%
- o <u>Two</u>-enrollees-weight the enrollees—ESL/ABE enrollees count double. Level gains do not always show how much work goes into the lower level student.

Group 4—Anita Craven, John Nielsen, Scott Greenwell, Darece Sperry, Gwen Callahan, Raymond Nielsen, Teresa Tavares, Dennis Crane, Vickie Todd, Jennifer Christensen, Frances Banta

- Numbers are about the same as proposed—lower supplemental and raise GED/Diploma.
 - o Enrollees 25%
 - o Contact hours 20%
 - o Level gains-possibly incremental 20%
 - o Credits 9%
 - Base with accountability 7.5%
 - o Supplemental 2%
 - o GED/Diplomas 16.5%

Group 5—Sue Myer, Tim Brantley, Kim Bromley, Deanna Sweet, Stew Shaver, Ralph Squire, Brian Olmstead, LouAnna Haynes, Elaine Jensen

- Enrollees 25%
- Contact hours 15%
- Level gains 20%
- Credits 10%
- Base 7.5% with suggestion of graduated base,
- Supplemental 2.5%
 - o Supplemental needs to be reallocated if not used.
 - Also want to know what is out there.
 - Discussion of carryover money—reallocated if not used. Give a couple of years to use if earmarked.
- GED/Diploma 20%.

We need a consensus by March to settle the funding formula. Work with your consortium member.

A March date and location for the next directors' meeting will be announced shortly.