**1. State Leadership Funds** (AEFLA Section 223)

 *(a) Describe how the State has used funds made available under section 223 (State Leadership Activities) for each of the following required activities:*

*Alignment of adult education and literacy activities with other one-stop required partners to implement the strategies in the Unified or Combined State Plan as described in section 223(a)(1)(A).*

Utah has certified multiple centers across the state. Each One-Stop Center provides Title II services. Activities described in the Unified State Plan are provided through the use of section 223 funds. Utah adult education programs are partnering with core and required partners in all of the state’s regions. Basic literacy programs, high-school completion, along with GED preparation, and English language acquisition services highlight the provided services.

*Establishment or operation of a high-quality professional development programs as described in section 223(a)(1)(B).*

Utah has used section 223 funds to provide the following professional development in program year 2019: statewide directors meetings (3); database and data usage trainings (1); assessment system trainings (1); corrections education programming (1); and a comprehensive fall conference for adult educators. After the soft-closure of schools in March of 2020, Utah used section 223 funds to provide access for all adult education staff to the following three professional development activities: Identifying and Remediating Reading Skill

Difficulties, Motivating the Adult Learner, and Blended Learning in Adult Education.

*Provision of technical assistance to funded eligible providers as described in section 223(a)(1)(C).*

On-site and virtual technical assistance is provided upon request. Core partner meetings have helped local programs understand their role in client referrals and service patterns. Partner agencies have had access to a portal in Utopia for several years. Additional time is spent refining reports that assist the common client. Partner agencies are encouraged to reach out to the adult education providers to ensure that the referred client is correctly identified in the database ensuring a stronger service pattern for the client.

*Monitoring and evaluation of the quality and improvement of adult education activities as described in section 223(a)(1)(D).*

Utah conducted monthly desk monitoring with programs during PY19. Annual independent compliance audits continue to show minimal data errors. As a state, Utah continues to work on correcting errors through user training, mentoring and system improvements that mitigate error options.

 *(b) As applicable, describe how the State has used funds for additional permissible activities described in section 223(a)(2).*

N/A

**2. Performance Data Analysis**

*Describe how the adult education program performed in the overall assessment of core programs based on the core indicators of performance. Discuss how the assessment was used to improve quality and effectiveness of the funded eligible providers and any plans to further increase performance in future reporting years.*

Student achievement is a factor of provider quality and effectiveness. As individual programs focus on the needs of the student and work with that student to achieve individual outcomes, the effective use of funds is improved and student, and instructor, satisfaction is increased. Recent data analysis suggests that local providers have, in years past, encouraged enrollment over completion. Utah has been working with providers to change the expectations of program staff to better retain students. With a shift in emphasis, data would suggest that fewer students overall will be served while those who are served will have a higher rate of retention.

|  |  |  |  |
| --- | --- | --- | --- |
| Data Element | **2017 - 2018** | **2018- 2019** | **2019 - 2020** |
| # of Students Served | 15,222 | 13,795 | 12,245 |
| # of Students Pre and Post-Tested | 8,399 | 7,875 | 5,129 |
|  | 55.17% | 57.09% | 41.89% |

Prior to the soft-closure of programs in March of 2020 data suggests that an emphasis to serve fewer students in a more personalized way was beginning to take hold. Programs began to de-emphasize enrollment beginning in the 18-19 program year while maintaining high retention. Most of the post-testing accomplished in the 19-20 program year was complete by February. Year over year trends suggest that most of the post-testing occurs in the last three months of the program year – so it was yet to be done. Utah will continue to de-emphasize the quantity of enrollment and emphasize the importance of helping each individual to achieve progress towards completion.

**3**. **Integration with One-stop Partners**

*Describe how the State eligible agency, as the entity responsible for meeting one-stop requirements under 34 CFR part 463, subpart J, carries out or delegates its required one-stop roles to eligible providers. Describe the applicable career services that are provided in the one-stop system. Describe how infrastructure costs are supported through State and local options. In the event the local option was not used in a local area, indicate that the State option was triggered.*

Collaborative efforts with all core partners and local required partners have made the one-stop system successful. The State Workforce Development Board has kept the one-stop certification process as a high priority throughout the process. Adult education providers have been an integral part of the process at each step. Programs, where necessary, have simplified delivery to avoid duplication and have been open to modifying programs to meet the needs of common clients. Career services have been provided in the form of career pathway counseling and transition to post-secondary partner programs.

Infrastructure costs agreements with all core partners and required partners have been developed and a memorandum of understanding and accompanying cost agreements are in place.

One-stop certification was transferred to a virtual process in April 2020 and one additional center was certified in July.

**4. Integrated English Literacy and Civics Education (IELCE) Program** (AEFLA Section 243)

*Describe when your State held a competition [the latest competition] for IELCE program funds and the number of grants awarded by your State to support IELCE programs.*

Utah held a competition for IELCE program funds in the spring of 2019 with only five programs receiving final awards.

*Describe your State efforts in meeting the requirement to provide IELCE services in combination with integrated education and training activities:*

Utah has been training and updating programs on the WIOA requirements to provide IELCE services with integrated education and training activities. Specific trainings with current providers have been offered to provide a community of practitioners for shared lessons and content development.

*Describe how the State is progressing towards program goals of preparing and placing*

 *IELCE program participants in unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency as described in section 243(c)(1) and discuss any performance results, challenges, and lessons learned from implementing those program goals.*

Utah adult education has aligned program development with the State Workforce Development Board’s industry and economic projections. Early results have shown small pockets of success and promising practices for scalability.

*Describe how the State is progressing towards program goals of ensuring that IELCE program activities are integrated with the local workforce development system and its functions as described in section 243(c)(2) and discuss any performance results, challenges, and lessons learned from implementing those program goals.*

One aspect of our workforce development system has been the creation of a statewide initiative known as Talent Ready Utah ([www.talentreadyutah.com](file:///C%3A%5CUsers%5CBOlmstead%5CDesktop%5Cwww.talentreadyutah.com)) and local adult education programs are joining with their county economic development councils to leverage this initiative.

**5. Adult Education Standards**

 *If your State has adopted new challenging K-12 standards under title I of the Elementary and*

 *Secondary Education Act of 1965, as amended, describe how your Adult Education content standards are aligned with those K-12 standards.*

Each program that is housed in a school district uses the K-12 instructional standards to build curriculum and award academic credit towards the completion of an Adult Education Secondary Diploma. The CCR standards are folded into the existing standards as the framework for their instruction.

*Optional – Describe implementation efforts, challenges, and any lessons learned.*

N/A

6. **Programs for Corrections Education and the Education of Other Institutionalized**

**Individuals** (AEFLA Section 225)

 *What was the relative rate of recidivism for criminal offenders served? Please describe the*

*methods and factors used in calculating the rate for this reporting period.*

The Utah Department of Corrections (UDOC) defines recidivism as a return to prison for either a technical violation of parole conditions or a new criminal event within 36 months of release. UDOC looks at offenders that parole in a given year. Offender data is tracked for 36 months post-release. At the present time UDOC is looking at 2013. For our purposes this means the 2019-2020 cohort of offenders who received education services (graduates and non-graduates) recidivism data will not be completely available until 2021.