

Utah Narrative Report 2014-2015 December 2015

- 1. State Leadership Funds: Describe major activities supported with State Leadership funds and the extent to which these activities helped in implementing the goals of the State Plan. Specifically describe activities related to the implementation of career pathways.**

Ongoing initiatives:

A. New features have been added to UTopia allowing program staff access to a larger selection of interactive data reports whereby data can be sorted with a variety of variables including program site, staff and student customized date range.

B. A two day spring meeting (March 2015) was held with the adult education directors. Discussion centered on WIOA and resulting programmatic changes. During the meeting regional discussions focused on WIOA readiness. As a result of the meeting and as part of the 2015 -2016 program plans (AEFLA and State) programs were required to complete a Utah Partnership Planning tool outlining regional employment opportunities and the educational training required. The focus was on “looking outside the box” to the next step in building relationships with Labor and Rehabilitation as partners.

- C. Approximately 275 program staff and directors attended a two day Adult Education Summer Conference. Sessions focused on:
- ELL services
 - Reading and reading strategies
 - College and career readiness
 - UTopia - UT MIS

D. The annual independent compliance audits continue to show minimal data errors. As a state we continue to work on correcting errors through user training, mentoring and system improvements that mitigate error options.

The findings were minor in comparison to previous years. 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 2014-2015 program year:

- Two programs were given supplemental funding to purchase TABE online. Both programs were selected based on their size and previous outcomes to see if more valid testing outcomes could be obtained as well as to force/encourage students to use a computer. Results were positive for both programs. They can now sustain the expenses associated with the online testing option, outcomes were more accurate and students who were intimidated by the computer met with success in being able to use the computer to take the test.
- All programs were given funds to purchase GED preparation materials. Programs were encouraged to purchase materials that had online support and student resources.

Additional Leadership Funds were used to support the following trainings:

- Twenty-nine teachers participated in the LINCS Teaching Adults to Read training.
- The Transition for ESL Adults training was specific to college and career readiness, critical thinking related to employment and careers, career exploration and cultural awareness. This training was attended by eighteen ELL teachers.
- Strategies to Improve Pronunciations in the Classroom was brought back again. Thirty-four ELL teachers participated.
- Finding Everyday Opportunities to Think Algebraically First Step in Preparing Students for College Math was attended by twenty-one educators.
- Strategies for Small School or Rural Programs was a great opportunity to bring the small programs together. This training is offered annually. Thirty-seven persons attended representative of twenty-three programs.
- ELL providers were afforded a Cooperative Learning training. For ELL students. This LINCS training was attended by twenty-four teachers representing six programs.

In addition:

- Adult education continues with a working consortium with the 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 can access a multitude of resources pertaining to post-secondary education, careers and future marketability, career assessments as well as accessing a Job Central portal to 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, 2014 for 5 new adult education directors. Full Directors' meetings were held in September, 2014 and March, 2015.
- UTopia training was offered once during 2014-2015 for new program directors and UTopia data administrators.
- Additionally, the state worked with a comprised of UTopia administrators and program directors to reevaluate reports as to effectiveness, usage and state and program focus.
- BEST Literacy and BEST Plus new administrator training was offered 3 times to new assessors. BEST Plus recalibration training was provided one time during the program year.
- Monthly data desk monitoring was conducted with all program directors. The intent was to ensure they knew the power of the UTopia database and continually keep them engaged with their data and program improvement.
- Tri-annual program reviews were conducted with 16 of the 49 state and/or AEFLA funded programs.
- Adult education programs are continuing engagement of implementing the UT Common Core with a strong emphasis on the implementation of Secondary Math I, II, and III.

- An AEFLA competition was held in the spring of 2014 for the 2014-2015 program year resulting in 23 literacy programs being awarded ABE grants, 8 receiving AEFLA P and I awards and 11 programs receiving EL/Civics funding.

2. Performance Data Analyses: Describe any significant findings from the performance data for the reporting period and efforts to improve outcomes for the core indicators of performance.

As a state we continue working towards program improvement (NRS Table 4).

Instruction Area	09-10 Outcome	10-11 Outcome	11-12- Outcome	12-13 Outcome	13-14 Outcome	14-15 Outcome
Beginning ABE Literacy	27%	31%	36%	41%	35%	40%
Beginning Basic Literacy	23%	27%	32%	44%	29%	32%
Low Intermediate Literacy	21%	24%	30%	45%	30%	32%
High Intermediate Literacy	17%	20%	26%	38%	26%	30%
Low ASE	14%	19%	24%	42%	29%	31%
Beginning ESL	32%	22%	35%	47%	32%	34%
Low Beginning ESL	33%	33%	38%	49%	32%	34%
High Beginning ESL	31%	33%	39%	52%	32%	33%
Low Intermediate ESL	28%	28%	32%	48%	35%	30%
High Intermediate ESL	16%	16%	23%	42%	31%	14%
Advanced ESL	9%	4%	5%	4	18%	4%
Overall Average % of growth	23%	27%	33%	43%	30%	32%

Spring 2014 a committee met and redefined the state funding formula which went into effect July 2015. The new funding formula will now pay a funding base plus - Performer Status – student with one level gain, ELL Completers (an ELL 5 or 6 student with two consecutive level gains at either of these two levels + a TABE diagnostic), ABE 3 and 4 diplomas and ASE 1 and 2 diplomas or a GED. We will no longer pay for contact hours, credits earned or ABE 1 or 2 diplomas. It is hoped that this funding formula is a game changer for our state outcomes. At

the end of the 2014-2015 program year programs received extra funding for each EFL area where they made state target. Funds are to be used in the 2015-2016 program year on enhancing their career pathway outreach efforts.

3. Integration with Other Programs: Describe how you have integrated activities under AEFLA with other adult education, career development, and employment and training activities. Describe the efforts to develop or advance career pathway systems that include career and technical education, post-secondary education, employers, and economic and workforce development. Include a description of how your agency is being represented on the State and Local Workforce Boards, the provision of core, and other services through the One-Stop system and an estimate of the AEFLA funds being used to support activities and services through the One-Stop delivery system.

All programs, as part of their state and AEFLA plans are required to define what the program is doing to transition students to post-secondary or training programs as well as how they are engaging with Labor and Rehab in meeting the needs of the common client. It is hoped that the “exercise” continues to engage them in discussion with agencies and action in taking students to the next level.

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/> UtahFutures continues to offer a deep suite of career infused resource options for adults.

At the end of the ‘14-15 program year the state made the decision to add funding incentives to the state funding formula rewarding 31 programs who had 291 students during the 2013-2014 graduation cohort transition to higher education or the applied technology colleges. The intent is to continue with this process on an annual basis incorporating the funds into qualifying programs base funding.

Adult education programs regional relationship(s) with the Department of Workforce Service (DWS) is working “pockets” around the state rather than in a fully implemented partnership effort. Overtime this relationship/partnership continues to improve. Adult Education is a voting member of the State Workforce Development Board and is a recognized member in the State Workforce Development Board MOU. At the local level all programs are required to have a MOU/service agreement defining collaborative relationships. The relationship with each of the agencies will be greatly enhanced with the implementation of WIOA.

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 Committee

DWS Wasatch Front Basic Education Committee

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. English Literacy/Civics (EL/C Program): 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 civics education services in 7 school districts and 4 community-based adult education organizations. EL/civics funds were used to support programming for 3,757 students a decrease of 28 students from the previous year. Additional, 474 individuals 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.

5. Secondary School Credentials and Equivalencies: Describe policies related to how the state awards secondary school diplomas or its equivalent to individuals who are no longer enrolled or required to be enrolled in secondary school under State law. Include state recognized tests that are used to award the diploma as well as other criteria that may be recognized, such as competency-based or credit-based methods.

Adults (16+) may receive a diploma through two avenues.

A. Learners may complete a Carnegie unit diploma by earning credits at the same minimum number as traditional K-12 students. Credits towards a diploma are earned by seat time, clept testing, credit alternative options (for example – wage verification may be used for vocational credit; military basic training may be used for PE credit). No exit test is required as is in K-12. This diploma is awarded through accredited schools within school districts.

B. The second option is through successfully passing the GED Test. Choosing this pathway does not require the recipient to engage an adult education program in preparing for the tests. This diploma is awarded by the state. Note: the USOE will be completing an RFI to allow other test developers the opportunity to be considered as a HSE. This will be completed by spring 2016.

6. Adult Education Standards: Describe the state’s progress toward implementation of adult education college and career readiness (CCR) standards, including whether the state has formally adopted a validated set of CCR standards. Describe how the state has determined standards to be representative of CCR and the timeline by which such standards will be or have been implemented by all local programs. Describe how the state is supporting the use

of standards by local programs and State Leadership funds that are being used to support implementation.

The state is moving forward with the implementation of College and Career Readiness (CCR) standards. As a state we are looking to adopt CCR standards to pair with UT K-12 core standards. A standards review committee made the recommendation that UT adopt Kentucky's standards. Each program was to implement the standards as the framework for their instruction during the 2015-2016 program year.