

**Arizona Narrative Report- FY 2015**  
**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) 2014-2015 to the DOE- Office of Career, 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 evidence-based, are 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 (AAEPLS). 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 half-day face-to-face training. Test administrators must complete a refresher training every two years 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 and facilitated by State staff.	<b>Five</b> face-to-face Test Administrator training sessions were held around the state throughout the year. <b>130</b> test administrators in adult education and corrections were trained.  <b>Three</b> facilitated online courses, <i>Standardized Test Administration and the TABE 9/10</i> , were held for <b>32</b> test administrators.
<b>TABE CLAS- E Test Administrator Training</b>	Test administrator training provided per AZ Assessment Guidelines. New test administrators must complete the full-day face-to-face training. Training sessions are facilitated by CTB McGraw-Hill trainers. Test administrators must complete a refresher training every two years 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 15.	<b>Four</b> face-to-face Test Administrator training sessions were held around the state throughout the year. A total of <b>82</b> test administrators completed the training.  <b>Two</b> facilitated online courses, <i>Standardized Test Administration and the TABE CLAS-E</i> , were held for <b>19</b> test administrators.
<b>NRSpro.com Training</b>	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>Six</b> training sessions were held for <b>119</b> participants.
<b>Monitoring</b>	<b>Desk Monitoring:</b> Part of an annual cycle during which all AE programs are monitored for student performance, audited for fiscal	100% of local programs were desk-monitored.

	<p>compliance, and other Federal and State issues.</p> <p><b>Case reviews:</b> A comprehensive program review done by four AES work units: Academic Support &amp; Compliance, Educational Technology, Professional Learning, and Fiscal Services, were completed in September. During the case review process the following data is reviewed: Student performance-educational and goals; fiscal and grants management; PL requirements, program staff, and participation in professional learning initiatives; program reports are examined. AES staff identified those programs needing intensive technical assistance and/or monitoring.</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>100% of programs went through the case review process.</p> <p>From the Case Review process, <b>7</b> 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><b>9</b> programs went through a complete monitoring process that includes program operations, review of student files, attendance, assessments and ARS 15-232: Eligibility Monitoring. In total 1,350 student files were reviewed.</p> <p><b>17 of 25</b> programs were fiscally monitored on-site in PY2014-15.</p>
<p><b>2014 Summer Institute</b></p>	<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><b>18</b> training sessions were held over four days for <b>321</b> participants. The Program Administrators Strand included: New Program Administrators Training; program operations and CCR; diverse learning models; using data and Federal policy requirements; and grants management. The Teacher and Support Staff Strand sessions included: Test administration training for the TABE 9-10 and TABE CLAS-E; integrating technology into instruction; CCR Standards and aligning curricular resources; and using PLATO, the online curriculum; Learning to Achieve: Federal Laws and Workplace Modules; Database training; and the 2014 GED Test.</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>Content Management System (CMS) &amp; Livebinders:</b> a 24/7 system of PD and curricular resources for educators;</p> <p><b>Blackboard Learn (LMS):</b> asynchronous environments for teams to meet and share resources;</p> <p><b>Blackboard Collaborate:</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 2014-15.</p> <p>Over <b>200</b> adult educators used asynchronous environments to collaborate and communicate.</p> <p>Over <b>35</b> webinar sessions were delivered via GoTo Meeting in PY 2014-15.</p> <p>Evaluation surveys showed an overall rating of <b>4.1</b> (on a scale of 1 to 5) indicating a high level of participant satisfaction with the webinar trainings.</p>
<p><b>Arizona Integrated</b></p>	<p>Five local providers applied for and received funding to implement Arizona Integrated Basic</p>	<p><u><b>Occupational fields</b></u> Certified Nursing Assistant (CNA) 6 participants;</p>

<p><b>Basic Education &amp; Skills Training (AZ I-BEST)</b></p>	<p>Education and Skills Training (AZ I-BEST) Career Pathways pilots over the course of two years. In FY14-15, Year One of these AZ I-BEST pilots, cohorts of adult learners worked to concurrently obtain their secondary diploma and a postsecondary credential in a high demand occupational field. Integral to the pilot was the requirement that programs collaborate with their local workforce and postsecondary partners to implement the project.</p>	<p>Clinical Medical Assistant (MA) 16 participants; Construction Technology (CON) 15 participants; Energy Systems Technology (EST) 5 participants; Behavioral Health Services (BHS) 16 participants.</p> <p>Much of Year One was devoted to developing strong collaborations so that Year Two can realize broader implementation for more learners due to established partnerships.</p> <p>All funded programs under the AZ I-BEST initiative have a partnership with a postsecondary skills training provider and an AZ One-Stop System provider.</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. The Arizona State Library System was an Arizona Adult Literacy Week partner in PY 2014-15.</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 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 2014-2015 program year, only nine programs provided DL instruction. In PY 2014-15, 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 (10 F2F training days and 27 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, 25 programs provided hybrid and/or DL instruction.</p> <p>PLATO training for ADEAL instructors &amp; administrators was conducted throughout the year.</p>	<p><b>5,516</b> learners participated in instruction at a distance (over double the previous year's number of participants). Of those, <b>776</b> learners (<b>14%</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>776</b> Distance Learners:</p> <p><b>107,323</b> instructional hours were generated. Of those hours, <b>79,688 (74.25%)</b> were distance hours and <b>27,635 (25.75%)</b> were F2F hours.</p> <p><b>445 (57%)</b> achieved an Educational Gain.</p> <p>Core Goal Outcomes for DL:</p> <p><b>23</b> out of <b>62</b> in the cohort (<b>37%</b>) obtained a high school equivalency diploma.</p> <p><b>5</b> out of <b>43</b> in the cohort (<b>12%</b>) entered post-secondary/training.</p> <p><b>9</b> out of <b>115</b> in the cohort (<b>8%</b>) entered employment.</p> <p><b>19</b> out of <b>140</b> in the cohort (<b>14%</b>) retained employment.</p> <p>For the <b>4,740</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>3,044 (64%)</b> of these learners achieved an Educational Gain.</p>
<p><b>Arizona Adult Literacy Week</b></p>	<p>In PY 2014-15, Arizona Adult Literacy Week occurred Feb. 22-18, 2015. The purpose is to promote the need for adult literacy and to encourage local awareness of and involvement in adult education throughout the state. Arizona</p>	<p><b>92%</b> of AE programs conducted local events to celebrate Arizona Adult Literacy Week in PY 2014-15. Events included book exchanges, open houses, family nights, student contests, and guest speakers.</p> <p>Approximately <b>250</b> adult learners submitted entries to</p>

	<p>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, and Arizona State Library System.</p>	<p>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>Digital Literacy, Integrating Technology In The Adult Education Classroom</i>” event in Tempe, AZ on Feb. 24<sup>th</sup> to honor contest winners.</p>
<b>Arizona Career Information System (AzCIS)</b>	<p>AzCIS provides educational, career and occupation information to assist students in making informed career and school choices. The AzCIS training trains adult educators to provide lessons that help adult learners successfully transition to employment/postsecondary options.</p>	<p><b>17</b> programs attended AzCIS training in PY14-15.</p> <p>As a result of the training, adult educators helped their students create <b>8,408 cumulative</b> career portfolios in the AzCIS system.</p>
<b>2014 Leading Change Conference</b>	<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><b>92</b> adult education administrators attended a 3 ½ day conference with sessions facilitated by: the National College Transition Network (NCTN); Dr. Mary Ann Corley; Benchmark ITS; Pearson MyFoundationsLab; and CTB-McGraw-Hill-TABE Online.</p>

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

<b>Initiative</b>	<b>Description</b>	<b>Outcomes</b>
<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 the University of TN-CLEE.</p>	<p>Cohort 8-Year 2: <b>9</b> program administrators completed the LEA training series and received the CMPI distinction</p> <p>Cohort 9-Year 1: <b>9</b> program administrators completed Year 1 of the LEA Training Series</p>
<b>WIOA Implementation /Spring Business Meeting</b>	<p>In PY14-15, year two of the two-year Arizona Adult Education Strategic Plan: <i>To prepare adult learners for success in college, career and life.</i></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>Approximately <b>75</b> program administrators attended this business and planning meeting.</p> <p>Agenda topics included:</p> <ul style="list-style-type: none"> <li>• WIOA implementation overview</li> <li>• Fiscal and grants management update</li> <li>• AZ Adult Education data analysis</li> <li>• HSE testing update</li> <li>• Review of Arizona’s WIOA Transition Plan and Implications for program operations</li> </ul>
<b>NCTN AZ CCR Implementation Initiative</b>	<p>This 18-month initiative was developed in collaboration with the National College Transition Network. Designed for program administrators and instructional leader to gain a deeper understanding of the essential components of college and career transitions, and to integrate these components into adult education program operations as measured by the AZ CCR Implementation Rubric.</p>	<p>This blended professional learning series includes face-to-face trainings, World Education online courses, facilitated online study circles, and an implementation plan submitted by programs.</p> <p><b>65</b> program administrators, instructional leaders, and State staff are actively participating in this initiative.</p>

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

<b>Initiative</b>	<b>Description</b>	<b>Outcomes</b>
<b>2014-2015 CCR Math Institutes</b>	Based on professional development research models, Teachers Investigating Adult Numeracy (TIAN) and the Adult Numeracy Initiative (ANI), the AZ CCR Math Institute is an intensive blended learning series designed for ABE teachers to strengthen their math content skills and apply new skills to improve math instruction.	The blended Institute included <b>four, 2-day</b> face-to-face trainings, monthly math learning community meetings, and peer coaching  <b>28</b> out of 31 ABE teachers and instructional leaders completed the 2014-2015 Math Institute.
<b>Using the TABE 9/10 for Instruction</b>	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.	<b>One</b> training sessions was held, with <b>24</b> ABE teachers completing the training.
<b>I-BEST Training: Team Teaching</b>	A two-day training for AZ I-BEST program staff facilitated by Washington I-BEST trainers. The training focused on team teaching models and collaborative planning processes for team-teaching faculty.	<b>26</b> program administrators/I-BEST coordinators, skills faculty, and adult education teachers completed the training sessions.
<b>Educational Technology Integration</b>	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.	<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.  <b>88%</b> of programs developed, revised and implemented a technology plan outlining their educational technology goals for 3 years.
<b>Learning To Achieve</b>	Designed to build teacher effectiveness in providing instruction for adults with learning disabilities (LD). This blended learning series consists of a one and a half day face-to-face training and online modules for instructors and administrators to increase their skills for students with learning disabilities.	<b>Two</b> training sessions.  <b>23</b> adult educators completed the training trained.
<b>Standards-In-Action Pilots</b>	This year-long training series was been designed by Standards Works and sponsored by OCTAE. AZ's SIA State Team participated in the first face-to-face Institute and began piloting training sessions to selected adult education instructors.	Held <b>six</b> SIA meetings and pilot trainings for math and ELA teachers at two adult education programs.

### **Performance Data Analysis**

*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 a CAP 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, complete programmatic monitoring annually based on a 3 year cycle or as needed based on a risk assessment model and Arizona Revised Statute 15-232(B) mandating verification of eligibility for services (monitored annually).

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.

The improvement cycle creates a year-around process to continually monitor performance at the state and local level. While the cycle is in practice throughout the year, state staff is also tracking technical assistance provided to programs throughout the year. This valuable information is used to improve trainings at the state level and also pinpoint repeated technical assistance needs at local programs.

## **Technology Integration**

Technology integration at the classroom level has been a part of program improvement efforts in Arizona Adult Education for the past ten years now. 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. Statewide access to and utilization of an online curriculum, PLATO Learning Environment, was a key component of the technology integration initiative for PY 2014/15. 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, 25 out of 25 adult education providers implemented hybrid learning delivery models. The education gains percentage of these learners exceeded the statewide rate.

## **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 2014-15, College and Career Readiness services were supported with WIA funding of \$530,209.25.

## **Program Performance**

Education Gains: Arizona did not meet the negotiated targets for Educational Gains in PY 2014-15. FY 15 was year-two of a multi-year training series on implementing new College and Career Readiness Content Standards using the Standards in Action (SIA) model, with many required trainings for directors and program leadership. Both instructional leaders and teachers have been heavily involved in the SIA model which included aligning and implementing curriculum to the new College and Career Readiness Content Standards. This meant teaching to higher standards and in many cases using new curriculum. In addition, Arizona Adult Education adopted a new data management system at the end of PY 2014-15. The new data base has a higher level of accountability for programs to report assessment and attendance data. Assessments from late May and June of the previous fiscal year were not calculated as the entering EFL for FY 15 due to data migration issues. This resulted in a possible loss of educational gains, and lower post-test percentages.

Arizona continues intensive training and technical assistance to ensure that programs have a process and qualified staff necessary to administer standardized assessments and follow 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 PY2014-15 Arizona AES staff continued providing technical assistance to programs on follow-up procedures, timelines and cohort definitions. This continues to be challenging for Arizona without data match. Arizona currently only has a data match with GED testing. We have been working to establish a data sharing agreement with the Arizona Department of Economic Security Unemployment Insurance Administration (DES/UIA) for over a year now. This would provide the needed match for both Enter Employment and Retain Employment follow-up. This has been a long and complicated process and the application to date is still pending approval at DES/UIA. AES is also working to reestablish an agreement with the National Student Clearinghouse Student Tracker for entry to postsecondary.

Currently programs conduct follow-up through the survey method. This is very challenging; programs are only able to make contact with a small percentage of students after exit following the NRS follow-up timeframes. Therefore, we are still below the NRS requirement of a 50% response rate for both Employment measures and Enter Postsecondary.

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. Of the students in the Entered Postsecondary cohort for FY 15, over 50% are ESL students and 65% of the ESL students in the cohort are in ESL Beginning to ESL II, same as FY 14. The trend continues that a majority of Arizona's lower ESL students are placed into the Enter Postsecondary cohort due to their level of education in another country. While this is part of the Adult Education targeted population, placing them in the Enter Postsecondary cohort at these levels is unrealistic due to students stepping out for life barriers. Arizona Adult Education programs are required to offer services to support students with academic, health and social support services through collaborations with WIOA core and community partners in order to retain students until the successful attainment of their goals into employment, postsecondary or careers and also collaborate with WIOA core partners to provide learners with access to employment and training services. Regardless, we still find that of those lower level ESL students in the Entered Postsecondary cohort less than 1% actually entered postsecondary. Due to currently being a survey state for this type of follow-up information, the actual achieved rate could increase with National Student Clearinghouse Student Tracker though the success of these students in the cohort will remain low.

### **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. 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. Additionally, five programs were awarded funds to plan and implement AZ I-BEST Programs. This 18-month project included a 6-month project implementation period for partnership building, curriculum development and recruitment. All funded programs under the AZ I-BEST initiative have a partnership with a post-secondary skills training provider and an AZ One-Stop System provider. Approximately 30 participants from Adult Education, Workforce Development and Post-Secondary institutions attended a project kickoff and planning meeting in the fall of 2014.

#### **Representation**

The Superintendent of Public Instruction designated the Adult Education State Director to represent Adult Education on Arizona's State Workforce Investment Board (SWIB). Seven Adult Education directors sit on local Workforce Investment Boards throughout the state and 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 7 of the 12 local WIBs in PY 14-15. Adult Education co-sponsored Six WIOA Roadshow events throughout Arizona to improve collaboration among core partners. Additionally, AES is actively involved in all applicable aspects of WIOA transition activities, including representation on all eight state transition workgroups.

#### **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.*

All 13,500 adult learners (8,239 Adult Basic and Secondary Education and 5,261 English Language Acquisition for Adults) enrolled in Arizona's Adult Education programs benefit from the services provided through the EL/Civics grants.

Each Adult Education program provided a summary in their annual reports of the program's integration of civic literacy and instruction. Highlights of Activities from Adult Education Providers:

- Classes visited the Phoenix Municipal Court and went on a guided tour of the building. Municipal Judge spoke with the students about jury service and typical cases for Phoenix Municipal Court. Then, the students were allowed to witness a case that was being settled.
- Student Leadership Conferences are held quarterly and with guidance from the program's instructors, student leaders plan and coordinate civic literacy activities that include goal setting and class rules and procedures training sessions.
- ELAA instruction included a month long unit on Civil Rights which was spring boarded from the feature article on Cesar Chavez, in the March 2015 issue of "Easy English Times", a monthly newspaper for ESL students. During this unit, one student gave her own speech in front of a large crowd at the Flagstaff, AZ city hall during an event to help "Dreamers" achieve resident status for the in-state university tuition rates.
- In honor of Constitution Week and in preparation for the November 4th elections, the student leadership councils in conjunction with the League of Women Voters set up voter registration tables at the adult learning centers.
- A course was designed this past year to address Civic Literacy (074 Reading & Writing Applications III Social Studies). This particular course is designed to address the civic literacy exam.
- Student Leaders and AmeriCorps members hosted the screening of Barrios and Barriers - The Tucson Civil Rights Era at the 29th St. Coalition Center. Student Leaders and AmeriCorps members facilitated small group discussions on race and discrimination for approximately 70 students, staff, and administrators.
- The Learning Center Student Leadership Council had a successful meeting with Ward 1 Councilwoman Regina Romero to discuss safety issues regarding 4 bus stops frequented by El Rio students. Councilwoman Romero has started the conversation with city officials to help move these changes forward and students will present their case at a City Council Meeting in the coming fiscal year.

In FY 15, the AZ State Legislature passed a law that will require students to pass a standardized citizenship/civics test by correctly answering 60 of 100 test questions in order to earn a high school or GED diploma, beginning with the 2017 graduates. Several Adult Education State staff participated in a Test Review Item Analysis for the new citizenship test.

## 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.***

Arizona Adult Education has many requirements and assurances in place that require adult education providers to use the Arizona Adult Education College and Career Ready (AZ AE CCR) Standards for instruction and to align all curricular resources used for instruction to the AZ AE CCR Standards. AZ formally adopted Content Standards in 2001.

- 2011-2013- AZ revised and aligned the *AZ Adult Education College & Career Ready Standards (AZ AE CCR) in English Language Arts (ELA) and Mathematics* to the Common Core Standards.
- 2013-2014- Technology Standards revised by team of Arizona Adult Educators.
- 2013-2014- EL/Civics Standards developed by team of Arizona Adult Educators.
- 2013-2014- ELAA Teacher Standards developed by team of Arizona Adult Educators.
- 2013-2014- ABE/ASE Teacher Standards developed by team of Arizona Adult Educators.
- 2013-2015- Program administrators, instructional leaders and ABE/ASE instructors began Standards-In Action training
- All program completed the curriculum Alignment Project: analyzed and aligned curricular resources in ELA and Mathematics to the AZ AE CCR Standards.

Arizona Adult Education Standards Initiative Next Steps:

- 2015- 2016- Continue Standards-In-Action Training to ELA and mathematics teachers and instructional leaders.
- 2015-2016- Design and implement an Arizona English Language Arts (ELA) Institute and incorporate the Standards-In-Action innovations into the training design.
- ***2015-2016- Review current AZ AE CCR Standards in ELA and Mathematics for alignment to OCTAE CCR Standards and AZ K-12 Standards.***
- 2016- Integrate the Standards-In-Action innovations and training resources into current and planned State Leadership initiatives and professional learning activities.
- 2016-2018- Revise and integrate standards in the content areas of: Social Studies, Civics, Science, and Technology, English Language Arts, and Mathematics.