

**Utah State Office of Education
Narrative Report Program Year 2008-2009
December 2009**

1. Describe successful activities, programs, and projects supported with State Leadership funds and describe the extent to which these activities, programs and projects were successful in implementing the goals of the State Plan.

The 2008-2009 program year saw the second full year of implementation of the state's adult education database – UTopia. Data collected during the 2007-2008 and 2008-2009 program years are allowing us to look at trend data. As a result of the implementation of UTopia and the state's participation in Performance-based Funding Training we have been able to produce statewide data that shows:

- Comparison of Outcome Percentages in Relationship to Funding Percentages by Program
- Program Funding and Performance Analysis
- Trends in Program Outcomes by Program
- Program Report Cards

The interesting fact is although the state's previous data system – URAED was inefficient and did not meet the needs of the state or OVAE, outcome data trends are consistent across a review of three years of data (2006-2007 URAED and 2007-2008 and 2008-2009 UTopia).

Being able to produce trend data has impacted programs. One program was closed effective July 1, 2009 and others have been placed on notice.

Participating in the OVAE sponsored Performance-based Funding Training has allowed the state to look at funding of outcomes from a different perspective. As a result of this training and the result of a State Legislative Program Audit, the Adult Education Consortium met and made recommendations for changes to the state funding formula impacting the allocation of state legislative funding. Suggested changes were presented to the programs and with some modification approved by the majority of the programs with implementation July 1, 2009. Note: as a state office we would have liked to have seen the final formula place a greater emphasis on level gains and contact hours however, this did not come to fruition. As a state we have moved forward with a new formula that does change the emphasis and focus of programs placing a stronger emphasis on student outcomes. With an AEFLA competition looming for spring 2010 the way federal funds are allocated in a multiple year award will be discussed and will impact the awarding of funds in subsequent years to those programs that apply for and receive an AEFLA award.

During the 2008-2009 program year 1 UTopia training was conducted ensuring that those who were responsible for oversight of data entry had the knowledge needed to facilitate for sustainable program data.

Three adult education director meetings were held with all directors, one additional meeting was conducted with just Community-based Organizations and one additional meeting specifically for new directors. The “big focuses” of the meetings were:

- As of July 1, 2009 the age of persons taking the GED Tests was lowered to age 16. Passing the GED the resulting credential will be known as Utah High School Completion Diploma These decisions were based on: 1. an attempt to provide youth who were thinking of leaving school and youth already out-of-school with an educational option for success; 2. to bring the “naming” of the GED credential to be in line with 41 other states; and to 3. Stop the perception that programs were double dipping by allowing persons with GED credentials to continue in an adult education Carnegie diploma program.
- Changes to the adult education performance-based funding formula. Note: the state would have liked to see programs financially reinforced for educational gains within levels; however, the program directors did not move in this direction.
- The initial exposure of program directors to data related to program costs and associated outcomes through the implementation of Utah Program Report Cards. Note: Utah Report Cards, by program can be viewed at:
<http://www.schools.utah.gov/adulted/documents/ReportCard.pdf>

All of the adult education director meetings and associated focus in policy change is made with the support of the State Adult Education Consortium which consists of seven directors representative of all providers and regions of the state.

Several adult education policies were updated. New policies written and distributed included:

- Fiscal Compliance
- Establishing Proof of Utah Residency
- Program Inventory

Utah was in the third year of a CAELA technical support grant. Participation in the project resulted in the following practitioners being able to participate in the following professional development trainings:

- Introduction to ESL Standards
- ESL Multi-Level Lesson Planning
- Pre-literacy Instruction
- ESL Standards and the Use of Classroom Materials

Four BEST Literacy and BEST Plus assessment trainings were completed. Additionally we developed “draft” guidelines for BEST Plus recalibration training and recalibrated two groups of BEST Plus assessors as the start to the process. The state requirement that all BEST Plus assessors will be recalibrated will move forward in earnest during the 2009-2010 program year.

A pilot was undertaken with TABE Class E with four programs (two rural and two urban) to determine the strengths and limitations of the CTB Mc Craw Hill ESL assessment product. For Utah the outcome was that the product, although it gave programs more information pertinent to the student’s programming it was too time consuming in meeting the assessment needs and constraints of the programs. As a result Utah will not adopt this product as an assessment option at this time.

A GED Distance Education Pilot was conducted using GED Connections. The results were mixed whether or not GED Connections was a viable curricula approach to delivering GED Test Preparation to our clients.

Eighteen on-site program monitoring were completed. One program is under corrective action. All programs participated in data desk monitoring monthly whereby the program director and a USOE specialist would review UTopia data together reviewing both perceived strengths and weaknesses of the programs data.

The program narrative submitted in December 2008 indicated that Utah was in the process of adopting Arizona's ABE Reading Standards with the implementation date of July 1, 2009. This goal was not achieved. As of this writing the department has not refined and accepted any ABE Reading Standards.

2. Describe significant findings from the eligible agency's evaluation of the effectiveness of the adult education and literacy activities based on the core indicators of performance.

Program year 2008-2009 saw a major shift in program emphasis regarding the types of goals persons accessing the adult education programs set. It was assumed that persons who return/access adult education to obtain a diploma outcome also participated in programs to improve their skills to enter employment or to retain their employment. Utah saw a significant increase in employment goal setting and a significant increase in the number of persons achieving employment outcomes based on data matching with the Department of Workforce Services. Interestingly enough we saw a decrease in the number of persons accessing post-secondary education or training programs. Additionally persons specifically setting a goal to obtain their diploma were down while the outcomes were up significantly. With the economy in the shape that it is these outcomes do not come as a surprise. It implies that persons are seeking basic education in order to keep "themselves financially afloat" short term versus looking at the investments for the future.

3. Describe how the eligible agency has supported the integration of activities sponsored under Title II with other adult education, career development, and employment and training activities. Include a description of how the eligible agency is being represented on the local Workforce Investment Boards, adult education's involvement on the on the State Workforce Investment Board, the provision of core and other services through the one-stop system and an estimate of the Title II funds being used to support activities and services through the one-stop delivery system.

Adult education has worked in partnership with public education, higher education, vocational rehabilitation and the Department of Workforce Services (DWS) to customize a web-based career information system to meet the needs of all persons in Utah. UtahFutures.org allows youth to build career portfolios. The person's portfolio remains available to the person upon exiting K-12. Adults can access the system to develop a portfolio, search for careers, and search for available employment nationally and within the state, seek post-secondary institution information, apply for post-secondary financial assistance and scholarships etc. UtahFutures

officially launched October 5, 2009. All partnering agencies have the ability to assign staff access to client portfolios in assisting clients with services that are pertinent to them. Planning and designing of the system with all partners has been intense and ongoing for the past two years. This is the one strong partnership resulted in a strong united product for all citizens of Utah.

During the 2008-2009 program year a pilot partnership with DWS and a local adult education program was implemented to increase the number of TANF clients prepared to take the GED Tests. In this pilot DWS funded one adult education teacher, one FTE DWS case manager and a \$1,500 stipend to each TANF client who successfully passed the GED Tests. Qualified clients participated in academic instruction six hours daily with specific focus on GED preparation. The final project report has not been released by DWS. On first review this practice looks promising. If this is the case DWS has expressed interest in duplicating this partnership throughout the state with the hope of increasing TANF client outcomes.

A pilot partnership project between two adult education programs and DWS was completed during the 2008-2009 program year to recapture out-of-school youth through “brokering” of the youth to agencies where the youth could reconnect with education. Out of the initial 667 youth 505 were reconnected with education (k-12, adult education, Job Corps or an applied technology college) for a reconnection rate of 76%. The number of reengaged youth program completers is unknown.

DWS Refugee Services initiated a partnership with Adult Education Services providing funding to three adult education programs to provide ESL services to new arrival refugees in out-reach locations. In addition, DWS funding has been provided to one additional adult education program to provide ESL services specifically to 2nd migration refugees.

As a state, adult education continues to struggle in “forging ahead” a working relationship with the Department of Workforce Services (DWS) that “feels and acts” like a working relationship-partnership. Two examples:

1. The two agencies three years ago agreed upon an assessment process whereby adult education programs would assess DWS clients to determine their education functioning level. Now, in several on the regions, DWS is assessing their clients rather than referring them to adult education programs. However, they are providing adult education programs assessment information for common clients accessing services.

2. DWS is the facilitator for state ARRA funding. Adult education as a partner has been “sidelined” in applying/utilizing ARRA funding. Specific example: DWS received \$4,294,789 in ARRA funds for youth. All of the funding went to provide Summer Employment Internship programs for qualified youth. Education was not considered or addressed as part of these funds. Rather youth in need of education services were to receive services through other DWS funding mechanisms.

Local adult education programs are to be represented on the regional Workforce Investment Boards. This continues to be a struggle as the order from the governor’s office defines adult education presence as being represented by “education representation” which, in many regions,

is interpreted to mean a K-12 person or post-secondary person. In these situations adult education directors are present at meetings as a “guest”.

The state superintendent of public instruction represents both public K-12 education and adult education on the Department of Workforce Services (DWS) State Council. All adult education programs are asked to participate in the regional workforce investment boards. Representation and participation on some boards is good while others it is not. We continue to enforce and strive to see that this relationship is strengthened for the betterment of our common clients. The state director of adult education continues to participate on DWS committees as an active voice for adult education clients.

Adult education state staff are actively engaged in DWS committees including the following:

- DWS State Youth Council
- DWS Central Region Basic Education Committee
- DWS Refugee Services State Refugee Advisory Board
- DWS Central Region Refugee Steering Committee
- State Refugee Education Committee charged with addressing education gaps for refugees K-20
- UtahFutures.org collaboration committee
- DWS Ogden School District Drop-out Reduction Committee

The estimated Title II funds used in support of activities and services through the one-stop delivery system would be negligible at less than .1%.

4. Describe successful activities and services supported with EL/Civics funds, including the number of programs receiving EL/Civics grants and the estimated number of adult learners served.

The 2007-2008 awarded AEFLA and EL/Civics grants were rolled over for the 2008-2009 program year in anticipation of WIAs reauthorization. Thirteen programs, consisting of 9 school districts and 4 community-based organizations received continuing EL/Civics awards. EL/Civics funds were used to provide services to approximately 5,369 students. An additional 913 persons accessed programs but did not complete 12 contact hours and/or were not pre-tested.

Five CAELA supported one-day workshops were provided to ESOL teachers. Topics included:

- Using Utah ESOL Standards
- Utah ESOL Standards and the Selection of Curriculum
- Multi-level Lesson Planning
- A two-day workshop on Strategies and Techniques for Working with the Pre-Literate Adult Student

With the release of Utah’s ESOL Standards, regional workshops were held to assist teachers in preparing lesson plans using “materials they had on hand”.

Utah has had a significant influx of refugees. In response to programs request for assistance the CAELA trainers responded with a two day workshop was hosted to assist programs in better meeting the educational needs of the refugee student.

The USOE has a partnership grant with the Department of Workforce Services, Refugee Services Office to provide ESOL services specifically to refugees with ESOL 1 and 2 levels of English proficiency. This year saw the grant expanded from three providers to four. With increased funding given to the three original providers they were given the opportunity to expand their outreach services in a variety of locations, days and times that more specifically meet the needs of the refugees.

Programs continue to offer qualified persons opportunities in English language acquisition and civics education. An emphasis to take instruction to locations within the students' communities thus empowering them to be involved not only with education but also with their community affairs continues to be pushed from the State Office of Education. The increasing numbers of ESOL students has shown that taking the programs to the students has been a successful strategy. The communities are stronger with students empowered to be involved not only with their and their family's education but in community affairs.