

Arizona Department of Education - Adult Education Services
Arizona Narrative Report 2011-2012

Arizona Department of Education (ADE), Adult Education Services (AES) is pleased to submit the Annual Narrative Report for Program Year (PY) 2011-2012 to the Office of Vocational and Adult Education.

Program Year 2011-2012 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 with 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.

| Initiative | Evidence of Success | Notes |
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| TABE 9/10 Test Administrator Training: Training provided in accordance with AZ Assessment Policy. | Monthly examination of program data by AES staff indicated fewer errors in assessment recording. | Seven face-to-face Test Administrator training sessions were held around the state throughout the year. 136 people were trained. A TABE 9/10 Online Refresher course was also designed to be implemented in FY 13. |
| TABE CLAS- E Test Administrator Training: Training provided in accordance with AZ Assessment Policy. | Monthly examination of program data by AES staff indicated fewer errors in assessment recording. | Five face-to-face Test Administrator training sessions were held around the state. A total of 86 people completed the training. |
| NRSpro.com Training: Training provided to local program staff to increase understanding of basic operations of data system and report features. | Evaluations indicated that 91% of the participants reported that they felt prepared to use NRSpro.com for program improvement purposes after training. Monthly data analysis also showed that fewer errors were made this year. | Six trainings were held around the state for 80 participants. New standard and ad hoc reporting features were presented to users. Additional training on using the available data reports for program performance analysis. |
| Professional Learning (PL) Processes: A series of webinars, technical assistance, and tools designed to aid program administrators to plan, implement, and evaluate professional learning aligned to data measures, professional learning standards, and grant contract requirements. | 100% of AE programs completed the PY 2011-2012 Professional Learning final reports. | A professional learning rubric was designed and implemented to assist state office and program staff to improve and evaluate the effectiveness of the PL processes at the local program level. |
| Monitoring: Desk Monitoring Part of an annual cycle during which all AE programs are monitored for student | 100% of local programs were desk-monitored. | Due to standardization and regularization of the desk-monitoring cycle, it is possible to review local program |

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| <p>performance, audited for fiscal compliance, and other Federal and State issues.</p> <p>Case reviews Case reviews, a comprehensive group review of each AE program by AES staff, were completed in September. AE staff identifies those programs needing intensive technical assistance during the year.</p> <p>On-site Monitoring Programs are monitored based on a Risk-Assessment tool. A 'High Risk' program is determined through the Case Review process and a 'Risk Analysis'. Programs are monitored using the Contract Compliance Review (CCR) tool that is based off of the current grant contract.</p> | <p>100% of programs went through the case review process.</p> <p>Process evaluations from the three programs monitored on-site indicated that they felt the redesigned process was both fair and useful for program improvement purposes.</p> | <p>performance monthly and conduct case reviews in a timely manner.</p> <p>Case reviews include reports from four AE work units: Academic Support & Compliance, Ed Tech, Professional Learning, and Fiscal Services, and examine student educational and goals performance, program fiscal management, reporting, and participation in professional learning initiatives.</p> <p>In PY 2011- 2012, Two high risk programs were monitored on-site.</p> |
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Capacity-Building

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

| Initiative | Evidence of Success | Notes |
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| <p>On-Line Initiatives: <i>AZ Project IDEAL</i>, a 24/7 system of PD and curricular resources for educators; <i>ILINC</i> and <i>GoTo Meeting</i>, synchronous environments for hosting meetings, webinars and trainings; <i>Google Sites</i> and <i>Google Plus</i>, asynchronous environments for teams to meet and share resources.</p> | <p>Surveys indicate that adult educators are satisfied and comfortable with the use of online tools for meetings, trainings, discussions and sharing resources.</p> | <p>All of Arizona's initiatives incorporate one or more of these online tools to support and enhance the collaboration and communication among participants.</p> |
| <p>Library Collaborations: Collaboration between adult education providers and local libraries. Goals include: (1) increase capacity to serve AE learners; (2) increase library usage; (3) work as partners to maximize rather than duplicate services provided to adult learners.</p> | <p>AE providers throughout the state reported increased collaborations with libraries in order to provide convenient access to technology and resources for adult learners.</p> | <p>The State Library System continues to support Arizona Adult Literacy Week.</p> |
| <p>Arizona Distance Education for Adult Learners (ADEAL): Provides professional development and technical assistance to nine AZ DL programs that offer distance education as an instructional option.</p> <p>PLATO, an online curriculum, is provided through a state license and allows DL students 24/7 access to instruction. PLATO training for ADEAL instructors & administrators was conducted throughout the year, both at F2F workshops and via webinars.</p> | <p>346 learners are recognized as Distance Learners as defined by the NRS/DL Guidelines (DL hours > F2F hours) and are shown on tables 4C and 5A.</p> <p>33,933 instructional hours were generated. Of those, 27,530 (81%) hours were distance hours and 6,403 (19%) were F2F hours.</p> <p>245 (71%) achieved an Educational Gain.</p> <p>52 obtained their GED</p> <p>27 entered post-secondary/training.</p> | <p>In PY11-12, 509 learners participated in instruction at a distance. Of those, 346 learners (68%) are recognized as DL adult learners as defined by the NRS/DL Guidelines (DL hours > F2F hours) and are shown on tables 4C and 5A.</p> <p>For the 163 learners (32%) who engaged in DL but are not recognized as distance learners as defined by the NRS/DL Guidelines (their DL hours < F2F hours), DL provides the opportunity to supplement and accelerate learning to achieve their academic goals at a faster pace. In fact, 125 (77%) of these learners achieved an Ed Gain, compared with 62% statewide Ed Gains.</p> |

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| <p>Arizona Adult Literacy Week: The purpose of Literacy Week is to promote the need for adult literacy and to encourage local awareness of and involvement in AE. Arizona has formally celebrated Literacy Week for the past seven years.</p> | <p>100% of AE programs conducted local events to celebrate Arizona Adult Literacy Week. 382 adult learners entered the Literacy Week statewide contest. All entries and winners were recognized at an event in central Phoenix with over 300 adult learners and educators in attendance.</p> | <p>Literacy week is a collaboration between ADE/AES, Arizona Association for Lifelong Learning, Arizona State Library System and Valley Metro Transit System. PY11-12 events included book exchanges, open houses, family nights, student contests, and guest speakers.</p> |
| <p>AZ I-BEST: Provides concurrent, integrated adult basic education and post-secondary skills training to cohorts of credential seeking adult learners who wish an accelerated path to employment in a target industry.</p> | <p>After the first year, the four programs funded under this initiative report: 354 Students Served 203 Educational Gains 26 Entered Employment 12 Retained Employment 95 GEDs 28 Entered Postsecondary</p> | <p>All funded programs under the I-BEST initiative had a partnership with a post-secondary skill training provider and one of Arizona's One-Stop System providers.</p> |
| <p>College & Career Pathways: This initiative focuses on permanent systemic change in Arizona Adult Education in order to increase the number and percentage of learners who transition successfully to post-secondary education and/or employment.</p> | <p>After the first year the six programs funded under this initiative report: 700 Students served 437 (62%) Educational Gains 495 GEDs 27 Students Entered Employment 74 Students Retained Employment</p> | <p>Programs report that student's in the College and Career Pathways classes on average scored higher on GED tests and had higher rates of entry into post-secondary. Programs also reported higher student retention rates in the College and Career Pathways classes than the regular GED classes.</p> |
| <p>Transforming Education Through Technology (TETT): This two-year pilot provides selected programs the opportunity to transform how education is delivered to learners. Pilot classes for ABE, ASE and ELAA utilized a one-to-one computer model and explored the implications for accelerating student learning and increasing the existing ground-based system's capacity to serve learners through the innovative use of technology. PLATO, an online curriculum, is provided through a state license and allows TETT students 24/7 access to instruction. PLATO training for TETT instructors & administrators was conducted throughout the year, both at F2F workshops and via webinars.</p> | <p>Three AE programs applied for and received funding to pilot TETT. Seven pilot classes were offered and 112 learners attained 12+ hours and were considered enrolled during the first TETT cohort, which ran from February through June, 2012. 7,234 instructional hours were generated by TETT pilot classes. Of those, 4,789 (66%) were online curriculum hours and 2,445 (34%) were F2F hours. 77 (69%) achieved an Educational Gain. Also, TETT students surveyed reported high satisfaction with their increases in technology skills.</p> | <p>Lessons learned during TETT Cohort One:</p> <ul style="list-style-type: none"> • Logistical barriers regarding implementation of the one-to-one computer model had to be overcome. • The shift in the teacher role is significant in this delivery model. Three F2F workshops, monthly webinars, and an active online Google Site helped to provide teachers with much needed support. • Teachers needed additional prep time to prepare for each F2F class. <p>Cohorts Two and Three will be conducted in PY12-13.</p> |

Leadership

Key areas in Leadership are adult education program management and program operations.

| Initiative | Evidence of Success | Notes |
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| <p>Leadership Excellence Academy (LEA): A joint initiative of the National Adult Education PD Consortium and ProLiteracy sponsored by the State office.</p> | <p>LEA participant evaluations consistently rate LEA as outstanding and highly useful.</p> | <p>9/10 participants in Cohort 5 completed the two-year LEA training series in PY 11/12 to earn their CMPI designation. The State office sponsored a "Year One" and a "Year Two" cohort.</p> |
| <p>2011 Summer Institute: An annual Institute for program administrators and educators designed to fulfill contractual requirements and to build the capacity of adult educators.</p> | <p>98% of program administrators indicated that the overall quality of the Institute was excellent.</p> | <p>12 training sessions were held over four days for 258 participants. Sessions included: New Director's Training; Program Administrator's Training; Test Administration; Data Entry and Analysis; and Technology sessions.</p> |

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| <p>2012 Director's Meeting: A two-day meeting to prepare Arizona Adult Education administrators to proactively plan for the success of our programs and to position our programs so they may evolve and stay relevant in challenging times.</p> | <p>54 Arizona AE administrators attended representing 100% of the AE programs. Evaluations indicated that program administrators were very satisfied with the quality of the sessions. Some administrators commented that they could immediately implement many of the ideas presented.</p> | <p>The sessions were designed to elicit conversation between and among AE administrators and to generate ideas for a collective vision for Arizona Adult Education. Feedback gathered will inform strategic planning efforts.</p> |
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Quality Teaching

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

| Initiative and Description | Evidence of Success | Notes |
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| <p>Numeracy Institutes: Based on the Teachers Investigating Adult Numeracy (TIAN) and the Adult Numeracy Initiatives, the Institute is an intensive professional learning initiative for ABE teachers to strengthen their math content and instructional skills.</p> | <p>100% of the participants indicated that the overall quality of the Institutes was excellent.</p> | <p>The blended Institute includes four 2-day F2F sessions, monthly math learning community meetings, and coaching</p> <p>A new cohort of 35 teachers started the 2012 Numeracy Institute in May 2012 and will complete the Institute in February 2013</p> |
| <p>ELAA Institute: Two regional training sessions facilitated by ELL-U faculty focused on building knowledge and instructional skills in English language acquisition for ELAA teachers and administrators.</p> | <p>90% of the participants indicated that the overall quality of the Institute was excellent.</p> | <p>68 ELAA educators participated in the Institute that included a facilitated on-line study circle, a one-day F2F session, and on-line follow-up</p> |
| <p>2012 Learning to Achieve (L2A) Institute: The intensive five-day "Train the Trainer" Institute is designed for professional developers and teacher leaders to develop the capacity of the state and local program staff to increase teacher effectiveness in meeting the needs of adults with learning differences/disabilities. The Institute is a partnership with OVAE and the Literacy Information and Communication System (LINCS).</p> | <p>88% of the participants indicated that the overall quality of the Institute was excellent.</p> | <p>19 AZ adult educators and administrators, and 4 adult educators from other states completed the week-long Institute</p> <p>The majority of the L2A trainers have facilitated trainings to colleagues around the state</p> |
| <p>Using the TABE 9/10 for Instruction Training: This training focuses on using the results of the TABE 9-10 to inform classroom instruction. The training includes an overview of scoring and item analysis to determine the objectives and sub-skills to develop an instructional plan/lesson.</p> | <p>93% of participants indicated that the overall quality of the training was excellent</p> | <p>91 participants completed the half-day training session</p> <p>This training is highly recommended for ABE teachers</p> |
| <p>Using the TABE CLAS E for Instruction Training: This training was designed in collaboration with CTB McGraw-Hill trainers and piloted in 2011. The training focuses on interpreting the various scoring forms, item analysis and designing an instructional lesson.</p> | <p>84% of participants indicated that overall quality of the training was excellent after the pilot training session was re-designed.</p> | <p>88 participants completed the full-day training session</p> <p>This training is highly recommended for ELAA teachers</p> |
| <p>Technology Integration Initiative: An on-going initiative to facilitate the implementation of the Adult Education Technology Standards and the full integration of technology in AE classrooms</p> | <p>100% of programs developed, revised and implemented a technology plan outlining their educational technology goals for the next three years.</p> | <p>Site visits by ADE/AES staff are conducted for technical assistance and to document the observed level of use of technology in classrooms.</p> |

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| <p>to ensure that Arizona adult learners have the opportunity to acquire skills needed to succeed in college and/or career upon transition from adult education.</p> | <p>92% of programs reported improvement in their application of educational technology in classrooms and the status of their technology plan in their annual report.</p> | <p>Each program designates an Educational Technology Facilitator (ETF) to work directly with AES staff and to aid teachers in integrating technology into their classrooms.</p> |
| <p>Project IDEAL: A 24/7 on-line system of curricular and professional development resources sponsored by ADE and Arizona State University. Included in IDEAL is the ability for AES to develop and deliver custom courses providing adult educators with anytime/anywhere professional development and training on topics relevant to AZ adult education.</p> | <p>Online PD courses developed specifically for AZ adult educators are on track for release in PY12-13.</p> | <p>AES held face-to-face sessions and provided technical assistance for adult educators on accessing and using IDEAL resources.</p> <p>Teachers who participated in the Reading and Numeracy Institutes, TETT, CCP, and Technology Integration use the IDEAL portal to access their on-line resources and courses.</p> |
| <p>Civics Pilot: Two programs received funding to pilot the new Civics Standards. Teams received intensive training and created a comprehensive framework and toolkit to help implement and evaluate the Civics Standards.</p> | <p>Two funded programs implemented the standards into 5 classes and approximately 275 students.</p> <p>Teachers reported that they were able to seamlessly incorporate civics across content areas in both ABE/ASE and ELAA classes.</p> | <p>Teams aligned the current AZ Adult Education Standards to the new Civics Standards and program curriculum which will be a valuable tool in statewide implementation.</p> |
| <p>Digital Storytelling Institute: An ongoing initiative with the goal of developing a cadre of AZ adult educators with expertise in the implementation of digital storytelling as a program-wide instructional strategy. A three-day intensive “train-the-trainer” workshop was held in November 2011.</p> | <p>14 adult educators from 7 AZ adult education programs participated in the workshop.</p> <p>Attendees reported dramatic increases in technical skills as a result of the workshop on a pre/post survey. Attendees also participated in a follow-up webinar, conference calls and site visits with the trainers to further support the programs’ digital storytelling implementation.</p> | <p>ADE/AES collaborates with Creative Narrations for digital storytelling training. Digital storytelling brings together cutting edge technology, literacy, and the arts in adult education classrooms for the purpose of assisting adult learners to express themselves and tell their stories, while they also learn technology, writing, organizational and team-building skills.</p> |
| <p>Digital Storytelling Conference: A two-day conference-style workshop was held in March 2012 for past participants of Digital Storytelling Institutes to further develop their use of digital storytelling in the classroom.</p> | <p>43 adult educators from 13 AZ adult education programs participated in the conference. Conference evaluations show high levels of satisfaction with the break-out sessions and the conference in general.</p> | |
| <p>Math Standards Alignment Team: A team comprised of Arizona adult educators and developmental educators was selected through an application process to conduct a comprehensive analysis and alignment of the Arizona Adult Education Mathematics Standards to the Common Core State Standards for College and Career Readiness: Mathematics.</p> | <p>The team completed the analysis and alignment within the timeframe and provided recommendations to the State office on teacher professional development.</p> | <p>In addition to face-to-face meetings, the team collaborated on-line using various technology tools.</p> |
| <p>English Language Arts Standards Alignment Team: A team comprised of Arizona adult educators and developmental educators was selected through an application process to conduct a comprehensive analysis and alignment of the Arizona Adult Education Language Arts Standards to the Common Core State Standards for College and Career Readiness: Language Arts.</p> | <p>The team completed the analysis and alignment within the timeframe and provided recommendations to the State office on teacher professional development.</p> | <p>In addition to face-to-face meetings, the team collaborated on-line using various technology tools.</p> |

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| <p>ABE Teachers Standards Task Force: A team of Arizona adult educators was selected through an application process to develop ABE/ASE teacher standards in (a) Language Arts and in (b) Mathematics for AZ adult educators. These standards address what adult education teachers need to know and be able to do to successfully teach ABE/ASE students at all educational functioning levels.</p> | <p>The team developed the standards within the timeframe and provided recommendations to the State Office on: Implementing the standards; Professional development; Certification changes.</p> | <p>This team's work was built on the work of the ELAA Teacher Standards Team and the Standards Alignment to College Readiness Teams for Language Arts and for Mathematics.</p> |
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Evaluation of Effectiveness

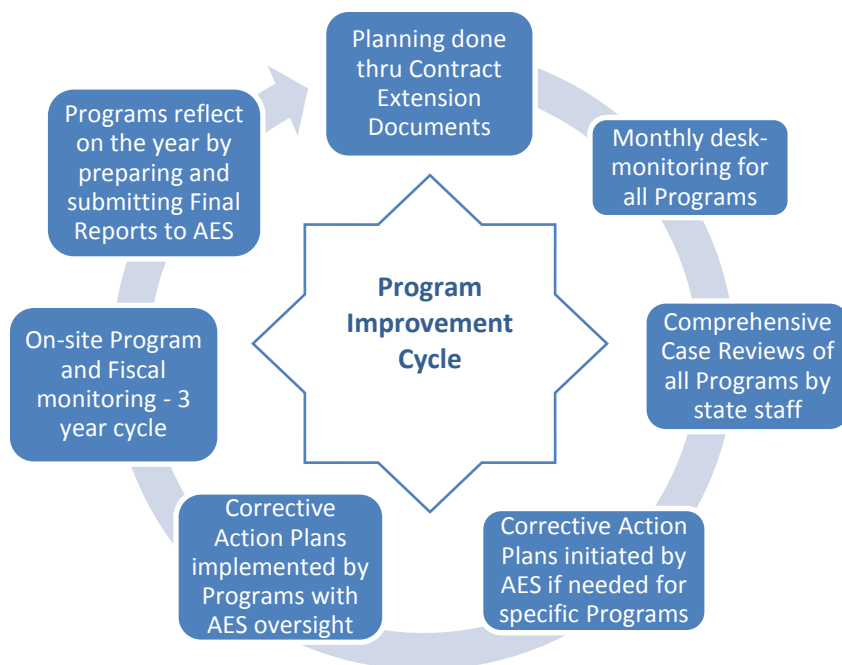
Describe any significant findings from the eligible agency's evaluation of the effectiveness of the adult education and literacy activities based on the core indicators of performance.

Educational Gains

Arizona exceeded Educational Gains (Ed Gains) targets in PY 2011-12 in every NRS level except Advanced ESL. This success is attributed to several factors:

- A cyclical system for technical assistance and monitoring of both fiscal and programmatic areas;
- An emphasis on educational technology integration into instruction in all adult education classrooms;
- Successful implementation of high quality data-driven and research-based professional learning aligned to content standards and professional development standards.
- Rigorous and regular test administration training for adult educators on the TABE CLAS-E and the TABE 9/10 assessments.

Program Improvement Cycle: Arizona continues the use of a cyclical system of program improvement. Processes established in previous years have been expanded, regularized and formalized. The cycle has been shared with programs so they know what to expect from the State office. The cycle is illustrated below.



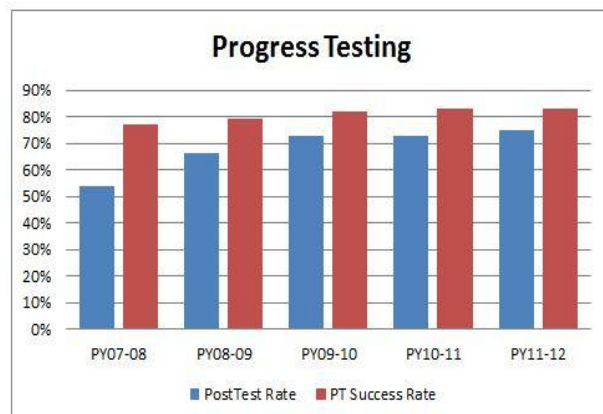
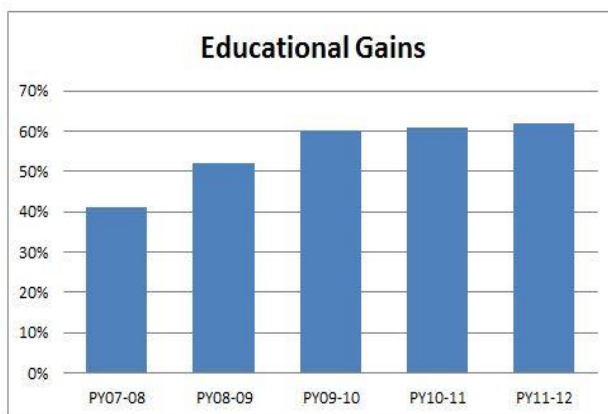
Comprehensive case reviews were conducted in September of PY 2011-12. A case review requires the attendance of the state staff liaison for the program being reviewed and other state staff who provide technical assistance or professional development to that provider. The case review includes an analysis of the program’s annual program improvement plan, as well as the prior year’s performance, year-to-date data entry and performance data. A review of the provider’s participation in professional development and/or state initiatives is aligned to the program improvement plan and performance data. For non-performing programs, a corrective action plan (CAP) is developed. Five programs were placed on a CAP in PY2011-12. This team approach has proven to be very valuable in providing comprehensive targeted technical assistance to local programs. Additionally, it enables staff to gain a broader view of the dynamics of each local program, and provides local programs with a consistent message.

Monitoring for compliance to Federal and State requirements is also an important part of the program improvement cycle. All programs go through desk monitoring annually, and on-site monitoring is done on a 3 year cycle. In addition, field-based fiscal audits are regularly performed, as is compliance monitoring for Arizona Revised Statute 15-232 (effective 12/2005) mandating verification of eligibility for services to prospective Adult Education learners.

Technology Integration: Integrating technology into adult education instructional settings has been a major thrust of AES for the past nine years and is rooted in the belief that learners enrolled in adult education must have the opportunity to acquire necessary technology skills in order to transition successfully to college and/or the workplace. As a result, technology use by programs, teachers and learners has expanded in important ways: the variety of technologies used in the classroom, including Web 2.0 technologies; teachers who are skilled at and comfortable with integrating technology into their instructional delivery model; an emphasis on the importance to help adult learners become independent learners who are able to access and apply resources relevant to their lives; the availability of diverse delivery models, such as distance learning and TETT classes, for students who cannot or will not attend in a traditional classroom setting.

Professional Learning: Professional learning (PL) is a vital component of our adult education system. The purpose of PL is to improve educator effectiveness in order to increase student achievement and success toward academic goals. Per the AES grant contract, programs are required to allocate 10% of grant funding for PL that is data-driven, standards-based and job embedded. Programs are required to plan and submit PL Plans in the early fall and PL Reflections in conjunction with their year-end documents. Programs receive feedback on both documents by AES PL staff.

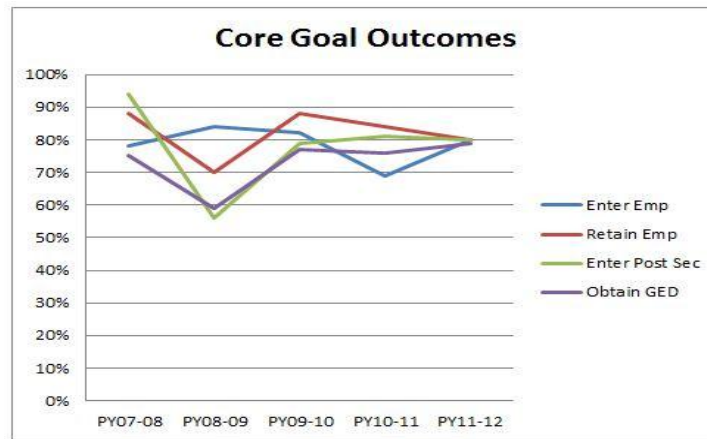
Test Administration: Arizona continues intensive training and technical assistance to ensure that programs have a system and qualified staff necessary to administer standardized assessments appropriately. Programs are trained to use two data elements, the progress test percentage (i.e. percent of adult learners who took at least one progress test) and the educational gain percentage for those who were given a progress test (from Table 4b), for program improvement purposes. This allows programs to look at data at each NRS level to determine whether problems stem from getting people progress-tested or from a low quality of instruction. Programs use this information to determine necessary changes to practice and to inform professional learning activities. This analysis can be done at the program level and also at the classroom level.



Core Goals

Arizona again met or exceeded Core Goal projected outcomes. Compared with the previous year, the percent of learners entering employment and obtaining a GED increased in PY2011-12 while the percent of learners retaining employment and entering post-secondary decreased slightly. The number of learners setting goals also decreased slightly from the previous year due to enhanced goal setting processes that allowed programs to set more realistic goals with learners. The level of goal success is attributed to the following factors:

- Continued use of statewide programmatic monitoring processes;
- Use of a Corrective Action Plan (CAP) process- 5 providers completed a CAP in PY2011-12;
- Training and technical assistance in appropriate goal setting;
- Training and technical assistance in administration of standardized assessments;
- Increased effectiveness of instruction due to systematic professional development in both math and reading.

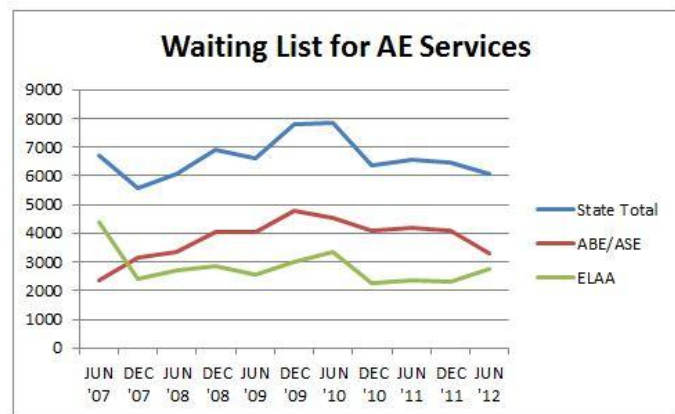
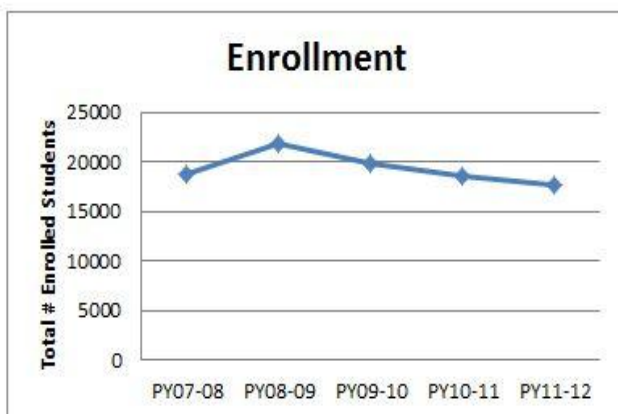


Enrollment Trends

The chart below reflects enrollment trends during the past five years with the past three years showing decreases in enrollment. PY2009-10 saw the steepest decline, 9%, from the previous year and PY2010-11 saw a 6% dip. 17,688 adult learners attained 12+ instructional hours in PY2011-12, which represents a 4% decrease from the previous year. A possible explanation for decreasing enrollment is that continued uncertainty over funding is impacting local program capacity.

Waiting List numbers are reported to the State Legislature bi-annually. 6,440 adult learners in Arizona were on waiting lists in December 2011 and 6,058 were on waiting lists in June 2011. This represents a 3% decrease from the previous year.

Median hours of instruction per learner have stayed relatively steady for several years, varying up and down between 54 and 61 hours. In PY2011-12 the median hours per learner was 57.



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 ...

Integration of Activities

Adult Education Services has supported the integration of activities sponsored under Title II in many ways over the past several years. This is the fifth consecutive year that AES has spearheaded the integration activities between adult education, post-secondary, and employment training partners. The integration of Adult Education into the career ladders and career pathways we are building with our partners has resulted in leveraged service delivery and better success for Arizona adult learners.

Arizona's Integrated Basic Education and Skills Training (AZ I-BEST) and College & Career Pathways (CCP) programs require Workforce Development System service providers to integrate adult education, work readiness, and post-secondary training to prepare participants for career ladder entry in a targeted high demand industry. These initiatives have created a seamless pathway to employment for GED seekers. Most importantly, AZ I-BEST and CCP have increased the capacity of the workforce development system by making the provision of post-secondary training to adult education students possible. During PY 2011-12, AZ I-BEST services and College & Career Pathways services were supported with WIA funding of \$596,764 (\$312,000 AZ I-BEST; \$284,764 CCP).

Representation

Adult Education is represented on Local Workforce Investment Boards (LWIB) by a designated adult education representative. AES's Workforce Liaison receives all of the LWIB meeting notices and attends meetings when possible.

The State Director of Adult Education represents the Superintendent of Public Instruction on Arizona's State Workforce Investment Board (SWIB). In addition, the State Director of Adult Education chairs the SWIB's 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 education and training programs and with establishing a mechanism for data tracking between all workforce development agency partners.

AE Services through One-stop System

State funded adult education programs operate on-site at One-stop Centers in 5 of 13 local workforce investment areas and provide all core federal and state required services. In addition, all 13 areas have service and referral agreements between local adult education 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 11 of the 13 local workforce investment areas.

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.

All programs integrate civics instruction on topics including the rights and responsibilities of citizenship, civic participation and United States history and government into curricula. Instruction is delivered through activities, projects and events that help learners become active and informed parents, workers and community members.

Opportunities are provided for learners to internalize the civics lessons they have learned in class. Activities that are frequently mentioned in program reports 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. Programs have helped adult learners to develop student governments 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.

Highlights from PY 2011-2012 include:

- Two programs were selected through an application process to pilot and implement the new revised AZ Civics/Citizenship Standards. These programs successfully aligned the standards to the AZ ABE/ASE and ELAA content standards.
- Student Ambassador Trainings were conducted by programs to develop a cadre of students able to communicate important information in formal settings, such as meetings with community members and legislative visits.
- One program held a comprehensive in-service event to train staff in incorporating civics activities in the classroom. Topics included: digital story practicums, family literacy leadership trainings, and civic discussions groups.
- One program created a Magazine Production Class and designed four quarterly issues of a magazine with cultural traditions, life experiences and opinions.
- Project-based learning based on relevant civics topics was implemented in several programs.

The 17,719 adult learners (11,791 adult basic and secondary education and 5,928 ELAA) enrolled in Arizona's Adult Education programs are exposed to and benefit from the services which are provided through EL/Civics funding.

Conclusion

The need for adult education continues to increase in Arizona with census numbers showing a huge gap between the number of adults lacking a high school diploma and the system's capacity to serve learners. Furthermore, Arizona's adult learners continue to seek educational services as the demand for higher skills escalates. Waiting list numbers continue at more than 6,000 motivated would-be adult learners throughout the state. In response to this need, and in spite of challenges presented by the State budget problems, the Arizona Adult Education System's dedication to providing quality educational services, its commitment to high levels of technical assistance and program monitoring, and its emphasis on field-based State Leadership initiatives in the areas of Accountability; Capacity-Building; Leadership; and Quality Teaching, have resulted in an increased percentage of learners achieving their academic goals and attaining the skills necessary to succeed in their next steps.