

**ADULT EDUCATION
REGIONAL DIRECTORS MEETING**

Grand County High School

608 S 400 E

Moab, UT 84532

September 19, 2006

Welcome: Marty welcomed everyone and had them introduce themselves. She said that the intent of this meeting was to bring regions together who have common concerns and problems and provide an informal agenda where questions may be asked the agenda is a listing of that which is important to the region. A suggested list of topics was circulated.

MIS system: The MIS should be ready to use by next July. The Beta testers are; San Juan (rural), Salt Lake (urban), South Sanpete (prison), Tooele (mid-sized) and English Language Center of Cache Valley (CBO) programs. This provides a good representation of programs with varied differences. The plan is to include more Beta testers in November or December. Those who are working on the MIS system are: Toni Myers (rules and reports that go with them), Jared Browne (programming), and Jeff McDonald (consultation), along with others from Washington DC (AIR). Later there will be mandatory training for those who will be entering data into this system. Directors need to be thinking about who they want to enter data for their program into the MIS system.

Basic Program: Marty's handout, Adult Education Basic Program, states: "Adult education empowers individuals to become self-sufficient, with skills necessary for future employment and personal successes." Marty stressed the importance of the assurances that program superintendents' sign-off on, when the grant is submitted. These are important and need to be followed; she went over some of these assurances. She talked about developing a program strategic plan and what that would include.

Adult education programs and their relationship with various organizations was discussed. Memorandums of understanding with WEEDA, DWS (labor), and Office of Rehabilitation should be in place. Marty talked about intensity and rigor of programs and the importance of meeting with students on an on-going basis to review their SEOP goals. The importance of realistic goals was stressed. It may be that the goal the student has selected is not reasonable to achieve within a years time. If a student is reading on a third grade level, a goal to obtain a High School Diploma within a year may not be reasonable. The student through the SEOP process is to drive the program not the program the student.

Program Strategic Plan: Each program should have a plan with realistic goals. Look at your assurances and write goals for the year. Decide what you want to accomplish. Is it to build a clientele or increase curriculum? What do you want to accomplish this year? In the next 6 months? In two years? Five years? The adult education staff at the state office has a plan that is reviewed annually; it is also reviewed with OVAE. Look at your policies at the district level. What do you do to recruit students or to establish curriculum? What are the local program board policies? Look at you community connections such as Department of Workforce Services (DWS), Division of Rehabilitation Services (Voc-Rehab) and your community council.

Compliance Audit: Part of program assurances is the compliance audit done by an independent person. This is new this year for Community Based Organizations (CBO's). This is a program audit (not financial) to see if you are using funds appropriately to generate program outcomes. Information

received includes student demographics, attendance records, level gains (be sure you pre- and post-test), the issuing of credit for high school diplomas, and GEDs. We have found that most programs are under reporting. As errors are found by the auditors programs are being asked to adjust their URAED report.

Local Advisory Committee: At the state level we have an advisory committee which advises state staff and the Board of Education with information pertinent to adult education. At our November director/coordinator meeting we will be asking you to provide information about your advisory committee. Local program advisory committee should be meeting at least quarterly. The committee can consist of a district person, a student, representatives from DWS and Voc-Rehab, a student, and a Chamber of Commerce person. This committee should have an understanding of what is going on in your program so they can pool together to improve programs and recruit students etc. The local advisory committee should be reviewing program goals and plans annually. Deanna Sweet, Carbon, stated that a person from the local newspaper attends their correlation meetings and he has put advertisements' for adult education in the newspaper. Tiffany Swafford, Grand, stated they encourage students to write letters to the editor and have had very supportive letters printed.

Compliance with the Board Policies and Procedures: As part of assurances programs agree to submit reports in a timely manner. District superintendent and CBO's CEOs have signed an assurances page that indicates that programs will comply with the reports and submit them in a timely fashion. It is recognized that sometimes this is really difficult. To date there are still some programs that have not submitted their URAED and state plans.

Intensity and Rigor: A good basic program should have at least twelve students a year participate in the program. Some in the state only have only four or five students. Marty shared statistics from the 2000 census that indicated there are 211,000 persons who do not have a high school diploma and are therefore in need of receiving adult education services. Build intensity within your community by going to your churches, drug and alcohol treatment programs and finding business with employees in need of adult education services. Explore the possibility of taking your program to the work place and/or having a teacher work at your local DWS office for a couple of hours a day.

Security of the Testing Material: Those administering the tests must certified to the Utah State Office of Education that they are administering the test according to the rules and that the test protocols are locked up. Test materials are not to be sitting on the shelf for everyone to have access to. Be sensitive and know that by administering a test you are certifying to the companies that you are abiding by the test rules, if you are not doing so you may be personally liable.

SEOP's: We are still trying to formalize SEOP's. SEOP's are not handing the student a piece of paper and asking them to write down their goals or highlighting in a book courses that a student is taking and calling that an SEOP.

Social Security Numbers: Programs were encouraged to obtain social security numbers as it is the only common number which we have to match data. If there is no social security numbers then it is necessary to complete individual student surveys which are less reliable and less accurate. Surveying students is difficult, because you can't survey them when they come into your program and you can't survey them the day after they leave your program. This is data that pertains to their reaching their goals, and has to do with them getting a job. What happens as they leave they go back to Mexico or to another state and you can't tract them to find out if they did obtain a job or achieve their goal. If they won't give their social security number to you then accept them into your program anyway it is better to

do that than to loose a student. You can still count them in your report, but you will need to survey them after they leave your program.

Individuals who take the GED usually have a social security numbers. For those who graduate with a high school diploma, programs can use the school graduation program for data matching. Some states have taken the stand that they will not give services to illegal aliens; Utah has not taking that stand. Nothing in adult education indicates that we can not ask for a social security number. On the SEOP form there is a statement which the student signs that releases their social security number information for data matching purposes. Data match information using the MIS will be used throughout the state so that if a student changes to another program within the state their information is accessible on the system and is readily available for sharing between the two programs. With the MIS system there will be less opportunity for error in reporting level gains and other data.

Identify theft is not an issue here as only social security numbers are used; identify theft needs a name and a social security number. It would be required for anyone touching the data to sign an agreement that they understand that information is confidential. There will be passwords (changed on a regular basis) and locks that will make it so that former employee and others can't access the system. Because of the security issues MIS information will not be maintained on program hard drives. We will talk about this more in future director meetings.

UBSCT: Marty was asked about UBSCT as a program had a student that had met requirements for a high school diploma but was not sure if taking UBSCT was required to receive the diploma. Marty had information regarding UBSCT and said that the final reading will be at the October 6th board meeting. Barring any unforeseen circumstances the revised Board Rule will stand. This information was e-mailed to directors earlier.

If a student who should have graduated in 2006 requests that they be allowed to take the UBSCT test and if they pass and meet all other graduation requirements they may get a regular K-12 diploma if they do it in this program year (2006-07). After this program year up-grading a K-12 diploma will not be an option. For adult education diplomas the ruling from the attorney is that any diploma issued after June 2006 has to have the wording "Adult Education Secondary Diploma"

Recruitment: Jeff discussed raising enrollment by working with the criminal justice system. By law, parolees are required get their diploma or a GED, if they want to be eligible to have their parole terminated early. Alpine District and Salt Lake District have programs that target this population. Jeff suggested that directors call the local parole office and inquire about offenders who need to further their education.

Jeff said he would make a call to the Director of Probation and Parole and remind him that education is a requirement for probationers and parolees. He will also e-mail directors the law regarding this. In Garfield, the case worker, parolee and director meet together for coordination. Another district said that the person in charge of the jail will not meet with them nor allow those incarcerated to work on the computer A+ program while they are in jail. Jeff said he would help with this problem by speaking with the Inmate Placement Director who oversees offenders housed at county jails. Marty talked about Pathways and asked them about support from the parolee officers. The response was that there was some support, but it was somewhat superficial.

Cooperating - DWS: Marty lead a discussion regarding clients from DWS. DWS requires an academic assessment on clients ages 16 to 22. DWS is moving away from testing clients; they will administer the

TABE test only if an adult education program can't do the testing. There is a \$35 voucher for testing their clients. DWS is looking at testing information to determine the level of services the client may be eligible for.

With the re-authorization of TANF which is Temporary Assistance to Needy Families, DWS will be coming to you for testing and teaching of their clients. It used to be that the client could only spend up to 10 hours a week in education, now they can spend more time than that and their clients can receive TANF for up to three years (instead of 12 months). TANF can be for any family needing temporary assistance; there is also a youth TANF for those ages 14-22. If students are DWS TANF clients then DWS requires their testing results, class attendance records and their progress reports. DWS will be providing you with Form 360 and another standard contact form that will be e-mailed back and forth with between your adult education program and the case worker. The requirements for DWS and the client are very high and will require documentation. This program has started in Salt Lake and some other areas and will be expanding throughout the state. We will be doing additional training on this.

Testing and Placement: If a client wants to take the GED, but is not ready to due to low skill levels, then work with their DWS case-worker so that the student doesn't get discouraged. The student will need basic academic skills if they are below the 9th grade level. A student could take the TABE test as an indicator of whether or not they are ready to take the GED. If their goal on their SEOP is a high school diploma, then they will need to be both pre- and post-tested to determine a level gain. Jeff said as he has looked at URAED reports, it appears that those programs with a high number of diplomas must be getting them from the ABE and ESOL section as well as AHSC.

The question is: if you have someone who is an ABE 3; what kind of credit are you giving them? If their EFL is in math and they need a history credit are you giving them instruction in their lowest functioning level or are you giving them a history credit? The student's EFL is for reporting purposes only, so you are post-testing in the EFL area only. That doesn't mean that they can't be working on other credits in a high school completion program. The current testing rule is if you do the Locator test and full Survey as the pre-test, then you do those again as the post-test; whereas if you do the Complete Battery for the pre-test, you only test them in their lowest area for post-testing. This could change; there will be more information in the November's meeting.

With the BEST test when you do the testing you give the BEST Literacy and the BEST Plus. After 60 hours of instruction, you post-test only in their lowest area. However, when you come to the end of the program year the complete Assessment will need to be given again.

With any testing, it is recommended that a post-test administer in May or June be the full assessment which will then roll over into the new fiscal year for the new EFL. If a student tests out of the ESOL levels (ESOL 6) and then comes back the next year, you will need to give the TABE test and put them in as an ABE or AHSC student for their EFL. If a student shows up as an ESOL 5 or 6 or even a high 4, you may want to give them the TABE test and put them in as an ABE student; you can still focus on the language, as this may help you to obtain more level gains. However this depends on their SEOP goals for the year; if it is just language acquisition then they should be an ESOL student, for the whole year. The EFL for reporting purposes and the instruction given a student may be different. Decide what is more appropriate for the student and where their ability to benefit is. You may want/need to administer both tests; but for reporting purposes they can not switch for that year. Depending where you place them they may not show any level gains.

In looking at ESOL 6 you can obtain a level gain from the ESOL 6 student if they meet the exit criteria. In the past we have not allowed for advancement from ESOL 6, but if they are post-tested they can obtain a level gain (this is a directive from Washington).

Recruitment and Retention: Jeff talked about the cost of doing business in the smaller districts. A comparison with the airlines who lose money on certain flights but still run them anyway, and to our programs where money could be spent more cost effectively in larger districts was made. If we decide not to have those smaller programs, then we cut them off, so even though we lose money in the global sense it is just good business to serve students in the smaller areas. We should grow the base of both larger and smaller programs. The feds, however, disagree with our approach.

Jeff said there are directors who just wait for someone to walk in their door, but he said that you need to be out there generating interest in your program. Jeff asked a director “what is the purpose of your program?” It was answered to serve the community with specific programs. Other questions asked were: What is your collaboration with higher education? Are there are students who have a high school education, but who can’t function at the level they should?

National Reports: Marty discussed the URAED report which is Utah Report of Adult Education Data. One attendee said she used to feel this was a very difficult report until she started keeping it up monthly, now by the end of the year the total are all there. Marty explained that we look at the data and program outcomes and sometime we wonder how the data could be correct.

The deadline for the compliance audit is September 15th. This deadline has been set by the Finance Department at the state capital. The previous deadline was in November, but as of this year it is due September 15th. This was discussed at the directors meeting in March, handed out in June and e-mailed a week ago. Also your financial person was alerted to this in their meeting last spring. The compliance audit is to look at your URAED to see if you have made errors; most of the errors are in your favor. The errors were to be corrected and the URAED re-submit by September 29th. By December the data will be cleaner and we can do our reports.

The information on the handouts (given today) is from last year’s NRS report. The federal government has done a report (see handout); it goes to congress and provides statistics across the state. Our report to congress gives not only federal data, but also data from state generated money. The pie graph in the handout shows how much we get from the federal government in relationship to our state dollars. To the left is a breakdown of the participant’s status by employed, unemployed, public assistance etc. The chart below shows the breakdown by race/ethnicity. The graph also shows which programs students were placed in as: ABE, ASE (AHSC) and EL (ESOL). The majority of our students are serviced in ABE and EL. If you look at the focus of services we provide, we do not provide the majority of our service in AHSC; we focus on literacy and English acquisition. Retention, completion and enrollment by age, has stayed pretty consistent. It appears that the number of enrollees has gone down the past few years partly because employment/economy is up so less people are attending adult education programs.

At our November meeting we will be discussing the URAED again and going over data and definitions; so that this information is clear and understandable. We will let you know in November if a complete or mini URAED will be due January 15th. Some changes are being made to the URAED; mostly on the survey part. The cut off date for URAED information is the end of June; you have until July 15th to clean it up and submit it. There was discussion about testing information for the mid-year URAED report and it was answered that outcomes are not broken down to individual programs. Marty said that

she would give more direction about this in November. You should be using TABE 9-10. The locator is given to determine the lowest functioning level.

MIS System: The MIS system will allow us to look at data in multiple ways helping programs make decisions. This system will start a year from now and will allow you to pull all types of data including information about level gains, test score, ages, ethnicity, and even information regarding classes using different curriculum.

If ESOL classes are what your community needs then you may decide to offer only that program; you don't need to be all things to all people. Hopefully there is a community-based organization who is providing other services that you don't provide so you can refer those students in need to them.

Even Start Program: Shauna talked about the Even Start program and how they were required to partner with other programs such as adult education, DWS or 21st CCLC. The No Child Left Behind (NCLB) program is required to provide parents with a way to help their children, so there may be some funding to help parents become involved with adult education. Be involved and know what Even Start and 21st CCLC have to offer so that we can maximize their services to help those in your program.

Student Files and Program Assurances: Marty provided a handout "Maintaining Student Records and Program Assurances" which she discussed. Refer to the handout for the information regarding what is to be maintained in student files. Student files may be accessed by USOE and/or OVAE staff or financial auditors for monitoring purposes. These files must be maintained in perpetuity (forever). One person said that in some district they do not do this, they claim that records are only kept a certain number of years. Marty said that in adult education these student files should be kept forever. Only certain persons have access to student records; students do not have access to files except when they are reviewing their own information with you. Refer to the handout for a listing of the program assurances that each program agrees to comply with in regards to the grant.

Standards: Shauna explained that Adult Education is outcome based, and what we have to base our directions and decisions is the NRS competencies. We are also mandated by OVAE to have written standards for adult education. Some of the states have developed and implemented standards. Utah is in the process of starting the basis for 60 hours of instruction based on intensity and duration that studies of students show who will have a level gain if they receive instruction for longer periods of time based on the a measure of standardized testing.. Students are likely to have a level gain after 60 hours of instruction compared to 14 or 16 hours of instruction.

Marty said Sandi Grant has worked to develop and implement ESL standards across the sate. At the USOE website, curriculum guidelines and standards can be found under the State Office of Education. Marty explained at present these are the best standards we have for ABE and high school completion for program curriculum guidelines in relationship to the NRS. As programs start to work with the MIS, a core code will need to be selected and program curriculum that is approved by local board of education has to fit into the core curriculum in order to issue credit. Courses are to be intensity-based, coming in on Monday and passing off a class on Tuesday, unless you're clepping out of it and taking a standardized test that your district recognizes as a clep test, should happen.

Marty said the office is also working on distance learning. A committee has been formed. They are talking about issuing contact hours for students who are unable to come into the learning center all of the time to receive instruction. This will give students the opportunity to take packets home to

work on, or work on a different system electronically where they can be monitored and be tested. This information should be clarified by November or by the end of the year.

Marty commented that anyone interested in serving on a curriculum Standards Development Committee for Adult Basic Education or High School Completion, to let the adult education staff know. Program staff are always welcome so that it is not always coming from the State Office of Education. Marty reminded everyone it is good to have an active role in things, it is their program, they drive what happens, and it would be a good opportunity to have a part in it.

Shauna shared some scenarios with the group to emphasize how important it was to make programs and work meaningful to the students. Shauna wanted to talk about “meaningful” in two contexts, one being curriculum and the other 12 hours before a student is counted as an enrollee. Attention was directed to the NRS levels handout and Shauna said the last column, “Functional Workplace Skills” was going to be eliminated. She said that focus would be on the following competencies: speaking, listening, basic reading, and writing.

Shauna emphasized it was important for everyone to understand the Entering Functioning Level concept because all data collected is based around that for reporting purposes. She used the example of a student being assessed for a functioning level in the areas of reading, listening, writing and speaking by receiving the BEST and the BEST Plus. (There is no computation or math for ESL.) The student’s lowest scale score was in reading and higher in the other three areas. When the teacher reported 12 or more contact hours, and level gains, and what the URAED report showed, that student should be listed as an enrollee in the appropriate ESOL level based on that reading, (the lowest entering functional level score).

Shauna asked the group how they felt about the GED prep program with ABE 1 students and received some frustrated responses because the students didn’t seem to retain what they had learned. Shauna reminded everyone when credit is issued, that adult education credit has to be approved by the local board of education. Marty reminded everyone about the Board Rule that defines units of credit as well as the Curriculum Department that has defined standards for high school completion. The core guidelines are on the state website and it is up to the district to interpret those at a program level. Right now adult education goes by the K-12 graduation standards.

Shauna indicated adult education has some standards through the NRS levels. As an example, she directed attention to the numeracy skills through ABE 1 giving an instructor something to go by. She read, “the individual has little or no recognition of numbers, simple counting skills or may have little or only minimal skills or ability to add or subtract single digit numbers.” Shauna said TABE has developed several kinds of products and curriculum that go along with the standards for NRS, and encouraged programs to look them over if they are focusing on level gains because it is possible to go from ABE 1 to ABE 2, etc. She also encouraged programs to be aware of where the students need work and not place an ABE 1 math student in GED preparation. With that in mind when we come and do a program review we are going to ask what do the intake 12 hours look like and what constitutes those 12 contact hours. A question was asked if the TABE hours were going to be part of the review and Shauna answered yes.

Occupational Skills Survey. Shauna commented that everyone could use this survey and could find online at [Careers.utah.gov](http://careers.utah.gov). (Bookmark was disseminated) Comment was made that every high school teacher in the state has free access to it. Shauna reiterated that the intake 12 hours should be meaningful such as the TABE test, counseling hours count, Choice, SEOP, Learning Style, etc.

Learning Style Inventory. Shauna asked what programs were using for ESL curriculum and the various answers included: one on one (volunteer tutors), Internet, examples of different activities and procedures from college, etc. The ATC syllabus from the State Office was suggested, and Marty indicated she would make sure the directors and coordinators would receive a copy of it. Marty stated that Lincs is a great site for ABE curriculum and ESL curriculum even though everything has not been screened. Shauna brought up the term “contextual” putting curriculum into life terms such as reading the label on medication, grocery shopping etc.

Shauna summarized the remaining items left to review: the difference between federal and state funding, requirements in state and federal grants, handouts through intensity, duration and retention, definition of a participant as opposed to an enrollee, review of the Entering Functioning Level, and discussion about the instructional level gain as opposed to grade level. Shauna continued to reiterate that it is important to make the programs meaningful for adults as well as the 12-contact hours to qualify students into “enrollees.”

Marty returned to the Career.utah.gov and explained this was a partnership of DWS and the Utah State Office of Education where each high school throughout the state had choices available to students online. She said it is a great tool for clients allowing them to look at various types of employment they are interested in, as well as colleges and national markets of interest and their viability. In reference to curriculum, Marty emphasized that UEN.org and Pioneer Library are a wealth of information that is free and a “click away” as a resource for their clients. DWS caseworkers can take choices further and complete a diagnostic test with the client to better access career abilities and aptitudes.

Marty reminded program directors of their new policy manuals, and reminded them to share them with their program staff. She showed the SEOP form that is compliant with the federal law that should be used by everyone as of July 1, 2006. She explained the significance of the SEOP sheet with the MIS. It was suggested to add **occupational goal** in a different area than under “Core Outcomes Goal” on the front sheet where it could be seen more easily by the student. It was considered a good point and will be revised. Marty indicated one line is coming off under Literacy Program, “*Work-based learner*” because OVAE is doing away with work-based learning. A question was asked about the minimum number of goals that students must have. Marty said it is one, a person can have two. She also said to bear in mind that whatever goals you put on a SEOP they should be attainable within a program year.

Following your students (Handout disseminated) On a federal level, an enrollee is a person that has had 12 hours of contact with an adult education program.. (Walking the dog and a tour of the building do not cut it.) Definitions of instruction, enrollment, and termination were included in the handout. Termination is a little different than K-12 terminating a student as shown in examples.

Termination:

- *A student stops his/her own enrollment; he does not show up any longer*
- *A student stopping attendance for 90 days not receiving any instruction, not being scheduled to receive further instruction. (terminate instruction) If he/she comes back the 89th day the student may continue instruction.*
- *If the student has obtained his/her goal, (accomplished a GED) terminated instruction.*
- *A terminated student’s physical file is to be placed in the inactive file.*

Marty asked if there were any questions, and explained the MIS will give” trigger buttons” that directors need to pay attention to regarding students.

LUNCH

Supplemental Money: Jeff said that come October 1, 2006, districts that received state funds greater than one percent can apply for supplemental funds. Jeff will let programs know if they are eligible over the phone. The paperwork goes to the Finance Committee for approval and then the districts receive a confirmation letter from the State Superintendent. Marty suggested if programs do not have a PC computer they should request one to be used for the MIS.

Corrections (Handout disseminated): Jeff addressed Corrections and referred to a report that is done every year. He pointed out the aggregate numbers throughout the state of offenders receiving services. The numbers did not include those who were on probation or parole. The front page of the document showed accomplishments of two prison sites, Draper and Gunnison. On the reverse side it showed the outcomes for all the county jails statewide. Jeff pointed out interesting facts in comparing the difference between prisons and jails. In looking at the enrollment for prisons as compared to the enrollment for jails, the contacts hours were significantly less, the credits earned were less, the academic level gains were less, but when looking at the high school diplomas awarded and GEDs certificates awarded, the jails were more efficient in producing those outcomes. Jeff gave some reasons for the difference:

- Prisons may have more activities pulling the offender away from the classroom such as more visiting, more work, noise, etc. where there might be more concentration in jails.
- Statewide, the instructor is looking at the GEDs and applying the credits to the high school diploma.
- Most county jails only have zero to five offenders and are turning over rather rapidly and there are not long periods of time that the GEDS take to be accomplished.

A question was asked if a student received a diploma this year, then adult education could not serve him/her. Jeff indicated it was true, however, if a student received a GED he/she could be served to receive a diploma.

Jeff said he had talked to Gary Wixom about wanting more occupational training in the jails throughout the state. (Somewhere to go after an offender gets a GED.) Jeff indicated there were some programs getting training outside of jail, Washington County jail has a program, and next year Beaver is going to have a program. By next year there will be 400 offenders receiving higher education opportunities.

Handouts for Directors Meeting: Marty mentioned there have always been beneficial handouts for directors to take back from meetings with them for their program staff. Attention was directed to the magazine *“Focus on Basic”* as it came around, and Marty said it is put out by Nextol, a research company that works with adult education programming and has a great website. She said the issue shared is on ESOL and has a wealth of information where research is associated with it regarding how to develop curriculum, and looking closer at ESOL learners. It comes out on a quarterly basis and encouraged everyone to take a copy.

The *“Contemporary,”* catalog distributed by Carol Paris, is a sample of materials that supports the TABE and good curricula options including reading in contact areas, pre GED, social studies, basic skill interaction, preparing a student, getting criteria for GED testing, etc. There was only one copy, but for anyone interested they could take the information from the copy and mail it in.

There was another sample of materials; *“Top 50 Social Study Skills for GED Success”* for anyone to take, as well as other various catalogs that were passed around. Marty encouraged everyone to look them over and to feel free to take copies.

TABE, BEST and BEST Plus Trainings: Comment was made that the BEST and BEST Plus training was especially good and very informative. Kate Diggins did a good job. However, there was a feeling at the TABE Training that, “*here is what you can buy*” to go with the training. There was little explanation on anything to do with the TABE training other than a lot of material to purchase to go along with TABE.

Marty mentioned Kate Diggins was scheduled to present at the UAACCE Conference agenda for two sessions regarding BEST and BEST Plus. Marty passed fliers around to the group.

Marty mentioned there might be a possibility to polycom the Directors/Coordinators meeting for those that might have a hard to making it to future meetings. She will be working with Nate to see how to accomplish it. Tiffany mentioned she would check with the college also.

Presentation of federal grants (Handout disseminated): Shauna reviewed and explained the focus of the federal grants in the handout that was passed out. She summarized and explained the three separate funding possibilities under AEFLA – Adult Education and Family Literacy Act. Marty encouraged those in attendance who didn’t have AEFLA funds to listen because they might want to consider applying for these funds in the future. Shauna mentioned the State Office just got word that reauthorization was not going to happen. The AEFLA funds are competitive grants and that is why we send out a request for proposal. It is not just to school districts, it is to a lot of entities such as districts, CBOs, libraries, housing authorities, and higher education. Shauna emphasized when writing the grants everyone should read the assurances, be specific and meet the requirements of the grants. Shauna addressed and explained all of the categories regarding the federal grants.

- Basic Grant
 - Areas of Focus: ESOL, ABE, ASE
- Prison and Institutions
 - Areas of Focus: ABE, ESOL, or ASE
- English Language Civics (Citizenship)
 - Areas of focus: ESOL
- (AEFLA)Adult Education and Family Literacy Act
 - Eligible Providers
 - ✓ Local Education Associations
 - ✓ Community-Based Organizations
 - ✓ Volunteer Literacy Organizations
 - ✓ Institution of High Education
 - ✓ Public or Private non-profit
 - ✓ Library
 - ✓ Public Housing Authority
 - ✓ Consortium of Agencies

Activities – must operate one or more of the following activities

- ✓ Adult education and literacy services
- ✓ English Literacy programs
- ✓ Family Literacy Services

Core indicators of performance

- ✓ Demonstrated improvements in literacy skill levels in reading, writing and speaking the English language, numeracy, problem-solving, English language acquisition, and other literacy skills. And - Core Outcomes. (Core Outcomes: Get a job, Retain a job, Post-secondary education or training and GED or diploma)

Shauna indicated that Jeff would be explaining specifics such as 95 percent of the budget has to be direct services to the students. She also reminded everyone there is no guarantee that we get the money but once the funds are available, the money is available by July 1.

Marty said federal funds are part of the Workforce Investment Act. Right now San Juan Foundation has some of this money. We just heard a rumor WIA may not be reauthorized for a couple of years, and in turn a new State Plan would have to be written and then available funds would be able to be applied for. Depending on the direction from OVAE, we may take this back out for another round of competition. There will be more information coming as soon as the state hears. Marty would like to get the grants moving forward and plans in place. More information will come forth as the USOE receives it. As mentioned before, the federal requirements are that it is a multi-year grant, which in Utah is a two-year program.

Grant Writing: Jeff disseminated a handout explaining he had been providing short applications for the last couple of years because the money was not competitive and had been rolled over. Everyone knew how much they were getting, but needed to document how they were going to spend it. (Shauna explained if it wasn't reauthorized in Washington, the state didn't have any authority to make the grant money competitive. However the state has to account to Washington the state is are going to fund those programs who originally applied during the last four years.) Jeff reviewed all 12 areas with the group and discussed what should be included in the answers.

Jeff reiterated that 95 percent of the grant must be spent on student services. He indicated that the budget page had been redone to break out those services as opposed to administrative costs. Only five percent of the grant can be used for administrative items such as classroom space, water, sewer, audits, going to conferences, professional development, (anything that is used by administrative staff 100 percent). A few questions and comments were involved regarding the difference of administrative and instructional expenses. It was decided the state would get clarification from OVAE. Marty mentioned prior to grants being written, there is an opportunity to attend a grant writing workshop but details have not be determined at this time. Comment was made that when the grants are reviewed by the panel of readers, there are times when it has been suggested by them to adjust the budget sheets.

Tuned-up: Marty indicated that over the past year of ongoing corrective actions with the federal government, a lot of what we are doing is a result of that and we are more "in tune" with what they have been asking. Last year OVAE visited and looked at several grants and disallowed them, they visited programs throughout the state and made positive and negative comments. The combination of their visit and reading rules and regulations, we have become more succinct and in tune with what needs to be happening throughout the state.

Jeff asked if there were any questions about state funding. There didn't seem to be any specific concerns. He explained when we ask for the URAED, it is audited by independent auditors, the state receives firm figures, which are put into a formula and the following year's budget is based on those figures. Shauna mentioned there are certain things that contribute to the state funding formula that generates dollars for the uniform school fund.

Level gain: Shauna wanted to talk about level gain as opposed to grade level because the question is asked continually. All the states came together at one time before the NRS was developed and asked what they should measure adult education on. All level gains are based on Entering Functioning Levels in the lowest performing area. It's for reporting purposes only. An instructional level gain is a

measurement needed for reporting. A level gain is the measurement of gain in the lowest skill area being measured. Entering Functional Level is the base on which to measure level gain. Test scores are used. Shauna made reference to the various grade levels in the different programs and reminded everyone that OVAE had changed the levels and added more levels. Shauna indicated that Dan Gall from TABE had done a wonderful job explaining the difference between grade levels using raw scores and scale scores. She cautioned about the differences between TABE and BEST and BEST Plus.

Meeting summary: Marty wanted to make sure everyone had their needs met and understood more what adult education was. At a directors meeting in March or June there was a handout about the graduation requirements. The minimum is what has been given to you; the maximum is what the district requires. Adult Education is going to rewrite the Board Rules, get them approved, upgrade the intensity and rigor to come into standard the 24 units the same as K-12.

Marty asked if there were any additional questions. Shauna reminded everyone that anytime there is updated material to go into the binder, it will be disseminated to everyone to put into their binders and dispose of the old documents. Marty indicated in November there will be new policies on disabilities, and more information on 16 and 17 year-olds, down the road there will be more information on distance learning, and in the spring there will be new updates as a result of the corrective action. On a regular basis the policy manual will be updated in June.

Appreciation to directors and coordinators: Marty reminded everyone in an effort to obtain educational excellence they should try to make their students feel encouraged and welcomed. Make the environment and atmosphere inviting, negotiate with the student their time to participate and make them feel important; deal with students in a positive fashion, and get to know them personally. How you present yourself to your students holds a lot of power. Be a part of their life and show some enthusiasm.

Marty thanked everyone for coming and told them if it was not for the directors and coordinators there would not be an adult education program. She expressed appreciation and gratitude's for their hard work. She acknowledged the challenges they all face and the widespread communities they have to reach out to. Marty indicated they should all pat themselves on their backs for their efforts in the adult education program. She expressed appreciation from the State Office Staff that they could come out to visit and see how everything is going. Marty said she was proud of all of them and the job they were doing, and proud to be associated with all of them.