ARIZONA ADULT EDUCATION

ANNUAL PERFORMANCE REPORT

Fiscal Year 1993

Prepared for:
Arizona State Department of Education
and
United States Department of Education

Submitted by:
The Division of Adult Education

Dr. Gary A. Eyre
State Administrator
Adult Education Services

John Garth
Director, Division of Adult Education

C. Diane Bishop
State Superintendent

September 30, 1993

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."
# Arizona Adult Education Annual Performance Report

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**LOCAL GRANT RECIPIENTS AVERAGE COST & TOTAL CONTACT HOURS PER STUDENTS**

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| TOTAL        | 27,066  | 1,806,646 | 4,833,657 | 725,011  | 5,351,936 | 32,717 | 11,424 | 827 | 44,278 | 844,610 | 830,879 | 235,992 | 14,846 | 1,231,026 | 163,11 | 2.44 | 119.35 | 2.84 | 40.29 |

(1) Is State funds actually spent by Project
(2) Is Federal funds actually spent by Project
(3) Is total of (1) and (2)
(4) Is State Administration and in-service training
(5) Is total of (3) and (4)
(6) Is number of ABE, CIT and GED Students
(7) Is total of (5)
(8) Is total ABE, CIT and GED hours
(9) Is total ABE, CIT and GED Students
(10) Is (3) divided by (9)
(11) Is (3) divided by (7)
(12) Is (5) divided by (9)
(13) Is (5) divided by (7)
(14) Is (9) divided by (7)
## Category of Local Grant Recipients

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Arizona Adult Education Report, FY 1993  Page 3
PART ONE:

STATISTICAL INFORMATION
### TABLE 1

Report total number of participants in each category. Must be unduplicated count.

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ANNUAL PERFORMANCE REPORT
FISCAL YEAR 1993

TABLE 2  Report total number of participants in each category. Must be unduplicated count.

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<td></td>
<td>MALE</td>
<td>FEMALE</td>
<td>MALE</td>
<td>FEMALE</td>
<td>MALE</td>
<td>FEMALE</td>
</tr>
<tr>
<td>A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 16-17</td>
<td>120</td>
<td>138</td>
<td>40</td>
<td>42</td>
<td>121</td>
<td>144</td>
</tr>
<tr>
<td>2 18-24</td>
<td>549</td>
<td>565</td>
<td>333</td>
<td>308</td>
<td>452</td>
<td>483</td>
</tr>
<tr>
<td>3 25-44</td>
<td>584</td>
<td>744</td>
<td>487</td>
<td>1,239</td>
<td>494</td>
<td>584</td>
</tr>
<tr>
<td>4 45-59</td>
<td>76</td>
<td>112</td>
<td>150</td>
<td>277</td>
<td>40</td>
<td>92</td>
</tr>
<tr>
<td>5 60 or Older</td>
<td>14</td>
<td>8</td>
<td>45</td>
<td>53</td>
<td>13</td>
<td>37</td>
</tr>
<tr>
<td>6 TOTAL</td>
<td>1,343</td>
<td>1,567</td>
<td>1,055</td>
<td>1,919</td>
<td>1,120</td>
<td>1,340</td>
</tr>
</tbody>
</table>

* Total count must equal total in column L Table 1.
TABLE 3

Report total number of participants in each category. Must be unduplicated count.

<table>
<thead>
<tr>
<th>CLASS TYPE</th>
<th>NUMBER STARTED AT THIS LEVEL</th>
<th>NUMBER STARTED THAT COMPLETED THIS LEVEL</th>
<th>NUMBER PROGRESSING AT THIS LEVEL</th>
<th>NUMBER SEPARATED BEFORE COMPLETING LEVEL</th>
<th>NUMBER STARTED THAT MOVED TO HIGHER LEVEL</th>
<th>NUMBER OF CLASSES HELD AT EACH LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
<td>F</td>
<td>G</td>
</tr>
<tr>
<td>1 ABE I</td>
<td>4577</td>
<td>1045</td>
<td>1852</td>
<td>1680</td>
<td>584</td>
<td>429</td>
</tr>
<tr>
<td>2 ESOL I</td>
<td>11438</td>
<td>3252</td>
<td>3721</td>
<td>4465</td>
<td>2138</td>
<td>334</td>
</tr>
<tr>
<td>3 ABE II</td>
<td>9523</td>
<td>2877</td>
<td>3164</td>
<td>3482</td>
<td>1627</td>
<td>434</td>
</tr>
<tr>
<td>4 ESOL II</td>
<td>4316</td>
<td>1394</td>
<td>1355</td>
<td>1567</td>
<td>993</td>
<td>147</td>
</tr>
<tr>
<td>5 ESOL III</td>
<td>2923</td>
<td>721</td>
<td>822</td>
<td>1380</td>
<td>436</td>
<td>110</td>
</tr>
<tr>
<td>6 CITIZENSHIP</td>
<td>627</td>
<td>286</td>
<td>186</td>
<td>155</td>
<td>189</td>
<td>24</td>
</tr>
<tr>
<td>7 GED PREP</td>
<td>11424</td>
<td>3188</td>
<td>3263</td>
<td>4973</td>
<td>1852</td>
<td>523</td>
</tr>
<tr>
<td>8 TOTAL</td>
<td>44823</td>
<td>12763</td>
<td>14363</td>
<td>7702</td>
<td>7819</td>
<td>2001</td>
</tr>
</tbody>
</table>

NOTE: The number in column (B) equals the total of columns (C), (D) and (E). Column (F) is a subset of column (C).

Completion of level includes students who completed their objectives.
ANNUAL PERFORMANCE REPORT
FISCAL YEAR 1993

TABLE 4

Report total students in each category. May be duplicated count.

<table>
<thead>
<tr>
<th>Reason for Separation Before Completion</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Problems</td>
<td>685</td>
</tr>
<tr>
<td>Child Care Problems</td>
<td>1,186</td>
</tr>
<tr>
<td>Transportation Problems</td>
<td>1,030</td>
</tr>
<tr>
<td>F, Problems</td>
<td>967</td>
</tr>
<tr>
<td>Location of Class</td>
<td>1,378</td>
</tr>
<tr>
<td>Lack of Interest</td>
<td>1,438</td>
</tr>
<tr>
<td>Class Not Appropriate for Student Needs</td>
<td>928</td>
</tr>
<tr>
<td>Time Class Was Scheduled</td>
<td>580</td>
</tr>
<tr>
<td>Change of Address/Moved From Area</td>
<td>3,143</td>
</tr>
<tr>
<td>Took A Job</td>
<td>2,317</td>
</tr>
<tr>
<td>Close of School/Agency Year</td>
<td>11,994</td>
</tr>
<tr>
<td>Other Known Reason (Specify Below)</td>
<td>3,726</td>
</tr>
<tr>
<td>Unknown Reason</td>
<td>7,054</td>
</tr>
</tbody>
</table>
### TABLE 5

Report total students in each category. May be duplicated count.

<table>
<thead>
<tr>
<th>Status of Participants Upon Entry into the Program</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Disabled</td>
<td>1,673</td>
</tr>
<tr>
<td>2. Limited English Proficiency</td>
<td>17,935</td>
</tr>
<tr>
<td>3. Adults in Rural Areas</td>
<td>4,702</td>
</tr>
<tr>
<td>4. Adults in Urban Areas with High Unemployment</td>
<td>516</td>
</tr>
<tr>
<td>5. Immigrant Adults *</td>
<td>17,464</td>
</tr>
<tr>
<td>6. Homeless Adults</td>
<td>1,568</td>
</tr>
<tr>
<td>7. Adults in Correctional Programs</td>
<td>3,115</td>
</tr>
<tr>
<td>8. Other Institutionalized Adults</td>
<td>598</td>
</tr>
<tr>
<td>9. Employed Adults</td>
<td>14,511</td>
</tr>
<tr>
<td>10. Unemployed Adults</td>
<td>23,157</td>
</tr>
<tr>
<td>11. Adults on Public Assistance</td>
<td>6,516</td>
</tr>
</tbody>
</table>

* Equals the number of students who are not U.S. Citizens
TABLE 6

Report total students in each category. May be duplicated count.

<table>
<thead>
<tr>
<th>STUDENT GOALS ACHIEVED</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A</td>
</tr>
<tr>
<td>1 OBTAINED AN ADULT HIGH SCHOOL DIPLOMA</td>
<td>54</td>
</tr>
<tr>
<td>2 PASSED GED/IN PROCESS</td>
<td>4,347</td>
</tr>
<tr>
<td>3 ENTERED OTHER EDUCATIONAL OR TRAINING PROGRAM</td>
<td>879</td>
</tr>
<tr>
<td>4 RECEIVED U.S. CITIZENSHIP</td>
<td>1,475</td>
</tr>
<tr>
<td>5 REGISTERED TO VOTE</td>
<td>1,124</td>
</tr>
<tr>
<td>6 GAINED EMPLOYMENT</td>
<td>3,590</td>
</tr>
<tr>
<td>7 SECURED EMPLOYMENT RETENTION OR OBTAINED JOB ADVANCEMENT</td>
<td>1,050</td>
</tr>
<tr>
<td>8 REMOVED FROM PUBLIC ASSISTANCE</td>
<td>874</td>
</tr>
<tr>
<td>9 OTHER</td>
<td>6,407</td>
</tr>
</tbody>
</table>
### TABLE 7

Report all classes. Must be Unduplicated count.

<table>
<thead>
<tr>
<th>Location of Class</th>
<th>NUMBER OF PARTICIPANTS*</th>
<th>NUMBER OF DAYTIME CLASSES</th>
<th>NUMBER OF EVENING CLASSES</th>
<th>NUMBER OF SITES OPERATING FULL-TIME PROGRAMS (25 HOURS OR MORE)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong></td>
<td><strong>B</strong></td>
<td><strong>C</strong></td>
<td><strong>D</strong></td>
<td><strong>E</strong></td>
</tr>
<tr>
<td><strong>School Building</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Elementary/Secondary School</td>
<td>12,781</td>
<td>46</td>
<td>290</td>
<td>8</td>
</tr>
<tr>
<td>2 Community College</td>
<td>2,859</td>
<td>30</td>
<td>30</td>
<td>9</td>
</tr>
<tr>
<td>3 4-year College</td>
<td>83</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Other Locations</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Learning Center</td>
<td>18,069</td>
<td>228</td>
<td>138</td>
<td>23</td>
</tr>
<tr>
<td>5 Correctional Institution/Probation</td>
<td>2,679</td>
<td>40</td>
<td>15</td>
<td>0</td>
</tr>
<tr>
<td>6 Institution for the Disabled</td>
<td>302</td>
<td>5</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>7 Worksite</td>
<td>806</td>
<td>30</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>8 Library</td>
<td>178</td>
<td>7</td>
<td>11</td>
<td>0</td>
</tr>
<tr>
<td>9 Community-based Organization</td>
<td>3,720</td>
<td>67</td>
<td>44</td>
<td>6</td>
</tr>
<tr>
<td>10 Home or Homebased</td>
<td>360</td>
<td>73</td>
<td>23</td>
<td>1</td>
</tr>
<tr>
<td>11 Other (Specify)</td>
<td>2,991</td>
<td>40</td>
<td>35</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>44,828</strong></td>
<td><strong>568</strong></td>
<td><strong>594</strong></td>
<td><strong>48</strong></td>
</tr>
</tbody>
</table>

* The total number of participants is an unduplicated count and should equal the total number reported for column L in Tables 1 and...
TABLE 8  Report all personnel providing service to DAEADE funded projects. Must be unduplicated count.

<table>
<thead>
<tr>
<th>FUNCTION</th>
<th>ADULT EDUCATION PERSONNEL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Paid Personnel</td>
</tr>
<tr>
<td>Organizational Placement and and Type of Job Performed</td>
<td>Total Number of Part Time Personnel</td>
</tr>
<tr>
<td></td>
<td>A</td>
</tr>
<tr>
<td>1 State level Administrative</td>
<td></td>
</tr>
<tr>
<td>Supervisory and Ancillary Services</td>
<td></td>
</tr>
<tr>
<td>2 Local level Administrative</td>
<td></td>
</tr>
<tr>
<td>Supervisory and Ancillary Services</td>
<td></td>
</tr>
<tr>
<td>3 Teachers</td>
<td>499</td>
</tr>
<tr>
<td>4 Counselors</td>
<td>13</td>
</tr>
<tr>
<td>5 Paraprofessionals/Aides</td>
<td>133</td>
</tr>
</tbody>
</table>

Part Time is defined as an employee who is employed as an adult educator in this program LESS THAN FULL TIME.

Full time is defined as an employee who is employed FULL TIME in this program as an adult educator. Full time normally means on a contract equivalent to other full time personnel in your institution.

Each employee should be reported only once. If a person performs more than one staff function, report that person in the staff function in which most of his/her time is spent. If a position is vacated and subsequently filled during the report period, report the position once.
### TABLE 9

<table>
<thead>
<tr>
<th>CLASS TYPE</th>
<th>NEW STUDENTS</th>
<th>RETURNING STUDENTS</th>
<th>TOTAL STUDENTS</th>
<th>TOTAL STUDENT HOURS</th>
<th>STUDENTS ENROLLED IN OTHER OCCUPATIONAL SKILLS PROGRAMS</th>
<th>STUDENTS RECEIVING PUBLIC ASSISTANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E*</td>
<td>F</td>
<td>G</td>
</tr>
<tr>
<td>1 ABE I</td>
<td>3,679</td>
<td>898</td>
<td>4,577</td>
<td>177,179.05</td>
<td>383</td>
<td>1,055</td>
</tr>
<tr>
<td>2 ESOL I</td>
<td>9,494</td>
<td>1,944</td>
<td>11,438</td>
<td>482,018.85</td>
<td>209</td>
<td>620</td>
</tr>
<tr>
<td>3 ABE II</td>
<td>1,556</td>
<td>1,967</td>
<td>9,523</td>
<td>385,558.75</td>
<td>984</td>
<td>2,041</td>
</tr>
<tr>
<td>4 ESOL II</td>
<td>2,848</td>
<td>1,468</td>
<td>4,316</td>
<td>232,610.06</td>
<td>131</td>
<td>262</td>
</tr>
<tr>
<td>5 ESOL III</td>
<td>1,807</td>
<td>1,116</td>
<td>2,923</td>
<td>156,765.85</td>
<td>100</td>
<td>140</td>
</tr>
<tr>
<td>6 CIT</td>
<td>530</td>
<td>97</td>
<td>627</td>
<td>20,406.50</td>
<td>9</td>
<td>79</td>
</tr>
<tr>
<td>7 GED PREP</td>
<td>9,092</td>
<td>2,332</td>
<td>11,424</td>
<td>366,462.88</td>
<td>987</td>
<td>2,095</td>
</tr>
<tr>
<td>8 TOTAL</td>
<td>36,006</td>
<td>9,822</td>
<td>44,828</td>
<td>1,821,001.94</td>
<td>2,803</td>
<td>6,292</td>
</tr>
</tbody>
</table>

Total count must equal total in column L Tables 1 and 2.

* Column E is very important. We want to report every student hour generated in your program.
TABLE 1, CHART 1
AMERICAN INDIAN/ALASKAN NATIVE

<table>
<thead>
<tr>
<th></th>
<th>MALE</th>
<th>FEMALE</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABE I</td>
<td>236</td>
<td>305</td>
</tr>
<tr>
<td>ESOL I</td>
<td>14</td>
<td>27</td>
</tr>
<tr>
<td>ABE II</td>
<td>520</td>
<td>613</td>
</tr>
<tr>
<td>ESOL II</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>ESOL III</td>
<td>17</td>
<td>11</td>
</tr>
<tr>
<td>CITIZENSHIP</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>GED PREP</td>
<td>552</td>
<td>603</td>
</tr>
<tr>
<td>Total</td>
<td>1,343</td>
<td>1,567</td>
</tr>
</tbody>
</table>

STUDENT DATA REPORT
ETHNIC BREAKDOWN

AMERICAN INDIAN/ALASKAN NATIVE

1993 STUDENT DATA REPORT
Page 13

Arizona Adult Education Report, FY 1993
TABLE 1, CHART 2
ASIAN OR PACIFIC ISLANDER

<table>
<thead>
<tr>
<th>Course</th>
<th>MALE</th>
<th>FEMALE</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABE I</td>
<td>38</td>
<td>89</td>
</tr>
<tr>
<td>ESOL I</td>
<td>391</td>
<td>725</td>
</tr>
<tr>
<td>ABE II</td>
<td>62</td>
<td>102</td>
</tr>
<tr>
<td>ESOL II</td>
<td>237</td>
<td>434</td>
</tr>
<tr>
<td>ESOL III</td>
<td>253</td>
<td>401</td>
</tr>
<tr>
<td>CITIZENSHIP</td>
<td>16</td>
<td>56</td>
</tr>
<tr>
<td>GED PREP</td>
<td>58</td>
<td>112</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,055</strong></td>
<td><strong>1,919</strong></td>
</tr>
</tbody>
</table>

ARIZONA DEPARTMENT OF EDUCATION
DIVISION OF ADULT EDUCATION

STUDENT DATA REPORT
ETHNIC BREAKDOWN

ASIAN OR PACIFIC ISLANDER

0   200   400   600   800

- ABE I
- ESOL I
- ABE II
- ESOL II
- ESOL III
- CITIZENSHIP
- GED PREP
### STUDENT DATA REPORT
### ETHNIC BREAKDOWN

#### TABLE I, CHART 3
BLACK NOT HISPANIC

<table>
<thead>
<tr>
<th>Level</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABE I</td>
<td>233</td>
<td>232</td>
</tr>
<tr>
<td>ESOL I</td>
<td>44</td>
<td>66</td>
</tr>
<tr>
<td>ABE II</td>
<td>470</td>
<td>549</td>
</tr>
<tr>
<td>ESOL II</td>
<td>18</td>
<td>17</td>
</tr>
<tr>
<td>ESOL III</td>
<td>14</td>
<td>12</td>
</tr>
<tr>
<td>Citizenship</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>GED Prep</td>
<td>339</td>
<td>460</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,120</strong></td>
<td><strong>1,340</strong></td>
</tr>
</tbody>
</table>

---

![Bar chart showing the ethnic breakdown for Black Not Hispanic students across different programs and levels.](chart)
ARIZONA DEPARTMENT OF EDUCATION
DIVISION OF ADULT EDUCATION

STUDENT DATA REPORT
ETHNIC BREAKDOWN

<table>
<thead>
<tr>
<th></th>
<th>MALE</th>
<th>FEMALE</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABE I</td>
<td>936</td>
<td>1,189</td>
</tr>
<tr>
<td>ESOL I</td>
<td>4,200</td>
<td>5,471</td>
</tr>
<tr>
<td>ABE II</td>
<td>1,647</td>
<td>2,311</td>
</tr>
<tr>
<td>ESOL II</td>
<td>1,484</td>
<td>1,771</td>
</tr>
<tr>
<td>ESOL III</td>
<td>921</td>
<td>1,005</td>
</tr>
<tr>
<td>CITIZENSHIP</td>
<td>174</td>
<td>338</td>
</tr>
<tr>
<td>GED PREP</td>
<td>1,548</td>
<td>2,212</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>10,910</td>
<td>14,297</td>
</tr>
</tbody>
</table>

HISPANIC

![Bar chart showing ethnic breakdown for Hispanic students by gender and program level.]
ARIZONA DEPARTMENT OF EDUCATION
DIVISION OF ADULT EDUCATION

STUDENT DATA REPORT
ETHNIC BREAKDOWN

TABLE 1, CHART 5
WHITE NOT HISPANIC

<table>
<thead>
<tr>
<th></th>
<th>MALE</th>
<th>FEMALE</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABE I</td>
<td>720</td>
<td>599</td>
</tr>
<tr>
<td>ESOL I</td>
<td>209</td>
<td>291</td>
</tr>
<tr>
<td>ABE II</td>
<td>1,562</td>
<td>1,687</td>
</tr>
<tr>
<td>ESOL II</td>
<td>158</td>
<td>187</td>
</tr>
<tr>
<td>ESOL III</td>
<td>113</td>
<td>176</td>
</tr>
<tr>
<td>CITIZENSHIP</td>
<td>11</td>
<td>24</td>
</tr>
<tr>
<td>GED PREP</td>
<td>2,435</td>
<td>3,105</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>5,208</td>
<td>6,069</td>
</tr>
</tbody>
</table>

WHITE NOT HISPANIC

- MALE
- FEMALE
ARIZONA DEPARTMENT OF EDUCATION  
DIVISION OF ADULT EDUCATION

STUDENT DATA REPORT  
BREAKDOWN BY AGE

<table>
<thead>
<tr>
<th>AGE RANGE</th>
<th>MALE</th>
<th>FEMALE</th>
</tr>
</thead>
<tbody>
<tr>
<td>16 - 17</td>
<td>120</td>
<td>138</td>
</tr>
<tr>
<td>18 - 24</td>
<td>549</td>
<td>565</td>
</tr>
<tr>
<td>25 - 44</td>
<td>584</td>
<td>744</td>
</tr>
<tr>
<td>45 - 59</td>
<td>76</td>
<td>112</td>
</tr>
<tr>
<td>60 or Older</td>
<td>14</td>
<td>8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,343</strong></td>
<td><strong>1,567</strong></td>
</tr>
</tbody>
</table>

**CHART 1**  
AMERICAN INDIAN/ALASKAN NATIVE

**NATIVE AMERICAN/ALASKAN NATIVE**

- **16-17**
- **18-24**
- **25-44**
- **45-59**
- **60 or Older**

**MALE**
**FEMALE**

0 200 400 600 800

- **MALE**
- **FEMALE**
# Arizona Department of Education
**Division of Adult Education**

**Student Data Report**  
**Breakdown by Age**

## Table 2, Chart 2
**Asian or Pacific Islander**

<table>
<thead>
<tr>
<th>Age</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>16 - 17</td>
<td>40</td>
<td>42</td>
</tr>
<tr>
<td>18 - 24</td>
<td>333</td>
<td>308</td>
</tr>
<tr>
<td>25 - 44</td>
<td>487</td>
<td>1,239</td>
</tr>
<tr>
<td>45 - 59</td>
<td>150</td>
<td>277</td>
</tr>
<tr>
<td>60 or Older</td>
<td>45</td>
<td>53</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1,055</td>
<td>1,919</td>
</tr>
</tbody>
</table>

---

**Graph**

- **Asian or Pacific Islander**
  - 16-17: Male 40, Female 42
  - 18-24: Male 333, Female 308
  - 25-44: Male 487, Female 1,239
  - 45-59: Male 150, Female 277
  - 60 or Older: Male 45, Female 53
  - **Total**: Male 1,055, Female 1,919
### TABLE 2, CHART 3

#### BLACK NOT HISPANIC

<table>
<thead>
<tr>
<th>Age Group</th>
<th>MALE</th>
<th>FEMALE</th>
</tr>
</thead>
<tbody>
<tr>
<td>16 - 17</td>
<td>121</td>
<td>144</td>
</tr>
<tr>
<td>18 - 24</td>
<td>452</td>
<td>483</td>
</tr>
<tr>
<td>25 - 44</td>
<td>494</td>
<td>584</td>
</tr>
<tr>
<td>45 - 59</td>
<td>40</td>
<td>92</td>
</tr>
<tr>
<td>60 or Older</td>
<td>13</td>
<td>37</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,120</strong></td>
<td><strong>1,340</strong></td>
</tr>
</tbody>
</table>

---

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

**STUDENT DATA REPORT**
**BREAKDOWN BY AGE**

**BLACK NOT HISPANIC**

![Bar Chart](chart)
<table>
<thead>
<tr>
<th>Age Group</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>16 - 17</td>
<td>1,135</td>
<td>1,170</td>
</tr>
<tr>
<td>18 - 24</td>
<td>4,267</td>
<td>4,636</td>
</tr>
<tr>
<td>25 - 44</td>
<td>7,746</td>
<td>7,064</td>
</tr>
<tr>
<td>45 - 59</td>
<td>637</td>
<td>1,203</td>
</tr>
<tr>
<td>60 or Older</td>
<td>125</td>
<td>224</td>
</tr>
</tbody>
</table>

Total: 10,910 males, 14,297 females

ARIZONA DEPARTMENT OF EDUCATION
DIVISION OF ADULT EDUCATION

STUDENT DATA REPORT
BREAKDOWN BY AGE
<table>
<thead>
<tr>
<th>Age</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>16 - 17</td>
<td>625</td>
<td>713</td>
</tr>
<tr>
<td>18 - 24</td>
<td>2,069</td>
<td>1,870</td>
</tr>
<tr>
<td>25 - 44</td>
<td>2,024</td>
<td>2,747</td>
</tr>
<tr>
<td>45 - 59</td>
<td>407</td>
<td>623</td>
</tr>
<tr>
<td>60 or Older</td>
<td>83</td>
<td>116</td>
</tr>
<tr>
<td>Total</td>
<td>5,208</td>
<td>6,069</td>
</tr>
</tbody>
</table>
### ARIZONA DEPARTMENT OF EDUCATION
### DIVISION OF ADULT EDUCATION

#### STUDENT DATA REPORT

**TABLE 3**

<table>
<thead>
<tr>
<th></th>
<th>Number Started at This Level</th>
<th>Number Started That Completed This Level</th>
<th>Number Progressing at This Level</th>
<th>Number Separated at This Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABE I</td>
<td>4,577</td>
<td>1,045</td>
<td>1,852</td>
<td>1,680</td>
</tr>
<tr>
<td>ESOL I</td>
<td>11,438</td>
<td>3,252</td>
<td>3,721</td>
<td>4,465</td>
</tr>
<tr>
<td>ABE II</td>
<td>9,523</td>
<td>2,877</td>
<td>3,164</td>
<td>3,482</td>
</tr>
<tr>
<td>ESOL II</td>
<td>4,316</td>
<td>1,394</td>
<td>1,355</td>
<td>1,567</td>
</tr>
<tr>
<td>ESOL III</td>
<td>2,923</td>
<td>721</td>
<td>822</td>
<td>1,380</td>
</tr>
<tr>
<td>Citizenship</td>
<td>627</td>
<td>286</td>
<td>186</td>
<td>155</td>
</tr>
<tr>
<td>GED PREP</td>
<td>11,424</td>
<td>3,188</td>
<td>3,263</td>
<td>4,973</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>44,828</strong></td>
<td><strong>12,763</strong></td>
<td><strong>14,363</strong></td>
<td><strong>17,702</strong></td>
</tr>
</tbody>
</table>

![Bar chart showing number of students at various levels](chart.png)
ARIZONA DEPARTMENT OF EDUCATION
DIVISION OF ADULT EDUCATION

STUDENT DATA REPORT

TABLE 4 - REASON FOR SEPARATION BEFORE COMPLETION

<table>
<thead>
<tr>
<th>Reason</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Problems</td>
<td>685</td>
</tr>
<tr>
<td>Child Care Problems</td>
<td>1,165</td>
</tr>
<tr>
<td>Transportation Problems</td>
<td>1,030</td>
</tr>
<tr>
<td>Family Problems</td>
<td>967</td>
</tr>
<tr>
<td>Location of Class</td>
<td>1,378</td>
</tr>
<tr>
<td>Lack of Interest</td>
<td>1,438</td>
</tr>
<tr>
<td>Class Not Appropriate for Student Needs</td>
<td>928</td>
</tr>
<tr>
<td>Time Class was Scheduled</td>
<td>580</td>
</tr>
<tr>
<td>Change of Address/Moved from Area</td>
<td>3,143</td>
</tr>
<tr>
<td>Took a Job</td>
<td>2,317</td>
</tr>
<tr>
<td>Close of School/Agency Year</td>
<td>11,994</td>
</tr>
<tr>
<td>Other Known Reason</td>
<td>3,726</td>
</tr>
<tr>
<td>Unknown Reason</td>
<td>7,054</td>
</tr>
</tbody>
</table>

![Bar chart showing the distribution of reasons for separation before completion]
TABLE 5 - STATUS OF PARTICIPANTS UPON ENTRY INTO PROGRAM

<table>
<thead>
<tr>
<th>Category</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disabled</td>
<td>1,673</td>
</tr>
<tr>
<td>Limited English Proficiency</td>
<td>17,935</td>
</tr>
<tr>
<td>Adults in Rural Areas</td>
<td>4,702</td>
</tr>
<tr>
<td>Adults in Urban Areas with High Unemployment</td>
<td>516</td>
</tr>
<tr>
<td>Immigrant Adults</td>
<td>17,464</td>
</tr>
<tr>
<td>Homeless Adults</td>
<td>1,568</td>
</tr>
<tr>
<td>Adults in Correctional Programs</td>
<td>3,115</td>
</tr>
<tr>
<td>Other Institutionalized Adults</td>
<td>598</td>
</tr>
<tr>
<td>Employed Adults</td>
<td>14,511</td>
</tr>
<tr>
<td>Unemployed Adults</td>
<td>23,157</td>
</tr>
<tr>
<td>Adults on Public Assistance</td>
<td>6,516</td>
</tr>
</tbody>
</table>
ARIZONA DEPARTMENT OF EDUCATION
DIVISION OF ADULT EDUCATION

STUDENT DATA REPORT
TABLE 6 - 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
- Other: 6,407
ARIZONA DEPARTMENT OF EDUCATION
DIVISION OF ADULT EDUCATION

STUDENT DATA REPORT
TABLE 7, CHART 1 - LOCATION OF CLASS

<table>
<thead>
<tr>
<th>Location</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary/Secondary School</td>
<td>12,781</td>
</tr>
<tr>
<td>Community College</td>
<td>2,859</td>
</tr>
<tr>
<td>4-Year College</td>
<td>83</td>
</tr>
<tr>
<td>Learning Center</td>
<td>18,069</td>
</tr>
<tr>
<td>Correctional Institution/Probation</td>
<td>2,679</td>
</tr>
<tr>
<td>Institution for the Disabled</td>
<td>302</td>
</tr>
<tr>
<td>Worksite</td>
<td>806</td>
</tr>
<tr>
<td>Library</td>
<td>178</td>
</tr>
<tr>
<td>Community Based Organization</td>
<td>3,720</td>
</tr>
<tr>
<td>Home or Homebased</td>
<td>360</td>
</tr>
<tr>
<td>Other</td>
<td>2,991</td>
</tr>
</tbody>
</table>
### ARIZONA DEPARTMENT OF EDUCATION
### DIVISION OF ADULT EDUCATION

**STUDENT DATA REPORT**

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

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

![Chart 2 - Number of Daytime/Evening Classes by Location](chart2.png)
ARIZONA DEPARTMENT OF EDUCATION
DIVISION OF ADULT EDUCATION

STUDENT DATA REPORT
TABLE 8 - ADULT EDUCATION PERSONNEL

<table>
<thead>
<tr>
<th></th>
<th>Part-Time Personnel</th>
<th>Full-Time Personnel</th>
<th>Volunteers/Unpaid Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Level Administrative</td>
<td>1</td>
<td>11</td>
<td>0</td>
</tr>
<tr>
<td>Supervisory and Ancillary Services</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local Level Administrative</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervisory and Ancillary Services</td>
<td>47</td>
<td>25</td>
<td>28</td>
</tr>
<tr>
<td>Teachers</td>
<td>499</td>
<td>62</td>
<td>2,040</td>
</tr>
<tr>
<td>Counselors</td>
<td>13</td>
<td>9</td>
<td>43</td>
</tr>
<tr>
<td>Paraprofessionals/Aides</td>
<td>133</td>
<td>21</td>
<td>392</td>
</tr>
</tbody>
</table>

![Bar Chart]

- Part-time Personnel
- Full-time Personnel
- Volunteers/Unpaid Staff

Arizona Adult Education Report, FY 1993
Page 29
ARIZONA DEPARTMENT OF EDUCATION
DIVISION OF ADULT EDUCATION

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

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

[Bar chart showing distribution of new and returning students across different class types.]
ARIZONA DEPARTMENT OF EDUCATION
DIVISION OF ADULT EDUCATION

STUDENT DATA REPORT
TABLE 9, CHART 2 - TOTAL STUDENT HOURS BY CLASS TYPE

<table>
<thead>
<tr>
<th>Class Type</th>
<th>Total Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABE I</td>
<td>177,179.05</td>
</tr>
<tr>
<td>ESOL I</td>
<td>482,018.8</td>
</tr>
<tr>
<td>ABE II</td>
<td>385,587.5</td>
</tr>
<tr>
<td>ESOL II</td>
<td>232,610.06</td>
</tr>
<tr>
<td>ESOL III</td>
<td>156,765.85</td>
</tr>
<tr>
<td>Citizenship</td>
<td>20,406.5</td>
</tr>
<tr>
<td>GED Prep</td>
<td>366,462.88</td>
</tr>
</tbody>
</table>
PART TWO:

THE NARRATIVE
INTRODUCTION

Arizona has been involved in providing adult education since the early 1920's. Since 1965, the Division of Adult Education has been providing Adult Basic Education (ABE), General Educational Development (GED) preparation, English for Speakers of Other Languages (ESOL) programs, Citizenship classes and GED Testing.

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 five goals of the Arizona State plan will be discussed separately. Successful activities, programs and projects will be outlined that apply to each goal. In addition to successful efforts, slippages where little or no progress has been shown will be discussed. Recommendations to improve progress towards goals will be presented where appropriate.

GOAL #1: IMPROVE PROGRAM ACCESS TO CLIENTS

Forty-four thousand eight hundred twenty-eight basic education students were served during FY 1993. This is an increase of 12% over FY 1992.

TOTAL ABE STUDENTS SERVED

<table>
<thead>
<tr>
<th>Year</th>
<th>Students Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>1993</td>
<td>44,828</td>
</tr>
<tr>
<td>1992</td>
<td>39,997</td>
</tr>
<tr>
<td>1991</td>
<td>30,073</td>
</tr>
<tr>
<td>1990</td>
<td>26,235</td>
</tr>
</tbody>
</table>
Twenty-one local school districts, two county school districts, ten community colleges, one university, and sixteen community based organizations were involved in serving adult education clients. See Exhibit A. In FY 1993, 1,162 classes were offered. This was an increase of 34%.

The sites are located in various community settings including elementary schools, junior high schools, high schools, colleges, community centers, libraries, business and industry sites, jails, shopping centers, shelters for the homeless, Indian reservations and agency offices.

<table>
<thead>
<tr>
<th>YEAR</th>
<th>TOTAL NUMBER OF ABE CLASSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1993</td>
<td>1,162</td>
</tr>
<tr>
<td>1992</td>
<td>884</td>
</tr>
<tr>
<td>1991</td>
<td>884</td>
</tr>
<tr>
<td>1990</td>
<td>971</td>
</tr>
</tbody>
</table>

Fifty-seven projects were funded representing an increase of 10% over 1992. Effort was made throughout the state to make each site and classroom accessible to those who were physically or mentally challenged. One thousand six hundred seventy-three were served who met the definition of disabled.

<table>
<thead>
<tr>
<th>YEAR</th>
<th>TOTAL DISABLED ABE STUDENTS SERVED</th>
</tr>
</thead>
<tbody>
<tr>
<td>1993</td>
<td>1,673</td>
</tr>
<tr>
<td>1992</td>
<td>1,182</td>
</tr>
<tr>
<td>1991</td>
<td>Not Available</td>
</tr>
<tr>
<td>1990</td>
<td>Not Available</td>
</tr>
</tbody>
</table>

Following is a list of the major components of the program and some successful efforts accomplished in each component.
General Educational Development Testing

As of December 31, 1992, 15,485 adults made application and took the General Educational Development exam with 9,774 passing the exam. All were awarded the Arizona High School Equivalency Certificate.

<table>
<thead>
<tr>
<th>YEAR</th>
<th>TESTED</th>
<th>PASSED</th>
</tr>
</thead>
<tbody>
<tr>
<td>1989</td>
<td>11,451</td>
<td>7,292</td>
</tr>
<tr>
<td>1990</td>
<td>13,861</td>
<td>8,512</td>
</tr>
<tr>
<td>1991</td>
<td>14,157</td>
<td>9,978</td>
</tr>
<tr>
<td>1992</td>
<td>15,485</td>
<td>9,774</td>
</tr>
</tbody>
</table>

* The fee structure was increased to provide monies for local testing center operational costs.
* Many scholarships and tuition waivers were made available to examinees who were unable to afford the testing fee.
* Marketing efforts were promoted throughout the state via newspapers, television, radio and printed materials.
* The annual GED Handbook was made available to secondary and post-secondary personnel, library staff, instructional sites and to interested individuals.
* Success stories were printed in local newspapers and bulletins.
* Testing schedules were expanded to include evening and weekend testing. Transportation addendums were issued to allow examinees to test at work sites and in close proximity to their residences.

Adult Education for Homeless Persons

* A Stewart B. McKinney Act Grant was awarded for $297,500 for FY 1993 with additional funds for FY 1994 and 1995.
* The most significant accomplishment was the National Conference on Education for Homeless Adults held February 28-March 3, 1993 for 200 participants. See Exhibit B.
* A homeless education project coordinator/ Education Specialist was hired.
Four local providers with multiple sites were funded to carry services to the four major population areas of the state. See Exhibit C. All local programs are in consensus on the critical elements of successful intervention and education. Local program staffs work cooperatively to assess homeless student needs, design IEPs, develop and implement activities to meet their grant objectives, evaluate students’ progress and report to the Homeless Education program specialist/project coordinator as required.

Nine hundred twenty-two homeless clients were served in FY 1992. In addition, from January 1 - June 30, 1993 the ADE/Adult Education Division facilitated the provision of literacy training, basic skills remediation, and life skills enhancement to 785 homeless adults in the four state projects. See Exhibit D.

Bus tokens were provided to clients for access to attendance centers.

Services were provided in shelters, rehabilitation facilities, Salvation Army locations, etc.

GED testing fees were paid for examinees.

Convenient, flexible hours of operation and continuous year round services were provided.

Strategies to promote inter and intra collaboration and cooperation among agencies serving the same population are being initiated. See Exhibit E.

Contributions to National efforts to end the cycle of homelessness. See Exhibit F.

Mechanisms are in place to provide a well coordinated system that is accessible to homeless persons and has the flexibility to meet multiple needs.

An external evaluator was hired, per federal funding requirement, to assess outcomes for the participants and the project.

**Jobs Opportunities and Basic Skills**

- Services were extended to include eleven providers who operated thirteen sites. See Exhibit G.

- Each site continues to provide twenty hours of instruction for twenty client slots.

- Ninety percent of the sites were operating in over-fill capacity by January of 1992.

- Communication was greatly improved between the Department of Economic Security case managers and Adult Education site directors which aided in keeping sites filled to capacity.

- Nine new sites were identified for operation in the coming year. This effort will extend the services to many more of the state’s eligible clients.

- A new Interagency Services Agreement was signed with the Department of Economic Security. The new agreement is based on a fee for services and will allow local providers to expand their instructional programs during 1993 and succeeding years.
Pima County Adult Education Program

* The largest program in the state, Pima County Adult Education increased its enrollment from 8,432 in 1992 to 9,696 in 1993 a 15% increase.

* This program was awarded the U.S. DEPARTMENT OF EDUCATION SECRETARY'S AWARD FOR THE OUTSTANDING ADULT EDUCATION AND LITERACY PROGRAM. See Exhibit H.

* This program serves as a catalyst and model for other programs in the state and is a major contributor of ideas for improved access to clients.

GOAL #2: IMPROVE ACCOUNTABILITY

All providers who have access to computers are now generating programmatic data via their computers and partially eliminating the opportunity for human error. Data is transferred to the state agency by disc and hard copy and is then checked by clerical personnel and administrators for accuracy. The computer system is being fine tuned to eliminate duplicate counts. The amount of data collected has been reviewed and considerably reduced to reflect the actual requirements of federal and state agencies and to allow more time for program improvement.

The Quality Indicators were approved by the state board of education and are in place for the 1994 fiscal year. See Exhibit I.

Eighteen provider visits involving twenty-one sites were made during the year. Many sites were visited and monitored more than once during the year. All providers were contacted by telephone numerous times during the year. The most frequent elements of discussion were data collection, teacher certification, instructional planning, staff development, administration, linkages, funding sources and fiscal responsibility. Major elements of each program that were considered in our review process were: Administration, Planning, Facilities, Instruction, Staff Development, Community Involvement, Public Relations, Evaluation and Student Services.

Interim and final reports are required of each project. All reports are read by the director of the division and follow-up is done either by phone, personal or team visits.

Progress has been made to improve the competitive system of funding. Each project is reviewed by a committee of field and department personnel, the projects are checked for compliance, then ranked and recommended for approval based on need and the amount of monies available. The requests for funding exceeded the available funds by nearly one million dollars this year.

A research analyst position was established to provide an accurate and timely statistical reporting system to include monthly and annual reports.

The GED testing program now has a fully computerized data system of student records. Action on these records is cross referenced by social security numbers and names. This enables staff to research files quickly and with fewer errors.

A GED procedural manual was written to enable staff to learn and to share job duties. The cross training is a great learning tool for new employees and is revised monthly. A mobile examiner was contracted to work with examiners statewide for the purpose of evaluation and technical assistance. Technical review forms for the GED testing program were computerized and are on file as working documents. Forty of our forty-two testing sites were visited and monitored.
In the Homeless Education projects, portfolios are kept on clients that commit to a minimum of ten instructional hours. Sign in sheets are required for every client.

**GOAL #3: IMPROVE QUALITY AND RESPONSIVENESS**

Progress to improve quality and responsiveness include but are not limited to the following:

An Institute for all local directors was held in the fall of 1992. A program agenda is shown in Exhibit I.

A second Institute for all local directors was held in the spring of 1993. A program agenda is shown in Exhibit K.

The purpose of these two Institutes was to seek input for program improvement, to study together with local personnel the needs of the state population and to plan how to best serve those needs in the current and succeeding years. At the second Institute a draft of the Quality Indicators was produced. A number of follow-up sessions were used to produce the final Indicators which were presented to the State Board of Education for approval on July 20, 1993.

The Staff Development Consortium which was formed in 1988 and which represents a statewide network of staff development representatives was continued in 1993. Each representative is responsible for staff development in one of nine regions in the state. Exhibit L shows a breakdown of the regions. This arrangement allows for the delivery of program improvement techniques often on a one-to-one basis in an accelerated model that we would never be able to duplicate with state staff.

STAR, a project which encourages teachers to share ideas and strategies was continued. This project empowers teachers to have real influence on program improvement and staff development.

An important step was taken in 1993 to expand the existing Resource Center effort already existing in the state with application and approval of funds through the governor’s office. A news release announcing this effort is shown in Exhibit M.

An Institute for GED Examiners was held in the Fall of 1992. A program agenda is shown in Exhibit N. The Institute was held for the fourth year to in-service chief examiners on current policies and procedures. This Institute serves as a frequently copied model for other states.

Facilities were monitored to ensure that they continue to meet required standards. Technical assistance was provided for newly approved sites and testing centers. Attention was given to providing special testing accommodations, with qualified personnel and classroom facilities for individuals with physical or learning disabilities.

A Native American Curriculum Development Advisory Team was initiated to assist the state coordinator for the homeless project in choosing lesson plans which represent Native American values, attitudes, behaviors, and educational considerations indigenous to adult learners. This curricula will be field tested in all programs.

A significant event was the National Conference on Education for Homeless Adults where model practices were shared.

An ongoing effort to be responsive to the needs of the field is illustrated in the Department policy to return all incoming Hotline calls within 15 minutes. A toll-free 1-800 in-state number is maintained for this purpose.
GOAL #4: IMPROVE PLANNING AND COORDINATION

When a need is identified either by state staff or others, input is sought from all available sources. Frequent planning sessions are scheduled with key personnel and consensus is reached before major action is initiated.

Some examples of such planning and coordination are:

* The expansion of the Arizona Adult Literacy and Technology Resource Center.
* Interagency Service Agreements for:
  a. JOBS
  b. Skills Enhancement
* A statewide effort to aid in the struggle to end homelessness via the Arizona Coalition Against Homelessness.
* Family Literacy program expansion.
* The Learn Consortium, a computer assisted instructional program.
* The initiative with the statewide library system to combat illiteracy.
* Local provider input in planning and coordination efforts.
* Visitation of GED examiners to instructional sites and vice versa.
* Distribution of handbooks and manuals to appropriate agencies.
* The Fall and Spring Directors' Institutes.
* The Annual GED Examiners' Institute.
* The National Homeless Conference.
* The statewide Staff Development Consortium.
* Initiatives to address Americans with Disabilities Act.
* The Native American Focus Group.

The general philosophy of the Division is for maximum involvement, ownership, partnership and coordination on all efforts.

GOAL #5: IMPROVE GENERAL EDUCATIONAL DEVELOPMENT (GED)

The Arizona GED Testing program is recognized as a model for other states and territories. Testing standards are set by GEDTS in Washington, D.C., the State Board of Education and the Arizona State Legislature.

A prime example of our exemplary GED Testing Program is the Annual GED Examiners Institute, which originated in Arizona and is being replicated in other states with frequent input by the Arizona GED administrator.
Testing efforts have been increased to better serve incarcerated and probationary adults. Additional staff has been hired to do site testing in juvenile and women’s minimum security facilities. Tests are transported to PAL Labs on a regular basis.

Efforts are being made in the instructional program to improve the passing rate of GED examinees. Communication between examiners and the state administrator’s office are frequent and varied. A newsletter, “The Arizona GED Examiners Chronicle” is published regularly and is well received. Exhibit O is a sample of the chronicle.

PROGRAM ASSESSMENT

Methodology

Stringent guidelines for evaluation of state funded programs have been established. The process begins with the application process and continues through monitoring and evaluation efforts.

Application Process

Potential grantees are required to made a personal presentation of their proposals to a technical review committee comprised of peers and state office personnel. Topics cover: program goals and objectives, curriculum, targeted populations, staff development and local procedures for evaluation. Projects that are in compliance with all guidelines are then recommended for funding based on the composite scores of the committee members. A Technical Review Form is shown in Exhibit P.

Specific Measures

After the project is funded, a formal site visit or telephone conference is scheduled and a review report is completed. Any areas needing immediate improvement are discussed and agreement of the action to be taken is negotiated.

As required by the National Literacy Act, twenty percent of the projects are evaluated each year. We actually exceed this requirement each year.

Surveys of present and former students and teachers are conducted each year and are used to guide local programs in their planning processes.

Standardized Testing

The local directors requested the State not adopt a standardized test such as the TABE or CASAS. Rather, the local providers are allowed to have the flexibility and control of choices of the assessment tool. The new quality indicators will aid us greatly in this respect.

Analysis and Results

Programmatic changes have been dynamic and are based on continuous monitoring and feedback on the results of evaluation. New ideas continue to be shared, field tested and either used or revised according to their merit. Efforts continue to be made to seek out results of national studies and to incorporate promising practices into our programs wherever feasible and possible.

Evaluative studies have recently been made in the following areas:

* Comparative cost of instructional materials.
* Intake and attendance procedures for each project.
* Cost of computer assisted instruction compared to traditional instructional methods.
* Tracking high school dropouts via GED records.

The findings of these studies are and will be used in planning present and future efforts.

Efforts are also being made to clearly identify the measures we will use to support our Indicators of Program Quality.

**GATEWAY GRANTS**

**Provisions:**

National Literacy Act of 1991
Section 322 (a) (3) (A),

Federal Register, June 5, 1992
p. 24095, Section 461.30 (c) (1), and

Revised Arizona State Plan for Adult Education (January 16, 1992), p. 8, item 4

The process for submitting, selecting, and funding "Gateway" applications was incorporated in the application for financial assistance procedures available to all eligible providers.

In fiscal year 1993, adults residing in public housing were served in the two principal metropolitan cities of Phoenix and Tucson.

In the core-city section of Phoenix there are five housing sites under the jurisdiction of the Neighborhood Improvement and Housing Department. These five sites have a population of 1776 families. The adult residents of the five sites were served by eight local providers. There were no housing center sites. Each center had access to the adult education learning centers/labs or satellite classrooms.

The instruction of housing authority residents in local provider facilities was cost effective.

In addition to provider sites, the Arizona Department of Education and the Arizona Department of Economic Security engaged in an Inter-Agency Service Agreement in FY93 for the purpose of providing adult education services to AFDC/welfare recipients. These classes were held in local provider sites and housing authority sites. Classes were established based on clients' zip codes.

**Phoenix Metro Core City** *

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* See Exhibit Q.
Phoenix Metro Core City Providers

1. Downtown Neighborhood Learning Center
2. Friendly House
3. Literacy Volunteers of Maricopa County
4. Lutheran Social Ministries
5. Wesley Community Center
6. Maricopa Adult Probation
7. Rio Salado Community College
8. Phoenix Union High School District

For FY94, the City of Phoenix has submitted an application to the Department of Housing and Urban Development (HUD) for funding transportation of housing authority residents to attend adult education classes.

In the central sector of Tucson the public housing authority is the Tucson Community Services Department. For the past fifteen years it has been the policy for scattered housing of public housing residents. There are 800 duplexes or single family houses scattered throughout the Tucson Community. The present housing project sites are dedicated for use by the elderly and disabled. The few housing projects that exist are: Tucson House (389 units), Martin Luther King (90 units) and Chesworth Landers (47 units).

In 1993, Pima County Adult Education provided a class in the Connie Chambers project (200 units). Ninety housing units are concentrated in the South Park Neighborhood. Pima County Adult Education served 281 adult students in the South Park project. The program also served 167 adults in four elementary schools in South Park.

City census data indicates 1,611 people are on public assistance and are living in some type of subsidized housing.

SUMMARY

In support of the mission of Arizona Adult Education, 60,000 plus adults were served during fiscal year 1993. One thousand one hundred and sixty-two ABE classes were carried out serving 44,828 basic education students, including 1,673 disabled students. Of 15,485 GED examinees, 9,774 passed.

Adult education services statewide continue to be student centered with flexible class times, time for individual attention, culturally sensitive instructors and support personnel and easy access to resources. Staff development is of paramount importance. There is a standard system for local programs to report to the SEA. For most adult students, especially those with specific needs, curriculum is focused around their goals. Teachers and other staff build on strengths. This is empowering to adult students who lack confidence in their abilities to attain academic goals. Life long learning is strongly encouraged.

For special populations, Arizona Adult Education services attempt to provide a well coordinated system to track students' progress and to assist individuals as they move from one set of services to another. Continuity and coordination among agencies and programs serving same populations is ongoing. Resources continue to be shared to reduce duplication of effort.

Expansion of services to welfare and public housed adults was significant. The U.S. Department of Education Secretary's Award was earned by one of the state's programs. Eight quality indicators were approved by the board of education and plans are under way to fully utilize the indicators for program improvement.
Sizeable increases in student enrollments continue to be recorded in adult education programs. As the overall number of enrollments has grown, so has the ability of programs to maintain quality instruction despite shrinking budgets due to funding decreases. This is significant given the open entry/open exit policy most programs follow. Adult learners often overcome severe obstacles to receive and complete instruction. Many suffer a broad range of academic, health, nutritional, economic, social, and family problems. Adult education offers linkages to community services which enable adult learners to realize their dreams for academic success.

New curricula and innovative instructional approaches have been developed, field tested and implemented in order to increase the relevance of instruction. Work site programs were offered to improve functional literacy and computing skill of employees. The effort to serve non-English speaking state residents continued to grow in 1993. Volunteer and paid staff were hired to meet the needs of this population. In addition, adult education programs have targeted public assistance recipients, handicapped persons, ex-offenders and learning disabled adults for services.

Staff development has been dynamic with the refinement of a statewide staff development consortium, expansion of the Arizona Adult Literacy and Technology Resource Center and frequent consistent efforts planned for practitioners at all levels of service delivery.

The application process has been expanded to include service delivery peers on the selection team.

Progress is evident in all observable aspects of the services to those who need adult basic education. Efforts are being made to improve linkages of services and funds at local and state levels.

This has been a very positive year, the stage is set for future improvement, and local and state staff seem committed to continuous improvement.

The forty-three GED testing centers realized another substantial growth in 1992 with a 9% increase in individuals taking the test. There was an increased emphasis placed on marketing the testing program through television, other media and by informational brochures.

Spanish testing in 1992 increased over the previous year by 40%. Examinees taking the Spanish version of the GED test now comprises over 21% of all testing in Arizona. Native Americans taking the test increased by 57% over the previous year. Some 2,750 probationary and institutionalized adults were tested this year in jails, county and state prisons and at juvenile correctional facilities.

Interaction between instructional sites and testing centers was conducted. GED preparation was encouraged and referrals were made.

Tuition waivers and scholarships were presented to examinees requesting assistance.

The data indicate that programs and the people in them are achieving the goals set forth in the Arizona State Plan for Adult Education. The majority of programs have reached a point of organizational stability in the services they provide.

The various literacy academic, testing, counseling, life skills and job preparation components of Arizona services to adults continue to promote progress to meet the National Education Goals for the 21st Century.
EXHIBIT A

1993 PROGRAM DIRECTORS' LIST
Apache County School Superintendent

C/O P.O. Box 734
Eager, AZ 85925
Director: Mr. Karl Turley
Phone: 333-4515

Bisbee Unified School District #2
P.O. Drawer G
Bisbee, AZ 85603
Director: Mr. Leonard Suarez
Phone: 432-4181
FAX: 432-7622

Bureau of Indian Affairs- OIEP
Branch of Adult Education
Fort Defiance Agency
P.O. Box 110
Fort Defiance, AZ 86504-0110
Director: Mr. Stanley Kedelty
Contact Person: Mr. Charles E. Johnson
Phone: 729-5041 Ext. 282
FAX: 729-5041 Ext. 286

Camp Verde Adult Reading Program
P.O. Box 733
Camp Verde, AZ 86322
Director: Ms. Gwen Gunnell
Phone: (w) 567-3187 or (h) 567-9476

Central Arizona College - Pinal County
Community College District
8470 North Overfield Road
Coolidge, AZ 85228
Director: Ms. Martha Honeycutt
Contact Person: Ms. Ronny Durbin
Phone: 426-4220
FAX: 426-4234

Chicano Por La Causa
336 South Main Street
P.O. Box 517
Somerton, AZ 85350
Director: Ms. Ramona Jean Corrales
Phone: 627-2042
FAX: 627-3009

Chino Valley Literacy Program
P.O. Box 1322
Chino Valley, AZ 86323
Director: Mr. Francis Blake
Contact Person: Ms. Kay King
Phone: 636-5567

Cochise College
Route 1, Box 100
Douglas, AZ 85607
Director: Mr. Philip M. Stickney
Contact Person: Ms. Trudy Berry/364-0317
Phone: 364-7943
FAX: 364-0206

Camp Verde Adult Reading Program
P.O. Box 733
Camp Verde, AZ 86322
Director: Ms. Gwen Gunnell
Phone: (w) 567-3187 or (h) 567-9476

Central Arizona College - Pinal County
Community College District
8470 North Overfield Road
Coolidge, AZ 85228
Director: Ms. Martha Honeycutt
Contact Person: Ms. Ronny Durbin
Phone: 426-4220
FAX: 426-4234

Downtown Neighborhood Learning Center,
Inc.
805 West Madison Street
Phoenix, AZ 85007
Director: Ms. Marcia Newman
Phone: 256-0784
Eastern Arizona College
Gila Pueblo Campus
P.O. Box 2820
Globe, AZ 85502
Director: Ms. Margo Bracamonte
Phone: 425-3151
FAX: 425-0554

Gila Literacy Program, Inc.
Miami Memorial Library
1052 Adonis Avenue
Miami, AZ 85539
Director: Ms. Lynn Carey
Contact Person: Ms. Mary Kostanski/425-7265
Phone: 473-2621
FAX: 473-2567

Eastern Arizona College
600 Church Street
Thatcher, AZ 85552-0769
Director: Ms. Holly Pascoe
Contact Person: Dr. Ron Keith
Phone: 428-8261
FAX: 428-8462

Glendale Adult Education
Gary Tang Adult Education Center
7301 North 58th Avenue
Glendale, AZ 85301
Director: Mr. Mark Branes
Contact Person: Ms. Vanda Aka
Phone: 842-8164/8175
FAX: 842-8154

Flagstaff Community Schools
Administrative Center
3285 East Sparrow
Flagstaff, AZ 86004
Director: Ms. Nora Townsend
Contact Person: Ms. Calleen Sweter
Phone: 527-6192
FAX: 527-6198

Inter Tribal Council of Arizona, Inc.
4205 North 7th Avenue, Ste. 200
Phoenix, AZ 85013
Director: Ms. Sylvia Polacca
Phone: (602) 248-0071

Pt. McDowell Mohave-Apache Indian Community
P.O. Box 17779
Fountain Hills, AZ 85239
Director: Ms. Priscella Smith
Contact Person: Ms. Martha Baxter/837-3620
Phone: 990-0995
FAX: 837-1630

Kayenta Unified School District
P.O. Box 1881
Kayenta, AZ 86033
Director: Mr. Louis Jumper
Phone: 697-3246
FAX: 697-8594

Friendly House, Inc.
802 South First Avenue
P.O. Box 3695
Phoenix, AZ 85030
Director: Dr. Annemarie Pajewski
Contact Person: Mr. Robert E. Bill
Phone: 257-1870
FAX: 254-3135

Lake Havasu Area Literacy Council
3260 Longview Drive
Lake Havasu, AZ 86403
Director: Ms. Suzanne G. Waldron
Phone: 453-2757

Gilbert Public Schools
140 South Gilbert Road
Gillbert, AZ 85234
Director: Ms. Beverly Merrill
Phone: 892-0545 Ext. 231
FAX: 497-9456

Literacy Volunteers of Maricopa County, Inc.
730 East Highland
Phoenix, AZ 85014
Director: Ms. Gaye Tolman
Phone: 274-3430
Lutheran Social Ministry of the Southwest
1124 North 3rd Street, Ste. I
Phoenix, AZ 85004
Director: Mr. Arden Dorn
Contact Persons: Ms. Agnes Lawson or Ms. Dee Broeker
Phone: 258-7201
FAX: 258-7275

Maricopa County Adult Probation
Frank X. Gordon Literacy Center
245 North Centennial Way, #107
Mesa, AZ 85201
Director: Mr. Paul O'Connell
Contact Person: Mr. Mike McCarthy
Phone: (602) 461-4507
FAX: 464-6398

Mesa Public Schools
Student Services Center
1025 North Country Club Drive
Mesa, AZ 85201
Director: Mr. Jesus Cardona
Contact Person: Ms. Gayle Gibson
Phone: 649-2137
FAX: 649-2111

Mohave Community College Adult Education
1971 Jagerson Avenue
Kingman, AZ 86401
Director: Mr. John Wilson
Phone: 757-0885
FAX: 757-0836

Native Americans for Community Action, Inc.
2717 North Steves Blvd., Suite 11
Flagstaff, AZ 86004
Director: Ms. Joanne H. Stucjus
Phone: 526-2968
FAX: 526-0708

Navajo Community College
Chinle Community Campus
P.O. Box 1997
Chinle, AZ 86503
Director: Ms. Carletta Nez
Contact Person: Ms. Susie D. Salt
Phone: 674-3319
FAX: 674-8488

Nogales Unified School District #1
351 West Plum Street
Nogales, AZ 85621
Director: Mr. Joe R. Atencio
Phone: 281-2100
FAX: 237-3586

Northland Pioneer College
Adult Basic Education
P.O. Box 610
Holbrook, AZ 86047
Acting Director: Ms. Pat Wolf
Phone: 289-4633
FAX: 524-2124

Page Unified School District #8
P.O. Box 1927
Page, AZ 86040
Director: Mr. Steven Childs
Phone: 645-4127
FAX: 645-2805

Parker Unified School District #27
P.O. Box 1089
Parker, AZ 85344
Director: Ms. Johanna M. Bonds
Phone: 669-9881
FAX: 669-2515

Phoenix Indian Center, Inc.
2601 North 3rd Street, Ste. 100
Phoenix, AZ 85004-1144
Director: Ms. Sandra Wilks
Special Services Manager
Phone: 263-1017
FAX: 263-7822

Phoenix Union High School
Adult Basic Education
1900 West Thomas Road
Phoenix, AZ 85015
Coordinator: Mr. George Crenshaw
Contact Persons: Ms. Wilda Theobald
(ESOL, CIT)
Mr. Larry Ockenfels
(GED, ABE)
Phone: 271-2919
FAX: 271-2696
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<td>130 West Congress, Rm. 540</td>
<td>740-8695</td>
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<tr>
<td>PCAE/Tucson Area Literacy Coalition</td>
<td>130 West Congress, Rm. 540</td>
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<td>Pima County Adult Probation</td>
<td>6390 East Broadway</td>
<td>(602) 745-6057</td>
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<td>Project Arts, Inc.</td>
<td>815 North Central</td>
<td>271-4404</td>
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<td>640 North First Avenue</td>
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<td>P.O. Box 27708</td>
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<td>839-7191</td>
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<td>Tempe Union High School District #213</td>
<td>500 West Guadalupe Road</td>
<td>839-0292 ext. 751</td>
<td>345-0682</td>
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<td>Tuba City, AZ 86045</td>
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<td>Tucson Indian Center</td>
<td>131 East Broadway</td>
<td>Tucson, AZ 85702</td>
<td>Mr. Bill Quiroga, Executive Director</td>
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<td>U of A - Fort Huachuca ABE</td>
<td>2500 East Fry Blvd., Ste. 5</td>
<td>Sierra Vista, AZ 85635</td>
<td>Ms. Margaret A. Jenia</td>
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<td>Verde Valley Literacy Program - Clarkdale</td>
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<td>Clarkdale, AZ 86324</td>
<td>Mrs. Mary R. Nichol</td>
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<td>Vi-IKAM Doig Industries</td>
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<td>Gila Bend, AZ 85337</td>
<td>Mr. C. W. Elledge, Mr. Chuck Hormann</td>
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<td>1300 South 10th Street</td>
<td>Phoenix, AZ 85034</td>
<td>Mr. Pedro Deng</td>
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<td>Williams, AZ 86046</td>
<td>Ms. Barbara Davis</td>
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<td>1100 East Sheldon</td>
<td>Prescott, AZ 86301</td>
<td>Dr. Merrill Glustrom</td>
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<td>Yuma County Library District</td>
<td>350 South Third Avenue</td>
<td>Yuma, AZ 85364</td>
<td>Dr. Anna L. Martin</td>
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<td>Yuma Elementary School District #1</td>
<td>Adult Basic Education/GED</td>
<td>Yuma, AZ 85364</td>
<td>Mr. Manuel M. Rodriguez, Ms. Licha Jordanh</td>
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<tr>
<td>White Mountain Apache Tribe</td>
<td>Education Department</td>
<td>Whiteriver, AZ 85941</td>
<td>Ms. Elena Antonio</td>
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EXHIBIT B

3RD ANNUAL NATIONAL CONFERENCE ON
EDUCATION FOR HOMELESS PROGRAM
3rd Annual National Conference on Education for Homeless Adults

Pathways for Transition

February 28 - March 3, 1993
Phoenix, Arizona

Sponsored by:

United States Department of Education
James Parker, National Coordinator, Adult Education for the Homeless

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

Downtown Neighborhood Learning Center
Marcia R. Newman, Executive Director
The Phoenix Airport Hilton

**Conference Exhibitors**

Contemporary Books  
Rita Stout  
2330 Yarrow St.  
Lakewood, CO 80215  
Phone: (303)232-8087  
or (312)782-9181

Jostens Learning Corporation  
Nancy Karsh  
3479 N. Nandina Lane  
Tucson, AZ 85712  
Phone: (602) 881-7407  
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New Century Education Company  
Susie Traxler  
41635 Echo Canyon Rd.  
Cave Creek, AZ 85331  
Phone: (602) 488-0892

Scott Forseman  
Bruce Best  
2902 West Curry  
Chandler, AZ 85224  
Phone: (602) 839-3188

Steck Vaughn Company  
Lin Davis  
10073 E. Calle de Cielo  
Scottsdale, AZ 85258  
Phone: (602) 860-6220
3rd Annual National Conference on Education for Homeless Adults

Steering Committee

Gary A. Eyre, Arizona
Marcia L. Hobson-Alderman, Arizona
Marcia R. Newman, Arizona
Jacquelyn M. Power, California
David Smith, Ohio
Michael Tate, Washington

John Garth, Arizona
Melissa Morrill, Washington D.C.
James Parker, Washington D.C.
Phyllis Rich, Nevada
Richard Stiles, California

Thank you also to Heather Taylor, Registration

Conference Theme

Pathways to Transition  The dictionary defines transition as a "Change or passage from one condition... to another; linking". We in Adult Homeless Education provide for the gentle linking of our students from a barren existence to a reconnection with community and their own unlimited aspirations beyond.

The Conference Logo was designed by Marco Antonio Galaviz.

About the Artist


My name is Marco Antonio Galaviz. I am a Mayo Indian from Chinotahueca Novojoa, Sonora, Mexico. I studied at the Downtown Neighborhood Learning Center to obtain my GED, and I feel very content to have passed it. I wish to go to college to study graphic design.
February 28, 1993

Greetings:

On behalf of the City Council, please accept my warmest regards as you gather in Phoenix for your Third Annual National Conference.

For those of you who are visiting us for the first time, I hope you will take the time to look around this wonderful city. You will find, as many others have, that our restaurants, shopping opportunities, cultural events, and leisure time activities are second to none. I think you will see for yourselves why I am so proud of Phoenix.

Again, you have my very best wishes for a successful and enjoyable Conference.

Sincerely,

Paul Johnson
Mayor

PJ:msp
Greetings:

As State Superintendent of Public Instruction, it is my pleasure to welcome you to Phoenix and the Grand Canyon State for the 1993 National Conference on Education for Homeless Adults.

Each of you is to be commended for your work with homeless adults and for participating in this meaningful and timely conference. The Arizona Department of Education is pleased to be a co-sponsor together with the Downtown Neighborhood Learning Center and the United States Department of Education.

Traditional programming approaches to literacy education may be inadequate when dealing with the complexities of homelessness. This conference will address that issue together with the trauma of homelessness and the difficult environment in which instruction takes place. The conference affords us an opportunity to develop a fresh approach to both literacy and program design.

Best wishes for a most rewarding and productive conference.

Sincerely,

C. Diane Bishop
Superintendent of Public Instruction
1993 State Adult Education for the Homeless Program Coordinator's Meeting

AGENDA

Meetings Will Be Held in the Amphitheater

Sunday, February 28, 1993

1:30 - 2:00 pm  Registration

2:00 - 3:00 pm  Getting to Know You: Overview of New State AEH Projects
                Newly Funded State Project Coordinators

3:00 - 4:00 pm  Pelavin Report: 1992 AEH Program Review

4:00 - 4:15 pm  Break


Tuesday, March 2, 1993

2:00 - 3:00 pm  AEH: The New Administration's Perspective

3:00 - 3:30 pm  Inter-agency Council for the Homeless Report

3:30 - 3:45 pm  Break

3:45 - 5:15 pm  Innovations in Serving Homeless Adults: State Coordinator's Reports

Wednesday, March 3, 1993

9:00 - 10:00 pm Open Discussion: Issues and Challenges

10:00 - 10:30 pm Managing Multi-year AEH Grants: Federal Expectations

10:30 - 11:00 pm Break

11:00 - Noon  McKinney Reauthorization: Issues and Opportunities
3rd Annual National Conference on Adult Education for Homeless Persons

Sunday, February 28, 1993

Conference Schedule

Sunday, February 28, 1993

6:00 pm - 9:00 pm  Registration open

Foyer

6:00 pm - 9:00 pm  Exhibits open

Ballroom

6:30 pm - 8:00 pm  Get Acquainted Reception
7:15 pm - 8:00 pm  Opening Session
Guest Recognition
Conference Overview

Ballroom

Hosts – James Parker, Washington D.C.
Gary A. Eyre, Arizona
Suellen Eyre, Arizona

At Your Leisure

Conference Exhibits will be open Sunday, February 28 from 6:00 - 9:00 pm. They will be located in the Ballroom area.

Video Theater Presentations will be running Monday, March 1 from 2:30 pm - 6:00 pm and Tuesday March 2, from 8:00 - 10 am outside of the breakout rooms on the third floor. A schedule of presentations will be posted so that you won't miss your favorite.

The Swap Shop will be open from 6:00 pm on Sunday, February 28 - Noon on Tuesday, March 2 and will be located in the Foyer. You are encouraged to use this opportunity to share your program's brilliant ideas with your colleagues by leaving lesson plans, curriculum outlines, etc. on the tables and taking what you can use when you return to work. Items for display only will be marked to avoid confusion.
Monday, March 1, 1993

7:30 am - 8:30 am

**Foyer**

8:00 am - 6:30 pm

**Ballroom**

8:30 am - 10:00 am

**Registration open**

**Exhibits open**

**Student Issues Panel**

A national panel of students representing a cross-section of the homeless population will tell their own stories and present an agenda of their specific concerns and needs, both educational and non-educational. Conference participants and panelists will have an opportunity to ask questions and discuss the issues raised.

**Ann Orr** was born in Ohio and moved to Florida at the age of 16 where she lived with her mother. She traveled to Phoenix seven years ago with a girlfriend who then returned to Ohio, stranding Ann in Phoenix. She has lived on the street for five of those seven years. Ms. Orr studies at the Downtown Neighborhood Learning Center in Phoenix.

**Larry V Perry** is from Detroit Michigan and moved to Washington to work for Boeing. His subsequent involvement with drugs caused him to lose his job, family and become homeless and spend time in jail. After several failed attempts in a variety of recovery programs, Mr. Perry found success with the Tacoma Rescue Mission. He has been clean and sober for two years, has his own delivery business and works at a retirement center.

**Terry Peterson** was born in Carson City, Nevada where she spent the majority of her life. She dropped out of high school two months before graduation. She was married, had three children and was employed by Longs Drugstores between 1979 and 1986. In 1986 she left her marriage which had become "an ugly and abusive situation colored by domestic violence and drug and alcohol abuse". She found herself homeless and unemployed. She again became involved in an abusive relationship and again found herself struggling to find housing for her family. Today, she is a graduate of Western Nevada Community College and is a student at the University of Nevada, Reno. She still receives housing assistance, but her three children are healthy and happy, and she credits education, awareness and caring people as major contributors to her success.

**Jim Sargent** is a veteran in transition. A Vietnam veteran, he was homeless for over five years before he graduated from Transition House in California. Since that time, he has reestablished a relationship with his children and continued his education at Santa Rosa Junior College, where he studied computers. He is now teaching basic computer skills as part of the Transition House adult education program.

He feels that he has finally found "a recognizable enemy - with bombs blowing up around us that are just as devastating as the Russian rockets were - drug abuse, marital abuse, child abuse, ignorance, low self-esteem, lack of education, homelessness and its roots. These are the many facets of the enemy."

**Moderator**

Jim Lipson - Pima County Adult Education, Tucson, Arizona
Concurrent Sessions

Saguaro 1

Profile of the Adult Homeless Learner as Assessed by Power Path, an Intake Instrument that Identifies Learning Problems and Presents Teaching Strategies

This panel presentation will offer national, state and local perspectives of homeless adults with learning problems. The presentation will focus on the profile of the adult homeless client with learning problems developed from data collected from the homeless populations in Nevada and Ohio using the assessment instrument, PowerPath, formerly known as the London Procedure. It includes an interview and screening/diagnostic process to quickly evaluate information processing capabilities, diagnose learning problems, identify strategies for learning and needed programmatic supports. The automated system produces a statistical service report for all individuals assessed.

Facilitator: Jacquelyn Power

Laura P. Weisel, Ph.D. is a key player in the facilitation of national, state and local strategies directed toward moving adult basic education and literacy to meet a vision of customer-driven, empowerment-based, accountable services. As author of The London Procedure: A Screening, Diagnostic Teaching Guide for Adult Learning Problems, she has trained and consulted with professionals in a variety of disciplines, such as literacy, corrections and mental health. In the past two years, Dr. Weisel has worked directly with teachers in basic skills and literacy programs to revise The London Procedure and build a unique intake system - PowerPath to Adult Basic Learning. Dr. Weisel serves as the Manager of Community Mental Health System Development, Training and Education for the Ohio Department of Mental Health.

Phyllis L. Rich, M.A., has been an adult educator for the past 23 years providing educational services in Ohio, South Carolina and Nevada. She is well-versed in assessing and teaching adults with learning problems and has taken leadership roles in program development, supervision and maintenance at both the local and state level. Experienced in curriculum and program development, grant writing, and private sector training, she is currently employed by the Nevada Department of Education as the State Director of Adult Education.

Margaret Becker Patterson’s professional objective is to teach adults basic skills, ESOL and preparatory skills for the GED. As an instructor at the Western Nevada Community College ABLE program, Ms. Patterson piloted assessing of learning disabilities in the community college and local community-based literacy programs and has presented her results. In the capacity of Program Director, she created basic skill courses and a variety of learning options. Ms. Patterson has been an adult educator in Nevada, Nebraska and Pennsylvania.

(Don’t forget to visit the exhibits!)
Homelessness: Its Impact on Families

Adult education is not an immediate concern of the homeless people. Maintaining good health and lessening the other impacts that homelessness can have on the family is of more immediate concern. Adult education is, however, one of the best solutions the United States has for ending homelessness and poverty. This session will deal with the issues of adult education and health and how programs in Nevada and Arizona have made successful strides toward improving the lives of homeless people.

Facilitator:
Norma Cregan

Sinda J. Slagle has been the Truckee Meadows Community College Homeless Literacy Project Coordinator for the past three years. As Staff Development Coordinator, Ms. Slagle has worked closely with the Nevada Department of Education, community colleges and community based organizations to provide staff development training workshops to Nevada adult educators.

Patti Pritzl is the Program Manager of the Maricopa County, Arizona, Homeless Health Care Outreach Program funded under the Stewart B. McKinney Homeless Assistance Act. She is closely involved with children’s physical and mental health care issues in Maricopa County. She received her B.A. in Communications from Evergreen State College in Olympia, Washington and is currently enrolled in the Master of Public Administration Program at Arizona State University.

Providing Services Under the Americans with Disabilities Act

This presentation will explore the implications of the Americans with Disabilities Act, especially Title II, on providing services to individuals who are disabled.

Facilitator:
Marilyn Parker

Cynthia Mercurio-Sandoval has twelve years’ experience with Legal Services' programs working for the legal rights of indigent people, specifically in the areas of disability, developmental disabilities and individual educational entitlements. She is a member of the Maricopa County Bar Association's Special Education Project which provides free legal assistance to families who require legal representation to obtain a free, appropriate education for students with special needs.

John E. Bignall, Attorney at Law, serves as Vice-President and General Counsel for Abilities Unlimited, Inc., a disability issues consulting firm. He was a staff attorney with Community Legal Services for three years, was assigned to the Disability Advocacy Project, representing poverty level clients in their claims for Social Security Disability benefits. Mr. Bignall serves on the Board of Directors for the Arizona Center for Law in the Public Interest and is chairperson of the Protection and Advocacy Committee.

Study of Adult Education for Homeless Persons Program: Preliminary Findings

This session will present initial findings from the Study of Adult Education for the Homeless Program. Because of the preliminary nature of the presentation, findings will be limited to descriptive data available at the time of the meeting.

Facilitator:
Sherman Patterson

Darrel W. Drury is a representative of Pelavin Associates, Inc. which is performing this study. Dr. Drury has some twenty years of experience in conducting education policy research, including ten years as professor and research scientist at Yale University.
Amphitheater

Theatre and Social Change: Empowerment through Artistic Experience

This concurrent session addresses the power of theater as a means for social change and the urgent need for artistic expression and experience by homeless and marginalized citizens. Ms. Southard will perform an excerpt from her one-woman theater piece, "Anna Lives!" which deals with issues of battered women.

Susan Southard is an actor, writer, director and improvisation teacher. She founded To Live as an Artist in 1987 to serve disenfranchised citizens in shelters, prisons and inner-city settings through improvisation workshops and theater performances that are from and about the lives of the audience.

Palo Verde

Transitions for Employability & Employment

This concurrent session will address strategies for transitioning homeless adult students into continuing education, appropriate training and employment. Issues concerning career testing, counseling, and employability skills will be addressed, as well as changes in the job market, the workplace, and employer expectations for new hires.

Marcia R. Newman is founding Executive Director of the Downtown Neighborhood Learning Center the only street front adult education agency in Phoenix. She has supervised community education programs for 11 years, serving targeted child and adult populations in Arizona. She has Bachelor and Master degrees in English and Reading Education from Syracuse University and Arizona State University.

Sandra Wilks is Manager, Educational Services at the Phoenix Indian Center. She has been associated with educational and legal services programs at the Phoenix Indian Center for 13 years. Her experience includes program development and management, early childhood through post-secondary, including Adult Basic Education/GED.

12:20 pm - 2:30 pm

Luncheon

Keynote Speaker – Joan Alker

Homelessness in the 90's

Joan Alker will examine trends in homelessness in the 90's, including reflections on what the federal government's response to the issue has been since the Stewart B. McKinney Homeless Assistance Act was first passed in 1987.

Joan Alker is the Assistant Director of the National Coalition for the Homeless, a grassroots based advocacy organization in Washington, DC. She specializes in issues related to homeless veterans and homeless families and has authored a number of studies on homelessness and public policy. In addition, Ms. Alker has served on two advisory panels to the U.S. Department of Education on issues related to the education of homeless children. She volunteers on the streets of Washington with homeless people.

Ms. Alker received an M.Phil in Politics at St. Antony's College, Oxford University and an A.B. with Honors in Political Science from Bryn Mawr College, Bryn Mawr, PA.
Roundtables
Group 1

What are the Educational Needs of Homeless Adults?

Who are the homeless adult students and what kind of literacy training do they need? For four years, CASAS has collected basic skills and demographic data and assessed the basic skills of homeless adults at funded California agencies. The presenter will discuss what is known about this population and how education providers can use the information to implement literacy training.

Ardis Breslauer is Program Manager for the Comprehensive Adult Student Assessment System (CASAS). She coordinates the Assessment for Homeless Adults project and provides training in implementing CASAS assessment.

Richard Stiles is a consultant in the California Department of Education, Adult Education Division. He is the Coordinator of Adult Education for the Homeless project for the California Department of Education.

What Homeless Adults Say about Education

This roundtable will share the process for conducting, and the results of, a survey conducted with 54 homeless adults enrolled in adult education programs in 1990. The survey captures how homeless adults define in their own terms their educational needs, their educational preferences and their educational achievements.

Laura Sperazi is Director of Evaluation Research, a small consulting company which has conducted the evaluations of the Massachusetts Adult Education with the Homeless Program for the past four years.

Esther Leonelli has worked with the Massachusetts Adult Education with the Homeless Program since 1990. Her specialty is teaching math to adults. She was named Massachusetts Teacher of the Year in 1992.

Therapeutic Education: Healing Homeless and Other At-risk Adults through Self-expression

Participants will be introduced to therapeutic education activities that provide healing through self-expression: improvisation, poetry writing, drawing as a pre-writing activity, journalizing, and the use of literature and art as emotional "triggers." These activities will be useful for those working with the mentally ill, victims of abuse and trauma, and at-risk populations such as homeless, incarcerated or institutionalized persons.

Michael Tate is the State Program Administrator for the Learners in Transition Program which provides instructional services to homeless, incarcerated and institutionalized adults at the Washington State Office of Adult Literacy. He has worked with at-risk learners for 18 years, both in the U.S. and in Thailand, Saudi Arabia and Kenya.
Writing for Life

This roundtable is a participatory exploration of the writing process, designed to look at ways writing can be presented as an exciting, life-affirming means to self-growth and skills development. Emphasis will be on sharing exercises that work with groups and individuals. Many examples of student writing will be available.

Richard Krawiec has worked with homeless people since 1972 and was opening night speaker and a workshop leader at the 1992 Conference. He has also edited Voices from the Real World which contains writing by homeless men and women. He was awarded a 1992 Creative Writing Fellowship by the National Endowment for the Arts.

Washington State’s Life Management Skills Curriculum: Interpersonal Skills, Thinking Skills and Communication Skills for the At-Risk Learner

This curriculum focuses on issues in the areas of self-awareness, interacting with others, recognizing and dealing with emotions, goal setting and decision-making. Topics include anger management, problem solving, values clarification, time management and related topics. The curriculum is designed for use with groups or in independent instruction.

Patti McLaughlin is a consultant to the ABLE Network, the Adult Education Staff Development Office in Washington State. She is the curriculum developer of the Washington State Affective Skills Curriculum and the Personal Management Curriculum.

Client-generated Curricula

Why let your cultural baggage get in the way of reaching your clients? Let the clients themselves direct you through informal interviews and assessment techniques. Allow the participants to see value in the activities you will offer them by using the clients’ talents and cultural wisdom as the foundation for curricula.

Harry Irizarry is a graduate of Princeton University and began his career in education with the Peace Corps. He taught ESOL in South Korea for two years and English in Valencia, Spain for three years. He presently works for Casa Central in Chicago, Illinois as the coordinator of a Family Literacy program.

Aunt Ester Isn’t on Uppers

Two mnemonic sentences help explain the C-V-C and C-V-C-E rules.

Marilyn Parker is an instructor at the Downtown Neighborhood Learning Center in Arizona. She holds a degree in education from Arizona State University and has worked in such diverse locations as an urban library and a television studio. She feels that she has now found the most important job of all, adult education.
The 'Family' of the Homeless

Every homeless client has a "family." It may consist of other street people, service providers and the bureaucracy. Seeing the world through the eyes of the client can give us a new way of seeing reality.

Marilyn Ruben is Director of Your Family and Mine in Scottsdale, Arizona. She is a certified clinical mental health counselor, a certified professional counselor and a clinical member of the American Association for Marriage and Family Therapy.

DOE & DOL: The Perfect Match!

Combining resources to service homeless individuals is a priority when funds and services are limited. This roundtable will demonstrate how two federally-funded programs can provide a holistic approach in assisting homeless individuals with goals of employment, education and housing.

Doreen Fadus is the Coordinator of McKinney programs in Massachusetts. She holds a B.A. from Western Michigan University and a M.Ed. from Springfield College.

Literacy and Homeless People: A Case Management Model

The presenter will provide an overview of a case management model at homeless shelters in rural southern Illinois. The model includes academic and vocational assessment, and assessment of subsequent needed support services in order for the clients to attain self-sufficiency.

Janet Treece is a Counselor and Case Manager in Carbondale, Illinois and holds a M.S. in Rehabilitation and Counseling.

National Agenda for Educating Homeless Adults

The Adult Education for the Homeless (AEH) Program is entering its sixth year. Throughout its short history, the program has improved in numerous ways. Yet, there are many ideas for improving and restructuring the national and state efforts. This roundtable will present and discuss agenda items for change over the next four years.

James Parker is Coordinator for Adult Education in the Southern States and National Coordinator of the Adult Education for the Homeless Program for the U.S. Department of Education. He has provided national leadership in such areas as adult education staff development, research and program improvement. He has written and edited numerous books, magazines, articles and reports covering adult competency, innovations dissemination, staff development, evaluation, education for homeless adults, adult education in the southern states, education for personal transition and adult education futures.
Homeless Peoples' Legal Rights to Federal and State-Funded Services

This presentation will contain an overview of how to effectively use Finding Answers, Opening Doors: An Advocates’ Manual on Assistance Programs for Homeless People and teach counselors and other advocates about legal rights and procedures when homeless people apply for, or when they are denied, services.

Ron Sandoval has been a legal advocate for poor and low income people for fifteen years and Services Coordinator for Arizona Statewide Legal Services for three years.

Revealing the Invisible Homeless

A writing workshop for homeless students has empowered them to take charge of their lives. Workshop participants have put together their own publication of their writings and are now setting up a self-managed business to market their book.

Fran Kamin has been the Program Coordinator of the Seattle Education Center's (SEC) Adult Education for Homeless program for two years. Along with the AEH program’s administrative responsibilities, she provides case management for homeless students, teaches life skills classes and facilitates improvisation workshops. Prior to working with SEC, Ms. Kamin was a supervisor for two job training programs with Metrocenter's Youth Employment and Training program.

3:45 - 4:15 pm

Employability Competency System: Helping Homeless Learners Acquire Basic Skills

There is an increasing need for homeless learners to demonstrate competence in employability skills. The Employability Competency System (ECS) enables learners to acquire the basic skills needed to succeed in the workforce. Presenters will discuss an overview of ECS and how the system is being used in California's education program for homeless adults.

Richard Stiles is a consultant in the California Department of Education, Adult Education Division. He is the Coordinator of Adult Education for the Homeless Project for the California Department of Education. Ardis Breslauer is program manager for the Comprehensive Adult Student Assessment System (CASAS). She coordinates the Assessment for Homeless Adults project, and provides training in implementing CASAS assessment.
Identifying Long Term Goals through Individualized Education

Homeless people are faced with many obstacles and have had a certain amount of their control taken away from them. Through individualized education, some control is given back, self-esteem is lifted and long term goals are set. This gives the homeless adult learner a vested interest in seeing their goals attained.

Shelley Barres-Uruburn is an educational counselor in Massachusetts.

Awareness of Issues/Strategies for Success

Involving parents more fully in their education and that of their children offers great promise as a way to break the cycle of illiteracy. Literate individuals have more access to employment and opportunities that may help to keep them from being homeless. This roundtable will look at the intergenerational cycles of both homelessness and illiteracy and then present a module designed to address the more specific, unique needs of homeless persons.

Mimi Frenette is Director of an adult literacy center and area resource teacher for the Colorado Department of Education. She has worked in homeless adult education for four years.

Connie Tripp is an area resource teacher for the Colorado Department of Education, a teacher at a daytime homeless shelter for women and a trainer in workplace literacy.

Skills That Work

This is a six book, two reading level series that includes a curriculum based assessment and mastery program. The three topics covered in the series include math, communication and reading. Skills That Work allows students to take the skills learned in the classroom and apply them directly to workplace tasks and life skill competencies.

Rita Stout holds B.S. and M.S. degrees and has taught at all levels from elementary through college and adult education. She is currently a publisher's representative for Contemporary Book Company.

The Four Winds Curriculum

The Four Winds Curriculum is being developed as part of the Stewart B. McKinney Adult Education initiative in Arizona. This curriculum focuses on teaching basic skills through the teaching of life skills. It is designed to be especially beneficial to the visual/observational learner.

Enn Stucjus began her teaching career in minority education and has been involved in Indian education since 1974. She is currently the Director of Adult Education at the Flagstaff Indian Center, Native Americans for Community Action.

Wilson C. Gorman is a member of the Navajo Tribe and holds a B.A. in Education from Arizona State University. He has been a teacher in adult education on the Navajo Reservation for sixteen years.
Raging Against the Dying of the Light: How Poetry can Empower Homeless People

This workshop will demonstrate how to empower homeless learners through high-interest sample activities in poetry writing, poetry reading, performance poetry, and poetry printing. Beside the obvious benefits of improved self-esteem and self-expression, a poetry group can become a self-managing community and gain the benefits of managing a writing project from planning to performance/publication.

Michael Tate is the State Program Administrator for the Learners in Transition Program which provides instructional services to homeless, incarcerated and institutionalized adults at the Washington State Office of Adult Literacy. He has worked with at-risk learners for 18 years, both in the U.S. and in Thailand, Saudi Arabia, and Kenya.

Hands-on Techniques for Teaching Homeless Adults

This hands-on roundtable will present techniques and activities for working with homeless adults and explore barriers that hinder effective teacher/learner interaction.

Madelyn Morales is Literacy Program Administrator for Catholic Charities in Massachusetts and Homeless Program Administrator since 1990. She holds a M.Ed from Harvard University and has 14 years experience in teaching counseling and administration in adult, secondary and higher education.

John Lambert is Coordinator of the Adult Education for the Homeless Program and Volunteer Literacy Program for Pine Street Inn and a member of the Massachusetts Outreach Team for Homeless Adult Education.

The Fayetteville Technical Community College Homeless Project Video

This roundtable will illustrate way that electronic media can be used to show how an agency is attempting to help the homeless.

Sue Thorne-Crytzer has 28 years' education experience as basic skills and literacy director, coordinator, recruiter, instructor and supervisor. She holds B.S. and M.A. degrees.

Keith Clayton is a retired military officer with over four years experience in education, three years working with homeless people. He holds B.S. and M.A. degrees.

Linking with Community Agencies

The success of Pima County Adult Education (PCAE) Homeless Education Project is based on a strong alliance between PCAE and Tucson homeless population service providers. This presentation will describe the process of linking with direct service providers to provide an educational component to the services they offer homeless people.

Kathie Oehme has worked with adult learners for fifteen years. She coordinates the Homeless Education Project for Pima County Adult Education in Tucson, Arizona.
JOBS, ADE/DES: A Cooperative Arrangement

The presenters will provide a brief explanation of the funding match regulations under the Family Support Act's Job Opportunities and Basic Skills program. A brief overview of the current project, including unexpected bonuses and challenges incurred along the way will then be given. There will be time for discussion and questions.

John Garth is Director of the Division of Adult Education Programs for the Arizona Department of Education and Coordinator of Arizona's homeless adult education project. From 1963 - 1981, Mr. Garth was Director of Adult Education for the Urbana School District in Urbana, Illinois. Delia A. Walters is Program and Projects Specialist for the Arizona Department of Economic Security, Employment & Training Administration, JOBS Program. She holds a B.A. in Secondary Education and has done graduate work in counseling, economics as well as Oriental studies in China.

Case Management in an Education Program

Case management is a process where student and case manager identify specific needs and goals. Individual Education/Training plans are developed with the students to address the identified needs and achieve the desired goals. Students with special needs benefit from this process. Can a case management system enhance your adult education for the homeless program?

Fran Kamin has been the Program Coordinator of the Seattle Education Center's (SEC) Adult Education for Homeless program for two years. Along with the AEH program's administrative responsibilities, she provides case management for homeless students, teaches life skills classes and facilitates improvisation workshops. Prior to working with SEC, Ms. Kamin was a supervisor for two job training programs with Metrocenter's Youth Employment and Training program.

Successful Programs and Practices for Serving Homeless People

This roundtable will describe a variety of special programs and practices used in New York State to provide a comprehensive approach for serving the many needs of the homeless population. Discussion will focus on successful programs which include instruction in academic skills, employability skills, daily living skills, personal and decision-making skills and health issues.

Glenn Schechtman is currently the State Coordinator for the New York State Adult Education for the Homeless Program. As an Associate in Continuing Education at the New York State Education Department, he is part of a team responsible for the development of a statewide adult education curriculum. Virginia Kwarta has been a teacher and administrator in the field of education for the past twenty-six years. Since 1984, she has served as Executive Director of Support for Training and Educational Program Services (STEPS), Inc., a non-profit agency offering direct service programs for disadvantaged adult and youth populations. Joanne Oplustil is the Executive Director of a multi-service agency which services 5000 clients a year including education services for adults and youth, case management and economic development programs.
Programs Developed for Special Purposes

This roundtable explores the experience of the Tucson Indian Center in implementing and administering a US/DOL Job Training & Employment Program as a national demonstration project, 1991 - 1993. Educating and training homeless urban Indians in a case-managed life skills program is the goal of the project.

Daniel L. Ross is a member of the Cherokee Nation, and has a background in education. He holds a MFA degree from the University of Arizona and is a federally-certified Addictions Counselor. Mr. Ross also serves on the Board of Directors of the Primavera Foundation, a nationally-recognized non-profit agency serving homeless, people in Tucson, Arizona.

Outreach and Evaluation Strategies in Florida

This roundtable will provide an overview of outreach and strategies to recruit homeless adults in Florida's seven funded local projects. The state's external evaluator will present on evaluation strategies.

Rich Lockenbach is Program Specialist with the Florida Department of Education and has experience with homeless and other at-risk people. Dan Gardner is an Assistant Professor with the University of South Florida in the area of adult education and human resource development.

4:30 - 5:00 pm

Group 3

A Homeless Adult Life Skills Curriculum

The Downtown Neighborhood Learning Center has developed a Life Skills curriculum comprised of individual teaching modules that are self-contained. The information is presented so that a module could be taught by a teacher, counselor, case manager or social worker.

Cherri Grossenbacher has been working with impoverished and homeless people since 1986. She has a B.A. with a major in Psychology and a minor in education. She is head life skills instructor at the Downtown Neighborhood Learning Center in Phoenix.
Improvisation as a Teaching Tool

The Seattle Education Center has utilized improvisation as an exploration tool in its AEH program. The central theme of the program is choices: how to make them, how to examine options and how to act on the options. Communication skills and active participation are also key to improvisation.

Fran Kamin has been the Program Coordinator of the Seattle Education Center's (SEC) Adult Education for Homeless program for two years. Along with the AEH program's administrative responsibilities, she provides case management for homeless students, teaches life skills classes and facilitates improvisation workshops. Prior to working with SEC, Ms. Kamin was a supervisor for two job training programs with Metrocenter's Youth Employment and Training program.

Homeless Shelters and Libraries

The Yuma County Library District and the Lower Lights Rescue Mission have entered in a unique partnership in order to better serve Homeless population of Yuma, Arizona through an integrated program which addresses all aspects of their lives.

Frank Colegrove has been the instructor for the Homeless Literacy Program in Yuma for one year. His experience includes twenty years as a teacher/counselor with the Michigan Department of Corrections, a youth counselor and a vocational evaluator.

Dr. Anna L. Martin has been in charge of all literacy programs of the Yuma County Library since 1986. Prior to that time, she was a teacher and social worker for delinquent youth.

Art, Graphics, Drawing and Quotes = Poetry, Writing, Creation and Words of Wisdom

This roundtable will explore the use of art, graphics, drawing and quotations to create poetry, writing and words of wisdom.

Martha Germanoweski has ten years experience teaching and directing parish education programs, and holds a teaching and counseling degree. She has taught in the Step-by Step Homeless Education Program for eight years. She likes reading, laughing and trying new ideas.

Self-empowerment

Whether beneficially or harmfully, stress and anger affect everyone. This is especially true for homeless students. This roundtable presentation will examine the sources of stress and anger as valid emotions and reactions that can be dealt with through values clarification, pre-active and on-going methods, and self talk monitoring/refocusing.

Robert Austin is the Director of the Challenge Learning Center of the Tacoma Rescue Mission in Washington. He has worked in homeless education for one and a half years and has been teaching adults for fifteen years. He has been nominated twice for Fulbright lectureships.
Kachina

**Competency Based Instruction and Evaluation**

This roundtable will discuss the instructional design of a newly approved competency based GED program in the State of Wisconsin. This program appears to have strong relevancy and applicability for instruction of homeless adults within shelter settings.

*Sherrie Kay* is an Executive Director for the Southside Milwaukee Emergency Shelter, Inc. in Milwaukee Wisconsin. Her background includes sexual assault counseling and case management. She holds a B.S. in Management from Cardinal Stritch College.

*Deborah Zinke* is a Counseling Educator at Hope House in Wisconsin. Her background includes employment services and workplace instruction. She served as Chairperson for the Greater Milwaukee Literacy Coalition Curriculum and Instruction in 1991.

Palo Verde

**Coordination Intra Agency/Inter Agency**

Cooperation with the community, as well as within a large urban school district, is very successful in Louisville, Kentucky. This roundtable will describe how the "families" are being served through multiple funding sources and how, by working cooperatively on education for the entire family, system and client-centered barriers begin to crumble.

*Marlene Gordon* is an Education Coordinator for homeless persons and holds a Bachelor degree in Liberal Arts and an M.Ed.

Amphitheater

**Dynamic Duos: Creating Private Sector Tutor Partnerships**

Episcopal Community Services Adult Education Program and Miller-Freeman Publications of San Francisco have built a partnership whereby employees are given work release time to provide tutoring to this unique literacy program for homeless adults.

*Chris Nelson* started the Adult Education Program for the Homeless four years ago. He has fifteen years of teaching and administrative experience.

*Sharon Zoll* has been the lead instructor of the life skills program of the Adult Education Program for the Homeless. She has fifteen years of teaching experience.

*Rose Tobin* is the Community Connection Coordinator for Miller-Freeman, Inc., a San Francisco based publishing firm. She has placed over thirty tutors for Episcopal Community Services Adult Education Program.
**Peer Evaluation**

A Massachusetts team will facilitate a discussion about strengths and challenges of peer evaluations. In a pilot round of evaluations this fall, two teams of teachers and administrators from other homeless adult education programs each did an intensive two-day "snapshot" of the education program. Both visitors and hosts will be present to explore issues raised by this pilot effort and applicability to other states.

Charlotte Baer is State Coordinator for Massachusetts. She coordinated volunteer tutors in a large shelter in Boston before coming to the Massachusetts Department of Education. She also worked for cooperative extension and other non-traditional adult programs in Kentucky.

Doreen Fadus coordinates both McKinney education programs and Department of Labor grants. She was team leader for the first peer evaluation in Massachusetts homeless education.

Rose Ouimares is a teacher with the peer team. She was a GED instructor for the Army in Europe before coming to Massachusetts.

**OASIS: Enabling Homeless Youth to Survive & Move on**

They have left home (what they had of one), left school (many were seldom ever there), and have little chance of surviving a typical adult education, GED or job training class. Travelers Aid Society of Rhode Island describes the creation of OASIS as a safe, case management-based, innovative, content-centered learning project for special needs street youth.

Sally S. Gabb is Director of Education and Employment Services for the Homeless Adult Education Center of the Travelers Aid Society of Rhode Island. With a Master in Journalism, twenty-two years ago she paused for a moment in adult education and never left.

**Instructional Design for Chronically Mentally Ill Persons/Those in Alcoholic Recovery**

This special populations roundtable will address the needs of two subgroups of the homeless population: chronically mentally ill people and chronic alcoholics. The discussion will focus on the need to adapt instructional strategies to fit these sub-populations.

Janet Sabb has worked for the Homeless Education Project of Pima County Adult Education since 1990, teaching recovering alcoholics and the chronically mentally ill. She has also worked with the homeless population at the Primavera Shelter in Tucson.

Kasandra VerBruggen has a B.A. in Political Science from the University of Arizona and works with the Homeless Education Project in Tucson, teaching a class of chronically mentally ill students. She has been teaching adults for Pima County Adult Education since 1991 and has also taught emotionally, as well as physically, handicapped youth.
Unmath
Reasoning, rather than mathematical skills is essential for students wishing to pass the GED Math Test.

Marilyn Parker is an instructor at the Downtown Neighborhood Learning Center in Arizona. She holds a degree in Education from Arizona State University and has worked in such diverse locations as an urban library and a television studio. She feels that she has now found the most important job of all, adult education.

Access to Learning: Mobile Education
Access to Learning Program utilizes a mobile unit to assist with delivery of services to primarily Native American participants in suburban, as well as urban, areas. The participants have experienced great success with re-entry into the mainstream population.

Bev Archambeault is a trainer, presenter and teacher for special populations specializing in Native American outreach. She is currently the director of Access to Learning.

College Students Learn How to Tutor Homeless Adults
Dr. Karen Atwood will share curriculum used to teach Arkansas State University students how to tutor homeless adults. Sharon Stallings will discuss how to set up and administer a college volunteer literacy program.

Sharon Stallings serves as Arkansas State University Program Coordinator of Education for Homeless Adults and At-Risk Enrichment programs. She has a Master of Science in Reading Education from Arkansas State University. She has coordinated the Student Literacy Corp. Community Service Program for two years. She also has experience in working with migrant education.

Karen J. Atwood, Ph.D., is Assistant Professor and Director of the Reading Acceleration Lab at Arkansas State University. Dr. Atwood teaches a course which trains college students how to tutor homeless adults. Dr. Atwood received her Ph.D. in Secondary Reading from Arizona State University. She taught reading and study skills five years at Phoenix College.

Dinner
The Reauthorization of the Stewart B. McKinney Act
Moderator: Michael Tate
Tuesday, March 2, 1993

7:30 am - 8:30 am

 Networking Breakfast

Ballroom

8:30 am - 10:00 am

Topical Forums

The Topical Forums are an open format to enter into a discussion of topics which are important to and have major impact on our work with homeless persons. Each forum leader will introduce the topic and each group will develop a list of issues, solutions, recommendations, etc. as is appropriate from the discussions which occur.

Saguaro 1

Curriculum for Special Populations: Disabled

Forum Leader Phyllis Rich

Phyllis L. Rich, M.A., has been an adult educator for the past 23 years providing educational services in Ohio, South Carolina and Nevada. She is well-versed in assessing and teaching adults with learning problems and has taken leadership roles in program development, supervision and maintenance at both the local and state level. Experienced in curriculum and program development, grant writing, and private sector training, she is currently employed by the Nevada Department of Education as the State Director of Adult Education.

Saguaro 2

Curriculum for Special Populations: Substance Abuse

Forum Leader Mary Lou Browning

Mary Lou Browning has been the Administrator of Adult Detention Facilities for the Contra Costa County Office of Education. She has been involved in education since 1969 and is a graduate of San Francisco State University.

Courtyard 2

Curriculum for Special Populations: Life Skills

Forum Leader Cherri Grossenbacher

Cherri Grossenbacher has been working with impoverished and homeless people since 1986. She has a B.A. with a major in Psychology and a minor in education. She is head life skills instructor at the Downtown Neighborhood Learning Center in Phoenix.

Courtyard 3

Coordination and Linkages: Public Relations & Image

Forum Leader Marcia Newman

Marcia R. Newman is founding Executive Director of the Downtown Neighborhood Learning Center the only street front adult education agency in Phoenix. She has supervised community education programs for 11 years, serving targeted child and adult populations in Arizona. She has Bachelor and Master degrees in English and Reading Education from Syracuse University and Arizona State University.

Kachina

Coordination and Linkages: Agency

Forum Leader Jacquelyn Power

Jacquelyn Power is an Education Consultant specializing in Adult Education. She has over ten years of experience in the field, including Director of Adult Education for Arizona, State Coordinator for Arizona's Stewart B. McKinney Homeless Assistance grant, Literacy Coordinator for Maricopa County Adult Probation, and Regional Staff Development Specialist. Jacquelyn has a Masters degree from the University of Arizona.
Mesquite
Teaching Tools and Techniques
Forum Leader Patti McLaughlin
Patti McLaughlin is a consultant to the ABLE Network, the Adult Education Staff Development Office in Washington State. She is the curriculum developer of the Washington State Affective Skills Curriculum and the Personal Management Curriculum.

Palo Verde
Student Assessment and Evaluation
Forum Leader Ardis Breslauer
Ardis Breslauer is Program Manager for the Comprehensive Adult Student Assessment System (CASAS). She coordinates the Assessment for Homeless Adults project, and provides training in implementing CASAS assessment.

Ocotillo
ABE Programming for Homeless Adults
Forum Leader Joye Norris
Joye Norris is co-author of Developing Literacy Programs for Homeless Adults and has been designing programs and training instructors for several years. While literacy education is her first love, Dr. Norris also works with cooperative extension, health education centers and local community groups desiring to start programs for homeless adults.

Hohokam
Project Design
Forum Leader Glenn Schechtman
Glenn Schechtman is currently the State Coordinator for the New York State Adult Education for the Homeless Program. As an Associate in Continuing Education at the New York State Education Department, he is part of a team responsible for the development of a statewide adult education curriculum.

Courtyard 1
Program Policy and Issues
Forum Leader James Parker
James Parker is Coordinator for Adult Education in the Southern States and National Coordinator of the Adult Education for the Homeless Program for the U.S. Department of Education. He has provided national leadership in such areas as adult education, staff development, research and program improvement. He has written and edited numerous books, magazines, articles and reports covering adult competency, evaluation dissemination, staff development, evaluation, education for homeless adults, adult education in the southern states, education for personal transition and adult education futures.

Boardroom
Coordination for Resources and Funding
Forum Leaders Gary A. Eyre & Nancy Karsh
Gary A. Eyre is State Administrator, Adult Education Programs for the Arizona Department of Education. Prior to coming to Arizona, Dr. Eyre spent fifteen years in Washington D.C., where he was instrumental in forming much of the policy which influences today's adult education practices.
Nancy Karsh is regional marketing manager for Jostens Learning Adult Education Division. She has extensive background in funding and grantsmanship application and teaching experience at the K-12, Junior College and Adult levels. She has been actively engaged in computer assisted instruction for 10 years.
Amphitheater
Next Steps: Transitioning Out of Homelessness
Forum Leader Sandra Wilks
Sandra Wilks is Manager, Educational Services at the Phoenix Indian Center. She has been associated with educational and legal services programs at the Phoenix Indian Center for 13 years. Her experience includes program development and management, early childhood through post-secondary, including Adult Basic Education/GED.

10:00 am - 11:30 am
Ballroom
Cross-cultural Issues Panel
A national panel representing a variety of cultures and experiences will discuss homelessness. Both the cultural implications of homelessness and various cultures’ responses to both being homeless and dealing with homeless people will be included. The audience will have an opportunity to ask questions and discuss the issues raised.

Panelists
Bev Archambeault is a trainer, presenter and teacher for special populations specializing in Native American outreach. She is currently the Director of Access to Learning in Washington State.
Richard Lewis is a GED graduate of the Downtown Neighborhood Learning Center in Phoenix and formerly homeless. He is currently a student at Phoenix College, majoring in Construction Technology.
Agnes Lawson was born in New York but raised in Puerto Rico. She is in charge of the Hispanic Ministries for Lutheran Social Ministries of the Southwest and the ABE and ESOL classes for the amnesty program.

Moderator
Arden Dorn, Lutheran Social Ministries of the Southwest, Phoenix, Arizona

11:45 am - 12:30 pm
Ballroom
Conference Wrap-up
Capstone Speaker – Kathy Williams
A Whole Set of Keys
Kathy Williams shares her odyssey of homelessness, poverty and the process of rebuilding. Her journey of reclamation includes tremendous obstacles but a stubborn belief that "it won't be like this always."

Kathy Williams is a recipient of the national award for Outstanding Adult Learner. She dropped out of school and ran away from home when she was seventeen and living "a typical 70's street life" of drugging, a live-in relationship, and related activities. By age twenty-six, she had been through a marriage and had four children. For years, she struggled with a factory job, working off and on, not being able to get ahead due to lay-offs. She turned to education as a way to get out. In 1990, she received an Associate Degree in Liberal Studies. Presently she is employed with a team of administrative staff at Indiana University—Purdue University at Indianapolis and is also attending classes and working on another degree.
Post-Conference Workshop – CASAS Training

CASAS - Comprehensive Adult Student Assessment System

This three-hour session will provide participants in homeless education programs with training in using CASAS appraisal instruments and pre-post testing assessment for educational program planning and for employment preparation activities. Training will be provided in using assessment to identify the basic skills needed to succeed in the workforce and then target instruction to help homeless learners meet their goals. Participants will learn about the process of assessing literacy of learners in a functional, lifeskills context; linking assessment to instruction; and using the CASAS Curriculum Materials Guide to link curriculum to assessment and instruction.

Ardis Breslauer is Program Manager for the Comprehensive Adult Student Assessment System (CASAS). She coordinates the Assessment for Homeless Adults project, and provides training in implementing CASAS assessment.

Jane Eguez is program manager for the Comprehensive Adult Student Assessment System (CASAS). She coordinates the Employability Competency System (ECS) program and provides training in implementing ECS assessment.
3rd Annual National Conference on Education for Homeless Adults
Pathways for Transition

Conference At-A-Glance

**Sunday, February 28, 1993**

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<td>Get Acquainted Reception</td>
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**Monday, March 1, 1993**

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<td>Student Issues Panel</td>
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<td>10:30 am - Noon</td>
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<td>Homelessness In the '90's - Joan Alker</td>
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<td>The Reauthorization of the Stewart B. McKinney Act - Michael Tate</td>
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**Tuesday, March 2, 1993**

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<td>8:30 am - 10:00 am</td>
<td>Breakout Rooms</td>
<td>Topical Forums</td>
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<td>10:15 am - 11:45 am</td>
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<td>Cross Cultural Panel</td>
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<td>11:45 am - 12:30 pm</td>
<td>Ballroom</td>
<td>Wrap-up</td>
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<td>2:00 pm - 5:00 pm</td>
<td>Saguaro</td>
<td>CASAS Training</td>
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**Wednesday, March 3, 1993**

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EXHIBIT C

ARIZONA MCKINNEY HOMELESS ADULT EDUCATION PROJECT ORGANIZATIONAL CHART

BEST COPY AVAILABLE
EXHIBIT D

1993 HOMELESS PROVIDERS LIST

BEST COPY AVAILABLE
ARIZONA DEPARTMENT OF EDUCATION

ADULT EDUCATION DIVISION

HOMELESS PROVIDERS LIST

Grant Year 1993

January 1, 1993 - December 31, 1993

Downtown Neighborhood Learning Center, Inc.
805 West Madison
Phoenix, Arizona 85007
Director: Ms. Marcia Newman
PHONE: (602) 256-0784

Pima County Adult Education
130 West Congress
Tucson, Arizona 85701
Director: Mr. Greg Hart
PHONE: (602) 740-8695
FAX: (602) 623-9308

also mail copies to:
Ms. Kathie Oehme
Homeless Education Project
3200 North Los Altos Avenue
Tucson, AZ 85705
PHONE: (602) 293-3421

Yuma County Library
350 South Third Avenue
Yuma, Arizona 85364
Director: Ms. Constance C. Hey
Contact Person: Mr. Frank Colegrove
PHONE: (602) 782-1871 Ext. 17
FAX: (602) 782-9420 (Library)

also mail copies to:
Mr. Frank Colegrove
Lower Lights Rescue Mission
944 South Arizona Avenue
Yuma, AZ 85364
PHONE: (602) 783-9362

Native Americans for Community Action, Inc.
2717 North Steves Boulevard, Ste. 11
Flagstaff, AZ 86004
Interim Director: Ms. Terri Beeson
PHONE: (602) 526-2968
FAX: (602) 526-0708

also mail copies to:
Ms. Joanne H. Stucjus
Native Americans for Community Action, Inc.
2717 North Steves Boulevard, Ste. 11
Flagstaff, AZ 86004
HOMELESS PROVIDERS SUB-CONTRACTORS

Bureau of Indian Affairs-OIEP
Branch of Adult Education
Fort Defiance Agency
P.O. Box 110
Fort Defiance, AZ 86504-0110
Director: Mr. Stanley Kedelty
Contact Person: Mr. Charles E. Johnson
Phone: 729-5041 Ext. 282
FAX: 729-5041 Ext. 286

Phoenix Indian Center, Inc.
2601 North 3rd Street, Ste. 100
Phoenix, AZ 85004-1144
Director: Ms. Sandra Wilks
Special Services Manager
Phone: 263-1017
FAX: 263-7822

Tucson Indian Center
131 East Broadway
P.O. Box 2307
Tucson, AZ 85702
Director: Mr. Bill Quiroga, Executive Director
Phone: (602) 884-7131
EXHIBIT E

ARIZONA HOMELESS EDUCATION LEADERSHIP ORGANIZATION
ARIZONA HOMELESS EDUCATION LEADERSHIP ORGANIZATION

MISSION STATEMENT

The Arizona Adult Homeless Education program Dreamcatcher: A Vision for Change Mission is to assure that homeless adults have equal access to quality education opportunities and support services that address the specific needs of that population and the community which supports them, so that they may acquire the knowledge and skills needed for more effective and active participation in society.

BELIEF STATEMENTS

* We recognize that homelessness has marginalized increasing numbers of people in Arizona and the nation.
* We believe that within our communities homeless persons can fully participate as contributing numbers of society when education is part of a comprehensive plan.
* We advocate for efforts to serve homeless adults and to provide professional leadership in the field of adult education.
* We affirm the need to invest in the educational development of homeless adults if the U.S. is to compete in the global economy.

PROPOSED ACTIVITIES

* Collaborate with Coalitions, Advocacy groups, Community-Based Organizations and Tribal Groups to coordinate assistance to homeless persons.
* Coordinate education and life skills training for homeless adults.
* Advocate for housing, health care, and vocational support services.
* Identify areas for policy revisions and legislative reform.
* Utilize mass media and public forums to educate for public awareness and to highlight program and participant success.
* Become an integral group member in COABE (Commission on Adult Basic Education) and AAACE (American Association for Adult and Continuing Education) and a contributor to the National Staff Development Consortium.

STATEWIDE PROJECTS

Downtown Neighborhood Learning Center
805 West Madison
Phoenix, AZ 85007
(602) 256-0784

Pima County Adult Education
130 West Congress, Rm. 540
Tucson, AZ 85701
(602) 740-8695
FAX: 623-9308

Native Americans for Community Action, Inc.
2717 North Steves Blvd., Ste. 11
Flagstaff, AZ 86004
(602) 526-2968
FAX: 526-0708

Yuma County Library
350 South Third Avenue
Yuma, AZ 85364
(602) 782-1871 Ext. 17
FAX: 782-9420

Maureen Ambrose and John Garth
Arizona Department of Education
Division of Adult Education
1535 West Jefferson, Bin #26
Phoenix, AZ 85007
(602) 542-5280 - FAX: 542-1849
EXHIBIT F

BRIEF ARTICLE ON HOMELESS ADULT EDUCATION PROJECT IN ARIZONA
Dreamcatcher: A Vision for Change -- The Arizona Response

In 1992, Cheryl was among the more than fourteen thousand homeless people in Arizona. With only 1,600 transitional shelter beds available, programs struggle to prepare individuals for independent living. Mild weather and perceived economic opportunity draw low-skilled workers to this state. False prospects for jobs lure Native Americans off reservations to urban centers.

The Arizona Department of Education's Dreamcatcher project is an integral part of Arizona's response to the needs of homeless persons.

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 from the U.S. Department of Education, Stewart B. McKinney Act funds.

The 1992 projects (Downtown Neighborhood Learning Center, Pima County Adult Education, Yuma County Adult Education and Native Americans for Community Action) helped plan this 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 will increase 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.

From the onset, and in keeping with the Adult Homeless Education mission statement, the Arizona program has been designed to meet the specific needs of a culturally diverse population of homeless adults. The "Dreamcatcher" symbol is used by several Native American cultures. According to belief, the dreamcatcher serves as a filter and protection allowing only the good dreams to pass through. We envision it to symbolize the homeless person's potential to progress beyond the entrapment of fear and despair into a stable life of self-determination and self-sufficiency. Plainly, it symbolizes our vision of hope for adult education for this vulnerable population. We are engaged in an effort to improve the life chances of homeless persons and we are in search for better understanding of the interventions that will work.

Among the Arizona providers of services there is consensus on the critical elements of successful intervention. At all sites mechanisms are in place to attempt to meet the multiple needs of each homeless person who enters a local program. Successful outcomes for homeless students appear to depend on how each of the local program staff work co-operatively to assess needs, design the IEP (individual education plan), use pre & post test and other pertinent assessments, develop and implement activities to effect their objectives/measure successes, and evaluate each student's learning experience.

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.
CHERYL’S STORY

I am a middle-aged woman who suffers from an assortment of mental illnesses, including paranoid schizophrenia. Because of my sicknesses, I was unable to finish high school. And now, 30 years later, I am mentally stable to do so. I began attending the Homeless Education Project’s class at Our Place Clubhouse in September, 1992, and have been coming regularly to classes since then.

Like many people with mental illnesses, I am taking medication which prevents me from concentrating and sitting for long spans of time. Also, because of my situation, I have extreme difficulty following discussions, thinking in a rational process, and I lost many of my academic abilities.

Considering all the above obstacles, a person might think my case was hopeless. However, since I have been attending the adult education class, each of my learning problems has dramatically decreased.

Each member of this class sets academic, personal, and life skills goals for a two-month period, after which we assess ourselves to determine which goals we accomplished. Some common personal and academic goals include: being able to sit for 45 minutes at a time, read and comprehend short stories, increase self-confidence, communicate rationally, and interact with other class members.

When I first began coming to class, I would have to get up every 10 to 15 minutes to use the restroom, smoke, etc. I was also unable to complete a rational thought without hesitating, questioning myself, and straying from my point of view. In addition, I could not concentrate long enough to follow the plot of a story. Of course, to alleviate these problems were and are my primary short term goals. Now, just five months later, I can remain in the classroom for the entire two-hour period with only one break. I regularly and enthusiastically contribute to solid class discussions and initiate many of them. Finally, I also have been taking some of the GED pretests. Together, my determination and the existence of an education class have enabled my awakening and give me hope in leading a normal and productive life.

After my class ended in February 1993, I enrolled in a math class at Eastside Learning Center. My original class was in special education for the chronically mentally ill. Now I am mainstreamed in a regular adult education classroom and I am very proud.
EXHIBIT G

1993 JOBS PROVIDERS LIST
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<th>Address</th>
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<tr>
<td>Central Arizona College - Pinal County</td>
<td>Community College District</td>
<td>Coolidge, AZ 85228</td>
<td>426-4220</td>
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<tr>
<td>Mesa Public Schools</td>
<td>1025 North Country Club Drive</td>
<td>Mesa, AZ 85201</td>
<td>(602) 649-2135</td>
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<tr>
<td>Downtown Neighborhood Learning Center, Inc.</td>
<td>805 West Madison</td>
<td>Phoenix, AZ 85007</td>
<td>(602) 256-0784</td>
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<tr>
<td>Phoenix Union High School</td>
<td>Adult Basic Education</td>
<td>Phoenix, AZ 85015</td>
<td>(602) 271-2919</td>
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<tr>
<td>Friendly House, Inc.</td>
<td>801 South First Avenue</td>
<td>Phoenix, AZ 85030</td>
<td>(602) 257-1870</td>
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<td>Pima County Adult Education</td>
<td>130 West Congress, Rm. 540</td>
<td>Tucson, AZ 85701</td>
<td>(602) 740-8695</td>
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<tr>
<td>Glendale Adult Education</td>
<td>Gary Tang Adult Education Center</td>
<td>Glendale, AZ 85301</td>
<td>(602) 842-8164</td>
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<td>Pima County Adult Probation</td>
<td>6390 East Broadway</td>
<td>Tucson, AZ 85710</td>
<td>(602) 571-9540/9551</td>
</tr>
<tr>
<td>Rio Salado Community College</td>
<td>640 North First Avenue</td>
<td>Phoenix, AZ 85003</td>
<td>(602) 223-4280</td>
</tr>
<tr>
<td>Wesley Community Center</td>
<td>1300 South 10th Street</td>
<td>Phoenix, AZ 85034</td>
<td>(602) 252-5609</td>
</tr>
</tbody>
</table>
EXHIBIT H

PIMA COUNTY ADULT EDUCATION -
U.S. DEPARTMENT OF EDUCATION
SECRETARY'S AWARD ARTICLE
Pima County Adult Ed the Best in U.S.

On Nov. 16, Pima County Adult Education received the U.S. Secretary of Education Award for Outstanding Adult Education and Literacy Programs. TCCC extends its congratulations to Pima County Adult Education and Project RAISE for national recognition of their excellence.

Since 1990, TCCC has worked with Project RAISE, a Pima County Adult Education program, to provide training in video production for adults with developmental disabilities, such as mental retardation and Down’s syndrome. The joint program is Project VITAL (Video Induced Training and Learning).

In early 1993, a new group of Project RAISE students will receive video training at TCCC through Project VITAL. The first group of Project VITAL students now produce the television series Blue Venetian Blinds. The program can be seen on channel 49 on Saturdays at 7 p.m. and on Wednesdays at 2:30 p.m. Project RAISE Coordinator Cindy Meier indicates that they plan to try and integrate the VITAL students into working on shows by other TCCC producers.

Project VITAL and Project RAISE also were featured in the September/October issue of Community Television Review. Meier noted, “I just cannot over-emphasize the personal difference our access project has made in the lives of these individuals—they are able to express themselves, to express something that they’ve never seen on TV before, something about their own real lives.”

Pima County Adult Education serves about 9,000 people each year. It offers literacy instruction, GED classes for those working on high-school equivalency degrees, training in English as a second language and an outreach program for deaf children.
EXHIBIT I

PROGRAM QUALITY INDICATORS
ARIZONA DEPARTMENT OF EDUCATION
DIVISION OF ADULT EDUCATION

PROGRAM QUALITY INDICATORS

#1a EDUCATIONAL GAINS INDICATOR

Learners identify and/or demonstrate progress toward achievement of knowledge and abilities that support their individual educational needs and goals.

#1b EDUCATIONAL GAINS INDICATOR

Learners demonstrate progress in the instructional program, or learners complete the program educational requirements that allow them to continue their education or training.

#2a PROGRAM PLANNING INDICATOR

The local project strategic plan has a set mission, goals & objectives that address

State
Local
Project
and Community Needs

The program has an ongoing, participatory planning process. It is guided by the quality indicators and results in a written plan that considers present and future community demographics, needs, and resources.

#2b PROGRAM PLANNING INDICATOR

The written plan has a stated purpose based on need, includes broad-based collaboration, logical goals and measurable objectives, as allowed by resources and demonstrates accountability.

#3 CURRICULUM & INSTRUCTION INDICATOR

The program has curriculum and instruction designed to meet the educational needs of students with diverse educational and cultural backgrounds.

#4 STAFF DEVELOPMENT INDICATOR

The program has an ongoing staff development initiative.

#5 SUPPORT SERVICES INDICATORS

The local program identifies the process for determining the learner's needs for support services.

The local program provides support services directly or through referral to other appropriate service providers.

The local program identifies the process for follow-up and feedback.

The local program identifies the process for evaluating impact of support services.

#6 RECRUITMENT & RETENTION SUCCESS INDICATOR

The program successfully recruits the population in the community identified in the Adult Education Act and the Arizona State Plan as needing basic educational services.
EXHIBIT J

AGENDA FOR FALL DIRECTORS' INSTITUTE
**Director Institute**

**Wednesday**  
**September 30, 1992**  
**Ballroom**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Presenter(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 - 9:00 am</td>
<td>Registration and Buffet Breakfast</td>
<td>Richard Condit</td>
</tr>
<tr>
<td>9:00 - 10:00 am</td>
<td>Welcome &amp; Introductions, Legislation and Funding Update</td>
<td>Judy Richardson, Gary A. Eyre, John Garth</td>
</tr>
<tr>
<td>10:00 - 10:15 am</td>
<td>BREAK</td>
<td>Committee</td>
</tr>
<tr>
<td>10:15 - 10:30 am</td>
<td>Advisory Committee for Adult Education and Literacy</td>
<td>Gary A. Eyre, Judy Richardson, John Garth</td>
</tr>
<tr>
<td>10:30 am - Noon</td>
<td>Project Updates</td>
<td>Mark Branes, Greg Hart, Scott Morris</td>
</tr>
<tr>
<td>Noon - 1:30 pm</td>
<td>LUNCH</td>
<td>Marcia Hobson-Alderman, Judith Loucks, Kathy Budway, Jim Lipson, DES, John Garth</td>
</tr>
<tr>
<td>1:30 - 2:00 pm</td>
<td>Americans with Disabilities Update</td>
<td>Gayle Gibson, Michael McCarthy, Michael Thomsen, Mesa Public Schools, Pat Taylor, John Garth</td>
</tr>
<tr>
<td>2:00 - 4:30 pm</td>
<td>Program Quality Indicators</td>
<td></td>
</tr>
<tr>
<td>5:00 - 6:00 pm</td>
<td>RECEPTION</td>
<td></td>
</tr>
</tbody>
</table>

**Thursday**  
**October 1, 1992**  
**Ballroom**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Presenter(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 am</td>
<td>Registration - Coffee, Grantwriting Seminar</td>
<td>Gary A. Eyre, Joanne Stucjus, Susana Mincks, Marcia R. Newman, Michael McCarthy</td>
</tr>
<tr>
<td>8:30 am</td>
<td>Grantwriting Seminar</td>
<td></td>
</tr>
<tr>
<td>Noon - 1:30 pm</td>
<td>No Host Luncheon</td>
<td></td>
</tr>
<tr>
<td>1:30 - 5:00 pm</td>
<td>Grantwriting Seminar</td>
<td></td>
</tr>
<tr>
<td>5:00 - 8:00 pm</td>
<td>Registration &amp; Reception for the 1992 Adult Education Conference</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- - EXHIBITS OPEN</td>
<td></td>
</tr>
</tbody>
</table>
Grantwriting Seminar

Presenters

**Gary A. Eyre** is State Administrator, Adult Education Services for the Arizona Department of Education. Dr. Eyre has responsibility for two administrative divisions: the Division of Adult Education and the Arizona General Educational Development (GED) Testing Service. There are nine program areas in the adult education services unit. In this capacity, Dr. Eyre serves as grantor or administrator for over $6 million of federal and state grants each year.

**Joanne Stucjus** holds a B.S. in Art from SCSC and an MEd in Elementary Education from Boston University. She began her grant-writing career in 1985 and since, has written successful proposals for the Hopi Tribe, Native Americans for Community Action, private organizations, and the State of Arizona. Ms. Stucjus's proposals have been funded for over $1.5 million government dollars this year alone.

**Susana Mincks** has been Associate Director of Pima County Adult Education (PCAE) for six years, a position which includes the responsibility of grantwriting for the agency. PCAE is a totally grant-funded agency, and Ms. Mincks either writes or assists others in writing approximately 25 grants each year. PCAE's grants have a high rate of success including the recent selection of its grant as one of only five chosen from a pool of 100 by the National Center for Family Literacy for a three year award of $225,000.

**Marcia R. Newman** has Bachelor's and Master's degrees in English and Reading and has taught and administered adult education programs for 11 years. She is the Founder and Executive Director of the Downtown Neighborhood Learning Center and an accomplished fundraiser.

**Michael McCarthy** is the Director of the Frank X. Gordon Literacy Center. He has been in adult education for the past ten years and is currently the President of the Arizona Association for Adult, Community and Continuing Education. He has been involved in grant writing and proposal writing for nine years and has written proposals to both government agencies and foundations.

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**Agenda**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
<th>Presenter(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 - 8:30</td>
<td>Registration</td>
<td>Foyer</td>
<td>Gary A. Eyre</td>
</tr>
<tr>
<td>8:30 - 9:15</td>
<td>Where's the Money</td>
<td>Ballroom</td>
<td>Michael McCarthy</td>
</tr>
<tr>
<td>9:15 - 10:00</td>
<td>Making a Name for Yourself</td>
<td>Ballroom</td>
<td>Marcia R. Newman</td>
</tr>
<tr>
<td>10:00-10:30</td>
<td>Is This RFP for You</td>
<td>Ballroom</td>
<td>Susana Mincks</td>
</tr>
<tr>
<td>10:30 - 10:45</td>
<td>Break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:45 - 11:45</td>
<td>Anatomy of a Grant</td>
<td>Ballroom</td>
<td>Susana Mincks</td>
</tr>
<tr>
<td>11:45 - 12:15</td>
<td>Rap Up</td>
<td>Ballroom</td>
<td>Joanne Stucjus</td>
</tr>
</tbody>
</table>

**No Host Lunch**

12:15 - 2:00

**Breakouts**

- **Room - Augustine**
  - *Taking the First Bite*
    - Detailed Information on Grantwriting Fundamentals
  - Joanne Stucjus
  - Michael McCarthy

- **Room - D'lores**
  - *Expanding your Grantwriting Horizons*
    - Advanced Anatomy in an Interactive Setting
  - Susana Mincks

- **Room - Xavier**
  - *Setting the Climate*
    - Packaging and Selling Your Program
  - Marcia R. Newman

**The Last Word**

4:30 - 5:00

**Director Institute**

October 1, 1992
EXHIBIT K

AGENDA FOR SPRING DIRECTORS' INSTITUTE
**ARIZONA DEPARTMENT OF EDUCATION**
**DIVISION OF ADULT EDUCATION & GED TESTING SERVICES**

**SPECIAL MEETING FOR PROJECT DIRECTORS**
**RAMADA HOTEL-SKY HARBOR**
**1600 SOUTH 52ND STREET**

#### AGENDA

**March 4, 1993 (Thursday)**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 - 10:00 AM</td>
<td>Registration</td>
</tr>
</tbody>
</table>
| 10:00 - 10:30 AM | Introduction to Arizona Adult Literacy and Technology Resource Center  Gary Eyre,  
                                       Judith Loucks and Miriam Kroeger |
| 10:30 - 11:00 AM | Legislative Activities - State and Federal                              Gary Eyre |
| 11:00 - 11:15 AM | GED Testing Update                                                     Pat Taylor |
| 11:15 - Noon   | Introduction/Explanation of Program Quality Indicators                  Greg Hart, Gary Eyre and  
                                       John Garth |
| Noon - 1:30 PM | LUNCH                                                                   |
| 1:30 - 5:00 PM | Round Tables on Quality Indicators                                     |
| 6:00 - 8:00 PM | Dinner/Results of Round Tables                                          Group Facilitators |

**March 5, 1993 (Friday)**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
</table>
| 7:30 - 8:30 AM | Breakfast                                                              Scott Morris  
                                       Gary Eyre |
| 8:30 AM - Noon | Data Collection  
                          FY 1994 Calendar  
                          Consortium  
                          353 Update  
                          Reports on STAR  
                                      Mark Branés  
                                      Gary Eyre  
                                      Karen Mills and John Wilson |
| Noon - 1:30 PM | LUNCH                                                                   |
| 1:30 - 3:00 PM | Program Funding - Current and Interested Providers                      John Garth and  
                                       Lupe Castillo |
EXHIBIT L

STAFF DEVELOPMENT CONSORTIUM MAP
EXHIBIT M

NEWS RELEASE ON
ARIZONA ADULT LITERACY AND
TECHNOLOGY RESOURCE CENTER
FOR IMMEDIATE RELEASE

Contact:     Dr. Gary Eyre, 542-5281
            Nancy Blair, 542-5072
            Judith Loucks, 1-800-422-4339, ext. 4452

ADULT EDUCATION PARTNERSHIP:
GOVERNOR AND EDUCATION AGENCIES EXPAND
STATE LITERACY AND TECHNOLOGY RESOURCE CENTER

(Phoenix) - Governor Fife Symington and state Superintendent of Public Instruction C. Diane Bishop announced today that a three-year grant from the U.S. Department of Education will be used in conjunction with other federal grant monies to expand the Arizona Literacy and Technology Resource Center in Phoenix.

The increased funding will permit the Center, located in the facilities of Literacy Volunteers of Maricopa County, 730 E. Highland Ave., to enhance the staff development services it provides to teachers, literacy organizations and local providers of adult basic education programs. The grant includes funding to expand the awareness of Arizona adult literacy needs and services.

"Attaining this federal funding to expand the Arizona Literacy and Technology Resource Center represents our continuing commitment to adult education," Gov. Symington said. "The Resource Center works with thousands of adults to encourage literacy; this is a top priority for our state."

Sixty thousand adults were served through Arizona's four major adult literacy program areas in fiscal 1992: adult basic education, citizenship classes, English-for-speakers-of-other-languages, and General Educational Development (GED) and GED Testing.

"The demands on our practicing adult educators, and new professionals and volunteers entering the adult literacy field, are great," said Supt. Bishop. "By pooling the efforts of the Governor's Office, the Arizona Department of Education and Literacy Volunteers of Maricopa County, we can provide direct access to up-to-date resources for all adult education providers and the communities they serve statewide. I commend Gov. Symington for spearheading this effort on behalf of Arizona's undereducated adults."
The Resource Center is home to the Arizona Staff Development Consortium which, through 11 master teachers, a project director and the Literacy Volunteers of Maricopa County project director, promotes linkages between business and industry and local literacy service providers; offers staff development opportunities to adult educators; and promotes the use of exemplary curriculum materials and instructional approaches and methods, especially through the use of technological delivery systems.

The Resource Center's current annual budget will be nearly tripled through the combining of funds the Governor's Office has received on Arizona's behalf under the National Literacy Act of 1991 ($52,735) with Arizona Department of Education Division of Adult Education federal special projects grant money ($81,265) and Literacy Volunteers funding ($13,184).

The additional funding will allow the Resource Center to assist in the creation of additional intra-/interagency agreements to provide adult literacy support services throughout Arizona, to increase the quality and quantity efforts of adult literacy services through an improved information and communication system, and to improve program planning and curriculum offerings. In addition, the Resource Center will be able to extend its current hours of operation from 40 hours a week to 53, including six hours on Saturdays.

# # #
EXHIBIT N

AGENDA FOR GED EXAMINERS' INSTITUTE
Instructional/Testing Linkages
Moderators: Emily Weinacker, Mesa Community College and David Merkley, Glendale Community College

Multiple Testing Sites/Test Transporting
Moderators: Mary Grace Wendel, Tucson and Mike Yanko, PUHSD

Special Accommodation Testing
Moderators: Barbara Wanland, MCC-Lake Havasu and Bob Lezniak, CAC-Superstition Mountain

9:00 am Round Table Discussions (Repeat sessions)
9:45 am Coffee Break
10:15 am Credibility Issue
Current GEDTS Update ......... Fred Edwards
11:15 am Free time
11:45 pm Buffet Lunch, Prescott/Yuma Room
1:00 pm Contract Renewals
Ahwatukee Evaluations
Room A/B Announcements

Travel Reimbursement
Adjournment

HAVE A SAFE TRIP HOME!
THURSDAY, SEPTEMBER 23, 1993

8:00 am  Registration/Continental Breakfast, Veranda

9:00 am  Welcome/Introductions  Pat Taylor, Administrator, Arizona GED Testing Service
   Ahwatukee Room A/B

9:10 am  John Garth, Director Adult Education

9:20 am  Agenda Highlights  Pat Taylor

9:30 am  ADE Special Accommodation Testing  Fred Edwards, Assistant Director, GEDTS

10:30 am  Break

11:00 am  NALS Study  Mike Yanko, PUHSD

11:20 am  Monitoring the Arizona GED Testing Sites  Betty Mills, Consultant

12:15 pm  Awards Luncheon  Richard Condit, Associate Superintendent and State Director for Vocational Technological Education
   Prescott/ Yuma Room

2:00 pm  GED Improvisational Theater  Maureen Ambrose, ADE
   Players: Betty Bernheim, Rich Fortner, Mel Rife, Carol Walrath, John Wilson, Mike Yanko

2:30 pm  Essay Scoring and Processing  Dani Boles, Oklahoma Scoring Service
   Cliff White, ADE and Pat Taylor

3:30 pm  Break

4:00 pm  "Back to the Basics"  Pat Taylor
   Informal Discussion

4:45 pm  Adjournment
   Dinner on-your-own

FRIDAY, SEPTEMBER 24, 1993

7:00 am  Breakfast Buffet, Prescott Yuma Room

8:00 am  Agenda Overview  Pat Taylor
   Ahwatukee Room A/B

8:15 am  Round Table Discussions
   Correctional Testing/Transfers  Rich Fortner, ADE and Mike Fortin, ADE
   GED Staff Q&A  Carol Walrath and Martha Rosalez
   Graduations/Scholarships  John Wilson, MCC-Kingman and Ron Troutman, Northland Pioneer College
   Instructional Program Support  John Garth and Maureen Ambrose
EXHIBIT O

"THE ARIZONA GED EXAMINERS' CHRONICLE"
GED CREDIBILITY

I recently returned from the Annual GED Administrators Conference in San Francisco and would like to share some information with you.

Jean Lowe, the director of GEDTS, addressed the credibility issue of the GED program. In doing so she talked about the recent Cameron and Heckman Study in Chicago. Many of you remember the assertions made by these two researchers in comparing high school graduates and recent GED recipients. In brief, the two researchers suggested that the GED was not nearly as credible as it used to be and that high school graduates were far more successful at comparable ages.

Ms. Lowe and her GEDTS staff have responded in the media in defense of the program. GED graduates from around the country also responded soundly in defense of their diploma. As a result, the GED has actually gained in credibility. Ms. Lowe now suggests that we gather up momentum and continue to increase our efforts in promoting GED credibility. She suggested that we attempt to reach secondary "consumers" of GED Diplomas. To spread the word to employers, colleges and universities, boards of education, the media, and legislative leaders. She further challenged us to find ways to tell these consumers what we do and how our activities and programs make a difference in our communities and in the lives of the individual graduates. She emphasized that we must all work together as administrators, examiners, adult educators and GED program directors and teachers. Let the public know what we know—that we have a quality program. We must strive to continue to provide that "second chance" to all who need our services.

—Pat Taylor
State GED Administrator

GED GROWTH

The 1992 GED Statistical Report, published by the GED Testing Service, which is administered by the American Council on Education, indicates that during 1992, the GED testing program served more adults with documented disabilities, as the number of such candidates rose by 46 percent. The number of individuals who took the GED Tests using audio-cassette, Braille, and large print increased by 37 percent over 1991, and total requests for accommodations for specific learning disabilities went up by 39 percent.

Other findings of the study include:

- The average age of GED candidates in 1992 was 27.
- The majority of GED candidates completed 10th grade or higher before leaving school.

American Council on Education

Catch me a fish and I can eat for a day; teach me how to fish and I can eat for a lifetime.

—An Ancient Proverb
NOTES FROM PAT

Other topics of discussion at the Conference in San Francisco were the possibility of regional meetings, special accommodation testing and the ADA, GED student recognition and success stories. These topics will be included in our Institute this year.

I want to thank all of you personally that worked throughout the summer. It was wonderful to be able to refer examinees to so many centers accessible to them. You deserve a "pat" on the back for your efforts!

I look forward to seeing you in September at the Institute. This year’s agenda is designed by you from last year’s evaluations. I know you will enjoy it!

—Pat Taylor
State GED Administrator

DREAMCATCHER: A Vision for Change

The Arizona Department of Education's Dreamcatcher project is an integral part of Arizona's response to the needs of homeless persons. The purpose of this 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.

The program has been designed to meet the specific needs of a culturally diverse population of homeless adults. The "Dreamcatcher" symbol is used by several Native American cultures. According to belief, the dreamcatcher serves as a filter and protection allowing only the good dreams to pass through. We envision it to symbolize the homeless person's potential to progress beyond the entrapment of fear and despair into a stable life of self-determination and self-sufficiency. Plainly, it symbolized our vision of hope for adult education for this vulnerable population. We are engaged in an effort to improve the life chances of homeless persons and we are in search for better understanding of the interventions that will work.

The Downtown Neighborhood Learning Center, Pima County Adult Education, Yuma County Adult Education and Native Americans for Community Action helped plan this proposal and now serve the educational needs of the state’s homeless population during the 1993-1995 grant period.

—Maureen Ambrose, Coordinator
Arizona Homeless Adult Education

SWEET SUCCESS

To help defend the credibility of the GED in our state, we are looking for "success" stories from you.

STATE GED STAFF

Gary A. Eyre . . . . . . . State Administrator/Adult Education Services
Pat L. Taylor . . . . . . . State GED Administrator/Program Director
Carol Walrath . . . . . . . GED Records Supervisor
Mel Rife . . . . . . . . . . . GED Secretary
Martha Rosales . . . . . . GED Technician
Dianne Augustus . . . . . GED Technician
EXHIBIT P

TECHNICAL REVIEW FORM
ARIZONA DEPARTMENT OF EDUCATION
DIVISION OF ADULT EDUCATION

TECHNICAL REVIEW FORM

Project: ___________________________ Date: ___________________________

Funds Requested: $ ______________

Previously Funded Project:  Yes [ ]  No [ ]

New Project:  Yes [ ]  No [ ]

Project Purpose:  ABE (0-4) [ ]  ABE (5-8) [ ]  ESOL [ ]

GED (9-12) [ ]  CIT [ ]  Other [ ]

A. PREVIOUSLY FUNDED PROJECT

1. Proposal received by due date.  Yes [ ]  No [ ]

Comment: ________________________________________________________

2. Project has history of adhering to all rules and regulations.  Yes [ ]  No [ ]

Comment: ________________________________________________________

3. Project has history of completing and submitting all required reports in a timely manner.  Yes [ ]  No [ ]

Comment: ________________________________________________________

4. Project operated in an efficient and prudent manner and utilized volunteers where possible.  Yes [ ]  No [ ]

Comment: ________________________________________________________

5. Project demonstrated a high level of retention and overall student progress.  Yes [ ]  No [ ]

Comment: ________________________________________________________
6. Project utilized a student and program assessment/evaluation process.

Comment: ____________________________________________________________
____________________________________________________________________
____________________________________________________________________

B NEW PROJECT

1. Proposal received by due date.

Comment: ____________________________________________________________
____________________________________________________________________
____________________________________________________________________

2. Project demonstrates comparable experience and performance in other adult education programs or potential to create a successful program.

Comment: ____________________________________________________________
____________________________________________________________________
____________________________________________________________________

C PREVIOUSLY FUNDED AND NEW PROJECTS

Additional criteria for funding. (Committee member is to circle her/his interpretation of point value based on application and interview of applicant(s)):

1. Application meets guidelines.  
   
   1  2  3  4  5

2. Local needs are clearly stated.  
   
   1  2  3  4  5

3. Resources and linkages are available.  
   
   1  2  3  4  5

4. Application clearly addresses STATE need.  
   
   1  2  3  4  5

5. Application proposes to reach adults least educated and most in need of assistance.  
   
   1  2  3  4  5

6. Project proposes to enable adults to become more employable, productive citizens.  
   
   1  2  3  4  5

7. Projects objectives appear to be in line with budget request.  
   
   1  2  3  4  5

8. Project addresses extent of cooperative arrangements to provide services to adults.  
   
   1  2  3  4  5

9. Project illustrates adequacy of outreach activites.  
   
   1  2  3  4  5

10. Project has a local advisory group.  
    
    1  2  3  4  5

11. Goals are clearly stated.  
    
    1  2  3  4  5

12. Objectives are specific and measurable.  
    
    1  2  3  4  5

13. Activities are outlined.  
    
    1  2  3  4  5

-2.152
14. Evaluation plans are clearly stated. 1 2 3 4 5
15. Staff development is clearly addressed. 1 2 3 4 5
16. Calendar of classes and schedules are clearly explained. 1 2 3 4 5

Total Points:

Comments:

Name of Reviewer: ___________________________ Signature: ___________________________

RATING: 1) Previously funded projects must essentially receive a YES on all six parts of "Part A" of this review form; 2) New projects must essentially receive a yes on both elements of "Part B" of this review form; 3) Points received in "Part C" of the review form will be given consideration as each application is reviewed for funding; 4) In addition a formal review with each applicant will be considered in the funding decision.
EXHIBIT Q

MAP OF HOUSING AUTHORITY SITES