Arizona Narrative Report- PY 2015-2016
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) 2015-2016 to the USDOE- Office of Career, Technical and Adult Education.

1. State Leadership Funds (AEFLA Section 223)

(a) Describe how the State has used funds made available under section 223 (State Leadership activities) for each the following required activities:

- *Alignment of adult education and literacy activities with other one-stop required partners to implement the strategies in the Unified or Combined State Plan as described in section 223(1)(a).*

Arizona's Response:

◊ **AZ IBEST** is currently being implemented at five programs statewide and 107 participants were served in PY2015/16. Of the participants, 103 (96%) entered into post-secondary training and 42 (39%) earned an Arizona High School Equivalency (HSE) diploma.

◊ **WIOA Business Meeting** (full day meeting on April 22, 2016) assisted local program administrators to gain a deeper understanding of WIOA and the workforce system and become familiar with the key components and implications of the AZ State Unified Plan.

◊ **Career Pathways and Bridge Program Pilots** were implemented by nine local programs using funding provided by Arizona Department of Education/Adult Education Services (ADE/AES) through WIOA-Transition Grants. Program leadership and applicable staff participated in intensive training and technical assistance support to implementation of career pathways or bridge programs locally.

- *Establishment or operation of a high quality professional development programs as described in section 223(1)(b).*

Arizona's Response:
Arizona Adult Education has grant contract requirements and assurances in place that require adult education providers to use the CCR Standards for instruction and to align all curricular resources used for instruction to the CCR Standards. Local providers must use 10% of all adult education grant funds for quality professional learning (PL) aligned to the Standards for Professional Learning, designed by *Learning Forward*. Providers are required to report bi-annually on their professional learning plans and implementation. Program administrators and instructional leaders participate in annual professional learning sessions and receive on-going technical assistance to build capacity at the local program level for high quality PL focused on improving teacher effectiveness and student learning outcomes.

Additionally, Arizona designed and implemented Adult Education Teacher Standards in mathematics, English Language Arts, and English Language Acquisition that provide guidance on what adult education teachers should know and be able to do. The standards and the indicators help determine the interventions and strategies that are selected by programs for their local professional learning plans.

See also the table below that outlines both required and permissible State Leadership activities provided.

- *Provision of technical assistance to funded eligible providers as described in section 223(1)(c).*

Arizona's Response:
In PY2015/16, ADE/AES staff provided ongoing technical assistance for adult education providers to ensure grant contract requirements are met and to improve program performance. Technical assistance topics include:

◊ Administration of standardized assessment and assessment policy;
◊ Data management system including data entry, data integrity, data analysis and reporting;

◊ Program operations and guidance;
◊ Monitoring for grant contract compliance;
◊ Planning, implementing and evaluating professional learning;
◊ Implementation of technology and online learning curriculum.

The technical assistance provided is recorded in an internal spreadsheet to track and document the technical assistance provided. This allows State staff to review historical technical assistance and analyze trends to inform future State Leadership activities.

- *Monitoring and evaluation of the quality and improvement of adult education activities as described in section 223(1)(d).*

Arizona's Response:
ADE/AES staff use a variety of methods to assess the quality of its professional learning and technical assistance efforts. The following are examples of assessments of quality used: 1) Evaluation surveys are conducted after training and professional development events to determine satisfaction and learning; 2) Final Reports and project summaries provided by local providers are analyzed to assess the quality of implementation of initiatives; 3) Applicable outcome data of participating providers are analyzed when possible to determine if there was an impact to learners as a result of initiative; 4) Teacher reflections are gathered and analyzed; and 5) Site visits and classroom observations are conducted when possible to observe implementation of strategies learned.

In addition, professional learning plans are developed at the local program level and are evaluated by State office staff using a Professional Learning Rubric that aligns to the professional learning plan template. State staff analyzes the rubric results to assess the quality of implementation and determine the technical assistance to be provided, as well as the professional learning needs for program staff.

(b) As applicable, describe how the State has used funds for additional permissible activities described in section 223(a)(2).

Arizona's Response:
The table below outlines State Leadership implemented during PY2015/16, the WIOA Transition Year. These activities, both required and permissible, build upon Arizona Adult Education's experiences during the previous three years in the implementation of initiatives that assist programs in preparing Arizona learners for success in college and/or career transition and for implementation of WIOA.

FY 16 AZ Adult Education State Leadership Activities
WIOA Title II Section 223 Required and Permissible Activities

State Leadership Activities		Required Sec.223(a)(1)	Permissible Sec.223(a)(2)
TABE Online Test Administrator Training	**Objective:** Administer test, import/export files, order and set up, and interpret scores. **Audience:** IT and test administrators, WIOA Core Partner (DES) **Delivery**: Face-to-Face (15 occurrences)	**A, C, D**	
CLAS E Test Administrator Training	**Objective:** Provide overview of CLAS E assessment and its administration policies and procedures. **Audience:** Test administrators **Delivery:** Face-to-Face (7 occurrences)	**C, D**	**K**
Data Management Training	**Objective:** Overview of the AZ Adult Education Data Management System (AAEDMS) **Audience:** Administrators and data entry staff **Delivery:** Face-to-Face (4 occurrences)	**C, D**	**K, M, E**
MyFoundationsLab (MFL) Online Curriculum Training	**Objective:** Utilize aspects of MFL for blended or distance learning platforms, facilitating learner mastery **Audience:** Program administrators, instructional leaders, instructors, IT **Delivery:** Face-to-Face, Webinar (27 trainings)	**C**	**B, C**

New Program Administrator Training	**Objective:** Overview of grant contract requirements, WIOA, and data. **Audience:** New program administrators **Delivery:** Blended model(One-day Face-to-Face)	**A, C, D**	**A, E, M**
Connecting the Dots: Standards-Based Instruction	**Objective:** Plan effective reading and writing instruction using a blended learning model to increase student engagement and persistence. **Audience:** Program administrators and Instructional Leaders **Delivery:** Blended	**B, C, D**	**C, E, I, J, L**
Educational Technology Facilitator (ETF) Training	**Objective:** Provide resources, skills, and knowledge to facilitate the use of educational technology to increase student mastery of content. **Audience:** Program ETFs **Delivery:** Webinar (19 webinars)	**B, C**	**B, L**
Leadership Excellence Academy	**Objective:** A two-year training series leading to national certification in adult education program improvement for managers. **Audience:** New Program Administrators (required) **Delivery:** Blended	**B, D**	**B, E, J, L**
Digital Storytelling Institute	**Objective:** Create digital stories to teach reading and writing, and technology integration. **Audience:** Instructors **Delivery:** Face-to-Face, Webinar	**C**	**H, K, L**
Algebra Readiness (AR^2) Institute	**Objective:** Effectively teach higher level skills in algebra to prepare students for the high school equivalency test and college level courses. **Audience:** Instructional leaders, instructors who have completed the AZ TIAN/CCR Math Institutes **Delivery:** Three Face-to-Face trainings (2 days)	**B, C, D**	**C, I, J, M**
Disability Resource Centers Event	**Objective:** Obtain information on disability resource centers in Arizona. **Audience:** Providers who work with youth or young adults with disabilities **Delivery:** Face-to-Face	**A**	**A, K**
LINCS ESL Pro Initiative	**Objective:** State pilot of professional learning and ESL content, Meeting the Language Needs of Adult English Language Learners. **Audience:** ESL instructional leaders selected with application process. **Delivery:** Blended	**B, C, D**	**C, G, J, M**
2016 Civics Education Conference	**Objective:** Joint conference with K-12, community college and adult educators, attendees focused on the implementation of the six proven practices in civic learning **Audience:** Instructional leaders, instructors **Delivery:** Face-to-Face	**B, C, D**	**G, I, K**
English Language Arts Institute	**Objective:** Increase literacy skills across the curriculum, including aligning content with CCR standards and key shifts in instructional approaches. **Audience:** Instructional leaders, instructors **Delivery:** Face-to-Face, LINCS courses (two two-day workshops)	**B, C, D**	**C, I, J, L, M**
Arizona Career Information System (AzCIS) Training	**Objective:** Provide overview of online career-planning resource. **Audience:** Instructional leaders, instructors **Delivery:** Webinar	**A, C**	**B, D, E, F, G, H, L, M**
Annual Adult Education Summer Institute	**Objective:** Implement grant requirements and improve instruction. **Audience:** Program Administrators and instructors **Delivery:** Face-to-Face	**A, B, C, D**	**B, C, K**
NCTN College and Career Readiness Initiative	**Objective:** Assist with the implementation of college and career pathway readiness strategies into key program operations components. **Audience:** Program administrators and instructional leaders **Delivery**: Blended (18-month project)	**A, D**	**D, F, H**

2. Performance Data Analysis

Describe how the adult education program performed in the overall assessment of core programs based on the core indicators of performance. Discuss how the assessment was used to improve quality and effectiveness of the funded eligible providers and any plans to further increase performance in future reporting years.

Arizona's Response:

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.

As part of the cyclical program improvement model, comprehensive case reviews are conducted annually in the fall. 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. This process identified programs with the greatest need of intensive assistance and a comprehensive program improvement plan for technical assistance was developed to assist these programs. 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. All Adult Education Services (AES) units participate in the Case Review process: Academic Support & Compliance, Professional Learning, Educational Technology, Fiscal Services and Assessment

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).

Educational Gains:

Arizona did not meet the negotiated targets for Educational Gains in PY2015-16. There are many factors which may have contributed to low educational gains. Arizona implemented several major changes including: 1) Adopting a new digital curriculum, 2) Requiring programs to use the online version of TABE 9/10 exclusively, and 3) Changing data management systems. The change to the new data management system likely had the most impact on the educational gain outcomes.

In PY2015-16 Arizona adopted a new database management system and this necessitated the transfer of student data from the old system to the new one. During the transfer process it was discovered that due to differing configurations between the databases, there were significant gaps in how the data transferred and the process took a lot longer than expected, with some data not being able to be transferred. This resulted in programs not able to access the new database until the end of September 2015, including testing records and attendance hours which may have contributed to the lower than expected educational gains. There were likely missed opportunities to test students, or students tested out of the approved testing sequence which resulted in anomalies in educational gains. In response, to the issues that arose from transitioning to a new database management system Arizona instituted a comprehensive audit of the data for federal tables. This audit revealed some issues with the data that was transferred from the old system, but demonstrated that as programs began entering data into the new system these issues where rectified. Unfortunately the delay between the start of the fiscal year and program access to the database may have contributed to unexpectedly low educational gains early in the program year.

State staff used educational gain data to inform training and technical assistance aimed at improving student outcomes, and compliance to data management standards. Arizona logged 832 individual instances providing technical assistance to adult education programs which ranged from simple communications to webinars and face to face trainings.

An area of success for Arizona is in the academic outcomes for students utilizing online curricula to extend learning beyond the "brick and mortar" classroom in hybrid and distance learning instructional settings. 4,200 adult learners participated in instructional activities at a distance during PY2015-16. Of these, 334 learners (8%) were identified as distance learning (DL) students as defined by NRS/DL Guidelines (DL hours > face-to-face (F2F) hours) and are shown on tables 4C and 5A. 188 (56%) of these DL students achieved an educational gain, which is 5% greater than the statewide educational gain average of 51%.

The other 3,866 students engaged in distance learning activities in a hybrid learning (HL) setting but are not shown on tables 4C and 5A because their DL hours were less than their F2F hours. 2,302 (60%) of these HL students achieved an educational gain.

The table below compares the outcomes of DL and HL students with the statewide outcome. It demonstrates that by having access to and using online curricula outside of the classroom to supplement learning, even if only for a few additional hours of instruction, these students were able to achieve higher learning outcomes than their peers who only received face-to-face instruction.

PY2015-16	Number of Students	Ed Gain Percent
Total Learners (Table 4)	334	51%
Distance Learners (Table 4C)	3,866	56%
Hybrid Learners	12,620	60%

Core Goals:

Another area of success for Arizona is in the Obtained a GED or Secondary School Diploma cohort. Arizona exceeded the negotiated target of 73% with 74% of cohort members achieving this goal. This is likely due, in part, to the change in GED scoring levels. Arizona will continue to work diligently to maintain this achievement level.

Arizona is in the process of transitioning from survey to data match for follow-up employment measures. ADE/AES has been able to establish an agreement to share data with the Arizona Department of Economic Security Unemployment Insurance Administration (DES/UIA). Despite having this agreement, the employment exit measures reported on Table 5 are lower than expected. The transition from survey to data match has been challenging due to the migration of student data from our previous database system into our new database system. Student records did not transfer correctly, and this effected three of the quarters reported for exit measures. We are confident that this issue has been resolved, as the final quarter reported in this reporting period had results that more closely aligned to our expectations.

In addition to the employment data match agreement, AES has implemented an agreement with the National Student Clearinghouse for data matching of students who entered postsecondary education. Moving from survey to data match represented a nine percent increase in the number of students we are able to verify entered a postsecondary institution. While Arizona did not meet the negotiated target for participants entering postsecondary education, gaining the ability to data match presents a much more accurate picture of the students in this cohort. One factor that contributes to the low percentage of students achieving this follow-up outcome is the broad definition for entry into this cohort. Many of the students assigned to this cohort are lower level ESL students. 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. The chart below illustrates the disproportionate number of students with ESL educational functioning levels who are placed in the Enter Postsecondary cohort. While these students represent a significant portion of our total enrollment, their representation in this cohort is not in proportion to students with ABE educational functioning levels. This over representation is detrimental to Arizona's ability to meet the targets for this cohort.

PY2015-16	Percent of Total Enrolled	Percent In Enter PS Cohort	Percent of Participants Responding to Survey or Available for Data Matching Who Achieved Outcome
Beginning ESL Literacy	12%	13%	0.64%
Low Beginning ESL	8%	11%	0.69%
High Beginning ESL	9%	14%	0.50%
Low Intermediate ESL	6%	13%	0.69%
High Intermediate ESL	3%	8%	0.60%
Advanced ESL	1%	1%	0.30%
ABE Beginning Literacy	2%	1%	0.13%
ABE Beginning Basic Education	13%	5%	0.83%
ABE Intermediate Low	22%	10%	2.10%
ABE Intermediate High	17%	13%	2.60%
ASE Low	4%	5%	1.10%
ASE High	2%	5%	1.70%

3. Integration with One-stop Partners

Describe how the State eligible agency, as the entity responsible for meeting one-stop requirements under 34 CFR part 463, subpart J, carries out or delegates its required one-stop roles to eligible providers. Describe the

applicable career services that are provided in the one-stop system. Describe how infrastructure costs are supported through State and local options.

Arizona's Response:
This activity is not applicable under the Arizona WIOA Transition Plan for PY2015-2016; however, planning with our One-Stop Partners for integration, both at the state and local levels, was a focus during the year, including the following activities:

◊ The State Director and ADE/AES staff fully participated in the writing of the Arizona Unified State Plan during PY2015/16 and it was submitted on time;
◊ The State Director is active on a council focused on Opportunity Youth and aimed at improving collaborations with Title I Youth programs to improve outcomes for co-enrolled participants;
◊ The ADE/AES Director of Professional Learning is an active member on a staff development taskforce with our core partners and is working to develop a comprehensive training plan so that all partners are trained to provide a seamless customer-focused service delivery network for the One-Stop System;
◊ ADE/AES staff presented at WIOA regional meetings across the state, aimed at improving system integration and are actively involved in numerous implementation activities;
◊ The ADE/AES Director of Assessment provides standardized assessment training opportunities to One-Stop staff ;
◊ The State Director represents Title II Adult Education on the Workforce Arizona Council, which is the Arizona State Workforce Board.
◊ Adult Education local directors now sit on ten of the twelve local Workforce Development Boards throughout the state and there is a designated adult education representative on all Local Workforce Development Boards (LWDB).

4. Integrated English Literacy and Civics Education (IELCE) Program
(AEFLA Section 243)

Describe how the state is using funds under Section 243 to support the following activities under the IELCE program:

- *Describe when your State held a competition [the latest competition] for IELCE program funds and the number of grants awarded by your State to support IELCE programs.*
- *Describe your State efforts in meeting the requirement to provide IELCE services in combination with integrated education and training activities;*
- *Describe how the State is progressing towards program goals of preparing and placing IELCE program participants in unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency as described in section 243(c)(1) and discuss any performance results, challenges, and lessons learned from implementing those program goals; and*
- *Describe how the State is progressing towards program goals of ensuring that IELCE program activities are integrated with the local workforce development system and its functions as described in section 243(c)(2) and discuss any performance results, challenges, and lessons learned from implementing those program goals.*

Arizona's Response:
This activity is not applicable under the Arizona WIOA Transition Plan for PY2015-2016. During the Transition Year, Arizona did not conduct a competition for funding, including IELCE funding. The funding competition for funds under Section 243 will occur in spring 2017 with awards and implementation by July 1, 2017. During the Transition Year the initiatives below were conducted to prepare for implementation of IELCE services:

◊ Career Pathways pilots, including opportunities for immigrants with advanced degrees
◊ College Bridge Pathways for English language learners to transition to post-secondary
◊ Participation on workgroups and task forces with core partners
◊ Arizona Department of Education Civics Conference

5. Adult Education Standards

If your State has adopted new challenging K-12 standards under title I of the Elementary and Secondary Education Act of 1965, as amended, describe how your Adult Education content standards are aligned with those K-12 standards.

Arizona's Response:
In April 2015, the Arizona State Board of Education (SBE) directed a committee consisting of representation from the Board, business community, deans of colleges, parents, classroom teachers, a school administrator, a school district governing board member, and the Superintendent of Public Instruction to examine the Arizona K-12 Mathematics and English Language Arts Standards and make any necessary changes to ensure they are vetted, approved and controlled by Arizona, and that the standards are the best for Arizona's students. The Standards were revised and finalized in the fall, 2016.

Beginning in fall 2016, the SBE and ADE began the process of collecting public comments on Arizona's revised Science Standards (approved 2004) and Arizona's revised Social Studies Standard (approved 2005). The revised standards build across grade levels in a progression of increasing understanding and through a range of cognitive demand levels. Once the public comments process has been completed, the standards will be reviewed and revised if needed.

- *Optional – Describe implementation efforts, challenges, and any lessons learned.*

Arizona's Response:
In PY2015/16, Arizona Adult Education continued initiatives and technical assistance to ensure that standards guide instruction in Arizona adult education classrooms. There are many requirements and assurances in place that require adult education providers to use the CCR Standards for instruction and to align all curricular resources used for instruction to the CCR Standards. Local providers must use 10% of all adult education grant funds for quality professional learning (PL) aligned to the Standards for Professional Learning, designed by Learning Forward.

With the K-12 standards revision process nearing completion, Arizona Adult Education will now begin the work of revising the adult education standards and aligning those standards to the AZ K-12 standards in the areas of: English Language Arts (reading and writing); mathematics, social studies and civics, science, and the integration of digital literacy standards through all content standards. The Standards task force and content work groups will begin the standards revision work in January, 2017.

6. Programs for Corrections Education and the Education of Other Institutionalized Individuals (AEFLA Section 225)

What was the relative rate of recidivism for criminal offenders served? Please describe the methods and factors used in calculating the rate for this reporting period.

Arizona's Response:
This activity is not applicable under the Arizona WIOA Transition Plan for PY2015-2016. During the Transition Year, ADE/AES provided funding to two programs, Maricopa County Adult Probation (MCAP) and Pima County Adult Probation (PCAP), which both provide services to individuals in a corrections program. These programs do not currently collect the data needed to calculate the relative rate of recidivism (the percentage of participants who are rearrested for a new crime or incarcerated for revocation of a parole or probation violation within one year from release from prison) for offenders served by the Adult Education programs. Regarding While MCAP and PCAP have not released their annual 2016 report, the following data is provided for 2015:

2015 Annual Report Data	Maricopa Adult Probation	Pima County Adult Probation
Revoked to Department of Corrections	25%	23.84%
New Felony Sentencing	7.4%	3.87%