

UT Narrative Report 2012-2013 December 2013

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.

An advanced user UTopia training was also hosted.

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 program staff access a larger selection of interactive data reports whereby data can be sorted with a variety of variables including program site, staff and student and by a customized date range.

A two day spring meeting was held with the adult education directors. Discussion centered on program partnerships with the Office of Rehabilitation as well as the Department of Workforce Services (labor).

Approximately 250 program staff attended a one day Adult Education Summer Conference.

Sessions focused on:

- GED® closeout campaign and 2014 launch
- GED®2014 preparation
- 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 (35% a decrease 18%).

The findings 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 2012-2013 program year:

- Adult education continues to strengthen the partnership with Department of Labor, Rehabilitation, K-12 and higher education in 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. The robustness of the product enhances the educational instruction and information options that adult education offers.

- Directors' meetings – a New Directors meeting was held in September, 2012 for 10 new adult education directors. Full Directors' meetings were held in September, 2012 and March, 2013.
- UTopia training was offered once during 2012-2013 for new program directors and UTopia data administrators. A second "advanced" training was offered to UTopia administrators. The purpose was to better their skills, highlight new reports and addressing issues that were of concern.
- BEST Literacy and BEST Plus new administrator training was offered 3 times to new assessors. BEST Plus recalibration training was provided 2 times.
- Data desk monitoring was conducted with all program directors on an average of 5 times during the year.
- Program reviews were conducted with 17 of the 49 state and/or AEFLA funded programs.
- ELLU was offered to ESL instructors. The focus on the project was in-person training with Susan Finn Miller – "Supporting ESL Persistence". The response to the training was minimal with 39 participants.
- GED® testing process has moved to Computer-Based Testing (CBT) in compliance with GED® Testing Services. All testing centers have converted to CBT. UT has a Carnegie unit diploma option for adult education students in addition to the GED. As such we are presently not considering another high school completion option.
- 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.
- AEFLA ABE funding for the 2012-2013 program was awarded to 27 programs, 8 programs received AEFLA P and I awards and 15 programs received EL/Civics funds. A new AEFLA competition will be completed in the spring of 2013.

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 four years shows that we, as a state, in the majority of the areas show continued improvement if you look at the outcomes rather than the targets.

Instruction Area	09-10 outcome	10-11 outcome	11-12- outcome	12-13 target	12-13 % completing a level outcome	Points change in 12-13 outcomes by target	Outcomes 4 year average of level gains
Beginning ABE Literacy	27%	31%	36%	41%	35%	-5	32%
Beginning Basic Literacy	23%	27%	32%	44%	29%	-15	28%
Low Intermediate Literacy	21%	24%	30%	45%	29%	-16	26%
High Intermediate Literacy	17%	20%	26%	38%	24%	-14	22%
Low ASE	14%	19%	24%	42%	23%	-19	20%
Beginning ESL	32%	22%	35%	47%	35%	-12	31%
Low Beginning ESL	33%	33%	38%	49%	34%	-15	35%
High Beginning ESL	31%	33%	39%	52%	38%	-14	35%
Low Intermediate ESL	28%	28%	32%	48%	31%	-17	30%
High Intermediate ESL	16%	16%	23%	42%	19%	-23	19%
Advanced ESL	9%	4%	5%	24%	11%	-13	7%
Overall Average % of growth	23%	27%	33%	NA	28%	-22	23%

For the 12-13 program year, and the change in cohort measurement Utah saw an increase in the number of students included in the measurement cohort of “enter postsecondary or training programs.” The percentage of students who obtained this goal is bizmal. The measurement of those in the cohorts “entered employment or retained employment” also saw a decrease in the actual percentages in those who achieved the outcomes. Overtime we will be interested in seeing if the data changes to support growth given the changed in cohort measurements.

Goal	09-10 data outcomes	10-11 Targets	10-11 data outcomes	11-12 Targets	11-12 data outcomes	Outcomes - 3 year average	12-13 data outcomes (NEW COHORT measures)
Entered Employment	54%	51%	48%	54%	52%	51%	36%
Retained Employment	74%	79%	77%	79%	82%	78%	69%
High School Completion or GED	46%	90%	44%	60%	47%	46% ** bad targets for years 10-11 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	39%
Entered Postsecondary or Training Programs	11%	10%	21%	42%	9%	14%	3%

Correction education for 2012-2013 saw the same outcome trend as the community programs in all cohort areas. However, regarding data outcomes 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 time” 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. 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 at full tuition rates.

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 Department of Workforce Services (DWS) refugee outreach partnership continued but the fiscal management of DWS funds shifted from the Utah State Office of Education to a local education program. That said the programs continued into its fifth year to provide 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 a 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. Adult Education is 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

Refugee service providers committee for youth in 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 EI/Civics funds, including the number of programs receiving EI/Civics grants and an estimate of the number of adult learners served.

Awarded EI/Civics education grants allow for education services in 10 school districts and 5 community-based adult education organizations. EI/civics funds were used to support programming for 4059 an increase of 845 students from the previous year. Additionally, 311 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 including apartments, work locations, senior centers etc.