

Arizona Narrative Report 2013-2014
Arizona Department of Education - Adult Education Services

The Arizona Department of Education (ADE) - Adult Education Services (AES) is pleased to submit the Annual Narrative Report for Program Year (PY) 2013-2014 to DOE- Office of Career and Technical and Adult Education.

State Leadership Funds

Describe the major activities supported with State Leadership funds during the reporting period and the extent to which these activities helped you in implementing the goals of the State Plan. Specifically describe activities related to career pathways.

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.

Initiative	Description	Outcomes
TABE 9/10 Test Administrator Training	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 by participating in a face-to-face training or the 8-hour online course, <i>Standardized Test Administration and the TABE 9/10</i> , developed by the AES staff. All training sessions are facilitated by State Staff.	Five face-to-face Test Administrator training sessions were held around the state throughout the year. 81 test administrators were trained. Three facilitated online courses, <i>Standardized Test Administration and the TABE 9/10</i> , were held for 60 test administrators.
TABE CLAS- E Test Administrator Training	Test administrator training provided per AZ Assessment Guidelines. New test administrators must complete the face-to-face training. Training sessions are facilitated by CTB McGraw-Hill trainers. Test administrators must complete a bi-annual refresher training by participating in a face-to-face training or the 8-hour online course, <i>Standardized Test Administration and the TABE CLAS E</i> , developed and piloted by State staff in FY 14.	Six face-to-face Test Administrator training sessions were held around the state throughout the year. A total of 141 test administrators completed the training. One facilitated online course, <i>Standardized Test Administration and the TABE CLAS-E</i> , was piloted. Eight test administrators completed the training and provided feedback on the course.
NRSpro.com Training	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.	Four training sessions were held for over 50 participants. Additional training was provided for new program administrators on using the available data reports for performance analysis.

Monitoring	<p>Desk Monitoring: 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>Case reviews: A comprehensive group review from four AES work units: Academic Support & 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>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 on the current grant contract.</p>	<p>100% of local programs were desk-monitored.</p> <p>100% of programs went through the case review process.</p> <p>From the Case Review process, 3 programs were put on a Corrective Action Plan (CAP) due to not meeting state target performance measures.</p> <p><i>Due to standardization and regularization of the desk-monitoring cycle, local program performance is reviewed monthly and case reviews are conducted in a timely manner for all programs.</i></p> <p>All 25 programs were fiscally monitored on-site in PY2013-14. All 25 programs went through the ARS 15-232 Eligibility Monitoring which includes a review of student files.</p>
2013 Summer Institute	<p>The annual Summer Institute for program administrators and adult educators is designed to fulfill training requirements per grant contract assurances, and to build the capacity of adult educators.</p>	<p>13 training sessions were held over four days for 289 participants. Sessions included: New Director’s Training; Planning for Professional Learning; Learning to Achieve Training; Standardized 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
On-Line Communication and Collaboration	<p>All AZ initiatives incorporate one or more of the online tools below to support and enhance participant collaboration and communication:</p> <p>AZ Project IDEAL: a 24/7 system of PD and curricular resources for educators;</p> <p>Google Sites, Google Plus, CourseSites: asynchronous environments for teams to meet and share resources;</p> <p>GoTo Meeting: synchronous environment for hosting meetings, webinars and trainings.</p>	<p>All Arizona adult educators had access to and utilized AZ Project IDEAL in PY 2013-14.</p> <p>Over 200 adult educators used asynchronous environments to collaborate and communicate.</p> <p>Over 30 webinar sessions were delivered via GoTo Meeting in PY 2013-14.</p> <p>Evaluation surveys showed an overall rating of 4.7 (on a scale of 1 to 5) indicating a high level of participant satisfaction with the webinar trainings.</p>
Library Collaboration Initiative	<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. The Arizona State Library System was an Arizona Adult Literacy Week partner in PY 2013-14.</p>	<p>96% of Adult Education providers reported collaborations with libraries in their annual reports. Examples include:</p> <ul style="list-style-type: none"> - Use of computers and Wi-Fi for DL students - Classroom space provided - Technology classes and access to online resources - Tours, field trips, guest speakers - Library card registration and library orientation

<p>Arizona Distance Education for Adult Learners (ADEAL)</p>	<p>This initiative provided professional development and technical assistance to 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>Prior to the 2013-2014 program year, only nine programs provided DL instruction. In PY 2013-14, the PLATO curriculum was made available to all 25 Arizona adult education programs with the intent to develop hybrid instructional models that would add a DL component to regular face-to-face instruction. Intensive professional development (8 F2F training days and 12 webinars) was provided to instructors and administrators on using the curriculum to deliver instruction at a distance via a hybrid model.</p> <p>In all, 19 programs provided hybrid and/or DL instruction.</p> <p>PLATO training for ADEAL instructors & administrators was conducted throughout the year.</p>	<p>In PY 2013-2014, 2,039 learners participated in instruction at a distance (almost 4 times the previous year's number of participants). Of those, 480 learners (23.5%) were 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>The following outcomes are reported for the 480 Distance Learners:</p> <p>57,171 instructional hours were generated. Of those hours, 45,068 (79%) were distance hours and 12,103 (21%) were F2F hours.</p> <p>321 (67%) achieved an Educational Gain (compare with 62% statewide).</p> <p>Core Goal Outcomes for DL:</p> <p>59 out of 108 in the cohort (55%) obtained a high school equivalency diploma (compare with 65% statewide).</p> <p>22 out of 39 in the cohort (56%) entered post-secondary/training (compare with 37% statewide).</p> <p>23 out of 132 in the cohort (17%) entered employment (compare with 21% statewide).</p> <p>78 out of 232 in the cohort (34%) retained employment (compare with 37% statewide).</p> <p>For the 1,559 learners who engaged in DL but are not recognized as distance learners as defined by the NRS/DL Guidelines (DL hours < F2F hours), DL provides the opportunity to supplement and accelerate learning to achieve their academic goals at a faster pace. In fact, 1027 (66%) of these learners achieved an Educational Gain.</p>
<p>Arizona Adult Literacy Week</p>	<p>In PY 2013-14, Arizona Adult Literacy Week occurred Feb. 9-15, 2014. 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>96% of AE programs conducted local events to celebrate Arizona Adult Literacy Week in PY 2013-14. Events included book exchanges, open houses, family nights, student contests, and guest speakers.</p> <p>1,025 adult learners submitted entries to the Adult Literacy Week statewide contest. Entries included essays, artwork, digital stories and more.</p> <p>Approximately 300 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. 13th to honor contest winners.</p>
<p>Arizona Career Information System (AzCIS)</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>14 programs attended AzCIS training in PY13-14</p> <p>As a result of the training, adult educators helped their students create 2,006 career portfolios in the AzCIS system.</p>
<p>2014 Leading Change Conference</p>	<p>An annual leadership conference for K-12 and adult education administrators and leaders. The focus of the adult education strand of the 2014 conference was College and Career Readiness for program operations.</p>	<p>81 adult education administrators attended a 3 ½ day conference with sessions facilitated by: the National College Transition Network (NCTN); Edmentum (PLATO); GEDTS; David Rosen; 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
Leadership Excellence Academy (LEA)	A joint leadership initiative for adult education program administrators in collaboration with the National Adult Education Professional Development Consortium and ProLiteracy.	Cohort 7-Year 2: 8 program administrators completed the LEA training series and received the CMPI distinction Cohort 8-Year 1: 11 program administrators completed Year 1 of the LEA Training Series
Strategic Plan Implementation	In PY13-14, Year One of the two-year Arizona Adult Education Strategic Plan was implemented. Strategic Plan Vision: <i>To prepare adult learners for success in college, career and life.</i>	All State Leadership activities presented in this report address strategies under one or more of the three main goals identified in the Strategic Plan: 1)The <i>Arizona Adult Education System</i> is an integral component of Arizona’s educational pipeline leading to college and career readiness; 2) <i>Arizona Adult Educators</i> empower students to transition to college and careers; 3) <i>Arizona Adult Education Instruction</i> prepares students for success in college and careers.

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

Initiative	Description	Outcomes
2013-2014 CCR Math Institutes	Based on the professional development research models, Teachers Investigating Adult Numeracy (TIAN) and the Adult Numeracy Initiative (ANI), the AZ CCR Math 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.	The blended Institute includes four, 2-day F2F sessions, monthly math learning community meetings, and peer coaching 28 out of 31 ABE teachers and instructional leaders completed the 2013-2014 Math Institute.
Using the TABE 9/10 for Instruction	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.	Two training sessions were held around the State, with 16 ABE teachers completing the training.
Using the TABE CLAS-E for Instruction	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 CTB trainers.	30 ELAA teachers completed the full-day training session
Educational Technology Integration	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.	Over 20 site visits were conducted by ADE/AES staff for technical assistance and to document the observed level of use of technology in classrooms. 92% of programs developed, revised and implemented a technology plan outlining their ed tech goals for 3 years.

AZ College and Career Readiness Institute-Phase 1	The Institutes were required for program administrators and instructional leaders. The CCR Institutes were developed using the Standards-in-Action materials and customized for AZ. Training sessions included: Unpacking the AZ Adult Education College & Career Ready Standards in ELA and Math; Hybrid Learning using the PLATO curriculum; and Aligning Curricular Resources to the CCR Standards. Sessions were facilitated by State Staff and contracted trainers.	Over 200 program administrators, instructional leaders, and ABE/ASE instructors completed the Institute series.
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Performance Data Analyses – (Ginny)

Describe any significant findings from the evaluation of your performance data for the reporting period and efforts to improve the outcomes for the core indicators of performance.

Program Improvement Model

Performance data analysis, program improvement and technical assistance are based on a model incorporating 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.

Arizona uses a cyclical system for technical assistance, monitoring and compliance training needs for both fiscal and programmatic areas in an ongoing program improvement model.



Comprehensive Case Reviews are conducted annually in the fall. All Adult Education Services (AES) units participate in the Case Review process; Academic Support & Compliance, Professional Learning, Educational Technology, Fiscal Services and Assessment. The Case Review includes an analysis of each local program’s prior year’s performance data, professional learning plan, technology integration, annual

reporting, and fiscal reporting. Local programs that do not meet the state performance measure targets are placed on a Corrective Action Plan (CAP). Programs on Corrective Action Plans work throughout the year with the AES staff to plan and implement improvement efforts. This team approach has been valuable in providing comprehensive targeted technical assistance to local programs. Additionally, it allows AES staff to gain a broader view of the dynamics of each program, and provides programs with a consistent message.

Monitoring for compliance to Federal and State requirements is an important part of the Arizona Adult Education Program Improvement model. Both desk monitoring and multiple on-site monitoring categories complete the monitoring process.

Desk Monitoring: Monthly review and analysis of data management, annually submitted reports (both programmatic and fiscal), and annual Teacher Certification verification.

On-site Monitoring: Field based fiscal audits, Arizona Revised Statute 15-232 mandating verification of eligibility for services (monitored annually), complete programmatic monitoring annually based on a 3 year cycle or as needed.

Program Reporting is part of the annual program improvement model. Each local program completes a comprehensive set of final reports on program operations, performance, professional learning, technology integration and fiscal contracts. As programs are completing their final reports they are also developing the foundation for the upcoming program year contract extension report which mirrors the final reports for a transition from what went well over the past year to any needed changes for the upcoming year.

Technology Integration

Integrating technology into adult education instructional settings has been a major thrust of AES for the past ten 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 and hybrid learning classes, for students who cannot or will not attend in a traditional classroom setting or wish to accelerate their learning and goal achievement. Statewide access to and utilization of an online curriculum, PLATO Learning Environment, was a key component of the technology integration initiative for PY 2013/14. Intensive training on how to effectively use the curriculum to deliver instruction at a distance was conducted throughout the year to over 200 adult educators. As a result of these efforts, 19 out of the 25 adult education providers implemented hybrid learning delivery models. The education gains percentage of these learners exceeded the statewide rate.

Professional Learning

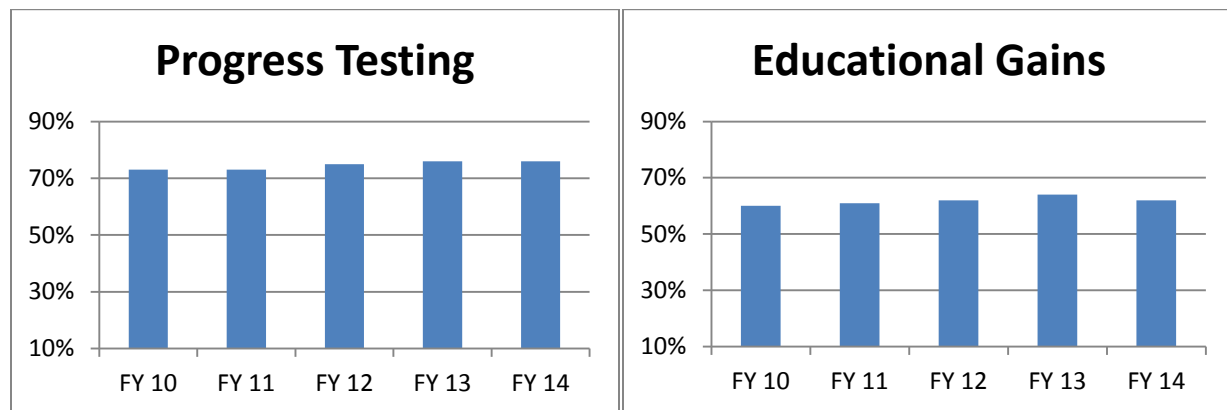
Professional learning (PL) is a vital component of our adult education system. The purpose of PL is to improve educator effectiveness and to increase student achievement and outcomes. Per the AES grant contract, programs are required to allocate 10% of grant funding for PL that is data-driven, standards-based and job-embedded. Programs are required to plan and submit annual proposed PL Plans in the early fall, and PL Reports and final PL Maps are submitted with their year-end documents. Programs are evaluated and receive feedback on their PL implementation using a research-based PL Rubric that was developed by AES staff.

Program Performance

Education Gains: Arizona met or exceeded 6 of the 10 negotiated Educational Gains performance targets in PY 2013-14. Three of the targets Arizona did not meet were in ABE II, ABEIII, and ASE I and ESOL IV and V. In looking further at the data, these targets were not met in the same levels by content area for

both Math and Reading for the ABE/ASE students. The students in those three levels in Math and Reading accounted for 49% of Arizona’s ABE/ASE students. PY 2013-14 was Year One of a multi-year training series on implementing new College and Career Readiness Content Standards using the Standards in Action model, with many required trainings for directors and program leadership.

Arizona continues intensive training and technical assistance to ensure that programs have a process and qualified staff necessary to administer standardized assessments and are following the Arizona Assessment Policy. Programs are trained to use different sets of data available through the state data management system. On the most basic level, programs are looking at table 4 and 4b for Education Gains, Progress Test Success, and the Progress Test Rate for program improvement purposes. When deeper data analysis is necessary, programs use the same data sets but by NRS level and content area in addition to median and average hours. Programs use this information to determine necessary changes to operations and inform professional learning activities. This analysis can be done at the program and classroom level.



Core Goals: In PY2013-14 Arizona AES staff continued providing technical assistance to programs on follow-up procedures, timelines and cohort definitions. This area continues to be challenging for Arizona without data match capabilities. Arizona currently only has a data match with GED testing. AES was able to enter into the Department of Education’s data match agreement with the National Student Clearinghouse Student Tracker to track students transitioning to postsecondary. This agreement was short lived though and we were only able to get one submission in for the year. We are currently working to reestablish the agreement.

AES is also working with the Department of Economic Security to enter into a Data Share Agreement with the UI Wage System Information. This would provide the needed match for both Enter Employment and Retain Employment follow-up. Currently programs conduct this follow-up through the survey method. This proves to be very challenging; programs are only able to make contact with a small percentage of students one to three quarters after exit. Therefore, we are still below the NRS requirement of a 50% response rate for both Employment measures.

Additionally, the definition for students in the Entered Postsecondary cohort is very encompassing. The definition is so encompassing that the majority of the Arizona students in this cohort are lower level ESL students. In Arizona, of the 3,182 students in the Enter Postsecondary cohort, 48% are ESL students and 65% of the ESL students in the cohort are in ESL Beginning to ESL II. These students will not be entering a US postsecondary institution within a year. It would be more ideal and realistic to include only higher level ESL students in this category with the ABE/ASE students. The ABE/ASE students only accounted for 28% of the cohort.

Based on trainings that have been implemented, technical assistance, and the National Student Clearinghouse Student tracker, Arizona’s follow-up procedures are getting better but still need work. Our response rate has increased and goal outcomes are relatively similar to FY 13, the first year of the new cohort system.

Integration with Other Programs

Describe how you have integrated activities funded under the Adult Education and Family Literacy Act (AEFLA) with other adult education, career development, and employment and training activities. Describe your efforts to develop or advance career pathways systems that include career and technical education, postsecondary education, employers, and economic and workforce development. Include a description of how your agency is being represented on the State and Local Workforce Investment Boards, the provision of core and other services through the One-Stop system and an estimate of the AEFLA 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 over the past several years. This is the seventh 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.

College and Career Readiness

Arizona Adult Education Services provided additional funding assistance to every state funded program to increase college and career readiness skills and training into program operations. This included training on the Arizona Adult Education College and Career Ready Standards, College and Career Readiness Institutes, and curricular alignment projects. During PY 2013-14, College and Career Readiness services were supported with WIA funding of \$530,209.25.

Representation

The Superintendent of Public Instruction represents Adult Education on Arizona's State Workforce Investment Board (SWIB). Three Adult Education directors sit on local Workforce Investment Boards throughout the state and additionally, there is a designated adult education representative on all other Local Workforce Investment Boards (LWIB). AES's Workforce Liaison receives all of the LWIB meeting notices and attended meetings at 10 of the 12 local WIBs in PY 13-14.

Adult Education Services through One-stop System

State funded adult education programs operate on-site at One-stop Centers in 5 of 12 local workforce investment areas and provide all core federal and state required services. In addition, all 12 areas have service and referral agreements between local adult education providers and the local One-stop Career Center.

English Literacy/Civics (EL/C) Program

Describe activities and services supported with EL/C 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 ABE/ASE and ELAA programs' curriculum. Civics Standards indicators include: U.S Constitution & the Bill of Rights, Concepts of Federalism, Historical Roots of our Values and Principles, Volunteerism in Civil Society, Citizen Rights & Obligations, The Right to Vote, Elections, Lawmaking, International Affairs, Human Migration, Human Rights, Science & the Environment, and The Global Economy. The activities, projects, and events that incorporate this instruction help the learners become active and informed family members, employees, and community members.

English language 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: incorporating the I-civics

program that was created by former Justice Sandra Day O'Connor into the classroom, using thematic units to learn about relevant topics in EL/Civic, reading a book series on United States of America historical events, student presentations and debates about different subjects relating to civics and community events/issues, and field trips to various government agencies. 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 2013-2014 include:

- One program created a Student Council government.
- One program held mock debates in their classes with students learning about whether events were constitutional.
- One program is continuing a community initiative called The Story Telling project. 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.
- One program took adult learners on a field trip to the Capitol and toured both the House and the Senate and met some legislators during Adult Literacy Week.
- One program arranged a tour at the Phoenix Public Library for ESOL students, where each student learned about the "Bridges to America" program.
- One program has 12 *Rights and Responsibilities of Citizenship* classes. Half of these classes are taught within PCAE's three learning centers, while the remainder are taught through our collaboration with the Pima County Public Library system at various library sites. The program uses a 10-unit curriculum that focuses on the various aspects of government, history, civics and the Constitution. Volunteer instructors also expand the curriculum through newspaper articles and current events as a way of learning and experiencing how the Constitution, lawmaking and government can affect students' lives, and conversely, opportunities for civic engagement teach them how they can have an effect on government.

The 16,059 adult learners (9,903 adult basic and secondary education and 6,156 ELAA) enrolled in Arizona's Adult Education programs benefit from the services provides through the El/Civics grant.

Secondary School Credentials and Equivalencies

Describe your state's policies relating to how it awards a secondary school diploma or its equivalent to individuals who are no longer enrolled or required to be enrolled in a secondary school under State law. Include state recognized tests that are used to award the diploma as well as other criteria that may be recognized, such as competency-based or credit-based methods.

Any person who is sixteen years of age or older and who passes an equivalency test adopted by the State Board of Education shall be awarded an Arizona High School Equivalency Diploma. The General Educational Development (GED®) Test is currently the only test adopted by the State Board for this purpose. The State Board of Education may establish eligibility requirements for persons wishing to take an equivalency test adopted by the State Board of Education, except that the minimum age required to take the test may not be older than sixteen nor shall the Board require the completion of any high school credits.

Adult Education Standards

Describe your state's progress toward implementation of adult education college and career readiness (CCR) standards, including whether your state has formally adopted a validated set of CCR standards. Describe how the state has determined the standards to be representative of CCR and the timeline by which such standards will be or have been implemented by all local programs. Describe how the state

is supporting the use of standards by local programs and State Leadership funds that are being used to support implementation.

AZ formally adopted Content Standards in 2001. In FY 13, AZ revised and aligned the *AZ Adult Education College & Career Ready Standards in English Language Arts (ELA) and Mathematics* to the Common Core Standards. This work was done by two field-based teams comprised of adult educators and college faculty content experts, and facilitated by Susan Pimentel.

Three State staff completed the Standards-in-Action Train-the Trainer session, sponsored by NAEPDC, and the CCR Implementation Institute, sponsored by OCTAE. AZ submitted their revised Standards to be reviewed as part of the CCR Implementation Institute and the ELA and Math Standards were rated as 'Aligned'.

State leadership funds were used to plan and implement the professional learning sessions, *CCR Standards Institutes- Phase 1* for local program administrators, instructional leaders, and ABE/ASE instructors. A 3-day Institute was held for program administrators and instructional leaders and a 1 ½-day Institute was held for ABE/ASE instructors. The Institutes were based on the Standards-in-Action materials and customized for AZ. Training sessions included: Unpacking the AZ Adult Education College & Career Ready Standards in ELA and Math; Hybrid Learning using the PLATO curriculum; and Aligning Curricular Resources to the Standards. Over 200 administrators and adult educators have completed the Phase 1 training series in FY 14.

Additionally, as part of the CCR Standards Institutes- Phase 1, each adult education program was required to inventory and assess the alignment of all curricular resources-both print and web-based-to the AZ Adult Education College & Career Ready Standards in ELA and Math; and to identify the gaps in their curricular resources. This 9-month project was recently completed and programs submitted the completed curriculum alignment templates to the State office. The completed alignment projects are posted in the shared Livebinder resource manual for review by program administrators and instructors throughout the State.

Conclusion

The need for adult education in Arizona is significant 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. Unemployment remains high throughout Arizona, and when jobs are available most demand higher skills with education and training needed beyond the high school level. Large numbers of Arizonans seek educational services through adult education and waiting list numbers for classes continue to be high. Capacity building efforts, such as the delivery of instruction through diverse learning models, continue to be a priority, along with standards-based instruction and the development and implementation of strategies that help our adult learners develop the skills that will help them succeed in further training with a pathway toward a career.