

# Adult Education



Prepared by the  
Utah State Office of Education

January 28, 2016

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# **Adult Education**

## **Description of Section Functions**

The USOE, through grant processes, provides school districts and qualified non-profit community based literacy programs funding and technical assistance for:

1. The advancement of basic literacy skills, English acquisition, and high school and/or GED completion instruction;
2. Post-secondary, career awareness and transition services to qualified persons 16+ years of age.
3. Working partnerships to meet the education needs of clients served by mandatory partners - Department of Workforce Services (DWS) and Office of Rehabilitation (USOR).

## **Instructional Services Provided**

1. Basic literacy instruction to qualified students who are academically below the 9.0 grade level in reading, math or written language;
2. English as a second language and civics instruction to non-native English speakers
3. Adult Education Secondary Diploma completion or General Education Development (GED) test preparation instruction

## **Funding Sources**

1. State - Legislative MSP 2015-2016 allocation = \$10,303,400; awarded by outcome based formula to 39 LEAs.
2. State Corrections - Legislative contract 2015-2016 allocation = \$1,984,600; awarded by funding formula to 20 LEAs. Funding provides education services in 20 jails and 2 state prisons
3. Federal - Office of Career, Technical and Adult Education (OCTAE) - Workforce Investment Act II (WIA) – Adult Education and Family Literacy Act (AEFLA) – 2015-2016 allocation = \$3,185,427. Funds competitively awarded to 17 LEAs and 8 community-based non-profit literacy providers.

## **Student Population Served 2014-2015 Program Year**

	16-18	19-24	25-44	45-59	60 and Older	Total
<b>Adult Basic Education</b>	2442	2858	4757	1188	141	11386
<b>Adult Secondary Education</b>	786	499	716	144	19	2164
<b>English as a Second Language</b>	153	741	3139	1301	490	5824
<b>Total</b>	3381	4098	8612	2633	650	19374

## Questions Posed by Public Education Appropriations Committee Members

1. Funding formula is designed with support of the adult education directors' consortium. The formula is based on two years of previous outcome data. Program year (July 1 – June 30) data is collected and entered by the LEA directly into the adult education rational database (UTopia). A snapshot of the data base is taken at year-end showing outcomes by program. Annually this task is completed on July 16<sup>th</sup> allowing programs to finish data entry between July 1<sup>st</sup> and July 15<sup>th</sup>. The current program year data ('15-16) is used to calculate the 2017-2018 program year allocations. The following categories and percentages are used to ensure equal distribution to LEAs for the outcomes achieved:
  - a. Base = 10%;
  - b. Performers (student with one academic level gain) = 55%;
  - c. Academic outcomes = 32% (includes ELL completers (7%), ABE level 3 & 4 diplomas (5%), AHSC 1 & 2 diplomas(10%), or GEDs (10%);
  - d. Supplemental funds = 3% set aside for LEAs in need of supplemental funds (special project, equipment etc. above and beyond their funding allocation. First priority is given to programs receiving 1.0% or less of total state funding).
2. Standards and outcomes are applied and determined by consistently following standardized assessment and academic policies. Academically, programs are expected to follow Adult Education College and Career Readiness Standards, Adult Education ELL teaching standards, and the Utah Core Curricula standards. Outcome reporting follows state policy and the National Reporting System (NRS) reporting standards. The Utah Adult Assessment policy is the base for all instruction. Standards and outcomes are monitored by USOE Adult Education staff through monthly data and program desk audits with program directors, tri-annual program monitoring, and annual independent auditor evaluation and USOE reporting.
3. Student eligibility standards are applied to all students. The federal Workforce Investment Act Title II (1998) (section 203 AEFLA) adult education definition is utilized as the Utah standard eligibility criteria for all programs. The Workforce Investment Act Title II (Sec. 203 AEFLA) describes adult education as:

*Services or instruction below post-secondary level for individuals that are: at a minimum 16 years (attained) not enrolled or required to be enrolled in secondary school under state law; and*

- a. *lack sufficient mastery of basic educational skills to enable them to function effectively in society;*
- b. *do not have a secondary school diploma or its recognized equivalent (GED®), and have not achieved an equivalent level of education; or*
- c. *are unable to speak, read or write the English language.*

Youth 16-18 must complete an "Adult Education Program and/or GED Testing Application for 16-18 Year-Old Non-Graduates" form signed by school authorities (including counselor and either a school principal, student services or designee), parents and the youth indicating that they understand the ramifications of their educational decision. The completed form must be given by the potential student to the adult education program staff to initiate program admissions processes.

Youth under the age of 18 are served with adult education funds to:

- A. Engage youth who might not have access to a local alternative or charter high school program in their LEA;
  - B. Engage youth who might otherwise drop out without taking advantage of other existing LEA opportunities;
  - C. Provide counseling in hopes of reengaging youth in education, completion of a Carnegie unit diploma or a high school equivalency credential;
  - D. Transition youth to partner agency services they may qualify for including DWS and Vocational Rehabilitation;
  - E. Provide transition services to post-secondary and training programs and to engage youth in employment opportunities.
4. Double counting of student is controlled when a youth leaves K-12 school of record. The LEA must code the youth as “exit unknown, drop out, or transferred to adult education”. LEA adult education programs are funded with adult education state legislative funds for youth outcomes as long as the youth is coded in the adult education database as “an out of school youth”. If the youth is coded as a “dual enrolled youth (K-12 + adult education working on completion of a K-12 diploma,) the adult education program does not receive state adult education funds for the outcomes. The adult education program must work with their LEA administration to receive the WPU the youth would have generated for the time they were enrolled in the adult education program. The financial processes must be agreed upon between the LEA administration and the adult education director. See R277-733-7 for detailed clarification <http://www.rules.utah.gov/publicat/code/r277/r277-733.htm> and adult education policies Tab E – Utah Adult Education Students with Disabilities and Tab F Utah Adult Education Services for Out-of-School Youth <http://schools.utah.gov/adulted/Directors---Coordinators/Policies-and-Procedures-and-Reports.aspx>

Youth, 16-19, who attend an adult education program and complete the graduation requirements for a Utah Adult Education Secondary Diploma, or successfully pass the GED Test, can be reported by the state as graduation “completers” rather than “drop-outs.” These outcomes affect the State’s Annual Yearly Performance (AYP) outcomes. For the 2014-2015 program year K-12 districts and charters replaced non-completer exit or drop out codes with 568 completers (179 GEDs and 389 Adult Education Secondary Diplomas). An additional 650 GEDs and 695 diploma outcomes were not captured by districts and charters. Not acknowledging/claiming this last group resulted in 1,345 dropouts being calculated into the state’s outcomes for the 2014-2015 program year.

5. Ensuring districts don’t have an incentive to direct youth to adult education is always a concern. Annually, during new adult education directors orientation as well as the fall directors’ meeting program directors are reminded that they are not to actively seek students who are enrolled in a K-12 program of instruction. Training includes references to students who:
- a. have attendance issues;
  - b. have not met with school success academically or behaviorally;
  - c. have been suspended or expelled;
  - d. have documented disabilities; or
  - e. may be in jeopardy of not successfully passing LEA exit criteria.