

REPORT FOR THE JOINT LEGISLATIVE COMMITTEE TO STUDY VOCATIONAL,
TECHNOLOGICAL AND ADULT EDUCATION PROGRAMS.

MEMBERS:

Senator Hermon, Co-Chair
Senator Soltero
C. Diane Bishop
Jon Cline
Richard Sax
Jack Shell
Mark Harrington
Kenny McClaran

Representative Graham, Co-Chair
Representative Hubbard
Malcolm Craig
Mike Colletto
Karen Mills
Ed Roehling
Keith Crandall
Al Schifano

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ARIZONA STATE LEGISLATURE
INTERIM MEETING NOTICE

Open to the Public

**JOINT LEGISLATIVE COMMITTEE TO STUDY VOCATIONAL, TECHNOLOGICAL
AND ADULT EDUCATION PROGRAMS**

- DATE:** Wednesday, October 20, 1993
- TIME:** 10:00 a.m.
- PLACE:** Senate Hearing Room 3
- SUBJECT:** Vocational, Technological and Adult Education Programs.
- AGENDA:**
1. Call to Order
 2. Adult Education Programs
 - a. Background and proposed legislation.
 - b. Funding methods for adult educations programs.
 3. Vocational and Technological Education Programs
 - a. Status of model programs.
 - b. Funding aspects.
 - c. Alternative funding methods for vocational and technological education programs.

MEMBERS:

Senator Hermon, Co-Chair
Senator Soltero
C. Diane Bishop, Superintendent
of Public Instruction
Jon Cline
Richard Sax
Jack Shell
Mark Harrington
Kenny McClaran

Representative Graham, Co-Chair
Representative Hubbard
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Al Schifano

Joint Legislative Committee to Study Vocational, Technological,
and Adult Education Programs

Committee Recommendations

Adult Education

The committee recommends a request from the General Fund in the amount of \$550,000 to be used toward additional adult education programs.

Senator Hermon, co-chairman of the committee, stated that certain elements discussed by the committee need further investigation in order to determine their feasibility. Such proposals included linking economic development with adult education programs by providing such programs at employer sites. Analysis of South Carolina's methods was recommended. The other proposal was to attract private dollars to help fund adult education programs.

Vocational and Technological Education

The final recommendation from the committee is to request \$550,000 from the General Fund for the purpose of establishing additional model sites for vocational and technological education throughout the state. The committee emphasized the need to equitably distribute such monies between rural and urban geographic locations.

STATE OF ARIZONA
41st LEGISLATURE
FIRST REGULAR SESSION

REFERENCE TITLE: vocational and technological
education

SENATE

SB 1079

Introduced
January 19, 1993

Referred on January 20, 1993

Rules _____

Education _____

Finance _____

Introduced By
Majority of the Committee on Education

AN ACT

AMENDING SECTION 15-790.01, ARIZONA REVISED STATUTES; AMENDING LAWS 1991, CHAPTER 218, SECTION 14, AS AMENDED BY LAWS 1992, CHAPTER 305, SECTION 24; PROVIDING FOR DELAYED REPEAL OF LAWS 1991, CHAPTER 218, SECTION 14, AS AMENDED BY LAWS 1992, CHAPTER 305, SECTION 24 AND THIS ACT; RELATING TO VOCATIONAL AND TECHNOLOGICAL EDUCATION.

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

2 Section 1. Section 15-790.01, Arizona Revised Statutes, is amended
3 to read:

4 15-790.01. Employer supported vocational and
5 technological education restructuring fund;
6 definition

7 A. The vocational and technological education restructuring fund is
8 established in the state treasury consisting of private grants, gifts and
9 contributions. The fund shall be administered by the state board for
10 vocational and technological education established in section 15-781.01.
11 Upon notice from the state board of FOR vocational and technological
12 education, the state treasurer shall invest and divest monies in the fund
13 as provided by section 35-313, and monies earned from investments shall be
14 credited to the fund.

15 B. The state board of FOR vocational and technological education,
16 through its funding subcommittee, shall encourage voluntary contributions
17 from employers in this state to the fund.

18 C. The maximum amount to be disbursed from the fund in any fiscal
19 year shall not exceed the total amount appropriated by this state for
20 model vocational and technological programs developed under the direction
21 of and approved by the state board for vocational and technological
22 education. The joint legislative budget committee shall verify this
23 amount.

1 D. The state board of FOR vocational and technological education
 2 shall disburse the monies in the fund pursuant to section 15-781.01,
 3 subsection E, paragraph 22 for the purpose of establishing comprehensive
 4 statewide model vocational and technological education programs in grades
 5 seven through twelve as specified in subsection F of this section.

6 E. The monies in the fund are exempt from the provisions of section
 7 35-190 relating to lapsing of appropriations.

8 F. CONTRIBUTIONS TO THE VOCATIONAL AND TECHNOLOGICAL EDUCATION
 9 RESTRUCTURING FUND ARE EXEMPT FROM TAXATION IN ACCORDANCE WITH SECTION
 10 501(c)(3) OF THE INTERNAL REVENUE CODE.

11 ~~F.~~ G. The fund shall be utilized only for the following purposes
 12 AND CONTRIBUTORS MAY DESIGNATE TO WHICH OF THE FOLLOWING ACTIVITIES
 13 PRIVATE CONTRIBUTIONS ARE TO BE APPLIED OR THAT CONTRIBUTIONS BE MADE TO A
 14 SPECIFIC SITE FOR THE ACTIVITIES SO DESIGNATED:

15 1. To support the establishment of comprehensive statewide model
 16 vocational and technological education courses and programs in grades
 17 seven through twelve.

18 2. To support the additional maintenance and improvement costs for
 19 model vocational and technological education courses and programs in
 20 grades seven through twelve.

21 3. To provide preservice and in-service programs for teachers of
 22 vocational and technological education.

23 4. To establish or provide additional support to model competency
 24 based guidance programs.

25 5. To support alternative delivery systems for model vocational and
 26 technological education including but not limited to cooperative
 27 education, distance learning, apprenticeships and regional centers.

28 6. To support data collection.

29 ~~G.~~ H. If the monies in the fund are not disbursed by the state
 30 board for vocational and technological education for a period of two years
 31 due to the lack of state matching funds, the joint legislative budget
 32 committee shall determine a method of reimbursement of the balance in the
 33 fund to the contributors on a pro rata basis.

34 ~~H.~~ I. For purposes of this section, "fund" means the vocational
 35 and technological education restructuring fund.

36 Sec. 2. Laws 1991, chapter 218, section 14, as amended by Laws
 37 1992, chapter 305, section 24 is amended to read:

38 Sec. 14. Joint legislative committee to study vocational
 39 and technological education programs

40 A. A joint legislative committee on vocational and technological
 41 education is established consisting of:

42 1. ~~Three~~ TWO members of the senate, ONE OF WHOM SHALL BE THE
 43 CHAIRMAN OF THE SENATE EDUCATION COMMITTEE AND WHO SHALL SERVE AS
 44 COCHAIRMAN AND ONE OF WHOM SHALL BE appointed by the president of the
 45 senate. ~~,not more than two of whom shall~~ THE CHAIRMAN OF THE SENATE
 46 EDUCATION COMMITTEE AND THE MEMBER APPOINTED BY THE PRESIDENT OF THE
 47 SENATE SHALL NOT be of the same political party, ~~including the chairman of~~
 48 ~~the senate education committee who shall serve as cochairman.~~

1 2. ~~Three~~ TWO members of the house of representatives, ONE OF WHOM
 2 SHALL BE THE CHAIRMAN OF THE HOUSE EDUCATION COMMITTEE AND WHO SHALL SERVE
 3 AS COCHAIRMAN AND ONE OF WHOM SHALL BE appointed by the speaker of the
 4 house of representatives. ~~, not more than two of whom shall~~ THE CHAIRMAN
 5 OF THE HOUSE EDUCATION COMMITTEE AND THE MEMBER APPOINTED BY THE SPEAKER
 6 OF THE HOUSE OF REPRESENTATIVES SHALL NOT be of the same political party,
 7 ~~including the chairman of the house of representatives education committee~~
 8 ~~who shall serve as cochairman.~~

9 3. The state superintendent of public instruction OR THE
 10 SUPERINTENDENT'S DESIGNEE.

11 4. ~~Two members of the state board of education, appointed by the~~
 12 ~~president of the state board of education.~~

13 5. 4. ~~Two of the business and industry~~ members of the state board
 14 for vocational and technological education, ~~who were~~ ONE OF WHOM WAS
 15 appointed pursuant to section 15-781.01, subsection A, paragraph 2,
 16 Arizona Revised Statutes, AND BOTH OF WHOM SHALL BE appointed by the
 17 president of the board for vocational and technological education.

18 6. 5. ~~Four~~ TWO representatives of business, industry and labor,
 19 ~~two who are~~ ONE OF WHOM SHALL BE appointed by the president of the senate
 20 and ~~two who are~~ ONE OF WHOM SHALL BE appointed by the speaker of the house
 21 of representatives. ~~One~~ THE MEMBER APPOINTED BY THE PRESIDENT OF THE
 22 SENATE shall represent employers with more than two thousand employees,
 23 ~~one~~ AND THE MEMBER APPOINTED BY THE SPEAKER OF THE HOUSE OF
 24 REPRESENTATIVES shall ~~represent employers with fewer than two thousand~~
 25 ~~employees, one~~ shall represent employers with less than two hundred
 26 employees and shall be from a county with a population of less than five
 27 hundred thousand PERSONS. ~~and one shall represent employee organizations~~
 28 ~~or labor unions.~~

29 7. 6. ~~Two teachers~~ ONE TEACHER actively engaged in the teaching of
 30 vocational and technological education at the elementary or high school
 31 ~~levels~~ LEVEL, ~~one~~ who is appointed by the president of the senate ~~and one~~
 32 ~~who is appointed by the speaker of the house of representatives.~~

33 8. 7. ~~Two~~ ONE school or district level administrators
 34 ADMINISTRATOR involved in vocational and technological education programs
 35 at the elementary or high school ~~levels~~ LEVEL, ~~one of whom shall be~~
 36 ~~appointed by the president of the senate and one~~ WHO IS appointed by the
 37 speaker of the house of representatives.

38 9. 8. One member representing community college vocational and
 39 technological education programs, who is appointed by the president of the
 40 senate.

41 10. 9. One member representing private postsecondary vocational and
 42 technological education institutions, who is appointed by the speaker of
 43 the house of representatives.

44 B. The unexcused absence of a member for more than three
 45 consecutive meetings is justification for removal. If the member is
 46 removed, notice shall be given of the removal pursuant to section 38-292,
 47 Arizona Revised Statutes.

1 C. Vacancies shall be filled by appointment of a qualified person
2 by the public officer of the body entitled to make the appointment as
3 provided in subsection A of this section.

4 D. The committee may use the expertise and services of legislative
5 staff and the staff of the department of education.

6 E. Members of the committee are not eligible to receive
7 compensation, but members appointed pursuant to subsection A, paragraphs
8 6- 5 through 10 9 of this section are eligible for reimbursement of
9 expenses pursuant to title 38, chapter 4, article 2, Arizona Revised
10 Statutes. These expenses are payable to a member from monies appropriated
11 to the legislative council.

12 F. The committee shall:

13 1. Review and make recommendations concerning the implementation of
14 the integrated plan adopted pursuant to section 15-781.01, subsection E,
15 paragraph 9, Arizona Revised Statutes.

16 2. Review and make recommendations concerning the integration of
17 vocational and technological education programs and the elimination of
18 state funding for obsolete or duplicate programs.

19 3. Review and make recommendations concerning the implementation of
20 the integrated funding model for vocational and technological education
21 programs, taking into consideration the various funding sources, amounts
22 and purposes, and accountability for state funds.

23 4. Make recommendations for establishing new or alternative funding
24 sources for the improvement, expansion and enhancement of vocational and
25 technological instruction, curricula, programs, equipment and facilities.
26 The committee shall evaluate the appropriateness of establishing a
27 dedicated funding source for vocational and technological education.

28 ~~5. Make recommendations regarding the performance and appropriate~~
29 ~~role of the Arizona department of education in the delivery of vocational~~
30 ~~and technological education programs and services.~~

31 ~~6. Make recommendations for the evaluation of vocational and~~
32 ~~technological programs, their effectiveness in the instructional setting~~
33 ~~and their effectiveness in preparing students for entry into post~~
34 ~~graduation employment opportunities or postsecondary educational programs.~~

35 ~~7. Make recommendations concerning the establishment or improvement~~
36 ~~of programs to assist school districts in improving the quality,~~
37 ~~effectiveness and relevance of vocational and technological curricula,~~
38 ~~programs, facilities and equipment.~~

39 ~~8. Make recommendations concerning the creation or enhancement of~~
40 ~~partnerships between the public and private sectors in providing~~
41 ~~vocational and technological programs, services, facilities and equipment.~~

42 ~~9. Make recommendations concerning the establishment of programs to~~
43 ~~assist teachers of vocational and technological programs and curricula in~~
44 ~~improving and enhancing in service training and programmatic material and~~
45 ~~equipment for teachers in vocational and technological programs.~~

46 ~~10. Submit a report containing the committee's study results and~~
47 ~~recommendations to the president of the senate and the speaker of the~~
48 ~~house of representatives by November 1, 1991.~~

1 ~~11.~~ 5. Review and make recommendations concerning the progress of
2 model vocational and technological education courses and programs and the
3 appropriate level of funding necessary to support the expansion of such
4 model programs for fiscal year 1993-1994 and submit a report containing
5 the committee's recommendations and study results to the president of the
6 senate and the speaker of the house of representatives by November 1, ~~1992~~
7 1993.

8 G. The state board of vocational and technological education shall
9 consider the recommendations and appropriate revisions to the integrated
10 plan required pursuant to section 15-781.01, subsection E, Arizona Revised
11 Statutes, based on the report adopted by subsection F of this section, by
12 January 1, 1992.

13 Sec. 3. Delayed repeal

14 Section 2 of this act is repealed from and after December 31, 1993.

15 Sec. 4. Emergency

16 This act is an emergency measure that is necessary to preserve the
17 public peace, health or safety and is operative immediately as provided by
18 law.



Arizona
Department of Education

C. DIANE BISHOP
Superintendent

October 20, 1993

Joint Legislative Committee to Study
Vocational, Technological and Adult Education
Arizona State Legislature
Phoenix, Arizona 85007

Dear Committee Member:

The enclosed materials for adult education are separated into items on our agency's budget request for adult education, sources of funding, and FY93 client information.

Census data (1990), Arizona demographic studies, the National Adult Literacy Survey (NALS - 9/8/93) and the U.S. Department of Education grant award figures clearly indicate 687,000 Arizona adults have not completed high school. Nearly a million adults do not possess the level of basic skills in reading, writing and computing required of individuals to cope in Arizona's modern socio-economic environment.

Two basic concerns are implicit in our agency's analysis of educational data. First, in the holistic perspective, demographic factors point to the problems adult education in our state must be instrumental in helping to solve. Second, demographic factors are also basic to an understanding of the interests, problems, and needs of adult students.

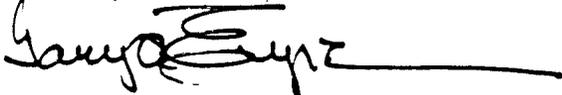
The Division of Adult Education and the GED testing service take great pride in meeting client needs even with limited resources. The challenge for adult education is breaking the inter-generational cycle of under education. Perhaps the most promising method of breaking this cycle is adult education.

The Arizona Department of Education and our local providers have responsibility for adult clients in at least one of the following program areas:

- Adult Basic Education
 - ESOL
 - Skills Enhancement
 - Citizenship
 - Basic Skills - Homeless
 - JOBS
 - Workplace Education
 - GED Preparation
 - GED Testing
 - Family Literacy
- Literacy Volunteers

Thank you for the opportunity to discuss adult education with you at today's hearing. You, of all people, know that education is not an expenditure... education is an investment. In order to be prepared for the new century, to be on the cutting edge of required education reform, and to improve the quality of life, Arizona cannot and must not divorce itself from the reality of increasing its investment in adult education.

Sincerely,



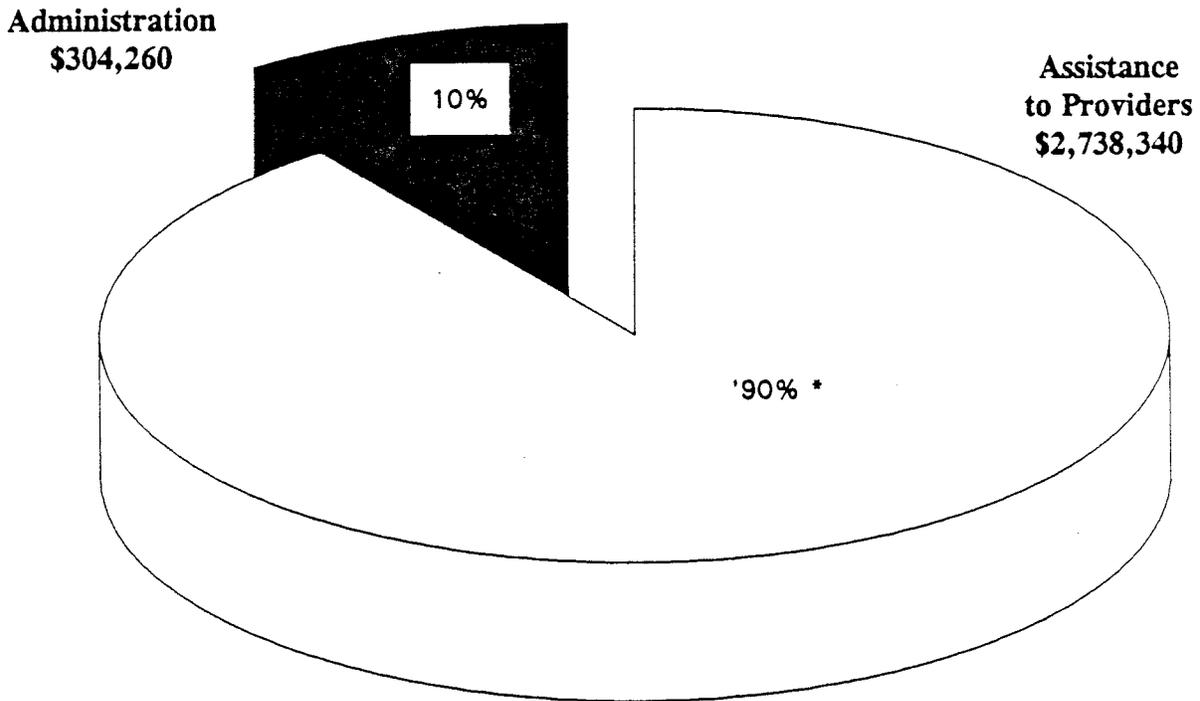
Gary A. Eyre
State Administrator
Adult Education Services

enc:

**Arizona Department of Education
Division of Adult Education**

ARIZONA

Adult Education State Funds
A.R.S Section 15-234
FY 1994
(July 1, 1993 - June 30, 1994)



Grant \$3,042,600

* Adult Basic Education

- Level I 0-4 grade competencies
- Level II 5-8 grade competencies

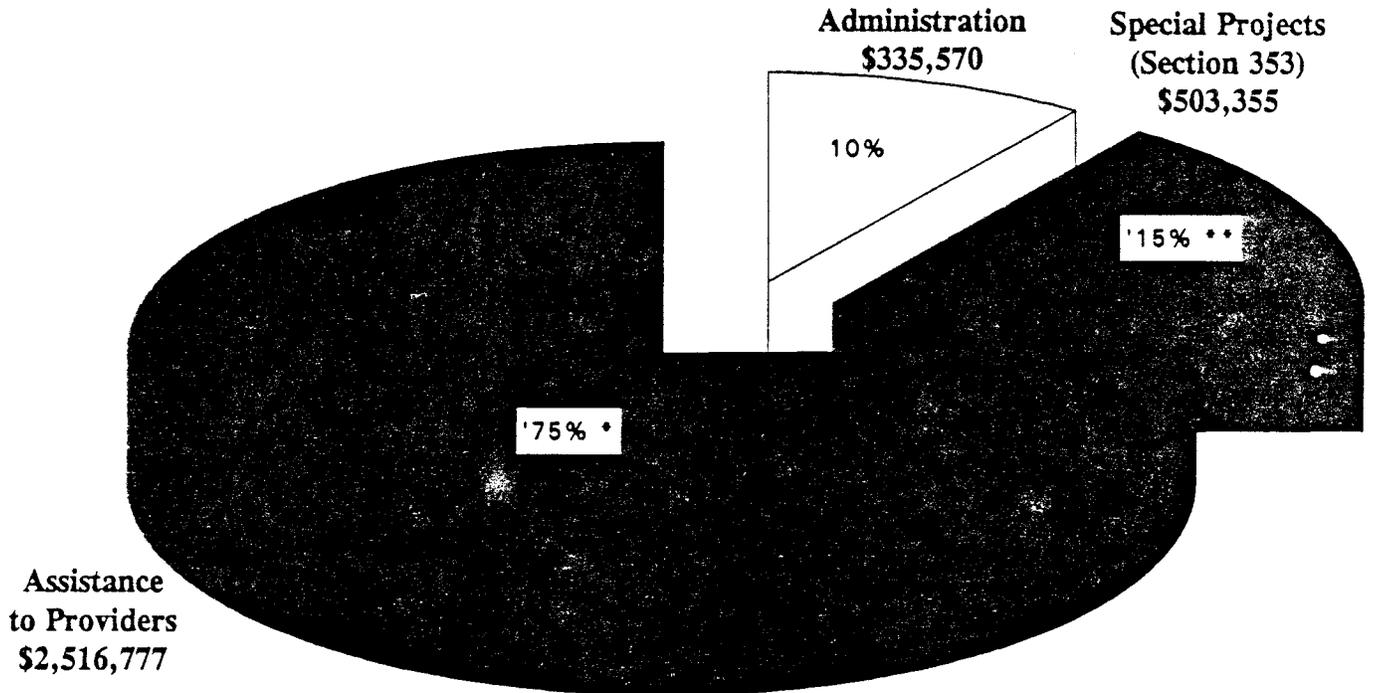
General Educational Development (GED) Preparation
English for Speakers of Other Languages
Citizenship

Administration \$304,260
**Assistance to
Providers \$2,738,340**

**Arizona Department of Education
Division of Adult Education**

ARIZONA

Adult Education Federal Funds
National Literacy Act of 1991
P.L. 102-73
FY 1994
(July 1, 1993 - June 30, 1994)



* Adult Basic Education
 Level I 0-4 grade competencies
 Level II 5-8 grade competencies
 General Educational Development (GED) Preparation
 English for Speakers of Other Languages

** Special Experimental Demonstration Projects
 and Teacher Training - two-thirds of 15%
 reserved for Staff Development

<u>Grant</u>	<u>\$3,355,702</u>
Administration	\$335,570
Special Projects	\$503,355
Assistance to Providers	\$2,516,777

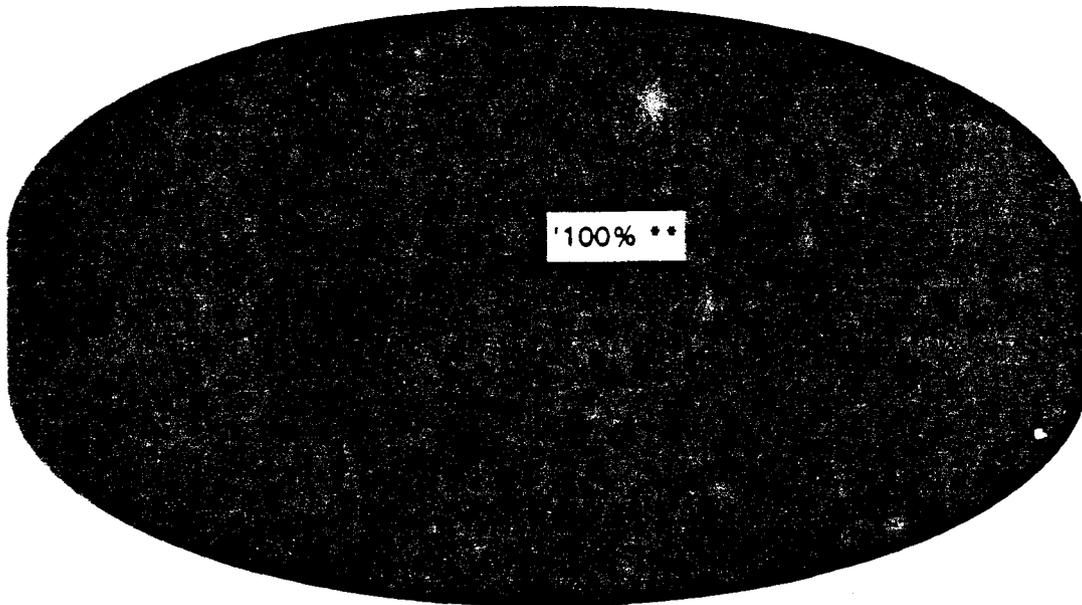
Arizona Department of Education
Division of Adult Education

ARIZONA

JOBS

Interagency Service Agreement
with Arizona Department of Economic Security
FY 1994
(July 1, 1993 - June 30, 1994)

Assistance to
Providers
\$700,000



Adult Basic Education
Level I 0-4 grade competencies
Level II 5-8 grade competencies
Adult Secondary Education
Life Skills
English for Speakers of Other Languages

Grant \$700,000

* Assistance to Providers
To be amended if funds
are not adequate for
entire fiscal year.

ARIZONA ADULT EDUCATION

Purpose

The mission of Arizona Adult Education, as approved by the State Board of Education is:

"Arizona Adult Education Programs will assure that 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."

The funds designated for adult education received by the Department of Education are used to provide Adult Basic Education (ABE), English for Speakers of Other Languages (ESOL), Citizenship and Adult Secondary Education (ASE) classes to adults who are at least sixteen years of age, who are not enrolled in secondary school and who have not graduated from high school or have not achieved an equivalent level of education.

Adult Basic Education includes the skills and knowledge usually acquired through grade eight. Adult Secondary Education includes skills and knowledge associated with completion of grade twelve.

Scope

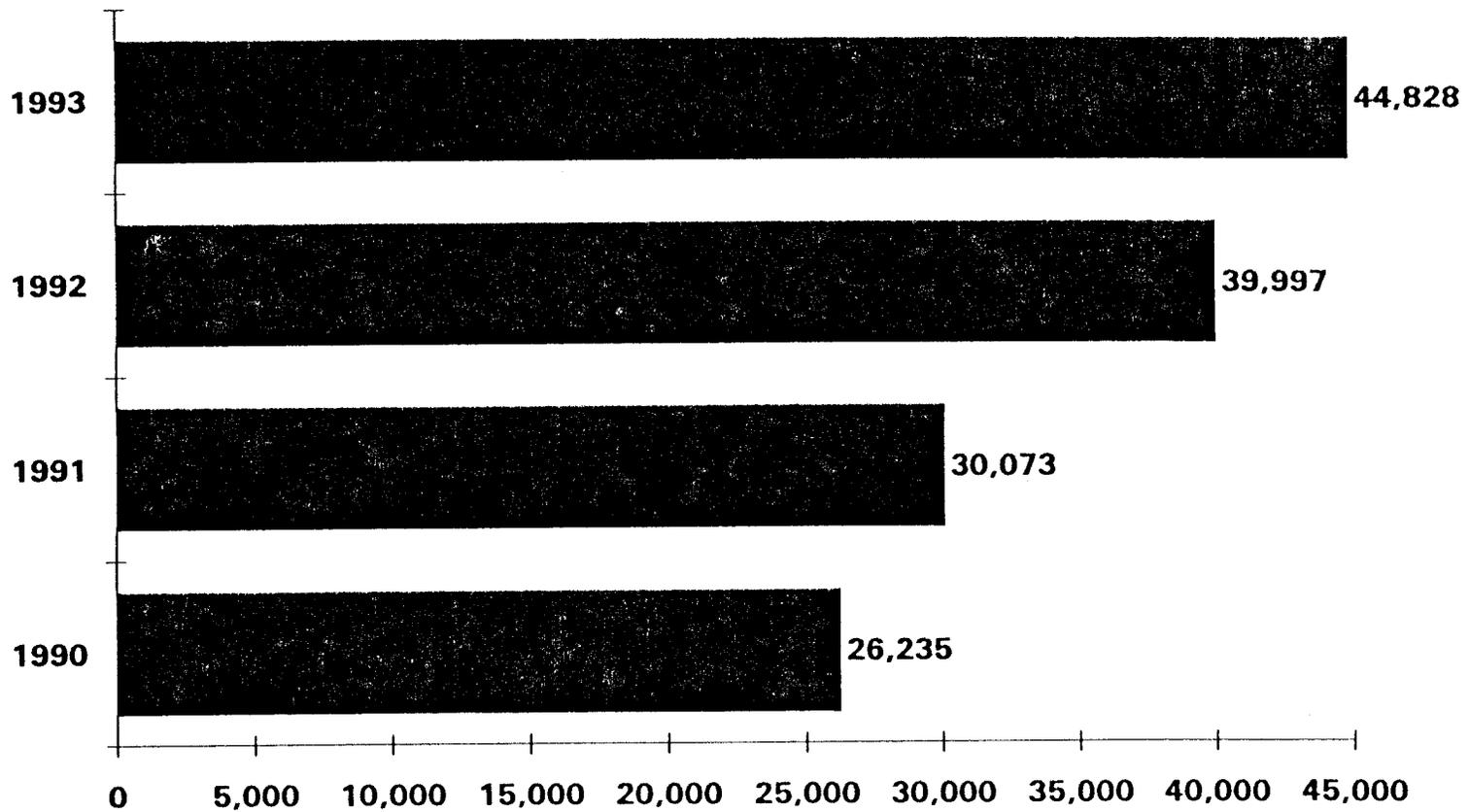
During the fiscal year 1993, 1,800,002 instructional hours were provided to 44,828 adult students through fifty providers - 21 local school districts, two county school districts, ten community colleges, one university and sixteen community based organizations. Among the adults served, one thousand seventy three students met the federal definition of disabled. Eight hundred seventy-four adults were removed from the public assistance rolls representing an estimated annual savings to the state of \$10,488,000. A ten year projection of this same effort would produce a savings of \$576,889,000 and experience indicates that when one is removed from the public assistance rolls a ripple effect is created and children of the family are less likely to become public assistance recipients and will assume the role of tax payers rather than tax consumers.

During the year an Interagency Service Agreement was initiated with the Department of Economic Security that established thirteen Job Opportunities and Basic Skills sites. These sites are designed to provide 20 hours of instruction per week to public assistance recipients with the primary purpose of moving the recipients from the assistance rolls into full time productive employment. This program has such promise that it is being expanded to seven new sites across the state in fiscal year 1994.

The U.S. Department Education credits Arizona with 687,344 persons sixteen years of age and older who are not enrolled in a regular high school program and who have not completed high school. The need is great.

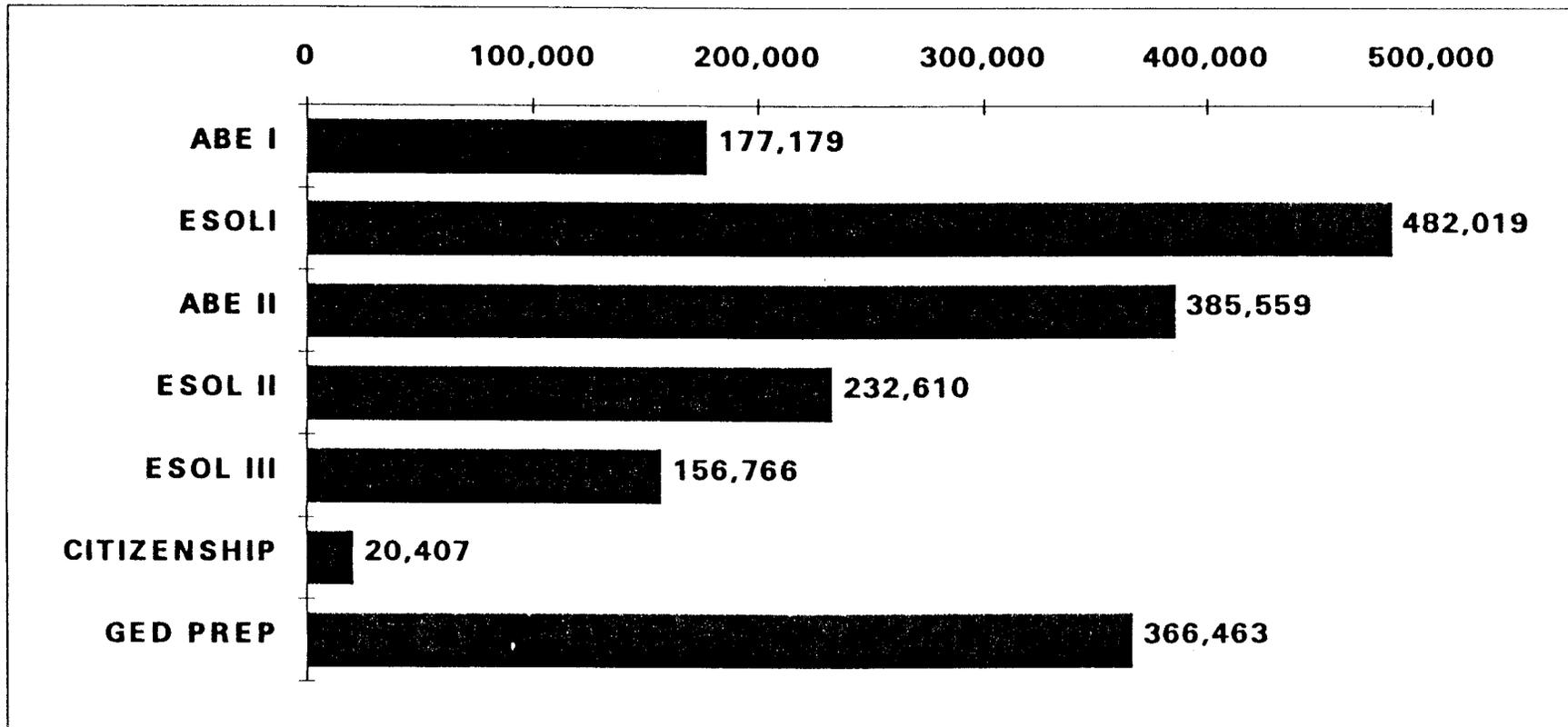
**ARIZONA DEPARTMENT OF EDUCATION
DIVISION OF ADULT EDUCATION**

TOTAL ADULT EDUCATION STUDENTS SERVED



**ARIZONA DEPARTMENT OF EDUCATION
DIVISION OF ADULT EDUCATION**

**STUDENT DATA REPORT
TOTAL STUDENT HOURS BY CLASS TYPE**

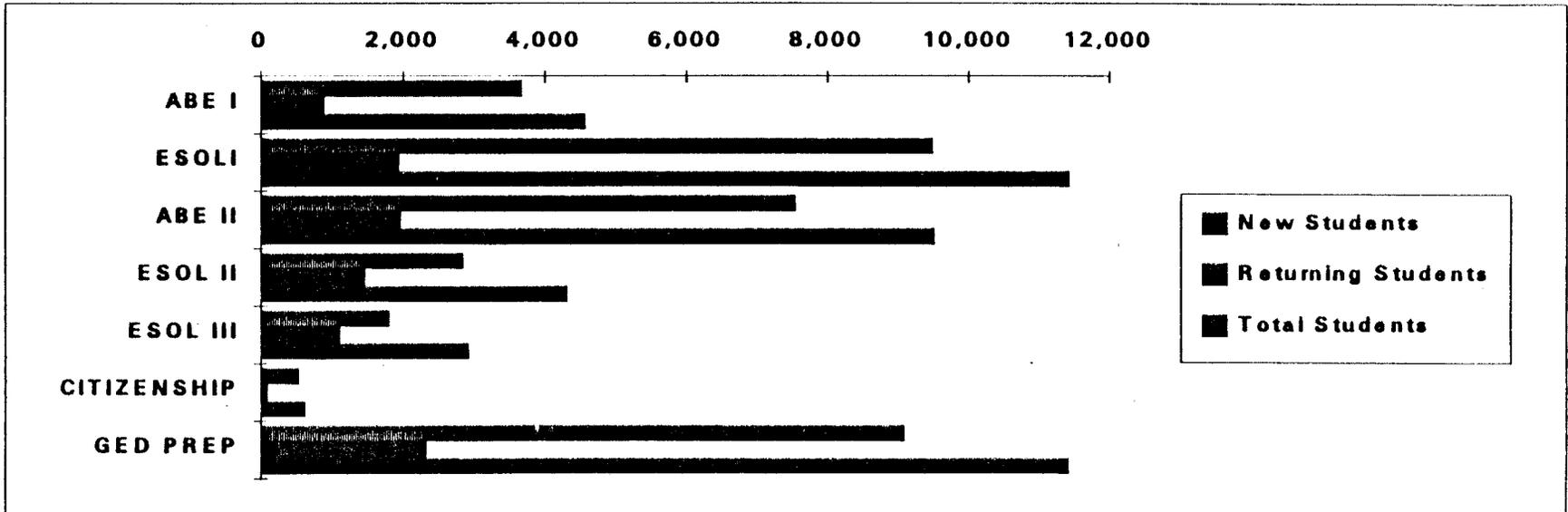


**ARIZONA DEPARTMENT OF EDUCATION
DIVISION OF ADULT EDUCATION**

STUDENT DATA REPORT

TABLE 9, CHART 1 - NEW/RETURNING AND TOTAL STUDENTS BY CLASS TYPE

	<u>New Students</u>	<u>Returning Students</u>	<u>Total Students</u>
ABE I	3,679	898	4,577
ESOL I	9,494	1,944	11,438
ABE II	7,556	1,967	9,523
ESOL II	2,848	1,468	4,316
ESOL III	1,807	1,116	2,923
CITIZENSHIP	530	97	627
GED PREP	9,092	2,332	11,424
Total	35,006	9,822	44,828

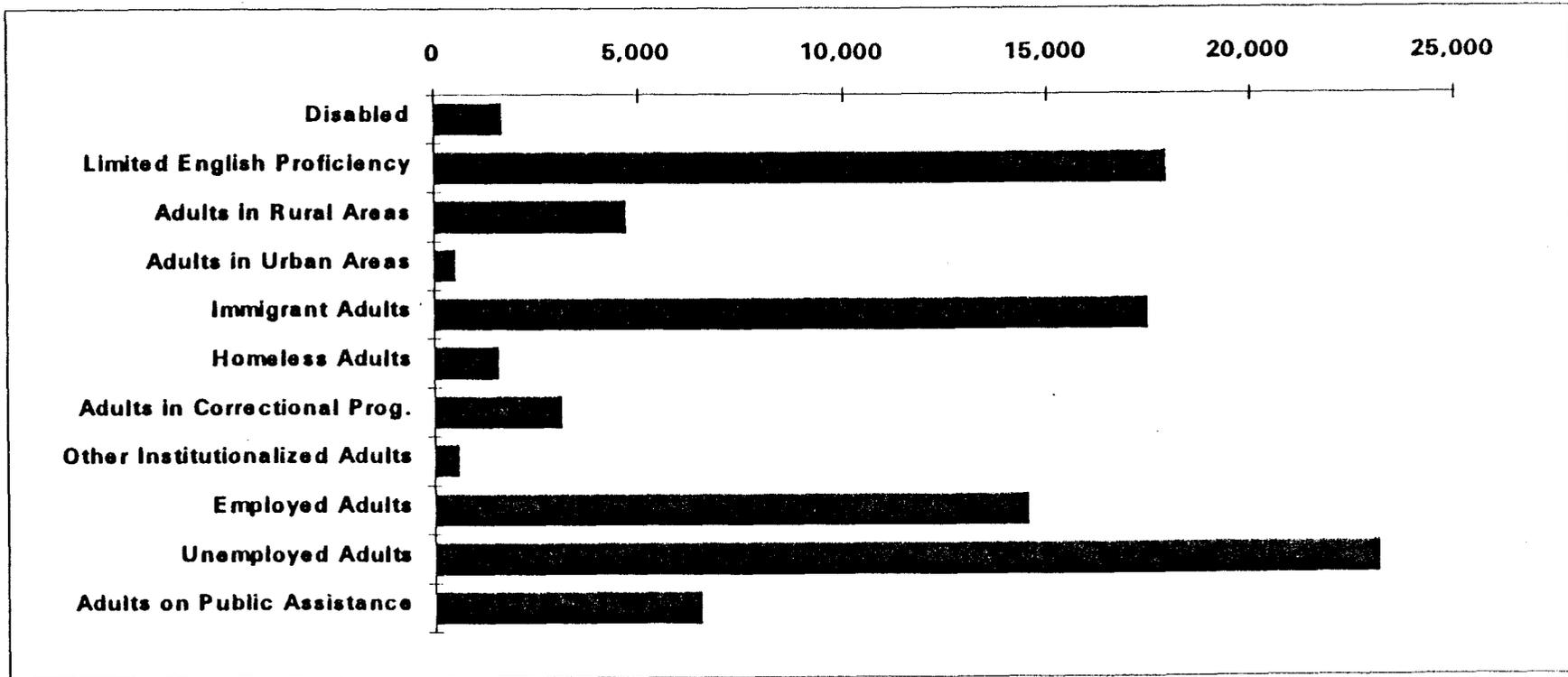


**ARIZONA DEPARTMENT OF EDUCATION
DIVISION OF ADULT EDUCATION**

STUDENT DATA REPORT

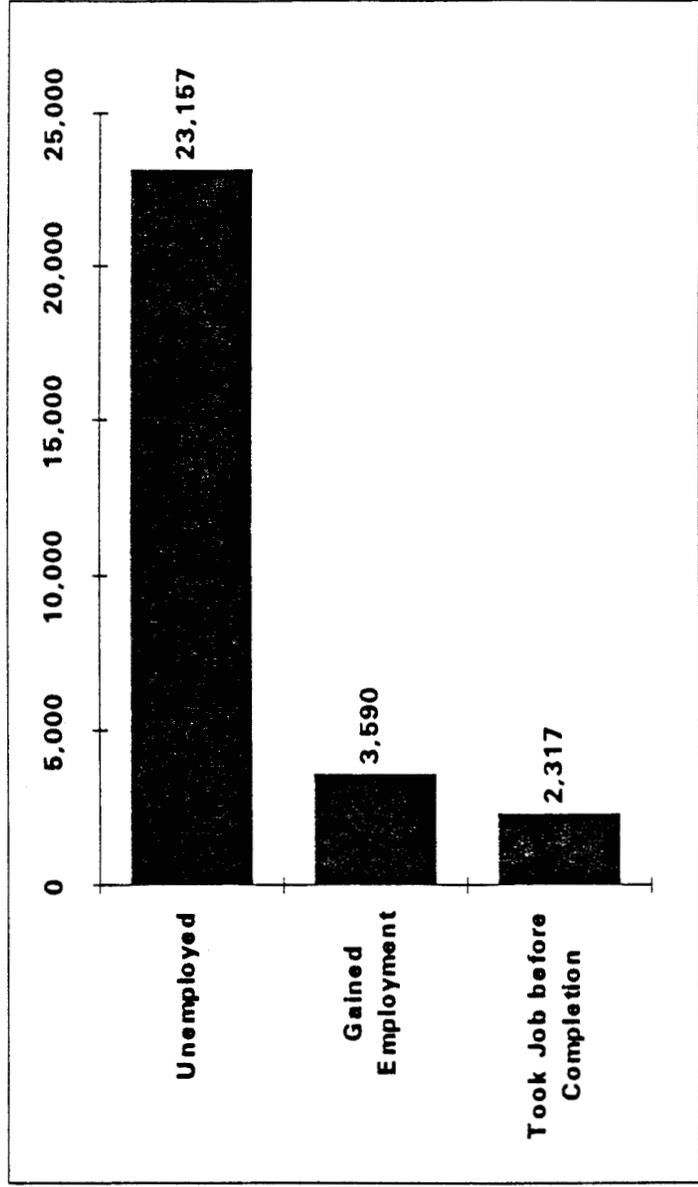
TABLE 5 - STATUS OF PARTICIPANTS UPON ENTRY INTO PROGRAM

Disabled	1,673
Limited English Proficiency	17,935
Adults in Rural Areas	4,702
Adults in Urban Areas with High Unemployment	516
Immigrant Adults	17,464
Homeless Adults	1,568
Adults in Correctional Programs	3,115
Other Institutionalized Adults	598
Employed Adults	14,511
Unemployed Adults	23,157
Adults on Public Assistance	6,516



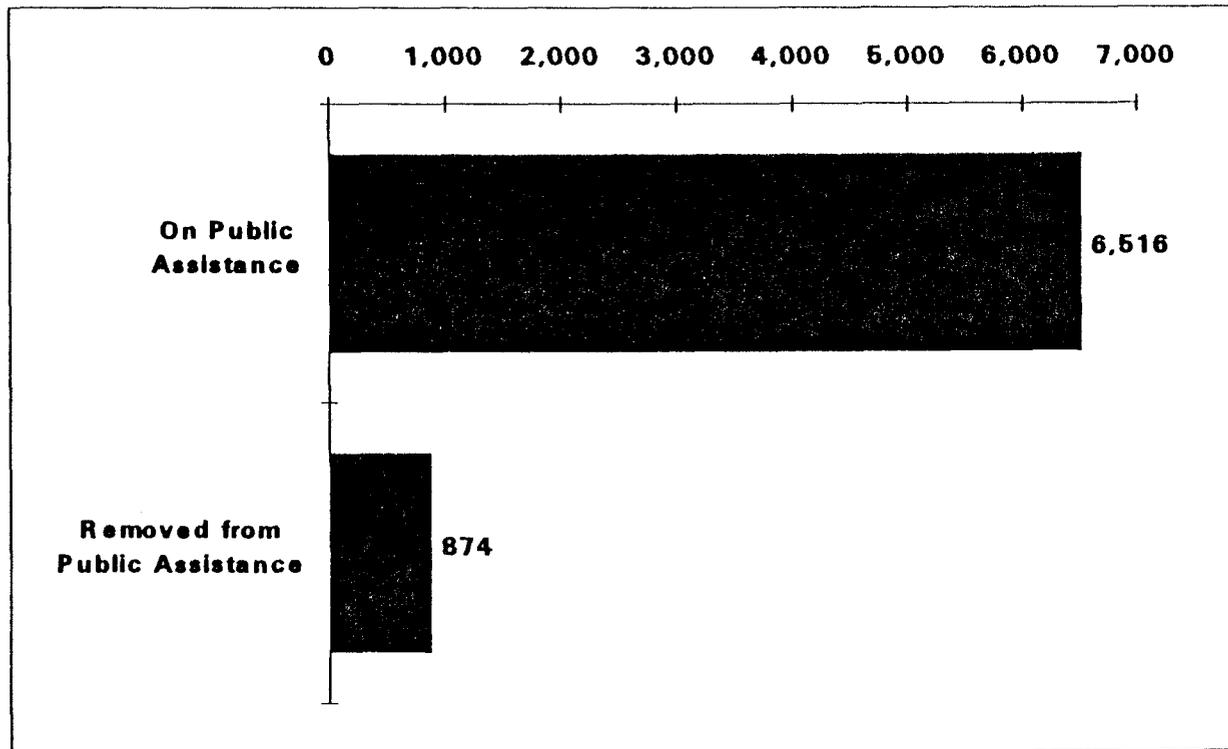
**ARIZONA DEPARTMENT OF EDUCATION
DIVISION OF ADULT EDUCATION**

FY 1993 UPON ENTRY AND EXIT: ADULT EDUCATION PROGRAM



**ARIZONA DEPARTMENT OF EDUCATION
DIVISION OF ADULT EDUCATION**

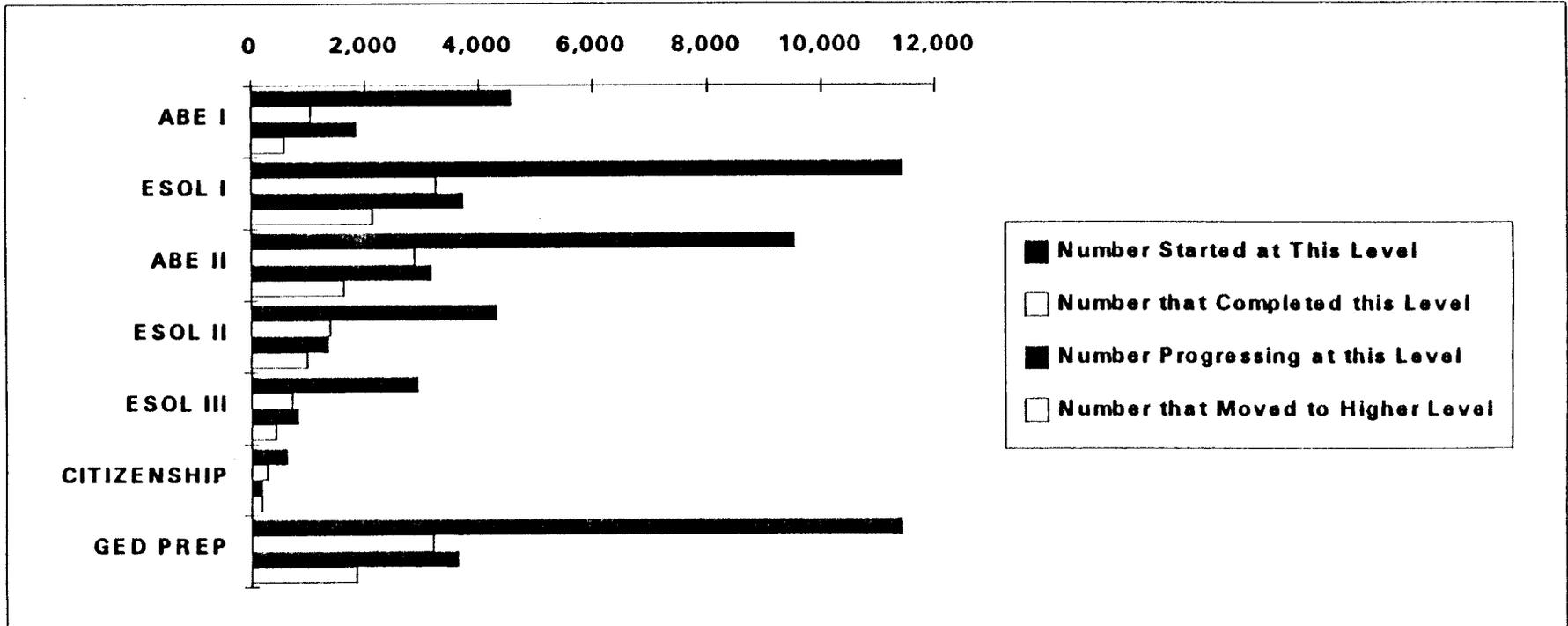
FY 1993 UPON ENTRY AND EXIT: ADULT EDUCATION PROGRAM



**ARIZONA DEPARTMENT OF EDUCATION
DIVISION OF ADULT EDUCATION**

**STUDENT DATA REPORT
TABLE 3**

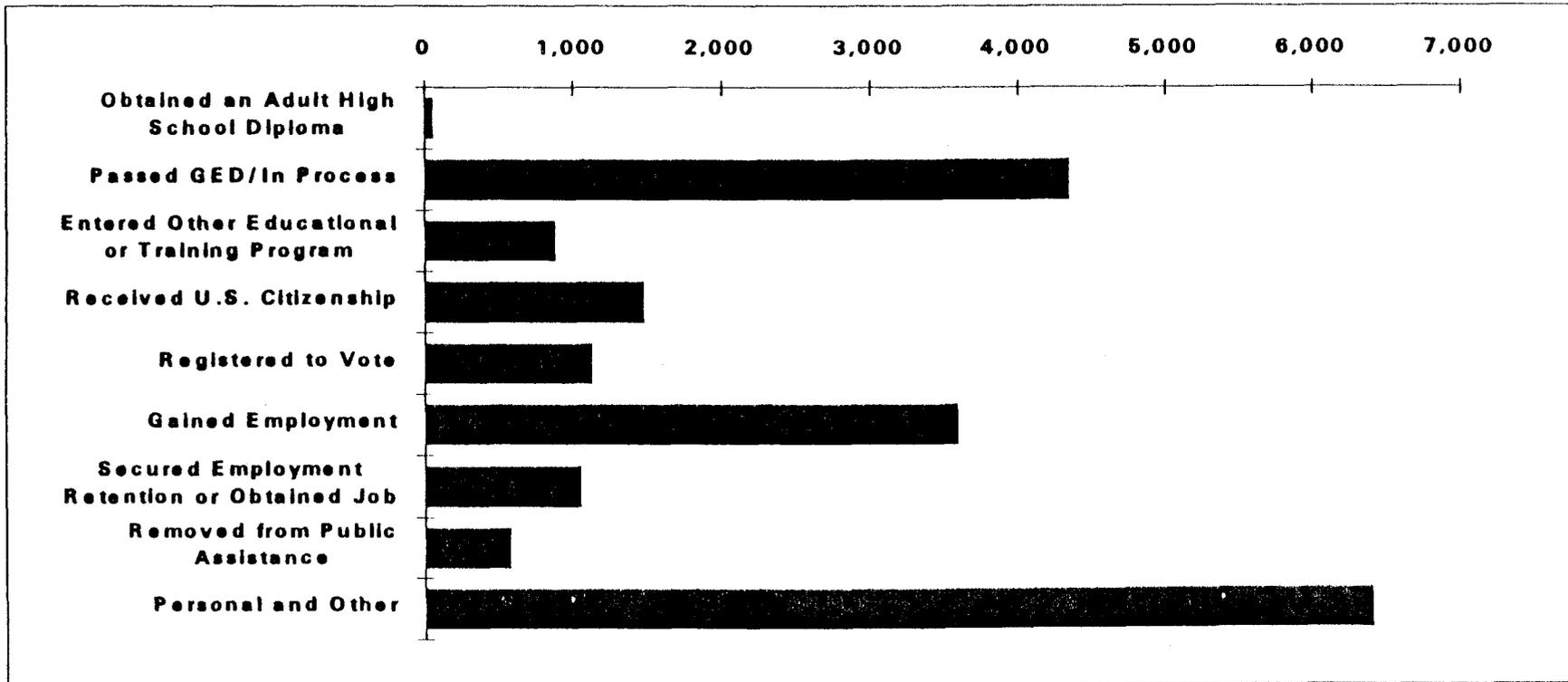
	Number Started at This Level	Number Started That Completed This Level	Number Progressing at This Level	Number Moved to Higher Level
ABE I	4,577	1,045	1,852	584
ESOL I	11,438	3,252	3,721	2,138
ABE II	9,523	2,877	3,164	1,627
ESOL II	4,316	1,394	1,355	993
ESOL III	2,923	721	822	436
Citizenship	627	286	186	189
GED PREP	11,424	3,188	3,263	1,852
Total	44,828	12,763	14,363	7,819



**ARIZONA DEPARTMENT OF EDUCATION
DIVISION OF ADULT EDUCATION**

**STUDENT DATA REPORT
STUDENT GOALS ACHIEVED**

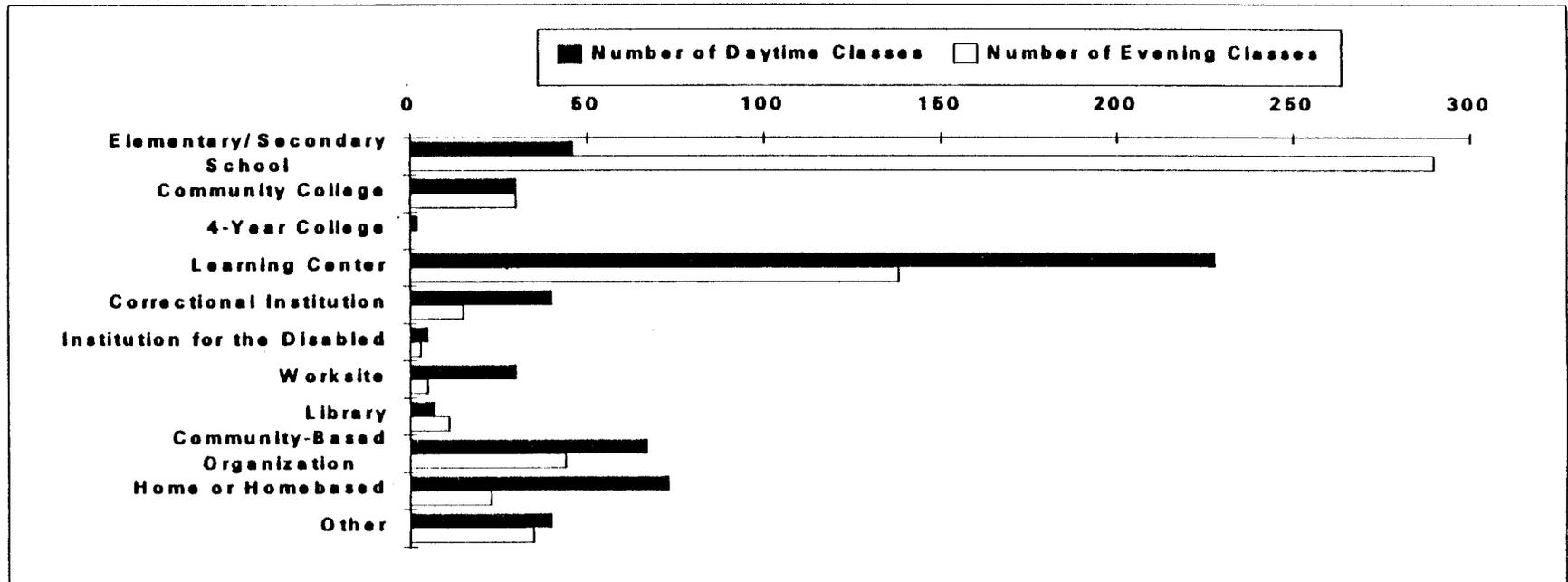
Obtained an Adult High School Diploma	54
Passed GED/In Process	4,347
Entered Other Educational or Training Program	879
Received U.S. Citizenship	1,475
Registered to Vote	1,124
Gained Employment	3,590
Secured Employment Retention or Obtained Job Advancement	1,050
Removed from Public Assistance	874
Personal and Other	6,407



**ARIZONA DEPARTMENT OF EDUCATION
DIVISION OF ADULT EDUCATION**

**STUDENT DATA REPORT
TABLE 7, CHART 2 - NUMBER OF DAYTIME/EVENING CLASSES
BY LOCATION**

	<u>Daytime Classes</u>	<u>Evening Classes</u>
Elementary/Secondary School	46	290
Community College	30	30
4-Year College	2	0
Learning Center	228	138
Correctional Institution/Probation	40	15
Institution for the Disabled	5	3
Worksite	30	5
Library	7	11
Community Based Organization	67	44
Home or Homebased	73	23
Other	40	35



ARIZONA DEPARTMENT OF EDUCATION
DIVISION OF ADULT EDUCATION
GENERAL EDUCATIONAL DEVELOPMENT TESTING SERVICES

In 1945 Arizona statute and the Arizona State Board of Education authorized the Arizona Department of Education, Division of Adult Education, to administer and supervise the Arizona General Educational Development Testing Service. This program was designed to offer adults an opportunity to earn a high school equivalency certificate. This credential enables adults to qualify for post secondary education enrollment, occupational training programs, entrance to the military, student financial aid, jobs and job placement.

The GED Tests were designed to measure the skills and concepts generally associated with four years of regular high school instruction. The GED battery contains five tests in the areas of Writing Skills, Social Studies, Science, Literature and the Arts, and Mathematics. Most test questions require the understanding of broad concepts and generalizations, rather than the ability to remember facts, details, or precise definitions.

The 42 operational testing centers and the Arizona Department of Education have realized substantial growth in testing in the past five years. Since 1988, 67,400 adults were tested and 45,000 received the Arizona High School Certificate of Equivalency.

In Arizona an applicant must be at least eighteen years of age and have not received a high school diploma or high school equivalency certificate. However, individuals between sixteen and eighteen years of age may be tested under special conditions.

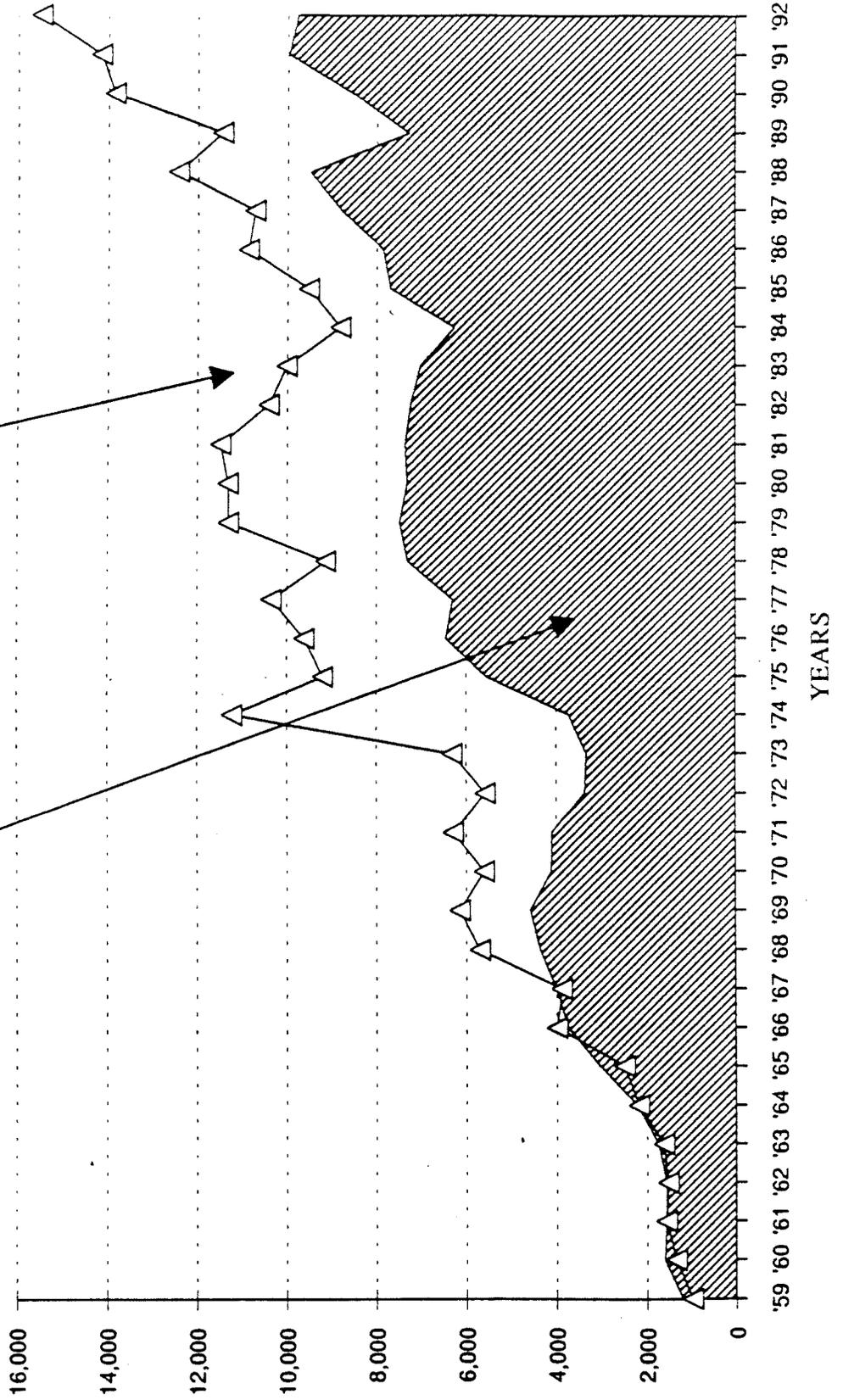
The GED Test is available in English, Spanish and French. Also, special accommodations may be made available for handicapping conditions. Every adult is given the opportunity to test under appropriate testing conditions as determined by the General Educational Testing Service in Washington D.C. and the state GED administrator.

Passing scores in Arizona for the purpose of receiving a High School Equivalency Certificate are a minimum standard score of 35 on each of the five tests and an average standard score of 45 on the five tests (total standard score of 225). The maximum testing fee in Arizona is \$25.00.

Copies of transcripts or duplicate certificates may be obtained through the Arizona Department of Education, GED Records Office, 1535 West Jefferson Street, Phoenix, AZ 85007, (602)542-5802.

ARIZONA DEPARTMENT OF EDUCATION
 DIVISION OF ADULT EDUCATION
 GED TESTING SERVICE

PASSING RATE VS NUMBER TESTED



State of Arizona
Arizona Department of Education
Division of Adult Education and
Adult Homeless Project

Purpose

The purpose of Arizona's Homeless Adult Education Project is to provide literacy training, basic skills remediation, and life skills enhancement to 2,745 homeless adults throughout Arizona over a 36-month period. The design includes a customized curriculum and the establishment of a matrix of services for homeless people. In FY 1993 Arizona received \$297,500 which should increase to \$333,199 from the U. S. Department of Education, Stewart B. McKinney Act funds for 1994.

Scope

The 1992 projects (Downtown Neighborhood Learning Center, Pima County Adult Education, Yuma County Adult Education and Native Americans for Community Action) helped plan the proposal and now serve the educational needs of the state's homeless population during the 1993-95 grant period. The project is designed to continue present services and expand sites begun under the Stewart B. McKinney Homeless Assistance Act. Services to the Native American population increases 25% within the three year period. The Arizona Department of Education will continue to work cooperatively and collaborate with all appropriate agencies and tribal governments to ensure coordinated planning and delivery of all services to homeless persons statewide.

The four local programs' comprehensive approach to serving homeless individuals includes: case management, information and referral, life skills plus various components of academic study and remediation and linkages within a prearranged network of community resources. Services are client centered. Curriculum is focused around individual student's goals. Lifelong learning is encouraged. Program coordinators, mentors and volunteers work as a team but keep their roles separate for effective coordination of services and to serve a maximum number of clients. Staff development is paramount.

The various academic, life skills and family education, and job preparation components of training promote progress to meet the National Education Goals for the 21st Century.

Downtown Neighborhood Learning Center (DNLC), a private, non-profit corporation, has been providing adult education services in Arizona since 1989 and has been a provider under the Stewart B. McKinney Homeless Assistance Act for 4 years. DNLC has served in excess of 200 homeless students to date and operates at nine sites.

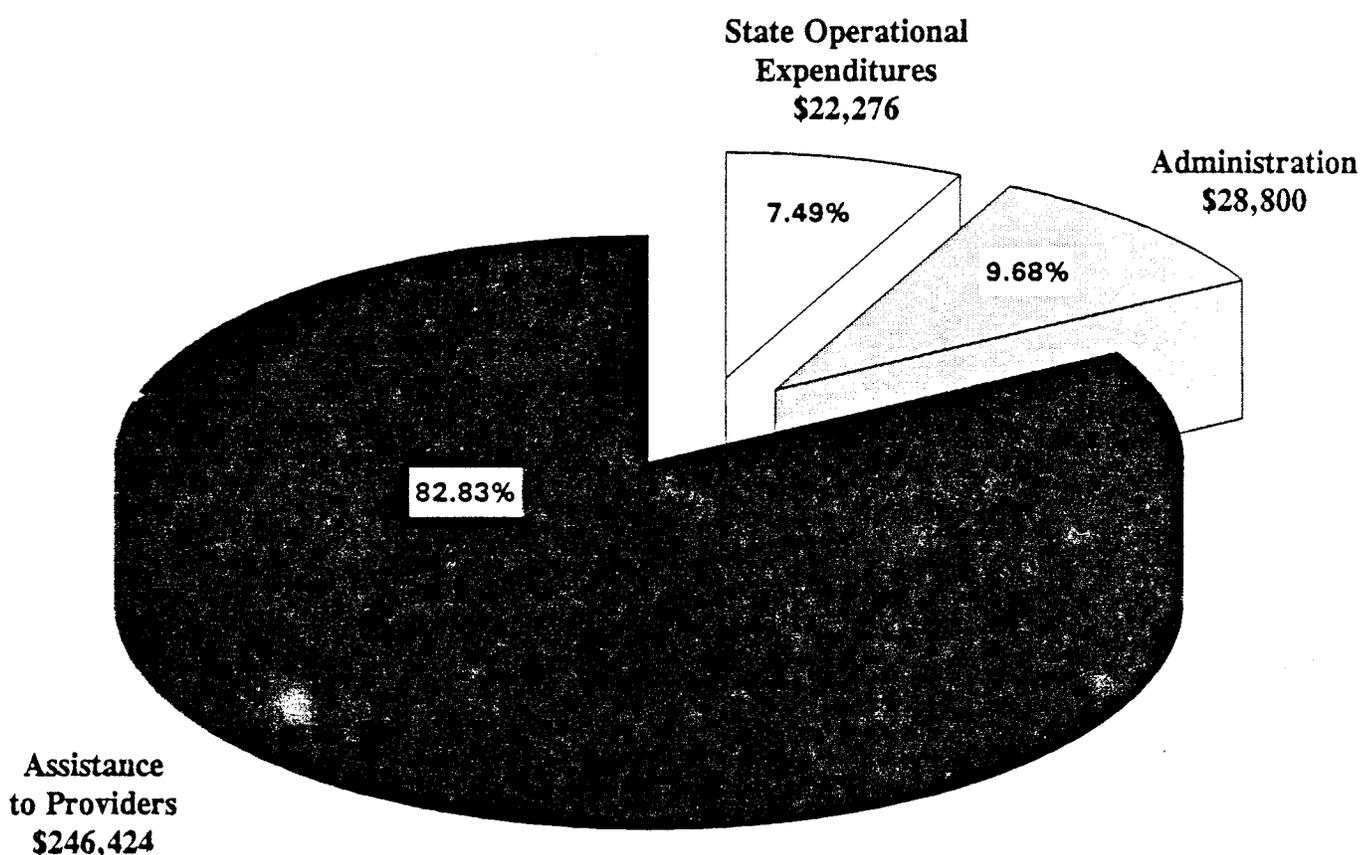
Pima County Adult Education (PCAE) has been providing adult education services in Arizona since 1969 and is the primary service provider in Pima County, which encompasses Tucson - the second largest city in Arizona. To date over 600 homeless students have been served at thirteen sites.

Yuma County Library District (YCLD) has been providing adult education services in Arizona since 1988 and has been a provider under the Stewart B. McKinney Homeless Assistance Act since 1989. The project operates primarily within the City of Yuma at the Lower Lights Mission. Yuma is the third largest population center in the state. The YCLD utilizes a large cadre of trained literacy volunteers. It has served over 300 homeless students to date in four sites in Yuma County.

Native Americans for Community Action, Inc., (NACA), known as the Flagstaff Indian Center, is a private, non-profit multi-service agency incorporated in 1971 and governed by a Native American Board of Directors. NACA has been a state adult education project since 1990. To date 238 homeless adult learners have been served at six sites.

ARIZONA

Adult Education Federal Funds
 Adult Education Homeless Project
 Stewart B. McKinney Homeless Assistance Act
 P.L. 100-77
 FY 1994
 (July 1, 1993 - June 30, 1994
 first year of a three year grant)



Grant **\$297,500**

Adult Basic Education
 Level I 0-4 grade competencies
 Level II 5-8 grade competencies
 Life Skills
 Employment Preparation
 General Educational Development (GED) Preparation
 English for Speakers of Other Languages

Administration \$28,800
 State Operational
 Expenditures \$22,276
 Assistance to
 Providers \$246,424

* Providers:

Downtown Neighborhood Learning Center-Phoenix	\$118,284
Pima County Adult Education-Tucson	\$61,606
Yuma County Library District-Yuma	\$22,178
Native Americans for Community Action, Inc.-Flagstaff	\$44,356

ARIZONA DEPARTMENT OF EDUCATION
Division of Adult Education

1994 LEGISLATIVE RECOMMENDATION

TITLE (SUBJECT) Adult Education

SUMMARY STATEMENT Increase the appropriation by \$550,000 to allow serving an additional 3,666 adult students. Total appropriation for FY95 would be \$3,592,600.

SPECIFIC PROPOSAL Use the documented number of 3,666 adults and apply the adult classroom unit formula to determine the number of units at \$3,000 each or \$150 per adult client. The classroom unit is 20 adults for 125 contact hours of instruction. (3,666 equals 183 classroom units; 183 units at \$3,000 equals \$550,000). This is nearly equal to the difference between the FY94 local project requests and the available funds. This addition would make the FY1995 appropriation for A.R.S. Section 15-234 total \$3,592,600 (present allocation - \$3,042,600 plus \$550,000).

BACKGROUND U.S. census data, Economic Security population projections, local adult education provider assistance requests (FY94) and demographic information indicate large numbers of adults in need of and requesting adult education services. The target population is adults 16 years of age and older, not required to be enrolled in school and having less than the completion of secondary education. That population totals 610,219 (excluding 11th and 12th graders presently enrolled - October 1, 1992 - in Arizona - 77,125). There are 490,151 adults over age 25 without a high school diploma. Recognizing that a percentage of these numbers would not enroll in adult education a sound and reliable projection of unmet adult education need was paramount in projecting budget requests for FY95.

The eight largest adult education projects indicate documented waiting lists in 1992 of 3,666 adults. In 1993 adult education programs and the GED served 60,000 individuals.

Requests for funding local projects in 1994 are \$6,151,665. exceeds funds available by \$616,548.

CONTACT PERSON NAME: Dr. Gary A. Eyre
TITLE: State Administrator for Adult Education Services
PHONE: 542-5280 FAX: 542-1849

ARIZONA DEPARTMENT OF EDUCATION
C. Diane Bishop, Superintendent

Arizona Adult Education

Dr. Gary A. Eyre
State Administrator for Adult Education Services
542-5281

Ms. Lisa Rundle
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542-5280

Ms. Pat Taylor
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542-5280

Ms. Lupe Castillo
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542-5280

The Arizona

General Educational Development

Testing Services

SM

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DIPLOMA

Measure of Excellence

Arizona Department of Education
Division of Adult Education
C. Diane Bishop, Superintendent

AN ARIZONA SUCCESS STORY

As Arizona approaches the 21st Century, more people will earn educational credentials outside the regular classroom environment. The rise of the nontraditional learner is having a profound impact on both the work-force and the education community.

Each year in Arizona nearly 60,000 adults are enrolled in Adult Education classes funded by the Arizona Department of Education. In the past five years (1989-1993), 45,556 adults received the Arizona High School Equivalency Certificate.

By passing the General Educational Development (GED) tests, adults earn a high school equivalency certificate and qualify for postsecondary education enrollment, occupational training programs, student financial aid, jobs and job advancement.

Fundamental to the success of the program and to its growth over the years has been the acceptance of the GED Tests by the educational community as a valid means of awarding a high school credential.

To qualify for the Arizona certificate, adults taking the GED Tests must surpass the performance of about 30 percent of a national sample of graduating high school seniors. One of every six high school diplomas awarded in the United States each year is based on the GED Tests.

Over the years, the GED Tests have provided personal satisfaction, as well as professional, occupational, and educational opportunities for tens of thousands of Arizona adults who, for many reasons, were unable to complete their formal high school studies. The state Superintendent of Public Instruction is the educational officer responsible, by state statute, for the administration and supervision of the Arizona General Education Development Testing Service. The Department of Education is pleased to provide the GED preparation program and quality testing opportunities to individuals who can benefit from earning the high school equivalency certificate.

Dr. Gary A. Eyre
State Administrator, Adult Education Services

The Arizona Department of Education is an equal opportunity employer and educational agency and affirms that it does not discriminate on the basis of race, color, national origin, age, sex or handicapping condition.

THE ARIZONA GENERAL EDUCATIONAL DEVELOPMENT (GED) TESTING SERVICES ARIZONA DEPARTMENT OF EDUCATION ADULT EDUCATION

HISTORY

The General Educational Development testing program was adopted by the Arizona state Board of Education in 1945. With the approval of the North Central Association of Colleges and Secondary Schools, the state Board arranged with the American Council on Education to utilize the GED Test batteries as a basis for awarding the High School Equivalency Certificate.

The GED Certificate is accepted in lieu of a high school diploma in most business and industrial institutions, colleges and universities and by the military.

The GED Tests are designed to measure the skills and concepts generally associated with four years of regular high school instruction. The Tests provide an opportunity to earn a high school equivalency certificate in an alternative mode . . . a credential recognized as a key to employment opportunities, advancement, further education and financial awards.

WHAT ARE THE GED TESTS?

The GED battery contains five tests in the areas of Writing Skills, Social Studies, Science, Literature and the Arts, and Mathematics. Most test questions require the understanding of broad concepts and generalizations, rather than the ability to remember facts, details, or precise definitions.¹

Each of the five tests in the GED battery is developed from specifications established by experienced secondary school and adult educators and is reviewed by subject area experts. Multiple reviews by test specialists were conducted before the assembly of the final test forms.

¹ Teacher's Manual for use with Official GED Practice Tests, Prentice Hall-Cambridge, Englewood Cliffs, NJ 07632, 1987-88.

WHAT ARE THE GED TESTS? (Continued)

The GED Tests are then standardized using a national sampling of graduating high school seniors. These seniors establish the performance standard required of examinees to receive a GED credential.

ELIGIBILITY REQUIREMENTS

The applicant must be at least eighteen (18) years of age and have not received a high school diploma or high school equivalency certificate. Individuals between sixteen (16) years and eighteen (18) years of age may be tested provided the applicant:

- a. presents to the Examiner a notarized statement of consent to take the test, from a parent or legal guardian; and
- b. presents verification, by letter, from the last elementary/secondary school the applicant attended, certifying that the applicant has not been attending school for six (6) consecutive months preceding application for testing.

The applicant must present positive picture identification and proof of age to an Arizona Official GED Testing Center. The applicant must pay the appropriate fee, not to exceed \$25 for the entire battery of five tests, or \$5 per test for each test that is retaken.

The GED Test is available in English, Spanish, French. Provisions can be made for special GED Tests for handicapped persons, i.e., large print editions, furniture modifications, extension of time.

The entire battery of five tests must be administered to an applicant before submitting the tests to the Arizona Department of Education for scoring. Upon initial testing, applicant must complete the battery of five tests within a maximum period of 12 weeks. An applicant taking Test I (Writing Skills: Part I & II) must complete both parts of the test in the same testing time slot. An applicant must take all tests at the same testing center unless he/she has received a waiver granted by the GED State Administrator.

ELIGIBILITY REQUIREMENTS (Continued)

Passing Scores on the GED Test for the purpose of receiving a High School Equivalency Certificate are

- a. a minimum standard score of 35 on each of the five tests and
- b. an average standard score of 45 on the five tests (total standard score of 225).

An individual may retake any one or all tests to meet minimum standard GED requirements 30 days after completion of entire battery. If one or more tests in the batteries do not meet the state requirement of a minimum standard score of 35, the applicant must first be retested in the failed area before additional retesting. All tests must be completed within 12 months of completion of initial testing or all tests must be repeated and another initial fee assessed. Applicant must be provided a different form of the test when being retested.

Test scores are accepted as official only when reported directly by

- a. the Arizona Department of Education
- b. official GED testing centers
- c. transcript service of the Defense Activity for Non-Traditional Education Support (DANTES)
- d. Veterans' Administration Hospitals and Centers and
- e. the GED Testing Service, Washington, D.C.

The fee structure is as follows

- a. testing at an Arizona official GED testing center is a maximum of \$25 per battery. Retesting is \$5 per test
- b. there is no fee for the issuance of the original certificate
- c. a duplicate certificate is \$5
- d. there is no fee for transcript.

Free GED Preparatory Classes are available throughout the state. For further information, please contact the office of Adult Education at the Department of Education (telephone 602/542-5281).

RETESTING

After a 30-day waiting period an individual may retake any one or all tests in the battery in an attempt to meet the minimum standard GED scores required. The test(s) not passed *must* be taken first.

If the candidate fails to meet the desired standards on the retest within the specified time of one year of initial testing, the candidate must repeat all of the tests and pay the test fee of \$25. It is recommended that the candidate take all tests at the same testing center. Permission to transfer to another testing center in the middle of a test administration must be approved by the state GED Administrator.

TEST BATTERIES

The GED Test battery consists of five tests covering the following areas:

Test I	Writing Skills - 55 questions	1 hour 15 minutes Sentence Structure 35% Usage 35% Mechanics 30%
	Essay	45 minutes
Test II	Social Studies 64 questions	1 hour 25 minutes History 25%, Geography 15%, Economics 20% Political Science 20% Behavioral Science 20%
Test III	Science 66 questions	1 hour 35 minutes Life Sciences 50% Physical Sciences 50%

TEST BATTERIES (Continued)

Test IV	Interpreting Literature and The Arts 45 Questions	1 hour 5 minutes Popular Literature 50% Classical Literature 25% Commentary 25%
Test V	Mathematics 56 questions	1 hour 30 minutes Arithmetic 50% Algebra 30% Geometry 20%
TOTAL	286 questions	7 hours 35 minutes*

*NOTE: Actual testing time, including completion of examinee data, will be approximately eight hours.

INTERPRETING GED TEST RESULTS

Results on each of the five GED Tests are given as standard scores ranging from 20 to 80 and percentile ranks ranging from 1 to 99. Arizona uses the average standard score earned on the five tests in determining eligibility for high school credentials. The median standard score for national high school seniors is 50 for each test battery. That is, half the seniors earn standard scores above 50 and half earn standard scores below 50. The percentile ranks show the percent of the graduating seniors who earned scores at or below those of the examinee. For example, if an examinee's percentile rank is 30, the examinee's score is better than those of about 30 percent of the seniors.

In state high school equivalency (GED) testing programs, certain standard scores have emerged as significant in establishing minimum score requirements for diplomas and credentials. The lowest of these, a standard score of 35, represents a level of achievement attained or exceeded by 93 percent of the high school seniors on a given test.

GED TEST ACCOMMODATIONS

Every candidate should have the opportunity to complete GED testing under appropriate testing conditions. Handicapping conditions of some candidates often prevents their being tested or tested fairly. Thus, special testing accommodations are available for these individuals. Extended time, individualized testing, frequent breaks, use of a calculator, adjustable furniture, or taking the audio cassette version are some examples of specialized testing. However, the General Educational Testing Service in Washington, D.C., requires extensive documentation for the need of such accommodations. Specific learning disabilities *must* be documented by a professional with experience and training in diagnosing specific learning disabilities. For information concerning special testing accommodations, please contact your local testing center or the state GED office (telephone 602/542-5802).

OUT-OF-STATE GED TESTING CENTERS

Results will *not* be accepted from out-of-state GED agencies, however, tests or retests may be completed in the state of Arizona from another GED out-of-state testing center and returned to them for processing. *The issuance of a certificate is at the discretion of that state.*

REGULATIONS GOVERNING MILITARY PERSONNEL

Military personnel who have taken the GED test through DANTES or the GED Testing Service, Washington, D.C., may receive the Arizona Certificate of Equivalency if the last civilian school attended was in Arizona. The regulations relating to age and scores that apply to civilians also apply to military personnel.

CERTIFICATES ARE ISSUED ONLY BY THE STATE DEPARTMENT OF EDUCATION

Any individual who tested through the GED Testing Service in Washington, D.C., must request an official transcript be sent directly to the Arizona GED state Office from the GED Testing Service. Individual high schools or colleges in Arizona do not have the authority to grant the Certificate of Equivalency based on the GED test. Arizona statute authorizes the Arizona Department of Education, Division of Adult Education, to administer and supervise the Arizona General Educational Development Testing Service.

The high school certificate of equivalency can be issued *only* based on the results of having taken the GED test.

OFFICIAL ARIZONA GED TESTING CENTERS

Testing schedules vary at the different testing centers; we suggest that you telephone the testing center of your choice before being tested.

AJO - AJO HIGH SCHOOL
P.O. Box 68, Ajo, AZ 85321
Mr. Lorenzo Morales, Chief Examiner 387-7601

**APACHE JUNCTION - CENTRAL ARIZONA COLLEGE
SUPERSTITION MOUNTAIN CAMPUS**
273 East U.S. Highway 60, Room A2
Apache Junction, AZ 85219
Ms. Barbara Peters, Chief Examiner 982-7261

BISBEE - BISBEE PUBLIC SCHOOLS
P.O. Drawer G, Bisbee, AZ 85603
Ms. Rachel Acuna, Chief Examiner 432-5381

BUCKEYE - BUCKEYE UNION HIGH SCHOOL
902 Eason Avenue, Buckeye, AZ 85326
Mr. Jack McCormick, Chief Examiner 386-4423

BULLHEAD CITY - MOHAVE COMMUNITY COLLEGE
 3400 Highway 95, Bullhead City, AZ 86442
 Mrs. Barbara Wetherill, Chief Examiner 758-3926

CHINLE - ROUGH ROCK COMMUNITY SCHOOLS
 Box 217, RRDS, Chinle, AZ 86503
 Ms. Sara Joe, Chief Examiner 728-3311, Ext. 251

CLARKDALE - YAVAPAI COLLEGE
VERDE CAMPUS
 601 North Black Hills Drive, Clarkdale, AZ 86324
 Mrs. Patricia Onion, Chief Examiner 634-7501

CLIFTON - GREENLEE COUNTY SCHOOL OFFICE
 Courthouse Annex, Fifth and Leonard
 P.O. Box 1595, Clifton, AZ 85533
 Mr. Jon Jensen, Chief Examiner 865-2822

COOLIDGE - CENTRAL ARIZONA COLLEGE
SIGNAL PEAK CAMPUS
 8470 North Overfield Road, Coolidge, AZ 85228
 Ms. Arlene Jorgensen, Chief Examiner 426-4410

DOUGLAS - DOUGLAS PUBLIC SCHOOLS
 P.O. Box 1237, Douglas, AZ 85607
 Dr. Jesus Greer, Chief Examiner 364-2447

FLAGSTAFF - NORTHERN ARIZONA UNIVERSITY
 NAU Box 6045, Flagstaff, AZ 86011
 Dr. Thomas Vanderhoof, Chief Examiner 523-2261

FORT DEFIANCE - WINDOW ROCK UNIFIED
SCHOOL DISTRICT, ADMINISTRATION, GED
 P.O. Box 559, Fort Defiance, AZ 86504
 Mr. Flemen Nave, Chief Examiner 729-5705, Ext. 405

GILBERT - GILBERT UNIFIED SCHOOL DISTRICT
 140 South Gilbert Road, Gilbert AZ 85234
 Ms. Linda Dobozy, Chief Examiner 892-0545, Ext. 418

GLENDALE - GLENDALE COMMUNITY COLLEGE
 6000 West Olive Avenue, Glendale, AZ 85302
 Mr. David Merkley, Chief Examiner 435-3134

GLOBE - GLOBE UNIFIED SCHOOL DISTRICT
 501 Ash Street, Globe, AZ 85501
 Ms. Margo Drake, Chief Examiner 425-3211

HOLBROOK - NORTHLAND PIONEER COLLEGE
 P.O. Box 610, Holbrook, AZ 86025
 Mr. Ron Troutman, Chief Examiner 537-2976, Ext. 323

KAYENTA - KAYENTA SCHOOL DISTRICT
 Staff Development Center, Kayenta, AZ 86033
 Mrs. Elaine Sombrero 697-3251, Ext. 234

KINGMAN - MOHAVE COMMUNITY COLLEGE
KINGMAN CAMPUS
 1971 Jagerson Avenue, Kingman, AZ 86401
 Mr. Stephen Foster, Chief Examiner 753-6658

LAKE HAVASU - MOHAVE COMMUNITY COLLEGE
LAKE HAVASU CAMPUS
 1977 West Acoma Boulevard, Lake Havasu, AZ 86403
 Mrs. Barbara Wanland, Chief Examiner 855-7230

LITCHFIELD PARK - ESTRELLA MOUNTAIN COMMUNITY
COLLEGE CENTER
 3000 North Dysart Road, Litchfield Park, AZ 85340
 Ms. Denise Menchaca, Chief Examiner 935-8925

MESA - MESA COMMUNITY COLLEGE
 1833 West Southern Avenue, Mesa, AZ 85202
 Ms. Emily Weinacker, Chief Examiner 461-7481

NOGALES - NOGALES HIGH SCHOOL
 1905 North Apache Boulevard, Nogales, AZ 85621
 Mrs. Belen Delgado, Chief Examiner 281-2100

PAGE - PAGE HIGH SCHOOL

P.O. Box 1927, Page AZ 86040
Mrs. Amy Purdy, Chief Examiner 645-4132, Ext. 232

PARKER - PARKER HIGH SCHOOL

1600 Kofa Avenue, Parker, AZ 85344
Mrs. Cindy Benson, Chief Examiner 669-9279

PAYSON - PAYSON ELEMENTARY SCHOOL

P.O. Box 919, Payson, AZ 85547
Mrs. Phyllis Hochstetler, Chief Examiner 474-5882

PHOENIX - ADE, GED TESTING

1535 West Jefferson Street, Phoenix, AZ 85007 542-5802

PHOENIX - GATEWAY COMMUNITY COLLEGE

108 North 40th Street, Phoenix, AZ 85034
Ms. Lana Shepard, Chief Examiner 392-5050

PHOENIX - PHOENIX COLLEGE

1202 West Thomas Road, Phoenix, AZ 85013
Ms. Jean Tease, Chief Examiner 285-7498

PHOENIX - PHOENIX UNION HIGH SCHOOL DISTRICT

4502 North Central Avenue, Phoenix, AZ 85017
Mr. Franc Del Fosse, Chief Examiner 271-3553
Spanish 271-3528

PHOENIX - SOUTH MOUNTAIN COMMUNITY COLLEGE

7050 South 24th Street, Phoenix, AZ 85040
Ms. Susanna Turner-Ortiz, Chief Examiner 243-8183

PRESCOTT - YAVAPAI COLLEGE

1100 East Sheldon, Prescott, AZ 86301
Mr. W. G. Gipe, Chief Examiner 776-2200

**SCOTTSDALE - SALT RIVER PIMA-MARICOPA
INDIAN COMMUNITY, EDUCATION DEPARTMENT**

1818 North Longmore, Scottsdale, AZ 85256
Mr. Benny Thomas, Chief Examiner 949-2910

SELLS - BABOQUIVARI HIGH SCHOOL

P.O. Box 248, Sells, AZ 85634
Mr. Mike Ryan 383-2601, Ext. 200

SIERRA VISTA - COCHISE COLLEGE

SIERRA VISTA CAMPUS
901 North Colombo Avenue, Sierra Vista, AZ 85635
Ms. Betty Bernheim, Chief Examiner 458-7110, Ext. 747

SUPERIOR - SUPERIOR UNIFIED SCHOOL DISTRICT

199 Lobb Avenue, Superior, AZ 85273
Mr. Hank Diulus, Jr., Chief Examiner 689-2434

THATCHER - EASTERN ARIZONA COLLEGE

600 Church Street, Thatcher, AZ 85552
Mr. Jim Gorman, Chief Examiner 428-8490

TSAILE - NAVAJO COMMUNITY COLLEGE

Tsaile, AZ 86556
Mr. Edison Curtis, Chief Examiner 724-3311

TUBA CITY - TUBA CITY JUNIOR HIGH SCHOOL

P.O. Box 67, Tuba City, AZ 86045
Ms. Harriett Sloan, Chief Examiner 283-4211, Ext. 42

TUCSON - EASTSIDE TESTING CENTER

3833 East Second Street, Suite 105, Tucson, AZ 85716
Ms. Mary Grace Wendel, Chief Examiner 881-3566

TUCSON - EL PUEBLO TESTING CENTER

101 West Irvington Road, Room D2, Tucson, AZ 85706
Mrs. Mary Grace Wendel, Chief Examiner 294-6705

TUCSON - PIMA COMMUNITY COLLEGE

2202 West Anklam Road, Tucson, AZ 85709
Ms. Barbara Garrett, Chief Examiner 884-6503

WINKLEMAN - CENTRAL ARIZONA COLLEGE

ARAVAIPA CAMPUS
Aravaipa Road, Star Route Box 97, Winkleman, AZ 85292
Mr. Flint Anderson, Chief Examiner 487-2351

YUMA - YUMA UNION HIGH SCHOOL DISTRICT

GED Testing Center, 3150 South Avenue A, Yuma, AZ 85364
Mrs. Kathryn A. Erspamer, Chief Examiner 726-1602

ADULT EDUCATION/GED STAFF AND ADMINISTRATION

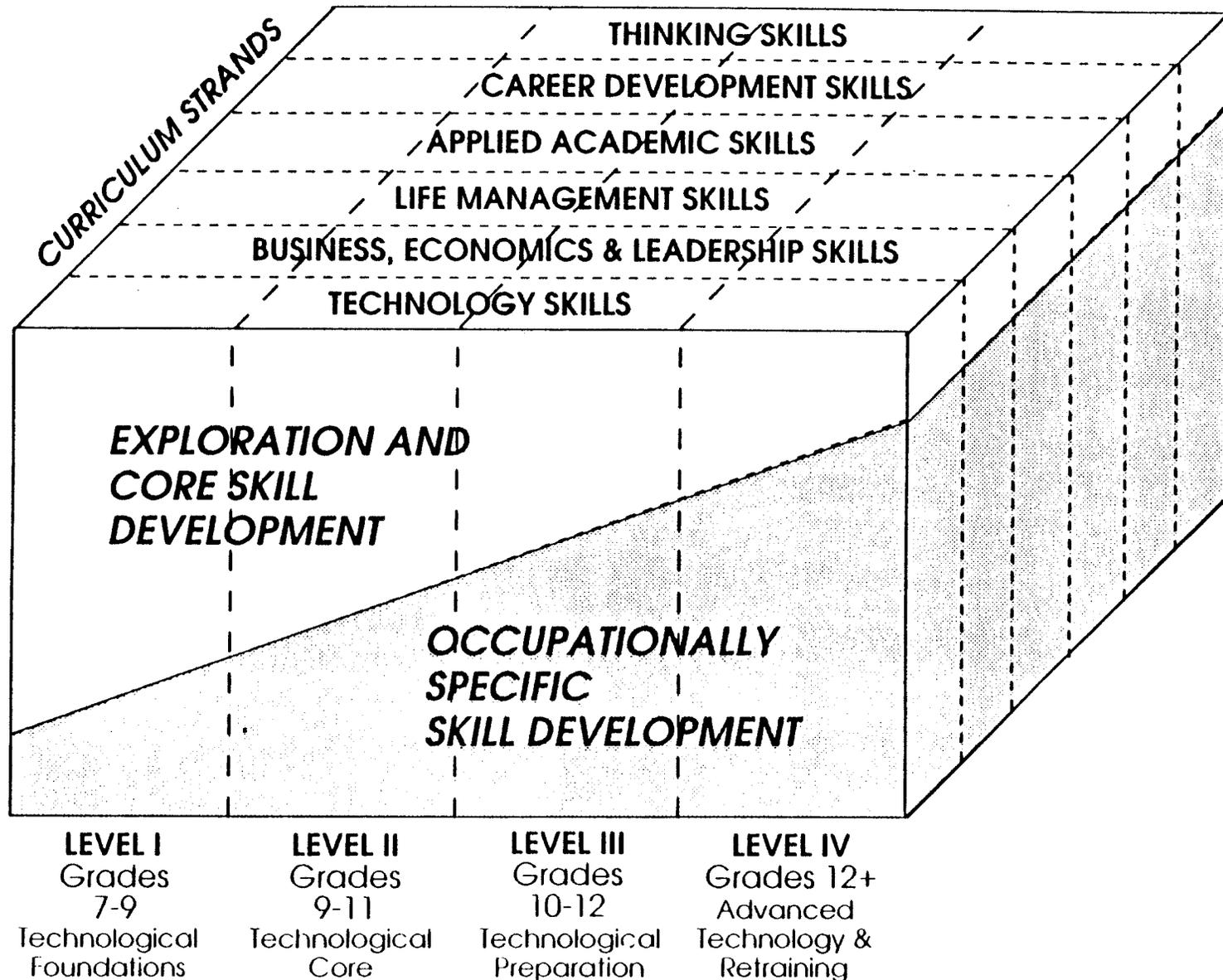
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- MS. ALICIA TAMALA, SECRETARY
- MS. BRANDY WICKANDER, CLERK TYPIST
- MR. CLIFF WHITE, HOLISTIC SCORING ASSISTANT
- MR. MIKE FORTIN, INSTITUTIONAL EXAMINER
- MR. RICHARD FORTNER, INSTITUTIONAL EXAMINER

For further information regarding GED testing, please contact the

ARIZONA DEPARTMENT OF EDUCATION
GED TESTING SERVICE
1535 WEST JEFFERSON STREET
PHOENIX, ARIZONA 85007

TELEPHONE: (602) 542-5802

Arizona Model for Vocational/Technological Education



Relevant Statistics

- Only 20-30 percent of the jobs in 2030 will require a baccalaureate degree.
- At least 60 percent of jobs will, however, require some type of specialized occupational preparation, with initial specialized preparation available at the high school level.
- Proportion of US high school grads who don't go to college: half
- About 15% of incoming college freshman receive a 4-year degree within 6 years of high school graduation
- 50% of adults in their late twenties have not found a steady job
- About 30% of youth aged 16 to 24 lack the skills for entry-level employment
- Average age of apprentices and community college attendees: 29

Sources:

General Accounting Office, Washington Post, American Society for Training and Development and Education & Income: Recent Trends, by Levy and Michel, both in America's Choice: High Skills or Low Wages!

DRAFT LEVEL I FRAMEWORK COMPETENCIES

- 1.0 Achieve an understanding of self
- 2.0 Develop positive relationships
- 3.0 Demonstrate process skills
- 4.0 Evaluate health practices
- 5.0 Analyze the world of work
- 6.0 Investigate areas of career interest
- 7.0 Gather, interpret, organize and evaluate information
- 8.0 Prepare Information
- 9.0 Use computer technology to present information
- 10 Analyze the use of technology related to living things
- 11 Maintain a safe work environment
- 12 Apply energy systems to production
- 13 Produce a product
- 14 Describe the processes in the marketing and distribution of goods and services

DRAFT LEVEL II APPLIED BIOLOGICAL SYSTEMS COMPETENCIES

- 1.0 Demonstrate Laboratory procedures and safety practices
- 2.0 Describe human health needs
- 3.0 Describe basic principles of nutrition
- 4.0 Examine the impact of technology on the environment
- 5.0 Describe principles of plant growth and production
- 6.0 Describe principles of animal growth and production
- 7.0 Demonstrate food safety and processing practices
- 8.0 Describe advances in technology
- 9.0 Discuss bioethical issues
- 10 Demonstrate group dynamics and leadership skills
- 11 Demonstrate communications skills

DRAFT LEVEL II MANAGEMENT TECHNOLOGY CLUSTER COMPETENCY

- 1.0 Demonstrate Business Communication skills
- 2.0 Demonstrate Communications Technology
- 3.0 Demonstrate Problem-Solving and Decision-Making skills
- 4.0 Organize business information
- 5.0 Use computer technology to support business operations
- 6.0 Apply economic principles to business operations and management
- 7.0 Demonstrate the principles of business management
- 8.0 Demonstrate Total Quality Management (TQM) practices
- 9.0 Discuss the legal and ethical environment of business
- 10 Describe the role of financial management in business organizations
- 11 Apply accounting procedures
- 12 Apply marketing principles to business operations
- 13 Describe the considerations of starting a new business enterprise

DRAFT LEVEL II - HUMAN SERVICES TECHNOLOGY

- 1.0 Analyze the growth and development of humans
- 2.0 Analyze factors influencing human behavior
- 3.0 Demonstrate awareness of self and others
- 4.0 Analyze demographic trends as they relate to human services
- 5.0 Demonstrate communication skills
- 6.0 Demonstrate documentation skills
- 7.0 Demonstrate leadership skills
- 8.0 Describe the legal responsibilities of human services workers
- 9.0 Describe the ethical responsibilities of human services workers
- 10 Demonstrate the use of technology in human services occupations
- 11 Related health issues to human services occupations
- 12 Handle wellness crises
- 13 Demonstrate universal safety and sanitation practices

DRAFT LEVEL II - INDUSTRIAL TECHNOLOGY

- 1.0 Describe safe working procedures
- 2.0 Demonstrate understanding of basic systems
- 3.0 Describe properties of materials
- 4.0 Demonstrate methods of energy applications
- 5.0 Demonstrate communication modes
- 6.0 Describe types of construction
- 7.0 Apply the elements of construction technology
- 8.0 Describe types of manufacturing systems
- 9.0 Apply the elements of the manufacturing process
- 10 Describe types of transportation systems
- 11 Demonstrate components of a transportation system

DRAFT LEVEL II - INFORMATION TECHNOLOGY

- 1.0 Demonstrate basic human communication skills
- 2.0 Illustrate communication and networking as a system
- 3.0 Solve measurement problems using various measurement systems
- 4.0 Explain computer terms and systems
- 5.0 Operate a computer system that includes peripheral equipment
- 6.0 Illustrate basic design skills
- 7.0 Demonstrate manual drawing and sketching skills
- 8.0 Use computer drawing and painting software
- 9.0 Use a variety of software types
- 10 Identify common types of data communication
- 11 Use audio recording and reinforcement techniques
- 12 Use communication technologies
- 13 Apply basic records management techniques
- 14 Utilize desktop publishing techniques to compose and produce camera-ready copy
- 15 Demonstrate basic printing operations
- 16 Explore photographic equipment and processes
- 17 Produce a photograph utilizing photographic design principles
- 18 Compare methods of creating moving images
- 19 Demonstrate video production techniques
- 20 Analyze the impact of information technology on the world around us
- 21 Discuss current and future issues in information technology

**Arizona Department of Education
Division of Vocational Technological Education**

LEVEL THREE CURRICULUM DEVELOPMENT

FISCAL YEAR 1993

Accounting
Agric. Business & Mgmt. Plant Science
Agric. Business & Mgmt. Animal Science
Automotive Technology
Automotive Collision Repair Technology
Carpentry
Child Care and Guidance
Electronic Technology
Food Production/Culinary Arts
Graphic Communications
Mechanical Drafting
Machining Technology
Nursing Assistant
Sales and Marketing
Welding Technology

FISCAL YEAR 1994*

Administrative Support
Aircraft Mechanics
Architectural Drafting
Automotive Marketing
Building Maintenance
Business Data Processing
Cabinetmaking
Commercial Art
Construction Equipment Operation
Cosmetology
Custodial Services
Dental Assisting
Diesel Mechanics
Electrical
Fashion Merchandising
Financial Services
Firefighting
Food Marketing
Heating & Air Conditioning
Horticulture
Interior Design
Law Enforcement
Masonry
Medical Lab Assisting
Photography
Physical Therapy
Plumbing
Radio/TV Production
Renewable Resources
Sheet Metal
Small Engine Repair
Travel & Hospitality Marketing
Upholstering

* Tentative titles. Specific titles and program content will be determined by the Curriculum Design Teams during the project year.

Student Enrollment VTE Model

1990-91 student numbers

Level I	2,306
Level II	306
Level III	645

total 3,314

1991-92 student numbers

Level I	2,425
Level II	687
Level III	708

total 3,280

1992-93 student numbers

Level I	4,983
Level II	1,085
Level III	559

total 6,627

Total student participation through
school year 1992-93 - 13,221

Funding Levels

1990-91 (combination state and federal funds)

Level I	491,317 -	9 recipients
Level II	502,444 -	9 recipients
Level III	595,198 -	11 recipients
Articulated Sites	350,000 -	2 recipients

Total Funding \$1,938,957 - 31 recipients

1991-92

Level I	\$484,386 -	9 recipients
Level II	516,342 -	8 recipients
Level III	610,422 -	14 recipients

Total funding \$1,458,896 - 31 recipients

1992-93

Level I	\$754,905 -	19 recipients
Level II	843,322 -	16 recipients
Level III	777,075 -	13 recipients

Total funding \$2,375,302 - 48 recipients

A total of 6,627 students completed Comprehensive Programs.

- ✓ 91% of Level I students completed
- ✓ 81% of Level II students completed
- ✓ 81% of Level III students completed

Reasons for noncompletion:

- transfer to another class
- graduation
- family move
- transfer to another school or district

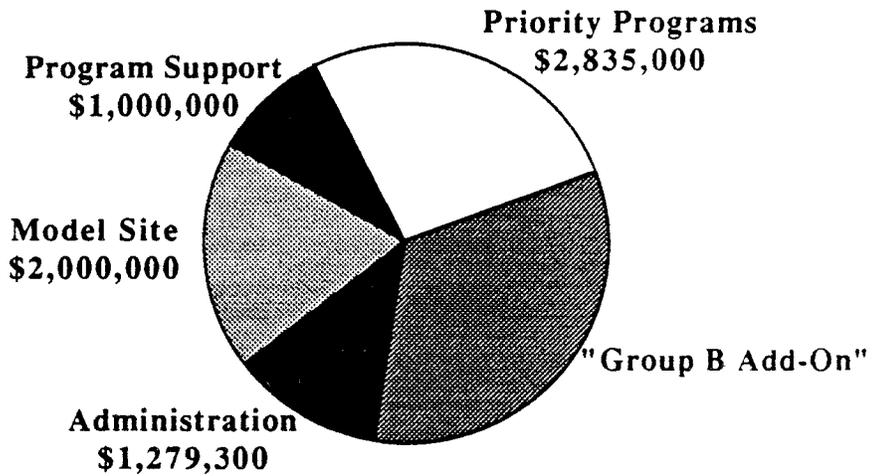
**Percentage of Students Showing Academic Skills Gain
by Content Area and by Program Level**

	Language Arts Basic Skills Gain	Language Arts Advanced Skills Gain	Math Basic Skills Gain	Math Advanced Skills Gain	Science Basic Skills Gain	Science Advanced Skills Gain
Level I	52%	51%	55%	57%	49%	44%
Level II	47%	56%	46%	51%	47%	53%
Level III	50%	65%	61%	64%	52%	55%

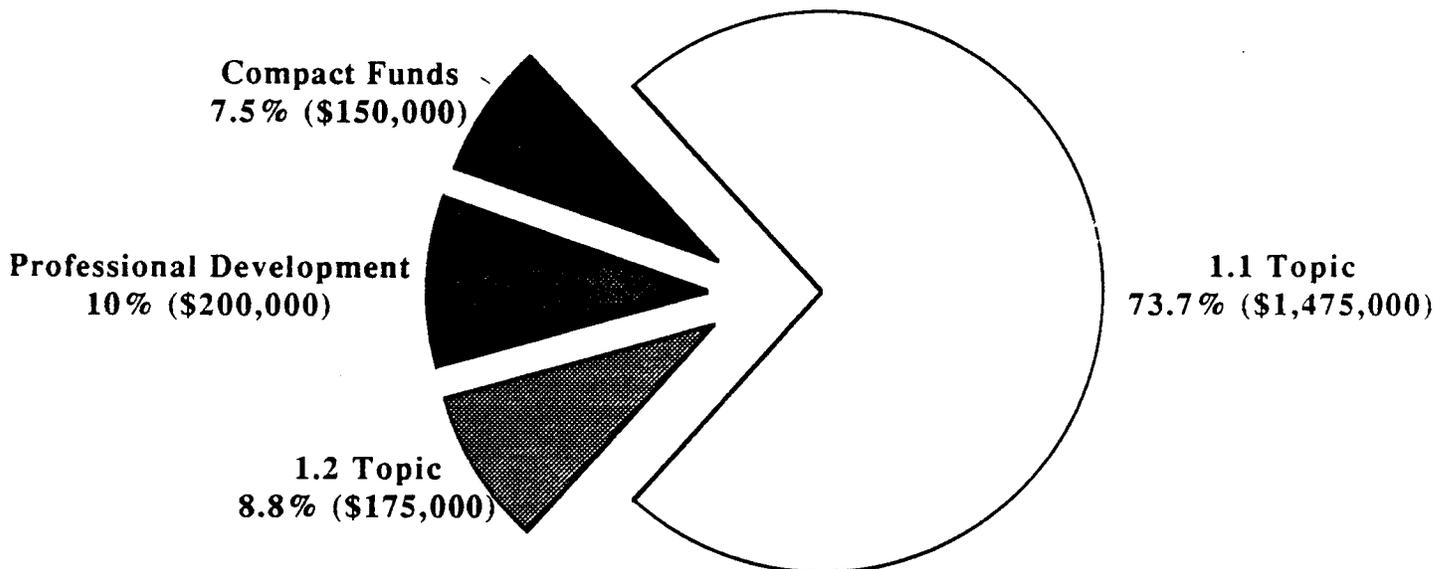
Basic skills require rote knowledge.

Advanced skills require application of that knowledge.

STATE VOCATIONAL FUNDING
FY 1994 Vocational Technological Education
(Model Programs)



Model Site
\$2,000,000 Distribution



ARIZONA WORKFORCE COMPACT

The Arizona Workforce Compact is a capstone program targeted at the sixteen to eighteen year old high school junior or senior. Its purpose is to expand the options for high school students who have selected a vocational track in their education. It allows the student to obtain related academic and occupational competencies and improve the transition from school to work or continuing education. The Arizona Workforce Compact allows the student to acquire their competencies through participation in:

- Bureau of Apprenticeship Training (BAT) Apprenticeships
- Business and Industry Internships
- Youth Apprenticeships
- Private Postsecondary Technical Education
- Community College Vocational Programs

These options are focused on high cost programs or on programs not readily available to the student at their high school. Additional components of the Arizona Workforce Compact are the **Guarantee Program** for completers of high school vocational technological education programs, and expanded opportunities for **Business and Industry Internships** for high school teachers.

The **Guarantee Program** guarantees employers that completers of selected high school vocational technological education programs have demonstrated competence in the skills validated by business for that occupational program. Should a completer of the program be considered by the employer as performing below a satisfactory level on any skill on the approved competency list, the local vocational technological program who provided the training agrees to provide specific retraining at no charge for instructional costs to the employee or employer. This guarantee extends for one year from the date of graduation. One of the natural outcomes of the partnership between business and the high school is the opportunities for high school teachers to participate in **Business and Industry Internships**, thus allowing the high school teacher to stay at the leading edge of technology and business change and bring this experience back to the classroom.

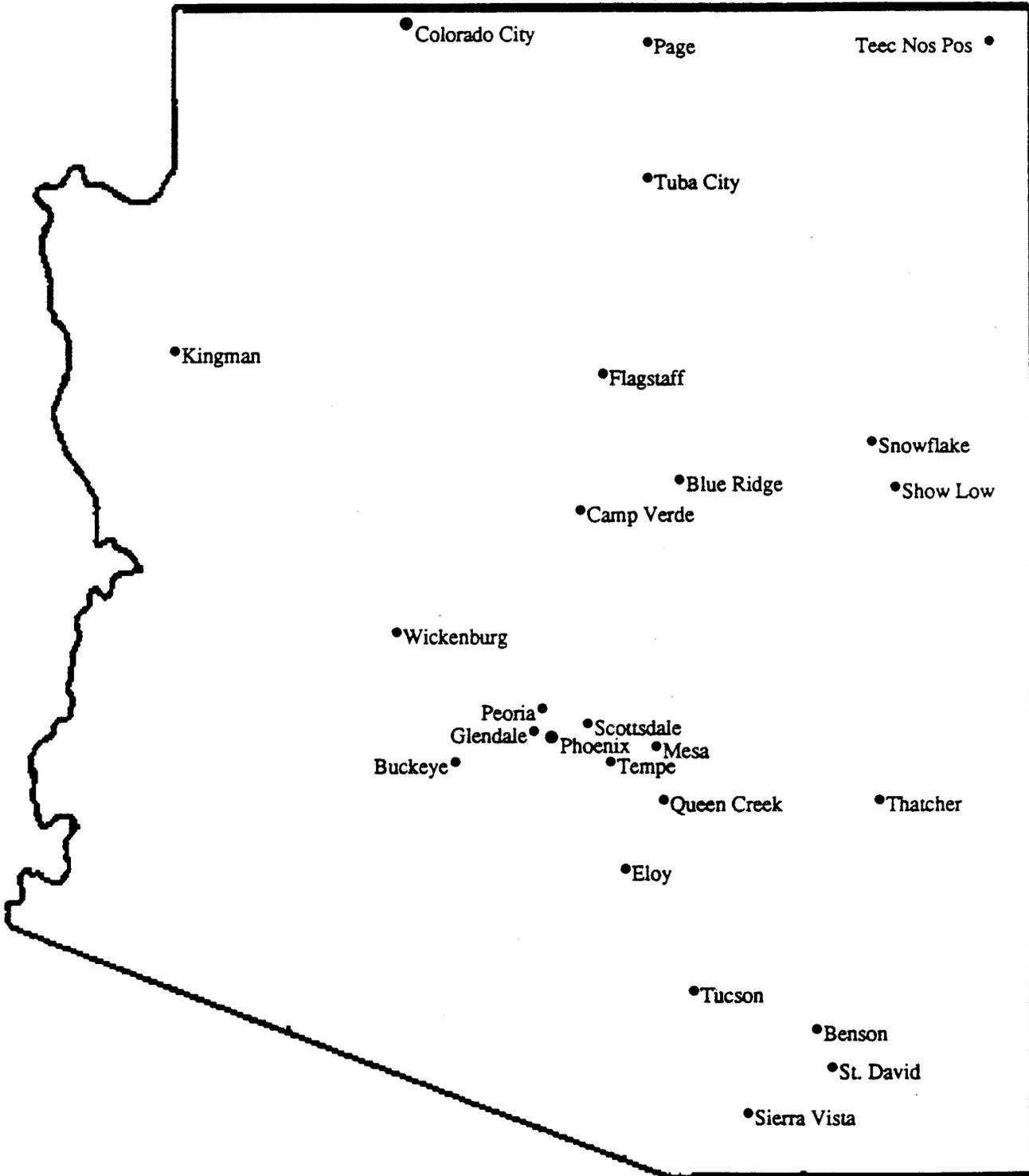
The pilot program for the Arizona Workforce Compact began in September, 1993. It involves seventy plus student from all over the state of Arizona. Providers for the training include business, industry, private postsecondary schools and community colleges.

ARIZONA VOCATIONAL TECHNOLOGICAL EDUCATION
VTE MODEL SITES
1991 -1992-1993

Arizona Department of Education
Vocational Technological Division
Phoenix, Arizona 85007

October 22, 1993

1993 MODEL SITE LOCATIONS

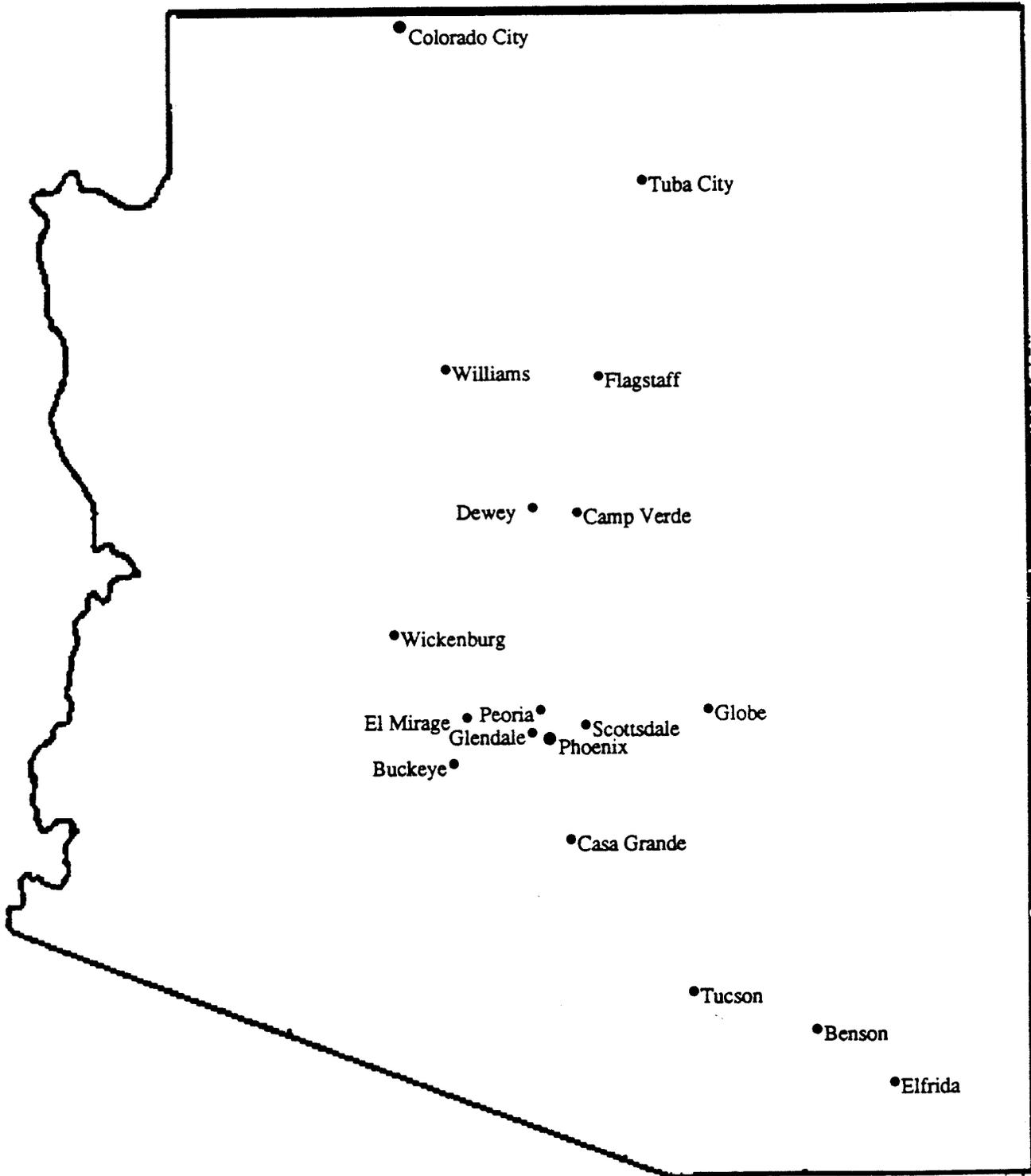


See the next page for a list of the schools.

Appendix A. List of 1993 Program Sites by Level

Level	Program Site School
I	Camp Verde High School
	Colorado City Junior High School
	Copperwood Elementary School
	Cross Middle School
	Eloy Junior High School
	Flowing Wells High School
	Ira Murphy Elementary School
	Kingman High School
	Mountainside Middle School
	Santa Cruz Valley Union High School
	Shea Middle School
	Show Low Junior High School
	St. David School
	Supai Middle School
	Thatcher Middle School
	Tortolita Junior High School
	Tuba City Junior High School
	Villa de Paz School
	Vista Verde Middle School
	Vulture Peak School
II	Apollo High School
	Benson Union High School
	Blue Ridge High School
	Buena High School
	Coconino High School
	Desert View High School
	Flowing Wells High School
	McClintock High School
	Page High School
	Peoria High School
	Queen Creek High School
	Red Mesa High School
	Snowflake High School
	Tuba City High School
III	Benson Union High School
	Buckeye Union High School
	Cactus High School
	Colorado City High School
	Deer Valley VoTech Center
	Desert View High School
	Flowing Wells High School
	Greenway High School
	Horizon High School
	Metro Tech VIP
	Red Mountain High School
	Sunnyside High School

1992 MODEL SITE LOCATIONS

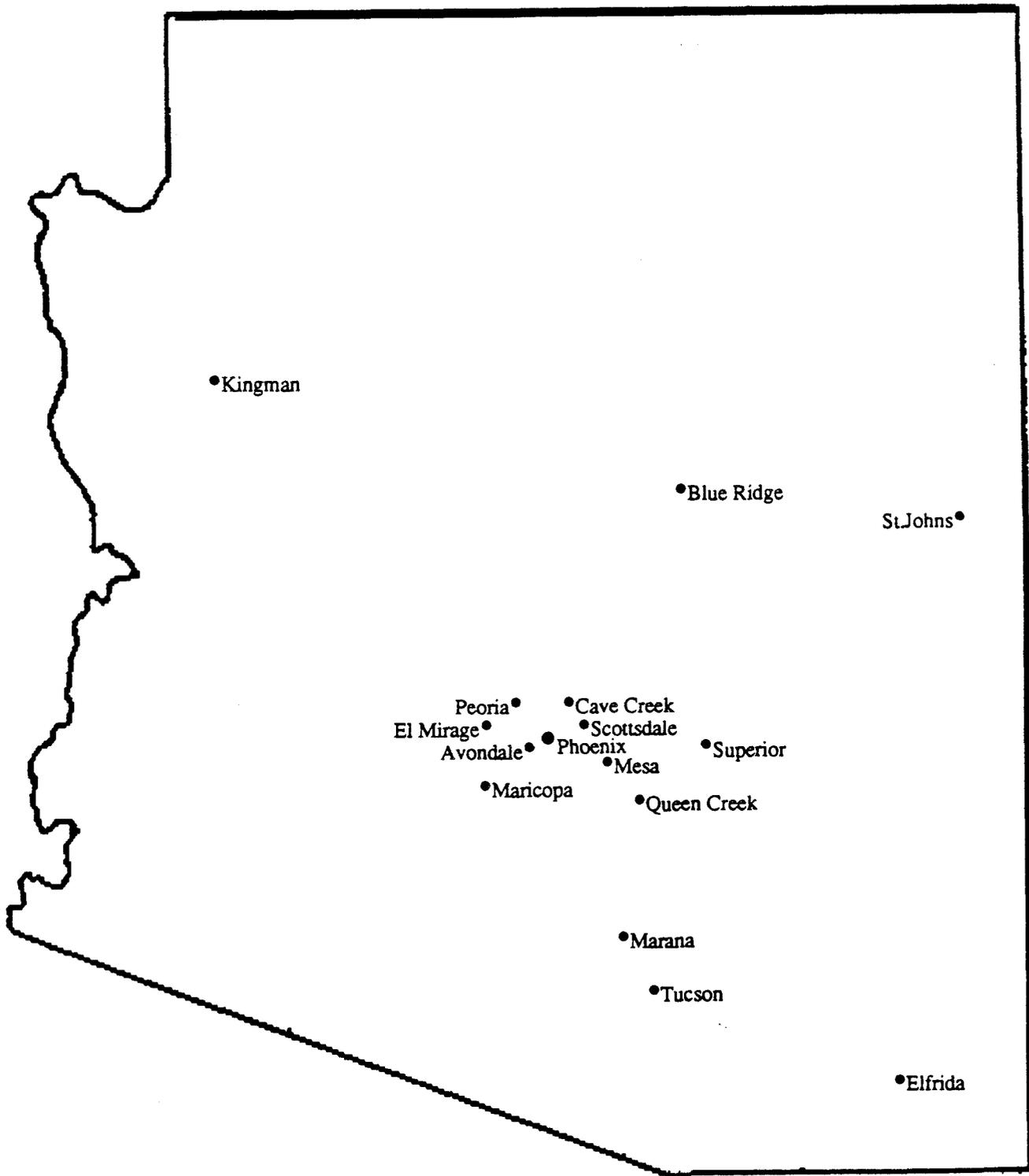


See the next page for a list of the schools.

APPENDIX A. LIST OF 1992 MODEL SITES BY LEVEL OF MODEL

Level	Model Site School
I	Buckeye High School
	Carson Middle School
	Casa Grande Junior High School
	Cocopah Middle School
	Deer Valley Middle School
	Desert Sky Middle School
	Dysart Junior High School
	Flagstaff Junior High School
	Flowing Wells High School
	II
Canyon del Oro High School	
Coronado High School	
Dysart High School	
Peoria High School	
Santa Rita High School	
Wickenburg High School	
Williams High School	
III	Benson High School
	Bradshaw Mountain High School
	Catalina High School
	Colorado City High School
	Deer Valley Vo Tech
	Globe High School
	Metro Tech Vocational Institute of Phoenix
	Sunnyside High School
	Tuba City High School
	Valley Union-Elfrida High School

1991 MODEL SITE LOCATIONS



See the next page for a list of the schools.

1990-91 MODEL SITES AND CONTACTS

Agua Fria Union High School District	Mr. Steve Bilovesky
Agua Fria High School	Level III
Amphitheater Unified District	Dr. Linda Loomis
Amphitheater High School	Level II and III
Canyon del Oro High School	Level III
Blue Ridge Unified District	Mr. Gordon Meredith
Blue Ridge Jr. High School	Level I
Cave Creek Unified District	Mr. Frank Bochansky
Desert Arroyo Middle School	Level I
Deer Valley Unified District	Ms. Barbara Daggett
Hillcrest Middle School	Level I
Deer Valley Vo-Tech	Level III
Dysart Unified District	Dr. Sandra Harmon
Dysart Jr. High School	Level I
Dysart High School	Level II
Gilbert Unified District	Ms. Connie Honaker
Gilbert High School	Level III
Marana Unified District	Mr. Don Hawkins
Mountain View High School	Level III
Maricopa Unified District	Ms. Alma Farrell
Maricopa High School	Level II
Mesa Unified District	Dr. Robert Jones
Mountain View High School	Level II
Mohave Union High School District	Mr. Jon Lindberg
Kingman High School	Level II
Queen Creek Unified District	Mr. Ron Davis
Queen Creek High School	Level II
Paradise Valley Unified District	Ms. Teri Farney
Desert Shadows Middle School	Level I
Sunrise Middle School	Level I

Peoria Unified District	Mr. Jim Brown
Centennial High School	Level II
Phoenix Union High School District	Ms. Joyce Prchal
Trevor Browne High School	Level II
MetroTech Vocational Institute	Level III
St. Johns Unified District	Mr. Michael Aylstock
St. Johns Middle School	Level I
Scottsdale Unified District	Ms. Sue Bradley
Mohave Middle School	Level I
Coronado High School	Level II
Scottsdale Vo-Tech	Level III
Superior Unified District	Mr. Dirl Cole
Superior High School	Level I
Tucson Unified District	Ms. Linda Augenstein
Catalina High School	Level III
Valley Union High School District	Mr. Dale Mortenson
Valley Union High School	Level III

Too Few Resources

The cost to equip one Model Site program ranges from \$50,000 to \$150,000, depending on existing resources and the nature of the occupational program. There remain over 750 schools that need the funds to restructure their programs to meet the needs of tomorrow's workforce. Unfortunately, at the current level of funding, it will take far too many years to fund all the remaining schools. To maintain the current momentum, at least seventy five Model sites must be implemented each year, but a greater rate would be even more productive.

Although Arizona Vocational Education has committed a major portion of its funding to implementing the Model, it does not possess the financial resources to accomplish this task alone. We are in great need of your help!

The legislature has provided an avenue for business and industry to expand their support of Arizona's Model with the *Employer Supported Vocational and Technological Education Restructuring Fund established by the Arizona State Legislation in 1990.*

All contributions will be administered by the State Board for Vocational Technological Education, which includes four business and industry representatives. All monies will be directed to local schools to fund additional Model Site programs. Funds will be awarded on the basis of competitive applications. *If desired, your contribution can also be targeted to the specific school of your choice.*

In addition, your contribution will send a direct message to the Legislature that business and industry supports vocational education in Arizona. This may have a significant impact on the amount of money received in the future from the state legislature.

Contributions to the Fund are tax deductible within the limits of the law. IRS Code 170 (c) is the reference for federal tax deductions and ARS 4-3-102 (A) (2) is the state reference.

Act Now!

Your business might calculate its contribution in one of the following ways:

- Your business might make a contribution to fund one model site (\$50,000 - \$150,000.)
- Your business may choose to contribute a flat sum of money, consistent with other financial contributions (\$1000, \$5000, \$10,000.)
- Your business can calculate its contribution based on the size of the organization. For example, it may want to contribute \$10 per full-time employee to the fund. Thus a business that employs 550 full-time workers would contribute \$5500 to the fund.

For more information about Vocational Technological Education, the Arizona Model, and the Employer Supported Vocational and Technological Restructuring Fund, contact:

Mr. Richard Condit, Associate Superintendent
Vocational Technological Education
Arizona Department of Education
1535 West Jefferson
Phoenix, Arizona 85007
602-542-3800

Contributions should be made payable to "Vocational Technological Restructuring Fund" and sent to the above address.

Your business has the opportunity to invest in the most valuable commodity in existence --- human resources. Make a direct contribution to your future workforce!



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The Arizona Model:

Building Excellence in Education

How Business
& Industry
Can Improve
Its Future Workforce
by Supporting

Vocational Technological Education

Arizona Department of Education
C. Di...

The Time for Change

Are you dissatisfied with the quality and job readiness of your company's job applicants? Is it difficult to find employees that are prepared for a position within your company -- employees that not only have the occupational skills to *succeed*, but the communication, leadership and academic skills needed to benefit your organization in the long run and *help it compete successfully*?

You are not alone. Consider the following:

- Economic and technological changes have, and will continue to, occur at a rapid rate. This increases the skills needed by workers entering the workforce and necessitates significant retraining for those already employed.
- Because of changing technologies "workers will need to have a stronger foundation in academic skills such as math, communications, and science -- as well a critical thinking skills -- to allow them to adapt to the changes in occupations.
- Too many students either do not complete high school, or graduate unprepared for employment or higher education.

The time for change is long overdue.

The Division of Vocational and Technological Education is responding to the call from business and industry in its need for a *world-class workforce* by implementing The Arizona Model for Vocational Technological Education.

However, Arizona Vocational Education cannot accomplish this task alone. We need the financial support of business and industry to prepare the workforce of the 21st century.

What Is the Model?

The Arizona Model for Vocational Technological Education was developed in 1988 in cooperation with many Arizona Businesses to ensure that students develop both the academic and technical skills that will prepare them for *high demand, high skill, high wage jobs*. It marked a radical departure from historical Vocational Education approaches. Business involvement is insuring that the Model curriculum is relevant to the employment needs of business today and in the future.

The Model is developed along four distinct levels of instruction which allow students to begin with a broad view of occupational opportunities, and focus on more specific occupations as they progress.

This concept provides a more realistic career decision-making process, because students can gradually narrow down their career focus while developing the skills common to all occupations such as decision making and problem solving skills, ethical business practices, continuous improvement processes, and advanced technological training.

It became clear early in the design of the model that certain general outcomes would need to be integrated throughout all four levels of the model from ninth grade through community college to meet the changing needs of the workplace. The following six strands were developed to characterize these outcomes:

- *Thinking Skills*
- *Technology Skills*
- *Career Development Skills*
- *Applied Academic Skills*
- *Life Management Skills*
- *Business, Economic and Leadership Skills*

A Model for Change

Since 1990, over \$6 million has been spent to restructure Arizona's vocational education programs by implementing the Model for Vocational Technological Education.

Utilizing monies appropriated by the Arizona Legislature, the Arizona Department of Education funded *over one hundred schools as Model Sites* -- schools that developed and pilot tested various alternative designs for each level of the model.

These funds were used to purchase state-of-the-art equipment, provide in-service training for teachers on new technologies and new teaching methods, develop curriculum, promote stronger guidance, and increase support services. Model site evaluations show the following outcomes:

- The students in the Model Sites at all levels showed greater enthusiasm for the instructional program with student attendance improved and learning.
- The introduction of industry-current technologies helped students improve their computer and related skills.
- Vocational and academic teachers joined forces to ensure that academic outcomes were integrated into the curriculum.
- Teachers used more creative instructional techniques to teach problem solving, critical thinking, and continuous improvement processes.
- All sites committed to build upon their first year's efforts.

As a result of the money invested by the Department of Education, many school districts are also marshalling their own resources to expedite the implementation of the model!