

**Utah State Office of Education
Narrative Report Program Year 2009-2010
December 2010**

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 2009-2010 program year was busy. We continue to expand the usage of UTopia to meet the needs of the state and the programs. Three UTopia administrator trainings were conducted to assure accurate and consistent usage by the users. UTopia user emails are still being addressed by state staff but tend to be less in total number and types of issues that require state assistance.

The annual independent compliance audits are showing a decrease in the number of errors on the part of the programs in validating data entry. However, the number of programs with findings is 50% vs. 55% at the end of the 08-09 program year. The state has required a corrective action plan be submitted by each program with a finding(s).

The following 'events' occurred during the 2009-2010 program year:

- Department of Labor collaboration partnership provided \$250,000 in funding enabling 4 adult education programs to enhance adult education services for refugees including English instructional services
- Adult education continues to strengthen the partnership with Department of Labor, Rehabilitation, K-12 and higher education to continue the design and delivery of www.UtahFutures.org a one-stop service for students to build portfolios, find adult education programs, find and apply for post-secondary education, research careers and future marketability, take career assessments as well as apply for employment.
- NPR radio broadcast regarding adult education and literacy instruction
- ABE reading standards were developed
- New Directors meeting – August, follow-up webinar October
- Directors' meetings were held in September and March
- UTopia training was conducted for new program directors and UTopia data administrators
- Refugee partnership presentation to empower refugee students
- Participate on the Refugee state advisory board/ refugee education sub committee
- BEST Literacy and BEST Plus new administrator training was offered 3 times
- BEST Plus recalibration training was provided 4 times
- TABE Test training for new assessment administrators was offered once
- ESOL pre-lit standards development was initiated
- CAELA - 4 trainings were held. Topics: classroom activities and web sites pertinent to ESOL instruction, Pre-literate follow up, Pronunciation, ESOL standards
- Spring Institute Training was conducted with a focus workplace activities

- An AEFLA grant competition was held and completed with the awarding of funds. The awardees from this competition will be subject to a second year funding formula based on outcomes from the 2010-2011 program year.
- Consortium to advise USOE adult education staff met 4 times during the program year
- Board rules were modified to include an adult education alternative route to teacher licensure
- Data monitoring was conducted with all program directors on an average of 4 times during the year
- Program reviews were conducted with 17 of the 49 state and/or funded programs

State Administrative action was taken with:

- One program for embezzlement
- One program was placed on corrective action for money management, teacher licensure and curriculum management concerns.

Additional activities follow up from December 2009 report:

- During the 2009-2010 program year a new state funding formula was implemented and applied to the collected outcome data. The results of the funding formula will impact the program funding during program year 2011-2012. Preliminary review of the outcomes and the changed funding percentages shows that programs did not pay attention to the ramifications. Thus there are 'winners and losers'. As such, programs are making changes in their program expectations during the 2010-2011 program year that again will shift their financial outcomes.
- BEST Plus recalibration became a reality for programs. Of the persons recalibrated 2 failed to pass the calibration on the first try.

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.

The student goal setting process changed during the 2009-2010 program year. The goal – 'improve my education functioning level' was pre-set by the state for all students entering the program. This forced students and programs to start focusing on and setting the four core goals.

In looking at the NRS data report of '09-10 data we see stabilization of data through usage of the UTopia database. As such we are starting to see positive changes in outcome data. Yet, we still have a long way to go.

2009-2010 saw an increase in the adult education students accessing postsecondary/training programs. We also saw an increase in the number of persons entering employment compared to the data submitted for 2008-2009 showing that students were focused on obtaining a secondary credential and retaining employment.

Overall correctional education outcomes have improved with the exception of persons entering post-secondary employment. The percentage of persons who accessed post-secondary training within the correctional setting decreased due to the change of processes for accessing instruction as well as the types of training/courses available. The program year saw associate degree programs in both state prisons being replaced with short term training credentials. Previously offenders did not have to have a community college 'approved' reading and math score in order to enroll and complete associate degrees. Now, however, with the change to short term certificate training programs offenders are being held to the Applied Technology College reading and math standards. The entry criteria that are now being imposed have restricted entry and success of offenders. Additionally, offenders are now required to sign promissory notes up front in order to take the courses as full tuition. Previously the tuition was provided at a significantly reduced rate.

During the 2010-2011 program year Utah will focus on pre/post-test improvement in the hopes of seeing a positive change in outcomes.

3. Describe how the eligible agency has supported the integration of activities sponsored under Title II with other adult education, career development, 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 State Workforce Board, the provisions 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 continues to be a collaborative partner with public education, higher education, labor and rehabilitation in the delivery of the web-based career information system – <https://utahfutures.org/>

Two follow-up items from the '08-09 report:

1. The Department of Workforce Services (DWS) piloted a project (Inve\$t In You) with one adult education program and one community college that does not receive adult education funding to increase the number of TANF clients preparing for the GED Tests or completing their adult education diploma. Components of the project included intensive case management, mandatory participation in an orientation process, standards for attendance was essential, offering of a \$1,500 completion 'reward', and the celebration of successes.

As of April 2010 213 TANF clients completed their GED or high school diploma. Initially DWS thought that the process of completing a diploma or GED was going to be easy for their clients. Rather 36.7% were found to be unable to complete either credential due to academic skill limitations. Nearly half (47.6%) of the DWS clients who started the program were able to graduate with a diploma or GED. The average completion time was 2.3 months.

The role of the employment counselor in providing intensive and supportive case management was rated by the clients as the number one factor contributing to their success. The cash

incentive was initially a significant factor for attracting clients but this faded over time as personal determination, desire and hope for success motivated clients to complete.

The project did not find completers able or wanting to move forward to post-secondary or training programs as it was more of an importance to return to work thus having an income to support their families. Continued education was seen as a “luxury” not a necessity. The DWS caseworkers struggled with Labor requirements of participation and found it difficult to veer away from that expectation to focus on education. In doing so, they saw their Labor participation rates fall.

The overall student cost (paid for by Labor) between what the community college and the adult education programs charged for similar academic services was significant (\$850.00 per community college participation vs. \$135.00 for adult education participation).

To date the pilot program as originally designed has not continued. Labor has gone back to their mandates of work vs. education. The college continues to charge the fees they do. Adult education continues to outreach to meet the needs of the client the best they can given the roadblocks presented. The model of requiring TANF clients to complete a diploma or GED and to waive the required work requirements during the time the person is actively engaged in education is a model that we hope can become realistic in the future.

2. The Department of Workforce Services refugee outreach partnership has continued into its third year with level funding. This project provides ESL services to newly arrived refugees. One program of significant merit is located at the LDS Humanitarian Center. This partnership is between LDS Social Services, Department of Workforce Services (DWS) and two adult education providers. Refugees work four hours a day five days a week and receive intensive English language instruction the remaining 4 hours daily. ESL services consist of three hours of intense instruction and one hour of conversational English experience.

Adult education continues to struggle in maintaining any kind of working relationship with the Department of Workforce Services. The relationship that programs maintain with DWS is working “pockets” around the state rather than in a fully implemented effort. DWS has recently completed a total reorganization. As a result the central region basic education committee has been disbanded; liaison with the USOE Adult Education Section has decreased. Representation on the State Workforce Investment Board has not changed and is provided through the state superintendent of public education who represents both K-12 and adult education. All adult education programs are asked to participate on the regional workforce investment boards. Participation levels vary from program to program. The state director of adult education and state staff continue to participate on DWS committees as active voices for adult education programs and clients including:

- DWS State Youth Council
- DWS Refugee Services State Advisory Board
- State Refugee Advisory Board Education committee charged with addressing education for refugees K-20

- UtahFutures.org steering 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 an estimate of the number of adult learners served.

EL/Civics education grants were awarded providing services through 10 school districts and 4 community-based organizations. EL/civics funds were used to support programming for 5762 participants. An additional 934 accessed programs but either did not complete an assessment or accumulate 12 contact hours to make them a participant.

Four CAELA trainings were conducted with ESOL teachers. Topics included:

- Classroom activities and web sites
- Pre-literate follow up
- Pronunciation
- ESOL standards

ESOL teachers from one program involved with the delivery of services with refugee students were able to participate in the Spring Institute with a focus on workplace learning. Since the training efforts have been made to share information gleaned from the training as well as implement effective practices.

Programs continue to offer educational opportunities to persons in English acquisition and civics education. There continues to be an emphasis within the urban communities of delivering education services at locations convenient to the students within their local communities.