UT Narrative Report 2011-2012
December 2012

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.
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.
New features have been added to UTopia allowing persons to sort data not only by program but also site, staff and student and by a customized date range.

Approximately 175 program staff attended a one day Adult Education Summer Conference. This was the first time in eight years that this conference was held. Sessions focused on:
- ESOL
- Common Core
- Reading and reading strategies
- UTopia
- Technology strategies for the classroom

The annual independent compliance audits continue to show a decrease in the number of errors on the part of the programs in validating data entry. However, the number of programs without findings was 50%. Of those with findings they were minor in comparison to what they have been. The state requires a corrective action plan be submitted by each program with a finding(s).

The following are additional highlights that occurred during the 2011-2012 program year:
- Department of Labor collaboration partnership maintained funding for a refugee ESL project at $345,000 enabling 4 adult education programs to continue with additional/specific adult education services for refugees. However, the management of this project will shift to a local grantee due to direction from the Utah State Office of Education administration. The USOE will continue to maintain and report the data outcomes associated with the project.

- 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.

- Directors' meetings – a New Directors meeting was held in August, 2011 for 12 new adult education directors. Full Directors' meetings were held in September, 2011 and March, 2012.

- UTopia training was offered once during 2011-2012 for new program directors and UTopia data administrators.

- BEST Literacy and BEST Plus new administrator training was offered 2 times to 26 new assessors. BEST Plus recalibration training was provided 3 times with 37 continuing assessors

- Data monitoring was conducted with all program directors on an average of 5 times during the year.

- Program reviews were conducted with 14 of the 49 state and/or funded programs.

- The OIG has been actively investigating one CBO for book keeper embezzlement. This case has been resolved with the embezzler receiving prison time and restitution ordered.

- GED® testing process is moving to computer-based testing in compliance with GED® Testing Services. This service will better meet the needs of the adult education student.

- Adult education programs are in the process of implementing the UT Common Core in the areas of English and math with all high school credit bearing courses.

- A new AEFLA competition was completed in May 2012. For the 2012-2013 program year funding is: 27 programs will receive AEFLA ABE awards, 8 programs will receive AEFLA P and I awards and 15 programs will receive EL/Civics funds.

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.

As a state we continue working on program improvement and "raising the bar" of program success and outcomes. Data over three years shows that we, as a state, in the majority of the areas show continued improvement.

Instructional Area	09-10 data (% completing a level)	10-11 Target	10-11 data (% completing a level)	% points change in outcomes by target	11-12 Target	11-12 data (% completing a level)	% points change in outcomes by target	Outcomes 3 year status
Beginning ABE Literacy	27%	27%	31%	4%+	28%	36%	8%	↑
Beginning Basic Literacy	23%	23%	27%	5%+	30%	32%	2%	↑
Low Intermediate	21%	20%	24%	4%+	30%	30%	0%	↑
High Intermediate	17%	15%	20%	5%+	24%	26%	2%	↑
Low ASE	14%	12%	19%	7%+	20%	24%	4%	↑
Beginning ESL	32%	22%	35%	13%+	33%	35%	2%	1* ↗
Low Beginning ESL	33%	33%	37%	5%+	35%	38%	3%	↑
High Beginning ESL	31%	33%	40%	7%+	37%	39%	2%	↘
Low Intermediate	28%	28%	34%	6%+	34%	32%	-2%	↘
High Intermediate	16%	16%	24%	8%+	27%	23%	-4%	↘
Advanced ESL	9%	9%	4%	-5%	17%	5%	-12%	2* ↘
Overall average % of growth	23%	22%	27%	3%+	29%	33%	4%	3* ↑

Chart Notes:
1*. Progress continues to be made in upward trend data.
2*. Even though the trend data shows a decline level 6 is difficult as the number served is a small population in comparison to the remaining levels. Thus % outcomes are minimal.
3*. Overall, state data is reflective of consistent progress.

2011-2012 Utah saw a decrease in the number of clients setting goals to enter postsecondary or training programs. The percentage of students who did set goals we also showed a decrease in attainment of the goal in comparison to the previous year. We also saw a larger number of clients setting the goal to obtain employment with the percentage that realized the outcome increase in comparison to 2010-2011. This increase was more in line with trend data for the state. Overtime we are seeing a steady increase in the number of students who are wanting to improve their skills to retain the employment that they have as demonstrated by 2011-2012 outcomes.

Goal	09-10 data outcomes	10-11 Targets	10-11 data outcomes	11-12 Targets	11-12 data outcomes	Outcomes - 3 year average
Entered Employment	54%	51%	48%	54%	52%	51%
Retained Employment	74%	79%	77%	79%	82%	78%
High School Completion or GED	46%	90%	44%	60%	47%	46% ** bad targets for years10-11 and 11-12 in relation to 3 year target pattern: 09-10 was 37%; 08-09 was 38%; 07-08 was 29% However, outcome for 11-12 is in line with the previous year's data outcomes
Entered Postsecondary or Training Programs	11%	10%	21%	42%	9%	14%

Correction educations for 2011-2012 increased in all areas in comparison to the previous year. Utah has a strong jail program. The jails typically out produce the two prisons in all outcomes. The data suggests that the jails have short offenders who are interested in "getting in and getting out". The prisons struggle with post-secondary and transition to employment opportunities for reasons that are out of the offender/student control: 1.) the Department of Corrections does not provide detailed and focused transition services to offenders. Overall correctional education outcomes have continued to improve. 2.) The prisons have redefined the type of post-secondary offerings that offenders can participate in. The short term training offered is often completed well before the offender leaves the institution and in certificate areas that are difficult for them to obtain employment upon release. Offenders typically are in a position of not continuing education opportunities upon release. 3.) 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/

The '11-12 program year saw the training of 52 adult education personnel through the efforts of 13 regional trainings in partnership with higher education, labor and rehabilitation.

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 Wasatch Front South (SLC region) basic education committee has now been reconstituted with an effort being made for youth reengagement.
However, Adult Education is now a voting member of the State Workforce Investment Board! We are also recognized as a member in the State Workforce Investment Board MOU!! This is a huge accomplishment!

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 Wasatch Front South Youth Reengagement Committee
DWS Wasatch Front Basic Education Committee
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 3,214 participants. Additionally, 442 persons accessed programs but either did not complete an assessment or accumulate 12 contact hours to make them a participant.

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.