

UT Narrative Report 2010-2011 December 2011

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.

One UTopia administrator training for new program directors and UTopia Administrators was conducted to assure accurate and consistent usage by the users. Three UTopia webcasts were created and published online to assist program staff including:

- Year-end Tasks
- How to Run Reports
- Demonstration of Available Reports

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 has decreased to 32% from 50% in '09-10 and 55% in the '08-09 program year. The state requires a corrective action plan be submitted by each program with a finding(s).

The following 'events' occurred during the 2010-2011 program year:

- Department of Labor collaboration partnership increased funding for a refugee ESL project by \$95,000 bringing the project to \$345,000 from \$250,000 enabling 4 adult education programs to continue with additional/specific adult education services for refugees.
- 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 free portfolios whereby they can search multitudes of resources pertaining to post-secondary education, careers and future marketability, career assessments as well as apply for employment. This partnership provides the adult education student career and education resources that have traditionally been out of reach.
- New Directors meeting was held in August for six new adult education directors
- Directors' meetings were held in September and March
- One UTopia training was conducted for new program directors and new UTopia data administrators
- Participate on the Refugee state advisory board/ refugee education sub committee
- BEST Literacy and BEST Plus new administrator training was offered 3 times to 35 new assessors
- BEST Plus recalibration training was provided 5 times with 52 continuing assessors
- CAELA – 2 trainings were held. Topics: Multi-level classroom instruction and writing.

- Department of Workforce Services Refugee grant funds were used to provide 1 training. Topic: Teaching English to English Language Learners.
 - Lincs partnership Learning to Achieve – Recognizing Learning Disabilities was offered to adult education, Department of Workforce Services and Office of Rehabilitation service workers.
 - A second year performance based funding formula was implemented that impacted the 2011-2012 program year program funding.
 - Data monitoring was conducted with all program directors on an average of 4 times during the year
 - Program reviews were conducted with 16 of the 49 state and/or funded programs
- State Administrative action was taken with:
- One program was placed on corrective action for money management, teacher licensure and curriculum management concerns.
 - The OIG has been actively investigating one CBO for book keeper embezzlement.

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.

During 2010-2011 ‘we upped the ante’ one more time by requiring programs to address the academic needs of ‘those students most in need’. This was initiated in two steps. First: program directors reviewed Utah’s data in comparison to other states with the same demographic makeup in addition to comparison data nationally. Secondly: programs were asked to ‘Raise the Bar’ by setting goals of increased post-testing rates for ABE 1 and 2 and ESOL levels 1-4. This forced programs to start focusing on the evaluation of test data. The goals set were to increase program outcomes, reach state target and if the program was already at state target to strive to move that post-testing rate towards the national post-testing rate of 60%.

Instructional Area	09-10 data (% completing a level)	10-11 Target	10-11 data (% completing a level)	% points change in outcomes by target
Beginning ABE Literacy	27%	27%	31%	4%+
Beginning Basic Literacy	23%	23%	27%	5%+
Low Intermediate	21%	20%	24%	4%+
High Intermediate	17%	15%	20%	5%+
Low ASE	14%	12%	19%	7%+
Beginning ESL	32%	22%	35%	13%+
Low Beginning ESL	33%	33%	37%	5%+
High Beginning ESL	31%	33%	40%	7%+
Low Intermediate	28%	28%	34%	6%+
High Intermediate	16%	16%	24%	8%+
Advanced ESL	9%	9%	4%	-5%
Overall	25%	25%	28%	3%+

Not only did we meet target (all but one area) as a state we also surpassed our outcomes generated in the previous year!

In looking at the NRS data report of '09-10 and again with '10-11 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.

In 2010-2011 Utah saw a decrease in the number of clients setting goals to enter postsecondary or training programs. However for those that did set goals there was an increase in the number who actually achieved the outcome; a change in completion percentages from 10.5% in 2009-2010 to 21% for the 2010-2011 program year. We also saw a larger number of clients setting the goal to obtain employment but the percentage that realized that outcome decreased in comparison to 2009-2010. Yet there was an increase in the number of clients retaining or improving their employment status from 2009-2010 to the 2010-2011 program year.

Goal	Outcome 09-10	Targets 10-11	Target Outcomes 10-11	Outcomes % points difference in growth between the two years
Entered Employment	54%	51%	48%	-3%
Retained Employment	74%	79%	77%	-2%
High School Completion or GED	46%	90%	44%	-46% ** bad target in relation to 3 year target pattern: 09-10 was 37%; 08-09 was 38%; 07-08 was 29%
Entered Postsecondary or Training Programs	11%	10%	21%	11%

Overall correctional education outcomes have continued to improve 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. 281 offenders participated in short term vocational training credentials afforded to offenders through the Workforce and Community Transition Training for Incarcerated Individuals Program. Of the participants 157 completed the training and received a credential. The entry criteria that are imposed have restricted entry and success of offenders. Additionally, offenders are required to sign promissory notes up front in order to take the courses as full tuition.

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) (Department of Labor) 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. This program was discontinued during the 2010-2011 program year due to DWS not being able to meet their state targets/ goals due to not requiring candidates to have a job during the time they were attending school. Additionally, they could not maintain the incentive dollars for the clients.

To date the pilot program as originally designed has not continued. Labor has gone back to their mandates of work vs. education. Adult education continues to outreach to meet the needs of the client in spite of any perceived roadblocks. 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 fourth year with an increase in funding. This project provides ESL services to newly arrived refugees. The flagship of this project 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 had been disbanded and has now been reconstituted. 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 from adult education staff being recognized as guests to ‘full voting members’. 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
- Refugee service providers committee for the SLC area
- 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.

Awarded EL/Civics education grants allow for education services in 9 school districts and 6 community-based adult education organizations. EL/civics funds were used to support programming for 3,138 participants. An additional 421 persons accessed programs but either did not complete an assessment or accumulate 12 contact hours to make them a participant.

Two CAELA trainings were held. Topics: Multi-level classroom instruction and writing.

ESOL teachers from one community-based program involved with the delivery of services with refugee students was 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 increasing the implementation of 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.

