



Arizona Department of Education
Tom Horne, Superintendent of Public Instruction

Arizona Department of Education Adult Education Services (AES) Annual Narrative Report

Program Year 2008 State Leadership Initiatives

Describe successful activities, programs, and projects supported with State Leadership funds and describe the extent to which these activities, programs, and projects were successful in implementing the goals of the State Plan.

Arizona's State Leadership funds for Program Year 2008 (PY 2008) were directed toward supporting activities and initiatives that are data driven, standards-based, and job embedded. Initiatives, projects, and activities in state leadership are authorized under Title II of the Workforce Investment Act of 1998, Section 223, *State Leadership Activities*, and include (1) Professional development (PD) programs, (2) technical assistance, (3) technology assistance, (5) monitoring and evaluation of local programs, (6A) program coordination, (7) Developing and disseminating curricula, (10) integration of literacy instruction and occupational skill training, and (11) linkages with postsecondary educational institutions. In addition, initiatives are aligned with four primary components of the Arizona professional learning system. These components are accountability, capacity building, leadership, and quality teaching.

Accountability

Key areas in Accountability are data measurement and analysis, and Adult Education (AE) program compliance.

Initiative and Description	Evidence of Success	Significant Findings
Assessment training: This training is on the administration of the TABE and BEST Literacy assessments. The workshop is designed to provide policy information and practice to assessment personnel who give the TABE and/or BEST tests. (State Plan Goals 2 & 3)	<ul style="list-style-type: none"> • 285 program personnel have completed the TABE training. • 200 program personnel have completed the BEST training. • 95% of the participants passed the post-test. • Through a partnership with Department of Economic Security, 171 DES employees have been trained. 	<ul style="list-style-type: none"> • 84% of participants said that they felt prepared to administer the TABE after the training. • 86% of participants said that they felt prepared to administer the BEST after the training. • Both iLinc web conferencing and in-person trainings were provided.
NRS.pro training: This training is for staff working with the data system. Participants learn basic operation of the system, report access and report use. (State Plan Goals 2 & 3)	<ul style="list-style-type: none"> • 82 % of the participants said that they feel prepared to use NRSpro after taking the training. 	<ul style="list-style-type: none"> • Participants consistently report needing more on-site help in understanding the system. Individual technical assistance is provided as needed.

<p>Professional Learning Planning: A series of workshops designed to aid program administrators in using the National Staff Development Council (NSDC) Standards for PD to plan and implement allowable PD. (State Plan Goals 2, 3 & 5)</p>	<ul style="list-style-type: none"> • 80% of programs successfully aligned their completed Professional Learning Maps with activities and initiatives that aligned to the NSDC Standards. 	<ul style="list-style-type: none"> • This is the first year that programs submitted Professional Learning Maps as a requisite. • Programs that submitted Plans last year reflected on them and generally found them useful.
<p>Strategic Planning - Using Multiple Measures of Data: An aid for programs in collecting and analyzing data for program improvement through planning and implementing PD. (State Plan Goals 2-5)</p>	<ul style="list-style-type: none"> • Of the 80% of programs who completed the Professional Learning Maps, 60% indicated they used multiple measures of data for the planning and evaluation of PD. 	<ul style="list-style-type: none"> • Programs initially found the new PD concepts surrounding introduction of the NSDC Standards confusing, but are beginning to understand them better this year.
<p>3rd Annual Joint Institute: An annual conference designed to provide training in federal and state compliance, state initiatives, and high quality research and practices to AE Program Administrators and staff and GED Testing personnel. (State Plan Goals 1-5)</p>	<ul style="list-style-type: none"> • 185 participants attended the Institute in September, 2008, and 82% of their evaluations indicated they had a better understanding of the research related to student persistence, retention, and transition to post-secondary education. 	<ul style="list-style-type: none"> • Findings also indicated that participants found the conference too long this year due to an added day.
<p>Desk Monitoring: An annual cycle during which all state-funded AE programs are monitored for student performance, program costs, and other Federal and State compliance issues (State Plan Goal 2)</p>	<ul style="list-style-type: none"> • All local programs were part of a revised desk-monitoring process this year which included sections on student performance, fiscal management and reporting, and compliance with Federal and State requirements as described in the FY 2008 RFGA. 	<ul style="list-style-type: none"> • Improvements to the desk-monitoring process have made it easier to review local program performance on a regular basis.

Capacity Building

Key areas in Capacity Building are educational technology, inquiry-based and action research, partnerships and collaborations, and workforce development.

Initiative and Description	Evidence of Success	Significant Findings
<p>PD Leadership Academy (PDLA): A 3-year training based on the NSDC's PD Standards that focuses on the knowledge, skills and attitudes that educators need to create a coherent PD system which impacts student outcomes. (State Plan Goals 2, 3 & 5)</p>	<ul style="list-style-type: none"> • 3 teams from local programs completed the three-year training series. • The approval of strategic PD plans from each team based on data analysis and student achievement. 	<ul style="list-style-type: none"> • These 3 teams have presented their findings, PD plans, and processes at the Annual PDLA Summit. • 8 additional teams are involved in PDLA this year.
<p>Arizona Distance Education for Adult Learners (ADEAL): Implementation of distance education full scale and statewide after 3 years of piloting on a smaller scale. 9 agencies applied for Distance Learning (DL) funding through a competitive RFGA process. 8 agencies were funded to offer distance education as an instructional option for ABE and ASE. Agencies not funded as DL providers are required to collaborate with</p>	<ul style="list-style-type: none"> • FY08 Learner Outcomes: <ul style="list-style-type: none"> - Number enrolled: 365 - Number of Ed Gains: 207 - Percentage of Ed Gains: 57% - Number of GEDs: 52 - Number of Job Placement: 14 - Number of Job Adv/Ret: 119 - Number Placed in PostSec: 7 • Site visits, conference calls and online discussions 	<ul style="list-style-type: none"> • DL as a delivery model for GED preparation instruction is a viable option for some, but not all, adult learners. • Expanded intake/orientation processes are necessary in order to identify those learners that are appropriate for DL. Each student's learning style, time management and organizational skills, academic levels, technology skills, and

<p>a DL provider in order to make distance learning opportunities available to all appropriate adult learners throughout the state.</p> <p>Participation in Project IDEAL, a national, multi-state consortium through the University of Michigan, has assisted Arizona to more effectively implement distance learning throughout the state. (State Plan Goal 4)</p>	<p>occurred regularly throughout the year in order to provide technical assistance and to monitor the success of the DL providers.</p> <ul style="list-style-type: none"> • 20 adult educators successfully completed DL101, a requirement for DL teachers. One session of DL101 was facilitated by ADE/AES staff during FY08. 	<p>access to technology all must be evaluated to determine if DL is likely to be a good fit.</p> <ul style="list-style-type: none"> • For many learners, a hybrid model (DL combined with face-to-face opportunities) has proven to be most successful. • Formal and comprehensive collaborative agreements between DL providers and non-DL providers are necessary. • Teachers need training in DL instruction.
<p>Arizona Adult Literacy Week (AALW): Together with Arizona Association for Lifelong Learning (AALL) and the Arizona State Library System, AES implemented the third annual AALW in February, 2008. The purpose of the week is to promote the need for adult literacy and to encourage local awareness and involvement in AE. (State Plan Goal 5)</p>	<ul style="list-style-type: none"> • All AE programs conducted local events to celebrate AALW. Events included book exchanges, open houses, family nights, student contests, and local dignitaries as guest speakers. • Posters and bookmarks were distributed and displayed in all AE programs, public libraries, and One-Stops throughout Arizona. 	<ul style="list-style-type: none"> • AALW is an opportunity for state-funded providers to promote their services in a very positive way locally. Student involvement and collaboration with other agencies (libraries, LEAs, One-Stops, etc.) is key to the success of the event(s).
<p>ASE Reframing Pilot: An action-research initiative in its third year, this project is refocusing the AE delivery system on the whole student. Receipt of the GED credential will no longer be seen as an end to students' services; rather, it will be a starting point for transition to work and post-secondary education. The components of the new model will include a comprehensive intake and orientation, increased academic rigor to prepare for post-secondary education, strong cross-agency collaborations to address critical needs and mitigate barriers, and successful attainment of goals. (State Plan Goals 2, 3 & 5)</p>	<ul style="list-style-type: none"> • Monthly status reports from the three pilot programs are submitted to AES staff; site visits, conference calls, and joint pilot meetings are held throughout the year to provide for technical assistance and to monitor progress of the pilots. 	<ul style="list-style-type: none"> • Preliminary results will be available in June 2008. After evaluating the experience and findings of the first cohort of pilots; AES staff will work with the pilots to develop an operational model, using best practices identified throughout the year, and a second cohort of pilots will implement and test the model followed by replication throughout the state.
<p>Allied Health: This exciting opportunity allows programs to transition cohorts of GED seeking adults through post-secondary training and into employment in a targeted industry via collaboration with the Arizona Workforce Connection One-Stop system. Successful applicants will dedicate staff time to ensuring that groups of AE students are supported and guided as they transition through post-secondary training and into employment in a locally identified high demand industry. This initiative has a dual purpose. Not only is the initiative</p>	<ul style="list-style-type: none"> • Success on this project is measured by the number of referrals generated between AE Service Providers, Post-Secondary Training institutions, and local One-Stop Career centers. Also, the number of AE courses offered in co-location with One-Stop Career Centers. 	<ul style="list-style-type: none"> • In the first year of operation pilot programs generated 174 referrals. We have yet to receive final program referral totals from our expanded Cohort IIa and IIb efforts but we are expecting a threefold increase in the number of referrals generated based upon a like increase in the scope of the Initiative over year 1.

designed to prepare GED students for participation in the 21 st century workforce but also, it is designed to help make Adult Education Services a more visible part of Arizona's public workforce development system through increased collaboration with our workforce development system partners at the local level. (State Plan Goal 1)		
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Leadership

The current focus in Leadership is AE program management.

Initiative and Description	Evidence of Success	Significant Findings
<p>Leadership Excellence Academy (LEA): LEA is a joint initiative of the National Adult Education PD Consortium, ProLiteracy America, and the Arizona Department of Education, Adult Education Services. The two-year program is designed to assist program administrators in AE Programs to explore, adapt, and apply leadership skills to improve their AE programs. Successful completion of LEA leads to AE Program Administrator certification. (State Plan Goals 1-5)</p>	<ul style="list-style-type: none"> • Successful completion of the LEA series that includes: face-to-face workshops, Webcasts, on-line coursework and a program improvement learning project • Pre and post-assessment surveys; completion of interim activities; evaluation products; a culminating learning project for each enrolled program administrator. 	<ul style="list-style-type: none"> • 11 program administrators, 75% of Cohort 1 participants, successfully completed the LEA training series and earned their Certified Manager of Program Improvement (CMPI) designation. • 100% of the participants from Cohort 1 reported the LEA series was an outstanding PD initiative as measured by the training evaluations • 23 of the 24 program administrators registered in Cohort 2 successfully completed Year 1 of the LEA training.

Quality Teaching

Key areas in Quality Teaching are curriculum, assessment and instruction.

Initiative and Description	Evidence of Success	Significant Findings
<p>Teachers Investigating Adult Numeracy (Project TIAN): Phase 2 of the Project TIAN initiative focused on identifying and training five math facilitators from the TIAN trained teacher group to lead regional math learning communities throughout the state. (State Plan Goals 2-4)</p>	<ul style="list-style-type: none"> • Examples of increased math content knowledge, instructional skills, and use of state AE standards as indicated via self-report measures, observations, and a final project supporting the revised standards • Meeting notes and agendas from math learning community sessions. 	<ul style="list-style-type: none"> • Of the 12 TIAN trained teachers who are still employed in AZ AE Programs, 90% reported significant changes in their math knowledge and classroom strategies. • 45 ABE teachers participated in math training sessions and reported a positive perception of TIAN strategies as measured by session evaluations.
<p>Digital Storytelling Institute: A four day "Train-the-Trainer" course designed to train participants in digital storytelling techniques. Follow-up to the intensive learning series included help in on-site implementation, follow-up by trainers and technical assistance. (State Plan Goals 4 & 5)</p>	<ul style="list-style-type: none"> • Examples of student digital stories from each participant's agency. • Evidence of technology skill development as measured by the Technology Standards. 	<ul style="list-style-type: none"> • Digital storytelling is a powerful tool to help students find their voice while also learning important technology skills. • The philosophy behind digital storytelling is that the decision to create a story is a personal one; students can be given the skills and

		opportunity, but should not be required to create a story.
<p>Arizona Adult Education State Conference: The 2007 Adult Education State Conference, “A Renaissance in Adult Education,” provided adult educators and their collaborators research- and evidence-based sessions. (State Plan Goals 1-5)</p>	<ul style="list-style-type: none"> • Session evaluations and overall conference evaluations. • Alignment of conference sessions to the NSDC Standards 	<ul style="list-style-type: none"> • 94% of conference evaluators felt the event was high quality. • 93% indicated the conference was a valuable use of their time. • Over 65 conference sessions and four in-depth pre-conference sessions were attended by more than 500+ participants.
<p>Technology Integration Project: A multi-year initiative to facilitate the implementation of the Technology Standards and the full integration of technology in AE classrooms through ongoing professional learning experiences. Each provider has designated one or more Educational Technology Experts (ETEs) to participate in workshops, study circles, online collaborations, etc. (State Plan Goals 3 & 4)</p>	<ul style="list-style-type: none"> • An online meeting forum (NiceNet) was extensively utilized as a virtual “meeting” place where ETEs could discuss issues relevant to educational technology integration, post resources and ideas, and ask questions of each other. • An annual report is submitted by each ETE describing the agency’s application of educational technology in the classrooms. • Site visits by ADE/AES staff are conducted for technical assistance and to document the observed use of technology in the classrooms. 	<ul style="list-style-type: none"> • While there is still diversity between providers regarding the level of sophistication of technology integration in the AE classrooms, it has been documented that all providers have made substantial progress toward increasing and improving the use of technology for educational purposes in their classrooms. • Monthly journal entries are submitted to document the increasing integration of technology for educational purposes in the AE classrooms.

Evaluation of Effectiveness

Describe any significant findings from the eligible agency’s evaluation of the effectiveness of the adult education and literacy activities based on the core indicators of performance.

Arizona Adult Education Services was not successful in meeting its performance objectives. Careful analysis of FY2008 student performance data indicates two main causes:

- Transition of state adult education data system in FY2008 to a new, and incomplete, data reporting system,
- Change in assessment policy mandated by OVAE.

These two system changes negatively impacted local program reporting to such an extent that the resulting decline in student educational performance reported for PY 2008 reflects a breakdown in the performance accountability system and cannot be attributed to a decline in teaching and learning in the classroom.

Transition of State adult education data system:

Beginning on July 1, 2007, Arizona suspended the use of AEDATCOL, the data system which had been in use since 1998, but could no longer provide the level of security and reporting required. A new data

reporting system, ALIS, crashed on roll out in May 2005, after two years in development. Arizona Department of Education's Information Technology department was unable to help due to other, higher priority projects. AES was forced to continue use of AEDATCOL for another year while it searched for another solution. Ultimately, AES contracted with NRSpro.com in August 2006 to design a new data reporting system. Early design work took the vendor longer than anticipated, and it wasn't until December 2007 that local programs could even begin entering data. In addition, the system was unable to produce any local or state level reports until the very end of FY 2008. The effect was that neither the State nor local programs were able to see or manage their data for the entire reporting period.

Development work on NRSpro.com has accelerated. The system now captures all student demographic information, assessment history and educational gains achievement, goal setting and achieving, and attendance information. Information entered can be recalled at the state, program, site and class level making information analysis useful for improvement purposes. Several standard reports are available for program and State use, and NRS tables can be produced at the State, local program, learning center and classroom level. In addition, files can be downloaded into Excel for further analysis. Training in NRSpro.com has been provided to local programs several times, and more training is planned as new features become available.

Change in assessment policy mandated by OVAE:

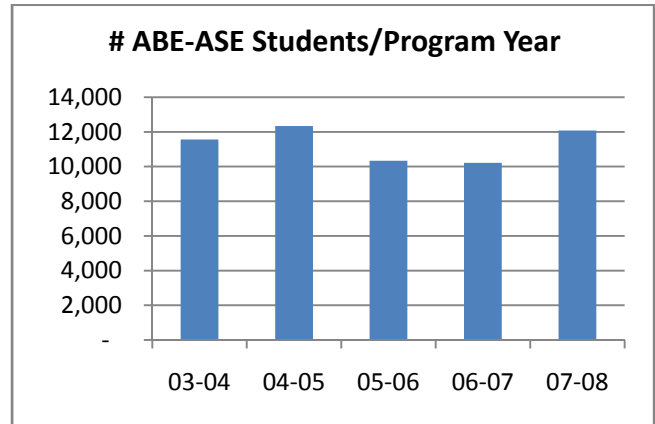
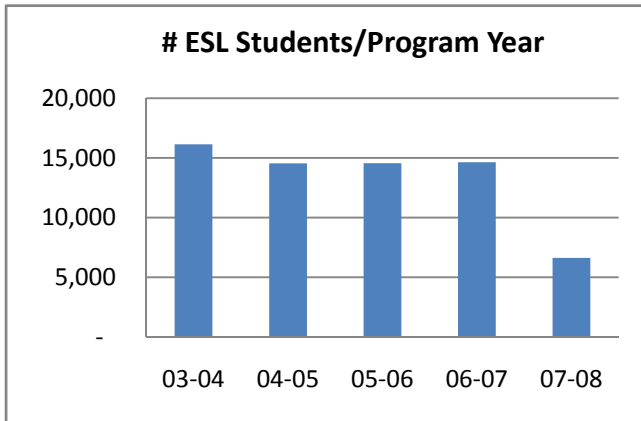
The second cause of lower performance levels was the changes in assessment policy that occurred during FY 2008. These changes led to confusion in the field.

One important change required by OVAE was that the BEST Oral could no longer be used to measure educational gains. Until PY 2008, Arizona used two tests for ELAA students: the BEST Oral for listening and speaking skills and the BEST Literacy for reading and writing skills. In PY 2008, only the BEST Literacy test could be used to measure educational gains. Analyzing assessment records now shows us that programs did not understand this shift in policy. Unfortunately, the BEST Oral often was the only test given. Obviously, this led to lower ESL gains overall.

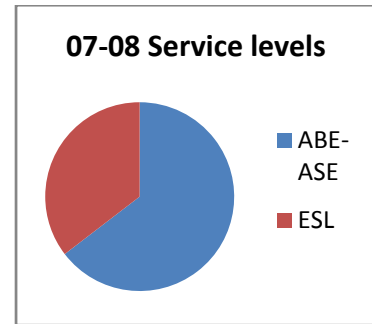
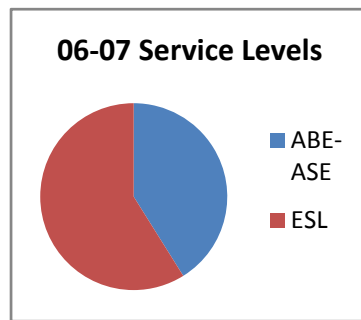
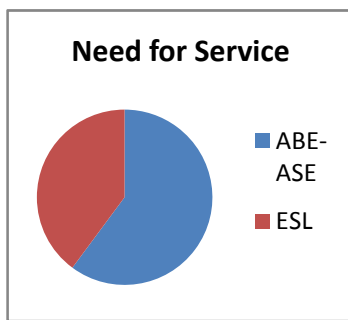
The other source of difficulty with assessment came from the OVAE required increase between the initial and progress test to 60 hours. Most programs had arranged classes to meet around 50 hours per session. This meant that students were often gone before 60 hours had elapsed. A subsequent revision of the assessment policy allowed for several situations in which the 60 hour interval could be shortened; unfortunately, by the time in the year those waivers came into effect, most students had left.

Implementation of Arizona Proposition 300

Arizona Proposition 300, which prohibited state-funded AE programs from providing services to undocumented residents, became law in December 2006 and was implemented in April 2007 after the Arizona Department of Education received implementation guidance from the Arizona Attorney General. Verification of eligibility had an immediate impact on the number of students registering for classes. As expected, ESL numbers dropped significantly, as the chart below shows.

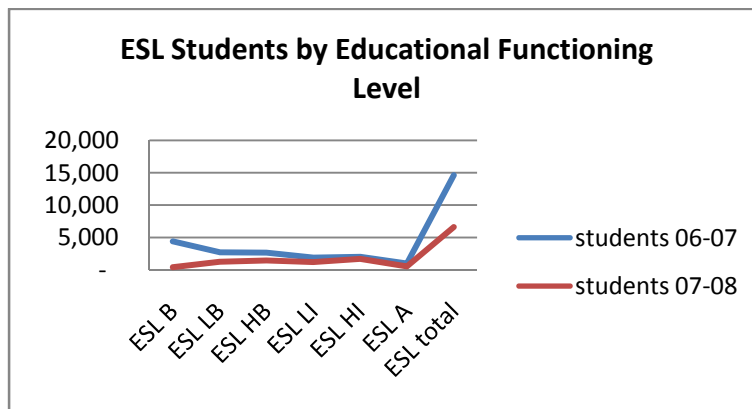


Arizona Proposition 300 coincided with our thrust to provide services to the residents of Arizona that are more in line with their county's demographic needs. Census data shows that there are more adults in Arizona without a high school diploma than who need to learn English; yet Arizona numbers had become over-balanced in favor of the ESL population. Programs were able to shift services accordingly as reflected in the following charts.



AES post-test levels rose for the second year in a row. Table 4b indicates that **77% of enrolled students who were post-tested completed a level.** This is up 5% from two years ago.

Further analysis of ESL figures shows that the English level of students entering our programs has shifted upward. In previous years, higher numbers of students entered programs at the lowest two ESL levels; during PY 2007-2008, the largest group of students tested initially at level 4.



WIA Partner Integration

Describe how the eligible agency has supported the integration of activities sponsored under Title II with other adult education, career development, and employment and training activities. Include a description of how the eligible agency is being represented on the Local Workforce Investment Boards, adult education's involvement on the State Workforce Investment Board, the provision of core and other services through the one-stop system and an estimate of the Title II funds being used to support activities and services through the one-stop delivery system.

In PY 2007-2008, Adult Education Services (AES) remained an indispensable partner in Arizona's Workforce Connection (AWC) system. AWC is the multi-agency government system that oversees and operates the state's One-Stop Career Centers and overall response to the mandates of the Workforce Investment Act. AES built on the momentum gained from the past two years of active outreach to AWC partners and is seeing the benefits of those efforts returned.

The Allied Health Initiative mentioned under the State Leadership section of this report is funded through the WIA Title V 503(c) incentive money it has earned for the past three years. This project integrates literacy and job skills in the high demand area of healthcare. Students who go through the program end up with marketable skills. In the first full year of reporting, AES's pilot programs guided 174 GED-seeking AE students through post secondary training and into the AWC system for job readiness training and placement in the Allied Health Field. The Allied Health Initiative demands that participating subcontractors actively integrate activities sponsored under Title II with other AE, career development, and employment and training activities.

Each Local Workforce Investment Board (LWIB) has a designated AE representative and each state funded AE program director has been informed of the local jurisdiction in which they operate and been introduced to their LWIB representative. Our agency has appointed a Workforce Liaison who receives all of the LWIB meeting notices and attends LWIB meetings on a rotating schedule or when matters bearing directly on AE arise.

At the state level, AE is a member of the Inter-agency team. This team meets monthly to discuss workforce development issues that will be presented to the State Workforce Investment Board (SWIB). AES is also in attendance at all Executive Committee, Full Board, and One-Stop partner meetings of the State Board. AES is officially represented on the Board by either the Superintendent of Public Instruction or his designee. During the current Board reorganization AES is working to get direct Title II representation on the board as an AWC member agency. The AES State Director is a member of the exclusive One-Stop Chartering Committee. This committee is charged with establishing standards for One-Stop center operations throughout the state.

EL/Civics

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.

EL/Civics in Arizona is integrated into instruction in all programs that provide classes to those learning English but is not limited to English learners. The goal of Arizona EL/Civics is to ensure that learning and improving English skills is integrated with learning and understanding more about civic involvement, duties and responsibilities. Delivering English instruction in the context of civics helps to

ensure that learners have the skills and understanding to participate more effectively in their communities, with their families and at their jobs.

During this election year, and in light of State legislation, programs report that students have a heightened awareness of and curiosity about the law and the American legal system, how laws are made, and the impact of citizen voice on legislators and legislation. All programs report a learner population that is more attuned to the necessity of, and willingness to be involved in, civic participation. Additionally, programs are reporting greater collaboration with partner agencies and institutions through bringing in speakers and presentations to inform learners directly on various civic issues and to explain the impact and application of laws and services that could affect them.

Many students have enthusiastically taken part in Digital Storytelling workshops and have learned the power of presenting their histories, their challenges and their goals through this medium. Ceremonies recognizing students for accomplishments that include achieving their GED, earning citizenship, being inducted into the National Adult Education Honor Society, and improving academically often include students' digital stories. These ceremonies are frequently attended by representatives from the legislature, local law enforcement agencies, or officials from the Governor's Office or congressional offices. Students participate in job fairs, create floats for community parades, and publish newsletters for distribution to other students and clients of their partners. They are on Student Councils within their AE programs and help to improve the delivery of AE to other learners.