Adult Education Directors' Meeting
St. George, Utah
March 17-19, 2008

Attendees: Tim Brantley, Kip Bromley, Steve Chadaz, James Stephensen, Michael Kirby, DeAnna Sweet, Robin Hussey, Lucille, Durrant, Darece Sperry, Scott Greenwell, Vern Brown, Carolyn Davis, Katie Jensen, Ronda Kingsford, Ed Clark, Catherine Barnhart, Curtis Barney, Nan Powell, Laura Layton, Lynne McKenna, Cathy Adamson, Dottie Alo, Susan Patterson, George Knighton, Wayne Mifflin, Shannon Dulaney, Steve Schofield, Amy Boettger, Cindy Krueger, Elizabeth Vargas, Raymond Nielsen, Sewke Grenke, Deborah young, Mike Monson, Lloyd Loveless, LaVoy Starley, Blaine Fackrell, Heather Dewey, Leslie Keisel, O'Dee Hansen, Kelly Paskett, David Harlan, Donna Corby, Loma Prince, Judy Tukuafa, Shauna Brown, Paula Lewis, Anita Craven, Teresa Taveres, De Ann Thompson, Dough Ludvigson, Brian Olmstead, Chad Peterson, James Andersen, Dennis Crane, Cleal Bradford, DeeDee Lobato, Stew Shaver, English Brooks, Lory Curtis, Todd Bird, Luanna Haynes, Linda Conway, Daniel Johnson, Donica Bigelow, Mark Dockins, Jenna Duncan, Patty Lundin, Susan Wheatley, Ann Yardley, Nelda Kissenger, Jennifer Christensen, Frances Banta, Sue Myers, Elaine Jensen, Lee Hill, Sandoval Santiago, Nate Southerland, Darren Marshall, Tim Bereece, Marty Kelly, Jeff Galli, Shauna South, Sandra Grant, Toni Myers, Carol Burns, Kellie Tyrrell, Vickie Hart

Monday, March 17, 2008

Welcome and Introductions
        Team Building Activity: Teams

Presentation: Minority Graduation Strategies/Drop-out Prevention—Brenda Burrell
http://www.schools.utah.gov/adulted/directors/documents/resources/Presentation_BrendaBurrell%20.ppt

Presentation: ABE-ESOL Community/Industry Partnerships—Dottie Alo
http://www.schools.utah.gov/adulted/directors/documents/resources/Presentation_DottieAlo.ppt

Tuesday, March 18, 2008

UTopia

Toni: We will take some time this morning to answer questions about UTopia, but first, we have power point that is directed to program directors. It is called "How Program Directors Can Maximize State Funding Using UTopia." After the power point we will have questions and answers.

http://www.schools.utah.gov/adulted/directors/documents/resources/Presentation_ToniMeyers%20.pps

To maximize the funding your program can generate: 1) understand how enrollee status is computed and then get students there as quickly as possible, 2) know that you are responsible for your overall program success, 3) obtain the staff you need to fill specific UTopia roles, and 4) give these staff members the resources they need to do their jobs and make sure they know what their jobs are.

1) Understanding how enrollee status is computed. To obtain the major outcomes for funding by GED, diploma, and level gains, a student has to be an enrollee—have enrollee status. UTopia calculates this by looking at four items. The four mandatory requirements to become an enrollee are a pre-test, 12 total contact hours—including non-instructional and instructional hours, a core goal, and a funding code is set. UTopia tracks the dates of when these requirements are completed and takes the latest date that all four mandatory components were fulfilled. That is the date the student has enrollee status. The 12 contact hours do not start accruing until the student has a funded funding code set, like code 3 on the demographic screen. Contact hours begin accruing the date the funding code is set. The date of the pre-test and the date the core goal is set are not dependant on the funding code. Your program goal is to target enrollee status.

2) Program directors are responsible for the overall success of UTopia. Most of you delegate the day-to-day operation of the software to your UTopia administrator. Some programs have specific UTopia roles and have hired people to fill these roles. There are deadlines that the registrar needs to be aware of, deadlines that people who give tests need to be aware of, and there are deadlines for people who set up classes, such as a class must be set up before it starts. Program directors need to

make sure there are people in your program who fill these roles. You don't have to have these exact roles. You can set-up the roles any way you want. You may be a one-person-shop, but that one person needs to be aware of all the deadlines.

3) Give the staff members all the resources they need to do their jobs and make sure they know what their jobs are. Many things in UTopia have time deadlines and a magic number seems to be 28 days. There are a number of critical item to take care of within 28 days. You, as program directors, need to put procedures in place so that these deadlines are met. Assign the tasks listed in "Keeping Current with Enforced Policies in UTopia" to specific individuals.

"Keeping Current with Enforced Policies in UTopia" lists some of the roles for UTopia. The first and a very important role is the program director. You need to make sure that your program is maximizing funding by making sure students receive enrollee status as soon as possible.

Another very important role is UTopia administrator. This person is in charge of the day-to-day operations of UTopia. There is only one UTopia administrator per program. They set up the information in UTopia before the school year starts.   They tell USOE when the program is going to start and they tell us if the program's accreditation has changed. Let us know if changes occur with your UTopia administrator. This is not only regarding permanent changes but temporary changes as well. We need to add their email to our mailing list. We send out emails to administrators regarding UTopia updates and issues. It is their responsibility to pass this information on to staff members.

The registrar is another important UTopia role. There are 28 days to get your students in the system. If a student walked in the door Dec. 25, I couldn't put his enrollment date as today March 18. I can only go back 28 calendar days. This rule was put in place to keep data current in UTopia.

The attendance taker needs to enter total attendance in classes as soon as possible. If you wait 90 days before you enter attendance, UTopia will have automatically separated the student. This is a federal rule with which we have to comply. It means the student hasn't had any activity for 3 months, so they are separated. No student is ever deleted from UTopia unless there are special circumstances and the USOE does that on the back end. When you separate a person from your program they still remain in UTopia with their ID. That ID will remain with them for the rest of their UTopia life.

Question: Regarding separation at 90 days, if you counsel students or make a telephone call to find out where they are, invite them to come back, and enter that in under non-contact hours, will that give them another 90 days?

Answer: Contact is non-instructional or instructional so if you have a one minute conversation with students on the phone as a non-instructional contact hour that would guarantee you 90 more days. Non-instructional hours can be entered in increments of minutes; it does not have to be entered by hours.

Marty: I would just caution you to make optimal use of the non-instructional hours. Instead of just asking "where are you", open a conversation as to why they are not coming and what it would take to reengage them in the program.

Comment: We do not have a large group, but if we know they are working towards a goal, it is so hard to have them dropped and then try to get them back in when they show back up. I have been counseling my instructors to make the call, find out where they are at, and then enter that 10-15 minute conversation. If we don't see them in 90 days we will make a call and if we don't see them by the next time, we let them drop.

Marty: That is an optimal use of non-instructional hours, but I would also suggest to you strongly that you make a notation in the comment section on the SEOP that you made a contact with Johnny, and Johnny is in jail right now and Johnny can't come to class. So if Johnny is in jail, you would need to separate him. So the next program can pick him up. Use that wisely.

Toni: It sounds like Nebo has put procedures in place to keep students from being automatically exited. This is exactly what we are asking program directors to do. Find out what works for your program, put procedures in place and follow them. Please look at both sides of "Keeping Current with Enforced Policies in UTopia." There are a few other rules to be aware of. Test administrators have to enter a test in UTopia within 28 calendar days. There must be 60 accumulated instructional contact hours between tests. June 30 is the end-of-school-year deadline to have all tests in for this current year. On June 30 we will be doing a rollover. We will rollover any eligible tests into the new year. That will be done after 5:00 p.m. on June 30.

Question: Marty, will you be giving us May and June again, the two months, for testing?

Marty: Absolutely.

Toni: Following the deadline of June 30, everyone has two weeks, until July 15, to make their data current for the previous school year except for tests. Tests have to be in. We are not waiting until July 15 to roll over the tests. Some programs start July 1. So we have to roll over the tests on June 30.

Question (Cindy): I am concerned that the roll over date will not match the date on our PC TABE. Will this be a concern in regards to the auditors?

Toni: Please refer to the testing section in the User Guide regarding rollover tests. The new date that will be put on the tests is the date your program starts. If you have a test that was taken May 27 and your program starts July 15, when the test rolls over, that will be the new test date of the rollover test.

Marty: As long as you define what a rollover test is and explain the purpose of a rollover test the auditors will be able to use the data.

Toni: We are pleased to announce that we have a new full-time programmer, Al Newton. Al was hired to work with UTopia and Youth in Custody's databases. He is going to implement YIC, Youth in Custody students in UTopia. Then, if or when a Youth-in-Custody student comes to Adult Education, their record will already be in UTopia.

We are working on the "mother-of-all-reports." It is called "The Program Outcome Measures Report." You can run this report by program, by site, or by student. It has all the essential outcome data. It has why they are not an enrollee, what their pre-test date is, when they achieved their 12 contact hours, when they set their core goals, and their enrollee date. It will also list whether your program gets credit for the GED, diploma, any course credits, and level gains.

We will talk in depth about this report tomorrow. We ran the report for each of your programs and we have a copy for each of you. You can look up each student by their UTopia numbers. Programs will be able to find out what funding their program is generating. Only credits students earned during the time they were funded and enrolled in your program are counted since students have a great likelihood of going in and out of adult education. We will count the time students are in your program and we will count each time they were in a separate program. Each outcome is counted separately.

Jeff: Let me ask you this question. At the very beginning when Toni had that chart up on the wall about what it takes to have enrollee status, how many of you understood that? In previous years, we were not as regimented in our reporting. It used to be all the required elements were entered over a year's time. You got the 12 hours, you got the test, you got the goal and you took the whole year to do it. Well, that isn't the way this works. If these required elements are not entered immediately you do not get credit for the outcomes. If a person is not an enrollee, has enrollee status, their accomplishments are great for them but your program will not get any funding.   Understand the rules are hard and fast here. How it has been is not how it is.

Comment (Laura): Following up on that comment, I was one who thought all the outcomes were safe and secure for Metro, but come to find out, several students I thought were enrollees may not be. My particular question has to do with the funding code. I believe that is set on the first screen when you enroll a student. And yet, in a preliminary report it looked like that hadn't been set for a few weeks. I didn't know how that could be, since we set them as we enroll students. Is it possible that if teachers' funding codes are not set up properly that that part isn't done?

Toni: The staff members funding code is completely separate and kept in a separate data base table than the student funding code. It does not affect the student funding code. You cannot touch a student's record after you first enroll them until you set a funding code on the demographic screen. A red error will flash if you try. We implemented the process of setting a funding code after we came online July 1, so there could be some space between the dates you set the funding code for the student and when he enrolled. One of the things we are doing right now is having UTopia reset that funding code in the background since you can't set the date on the demographic screen. It is going to set it back to the date the student enrolled. This will eliminate funding code gaps.

Marty: If a student came in July 5th but the funding code is not set until July 15th, UTopia will reset the code behind the scenes to July 5th. You will not need to worry about that, you just need to know that you need to set the funding code.

Toni: We will run a query that will look for those funding codes gaps for in all programs and eliminate them.

Comments and Question: On the report that says Enrollment Report, I was assuming that those were all enrollee status, but that is not correct, right? I am wondering if we should change that title. It is not a true enrollee report.

Toni: The name of the report is "List of Currently Enrolled Students." It does not say enrollee status. But that is a hard concept to differentiate, enrolled versus enrollee.

Comment: Last week I noticed that the pre-filled SEOP was showing the full social security number. Is there a way on the pre-filled sheet to just show the last four digits?

Yesterday we talked a little bit about entering the ESOL tests. UTopia suggests that if you put in Best Plus and the student's scores is at a 5 or 6 level maybe we should give the TABE assessment. We've been giving the TABE assessment when they are at an ESOL 6. So we have the original EFL level at a four and now they score at an ESOL 6, then we give them the TABE and then in the TABE they maybe have gone up 2 levels. We can't count all those level gains, we can only count the gains from the original Best Literacy, EFL, and the Best Plus.

Marty: Right. My caution to you regarding higher functioning ESL students is when you first enter that pre-test, delete it. As long as the calendar box is up on the side in UTopia, you can still delete a test. Once that calendar box is gone you cannot delete a test and the test stands for the program year. Be careful when you have high functioning ESL students, your chances of making level gains are probably increased by making them ABE students. That is not to say you cannot work on ESL concepts even though they are an ABE 1 or 2. You can work on reading and language concepts, but perhaps the math is going to be lower. You will have to address the math if you want level gains.

Comment: You have to make a decision. Am I going to count my one level gain or am I going to opt for more level gains, but you can't have them both.

Question: A student completes all of the class work in this year, but they don't take the GED test until August. We find out a month or so after they have actually taken the test. We want to make sure we can count that outcome.

Toni: The rules for a program getting credit for a student passing the GED are this; your program has to be the manager of the student's data on the day they take the test, and the student has to have enrollee status. There is an exception for Grandfathered GED's. For tests taken in the months of July and August 2007, the student had have been an

enrollee in the 2006-2007 school year but does not have to be an enrollee in the 2007-2008 program year. Note: Enrollee status for the 2006-2007 program year will not be verified. In addition the funding code is not looked at. The reason for these rules is UTopia was not online the previous year to compute enrollee status. For test taken in the months of July and August 2008 and in future years, the student does not have to be an enrollee in the program in the current school year before the test date; however all of the following must be true:

1) The student had to be enrolled in the program as of the end of the previous school year.
2) This program had to be the last manager of the student's data the previous year.
3) The student earned enrollee status sometime in the program the previous year.
4) The student had a funded funding code of 2, 3, 6, or 7 as the last funding code of the previous school year.

Comment: I thought everyone was separated come July 1.

Toni: No one is automatically separated come June 30. June 30 is just an artificial boundary line. If you will look at chapter 10 in the User Guide at 10.1.1.1, "Summary of Student Enrollment Processes" charts. It explains what happens to each item on July 1.

Marty: We do data matches with the GED data base. UTopia back ends those dates for you. If we find errors in the reporting dates, we will go in and correct them on the back end and your outcomes will be based accordingly. We recently did a data match with DWS as a result of some other actions. We gave them the entire data base of approximately 23,000 - 25,000 individuals. Of those they found a data match of approximately 1,500 that are DWS and Adult Education clients. This data match also discovered 500 bogus social security numbers. This is an example of what we can do with data matches. Eventually, Toni will send the data base to the Social Security Department and they will tell us if there are any bogus social security numbers. If there are any bogus numbers, we will address that with you individually. Yes, we are able to do the GED match. The rule is in the UTopia User Guide under 12.9.6: "A district is eligible to generate state funding for a student passing the GED if all of the following rules are true: 1. Student was enrolled in the program on the date the GED test was passed. 2. Student was an enrollee when he/she took the GED test. 3. The program was the manager of the student's data on the GED test date.

Question: Marty, that is part I am confused on. I understand enrollee status actually stops on July 1. If I have a student that becomes an enrollee by taking the TABE pre-test, etc... to become an enrollee on April 30 and they do nothing the rest of the year. Then they take the GED on July 1, I don't get paid for the GED because they are no longer an enrollee because they have not taken the new test for the new year. So this thing ends every year on June 30 unless you have a pre-test in May or June to get the roll over. If you don't do that you are toast. Is that correct?

Marty: Please remember the student has to have enrollee status as of June 30 and their test needs to be current for the program year before. This is different from the roll over tests. If they TABE test on April 30 and the other three pieces—the funding code, 12 contact hours, core goal—are in place by the time the school year ends, the student can take the GED in July or August and still have the outcomes count toward the previous fiscal year.

Shauna: The conversation back here is centered on meeting the 12 contact hours per fiscal year. If everything else is in place, they had the 12 contact hours in the previous fiscal year, but not in the new fiscal year can you still count that outcome?

Marty: Outcomes for GED's taken in July or August are based on the previous years' data. If the student has the 12 contact hours in the previous year as well as the other components of enrollee status, contact hours are not a consideration in the new year. If the GED was taken, you were prepping them, you did other instructional activities with them, they were your enrollee, and you get the outcome

Question (Amy): Will that also be true for high school graduates?

Marty: High school graduates are calculated differently. The school year ends June 30. If the student does not have all their credits by the time that class graduates, credits do not count for that program year. If your graduation is June 30, that is the end of your program year as far as graduation is concerned.   If students complete credits July 15 those credits will be counted toward the current program year, the new year. If they take the TABE in May or June and have met enrollee status by June 30, the clock keeps ticking. Now you have crossed that imaginary line, July 1, the clock is ticking, you get a couple more hours. July 4 you are at 12 contact hours, you keep providing instruction in this new program year. July 15 the student finishes all the credits they started back in May. Now you

have an enrollee status, you've set your funding code and that person is a graduate for that new fiscal year.

Toni: Right now the July and August rule does not count for a diploma. To get credit for a diploma in July or August, the student must be an enrollee in July or August. The student starts earning enrollment status again on July 1. GED's are calculated differently. If the GED was taken in July or August, the student does not have to earn enrollee status for that new year as long as the student had enrollee status when your program ended the previous year. UTopia will have the data showing the student was an enrollee at the end of the program. If the student takes the GED during the July or August the managing program will get credit for the outcome. If the GED test is taken September 1 or later, the student must have enrollee status for the new year in your program to count the outcomes. This outcome will be counted towards the current program year.

Marty: For clarification, all of the required pieces—the pre-test, the 12 contact hours, the funding code and the core goal—must be in place before the student takes the GED if the managing program is to receive credit for that GED. Credit will not be given for a GED if a student takes the test before all of the pieces are in place.

Sewke: I have a question about scheduling students in classes. The fiscal year end is June 30, but the class does not end until later in July, it spans both years. Do we have to reschedule it for the new year, or does it automatically roll over?

Toni: A scheduled class spanning both school years will remain a class on the rollover date as long as the class was originally set up with that begin date and end date. Students will only be separated from UTopia if a staff member chooses to do so. Students are not automatically separated on June 30. They will still be enrolled in the class. The attendance that is entered for the days after July 1 will be credited to the new school year.

Question: There is a report that shows students needing a post-test as they have accumulated approximately 40 hours. This shows up even though they have met exit criteria for the BEST Plus. Do we need to give a TABE? We can't get any level gains, but we could give them a TABE as a diagnostic test. Also students that have reached their very highest EFL on the TABE continue to show up as needing a post-test. You cannot exit out of the post-test according to the policy manual, but that reminder keeps showing up even though you can't retest them.

Toni: We haven't put that parameter in the report. The report simply shows people who have accumulated enough hours to retest. It does not take into account pre-test, post-test, or diagnostic tests. We can build those into that report.

Comment: It would make that report more effective.

Toni: We will make that change on that report.

Amy: Getting back to Marty's comment on the data match, I know for a fact that we have entered some incorrect GED dates. When you do the data match, will it automatically update them with the correct dates?

Toni: We haven't fully written the specs, but we are aware of that situation. We are planning to have a discussion on what to do if the GED scoring site has a different date than is sitting in the student's data field in UTopia.

There is some confusion about the end of year testing. This is how it works. If there is a May or June assessment that is eligible to roll over, it rolls over June 30. When your program starts in the new year you have 28 days to delete the tests you don't want. If you delete a student's test, they no longer have a pre-test. UTopia does not look at the accumulated hours between tests if there is no pre-test for the new year in the data base. It will let you enter a test, because students have start somewhere with a pre-test. However, if you accept that roll over test, it is listed as the pre-test. You will not be able to post-test until you have the 40 or 60 hours accumulated between tests.

Comment: Can you still early exit test at 40 hours? My ESL population is so fickle and at the 40-hour date, I am thinking test, test ,test.

Toni: The test counts, UTopia does not 'exit' students. Be aware that you can choose to test every 40 hours, but we are going to be running reports to see if programs are testing every 40 hours. That is supposed to be the exception rather than the rule.

Comment: To clarify, when you do a roll over test in May or June, which counts for the next school year, it also counts as a post-test for level gains, and so my question is will it measure every 40 hours or every 60 hours.

Marty: The rule is we should be testing no earlier than 100 hours and that is set by test manufacturers. We have set the minimum instructional contact hours that you should have with a student before testing at 60 hours. The exception to the rule is if you know the

student is leaving, such as an inmate is being transferred and you know ahead of time, test them at 40 hours. Perhaps you have an ESL student who is going to Mexico on a hiatus; test them at 40 hours. If you do not know that they are leaving and they have not declared that they are leaving, the 60 hour rule stands. That is a program director directive to ESL teachers. Program directors, you are responsible for that.

Lynn: If you think somebody is leaving or somebody says they are leaving, then they do show up again can you take out that 40-hour test and then test them again in another 20-hours to make the 60-hours?

Marty: If you still have the rights on that test screen to delete that test (28 days).

Comment: Do I only need another 20 hours now if I delete that 40 hour test? I am trying to be honest with you, because with ESL people as we all know, it is really tricky. They will tell you that they are coming back when asked.

Marty: Yes, you would only need another 20 hours. However, the only thing I would caution you about making that a common practice is that you are going against the publisher outcome data criteria for post-testing and are jeopardizing the validity of the test data.

Amy: If you are doing that, you are going to be over testing. If you retest after the 40 hours, you have to give the same version. If you give the TABE version 9 pre-test and then give version 10 as a post-test, you would delete the version 10 post-test, then retest again as a 10. You are going to get level gains but it's not right.

Comment: It seems logical to let the test stand. You tested early believing that the student was not returning. You have no control over whether or not the student returns.

Cindy: Just to clarify, non-instructional and instructional hours will count toward enrollee status whether you had entered the TABE or the BEST Plus. After the tests are entered, only instructional contact hours will count from that point on for retesting.

Marty: Exactly.

Sandi: Will programs lose the contact hours accumulated between tests when the tests rollover?

Toni: That is one thing that rolls over.

Comment: I think there is some confusion about the enrollee status in the new year. So what I am hearing is that accumulated instructional hours roll over with the May or June test. However, you still need to be an enrollee in the new year and that starts July 1. Do I have the vision?

Toni: You do. Accumulated instructional hours between tests are not the same as total contact hours that the system counts for enrollee status. Accumulated hours shown on the test history screen are only the time since the last test.

Comment: It seems like it would be in our best interests then, if we have a whole bunch of people accumulating hours to hurry and test them in May or June.
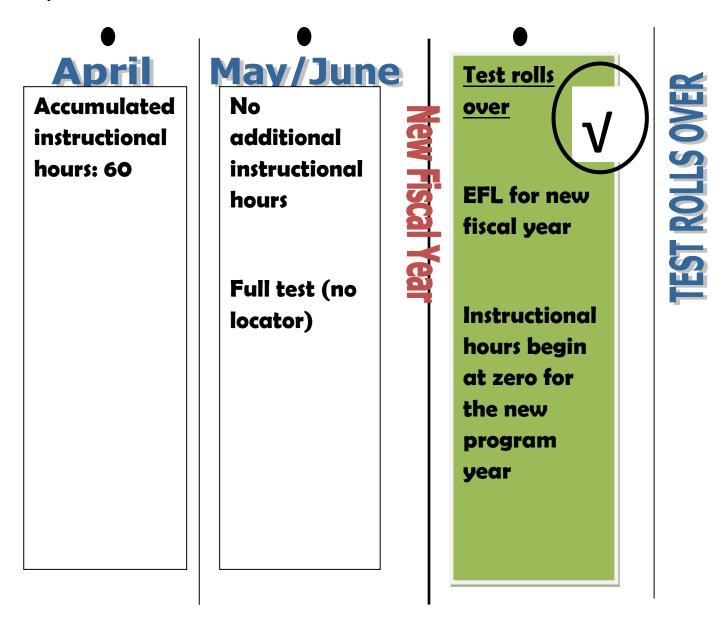
Marty: That is the whole idea. As long as they have the 60 hours by the May date, you can start doing the pre-test for next year. Absolutely.

Comment: If the student has 38 hours and is unable to get any more hours by June you cannot test. You will lose those 38 hours; the hours will not roll over.

Marty: There are 3 scenarios for roll over tests. Please remember, pre-tests do not roll over.

Scenario 1:

May or June Test

April	May/June		
Accumulated instructional hours: 60	No additional instructional hours Full test (no locator)	**New Fiscal Year**	Test rolls over √ EFL for new fiscal year Instructional hours begin at zero for the new program year	**TEST ROLLS OVER**

Scenario 2

May or June Test

April

Accumulated instructional hours: 60

May/June

Full test (no locator)

50 additional instructional hours are earned before July 1

New Fiscal Year

July

Test rolls over

√

EFL for new fiscal year is established.

The 50 accumulated instructional hours roll over (this counts as instructional hours "between tests" but not for enrollee status which must be establish for each new fiscal year).

10 additional "between test" instructional hours must be accumulated this year before the next post-test. These 10 may be counted towards the 12 needed for "Enrollee Status".
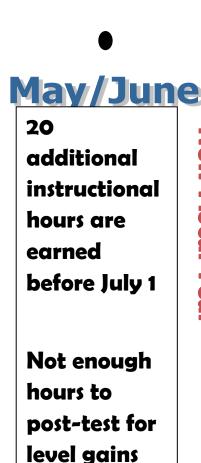
TEST ROLLS OVER

Scenario 3

May or June Test

April

Accumulated instructional hours: 30

May/June

20 additional instructional hours are earned before July 1

Not enough hours to post-test for level gains
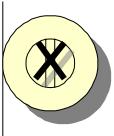
New Fiscal Year

July

Test does not roll over

Accumulated hours do not roll over

New full test (no locator if student had enrollee status at the end of the fiscal year)

Must establish a new EFL

Accumulated instructional contact hours again begin at zero.

Shauna: To clarify the locator test, if the student was an enrollee in the previous year they do not need the locator test. If they are a new student in the new fiscal year, they must be given the locator test.

Marty: Anytime you have a new student, you have to give a locator test. When you do the roll over test in May/June you do not have to do the locator test. The same with the appraisal on the BEST and the CASAS, you do not have to do the appraisal test.

Question: It is fairly common to have a student shuttle between two programs. If they were an enrollee with us and then the ELC picked them up for a while and we get them back, will they still be one of our enrollees? Do the mandatory requirements need to be met each time a student enter a program? Do they still have enrollee status?

Marty: Yes, the student is an enrollee. Please refer to the 10.1.1.1 chart in the Utopia User Guide for more information on students that move between programs. Remember outcomes are given to the program that was managing the student data at the time of the level gain, GED, or diploma.

Toni: A new year started, a student remains enrolled in the current program, nothing else changed. So what happens to their demographics—nothing. The funding code is blanked out so you have to reset it. The core goal and occupational goals remain the same. The statuses start over. You will have to have a new waiver release. Eligible tests roll over for currently enrolled students at the end of a program's school year. Eligible tests are full pre-or post- assessments. Post assessments do not require a locator test if administered in May or June if the student is continuing in your program. Roll over tests may be accepted by a program as the student's pre-test for the new program year. Programs have 28 days from the programs start date to accept or delete the roll over test. If it is deleted then no pre-test exists and the student must be retested with a full assessment including a locator test. The roll over test is called a pre-roll over test and is dated July 1.

Marty: For clarification if an eligible rollover test was given May 1, the button that allows you to delete or edit a test is available for 28 days. On May 29 you no longer have the option to delete the test. You have accepted it for that program year. However, now comes July 1 or the start date of your program, this button is available again for you to accept or delete that test. You will not be penalized if your program does not start until September. The program start date is the date you set in UTopia as your declared start date.

This is really important: you must set a funding code for enrollee status in the new program year. The first time you go into a student's screen you will need to set the funding code. For example, your program starts July 1, and he has been attending class, you been doing data entry but you didn't enter his funding code until September 1. Remember this is a key piece for enrollee status; he won't have enrollee status until those requirements are met. Outcomes achieved before the student has enrollee status are not credited to your program.

Toni: On your handout, "Keeping Current with Enforced Policies in UTopia" is the tasks for the registrar. The fourth one listed is "performs student new school year updates." The first thing to update is each students funding code because it will be blanked out June 30. The funding code is important because the ability to accrue the 12 contact hours is dependent on the funding code being entered.

Question: In our program, we have more than one start date. We have a group of classes that start July 1 and a group that start September 5. Since most of program starts July 1 are we going have to go through and do set funding codes for everyone July 1?

Toni: Before the new school year begins, all the programs need to email me, Toni, and declare your program start date. The program start date is the date your staff begins working in the new program year. This is by program start date and not by site start dates.

Students may possibly be "dropped" from the program due to the 90 day of inactivity rule. The 90 days does not include summer break, but if your program starts July 1, your entire program has a start date of July 1 regardless of individual sites' start dates. The 90 days resumes count on the program start date.

Marty: Students at affected sites may have to be re-entered. However, students are not separated unless you physically go in and separate them. They will be in the system.

Again, rollover tests will have the program start date as the test date. There will only be 28 days to accept or delete tests from the program start date. This will affect sites starting later than the program start date.

Cindy: First question. I have a student enrolled in a class; they gain attendance. If I drop them from that class will that attendance stay within UTopia? (YES). Second question. I have a student who GED tests with us. They have their 12 hours and the other required elements. The student then decides to go to another program to get their diploma. We were managing program and we released them to the new program, would we still get that GED outcome?

Marty: As long as your program was the manager at the time they took the GED and the student had enrollee status, your program will get the credit. You may not be able to enter the information if it comes after the student was released from your program. The new program can enter the data, but the manager at the time of the test will get the outcome credit.

Toni: To reiterate; the program start date is the first date your staff starts showing up. They are on the payroll. A lot of things hinge on your program start date. That becomes the date on the rollover test. It ends the summer break period where UTopia doesn't count days against the 90 inactivity rule. It is a very important date. You may have different start dates for different sites, but UTopia will only look at the program's start date.

Marty: July 1 becomes important especially if you have a jail or prison program. That is the beginning of your program date; those students do not go away. They are there year round.

You were given the UTopia "Fruit Salad" card. This card is reflective of dos and don'ts gathered from the consortium directors. We asked them to share with us their very best and very worst dos and don'ts. These are items they felt were important to them and what they have found that they have either lost or gained by doing.

CBO's this is also important to you. You will understand better at a later point that this will be critical for you. Make sure your data is entered and entered in a timely fashion. Do pay attention to the dos and don'ts and pay attention to your consortium partners. If you have questions as program directors we always invite your emails, please as we have said before, don't email Toni. Use the webmaster link. One of us becomes the webmaster every week. We do take your comments and your questions seriously. You are all to be commended for the work you have done with UTopia this year.   You've worked hard to implement UTopia. My hat goes off to you for making the commitment. Your UTopia administrators should be coming to you with questions. They should be running their questions past you, because the buck stops with you. You are ultimately responsible for the outcomes of your program. I invite your UTopia administrators to dialogue with us if they have a question. If we feel that it is a question that you haven't been informed on, you are going to get a carbon copy of the email. I know you have asked for that in the past and it will be forthcoming. I commend you again for the work that you have done.

We realize that you have requested reports that you would like to have. We have the requests in the queue. We are working on getting the reports you need. We are not promising any deadlines. Toni has an update of where we are.

Toni: First let me finish telling you what our plan is for the scope of the work for UTopia. We still have three big modules to do between now and the end of the year. The next on our list is the survey module. We have the screens designed and the data base is

going to query to find if you as programs have to survey. Run this report 4 times a year, quarterly, to see if you have to survey. If you have to survey students, you will be able to click a button and UTopia will generate the survey instruments for you. If the student has an email address, a survey email will be sent. A phone list and address list will be printed for you to complete the survey.

The second big module we need to do is a data match. The third module is the end-of-year utilities. We are to making sure all of the data will roll over.

We are trying to get the next version of UTopia out by the end of March. We anticipate another version will be out in April and again in May. The end of year will be pushed out to the end of June. We are going to try to do a version once a month between now and the end of the year.

Marty: Numerous people have sent in requests for reports. Before you leave, list your top 3 UTopia reports on the meeting evaluation form. We will take a look the types of reports requested specifically looking for commonalities. We will do our very best to address these by July 1.

Amy just made the remark that they are going to have staff coming back July 1, but are not doing student registration until July 14. Her question was "Why would I not want July 14 to be the beginning of my program year?" This time between staff returning and student registration could be very beneficial for your staff. This time allows your staff time to look over the UTopia data, make sure students' files are up-to-date, set funding codes, and look over tests. You may, in fact, handicap your program if you set your UTopia data to start on the same day that you are offering the first day of class. Give your program a little extra time if possible. There is nothing to say that you have to follow the K-12 calendar. You are dealing with adults. Your funding doesn't go away; you are still dealing with adults. Give yourself at least two weeks to set-up your program, get your data in place, and be able to implement before you rush into putting people into classes.

Darcie: If you have a summer program that starts in June, is something going to happen because that class is already set? Is the extra time for new classes or new programs?

Marty: Yes. Even if it is only one class that is running in June, use your time with other staff to pull all of the pieces together. You still only have 28 days.

Note: *Since this discussion the 28-day rule has been changed to 35 days with a "bonus" given if all student data is entered within 28 days. The outcomes will be counted from the students' enrollment date vs. the latest of the 4 required components date.*

Distance Learning

Marty: Earlier this spring we asked Loma Prince and Wayne Mifflin to join Nate Southerland from UEN to go to Kentucky. We wanted to have them take a look at the KET/GED preparation program to see if this would be a viable program for you as adult education directors to look at, in particular for distance learning. In your packet you have the Distance Learning Instructional Delivery Requirements Policy. It is important that you recognize that you do not have to do a distance learning program. A distance learning approach to instruction is an optional delivery approach. It will be a way to accumulate outcomes that previously were unattainable. There are rules, but it is not a case of, "I have to have a distance learning program". You do not have to have a distance learning program. Typically our instruction occurs at a center. This distance learning approach is the same approach we brought to you last March with some tweaks. We had five pilot programs this year using distance learning throughout the state. Box Elder, Jordan at South Pointe, South Park at the Prison, North Sanpete and Alpine. All of them used different approaches. Steve used Novanet at a distance. Cindy used Novanet locally combining it with a learning center. O'Dee used packets and Plato and Kip used packets from his alternative high school that have been put together. South Park used packets for cell study. The whole idea for distance learning is students are not able to come into a traditional learning center to take instruction on a regular basis. With Distance Learning, 85% of learning time throughout the year is at a distance. The majority of your clients should be center based, receiving instruction at your sites. Distance learning is for the minority group of your students. They still have to follow the 12 hour rule, they still have to follow all the testing rules, and they have to follow all of the parameters to make them an enrollee with enrollee status to be considered for distance learning. You may have a smaller group of high functioning high school students (AHSC2 students). If the group is less than 25 people perhaps it is more important for you to be able to establish a distance learning approach program for them rather than having them come into the center. They are more apt to be the people that are fast tracking and moving forward quickly. They want to be done.

Distance Learning is not a fix for every student. It is an option. It requires the student to be committed. It requires you to have a variety of instructional materials for the student.

It requires you to have a staff person that is flexible and willing to take this task on and be committed to distance learning. It requires the teacher be involved with the student at least 30 minutes a week through conference calls, in time sessions, etc. You have to have a schedule for assignments, due dates, etc. You have to be able to give the student feedback. You have to be able to work with the student at least 30 minutes weekly. The student submits all of their assignments electronically or through the mail, or in prison cases, they would give them to their case worker, the officer, the institution mail, whatever it is to get it back to you. At the completion of the instructional unit, the student meets at a central program location to complete an appropriate unit accumulation test that must be proctored by an adult education person. In the jail and prison situation this can be in their house, or cell, or wherever the officers allow you to work with the students. Credit cannot be awarded for classes unless the final exams are committed and executed in front of an adult education person.

If you look at page three of the Distance Learning policy, there is a blended distance learning option. Again, 85% of the instruction has to be at a distance. All of the primary instruction has to be at a distance. This student is expected to complete an academic assignment packet every two weeks. This is very important especially for cell study, the inmate/offender students. You still have to meet with the student 30 minutes a week. It can be through emails, phone calls, or the student can come into the centers; however you want to facilitate that. The teacher prepares the instructional materials taking into consideration that one instructional hour spent in a traditional lecture type of class is equal to 12 hours that would be expected of a student to complete the same type of assignment at a distance. Teachers talk faster in a lecture than what students can learn when they are studying and working on their own. Face to face interaction between the student and the teacher may also be provided as additional support for the student in a tutoring lab on a drop-in as needed basis. The focus of additional face-to-face drop-in instruction is to provide time for the student to receive clarification of difficult assignments.

Please look at those two pieces. With the blended instruction model or the supported distance learning model there are a couple of different types of teacher verification approaches to validate the contact hours.

1) A teacher verification model. This is a program that establishes a standard of assignment completion, a minimum amount of time that a student will need to complete the assignment. The teacher certifies assignments are complete. The

academic outcomes are based on content completed not quality. For example, completing 75% of the questions of the GED Connections takes approximately 30 hours of instruction. Some of the standards I have already given you have been established on a national basis for you so you can take a look at those.

2) Learner Mastery Model and Clock Time Model. The clock time model refers to APlus, Novanet, and Plato. They have a clock hour time built into their program. Learner Mastery is based on a formula calculating instruction time and contact time. We have not done that as a state; however, Alpine did set a formula when they created the original packets. Those packets are still being used. Contact Wayne (Iron) Steve (Iron), Loma (Ogden), DeeAnna (Carbon), Donica (Uintah) if you are interested in seeing or using those packets.

Wayne: There were actually 20 districts that went together as a consortium to develop those materials. It is possible that they are still sitting on somebody's shelf.

Marty: If you choose to use distance learning there is protocol that must be followed. You need to look at alternative presentations to meet with these outreach students. Typically these are the people that can't come 9-5 or 9-3 when your centers are open. These are the people who may be working in the morning and are only available on a Saturday. They may only be available on a Sunday, because their shifts are six days a week. You need to accommodate the student. It is not the student accommodating you. You need to define when you are going to be available to meet the student's needs. The program must be individualized to meet the students' needs. I mentioned already that the person who runs this program for you, whether it is one staff member or multiple staff members need to be very flexible. They need to be able to work with a variety of curriculum. It can't be a person that typically stands and presents a lecture type of curricula. It has to be a person that can monitor progress and can find alternative curriculum types that might work for the student to keep them engaged in the program.

If you are interested in running a distance learning program there are a few things that you are going to have to do. You are going to have to define for your program your day-to-day policies. What is the program going to look like? It should look different than your current in-center day-to-day program. You must conduct an orientation with the distance learning clients to verify that they can function at a distance. They need to have study skills. Create and apply a measurement that shows they know how to study and apply themselves with the material they will be given as they will be doing most of the work on

their own. The student must have organizational skills. You need to look at your outcomes, the way you are going to communicate with the student, what your operation hours are going to be, what your tuition and fees are going to be, and what equipment maintenance you are going to have to have, especially if you are using an electronic version of teaching curriculum. How are you going to make sure that those people are engaged? You have to establish your 12 contact hours. You have to do your TABE testing. They must test on a TABE as an ABE 3 or higher on reading. ESL students cannot be a part of distance learning. We are going to talk more about this tomorrow. This is only available right now for those programs that are state funded. Those with federal plans have already declared what your programs are and we have accepted those plans. Right now you are on hold for this, unless you are a site within a district program. You will have to declare in your state plan if you are going to offer distance learning. You will have to define the process that you are going to use to establish a distance learning project. There are guidelines in this policy that will help you.

You have also been given a handout of Adult Education online. It gives you more parameters that will be helpful for you. It is in your packet. It defines Adult Education online.

Nate: The 85% rule is a reporting rule that allows you to use any mix of teaching methods with students. However, your teaching methods must be 85% or more at a distance to qualify as a distance learning program.

Marty: Distance Learning students are entered in your data base in multi-discipline classes because you still award the credit based upon the outcomes at the end. We will let you know within the next couple of months how to set that up. UTopia will sort the people enrolled in multi-discipline classes and will determine their contact hours. If 85% of their time was at a distance in that particular class they will be considered DL people for our reporting purposes.

Toni: The current plan is that Distance Learning will be a type of class that clients are enrolled in. It is not a site, it is a class.

Question: Can a student do distance learning and regular center based learning at the same time.

Marty: No. To earn credit for distance learning the student must have 85% of their total instructional time at a distance.

Question: My issue is with students who are trying finish as quickly as they can. They attend regular classes and then do additional classes as home study.

Marty: We will have to figure out how to put that in the system.

Wayne: Marty, if they do those packets at home, bring them in, get the packets corrected, and then take the tests that are part of the regular program, they are generating credit based on that. They are not generating hours, but they are generating credit because they are doing their requirements.

KET/GED

http://www.schools.utah.gov/adulted/directors/documents/resources/Presentation_NateSoutherland.ppt

Nate: I wanted to just briefly mention the Mountain Plains Adult Education Association Conference. If you have not signed up for this, Scott Greenwell is the chair of that conference and has brochures for everyone to take back to their sites. We have a fantastic line-up of speakers for that conference. It is April 23-26 in Salt Lake. We have really good ESL sessions, good community education sessions, and good adult basic education sessions. UAACCE's web site has all the conference details and including the conference schedule. You can take a look there and see who is coming.

I am Nate Southerland from the Utah Education Network. We specialize in distance learning. Loma, Wayne and I went to Kentucky and visited with Kentucky Educational Television (KET). We've licensed programming from KET, particularly in the area of GED preparation, for a number of years now. UEN TV airs a series called GED Connection. We've made those videos available on TV and online. You can watch them on the internet free of charge. We have DVD copies in many of the libraries across the state. Many of your programs have it on VHS. The workshop we attended covered the supporting materials that wrap around the GED Connection program and another program called Workplace Essential Skills. We are going to spend some time talking about what kinds of materials are available to you. I want you to be thinking about how you can use this as part of a distance learning

program to prepare people for the GED who are not able come into your sites. Many of the people who prepare for the GED tests don't need a full high school curriculum and many don't want a full high school curriculum. They want to be able to get in and get out quickly and move on. We believe that these materials can help to do that. There are three different program packages that we are going to talk about today.

GED Connection is a preparation series for those who are at a 10th - 12th grade functioning level. This is for clients who come into your program who can prepare for the GED right away. Another program called the Pre-GED Connection is for clients functioning at a 6th - 8th grade level. This program will help them get ready to take the GED test. The third series is called Workplace Essential Skills. This is also written at a 6th - 8th grade level and includes some work place skills in addition to some things that are of some general use on the GED test and other places.

Each of these program packages includes several items. There is a video series for each program. The videos are in half-hour video segments and are produced in cooperation with PBS so it is good content. There is a set of workbooks that can either be used as consumables or can be used as reference material. There are online student and teacher tools that allow you to track student progress through these different materials. You can look at their tests, give them feedback online, and do a number of other interesting things. There is a teachers' guide that helps you implement these programs. These materials can be used either on site as independent study materials or they can be used on-site as supplements to what you are doing in your other classes. They can be used as a distance learning program.

Has anybody had the experience where a GED prep student is in an adult high school completion class and the class is going to slow for him? I'm hearing a couple of yeses and I am seeing a couple of heads shaking. That is something to think about. Should your GED preparation students be separate from the remainder of the students? It depends really on how fast they want to go and how well prepared they are. That is something to think about while we talk about these materials.

Loma: The GED Connection Series is similar to the Steck-Vaughn and Contemporary materials. Kentucky believes their programs are better because of the following reasons. They have cross-curriculum activities with all of the five areas of the GED. They have practice GED tests. Practice GED tests are given with each lesson, at the end of a unit, and

at the end of the book. There is a reference handbook with each one of their GED Connections and it lists additional materials that are available for you to use. There are reproducible masters if you need additional lessons on a particular topic. They have answers that provide immediate feedback. Books that we are using from other vendors have the answers in the back of the book but these are just right along as you are going through each lesson. They have the corresponding video/DVD and web links. For each one of the books in all three series, there is a "Before You Watch" segment for every lesson. It is an orientation. It gives the objective, tells about the video, the workbook, and the online activities that they are going to do. It also has a sneak preview which gives introductory exercises with answers and feedback. There is the program summary which explains the video they are going to watch. The summary develops the vocabulary used in that video. After watching the video, key points are highlighted. Students will be asked to think about what they have seen and to apply it to by giving GED tips that will help them pass this type of question on the GED test. The lesson segments provide the core instructions that they will need. Skill practices reinforce the learning. Connections are then made to other GED subject areas. It will take the reading into the science, the reading into the social studies and so forth. Then they do the practice test items. Each one of these books with all of the different activities is a year-long curriculum.   It would be a slower process, but it is a very thorough process. There are people that really loved having these extremely complete lessons made for them. The teacher's guide is a tremendous guide that correlates all of the lessons and activities.

For those students that don't want to take the whole year, there is a program called Fast Track. It is just five videos. There is an orientation, and a workbook with corresponding chapters. Self-directed learners are the ones that would succeed on the fast track. There are seven lessons. Fast track students would go once a week for a month. The thing that is good about this as a distance learning approach is the many components available for students. It is very organized in defining the all of the different pieces that a student will be using. Kentucky also said the videos/DVD's can be put on an I-pod so a student could have them at home.

Nate: One of the advantages to a multi-media type of approach is that you end up addressing students with multiple learning modalities. If you just sit somebody down with a book by themselves you are not always going to hit all of those learning modalities, particularly the auditory learners. The multi-media elements, we found, help a lot of

students. The video series for GED Connection is in the process of being translated into Spanish. UEN right now is broadcasting all of the mathematic episodes in Spanish. If you tune into UEN TV at 10:30 p.m. you will watch GED Connection in Spanish. It still is preparing them to take the English version of the test, but at least the language issues are less of an issue. Students can prepare in English or in Spanish and the test can be taken in either English or Spanish. If they want to prepare and take the test in Spanish, there is nothing preventing them. However, KET has not yet translated all of the print resources into Spanish. They are in the process, but it is an expensive process.

Comment: If you can't have any internet access, you said that you have CD's.

Nate: If you do not have or cannot access the internet, we have all of these video programs on DVD. We can get you the video programs and print resources. The online management system is not going to apply in the jails, obviously. I am working with them to try to get a locally installed version of their online system that we could put it on a local file server and run it that way. That is not available yet.

Nate: UEN currently pays a statewide broadcast license, about $15,000 per year to broadcast all of these programs. Because we have that statewide broadcast license we can offer many things at no cost. I can offer the DVD's for the cost of duplicating them which is approximately $2.00 a disc. The online management system is different and there are a couple of different ways we can license that.

The second series uses 26 of the 39 videos from the GED Connection series. It is called the Pre-GED Connection. It is pitched at a lower functioning level. One of the materials that KET has produced is called a GED locator test. If you are not sure if a client is ready to take the full-blown GED Connection you can administer the short locator test. You will be able to determine if the client needs to start with the Pre-GED Connection or the GED Connection. Both prepare the student for the GED test; it is just a matter of where they start. There are five Pre-GED Connection workbooks, as well as the online student/teacher resource.

The workbooks are not free. That is why I recommend that you buy a set and use it as a classroom resource set. Let students use their own paper instead of buying them as consumables. Many of the public libraries also have the GED Connection workbooks.

The last program is called Workplace Essential Skills. There are 25 half-hour videos. This program deals with workplace skills. However, look at the titles for each of these workbooks; Reading, Math, Communication and Writing, and Employment. Students in this program are going to be hitting a lot of the same kinds of skills you need for the GED test. Somebody mentioned using this for a CTE credit toward an adult high school completion diploma; that could be done as well.

There are a few different programs KET also puts out throughout the state. TV 411 is an adult basic skills training package. It is 30 video episodes and 30 short workbooks. This program covers life skills such as budgeting, time management, asking questions, writing resumes, and getting jobs. There are online teacher/student resources available for this program. Project Connects is an ESL package and online tutorial system. If there is interest statewide, we can look at licensing that. The ESL Civics link is an online professional development tool for ESL teachers. Again, some really good content.

Plus all of this information is conveniently located on UEN's web site. Go to www.uen.org and click on adult education.

To access the free student and teacher resources go online to www.PBS.org/literacy , www.litlink.KET.org , or you can get there through the UEN web site. They go to the same web page. The free resources on this site are for anyone. Practice tests, enrichment activities, links to other places on the web where you can get additional practice, and downloadable masters are available free of charge. However, there are licensing fees if you want to be able to track students' progress through those materials. That can be done using the literacy link online management system. It allows you, as teachers, to look and see what your students are doing—to actually read their answers to questions, see their responses, and find out where the problem areas are. You can respond to them either online, by phone, or in person.

There are a couple of different licensing options for the online management system. A class can be licensed for $188 a year. There is no limit on the number of students that can be in that class. It probably would be unmanageable, but we could create one class for the entire state and put all the students in there. However, we want your program to count the outcomes, so we are going to have to figure out how to do that. There is also a 3-year unlimited license. That license includes accounts for individual teachers and individual students. The teachers can enroll the students in their class and track their progress. There

are report generators so you can pull reports on different kinds of data. Let me show you what a student would see when they log in. I am going to go online since I have a live internet connection. Go to www.litlink.ket.org, over on the left hand side are all of the free resources; for teachers, for learners and then broken down by program. I have an account, so I am going to log in as a student so you can see what that looks like. As a student, when I log in, I am going to see a number of different places. There is a tool section with a message center. That is where my teacher will communicate with me. This is an area where I can open my portfolio for my teacher. This might be a step that students have a hard time with. During orientation you can walk through this process so they can do it correctly. That is one of the advantages of having an in-person orientation. The student can update their profile information. There are learner resources; a dictionary, a calculator, etc. The online lessons and practice tests are accessed in the learning section. Every student has access to all of these areas. Workplace Essential Skills offers appointment strategies, communicating at work, reading at work, and math at work. Pre-GED Connection offers writing, reading, social studies, science, and math. I am going to go to the Pre-GED math. There are some different activities you can do; multiplication tables, practice rounding, and estimating skills, etc. The GED Connection offers the same type of thing. All of those resources can be accessed without a user account. However, when you have a user account, this portfolio section actually tracks what the student has done. I have worked on two different units. I did a unit on workplace safety and activity number 4 under Science which is titled Physics. I am going to go back and look at what I did. I had to define pitch. I had to separate musical instruments into groups. I had to answer why a brass saxophone is classified as a woodwind. I had to select a musical instrument and explain how its pitch changes. There is a teacher feedback section where my teacher can respond to me. This is the portfolio area where you can track your progress through the program and the teacher can give you feedback. If I had taken a test it would show my test score. It would also show teacher feedback. There is an online personal journal that students can use as a way to communicate with the teacher or to just record their own thoughts. There is a literacy link that features GED educators of different kinds like our very own Murray Meszaros. That is the student section of the website. Students can log-in and check their progress through the different elements of the preparation program.

Students can log-on at anytime, create an account, and access all of these resources for free. As a teacher, you cannot access their account and track their progress unless we purchase some of these licenses.

The teacher interface looks very similar, but there are some additional tools. Here is the message center and the virtual classroom. The virtual classroom is where you manage your students. You can accept learners and review their portfolios. I am going to go into "Manage my virtual classroom." I only have one student right now as this is what I set up for training. If I click on that student, I can see the activities the student has completed. I can respond to the student and give feedback. You will notice the rating area. It shows the activity that was attempted or successfully completed. You can go through and track what they've actually completed and passed off. If I had a fully populated class I would see multiple students here. I would be able to see how many portions of each activity they've completed. I can view online reports as a teacher. I can run the GED practice test report. I can run a local teacher report. I can run a report of learners by zip code and some other things. Working with KET, you can run just about any kind of report that you would want to summarize this information. The teacher has access to the same practice activities that the student does. The teacher also has access to some of these other things such as Correlations and Crosswalks. Crosswalks shows how material in the GED Connection program relates to material on the TABE test or the CASAS in the case of the Workplace Essential Skills. You can actually do a straight across correlation between the GED Connection materials and TABE competencies. There is information about the GED 2002 test, time codes if you want specific segments of the videos, the GED locator tests, program synopsis, teaching tips, featured stories about major writers featured in the videos, and guidelines about using the videos to their best advantage. Teachers can also look at the learner resources.

Utilization and training describes a little bit about the onsite training packages. We don't need to worry too much about that because if you choose to use these resources, I am your onsite trainer. You call me and say, "Nate, we want training," and we will arrange that training.

To determine a verification format, part of the pilot group being formed is going to evaluate how many contact hours we ought to count for each of the parts of the GED Connection or the Workplace Essential Skills program. We can decide if you complete modules 1, 2, and 3, you get 13 contact hours. This will allow you to quickly and easily determine how these materials are counting toward your outcomes. Keep in mind, when they pass the GED test, that is a measurable outcome.

Because this program does not clock hours, the only way we are going to be able to count contact hours is through a verification model. Currently the online management system does not count when you log-in and when you log-out. So this is different from APlus and Novanet in that regard.

Wayne: In your packet there is a GED Distance Learning Pilot questionnaire. Please fill this out if you are interested in participating in the pilot. This will give us some information of what resources you're presently using that belong to KET. It also is a place to indicate your interest.

Nate: Since we do not yet have a way of counting contact hours based on these outcomes, Marty has offered to help supplement your program a little bit to make up for that. You will still be able to generate revenue while the pilot is figuring out what the verifiable outcomes are going to be.

Part of this pilot will be a one day training where we will come and talk about how to use the online management system and the various resources. We will help defray the costs of that one day training as well. This is specifically for the teacher that will be administering the distance learning class.

Please note that we ask the types of resources you are currently utilizing. Right now, we are mostly interested in what KET resources you are using. Part of the reason is if you are already using the KET resources a pilot is easier to begin.

Loma: I had a district call and ask what we can do about our level 3 and 4 ABE students. This is where you would use Pre-GED Connections. The reading level is 6-8. GED Connection is for those people that are the high functioning students, high school completion 1 and 2. Consider these two populations as you think about the pilot program.

Comment: We do not use the KET yet, but we use the Steck-Vaughn. The TABE PC does a fabulous job in determining whether the student should be in a Pre-GED or a GED class, and whether they are ready to test or what to study for the test.

Nate: The TABE predicts scores for the GED test very accurately. You wouldn't need to use the GED locator test that KET provides if you are TABE testing them. You will get a very good idea of where they are in the various GED preparation areas and you are supposed to be TABE testing.

Loma: If a student is working in math, it can identify those problematic areas in math. You do not have to do the whole math series. It will zero in on the skills in the math series where the student needs to devote extra attention.

Nate: Using this kind of approach allows the student to study what they need to study. It lends itself very well to individualization. Think about the following questions regarding you program. How can these materials be best used? Locally, meaning onsite, at a distance, or some type of hybrid approach? What are the advantages and disadvantages of each of those approaches? For instance, what are the advantages and disadvantages of doing GED preparation on site?

One disadvantage would be space limitations. An advantage would be the personal interaction with a student allows a teacher to identify more rapidly the areas needing specific help. Plus the personal relationship can keep students in the program and moving forward.

What are some advantages and disadvantages of doing a distance delivery model? It is better than nothing. A disadvantage is a student doesn't have anyone to push them. They can be easily distracted or get frustrated and leave it. A lower functioning student may have this problem. A teacher can give encouragement, praise, and help pull them through it. The biggest advantage of distance learning is time. A student can study and work on lessons in the middle of the night or whenever they have time.

Let me just say parenthetically, at UEN we spend a lot of time dealing with good and bad distance education practices. Throwing material at somebody and leaving them alone is a bad distance education practice. That is not going to lead to success. The things that we are talking about—an in-person orientation, weekly contact—are good distance learning practices. They keep the educator engaged with the student. When you are thinking about distance learning, be thinking about good distance learning practices.

 A question that we may want to have some dialogue about in the future is if we create a distance learning program, do we want a program that it is centrally administered for students throughout the state or do we want each local program administer their own? That is something we can talk about in the future.

Loma: Students definitely need an orientation session to participate in distance learning. You cannot hand them the material and expect them to be able to put it all

together. They've got to know each part that makes up the components and they also need to know how they work online with the teacher so that they are reporting it back to the teacher and the teacher can provide them with feedback.

Nate: My personal sense is that there are many people out there who would be preparing to take the GED test except they can't make it to a site at a particular time. I believe that this is an opportunity to tap into some of these audiences that we haven't yet been able to reach. If you are thinking about ways to grow your program, this is a good direction to go.

Comment: We have used the DVD's that we purchased for our program as a resource for students. We have sent the DVD's home with students and they have been really appreciative. We don't generate the hours but it does seem to help the students.

Nate: The videos as a standalone are better than no help at all. Part of the training is to show you the content of the videos so that you can use them more effectively.

Comment: I like to send a syllabus home and tell the student they have two weeks to finish to this portion. I tell them to give me a call or I will call then, in the meantime here is my cell phone number. I really give them structure; the ones that work at home seem to do better that way.

Nate: Now this may sound like we are totally endorsing KET products over Steck-Vaughn. One of the things of value we hope to find with this pilot is if the KET materials are the most effective program. If they are not we want to know so we stop spending money on them.

Comment: Do you want programs to volunteer that are part of the Steck-Vaughn right now?

Nate: Yes, if you are part of Steck-Vaughn right now and would like the opportunity to evaluate the programs. We would need you to give us feedback about which program actually works better with the students. It may not end up being an either/or thing. It may be both. I am expecting that this is very likely to happen.

Comment: They complement each other. I don't think they should have to compete. Steck-Vaughn has not put out a video and some students learn very well through those videos.

Nate: Particularly those that have reading processing disabilities. A lot of time multi-media elements can really help students in learning.

There was a question about who is going to pay for the licensing cost for the pilot. We will be picking up the cost for you, so the pilot will not cost your program anything. If we decide to fully roll this out, we will have to figure out how to share the costs. Again that's $188 per class per year. You can run one class of GED for the whole year for your program for $188. I don't think that is too onerous of a burden.

Comment: Will this class start July 1 or what is the projected timeline?

Marty: What I would like to do is take those that are interested in the pilot, look through their materials and survey information. I would like to see it put in place by July 1.

Nate: Please note the $3,300 cost was for a statewide, unlimited license. That would allow us to license the online management system for the entire state for three years with unlimited number of classes. UEN licenses a number of products on a statewide level. We have various arrangements for sharing costs and for pooling resources to do that. If we decide to go that direction, we will deal with that on a UEN/State Office level.

Marty: There is a flyer in your packet that is announcing our final wrap-up for your UTopia administrators. This will be held at the Grant Bldg. in the Nebo School District. Very few of you or your UTopia administrators have replied that they are attending. Please let us know as we need a head count so we can be prepared. If you will RSVP Kellie, she will make sure that you are on the list. We have room for 100-110 people. We do need to know as soon as possible.

Economic Status of the State—Lecia Langston

http://www.schools.utah.gov/adulted/directors/documents/resources/Presentation_LeciaLangston.ppt

Marty: We have had conversations about refugees coming to Utah. We have talked about the economy in Utah. We are still in a great labor surge in our state, being able to have jobs, thus our enrollment in adult education has gone down. Those of you that have attended the DWS regional council meetings within the state met the economists from the Department of Workforce Services for your region. They have presented the status of the economy within a particular region. I found this information so interesting, especially after I

listened to Pam Purledge at our Directors' meeting. I asked if we had an economist in the Washington County area that could join us today. Lecia Langston graciously agreed. She is an economist for the Department of Workforce Services. She is housed here in the Washington area. We have a copy of her presentation for you that you will receive after her presentation.

Lecia: I am an economist with the Department of Workforce Services. Right now, I am a regional economist for this area of the state, which is from Juab County on down on the west side. I used to be the chief economist for Utah.

I am going to talk a little bit about some of the things that are going on, mostly about some the occupational things that are happening and a little bit about skills.

First of all, let's talk about the economy in general. Recently you've heard labor shortage, labor shortage, labor shortage. Now economists don't really understand the labor shortage concept because to us there are no labor shortages, there are only wage shortages. That is probably likely to come to an abrupt end. You have probably been watching the national news and even though no one wants to say it, we are in a recession. Although we've had very strong job growth in the last several years, in fact one of the top growing states in the nation sometimes the top, Utah is also facing a decided decline in the number of jobs that are available. Unemployment rates are expected to go up. There won't be as many new jobs, and guess what, people are going to be coming to you.

I read an article by Robert Samuelson, an economics columnist with Newsweek. He said one of the great things with the United States is that when we figure out that we messed up in the first place, as far as our education goes, we have a marvelous system to get us back in and allow us to fix those things. The other thing is there are a lot of baby boomers out there. We will talk about how baby boomers affect us. I am a baby boomer. If you were born between 1946 and 1964, you are also a baby boomer. Now I have a sister born in 1965 and she tries to get in on the baby boomer things, and I tell her "sorry, not you," because as baby boomers know it is "all about us." We don't want anybody infringing on our area. The first baby boomers have just started hitting 60. We are finding that a lot of baby boomers do not want to give up their jobs. They do not want to give up their careers; they just want to work a little less. As they start working a little less or maybe retiring in one area they may be looking at training in other areas. I know that is certainly true for me as I look at retirement not too many years down the road. I actually teach a class at Dixie

College. I told them that I didn't know what I wanted to be when I grew up and they laughed. The truth is I don't know what I want to be when I grow up, but I am glad that in America we have the system allows us to do that. So that is just a little about where we are in the economy. Yes, even in St. George, Utah job growth is really slowing down. So as we look at those kinds of economic trends, we know that you are probably going to see an influx of people ready and willing to get more training.

We are going to talk about some of the trends. One of the things that you see is what is happening to our over 60 group (Slide 3). In fact, they actually surpass the number of young people in terms of who's out there in our population. This is true for Utah and for the United States as a whole. The other thing I want to point out is that as we look at who's out there in terms of our population that we are coming to a point where a very large portion of our population is coming from outside the United States and are minorities (Slide 7). According to the last census for Utah, the educational attainment of those 25 years and older indicates in the general population about 10% show less than a high school education (Slide 9). That includes a GED. 26% have stopped at high school. Another 36% have some college but not a 4-year degree. 19% have Bachelor's degrees and 9% have a graduate or professional degree which would be your doctors, lawyers, and so forth. Now look at the educational attainment of those who move from abroad in 2006 (Slide 10). One third of the same age group has less than a high school education. We are seeing a great influx of people into our state who are not very well educated, only 15% are at high school. There are also educated immigrants entering our country. Statistically, it is showing that these immigrants have a higher percentage holding a Bachelor's degree than the indigenous population. We are seeing an influx of people who are well educated who have come here to further their education or to find the kind of jobs that they want, or they are uneducated.

Another thing to consider is our population is aging. As we talk to baby boomers they tell us they want to stay in the labor market. This time instead of finding a job for money, they want to follow their dreams. There will be a lot of opportunities to train baby boomers as they move into different career paths. We are becoming more ethnically and racially diverse. This affects how you deliver your programs. This in-migration is likely to continue. As you look at the wage rates between the U.S.A. and many of the countries we are seeing the influx from, they can make more in a week here than they can make in a year at home. They are trying to better their families and so that in-migration will continue.

As we look at the labor market, there is really a conundrum out there. We have workers saying, "We can't find jobs." We have employers saying, "We can't find workers." What we have is a mismatch of skills. People don't have the skills that employers need. Sometimes those skills are simply things like showing up to work every day. Employers are telling us that they can't find the people that have the skills that they need. Remember the movie "Field of Dreams?" The voice says "if you build it, they will come." I am really of the opinion that the same is true of education and training. If we train the people that are here, the jobs will come. The great thing about Utah is that we do have a relatively young labor force. It is expensive to educate all of those kids, but once they get to be young adults we have a very young labor force. If we're able to adequately train that labor force, I think we will continue to see Utah leading the pack in terms of job growth. That is simply because we will be able to attract jobs. People do have to be trained and they have to be trained in the kinds of skills that employers need. I do the occupational projections for Utah. One thing becomes clear as we start looking at the trends. There are two areas that we are starting to see a lot of growth and we expect that growth to continue. These two areas of careers are the basis of what is going to be needed in the future. One is the medical and health care fields and the other is the technical and computer related fields. You'll notice that neither one of these is an easy area to get a job in. Part of the reason for the growth in health care is baby boomers are getting older. As we get older our health care needs do increase. This is driving projections that show occupations in health care are growing. If you want a good job with good pay and high demand this is a field to consider. Does that necessarily mean that you have to be a doctor or a nurse? No, it doesn't. The other thing that is going to happen, even though right now we may be in a recession where we see not only a decline in the rate of job growth but in actual jobs, is that as the baby boomers start retiring or cutting back their hours, there will be a need for workers behind them. As they leave the labor market, positions will open up, even here in Utah where we tend to have a younger labor market.

Computers and technology related fields can be specific occupations in that field, but I also want to point out that those technical skills are really important as we start looking at every occupation. When we talk about the need for technological training, it is in almost every occupation. Other than maybe McDonald's where they push the picture of Big Mac… it is pervasive. I don't care where you are and what you do; it is highly unlikely that you are not going to need some kind technological training. Jobs that are non-technical in nature are going to require some technical training. Things have changed. How each of us do our

jobs has been affected by technology and the advent of the personal computer. Those things will continue to drive the job growth and the way we do our jobs. These show our most recent set of occupational projections (Slide 18). You'll notice that 24% of new jobs require a bachelors' degree or higher, 10% require an Associate Degree or vocational training and 66% percent of those new jobs require on-the-job training. However, many of the jobs in the 66% group require some technical training. Machinists, policemen, or dental assistants require some technical training. It is not necessarily a certificate or 2-year degree. The other thing I want to point out about this pie chart is that the percentage of jobs that require a Bachelors' degree and higher is expanding rapidly. When I first started doing these presentations about occupations, the Associate's degree and technical training group was the fastest growing. I know that college degrees are not for everyone, but that is the trend in this country. Of course, there will always be jobs for those who don't want the 4-year degree. Another great chart is the Education Pays chart (Slide 20). This shows the average weekly wages based on the level of education. The fact of the matter is the more education you have the better off you are in terms of wages. Even if our clients are not going to go on to get the Bachelor's degree or the Doctorate, the more education they can get the better off they are going to be financially, at least statistically.

As we do occupational projections, two occupations always come out on top in terms of numbers—cashiers and retail trades (Slide 21). Look at the data for any county in the United States, look at the United States data, any states data, you will find these two occupations on top. They are just the largest occupations that we have. You can see these jobs, with the exception of registered nurses, are not necessarily career oriented. These jobs are what we do until we get a better career. When we look at fastest growth, (Slides 23-25) you can see the trend I talked about starting to emerge; health care and computer related jobs. The groups that come up on top, in terms of fastest growth, are computer, mathematical, health support, and technicians.

We have applied star ratings to the various occupations (Slides 26-31). This is the same concept as movie ratings; a four star is better than a two star. We have rated jobs 0 to 5, with 5 as the best. Some jobs are not rated; mostly very small occupations. The rating is based on three things, employment outlook-number of new openings, rate of growth, and wages. As people choose careers, they need to know that their career choice will be in good demand and that they will be paid well. Jobs with a 5-star rating are going to have good wages and a good employment outlook. Ratings are applied by training level. A 5-star

job at a Bachelor's degree level is not going to be the same as a 5-star rating for an on-the-job-training position. Education pays and statistically you are going to make more. People have a choice regarding the type of job they want at the educational level they want to attain. To get the best wages and the best employment outlook, they might not do the time in the classroom, but they will do the time on the job. Please look at our website for the full listing of all star rated jobs.

There is a wage gap in Utah between men and women (Slides 32-37). It is quite substantial. In fact, depending on which data list you look at, Utah has one of the largest wage gaps in the nation. As a young woman I used to say discrimination, discrimination. That was before I studied it. The reality is education pays. For women, pay is even more closely tied to education than it is for men. As you talk to women make sure they understand how important education is for them.   We need to reinforce that with our clients.

Skills (Slides 38-39). There are basic skills and the hard technical skills. If we look for the basic skills that are important to all occupations and are the basis for all other learning, we find reading, writing and arithmetic. These basic skills are so important. Our kids are coming out of school without these basic skills. I teach at Dixie College, the students can't write, they can't do basic algebra, and some of them cannot read. These things are very important. The basic education skills need to be in place before they can do the hard technical skills.

When we look at knowledge areas (Slide 40) these items come out as important;

- Customer services skills: important when we look at all jobs together.
- How to speak English: not just knowing how to speak English, but grammar and writing as well.
- Being able to do clerical work; that means can I work a word processor.
- Education and training.
- Sales and marketing.
- Mathematical skills.
- Active learning: important on its own and when combined with the basic skills will lead to greater success.

I want to share with you some really great information. If you are responsible for teaching technical skills and want to know, for example what does a nurse need to know, what does a machinist need to know? ONET is a classification system that tells us the skills and the knowledge that people need for their jobs. Information has been compiled about what kinds of machines are used in a specific job, what kind of software is in general use, and what kinds of equipment and tools are used. If you have questions on curriculum and what we need to teach our machinists, ONET can help you find this out. It is called Tools and Technology. The website is listed on the handouts. This information has been compiled on 327 occupations. Information on high demand, high skill jobs was compiled first. Eventually they plan on having them for all occupations.

The web site address to access this information is http://online.onetcenter.org . There are tutorials that will walk you through the site.

Thank you.

Marty: In your packet you have 3 of the DWS publications; Trendlines- which looks at the economy forward and backward, Utah Careers, and Utah Careers Supplement for Women. Inside Utah Careers you will find information to access the five top areas of jobs. There is also information about ONET. There is a breakdown of several different careers, giving you the ONET scale, so you can evaluate your own clients. Also, as you go into ONET, there are portfolios for the different careers rated from 5 down to 1.

You also have access to Choices. Choices is an online program that K-12 typically uses, but you as adult education programs, community or school based, have access to Choices because USOE pays the licenses for that. You can help plan programs and provide assistance in career development for your clients. Utah Mentors uses this resource as well, but you will want to log in as a teacher. Teachers are able to access student portfolios. This will help you gather information for review to assist the student.   DWS offers subscriptions for these publications free of charge. Take advantage of this offer.

Lunch

GED Award

Loma: Last year we nominated Murray Meszaros for a national GED award. There were only three awards granted across the United States. In June, Washington, D.C. called

and they had chosen Murray. The awardees were announced in Anchorage, Alaska. Murray is featured in the Adult Learning Quarterly as well.

Marty: In your packet you will find information on the new GED 2011 test. The information includes the parameters for the new GED test, when it will become available, when the study materials will be available, etc. This is critical for programs that prep people for the GED.

Please divide into your regions and CBO's. School districts, your focus will be the Strategic Plan. This is the five-year strategic plan from the state office. Items in black show where we have been and what has already been put into place. Items in green are items we are currently working on. Items in red are items we have not even addressed at this time. We want you to review it and let us know if we are meeting your needs as a state. Please note if you see other focuses that are not on this plan that may need to be included. Another part we want you to look at and give us your feedback is on the draft of the Out-of-School Youth GED Preparation. Please address this as regions looking at the procedures and the policy. The consortium has looked at it and they felt that it needed to be brought to you as directors to talk about this policy. Please talk about the implications if we open up the window for 16-year-olds to take the GED. We are one of only 4 states in the nation that has an adult education secondary diploma. Most states offer a GED that is recognized as the equivalent of a diploma. Utah does not.

CBO's, please discuss the strategic plan, partnering with school districts and outreach to industry. The chairs of your tables will be: Loma, Northern Region; Jim, Central Region; Dave, Mountainlands; Brian, Western Region; Dennis Crane, Eastern Region; Katie, CBO's.

Out-Brief

As we come back together, I hope that this time was productive. We are to the point where the consortium is helping drive some of the policies and practices that are coming out of the state office. Let's talk through each of the regions, see what your comments are to us-the state staff, and see where you are as regions. Then let's come together to see if there are commonalities amongst each of the groups and if there is a direction that you want to go as a state.

CBO's, Katie:

CBO Chart List:

#1 Desk Monitoring

- Adjust standards for this year
- Access to reports for our own desk monitoring

#2 Collaborations

- Conflict---what's best for us? What generates funds?
- Concurrent enrollments
    - We aren't getting any "credit" for level gains, yet we are responsible for change
- Territorial….

One of our big concerns, as CBO's, is the desk monitoring—not completely understanding what it entails. We are hoping that maybe, some adjustments can be made to the standards for this year because of UTopia. One item that we talked about as part of the desk monitoring process is that we would like to be able to check with UTopia quarterly or even better daily. We want to know how we are doing. What are our level gains? We would like to track our data so that at the end of the year we are not getting any huge surprises.

We also talked about our collaboration and partnerships with school districts. At the English Language Center, we feel that we have been doing this successfully for some time with Cache District. But UTopia has brought in some conflict. If CBO's are offering ESL to our students and they are also being served in the district's GED program, then we, CBO's, do not show credit for the level gains. We would really like to understand the divisions. I think that we are trying to form partnerships in the dark without a lot of understanding about what the impact is going to be on both the district and the CBO. We are really being encouraged to create partnerships, but we don't understand the ramifications or the outcomes of that. Those collaborations are powerful. We want to make sure that we are getting the credit for what we are doing. These are the things that seemed most pressing for us.

<u>Western Region, Brian</u>

Western Region Chart List:

- Share curriculum
    - Packets

- 16-yr old GED
  - Why change?
  - What isn't working?
  - Concerns about 'migration'.
- Regional Meetings
- Endorsements
  - Secondary vs. Alternative high school
- District graduation Requirement's
  - LEA controlled

We talked about sharing curriculum especially the packets that were discussed earlier. We talked about the 16-year-old GED rule. In our region, we were wondering why we need to change. What isn't working? We have big concerns about a migration out of the regular high school programs if we open that window. I think that 16 yr-olds right now at the state level can get an exemption to take the GED? (No, not at all) Maybe that is what is not working then.

We talked about a need for regional meetings. This is nice to get together as a state every once in a while but we would like the state office to do a one day meeting in our own region. That might be good to facilitate addressing regional needs.

On the strategic plan, one of the things being worked on is an endorsement at the state level. We are wondering how that is different than a secondary endorsement. Right now a lot of teachers that we use are full-time in a high school and so they are endorsed and in CACTUS 100%. Their assignment shows up as 'highly qualified'; they are endorsed. So if they are working in the Adult Education program, what do we need to do? What does that mean for that teacher?

We hope district graduation requirements will be kept under the control of LEA's regardless of the number of credits. We realize that it varies. We know that one district has a difference between their high school—27 credits and their adult education—24 credits, but it is set by policy at the district level.

We have a great collaborative effort right now in Sanpete County with North Sanpete School District, South Sanpete School District, and Snow College. This started about 5 years ago. Snow College applied for one of the grants to work with the ESL population. When

they received that grant, the school districts got together and became part of the advisory group. We decided our best thing to do, rather than compete for students, would be to work together. We basically provide facilities and help with funding that goes straight to the college and mixes in English's pot. He uses those funds to provide teachers and supplies. It has been a great thing. We are figuring out UTopia. We have to somehow show these students on UTopia. We are working that out. Each district has a site and English enters the teachers, develops the classes, and adds the students. I can go in and see his enrollment from South Sanpete and O'Dee is doing the same thing for North Sanpete. It has been a great collaborative effort. All ESL are referred to one place; to English Brooks at Snow College.

I flat fund the program. The money that we generate won't equal the dollars that support that program. We fund the program with so many thousand dollars and that's our fiscal effort. We also have the indirect costs through facilities and what not. I don't expect that our outcomes will ever equal that money. To arrive at the original dollar amount, we looked at what was received from the federal grant and how much is needed to seriously operate a program. This amount has not fluctuated in the 5 years of operation. We are to a point where English will run through the money in April. At our last advisory we talked about the need to look at the funding and provide for a full year program.

We have not been counting state outcomes for state funds previous to this. English was getting federal funds only. Now, because of UTopia, we will be able to track outcomes and generate state funds. That will enable us to send more money his way. The fiscal effort from the two districts will go up in order extend the program to a full year. A benefit is the college hires the teachers. They use a lot of the same staff from their international program. It has been a great opportunity that may only exist there because of the college and the two districts so close, but yet we can collaborate in a lot of ways.

Northern Region, Loma

Northern Region Chart list:

UTopia UTOPIANS

- UTopia reports for manager and teacher
- Break credits out
- Update directory

- o User friendly
- o Contact person and numbers
- o Need down line people who work the program
- GED-Serious look at "16". All groups/decisions. Needs of Job Corps.
- ESL-relook at CASAS and BEST
- ESL assessments
  - o Time and money
- Adult Education Endorsement "?"
- UEN/Nate-resource

These are the things we would like some help with. One is the UTopia report for managers and teachers. We need desk top monitoring at the district level to help our teachers. Through UTopia, we want help to break credits out in math and social studies particularly. We have to paper/pencil evaluate where those credits are needed.

We want an updated directory. We feel that the one available is not user friendly. The State Office of Education just changed the whole look of their master web page, but when we go to Adult Education page, we want to be able to find the program directory. We want contact persons and their numbers. We are finding that often the contact person is the director, an administrator, or school district office. Directors and administrators are hard to get a hold of and do not always have the information we need. We want those contacts to be the down line people. We need the person who actually works with the program daily.

Marty: I will send to you my director email list and phone number list. Do you want that? (Yes). And the UTopia administrator list with their contact information.

Loma: GED—We want to take a serious look at this. We took a serious look at this a few years back. There are repercussions good and bad. In the Northern region, we have a need that maybe no one else in the state does and that involves our Job Corps. Job Corps students could come to us from New York, California, Florida, or where ever. Each of the Job Corps throughout the United States has particular vocational training. If the student wants to become X they have to go to Utah. If they want to train for M, they have to go to Florida. Once they get here if they do not have a diploma or GED they can't get in to that trade. Before they can enter into the particular trade program, they are put in a class eight hours a day until they can pass the GED test. That is a federal rule. When we met on this

before and decided against dropping the age to 16 as a state, we told Job Corps to prep the students here and then take them to Evanston, WY to take the GED. Job Corps is having problems with this due to the need for multiple trips and not having budgets to cover the travel expenses.

We talked about GED in the high schools. Are we going to give it in the high schools? Some say that is legal, some say it is not legal. Do they have to be out-of-school youth, can they be out-of-school youth that are going back to the high school between 3 and 6. There are just a lot of questions with the GED and we don't want do anything there.

Regarding the ESL, we would like to have a presentation again to relook at CASAS and BEST to determine if we would be better served moving to a different testing instrument. The CASAS now has a listening instrument for group administration, where BEST Plus is done individually, making it very time consuming and expensive.

We are concerned in the Northern Region about the Adult Education endorsement. We know that we are working with certified teachers in our high schools and we are kind of nervous about that.

We would like to work through UEN with Nate more as a resource. He has so much to offer us. We would like to bring him in on the things that he can do for us. We would also like to know what we can request Nate to do for us. We are impressed with the state plan and how much has been done.

Eastern Region, Dennis Crane

Eastern Region Chart List

UTopia-Woo Hoo

Program Accreditation

- Recommend 2013
- Regional accreditation trainings

GED Standards

- Split 5 against, 3 for 16
- Training

Teacher licensure??

Curriculum

- Encourage districts 24 credits
- Distance learning regional/state pricing.

For UTopia we just said Woo-Hoo. We are glad we have UTopia. I want to piggy back on what someone else said. I would really appreciate desk monitoring for the districts, as well as "slice in time" reporting. Could this be in conjunction with the program reviews?

We talked about program accreditation. I think that everyone in our region is going through a program accreditation at some point. We are just starting In Uintah. We hope to have our first visits in the fall. We think the goal right now in the state plan is 2011, we are thinking 2013 is going to be more realistic to have everyone up and going with program accreditation. The Eastern Region would like to see some regional accreditation trainings. I think they did two trainings this year. One was in Washington County and one in Salt Lake in January when the roads are snowy. We were not able to make it to either training. We have the book and are trying to work through it. We would appreciate regional accreditation training. We would like information on how to tie in adult education with high school programs and alternative school programs.

GED standards. We talked about the 16-yr olds and the GED. We were split. Five of us were against the change in age requirements and three were for the change. Those opposed felt it is more important to try to keep kids that are that young on track, even if it is not a track for high school completion. We need to keep them on a track to get some training skills or education. Then they can take the GED when they are 17. Those for the GED age change are seeing the teenage moms and students that have circumstances in their life that are forcing them into adult paths. Therefore GED at 16 would be appropriate for them.

Teacher Licensure. We mostly had questions on this topic. I know that a lot of the programs are saying that they have certified teachers working in the adult education programs. Rural counties have a much harder time finding certified teachers to cover all of the courses offered in the rural programs. We were discussing what we would like is an umbrella adult education or alternative high school endorsement that will allow teachers to

teach reading, history, science, math and so forth. An adult education endorsement that is content specific would be more difficult.

Curriculum and graduation requirements. Sandi pointed out to us that we want to encourage districts to keep the core for adult education the same as the district standard and reduce the number of electives.

For distance learning as Nate presented today, we would like to be made aware of those opportunities so we could try and buy into either regional or state pricing.

<u>Central Region, Laura Layton</u>

Central Region Chart List

GED/Out-of-School Youth

- Overall not supportive
- Current policy addresses emancipated/homeless youth
    - o Other concerns:
        - ▪ Don't want to "recruit" underage
        - ▪ Not set up to deal with behavioral concerns
        - ▪ Step toward elimination of diploma
        - ▪ 3 UBSCT failures, poor idea

State Plan

- Teacher licensure
    - o Need way for Alternative Routes for Licensure for Adult Educators
- Adult Education Endorsement
    - o Need more info about criteria and how it will be implemented before agree/disagree
- Partnerships-DWS
    - o Ways to streamline/set up financial transactions
    - o Better way to refer Out-of-School-Youth for services
- Other items
    - o Textbooks, curricula, book deposits
    - o Pressure of schools to meet AYP and transitioning students.

We spent quite a while on the GED and Out-of-School Youth. At the end of the conversation it seemed unanimous that our group does not support the move toward testing 16-year-olds. Some of the concerns were:

- we do not want to appear to be recruiting underage students for our programs,
- it doesn't seem like we are set up to deal with the behavioral issues that often come with the 16-year-olds,
- it doesn't seem to match our core mission.

The stipulation of failing the USBCT three times seems to put the student at or close to age 17. Also if the student fails the UBSCT, it would be unlikely that they could pass the GED. All in all we were not supportive of that policy.

In terms of the state plan most of our conversation also revolved around licensure. Cindy Krueger suggested that we need ways to get adult education educators into alternative routes to licensure through Adult Education. We need more specifics about the stipulations and implementations of an adult education endorsement before we can offer any constructive opinions.

We talked about partnerships with DWS. There was discussion about the finances and how that is working. I know that Granite District uses card machines and other districts do not. We talked about streamlining information to DWS when we have Out-of-School Youth so supporting agencies can start serving those youth. At the very tail end, we talked about textbooks, curriculum, and fees. We also talked about the pressures on our schools being under fire for Annual Yearly Progress (AYP). A lot of students are coming our way that have been somewhat counseled into adult education as CRT's are coming up. High stakes testing is right around the corner.

Mountainlands, Tim Brantley

Mountainlands Region Chart List

- Strategic plan-more bottom up
- Program accreditation—a choice?
- UTopia
    - Regional input and review on specific needs and reports
    - Small programs vs. large programs

- o We don't want UTopia to drive Adult Education
- o Appeal process
- o Agree UTopia is the best we ever had-but needs fine tuning.
- More input into directors' meetings—breakout sessions
- Teacher licensure is concern for all districts
- Pursue Adult Education or Alternative Teaching license
- Concern over 16 yr. old drop-outs
- Look at other state studies
- Funding formula review—UTopia data

One of our points of discussion was the state plan. A lot of the things on there were a surprise to some people. There was some thought on maybe some bottom up discussion on what we would like to see on the state strategic plan. Get input from more people of what they would like to have included to help us. An example of that was the accreditation. It surprised some people. There was a question of what has generated the need for that.

We talked about UTopia. There is still a lot of confusion which was obvious as we discuss these things. There was hope that there would be an opportunity to have appeals when the numbers come out, so we can understand each other. We don't want UTopia to become the driving force in Adult Education. We want to do what is best for students. The reality is that there are federal and state policies that have to be followed in order to be funded. We hope that UTopia does not become our decision maker. There is a lot of worry that as we chase the dollar, this is what will happen.

There was discussion about directors' meetings and the desire to have breakout sessions, because everything does not apply to everyone across the board. That would give more of an opportunity to co-mingle by program size instead of only by regions.

We talked about teacher licensure and the 16-year-old GED. It is hard for us to know what is best. We would like to have data from other states on what has happened when they moved the age requirement from 17 to 16. What are the effects and so forth? It is hard to know how to give a good informed answer to that without some critical data.

We talked about the funding formula review; why certain outcomes are worth certain amounts. This comes up often as there is turnover in the programs and this information is not passed along.

Marty: This has been beneficial for us to hear. Some items I have answers for, some items I do not have answers for. We will go back to the drawing table and look at some of these items. Last year we hosted several regional meetings around the state. Frankly, they were poorly attended, those that came benefited. I am glad to entertain the possibility of hosting regional meetings again. I encourage you to reach out with your regional partnerships with DWS and be an active participant.

I do have to say UTopia does drive the data and the data drives the funding. It is much more consistent than the URAED's ever were. You have to give UTopia credit for that. I do appreciate your comments.

Teacher licensure, we are still up in the air with that. We do have people that want to work in the adult education programs but there is not an alternative route for licensure at this point. There is also the issue of having adult directed in-services that look at adult learning styles and at adult types of curriculum vs. K-12 curriculum. We are all prepared as K-12 teachers, but should there be more than that? Should there be a requirement for all ESL instructors to at least have a TESOL certification or an ELL endorsement-K-12? Should CBO's have to have some sort of licensure as far an adult education accreditation? These are some of the issues that need to be addressed to make our programs viable and reputable across the state as adult education. Make that real distinction, we are adult educators, we are not a K-12 program. We have graduates call us from Weber State and Westminster that have college degrees in Adult Education that cannot teach in any of our programs because there is not a license associated with adult education. We are missing out on quality people because of this issue.

Last year as part of our discussions at one of our directors' meeting we talked about accreditation. There are three different ways to obtain accreditation. There is a policy in place for accreditation. The training mentioned was offered by Georgia Loutensock out of the Curriculum and Instruction department.   I will speak with Georgia and see if she will be offering further accreditation trainings.

In talking about outcomes, CBO's should be looking at their individual outcomes. Are CBO's required to have outcomes right now? Yes. Are they held accountable for outcomes? Maybe. Desk monitoring will help hold you accountable. Is it an encouraging process or is it punitive? We are still addressing each of those issues. This has given us some very good feedback. We will talk more tomorrow about graduation requirements. Questions?

Cindy: Youth-In-Custody. I have heard there is an exemption for some of the youth-in-custody that are 16-years-old to be able to take the GED test?

Marty: No, there is not. Nobody in the state of Utah may take the GED test at age 16.

Marty: There have been some discussions about the Adult Education Consortium. So for clarification, the reason for the change from the Adult Education Advisory Committee to the Consortium was two-fold. One, we wanted to make sure that there was representation from across the state from each of the DWS regions. We divided the adult education programs into DWS regions because we want you to build those DWS partnerships. Two, we wanted the representative from each of the adult education sections within the state including the CBO's to have a voice at the table that was not being heard at the state level through the Advisory Committee.

The Advisory Committee was originally created years ago as a result of funding feuds. The Advisory Committee held meetings that Labor and Higher Education attended. These meetings covered the generic issues of adult education, but we were not able to address the specific issues of the regions. The Consortium meets as a Full Consortium once every 3 months. During the morning we meet as a Regional Consortium and in the afternoon we meet with the Full Consortium which includes Labor, Higher Education, Vocational Rehabilitation, Industry, etc. In addition, the Regional Consortium representatives meet with the state adult education staff bi-monthly for a full day. Their focus is bringing in and working on your issues. That is why they send emails asking for your issues. Send them your issues. Your issues are as much a part of the agenda as the issues we set before the Consortium. There is so much with adult education that we are trying to build to create better programs. That is why we divided you up today amongst your colleagues so that you could start building that network and see where your representation is. It takes great dialogue to pull adult education together and this is the Consortium focus.

Wednesday, March 19, 2008

Before we break into CBO's and District sections I want to talk about the regional council meeting with Department of Workforce Services. Adult education is a mandatory partner with the Department of Workforce Services. Last October we had the State Department of Workforce Services Council to Council meeting during which four major

industries were targeted as was basic education as a need for department focus. DWS gave direction to each of their local regions to address basic education. The concept of basic education has not been clearly defined. It could be how to enter a post-secondary institution or how to receive post secondary training through the ATC's. Often times it becomes how to complete K-12 and prevent dropouts. Adult Education is occasionally overlooked. I have traveled the state with DWS attending regional meetings for the last three months to talk about adult education. We are not community education. We are not K-12; we are not post-secondary. The regional councils are legislatively ordered. They are made up of 50% industry, 50% DWS staff. Adult education should be represented at the meetings as part of the council. When they come to their voting meetings, adult education is not represented at the table because we are not a voting member, we don't have a seat. Even though we do not have a vote we have a voice. Each of you will be receiving more information from me asking that you attend the regional council meetings. Each of us has to have a voice at the table whether we are a voting member, adjunct member, or public speaker. Adult Education needs to be represented to talk about basic education, the transitions from K-12, and how students access post-secondary education and/or post-secondary training. We need to talk about how to access Vocational Rehabilitation services as well as DWS services and make those pathways crossover. For example, the Central Region has representatives from alternative high schools and post-secondary institutions sitting on the youth council, a subset of the regional council. Does this mean adult education is represented? No, adult education is missing. Each of you as directors of adult education actually becomes a member of the regional council. Your voice is critical. Decisions made in the basic education committee or through the representation in DWS will affect your program. You will be required to carry out those decisions. Decisions will be made that will impact adult education. Your voice will ensure adult education is represented. The other reason you need to have a voice is you want clients. You offer a service within the community and they need to know that you are there. You provide adult education services at a very reduced cost compared to other providers.

Recently I sent out an email to you reminding you to fill out your provider reimbursement form. DWS used to send a voucher when they would send you a client. Now they are either using a credit/debit card or a bank authorization transfer. It is very important that you follow through if you are planning on serving DWS clients. If you don't complete the paperwork you will not be on the DWS provider list, even though we are mandatory partner. Please have your business managers contact their counterparts at DWS

if they have any questions on the paperwork. This is how you get paid for doing testing for DWS. When we negotiated with DWS to do testing for their clients, it was a verbal agreement that said we will do the testing in exchange for $35.00 and a guarantee of 12 contact hours with a client. I know that is not happening in some regions. In other regions it is happening very nicely. I would invite you to go back to your regional councils and have a discussion with the regional representatives.

There will be another State Council to Council meeting this fall. I have asked for direction from the DWS regional council director and also the DWS executive director, Kristen Cox, as to what our role is and what she wants us to do. We would like host a one-day summit to bring together managers of adult education, the local managers in the workforce services, ATC directors, post-secondary staff, registrar's office staff, and vocational rehabilitation staff to talk within our regions about what the pathways and crosswalks should be so we have some active participation. I have yet to hear back from DWS. As I get the information I will send it along to you. Please be supportive within your regions and attend those additional meetings as needed. Adult Education voices need to be heard. I invite you and I encourage you strongly to attend because of the implications for you and for your programs.

I recognize that you are not getting the regional council meeting information. I will send your contact information to the regional chairs. We will continue to advocate for your involvement at the regional level.

Dennis Crane: I attended the Southern Regional Council meeting; two years of frustration boiled out there. This is a meeting we should have been attending a long time ago. It is a meeting where all the entities come together. The duplication of services being performed throughout the country is very obvious. This is not only happening in Utah. We are all competing for the same student instead of working together to try to serve the student. I voiced that message there. That shouldn't go on. I think that these regional meetings are the only way we are going to be able to change that.

Marty: We know we are the "cheapest game in town." I think our last fact flyer, which you have in your packets, shows that our average cost is approximately $495. Take that term and use it.

District and CBO's split 1 hour.

<u>Districts</u>

Jeff: First, the legislative recap. Financially, we made presentations to the State Board for increase in funds for Adult Education and Corrections Education. Our departments are overlooked in terms of cost of living and such, but yet staff still has to be paid. This can be a problem and they understood that. That was communicated to the Governors' Office. The Governor had recommended an increase of just over 9% in his budget. He also recommended another $162,000 for Corrections Education. We thought with both the Board and Governor's recommendation that this would go somewhere. The Legislative committee discussing Corrections Education did not see it this way. The funding for Corrections Education is level again this year. Initially the request for Adult Education was cut to approximately 2% but in the waning hours of legislation more money was allocated to Adult Education, increasing it to just under 5%. The Department of Corrections is interested in taking over Higher Education. A bill was drafted by Rep. Draxler so that all the colleges performing services for the prison and jail sites could operate in the black. Higher Education did not want to make that presentation, so I did. One of the people on the Education Committee is also the chair of the Higher Education Committee. He wanted to know why this hadn't come from Higher Education. There was "method to our madness"; we knew that if it had come through Higher Education it wouldn't get a high enough priority to get funded. That is why Draxler drafted a bill rather than putting it into a budget situation. We were told nicely that we had colored outside the lines and that we would have to go to the Higher Education Committee. So we went to the Higher Education Committee and made the presentation again.

It was an angry committee, my friends. Draxler knew going in that he may not have enough votes to get the bill out of the committee. The vote was influenced by a committee member's personal experience. Her brother had been in and out of prison for 30 years. The only thing that turned him around was the trade that he had learned in prison. The bill was unanimously approved at a 1.5 million.

Higher Education thought they could go for half that amount. By the time we got through, Corrections Education-higher education was finally funded at $150,000. We'll take it but it wasn't what we wanted. It is up to Higher Education to determine how the funds are used. I don't think they will be adding any new programs or restoring programs.

Marty: Another item of some consequence that was passed in the legislature, in the fleeting hours, was Senate Bill 81, titled Illegal Immigration and sponsored by Senator Hickman. There are a couple of points I want to read out of the bill.

- Requires that agency or political subdivision of the state to verify the lawful presence in the United States of an individual who has applied for a state or local public benefit as defined by federal law or federal public benefit that is administered by the agency or the political subdivision and provides for exception.
- Requires an applicant for a state or public benefit to certify the applicants' lawful presence in the United States and provides penalties for making false, fictitious, or fraudulent statements.

This is going to be debated at length for the next year as it does not go into effect until 2009.

The legal team at the State Office is on top of this. They think there may be some wiggle room. A lot of our federal regulations do not have written terms of who we can serve. We will need to see if what the State has done with this bill trumps the federal law. The question becomes can we continue to operate as we have in the past. You really should go onto the web and read this.

Comment: If a person has been in a public setting then that institution should have verified this information so we should be able to accept their verification.

Marty: I wouldn't change any practices right now, our attorneys have not ruled on it. Although Senate Bill 81 has passed do not act until you get further direction. It is business as usual until we are told differently.

Someone had asked about the English Language Learner Family Literacy Centers Program House Bill 436. This is providing English Language Learner family services to children in the K-12 schools with wrap around services for the parents. Calls have been made to the ELL specialist in Curriculum to see what impact this will have on adult education. There has been no ruling as to what the outcomes will be or if we will be obligated or invited to provide wrap around services for families. It makes sense, there is two million dollars attached to this bill. As I get more information on this piece, I will let you know.

Question: Do you know if those funds are going to local school districts.

Marty: I have no idea how those funds will be disbursed.

State funding: You will be receiving your funding allocation table shortly. You will be able to fill out the state funding application online, no more cut and paste. It is fairly short. We have given you the opportunity to offer a Distance Learning Program that must be included in your narrative. Refer to the resource packet for the Distance Learning policy for the requirements necessary to start up the distance learning program. You will need to define the program and meet all the parameters. Every year you will have to declare your Distance Learning plan allowing for changes.

We think we have made the Projected Goals form much easier to complete. The State Applications are due May 1st. We want them completed before you start into graduation and end-of-year closeout with UTopia, etc. Remember they are online, you are to submit them to us electronically, but we will still need an original assurance sheet signed by your superintendent and your business administrator. Those forms do need to be in our office by May 1.

The Supplemental Funding Application policy remains the same. The application is just a couple of pages. Those of you that have budgets of less than 1% of the total (refer to the spreadsheet) have the first options on this money between July 1 and September 30, then all programs will be eligible.

Policy and procedure updates. In your packet you have a copy of the latest board rule. It hasn't changed. As a point of clarification, Section 5 Fiscal procedures: 5 c 2 regarding carryover funds needs to be discussed. During October each Districts ARP (annual revenue report) is reviewed. I look at the figures, your balance at the beginning of the year, the bottom line, and the balance at the end of the year. If there is a balance it is a carryover. This policy reflects carryover of funds.

"State Adult Education funds which are allocated to school district adult education programs and are not expended in a fiscal year may be carried over to the next fiscal year with written approval by the USOE. These funds may be considered in determining the school district's allocation for the next fiscal year. Carried over funds shall be expended within the next fiscal year. If funds are not expended, they shall be recaptured by the USOE

on February 1 of each program year, and reallocated to other school district adult education programs based on need and effort as determined by the Board consistent with Section 53A-17-a-119(3)."

Last year several of you had thousands of dollars in carryover money. We asked you to submit a budget and outline with a budget and a narrative how you were going to encumber and spend those funds this year.   Thank you everybody for doing that. This section of Board Rule describes very specifically that you need to be working with your business administrator. You write the state plan, you are informed of your allocation, and you know how you will be expending the funds because you tell us in your narrative and in your budget sheet. Do not sit on this information or leave it in a filing cabinet. Take it to your business administrator or who you deal directly with and make sure they understand your budget. Meet with your business administrator at least once a month. You have money flowing out of your accounts to pay for salaries, supplies, etc. By March, make sure you meet with your business administrator so you know where your dollars are going and what your bottom line will be on June 30 when they close the books. If you have any carryover, you need to write a request to me in a budget form and narrative that says how you are going to expend that that carryover. You have one program year to expend it. If you choose not to expend the funds, UOSE gets it back for redistribution to other adult education programs. Pay very close attention to your budgets.

Collection of Tuition and Fees Supporting Adult Education Programs. It is a rule. Remember under state law we can collect no more than $100 per student per year in tuition and fees. We reiterate what constitutes tuition and fees on page 2 of the "Collection of Tuition and Fees" handout. We have also coded out the boxes, the program numbers, and the revenue codes. When you look at your business administrator's spreadsheet you should see any funds that you have submitted as collected fees and tuition coded back to program 1609. On the ARP these dollars should be on a separate line that says "fees and tuition." Fees and tuition collected from clients' 17-years-old and under should be coded to program code 1615. We have noticed that all adult education collected funds have been coded into 1609. This is incorrect. I will bring a copy/sample to our meeting in September that will show you where it should be accounted. There is a standard form that is used across the districts so you should be able to see how they have cited your revenues sources at the end of the year. Remember this as you deal with your business administrator. Your money cannot go into the general fund. Your money is maintained separately and as such,

must be coded to the program codes assigned. If you find problems with maintaining and coding your funds, please let me know and we will contact your business administrator to resolve those issues.

Comment: Going back to carryover, I know most business administrators insist on some carryover. Now are you saying that we spend it down to the last cent?

Marty: You may carry 10% or $50,000, whichever is less. But it should be spent by June 30. It needs to be spent the following program year.   You need to submit a budget sheet and those funds need to be expended by that following June. If it is not and I see a surplus on the October review, I will recall the funds to USOE. I will look at the budgets, if you have $10,000 left that you are going to carry over and $45,000 of new allocation, I assume that you will spend the $10,000 first. I will ask your business administrator to show me the expenditures. If at the end of the year you have $5,000 left, that now becomes carryover. I am going to assume that it is left from that program year's allocation. I want the paper trail for expenditures. The business administrator should be able to give us a detailed list of expenditures encumbered for any category. If you show a carryover you are not eligible for the supplemental.   Board Rule, page 7, Section 9, Allocation of Adult Education Funds E-1: "Any school district with pre-approved carryover adult education funds from the previous fiscal year is ineligible for supplemental funding." So if you had a carryover of any amount from the previous year you are not eligible for supplemental funds in the next year.

When you collect revenue that money has to be credited to your adult education account and expended by you for your program and be used for services that you would otherwise not be able to provide. If you have $5,000 collected in tuition and fees, you need to outline how you are going to expend those collected monies the following year. It is not just a slush account.

Question: If we are receiving money from other agencies, they follow the same tuition and fees guideline, so we can't accept more than $100?

Answer: If you received federal dollars like CBO's, you are encouraged not to charge fees (federal mandate).

Funding Tables

Jeff: I am sure that you have come to this meeting with your previous numbers in mind. Your programs have been audited and we reconciled those audits with the URAEDS. There were twenty districts that received more money over last year; sixteen received less money. There are four districts that have a zero amount funded. Piute and Rich do not have an adult education program. South Summit and Morgan have a surplus they will be using as their allocation.

Enrollees were worth $108.25. Contact hours (participation column) were worth $.75. Diplomas were worth $456.95. GED's were worth $629.67. Level gains were worth $206.83. A credit was worth $28.41.

Question: Why are GED's worth more than diplomas?

Answer: We determined the value in reverse. We know the total amount of the funding. The formula for diplomas is the total amount of money funded for diplomas divided by how many diplomas were awarded. The total amounts and percentages are set by the Board.

Question: Will that funding formula ever be changed?

Answer: We would like to have that conversation. It took us a long time to get to this funding formula. I would hate to just throw it away. We occasionally get requests for change because this formula doesn't seem to be fair. This funding formula is based solely, with the exception of the base you are given, on outcomes. If you are a small district with few enrollees and outcomes, you get less money. That is just the way it is. The only way to fix that is to re-evaluate the entire funding formula. In the old days, you recall, you were paid on census. That helped a lot of you, even in a rural district. That went away.

John Nielsen: The vast majority of the prison money comes from the jail. Explain why the jails do not get prison money even though we are educating the same people due to inmate movement.

Jeff: This is a perennial problem and is why we keep asking for more money from the legislature. When the legislative Corrections Education money first became viable we had three prison sites; the county jails were not considered. Corrections rarely put anyone out at county jails. The only people that went to county jails were protective custody cases, witnesses to murders, and police officers because jails provided greater security and safety. Now the prisons are using the county jails and are asking the counties to expand their jails

to house state inmates. The county sees dollar signs; they don't have to do much to get this money. Beaver increased their capacity to 400 to house state inmates. Beaver clearly does not need 400 beds to handle their local constituents. This is true for Duchesne, Vernal, and San Juan. Last week we had some 1,200 state inmates in the jails. In the beginning, we were only dividing the money between three facilities. Funds have not increased although we are down to two facilities since the state gave up its interest in the prison in Iron County. If those funds were to be divided between the two prisons and the jail sites everybody would be running mediocre programs. I think Corrections currently has 6,500 inmates. 1,200 of 6,500 is about 20%. If I had to cut the prison budgets by 20% to provide funding in the jails, there would be major problems. The prisons are offering adult education, life skills training, and release planning. A while back we did take money from the two prison sites and dedicated this money to pay for roving GED testing sites. We offer that service at no cost to the offenders that are housed in your facilities.

Scott: Do you know if there is going to be a supplemental appropriation for UTopia in this coming year like last year.

Marty: We have talked about it. I think we can look at the numbers and come up with something with the understanding that next year you will have to absorb that cost.

Jeff: Beaver is by far the largest jail we have in terms of state offenders, followed by Washington County Jail, then Garfield, Duchesne, San Juan, and Davis. Then we get down to the small ones. Iron only has two state offenders, Juab has three, and Sanpete County Jail has four. We are probably not running programs in those smaller areas. I spoke to Corrections a couple of weeks ago about placing offenders. It is not cost effective for us to provide an adult education program in Juab for three offenders. I asked them to look at putting three offenders that already have a high school diploma there and we will call it even. Corrections said they could do that. We will see.

Scott: I know that Davis could serve a lot more inmates than they are serving, if we can get the jail administration convinced that what we are doing is a good thing and help us schedule those people into classes.

Jeff: I will mention that to Corrections, because each of these jails has a corrections person that is responsible for the state offenders.

Graduation requirements for inmates. We have a problem with different graduation requirements between districts. Those requirements are set by the local boards. We have 1,200, soon to go to 1,400, offenders out in these jails. Corrections frequently moves inmates; bed to bed, cell to cell or jail to jail. This affects the adult education programs in respect that an inmate in a program is moved without warning and that program loses a student. It also causes a problem as they transfer between districts or among districts because of the graduation requirements each board has set.

Because of the involuntary movement of the offenders we are going to request the Board of Education approve a rule that offenders are held solely to the Adult Education standard. We need to level that 24 credit requirement. Marty has had a conversation with one of the associate superintendents who hopes that we won't change the requirements. We would like to be at 24, we do not want to be at 30.

Not only are offenders changing between programs, their graduation requirements are also fluctuating. An offender that is only a .25 credit from getting his diploma in Garfield's program is moved to South Park-Jordan. He now has to earn the credits required for Jordan which are higher. We are going to try to fix that. Corrections has already gone to the Governor's level with the proposal of being their own school district to correct this problem. We certainly do not want the Department of Corrections running the education programs in the jails. They were told by the Governor's Secretary of Education that it would not be a good idea. We need to prevent that from happening and this is a better way to do it so that educators are running education.

Question: Do you have data on the graduation requirements for each of the districts that serve jail sites.

Jeff: Let's do a quick census. Do you follow the core as it is outlined for adult education and how many credits do you require?

- Granite: yes, 24
- Ogden, yes, 24
- Box Elder, yes, 24
- Iron yes, 24
- South Park, more, 24 but 4 English 3.5 Social Studies
- Washington, 28
- Beaver, yes, 24
- Garfield, yes, 24
- Millard, yes, 24
- Carbon, 24, yes
- North Sanpete, yes, 24

- Duchesne, yes, 24
- Daggett, yes, 24
- Nebo, yes, 24
- Kane, yes, 24

- Cache, yes, 24
- Uintah, 26
- San Juan, 25

Scott: We started in Davis five years ago requiring 28 credits. We went to the Davis Board of Education and they let us drop it first to 27 and then to 24. Maybe that is the solution, keep going to your Board of Education.

Loma: What about the offender who leaves corrections with .25 -.50 credits left to finish (24 credits) and the district they go to has higher graduation requirements.

Jeff: The offender's involuntary moves are the critical piece. They have no choice in corrections.

Marty: Let me bring up one more item for everybody before we bring the CBO's back in. We talked to you earlier about the FERPA form, the release of information for those kids that are Out-of-School youth. We have developed a FERPA form. You have a copy in your packet. It is a standardized FERPA form. I can send this to you electronically if you would like. I would like you to work with the District's student services coordinator, if you have one, to see that this is signed by each incoming high school student, 9th or 10th grade and held in a file. If the student drops out of school, literally legitimately signs out of school or disappears into the woodwork, that identifying information would be given to you (Adult Education). You could start the process of trying to track down these students to get them to come back to your school as an Out-of-School Youth or broker them to appropriate services. For example, in the Salt Lake area you could broker students to the Corps, the Skills Center, Valley Mental Health, Vocational Rehabilitation, Horizonte, or Jordan. You can serve as the broker in your own school district. Work with your student service coordinator to collect these forms when students leave. Broker what is appropriate for the student. Use the contact information from the forms to try to find the student. Find out what options are available in your community that you can outreach to get these students involved in some sort of education. Look for options that work best for the student.

James: It is a long slow process. These are tough kids. If you are parents of these kids you have been beat up by the traditional school system to the point that you think your

kid is a failure. Then when the kid does drop-out, there is no one there for them, no one cares about them. We need to convince the counselors and social workers in the high schools to turn these kids over to adult education and to the Department of Workforce Services. Think about the parents of one of those kids now having 4 or 5 agencies calling them saying "we want your kid" after 11 years of the schools telling them we don't want your kid. If we could get this going statewide it would be a wonderful, wonderful positive thing for our state. I don't think any other state in the country does this.

Deanna: Can we use this as part of the orientation packet for our seniors?

James: It is part of our intake process, every parent, when we meet with a parent, at Horizonte, every parent and student signs that form. Now we have the release.

Marty: 14 and 15 year olds that are dropping out have fewer options. DWS and the Corps are two choices. You may be able to find other options in your community for them. Do what you can and we will review this again in September. I want to know what you are doing. I think this is a great way to reach those kids that are hanging on the street, working menial jobs with no direction. This is your chance to reach out.

James: This has unbelievable public relations benefits for Adult Education with respect to those parents.

Lynn: I just want to share what's being happening in Granite. It has been really interesting since we've really made a seamless transition for day school dropouts to night school students. Just the other day a counselor told me they received a referral form for a student. The counselor went on to say that this student had been a big problem, never came to school, and doubted the student would show up for class. That evening the student arrived for class with her parent. Her parent was overjoyed that there was a way for this student to be able to work during the day and go to school at night. The mother shared with me that she felt that this was the first time that Granite District was really interested in her student completing school. You are absolutely right, great public relations for our programs. I went back to the counselor the next day and shared the student's story.

Marty: That is a good story and there are probably a lot more that could be shared. I don't want this to become an AYP (Annual Yearly Progress) issue that you start pushing kids out. You have to be careful but try to engage those that have legitimately dropped out of school.

CBO's:

Shauna began by talking about how a CBO could become a site for a district program. The district generates outcomes based on the CBO's efforts and resulting outcomes. The resulting funding may be shared/paid to the CBO for their efforts to the benefit of the CBO's. Partnerships and collaborations may be the best case for many of the CBO's. The CBO's agreed to "think outside the box" about this information.

A community-based organization (CBO) can become a site for a school district by doing the following:

1. Create a formal, written Memorandum of Understanding between the school district and the CBO that details the responsibilities of both parties.

   Include the following and describe the process:

   A. Districts will count the following for state reporting:
      a. Student Outcomes
      b. Contact Hours
      c. Enrollees Status
      d. Level Gains

   B. The same data listed above, generated by the CBO, will be the stand alone data for federal AEFLA grants reported by the State Office of Education.

   C. Describe the process and financial support the District will provide for the CBO to carry out services for identified adult students. This includes assessment, curriculum, schedule, classes, teachers and data collection/reporting into the UTopia database.

2. The CBO will be listed as a site for the district program on UTopia. Both programs will have access to the information on UTopia. T**eachers, students, outcomes, attendance and assessments will be recorded in UTopia under the district name, and "site" (community-based program).**

After this discussion the group discussed "Desk Monitoring" and how that would be handled for this pilot year. Concerns expressed centered on this being the first year for UTopia and that they hope the USOE would take that into consideration when doing the monitoring. They also requested the ability to access reports on a quarterly basis so that they could

track their outcomes and make sure that they are in-line with the information in their grants.

A discussion on how to define outcomes for their grants and what they mean was held. Most of the CBOs did not understand how to decide on the number of outcomes that were possible. Sandi and Shauna suggested that they look at their past URAED reports, see what they had done previously, and consider averaging previous data. It was also suggested that when they receive their award letter that they might want to change their predicted outcomes to match the amount of money they were awarded. This can be done at the same time they submit their new budget information, since most CBOs receive less than what they requested. They were also told that when they are looking at outcomes, they should also figure a cost per student in previous years and use that dollar amount to predict their needs for the coming year. The CBOs agreed that UTopia would make the process easier.

Districts and CBO's recombine

Jeff: Now that everyone is together, I want to talk about the AEFLA funding. AEFLA has 3 grants, the EL/Civics grant, the Prison and Institutionalized grants, and the ABE/ESOL grants. We had a competition last year; we are not having a new competition this year. We are rolling that money over. We do not know what the sum total of that money will be yet, but we think it will be close to within a percent and a half of what you got this year. Because the application process for this money starts April 1st we won't have the exact figures. Use the amount you were given this last year. The application is online and can be filled out without cut and paste issues. You will be able to type directly on the document in the spaces provided. We have also provided a sample budget, so you can see what the budget should look like. The budget categories have been defined so you know what categories you should use. These are due May 15.

Scott Greenwell: How much latitude do we have for making changes? For example we purchased equipment with last years' grant that we would like to shift that money to salary.

Marty: You can do that Scott. What you cannot change is the direction/intent of the narrative. The narrative should be a brief summation of what you did and how you are furthering your original grant this year.

Comment: Are there funds available for those of us who did not receive the grant last year?

Jeff: Supplemental funds may be available.

Marty: You cannot apply for Federal Funds this year. This is a rollover grant. The state grant and the AEFLA grant should be submitted electronically to my attention (Marty Kelly) by the due date. However the assurances have to have original signatures in ink. Please send those via regular mail to my attention. I need to receive them by May 15. I will double check with OVAE and see if they have released the final figures and release those soon. It may mean that you have to write an adjustment on your budget.   The state and AEFLA grants can be found on the Adult Education web site. Go to Director Resources and click on Grants.

You received a professional development survey. We want your input as to what you want for professional development. You also have a conference evaluation form. Remember to list the three UTopia reports you must have on this evaluation form. On the Adult Education web site under Director Resources-Forms you will find the mileage reimbursement form. You have 15 days to submit this form for reimbursement.

In your packets you will find the State of Utah Legal Compliance Audit Guide. This is your auditor's guide, the same guide the auditor's will be using for audits this year. They will be looking at your UTopia data which means you as the director will have to be there when they come to review your data. You cannot give them your password to access the system. You will need to be there to run the reports for them. They cannot do this without you.   I have given you updated versions of "Validating Disbursements of Utah Adult Education Funds" reports that they will have to access, this is in their packet as well. These are the reports that you will have to access for the auditors giving them the data they need. The auditors should not be auditing your program before your shut down date. If they are coming in before June 30 and that is the last date of your classes, ask them to come back. Your data won't roll up. You also have a revised copy of the program's student file requirements. I condensed it; I changed it so you know what you have to have on a yearly basis, what you have to have for perpetuity.

Judy: How do you document non-instructional contact hours?

Marty: Make a log sheet, keep it on a clipboard, the method is up to you. You do need document the name of the person that called, the date called, who was called, and the general conversation on the log.

Now this one is a big one. "Fees and Tuition Collected in Support of Adult Education Programs." This form will be put on the web under forms. This is the electronic form you have to submit to me by July 15 every year with the amount you collected in fees and tuition and have submitted to your business administrator. You can manipulate this form but, it needs to come back into my attention, please don't have me call you.

Teresa: Is this the money for the year that we have spent?

Marty: Everything that you collected and submitted or held in your checking account or held and gave to your business administrator. It is also broken out this year by categories. If your student is an adult high school student over the age of 17 you put it under 1609. It is how you receipted it. Adult high schools students age 17 and under are listed under section 1615. When you turn it in to your business administrator you need to cite it accordingly. You need to put it on this sheet. I need to be able to match the funds on your business administrators ARP report. Look at the federal fund codes. They are separated into Prisons and Institutions, Adult Basic Education, English as a Second Language, and EL/Civics. Any funds collected need to be posted to the category of the grant the funds were collected for. This is due July 15.

APlus program

Wayne: Several years ago we created a consortium and purchased APlus. We wrote grants and received funding to put APlus in 22 facilities; state facilities and county jails. We wrote an additional grant to put computers in those jails. It has been several years and of course the programs have evolved. Some facilities are still using this program. Earlier this year we realized we had people who did not know how to use the program. We contacted Backbone Communications out of Arizona, the APlus representatives, and asked for training. Steve sponsored training in Iron County February 19 & 20 for people who wanted to learn how use that program. We also have scheduled one for April 1 & 2 in Duchesne that Carolyn is hosting. We have the opportunity to repeat this training at three or four other sites. One day of training on using the program is funded by the local program. APlus sponsors a second day of training in which they showcase other items related to training. They also spend half a day promoting their products. This provides you with an opportunity

to learn what's available. APlus offers an incentive for those who host the training. They provide the Financial Literacy curriculum packet free-of-charge to that site. Iron County has it, Duchesne will get it. They are looking for some other sites in the northern, central, and eastern parts of the state. If you are interested in possibly hosting a training session, you need to get a hold of Derrick Turner, representative for APlus. He will coordinate the training. I will be happy to send him information for you if you do not have his contact information or I can send you his contact information. We have already committed to three or four more training sessions.

Question: Can this be for APlus outside the jails as well?

Wayne: Yes. The training will be held for your sites outside of the jail as well.

The problem with APlus in the corrections education system is that we're not allowed to have internet access. It is difficult to get APlus updates. Draper ran into that problem. They had seven different file servers that run the program and they couldn't download it from outside the systems. So they worked out an alternative where they loaded it onto a laptop and addressed the problem that way. If you are interested it is available.

Marty: We asked the jails and the prisons to continue with APlus for the continuity of material it offers offenders as they move through the system.

Dottie: Graduation requirements state that it needs to be core curriculum approved. Is the APlus General Financial Literacy class core curriculum approved?

Marty: Yes, It follows the core curriculum for the state of Utah.

Reimbursement Process

We asked Carol Burns, our accounting clerk for adult education, to talk today about the reimbursement process. When you submit your AEFLA reimbursement forms, this is the person it goes to. She in turn gives them to us and we validate the reimbursement requests against your grant.

Carol: Part of my job regarding reimbursements is to keep your records clean and our records clean. When you are audited you need to have a clean paper trail. The form that we now use has evolved from School Finance and Statistics for consistency. All departments within the USOE use the same form for federal grant reimbursements. The form is customized for each department's needs and requirements through drop down menus. You

can find this form on the USOE web site: Programs/Adult Education/Director Resources/Forms/ Federal Reimbursement. You can also access this form through the School Finance and Statistics web page as well. Some of you may be saying "Wait a minute this isn't my job. I don't have anything to do with this because the business administrator's do this." Yes, it really is your job, because you have to sign them. You have to know what's on that form, you have to verify it, and you are responsible for this information.

When you click on line four you will see a drop down arrow to the right. This drop down menu is a list of programs and grants. Highlight and click on the program you are requesting reimbursement for. This will fill in the funding source box and it will put my name, Carol Burns, in the box titled "Return Form To." I am not one of those people that demand an original signature, but I do demand that it be signed. Some of you have the capability of sending it to me electronically signed. You can fax me the signed copy. You do not need to send the original signed form. The budgets do have to match. You have to have the budget approved by USOE in the column under E. The next column over is "Budget Line when changes occur over the 10%." Usually the specialist will okay a change if it is 10% or less. If the change is more than 10% you must include an explanation. The explanation can be entered under "Justification or Comment", rows 29 and 30. Please include your agency name in the box provided as well as your district number. The awarded funds number is the same as the C-20 number. This number is on the copy of the C-20 that is included with the award letter. Copies are sent to the business administrator and the project director for that award. If you are not one of those people and would like a copy, give me a call. CBO's award letters are sent to the director and a business manager. If you are one and the same you will get two copies.

This form must be downloaded each time you submit a request. You may save a copy of the request for your records, but do not reuse the form. School Finance updates this form often. If you do not download a copy for each reimbursement request, you will not have the most current copy of the form.

During the meeting Carol spoke about tweaking the columns on the form. This is to be disregarded. Later information shows the forms should be left as is.

Marty has requested the forms be submitted quarterly. I would love them monthly if that is an option for you and does not create more work.

Make sure that you are giving me the breakdown for the month you are requesting every time, not just an accumulated total. If your awarded amount is different from your proposal, you must send in a revised budget upon approval. If budget changes and revised budget sheets are not received by our office your request is held up. Those forms need to be in my office between the 25th and the first of the month in order for me to meet my deadline to have the funds flow out on the last day of the month. If you have a problem and it is past my deadline there is nothing I can do. Your request waits for another month. When you fill out your reports, you want your reimbursement form done and sent to me by the 25th of the month. I will process it through our system and you will get the reimbursement in a timely manner. The CBO's work a little differently, but I still prefer their requests by the 25th of the month.

Most of the boxes on this form are self explanatory. The amount listed after approved budget, row 32, has to match the amount on your approved budget. The Total Amount Previously Reported, row 33 has to match the totals from requests already sent.

Remember that each award you receive is a separate award. You cannot combine funds and request reimbursements from other awards. Some awards such as UTopia will only have one line filled in on the form. Most of the money for the UTopia award goes towards salaries. List those expenses on this form and send it to me.

Marty: All the UTopia money that you received this year is a federal grant whether you applied for a federal grant or not. All reimbursement requests for UTopia expenditures need to be done on this form. Because these are federal funds, we are asking you to do a quick narrative and a budget sheet for documentation.

Carol: The travel reimbursement form for mileage has not changed. You will need to download a copy, save it, fill it out, and fax or email a copy to our office. We do not reimburse individuals, just the program. Any reimbursement for you must come from your program administration. I will reimburse your program.

Marty: As of July 1, we will be reimbursing mileage at the end of the program year. You will need to submit the form within the fifteen days from the date of the meeting to be eligible for the reimbursement. One check will be cut for the year.

Carol: Thank you so much. And by the way, may I just say, that is has been my pleasure to work with you. This is my Swan Song. I am leaving. I am going to be retiring and I am grateful for that. I appreciate the opportunities I've had for working with great folks.

Marty: I do want to reiterate, you have done an incredible job putting data into UTopia and supporting a product that we had to do by federal mandate as part of our corrective action. We are still under corrective action with this product because the federal government has not seen it yet. We will release it to OVAE for their review when I am feeling comfortable with the data and I can produce the federal reports required. I will use your data, the end-of-year data this year, for the federal report in December. The federal report encompasses all of the student funding codes with the exception of the WPU; these students are not reported in the federal report. We do report those individuals that are disabled and are called learning disabled for the federal report regardless of the funding source. I want you to know that last year was our Beta test and we ran that with five or six programs. However this has become our true Beta test year. We realize there have been ups and downs and that you have been frustrated. We value your feedback because you have given us insights into problems and solutions we've missed.

Please remember the UTopia meeting on April 2. Directors, we want you and your UTopia administrators there. We will be talking about transcripts and how to enter transcripts. As I go around the state I find there are still a lot of variables in how each program enters transcripts. We need some consistency so that you are not asking us to reload somebody else's transcript.

Toni has some items prepared for us.

Toni: I wanted to spend the next hour on the "Program Outcome Measures Year-to-Date." It replaces the URAED report. You will be able to run this report any day of the year. You do not have to wait until the end of the year. You will like the design of this report. We took comments from you and incorporated your suggestions in fine tuning this report, such as, "Why isn't my student an enrollee?"   You can run the report for a specific student, site, or entire program. Anyone who has ever attended classes at a site will show up for your entire program. Our office ran the report for all programs. This is a detailed report with a lot of number crunching so it will take a while for the bigger districts to run the report—three or four minutes. Don't get discouraged.

First, Marty is going to talk about the two handouts we have prepared for this discussion. Then I will demonstrate the report, and then Jeff will go over why some of our numbers may not look so good. Last I will hand out your reports.

Marty: Please look at the handouts you just received. Look at the one that has two of the same item on the page. This is the new "refrigerator magnet." Please hand it out to everyone that enters data or needs to understand UTopia outcomes. Here is the big issue;

A	B	C	D	E	F
Student	Date Funded Funding Code Set	Date Accrued 12 Contact Hours (Any hours dated before Column B date are not counted)	Date of Pre-Test	Date Core Goal was Set	Date Student met Enrollee Status

enrollee status is critical. Enrollee status guides your funding. The sooner your data goes in with all four of the components, the sooner your program starts accumulating outcomes. If you look at the chart there are 4 columns B, C, D, and E.

How to Maximize State Adult Education Funds in UTopia

Target Enrollee Status!!

Doe, John A. (12345)	7/5/07	7/20/07		7/5/07	7/5/07	7/20/07

State Enrollee Status Date (Column F) = The latest date of Columns, C, D, or E

You have to pay attention to these four columns with every student that comes into your program. You must have A (the student). B—you have to set a funding code for every student. 1, 2, 3,4,5,6, or 7; 2, 3, 6, and 7 are funded codes, the others are non-funded codes. You also have to pay attention to attendance and entering the attendance data—contact hours (column C) into the system. In order to have enrollee status to start generating outcomes, your student must have 12 contact hours including non-instructional and/or instructional. You also have to have entered into the system a pre-test (column D). A Core Goal must be established (column E); i.e., advance my educational function level, get my GED, get my diploma, get a job, retain a job, any one or combination of those. Before you can go any further to generate any outcomes, all four components must be in the system. When all components have been entered into UTopia the student earns enrollee status. At that point, outcomes will start being accrued; level gains will start being counted. Contact hours toward your next test will start being counted. Until the four components are entered nothing counts. If these four components are not in prior to a student taking the GED test, including the 12 hours, for funding purposes, the student outcome does not count. If you have a person in your program that has 150 contact hours, you have set the funding code and the core goal but you have not entered a pre-test—(not a diagnostic test)—only 11.99 contact hours will count toward outcomes. Your student is only a participant. The ultimate goal is to hit the "target" and have enrollee status for every student as quickly as possible.

Toni: The demographic screen is where the funding code is set. Setting the funding code is so important that we created a red error message to flash on the screen if you try to work with a student's record that does not have the funding code set. Bear in mind every time a student is separated from a program, UTopia clears this field. Each time a student is re-enrolled the funding code will need to be reset.

Jeff: The data on the second handout does not reflect the figures I gave you a half hour ago. Please disregard this handout. The only thing we really need to emphasize is that your outcomes—GED, diplomas, level gains, credits—are based upon having the four components in place.

Toni: I am going to go ahead and demonstrate the report now. It will be in the report category called programs. Go to the main menu of UTopia in the upper right hand corner under Reports and click on programs. There is only one report under programs, "State Funding Program Outcome Measures." Select a site or all of your sites. I am logged in as the Washington School District and I have chosen all sites. You can then choose one student or all students. I am choosing all students. If you want to see every line item for every student you need to check the "show details" check box. If you only want to see a summary do not check that box. The check box labeled "show exit students" is kind of confusing. This report shows all students exited or not, but if you want to look at a single exited student and you want his name to appear in this list box, you must check that box. This report can be exported in two formats; PDF and XLS.

In UTopia, behind the scenes, this report request is going through the data for Washington checking every enrollment period students went in and out of in this program and within that enrollment period it is checking whether the students were funded. Then it is checking dates students attended class and comparing funding against attendance.

Question: Will we be able to do a snapshot of a time period rather than the whole year to date?

Toni: Yes, we can add a date range with a begin date and an end date. Would you like that?

All: YES

Question: Can you create a pop-up when you have changed data in a field that says "Do you want to save this?"

Toni: On all screens? That is possible, but you need to be aware that it does slow down web sites.

Comment: Have the "save" question box pop-up only if you do not save.

Toni: The report has finished loading. This is the "State Funding Program Outcome Measures YTD" report. The accredited name of the adult education program is at the top with the address. The first table is a summary. The first row on this table is students with enrollee status. These are the students that have all the mandatory components entered; a funding code, 12 contact hours after the funded code is set, a pre-test, and a core goal. They have an enrollee date. Outcomes achieved—diplomas, GED's, and credits—are shown only on the enrollee row. You do not get funding for the student getting a GED, diploma, or credits if the student is a participant. For this spring's report, the only exception is the students that were "grandfathered" in for the GED test. The student must have enrollee status to generate funding. Your program will receive credit for the outcomes achieved if you were the manager and the student had enrollee status on the date they achieved the goal. It is important to mark the goal as "achieved" in UTopia. UTopia has no way of knowing if the goal is achieved until you enter it in UTopia as achieved.

The main report is broken into four areas, Student Information, Enrollee Information, Contact Hours, and Outcome Measures Counted. These areas are further broken down. Enrollee Information is where you will see if your student has gained enrollee status. The four mandatory components are recorded here. Contact hours are the instructional and non-instructional contact hours that are counted. Pre-Enrollee Hours are hours counted for enrollee status. The goal is to target enrollee status as soon as possible to avoid loss of contact hours. For example if a student has 200 contact hours before they gain enrollee status the maximum you can count is 11.99. The additional hours are wasted. Hours the student accrues upon achieving enrollee status and thereafter are counted in the Enrollee Hours Counted column.

To achieve level gains, the student must be an enrollee and must be funded. Since two tests are involved in a level gain, the date of the post-test has to be during a time the student had a funding code of 2, 3, 6 or 7 to count the level gain.

This report will be pushed out with the March release. There are some minor issues that we will be taking care of before the report goes live. We will be checking for any gaps in students funding codes. We will look at the student's enrollment records. Our goal is to have this report ready for the UTopia Wrap-up meeting April 2.

Since we checked the "show details" box, you see all the detail records of students. The first column under Enrollee Information on the left shows the status. There will either

be a "P" for participant or "E" for enrollee. If the space is blank that means the student is not even a participant because they have zero contact hours. To be a participant the student has to have more than zero contact hours. Students without a status will not show up on the summary.

The "Date First Funded" column shows the date when the funding code was set. Every time you change the funding code on the demographic screen, UTopia date and time stamps the entry with the time from the system clock. You do not have the luxury of choosing the date. Every time you switch funding codes, we record the date. We record that as the begin time. Every time UTopia separates a student it takes the day of separation and enters that as the end time. The student can have multiple funding records in the table and we have a beginning and end time for each.

The "Date Earned 12 Contact Hours" is the column showing the date the student reached 12 contact hours. This is total contact hours, meaning non-instructional as well as instructional. "Date Took Pre-Test" column is for the date student took the pre-test and the "Date First Core Goal was Set" is for the date the core goal was set. "Date met Enrollee Status" is the latest date of those three; the test, the core goal and the contact hours. Bear in mind the contact hours is based on the funding code; contact hours will not accrue until the funding code is set. The next section on the report is the contact hours. It is broken into "Pre-Enrollee Hours Counted", "Enrollee Hours Counted", and "Total hours Counted." Pre-enrollee hours are the hours accrued before the enrollee date. The hours accrued on or after enrollee date are recorded in the "Enrollee Hours Counted" column.

Question: Where are the instructional hours accrued between testing recorded?

Toni: Those hours are included in the "Enrollee Hours Counted" column.

Comment: The date for the test shows but it doesn't show any of the hours.

Marty: This program has not entered any data to substantiate the test. They did do a test, it is in the system, but they neglected to put any non-instructional time down for the time spent on the test. Remember non-instructional hours are SEOP counseling, SEOP intake information, testing and counseling time with the student other than teaching.

Toni: Remember the contact hour's section of this report is total contact hours. It is instructional in the classroom and non-instructional. If you don't have to have non-instructional pre-enrollee hours all those hours could be in the classroom. A question was

asked if there is any advantage to logging non-instructional contact hours besides keeping your students from being separated. Contact hours are worth $.75. All hours count.

The last section of the report, on the far right, is the outcome measures. There will be dates in the diploma column and the GED column if your program is going to get credit for the GED and diploma.

Jeff: In looking through the reports, there were common mistakes programs made that affected their outcomes. First, you do not have 12 contact hours. If the student does not have 12 hours, outcomes are not counted. Second, dates are not being entered upon completion of goal or tests. The data match for GED can update the GED completion date but not if all the elements are not correct. The student has achieved their goal, but the program will not get paid for it. The third mistake is the student becomes an enrollee after the fact. They earned their GED or diploma prior to meeting the four mandatory requirements. The fourth one is an easy but odd one; they were enrolled in one program, moved, and never enrolled in the new program. You have to be the manager to have the outcome reported to count in your program.

USOE recognized the following programs for students attaining enrollee status 80% or higher; Emery, Garfield, Tintic, and Price City Library.

Marty: Remember this is a beta year; we still have 45 more days to pull the data together. Look at your data. Verify you have the mandatory requirements in place for each student. We will separate out the reading from the speaking and listening in ESOL so you will see your level gains differently. We will convene again in August as state directors to look at this product again to see what the final report looks like. Then we will move forward. Don't beat yourselves up; learn from what's happened so far. Let's move forward to make sure this is done correctly. All these components had to be in place when you did URAED's, the rules haven't changed we have just streamlined them and put them all together.

Adjourn