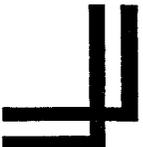
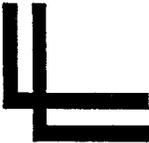




ARIZONA ADULT
EDUCATION COMMITTEE

FINAL REPORT

October 1992



October 30, 1992

The Honorable Eugene Hughes
Arizona State Board of Education/
Vocational and Technological Education
1535 West Jefferson
Phoenix, Arizona

Dear President Hughes:

On behalf of the members of the Arizona Adult Education Committee, I am pleased to transmit to you and the members of the State Board of Education the Committee's Final Report. As stipulated in House Bill 2162, under which the Committee was formed, the Committee concluded business on October 1, 1992.

The Committee wishes to thank the State Board of Education for the cooperation and support received during its tenure. It further wishes to thank Dr. Gary A. Eyre, the Department of Education, Division of Adult Education staff and local adult education providers and practitioners for the opportunity to work with them to address the problems and share the successes of providing adult education services in Arizona. The Committee feels that it has had an exemplary experience owing to the openness, responsiveness and dedication of all those associated with adult education in the State.

Sincerely,



Judith A. Loucks
Vice Chairperson

MISSION OF ADULT EDUCATION

"Arizona Adult Education programs will assure that all adults have equal access to quality education opportunities and support services that address the unique needs of individuals, families and communities so that they may acquire the knowledge and skills they need for more effective and active participation in society."

Arizona Department of Education
Division of Adult Education

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Executive Summary

Major initiatives and accomplishments of the Arizona Adult Education Committee (with the Department of Education, Division of Adult Education) appointed July 1989 and completing business October 1992 include:

- Successful Federal Compliance Review of Adult Education Programs
- Revision of the Arizona Adult Education Plan (1990-1996) to include new provisions of the National Literacy Act of 1991
- Federal Grant Application and Plan for the Arizona Adult Literacy and Technology Resource Center to become the center for research, technology applications and assistance, staff development, and program linkages and coordination initiatives
- Ongoing improvement in computer based client data retrieval system
- Final stages of local provider-centered agreement on indicators of quality and effectiveness of Arizona Adult Education programs
- Initiation of a Longitudinal Study of Arizona Adult Education students
- Revision of the Arizona Administration Code concerning a six-year renewal procedure for certification of adult education teachers
- Eighteen Recommendations for additional funding and initiatives
 - Tax based reimbursement
 - Expanded day and extended year
 - Partnerships
 - Expand Resource Center
 - Technology Plan
 - Salary Equity

Arizona Adult Education Committee Overview

The Arizona Adult Education Committee was an outgrowth of the nine-member State Plan Task Force appointed by Superintendent Bishop on February 21, 1989. The Task Force was charged with advising in the development of the Arizona State Plan for Adult Education. The State Board of Education adopted the Plan on May 22, 1989, and Superintendent Bishop submitted it to the U.S. Department of Education on June 2, 1989. The Arizona Plan (July 1, 1989 - June 30, 1993) was accepted by the U.S. Department of Education July 13, 1989. The Task Force completed business on August 30, 1989.

The passage of H.B. 2162 in April 1989 created the Arizona Adult Education Committee. The Committee was appointed in July 1989 to serve until October 1, 1992. (Refer to appendices I and II). **The committee was charged with the following:**

- **Develop recommendations for accountability and evaluation of adult education**
- **Advise the State Board of Education on matters pertaining to adult education**
- **Conduct Public Hearings throughout Arizona to provide a forum wherein Adult Education needs and desires of the citizenry be made known**
- **Provide a report of the Committee's activities and recommendations to the State Board of Education**
- **Evaluate, develop, and recommend a formula for distributing Federal and State adult education funds**
- **File a report of the Committee's activities with the Legislature each October.**

Activities

From July 1989 to October 1992 the Arizona Adult Education Committee conducted seven Public Hearings and held twenty-one meetings. (Refer to Appendix III). The hearings were scheduled and publicized to allow the most extensive opportunity for Arizona's citizenry in all geographic areas to be heard.

The Committee also attended all major functions of adult education in Arizona.

Committee members have participated as an integral part of adult education for the past three years. (Refer to Appendix III). Much of the work of the Committee has been done in subcommittees with adult education staff and/or field representatives. (Refer to Appendix IV).

The Arizona Adult Education Committee filed reports of activities and recommendations with the State Board of Education on April 23, 1990; October 22, 1990; and October 28, 1991. In addition, Thomas Davidson, Chairman; Judith Loucks, Vice Chair; Gary Eyre, with various other members of the Committee, presented in sessions with the State Board on September 5, 1990, September 23, 1991 and met with Superintendent Bishop on March 9, 1992.

Accomplishments

Addressing the Charge: Distribution of Funds

The Adult Education Committee when first established in 1989 deliberated on recommendations regarding the Arizona formula for distribution of funds. (Refer to Appendix V). Testimony taken at Public Hearings on the formula presently being used produced neither clear identification of issues nor recommendations for change in the distribution formula. Likewise, discussions with Department of Education staff and field practitioners brought forth no clear indications of changes which would better serve the populations in need of adult education services.

What did become apparent very early in the Committee's examination was that the first and most urgent need to be addressed was the serious lack of adequate funding for adult education in Arizona. In other words, there was no way to cut the pie differently and solve the problems when the grossly inadequate size of the pie was clearly the core problem. So impressed was the committee with the breadth of the gap between needs for education services and funding to provide them that the Committee's entire Interim Report to the State Board for fiscal year 1991 was devoted to outlining: 1. The current realities affecting adult education in Arizona, 2. The resulting system under stress, and 3. Twelve proposed resolutions — all starting with the identification of the need for additional funding. (Refer to Appendix VI).

Enrollment in adult education has grown at a rate of 15% each of the last four years. In fiscal year 1992, nearly 53,000 adults participated in ninety-four (94) adult education and General Educational Development (GED) testing programs. Adult student instructional contact hours exceeded 1.6 million last year. **Yet, according to the U.S. Department of Education's formula, Arizona would have to increase the current level of effort an additional 95% above current levels to meet the needs of its undereducated population.**

The Committee recommends that as Arizona plans for the additional challenges and needs of the 21st Century, not only that the funding formula be revisited, but the entire funding mechanism and revenue sources for adult education services be revised.

Addressing the Charge: Accountability and Evaluation

In addition to establishing a subcommittee to study accountability and evaluation locally, an important activity for the Committee in addressing this issue was listening to the members who represented the Committee at national meetings and conferences on adult education. **The resulting reports indicated that Arizona, in 1991, was in the same category as the vast majority of other states in methods of evaluation and documenting for accountability purposes.** Difficult issues surrounding the topic are many. They range from the lack of agreement on appropriate methods and instruments to measure adult learners' progress to the lack of a common language to convey their progress in meaningful ways to the various stake holders in adult literacy (i.e., employers, legislators, and other service agencies).

These difficult issues further encompassed the gamut of collection and analysis problems. The open-entry, open-exit nature of adult basic education programs and the migrant lifestyle of many of its participants create formidable challenges for retention and follow up measures. **Compounded by inadequate technology and technological assistance to the field, the problem of accountability and evaluation cannot be effected substantially with less than a comprehensive plan with significant "buy in" from the field.** Such a plan should also be funded to include an infusion of technology into the process.

Anticipating the signing into law of the National Literacy Act of 1991, the Adult Education Committee passed a motion on July 23, 1991, recommending that a process to determine standards and methods of measuring program effectiveness be defined and put in place by the Arizona Department of Adult Education, Division of Adult Education, as soon as possible. The Committee further recommended that the formation of a committee of field practitioners be a part of this definition process. The Division held a subsequent activity: a two-day Issues Identification Workshop for program directors, teachers and the Arizona Adult Education Committee Accountability and Evaluation Subcommittee on October 17 and 18, 1991. A second field-wide forum on program evaluation and teacher certification was conducted by the Division on October 30, 1991, and another by the Committee at the biannual statewide adult education conference, Adult Education 2000, on October 2, 1992.

The selection of program quality indicators has been an active subject at all levels of adult education in Arizona for the past year. Much input from the field has been gleaned and an experienced-tested process, involving the practitioners at every step, is being used by the Division. **An official Accountability**

Task Force of representatives of adult education in Arizona has been appointed to work with the Division of Adult Education to recommend the details of how Arizona will address the issue of individual program accountability and evaluation and meet the requirements set forth in the National Literacy Act by July 1993.

In December 1990 the Committee also formed a Student Centered Data Retrieval Subcommittee to join with the Division of Adult Education staff and practicing adult educators and program directors to recommend the best way to streamline the student data collection and reporting process for the State. The work done by this group accomplished interim objectives that were put in place July 1, 1991. It also led to a project funded by the Division to work with a nationally known systems consultant to automate and electronically connect the Division of Adult Education to the five largest adult education programs in the State by July 1993.

Longitudinal Study

As another important component in accountability and evaluation, the Arizona Adult Education Committee reacted favorably to a proposal by the Division to develop a longitudinal client-centered evaluation study. A self-study assessment and planning guide for evaluating adult education and GED programs was also proposed. The Division has allocated funds for the study. This project evaluation and monitoring activity is part of the Arizona Amended State Plan for Adult Education (July 1, 1989, to June 30, 1995).

Federal Compliance Review

The Committee was fortunate to have the opportunity to participate with the Division in a Federal Compliance Review March 11, 12, and 13, 1991. This was the first official review of adult education programs in Arizona since 1965. Representatives of the Committee met and participated with the three reviewers from the U.S. Department of Education and the Director of Adult Education from Colorado in several settings.

The outcome of this review was a highly complimentary report. (Refer to Appendix VI). Nine recommendations were made, all of which have been addressed by the Division except where the recommendation was to expand or extend services when no funds were available.

Of particular note in the recommendations was the addition of technical assistance to the field. Technology, technical assistance and training for the field is proposed as a major role

for the State's expanded Adult Literacy and Technology Resource Center. The goals, objectives and activities are outlined in the Committee's and Governor Symington's recently submitted Literacy Resource Center Program grant application. (Refer to the following section).

The Committee is pleased with the current procedures, plans, and activities of the Department of Education, Division of Adult Education in the areas of evaluation and accountability. Following the guidelines and taking the time allowed by the National Literacy Act of 1991 should prove critical in not only the identification of indicators of program quality but the implementation of procedures, processes, and tools to position for a successful transition.

Arizona Literacy and Technology Resource Center

One of the most substantive contributions of the Arizona Adult Education Committee has been its leadership in developing a plan and Federal grant application to gain funding for expanding the Arizona Adult Literacy and Technology Resource Center.

The Department of Education and Governor Symington's office requested that the Arizona Adult Education Committee make application for Arizona's 1% share of the 5 million dollar allocation for State Literacy Resource Centers. The State Literacy Resource Center program was authorized in the National Literacy Act of 1991. Grants will be awarded on a formula basis to each applying state's governor's office or designee. Accepting the charge, the Committee appointed a State Literacy Resource Center Subcommittee which completed the application in collaboration with the field and assistance from the Department of Education staff. The application was signed by Governor Symington on September 30, 1992. If funded, the award for the first year will be for \$52,000 and should be received before January 1993.

The goals of the Arizona Literacy and Technology Resource Center support the larger goals of the State Resource Center Program and the Arizona Amended Adult Education State Plan (1989-1995) (Refer to Appendix VII). They are:

1. Create and promote linkages, coordination and intra-/inter- agency agreements to most effectively and efficiently expand services to clients in need
2. Improve program planning to better meet client needs
3. Develop more efficient program management, evaluation, and accountability

4. Improve delivery of literacy instruction through staff development activities and support
5. Improve curriculum materials in order to better target each client's needs

Note that the objectives of the Arizona Literacy and Technology Resource Center fall into three categories: 1. Improved communication and coordination with all stake holders in adult literacy services, 2. Program Management and Planning, Data Collection, and Research, 3. Staff Development.

Technology is proposed as a vital part of all the goals and objectives for the Resource Center.

It is the conviction of members of the Adult Education Committee that the activities and resources planned for the Resource Center will help Arizona Adult Education make notable progress in meeting all the goals of the Amended State Plan, including improving and expanding outreach to clients most in need.

Teacher Certification

At the request of the Division, The Committee initiated a review of the adult education teacher certification requirements and subsequently made a recommendation to the State Board of Education and the Department of Education. **That recommendation resulted in a rule change, approved by the Board August 27, 1990, which permits a certificate to be valid for six years, instead of one year.** This rule makes the adult education certificate for the first time consistent with standard provisions for K-12. (Refer to Appendix VIII).

Recommendations

The Committee, during its tenure, made eighteen specific recommendations for Arizona Adult Education. They are:

1. Research the potential for making adult education services part of the tax-based reimbursement system directly linked to service provided
2. Seek and commit funding from all sources available to close the gap between current level of need and level of effort
3. Research the impact and potential of implementing an expanded day and extended school year as a means to better meet the needs for adult education services
4. Seek and commit funding to meet the special/extra educational demands of populations in transition, i.e.,
 - job readiness
 - social service referral needs
 - adults mandated and adjudicated to adult education programs
 - child care
 - transportation
 - guidance and counseling
5. Seek and commit coordination and funding for adequate facilities and instructional services
6. Seek and commit funding to meet the need for innovative practices:
 - technology
 - staff development
 - innovative instructional methods and approaches
 - data collection and research
 - evaluation and reporting
7. Seek avenues and funding to especially target those who are least educated and most in need residing in geographically isolated areas
8. Seek and commit funding to meet the educational needs of physically and mentally challenged adults
9. Seek opportunities to expand existing and new collaborative efforts and partnerships with public and private agencies and organizations
10. Seek and commit funding for the recruitment of adult educators, career opportunities in the field, and equity in pay with K-12 educators

11. Seek and commit funding for the recruitment and development of local volunteers and support staff
12. Commit categorical funding for:
 - the development of a strategic plan to meet Arizona's long term adult basic education needs in the 21st Century
 - an initiative facilitating family literacy, self directed and lifelong learning
 - extensive research and examination of present funding mechanisms and revenue sources in order to restructure Arizona's financial support and for the growing need for adult education
 - a comprehensive public information effort
 - on-going instructional staff development

A third year of endeavor, a broader causal understanding and additional developments and opportunities require the addition of specific recommendations.

Additional Recommendations

13. Continue with the current plan and process to identify Program Quality Indicators by July 1993.
14. Commit funding to expand the Arizona Adult Literacy and Technology Resource Center to provide technology and technical training and support to the field
15. Commit funding to position the Arizona Adult Literacy and Technology Resource Center to meet Arizona's needs for: 1. staff development, 2. data collection and research, 3. communication for improved planning and promotion of program linkages, coordination and expansion of adult education and other services
16. Commit funding to promote Research and Demonstration Pilot Projects using computer assisted instruction and other technology to expand capabilities to reach more adult students and target each student's needs for basic education instruction
17. Formulate and implement a five-year Arizona Adult Education Technology plan to address instructional delivery, client outreach, staff development, technology assistance and research needs
18. Make provision for a standing advisory committee to the Department of Education, Division of Adult Education

Conclusion

The Committee's three-year involvement in all levels of administrative and educational issues of adult education in Arizona has provided this group with a unique laymen's understanding of its challenges and successes. It is the members' conclusion that the citizens of Arizona receive as great a return on this state's modest investment in adult education services than any other facet of public assistance.

During public hearings, Committee meetings, conferences, workshops, and all other adult education activities, Committee members were repeatedly confronted with testimony and evidence of overcrowded adult education classrooms and unfavorable teacher/student ratios. As stated in the Committee's 1991 Interim Report, increasing demand for adult basic education has resulted in waiting lists of potential clients numbering in the thousands. The Committee, therefore, urges all due consideration of the Department of Education's Budget Request for FY94 in the amount of \$1,200,000 in additional funds to assist in alleviating these conditions.

More than complete cooperation and support, the Department of Education, Division of Adult Education warmly invited the members of this Committee to work hand in hand with the leaders and practitioners to define and address the problems involved in serving Arizona's adults in need of basic education. This invitation was echoed in the field and the additional voice for adult education afforded by such a committee welcomed. The Committee's enthusiastic response and the ensuing results are testimony to the efficacy of the continuance of such an advisory body to the State Board, Governor Symington and the Legislature.

Appendix I

ARIZONA DEPARTMENT OF EDUCATION

Ms. C. Diane Bishop
Superintendent

Ms. Nancy Mendoza
Deputy Superintendent

Mr. Richard Condit
Associate Superintendent
State Director
Vocational, Technical
and Adult Education

Dr. Gary A. Eyre
State Administrator
Adult Education

ARIZONA ADULT EDUCATION COMMITTEE

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Mrs. Gloria Young
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Site Code 730-A
Phoenix, Az 85005

FORMER ADULT EDUCATION COMMITTEE MEMBERS

Ms. Rita Nader Mr. George Oetinger III Mr. Michael Perez Ms. Jacque Tapia

Ms. Mary Scott (Secretary)

Committee Staff
Arizona Department of Education

Dr. Gary A. Eyre

Dr. James John Jelinek

Ms. Lisa Rundle

Senate Engrossed House Bill

State of Arizona
House of Representatives
Thirty-ninth Legislature
First Regular Session
1989

Chapter 101

House Bill 2162

AN ACT

RELATING TO EDUCATION; PROVIDING FOR CREATION OF ADULT EDUCATION COMMITTEE OF STATE BOARD OF EDUCATION; PRESCRIBING MEMBERSHIP, OFFICERS, DUTIES, AND REIMBURSEMENT OF EXPENSES, PRESCRIBING ANNUAL REPORT, AND PROVIDING FOR DELAYED REPEAL.

1 Be it enacted by the Legislature of the State of Arizona:

2 Section 1. Adult education committee

3 A. An adult education committee of the state board of education is established.

4 The committee consists of:

5 1. The deputy associate superintendent for adult education or his designee.

6 2. A member of the state board of education appointed by the superintendent of
7 public instruction.

8 3. Eight representatives of literacy volunteer organizations, minority groups,
9 current or former adult education students, local level adult education providers and
10 community-based organizations involved with adult education appointed by the state board
11 of education.

12 4. Two persons not affiliated with an adult education program appointed by the
13 state board of education.

14 B. Members of the committee are not eligible to receive compensation for their
15 work for the committee but are eligible for reimbursement of expenses pursuant to title
16 38, chapter 4, article 2, Arizona Revised Statutes, from monies received for adult
17 education by the department of education.

18 C. The committee shall:

19 1. On or before October 1, 1990, recommend to the state board of education
20 standards of accountability and evaluation of adult education programs.

21 2. Recommend any changes needed in the standards of accountability and
22 evaluation of adult education programs which are adopted by the state board of education.

H.B. 2162

1 3. Advise the state board of education on matters pertaining to adult education
2 and provide a report to the committee's activities and recommendations to the state board.

3 4. Evaluate, develop and recommend a formula for distributing federal and state
4 adult education monies.

5 D. The members of the committee shall elect a chairman and a vice-chairman
6 of the committee.

7 E. The division of adult education shall provide the committee with the staff
8 support required by the committee to perform its duties.

9 F. The state board of education shall submit a report concerning adult education
10 programs and the work of the adult education committee to the governor, the speaker of
11 the house of representatives, the president of the senate and the chairmen of the education
12 committees of the senate and the house of representatives on or before October 1 of each
13 year.

13 Sec. 2 Repeal

14 This act is repealed from and after October 1, 1992.

Approved by the Governor April 26, 1989

Filed in the office of the Secretary of State April 27, 1989

PUBLIC HEARINGS

March 16, 1990	Yuma County Library Yuma
March 30, 1990	Frank X. Gordon Literacy Center Mesa
September 27, 1990	Doubletree Hotel Tucson
October 19, 1990	Flagstaff Unified SD #1 Administration Center Flagstaff
April 5, 1991	Glendale Public Library Glendale
November 22, 1991	Tuba City Unified SD #15 Tuba City
January 30, 1992	Grace Inn Phoenix

TOPICS ADDRESSED IN PUBLIC HEARINGS

Program Funding Levels	Adult Education Programs Availability
Arizona Adult Education State Plan	Staff Development
Formula for Distribution of Funds	Arizona Technical Amendments to State Plan
Program and Client Evaluation	GED Policies
Client-Centered Data Retrieval and Reporting	Full Time Adult Education Teachers
Adult Education Teacher Certification	Data Integrity
Family Literacy	Native American Basic Skills Needs
Computer Assisted Instruction	Program Needs of Rural Arizona
Basic Skill Instruction for Homeless Adults	Client Waiting Lists
GED Testing	Classroom Scheduling
Special Projects in Arizona Adult Education	Teacher/Client Ratio
Special Adult Populations and Special Needs	Program Expansion

ADULT EDUCATION COMMITTEE MEETINGS

<u>Date</u>	<u>Location</u>
November 13, 1989	Grace Inn - Phoenix
February 2, 1990	Grace Inn - Phoenix
April 20, 1990	Mesa Literacy Center
June 30, 1990	Flagstaff Administrative Ctr
August 24, 1990	Arizona Department of Education - Phoenix
September 26 & 27, 1990	Doubletree Hotel, Tucson
November 30, 1990	Grace Inn - Phoenix
January 18, 1991	Doubletree Hotel, Tucson
March 1, 1991	Grace Inn - Phoenix
April 5, 1991	Glendale Public Library
June 3, 1991	Grace Inn - Phoenix
July 23, 24 & 25, 1991	Yavapai College, Prescott
September 20, 1991	Grace Inn - Phoenix
November 21 & 22, 1991	Tuba City Unified Sch Dist
January 30, 1992	Grace Inn - Phoenix
February 2, 1992	Grace Inn - Phoenix
March 2, 1992	Grace Inn - Phoenix
April 24, 1992	Grace Inn - Phoenix
June 19, 1992	Grace Inn - Phoenix
July 31, 1992	Grace Inn - Phoenix
September 21, 1992	Grace Inn - Phoenix

MAJOR FUNCTIONS AND ACTIVITIES WITH COMMITTEE PARTICIPATION

November 14, 1989 AAACCE Board Meeting	Gilbert, Arizona
December 1, 1989 AAACCE Annual Meeting	Phoenix, Arizona
April 3, 1990 AAACCE Board Meeting	Gilbert, Arizona
April 9, 1990 Adult Education Staff Development Consortium Teacher Training and Board of Directors	Tucson, Arizona

Appendix III, continued

April 23, 1990 State Board of Education Committee Report	Phoenix, Arizona
May 1, 1990 AAACCE Board Meeting & Mesa Adult Education Graduation	Gilbert, Arizona Mesa, Arizona
May 11, 1990 Rio Salado Adult Education Graduation	Phoenix, Arizona
May 17, 1990 Pima County Adult Education Graduation	Tucson, Arizona
June 5, 1990 AAACCE Board Meeting	Gilbert, Arizona
June 29-30, 1990 Arizona Adult Education Dinner, Public Hearing and Meeting	Flagstaff, Arizona
August 6-11, 1990 Vocational Education State Conference	Tucson, Arizona
August 14, 1990 AAACCE Board of Directors Meeting	Gilbert, Arizona
September 5, 1990 Vocational Committee to the State Board of Education	Phoenix, Arizona
September 13-14, 1990 GED Institute	Phoenix, Arizona
September 27-29, 1990 Arizona Adult Education Conference	Tucson, Arizona
October 9, 1990 AAACCE Board Meeting	Gilbert, Arizona
October 12, 1990 Staff Development Consortium Workshop	Flagstaff, Arizona

Appendix III, continued

October 26, 1990 Resource Center - Literacy Volunteers of Maricopa County	Phoenix, Arizona
October 29 - November 3, 1990 AAACCE National Annual Conference	Salt Lake City, Utah
November 13, 1990 AAACCE Board Meeting	Gilbert, Arizona
December 7, 1990 AAACCE Annual Meeting	Phoenix, Arizona
January 8, 1991 AAACCE Board Meeting	Phoenix, Arizona
January 9, 1991 Lifelong Learning Library Staff Meeting	Scottsdale, Arizona
February 12, 1991 AAACCE Board Meeting	Phoenix, Arizona
February 22, 1991 Learn Consortium Conference	Tucson, Arizona
March 1, 1991 Client Data Retrieval Meeting	Phoenix, Arizona
March 11-13, 1991 Federal Compliance Review	Phoenix, Arizona
April 10-12, 1991 Mountain Plains Adult Education Annual Conference	Sun Valley, Idaho
April 25, 1991 Learn Consortium Meeting	Tucson, Arizona
May 8, 1991 Family Literacy Sunnyside School District	Tucson, Arizona

Appendix III, continued

May 17, 1991 Rio Salado Community College Adult Education Graduation	Phoenix, Arizona
May 23, 1991 Pima County Adult Education Graduation	Tucson, Arizona
June 14, 1991 Staff Development Consortium Meeting	Phoenix, Arizona
June 27, 1991 Frank X. Gordon Literacy Learning Center Conference	Phoenix, Arizona
September 12-13, 1991 GED Institute	Phoenix, Arizona
September 19-20, 1991 Project Directors Workshop	Phoenix, Arizona
October 6-8, 1991 Mexico/U.S. Border Conference	El Paso, Texas
October 14-17, 1991 AAACCE National Annual Conference	Montreal, Canada
October 23-24, 1991 Conference and Institute	Phoenix, Arizona
October 29-30, 1991 Annual State Administrators Workshop	Denver, Colorado
November 15, 1991 Department of Economic Security Adult Education Graduation	Glendale, Arizona
November 19, 1991 AAACCE Annual Meeting	Phoenix, Arizona
December 9-11, 1991 Mexico/U.S. Border Conference	San Diego, California
December 14, 1991 AAACCE Annual Meeting	Phoenix, Arizona

Appendix III, continued

January 14, 1992
AAACCE Board Meeting

Mesa, Arizona

Legislative Initiatives
Sub-committee Meeting

Phoenix, Arizona

September 30 - October 3, 1992
Arizona Adult Education Conference

Tempe, Arizona

Appendix IV

SUBCOMMITTEES OF THE ARIZONA ADULT EDUCATION COMMITTEE

1. Data Collection and Retrieval Subcommittee
2. State Adult Education Legislative Initiatives Subcommittee
3. Evaluation/Assessment Criteria Subcommittee
4. Subcommittee for establishing Committee Structure and Operational Procedures
5. State Literacy Resource Center Application Subcommittee
6. Issues Identification and Committee Report Subcommittee
7. Federal Compliance Review Subcommittee

FUNDING DISTRIBUTION FORMULA

In fiscal year 1993 funding for adult education projects will be based on \$150 per student enrolled for 125 hours of instruction. Each class unit generates \$3,000. **Projects shall not exceed 5 percent for indirect/administration costs.** The State Education Agency (SEA) shall negotiate with local grant recipients in order to determine as adequate level of funding to be used for non-instructional purposes.



**ARIZONA ADULT EDUCATION
COMMITTEE**

**INTERIM REPORT
FISCAL 1991**

**SUBMITTED TO:
THE ARIZONA STATE BOARD FOR
VOCATIONAL AND
TECHNOLOGICAL EDUCATION**

OCTOBER 28, 1991



EXECUTIVE SUMMARY

The Committee wishes to continue to assist the State Board and Division of Adult Education to set a vision for meeting the needs of Arizona for adult literacy, but in so doing have come upon current realities that clearly indicate that Arizona Adult Education is a system under stress and in transition and in urgent need of resolutions to alleviate debilitating problems.

Current Realities

Current trends and public policies are creating unprecedented demands for Arizona's adult education services. For example:

- Family Literacy Initiatives are driving public schools to request adult education for for parents -
- J.O.B.S. Welfare Reform and JTPA now require many of their clients to attend adult adult education classes -
- The Supreme Court has mandated remedial education within the probation system -
- The high school dropout rate places an increasingly heavy demand for alternative education through adult education -
- The American Disabilities Act establishes a legal requirement to provide services to the homeless, many of which are educationally disadvantaged -
- Increasing numbers of immigrants in Arizona are in need of instruction in English in order to become employed - including 80,000 who have applied for amnesty in the last three years -

Increased funding for these and other trends and projects which have overwhelmingly increased client numbers and presented new challenges for adult education providers has been either nonexistent or grossly inadequate.

A System Under Stress and Transition

Arizona's Adult Education system is under stress because social policy and planning for education have not kept pace with social reality. For example:

- The influx of mandated and adjudicated clients are often not voluntary learners and changing the climate in adult education classes -
- Expectations of students, referring agencies and the general public are often unrealistic in terms of "quick educational fixes" and provision for social services -
- The ever increasing diversity of populations needed to be served pose enormous challenges to an underfunded system -
- Classes are overcrowded and waiting lists are at an all time high -
- Availability of "free" facilities are diminishing -

- Teacher pay equity issues and lack of a career path make recruitment of quality teachers extremely difficult and erode morale of present teaching staff -
- Federal Compliance for funding purposes requires more monitoring, evaluation and reporting of auditable data placing more administrative burdens on the programs and the Division of Adult Education -

Future and Resolutions

There are five principal objectives to guide the development of a plan for increased funding and optimal allocation provisions:

- Facilitate ANYTIME - ANYPLACE LEARNING
- Promote public/private partnerships
- Allow for flexibility in allocation - yet provide stabilized funding where needed
- Promote educational quality

This report contains twelve proposed resolutions which include:

- Tax-based reimbursement system directly linked to service provided -
- Implementation of an expanded day and extended year to meet the needs of adults in Arizona -
- Funding to allow the utilization of adequate facilities -
- Funding to meet the growing challenges in instructional delivery and accountability through 1. technology, 2. staff development, 3. innovative curriculum development 4. support staff -
- Funding to provide pay equity and other benefits to adult educators commensurate with the K-12 system -
- Development of a strategic plan to meet Arizona's long term needs for adult education and the implementation of goals approved by the State Board of Education -

CURRENT REALITIES FOR ARIZONA ADULT EDUCATION PROGRAMS
(THE LANDSCAPE)

CURRENT TRENDS AND PUBLIC POLICIES ARE CREATING UNPRECEDENTED DEMANDS FOR ARIZONA'S ADULT EDUCATION SERVICES.

Parents of School Age Children

- Of the 500,000 adults with less than a high school education, and of the many thousands who do not speak English, many are parents of school age children -
- Parents are the child's first and most influential teachers -
- Public schools are requesting adult education services for parents at an unprecedented rate, and there is an increased demand for family literacy programs - - additional dollars have not been allocated to meet demand -
- The single most important variant affecting a child's school performance, outweighing all other factors combined, is the education level of the mother -
- When parents are involved in helping their school aged children with their school work, social class drops out as a factor in poor performance -
- Parents who do not have basic literacy skills often come from generations of illiteracy and provide the same messages in the home as their parents -

Public Sector Demand

- J.O.B.S. Welfare Reform and JTPA now require that many of their clients participate in adult education programs - - additional dollars have not been allocated to meet demand -
- 60% of Arizona's adult AFDC (public assistance) recipients have less than a high school education -
- Local jails are requesting adult education programs at an unprecedented rate -
- The Supreme Court has mandated remedial education within the probation system. Funding for this service has been limited to start up costs, yet the sustaining effort to serve the thousands of clients has fallen on adult education -
- In response to the rising high school drop-out rate, alternative delivery of education to "at-risk" 16-18 yr. olds is placing an increasingly heavy demand on adult education services -

- Agencies serving the homeless, many of whom are educationally disadvantaged, are requesting adult education services -
- The American Disabilities Act establishes a legal requirement to provide adult education services regardless of cost restraints -
- Special population referrals from public agencies like Vocational Rehabilitation, Division of Developmental Disabilities, and mental health providers bring more students into adult education classes than the system can currently handle -

Adults With Less Than A High School Education

- Over 500,000 adults in Arizona have less than a high school education.
- Governor's Task Force on Education Reform: By the year 2000, every adult Arizonan will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

Non-English Speaking Adults

- There are thousands of non- and limited-English speaking adults in Arizona, including 80,000 who have applied for amnesty in the last three years -
- Each year, almost 2/3 (25,000) of the participants in Arizona's adult education classes attend to learn English. Many of them are not literate in their native language -
- Many of these adults with limited English skills are parents of school age children -

Adult Education And The Workplace

- 75% people in the current workforce will still be in it in the year 2000. Many will need basic skills training in order to retain their jobs and/or advance -
- One out of every five American workers reads at no more than 8th grade level; one in eight reads at 4th grade level -
- The skills employers indicate are needed by employees are basic skills in written and spoken English, problem solving, oral communication, ability to work in groups, analytical skills, critical thinking skills -

Adult Education and Economic Disadvantage

- 81% of participants in Arizona adult education classes have family incomes of less than \$12,000 a year -
- 75% of female heads of households with less than a high school education are living in poverty -
- 3/5 of Arizona's adult AFDC recipients have less than the completion of a high school diploma -

A SYSTEM UNDER STRESS AND TRANSITION

THE ARIZONA ADULT EDUCATION SYSTEM IS UNDER STRESS BECAUSE SOCIAL POLICY PLANNING AND FUNDING HAVE NOT KEPT PACE WITH SOCIAL REALITY.

System Overload - Growing Client Demands and Diversity

- The system is over-taxed with mandated and adjudicated clients many of whom are not voluntary learners -
- Adult learners have an urgency of human resources and educational needs related to their poverty status -
- Expectations on the part of students, referring agencies and the public create unrealistic demands for "quick educational fixes" -
- Diverse populations, impoverished teenage parents, single parents, substance abusers, adults who are physically, mentally and psychologically challenged, migrant and mobile populations pose enormous challenges to an already severely underfunded system -
- Adult education has become a defacto alternative system for 16-21 year old dropouts -
- Adult education has become a major partner in the first line defense to meet the needs of transitional populations moving toward job-entry, continuing education and full citizenship -

Inadequate Learning Environment

- Overcrowded classes and waiting lists -
- Borrowed facilities not dedicated or designed for adult learners -
- Rising demands for classes while availability of free facilities is diminishing -

Inferior Professional Status

- Lack of recognition for adult education as a legitimate segment of the teaching profession -
- Few full-time jobs, no career path, minimal course offerings for adult education in Arizona's post-secondary institutions -
- Small resources for staff development -
- Adult basic education is not perceived as an equal partner in educational planning and resource allocation -

Increased Reporting Requirements

- Growing obligations for monitoring and compliance review -
- Increased requirements for assessment and evaluation of programs and clients -

Lack of Program Support

- Minimal funds to purchase instructional materials and technology designed for adult learners and adult learning environments -
- Inadequate staffing at the State Department of Education to address the growing number of problems, requirements and implementing solutions -

FUTURE AND RESOLUTIONS

ARIZONA MUST FIND NEW MONIES TO MAKE LEARNING OPPORTUNITIES AVAILABLE TO ADULTS WITH FUNCTIONAL LITERACY DEFICIENCIES. FUNDING INITIATIVES NEED TO ADDRESS NEW WAYS TO FINANCE AND REIMBURSE PROVIDERS FOR ADULT EDUCATIONAL SERVICES RENDERED UNDER VARIED STRUCTURES AND TIME FRAMES. THESE FUNDING METHODS MUST NOT ONLY ALLOW BUT ENCOURAGE FLEXIBILITY IN THE SCHEDULING AND PACE OF LEARNING AS WELL AS THE PROVISION OF APPROPRIATE INSTRUCTION IN A WIDE RANGE OF SETTINGS.

THE SYSTEM IN ITS CURRENT STRESSED STATE DOES NOT ADEQUATELY SERVE THE VAST INTERESTS OF ARIZONA.

There are five principal objectives to guide the development of a funding plan to provide and encourage on-demand adult education instruction. They are:

1. Facilitate any time, any place Learning,
2. Promote public-private ventures,
3. Promote educational equality and quality,
4. Allow for flexible allocation of funds, and
5. Stabilize provider funding.

Proposals for Action

Twelve resolutions are proposed for action:

1. A tax-based reimbursement system directly linked to service provided -
2. Funding to meet the current level of demand for adult basic education -
3. Funding for resources to implement an expanded day and extended school year to meet the learning needs of adults -
4. Funding to meet the special/extra educational needs of populations in transition, i.e.,
 - job readiness
 - social service referral needs
 - adults mandated and adjudicated to adult education programs
 - child care
 - transportation
 - guidance and counseling services

5. Funding for adequate facilities and instructional materials -
6. Funding to meet the need for innovative practices;
 - technology
 - staff development
 - innovative and instructional methods
 - data keeping research
 - reporting and evaluation
7. Funding to address the unique requirements of the least educated and most in need adults in geographically isolated areas -
8. Funding to meet the educational needs of physically and mentally challenged adults -
9. Funds to continue and enhance existing and new collaborative efforts and partnerships with public and private agencies and organizations -
10. Funding to support the recruitment of adult educators, create career opportunities in the field and provide equity in pay with K-12 educators -
11. Funding for the recruitment and staff development of more volunteers and support staff -
12. Categorical funding for:
 - the development of a strategic plan to meet Arizona's long-term adult basic education needs in the 21st century -
 - an initiative facilitating family literacy, self-directed and lifelong learning-
 - extensive research and examination of present funding mechanisms and revenue services in order to restructure Arizona's financial support obligation to adult basic education -
 - a comprehensive public information effort -
 - teacher staff development.

U.S. DEPARTMENT OF EDUCATION COMPLIANCE REVIEW

The Arizona Adult Education Committee was represented on the team to conduct a program review by the U.S. Department of Education.

An extensive compliance document was compiled by the Department and Committee which required documentation on 167 items. These items were examined by the team and several visitations were made to field monitor the program.

The U.S. Department of Education's review resulted in a number of highly complimentary findings.



Arizona
Department of Education

July 22, 1991

C. DIANE BISHOP
Superintendent

Mr. Ronald S. Pugsley, Chief
Program Services Branch
Division of Adult Education and Literacy
U. S. Department of Education
400 Maryland Avenue S.W.
Switzer Building, Room 4423
Washington, D.C. 20202

Dear Mr. Pugsley: *Row* —

On March 11-13, 1991, the U. S. Department of Education Compliance Review Team met in Phoenix, conducted a program review, and filed a report.

On behalf of State Superintendent Bishop, the State Board of Education, and our Department I commend the review team leader and the three persons who assisted in the compliance. Please extend our appreciation to Dr. Towey, Sarah Newcomb, Joyce Campbell, and from Colorado, Dian Bates.

When our agency received your December 27, 1990 correspondence informing us of the on-site visit we immediately developed a process to address the compliance items. The Arizona compliance document, made available to the team, was very extensive. Our agency contracted, with state funds, a consultant to serve as our compliance coordinator. The preliminary work, by Ms. Christie Chatfield, assisted the team in their program review and local visitations.

The exit interview, conducted by Dr. Towey and the team, was excellent and the findings will benefit Arizona as we implement changes to comply with the team's recommendations. The action/response to the nine recommendations is attached.

Sincerely,

Gary A. Eyre
Gary A. Eyre
Deputy Associate Superintendent
Adult Education Programs

cc: Dr. Towey
Superintendent Bishop ✓
Mrs. Border



Arizona
Department of Education

C. DIANE BISHOP
Superintendent

U.S. DEPARTMENT OF EDUCATION COMPLIANCE REVIEW TEAM

Review Dates In Arizona: March 11-13, 1991
Reference Document: Pugsley Correspondence, May 21, 1991

U.S. Department of Education Recommendations/Arizona Action

Recommendation 1 - Reporting:

The Division of Adult Education, Arizona Department of Education (ADE), has implemented July 1, 1991 a new client-centered data collection system. The system is computer driven and will provide demographic data for each of the information cells required in the federal program report for adult basic education.

On March 28, 1991, the Arizona Department of Education was notified that all report documents had been received by the U.S. Department of Education.

Recommendation 2 - Local Financial Reporting:

The ADE will implement a financial reporting system to ensure local adult education expenditures are reported.

During the grant application review process (May-June), for fiscal year 1992, local providers were instructed to provide documentation of local cash and in-kind expenditures. For the fiscal and program report for FY 92, Arizona will submit aggregated (state/local) expenditure information.

Recommendation 3 - Reports:

Subsequent performance reports will be completed with each cell requirement filled.

Recommendation 4 - Disabled Adults:

The 1990 Annual Performance Report (Arizona) has been modified to reflect the recommended change (line 1 of table 5).

Future Performance Reports will not include "limited English proficiency" adult students in the "disabled adult" cohort.

continued/Page 2/Compliance Document

Recommendation 5 - Counselors:

The state education agency encourages local grant recipients to provide guidance/counseling (paid) personnel. This is a local provider initiative.

Because state and federal funds are \$6.5 million short of Arizona target population needs, the local providers elect to use instructional staff for counseling services. The staff development consortium project assists teachers to provide counseling services. Teachers are often paid for additional time spent in counseling.

Recommendation 6 - Local Evaluations:

Thanks to the assistance of Dr. Towe, the Arizona Department of Education has developed a local evaluation instrument. In addition, the ADE will utilize a visitation and monitoring document. The instruments will be used together with the approved grant goals and activities.

In FY 91-92, two-thirds of the successful ADE grant applicant projects will be evaluated and/or complete a program monitoring visitation.

Recommendation 7 - Target Populations:

The ADE has funded "new start" projects, in FY 92, for Native American Indians. The Department is also sponsoring, for the first time, a state institute/conference to address the issues of the Arizona Indian.

The ADE has a larger percentage of black adult students enrolled in adult basic education than the percentage of blacks in the general population.

The ADE is very sensitive to the educational and social needs of minorities and in particular the Hispanic and Indian population.

Continued emphasis shall be given to "the least educated and most in-need".

Recommendation 8 - Application Process:

Beginning this fiscal year (1992) the ADE developed and implemented a new and expanded application, review and funding procedure.

All applicants must now meet with a project review committee and explain and defend their application and funding request. A new application document was used this year.

Page 3-continued/Compliance Document

The Arizona State Board of Education must review and approve the funding of every project. This is accomplished through a grant abstract and funding format.

The application process requires a mid-year fiscal evaluation which could result in the reallocation of funds.

Recommendation 9 - State Resource Center:

The state does not have a state resource center located in one particular structure.

Arizona does have seven resource centers located through-out the state with eleven resource people (paid) available. This resource approach is very productive. It is funded under provision of the "Arizona Staff Development Consortium."

A "State Resource Center" will be established because of the re-organization of the Division in 1993.

July 23, 1991

**ARIZONA LITERACY AND TECHNOLOGY RESOURCE CENTER
GOALS LISTED IN PRIORITY ORDER**

<u>GOALS</u>	<u>OBJECTIVES</u>	<u>ACTIVITIES/ METHODS</u>	<u>OUTCOMES</u>	<u>EVALUATION¹ METHODS</u>
1. Create and promote linkages coordination and intra/inter agency agreements.	Develop linkages with support services, child care providers and other education programs.	Establish new, expanded Resource Center Board of Directors with all major factions of adult literacy providers represented in membership.	New expanded Board appointed. Year one.	Fully functioning expanded Board of Directors. Year one.
	Develop collaborative planning procedures with other agencies.	Charge new expanded Resource Center Board of Directors with convening agency and organization program and policy sessions. At least two held in the first year, and four each remaining year or as needed.	Two sessions convened. Year 1. Four sessions Years 2 and 3. Input documented. Years 1, 2 and 3.	Check input against existing collaborative planning procedures. Years 1, 2, and 3. Incorporate new ideas and information. Years 1, 2 and 3.
	Eliminate possibility of overlap in delivery of services.	Set up a database of programs, projects, services and providers.	An up-to-date database of all relevant information on Arizona adult literacy.	Document any potential overlap of services for evaluation and appropriate action in application for funding process. Years 1 and 2.

¹ Evaluation responsibility of Department of Education, Division of Adult Education staff except where designated.

Goals taken from Arizona Implementation of Common Goals - State Plan and Annual Report

GOALS

OBJECTIVES

Increase awareness of Arizona Adult Literacy needs and services with all providers and potential providers.

**ACTIVITIES/
METHODS**

Publicize and hold Open Houses for providers and major stake holders.

Provide information, articles and pictures to various agencies.

Resource Center publication, "Centergram."

Provide camera ready stories/pictures to private industry media sources.

OUTCOMES

One or more Open Houses per year held and attended by representatives from all major providers and stake holders in adult literacy.

Resource Center information in Consortium newsletter, state association newsletter, state agency publications.

At least one mailing to large list of service providers, potential providers and other major stake holders per year.

Private industry newsletters internally distributed contain AALRTC news.

**EVALUATION
METHODS**

Document number of inquiries to AALTRC. Years 1, 2 and 3. (AALTRC Staff)

Document number and program, agency, etc. represented at Open Houses. Year 1, 2 and 3. (AALTRC Staff)

All existing adult education and related publications to include AALTRC news. Year 1, 2 and 3.

Document number of inquiries to the AALTRC compared to previous years. Years 2 and 3. (AALTRC Staff)

Document number of visits to AALTRC representing different stake holder groups compared to previous years. Years 2, and 3. (AALTRC Staff)

Number of inquiries to AALTRC compared to previous years. Years 2 and 3. (AALTRC Staff)

Number of visits to AALTRC compared to previous years. Years 2 and 3. (AALTRC Staff)

Number of newsletters containing information on AALTRC compared to previous years. Years 2 and 3. (AALTRC Staff)

Goals taken from Arizona Implementation of Common Goals - State Plan and Annual Report

GOALS

OBJECTIVES

ACTIVITIES/
METHODS

OUTCOMES

EVALUATION
METHODS

Increase quality, and quantity of adult literacy services.

Encourage high level of participation in staff development activities through dissemination of information.

Increase number of literacy services.

Document number of new and/or upgraded literacy services.

Document increased number of literacy programs.

Document increase in number of services.

Improve quality of adult literacy services.

Successful program quality evaluations.

Develop packet to guide adult educators in preparing and presenting workshops.

"How-to" packet published.

Circulation of newsletters containing AALTRC information compared to previous years. Years 2 and 3. (AALTRC Staff)

Number of new linkages compared to previous years. Years 1, 2 and 3.

Compare number of participants in staff development activities to previous years. Years 1, 2 and 3.

Evaluate growth in number of literacy programs, compared to previous years. Years 1, 2 and 3.

Evaluate growth in number of literacy services compared to unmet need. Years 2 and 3.

Conduct program quality evaluations. Compare to previous years. Years 1, 2 and 3.

Document evaluation of use of the packets by presenters and participants. (Staff Development Consortium)

Goals taken from Arizona Implementation of Common Goals - State Plan and Annual Report

GOALS

OBJECTIVES

**ACTIVITIES/
METHODS**

OUTCOMES

**EVALUATION
METHODS**

Conduct literacy workshops, institutes and seminars at the Resource Center. Workshop topics should be selected according to intended participants (region, sector, and providers, etc.) by results of needs analysis or upon request.

Variety of workshops, etc. held.

Document number of workshops, etc. held. Years 1, 2 and 3. (Staff Development Consortium)

Document number of participants. Years 1, 2 and 3. (Staff Development Consortium)

Participant evaluation data summary compared to previous years. Years 2 and 3. (Staff Development Consortium)

2. Improve program planning.

Improve data collection methods from local programs

Setup database of GED candidate/ recipient information.

Comprehensive report of important factors in planning GED programs.

Critique report for meaningful data, analyses, and recommendations. Years 1 and 2.

Analyze above data to improve programs and offerings.

Action plan for improved programs. Years 1 and 2.

3. Improve curriculum materials.

Offer a wider variety of quality materials to support literacy instruction.

Provide OTAN connection.

Provide training for use of OTAN connection.

Significant utilization of OTAN Forum, on-line and distribution of hard copy of same.

Track on-line usage and distribution of same. Years 1, 2 and 3. (AALTRC Staff)

Document participation and evaluation data. Years 1, 2 and 3. (Staff Development Consortium)

GOALS

OBJECTIVES

**ACTIVITIES/
METHODS**

OUTCOMES

**EVALUATION
METHODS**

Develop mechanisms for dissemination of effective curriculum and instructional materials.

Provide library of print and technology based curriculum materials.

4. Improve delivery of literacy instruction.

Improve teaching staff capabilities.

Provide OTAN connection.

Provide training for use of OTAN connection.

Increase/strengthen staff development offerings.

Expand staff development workshops to include exposure and training on the use of technological tools and computer assisted instruction.

Provide OTAN connection Forum information for wide variety of latest instructional ideas and approaches.

Significant utilization of OTAN Forum, on-line and distribution.

Improved participant evaluation ratings.

Increase number and variety of staff development activities.

Increased participation in staff development activities.

Workshops held.

Significant use of OTAN information.

Provide training for OTAN use.

Track on-line usage and distribution of same. (AALTRC Staff)

Document participation and evaluation on data. Years 1, 2 and 3. (Staff Development Consortium)

Compare number of different staff development activities, participant evaluation data and number of participants to previous years. Years 1, 2 and 3. (Staff Development Consortium)

Document workshop topics, content, participants and participant evaluation data. Years 1, 2 and 3. (Staff Development Consortium)

Document on-line usage of OTAN and distribution of information from same. Years 1, 2 and 3. (AALTRC Staff)

Document participation and evaluation data. Years 1, 2 and 3. (Staff Development Consortium)

Goals taken from Arizona Implementation of Common Goals - State Plan and Annual Report

GOALS

5. Develop more efficient program management.

OBJECTIVES

Improve data collection and reporting from all programs.

**ACTIVITIES/
METHODS**

Customize Invest in the Future Management System to collect and report data elements identified for program reporting and evaluation.

Train and assist program directors using the Invest Management System to input and retrieve data needed for reporting and evaluation.

Train and assist program directors without Invest Management System to track and report, as nearly as possible, the same data in the same formats as determined for the management system reporting and evaluation needs.

Centralize collection of data in AALTRC Invest Management System for compilation and analysis.

OUTCOMES

Invest Management System data entry fields customized for easy input of desired data.

Customized Reports available to retrieve data in proper format.

At least five major programs report data in proper format via disk or modem.

Remainder of programs provide comparable data in comparable format for reporting and evaluation needs. Years 1, 2 and 3.

Program data for reporting and evaluation transmitted in one document or file to Division of Adult Education. Years 1, 2 and 3.

**EVALUATION
METHODS**

Compare number of personnel hours to gather quantity of data to previous years. Years 2 and 3.

Compare quality of data to that of previous years. Years 2 and 3.

Compare number of personnel hours to gather quantity of data to previous years. Years 2 and 3.

Compare quality of data to that of previous years. Years 2 and 3.

Compare quality of data to that of previous years. Years 2 and 3.

Compare number of personnel hours to gather quantity of data to previous years. Years 2 and 3.

Compare quality of data to that of previous years. Years 2 and 3.

Compare number of personnel hours to gather quantity of data to previous years. Years 2 and 3.

CERTIFICATION

R7-2-601 GENERAL CERTIFICATE PROVISIONS

A. Renewal of Basic and Standard certificates.

1. Basic and Standard certificates may be renewed for six years upon evidence of continuous satisfactory teaching, other appropriate educational employment, approved leave granted by a school board during the last valid period of the certificate, or an additional five semester hours of coursework from a nationally or regionally accredited institution.
2. Length of Service Renewal. Teachers who have reached their fifty-fifth birthday may renew their certificates without additional credit upon verification of their teaching an aggregate of twenty years, fifteen of which must have been in Arizona. One renewal of six years may be granted under this provision.
3. Foreign Travel Renewal. Certificates may also be renewed on the basis of foreign travel.

Requirements are:

- a. Approval of a proposed itinerary and thesis topic by the Director of Certification not less than thirty days prior to the beginning of travel.
- b. Thirty days must be spent outside the continental limits of the United States.
- c. Typewritten thesis indicating the educational and cultural value of the travel must be presented to the Director of Certification no later than thirty days after completion of the travel.

ARIZONA ADULT EDUCATION COMMITTEE

Attachment I: Adult Education
 Learning Unlimited
 Part II - Responses

Attachment II: Chapter II - Arizona
 Demographics

ADULT EDUCATION--LEARNING UNLIMITED

Arizona Department of Education
The Division of Adult Education

PART II. RESPONSES

Lifelong Learning. The search for solutions to educational problems in America and Arizona requires a commitment to lifelong learning. From now until the end of the century, 1,500,000 new workers will enter the American economy.

From now until the end of the century 150,000 new workers will enter the American economy each year.

The Changing American Workforce. The new American workforce will be distinctively different from workforces of the past.

Eighty-eight percent of its growth will come from women and people of Afro-American, Hispanic, and Asian origins, including immigrants.



Figure 20. Dynamics of Change: The New Workforce.

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The Division of Adult Education
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Phoenix, AZ 85007
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At the present time Caucasian men account for most of the retirees; these retirees are leaving the workforce in record numbers.

In 1988 the American labor pool consisted of 44 percent Caucasian men, 34 percent Caucasian women, 16 percent minority men, and 16 percent minority women.

During the next decade new Caucasian workers will include 33 percent men, 35 percent Caucasian women, 16 percent minority men, and 16 percent minority women.

Also during the next decade exiting workers will include 50 percent Caucasian men, 35 percent Caucasian women, 7 percent minority men, and 8 percent minority women.

The labor pool in the year 2000 will include 40 percent Caucasian men, 35 percent Caucasian women, 13 percent minority men and 12 percent minority women.

The Changing Arizona Workforce. At the present time (1989-1990) the average annual Arizona labor pool includes 1,714,600 (100 percent) persons--1,627,676 (94 percent) employed, 86,900 (6 percent) unemployed.

In 1988 there were 1,654,001 (100 percent) men and women in the Arizona workforce--1,415,142 (85.6 percent) non-Hispanic; 1,299,994 (78.6 percent) White; 40,289 (2.4 percent) Afro-American; 58,713 (3.5 percent) Native American; 1,951 (0.1 percent) "other"; and 238,859 (14.4 percent) Hispanic.



Figure 21. The New Workforce: Strength in Diversity.



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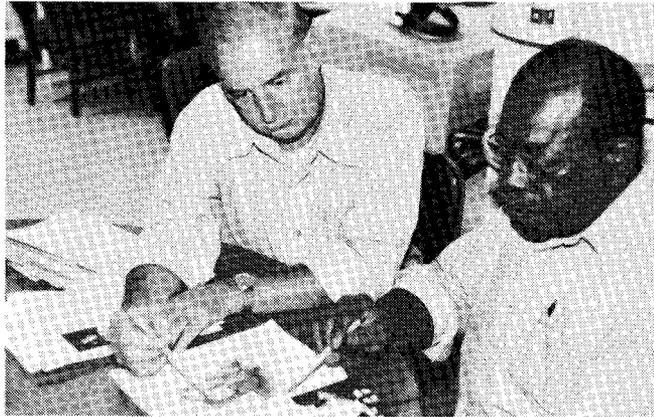


Figure 22. Higher Order Thinking: A High Priority in the New Workforce.

In this workforce there were 963,629 (58.3 percent) men and 690,372 (41.7 percent) women.

There were 354,001 (21.4 percent) minority workers and 1,299,142 (78.6 percent) Caucasian workers.

In the year 2000, according to the Bureau of Economic Analysis, United States Department of Commerce, there will be 5,000,000 (100 percent) men and women in the Arizona workforce--4,280,000 (85.6 percent) non-Hispanic; 3,930,000 (78.6 percent) white; 120,000 (2.4 percent) Afro-American; 175,000 (3.5 percent) Native American; 45,000 (0.9 percent) Asian; 5,000 (0.1 percent) "other"; and 720,000 (14.4 percent) Hispanic.

In this workforce there will be 2,915,000 (58.3 percent) men and 2,885,000 (41.7 percent) women.

There will be 1,070,000 (14.4 percent) ethnic minority workers, and 3,930,000 (78.6 percent) white workers.

During the period 1988 to 2000, total personal income in Arizona will increase to \$58,900,000 from \$41,900,000.

Per capita personal income in Arizona is predicted to increase 15.8 percent to \$13,926 from \$12,029.

Job growth from 1988 to 2000 will be high, increasing 26.7 percent to 2,285,000 jobs from 1,804,000, ranking Arizona 22nd nationally in total employment.

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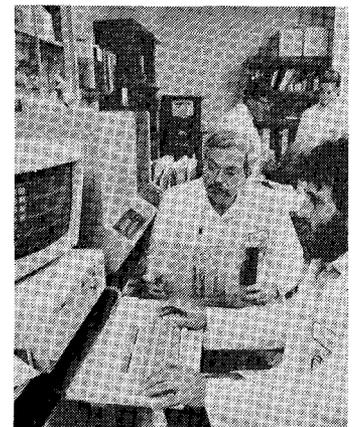


TABLE 27. ENROLLMENT BY AGE AND SEX OF STUDENTS IN ARIZONA ADULT EDUCATION PROGRAMS, 1988 TO 1989.

Age	Male	Female	Total	Percent
16-17	1,039	1,247	2,286	7.2
18-21	3,430	3,153	6,583	20.8
22-24	2,446	2,299	4,745	15.0
25-29	3,006	3,061	6,067	19.1
30-44	3,878	5,222	9,100	28.7
45-59	1,056	1,441	2,497	7.9
60+	158	271	429	1.4
Total	15,013 (47.3)	16,694 (52.7)	31,707 (100.0)	100.0

The Relationship of Social and Educational Change. In terms of their many diverse needs the workers of Arizona will have to have further educating and reeducating if they--and we as a nation and state--are to thrive and prosper.

Instructional and Testing Programs for Adult Students. To meet the demands of a rapidly changing society and the rapidly changing socio-economic needs of that society, the Division of Adult Education, Arizona Department of Education, provides an ever-expanding array of instructional programs and testing programs.

Clientele in the Instructional and Testing Programs. There were from 1988 to 1989 41,489 adults in the instructional and testing programs of the Division of Adult Education, Arizona Department of Education:

- *Enrollment in Adult Education Programs.* In 1988-1989 more than 31,707 students enrolled in Arizona adult education instructional programs--1,317 in the Adult Basic Education Program, I (1 to 4 levels); 5,273 in the Adult Basic Education Program, II (5 to 8 levels); 6,828 in the Program for General Educational Development (High School Equivalency); 17,456 in the English as a Second Language (ESL) Program; and 833 in the Citizenship Program.
- *Examinees in the GED Testing Programs.* In 1988-1989 the test on General Educational Development (GED) was administered to 11,451 adults in Arizona, the 11,451 test batteries including 57,255 individual tests.

The Adult Education Programs. The Division of Adult Education, Arizona Department of Education, provides ten instructional programs for its clientele in Arizona:

- The Adult Basic Education (ABE) Program (Levels 0 to 4 and 5 to 8).
- The Special Projects Program (Identified as Section 353).
- The Instructional Program for General Educational Development (High School Equivalency).



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- The Testing Program for General Educational Development.
- The Instructional and Testing Program for Institutional Adults.
- The Program for English as a Second Language.
- The Citizenship Program.
- The English Literacy Proficiency Program.
- The Workplace Literacy Program.
- The Family Literacy Program.

The Development of Skills. Courses offered through these adult education programs provide students with opportunities to develop skills in the following:

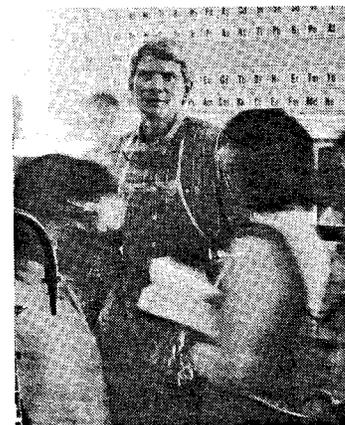
- Reading.
- Writing.
- Speaking.
- Listening.
- Demonstrating.
- Observing.
- Computing.
- Citizenship.
- Cultural Literacy.
- Scientific Literacy.
- General Education.
- English as a Second Language.
- Vocation.
- Avocation.
- Family and Community Living.
- Family Literacy.
- Critical Thinking.
- Problem Solving.
- Interpersonal Relationships.
- Worthy Use of Leisure Time.
- Worthy Home Membership.
- Ethical Character.
- Learning How to Learn.

These skills are learned in courses taught by competent teachers, most of whom have subject matter degrees and all of whom are certified to teach by the State of Arizona.

TABLE 28. ATTENDANCE OF STUDENTS IN ARIZONA ADULT EDUCATION PROGRAMS, 1988-1989.

Total Hours	1,185,841
Number of Students	31,707

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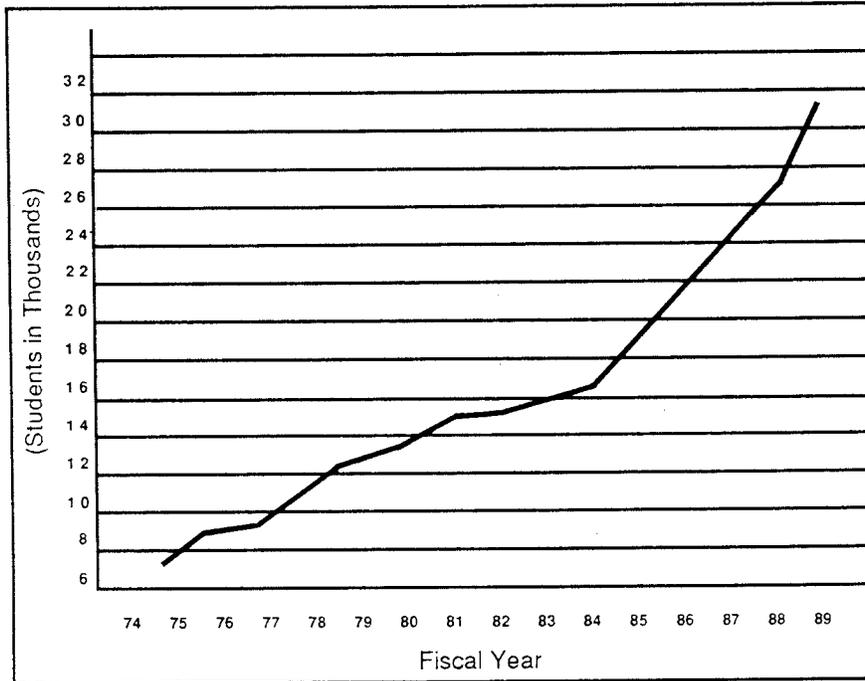
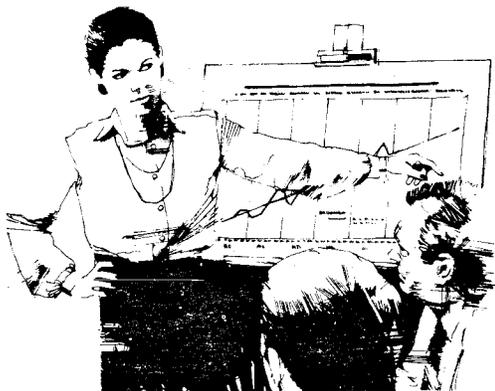


Figure 23. Enrollments in Arizona Adult Education Programs, 1975 to 1989.



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TABLE 29. ENROLLMENTS OF STUDENTS IN ARIZONA ADULT EDUCATION PROGRAMS, 1988 TO 1989.

	First Time	Previous	Total
Total	28,538 (90)*	3,169 (10)	31,707 (100)

* Percentages are in parentheses.

- *Classes, Centers, and Projects.* In 1988-1989 students attended 185,000 hours of instruction in 39 adult learning centers that fielded 74 projects in Adult Basic Education (ABE), English as a Second Language (ESL), General Educational Development (GED) and Citizenship. In all, instruction is available in 386 classroom units in Arizona--170 class units for daytime use and 216 for evening use.
- *Cost of Instruction.* The cost of the various adult education programs for 1988-1989 was \$75.01 per student for an average of 37.1 hours of instructional time.

By way of comparison, the average cost per hour of instruction per pupil in an elementary school in Arizona is \$24.97; the average cost per hour of instruction per person in an adult education program in Arizona is \$2.11.

The cost per hour for the instruction of an elementary school pupil is 11.83 times greater than it is for a student in an adult education program.

TABLE 30. PERCENTAGE OF GED EXAMINEES IN ARIZONA COMPLETING CERTAIN GRADES IN SCHOOL.

Grade	Percentage of Persons Completing the Grade
6	1.0
7	1.9
8	9.4
9	17.1
10	29.8
11	35.6
12	5.1

The average highest grade--10.0

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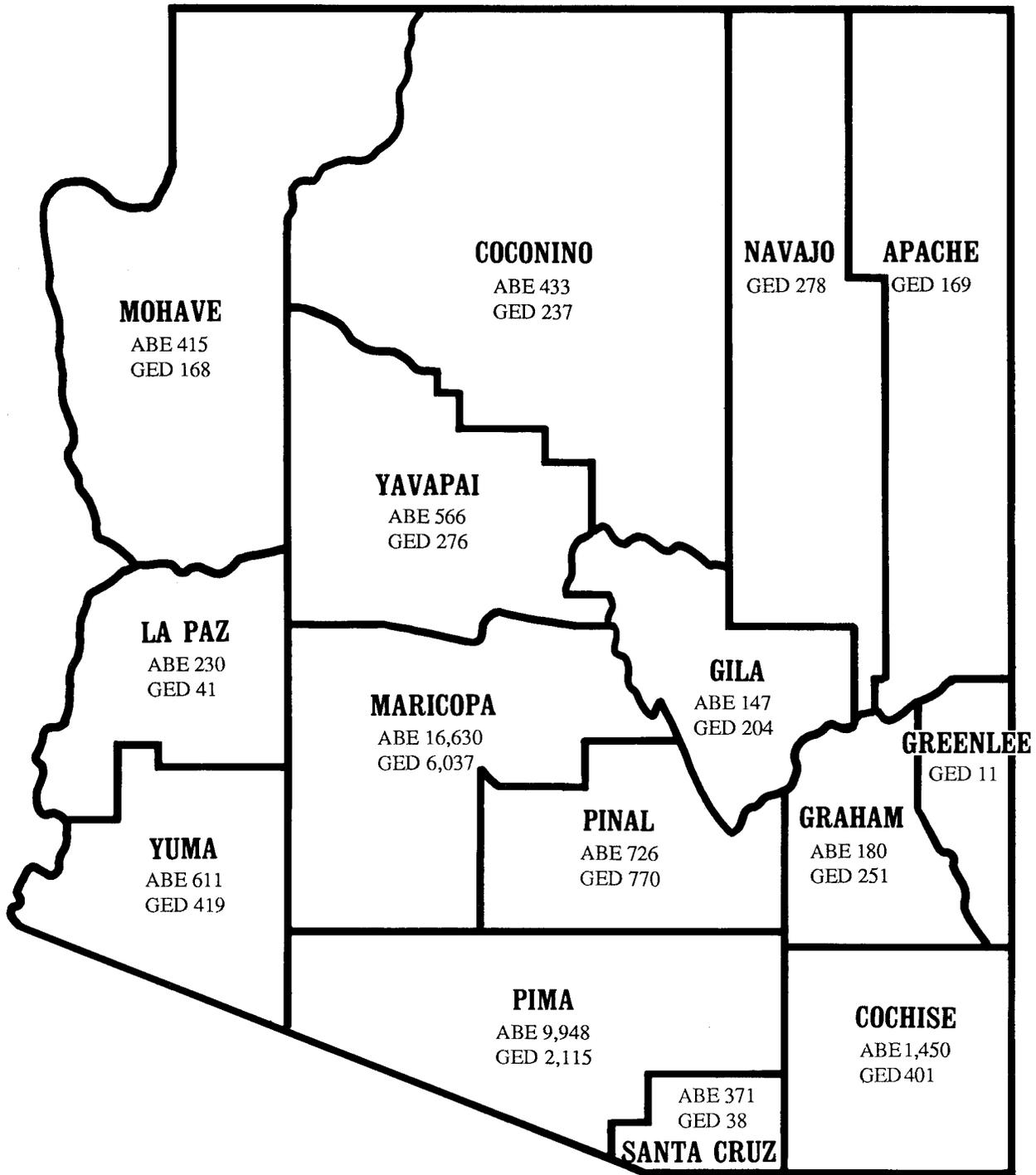
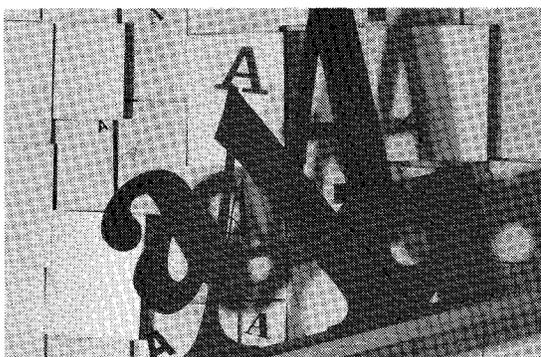


Figure 24. Enrollments in Adult Basic Education (ABE) as of June 30, 1989, and Numbers of Examinees in General Educational Development (GED) as of May 1, 1989, in the State of Arizona.



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TABLE 31. PERCENTAGE OF GED EXAMINEES IN CERTAIN AGE GROUPS IN ARIZONA.

Age Group	Percentage of Persons in Each Age Group
17	16.7
18-19	26.9
20-24	24.9
25-29	12.3
30-34	7.6
35-39	5.0
40-49	4.3
50-59	1.5
60+	0.3

Average age--23.6.

Testing Programs for Adults. The tests of General Educational Development (GED) serve those who are not high school graduates by providing them with a formal opportunity to demonstrate a level of achievement comparable to that of typical high school graduates.

- *Programs of Study for the GED Test.* Programs to assist students in their preparation for the GED test are provided in all 39 of the adult learning centers in Arizona.
- *Centers for General Educational Development (GED) Testing.* General Educational Development (GED) tests are administered in 44 testing centers and 39 adult learning centers located throughout Arizona.
- *The Record of GED Testing in Arizona.* The State of Arizona issued diplomas to 9,098 adults for the completion of the GED test in 1987-1988 and to 7,292 adults in 1988-1989.

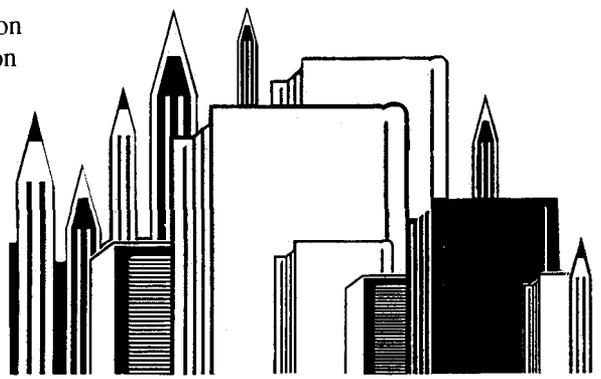
The average annual growth rate from 1985 to 1989 in the awarding of GED diplomas in Arizona--more than 7.83 percent--ranks seventh among the states in the United States.

Of the 11,451 individuals who had the GED test administered to them in Arizona in 1988-1989 there were 63.6 percent of them (7,292) who completed it successfully.

Thus far in 1989-1990 13,661 test batteries have been administered; it is estimated that 20,161 test batteries (100,805 individual tests) will have been administered at the end of the fiscal year 1989-1990.

GED diplomas make up 21.6 percent of all high school diplomas awarded in Arizona.

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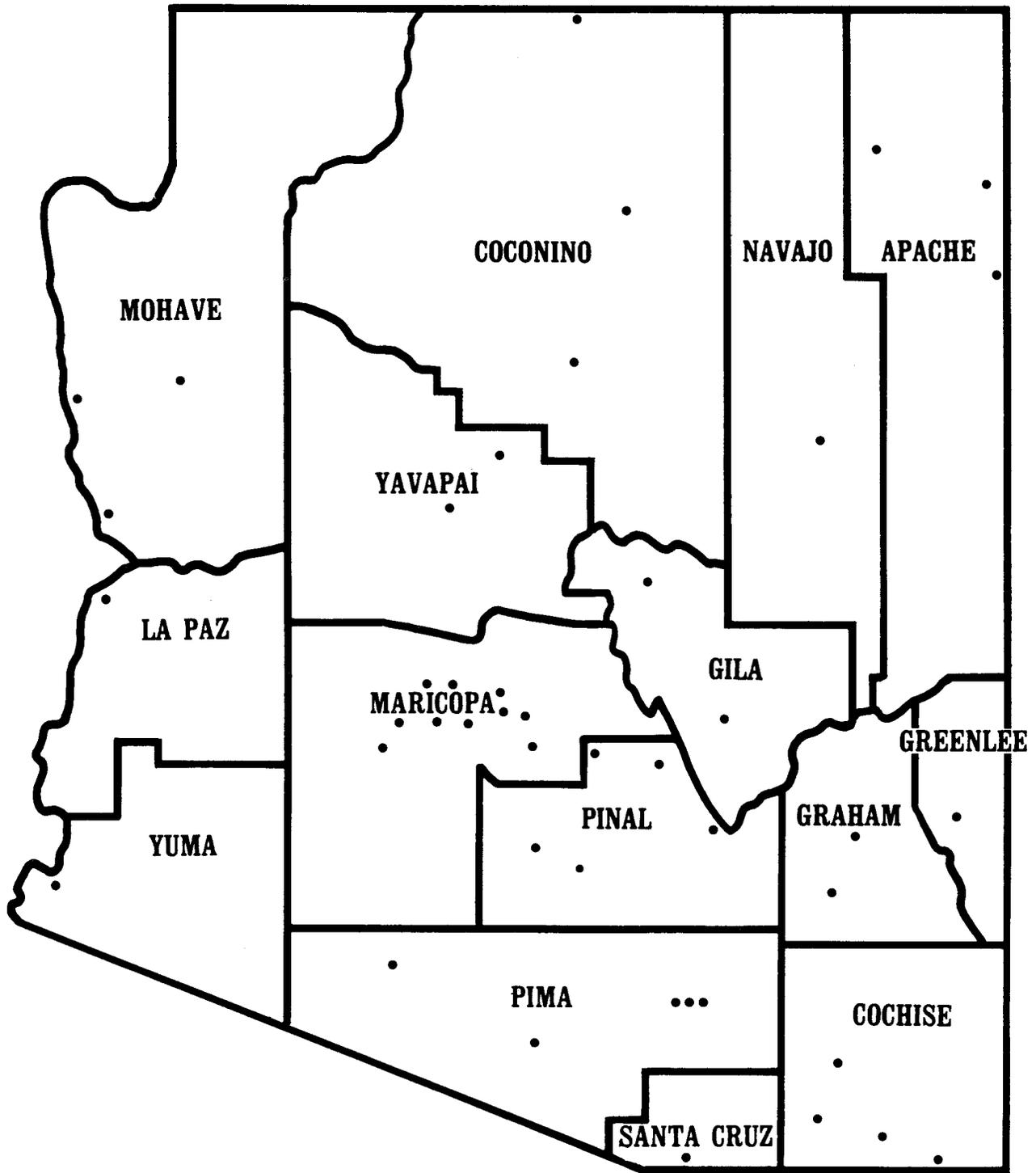


Figure 25. Locations of Testing Centers of the Division of Adult Education, Arizona Department of Education.



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TABLE 32. GED DIPLOMAS ISSUED IN ARIZONA, 1971 TO 1989.

Year	Diplomas Issued
1985	8,079
1986	7,852
1987	7,971
1988	9,098
1989	7,292
Cumulative 1971 to 1989	124,080

GED diplomas make up 18.9 percent of all diplomas awarded in the United States.

Arizona ranks eighth in the nation with respect to the number of GED diplomas awarded.

Two men from diverse backgrounds--Adalberto Lopez, 28, who moved to Arizona from Mexico two years ago, and Kenneth Gielen, 26, a construction worker in Phoenix--had the highest GED test scores in Arizona in 1988-1989. Both placed in the top ten percent of students taking the GED in the United States and Canada, for which they received awards from the American Council on Education. Of a potential perfect score of 400, Mr. Lopez, who took the Spanish Version of the test, scored 377, and Mr. Gielen scored 366.

Evangelina Olea completed an Arizona Adult Education Program in 1988-1989 and was one of eight individuals honored on a nationally televised program, ABC's "To Be Free: The National Literacy Honors from the White House." The program was hosted by President George Bush and Ms. Barbara Bush. Ms. Olea is now enrolled at the post-secondary level and is an adult education teacher-volunteer and counselor. She was one of three teachers, two national celebrities, and three students honored at the White House ceremony. "The National Literacy Honors" was presented under the auspices of Project Literacy U.S. and the National Coalition for Literacy, and was sponsored by Bell Atlantic.

- *The Availability of Special Editions of the GED Test.* The GED test is available in special editions and adaptations:

Of the 11,451 adults tested in 1988-1989, 3 used audio cassettes, none used braille, 266 used large print, 16 used time adaptation, 5 used a reading device, 2 used answer marking, and 8 used other special adaptations.

The GED test is available in English, Spanish, and French editions.

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Of the 11,451 individuals tested in 1988-1989, 11,303 used the English edition, 148 the Spanish, and none the French.

- *The Need to Extend the Testing Programs.* GED has the largest graduation class in Arizona and in the United States.

Despite its impressive statistics of growth, Arizona still has 516,000 persons who are not high school graduates. In this regard Arizona ranks ninth in the nation.

With 18,451 high school dropouts in 1988-1989, Arizona ranks 39th in its effort to decrease its rate of dropouts. Only five states in the United States were able to decrease their dropout rates.

The average age of individuals in Arizona to whom the GED test is administered is 23.6.

Goals in the Administration of Instructional and Testing Programs. All in all, the goals in the administration of the instructional and testing programs of the Division of Adult Education, Arizona Department of Education, are many and varied:

- To use materials of instruction drawn from the problems students have in their everyday lives.
- To include approaches to teaching that involve thinking and reasoning, comprehension, and language experience.
- To assist students to attain the self-confidence and self-esteem they need to become active, self-motivated learners.

TABLE 33. REFERRALS TO ARIZONA ADULT EDUCATION PROGRAMS BY VARIOUS INDIVIDUALS AND AGENCIES, 1988 TO 1989.

Individual/Agency	Students	Percent
Friend/Relative	18,182	57.3
Media	4,329	13.7
School	4,026	12.7
Department of Economic Security	2,398	7.6
Other Student	1,851	5.8
Employer	632	2.0
Church	289	.9
Total	31,707	100.0



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TABLE 34. STAFFING OF ARIZONA ADULT EDUCATION PROGRAMS, 1988 TO 1989.

Staff	Salaried	Volunteer	Total
Teachers	938	679	1,617
Aides	145	494	639
Other	16	145	161
Total	1,099	1,318	2,417

- To help students to reach standards of performance consistent with their personal and socio-economic goals.
- To reach as many potential Arizona students as possible in Adult Basic Education (ABE), English as a Second Language (ESL), Citizenship, and General Educational Development (GED), in cooperation with other agencies and groups.
- To enable these students to progress in their education quickly and effectively.
- To make available the means to secure education that will enable the students to further their personal goals and become more employable, productive, independent, and responsible citizens.
- To maintain efficient and economical programs.

TABLE 34. (CONTINUED).

Staff	Paid Hours	Volunteer Hours	Total Hours
Teachers	116,716.5	30,231.5	146,948.0
Aides	16,912.5	27,022.7	43,935.2
Other	401.0	6,288.0	6,689.0
Total	134,030.0	63,542.2	197,572.2

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Educational Outcomes in the Arizona Programs. Statistical analyses to determine the effectiveness of the programs in adult education under the aegis of the Division of Adult Education, Arizona Department of Education, are presented in tabular form in Parts II and III of this report.

Purposive research samples in what is called "ground level research" have also been used to determine the effectiveness of the programs.

By way of developmental profiles (evaluations expressed in expository terms) teachers identify on a sporadic basis their perceptions of behavioral changes of individual students in the purposive sample populations.

Examples of these expository statements, such as the following (with names of students omitted) provide some insight into the variety and nature of educational outcomes that prevail in the adult education programs:

- . . . has improved prospects for a better job in his place of work.
- . . . has good opportunities for employment, especially where none existed before.
- . . . now sees the likelihood of not having to depend on public welfare.
- . . . reads extensively and is developing understanding of the customs, ideas, and values of the culture in which he lives.
- . . . writes with increasingly greater clarity about her needs and thoughts.



Figure 26. Adult Education: The Greater the Purpose, the Greater the Effort, the Greater the Learning.



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Figure 27. Adult Education: The Means to a Better Life.

- ... is becoming increasingly more adept at estimating, approximating, measuring, and testing his calculations.
- ... is developing an understanding of the everyday social and environmental implications of scientific and technological advances.
- ... is developing an understanding of how in the country in which he lives the economic system works and the political system functions.
- ... is gaining a better grasp of how to develop good physical and mental health.
- ... is learning the advantages of good citizenship.
- ... is developing mature concepts of self, especially self-esteem.
- ... is learning how to think for himself and to weigh alternative proposals for the solution of problems.
- ... is becoming increasingly more empathetic, increasingly more insightful in interpersonal relationships.

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- . . . is learning to be increasingly more responsible for the things she says and does.
- . . . is becoming more philosophical by seeing relationships between things in her world.
- . . . is becoming more skillful and confident in his attempts to communicate effectively.

The Recruitment of Students and Teachers. Project Literacy U.S. (PLUS), through the combined efforts of the American Broadcasting Company and the Public Broadcasting Service, has done an outstanding job of defining the problem of adult illiteracy and portraying some of the efforts now underway to solve it. Chief among those efforts in Arizona are those of the Arizona Adult Literacy Link (AzALL). The concept of AzALL was formulated by the Division of Adult Education, Arizona Department of Education. AzALL is operated by Rio Salado Community College with funds from the office of the Job Training Partnership Act of the Arizona Department of Education.

- *Purposes and Functions of Arizona Adult Literacy Link (AzALL).* By way of its toll-free adult literacy telephone line, 1-800-345 EDUC, the Arizona Adult Literacy Link (AzALL) has various purposes and functions:

It assists in the placement of those who want to volunteer for a position as a tutor or teacher, advocate, office worker, support staff member, or manager in an adult literacy program.

It assists in placing in an appropriate program a person 16 years or older who wants to learn to read, write, and compute.



Figure 28. The Literacy Hotline: Arizona Adult Literacy Link --1-800-345-EDUC.



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It provides speakers for any organization having a meeting on the topic of adult literacy.

It helps organizations in their sponsoring of projects and activities involving the theme of adult literacy.

It assists organizations wanting to develop literacy providers organizations in their communities.

It acts as a conduit between civic groups and business community leaders in promoting literacy programs.

It assists in the providing of information about grants to groups administering adult literacy programs.

- *The AzALL Record of Operations.* The summative record of AzALL operations is as follows:

Brochures printed in English and Spanish explain the purposes and functions of AzALL and are sent to families, churches, businesses, resource agencies, and media throughout Arizona.

The Arizona Adult Literacy Link (AzALL) was established September 3, 1986.

During the fiscal year 1987-1988, more than 1,644 calls were processed; during the fiscal year 1988-1989, 2,082 calls were processed, an increase of more than 27 percent.



Figure 29. Lifelong Learning: We Long for What Is Past and Pine for What is Not.

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Figure 30. A Basic Goal of Adult Education: To Understand the Main Facts Concerning the Nature of the World.

In 1988-1989 there were 254 (12 percent) calls from individuals seeking information about locations of places at which basic skills were taught.

More than 510 (24 percent) calls were from individuals seeking information about locations of places at which preparation for the General Educational Development (GED) test was available.

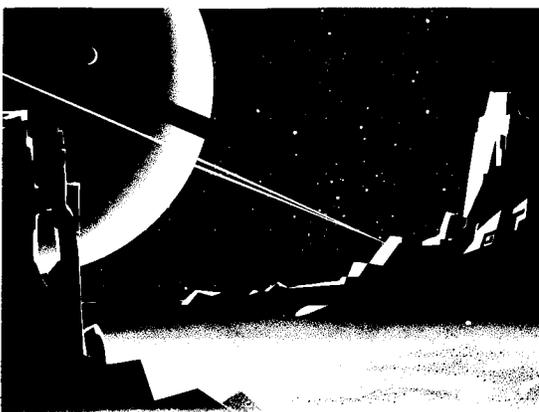
Approximately 596 (29 percent) calls were from individuals seeking information about locations at which teaching English as a Second Language (ESL) was available.

Approximately 520 (25 percent) calls were from individuals seeking information about opportunities to volunteer their time and talents.

There were 202 (10 percent) calls from individuals seeking general information about programs and events related to adult education.

There were 703 (34 percent) calls from men, and 1,379 (64 percent) calls from women.

The distribution of callers by age groups was as follows: Under 30--617 (30 percent); 30 to 50--1,340 (64 percent); over 50--125 (6 percent).



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Calls were received from the following locations--Ahwatukee, Apache Junction, Avondale, Benson, Black Canyon City, Bowie, Buckeye, Bullhead City, Camp Verde, Carefree, Casa Grande, Chandler, Chino Valley, Colorado City, Congress, Coolidge, Cornville, Cottonwood, Deer Valley, Douglas, El Mirage, Eloy, Flagstaff, Florence, Fountain Hills, Gila Bend, Gilbert, Glendale, Globe, Green Valley, Hillside, Holbrook, Kingman, Lake Havasu, Las Vegas NV, Litchfield Park, Los Angeles CA, Mesa, Oracle, Page, Paradise Valley, Parker, Patagonia, Peoria, Phoenix, Pinetop, Piñon, Prescott, Prescott Valley, Queen Creek, Riviera, Safford, San Carlos, Scottsdale, Sedona, Sierra Vista, Show Low, Sun City, Sun Lakes, Superior, Tempe, Tolleson, Topock, Tuba City, Tucson, Wenden, Wickenburg, Wittman, Yarnell, Yuma.

The effectiveness of AzALL has been measured on the basis of a "purposive sample"--a representative adult basic education program. This program had an increase of more than 1,000 students attributed to the use of AzALL, 2,869 more than the projected number that was used when funding was requested for FY87-88.

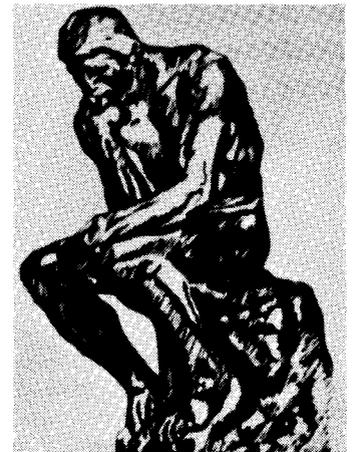
Some adult learning centers throughout the state report increases in enrollment of as much as 35 percent on the basis of referrals made through AzALL.

Information about the purposes and function of AzALL is included in the computerized resources database of Community Information and Referral Services (CIRS). In this way referrals from CIRS to AzALL can be made expeditiously and economically.



Figure 31. Purposeful Living: The Great and Glorious Masterpiece of Man Is How to Live with a Purpose.

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On the basis of a State Legalization Impact Assistance Grant (SLIAG), the addition of a bilingual component to providing information about amnesty classes has made possible the further extension of the valuable services of AzALL.

AzALL takes its sense of purpose and direction from a statement of James Duffy in a joint publication of the United States Department of Education and the United States Department of Labor:

“The answer lies in working together. No single organization, no one political initiative has the scope to address the issue. What is required is the establishment of partnerships--between industries, public and private sectors, media and educators, religious and civic groups--that will encourage constructive change with lasting impact. The opportunities exist. What remains now is the task of building bridges ...”

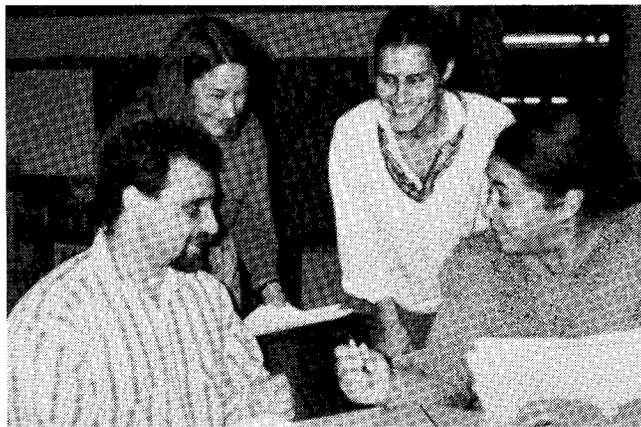
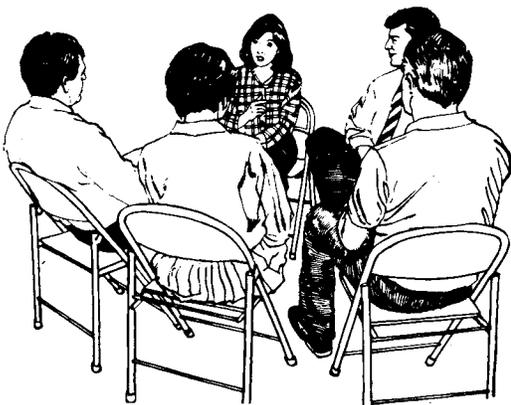


Figure 32. Group Process: Social/Self Realization.



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Staff Development. The Division of Adult Education, Arizona Department of Education, has played a key role in the professional development of teachers, directors, and paraprofessionals in its programs in Arizona. The Division has organized the state into 7 regions for the purpose of meeting the demands of local staff development needs. It has also held a statewide 1988 Adult Education Conference for the purpose of enhancing staff development. Participating in the Conference were 542 teachers, directors, and paraprofessionals and 54 exhibitors. Based upon the theme of staff development, the 3-day Conference consisted of (a) 54 concurrent sessions on curriculum and instruction, counseling, management, literacy, general educational development, English as a second language, and writing; (b) 3 general sessions including presentations by Dr. Terrel H. Bell, Former United States Secretary of Education, and Dr. Gary A. Eyre, Director, Division of Adult Education, Arizona Department of Education; (c) a college credit course in Adult Education; (d) workshops for program directors and GED examiners; (e) meetings of the Council of Representatives for Staff Development; and (f) meetings of professional organizations in the field of adult education.



Figure 33. Staff Development: Teachers Teaching Teachers.

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ARIZONA ADULT EDUCATION REGIONS

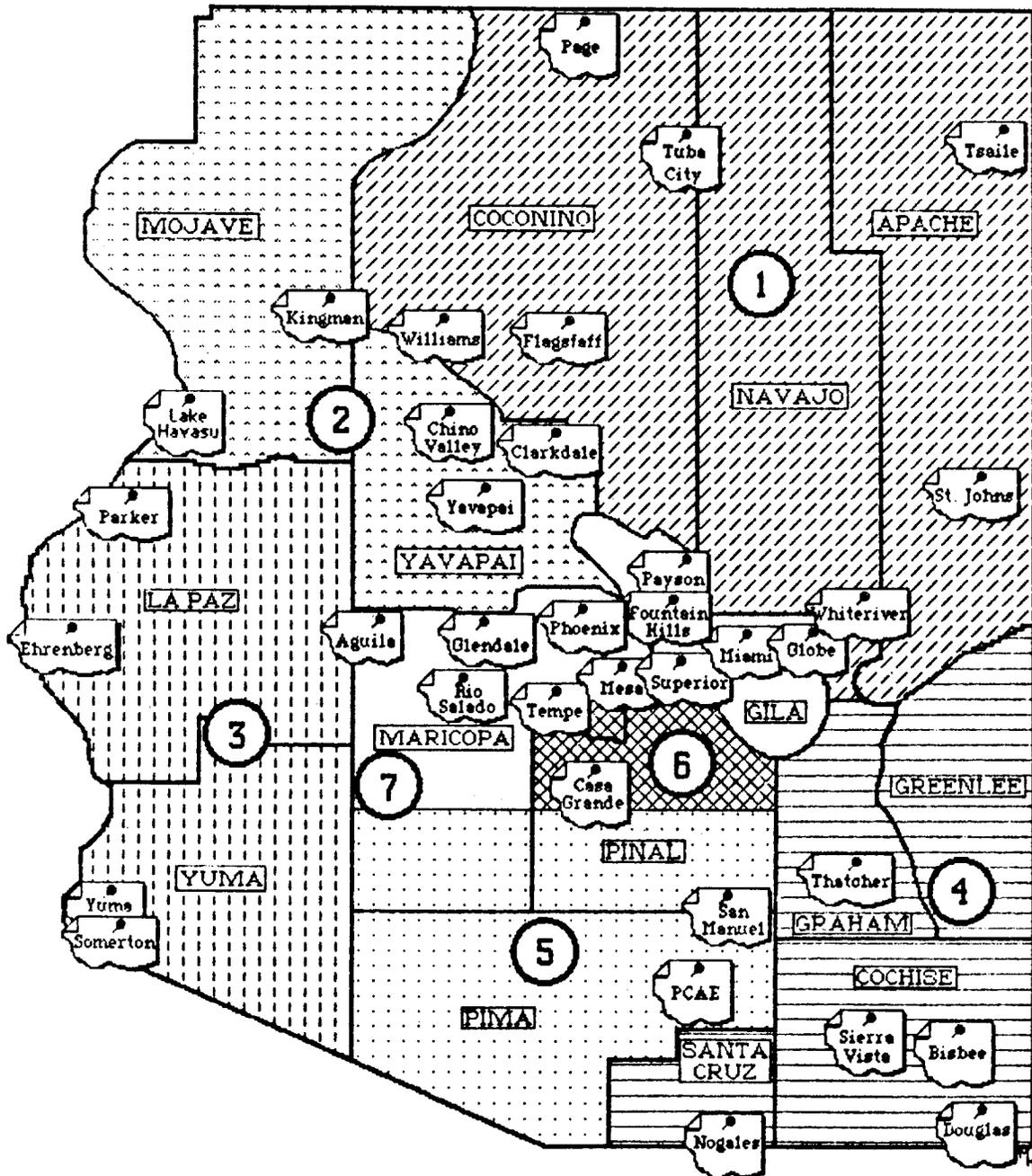


Figure 34. Staff Development: Regions of the Adult Education Staff-Development Consortium in the State of Arizona, 1990.



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Equity and Quality. Public commitment to educational excellence and opportunity must not be made at the expense of a strong public commitment to the equitable treatment of our diverse population. The twin goals of equity and quality schooling have profound and practical meaning for our economy and society, and we cannot permit one to yield to the other in principle or in practice.

TABLE 35. EMPLOYMENT STATUS OF STUDENTS AT THE BEGINNING AND ENDING OF THEIR ADULT EDUCATION PROGRAMS, IN ARIZONA, 1988 TO 1989.

Employment Status at the Beginning of the Adult Education Program	Number of Students	Employment Status at the Ending of the Adult Education Program	Number of Students
Full Time	11,396	Full Time	12,173
Part Time	4,136	Part Time	4,467
Unemployed	16,175	Unemployed	15,067
Total	31,707		31,707

TABLE 36. PUBLIC WELFARE RECIPIENT STATUS OF STUDENTS AT THE BEGINNING AND ENDING OF THEIR ADULT EDUCATION PROGRAMS, IN ARIZONA, 1988 TO 1989.

Public Welfare Recipient Status at the Beginning of the Adult Education Program	Number of Students	Public Welfare Recipient Status at the Ending of the Adult Education Program	Number of Students
No	28,967	No	29,112
Yes	2,740	Yes	2,595
Total	31,707	Total	31,707

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PART III
INTERPRETATIONS

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CHAPTER II

ARIZONA

Known as the Grand Canyon State, Arizona is one of the fastest growing states in the Sunbelt and ranks third in population growth in the United States, with Nevada ranking first, and Alaska ranking second.

During the past decade Arizona's population has increased at the rate of 30.8 percent, following one other Mountain Plains state — Nevada, whose population increased 38.9 percent.

Arizona's diversified economy is dominated by manufacturing industries, many established as recently as the 1960s and 1970s.

People. The population of Arizona, according to American Demographics, is 3,994,100, giving the state an average density of 24 persons per square mile.

Growth. Arizona's growth is mainly the result of persons moving to the state for its employment opportunities and for its healthful warm, dry climate, 72 percent of the state's population increase being attributed to employment opportunities and healthful climate.

Urbanization. Approximately 83 percent of Arizona's population is classified as urban, the principal cities being Chandler, Flagstaff, Glendale, Mesa, Phoenix, Scottsdale, Sierra Vista, Tempe, Tucson, and Yuma.

Ethnicity. The great majority of Arizonans are white. The state has about 441,000 citizens of Hispanic background. Almost all of them are Mexican-Americans, concentrated in southern cities and mining centers.

The Indian population of about 153,000 is exceeded in size only by those of Oklahoma and California. The larger Indian groups in Arizona are Navajo, Hopi, Yuma, Apache, Yavapai, Pima, and Tohono O'odham (Papago).

Blacks, about 3 percent of the population, live mostly in the Phoenix and Tucson areas.

Most Arizonans are Protestant, but large numbers are Roman Catholics and Mormons.

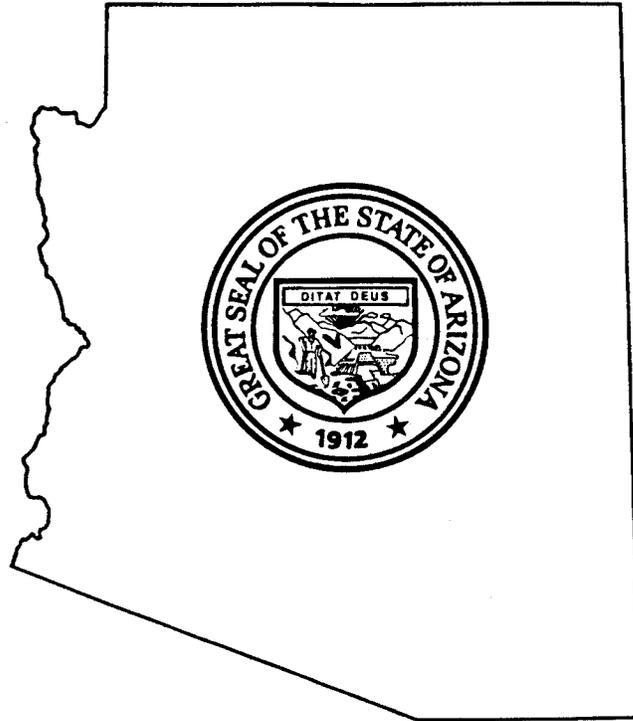
Education. In the mid-1980s about 505,000 pupils annually attended Arizona's public elementary and secondary schools. Today there are 680,523 pupils in the schools.

Arizona has numerous public two-year colleges (Figure 17), including Navajo Community College (opened in 1969), at Tsailé, the first college in America established on an Indian reservation.

Adult Basic Education—The State System for Public-Supported Programs. The Division of Adult Education within the Arizona Department of Education is under the jurisdiction of the state's Board of Vocational and Technical Education as mandated by Arizona Law (ARS-15-203 and Title 15, Chapter 7, Article 5 of the 1990 Arizona Education Code).

The Board has nine members representing broad geographical distribution, the state university presidents, the state board of directors of community colleges, school and county superintendents, teachers, and the general public. Eight of the Board's members are appointed by the governor and confirmed by the state

ARIZONA



HISTORY

Cliff dwellings and numerous other ruins in northern Arizona provide evidence of the earliest residents, the ancestors of today's Indians. The first European explorers reached the Hopi villages and the Grand Canyon. Spanish influence spread slowly: Apache Indians, using horses introduced by the Spaniards, controlled the countryside. American trappers and traders, including Kit Carson, arrived in the area to hunt and explore in the early 1880s. As trade with the East grew, and as prospectors found gold, silver, and copper, settlers also started to arrive. After the Mexican War, the land north of the Gila River became U.S. territory. The Gadsden Purchase in 1853 added 30,000 square miles and placed the international border where it remains today. Arizona became a territory in 1863. Settlement accelerated, assisted by the arrival of the railroad and the start of large-scale copper mining. Rapid development of irrigated agriculture was the result of the 1911 building of Roosevelt Dam. In 1912 Arizona became the 48th state. Water has been and remains a consistent focus in Arizona. Dams have proliferated, among them Boulder Dam. Since World War II industrial and urban expansion have further strained water resources. The Central Arizona Project, scheduled to divert water from the Colorado at Parker Dam for Phoenix and Tucson, is still under construction and under fire.

Historical Sites: Grand Canyon; Painted Desert; Fort Apache; Petrified Forest; Meteor Crater.

Figure 5. Arizona in Historical Perspective.

Senate for staggered four-year terms. The State Superintendent of Public Instruction and the governor are *ex officio* members.

The Division of Adult Education (1) prescribes a course of study for adult education in school districts, (2) makes available and supervises programs of adult education in other institutions and agencies of the state, (3) adopts rules and regulations for teaching English to speakers of other languages, (4) performs duties prescribed by the State Board of Vocational and Technical Education, (5) prescribes a course of study for educating adults to continue their basic education to the degree of passing a general education development test approved by the Board.

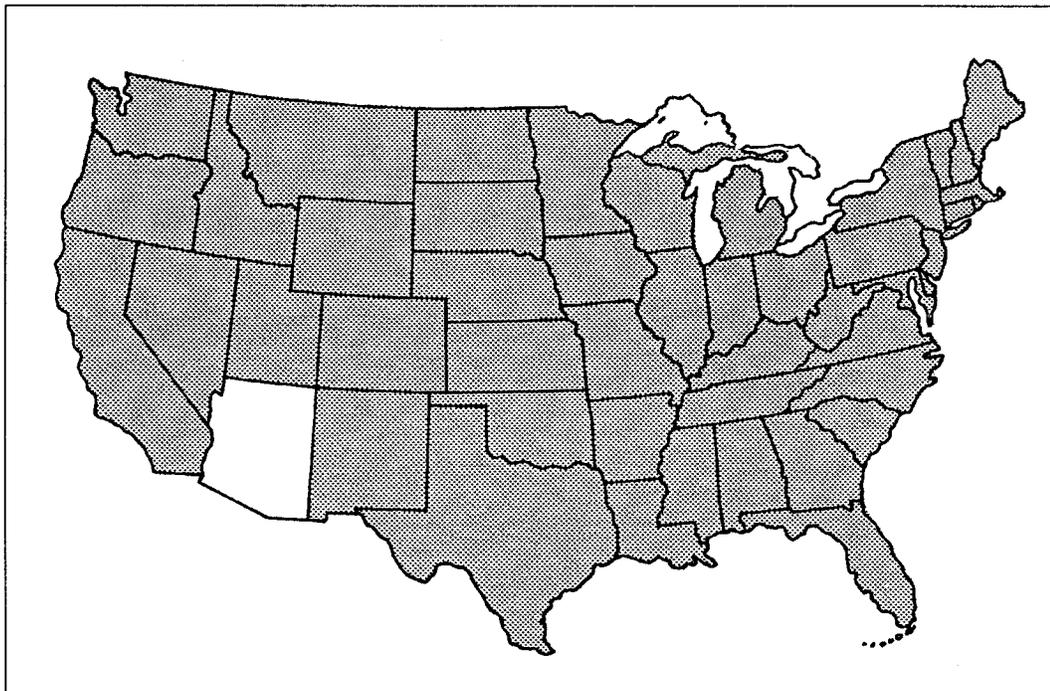


Figure 6. Arizona in Geographical Perspective — 114,000 Square Miles.

State law of Arizona establishes an adult education committee of the state board of education. Members of the committee include the deputy associate superintendent for adult education, a member of the State Board of Education, eight representatives of literacy volunteer organizations, current or former adult education students, local level adult education providers and community based organizations involved with adult education appointed by the State Board of Education.

It is the responsibility of the Arizona Adult Education Committee (1) to recommend to the State Board of Education standards of accountability and evaluation of adult education programs; (2) to advise the State Board of Education on matters pertaining to adult education; (3) to evaluate, develop, and recommend a formula for distributing federal and state monies; (4) to submit a report concerning adult education programs and the work of the adult education committee to the governor, the speaker of the house of representatives, the president of the senate, and the chairpersons of committees of the senate and the house of representatives on or before October 1 of each year.

Arizona has an eight-pronged approach to staff development:

- State conferences are devoted to staff development activities. Teachers in state funded adult education programs receive a registration fee waived which includes all conference activities as well as lodging and meals.
- A Yavapai Project is organized to determine the needs of local staff in funded adult education programs, to provide a staff development specialist to work with staff in state funded adult education programs, and to create a staff manual for adult education teachers in the state.

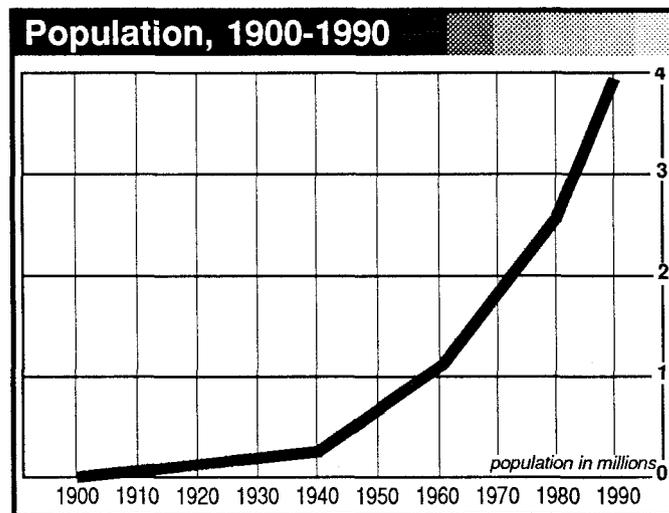


Figure 7. Arizona Population in Perspective.

- A project on Sharing Techniques and Resources (STAR) has as its purpose to provide funds to state-funded adult education programs with minimal restriction so that each program can take advantage of staff development opportunities as they arise — conference attendance, guest speakers' presentations, and classroom observations.
- An Arizona Adult Education Staff Development Consortium provides 11 part-time staff developers currently representing eight regions of Arizona. The representatives are charged with the following as their primary tasks: To facilitate staff development in their regions; to assist with the distribution of STAR information; and to share staff development opportunities with region teachers and administrators.
- The Catalyst, a newsletter, is a joint venture by the Arizona Department of Education and the Arizona Association for Adult, Community, and Continuing Education (AAACCE). The Catalyst provides a forum for teacher staff development activities. Once each year the Catalyst staff publishes a journal of scholarly articles in the field of adult education.
- The National Conference Initiative provides scholarships to Arizona adult education teachers to attend national conferences for purposes of staff development. The initiative encourages teachers to share

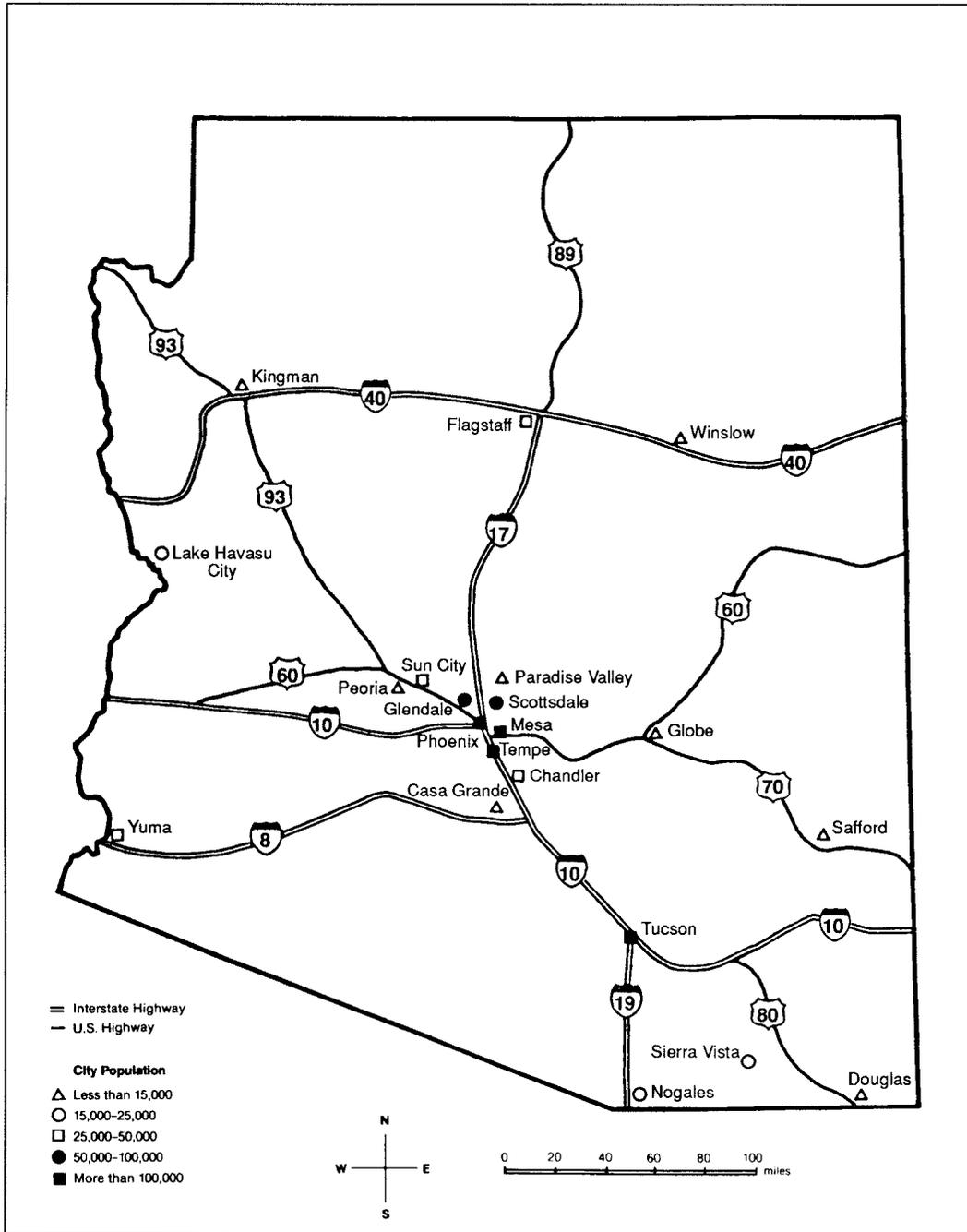


Figure 8. Arizona — Linkages.

their ideas with other professionals in the field of adult education, thereby improving their own approaches to teaching.

- The Institute for Examiners in General Education Development (GED) Testing provides participants an opportunity to discuss issues in testing as they diagnose them in all of Arizona's testing sites. Consultants for the Institute include the Chief Examiner of Arizona, representatives of the national GED Testing Service, and local examiners who speak on innovative ways to facilitate the testing process and maximize the success of examinees.
- As a function of staff development, Arizona has undertaken an effort to upgrade the requirements for



Figure 9. The Grand Canyon in Arizona, One of the Seven Wonders of the World.

adult education teacher certification. In a joint initiative by the Arizona Department of Education, Division of Adult Education, and the Arizona Association for Adult, Community, and Continuing Education, a Professional Growth Credential has been established that records professional activities recognized by the State of Arizona — workshops, seminars, research projects, advanced study, and the like.

Monies are appropriated by the legislature for the costs of operating the Division of Adult Education and to school districts or counties for offering courses of study for adult education meeting standards established by the State Board.

Any person sixteen years of age or older who passes a general education development test can be awarded an Arizona high school certificate of equivalency. Also, a person can obtain an Arizona high school certificate through a combination of high school credits, community college and university credits, which are converted to high school credits.

Arizona has been involved in adult education since the early 1920s. The state's first programs were funded under the Smith-Hughes Act and state funds provided for Americanization classes. Arizona has been involved in compensatory education programs for adults since the early 1940s. The state has provided a General Educational Development (GED) testing service and certificate program for nearly fifty years.

Arizona has more than 50,000 persons in the instructional and testing programs for adults. More than

35,000 persons are enrolled in adult education instructional programs — 1,500 in the Adult Basic Education Program, I (1 to 4 levels); 6,000 in the Adult Basic Education Program, II (5 to 8 levels); 7,000 in the Program for General Educational Development (High School Equivalency); 19,000 in the English for Speakers of Other Languages (ESOL) Program; and 833 in the Citizenship Program. In 1990 the test on General Educational Development (GED) was administered to 12,000 adults in Arizona.

Postsecondary Education — The State System for Public-Supported Community Colleges. The Arizona Community College System includes nine community college districts with 15 colleges, three skill centers and 27 campuses (Figure 17).



Figure 10. Rainbow Bridge, Lake Powell, Arizona.

The objectives set forth for each community college are as follows: (1) to offer the first two years of baccalaureate or preprofessional courses, (2) to provide occupational programs in technical, vocational, and paraprofessional fields leading to an associate degree or certificate, (3) to provide general education for all citizens, (4) to offer programs in continuing education for those who want to improve professional skills, acquire new ones, or expand their fields of knowledge and general interest, (5) to provide sound academic and occupational counseling, including job placement services, (6) to provide cultural and community service programs for the enrichment of the community.

The Arizona legislature enacted legislation in 1960 to establish junior college districts. In 1971 the term junior college was changed to community college.

The State Board of Directors of the Arizona Community College System consists of 18 members. Fifteen members, one from each county, are appointed by the governor for seven-year terms. The state superintendent of public instruction, the director of the division of vocational education, and a representative of the Arizona board of regents serve *ex officio*.

Total revenue for the Arizona Community College System for 1989-1990 was nearly \$223,000,000. District tax levies provided 51 percent; state aid provided 24 percent; tuition and fees provided 11 percent; and 14 percent came from miscellaneous sources.

The two major program areas in the Arizona Community College System are occupational and academic transfer. Classes are offered on more than 400 off-campus locations.

Fall headcount enrollment exceeds 125,000, 37 percent of which is in the 18-24 age categories, and 55 percent of which is female.

Postsecondary Education — The State System for Public-Supported Universities. The Arizona Board of Regents was created in 1945 to govern public universities in Arizona.

The Board is composed of eleven members, eight appointed by the governor with the consent of the senate, who serve an eight-year term, and a student appointed by the governor with the consent of the senate who serves for a one-year term. The governor and state superintendent of public instruction serve as *ex officio* members.

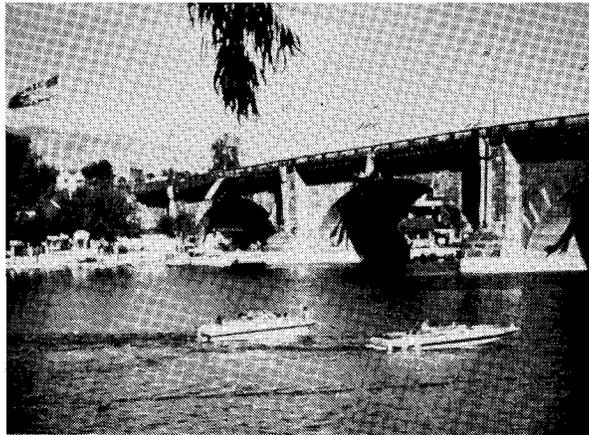


Figure 11. London Bridge, Lake Havasu City, Arizona.

The regents have jurisdiction, control, and broad administrative powers as provided by the state constitution and statutes. Their responsibilities include coordination, planning, budget approval, and program approval.

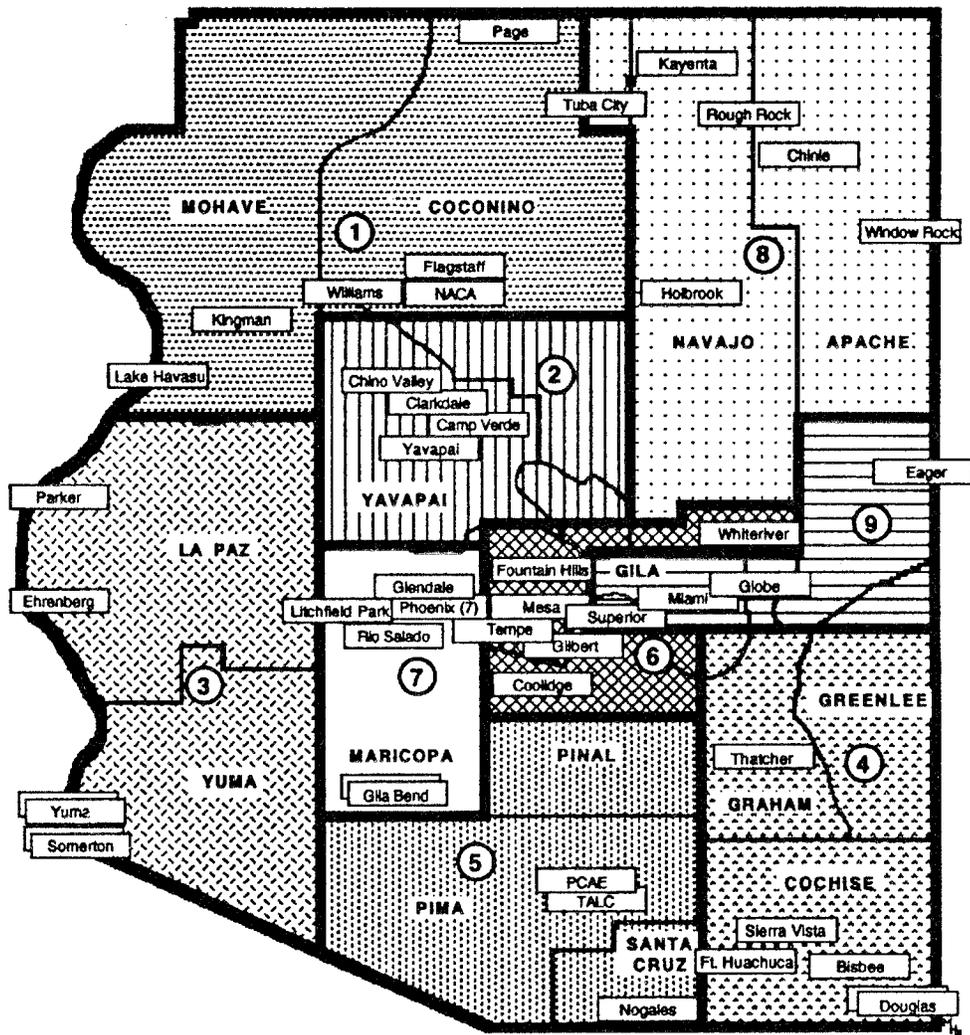
Although the board is not a formal cabinet department, a close coordinating relationship between the office of the governor and the heads of state government departments is maintained through frequent planning sessions. The executive director of the Board of Regents represents the universities at these meetings.

There is no total statewide master plan for institutions of higher education in Arizona. Planning is a major responsibility of the Board of Regents. Plans are coordinated with the executive branch and the legislature but are not approved by them.

Postsecondary Education — The State Approach for Private Colleges and Universities. The private colleges and universities in Arizona do not have a state-level system of organization.

Postsecondary Education — The State System for Public-Supported Vocational-Technical Schools. All less-than-baccalaureate programs, to the extent that they are occupational programs offered by public institutions designated as area vocational schools, are under the supervision of the State Board of Vocational and Technical Education.

ARIZONA STAFF DEVELOPMENT CONSORTIUM



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Figure 12. Regions of the Staff Development Consortium in Arizona.

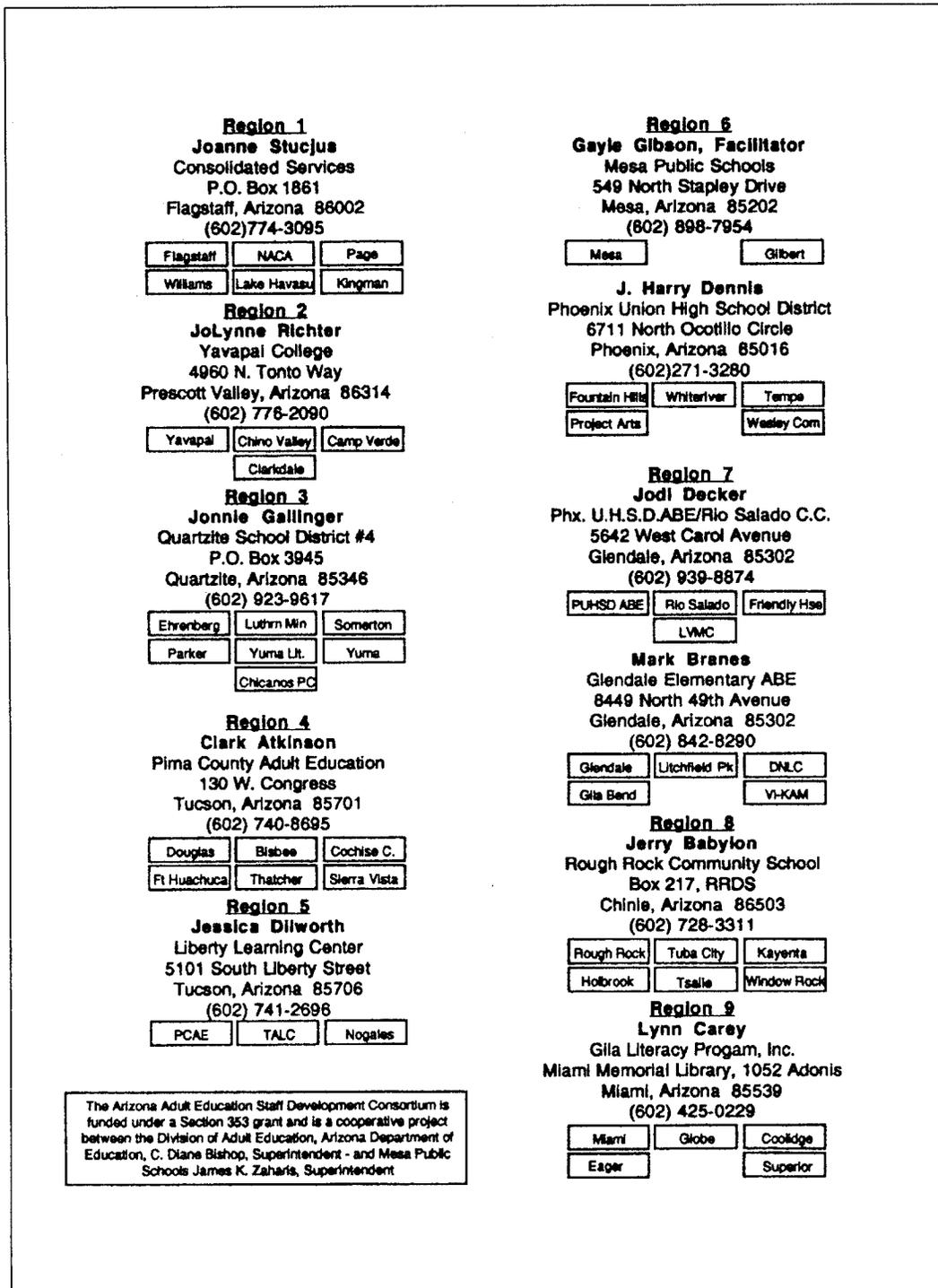


Figure 13. The Consortium for Staff Development in Arizona.

Postsecondary Education — The State System for Private Vocational-Technical and Proprietary Schools. The State Board for Private Postsecondary Education has private authority for licensing vocational-technical and proprietary schools. The Board has seven members appointed by the governor. The state superintendent of public instruction serves as an *ex officio* member.

Postsecondary Education — Student Assistance Programs. Legislation has been adopted in Arizona to permit direct state appropriations for matching federal state student incentive grant funds. These are administered by a Commission on Postsecondary Education.



Figure 14. Monument Valley, Arizona.

The Commission is composed of 14 members appointed by the governor — four representatives of the general public, seven representatives of public institutions, and one representative each from private/non-profit institutions, and the executive director of the board of regents as an *ex officio* member.

Cultural Institutions. Arizona has outstanding museums with historical and anthropological emphases: The Arizona State Museum, near Tucson; the Heard Museum in Phoenix; the Museum of Northern Arizona in Flagstaff; and the Amerind Foundation, near Dragoon. The Arizona-Sonora Desert Museum, at Tucson, has exhibits on the region's natural environment.

The principal libraries in Arizona are the state library with more than 2,000,000 volumes and the libraries at Arizona State University and the University of Arizona with more than 3,000,000 volumes each, making books available throughout the state on an interlibrary loan basis.

Lowell Observatory (founded 1894), in Flagstaff, is a noted center of astronomy. Kitt Peak National Observatory, with several large reflecting telescopes and the world's biggest solar telescope, is situated on the Papago Indian Reservation, near Tucson.

Historic Sites. Arizona has highly interesting remains of past Indian cultures, among them Montezuma Castle National Monument, Tonto National Monument, Walnut Canyon National Monument, the Hopi Pueblo of Oraibi, Tuzigoot National Monument, and Wupatki National Monument.

The noted architect Frank Lloyd Wright lived for many years in Arizona. Buildings he designed in the

state include Taliesin West, in Scottsdale, and Grady Gammage Memorial Auditorium at Arizona State University in Tempe.

Communications Media. Arizona's communications media include 11 commercial television stations and 92 radio stations. There are 18 daily English-language newspapers with a combined circulation of 679,000 copies. Influential dailies include the Arizona Republic, the Phoenix Gazette, the Tucson Citizen, the Arizona Star, the Mesa/Tempe Tribune, and the Scottsdale Progress.

Government. Arizona is governed under a constitution of 1911, as amended. The charter was drawn up during the Progressive Era, and it incorporated such reform measures of the period as the initiative and the referendum. The recall was added in 1912.



Figure 15. The Bird Cage Theatre, Tourist Attraction, Tombstone, Arizona.

Economy. In the first half of the twentieth century Arizona's economy was dominated by copper, cattle, cotton, and climate.

Beginning in the 1940s, however, many factories were built. Eventually, the electronics industry greatly expanded manufacturing in Arizona. Now service industries (including trade and financial services) contribute approximately 75 percent of the gross state product.

Agriculture. Agriculture still contributes significantly to Arizona's economy, the most important commodities being cattle, cotton, hay, and lettuce. Maize, potatoes, citrus fruit, hogs, sheep, milk, and eggs also contribute significantly.

Agricultural holdings in Arizona are usually very large with most of the farmland being used to raise livestock. The Salt River Valley is the leading crop-producing region, which is for the most part irrigated land.

Forestry. Arizona has a relatively small forest-products industry. The chief trees are softwoods like yellow pine, Douglas fir, and ponderosa pine. Important centers of the industry are Flagstaff and Williams.

Mining. Arizona produces more than half of the total copper output of the United States. Significant

amounts of gold, silver, and molybdenum are recovered through the processing of copper ore. Other mineral products include coal, sand, gravel, stone, asbestos, perlite, pumice, pyrite, and gemstone.

Manufacturing. Manufacturing in Arizona has grown tremendously since the 1940s, most importantly in the areas of high technology. About 15 percent of the state's work force is in manufacturing, ranking second after the overall service industries.

The leading goods produced in the state's factories are electrical machinery, electronic devices, followed by nonelectrical machinery, transportation equipment, and primary metals.

Tourism. Tourism is a major economic activity in Arizona. Winter visitors are attracted mainly by the

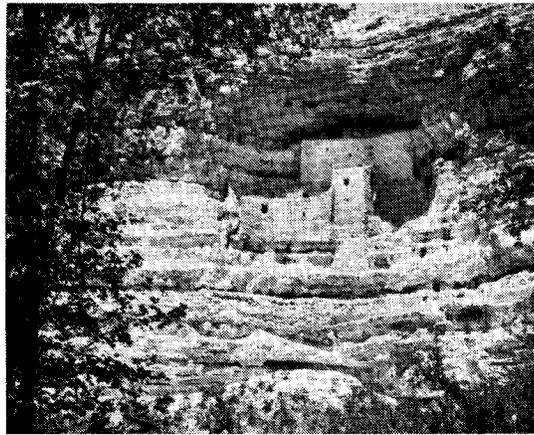


Figure 16. Montezuma Castle in Arizona, Constructed by Hohokam and Sinagua Indians Over 700 Years Ago.

climate; summer visitors are attracted mainly by the state's areas of great natural beauty, by state and national parks and monuments and luxurious resort hotels.

Transportation. Arizona is well-equipped to move persons and freight by road, railroad, and air transport. There are about 200 airports in Arizona, the biggest and busiest being in Phoenix.

Energy. During the last decade Arizona installed an electric generating capacity of 137,000,000 kilowatts. About two-thirds of the production of electricity is done in thermal plants, with about one-third being generated by hydroelectric facilities — dams on the Colorado river, including Hoover, Glen Canyon, Davis, and Parker.

Summary. In summary, then, Arizona is one of the fastest growing states in the Mountain Plains region and in the United States mostly because of its employment opportunities, educational institutions, healthful climate, and cultural diversity.

**ARIZONA ANNUAL PERFORMANCE REPORT
IN ADULT EDUCATION**

TABLE 1. STUDENTS IN ARIZONA ADULT EDUCATION PROGRAMS ACCORDING TO POPULATION GROUP AND SEX.

Population group and sex of students	Educational program level				
	ABE, I	ESOL	ABE, II	Citizenship	Adult secondary
American Indian/Alaskan Native					
Male	30	5	254	0	303
Female	36	6	299	0	356
Asian/Pacific Islander					
Male	63	786	70	27	68
Female	73	923	83	31	79
Black, not of Hispanic origin					
Male	56	38	292	4	240
Female	66	45	342	5	281
Hispanic					
Male	292	5,744	1,543	203	1,352
Female	342	6,743	1,811	239	1,587
White, not of Hispanic origin					
Male	233	319	1,489	13	2,127
Female	274	374	1,747	15	2,497
Total*	1,465	14,983	7,930	537	8,890

* Total in all educational program levels — 33,805

Source: Annual Performance Report for the Adult Education State-Administered Program, State of Arizona, U.S. Department of Education, 1990.

TABLE 2. STUDENTS IN ARIZONA ADULT EDUCATION PROGRAMS ACCORDING TO AGE, POPULATION GROUP, AND SEX.

Population group and sex of students	Age group of students			
	16 to 24	25 to 44	45 to 49	60+
American Indian/Alaskan Native				
Male	278	261	47	6
Female	328	306	56	7
Asian/Pacific Islander				
Male	477	446	81	10
Female	559	523	95	12
Black, not of Hispanic origin				
Male	296	277	51	6
Female	347	325	59	8
Hispanic				
Male	4,293	4,019	731	91
Female	5,039	4,718	858	107
White, not of Hispanic origin				
Male	1,965	1,840	334	42
Female	2,306	2,159	393	49
Total*	15,888	14,874	2,705	338

* Total of all age groups — 33,805

Source: Annual Performance Report for the Adult Education State-Administered Program, State of Arizona, U.S. Department of Education, 1990.

TABLE 3. STUDENT PROGRESS AND SEPARATION DATA FOR ARIZONA ADULT EDUCATION PROGRAMS BY EDUCATIONAL FUNCTIONING LEVEL.

Student progress/ separation	Educational program level					
	ABE, I	ESOL	ABE, II	Citizenship	Adult secondary	Total
Number started at each level	1,465	14,983	7,930	537	8,890	33,805
Number started that completed that level	352	3,896	3,331	166	3,734	11,479
Number progressing in same level	1,465	14,893	7,930	537	5,156	30,071
Number separated from each level before completion	477	4,877	2,581	175	1,678	9,788
Number started each level that moved to a higher level	1,113	11,087	4,599	371	—	17,170

Source: Annual Performance Report for the Adult Education State-Administered Program, State of Arizona, U.S. Department of Education, 1990.

TABLE 4. NUMBER OF STUDENTS LEAVING ARIZONA ADULT EDUCATION PROGRAMS AND THEIR REASONS FOR LEAVING.

Reason for leaving	Number of students
Health problems	564
Child care problems	378
Transportation problems	947
Family problems	872
Location of class	507
Lack of interest; instruction not helpful	1,568
Time program or class was scheduled	1,199
Changed address or left area	Unknown
To take a job	—
Completed objective	24,017
Unknown reasons	3,753
Total	33,805

Source: Annual Performance Report for the Adult Education State-Administered Program, State of Arizona, U.S. Department of Education, 1990.

TABLE 5. STATUS OF STUDENTS UPON ENTRY INTO ARIZONA ADULT EDUCATION PROGRAMS.

Status of students upon entry	Number of students*
Disabled students	14,344
Adults in rural areas	4,762
Adults in urban areas with high unemployment	29,043
Immigrant adults	Unknown
Homeless adults	600
Adults in correctional facilities	1,696
Other institutional adults	1,065
Employed adults	13,373
Unemployed adults	17,500
Adults on public assistance	3,905

* May be duplications.

Source: Annual Performance Report for the Adult Education State-Administered Program, State of Arizona, U.S. Department of Education, 1990.

TABLE 6. ACHIEVEMENTS OF STUDENTS IN ARIZONA ADULT EDUCATION PROGRAMS.

Student achievement*	Number of students*
Educational	
Obtained an adult high school diploma	Not applicable
Passed the GED test	1,116
Entered other educational program	Unknown
Societal	
Received U.S. citizenship	Unknown
Registered to vote or voted for first time	Unknown
Economic	
Gained employment	1,118
Retained employment, obtained advancement	Unknown
Removed from public assistance	186
Other	
GED certification (FY90)	8,347

* May be duplications of achievements.

Source: Annual Performance Report for the Adult Education State-Administered Program, State of Arizona, U.S. Department of Education, 1990.

TABLE 7. NUMBER OF STUDENTS AND CLASSES IN ARIZONA ADULT EDUCATION PROGRAMS BY TIME AND LOCATION.

Location of class	Number of students*	Number of daytime classes	Number of evening classes	Number of sites operating full time**
School building				
Elementary/secondary	20,438	119	231	70
Community college	9,871	78	92	17
Four-year college	0	0	0	0
Other locations				
Learning center	Learning centers are located in larger programs.			
Correctional institution	1,696	Not applicable		11
Institution for disabled	32	1	0	1
Work site	397	13	0	0
Library	102	3	3	6
Community center	1,175	15	11	26
Home or home-based	0	0	0	0
Other: Indian school	94	2	0	2
Total	33,805	218	337	133

* Unduplicated count.

** Twenty-five hours or more.

Source: Annual Performance Report for the Adult Education State-Administered Program, State of Arizona, U.S. Department of Education, 1990.

TABLE 8. FUNCTION AND JOB STATUS OF PERSONNEL IN ARIZONA ADULT EDUCATION PROGRAMS.

Function Organizational placement and type of job performed	Adult education personnel		
	Paid personnel		Unpaid volunteers
	Part-time personnel	Full-time personnel	
State-level administrative/ supervisory/ancillary services	3	8	1
Local-level administrative/ supervisory/ancillary services	28	19	Unknown
Local teachers	1,099	0	822
Local counselors	Unknown	0	Unknown
Local paraprofessionals	161	0	675

Source: Annual Performance Report for the Adult Education State-Administered Program, State of Arizona, U.S. Department of Education, 1990.

**TESTS OF GENERAL EDUCATIONAL DEVELOPMENT
IN ARIZONA**

TABLE 9. ADMINISTRATIONS OF THE TEST OF GENERAL EDUCATIONAL DEVELOPMENT IN ARIZONA.

Descriptors of examinees	Number	Percent*
Took the test	13,861	
Completed the battery the first time	11,024	
Retested from previous years	864	
Completed part of the battery	1,973	
Attained score requirements	8,512	71.6

* This percentage is based on the number of persons who met the score requirements divided by the number completing the entire battery.

Source: GED Testing Service, The Center for Adult Learning and Educational Credentials, American Council on Education, 1990 Statistical Report.

TABLE 10. PERCENT OF ADMINISTRATIONS OF THE TEST OF GENERAL EDUCATIONAL DEVELOPMENT BY AGE GROUP IN ARIZONA.

Age group of examinees	Percent of examinees
16	4.6
17	10.2
18	13.7
19	11.3
20-24	26.0
25-29	13.5
30-34	8.8
35-39	4.9
40-49	4.6
50-59	1.8
60+	0.4

Source: GED Testing Service, The Center for Adult Learning and Educational Credentials, American Council on Education, 1990 Statistical Report.

TABLE 11. PERCENT OF GENERAL EDUCATIONAL DEVELOPMENT CREDENTIALS ISSUED BY AGE GROUP IN ARIZONA.

Age group of examinees	Percent of credentials issued
16	4.5
17	9.6
18	13.4
19	10.9
20-24	26.9
25-29	13.6
30-34	9.1
35-39	5.3
40-49	4.6
50-59	1.8
60+	0.4

Source: GED Testing Service, *The Center for Adult Learning and Educational Credentials*, American Council on Education, 1990 Statistical Report.

TABLE 12. ADMINISTRATIONS OF CERTAIN EDITIONS OF THE TEST FOR GENERAL EDUCATIONAL DEVELOPMENT IN ARIZONA.

Edition	Number of examinees
Language	
English	13,251
Spanish	367
French	0
Special edition	
Audio cassette	3
Braille	0
Large print	240

Source: GED Testing Service, *The Center for Adult Learning and Educational Credentials*, American Council on Education, 1990 Statistical Report.

TABLE 13. VOLUME OF SPECIAL TESTING ACCOMMODATIONS FOR CANDIDATES WITH DOCUMENTED DISABILITIES IN ARIZONA.

Special accommodation*	Number of examinees
Time	21
Reading device	0
Answer marking	8
Other	14
Requests for accommodations for specific learning disabilities	2

* Accommodations to standard testing conditions include: extended testing time, use of special reading devices, use of special optical devices, alternative answer-recording methods, and miscellaneous other adaptations to standard testing conditions. An examinee may be granted a combination of these adaptations as described in the GED Examiner's Manual.

Source: GED Testing Service, *The Center for Adult Learning and Educational Credentials, American Council on Education, 1990 Statistical Report.*

TABLE 14. PERCENTAGE OF GENERAL EDUCATIONAL DEVELOPMENT TEST EXAMINEES IN ARIZONA BY HIGHEST GRADE COMPLETED IN SCHOOL.

Highest grade completed in school	Percentage of examinees
Sixth	1.0
Seventh	1.1
Eighth	9.3
Ninth	17.2
Tenth	28.3
Eleventh	37.3
Twelfth	5.9
Average grade	10.1

Source: GED Testing Service, *The Center for Adult Learning and Educational Credentials, American Council on Education, 1990 Statistical Report.*

TABLE 15. GENERAL EDUCATIONAL DEVELOPMENT CREDENTIALS ISSUED IN ARIZONA FROM 1971 TO 1990.

Year	Number of credentials issued*
1986	7,852
1987	7,971
1988	9,098
1989	7,292
1990	8,512
1971 to 1990	136,751

* The minimum score requirements for issuing high school equivalency credentials in Arizona are 35 and 45.

Source: GED Testing Service, *The Center for Adult Learning and Educational Credentials*, American Council on Education, 1990 Statistical Report.

**ESTIMATES OF LEVELS OF PROFICIENCY IN BASIC SKILLS
IN ARIZONA**

TABLE 16. ESTIMATES OF NUMBERS OF YOUNG ADULTS (AGES 18 TO 24) AT FIVE LEVELS OF READING SKILL IN ARIZONA.

Reading skills	Number of persons
<i>Advanced (350)</i> . Synthesize and learn from specialized reading materials.	18,000
<i>Adept (300)</i> . Find, understand and explain relatively complicated information.	156,750
<i>Intermediate (250)</i> . Search for specific information, interrelate ideas, and make generalizations.	323,250
<i>Basic (200)</i> . Understand specific and/or sequentially related materials.	370,875
<i>Rudimentary (150)</i> . Carry out simple, discrete reading tasks.	375,000

Sources: Educational Testing Service, National Assessment of Educational Progress. Office of Educational Research and Improvement, U.S. Department of Education. National Institute of Education. U.S. Bureau of the Census, 1990.

TABLE 17. ESTIMATES OF NUMBERS OF YOUNG ADULTS (AGES 18 TO 24) IN ARIZONA AT CERTAIN LEVELS OF SKILL IN FLUENCY OF INFORMATIVE WRITING AS ASSESSED THROUGH HOLISTIC SCORING.

Holistic score	Number of students
6	22,875
5	61,500
4	115,500
3	111,375
2	80,625
1	20,625
0	10,125

Sources: Educational Testing Service, National Assessment of Educational Progress. Office of Educational Research and Improvement, U.S. Department of Education. National Institute of Education. U.S. Bureau of the Census, 1990.

TABLE 18. ESTIMATES OF NUMBERS OF YOUNG ADULTS (AGES 18 TO 24) IN ARIZONA AT CERTAIN LEVELS OF PROFICIENCY IN UNITED STATES HISTORY.

Proficiency level	Number of persons at each level
Level 200 Knows Simple Historical Facts	372,750
Level 250 Knows Beginning Historical Information and Has Rudimentary Interpretive Skills	333,375
Level 300 Understands Basic Historical Terms and Relationships	172,125
Level 350 Interprets Historical Information and Ideas	17,250

Sources: Educational Testing Service, National Assessment of Educational Progress. Office of Educational Research and Improvement, U.S. Department of Education. National Institute of Education. U.S. Bureau of the Census, 1990.

TABLE 19. ESTIMATES OF NUMBERS OF YOUNG ADULTS (AGES 18 TO 24) IN ARIZONA AT CERTAIN LEVELS OF PROFICIENCY IN CIVICS.

Proficiency level	Number of persons at each level
Level 200 Recognizes the Existence of Civic Life	370,500
Level 250 Understands the Nature of Political Institutions and the Relationship Between Citizen and Government	334,500
Level 300 Understands Specific Government Structures and Functions	183,750
Level 350 Understands a Variety of Political Institutions and Processes	22,500

Sources: Educational Testing Service, National Assessment of Educational Progress. Office of Educational Research and Improvement, U.S. Department of Education. National Institute of Education. U.S. Bureau of the Census, 1990.

TABLE 20. ESTIMATES OF NUMBERS OF YOUNG ADULTS (AGES 18 TO 24) IN ARIZONA AT CERTAIN LEVELS OF PROFICIENCY IN MATHEMATICS.

Proficiency level	Number of persons at each level
Level 150 Simple Arithmetic Facts	375,000
Level 200 Beginning Skills and Understanding	374,625
Level 250 Basic Operations and Beginning Problem Solving	360,000
Level 300 Moderately Complex Procedures and Reasoning	191,625
Level 350 Multi-step Problem Solving and Algebra	24,000

Sources: Educational Testing Service, National Assessment of Educational Progress. Office of Educational Research and Improvement, U.S. Department of Education. National Institute of Education. U.S. Bureau of the Census, 1990.