

**Arizona Narrative Report 2012-2013**  
**Arizona Department of Education - Adult Education Services**

Arizona Department of Education (ADE), Adult Education Services (AES) is pleased to submit the Annual Narrative Report for Program Year (PY) 2012-2013 to the Office of Vocational and Adult Education.

**Program Year 2012-2013 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 Learning initiatives; technical assistance; technology integration 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 the four primary components of the Arizona Adult Education Professional Learning System (AAPLS). These components are: Accountability; Capacity-Building; Leadership; and Quality Teaching.

**Accountability**

Key areas in Accountability for Adult Education (AE) grant contract compliance include: test administration; data collection and analysis for program compliance and improvement; and professional learning requirements.

<b>Initiative</b>	<b>Description</b>	<b>Outcomes</b>
<b>TABE 9/10 Test Administrator Training</b>	Test administrator training provided per AZ Assessment Guidelines. New test administrators must complete the face-to-face training. Test administrators must complete a bi-annual refresher training and may complete the face-to-face training or the 8-hour online course, <i>Standardized Test Administration and the TABE 9/10 Course</i> , developed by the AES staff. All training sessions are facilitated by State Staff.	<b>Nine</b> face-to-face Test Administrator training sessions were held around the state throughout the year. <b>243</b> test administrators were trained.  <b>Three</b> online “refresher training” sessions were held for <b>60</b> test administrators.
<b>TABE CLAS- E Test Administrator Training</b>	Test administrator training per AZ Assessment Guidelines. Training sessions are facilitated by CTB McGraw-Hill trainers.	<b>Three</b> face-to-face Test Administrator training sessions were held around the state throughout the year. A total of <b>81</b> test administrators completed the training.
<b>NRSpro.com Training</b>	A series of training sessions and targeted technical assistance provided to local program staff to increase understanding of basic operations and data entry functions, reports, and data analysis using the State data system.	<b>Two</b> training sessions were held for <b>41</b> participants.  Additional training was provided for new program administrators on using the available data reports for performance analysis.
<b>Planning for Professional Learning Training Series</b>	A series of professional learning sessions including webinars, face-to-face training, technical assistance, and customized tools designed to aid adult educators to plan, implement, and evaluate high quality professional learning aligned to professional learning standards.	<b>60</b> program administrators and instructional leaders participated in the professional learning series throughout the year.  <b>17</b> new program administrators completed additional training on professional learning requirements.

<p><b>Monitoring</b></p>	<p><b>Desk Monitoring:</b> Part of an annual cycle during which all AE programs are monitored for student performance, audited for fiscal compliance, and other Federal and State issues.</p> <p><b>Case reviews:</b> A comprehensive group review from four AES work units: Academic Support &amp; Compliance, Educational Technology, Professional Learning, and Fiscal Services, were completed in September. During the case review process, student educational and goals performance, program fiscal management, reporting, and participation in professional learning initiatives were examined. AES staff identified those programs needing intensive technical assistance.</p> <p><b>On-site Monitoring:</b> 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 on the current grant contract.</p>	<p><b>100%</b> of local programs were desk-monitored.</p> <p><b>100%</b> of programs went through the case review process.</p> <p><i>Due to standardization and regularization of the desk-monitoring cycle, it is possible to review local program performance monthly and conduct case reviews in a timely manner for all programs.</i></p> <p><b>Three</b> high risk programs were monitored on-site in PY2012-13.</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><b>2012 Summer Institute</b></p>	<p>An annual Institute for program administrators and adult educators designed to fulfill training requirements per grant contract assurances, and to build the capacity of adult educators.</p>	<p><b>11</b> training sessions were held over four days for <b>228</b> participants. Sessions included: New Director’s Training; Learning to Achieve Training; Test Administration; NRSpro Data Entry and Analysis; and Technology Integration sessions.</p>

**Capacity-Building**

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

Initiative	Description	Outcomes
<p><b>On-Line Communication and Collaboration</b></p>	<p>All AZ initiatives incorporate one or more of the online tools below to support and enhance participant collaboration and communication:</p> <p><b>AZ Project IDEAL:</b> a 24/7 system of PD and curricular resources for educators;</p> <p><b>Google Sites, Google Plus, CourseSites:</b> asynchronous environments for teams to meet and share resources;</p> <p><b>GoTo Meeting:</b> synchronous environment for hosting meetings, webinars and trainings.</p>	<p><b>All</b> Arizona adult educators had access to and utilized AZ Project IDEAL in PY 2012-13.</p> <p>Over <b>150</b> adult educators used asynchronous environments to collaborate and communicate.</p> <p>Over <b>50</b> webinar sessions were delivered via GoTo Meeting in PY 2012-13.</p> <p>Evaluation surveys showed an overall rating of <b>4.7</b> (on a scale of 1 to 5) indicating a high level of participant satisfaction with the webinar trainings.</p>
<p><b>Library Collaboration Initiative</b></p>	<p>This initiative strengthens and supports 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>The Arizona State Library System was an Arizona Adult Literacy Week partner in PY 2012-13.</p>	<p><b>92%</b> of Adult Education providers reported collaborations with libraries in their annual reports. Examples include:</p> <ul style="list-style-type: none"> <li>- Use of computers and Wi-Fi for DL students</li> <li>- Classroom space provided</li> <li>- Technology classes and access to online resources</li> <li>- Tours, field trips, guest speakers</li> <li>- Library card registration and library orientation</li> </ul>

<p><b>Arizona Distance Education for Adult Learners (ADEAL)</b></p>	<p>This initiative provided 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.</p> <p>PLATO training for ADEAL instructors &amp; administrators was conducted throughout the year.</p>	<p>In PY 2012-13, <b>528</b> learners participated in instruction at a distance. Of those, <b>344</b> learners (<b>65%</b>) were recognized as Distance Learners as defined by the NRS/DL Guidelines (DL hours &gt; F2F hours) and are shown on tables 4C and 5A.</p> <p>The following outcomes are reported for the <b>344</b> Distance Learners:</p> <p><b>34,339</b> instructional hours were generated. Of those hours, <b>27,775 (81%)</b> were distance hours and <b>6,564 (19%)</b> were F2F hours.</p> <p><b>247 (72%)</b> achieved an Educational Gain (compare with 64% statewide).</p> <p>Core Goal Outcomes for DL:</p> <p><b>58</b> out of <b>93</b> in the cohort (<b>62%</b>) obtained a high school equivalency diploma (compare with 62% statewide).</p> <p><b>17</b> out of <b>101</b> in the cohort (<b>17%</b>) entered post-secondary/training (compare with 14% statewide).</p> <p><b>33</b> out of <b>78</b> in the cohort (<b>42%</b>) entered employment (compare with 27% statewide).</p> <p><b>42</b> out of <b>78</b> in the cohort (<b>54%</b>) retained employment (compare with 44% statewide).</p> <p>For the <b>184</b> learners who engaged in DL but are not recognized as distance learners as defined by the NRS/DL Guidelines (DL hours &lt; F2F hours), DL provides the opportunity to supplement and accelerate learning to achieve their academic goals at a faster pace. In fact, <b>146 (79%)</b> of these learners achieved an Educational Gain.</p>
<p><b>Arizona Adult Literacy Week</b></p>	<p>In PY 2012-13, Arizona Adult Literacy Week occurred Feb. 10-16, 2013. The purpose of this week is to promote the need for adult literacy and to encourage local awareness of and involvement in adult education throughout the state. Arizona has formally celebrated Literacy Week for the past eight years.</p> <p>Arizona Adult Literacy Week is a collaborative effort between ADE/AES, Arizona Association for Lifelong Learning, Arizona State Library System and Valley Metro Transit System.</p>	<p><b>81%</b> of AE programs conducted local events to celebrate Arizona Adult Literacy Week in PY 2012-13. Events included book exchanges, open houses, family nights, student contests, and guest speakers.</p> <p><b>1,149</b> adult learners submitted entries to the Adult Literacy Week statewide contest. Entries included essays, artwork, digital stories and more.</p> <p>Approximately <b>300</b> adult learners and educators from throughout the state attended the <i>I'm in Love with Learning Awards Event</i> in Tempe, AZ on Feb. 11<sup>th</sup> to honor contest winners.</p>
<p><b>AZ I-BEST</b></p>	<p>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>All funded programs under the I-BEST initiative had a partnership with a postsecondary skills training provider and an AZ One-Stop System provider.</p>	<p>After the second year, the four programs funded under this initiative report:</p> <ul style="list-style-type: none"> <li><b>99</b> Students Served</li> <li><b>70 (71%)</b> Educational Gains</li> <li><b>34</b> Entered Employment</li> <li><b>34</b> Retained Employment</li> <li><b>64</b> GEDs</li> <li><b>53</b> Entered Postsecondary</li> </ul>
<p><b>Arizona Career Information System (AzCIS)</b></p>	<p>AzCIS is designed to provide educational, career and occupation information to assist students in making better informed career and school choices. The AzCIS training gives adult educators the information needed to provide lessons that aid adult learners in successful transition to employment/postsecondary options.</p>	<p><b>25</b> programs attended AzCIS training in PY11-12</p> <p>With the training they received, students created <b>2,176</b> career portfolios on the AzCIS system.</p>

<b>College &amp; Career Pathways</b>	<p>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>PLATO, an online curriculum, was provided through a state license to College and Career Pathways students. PLATO training for instructors &amp; administrators was conducted throughout the year.</p>	<p>After the second year the six programs funded under this initiative reported:</p> <p><b>1029</b> Students served  <b>721</b> (70%) Educational Gains  <b>304</b> GEDs  <b>103</b> Entered Employment  <b>34</b> Retained Employment  <b>120</b> Entered Postsecondary</p> <p>Programs reported that students 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>
<b>Transforming Education Through Technology (TETT)</b>	<p>PY 2012-13 was the second year of a two-year pilot that provided selected programs the opportunity to transform how education is delivered to learners.</p> <p>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.</p> <p>PLATO, an online curriculum, was provided through a state license and allowed students 24/7 access to instruction. PLATO training for instructors &amp; administrators was conducted throughout the year.</p>	<p><b>Three</b> Adult Education programs applied for and received funding to pilot TETT over a two year period. Below are reported outcomes for this two year study, 2011/12 –2012/13:</p> <ul style="list-style-type: none"> <li>- <b>23</b> TETT classes were offered;</li> <li>- <b>227</b> learners attained 12+ hours and were considered enrolled;</li> <li>- <b>18,987</b> instructional hours were generated by TETT pilot classes</li> <li>- Of those instructional hours, <b>12,586 (66%)</b> were online curriculum hours and <b>6,401 (34%)</b> were F2F;</li> <li>- <b>110 (48%)</b> achieved an Educational Gain</li> </ul> <p>Surveys, interviews and observations indicate significant increases in both student and teacher technology skills.</p>
<b>2013 Leading Change Conference</b>	<p>An annual conference for K-12 and adult education administrators and leaders. The focus of the 2013 Conference was College and Career Readiness for adult education programs and adult educators.</p>	<p><b>70</b> adult educators attended a 3 ½ day conference with sessions facilitated by the National College Transition Network (NCTN), Susan Pimentel, Edmentum, and State Staff.</p>

### Leadership

Key areas in Leadership are adult education program management, program operations, and building the knowledge and skills of program leaders.

Initiative	Description	Outcomes
<b>Leadership Excellence Academy (LEA)</b>	<p>A joint leadership initiative for adult education program administrators in collaboration with the National Adult Education Professional Development Consortium and ProLiteracy.</p>	<p><b>10</b> out of 10 program administrators in Cohort 6 completed the two-year LEA Training Series and earned their CMPI designation</p> <p><b>8</b> current program administrators completed Year 1 of the LEA Training Series</p>
<b>2013 Directors' Meeting</b>	<p>A two-day meeting for Arizona Adult Education administrators took place on Feb. 6-7, 2013 in central Phoenix.</p> <p>The purpose of the meeting was to prepare administrators for successful implementation of program operations and to provide a forum for discussion and feedback pertaining to the Arizona Adult Education Strategic Planning process.</p>	<p><b>59</b> Arizona Adult Education administrators attended representing <b>100%</b> of the AE programs.</p> <p>Feedback was gathered from facilitated discussion forums and information gathered was used to inform the State's strategic planning process. Discussion topics included:</p> <ul style="list-style-type: none"> <li>- Adult Education as an integral component of Arizona's education pipeline;</li> <li>- Professional Learning and building the Adult Education profession.</li> </ul>

<p><b>Strategic Plan Development</b></p>	<p>A two-year Arizona Adult Education Strategic Plan was developed by AES State Staff in PY 2012-13. Local and national data trends, feedback gathered from adult educators during business meetings and through surveys, and information pertaining to upcoming changes and requirements were used to guide the strategic planning process.</p>	<p>The Strategic Planning process resulted in an overarching Vision for AES: <i>To prepare adult learners for success in college, career and life.</i></p> <p>Indicators, strategies, and actions steps were developed and fall under three main goals:</p> <ol style="list-style-type: none"> <li>1) The <i>Arizona Adult Education System</i> is an integral component of Arizona’s educational pipeline leading to college and career readiness;</li> <li>2) <i>Arizona Adult Educators</i> empower students to transition to college and careers;</li> <li>3) <i>Arizona Adult Education Instruction</i> prepares students for success in college and careers.</li> </ol> <p>Implementation of the two-year Strategic Plan is scheduled for July 1, 2013 through June 30, 2015.</p>
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**Quality Teaching**

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

Initiative	Description	Outcomes
<p><b>2012-2013 Numeracy Institutes</b></p>	<p>Based on the professional development research models, Teachers Investigating Adult Numeracy (TIAN) and the Adult Numeracy Initiative (ANI), the AZ Institute is an intensive series of professional learning sessions designed for ABE teachers to strengthen their math content skills and apply new instructional skills to improve math instruction.</p>	<p>The blended Institute includes four, 2-day F2F sessions, monthly math learning community meetings, and coaching</p> <p><b>30</b> out of 35 ABE teachers and instructional leaders completed the 2012-2013 Numeracy Institute.</p>
<p><b>ELAA Institute</b></p>	<p>A series of blended learning sessions for ELAA teachers, in collaboration with ELL-U, included sessions on increasing oral language skills and applying research based instructional strategies in the ELAA classroom.</p>	<p><b>28</b> ELAA teachers completed the series of online Study Circle sessions delivered by ELL-U</p> <p><b>35</b> ELAA teachers completed the full-day face-to-face training session</p>
<p><b>Using the TABE 9/10 for Instruction Training</b></p>	<p>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 guide teachers to create an instructional plan and a lesson plan.</p>	<p><b>Four</b> training sessions were held around the State, with <b>96</b> ABE teachers completing the training.</p>
<p><b>Using the TABE CLAS E for Instruction Training</b></p>	<p>The training focuses on interpreting the various CLAS E scoring forms, item analysis of individual and group/classroom diagnostic reports, and the design of an instructional lesson plan based on assessment results. This training was designed in collaboration with CTB McGraw-Hill and facilitated by their trainers.</p>	<p><b>56</b> ELAA teachers completed the full-day training session</p>
<p><b>Educational Technology Integration</b></p>	<p>This on-going initiative facilitates the full integration of technology in AE classrooms to ensure that AZ adult learners have the opportunity to acquire the technology skills needed to succeed in college and/or career upon transition from adult education.</p>	<p><b>Over 20</b> site visits were conducted by ADE/AES staff for technical assistance and to document the observed level of use of technology in classrooms.</p> <p><b>92%</b> of programs developed, revised and implemented a technology plan outlining their ed tech goals for 3 years.</p>

<b>AZ College and Career Ready Standards Teams</b>	Two teams of AZ Adult Educators were selected through an application process in FY 2011 to revise the AZ Adult Education Reading, Writing, and Mathematics Standards to align to the Common Core Standards. The teams were facilitated by Susan Pimentel.	The teams completed their work in the fall of 2013. The revised standards were renamed the <i>Arizona Adult Education College and Career Ready Standards in Mathematics</i> and the <i>Arizona Adult Education College and Career Ready Standards in English Language Arts</i> .  The revised Standards were introduced to program administrators at the 2013 Leading Change Conference.
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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.*

#### Program Improvement

Program Improvement 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 learning standards.

**Program Improvement Cycle:** Arizona uses a cyclical system for technical assistance and monitoring of both fiscal and programmatic areas for ongoing 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 2012-13. 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 learning 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. Three programs were placed on a CAP in PY2012-13. 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.

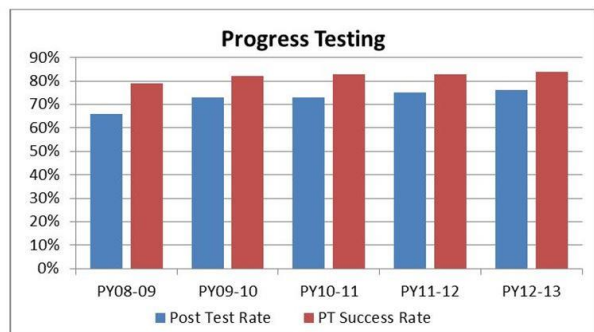
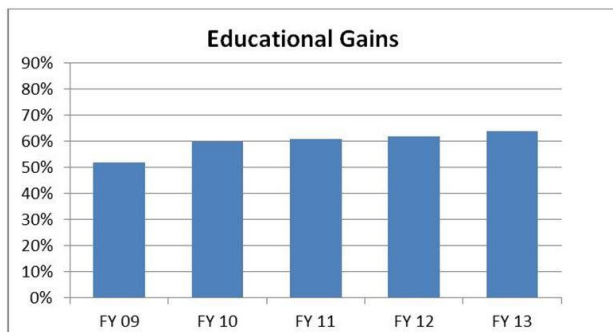
**Technology Integration:** Integrating technology into adult education instructional settings has been a major thrust of AES for the past nine years and is rooted in the belief that learners enrolled in adult education must have the opportunity to acquire necessary technology skills in order to transition successfully to college and/or the workplace. In addition, technology is viewed as an important capacity building mechanism that allows more learners to be served. 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 helping adult learners become independent learners who are able to access and apply resources relevant to their lives; and 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 or wish to accelerate their learning and goal achievement.

**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 proposed PL Plans in the early fall, and PL Reports and final PL Maps are submitted with their year-end documents. Programs receive feedback on both documents by AES PL staff.

**Program Performance**

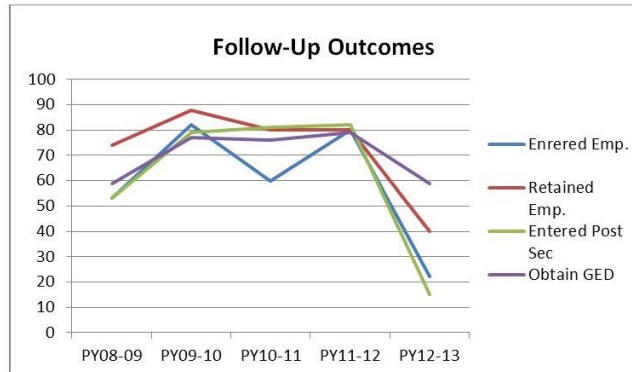
**Educational Gains:** Arizona exceeded Educational Gains (Ed Gains) targets in PY 2012-13 in every NRS level. This success is largely attributed to the program improvement efforts described in the section above. This is the fifth year using the improvement cycle. Additionally, rigorous and regular test administration training for adult educators on the TABE CLAS-E and the TABE 9/10 assessments has had an impact.

**Test Administration-** Arizona continues intensive training and technical assistance to ensure that programs have a process 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.



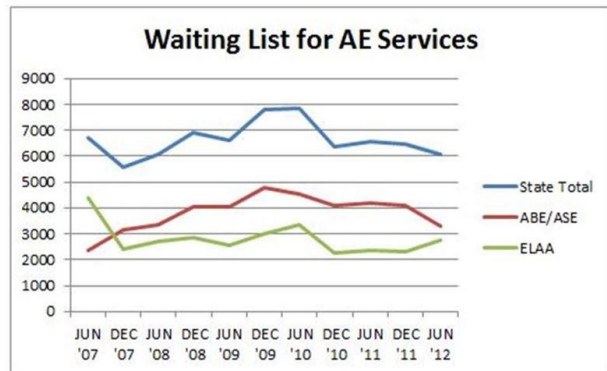
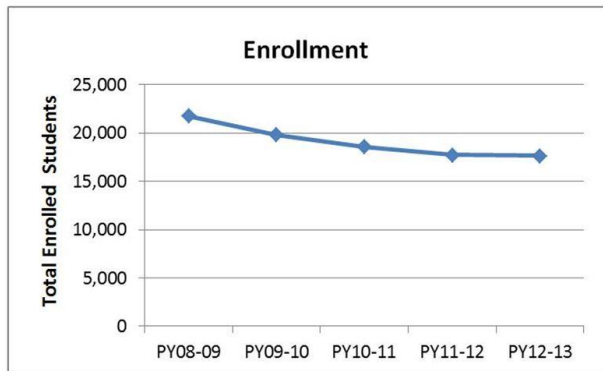
**Core Goals:** The FY 13 changes to the cohort system impacted Arizona’s Follow-up Outcome Measures performance significantly. Prior to the start of FY 13 Arizona began a series of webinars to train program leadership on the new cohort system. Throughout the year training was continued through one-on-one

technical assistance with programs. The chart below gives a five year history of Arizona's Follow-up Outcome Measures performance and shows the effect of the FY 2013 cohort system change. Most significantly affected is the Enter Postsecondary education or training. Students go into this cohort automatically after taking the High School Equivalency exam or if they enter the program with any type of a higher education degree. Not all adult learners earning a High School Equivalency exam necessarily want to enter postsecondary education or training and may need it to gain or retain employment.



**Enrollment Trends:** The chart below reflects enrollment trends during the past five years showing a steady but slow decline in enrollment. PY2009-10 saw the steepest decline, 9%, from the previous year and PY2010-11 saw a 6% dip. 17,554 adult learners attained 12+ instructional hours in PY2012-2013 compared to 17,719 in PY2011-2012. Over the last 3 years as the enrollment has seen a decline we've also seen the median hours increase as educational gains increase as well. Programs state-wide are retaining students longer in class and achieving higher outcomes.

**Waiting List** numbers are reported to the State Legislature bi-annually. 6,268 adult learners in Arizona were on waiting lists in December 2012 and 6,933 were on waiting lists in June 2013.



### 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 support 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 past several years. This is the sixth 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 2012-13, AZ I-BEST services and College & Career Pathways services were supported with WIA funding of \$649,049 (\$289,235 AZ I-BEST; \$359,814 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.

## **Adult Education 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.*

Civics instruction is integrated into all programs' curriculum. Topics include: the rights and responsibility of citizenship, civic participation, and United States history and government, and historical highlights of our nation's history from pre-colonial times to the present. The activities, projects, and events that incorporate this instruction help the learners become active and informed family members, employees, and community members.

Learners are given opportunities to utilize the EL/Civics lessons that are integrated into their class. Frequently mentioned in program reports are activities that include current events discussions on state and local legislation, information about local, state and national policies and politics, visits to city governments and State Legislature sessions, and written letters to congressmen and State representatives. Through these activities, programs have helped learners to develop student governments that help provide input on how to better serve adult learners and teach responsibility for organizing events that inform adult learners of important issues in their communities.

Highlights from PY 2012-2013 include:

- One program incorporated Project-based learning into all ELAA and some ABE classes and this approach gets students out into the community and gets them to identify actions they want to take to make their lives better.
- One program started a community initiative called the Story Telling Project this year. The Story Telling Project expanded from last year's Ambassador work. The aim of the project is to raise awareness and support for adult education programs through personal stories of how people in the

community are positively impacted by adult education. The Story Telling Project has held one, five week session with eight participants. Throughout the five weeks with this group, the project learned about issues impacting access to education, issues impacting programs, and the importance of personal stories. All participants in the group wrote personal stories, learned how to share in front of others, and how to plan a meeting.

- One program held mock elections in their classes with students learning about the role and responsibility of the office for which they campaigned during the last election.
- One program participated in a Statewide Student Ambassador Program. Students attended trainings in which they were taught public speaking skills and how to compose and share their personal stories. After being trained, the students visited the Arizona Capitol and met with elected officials to share their story on the importance of adult education.

The 17,554 adult learners (11,328 adult basic and secondary education and 6,226 ELAA) enrolled in Arizona's Adult Education programs benefit from the services provides through the EI/Civics grant.

### **Conclusion**

The need for adult education is significant in Arizona with census numbers showing a huge gap between the number of adults lacking a high school diploma or needing English language skills and the system's capacity to serve these learners. Large numbers of Arizona adults continue to seek educational services as unemployment remains high and the demand for higher skills increases. Waiting list numbers for adult education classes remain at well over 6,000 motivated, ready learners throughout the state who are unable to enroll in classes. To address this need, the Arizona Adult Education System is dedicated to providing quality educational services, including high levels of technical assistance and program monitoring. Field-based State Leadership initiatives in the areas of Accountability, Capacity Building, Leadership, and Quality Teaching have resulted in improved outcomes for adult learners achieving their educational goals during Program Year 2012-2013.