**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).*

Title II programs are actively involved in the certification process of one-stop centers in Utah. Despite COVID and the interruption or reorganization of services, multiple centers have been certified or recertified across the state with Title II services provided at each one-stop center. Section 223 funds are used to provide activities described in the Unified State Plan, including aligning adult education activities with core partners in all the state’s regions and developing career pathways that are accessible to adult education students. Adult education services provided include instruction in basic literacy, high-school completion, and English language acquisition.

*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 opportunities in program year 2020: statewide Directors’ Meetings (4); database and data usage trainings (7); an English Language Acquisition Teachers’ Summit (1); a corrections education meeting (1); regional professional learning community meetings (2 per region); and a comprehensive fall conference for adult educators.

*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. Regular desk monitoring conversations are held with funded eligible providers to identify provider needs and ensure technical assistance is provided in a timely manner. Additionally, virtual program reviews focused on providing technical assistance to programs during the unique educational instruction situation caused by COVID disruptions. Regional professional learning community meetings were held to share best practices and facilitate program improvement. One-stop certification meetings included training on the roles and responsibilities of one-stop partners and on a statewide partner referral system to facilitate referrals between one-stop partners. Those sites that were not certified during the year participated in a separate partner referral system training.

*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. Program reviews provide a deep dive into program practices that yield actionable recommendations for program improvement. Monthly data meetings began in January of 2021 to disseminate recommended data practices to programs across the state. 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 progress 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. However, the data below show the negative impact of COVID on both enrollment and testing. It is hoped that the continued emphasis on retention will result in an increase in the percentage of students post-tested.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Data Element | **2017 - 2018** | **2018- 2019** | **2019 - 2020** | **2020 - 2021** |
| # of Students Served | 15,222 | 13,795 | 12,245 | 9,942 |
| # of Students Pre and Post-Tested | 8,399 | 7,875 | 5,129 | 2,915 |
|  | 55.17% | 57.09% | 41.89% | 29.32% |

In addition, COVID negatively impacted the rate of students transitioning into employment and post-secondary education and training as well. Utah will continue to emphasize the importance of transitioning students to postsecondary education and training by providing financial incentives to programs for students who enroll in postsecondary education and training.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Data Element | **2017 - 2018** | **2018- 2019** | **2019 - 2020** | **2020 - 2021** |
| % of participants with employment second quarter after exit | 34.21% | 28.45% | 27.24% | 23.26% |
| % of participants with employment fourth quarter after exit | 30.06% | 27.92% | 13.15% | 22.15% |
| % of participants who attained a secondary school diploma/equivalent and enrolled in postsecondary education within 1 year of exit | 15.34% | 2.2% | 0% | 9.95% |

**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 created strong referral processes to ensure clients receive needed services, regardless of which program provides those services. 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 to avoid disruption of certification processes due to COVID restrictions. One center was certified as a one-stop center and two one-stop centers were recertified through the virtual process.

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

*Describe how the state is using funds under Section 243 to support the following activities under the IELCE program:*

*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 2021. Five programs received IELCE 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.*

Adult education programs work with the Department of Workforce Services (DWS) to identify in-demand industries before creating IELCE programs. DWS personnel are involved in discussions surrounding creating IELCE programs and in referring potential students to IELCE programs. Programs utilize DWS personnel and programs to provide workforce preparation activities for some of the IELCE and adult education programs. We have learned that bringing employers into the planning and implementation processes better ensures the success of the program. Some challenges include raising student skills to the level necessary to succeed in IELCE program activities, finding a cohort of students that are prepared and interested in the specific occupational training that the program is designed around, and sustaining the program despite high turnover rates in adult education, DWS, and partner employers. Generally, students are more engaged and show better persistence and outcomes when they are in an IELCE program than a traditional adult education program.

**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. The most recent data from UDOC is for releases to parole supervision in 2017 (n=2928), 23% (n=674) returned for a new crime, and 49% (n=1439) returned for a technical violation only within 36 months. This gives an overall parole recidivism rate of 72% (n = 2113).