

## Message from the President

Mission Statement: AALL strives to improve opportunities for educational growth by promoting and inspiring lifelong learning and adult literacy in Arizona.

Vision Statement: Arizona will have an empowered adult population and a dynamic workforce.

Strategic goals: Communication, Networking, Awareness, Professional development

*Hello to all our friends and colleagues around Arizona!*

*This is my first communication to you as President of the Arizona Association for Lifelong Learning and it's my honor to serve the field of adult education in Arizona. I've been involved with adult education since I was a student at the University of Arizona studying cultural anthropology with an emphasis on applied linguistics. When I expressed a desire to travel the world, my advisor suggested that I volunteer at the nearby adult learning center to get some experience in ESL. I did volunteer at El Rio on the westside of Tucson – where I now serve as a learning center manager. After I graduated with my bachelor's degree, I started working for Pima's adult ed program. I have worked as an instructor for ELAA, GED, and Family Literacy and coordinated Civics, Citizenship, and Professional Learning among other duties and positions. During my tenure as an AALL board member since 2012, I've had the privilege of playing a lead role in our nationally acclaimed Ambassadors leadership training program. I have also been raising twin daughters who are now 16 years old and went back to school for a Masters in Education through the UA Department of Language, Reading & Culture. My graduate studies focused on participatory, social-justice oriented practice in adult education classrooms and in teacher professional learning communities.*

*After some years of promoting advocacy and leadership in adult education by chairing our Awareness Committee and helping COABE implement our ambassador training model across the country, I'm looking forward to my new role this year in AALL. I will continue my work with awareness and advocacy, support other committees – Professional Development, Membership/Website, Finance, Scholarship. We will organize more outreach via social media and marketing as well. My goal as president is to continue promoting participatory practice among our students, staff, and teachers. To me that means helping students take ownership of their learning to become leaders, fostering teachers' ownership of their own learning and classroom practice, and making sure that AALL members are informed, connected, and actively engaged in our association and statewide community of adult educators and student leaders. My passion for adult ed is rooted in my values around student and staff voice, leadership, action and reflection.*

*Check out the articles and photos in this fine edition of our fantastic state association's newsletter: early IBEST coding class, ambassador training, student engagement and science, advocacy trips to Washington DC, member benefits, meet the board, explore the committees, and celebrate adult learners in Arizona!*

*Please feel free to reach out to me anytime with feedback, suggestions, and offers to help any of our committees or initiatives. lporfrio@pima.edu*



Laura Porfrio  
AALL President

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On behalf of AALL members, the Board of Directors, colleagues, and countless students...

We will miss you and be forever grateful for the time we spent together in the field of adult education in Arizona. Your wisdom, grace, expertise, friendship and strength will stay with us forever. Your passing makes our hearts sad but your spirit will keep us going forward

**Diane Jackson**

# Central Arizona College – IET Program

Submitted by Susan Aguilar

Central Arizona College's Adult Education program has begun an Integrated Education and Training (IET) program in collaboration with CAC's Skilled Trade and Technology division. On August 19, 2019, a cohort of eight High School Equivalency students began a sixteen-week course whereby they prepare for the GED® exams in the context of the national NCCER (National Center for Construction Education and Research) Core Curriculum.

Our Adult Education instructor, Jana Harper Makaafi, is team teaching with an NCCER Master Trainer employed by national construction company, Sundt Construction, Inc., to prepare students to successfully pass both the GED® Tests and the NCCER Core curriculum. The hands on portion of the class includes working with hand- & power-tools, construction math & drawing, communication & employability skills, as well as material handling & safety.

Prior to the start of the class, students were required to attend nine hours of orientation, which included goal setting & team building activities, career outlook information, TABE testing, and individual advising to ensure that the program is a good fit for each student and will help meet the student's goals.

Students who complete the NCCER Core curriculum and pass all five GED® tests by the end of the semester will be in an excellent position to transition into CAC's Skilled Trades & Technology division certificate and degree programming. An extraordinary benefit that Central Arizona College provides is a twelve-credit scholarship for any student completing and passing the GED® tests at a CAC testing center. Our IET students who complete the GED® tests before the end of the course will be able to apply five of those twelve scholarship credits to CAC's NCCER Core Curriculum class, effectively paying for and receiving college credit for having completed those five credits. Other options available to students who complete the course will include going straight to work or enrolling in an additional HSE class to devote further study time if needed to complete the GED® tests.

Our cohort of students is motivated and enthusiastic about the class and their future careers in the skilled trades. As of this writing, not one of the students has been late or absent for class (or even the three nights of orientation!), and they actively participate and prepare for their assessments both in and out of class.

CAC's Adult Education program is thrilled to be a part of this life changing experience for our GED students, and as we move forward, we anticipate increased enrollment and great success!



IET Students during NCCER training.



IET Students



Jana Harper Makaafi with IET students.

# Anyone Can Learn Coding!

Submitted by Vi Hawes

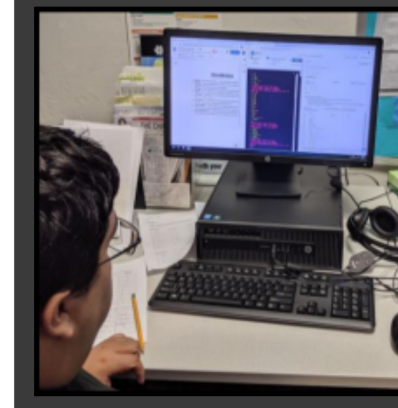
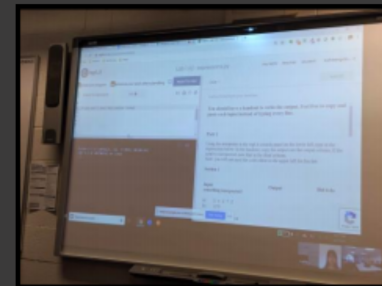
I (Vi) was invited to take over for Katy Brown's TEALS class on a day she couldn't be there. At first,

I was nervous because I have NO BACKGROUND in coding, despite me being the Ed Tech coach. However, I was able to watch and participate with other students as another instructor taught the class: through Google Hangouts!

All remotely, the instructor facilitated discussions and screenshared her slides with all the important terms and features students were learning that day. The instructor spoke clearly, modeled examples with great precision, and ensured that all the students were on the same page.

Afterwards, the students were instructed to get onto their computers and work on an assignment. Using what they had just learned, the students were required to print values or strings, inputting them in a way so they would receive a proper output. Some students struggled with inputting certain values and strings, but I was able to be of assistance after watching the instructor.

Many students were amazed at their abilities to input these new print codes, and as they became accustomed to it, how intuitive it was. As the instructor taught them more complicated tasks, students demonstrated understanding on their own. What I learned from this experience was that ANYONE CAN LEARN TO CODE! I had never really thought about this skill being relevant in my career field, I learned that coding/programming can be relevant in ANY field. It teaches students math, critical thinking, problem solving/troubleshooting skills, and more importantly, teamwork and collaboration.



# COABE 2019 - Making the World Better!

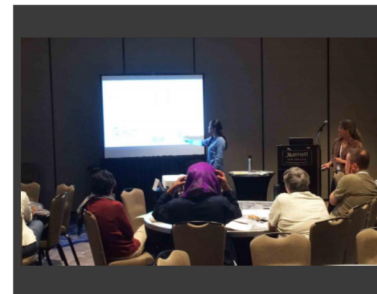
Submitted by Ellen Wang

The city of New Orleans' beauty is very attractive to tourists from around the world. However, the 2019 COABE national conference added even more beauty. It allowed me to experience the beauty and culture of New Orleans as well as have a wonderful learning experience. Maybe you will ask what is "COABE". COABE is the abbreviation for the "Coalition on Adult Basic Education". "Unmask Your Potential" was this year's conference advertising slogan. COABE was formed in 1971 to support the adult education, advance national and international adult education and literacy opportunities. It promotes, advocates for, and conducts literacy and lifelong education efforts. As Barbara Bush said, "If more people could read, write, and comprehend, we would be much closer to solving so many of the other problems our country faces today." I'm a lucky woman. On March 31 to April 3, I got the chance to personally experience this great conference.



This conference invited different people from instructor and educational service providers to students. There were hundreds attending this conference. Katy Brown is one of the educators who is working in Pima Community College Adult Education, El Rio Learning Center. She is a very experienced teacher who has taught the GED classes many years. I was in her class. She took us to visit the landfill and recycle center in Tucson. This was part of our developing workshop. She wanted to show people who attended the presentation her views of teaching, students' interaction and evaluation modeled for math and science. She incorporates student interests and activities while teaching GED students. I remember she told me, "You can have a class without a teacher. But you cannot have a class without students." Katy and I spent many hours researching and preparing our talk. We presented an hour's worth of instructional information that helped other teachers see how to combine math and science into a practical way that interested students. I also was invited to join

Cynthia Peters, the editor of Change Agent for her presentation at the conference. In 2017, I got a copy of the 'Change Agent' magazine during class. It asked for student articles on different topical subjects. I was fortunate to have one of my articles published. Having my work published in a magazine had a very positive influence on me as a student. As an educator's service provider Cynthia offers a source for students to publish articles they have written in class. Cynthia's magazine gives many students the opportunity to write their own story but also to read about the experiences of other students. It can be a great source of pride for students. It is valuable for teachers who can encourage students to write and be published. Both the students and teachers like to use the magazine as an effective resource tool for education. My participation in Cynthia's session was a wonderful experience.



During this excellent conference, I got a lot of learning, training and practice in preparing our two sessions. Also, I was able to share my experiences with my classmates. Sharing this experience will encourage many students to keep learning. The U.S has a powerful resource in educating adults. This can be used to everyone's advantage by helping them achieve their goals and advance in our society. As a result of my experiences at the COABE conference, I really understand the educational development of its citizens is inseparable for the continuous development of the United States. I am really thankful to AALL (Arizona Association for Lifelong Learning) for giving me this very valuable opportunity to attend this awesome conference. I am also thankful to teacher Katy. Because of her encouragement and pushing me to take my first step, I had a valuable learning experience and it allowed me to express my feelings and appreciation to Pima Community College Adult Education and the COABE conference. American education, making the world better!

## Another Successful Ambassador Training

Submitted by Laura Porfirio

Staff and students collaborated and learned together again at the COABE national conference in New Orleans this year. Ambassador trainers from Arizona, Colorado, and Maryland facilitated a national training for 11 teams from around the country during the pre-conference session. Those states represented were: Louisiana, Connecticut, Virginia, Alaska, and Arkansas. Our Student Engagement Strand offered 14 workshops, and a total of 30 students from around the country attended the conference. Students were co-presenters – or their voices were highlighted via video or in writing – in 9 of those workshops.



Photo of the whole group – including Arizona trainers from Queen Creek (Diane Jackson, Patricia Albavera, Phoung Nguyen) and Pima (Laura Porfirio, Ana Chavarin)

A few quotes from the ambassador training evaluation comments:

- - “A highlight was meeting a diverse group of people in the adult ed program experiencing the same thing and fighting for the same cause!”

- - “It was a very powerful experience; I feel well prepared to take this back and train other ambassadors.”

And, here’s a reflection from Jackie Bonilla Soto from Virginia

“Attending to the COABE Ambassador Training was an enlightening experience for me. At first, I was nervous because I didn’t know what to expect and I am not very fond of speaking in public. Nonetheless, the dynamics of the training made me feel comfortable and empowered to the point that I volunteered to participate in the final round table advocacy for Adult Education with a decision maker (Director of the State Community College System CTE). I learned how to improve the way I deliver a message and to adapt it according to whom I am addressing. Furthermore, I got to meet several wonderful people who are working to improve Education. I look forward to keep working for the common purpose.”



Photo of Jackie and her team of teachers with COABE board member Tom Nash. She’s from Mexico and started in adult ed studying English in Virginia and now has passed part of the GED test and wants to go on to higher education and work in the field of health - or education!

## My Super Adventure in Washington DC

Submitted by Maricela Reed

It was 7am when I arrived at Washington DC, for the very first time. When I saw the Capitol building silhouette from the Reagan Airport, standing in the horizon, I knew then it was for real. I had previously arranged two appointments with Representative Gallego (District 9) and Senator Sinema staff, Mr. Shelble and Mr. Winkler, respectively. Being new in town, my plan was to explore the Capitol Hill area to identify the addresses for my two appointments, the Senate and the House of Representatives. I was very apprehensive about being alone in a city I didn't know. I asked the information desk lady at the airport about the modes of transportation in the city and she kindly and slowly gave me an in-depth instruction about how to get around via Metro and the Circulator (a local free bus that covers the Capitol Hill area). This was re-assuring as my boss, seeing my apprehensiveness about traveling alone, had previously giving me the same information. That morning I spent more than six hours getting acquainted with the city; it was beautiful!!! Its majestic buildings so charged with powerful energy, knowledge and history. When I first got to the Capitol Hill, I was greeted by a sniffing dog, leaded by a police officer. The dog's job is to sniff people around for... not sure for what, but he did not sniff me. I got to visit many buildings and monuments, all majestic in beauty and history!

By 2:30pm I was registering in the hotel lobby, where I found a couple of COABE representants from Missouri and Louisiana, also there for the Capitol Hill Day, advocating for Adult Education (that was my mission, by the way). That evening we met with a staffer from the Capitol who instructed us how to behave and what to say in our appointments. He provided us with Educate to Elevate campaign statistics from our specific states. All this while dining in a nice restaurant. Everybody was excited about the day ahead of us, meeting legislators and/or their staff.

On May 7th, at 10am, I found myself in the office of Representative Gallego; I met with staffer Nathan Shelble. I presented myself first as a constituent, then as member of the COABE delegation. Mr. Shelble was very attentive and gave me plenty of time for me to let him know about me, what I do in the Adult Education field, and why I was there that day for (to ask for 23 million more to be allocated in adult education). I shared with Mr. Shelble how by having the opportunity of obtaining a GED certification in Arizona, it opened the doors for me to higher education, obtaining my AA from South Mountain Community College and a bachelor's degree on Political Science from Arizona State University. I told him how I had worked at the Arizona State Senate, adoption and foster care, and the adult education fields. I pointed out what I consider my greatest achievements: placing children in loving adopting and foster care homes and empowering adult learners by teaching them the language or helping them obtaining their GED certification. I did not tell him this to boast, but to show him how adult education can make a difference in an individual and how the community can benefit from having empowered members of the community in it. Lastly, I asked Mr. Shelble to share my information with Representative Gallego and to, please, support adult education programs, so we can continue offering adult education, for the betterment of communities.

I shared the same information to Mr. Winkler at the Senator Sinema's office. Mr. Winkler was also very receptive to what I had to say and assured me that Senator Sinema was a champion of education and would definitely give her support when the time comes to vote on the budget.

I left Senator Sinema's office with a sense that I had been heard and my message would reach the senator. On my way out, I saw an office for a California Senator, Kamala D. Harris; it had a sign posted outside the door, "Dreamers Welcome Here." I'm not a "dreamer", but I could not help myself feeling emotional about the "welcoming" sign to my people, my kind, the immigrant. I felt grateful towards that senator for her kind gesture. During my further exploring for that day, I was asked in three different occasions if I spoke English. This question gave me flashbacks of the days were I barely spoke English, when I first came to this country. In reflecting back, the question brought back emotions of uncertainty, insecurity, rejection, guilt, shame, unworthiness, and whatever else is in my subconscious. That question alone startled me so deeply, that in answering I could just mumble something unclear and incoherent, so before I had a chance to redeem myself, people would walk away directing their actual questions to other bystanders. Later that day, I was chatting with a nice older couple from Atlanta who seemed very nice. I started talking about the beautiful weather and the trees and asked them about the peaches in Atlanta (Atlanta's official fruit). Suddenly, out of the blue and apparently tired of waiting for a lead from me, the lady asked me, "so, what do you think about the illegals?" The question took me aback, but quickly I took a second look of the lady and figured out where she was coming from with that question; the fear and lack of love (self-love) in her own story. I replied with neutral answers that did not fuel her interest in hearing what I had to say anymore. The couple proceeded by encouraging me to visit the Holocaust Museum, to which reluctantly I agreed. As I enter the museum, ironically, the first words I saw were, "All men are created equal; ...They are endowed by their creator with certain unalienable rights; ...among these are life, liberty, and the pursuit of happiness." I was so moved and touched by those beautiful words from the Declaration of Independence that I got goosebumps. I wondered if the old couple got to read those words and what that meant to them. I ended up coming right out of the museum because the sorrow the exhibit is based upon would most likely make me cry, so I left.

My mission in this trip was to advocate for adult education, which I think I achieved. The lesson learned for me was a humbling reminder of who I was, an immigrant. An immigrant that once vowed to be the best Mexican citizen in the United States. An immigrant that became part of the human race in which we all belong and see after each other, regardless of backgrounds and creeds. It was a good day in Washington DC!



# DC Capitol Hill Day Trip

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Submitted by Haziel Lopez

My name is Haziel Lopez and I am a Pima Community College adult education alumni. Achieving my HSE diploma was an important stepping stone in my life as I had never before imagined my potential, and I didn't have real educational goals. PCC opened up many doors for me; I am an Ambassador, a Student Senator, and I was given the opportunity to further my education in credit classes at Pima. My goal is to transfer to the University of Arizona. I was very excited to be chosen to represent Arizona and the program that helped me succeed by being invited to Washington D.C. to share my story with policymakers.

The trip however did not go as planned as a heavy storm swept across the Dallas area of Texas which delayed ALL flights - we didn't even make it to Washington. I was stuck on an airplane for 11 hours before finally making it to Dallas; this was my first trip on an airplane.

I was not able to meet with the representatives and senators as originally planned. We had visits planned with Senator Sinema, Rep's Kirkpatrick, Grijalva and O'Halleran. However, I have met with others in similar positions in the past when I was invited to the Capitol in Phoenix, Arizona. In Phoenix, I met with state Senator Sally Ann Gonzales who surprisingly was also a GED graduate. She shared her story on what got her to the position she was in and why graduating was such an important part of her life. She continues to support education in all aspects because much like me, her education was stolen from her and getting it back was challenging. Sally Ann went on to say that she would visit our GED centers and we discussed the ways she could continue supporting us.

In Phoenix, I went on to meet many more state representatives who related with my story and we were all able to find solace in sharing our stories. I gained lasting connections with these wonderful people which leads me to believe that if I had gone to D.C. and the weather wasn't an issue, I would have been able to share my story and touch the hearts of those at the US Capitol as well. Education is endless, but it is us who are limitless.

I really appreciate that the Arizona Association for Lifelong Learning (AALL) gave me a chance to visit D.C. I didn't quite make it, but I hope that AALL will consider sending me again.

# Website, Board, and More

## Website Info

<https://aafll.wildapricot.org>

Check out our website! And, don't forget about all the benefits of AALL membership:

- Scholarships
  - Teacher Learning
  - Exchange funding
  - Awards
  - Member discounts
- plus automatic COABE and MPAEA membership!

<https://www.coabe.org>

<https://mpaea.wildapricot.org>

## COABE Virtual Conference

AALL members (all of you!) will be able to attend COABE's Virtual Conference this fall! Stay tuned for more details...



## AALL Board of Directors

Name	Email	Program	Committee / Role
Laura Porfirio	lporfirio@pima.edu	Pima College	Pres, Awareness
Philip Suriano	philip.suriano@riosalado.edu	Rio Salado College	Website, Membership
Patricia Urdialez Arzt	urdialezp8@gmail.com	formerly Mesa Adult Ed	Treasurer
Diane Jackson	djackson@qcusd.org	Queen Creek USD	Past President
Katy Brown	kbrown@pima.edu	Pima College	PD
LilyBeth Brazones	lilybeth.brazones@riosalado.edu	Rio Salado College	Newsletter
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