



Arizona Department of Education  
Tom Horne, Superintendent of Public Instruction

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

Arizona Department of Education (ADE), Adult Education Services (AES) is pleased to submit this Annual Narrative Report for Program Year (PY) 2009-2010 to the Office of Vocational and Adult Education. We believe that it will showcase program improvement efforts made during that time.

### Program Year 2010 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.*

State Leadership Initiatives support activities, programs and projects that are research- and standards-based, data-driven, 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 professional development (PD) programs, technical assistance, technology assistance, monitoring and evaluation of local programs, program coordination, developing and disseminating curricula, integration of literacy instruction and occupational skill training, and linkages with postsecondary educational institutions. 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 for program improvement, and Adult Education (AE) program compliance.

<u>Initiative</u>	<u>Evidence of Success</u>	<u>Notes</u>
<u>TABE 9/10 and TABE CLAS E Training</u> Training provided in accordance with AZ Assessment Policy.	Monthly examination of program data by AES staff indicated fewer errors in assessment recording.	<ul style="list-style-type: none"> <li>✓ Face-to-face sessions were held in 7 regions of the state.</li> <li>✓ Electronic sessions are becoming more popular due to travel restrictions by partner agencies.</li> </ul>
<u>NRSpro.com Training</u> Training provided to local program staff to increase understanding of basic operations of the data system and use of report features.	Evaluations indicated that 91 % of the participants reported that they felt prepared to use NRSpro.com for program improvement purposes after training.	<ul style="list-style-type: none"> <li>✓ New standard and ad hoc reporting features were presented to users.</li> <li>✓ 2 new reporting features were added to the NRSpro.com system based on recommendations from system users.</li> </ul>
<u>Planning for Professional Learning</u> 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 professional learning activities to support program improvement goals.	100% of AE programs completed 2009-2010 Professional Learning Maps.	<ul style="list-style-type: none"> <li>✓ The number of programs aligning professional learning activities to program goals and to the NSDC Standards increased.</li> <li>✓ More training on the selection and implementation of PD models delivered.</li> </ul>

<b>Initiative</b>	<b>Evidence of Success</b>	<b>Notes</b>
<p><u>Monitoring</u> <u>Desk Monitoring</u> Part of an annual cycle during which all AE programs are monitored for student performance, costs and other Federal and State issues.</p>	100% of local programs were desk-monitored.	✓ Due to standardization and regularization of the desk-monitoring cycle, it is possible to review local program performance monthly.
<p><u>Case Reviews</u> In September, a group review process (case review) of individual programs by AES staff was initiated. It helps staff identify those programs needing intensive technical assistance during the year.</p>	100% of programs went through the case review process.	✓ Case reviews include reports from 4 AE work units: Academic Support & Compliance, Educational Technology, Professional Learning and Fiscal services and cover student educational and goals performance, and program fiscal management, reporting, and participation in professional learning initiatives.

### **Capacity-Building**

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

<b>Initiative</b>	<b>Evidence of Success</b>	<b>Notes</b>
<p><u>PD Leadership Academy (PDLA)</u> Based on the National Staff Development Council's PD Standards, the Academy is designed to improve educators' knowledge and skills to plan and implement effective professional development that leads to improved student outcomes.</p>	The final graduating team presented their data, PD plan, and improved processes to conference attendees at the Annual PDLA Summit held in June 2010.	✓ PDLA is a 3-year cycle of four 2-day training sessions and a 3-day conference annually.
<p><u>Increasing Collaboration Between Adult Education and GED Testing</u> Three regional workshops held throughout the state brought together examiners and adult educators to develop a collaborative plan to work together on common goals. The GED Testing component was supported by State funding.</p>	<p>Evaluations indicated that</p> <ul style="list-style-type: none"> <li>examiners and educators found it valuable to work together on regional capacity building plans, and that</li> <li>examiners and educators would like to continue meeting together regularly.</li> </ul>	<p>Goals in common are:</p> <ul style="list-style-type: none"> <li>✓ Increase testing services to more adults</li> <li>✓ Increase the number of examinees who pass the test</li> <li>✓ Create a strong remediation loop for those examinees who do not pass the GED test the first time</li> <li>✓ Increase the number of examinees who successfully transition to post-secondary education</li> </ul>
<p><u>On-Line Initiatives</u> <u>AZ Project IDEAL</u> is a 24/7 on-line system of PD and curricular and collaborative resources for educators sponsored by the AZ Department of Education and Arizona State University.</p>	<p>Surveys indicate growing satisfaction and comfort with IDEAL.</p> <p>All AE program administrators and teachers have access to IDEAL and have had at least basic training.</p>	✓ Education Technology Experts (ETEs) representing each AE program provide training on IDEAL to their program staff.

Initiative	Evidence of Success	Notes
<p><u>Library Collaborations</u> Gila County Adult Education, in collaboration with Gila County Public Libraries, was the most recent awardee of a Library/Adult Education Collaboration. The purpose of the grant, offered for the past 4 years, was to increase the capacity to serve AE adult learners and to increase library usage.</p>	<p>County libraries now have print-based GED preparation materials and low level reading materials.</p> <p>This initiative has increased statewide collaborations between libraries and adult education programs in order to provide convenient access to technology and resources for adult distance learners.</p>	<p>✓ The Gila County Adult Education Program, which is also a DL provider, uses the Library Collaboration model to form partnerships with libraries in two small adjoining counties that do not have a state-funded AE presence (Graham and Greenlee) in order to provide GED preparation through distance learning. Laptop computers and software were purchased for each library throughout the county for Adult Education student use.</p> <p>✓ Additional collaboration goals are to increase access to electronic and print-based AE literacy resources; eliminate the duplication of AE library services; and build collaborative products and services that could be replicated throughout the State.</p>
<p><u>Arizona Distance Education for Adult Learners (ADEAL):</u> ADEAL provides PD and TA to the 9 AZ DL programs that offer distance education as an instructional option for ABE and ASE learners. 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.</p>	<p>197 learners are recognized as DL adult learners as defined by the DL Guidelines (DL hours &gt; F2F hours)</p> <p>140 (71%) of these DL adult learners completed one or more levels.</p> <p>60 DL adult learners obtained their GED and 23 entered post-secondary/training.</p> <p>10 adult educators successfully completed DL104, an online Study Group on persistence of DL adult learners.</p>	<p>The 9 AE agencies funded to deliver DL services have found that:</p> <p>✓ DL as a delivery model for instruction is a viable option for some, but not all, adults.</p> <p>✓ Compared with learners only receiving ground-based instruction, adult learners receiving DL services have a higher Ed Gain percentage.</p> <p>✓ For many learners, a hybrid model (DL combined with face-to-face opportunities) has proven to be most successful.</p> <p>✓ Expanded intake/orientation processes are necessary in order to identify those learners that are appropriate for DL.</p>
<p><u>Arizona Adult Literacy Week</u> The purpose of Literacy Week, is to promote the need for adult literacy and to encourage local awareness and involvement in AE. Arizona has formally celebrated Literacy Week for the past 5 years.</p>	<p>All AE programs conduct local events to celebrate Literacy Week.</p> <p>358 adult learners representing 13 programs entered the Literacy Week statewide contest. All entries and winners were recognized at an event in central Phoenix with over 175 adult learners and educators in attendance.</p>	<p>✓ Literacy week is a collaboration between the Arizona Association for Lifelong Learning (AALL), the Arizona State Library System and Valley Metro Transit System.</p> <p>✓ Events include book exchanges, open houses, family nights, student contests, and guest speakers.</p>

## Leadership

The current focus in Leadership is adult education program management.

<b>Initiative</b>	<b>Evidence of Success</b>	<b>Notes</b>
<u>Leadership Excellence Academy:</u> Leadership Excellence Academy (LEA) is a joint initiative of the National Adult Education PD Consortium, ProLiteracy, and the state office. Successful completion leads to national AE Program Administrator certification.	LEA participant evaluations consistently rate the program as highly useful.	<ul style="list-style-type: none"> <li>✓ 10 program administrators earned Certified Manager of Program Improvement (CMPI) designation.</li> <li>✓ 10 program administrators began work on the CMPI.</li> </ul>
<u>New Director's Training:</u> Program administrators with fewer than 3 years of experience in adult education in Arizona participate in this annual training.	16 program administrators completed the one-day training.	✓ The training was redesigned to align with grant requirements for FY 10.
<u>Regional Joint Institutes</u> An annual institute designed to help AE program administrators and GED Examiners focus on collaboration.	Of the nearly 200 Administrators and Examiners who participated, 95% reported that they found the quality of the training to be excellent.	✓ 4 regional institutes were held to help cut down on travel costs for participants.

## Quality Teaching

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

<b>Initiative and Description</b>	<b>Evidence of Success</b>	<b>Notes</b>
<u>2009 Numeracy Institutes</u> Based on the Teachers Investigating Adult Numeracy (TIAN) model, the Institute is a year-long opportunity for teachers to focus on improving their math teaching skills.	<p>The percentage of teachers reported an increase in their math content knowledge and instructional skills.</p> <p>Evaluations also reflected increased comfort in using the TIAN strategies in the classroom.</p>	✓ 35 teachers completed the Numeracy Institute in FY 2010.
<u>Technology Integration Initiative</u> An on-going initiative to facilitate the implementation of the Technology Standards and the full integration of technology in AE classrooms through ongoing professional learning experiences.	<p>All programs submit monthly journals to document their integration efforts.</p> <p>Each program submits an annual report describing their application of educational technology in classrooms.</p>	<ul style="list-style-type: none"> <li>✓ Site visits by ADE/AES staff are conducted for technical assistance and to document the observed use of technology in classrooms.</li> <li>✓ Each program designates an Educational Technology Expert (ETE) to aid teachers in integrating technology into their classrooms.</li> </ul>
<u>Project IDEAL</u> A 24/7 on-line system of curricular resources sponsored by the AZ Department of Education and Arizona State University.	100% of AE programs reported via ETE on-line journal entries that program staff registered and received IDEAL training and had explored the on-line resources.	✓ AES held multiple online and face to face workshops for adult educators on accessing and using IDEAL resources.

## **Evaluation of Effectiveness**

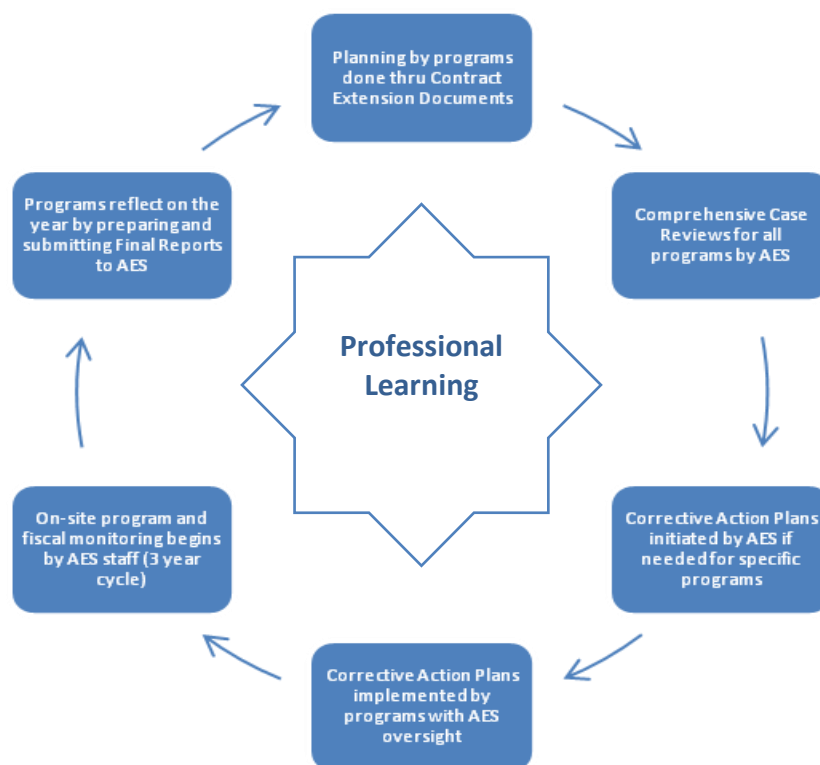
*Describe any significant findings from the eligible agency's evaluation of the effectiveness of the adult education and literacy activities based on the core indicators of performance.*

### Educational Gains

Arizona exceeded Educational Gains (Ed Gains) targets in PY 2009-2010 in every NRS level. This is due to several factors:

- A cyclical technical assistance and monitoring system for both fiscal and programmatic areas.
- Successful implementation of data-based and systematic professional learning based on NSDC Standards.
- Use of the TABE CLAS-E for ESL adult learners
- Rigorous training on use of the TABE CLAS-E and TABE 9/10

PY 2009-2010 saw further refinement in the State's cyclical system of program improvement based on the most recent *Request for Grant Proposals (RFGA 2008)*. Program review schedules and processes established in previous years were expanded and formalized. Standard and shared forms are now used by all AES units (Academic Support and Compliance, Educational Technology, Fiscal Services and Professional Learning) so they can better work together to help programs improve student learning. Local programs also know what to expect and when to expect it so that they are freed to focus more on the student. By July, 2010, this cycle could be articulated as:



In addition to fiscal and programmatic monitoring, compliance auditing for the amendment to Arizona Revised Statute 15-232 (effective 12/2005) that mandated verification of eligibility for services from all Adult Education adult learners was in place in all state-funded programs. All programs were found to be in compliance.

Professional Learning has become an increasingly important part of our system of program improvement. This was the fourth year that programs submitted Professional Learning Maps to AES. These maps are tools for local programs to reflect on their professional learning activities for the previous year and plan their professional learning for the coming year, taking into consideration the 10% of program funds that must be allocated to professional learning activities. As Arizona's understanding of the nature of effective professional learning evolves at both the local and state level as a data-driven system that is job-embedded, standards-based and focused on a continuous improvement cycle, we see proportionate gains in student learning reported.

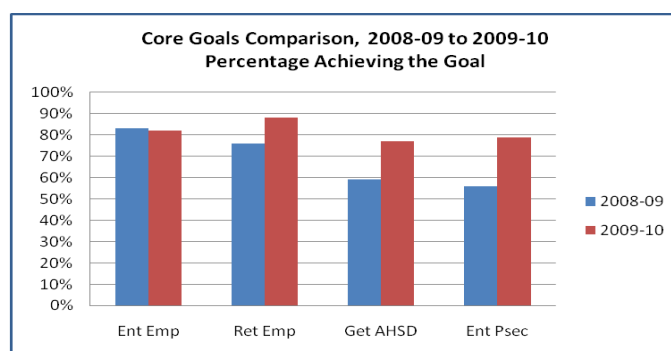
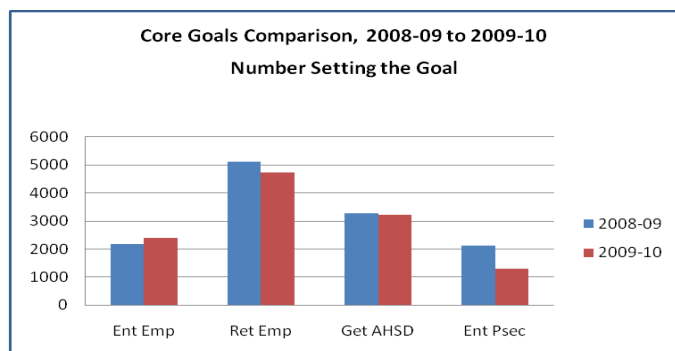
Arizona believes that a large part of the growth in Educational Gains stems from the intensive training and technical assistance provided by state staff on the use of two measures that programs were not used to focusing on: the progress test percentage (i.e. the percentage of adult learners who took at least one progress test) and the educational gain percentage for those who were given a progress test (from Table 4b). Programs were encouraged to look at these two numbers overall and at each NRS level to determine

whether the problem was one of getting people progress-tested or whether the problem was more likely to be based in the quality of instruction. Programs immediately understood the ramifications of these simple measures and began to use them to help pinpoint necessary changes to practice and to inform professional learning activities especially at specific levels that were having less success.

Arizona changed its ESL test during PY 2009-2010 from the BEST Literacy to the new TABE CLAS-E. Acting on a strong recommendation from the ELAA Assessment Team, the state decided to use all 4 parts of the CLAS-E and all levels. The complications to program processes implied by this change were daunting to everyone. In cooperation with CTB McGraw Hill, the test publisher, AES Professional Learning and Academic Support and Compliance units undertook to design trainings for both local program directors and assessment staff to support implementation of the training. The bulk of this training took place in Program Year 2008-2009, and was continued into 2009-2010 with additional follow-up training in how to use the diagnostic portion of the assessment. At this point, CTB McGraw Hill trainers are being contracted to provide additional trainings for 2010-2011; however, we plan to be using Arizona adult educators for the trainings during 2011-2012.

**Core Goals**

After working very hard all year on program improvement efforts, Arizona was pleased to see the overall rates of success for its Core Goals. Given that the unemployment figures for 2010 mirrored those of 2009, it was not surprising to see that the number of those setting the goal of Entering Employment (ENT EMP) stayed relatively stable. That the percentage of learners attaining that goal was almost the same is proof that programs are setting realistic goals for adult learners. The number of those wishing to retain their employment (Ret Emp) went down this year. We are hopeful that that number, when analyzed with the percentage growth of achievement in that area points to some job stabilization for those that we serve.

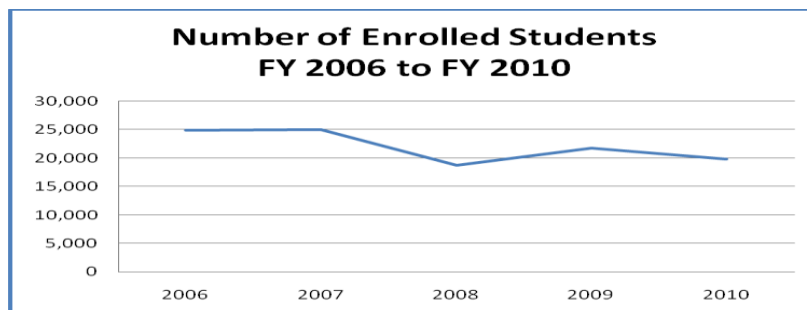


Also gratifying for Arizona is that, while the number of adult learners coming to our program with the goal of earning an Alternate High School Diploma (AHSD) via the GED test remained stable over the last two years, the number of those actually achieving that goal increased significantly. We are hoping that further analysis will show that there are two reasons for this: 1.) more appropriate goal-setting, and 2.) increased effectiveness of math instruction due to our Numeracy Initiative.

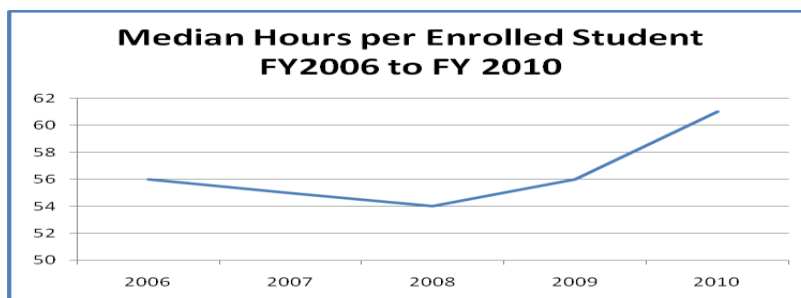
Unfortunately, Arizona did not meet its target (85% target vs. 79% achieved) for Entering Post-Secondary or Other Training Program (Ent Psec) – and this was despite a big drop in the number of adult learners setting this goal. On the other hand, there was a significant improvement in the percentage of learners achieving that goal, so the increased emphasis on orientation and transition services is having a positive impact.

**Enrollment Trends**

The chart below reflects a slight dip in enrollment numbers during the past year. This was due largely to the loss of State money in the middle of the year and the subsequent uncertainty about the ability to continue services. Luckily, the State Director of Adult Education was able to secure, from 1200% of local adult education programs, supplemental money to level fund programs for 2 additional years and meet the federal match and maintenance of effort requirements. We expect numbers to increase during PY 2010-2011.

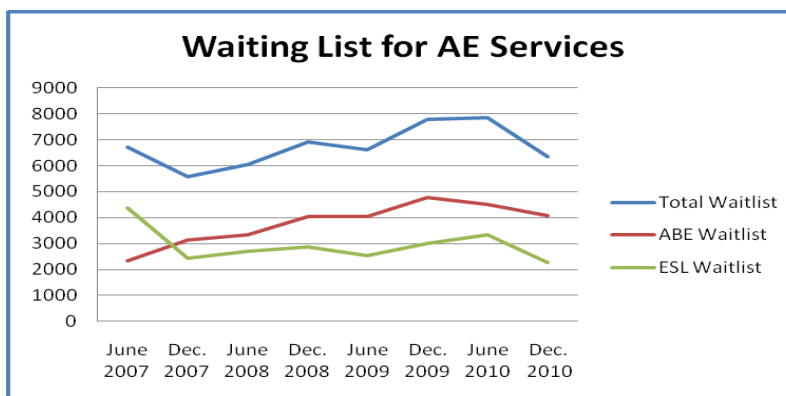


Median hours of instruction, however, showed an increase over last year. This is important since our assessment policy is generally for learners not to be tested before 60 hours of instruction. Looking at the chart below, though, makes it clear why programs have been reluctant to embrace the longer time between formal assessments. Previously, AZ used average hours as a critical measure. Currently, our average hours per student stands at 89. The average hours measure is misleading, however, because a small percentage of learners may stay for several hundred hours over the course of a year and push that average up unnaturally. Median hours, on the other hand, tell us the number of hours ‘most’ adult learners stay. It seems to give programs a more accurate picture of actual student behavior.



### Waiting List

In December, 2005, the Arizona legislature enacted Proposition 300 which, among other things, required state-funded AE programs to verify that all adult learners were eligible for services by proving that they were in the country legally. As expected, the local program waiting list numbers decreased initially in the ESL population. Requests for ABE/ASE services increased during that same time so that the overall number of adult learners on waiting lists has remained fairly steady. Not surprisingly, unmet demand for services peaked during the worst part of Arizona’s economic downturn during the fall of 2009 and the spring of 2010.



### **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.*

### Integration of Activities

Adult Education Services has supported the integration of activities sponsored under Title II in many ways over the years. For example, this is the third consecutive year that AES has spearheaded integration activities with other adult education, career development, and employment and training activities. The historic success of these career path efforts has resulted in AES receiving a WIA System Building Award to leverage incentive funding and further integrate adult education into the workforce development system in all areas of the state. This leveraged funding was distributed to local area service providers via a competitive solicitation. Successful applicants proposed to integrate adult education, work readiness, and post-secondary training in a targeted high demand industry by developing and offering coordinated Integrated Basic Education and Skills Training (AZ I-BEST) programs. To be eligible for consideration, programs had to apply as a consortium with an approved Title I Eligible Training Provider List post-secondary institution and their local One-stop career center.

## **Representation**

Adult Education is represented on Local Workforce Investment Boards (LWIB) by a designated adult education representative. Each state funded adult education program director has been informed of the local jurisdiction in which they operate and been introduced to their LWIB representative. AES's Workforce Liaison receives all of the LWIB meeting notices and attends LWIB meetings on a rotating schedule or when matters bearing directly on adult education arise. This representative also serves on the state's LWIB Recertification Committee with representatives from the State Departments of Economic Security and Commerce, and is charged with ensuring that the interests of adult education are well-represented. The committee is charged with reviewing each LWIB's application for recertification to ensure that each local board is operating in compliance with the stipulations set forward in the Workforce Investment Act of 1998.

Adult education has officially been represented on the State Workforce Investment Board (SWIB) by a designee of the State Superintendent of Schools. Adult education has had direct representation, however, on the State Inter-agency Team. This team meets to discuss workforce development issues that will be presented to the State Workforce Investment Board (SWIB). In addition, the AES State Director was recently chosen to be a voting member of the SWIB Education Committee. This committee is charged with expanding strategic partnerships between employers, training providers, community organizations, and other key stakeholders as they develop multiple career pathways for current and future workers. The committee is also charged with increasing the capacity of educational and training opportunities identified by local employers as being in critical and/or short supply.

## **AE Services through One-stop System**

State funded adult education programs operate on-site at One-stop Centers in 6 of 13 local workforce investment areas. They provide all core federal and state required services at these locations. In addition, all 13 areas have service and referral agreements in place between local adult education service providers and the local One-stop Career Center. Additionally, AES funded AZ I-BEST training programs, described earlier in this report, have been offered in 9 of the 13 local workforce investment areas.

WIA 503c performance based incentive funding and WIA System Building funding from the Governor's office are the sources of funding that Arizona is using to integrate Adult Education Services into the state's workforce development system. This allows Arizona integrate Adult Education Services into the One-stop delivery system without channeling scarce Title II dollars away from the provision of direct service to our eligible populations.

## **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.*

Programs receiving EL/Civics funds design, develop, and implement integrated literacy and civics instruction including instruction in the rights and responsibility of citizenship, civic participation and United States history and government. Instruction is focused around activities, projects, events or curriculum that help their learners become active and informed parents, workers and community members.

ESL (known as English Language Acquisition for Adults, or ELAA, in Arizona) and literacy classes provide opportunities for learners to activate the civics and citizenship lessons they have learned in their classrooms. Frequently mentioned activities include discussion of current events including state and local legislative topics, visits to sessions of the state legislature and city governments, and letter writing to congressmen and state representatives. A few programs have encouraged their adult learners to develop their own student government organizations to provide input and advice to programs on how to better serve adult learners and to be responsible for organizing events which inform other adult learners of issues important to the community.

Some highlights from PY 2009-2010 include:

- One adult education program provides space for volunteers to help adult learners prepare their tax returns. Some of the adult learners from program were able to take training and are now qualified to help provide tax preparation services themselves.
- Another program has successfully partnered with local agencies who evaluate foreign transcripts. This enables learners to use the education and training gained in their birth countries to work in professional areas while they improve their English.
- Many programs offer adult learners opportunities to go on field trips in connection with activities that teach them about civic involvement, government and history, and community resources.

In PY 2009-2010, 22 of 27 funded programs offered English language instruction. All programs that receive funding for English Language Acquisition for Adults (ELAA) integrate civics instruction. Civics instruction is also required to be integrated into basic literacy and higher literacy level classes to ensure that all adult learners have the opportunity to learn the necessary skills so that they can effectively participate in community activities. Therefore, it could be said that all 19000 + adult learners (over 11,000 basic



education and 6,500 ELAA, plus 1,500 adult secondary) enrolled in Arizona's Adult Education programs are exposed to and benefit from the services which are provided through EL/Civics funding.

### **Conclusion**

PY 2009-2010 in Arizona was successful in supporting adult learning despite challenges presented by State budget problems. Adults continue to seek adult education and transition services as the demand for workers with higher skills escalates nationally. Arizona's adult education programs and state staff are ready to take on the challenges.