



Communicator

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Utah Association for
Adult, Community, &
Continuing Education

PRESIDENT'S MESSAGE

Tom Borg – UAACCE President



Clichés seldom comfort. Sayings like “This too shall pass away,” or “Tomorrow is another day,” or “What doesn’t kill you makes you stronger,” can be extremely annoying when you are in the midst of adversity. Thank you

very much, perhaps I’d just as soon be weak and safe as tortured and strong!

Truthfully, however, there is no escaping adversity. Whether in our personal lives, homes, or our occupations, trials will come sooner or later. The most naïve of us may expect otherwise, but eventually, troubles come home to roost. Such naive denial, that easy times and free flowing prosperity will last forever, may contribute to the economic mess we are in today. Endless borrowing and easy credit eventually exact a payment, in one form or another, whether individual or societal.

Meanwhile, as professionals, we face the specter of budget cuts, drastically increased costs of benefits, the pain of layoffs, unfilled job vacancies creating more work for fewer, requirements of non-funded mandates, etc. Yet the numbers we serve continue to increase. For many of our constituents, the economic times themselves are driving them to seek educational resources, creating a painfully ironic conundrum: the harder the times, the scarcer the resources, the more needs for services.

Such times are discouraging. We know that struggles are a reality any time that we—individually or collectively—need to rise to a new level. Even though the clichés abound

about treading water and keeping our heads up, we nonetheless must maintain hope and determination so that we don’t get sucked under. As difficult as the times are that we live in, great blessings and opportunities still abound.

The current generations have major lessons to learn, as past generations have done. We as educators will continue to strive to meet those needs, whether in the schools, community education, youth programs, immigrant language education, continuing higher education, adult ed, corrections, etc. The frustrations of the times will require greater creativity, resourcefulness, patience, determination, and courage than any other time in our generation.

Please help UAACCE to help you. Please let us know how we as a professional resource organization can provide support to your educational endeavors. We have an elected board representing all of the areas indicated above, from the length and breadth of this great State. Feel free to contact an officer or board member with your concerns and what resources with which we might assist you and your organization.

We plan a briefer, tighter, less expensive conference in the fall, with a goal to have a professional training activity in each of our key areas during the year. Together we can make a difference. Together, we can weather the storm. To end with a cliché—an African proverb: “Smooth seas do not make skillful sailors.” The need for greater skill in turbulent times is paramount, and we need to help each other sharpen those skills and sail safely through.

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UAACCE MEMBERSHIP

Janet O'Riley, Membership Chair

Welcome to UAACCE!

The membership committee is very happy to have you on board and commend you on your excellent decision of belonging to our team. You have become a part of a long history of dedication to students, community and businesses within the State of Utah.

We are here to provide support, enhance your professional relevance and provide networking with fellow professionals. Annually, UAACCE holds a fall conference during the year. It is a time for you to learn new skills, new programs, training services, grants, other associations, Day on the Hill, grant writing, marketing, and various forums. The cost is kept to a minimum so it is affordable for all to attend.

Make sure you visit our website at www.uaacce.org Feel free to contact myself or any other board member if you have any questions. We look forward to meeting you!

2009 UTAH LEGISLATURE SUMMARY

Jeff Galli, Corrections Education Specialist

As per House Bill 3, Corrections Education sustained a \$154,200 (5.7%) cut to this year's ('08-'09) budget, necessitating a rebate from three participating school districts.

For the '09-'10 budget year, Corrections Education was cut \$676,500 (25%) from the amount allocated this year. This moves the funding back to 1996 levels and will necessitate a substantial reduction in district staff at the two prison sites.

Adult Education initially took a \$3 million (30%) cut, but, with advocacy from several districts, this cut was reduced to \$1 million (10%).

One of the more contentious issues during the session was House Bill 100. This was a rewriting of an educational statute, taking funds from Higher Education and giving them to the Utah Department of Corrections. Corrections will now contract with colleges to provide post-secondary vocational certificates for offenders. Academic degrees will no longer be offered to offenders, and offenders will be obligated to pay half the going rate for college tuition. If they can't afford it, they will be loaned the money with the expectation that it will be paid back after release. Only time will tell if this approach to offender training will succeed, but research has shown that encumbering offenders with increased financial obligation is counterproductive.

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SLCC SCHOOL OF APPLIED TECHNOLOGY AT SORENSON UNITY CENTER

Cheryl Shurtleff, Salt Lake Community College

In an effort to take more instruction to the community, Salt Lake Community College's School of Applied Technology (formerly the Skills Center) is proud to offer a variety of education and individualized computer technology classes at the Sorenson Unity Center. Our current presence at Sorenson Unity Center includes ESL classes for Beginning Literacy and Low Beginning Monday through Thursday 6:00 to 7:30 pm, and Level 3 Pre-College Workshop (focusing on writing skills and computer literacy for ESL students) Monday through Thursday 8:00 am to 1:00 pm. Because these ESL classes are at both the lowest and highest level, they segue nicely into our other credit and non-credit programs at SLCC.

Our Open Computer Learning Lab offers training in basic computer skills (internet, windows, email, keyboarding), Microsoft Office 2007 Suite (Word, Excel, PowerPoint, Outlook, Access), and ELLIS (an ESL program). Other areas, such as Adult Basic Education and specific skills based programs, will be

available as requested. The Lab is open Monday through Thursday 5:00 to 8:00 pm and Saturday 10:00 am to 2:00 pm.

Our next step is to develop into a Career Connections Center with full service in career readiness assessment and advising. This would allow us to determine a career path by identifying current skills and background, desired skills, education and training interests, as well as employment opportunities to thus connect to our many programs at SLCC.

The Sorenson Unity Center is located at 1383 South 900 West in Salt Lake City.



For more information call Cheryl Shurtleff or Gilbert Ulibarri at 801-957-2550 or email skills.center@slcc.edu.

18TH ANNUAL NATIONAL CONFERENCE ON FAMILY LITERACY

Judy Tukuafu – Park City Community Education

The 18th annual National Conference on Family Literacy was held March 1-3 in Orlando, Florida. This conference is presented by the National Center for Family Literacy, a non-profit organization located in Louisville, Kentucky. Toyota's support of family literacy, especially for Hispanic families, with grants and research is incredible and has provided a lot of momentum and stimulus to the field of family literacy. The conference had over 1000 attendees from all over the USA.

The conference brought together people from adult education, preschool (Head Start, Even Start, and more), family literacy, and other education providers. The keynote presentations by Greg Mortenson, author of *Three Cups of Tea*, and Golden Globe winner Henry Winkler of "Happy Days" fame were

really great! The Family Literacy Teacher of the Year and the Verizon Tech Savvy awards highlighted new and innovative programs. Sessions on partnership building, best practices, ESL games, getting grants, family literacy activities for homes, and more made this a really worthwhile conference. Paul McCarty and Charlene Lui of Granite School District presented on their ELL Family Literacy Program as one of the major featured sessions at the conference.

Next year's conference will be held in Louisville, KY. With the underwriting from Toyota, Verizon, and other companies, this is a reasonably priced conference that offers attendees a lot of good information and solid networking opportunities. Their web site, www.familit.org, is a wonderful resource.

2009 UTAH AWARD OF EXCELLENCE

Kaye White – Director, SLCC Skills Center

Dr. John Anjewierden, Associate Vice President of Career and Technical Education at Salt Lake Community College, received the 2009 Award of Excellence on March 4th at the Mountain Plains Adult Education Association (MPAEA) conference in Las Vegas, Nevada.



of students acquiring the basic skills through Developmental Education. Without his tireless work, state funding for Developmental Education classes would have gone away.

John volunteers his service on several community boards, e.g. Jordan Valley Medical Center, West

Dr. Anjewierden has devoted his life to education. As a small boy, John came to the United States with his family from the Netherlands after experiencing the occupation of his country during World War II. From these roots, John realizes that freedom is a precious thing and education is the key to creating a democratic society. John believes in the value of education because it improves the quality of life by:

Jordan Chamber of Commerce, Southwest Valley Chamber of Commerce, and the Granite Peaks Advisory Committee. He also teaches English as a volunteer to the Hispanic community.

- 1) Giving people the skills needed to maintain a job and earn a living for their family
- 2) Providing people with an appreciation for the arts, literature, science, and music;
- 3) Creating responsible citizens who give service to others and are able to participate knowingly in a democracy.

John attended College at Salt Lake Community College, Brigham Young University, Utah State University and the University of Utah. John earned a B.A. degree in Business Management, an M.S. degree in Human Resource Management, and an Ed.D. in Educational Administration.

Throughout his service to education and the community, John helped develop workforce literacy programs to ensure workers have the skills necessary to improve their contribution to the company and increase their earning potential. Initially, several federal grants were funded to teach adult basic education and English as a Second Language (ESL) to workers. The College continues to offer basic skills and ESL education projects to the workforces, as a result of his efforts.

John is retiring from Salt Lake Community College after thirty-eight years of service. He has held a number of positions at the college including eleven years as a faculty member, seventeen years as the Division Chair for Community Education and the School of Business and Industry, Dean of the School of Business and Industry, Dean of Health Sciences, Executive Dean of the Jordan Campus, and the Dean of the School of Developmental Education. Presently John is the Associate Vice President for Career and Technical Education.

He was instrumental in helping the Utah State Legislature understand the importance of continued funding for Developmental Education in higher education institutions. John wrote editorials, prepared packets for each representative and senator, and personally visited with legislators and legislative leadership to help them understand the importance

John has a great love for God, family and country. He loves working in education and improving the lives of students. John is also a believer in the value of work. He says “The harder I work, the more blessed I am.” John believes: “There are many great opportunities for success in America for those who are prepared educationally and willing to work hard.”

John has six children and is the grandfather of seven beautiful granddaughters and two handsome grandsons.

ADULT EDUCATION & GED UPDATES

Shauna South – USOE Liaison

The Adult Education scene in Utah will be changing beginning July 1, 2009.

The Utah GED testing parameters will now allow 16 year old youth to take the GED. Verification and documentation will accompany the student before they enter the testing centers.

Along with the change to accept 16-year-old youth comes a change in what the GED will be called. USOE board rule changes the GED Certificate of Completion to a “High School Completion

Diploma” (see updated Board rule below). This change will take place on July 1, 2009.

R277-733-1-Y “Utah High School Completion Diploma” is a diploma issued by the Board and distributed by the GED Testing Centers as agents of the Board to an individual who passes all five subject areas of the GED Tests at the Utah GED Testing Center based on Utah passing standards; measuring the major and lasting outcomes and concepts associated with a traditional four-year high school experience. This change is effective on July 1, 2009

NATIONAL COALITION FOR LITERACY LAUNCHES ONLINE ADVOCACY TOOLKIT

News Release – March 9, 2009

WASHINGTON - The National Coalition for Literacy (NCL), a national leadership organization dedicated to advancing adult education in the United States, announces the launch of its new online Advocacy Clearinghouse and Toolkit (www.ncladvocacy.org). Developed with an aim to change the conversation about adult education in the U.S., the Toolkit provides adult education and literacy advocates with the tools and knowledge to raise awareness and speak for the needs of 30+ million Americans with limited literacy and the 11+ million who cannot communicate in English.

Recent statistics from the National Center on Education Statistics (NCES) showed that 1 in 7 U.S. adults have below basic literacy skills. They have difficulty finding employment, supporting their children's education, and negotiating the health care system due to low literacy, lack of a high school education, and limited English skills. Although the numbers remain little changed from similar statistics taken 15 years ago, federal support and resources for adult education have steadily declined over the years.

During this period of economic crisis, millions of adults are in search of improving their education and

work skills in order to re-enter the workforce. There is no greater time than now for states and the federal government to invest in adult education, and NCL hopes to push that effort forward by providing the tools and resources to adult education advocates across the country.

Containing dozens of resources, facts, and reports provided by member organizations of the NCL, the Advocacy Clearinghouse and Toolkit is a "one-stop shop" for all advocates interested in improving adult education. This project has been generously supported by the Dollar General Literacy Foundation, which invests millions of dollars each year in literacy programs that help individuals reach their full potential.

The NCL is a national adult education leadership organization comprised of member organizations and adult education professionals, committed to promoting adult education and literacy, family literacy, and English language development in the US. NCL advances adult education, language, and literacy by fostering collaboration at the national level among public and private organizations.

ADULT EDUCATION SUMMER INSTITUTE

August 3 – 4, 2009

Murray High School

Please plan to attend the Adult Education Summer Institute this August.

We have planned a conference that is targeted for local programs and topics of interest in a variety of areas.

Presentations will be in-depth and interactive. Six categories have been identified as specific areas of interest. Categories are:

Core Curriculum, Professional Development, Assessment and Evaluation, Planning and Leadership, Instructional Technology and Literacy.

If there are teachers, instructors, professors or others with expertise that would like to present please contact Shauna South at the Utah State Office of Education. She can be reached at 801-538-7849.



NATIONAL ASSESSMENT OF ADULT LITERACY

- Excerpts from the Executive Summary -

Sandra Grant – UAACCE Secretary

In 2003, the National Center for Education Statistics (NCES) conducted the National Assessment of Adult Literacy (NAAL) to measure the nation's English literacy skills, following up on the National Adult Literacy Survey (NALS) conducted in 1992. The 2003 NAAL interviewed over 18,500 adults (age 16 and older) across the country in private households. The overall sample comprised a core national sample supplemented by samples in six states that participated in the State assessment of Adult Literacy (SAAL). The SAAL was designed to provide estimates of adult literacy levels for each of the participating states (Kentucky, Maryland, Massachusetts, Missouri, New York, and Oklahoma). In a similar fashion, the 1992 NALS interviewed over 24,000 adults in private households, consisting of a core national sample supplemented by samples in the 11 states (California, Illinois, Indiana, Iowa, Louisiana, New Jersey, New York, Ohio, Pennsylvania, Texas and Washington) that participated in the State Adult Literacy Survey (SALS). In addition to the household samples, both surveys included samples of adults from federal and state prisons. The inmate samples did not contribute to the indirect county and state estimates.

The surveys were designed to provide standard survey estimates – direct estimates – of literacy proficiency with adequate levels of precision for the population of the nation as a whole, for major population subgroups (e.g., subgroups defined by region, level of educational attainment, and race/ethnicity) within the nation, and also for those states participating in the SAAL or SALS. However, based on the survey data alone, neither survey was designed to provide policymakers and educators estimates of the percentages of adults at the lowest literacy levels at the state or county level. Thus, NCES undertook a project to produce estimates of adults at the lowest literacy level for individual states and counties using statistical modeling approaches. These model-dependent estimates are called “indirect” estimates to distinguish them from standard or “direct” estimates that do not depend on the validity of a statistical model. The county and state indirect estimates were produced using small area estimation techniques that rely on survey data as well as data from other sources such as the decennial censuses for each of the two survey years.

The county and state indirect estimates themselves are provided at the NAAL website <http://nces.ed.gov/NAAL>.

The NAAL and NALS produced direct estimates of Prose (the knowledge and skills needed to search, comprehend, and use continuous texts), Document (the knowledge and skills needed to search, comprehend, and use non-continuous texts in various formats), and Quantitative (the knowledge and skills needed to identify and perform computations, either alone or sequentially, using numbers embedded in printed materials) literacy. Each was reported on a 0 to 500 scale and on four performance levels: BELOW BASIC, BASIC, INTERMEDIATE, and PROFICIENT based on this scale. The measure chosen for the indirect estimation is the percentage of adults lacking BASIC prose literacy skills (BPLS). The literacy of adults who lack BPLS ranges from being unable to read and understand any written information in English to being able to locate easily identifiable information in short, commonplace prose text, but nothing more advanced. It should be noted that adults who were not able to take the assessment because they were not able to communicate in English or Spanish (i.e., language barrier cases) are included in the indirect estimates and classified as lacking BPLS because they can be considered to be at the lowest level of English literacy. Users should note that the indirect estimates of the percentages lacking BPLS are not comparable to the percentages BELOW BASIC in prose literacy in other NAAL or NALS published results, because the latter excludes adults who were unable to take the assessment due to a language barrier.

The precision of the indirect estimates of the county and state percentages of adults lacking BPLS depended heavily on the ability of the predictor variables in the model to predict these percentages. The critical importance of including variables that are effective predictors in the logit model is demonstrated by the fact that the NAAL collected data from 11 percent and the NALS collected data from 13 percent of U.S. counties. The indirect estimates produced for counties not in the samples therefore rely totally on the model predictions. The indirect estimates of counties that are included in the sample also relied heavily on the model predictions

because their direct estimates were based on small samples and are generally imprecise. The median coefficient of variation of the direct estimates (i.e., the ratio of the standard error to the estimate) is 53 percent.

The model-based approach was used to create indirect estimates because there is no data source available that can provide reliable direct estimates of the percentage of adults at the lowest literacy level for all counties and states in the nation. The indirect estimates are not precise. However, they are offered as predictions that can be made from the national survey data. In the absence of any other literacy assessment data available for individual states and counties, the estimates provide a general picture of the status of literacy for all counties and states. Lacking these estimates, census variables highly correlated with literacy, such as educational attainment and poverty, have generally been used as proxy indicators of state and county literacy levels. For Utah, the state Federal Information processing Standards (FIPS) codes are standardized unique state and county identifiers. The first two positions identify the state (49), and the last three positions identify the county.

The estimated population size of persons 16 years and older in households in 2003 was 1,638,079. Those lacking Basic prose literacy skills include those who scored BELOW BASIC in prose and those who could not be tested due to language barriers. Nine percent of Utahns fell into this category.

The estimated percent lacking Basic prose literacy skills has a margin of error as measured by the associated credible interval. There is a 95 percent chance that the value of the percent lacking Basic prose literacy skills is contained between the lower and upper bounds (6.1 percent - for Utah) and the upper (13.9 percent-for Utah) bound.

For county information: <http://NAAL> click on view state or county estimates. To read the entire report go to National Center for Education Statistics and then go to National Assessment of Adult Literacy: Indirect County and State Estimates of the Percentage of Adults at the Lowest Literacy Level for 1992 and 2003 – Research and Development Report.

CORRECTIONS EDUCATION AT SOUTH PARK ACADEMY, JORDAN SCHOOL DISTRICT

Lory V. Curtis, Ed.D. – Principal, South Park Academy

Most people do not know that the Utah State Office of Education (USOE) directs high school education for adults incarcerated at the Utah State Prisons in Draper and Gunnison along with 21 county jails throughout the State. These students are not juveniles, but adults. USOE contracts with school districts to present classes leading to General Educational Development (GED) and high school diplomas. Each school district has a program under the direction of a school administrator with certificated teachers and classified staff. Because these individuals are school district employees they are not certified Correctional Officers. This means each administrator, teacher, and classified staff member must work in conjunction with the Utah Department of Corrections or the local county sheriff's office to coordinate the education received by incarcerated students.

As the Principal at the Draper site, which is the largest correctional education site in the state, I will discuss the mission our school. Our school name is South Park Academy, and all employees' work for Jordan School District for now. In 2009-10, the school will be part of the new eastside Canyons School District that has split from Jordan School District. South Park Academy has two administrators, two counselors, thirteen full-time teachers, twenty part-time teachers, and twenty-five classified staff. Everyone must pass a background check and be certified to receive a Utah Department of Corrections (UDC) contract identification badge to teach at the prison.

South Park Academy's mission is "To reduce recidivism rates among our prison population through adult education and transition services." It is our belief that education is the key to reducing recidivism among paroled inmates, and that education enables our students to make

better choices that directly affect the quality of life. Our school has many responsibilities at the Utah State Prison. We not only teach high school and GED courses, but also literacy, special education, and concurrent enrollment with Salt Lake Community College. In addition, we also teach life skills courses. This program covers many areas in cognitive restructuring, relationships, goal setting, financial planning, victim empathy, parenting skills, anger management, coping skills, computer literacy, occupation training, job readiness, and self-assessments. Services are offered in three different formats. First, traditional teaching where students attend classes. Unlike most high schools, each teacher, provides classes in all subjects for grades 9 thru 12. Students engage in multiple subjects with their teachers, such as English, history, science, math, business, health, etc... Second, housing based education where students who are not allowed or cannot attend school in the classroom receive educational services in their housing unit. These students meet in small groups (one on one or 2 to 3 students) with a teacher and receive their lessons. Third, cell study for students in maximum security or in a restricted environment that does not allow them to receive housing based or classroom instruction. Study packets are delivered to these students who work on them in their cells. Once the packet is completed it is forwarded to the teacher for grading.

In the school year 2007-2008, South Park Academy provided educational services to 2,503 students of the approximate 3,500 inmates housed in Draper, Utah. During that school year, South Park Academy awarded 179 GEDs, and 266 high school diplomas, (the largest graduating class ever in the Department of Corrections). For the past three years, South Park Academy has been able to steadily increase the number of high school graduates, and GEDs completed. See Chart 1.

Chart 1

Year	Enrolled	HS Graduates	Earned GED	Credits Earned
2007-08	2,503	266	179	4,250.25
2006-07	3,424	251	145	4,033.75
2005-06	3,093	241	102	3,163.75
2004-05	2,430	214	104	2,426.00
2003-04	2,667	217	101	3,408.00
2002-03	2,345	169	62	3,671.75
2001-02	2,279	104	68	1,035.00

South Park Academy's mission is to reduce recidivism through education. In the year 2007, South Park Academy achieved a milestone in reaching this goal.

Butter (2008), reported that in calendar year 2007, 1,533 persons had violated their parole, and were returned to prison. South Park Academy's Information Center staff

determined that of these 1,533 returning inmates, 792 were high school graduates. Of those graduates, only 186 were South Park Academy graduates. This meant for calendar year 2007, only 12 percent of inmates returning to prison had graduated from South Park Academy. Students are fully engaged in achieving their goals at South Park Academy and the reasons for improved success are as follows:

- Dedicated seasoned faculty and staff that provide professional services. Most faculty and staff have over 10 years experience in corrections education.
- Identifying the inmate students educational needs during a receiving and orientation process that allows new students to start receiving education as soon as possible.
- Improved communications and cooperation between South Park Academy and the Utah Department of Corrections.
- Improved instructional methods using all the best practices offered in secondary schools today.
- Counselor and teacher efforts to enable students more efficient educational scope and sequences ensuring all goals within the student's educational occupational plan (SEOP) are met.
- Improved transition benchmarks to ensure student improvement and progress prior to exiting prison.
- Improved program accessibility for students in the seven different locations at the Draper site.
- Placement of faculty and programs at the greatest needed areas.

Our nation is experiencing an increase in crime, more and more individuals are being sent to prison. On March 20, 2007, Representative Danny Davis (D-IL) introduced the "Second Chance" bill, House of Representative (H.R.) 1593. Davis, et al. (2007) found that over 700,000 people were incarcerated in Federal, State prisons, or county jails in 2002, and that 650,000 of these inmates would be released back into our society. He discovered that costs to incarcerate these individuals exceeded \$59,600,000,000 in 2002. These figures did not include costs of arrest or prosecution. Davis, et al. (2007) continued that 70 percent of all prisoners function at the lowest literacy levels. This is true in the Utah State Prison system. The majority of inmates are below the eight-grade level in reading, writing, and mathematic skills.

In addition to the low literacy levels of incarcerated persons Davis (2007) reported that less than 32 percent of State inmates have a high school diploma as compared with 82 percent of the general population. Also, 38 percent of inmates who completed 11 years of high school or less were not working before entering prison. Most recently, Crary (2008) found that using state-by-state data there are now 2,319,258 Americans in jail or prison at the start of 2008. This accounted for one out of every 99.1 adults being in prison or jail. In the United States more people are incarcerated than any other country, 750 per 100,000 people. In Utah approximately 6,000 persons are incarcerated with approximately 19 to 20 males and 8 to 12 females entering the prison system every week. Conversely, about the same are released every week. According to Davis (2007), 98 percent of all incarcerated persons are back in our neighborhoods living with us.

With these national and state statistics, it is imperative that incarcerated adults receive education, and training so they can return to society and become productive citizens. Executive Director Thomas Patterson, of the Utah Department of Corrections (UDC) takes educating incarcerated persons very seriously, and has established an excellent working relationship with schools that provides education to incarcerated persons. UDC has prioritized education into a three-fold mission. First, the priority is establishing literacy among inmates. Second, have students complete their GED and/or high school diploma. Third, post secondary education for those students who can financially take Salt Lake Community College courses.

All students entering adult education must take the adult basic education (TABE) exam before taking classes. The "TABE" test as it is called, is administered in the first week of enrollment, and provides educators with information that best determines how to serve students. The test measures reading, language, and math levels, and takes approximately one and half-hours to complete. Once a student has TABE scores South Park Academy establishes a student educational occupational plan (SEOP), then places that person either into a literacy program or directly into high school classes. At the Draper site in 2007, South Park Academy tested 3,424 students.

2,510 students were below the eight-grade level with another 1,337 being below the fourth grade level. See chart 2.

Chart 2

Education Levels	Grade Level	Male	Female	Total
ABE – 1	0 - 1.9	233	13	236
ABE – 2	2 – 2.9	371	70	441
ABE – 3	3 – 5.9	537	123	660
ABE – 4	6 – 8.9	999	174	1,173

AHC – 1	9 – 10.9	433	38	471
AHC – 2	11 – 12.9	422	21	443
Total		2,985	439	3,424

*Findings from the 2006-07 school year. ABE = Adult Basic Education, AHC = Adult High School Completion

Because of funding constraints, South Park Academy can only allow 1,200 of the 1,337 students (below the fourth grade level, ABE 3, 2, 1) into the literacy program. Once these students achieve ABE 4 or greater, they are enrolled in high school classes or the GED program. Some students are incarcerated only for short periods, and obtaining a GED is the best and fastest way to help them to return to society with more education than they had before. Students who have time to complete their high school diplomas are enrolled in high school. Those who have a GED are granted five academic credits toward obtaining their diplomas. Whether they are in literacy, GED, or high school classes these students all are working toward becoming better educated. Most students recognize they did not take the opportunity to stay in school when they were younger. Now they are taking education very seriously, and every gain these students make is a milestone. For many it is the first time they have ever experienced success. It is very exciting to see the enthusiasm in these students when they make gains in their educational quest. Bench (2008), a statistician for UDC stated, "Inmate students obtaining education have a 60% chance of returning to prison as compared with 80% recidivism of inmates who do not participate in education."

Costs of incarcerating inmates far exceed educating them. As earlier stated nationally it costs \$59,600,000,000 in 2002 to incarcerate 700,000 inmates. In Utah the costs vary from \$20,000 to \$30,000 per inmate per year. On

average South Park Academy can educate a student for approximately \$1,000 each year. The costs of education far out weigh the costs of incarceration. Sixty-five percent of every Utah inmate lacks a high school diploma, while 80 percent are below the ninth grade reading, writing, and mathematics levels. It is imperative that incarcerated persons receive education to reduce recidivism.

Somewhere along the way, long before they entered prison someone failed these students. Incarcerated persons deserve the least, but need the most. Most all will return to live in my neighborhood and your neighborhood. It is our responsibility to help these people become successful and not return to prison. This is our mission at South Park Academy.

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- Save The Date -

UAACCE Annual Conference
 October 23, 2009
 University of Utah – Fort Douglas Officers Club





Communicator

Spring 2009

www.uaacce.org

*Utah Association for
Adult, Community, &
Continuing Education*

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UAACCE AFFILIATIONS



The mission of the Mountain Plains Adult Education Association (MPAEA) is to support and promote lifelong learning in the Mountain Plains Region (AZ, CO, ID, MT, NV, NM, UT, and WY). In order to achieve the mission, the association promotes and provides professional development opportunities for adult educators, publishes and distributes relevant information about lifelong learning, supports and strengthens member associations within the states of the region, seeks and fosters realistic and innovative approaches to lifelong learning, and creates and facilitates a forum for futuristic planning.



The National Community Education Association's (NCEA) mission is to provide leadership to those who build learning communities in response to individual and community needs. It does this by providing its members with national and regional training conferences and workshops; specialized periodicals, publications, and products; opportunities for peer support and networking; and information and referral services. In addition it acts as an advocate for community education at the national, state, and local levels.



Founded in 1915, the University Continuing Education Association (formerly the National University Continuing Education Association) is among the oldest college and university associations in the United States. As the principal US organization for continuing higher education, the Association assists institutions of higher learning and affiliated nonprofit organizations to increase access through a wide array of educational programs and services.