

PY 2019-2020 Arizona Narrative Report

The Arizona Department of Education, Adult Education Services Unit (ADE/AES) is pleased to submit the Annual Narrative Report for Program Year (PY) 2019-2020 to the USDOE- Office of Career, Technical and Adult Education. The year has been exceptional due to the disruption in services caused by the global pandemic in mid-March. This narrative report is an opportunity to describe Arizona's response, challenges, successes and lessons learned. Information and activities presented in this report that are specific to the impact of COVID-19 are indicated by *blue italics*.

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).

Grant Competition: During PY 2019-2020, ADE/AES conducted a competitive process for the provision of WIOA Title II services under a new four-year grant cycle, to begin July 1, 2020. Numerous elements were included in the request for grant application (RFGA) to improve in this area and ensure proposed applicant services align with local workforce plans. These are described in more detail in section 3 of this document.

Training and Technical Assistance: Activities in PY 2019-2020 that support and implement the strategies identified in the Arizona Unified Workforce Development Plan include:

- Title I- State and local level Title I partners presented keynote addresses and breakout sessions at the Adult Education Annual Institute
 - Follow-up regional trainings were held to-
 - deepen understanding of local plans
 - ensure AEFLA provider alignment with those plans
 - further explain Title I services available to AEFLA participants
 - understand MOU/IFA process
 - TABE 11&12 Online- Standardized assessment administration trainings were held at one-stops to further collaboration between partners and increase referrals as well as services to shared participants
 - IET training- A series of one-day trainings for instructional staff and program administrators provided an overview of IET, single set learning objectives, and how programs can use local and regional employment data to inform IET design and delivery
 - Arizona Career Readiness Credential (ACRC) Training- ADE staff went through train-the-trainer preparation and earned certification in ACRC in order to provide training and technical assistance for the workforce development program.
 - *Due to the impact of COVID-19 and subsequent halting of in-person testing, staff worked with Arizona Office of Economic Opportunity to convert certification assessment to online proctoring*
 - Pipeline AZ- To provide workforce development technical assistance, ADE began planning for implementation of the Pipeline AZ workforce development system to be implemented by grant-funded programs. Pipeline AZ is designated to replace the previous career readiness system used by ADE, including in the K-12 system. Pipeline AZ has already been implemented at the one-stop centers.
- Establishment or operation of a high-quality professional development programs as described in section 223(1)(b).

Professional Learning System: Arizona Adult Education is a standards-based system. All state leadership initiatives include instructional strategies for adult learners. The Arizona Adult Education (AZ AE) Teacher Standards address the specific components of teaching adult learners. State leadership initiatives are aligned to both the AZ AE Teacher Standards and the AZ AE Content Standards and focus on improving the knowledge and skills of teachers. In addition, all state leadership initiatives incorporate the integration and dissemination of research and evidence-based practices and promote professional learning (PL) models such as learning communities and study groups. A full outline of Arizona's State Leadership activities in PY 2019-2020 is provided on pages 4-5.

Grant Contract Requirements: There are multiple grant contract requirements and assurances in place to assist local providers in planning, implementing, and evaluating high-quality PL, such as: 1) Local providers must set aside and expend a minimum of 10% of adult education grant funds and any earned income for PL that is aligned to the AZ AE Standards and the Learning Forward Standards for Professional Learning; 2) Adult educators must hold valid Adult Education teaching certificates; 3) Certified teachers are to be compensated by local programs for participating in PL initiatives and planning for instruction; 4) Instruction must be aligned to the AZ AE Content Standards; 5) Providers are

required to submit proposed professional learning implementation plans; and 6) Annual narrative reports are required as a follow-up to the PL plans and must describe interventions and strategies that were implemented with the 10% PL set-aside for each program.

Essential Components of Reading: The state leadership initiatives in PY 2019-2020 specific to instruction incorporating the essential components of reading, as these components relate to adults, include:

- STAR Training Series- To date, 60% of Arizona's adult education programs have STAR trained cohorts of teachers/administrators and four additional certified trainers were added for a total of five certified STAR trainers on Arizona.
- ESLPro Training- Module 1 for English Language Acquisition for Adults (ELAA) teachers focused on improving reading instruction through language acquisition strategies.
- Provision of technical assistance to funded eligible providers as described in section 223(1)(c).

Managing Program Improvement through Data Analysis (MPIDA): This year-long initiative was developed through participation in the 2019 regional NRS training. Targeting programs whose MSGs for PY2018-19 had been below the state average as determined by desk monitoring, staff led participants through guided work sessions that focused on four different modules: 1) Intake and Orientation; 2) Data Analysis, Reliability, and Validity; 3) Assessment; and 4) Culmination to bring the modules together. Programs analyzed the program operations components identify areas that could be improved in order to increase MSG rates. Between November and March, 11 of the 13 participating programs saw an increase in MSGs due to the changes they'd made in that time period. *Data (presented in section 2 of this document) indicate that if the pandemic had not occurred, Arizona would have seen higher MSG outcomes than in the previous year, and that is probably due to the improvements made by the participating MPIDA programs. Also, for most participating programs, the work they did to analyze and improve their systems and processes assisted them to successfully pivot and provide services differently during the pandemic.*

Educational Technology: Arizona has a long history of educational technology and digital literacy for adult learners as a State Leadership priority. *In PY 2019-2020, the statewide requirement to provide blended/virtual learning options for students, the provision of multiple statewide online curricular licenses, and a comprehensive training and technical assistance system for adult educators, resulted in providers being able to continue to provide instruction during the pandemic when in-person services were restricted or prohibited.*

- *Webinar Series and Office Hours-* In response to the pandemic, a webinar series was implemented in mid-April and ran weekly throughout the month of May (and picked up again in PY 2020-2021). Each session was 30 minutes or less and showcased a different technology tool to enhance/assist virtual learning. Sessions were recorded and housed on the ADE/AES YouTube channel for teachers to access any time. The remainder of the hour was open office hours for teachers to get live TA on any EdTech related issues.
- *Teacher Verification Model (TVM)-* In response to the need to provide instruction to students without access to a device and/or reliable Internet, a modification to the TVM policy to allow lessons without a digital component plus additional TA to teachers resulted in a dramatic increase in the usage of the TVM. The TVM lesson repository went from less than 100 lessons pre-pandemic to nearly 500 by end of June. Additionally, in the 8 ½ months pre-pandemic (from July 1 - March 14), 88 teachers had completed the mandatory on-demand training for the TVM. From March 15 - June 30, that number nearly doubled.

Assessment Processes: The PY 2019-2020 Arizona Assessment Policy continued to require providers to use TABE 11/12 Online and TABE CLAS-E. *Due to the pandemic, and in accordance with OCTAE guidance, certain policy and process changes were implemented in the spring of 2020, including: 1) suspension of the initial testing requirement within the first 12 hours of attendance until end of fiscal year; 2) allowance of remote proctoring if in-person testing is not possible; 3) requirement to indicate "Unable to test due to COVID-19" in the data management system when progress testing is not possible; and 4) changes of CLAS-E required areas for this period to Reading and Writing only. Multiple webinars and individual technical assistance were provided in each of the above process and policy change areas. Information on the impact of the pandemic to assessments is provided in section 2 of this document.*

In June 2020, a revised PY 2020-2021 Arizona Assessment Policy was submitted to OCTAE and was approved. It included the above process changes plus allowed providers to use provisional EFLs when standardized testing is not possible.

Ongoing COVID-19 Guidance Memos: *In order to streamline communication with providers and ensure everyone received the most up-to-date information as new guidance rolled out during the pandemic, ADE/AES implemented a system of memos. For anything that changed from established guidance or policy, temporary pandemic-related guidance was put in place, along with links to resources as appropriate. In subsequent documents, and as guidance changed, new information was highlighted and obsolete information was struck through. This process helped to draw attention to critical changes without the need for providers to compare documents in order to distinguish new guidance from what had previously been published. Pandemic-related guidance and temporary policy changes were sent out only using this means of communication so that programs wouldn't receive multiple communications from different state teams. State staff were available to help with clarification and provide assistance for following changing guidance.*

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

Comprehensive Monitoring Tool: ADE/AES has improved the tool used to monitor local providers from year to year. The version developed for PY 2019-20 was highly aligned to our grant requirements and assurances, as well as being based on the OCTAE tool that was used for the AZ fiscal monitoring done in 2019. While desk monitoring on a monthly basis through statistical data analysis was traditionally conducted, *a greater emphasis was placed on desk monitoring once the pandemic made site visits prohibitive.* In planning for PY 2020-21, the tool was revised again for full alignment to the PY 2020 – 2024 grant contract, ensuring that every requirement and assurance was included as an indicator. *Due to lessons learned from the pandemic, virtual monitoring was incorporated in addition to site visit and desk monitoring.*

Case Reviews: In-depth reviews of each program in monthly meetings of all state staff teams worked in conjunction with program monitoring throughout the year. Case reviews allowed for discussion of both challenges and notable positives that programs were having and for a comprehensive approach to the provision of assistance as needed. *When the pandemic brought about extreme challenges for programs, the case review provided an opportunity to discuss solutions that different programs had developed that could be shared with others, as well as allowing state staff to triage where technical assistance was most needed.*

Program Final Narrative Report: Local providers were required to submit a narrative report by July 31 to address various issues that are required under the grant, such as implementation of IET, meeting the targets for primary indicators or performance, professional learning activities, and integration of technology. *Providers also addressed items focused solely on responses to the pandemic. Examples include performance data for March – June, administering assessments, IET outcomes, and 243 expenditures impacted by the pandemic.*

Data and Data Management System: The Arizona Adult Education Data Management System (AAEDMS) was monitored on a daily basis, working with the vendor to address issues that arose and ensuring highly accurate data was always readily available. Statistical program data was analyzed on a monthly basis, allowing the state office to have a timely understanding of program performance as well as to address low performance issues or anomalies of any kind. *In order to track data affected by the pandemic, state staff worked with the vendor to incorporate items such as “Unable to test due to COVID-19” and an indicator for Provisional EFL. This allowed state staff to develop a broader picture of what was happening in the state, how services were being provided, and the types of TA that might be helpful to programs.*

Provider Surveys: *In the weeks following the initial onset of the pandemic, and knowing that the severity varied greatly from one geographic area to another, the use of brief surveys were employed to capture where programs were in delivery of services to students. Data gathered included*

- *status of program closure/transitioning to virtual services*
- *enrollment*
- *instructional delivery models being used*
- *expenditure status of state and federal funding*
- *ability to administer assessments*

Results of the surveys indicated that by late March two-thirds of Arizona's Title II providers had taken action to pivot to virtual services and all had made the shift by mid-April. Additionally, by late May almost all providers were conducting virtual intake processes and enrolling new students.

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

A full outline of Arizona's State Leadership activities in PY 2019-2020, including permissible activities, is provided on pages 4-5.

PY 2019-2020 Arizona Adult Education State Leadership

WIOA Title II Section 223 Required and Permissible Activities

| Accountability | | Required | Permissible |
|--|---|--|---|
| AZ Adult Education Data Management System (AAEDMS) Training | Description: Multiple training sessions on using AAEDMS, including data entry, reviewing and approving data, and generating reports Audience: Administrators, data entry staff Delivery: Face-to-Face | 223(1)(D) | 223(2)(E) |
| TABE CLAS- E Test Administrator Training | Description: This one-day training provides test administrators with an overview of the CLAS E assessment, including test administration process and procedures, scoring, and the <i>AZ Adult Education Assessment Policy and Guidelines</i> . Audience: CLAS E test administrators Delivery: Face-to-Face | 223(1)(C) 223(1)(D) | 223(2)(K) |
| TABE CLAS E Test Administrator Refresher Course | Description: This two-week online course is designed for test administrators who need to complete the bi-annual CLAS E test re-certification per the <i>AZ Adult Education Assessment Policy and Guidelines</i> . Audience: CLAS E test administrators Delivery: Online course | 223(1)(C) 223(1)(D) | 223(2)(K) |
| TABE 11 & 12 Online Test Administrator Training | Description: This training provides test administrators with an overview of the TABE 11/12 Online assessment and DRC platform, and includes the test administration process and procedures, and review of the <i>AZ Adult Education Assessment Policy and Guidelines</i> . Audience: TABE 11 & 12 test administrators Delivery: Face-to-Face | 223(1)(C) 223(1)(D) | 223(2)(K) |
| TABE 11 & 12 Online Test Administrator Refresher Course | Description: This two-week online course is designed for test administrators who need to complete the bi-annual TABE 11 & 12 Online test recertification per <i>AZ Adult Education Assessment Policy and Guidelines</i> . Audience: TABE 11/12 test administrators Delivery: Online course | 223(1)(C) 223(1)(D) | 223(2)(K) |
| Managing Program Improvement through Data Analysis (MPIDA) Training | Description: Administrators participated in a 7-month data-driven initiative to identify areas of concern in order to improve best practices and program performance, and to positively contribute to Arizona reaching its MSG target of 59% for PY19-20. Audience: Administrators of all local providers with PY18-19 MSGs below the state average. Delivery: Face-to-Face and Online | 223(1)(D) | 223(2)(E) |
| Title II Workforce Development IET Regional Training | Description: This training was offered in multiple regions to assist local programs to remove barriers to employment for students, work with other WIOA Core Partners, engage with employers in Arizona, and learn the ins and outs of Integrated Education and Training (IET) Audience: Administrators and IET Coordinators Delivery: Face-to-Face and Online | 223(1)(A) | 223(2)(D) 223(2)(G) |
| Leadership Development | | Required | Permissible |
| 2019 Adult Education Institute | Description: The annual three-day institute for adult educators featured an Administrator Strand, and a Teacher and Support Staff Strand. The Teacher and Support Staff strand featured a variety of sessions focused on standards-based instruction, language acquisition, and improving instruction. The administrator strand focused on IET implementation and the kick-off of the AZ Instructional Leaders' Academy. Audience: Program administrators, instructional leaders, teachers, and support staff Delivery: Face-to-Face | 223(1)(A) 223(1)(B) 223(1)(C) 223(1)(D) | 223(2)(A) 223(2)(B) 223(2)(E) 223(2)(G) 223(2)(I) 223(2)(J) 223(2)(K) 223(2)(L) 223(2)(M) |
| AZ Instructional Leaders Academy | Description: Facilitated by AIR, the instructional leaders' academy was designed to focus on three key areas: use of data to inform instruction; implementation of AZ Adult Education Teacher Standards; and coaching and mentoring adult education teachers Audience: Instructional Leaders Delivery: Face-to-Face and Online | 223(1)(B) 223(1)(D) | 223(2)(J) |
| Administrator Orientation and Refresher | Description: Participants engaged in two days of training designed to assist them in fulfilling job responsibilities, including WIOA, grant requirements, NRS reporting, fiscal, assessment, and professional learning requirements. Audience: New program administrators who had been in their roles for one year, administrators of struggling programs, parent organization supervisors Delivery: Face-to-Face | 223(1)(B) 223(1)(C) | 223(2)(A) 223(2)(E) 223(2)(H) |
| AZ Shop Talk | Description: Bi-monthly webinars to provide information and updates to Title II providers. Audience: Program directors, administrators, other key personnel Delivery: Webinar Series | 223(1)(C) | 223(2)(A) 223(2)(E) 223(2)(M) |
| Standards-Based Instruction | | Required | Permissible |
| 2019 Adult Education Institute | Description: The annual three-day institute for adult educators featured an Administrator Strand, and a Teacher and Support Staff Strand. The Teacher and Support Staff strand featured a variety of sessions focused on standards-based instruction, language acquisition, and improving instruction. Audience: Program directors, administrators, and instructional leaders Delivery: Face-to-Face | 223(1)(B) 223(1)(C) 223(1)(D) | 223(2)(C) 223(2)(I) 223(2)(J) 223(2)(L) 223(2)(M) |

| Standards-Based Instruction (continued) | | Required | Permissible |
|--|--|-------------------------------------|--|
| AZ Career Information System (AzCIS) | Description: Multiple trainings on the state sponsored AzCIS system on creating student accounts and building student portfolios to help guide students' career goals and planning. Audience: ABE teachers and instructional leaders, college and career navigators Delivery: Face-to-Face | 223(1)(A) 223(1)(C) | 223(2)(B) 223(2)(C) 223(2)(H) |
| Teaching Civic Engagement Seminar Series | Description: This two-day regional training, facilitated by <i>Street Law</i> , was designed to assist ABE and ELAA teachers with strategies, techniques, and curricula for adult educators to be effective in teaching civics, government, and laws. The seminar included an overview of the new <i>Arizona Adult Education Literacy Through Social Studies Standards</i> . Audience: Administrators and ABE and ELAA Instructors Delivery: Face-to-Face | 223(1)(C) 223(1)(D) | 223(2)(I) 223(2)(K) |
| 2020 Civic Learning Conference | Description: This one-day conference sponsored by the AZ Department of Education-K-12 Standards Division and ADE-Adult Education, focused on the six proven practices of civics learning. Audience: K-12 and adult educators Delivery: Face-to-Face | 223(1)(C) 223(1)(D) | 223(2)(I) 223(2)(K) |
| ESL Pro Regional Trainings | Description: Regional trainings designed to assist ELAA teachers to develop digital literacy skills through ESLPro language acquisition strategies. Teachers practiced applying these strategies in the state provided ELAA online curriculum, Burlington English. Audience: ESL teachers Delivery: Face-to-Face | 223(1)(B) 223(1)(C) 223(1)(D) | 223(2)(C) 223(2)(G) 223(2)(I) 223(2)(K) |
| Online Curriculum Training (Odysseyware) | Description: Multiple training sessions were developed and provided for instructors to understand and gain access to the state-provided online curricula, which support the implementation of blended instructional models for ABE students. Audience: Administrators, ABE Instructors Delivery: Blended and Virtual | 223(1)(B) 223(1)(C) | 223(2)(B) 223(2)(C) |
| Online Curriculum Training (Burlington English) | Description: Multiple training sessions for instructors to understand and gain access to the state-provided online curricula, to support the implementation of blended instructional models to transform the learning experience in ELAA classes. Audience: Administrators, ESL Instructors Delivery: Blended and virtual | 223(1)(B) 223(1)(C) | 223(2)(B) 223(2)(G) 223(2)(I) |
| Online Curriculum Training (EdReady) | Description: Multiple training sessions for instructors to understand and gain access to the state-provided online curricula, to support the implementation of blended instructional models to transform the learning experience in ABE classes. Audience: Administrators, Instructors Delivery: Blended and virtual | 223(1)(B) 223(1)(C) | 223(2)(B) 223(2)(C) |
| STAR Training Series | Description: The STAR program was designed to teach ABE instructors to use evidence-based research instruction (EBRI) to help learners improve skills in each of four essential components of reading. A yearlong cohort was started and completed during the fiscal year, going through a series of face-to-face and online training to effectively implement EBRI in their classrooms. Audience: AZ ABE Teachers selected through an application process Delivery: Blended (Face-to-Face; online, and classroom implementation) | 223(1)(A) 223(1)(B) | 223(2)(C) 223(2)(I) 223(2)(J) 223(2)(K) |
| Using the TABE CLAS-E for Instruction | Description: This half-day training session is designed for ESL teachers on reading and analyzing the CLAS E student and class reports, using the testing data to design lessons and target instruction, and designing practice lesson plans based on student test data. Audience: ESL teaches and instructional leaders Delivery: Face-to-Face | 223(1)(B) 223(1)(C) | 223(2)(J) 223(2)(K) 223(2)(M) |
| 2020 Teaching & Learning Regionals | Description: The two-day regionals focused on implementing ESL Pro 2 - Digital Literacy for strategies for ELAA teachers; and improving standards-based math instruction for ABE teachers. Audience: Instructional leaders, teachers, curriculum coordinators Delivery: Face-to-Face | 223(1)(B) 223(1)(C) | 223(2)(I) 223(2)(K) |
| Using Open Educational Resources (OERs) | Description: Online course designed to provide a basic understanding of the benefits of OERs, where to find them, and how to evaluate their effectiveness Audience: Instructional leaders, curriculum coordinators, teachers Delivery: Online course | 223(1)(C) | 223(2)(B) |
| Northstar Digital Literacy Training | Description: Initial training for teachers to become a proctor of Northstar Digital Literacy Assessments and become familiar with navigating the platform. Audience: Administrators and Teachers Delivery: Online | 223(1)(C) | 223(2)(B) |
| Ed Tech Webinar Series | Description: Each webinar featured a digital tool to enhance virtual instruction, facilitated by state staff and AZ adult educators. Audience: Teachers Delivery: Virtual | 223(1)(C) | 223(2)(B) |

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.

Data Collection and Verification Processes:

- Local adult education providers submitted and approved all PY 2019-2020 data by July 31st via the data management system and emailed state staff program liaisons to confirm submissions.
- State staff downloaded all federal tables and cross-checked for validity, extracting a percentage of participant-level data to check for accuracy. This process spanned several weeks, ensuring a thorough analysis of state data.
- Staff worked with the data management system vendor where anomalies or errors were identified, eliciting corrections to coding, verifying calculations were following OCTAE guidance, and correcting data entry errors

Analysis of Results:

Local program performance targets were the same as the state's targets. *Due to the pandemic, the decision was made in late March to focus on analysis of performance for the period of July 1, 2019 – February 29, 2020, as compared to the previous year during the same time period, and for the period of March 1 – June 30, 2020. For the March – June period, additional information (below) was gathered through surveys and revisions to the data management system.*

- new student enrollment*
- shift from face-to-face instruction to proxy and at-a-distance instruction*
- students who were unable to test due to COVID-19*

The information collected was accompanied by narrative responses from local providers that explained actions taken to increase services to students. It was also used to identify programs who needed more intense technical assistance with providing virtual services or otherwise meeting student needs in non-traditional ways while heading into PY 2020-21.

The tables below show data for the two time periods in PY 2019-2020, Pre-pandemic and Pandemic. Clearly, the pandemic had a catastrophic effect on local programs' ability to meet performance targets in the period of March through June 2020. However, the state appeared to be on track to outperform the previous year, and efforts to improve MSGs as noted in the State Leadership section above were having a positive impact in the pre-pandemic time period. This upward trend in MSGs was likely due to increased progress-testing, which was a significant focus of state leadership efforts.

| Period of July through February | | | | |
|---------------------------------|------------|------------|------------|--|
| | PY 2018-19 | PY 2019-20 | Difference | Comment |
| Number of Participants | 10,938 | 10,351 | -587 | <ul style="list-style-type: none"> 1 program closed between PY18 and PY19 Enrollment was down slightly across state |
| Total Progress-Tested | 57% | 60% | +3% | <ul style="list-style-type: none"> Many programs were scheduled to hold progress-testing after spring break, including the two largest programs (unable to proceed due to pandemic) Suggests even greater increase could have occurred |
| % MSGs | 39% | 41% | +2% | <ul style="list-style-type: none"> Demonstrated improvement compared to previous year With SL initiatives indicated above, a greater increase was anticipated for the remainder of the PY had the pandemic not occurred |

| Period of March through June, 2020 | | | | |
|------------------------------------|-----------------------|--|-------------|--|
| ABE/ASE Students Enrolled | ESL Students Enrolled | Direct Instruction Hours (in-person and at-a-distance) | Proxy Hours | Students identified as unable to be tested due to COVID 19 as of June 30th** |
| 520 | 462 | 277,414* | 58,897 | 1,812 |

*The majority of this number was made up of instruction at-a-distance

**Includes only those participants who received services after March 1st

The diagram below shows Arizona’s HSE/GED testing data by month during PY 2019-2020. *It is very clear that the impact of the pandemic and the resulting testing center closures also had an effect on adult education performance.*



Source: Unofficial Data from GED Analytics
 *Online Proctoring GED Test Pilot implemented on June 5, 2020

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.

One-Stop Collaboration: In PY 2019-2020, two Title II programs were co-located in the ARIZONA@WORK Job Center, while the majority were not. All Title II providers had MOUs/IFAs in place to provide shared and coordinated services. Many of the MOUs included strategies for one-stop staff to visit adult education classroom locations regularly to provide information and services to students. This resulted in an increase in co-enrollment opportunities for adult learners; however, *in mid-March, due to the pandemic, these in-person visits were suspended. In some cases, virtual visits were able to be conducted successfully, but there was definitely a disruption to this effort.*

The ADE/AES Workforce Development Specialist provides support to local Title II administrators to assist with their understanding and participation in the MOU/IFA development. Technical assistance is also provided to support the local program in fulfilling their role as a required one-stop partner.

State assessment staff conducts training on TABE 11/12 administration that is aligned to the Arizona Assessment Policy for ARIZONA@WORK Job Centers so that students entering through the one-stop system will have assessments that are valid for Title II to use as official initial or progress test scores.

Title II Representation on Workforce Boards: In PY 2019-2020, Title II representatives from local providers were in place for all workforce areas. The ADE/AES Workforce Development Specialist provided training and technical assistance to the local program directors who were in this role, including strategies to engage all Title II providers in a workforce area where there was more than one. In the grant competition conducted in PY 2019-2020, a question was for applicants to indicate their willingness to act as Title II representatives during the next grant cycle. *The pandemic initially disrupted local board meetings and MOU development, but very quickly all areas were able to shift to meeting virtually, which increased the ability for Title II participation, especially for state-level staff, as no travel was required.*

The State Director of Adult Education continued to participate on the Workforce Arizona Council (State Workforce Board) and was a core member of the writing team for the Arizona Unified Workforce Development Plan.

Grant Competition: During PY 2019-2020, ADE/AES conducted a competitive process for the provision of WIOA Title II services under a new four-year grant cycle, to begin July 1, 2020. Available assistance funding estimates were determined by workforce area using demographic data and needs analyses to ensure resources were equitably distributed statewide for Title II services in each workforce area. Numerous elements were included in the request for grant application (RFGA) to ensure that the one-stop requirements under the law are met, such as: 1) Local workforce board review process of all applications to provide comment on the alignment of proposed Title II services with the local plan and recommendations to promote further alignment; 2) Requirement for local Title II providers to enter into an MOU with the local workforce board; 3) Requirement for local Title II providers to contribute a proportionate share of infrastructure costs based on the proportionate use of the one-stop system and the relative benefit received by the program and its students; and 4) Evaluation of application responses pertaining to fulfilling the requirements of the adult education program as a required one-stop partner.

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.

The latest competitive grant application process was conducted in January – May 2020 for the purpose of awarding multi-year contracts for educational services under WIOA, July 1, 2020 through June 30, 2024. Twenty local providers were awarded contracts under this application process, with thirteen of those approved for funding to provide services under WIOA section 243. Applicants applying for funds under section 243 were required to submit and were evaluated on additional application responses specific to the requirements of section 243. Additionally, section 243 funds are allocated and accounted for in a separate funding stream in the Arizona Grants Management Enterprise (GME) system.

- Describe your State efforts in meeting the requirement to provide IELCE services in combination with integrated education and training activities; PY 2019-2020 was the final year of a three-year grant cycle with contracts awarded through a competitive grant application process conducted in PY 2016-2017 to award WIOA section 243 funds in PY 2017-2018, PY 2018-2019 and PY 2019-2020. IELCE section 243 enrollment by year is in the table below for the three-year grant cycle. In PY 2019-2020, twenty local providers received funding under section 243.

| | PY 2017-2018 | PY2018-2019 | PY2019-2020 |
|--|--------------|--------------|--------------|
| IELCE Participants | 5,185 | 4,519 | 4,238 |
| IELCE + T Participants* | 73 | 193 | 334 |
| *Started, partially completed, or completed the workforce training component | | | |

Guidance and technical assistance were provided throughout the year to ensure understanding of the need to include access to workforce training opportunities and IET programs as part of participation in IELCE classes offered using section 243 funds. ADE/AES staff conducted regular desk monitoring of enrollment data entered in the data management system and did follow-up verification using the IET Validation Report submitted by local programs in order to document compliance with requirements.

In the latest grant application (for services in PY 2020-2021), clear definitions, assurances and provisions specific to the requirements under section 243 were included.

- 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

Arizona has made good progress toward preparing IELCE program participants for placement in unsubsidized employment in in-demand industries and occupations. A statewide license to Burlington English has provided access to career exploration courses specifically designed for English language learners. *Training related to the transition from Burlington English Classic (which had to be installed on a computer) to Core (a web-based version of the software) allowed students who only had access to a smart phone to continue their learning when instruction went fully virtual due to the pandemic.*

PY 2019-2020 showed a 73% increase over the previous year (PY 2018-2019) in the number of English language learners who started, partially completed, or completed a workforce training component as part of their participation in an IELCE program (and a 358% increase over PY 2017-2018).

The pandemic impacted the delivery of services under section 243, and providers worked diligently to make service delivery changes that could continue to meet student needs. While most instruction was moved to virtual platforms, it was more difficult to move training online; therefore, many training courses were suspended while in-person services were not allowed. Some IET programs, however, such as the National Retail Fundamentals, were able to conduct the training component in a virtual setting and participants were able to earn their certificates.

- 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 has made progress in ensuring that IELCE program activities are integrated with local workforce systems; however, there is room for improvement.

Several State Leadership initiatives (described in section 1 of this document) address efforts to improve in this area. The IET Training Series included training on how local programs, including those receiving section 243 funding, can use local and regional employment data to inform IET design and delivery. Access to and training on the use of workforce development applications, such as the Arizona Career Readiness Credential (ACRC) certification platform, are also used by the ARIZONA@WORK system and this consistency has helped to promote better integration of services. It is notable that postsecondary institutions continue to be stronger partners for IET implementation.

During PY 2019-2020, State staff and local program administrators participated in the development of local workforce development plans and MOUs/IFAs, with a primary purpose of furthering the integration of Title II activities with the local workforce system, including IELCE activities and IET programs. While progress was made in many workforce areas, some local plans and corresponding MOUs/IFAs continue to have low levels of integration with Title II services. Improvement in this area will be a priority in PY 2020-2021.

The grant application for IELCE section 243 services in PY 2020-2021 required applicants to identify numerous elements that are expected to further promote integration with the local workforce system and WIOA partners going forward. Applicants were asked to identify the targeted occupational sectors (and how the sectors were selected), identify and describe formal partnerships to facilitate student success, and describe how braided funding and/or cost sharing agreements with workforce partners will support the workforce training component of the proposed IELCE programs.

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.

In PY 2019-2020 work was completed to refine the new Arizona Adult Literacy through Social Studies Standards, specifically to include additional civics standards and alignment to the required AZ Civics Test for HSE candidates. The draft standards were rolled out to the field through the Teaching Civic Engagement Training Series. Multiple face-to-face trainings were planned; however, *ADE/AES was only able to provide one two-day regional session before the pandemic. This intensive training was not able to pivot to virtual delivery until the fall of 2020.*

The English Language Proficiency Standards Task Force was convened in January 2020 to revise the English Language Acquisition Standards (2009). Due to the pandemic and the inability to meet in person, the task force work was extended into the following program year with an expected completion date of June 2021.

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

The State monitored the implementation of standards-based instruction at the program and classroom levels throughout the year. Local programs completed and submitted professional learning plans for review by state office staff. The plans were evaluated for standards implementation at the local levels; feedback and technical assistance was provided as needed.

Multiple state leadership initiatives included monitoring and observing teachers on standards implementation and teachers received coaching and feedback. These initiatives included the STAR Training Series and ESLPro Training Series. *Unfortunately, during the pandemic, the face-to-face observations have been put on hold.*

Arizona participated in the OCTAE Standards in Action (SIA) 2.0 pilot led by Standards Works. The state SIA Team completed the training series in June 2020 and is incorporating the SIA tools in PY 20-21.

Administrators and instructional leaders participated in professional learning and TA on planning and implementing high-quality professional learning at the local program level. These local plans were designed using the AZ Adult Education Teacher Self-Assessment Tool, based on the AZ Adult Education Teacher Standards. Teachers completed a pre/post self-assessment, and data was reported to the state office. The data sets were then shared with each individual program for analysis for planning and evaluation of local PL plans.

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.

ADE/AES funded two correctional/detention education programs under WIOA, Section 225 in PY 2019-2020. Gila County Adult Education program, which serves the general public as well as serving detainees in the San Carlos Apache Tribe

Rehabilitation and Detention Center, and The Success Academy at Florence State Prison. Both programs provided ABE/AES services only.

All instruction was provided face-to-face, and *even after the pandemic ensued there was limited disruption to services for these two program locations*. However, due to a change in structure for Florence State Prison, services were ended prior to the end of the program year, and the center closed. The table below shows the breakdown of Educational Functioning Level at entry and the outcomes for the students.

| | ABE 1 | ABE 2 | ABE 3 | ABE 4 | ABE 5 | ABE 6 | Total Participants | HSEs | Total MSGs |
|---|-------|-------|-------|-------|-------|-------|--------------------|------|------------|
| Gila Adult Education-San Carlos Detention Center | 3 | 18 | 7 | 0 | 0 | 0 | 28 | 1 | 39% |
| The Success Academy at Florence State Prison | 44 | 91 | 49 | 17 | 3 | 0 | 204 | 20 | 44% |

Of the 204 participants at the Success Academy at Florence State Prison, only six (3%) recidivated. Due to change in program staff for Gila Adult Education, recidivism information was not available for this report.

ADE/AES also funded two probationary education programs in PY 2019-2020: the Maricopa County Adult Probation Education Program, which provides both ABE and ESL instructional services to those individuals serving felony probation sentences as well as to the general public, and the Pima County Adult Probation Literacy Education and Resource Network (LEARN), which provides ABE services only. Recidivism rates are not collected by the LEARN program and were unavailable for Maricopa County Adult Probation.