



MEMORANDUM

Date: September 18, 2018

To: The Honorable Chairman and Members
Pima County Board of Supervisors

From: C.H. Huckelberry
County Administrator

A handwritten signature in black ink, appearing to read "CHH", is written over the printed name "C.H. Huckelberry".

Re: **Pima Community College Adult Basic Education Annual Report**

The Adult Basic Education Program was transferred from the Superintendent of Schools Office to Pima Community College (PCC) 18 years ago. Through an Intergovernmental Agreement (IGA) with the Board of Supervisors PCC has operated this Adult Basic Education program for college and career advancement. An IGA between the County and College annually appropriates approximately \$250,000 for the program. The attached report provides metrics and analysis of the use of this funding for basic educational services. The program has been very successful in providing adult basic education services.

CHH/anc

Attachment

c: The Honorable Dustin Williams, Pima County School Superintendent
Jan Leshar, Chief Deputy County Administrator



PimaCountyCommunityCollegeDistrict

Community Campus

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October 1, 2018

Mr. Chuck Huckelberry, County Administrator
Pima County Administrator's Office
130 West Congress St., 10th Floor
Tucson, AZ 85701

Dear Mr. Huckelberry:

Based on the Intergovernmental Agreement (IGA #01-38-P-127464-0700) consummated in May of 2000 between Pima County and Pima Community College, the Adult Basic Education division remains in close partnership with Pima County through the County Superintendent of School's Office. This report* is provided annually to the Board of Supervisors as an update.

Eighteen years after moving from its home at the Pima County Superintendent of Schools Office to Pima Community College, we remain the educational destination of both choice and necessity for thousands of the County's most vulnerable and needy residents.

PCC's Adult Basic Education for College & Career division is committed to serving the community and greatly appreciates the support from the Pima County Board of Supervisors. Please let me know if you have any questions or concerns.

Sincerely,

Regina Suitt
Vice President of Adult Basic Education for College & Career
and Developmental Education
Pima Community College
rsuitt@pima.edu

CC: Mr. Chuck Huckelberry
Mr. Dustin Williams
CFO, Leah Swisher
Dr. David Doré
Amber Goins

*Annual Report Attached



PimaCommunityCollege

**ADULT BASIC EDUCATION
ANNUAL REPORT
PIMA COUNTY BOARD OF SUPERVISORS
FISCAL YEAR 2017-2018**

This report is provided to the Board of Supervisors as an annual update and describes specific metrics of performance and services to Pima County residents during fiscal year 2017-2018 as part of an Intergovernmental Agreement (IGA #01-38-P-127464-0700) between Pima County and Pima Community College District that moved Adult Education from the County Superintendent of School's Office and the County Board of Supervisors.

College Mission

PCC is an open-admissions institution providing affordable, comprehensive educational opportunities that support student success and meet the diverse needs of its students and community.

College Vision

PCC will be a premier community college committed to providing educational pathways that ensure student success and enhance the academic, economic and cultural vitality of our students and diverse community.

College Values

To guide Pima Community College, these values characterize the way in which we accomplish our mission:

- **People:** We value our students, employees and the community members we serve, by making decisions that address the needs of those populations.
- **Integrity:** We make a commitment to academic honesty, personal ethics and institutional decision-making that is based on sound moral principles, accountability and transparency.
- **Excellence:** We embrace best practices and value high quality services and programs that lead to successful outcomes for our students through evidence-based continuous improvement practices.
- **Communication:** We are committed to sharing information with internal and external stakeholders in a transparent, timely and meaningful way that is open, honest and civil.
- **Collaboration:** We encourage teamwork and cooperation within the College and with the community to support student success.
- **Open Admissions and Open Access:** We value open admissions and access to our programs and services for all who may benefit from them, regardless of where they are starting from or what their final goal may be.

**ANNUAL REPORT
PIMA COUNTY BOARD OF SUPERVISORS
FISCAL YEAR 2017-2018**

TABLE OF CONTENTS

Highlights.....	4
Programs and Services.....	5
Partnerships.....	12
Recognitions and Awards.....	13
Performance Targets.....	15
Budget.....	16

HIGHLIGHTS OF FY 2017-2018

PCC is “right-sizing”: Throughout the 2017-2018 fiscal year, PCC took action to plan for cutting five million dollars each year for three years. The funds that support Adult Basic Education are currently stable, but as the college does reorganizations of departments, even financially stable divisions will be impacted. Increasing enrollment is a priority.

Guided Pathways & IBEST: Adult Basic Education is a critical partner in the development and implementation of industry-responsive career pathways to support seamless transition of students. We provide on-ramps, bridge classes, and IBEST programs to serve all students who need basic skills or remediation. IBEST and “Early IBEST” for lower skilled students were expanded and piloted this year, including an Early IBEST using the County supported “Getting Ahead” curriculum.

Workforce Innovation and Opportunity Act (WIOA): With a Memorandum of Understanding in place, and guided by the county’s local Workforce plan, core partner collaboration continues to strengthen to provide seamless provision of services and support to all WIOA clients. Designated points of contact oversee the processes of referrals, assessment, placement, and ongoing support such as assistive technology, advising, and tutoring. All classes incorporate workforce preparation skills and advanced classes are contextualized to specific career pathways based on the Workforce Investment Board’s analysis of growth industries in Pima County.

Some highlights of WIOA partnerships included:

- Producing a WIOA Video for consistent messaging at all core partner orientations
- Streamlining processes to refer ABE students with disabilities to Vocational Rehabilitation
- Refining cross-referral system for limited English proficient clients, including refugees
- Enhancing abilities to share appropriate information about co-enrolled participants
- Collaborating in OneStop certification for assessment of learning centers as affiliate sites
- Providing for GED® testing for all of Pima County: three testing sites, plus the county jail and contracted services for Las Artes and JobCorps.

TABE Testing and Referrals for WIOA Partners: In collaboration to co-enroll students and provide seamless transitions, staff are located at the two ARIZONA@WORK Pima County locations to administer TABE assessments to all participants and to make referrals to adult basic education and other college programs. Referrals to adult basic education are given to every student who tests at basic literacy levels or who doesn’t have a GED or High School diploma. 1528 clients were referred to One Stop from new student orientations. We also provided TABE training to partners who requested support.

Wells Fargo Neighborhood LIFT Local Initiatives Grant: A generous Wells Fargo grant renewal and reallocation of funds provided another 445 subject test fee scholarships to a total of 175 Pima County residents in financial need. Out of 106 who finished all their tests, 102 passed, giving us a 96% pass rate for the initiative this year. The four test takers who did not pass and the others who still have tests to complete, were referred to adult education classes.

Blended Learning: All classes were converted to a hybrid, face-to-face + online, model. All classes now require two hours of work online outside of the regular class time. Teachers ‘blend’ learning inside of the face-to-face time to

Annual Report to the Pima County Board of Supervisors: FY 2017-2018

teach technology skills and familiarize students with online software. Students are able and encouraged to work as much as they can online, outside of class times to quicken the pace of their learning. Adult Basic Education learning centers all have open lab hours and can refer students to libraries and PCC Campus labs if internet access is an issue.

PROGRAMS AND SERVICES

Students Served:

Adult Education		
Program	Student Count	
	FY17	FY18
Main Program (ABE/HSE/ELAA)	4090	4139
Citizenship**	600	394
REP (Refugee Education Program)**	790	502
Jail	376	381
Total # Students with Hours (may be duplicated)	5856	5416
Unduplicated Demographic Headcount*	6057	6035

*The unduplicated headcount is slightly inflated due to the ADE's requirement of entering all students who are admitted (by registering) into the data system. In prior years, only students with 1+ hours were counted.

**We have seen a decrease in enrollment in both the Refugee and Citizenship programming attributed to federal policies associated with refugee resettlement and immigration in general. The naturalization process has also experienced a large backlog of applicants and application processing has slowed.

Math Bridge programming this year included 11 accelerated Math Bridge classes at 5 PCC campuses, each class totaling 72 hours of instruction over 8 weeks. Bridge classes are highly contextualized to college and career readiness, and integrate transition supports including embedded advising, visits from counselors and faculty, campus tours, and connections to campus resources. All students completed the AzCIS Skills Inventory and learned about pathways aligned to their career interests. Students gain college success skills and the math they need to pass the GED® or reach targets on the college placement assessment.

- A total of 193 students enrolled in Math Bridge classes this fiscal year. 40% came from Adult Basic Education and 60% from regular PCC programs. 66% of students completed the class.
- 55% passed some or all of the GED® test.
- 88% of Math Bridge students from 11 classes who post-tested on the PCC placement assessment increased their scores, and 73% of those students moved up one or more developmental education math levels.

Integrated Basic Education and Skills Training (IBEST) programming continued this year with the Machine Tool Technology IBEST, and the launch of a new Medical Assistant IBEST.

- **The Medical Assistant (MA) IBEST program** at PCC's Desert Vista Campus allowed students to study toward their High School Equivalency diploma and a MA occupational certificate simultaneously. The 27-credit program has included 12-15 face-to-face instructional hours per week. To prepare students for employment, during the course of this program students will participate in an externship, complete the Arizona Career Readiness Credential (ACRC), and prepare for the Certified Medical Assistant (AAMA) credential. MA IBEST was a collaboration with PCC's Center for Training and Development and ARIZONA@WORK:
 - Launched in December, 2017 with 31 students
 - 26 Students completed the first two blocks and are registered for the third. 70% of all grades are 'A', and 23% are 'B'.
 - 16 students started with High School diplomas, 15 started without High School diplomas and are seeking their High School Equivalency diploma during this program. Halfway through the program, five students have passed one or more of the tests, 4 have passed the entire test and earned a HSE diploma.

- **The Machine Tool Technology (MAC) IBEST program** at PCC's Downtown Campus has allowed students to simultaneously study toward their High School Equivalency diploma, MAC occupational certificate, and industry-recognized credentials from the National Institute for Metalworking Skills (NIMS). The Machine Tool Technology program offered several different areas of concentration. This IBEST program is guiding students on the pathway toward the Computer Numerical Control (CNC) Machinist certificate, but as students progress through their required foundational coursework, they may choose to shift to a different area of concentration such as Computer Aided Drafting, or Mechanical Inspection. The IBEST program integrated basic skills instruction into the first 21 credits of the total 36-credit CNC Machine Operator certificate. At this stage, most students have 3-6 credits remaining and will continue their coursework in the fall 2018 semester. Weekly instructional hours ranged this year from 3-12 hours per week, depending on the courses offered in each semester. MAC IBEST is a collaboration with PCC's Division of Applied Technology and ARIZONA@WORK.
 - Of the 12 students who started, 11 were seeking their HSE diploma. Eight students have passed the entire GED exam, while 2 have passed individual subtests. Six students have completed the 17-credit Machining Inspection and Quality Assurance Certificate at PCC. Eight students earned the NIMS Measurement, Materials and Safety (MMS) certification in June 2017, with 2 more students passing this exam in 2018. Three students have gained employment in manufacturing directly through connections made, or skills developed in this program.
 - The MAC IBEST program was designed to support students through 21 credits of Machine Tool Technology coursework and last one full year. However, due to the continued needs of the cohort and unexpected shifts within the college's academic structure, it was extended. Five students are still in process of completing the certificate.

- **Early IBEST / Integrated Education and Training programs**
 - **IET for Getting Ahead**, a 10-week course with 9 hours per week of instruction, designed to improve students' academic skills, explore career pathways, and develop future plans for success in life and work, integrated the Getting Ahead Curriculum, which was designed to help students achieve financial stability, career exploration, and workforce readiness skills adapted from the ARIZONA@WORK employability skills curriculum. Representatives from ARIZONA@WORK and DES visited the class to share information and guide students through the process of enrolling with their services. This pilot was designed for hard-to-serve, mid-level ABE students with multiple barriers, and was co-taught by basic skills instructor, a PCC College and Career Navigator, and a Getting Ahead facilitator.
 - 11 students started; 8 completed. Seven students completed a CPR certification course
 - Employability portfolio included: resumes, Holland Skills and Interest inventories, AZCIS Career Exploration and Reality Check. Students planned end-of-course celebration event as final group project. Included budgeting, planning, invitations and facilitation of the event itself.
 - **ELAA Business IET** was designed for advanced English language students interested in business or entrepreneurial endeavors. This 10-week class was offered twice, in Fall 2017 and in Spring 2018. The class engaged students in career exploration and developing skills and resources needed to transition to and succeed in business-related careers. Curriculum included planned visits from community partners. Students practiced transferable skills, engaged with guest speakers in the business career cluster, visited business-related PCC programs, and explored other training opportunities including Pima County Public Library's Idea+Space, the Small Business Development Center and SCORE. Students developed skills in workforce preparation through the integration of components of OneStop's Employability Skills curriculum. By the end of the courses students completed a work portfolio which included: Reflection activities identifying professional background and skills; Career exploration activities and small-scale action research project to investigate careers of interest; Career plan identifying specific steps toward career goals in business; a resource sheet with community resources to help pursue a career pathway of interest.
 - 25 students started; 18 students completed (72%). 96% of students obtained a measurable skills gain on the English language assessment, TABE CLAS E.
 - **GTM105 / Integrated Instruction pilot class** integrated basic skills instruction into the GTM 105 Math for Technical Careers class through co-teaching, co-planning and contextualized instruction. All of the students in this pilot were already pursuing applied technology careers in welding, automotive, housing and building construction or machine tool technology and needed to complete this class as a requirement for their programs. The model integrated an additional 1.5 hours of instruction into the regular 1.5 hours required for the GTM105 credit course. The additional integrated instruction included contextualized activities and learning focused on the application of the math to the technical careers. Additional instruction was comprised of hands-on activities designed to deepen the students' conceptual understanding of math, within the scope of the GTM105 topics. During the regular GTM105 lecture periods, the adult education instructor led an interactive activity for 20-25 minutes. These activities were always directly tied into the lecture topics and usually focused on

understanding the patterns and relationships in mathematics. In the additional instructional time, topics like math anxiety, growth mindset, accessing resources and career exploration were addressed.

- 18 students started class, 14 finished with an average daily attendance of 85%

The GTM105 / Integrated Instruction pilot included gathering perception data from a focus group of students in May, 2018, before the class had completed. All students agreed that the approach to teaching involving contextualized, applied math was very beneficial to their learning. They requested that next time there be even more tools of their trades brought into their learning environments, and agreed that this approach should be repeated. Students reported:

- "I'm more interested in this approach to learning math, and I'm better at math now."
- "Applied portion is most beneficial. I never used to care about math, but now I do it in my free time!"
- "This will be the first math class I've passed since 8th grade!"

- **The Transition Team**, Three College and Career Navigators, one Immigrant Navigator, and the Transitions Manager, continue to build stronger college or career pathways for students. Navigators, who are also instructors, advise students one-on-one and share information with teachers and staff about college and career resources, processes and pathways. The Immigrant Navigator has a unique role in helping our immigrant students access resources that can remove barriers to education or employment. Navigators visited classes and new student orientations to provide information about and referrals to the transition programming including Math Bridge and IBEST program offerings. They collaborated with college advisors and counselors on supporting students to persist towards their goals, arranging for field trips to campuses, and participating in outreach events. Highlights:
 - 360 individual Navigator meetings with students
 - 210 referrals to ARIZONA@WORK Pima County OneStop, including presentations on ARIZONA@WORK services in all classes. Transition team members met regularly with ARIZONA@WORK Workforce Development Specialists including frequent 1:1 contact between navigators and OneStop staff. Workforce Development Specialists and ARIZONA@WORK leadership attended monthly IBEST Operations team meetings.
 - 82 class-group activities, such as resource fairs, class visits, workshops, field trips, introducing self and services, guest speakers, outreach events; 2233 students attended these class-group activities. Six resource fairs serving approximately 600 students. Community partners represented included:
 - Tucson Youth Development
 - Pima County Library
 - Job Path
 - Marana Health
 - Interfaith Community services
 - DES
 - El Rio Health
 - League of Women Voters
 - Refugee Focus
 - UofA Law Clinic: Civil rights Restoration, Workers Right
 - Goodwill Industries

Annual Report to the Pima County Board of Supervisors: FY 2017-2018

- The Community Foodbank
- CyraCom (Interpretation Services)
- Literacy Connects
- Mi Familia Vota
- PCC departments including: Pima Online; Center for Training and Development; Veterinary Tech; Truck Driving; Dental Programs; Business; Technical Careers; HPOG; and Access and Disability Resources
- PCC Program Advisors, Financial Aid representatives, Librarians and the Volunteer Coordinator attended Transition Team meetings to exchange information.

GED[®] and Certification Testing Services:

- GED[®] Testing Center provided 5209 GED[®] subject tests at three campus locations across the Tucson Metropolitan area and the in the Pima County Jail.
- The main Testing Center at Community Campus also provided 2311 other certification tests for workforce and career programs, such as paramedics, medical assistant, pharmacy tech, CompTIA, teacher education, food safety and more.
- Pima Community College administered 238 tests to inmates in the Pima County Jail, via the College's mobile testing lab, with an 85% pass rate.
- PCC maintains an IGA with Pima County in which GED testing services for Las Artes Youth Program are included. The Testing Center provided coordination and administration of 24 private GED testing sessions to 6 cohorts of 8-15 students each.
- The Testing Center contracts with Fred Acosta Tucson JobCorps to provide coordination and administration of 50 private GED testing sessions for students in their workforce programs. Testing between 4-10 students every week.
- The on-campus Pearson VUE Authorized Testing Center worked closely with Adult Education Services, El Rio, El Pueblo, and the 29th Street Coalition Learning Centers to provide updates, answer questions, and act as a resource on the GED[®] Test for students, staff, and teachers.
- The Testing Center partnered with the Pascua Yaqui Tribe's Community and Adult Education Program to provide scholarships and testing services to students in their program.
- Testing staff use the Testing Center for recruitment into adult education classes, encouraging and referring students to get help preparing for their GED test.
- College Enrollment Management and Adult Basic Education transition staff provided outreach to HSE graduates to help students transition to college and career programs. Multiple outreach methods were used including referrals, flyers, resource fairs, direct mailing, emailing, personal contact, and scholarships for credit classes.
- PCC provided nine institutional scholarships to HSE graduates to attend college, two were Merit scholarships covering two full years of tuition. These scholarship recipients were given warm referrals to meet with college advisors.

Citizenship Classes: Fourteen Citizenship Classes are taught every week Monday-Friday. The program expanded offerings at a second TUSD site, Catalina Family Resource Center as well as in three new Pima County Library locations: Woods Memorial, Sahuarita and Green Valley. Volunteer instructors teach the classes that focus on preparing participants to successfully navigate and pass their citizenship interviews, which includes review of the

Annual Report to the Pima County Board of Supervisors: FY 2017-2018

application, a civics test, and a reading, writing and speaking test. Fourteen volunteers taught the classes, plus an additional seven served as substitutes as needed.

- Approximately 400 attendees were served, with 50 reporting passing their citizenship interview.
- As a continuing key partner in the Tucson Citizenship Campaign, we hosted two citizenship ceremonies at our 29th Street Coalition Center with former Congressman Ron Barber as the keynote speaker for both.

Refugee Education Program (REP): The program provides English classes to refugees resettled in Pima County. The program served 502 students in FY18. The majority of the refugee students assess at the beginning literacy levels. The program offers 9 classes at two locations, El Rio Learning Center and the 29th Street Coalition Center. This year, a REP instructor won the Global Excellence Award sponsored by the University of Arizona Center for global Initiatives for her dedication to research and teaching literacy acquisition of refugee-background adults. A REP volunteer won World Refugee Day's Outstanding Volunteer of the Year for her tutoring work.

Refugee Resettlement Agencies: Students are referred to the program by the three Tucson refugee resettlement agencies (RAs), International Rescue Committee, Lutheran Social Services, and Catholic Community Services. The program has extensive collaboration with all RAs in Pima County. The RA's bring all their employable clients to the Refugee Education Program for enrollment upon arrival in the United States.

The Refugee Education Program collaborates with Literacy Connects, AZTESOL and AZTESOL's Refugee Concerns Interest Group, and the University of Arizona's Second Language Acquisition and Teaching PhD program to bring "Teaching Second Language Adult Emergent Readers," a 6 hour training, to community volunteers and teachers from all resettlement agencies, Ethnic Based Community Organizations (ECBO), and Refugee serving Community Organizations (RCO).

The Refugee Education Program has also collaborated with all Pima County Stakeholders and the state Arizona Refugee Resettlement Program to offer a Refugee 101. This 2 hour monthly training is the first stop for any community member looking to learn more about the resettlement process and how to get involved as a volunteer.

Modeling Best Practices: REP instructors are continuing to fill in the gaps in the literature regarding best practices for working with adult second language emergent readers. Through classroom and academic research REP instructors have added evaluative material to the literature on best practices and continue to develop a research based placement assessment tool for adult emergent readers from refugee backgrounds.

Volunteers: The Volunteer Program continues to grow, doubling the number of active volunteers *again* this year. 86 active volunteers served as tutors, classroom aides, English Conversation Club facilitators, technology volunteers, and Writing Club facilitator this year. Three volunteers facilitated for the Transition to Jobs class for highly skilled immigrants. Volunteer hours totaled 5,109 this year, a record for the program. Need and requests for volunteers continues to increase. This year, the technology volunteer position was created to assist students and instructors with computer needs, and the Writing Club was created at 29th Street at the request of students, to work on and improve their writing skills.

- Our longest serving volunteer, Peter Yonsetto, who has taught citizenship for 17 years, was recognized as the Volunteer of the Year at the Association of Lifelong Learning, Arizona's Statewide Annual Conference in March 2018.

Annual Report to the Pima County Board of Supervisors: FY 2017-2018

- Current and former students are highly encouraged to volunteer and this year, eight current and former students formally volunteered for at least one session.
- Volunteers are honored and recognized through an annual recognition event. Both our Community Campus President, Dr. Lorraine Morales, and the Chancellor, Lee Lambert were in attendance, in addition to two Governing Board members. Volunteers were also recognized at two different Governing Board meetings this year.

Pima County Jail: A 28 year-long partnership with the Pima County Adult Detention Center continues. This year 381 students were served at two locations. The classes were GED® Test Preparation and Employability. GED® Testing and Certification provided on-site testing with mobile laptops. The GED® test pass rate was very high at 85%. Students generated more than 7600 hours of attendance

Eyeglass referrals: Fifty low-income students received free eye exams and glasses vouchers through the Gift of Sight program. Two optometrist offices, Alvernon Optical and Accent on Vision provide the free eye exam, and three optical stores, two Sears Optical locations and one Lenscrafters location provide eye glasses vouchers for students who qualify. Each store assists between one to two students a month with free glasses.

High School Equivalency (HSE) Graduation: On May 31, 2018, over 100 High School Equivalency graduates from Pima County celebrated their diploma accomplishment at the Tucson Convention Center Music Hall. Two student speakers, both going onto college, were the highlight of the night. Nine graduates each earned scholarships to attend PCC, including two merit awards for full-time tuition for two years. Pima County School Superintendent, Dustin Williams was the keynote and congratulated graduates along with the Arizona Department of Education director, Pima College Board members and other dignitaries who were present for the event.

Student Engagement: We work with adult learners, adult educators, Pima Community College students and staff and community leaders to integrate engagement and leadership development to stimulate positive change in our community.

- Eighty seven (87) students and student leaders contributed a total of six hundred and seventy one (671) hours through leadership activities and events.
- Student leaders and Ambassadors participated at the Coalition on Adult Basic Education (COABE) conference co-facilitating the Ambassador Train the Trainer pre-conference session. Other student engagement representatives co-presented on their experiences being published in the national adult education magazine for social justice, *The Change Agent*. Also, a panel presentation included student Ambassador alumni from the IBEST program.
- Ana Chavarin, alum and Ambassador, was chosen as Outstanding Adult Learner of the Year by COABE and received a \$10,000 award.
- Our Ambassador Training was COABE's Outstanding State Innovation of the Year Award! This prestigious, national level award was given at the national conference in Phoenix, AZ on March 28, 2018.
- During Arizona Adult Literacy Week in February, 2 alumni who are now PCC credit students working on Associates degrees, visited with 5 lawmakers at the state capitol. Students shared their stories of how adult education has impacted their lives, deepened relationships with their senators and representatives, and observed firsthand how government functions at the state level.
- Leadership development projects included: PCC's Emerging Leaders Institute; JADE Retreat (Justice Advocacy, Dialog and Empowerment); Aztec Gold, advanced leadership and how to apply it to social change projects;

My Voice/My Story Digital Storytelling Institute; as well as workshops such as resume writing, identifying your leadership style, goal setting and learning how to write SMART goals, public speaking, meeting facilitation skills, communication skills, as well as advocacy and power analysis.

- Student-led projects included: connecting with PCC advisors for Test Anxiety and Test taking skills workshops, and a healthy relationships workshop; a series on Relaxation Dynamics and Stress management; a canned food and toiletries drive; a writing club; volunteering at the Hope Fest; connecting with Beyond Tucson Foundation; and attending the following conferences: RISE UP Women's Empowerment; and the YWCA/COPA (Culture of Peace Alliance) Nonviolence Legacy Project daylong conference.
- Two alumni and current PCC students were selected to the Pima College Student Senate.
- PCC counselors provide information on a monthly basis at learning centers including: Trauma and PTSD, Suicide Prevention, Depression, Hunger and Homelessness and Domestic Violence, along with general assistance and orientation to how to register for, and get information on the for credit side of Pima College.

PARTNERSHIPS

Collaboration with Pima County Library:

- Two Learning Centers have Public Libraries in the same building complex and the third within walking distance and library information is incorporated into New Student Orientations and Resource Fairs. In addition, teachers often take their classes to the Pima County Public Library where they learn about services, get library cards, check-out books, receive tours and get to know librarians
- We offer citizenship classes in seven library branches; Mission, Valencia, Sam Lena (Met at Quincie Douglas during remodeling), Nanini, Woods Memorial, Sahuarita, Green Valley
- Librarians were also invited to classes, including one who went to the ELAA IET for Business class to connect students with Idea+Space services which offers help to small business owners
- At El Rio, the library and the learning center collaborate holding classes in the computer lab two days per week where students and the community can receive assistance services with general computer and software, internet searches, employment searches, resume writing, typing skills, basic skills/GED prep and more.
- The Pima Community College librarian visited 28 classes to present on what the College library can offer and generally made himself available to our students

YWCA: This is the fifth year of partnership with the YWCA providing Saturday classes for women who cannot attend classes during the week. The women who attend can also participate in the YWCA's leadership development and financial literacy programs. Child care is provided by the YWCA. Orientation, intake, and professional learning were collaborative efforts. This year, career development, business and entrepreneurship and other leadership programs for women, minorities and homeless were enhanced.

Transition to Jobs: Twenty four students with varied professional backgrounds including human resources, IT, education, accounting, banking, law enforcement, geology, graphic design and office administration participated in the program. Three volunteer facilitators, the Volunteer Coordinator and the Immigrant Navigator coordinate this class for students who are in intermediate or above English level, and have some post-secondary degree or certification from their country of origin, continuing a program that began at JobPath and transitioned to PCC in 2016. Students focus on searching for and gaining employment in the US, at a similar or equal level of education and

professional experience they have from their home countries. The class covers elevator speeches, cover letters, resume writing, job search through various job search engines, and writing and speaking answers to commonly asked interview questions. The class culminates with mock interviews for each student, tailored to their profession of interest.

- The Transition to Jobs team wrote a series of three blog posts for the Community College Consortium for Immigrant Education, which has now been turned into a book chapter. Additionally, Montserrat Caballero, Volunteer Coordinator presented at the National Immigrant Integration Conference in December 2017, emphasizing the use of volunteers as a replicable and cost effective best practice for other organizations looking to provide specialized programming for highly skilled immigrants. Finally, Norma Sandoval, Immigrant Navigator was a panelist on a webinar about programming for highly skilled immigrants and spoke about the unique features of her job.

Literacy Connects Partnership: Literacy Connects (LC) is a nonprofit literacy provider in Tucson that is an important partner. Adult Basic Education and LC staff collaborated in a variety of ways this year:

- Literacy Connects served as the convener for the Literate Worker Group, a committee made up of representatives from literacy providers across Tucson. The Literacy Worker Group meets monthly to share information, discuss possible collaborations, and strategize ways to cross refer and avoid duplication. This year a Google website information resource for literacy and job referrals to help students co-enroll in provider services was developed.
- Literacy Connects continued to offer support for the lowest level ABE students by providing basic reading and writing classes. This collaboration provided for a team of trained and experienced volunteers to offer instruction to ABE beginning literacy and low ABE I students, resulting in a smaller educator to student ratio. This collaboration provided for a total of 10, 10-week classes offered across the three learning centers. A total of 46 low-level ABE students participated. Students reported added benefit from the smaller student-to-teacher ratio. Students referred are personally put in touch with Literacy Connects staff via telephone or other communication methods.
- ADE ineligible students who are interested in adult education services are referred to Literacy Connects

RECOGNITIONS, AWARDS, AND EVENTS

- GED graduates Isabel Saenz and Haziell Lopez have been as Federal Work Study students. Their continued journey from Adult Basic Education and into college has resulted in other honors:
 - Haziell Lopez was honored as a Student Worker of the Year nominee
 - Haziell Lopez and Isabel Saenz traveled to the Capital during Adult Literacy Week and met with five legislators to share their stories. They were introduced on the House Floor
 - Two alum have been appointed to the PCC Student Senate, Haziell Lopez and Murray Peer. They will serve a one year term.
- A Transition to Job student, a chemical engineer who came to the US under asylum worked with volunteer instructors and tutors to improve his technical English. In late Oct he was offered a job as a chemical engineer, excellent salary and benefits. He is now in the process of bringing his family to the US.
- El Rio students won an Arizona Adult Literacy Week award for their newsletter "El Rio for a Better World" led by instructor Katy Brown; instructor and students attended the awards ceremony in Phoenix
- Volunteer Emily Marderness was awarded for her service in the Refugee Education Program at World Refugee Day on June 16.

Annual Report to the Pima County Board of Supervisors: FY 2017-2018

- Instructor Tyler Frank published research findings in COABE, Spring 2017 edition, based on three articles incorporating technology rich activities into Adult Education classes and teaching digital problem solving.
- Instructor Christy Schramski and Advanced Program Coordinator Kathy Budway presented on a national webinar hosted by World Education, a program of the New England Literacy Resource Center. Approximately 200 people tuned in from around the nation to hear strategies on being an ally to adult education students, both in the classroom and the community.
- Program Manager, Chelsea James was honored with the Two-Year Service Award by Arizona Association of College Testing Administrators (AZACTA)
- Advanced Program Coordinator, MaryAnn Phininzy was elected chair of the Pima County Women's Commission
- Vice President for Adult Basic Education, Regina Suitt was honored by LULAC with the President's Citation Award. She was also selected as the national Coalition for Adult Basic Education (COABE) Student Engagement Chair.
- Director Laurie Kierstead-Joseph was elected Region 7 Representative to the COABE Board.
- Outreach and New Student Recruitment Events were held throughout Pima County including: Cyclovia with an estimated 300-500 contacts; Feria de la Lectura at the El Pueblo Center; El Rio Neighborhood Ctr. Health Fair with over 250 contacts made; as well as flyer distribution to local agencies, grocery stores and other shops, churches, and health clinics
- Learning centers each held two career focused resource fair for morning and evening students securing over 25 different collaborating college/community partners and over 600 students attended
- El Rio Neighborhood Center 45th Anniversary Celebration in collaboration with City of Tucson - the history of the neighborhood center and the adult education facilities were a major focus of the event, along with performances by youth.

Arizona Performance Targets

Unofficial results *

Measurable Skill Gain Targets		
INSTRUCTIONAL LEVEL	FY17 Targets	FY 17 Achievement
ABE Level 1 (ABE Beginning Literacy)	59%	82%
ABE Level 2 (ABE Beginning - ABE I)	54%	56%
ABE Level 3 (ABE Intermediate Low - ABE II)	54%	58%
ABE Level 4 (ABE Intermediate High - ABE III)	45%	50%
ABE Level 5 (ASE Low - ASE I)	53%	45%
ABE Level 6 (ASE High - ASE II)	Not neg'd	
ELAA Level 1 (ELAA Beginning Literacy - BL)	62%	64%
ELAA Level 2 (ELAA Beginning Low - ELAA I)	69%	70%
ELAA Level 3 (ELAA Beginning High - ELAA II)	63%	73%
ELAA Level 4 (ELAA Intermediate Low - ELAA III)	61%	71%
ELAA Level 5 (ELAA Intermediate High - ELAA IV)	50%	56%
ELAA Level 6 (ELAA Advanced - ELAA V)	25%	46%
Overall Ed. Gains Target	55%	55%
Target rate for Progress-tested students	75%	77%

*Performance levels are not official until they are approved by ADE

EXPENDITURES FROM PIMA COUNTY’S CONTRIBUTION

The support from the Pima County Board of Supervisors is greatly appreciated and needed. Funding from Pima County contributes to the overall success of Adult Basic Education at Pima Community College in achieving its mission and serving this community. PCC’s Adult Basic Education for College & Career Division remains the largest adult education provider for all levels of students in Pima County and is also the largest provider in the state.

The funding that the county appropriates for adult education is essential to serving Pima county residents. The investment that the Board of Supervisors makes in adult education has made it possible to provide extra classes, teacher Professional Development, and transition services while protecting vital programs such as our Citizenship classes, student engagement activities and the Volunteer Program, as well as partnering with Community based programs such as the Library, Literacy Connects and the YWCA. 80% of the funds pay for staff who do this critical work; the majority of contractual, travel and instructional supplies was spent on ensuring teachers had the classroom resources and professional development to learn and implement best practices for students.

The following expenditures were made from the Pima County Board of Supervisors FY 2017-2018 contribution of \$250,000.

2017-2018 Expenses

Total Pima County Contribution	\$250,000.00
Salary for administration	35,996.50
Salaries for staff and instructors	140,693.04
Employee-related expenses (benefits)	61,497.05
Professional Development/Travel	8,795.34
Instructional text, assessments and office supplies	4,015.16
Total Expenditures*	250,997.09

*The overage of \$997.09 was covered by other PCC funds