

## **PY 2020-2021 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) 2020-2021 to the USDOE- Office of Career, Technical and Adult Education. During the entire year, significant disruption to service delivery caused by the global pandemic was experienced. This narrative report includes information on Arizona's response, challenges, successes, and lessons learned related to this disruption.

### **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).

**Training and Technical Assistance:** Activities in PY 2020-2021 that support and implement the strategies identified in the Arizona Unified Workforce Development Plan include:

- **TABE Administrator Trainings** - Standardized assessment trainings were held virtually, giving WIOA Title I-B providers the opportunity to attend those sessions to promote collaboration between partners and increase referrals as well as services to shared participants.
  - **IET Planning and Implementation**
    - OCTAE IET Design Camp: Participants included two state staff and three adult education teams comprised of a workforce partner, a program administrator, and an IET coordinator
    - Launched a training series, *Creating Effective IET Programs*, based on the IET Design Camp for program team cohorts.
  - **Arizona Career Readiness Credential (ACRC) Training-** ADE/AES staff provided training and technical assistance to a majority of local providers on the use of this system to provide workforce preparation activities. The remaining providers are scheduled for training in PY 2021-2022.
  - **Pipeline AZ-** Development and customization continued in order to launch an online career pathways and job placement portal for use by adult education providers and students.
- 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. The Arizona Adult Education (AZ AE) Teacher Standards address what adult education teachers need to know and be able to do as adult educators and to plan and implement effective instruction in English Language Arts, mathematics, and English Language Proficiency. Professional learning opportunities and initiatives are aligned to the required and permissible state leadership activities and are aligned to the AZ AE Teacher Standards and the AZ AE Content Standards. In addition, all state leadership initiatives are based on research and evidence-based practices that integrate professional learning models, such as learning communities and study groups. Due to the ongoing pandemic, all state leadership offerings were delivered virtually. Please refer to the State Leadership activities in the table 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 to be submitted, in addition to the final PL Implementation Report, and must describe interventions and strategies that were implemented with the 10% PL set- aside for each program.

State staff updated and revised the *AES Planning for Professional Learning Guide* to assist program staff with completing PL Implementation Plans. A series of webinars were also developed for administrators

on planning and implementing high quality professional learning at the program level. A PL Teaching and Learning Repository Google site was developed to house professional learning resources and vetted resources for administrators.

**Essential Components of Reading:** The state leadership initiatives in PY 2020-2021 specific to instruction incorporating the essential components of reading, as these components relate to adults, include:

- **STAR Training Series-** To help support the effective implementation of STAR, AZ added a Year 2 to the STAR Training Series for program cohort teams who had successfully completed Year 1. Year 2 included STAR refresher webinars, the development of a STAR teacher observation protocol, program cohort coaching, and teacher observations. At the end of last PY, 10 programs, 50% of the funded programs, had one or more trained STAR cohorts who had completed the STAR Training Series.
- **ESLPro Module 1: Meeting the Language Needs of English Language Learners-** This training series for ELAA teachers focused on improving reading instruction using language acquisition strategies. In addition, the training modules included sessions to train a new cohort of ESLPro coaches to assist state staff in planning and implementing future ESLPro trainings.
- **Teaching Skills that Matter Training Series-**The AZ TSTM trainers led a series of webinars for program cohorts on the TSTM toolkit with a focus on the three content areas of Digital Literacy, Health Literacy, and Civic Education.

**Educational Technology:** Arizona has a long history of educational technology and digital literacy for adult learners as a State Leadership priority. In PY 2020-2021, 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 programs being able to continue to provide instruction when in-person services were restricted or prohibited.

- **Sandbox Office Hours-** This “flipped” model for learning new educational technology tools, which was implemented in the previous year due to the pandemic, continued to be provided and was branded as “Sandbox Office Hours” in PY 2020-2021. Each prerecorded session was posted on our website and showcased a different technology tool to enhance/assist virtual learning. Teachers watched the videos asynchronously one week, then had multiple options for office hours the following week to receive live TA on the featured tool and/or any EdTech related issues.
- **Teacher Verification Model (TVM)-** At the beginning of the pandemic a modification was made to the TVM which allowed lessons that did *not* include a digital component. This was done in order to meet the needs of students who lacked access to devices and/or reliable internet. This change remained in place for PY 2020-2021, and the TVM became a popular option due to its flexibility and the choices it offers students and teachers; the statewide lesson repository had over 1,000 submissions by the end of the program year. Additionally, more programs are including the TVM training as part of the onboarding process to ensure all staff are able to utilize this reporting model effectively.
- **Teachers ‘N’ Technology (TNT)-** To provide quality professional development in the realm of educational technology in adult education, a one-day virtual conference was held in January 2021 that featured sessions around tools and strategies for engaging students in a virtual environment. Presenters included national and statewide subject matter experts. The event was very successful with approximately 125 attendees and feedback surveys that were overwhelmingly positive. This event is now planned to be held annually.
- **HyFlex Model of Instruction –** At the end of PY 2020-2021, in June, a survey of the field was conducted to identify the extent to which the HyFlex model of instruction would be utilized the following year. It was reported that approximately 50% of the local providers would be piloting the model for at least one course. Guidance on the naming convention for HyFlex classes in the data management system was given so that course outcomes could be tracked.

**Assessment Processes:** During PY 2020-2021, TABE 11/12 Online and TABE CLAS-E continued to be the required assessments. Additionally, the following changes to the PY 2019-2020 Arizona Assessment Policy remained in place in response to pandemic-related service changes: 1) Remote proctoring; 2) Use of Provisional EFLs when testing was not possible; and 3) Identifying those PoPs as “Unable to Test Due to COVID-19” in the data management system. Some adult education providers were able to reimplement their testing processes, with some successfully using the remote proctoring modality; however, several programs were unable to implement their assessment process for various reasons. Programs were required to submit a TABE Remote Proctoring Process to ADE/AES describing how they would facilitate remote proctoring and were also encouraged to use TABE CLAS-E online to allow students to test remotely as well as in-person when possible. Pandemic-related disruptions to assessment processes continued to be a major challenge for most local providers and this greatly impacted Arizona’s outcomes, which is further discussed in question 2, Performance Data Analysis.

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

**Comprehensive Monitoring Tool:** In the spirit of continual program improvement, ADE/AES made significant changes to the monitoring tool implemented in PY 2019-2020. Based wholly on the grant contract requirements and assurances, modules were created for each area of the contract so that all state staff teams were involved in comprehensive virtual and desk monitoring with very few indicators not being addressed due to COVID-19. A guidance document was provided to local providers for preparation, including types of evidence that would be requested. Ultimately, a monitoring summary was provided to each local provider, which was discussed at monthly calls with liaisons.

**Case Reviews:** In-depth reviews were done of all programs throughout the year. A triage approach was taken when determining order, and all state staff were surveyed to identify the next high-need program to review. Reviews also incorporated ongoing monitoring results, and other notable positives and challenges, resulting in a broader understanding of what was happening at each program as well as a highly targeted approach to technical assistance by appropriate state teams.

**Program Final Narrative Report:** Local providers were required to submit narrative reports by August 2<sup>nd</sup> to provide analysis of primary indicators of performance data, implementation of IET programming, professional learning activities, digital literacy efforts, and their collaboration with workforce partners. In order to better elicit specific information on the primary indicators of performance, a modification was made to the report instructions to include 1) Areas of strength, 2) Areas targeted for improvement, 3) How outcomes were impacted by the pandemic, and 4) What was done to help mitigate the pandemic’s impact. This approach gave ADE/AES staff a comprehensive understanding of each program’s circumstances, while also ensuring that local program staff had the opportunity to do in-depth and specific analysis to identify and describe their own strengths and areas in need of improvement.

**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. At the end of the previous program year, state staff worked with the vendor to incorporate additional options such as “Unable to test due to COVID-19” and an indicator for Provisional EFLs. During PY 2020-2021, these data elements were useful in helping both state and local staff understand the ongoing impact of the pandemic and its effect on program-level data. This enabled ADE/AES 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.

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 2020-2021, including permissible activities, is provided on pages 4-5.

## PY 2020-2021 Arizona Adult Education State Leadership

### WIOA Title II Section 223 Required and Permissible Activities

<b>Accountability</b>		<b>Required</b>	<b>Permissible</b>
<b>AZ Adult Education Data Management System (AAEDMS) Training</b>	<p><b>Description:</b> Multiple training sessions on using AAEDMS, including data entry, reviewing and approving data, generating reports, and post exit performance measures.</p> <p><b>Audience:</b> Administrators, data entry staff <b>Delivery:</b> Virtual</p>	223(1)(D)	223(2)(E)
<b>TABE CLAS- E Online Administrator Training</b>	<p><b>Description:</b> This training introduces the INSIGHT platform to administer the TABE CLAS-E Online to adult education students. Training includes how to administer, interpret and analyze the online assessment, the role of a test administrator, remote proctoring guidelines, and an overview of the <i>AZ Adult Education Assessment Policy and Guidelines</i>.</p> <p><b>Audience:</b> CLAS E test administrators <b>Delivery:</b> Virtual</p>	223(1)(C) 223(1)(D)	223(2)(K)
<b>TABE CLAS E Administrator Course</b>	<p><b>Description:</b> 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>.</p> <p><b>Audience:</b> CLAS E test administrators <b>Delivery:</b> Online course</p>	223(1)(C) 223(1)(D)	223(2)(K)
<b>TABE 11 &amp; 12 Online Administrator Training</b>	<p><b>Description:</b> This training introduces the INSIGHT platform to administer the TABE 11 &amp; 12 Online to adult education students. Training includes how to administer, interpret and analyze the online assessment, the role of a test administrator, remote proctoring guidelines, and an overview of the <i>AZ Adult Education Assessment Policy and Guidelines</i>.</p> <p><b>Audience:</b> TABE 11 &amp; 12 test administrators <b>Delivery:</b> Virtual</p>	223(1)(C) 223(1)(D)	223(2)(K)
<b>DRC INSIGHT Portal Training</b>	<p><b>Description:</b> Training for adult education staff responsible of administering the TABE 11&amp;12 Online and TABE CLAS-E Online assessments using the DRC INSIGHT Portal.</p> <p><b>Audience:</b> Test administrators <b>Delivery:</b> Virtual</p>	223(1)(C) 223(1)(D)	223(2)(K)
<b>TABE 11 &amp; 12 Online: Remote Proctoring Alternatives</b>	<p><b>Description:</b> Informational webinar on the alternatives to administer the TABE Online using the Remote Proctoring option. This webinar was facilitated by Data Recognition Corporation (DRC), the state's assessment vendor.</p> <p><b>Audience:</b> Program administrators, Assessment Coordinator, Testing staff <b>Delivery:</b> Virtual</p>	223(1)(C) 223(1)(D)	223(2)(K)
<b>HSE PLUS Career Readiness Pathway Training</b>	<p><b>Description:</b> A series of training sessions designed for adult education staff responsible for implementing the HSE PLUS Career Readiness Pathway. Guidance was provided on the requirements and the supporting documentation needed for this pathway.</p> <p><b>Audience:</b> Administrators, College and Career Navigators <b>Delivery:</b> Virtual</p>	(E)	
<b>Leadership Development</b>		<b>Required</b>	<b>Permissible</b>
<b>2020 Adult Education Institute</b>	<p><b>Description:</b> The annual three-day institute for adult educators featured an Administrator Strand and an Instructor Strand. A variety of sessions were delivered that focused on standards-based instruction, language acquisition strategies and program operations.</p> <p><b>Audience:</b> Program directors, administrators, instructional leaders, instructors and support staff.</p> <p><b>Delivery:</b> Virtual</p>	223(1)(B) 223(1)(C) 223(1)(D)	223(2)(C) 223(2)(I) 223(2)(J) 223(2)(L) 223(2)(M)
<b>AZ Shop Talk</b>	<p><b>Description:</b> Bi-monthly webinars to provide information and updates to Title II providers.</p> <p><b>Audience:</b> Program directors, administrators, other key personnel <b>Delivery:</b> Webinar Series</p>	223(1)(C)	223(2)(A) 223(2)(E) 223(2)(M)
<b>Identifying the Best HSE Pathway for Learners</b>	<p><b>Description:</b> Overview of the 3 Pathways to earning a High School Equivalency diploma in the Arizona. Pathway eligibility, requirements and process for completion will be discussed. Participants will explore how to guide HSE candidates to the most appropriate pathway.</p> <p><b>Audience:</b> Administrators, College and Career Navigators <b>Delivery:</b> Virtual</p>	(E)	
<b>Planning for Effective Professional Learning</b>	<p><b>Description:</b> A series of webinars focused on the AZ PL Planning Guide and Implementation Plan to assist program staff to effectively plan, implement, and evaluate professional learning at the program level.</p> <p><b>Audience:</b> Administrators, instructional leaders, PL coordinators <b>Delivery:</b> Virtual</p>	223(1)(B) 223(1)(C)	223(2)J 223(2)M

Standards-Based Instruction		Required	Permissible
<b>2020 Adult Education Institute</b>	<p><b>Description:</b> The annual three-day institute for adult educators featured an Administrator Strand and an Instructor Strand. A variety of sessions were delivered that focused on standards-based instruction, language acquisition strategies and program operations.</p> <p><b>Audience:</b> Program directors, administrators, instructional leaders, instructors and support staff.</p> <p><b>Delivery:</b> Virtual</p>	<p>223(1)(B) 223(1)(C) 223(1)(D)</p>	<p>223(2)(C) 223(2)(I) 223(2)(J) 223(2)(L) 223(2)(M)</p>
<b>2020-2021 Teaching and Learning Webinar Series</b>	<p><b>Description:</b> This weekly webinar series was designed to build teacher content and instructional skills in the areas of English language arts, mathematics, English language acquisition, and best practices in virtual instruction. All webinars were aligned to the AZ Adult Education content and teacher standards.</p> <p><b>Audience:</b> Administrators, ABE &amp; ELAA Instructors, Instructional Leaders <b>Delivery:</b> Virtual</p>	<p>223(1)(B) 223(1)(C) 223(1)(D)</p>	<p>223(2)(C) 223(2)(I) 223(2)(J) 223(2)(L) 223(2)(M)</p>
<b>Teaching Civic Engagement Seminar Series</b>	<p><b>Description:</b> This three-part seminar series was facilitated by <i>Street Law</i> and was designed to assist ABE and ELAA teachers to effectively teach civics, government, and laws. The seminar included an overview of the new <i>Arizona Adult Education Literacy Through Social Studies Standards</i>.</p> <p><b>Audience:</b> Administrators and ABE and ELAA Instructors <b>Delivery:</b> Virtual</p>	<p>223(1)(C) 223(1)(D)</p>	<p>223(2)(I) 223(2)(K)</p>
<b>2021 Civic Learning Conference</b>	<p><b>Description:</b> A one-day conference sponsored by the ADE-K-12Standards Division and ADE-Adult Education, focused on the six proven practices of civics learning.</p> <p><b>Audience:</b> K-12 and adult educators <b>Delivery:</b> Virtual</p>	<p>223(1)(C) 223(1)(D)</p>	<p>223(2)(I) 223(2)(K)</p>
<b>ELAA Standards Revision Task Force</b>	<p><b>Description:</b> The task force of selected AZ adult educators were charged with revising the Arizona English Language Acquisition for Adults Standards and making recommendations to the state office. The task force was led by two state staff and two standards consultants.</p> <p><b>Delivery:</b> F2F and Virtual</p>	<p>223(1)(B) 223(1)(C) 223(1)(D)</p>	<p>223(2)(C) 223(2)(G) 223(2)(I) 223(2)(K)</p>
<b>LINCS ESL Pro Module 1: Increasing the Rigor of ELAA Instruction and ESL Pro Coaching</b>	<p><b>Description:</b> Cohort-based training designed to assist ELAA teachers in building their knowledge of strategies for increasing rigor in their language acquisition instruction through ESLPro. Teachers practiced applying these strategies in the state provided ELAA online curriculum, Burlington English. Selected participants were invited to become part of the <i>AZ ESL Pro Coaching and Training Team</i>. This team was developed to assist the AES professional learning staff to plan and deliver language acquisition training and coaching to adult educators throughout the state.</p> <p><b>Audience:</b> ELAA teachers <b>Delivery:</b> Virtual</p>	<p>223(1)(B) 223(1)(C) 223(1)(D)</p>	<p>223(2)(C) 223(2)(G) 223(2)(I) 223(2)(K)</p>
<b>Online Curriculum Training (Odysseyware)</b>	<p><b>Description:</b> Monthly 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.</p> <p><b>Audience:</b> Administrators, ABE Instructors <b>Delivery:</b> Virtual (synchronously and asynchronously)</p>	<p>223(1)(B) 223(1)(C)</p>	<p>223(2)(B) 223(2)(C)</p>
<b>Online Curriculum Training (Burlington English)</b>	<p><b>Description:</b> Monthly 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.</p> <p><b>Audience:</b> Administrators, ESL Instructors <b>Delivery:</b> Virtual (synchronously and asynchronously)</p>	<p>223(1)(B) 223(1)(C)</p>	<p>223(2)(B) 223(2)(G) 223(2)(I)</p>
<b>Online Curriculum Training (EdReady)</b>	<p><b>Description:</b> 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.</p> <p><b>Audience:</b> Administrators, Instructors <b>Delivery:</b> Virtual (synchronously)</p>	<p>223(1)(B) 223(1)(C)</p>	<p>223(2)(B) 223(2)(C)</p>
<b>STAR Training Series -Year 2</b>	<p><b>Description:</b> 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. This program year focused on building the STAR programs that were already in place and providing technical assistance in all areas for each program. Refresher webinars were held throughout the year and team meetings were conducted with state trainers and program teams.</p> <p><b>Audience:</b> AZ STAR Trained Administrators and Instructors <b>Delivery:</b> Virtual</p>	<p>223(1)(A) 223(1)(B)</p>	<p>223(2)(C) 223(2)(I) 223(2)(J) 223(2)(K)</p>
<b>Teachers 'N' Technology</b>	<p><b>Description:</b> A one-day virtual conference to provide quality professional development in the realm of educational technology in adult education.</p> <p><b>Audience:</b> Administrators, Instructional Leads, and Teachers <b>Delivery:</b> Virtual (synchronously)</p>	<p>223(1)(C)</p>	<p>223(2)(B)</p>
<b>Sandbox Office Hours Series</b>	<p><b>Description:</b> Each session featured a digital tool to enhance virtual instruction, facilitated by state staff and included open office hours to further explore the tool.</p> <p><b>Audience:</b> Teachers <b>Delivery:</b> Virtual Blended (video asynchronous; open office hours synchronous)</p>	<p>223(1)(C)</p>	<p>223(2)(B)</p>
<b>Teaching the Skills That Matter Training Series</b>	<p><b>Description:</b> A cohort-based training series to introduce the TSTM toolkit. The webinar series included communities of practice and a coaching component led by AZ TSTM trainers.</p> <p><b>Audience:</b> ABE and ELAA teachers and instructional leaders <b>Delivery:</b> Virtual</p>	<p>223(1)(B) 223(1)(C) 223(1)(D)</p>	<p>223(2)(C) 223(2)(G) 223(2)(I) 223(2)(K)</p>

## 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 annual Data Quality Certifications, indicating that they understood and would follow protocol for ensuring accurate data.
- By August 2, 2021, local adult education providers approved and submitted all PY 2020-2021 data via the data management system. Confirmation of final data submission was completed through the use of a Google Form submitted.
- State staff downloaded all federal tables and cross-checked for validity, extracting a percentage of participant-level data to check for accuracy.
- 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
- This process spanned several weeks, ensuring a thorough analysis of state data.

### Analysis of Results:

Local program performance targets were the same as the state's targets.

#### PY 2020 – 2021 Performance

	Qualified Participants	Provisional Entering EFLs	Unable to Test Due to COVID-19	MSGs	Credential Attainment	Employment 2 <sup>nd</sup> Qtr After Exit	Employment 4 <sup>th</sup> Qtr After Exit	Median Earnings 2 <sup>nd</sup> Qtr After Exit
<b>ABE</b>	4,115			16.33%				
<b>ESL</b>	2,833			24.48%				
<b>Total</b>	<b>6,948</b>	<b>2,244</b>	<b>3,704</b>	<b>19.66%</b>	<b>25.11%</b>	<b>49.09%</b>	<b>27.35%</b>	<b>\$6,618</b>

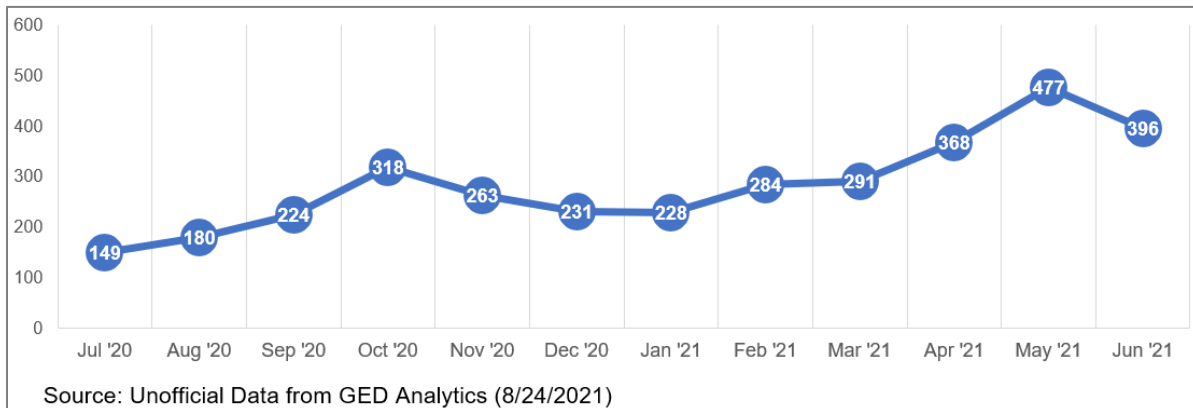
The number of qualified participants in PY 2020-2021 was approximately half what the state has experienced over the past several years. However, these enrollment declines when compared to pre-pandemic years were generally less severe in smaller programs than in larger programs. This is likely primarily due to the flexibility that smaller programs had in maintaining at least some in-person services while following CDC guidelines. This also impacted MSGs in that administering assessments, including initial assessments, was more easily done at those programs that could conduct in-person testing. Though remote proctoring was utilized throughout the state, programs largely reported that students lacked access to the digital requirements. This was the case in one of the Arizona's two largest programs which was prohibited by its parent organization from conducting any in-person services during the entire program year. As a consequence, this program had no EFL MSGs, and since it was one of the largest programs, this had a highly detrimental impact on the state's performance. Provisional EFLs were heavily relied upon in most programs to populate Table 4 with qualified participants. Therefore, the lack of progress testing further drove down the percentage of MSGs indicated.

In response to low enrollment and performance data, ADE/AES is working with programs to develop Corrective Action Plans intended to work toward providing services despite impactful external circumstances, such as a pandemic.

Arizona has a high rate of participants agreeing to data match and providing social security numbers. Despite this, the post-exit employment targets were not met. This may be due to the economic impact of the pandemic in some local communities, which likely impacted the adult learner population disproportionately. There may be a larger than usual number of individuals in these areas who are self-employed, doing contract or "gig" work, or are employed by small businesses which are not part of the UI Wage system, so wouldn't be captured in the

data match. Arizona did meet the median earnings target, and this may be due to wages being higher in the more populated areas of the state where more jobs were available.

Another reason for the drop in performance in PY 2020-2021 was the continuation of testing center closures due to the pandemic. In July of 2020, only 7 of the 47 GED testing centers were open, and this closure rate persisted throughout the program year with only slight improvement until April when there were 28 centers open. The diagram below shows Arizona's HSE/GED testing data by month during PY 2020-2021. This data indicates that GED testing continued to be much lower throughout most of PY 2020-2021, with recovery only starting to appear in the last three months of the program year. While remote proctored GED testing was permitted on Arizona, programs reported that this was not a viable solution for most of their students who were ready to test due to the lack of access to adequate technology.



### 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 2020-2021, two Title II programs were co-located in the ARIZONA@WORK Job Center. All Title II providers had MOUs/IFAs in place to provide shared and coordinated services. Efforts to use Title I-B funding for the training components of IETs moved forward significantly in three of the 12 workforce areas due to cooperation between Title II providers and the one-stops. Those steps taken have been shared with one-stops and Title II providers in other workforce areas with the intent of replicating successes in more areas of the state.

The ADE/AES Workforce Development Specialist provided support to local Title II administrators to assist with their understanding and participation in the MOU/IFA development. Technical assistance was also provided to support local programs in fulfilling their role as required one-stop partners, including ensuring equal voice in developing the MOU/IFA for the workforce area.

State assessment staff conducted 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 would have assessments that were valid for Title II to use as official initial or progress test scores.

**Title II Representation on Workforce Boards:** In PY 2020-2021, 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 assisting with strategies to engage all Title II providers in a workforce area where there was more than one program. Most workforce board meetings continued to be held virtually, and this has resulted in greater attendance by Title II providers in an area, rather than by the Title II representative only.

The State Director of Adult Education continued to participate on the Workforce Arizona Council (State Workforce Board) and was a core member of the team responsible for the modification of the Arizona Unified Workforce Development Plan. That process was started in PY 2020 – 2021 and will be completed in PY 2021 – 2022.

**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 2020 – 2021 was the first year of the current four-year grant cycle with the implementation of IET programs as a priority under this grant contract. Due to the pandemic, many training programs were put on hold. Yet, the number of English language learners (ELLs) participating in IET programs increased in PY 2020 – 2021 and the percent increased substantially to 12.4% from 6.4% the previous year (see table below).

<b>IET Enrollment Trends:</b>	<b>PY 2020-2021</b>	<b>PY 2019-2020</b>	<b>PY 2018-2019</b>	<b>PY 2017-2018</b>
<b>Total Number of IET Students (Table 3)</b>	<b>601</b>	701	478	238
<b>Percent of Total Participants in IET</b>	<b>8.6%</b>	6.2%	3.7%	1.7%
<b>ABE/ASE in IET (Subset of Total IET)</b>	<b>249</b>	357	282	165
<b>Percent of ABE/ASE in IET</b>	<b>6.1%</b>	6.0%	3.9%	2.1%
<b>ELLs in IET (Subset of Total IET)</b>	<b>352</b>	344	196	73
<b>Percent of ELLs in IET</b>	<b>12.4%</b>	6.4%	3.4%	1.2%

After a state team participated in the IET Design Camp described previously, ADE/AES developed and delivered to program teams a training series based on the Design Camp. The second half of this training carried over into PY 2021-2022. Content included providing services under Sect. 243, and participation was required for all programs funded for Sect. 243 with the exception of the two largest programs who had already demonstrated several years of successful IET programming.

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 a component 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.

- 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 continues to make good progress toward preparing IELCE program participants for placement in unsubsidized employment in in-demand industries and occupations. Greater organizational knowledge at the state office has translated to stronger technical assistance and thereby program performance in identifying workforce system needs, creating employer partnerships to provide on-ramps for students, and IET programming that can lead to living wage jobs in a timely manner.



- 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.

In PY 2020 – 2021, as in prior years, Arizona continued to make progress in ensuring that IELCE program activities were integrated with local workforce systems and responded to local need. Several State Leadership initiatives described previously 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 adult education providers that are part of postsecondary institutions continue to be among the most successful in IET implementation and collaborating with workforce partners. It is possible that this is due to name recognition and size of those programs, as well as access to greater resources.

**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.

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

The English Language Proficiency Standards Task Force was convened in January 2020 to revise the English Language Acquisition Standards. Due to the pandemic and the inability to meet in person, the task force work was extended through June 2021. The task force has submitted the proposed English Language Proficiency Standards to the state office for review and to finalize in PY 2021 – 2022.

Due to the continued pandemic, all professional learning had to be delivered virtually, and this presented an opportunity to develop a virtual space. The PL Teaching and Learning Repository site includes webinar recordings, content standards, and vetted instructional resources for teachers to use to design standards-based lessons, all in one site.

The Arizona Adult Education Literacy through Social Studies Standards were introduced to adult educators through a training series, Teaching Civic Engagement Seminars, that were planned and facilitated by state staff and a contracted vendor.

**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.

One ADE/AES-funded program provides services in a correctional facility in addition to serving other locations. Gila County Adult Education program holds classes for detainees at San Carlos Apache Tribe Rehabilitation and Detention Center. For PY 2020 – 2021, the program calculated the recidivism rate for 19 formerly incarcerated students. The results are as follow:

Still in Detention	Re-Offended/Returned to Detention	Have Not Returned to Detention
35% (7)	30% (6)	35% (7)

Additionally, while instruction was very limited due to COVID-19, the table below indicates the hours of instruction provided to 19 students, all of which was in-person.

	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	12	3	1	0	0	19	0	42%