



Arizona State Board of Education

NOTICE OF PUBLIC MEETING

Pursuant to Arizona Revised Statutes (A.R.S.) 38-431.02, notice is hereby given to the members of the Arizona State Board of Education and to the general public that the Board will hold a meeting, open to the public, on **Monday, October 24th, 2016, at 9:00 AM at the Arizona Department of Education, Room 122**, 1535 W. Jefferson, Phoenix, AZ 85007. A copy of the agenda for the meeting is attached. The Board reserves the right to change the order of items on the agenda, with the exception of public hearings. One or more members of the Board may participate telephonically. Agenda materials can be reviewed online at <http://azsbe.az.gov>

Pursuant to A.R.S. §38-431.02 (H), the Board may discuss and take action concerning any matter listed on the agenda.

Pursuant to A.R.S. § 38-431.03(A)(2) and (3), the Board may vote to convene in executive session to consider records exempt by law from public inspection, including the receipt of information that is required to be maintained as confidential by state or federal law, and/or for discussion or consultation for legal advice on this agenda item.

Persons with a disability may request a reasonable accommodation such as a sign language interpreter, by contacting the State Board Office at (602) 542-5057. Requests should be made as early as possible to allow time to arrange the accommodation.

DATED AND POSTED this 12th day of October, 2016.

Arizona State Board of Education

By: _____

A handwritten signature in black ink, appearing to read "K. Schmidt", written over a horizontal line.

Dr. Karol Schmidt
Executive Director
(602) 542-5057

Monday, October 24th, 2016

9:00 AM

Arizona Department of Education, Room 122
1535 W. Jefferson, Phoenix, AZ 85007

9:00 a.m. CALL TO ORDER, PLEDGE OF ALLEGIANCE, NATIONAL ANTHEM,
PRAYER, AND ROLL CALL

1. BUSINESS REPORTS: The Board may discuss and take action concerning any matters listed on the agenda for Business Reports.
 - A. President's Report
 1. Update on the Ad Hoc Advisory Committees
 2. Special Meeting for December 5, 2016
 - B. Superintendent's Report
 1. Recognition of the Presidential Awards for Excellence in Mathematics and Science Teaching
 2. Update from the Department
 - C. Executive Director's Report
 1. Update on the Academic Standards review process
 2. Update on NASBE Annual Conference
2. CONSENT AGENDA
 - A. Approval of the contract between the State Board of Education and six approved local adult education providers to award funding to provide preparation for the Arizona Civics Test
 - B. Approval of the 2017 State Board of Education meeting schedule
 - C. Approval of the Migrant Student Information Exchange (MSIX) State Data Quality Grant award pursuant to Arizona Revised Statutes (A.R.S.) §§ 15-206 and 15-207
 - D. Approval of the Structured English Immersion (SEI) Course Training Program offered by SEI-ELL Consulting Services pursuant to A.R.S. §15-756.09
 - E. Approval of the educator programs leading to Arizona educator certification:

1. Grand Canyon University, Bachelor of Science in Early Childhood Education and Early Childhood Special Education
 2. Grand Canyon University, Master of Education in Early Childhood Education and Early Childhood Special Education
- F. Approval of the agreement between the State Board of Education, Arizona Department of Education and the Council for the Accreditation of Educator Preparation (CAEP)
- G. Approval of recommendation of the Professional Practices Advisory Committee to approve the certification of Kirk A. Hinsey
- H. Approval of the Negotiated Settlement Agreements for:
1. Jaime G. Tejada Jr.
 2. Charles W. McCanse
- I. Approval of the voluntary surrender of the educator certificates held by:
1. Andrew O. Andrist
 2. Joshua Wayne Brelsford
 3. Eric Charles Brown
 4. Kenneth Sweet
3. CALL TO THE PUBLIC: This is the time for the public to comment. Members of the Board may not discuss items that are not specifically identified on the agenda. Therefore, pursuant to A.R.S. 38-431.01(H), action taken as a result of public comment will be limited to directing staff to study the matter, responding to any criticism or scheduling the matter for further consideration and decision at a later date.
4. GENERAL SESSION
- A. Update and presentation from the Office of English Language Acquisition Services pursuant to A.R.S. §15-756.01(E)
 - B. Presentation, discussion and possible action to close rulemaking for proposed amendments to rule R7-2-603 regarding the Professional Administrative Standards
 - C. Presentation, discussion and possible action to determine non-compliance with the USFR for the following school districts and to withhold State funds pursuant to A.R.S. §15-272(B):

1. Red Mesa Unified School District No. 27
 2. Thatcher Unified School District No. 4
- D. Update and presentation on Arizona High School Equivalency (HSE) Diploma System in Arizona
- E. Presentation and discussion regarding Full Day Kindergarten
- F. Presentation, discussion and possible action on the findings of fact, conclusions of law and recommendation of the Professional Practices Advisory Committee to revoke the certificates held by:
1. Albert K. Heitzmann
 2. Chris J. Conde
- G. Presentation, discussion and possible action on the findings of fact, conclusions of law and recommendation of the Professional Practices Advisory Committee to deny the certificate application of Stephen Weede Martin
- H. Presentation, discussion and possible action on the findings of fact, conclusions of law and recommendation of the Professional Practices Advisory Committee to suspend the teaching certificate of Lynn M. Marble
- I. Presentation, discussion and possible action to initiate rulemaking procedures for the proposed rule R7-2-614(K) regarding Student Teaching Intern Certificate
- J. Presentation, discussion and possible action to initiate rulemaking procedures for the proposed rule R7-2- 617(F) regarding the School Social Worker Certificate
- K. Presentation, discussion and possible action to close rulemaking for proposed rule R7-2-317 regarding the State Seal of Biliteracy Program
- L. Presentation, discussion and possible action to approve language proficiency assessments and set proficiency levels pursuant to Board Rule R7-2-317, the State Seal of Biliteracy Program
- M. Presentation, discussion and possible action regarding the elementary educator preparation program leading to Arizona

educator certification submitted by the American Board for
Certification of Teacher Excellence, Elementary Education

N. Presentation and discussion regarding the Board's FY 17 budget
and FY 18 budget request

5. SUMMARY OF CURRENT EVENTS, FUTURE MEETING DATES
AND ITEMS FOR FUTURE AGENDAS. The executive director,
presiding officer or a member of the Board may present a brief
summary of current events pursuant to A.R.S. § 38-431.02(K), and
may discuss future meeting dates and direct staff to place matters on a
future agenda. The Board will not discuss or take action on any
current event summary.

EXECUTIVE SUMMARY

Issue: Consideration to approve the contract between the State Board of Education and six approved local adult education providers to award funding to provide preparation for the Arizona Civics Test.

Action/Discussion Item

Information Item

Background and Discussion

ARS 15-232, 15-234, and Federal P.L. 105-220 (Title II of the Workforce Innovation and Opportunity Act of 2014), and the Arizona Unified Workforce Development Plan authorizes the allocation of funds for the establishment and maintenance of adult education including:

1. Adult Basic Education/Adult Secondary Education (ABE/ASE)
2. English Language Acquisition for Adults (ELAA) and Civics Engagement
3. ABE/ASE and ELAA Distance Learning (DL)

According to the U.S. Census American Community Survey (2009-2013), in Arizona there are currently almost 725,000 adults 18 and older who lack a high school diploma and more than 440,000 adults 18 and older who speak English less than very well.

Adult education and literacy services provide academic instruction and education services below the postsecondary level to increase an individual's ability to read, write, speak in English, and perform mathematics or other activities necessary for the attainment of a secondary diploma, to transition successfully to post-secondary education and training, and to obtain employment.

Since 1998, Arizona Adult Education classes have:

1. Assisted adults to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency;
2. Assisted adults who are parents to obtain the educational skills necessary to become full partners in the educational development of their children;
3. Assisted adults in the completion of a secondary school education;
4. Assisted adults in acquiring the English language skills necessary for productive participation and civics engagement.

A.R.S. 15-701 establishes that beginning in 2017, in order to graduate from high school or obtain a high school equivalency (HSE) diploma, a student must correctly answer at least sixty of the one hundred questions listed on a test that is identical to the civics portion of the naturalization test used by the United States Citizenship and Immigration Services.

Contact Information:

Sheryl Hart, Deputy Associate Superintendent
Kelly Koenig, Associate Superintendent

EXECUTIVE SUMMARY

Adult Education programs currently provide preparation classes, including civics education, to students seeking a HSE diploma. While most HSE candidates test in the English version of the GED Test, in 2015 approximately 1,280 (15%) took the GED Test in Spanish. The new Arizona Civics Test is given in English and the new requirement will likely present a significant barrier to individuals who opt to take the GED Test in Spanish.

To address the potential barrier that the Arizona Civics Test requirement represents for Spanish GED examinees, this request seeks to provide additional funding to six local adult education providers in communities with the historically highest volume of Spanish GED candidates for the purpose of providing educational services specifically to prepare learners who intend to take the Spanish GED for success in the Arizona Civics Test in English.

Government fiscal support for the Arizona Adult Education system has historically been provided through a combination of federal and state funding, with the federal dollars requiring a three to one (federal to state) match.

Name of Contracting Party(ies):

Proposed contract between the State Board of Education, acting for and on behalf of the Department of Education and the following party(ies):

Local Provider	Total Allocation not to exceed
Adult Literacy Plus of Southwest Arizona	\$3,000
Cochise College	\$3,000
Friendly House, Inc.	\$3,000
Mesa Unified School District	\$3,000
Rio Salado Community College	\$3,000
South Yuma County Consortium	\$3,000
TOTAL:	\$18,000

Contract Amount:

Not to exceed \$18,000

Source of Funds:

Authorizing Legislation:

- ARS 15-232 and 15-234
- The Workforce Innovation and Opportunity Act, Title II: The Adult Education and Family Literacy Act (P.L. 105-220)
- The Arizona Unified Workforce Development Plan

EXECUTIVE SUMMARY

Responsible Unit at Department of Education:

Adult Education Services
Deputy Associate Superintendent: Sheryl Hart
Program Contact: Jerald Goode

Dates of Contract:

November 1, 2016 to June 30, 2017.

Previous Contract History:

The Board has approved local grant awards for adult education services since 1965.

Number Affected (Students, Teachers, Public, as appropriate):

1,500 – 2,000 students
12-18 teachers

Method of Determining Contract Amount(s):

Factors considered are: (1) need based on historical data of number/percent of HSE testing candidates taking the GED Test in Spanish, (2) available funding, (3) applicant's performance and funding history, (4) applicant's history of compliance with contractual provisions.

Evaluation Plan:

The contracted provider will conduct a self-assessment of their program operations, and receive technical assistance in areas of need. ADE staff will evaluate program performance data monthly.

Recommendation to the Board

It is recommended that the Board approve the contract between the State Board and six listed approved local adult education providers to award funding to provide preparation for the Arizona Civics Test. Contract amount not to exceed \$18,000.

EXECUTIVE SUMMARY

Issue: Approval of the 2017 State Board of Education's meeting schedule

Action/Discussion Item

Information Item

Background and Discussion

Consistent with Board rule, the following meeting schedule is proposed for 2017:

ARIZONA STATE BOARD OF EDUCATION
&
ARIZONA STATE BOARD FOR VOCATIONAL AND TECHNOLOGICAL EDUCATION

2017 STATE BOARD OF EDUCATION MEETING DATES

PLACE: ARIZONA DEPARTMENT OF EDUCATION
1535 W. JEFFERSON, ROOM 122
PHOENIX, AZ 85007

(SUBJECT TO CHANGE. PLEASE REFER TO MONTHLY AGENDA AT AZSBE.AZ.GOV)

TIME: 9:00AM

(UNLESS OTHERWISE NOTED ON MONTHLY AGENDA)

JANUARY 23

FEBRUARY 27

MARCH 27

APRIL 24

MAY 22

JUNE 26

JULY – NONE

*AUGUST 7 *BOARD RETREAT*

AUGUST 28

SEPTEMBER 25

OCTOBER 23

NOVEMBER – NONE

DECEMBER 4

Recommendation to the Board

It is recommended that the Board approve the State Board of Education's meeting schedule for 2017

Contact Information:

Dr. Karol Schmidt, Executive Director State Board of Education

EXECUTIVE SUMMARY

Issue: Acceptance of Migrant Student Information Exchange (MSIX) State Data Quality Grant award pursuant to Arizona Revised Statutes (A.R.S.) §§ 15.206 and 15.207.

Action/Discussion Item

Information Item

Background and Discussion

The Migrant Education Program (MEP) is a federally funded, state-operated program that provides supplemental program services to the children, ages 3 through 21, of seasonal or temporary agricultural workers.

MSIX State Data Quality Grant

The Migrant Student Information Exchange (MSIX) is the technology that allows States to share educational and health information on migrant children who travel from State to State and who, as a result, have student records in multiple States' information systems. MSIX works in concert with the existing migrant student information systems that States currently use to manage their migrant data to fulfill its mission to ensure the appropriate enrollment, placement, and accrual of credits for migrant children nationwide. Additionally, to help protect student privacy, MSIX minimizes the amount of personal information collected to include only those data elements required to match student records. Only authorized personnel have access to this information through the Web portal. The MSIX is developed in accordance with federal requirements to safeguard the privacy and security of education data, including requirements set forth in the *Privacy Act of 1974*, the *Family Educational Rights and Privacy Act (FERPA)*, and the *Federal Information Security Management Act (FISMA)*.

The purpose of MSIX is to ensure greater continuity of educational services for migrant children by providing a mechanism for all States to exchange educational related information on migrant children who move from State to State due to their migratory lifestyle. It is anticipated that the existence and use of MSIX will help to improve the timeliness of school enrollments, improve the appropriateness of grade and course placements, and reduce incidences of unnecessary immunizations of migrant children. Further, MSIX will facilitate the accrual of course credits for migrant children in secondary school by providing accurate academic information on each student's course history and academic progress. Finally, States are able to notify each other when a migrant student is moving to a different State.

The Migrant Education Program will use this funding awarded through this grant to improve the quality of data submitted to MSIX.

Recommendation to the Board

Contact Information:

Mary Frances Haluska, State Migrant Director

Kate Wright, Deputy Associate Superintendent Office of English Language Acquisition Services

Carol Lippert, Associate Superintendent High Academic Standards for Students Division

EXECUTIVE SUMMARY

Pursuant to A.R.S. §§15-206 and 15-207, it is recommended that the State Board of Education approve receipt of the Migrant Education Program MSIX State Data Quality Grant in the amount of \$80,970.00.



9. How do I get access to MSIX?

School and MEP personnel can request an MSIX account using the "How Do I Get an Account?" link at the bottom of the MSIX login page. If parents and students want to view their MSIX records, they should work with local school personnel to gain access to this information.

10. What training is available for the MSIX?

MSIX contains Web-based training and comprehensive user manuals for reading online or download that provide step-by-step instructions for using MSIX. These resources are available by using the "Trainers' Corner" link at the bottom of the MSIX login page. Users may take the online training courses at any time. MSIX also offers online help and a help desk.

11. How is MSIX used by guidance counselors?

Guidance counselors can use MSIX to access a student's key enrollment, course credit, and health records. Using this information, guidance counselors can appropriately place students when they arrive at a new school as well as verify the credits that the student has accrued for graduation.

12. Who should be contacted for MSIX information?

If you have any questions about the Migrant Student Record Exchange Initiative please contact Patricia Meyertholen, MSIX Project Manager, at (202) 260-1394 or the help desk at (866) 878-9525 between 9:30AM and 6:30PM Eastern Time Monday through Friday.



Migrant Student Record Exchange Initiative

1. What is the migrant student record challenge?

Migrant children often enroll in multiple schools and school districts for varying amounts of time each year as their families migrate in search of temporary or seasonal employment in agriculture or fishing. The timely transfer of migrant children's education and health records between these schools has been a longstanding challenge. Without timely access to the critical information contained in these records, school personnel may not be able to enroll migrant students, make appropriate grade and course placement decisions, and ensure the accrual of secondary school course credits.

2. How are we addressing this challenge?

The U.S. Department of Education (ED), with direction from Congress, is assisting states in developing effective methods for electronic transfer of student records and in determining the number of migrant children in each state.





3. What is the Migrant Student Record Exchange Initiative?

It is a collaborative effort to help ED and states:

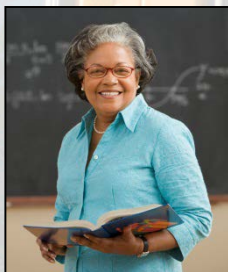
- Establish standards for the minimum education and health data that each state must collect and maintain in its existing electronic state migrant student record system;
- Develop an electronic exchange to link all states' migrant student record systems, facilitating the consolidation of migrant students' education and health information;
- Create a Web-based, consolidated, migrant student record that can be used by authorized school personnel to facilitate school enrollment, grade and course placement, and the accrual of secondary school course credits; and
- Produce useable information on the migrant children population.

4. What is the MSIX?

At the heart of this initiative is the Migrant Student Information Exchange (MSIX). MSIX development was completed in September 2007.

The MSIX does not replace existing state migrant student record systems; rather it links them in a minimally invasive manner to collect, consolidate, and make available critical education and health data.

The MSIX also leverages available information provided by the states to ED's Education Data Exchange Network (EDEN) system to ease the data collection burden on states.



5. Who will use the MSIX?

The MSIX is used primarily by the frontline educators who need migrant student data to make time-sensitive and appropriate decisions on enrollment, grade or course placement, and accrual of credits. These primary users are typically local guidance counselors, school registrars, and Migrant Education Program (MEP) specialists.

State and federal government personnel also access MSIX. Some of these users work directly with migrant students and others who provide administrative and technical support to the MEP. ED is also a user of MSIX for national migrant child counts and statistical analysis.

6. How does the MSIX protect student privacy?

To help protect student privacy, MSIX minimizes the amount of personal information collected to include only those data elements required to match student records. Only authorized personnel have access to this information through the Web portal.

The MSIX is developed in accordance with federal requirements to safeguard the privacy and security of education data, including requirements set forth in the *Privacy Act of 1974*, the *Family Educational Rights and Privacy Act (FERPA)*, and the *Federal Information Security Management Act (FISMA)*.

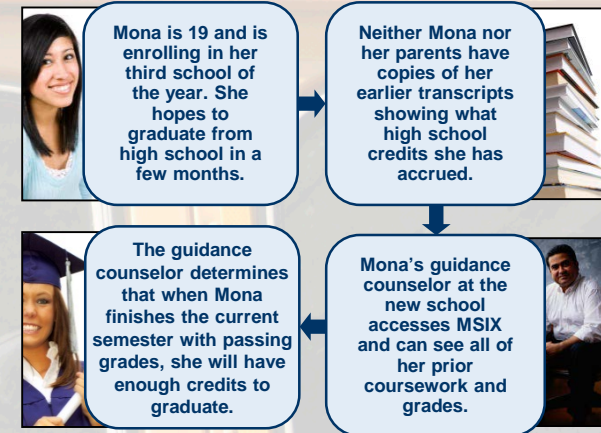
7. How often is the MSIX student data updated?

In order to provide current and accurate data, MSIX updates student records as data is received from participating states, usually on a daily basis.

8. How does the MSIX benefit school staff and students?

The information available through the MSIX allows school staff, such as guidance counselors and registrars, to make time-sensitive placement decisions more effectively. School staff are able to access quickly students' previous enrollment records, course history and assessments to determine the appropriate placement within the new school. School staff are also informed about the availability of a student's immunization record, as well as the existence of any medical alerts, prior to starting school.

Students benefit when school staff are able to place them quickly in the appropriate courses, allowing students to continue their education more seamlessly. Ultimately, the MSIX benefits students by effectively tracking their credit accrual towards graduation requirements, allowing them to earn their degrees in a timelier manner.



Guidance counselors may use MSIX to review a student's credits received in multiple states.

S144G150055

Mary Frances Haluska

ARIZONA DEPARTMENT OF EDUCATION

1535 WEST JEFFERSON STREET

Bin 2

PHOENIX, AZ 85007

S144G150055

Diane Douglas
ARIZONA DEPARTMENT OF EDUCATION
1535 WEST JEFFERSON STREET
Bin 2
PHOENIX, AZ 85007



GRANT AWARD NOTIFICATION

1	RECIPIENT NAME ARIZONA DEPARTMENT OF EDUCATION 1535 WEST JEFFERSON STREET Bin 2 PHOENIX, AZ 85007	2	AWARD INFORMATION PR/AWARD NUMBER S144G150055 ACTION NUMBER 1 ACTION TYPE New AWARD TYPE Formula																				
3	PROJECT STAFF RECIPIENT STATE DIRECTOR Mary Frances Haluska (602) 542-5169 mary.haluska@azed.gov EDUCATION PROGRAM CONTACT Sarah Martinez (202) 260-1334 sarah.martinez@ed.gov EDUCATION PAYMENT HOTLINE G5 PAYEE 888-336-8930 HELPDESK edcaps.user@ed.gov	4	PROJECT DESCRIPTION 84.144G MSIX State Data Quality Grants																				
5	KEY PERSONNEL N/A																						
6	AWARD PERIODS BUDGET PERIOD 07/01/2015 - 09/30/2016 FEDERAL FUNDING PERIOD 07/01/2015 - 09/30/2016 FUTURE BUDGET PERIODS N/A																						
7	AUTHORIZED FUNDING CURRENT AWARD AMOUNT \$80,970.00 PREVIOUS CUMULATIVE AMOUNT \$0.00 CUMULATIVE AMOUNT \$80,970.00																						
8	ADMINISTRATIVE INFORMATION DUNS/SSN 804746097 REGULATIONS CFR PART 200 EDGAR AS APPLICABLE 2 CFR AS APPLICABLE ATTACHMENTS 1 , 3 , 8 , 9 , 11 , 12 , 13 , 14 , E-3 , E4 , E5																						
9	LEGISLATIVE AND FISCAL DATA AUTHORITY: PL 107-110 I NO CHILD LEFT BEHIND PROGRAM TITLE: MIGRANT EDUCATION - COORDINATION PROGRAM CFDA/SUBPROGRAM NO: 84.144G <table border="1" data-bbox="99 1843 1547 1963"> <thead> <tr> <th>FUND CODE</th> <th>FUNDING YEAR</th> <th>AWARD YEAR</th> <th>ORG. CODE</th> <th>CATEGORY</th> <th>LIMITATION</th> <th>ACTIVITY</th> <th>CFDA</th> <th>OBJECT CLASS</th> <th>AMOUNT</th> </tr> </thead> <tbody> <tr> <td>0900M</td> <td>2015</td> <td>2016</td> <td>ES000000</td> <td>B</td> <td>P66</td> <td>000</td> <td>144</td> <td>4101A</td> <td>\$80,970.00</td> </tr> </tbody> </table>			FUND CODE	FUNDING YEAR	AWARD YEAR	ORG. CODE	CATEGORY	LIMITATION	ACTIVITY	CFDA	OBJECT CLASS	AMOUNT	0900M	2015	2016	ES000000	B	P66	000	144	4101A	\$80,970.00
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0900M	2015	2016	ES000000	B	P66	000	144	4101A	\$80,970.00														



GRANT AWARD NOTIFICATION

10

PR/AWARD NUMBER: S144G150055
RECIPIENT NAME: ARIZONA DEPARTMENT OF EDUCATION
1535 WEST JEFFERSON STREET

TERMS AND CONDITIONS

- (1) The Office of Management and Budget requires all Federal agencies to assign a Federal Award Identifying Number (FAIN) to each of their financial assistance awards. The PR/AWARD NUMBER identified in Block 2 is your FAIN.

If you subaward under this grant, you must document the assigned PR/AWARD NUMBER (FAIN) identified in Block 2 of this Grant Award Notification on each subaward made under this grant. The term subaward means:

1. A legal instrument to provide support for the performance of any portion of the substantive project or program for which you received this award and that you as the recipient award to an eligible subrecipient.
 2. The term does not include your procurement of property and services needed to carry out the project or program (The payments received for goods or services provided as a contractor are not Federal awards, see 2 CFR 200.501(f) of the OMB Uniform Guidance: "Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards").
 3. A subaward may be provided through any legal agreement, including an agreement that you or a subrecipient considers a contract.
- (2) The negotiated indirect cost rate or the indirect cost allocation plan approved for the entity identified in Block 1 of this GAN applies to this grant award.
 - (3) This grant award is made subject to the provisions of all applicable acts and regulations.

This grant is subject to the provisions of Title I, Parts C and I, and Title IX, as applicable, of the Elementary and Secondary Education Act, as amended, and the General Education Provisions Act (GEPA). This grant is also subject to the Title I, Part C regulations in 34 CFR Part 200, the General Provisions regulations in 34 CFR Part 299 and the Education Department General Administrative Regulations (EDGAR) in 34 CFR Parts 76 (except for 76.650 - 76.662 (participation of students enrolled in private schools)), 77, 79, 81, 82, 84, 97, 98, and 99, 2 CFR 3485, and the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards in 2 CFR Part 200 and 3474.

- (4) UNDER THE "TYDINGS AMENDMENT," SECTION 421(b) OF THE GENERAL EDUCATION PROVISIONS ACT, 20 U.S.C. 1225(b), ANY FUNDS THAT ARE NOT OBLIGATED AT THE END OF THE FEDERAL FUNDING PERIOD SPECIFIED IN BLOCK 6 SHALL REMAIN AVAILABLE FOR OBLIGATION FOR AN ADDITIONAL PERIOD OF 12 MONTHS.



US **Department of Education**
Washington, D.C. **20202**
GRANT AWARD NOTIFICATION

A handwritten signature in black ink, appearing to read "Ann Whalen".

Ann Whalen
Assistant Secretary

09/19/2016

AUTHORIZING OFFICIAL

DATE

EXPLANATION OF BLOCKS ON THE GRANT AWARD NOTIFICATION

For Discretionary, Formula and Block Grants (See Block 2 of the Notification)

- 1. RECIPIENT NAME** - The legal name of the recipient or name of the primary organizational unit that was identified in the application, state plan or other documents required to be submitted for funding by the grant program.
- 2. AWARD INFORMATION** - Unique items of information that identify this notification.
 - PR/AWARD NUMBER** - A unique, identifying number assigned by the Department to each application. On funded applications, this is commonly known as the "grant number" or "document number." The PR/Award Number is also known as the Federal Award Identifying Number, or FAIN.
 - ACTION NUMBER** - A numeral that represents the cumulative number of steps taken by the Department to date to establish or modify the award through fiscal or administrative means. Action number "01" will always be "NEW AWARD"
 - ACTION TYPE** - The nature of this notification (e.g., NEW AWARD, CONTINUATION, REVISION, ADMINISTRATIVE)
 - AWARD TYPE** - The particular assistance category in which funding for this award is provided, i.e., DISCRETIONARY, FORMULA, or BLOCK. If this award was made under a Research and Development grant program, the terms RESEARCH AND DEVELOPMENT will appear under DISCRETIONARY, FORMULA OR BLOCK.
- 3. PROJECT STAFF** - This block contains the names and telephone numbers of the U.S. Department of Education and recipient staff who are responsible for project direction and oversight.
 - *RECIPIENT PROJECT DIRECTOR** - The recipient staff person responsible for administering the project. This person represents the recipient to the U.S. Department of Education.
 - EDUCATION PROGRAM CONTACT** - The U.S. Department of Education staff person responsible for the programmatic, administrative and business management concerns of the Department.
 - EDUCATION PAYMENT CONTACT** - The U.S. Department of Education staff person responsible for payments or questions concerning electronic drawdown and financial expenditure reporting.
- 4. PROJECT TITLE AND CFDA NUMBER** - Identifies the Catalog of Federal Domestic Assistance (CFDA) subprogram title and the associated subprogram number.
- 5.* KEY PERSONNEL** - Name, title and percentage (%) of effort the key personnel identified devotes to the project.
- 6. AWARD PERIODS** - Project activities and funding are approved with respect to three different time periods, described below:
 - BUDGET PERIOD** - A specific interval of time for which Federal funds are being provided from a particular fiscal year to fund a recipient's approved activities and budget. The start and end dates of the budget period are shown.
 - PERFORMANCE PERIOD** - The complete length of time the recipient is proposed to be funded to complete approved activities. A performance period may contain one or more budget periods.
 - *FUTURE BUDGET PERIODS** - The estimated remaining budget periods for multi-year projects and estimated funds the Department proposes it will award the recipient provided substantial progress is made by the recipient in completing approved activities, the Department determines that continuing the project would be in the best interest of the Government, Congress appropriates sufficient funds under the program, and the recipient has submitted a performance report that provides the most current performance information and the status of budget expenditures.
- 7. AUTHORIZED FUNDING** - The dollar figures in this block refer to the Federal funds provided to a recipient during the award periods.
 - *THIS ACTION** - The amount of funds obligated (added) or de-obligated (subtracted) by this notification.
 - *BUDGET PERIOD** - The total amount of funds available for use by the grantee during the stated budget period to this date.
 - *PERFORMANCE PERIOD** - The amount of funds obligated from the start date of the first budget period to this date.
 - RECIPIENT COST SHARE** - The funds, expressed as a percentage, that the recipient is required to contribute to the project, as defined by the program legislation or regulations and/or terms and conditions of the award.
 - RECIPIENT NON-FEDERAL AMOUNT** - The amount of non-federal funds the recipient must contribute to the project as identified in the recipient's application. When non-federal funds are identified by the recipient where a cost share is not a legislation requirement, the recipient will be required to provide the non-federal funds.
- 8. ADMINISTRATIVE INFORMATION** - This information is provided to assist the recipient in completing the approved activities and managing the project in accordance with U.S. Department of Education procedures and regulations.

DUNS/SSN - A unique, identifying number assigned to each recipient for payment purposes. The number is based on either the recipient's assigned number from Dun and Bradstreet or the individual's social security number.

***REGULATIONS** - Title 2 of the Code of Federal Regulations(CFR), Part 200 as adopted at 2 CFR 3474; the applicable parts of the Education Department General Administrative Regulations (EDGAR), specific program regulations (if any), and other titles of the CFR that govern the award and administration of this grant.

***ATTACHMENTS** - Additional sections of the Grant Award Notification that discuss payment and reporting requirements, explain Department procedures, and add special terms and conditions in addition to those established, and shown as clauses, in Block 10 of the award. Any attachments provided with a notification continue in effect through the project period until modified or rescinded by the Authorizing Official.

9. LEGISLATIVE AND FISCAL DATA - The name of the authorizing legislation for this grant, the CFDA title of the program through which funding is provided, and U.S. Department of Education fiscal information.

FUND CODE, FUNDING YEAR, AWARD YEAR, ORG.CODE, PROJECT CODE, OBJECT CLASS -

The fiscal information recorded by the U.S. Department of Education's Grants Management System (G5) to track obligations by award.

AMOUNT - The amount of funds provided from a particular appropriation and project code. Some notifications authorize more than one amount from separate appropriations and/or project codes. The total of all amounts in this block equals the amount shown on the line, "THIS ACTION" (See "AUTHORIZED FUNDING" above (Block 7)).

10. TERMS AND CONDITIONS - Requirements of the award that are binding on the recipient.

***PARTICIPANT NUMBER** - The number of eligible participants the grantee is required to serve during the budget year.

***GRANTEE NAME** - The entity name and address registered in the System for Award Management (SAM). This name and address is tied to the DUNS number registered in SAM under the name and address appearing in this field. This name, address and the associated DUNS is what is displayed in the SAM Public Search.

***PROGRAM INDIRECT COST TYPE** - The type of indirect cost permitted under the program (i.e. Restricted, Unrestricted, or Training).

***PROJECT INDIRECT COST RATE** - The indirect cost rate applicable to this grant.

***AUTHORIZING OFFICIAL** - The U.S. Department of Education official authorized to award Federal funds to the recipient, establish or change the terms and conditions of the award, and authorize modifications to the award

FOR FORMULA AND BLOCK GRANTS ONLY:

(See also Blocks 1, 2, 4, 6, 8, 9 and 10 above)

3. PROJECT STAFF - The U.S. Department of Education staff persons to be contacted for programmatic and payment questions.

7. AUTHORIZED FUNDING

CURRENT AWARD AMOUNT - The amount of funds that are obligated (added) or de-obligated (subtracted) by this action.

PREVIOUS CUMULATIVE AMOUNT - The total amount of funds awarded under the grant before this action.

CUMULATIVE AMOUNT - The total amount of funds awarded under the grant, this action included.

* This item differs or does not appear on formula and block grants.

UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE CHIEF FINANCIAL OFFICER
& CHIEF INFORMATION OFFICER

Mary Frances Haluska
ARIZONA DEPARTMENT OF EDUCATION
1535 WEST JEFFERSON STREET
Bin 2

PHOENIX, AZ 85007

SUBJECT: Payee Identification for Grant Award S144G150055

This is to inform you that the United States Department of Education does not have a payee and bank account of record designated for the above listed grant award. You will not be able to request funds for this grant award until a payee and bank account of record are established.

- 1) All SF-1199A, Direct Deposit and Fedwire Sign-Up forms must be mailed to the Department of Education. The SF-1199A must contain original signatures for both the recipient and bank officials.
- 2) First time recipients establishing a bank account for a new award must include a copy of the grant award document with the cover letter and SF-1199A, Direct Deposit or Fedwire Sign-Up forms.
- 3) The Grant Administration and Payment System (GAPS) has been enhanced to produce an automated notification when bank account data has been changed or deleted. This automated notification is transmitted via e-mail to Payees having e-mail capacity or mailed to recipients without an e-mail address.
- 4) All banking information requests, including establishing a new bank account, modifying an existing bank account or deleting a bank account must be accompanied with a cover letter requesting the specific action. The cover letter must be on the letterhead of the requesting payee. The cover letter must contain the following information:
 - DUNS Number
 - e-mail address (if available) for the person to receive automated notification
 - signature and phone number of the person requesting the bank information change

Mail Cover Letters and accompanying forms to:

U.S. Department of Education
400 Maryland Ave, SW, Rm. 4C146
Washington, DC 20202-4110

UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE CHIEF FINANCIAL OFFICER
& CHIEF INFORMATION OFFICER

Attn: Financial Management Operations

If you have any questions or require assistance concerning establishing a payee record for a bank account please contact the G5 Hotline at 1-888-336-8930.

Dear G5 Payee:

To obtain your G5 Login ID, you will need to complete the G5 External User Access Request Form and return it notarized to the U.S. Department of Education. Attached are the instructions for accessing and completing the form. Upon receiving the notarized form, the Department will send you an email with your new G5 Login ID.

Please mail the form to:

U.S. Department of Education
Office of the Chief Information Officer
Mail Stop - 4110
400 Maryland Avenue S.W.
Washington, DC 20202
Attn: Functional Applications Team

Thank you for your continued support of the U.S. Department of Education's G5 Grant Management System. Please contact the G5 Hotline (888-336-8930) if you have any

Sincerely,
G5 Administration

Instructions for Completing the G5 External User Access Request Form

To establish direct access to your U.S. Department of Education G5 Grant Management System account, please complete the G5 External User Access Request Form attached, have it notarized, and mail the completed form to the address below.

Steps for Completing the G5 External User Access Request Form -

1. Go to <http://www.g5.gov> and click on the link, "Not Registered? Sign up".
2. Complete each data element of the form including the following elements:
 - a. User Type (Select Payee unless you are specifically a Servicer)
 - b. Dun and Bradstreet Number (DUNS)
 - b. Desired Role (Select Full Access to enable you to continue to draw funds, or View Only if you will only need to review account activity).
3. Print the form and then Submit your online registration.
4. You will immediately receive an email asking you to activate your account.
5. Click on the link in the email and select your password and Secret Question and Answer.
6. Congratulations! You now have an active account. Only one more step!!
7. Sign the printed (from step 3) G5 External User Access Request Form as the Authorized Payee in the presence of a Notary Public.
8. Assure the G5 External User Access Request Form is notarized with appropriate seal and signature and expiration date.
9. Mail the completed, notarized G5 External User Access Request Form to the following address:

U.S. Department of Education
Office of the Chief Information Officer
Mail Stop - 4110
400 Maryland Avenue S.W.
Washington DC 20202
Attn: Functional Applications Team
10. Allow two weeks for delivery and account updates.
11. You will receive Email notification that your G5 External User Access Request Form has been processed and your roles have been assigned.
12. Congratulations, You're now able to access G5 directly.

As always, please contact the G5 Hotline (888-336-8930) with any questions.

INSTRUCTIONS
ACH DIRECT DEPOSIT SIGN-UP FORM
SF-1199A

Recipients can obtain an SF-1199A (Figure D-1) from their financial institution. The preprinted instructions on the reverse side of the SF-1199A should be disregarded and the following instructions should be followed in completing the SF-1199A.

The recipient is to complete Sections 1 and 2 of the SF-1199A. The recipient's financial institution is to complete Section 3 and mail the completed form to the Department of Education. The financial institution will mail a copy of the completed SF-1199A to the recipient.

INSTRUCTIONS - SECTION 1

ITEM A	Name of Payee Address Telephone Number	Enter the name and address of payee's organization. Enter telephone number of person authorized to certify the payment request.
ITEM B	Name of Person(s) Entitled to Payment	Leave Blank.
ITEM C	Claim or Payroll ID Number	Enter the following information Prefix: 9 digit D-U-N-S Number, Suffix: 11 character Grant Award nUmber.
ITEM D	Type of Depositor	Place an "X" in the Appropriate Box.
ITEM E	Depositor Account	Enter the payee's account number at the financial institution in which funds are to be deposited. Include blanks or dashes when entering the account number.
ITEM F	Type of Payment	Enter "X" in the "Other" box.
ITEM G	Box for Allotment of Payment Only	Leave Blank.
Payee/Joint Certification		Authorized Certifying Official for the payee is to sign the form.

INSTRUCTIONS - SECTION 2

Government Agency Name	Enter:	U.S. Department of Education
Government Agency Address	Enter:	400 Maryland Avenue, SW Room 4C138 Washington, DC 20202

INSTRUCTIONS - SECTION 3

To be completed by financial institution.

Director, Financial Payment Group
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202 - 4331

Ref: PR/Award No. S144G150055

Dear Sir:

Please transfer FEDWIRE payments for ARIZONA DEPARTMENT OF EDUCATION to the following financial institution and depositor account beginning on this date: Month_____, Day_____, Year_____.

Information regarding the financial institution to which payments for D-U-N-S_____are to be transferred is provided below.

Financial Institution

Name: _____
Street: _____
City: _____
State: _____
Zip: _____

ABA Number: _____
Account Number: _____
Contact Name: _____
Telephone No: _____

Corresponding Bank (if applicable):

Name: _____
Street: _____
City: _____
State: _____
Zip: _____

ABA Number: _____
Telegraphic
Abbrev.: _____

Please update my account with the information as indicated above. If you have any questions, I may be reached at (____)_____.

Sincerely,

Chief Financial Officer

SPECIFIC GRANT CONDITIONS FOR PAYMENTS

THE G5 PAYMENTS MODULE

Payments under this award will be made through the G5-Payments module of the U.S. Department of Education's (Department) electronic payments system. The G5 Payments module within the Education Central Automated Processing Systems (EDCAPS) is administered by the Office of the Chief Information Officer, Financial Systems Services.

The internet address for G5 is <https://www.g5.gov>. To access the G5 Payments module, you must first have a G5 User Id and Password. You will need to request a G5 User Id and Password from the Department of Education by submitting an **External Access Security Form**. This form is electronically available during online registration under "*Not Registered? Sign Up*", when you access the website. The Department will issue G5 User IDs and Passwords to those individuals authorized by the payee to access G5 to request funds and report expenditures. User IDs and Passwords cannot be faxed or given over the phone, and may not be shared by multiple users. The External User Access Request Form must be completed and mailed to the following address:

U.S. Department of Education
Office of the Chief Information Officer
Mail Stop – 4138
Attn: G5 Functional Application Team
400 Maryland Avenue, SW
Washington, DC 20202

New grantees will be requested to provide pertinent information before they may begin requesting funds. Information to be provided includes:

- Designation of payee;
- Payee contacts and mailing addresses;
- Depositor account information; and
- Individuals authorized by the payee to access G5 to request funds - these individuals will be provided User IDs and passwords to access G5.

The payee is the entity identified by the grantee to handle the financial aspects of the grant (e.g., request payments, report expenditures, etc.). While a grantee may designate an entity to be its payee, alternatively, a grantee and payee may be the same entity.

Payees may begin requesting funds for the grantee once their award authorization is entered into G5 and the award start date is reached.

A copy of the Department of Education G5 Training Guide (*Guide*) is available on the G5 website at the "Help" link. The guide provides detailed instructions on all electronic payment processes. If you are not Internet capable, please contact the G5 Hotline at toll free 1 (888) 336-8930 to request a hard copy of the Guide.

REQUESTING FUNDS USING THE G5 MODULE

Payees can access the G5-Payments Module on-line to request funds. To access the G5 Payments Module, payees need a Web browser (such as Microsoft Internet Explorer) and Internet connectivity. Payees will request funds by award using **the PR/Award Number** found in **Block 5** of the **Grant Award Notification**. Instructions for navigating through the G5-Payments screens to make a payment request are given in the G5 Training Guide and in the G5 On Demand training located under the “Help” link. Instructions for modifying payment requests, adjusting drawdown amounts, and viewing award and authorization histories are also included in the Guide.

Those payees who do not have the technology to access G5-Payments on-line may request funds by calling ED's G5 Hotline by at 1-888-336-8930.

AWARD INFORMATION

Payees can get information on this award on-line, or by calling ED's G5 Hotline Staff at 1-888-336-8930.

➤ On-Line:

Payees may access G5 via the Internet at <https://www.G5.gov> to retrieve and view information on their awards, such as:

- Net authorization and authorization history;
- Net draws;
- Available balance;
- History of pending and completed payments;
- Award status; and
- Award history - including detailed transactions on drawdowns, returns, refunds, and adjustments.

➤ ED's G5 Hotline Staff:

Payees can contact a G5 Hotline Staff for information on any award. Because award information is organized in G5 by a unique identifier - the Dun & Bradstreet Number (DUNS Number) - payees should have their DUNS number, identified in **Block 8** of the **Grant Award Notification**, available when contacting a G5 Hotline Staff Representative.

FINANCIAL REPORTS:

When a Payee requests a drawdown of funds by grant award, the Department records this drawdown as an expenditure against the specified grant award. This method of identifying expenditures, at the time of drawdown, and the capability to make adjustments on-line, eliminates the need for the submission of the Federal Cash Transactions Report Form 272. Thus, additional financial reporting generally will not be required, unless otherwise specified by ED.

**An Overview of Single Audit Requirements of States,
Local Governments, and Non-Profit Organizations**

To meet audit requirements of U.S. Office of Management and Budget (OMB) Uniform Guidance: Cost Principles, Audit, and Administrative Requirements for Federal Awards (Uniform Guidance), grantees must submit all documents required by Uniform Guidance 2 CFR 200.512, including Form SF-SAC: Data Collection Form, to:

Federal Audit Clearinghouse
1201 East 10th Street
Jeffersonville, Indiana 47132
(301) 763-1551 (voice)
(800) 253-0696 (toll free)
(301) 457-1540 (fax)

Below is a summary of the single audit requirements:

- (1) **Single Audit.** A non-Federal entity that expends \$750,000 or more during the non-Federal entity's fiscal year in Federal awards must have a single audit conducted in accordance with 2 CFR 200.514, "Scope of Audit," except when it elects to have a program specific audit conducted.
- (2) **Program-specific audit election.** When an auditee expends Federal awards under only one Federal program (excluding R&D), and the Federal program's statutes, regulations, or the terms and conditions of the Federal award do not require a financial statement audit of the auditee, the auditee may elect to have a program-specific audit conducted. A program-specific audit may not be elected for R&D unless all of the Federal awards expended were received from the same Federal agency, or the same Federal agency and the same pass-through entity, and that Federal agency, or pass-through entity in the case of a subrecipient, approves in advance a program-specific audit.
- (3) **Exemption when Federal awards expended are less than \$750,000.** A non-Federal entity that expends less than \$750,000 during the non-Federal entity's fiscal year in Federal awards is exempt from Federal audit requirements for that year, except as noted in 2 CFR 200.503, but records must be available for review or audit by appropriate officials of the Federal agency, pass-through entity, and Government Accountability Office (GAO).

12/2014

(4) Federally Funded Research and Development Centers (FFRDC). Management of an auditee that owns or operates a FFRDC may elect to treat the FFRDC as a separate entity.

(5) Report Submission. The audit must be completed, and the data collection form and reporting package must be submitted within the earlier of 30 calendar days after receipt of the auditor's report(s), or nine months after the end of the audit period. If the due date falls on a Saturday, Sunday, or Federal holiday, the reporting package is due the next business day. Unless restricted by Federal statutes or regulations, the auditee must make copies available for public inspection. Auditees and auditors must ensure that their respective parts of the reporting package do not include protected personally identifiable information. (2 CFR 200.512)

Grantees are strongly urged to obtain the "OMB Compliance Supplement" and to contact their cognizant agency for single audit technical assistance.

The designated cognizant agency for single audit purposes is "the Federal awarding agency that provides the predominant amount of direct funding to the recipient." Grantees should obtain a copy of the OMB Compliance supplement. This supplement will be instructive to both grantees and their auditors. Appendix III of the supplement provides a list of Federal Agency Contacts for Single Audits, including addresses, phone numbers, fax numbers, and e-mail addresses for technical assistance.

If the U.S. Department of Education is the cognizant agency, grantees should contact the Non-Federal Audit Team in the Department's Office of Inspector General, at the address, phone, or fax number provided on page 3 of this attachment.

Grantees can obtain information on single audits from:

The OMB Publications Service, (202) 395-7332. (To obtain OMB Compliance Supplement, and Form SF-SAC: Data Collection Form)

The OMB web site. The Internet address is www.omb.gov. Look under OMB "Information for Agencies", then in OMB Circulars. (To obtain OMB Compliance Supplement, and Form SF-SAC: Data Collection Form)

The Federal Audit Clearinghouse, 1-888-222-9907. (to obtain Form SF-SAC: Data Collection Form), or

The American Institute of Certified Public Accountants (AICPA). AICPA has illustrative OMB Single Audit report examples that might be of interest to accountants, auditors, or financial staff. The examples can be obtained by their fax hotline: (202) 938-3797, request document number 311; or from their Internet page. The Internet address is www.aicpa.org.

If the U.S. Department of Education is the cognizant agency for the grantee organization, the following shows, according to the location of the grantee entity, which location of the Office of Inspector General to contact for single audit-related questions. For programmatic questions, grantees should contact the Education Program Contact shown on the Department's Grant Award Notification.

U.S. Department of Education Non-Federal Audit Teams

Director, Non-Federal Audits
Office of Inspector General
U.S. Department of Education
Wanamaker Building
100 Penn Square East, Suite 502
Philadelphia, PA 19107
Phone: Voice (215) 656-6900
FAX (215) 656-6397

NATIONAL OFFICE CONTACT and audits in Connecticut, Delaware, District of Columbia, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Vermont, Virginia, West Virginia, Puerto Rico, and the Virgin Islands.

Non-Federal Audit Team
Office of Inspector General
U.S. Department of Education
1999 Bryan Street, Suite 2630
Dallas, TX 75201-6817
Phone: Voice (214) 880-3031
FAX (214) 880-2492

For audits in Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, New Mexico, North Carolina, Oklahoma, South Carolina, Tennessee, and Texas.

Non-Federal Audit Team
Office of Inspector General
U.S. Department of Education
8930 Ward Parkway, Suite 2401
Kansas City, MO 64114-3302
Phone: Voice (816) 268-0502
FAX (816) 823-1398

For audits in Alaska, Arizona, California, Colorado, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Montana, Nebraska, Nevada, North Dakota, Ohio, Oregon, South Dakota, Utah, Washington, Wisconsin, Wyoming, and the Pacific Islands.

GRANT ATTACHMENT 8

Trafficking in Persons

The Department of Education adopts the requirements in the Code of Federal Regulations at 2 CFR 175 and incorporates those requirements into this grant through this condition. The grant condition specified in 2 CFR 175.15(b) is incorporated into this grant with the following changes. Paragraphs a.2.ii.B and b.2.ii. are revised to read as follows:

“a.2.ii.B. Imputed to you or the subrecipient using the standards and due process for imputing the conduct of an individual to an organization that are provided in 34 CFR part 85.”

“b.2.ii. Imputed to the subrecipient using the standards and due process for imputing the conduct of an individual to an organization that are provided in 34 CFR part 85.”

Under this condition, the Secretary may terminate this grant without penalty for any violation of these provisions by the grantee, its employees, or its subrecipients.

12/2014

Reporting Prime Awardee Executive Compensation Data As Required under the Federal Funding Accountability and Transparency Act

The Federal Funding Accountability and Transparency Act (FFATA) is designed to increase transparency and improve the public's access to Federal government information. To this end, FFATA requires that executive compensation data be reported for all new Federal grants funded at \$25,000 or more that meet the reporting conditions as set forth in this grant award term, and that are awarded on or after October 1, 2010. For FFATA reporting purposes, the prime awardee (i.e. the grantee) is the entity listed in box 1 of the Grant Award Notification.

a. Reporting Total Compensation of the Prime Awardee's Executives:

1. *Applicability and what to report.* The prime awardee must report total compensation for each of its five most highly compensated executives for the preceding completed fiscal year, if all of the following conditions are applicable: —

i. the total Federal funding authorized to date under this award is \$25,000 or more; **and**

ii. in the preceding fiscal year, the prime awardee received--

(A) 80 percent or more of its annual gross revenues from Federal procurement contracts (and subcontracts) and Federal financial assistance subject to the Transparency Act, as defined at 2 CFR 170.320 (and subawards); **and**

(B) \$25,000,000 or more in annual gross revenues from Federal procurement contracts (and subcontracts) and Federal financial assistance subject to the Transparency Act, as defined at 2 CFR 170.320 (and subawards); **and**

iii. The public does not have access to information about the compensation of the executives through periodic reports filed under section 13(a) or 15(d) of the Securities Exchange Act of 1934 (15 U.S.C. 78m(a), 78o(d)) or section 6104 of the Internal Revenue Code of 1986. (To determine if the public has access to the compensation information, see the U.S. Securities and Exchange Commission total compensation filings at www.sec.gov/answers/execomp.htm.)

2. *Where, what and when to report.* The prime awardee must report executive compensation described in paragraph **a.1.** of this grant award term as part of its registration profile in the System for Award Management (www.SAM.gov).

i. The types of compensation that must be reported for each subrecipient are listed in the definition of "total compensation" appearing in item **b** of this grant award term. If this is the first award the prime awardee has received that is subject to the reporting requirements in paragraph **a.1.**, the prime awardee must report by the end of the month following the month in which this award is made, and on each anniversary of this award.

b. Definitions. For purposes of this grant award term:

1. *Entity* means all of the following, as defined in 2 CFR Part 25:

- i. A Governmental organization, which is a State, local government, or Indian tribe;
- ii. A foreign public entity;
- iii. A domestic or foreign nonprofit organization;
- iv. A domestic or foreign for-profit organization;
- v. A Federal agency, but only as a subrecipient under an award or subaward to a non-Federal entity.

2. *Executive* means officers, managing partners, or any other employees in management positions.

3. *Total compensation* means the cash and noncash dollar value earned by the executive during the prime awardee's or subrecipient's preceding fiscal year and includes the following (for more information see 17 CFR 229.402(c)(2)):

i. Salary and bonus.

ii. Awards of stock, stock options, and stock appreciation rights. Use the dollar amount recognized for financial statement reporting purposes with respect to the fiscal year in accordance with the Statement of Financial Accounting Standards No. 123 (Revised 2004) (FAS 123R), Shared Based Payments.

iii. Earnings for services under non-equity incentive plans. This does not include group life, health, hospitalization or medical reimbursement plans that do not discriminate in favor of executives, and are available generally to all salaried employees.

iv. Change in pension value. This is the change in present value of defined benefit and actuarial pension plans.

v. Above-market earnings on deferred compensation which is not tax-qualified.

vi. Other compensation, if the aggregate value of all such other compensation (e.g. severance, termination payments, value of life insurance paid on behalf of the employee, perquisites or property) for the executive exceeds \$10,000.

Revised 07/2015

**SPECIFIC CONDITIONS FOR DISCLOSING
FEDERAL FUNDING IN PUBLIC ANNOUNCEMENTS**

When issuing statements, press releases, requests for proposals, bid solicitations and other documents describing projects or programs funded in whole or in part with Federal money, U.S. Department of Education grantees shall clearly state :

- 1) the percentage of the total costs of the program or project which will be financed with Federal money;
- 2) the dollar amount of Federal funds for the project or program; and
- 3) the percentage and dollar amount of the total costs of the project or program that will be financed by non-governmental sources.

Recipients must comply with these conditions under Division H, Title V, Section 505 of Public Law 113-76, Consolidated Appropriations Act, 2014.

12/2014

**PROHIBITION OF TEXT MESSAGING AND EMAILING WHILE
DRIVING DURING OFFICIAL FEDERAL GRANT BUSINESS**

Federal grant recipients, sub recipients and their grant personnel are prohibited from text messaging while driving a government owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using government supplied electronic equipment to text message or email when driving.

Recipients must comply with these conditions under Executive Order 13513, "Federal Leadership on Reducing Text Messaging While Driving," October 1, 2009.

12/2014

Registration of Data Universal Numbering System (DUNS) Number and Taxpayer Identification Number (TIN) in the System for Award Management (SAM)

The U.S. Department of Education (Education) Grants Management System (G5) will begin disbursing payments via the U.S. Department of Treasury (Treasury) rather than directly through the Federal Reserve as in the past. The U.S. Treasury requires that we include your Tax Payer Identification Number (TIN) with each payment. Therefore, in order to do business with Education you must have a registered DUNS and TIN number with the SAM, the U.S. Federal Government's primary registrant database. If the payee DUNS number is different than your grantee DUNS number, both numbers must be registered in the SAM. Failure to do so will delay the receipt of payments from Education.

A TIN is an identification number used by the Internal Revenue Service (IRS) in the administration of tax laws. It is issued either by the Social Security Administration (SSA) or by the IRS. A Social Security number (SSN) is issued by the SSA whereas all other TINs are issued by the IRS.

The following are all considered TINs according to the IRS.

- Social Security Number "[SSN](#)"
- Employer Identification Number "[EIN](#)"
- Individual Taxpayer Identification Number "[ITIN](#)"
- Taxpayer Identification Number for Pending U.S. Adoptions "[ATIN](#)"
- Preparer Taxpayer Identification Number "[PTIN](#)"

If your DUNS number is not currently registered with the SAM, you can easily register by going to www.sam.gov. Please allow 3-5 business days to complete the registration process. If you need a new TIN, please allow 2-5 weeks for your TIN to become active. If you need assistance during the registration process, you may contact the SAM Federal Service Desk at 866-606-8220.

If you are currently registered with SAM, you may not have to make any changes. However, please take the time to validate that the TIN associated with your DUNS is correct.

If you have any questions or concerns, please contact the G5 Hotline at 888-336-8930.

12/2014

System for Award Management and Universal Identifier Requirements

1. Requirement for System for Award Management (SAM)

Unless you are exempted from this requirement under 2 CFR 25.110, you as the recipient must maintain the currency of your information in the SAM until you submit the final financial report required under this award or receive the final payment, whichever is later. This requires that you review and update the information at least annually after the initial registration, and more frequently if required by changes in your information or another award term.

2. Requirement for Data Universal Numbering System (DUNS) Numbers

If you are authorized to make subawards under this award, you:

1. Must notify potential subrecipients that no entity (see definition in paragraph C of this award term) may receive a subaward from you unless the entity has provided its DUNS number to you.
2. May not make a subaward to an entity unless the entity has provided its DUNS number to you.

3. Definitions

For purposes of this award term:

1. System for Award Management (SAM) means the Federal repository into which an entity must provide information required for the conduct of business as a recipient. Additional information about registration procedures may be found at the SAM Internet site (currently at <http://www.sam.gov>).
2. Data Universal Numbering System (DUNS) number means the nine-digit number established and assigned by Dun and Bradstreet, Inc. (D&B) to uniquely identify business entities. A DUNS number may be obtained from D&B by telephone (currently 866-705-5711) or the Internet (currently at <http://fedgov.dnb.com/webform>).
3. Entity, as it is used in this award term, means all of the following, as defined at 2 CFR part 25, subpart C:
 - a. A Governmental organization, which is a State, local government, or Indian Tribe;
 - b. A foreign public entity;
 - c. A domestic or foreign nonprofit organization;
 - d. A domestic or foreign for-profit organization; and
 - e. A Federal agency, but only as a subrecipient under an award or subaward to a non-Federal entity.
4. Subaward:
 - a. This term means a legal instrument to provide support for the performance of any portion of the substantive project or program for which you received this award and that you as the recipient award to an eligible subrecipient.
 - b. The term does not include your procurement of property and services needed to carry out the project or program (see 2 CFR 200.501 of the OMB “Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards”).
 - c. A subaward may be provided through any legal agreement, including an agreement that you consider a contract.
5. Subrecipient means an entity that:
 - a. Receives a subaward from you under this award; and
 - b. Is accountable to you for the use of the Federal funds provided by the subaward.

12/2014

UNITED STATES DEPARTMENT OF EDUCATION
Office of the Chief Financial Officer

MEMORANDUM to ED GRANTEEES REGARDING THE USE OF GRANT FUNDS FOR CONFERENCES AND MEETINGS

You are receiving this memorandum to remind you that grantees must take into account the following factors when considering the use of grant funds for conferences and meetings:

- Before deciding to use grant funds to attend or host a meeting or conference, a grantee should:
 - Ensure that attending or hosting a conference or meeting is consistent with its approved application and is reasonable and necessary to achieve the goals and objectives of the grant;
 - Ensure that the primary purpose of the meeting or conference is to disseminate technical information, (e.g., provide information on specific programmatic requirements, best practices in a particular field, or theoretical, empirical, or methodological advances made in a particular field; conduct training or professional development; plan/coordinate the work being done under the grant); and
 - Consider whether there are more effective or efficient alternatives that can accomplish the desired results at a lower cost, for example, using webinars or video conferencing.
- Grantees must follow all applicable statutory and regulatory requirements in determining whether costs are reasonable and necessary, especially the Cost Principles for Federal grants set out at 2 CFR Part 200 Subpart E of the, “Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards.” In particular, remember that:
 - Federal grant funds cannot be used to pay for alcoholic beverages; and
 - Federal grant funds cannot be used to pay for entertainment, which includes costs for amusement, diversion, and social activities.
- Grant funds may be used to pay for the costs of attending a conference. Specifically, Federal grant funds may be used to pay for conference fees and travel expenses (transportation, per diem, and lodging) of grantee employees, consultants, or experts to attend a conference or meeting if those expenses are reasonable and necessary to achieve the purposes of the grant.
 - When planning to use grant funds for attending a meeting or conference, grantees should consider how many people should attend the meeting or conference on their behalf. The number of attendees should be reasonable and necessary to accomplish the goals and objectives of the grant.
- A grantee hosting a meeting or conference may not use grant funds to pay for food for conference attendees unless doing so is necessary to accomplish legitimate meeting or conference business.
 - A working lunch is an example of a cost for food that might be allowable under a Federal grant if attendance at the lunch is needed to ensure the full participation by conference attendees in essential discussions and speeches concerning the purpose of the conference and to achieve the goals and objectives of the project.
- A meeting or conference hosted by a grantee and charged to a Department grant must not be promoted as a U.S. Department of Education conference. This means that the seal of the U.S. Department of Education must not be used on conference materials or signage without Department approval.

UNITED STATES DEPARTMENT OF EDUCATION

Office of the Chief Financial Officer

- All meeting or conference materials paid for with grant funds must include appropriate disclaimers, such as the following:

The contents of this (insert type of publication; e.g., book, report, film) were developed under a grant from the Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.
- Grantees are strongly encouraged to contact their project officer with any questions or concerns about whether using grant funds for a meeting or conference is allowable prior to committing grant funds for such purposes.
 - A short conversation could help avoid a costly and embarrassing mistake.
- Grantees are responsible for the proper use of their grant awards and may have to repay funds to the Department if they violate the rules on the use of grant funds, including the rules for meeting- and conference-related expenses.

12/2014




UNITED STATES DEPARTMENT OF EDUCATION

MEMORANDUM

ENCLOSURE 4

DATE: July 12, 2016

TO: Recipients of grants and cooperative agreements

FROM: Tim Soltis 
Delegated the Authority to perform the Duties and Functions of the Chief
Financial Officer

SUBJECT: Department of Education Cash Management Policies for Grants and Cooperative
Agreements

The purpose of this memorandum is to remind the Department of Education's (the Department's) grant and cooperative agreement recipients (grantees) of existing cash management requirements regarding payments. The Department expects that grantees will ensure that their subgrantees are also aware of these policies by providing relevant information to them.

There are three categories of payment requirements that apply to the draw of funds from grant accounts at the Department. The first two types of payments are subject to the requirements in the Treasury Department regulations implementing the Cash Management Improvement Act (CMIA) of 1990, 31 U.S.C.6513, and the third is subject to the requirements in the *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance) at 2 CFR part 200,¹ as follows:

- (1) Payments to a State under programs that are covered by a State's Treasury State Agreement (TSA);
- (2) Payments to States under programs that are not covered by a TSA; and
- (3) Payments to other non-Federal entities, including nonprofit organizations and local governments.

CMIA Requirements Applicable to Programs included in a TSA

Generally, under the Treasury Department regulations implementing the CMIA, only major assistance programs (large-dollar programs) are included in a State's written TSA. See 31 CFR part 205, subpart A. Programs included in a TSA must use approved funding techniques and both States and the Federal government are subject to interest liabilities for late payments. State interest liabilities accrue from the day federal funds are credited to a State account to the day the State pays out the federal funds for federal assistance program purposes. 31 CFR 205.15. If a

¹The Department adopted the Uniform Guidance as regulations of the Department at 2 CFR part 3474.

State makes a payment under a Federal assistance program before funds for that payment have been transferred to the State, Federal Government interest liabilities accrue from the date of the State payment until the Federal funds for that payment have been deposited to the State account. 31 CFR 205.14.

CMIA Requirements Applicable to Programs Not Included in a TSA

Payments to States under programs not covered by a State's TSA are subject to subpart B of Treasury's regulations in 31 CFR part 205. These regulations provide that a State must minimize the time between the drawdown of funds from the federal government and their disbursement for approved program activities. The timing and amount of funds transfers must be kept to a minimum and be as close as is administratively feasible to a State's actual cash outlay for direct program costs and the proportionate share of any allowable indirect costs. 31 CFR 205.33(a). States should exercise sound cash management in funds transfers to subgrantees.

Under subpart B, neither the States nor the Department owe interest to the other for late payments. 31 CFR 205.33(b). However, if a State or a Federal agency is consistently late in making payments, Treasury can require the program to be included in the State's TSA. 31 CFR 205.35.

Fund transfer requirements for grantees other than State governments and subgrantees

The transfer of Federal program funds to grantees other than States and to subgrantees are subject to the payment and interest accrual requirements in the Uniform Guidance at 2 CFR 200.305(b). These requirements are similar to those in subpart B of the Treasury Department regulations in 31 CFR part 205, requiring that "payments methods must minimize the time elapsing between the transfer of funds from the United States Treasury or the pass-through entity and the disbursement by the non-Federal entity." 2 CFR 200.305(b) introduction.

The Federal Government and pass-through entities must make payments in advance of expenditures by grantees and subgrantees if these non-Federal entities maintain, or demonstrates the willingness to maintain, written procedures "that minimize the time elapsing between the transfer of funds and disbursement by the non-Federal entity, and financial management systems that meet the standards for fund control and accountability as established in" 2 CFR 200.305(b). If a grantee or subgrantee cannot meet the criteria for advance payments, a Federal agency or pass-through entity can pay that entity through reimbursement. See 2 CFR 200.305(b)(1) and (4) for more detailed description of the payment requirements and the standards for requiring that payments be made by reimbursement.

Non-Federal entities other than States must maintain advance payments in interest bearing accounts unless certain conditions exist. See 2 CFR 200.305(b)(8) for those conditions. The requirements regarding interest accrual and remittance follow:

- Grantees other than States and subgrantees must annually remit interest earned on federal advance payments except that the non-Federal entity may retain up to \$500 of interest earned on the account each year to pay for the costs of maintaining the account.
- Grantees other than States and subgrantees must remit interest earned on Federal advance payments to the Department of Health and Human Services, Payment Management

System (PMS), through either Automated Clearinghouse (ACH) network or Fedwire. Detailed information about electronic remittance of funds via ACH or Fedwire are specified in 2 CFR 200.305(b)(9)(i) and (ii). For non-Federal entities that do not have electronic remittance capability, checks must be made payable to HHS and addressed to:

U.S. Department of Health and Human Services
Program Support Services
P.O. Box 530231
Atlanta, GA 3035-0231

The remittance should be accompanied by a letter stating that the remittance is for “interest earned on Federal funds” and should include the DUNS number of the non-Federal entity making the payment.

Grantees, including grantees that act as pass-through entities and subgrantees have other responsibilities regarding the use of Federal funds. For example, all grantees and subgrantees must have procedures for determining the allowability of costs for their awards. We highlight the following practices related to the oversight of subgrantee compliance with the financial management requirements in the Uniform Guidance that will assist State grantees (pass-through entities) in meeting their monitoring responsibilities. Under 2 CFR 200.331, pass-through entities must –

- Establish monitoring priorities based on the risks posed by each subgrantee, including risks associated with the drawdown of grant funds and remittance of interest to the Federal Government;
- Monitor the fiscal activity of subgrantees as necessary to ensure that the subaward is used for authorized purposes, in compliance with Federal statutes, regulations, and the terms and conditions of the subaward; and that subaward performance goals are achieved.

A small number of ED grant programs have program-specific cash management and payment requirements based on the authorizing legislation or program regulations. These program-specific requirements may supplement or override general cash management or payment requirements. If you have any questions about your specific grant, please contact the program officer, whose contact information is on Block 3 of your Grant Award Notification (GAN).

Thank you for your attention to this matter. If you have any questions, please contact Blanca Rodriguez at (202) 245-8153 or blanca.rodriguez@ed.gov

Attachment

**Recipients of ED Grants and Cooperative Agreements
Frequently Asked Questions on
Cash Management**

Q What are the Federal Laws and Regulations Regarding Payments to the States?

A The *Cash Management Improvement Act of 1990 (CMIA)* establishes interest liabilities for the Federal and State governments when the Federal Government makes payments to the States. See 31 U.S.C. 3335 and 6503. The implementing regulations are in Title 31 of the Code of Federal Regulations (CFR), Part 205, <http://www.fms.treas.gov/fedreg/31cfr205final.pdf>.

Q What is a Treasury-State Agreement (TSA)?

A A TSA documents the accepted funding techniques and methods for calculating interest agreed upon by the U.S. Department of the Treasury (Treasury) and a State. It identifies the Federal assistance programs that are subject to interest liabilities under the CMIA. The CMIA regulations specify a number of different funding techniques that may be used by a State but a State can negotiate with the Treasury Department to establish a different funding technique for a particular program. A TSA is effective until terminated and, if a state does not have a TSA, payments to the State are subject to the default techniques in the regulations that Treasury determines are appropriate.

Q What are the CMIA requirements for a program subject to a Treasury-State Agreement?

A Payments to a State under a program of the Department are subject to the interest liability requirements of the CMIA if the program is included in the State's Treasury-State Agreement (TSA) with the Department of Treasury. If the Federal government is late in making a payment to a State, it owes interest to the State from the time the State spent its funds to pay for expenditure until the time the Federal government deposits funds to the State's account to pay for the expenditure. Conversely, if a State is late in making a payment under a program of the Department, the State owes interest to the Federal government from the time the Federal government deposited the funds to the State's account until the State uses those funds to make a payment. For more information, see the recently issued Memorandum from the Chief Financial Officer on Cash Management which is posted on the ed.gov "ED Memoranda to Grantees" page at: <http://www2.ed.gov/policy/fund/guid/gposbul/gposbul.html>

Q What are the CMIA requirements for a program that is not subject to a Treasury-State Agreement?

A If a program is not included in the State's TSA, neither the State nor the Federal government are liable for interest for making late payments. However, both the Federal government and the State must minimize the time elapsing between the date the State requests funds and the date that the funds are deposited to the State's accounts. The State is also required to minimize the time elapsed between the date it receives funds from the Federal government and the date it makes a payment under the program. Also, the Department must minimize the amount of funds transferred to a State to only that needed to meet the immediate cash needs of the State. The timing and amount of funds transferred must be as close as is administratively feasible to a State's actual cash outlay for direct program costs and the proportionate share of any allowable indirect costs.

Q What if there is no TSA?

A When a State does not have a TSA in effect, default procedures in 31 CFR, part 205 that the Treasury Department determines appropriate apply. The default procedures will prescribe efficient funds transfer procedures consistent with State and Federal law and identify the covered Federal assistance programs and designated funding techniques.

Q Who is responsible for Cash Management?

A Grantees and subgrantees that receive grant funds under programs of the Department are responsible for maintaining internal controls regarding the management of Federal program funds under the Uniform Guidance in 2 CFR 200.302 and 200.303. In addition, grantees are responsible for ensuring that subgrantees are aware of the cash management and requirements in 2 CFR part 200, subpart D.

Q Who is responsible for monitoring cash drawdowns to ensure compliance with cash management policies?

A Recipients must monitor their own cash drawdowns **and** those of their subrecipients to assure substantial compliance to the standards of timing and amount of advances.

Q How soon may I draw down funds from the G5 grants management system?

A Grantees are required to minimize the amount of time between the drawdown and the expenditure of funds from their bank accounts. (See 2 CFR 200.305(b).) Funds must be drawn only to meet a grantee's immediate cash needs for each individual grant. The G5 screen displays the following message:

By submitting this payment request, I certify to the best of my knowledge and belief that the request is based on true, complete, and accurate information. I further certify that the expenditures and disbursements made with these funds are for the purposes and objectives set forth in the applicable Federal award or program participation agreement, and that the organization on behalf of which this submission is being made is and will remain in compliance with the terms and conditions of that award or program participation agreement. I am aware that the provision of any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me, and the organization on behalf of which this submission is being made, to criminal, civil, or administrative penalties for fraud, false statements, false claims, or other violations. (U.S. Code Title 18, Section 1001; Title 20, Section 1097; and Title 31, Sections 3729-3730 and 3801-3812)

Q How may I use Federal funds?

A Federal funds must be used as specified in the Grant Award Notification (GAN) and the approved application or State plan for allowable direct costs of the grant and an allocable portion of indirect costs, if authorized.

Q What are the consequences to recipients/subrecipients for not complying with terms of the grant award?

A If a recipient or subrecipient materially fails to comply with any term of an award, whether stated in a Federal statute or regulation, including those in 2 CFR part 200, an assurance, the GAN, or elsewhere, the awarding agency may take one or more of the following actions:

1. Temporarily withhold cash payments pending correction of the deficiency by the non-Federal entity or more severe enforcement action by the Federal awarding agency or pass-through entity.
2. Disallow (that is, deny both use of funds and any applicable matching credit for) all or part of the cost of the activity not in compliance.
3. Wholly or partly suspend or terminate the Federal award.
4. Initiate suspension or debarment proceedings as authorized under 2 CFR part 180 and Federal award agency regulations (or in the case of a pass-through be initiated by a Federal awarding agency).
5. Withhold further Federal awards for the project or program.
6. Take other remedies that may be legally available.

Q Who is responsible for determining the amount of interest owed to the Federal government?

A As set forth in 31 CFR 205.9, the method used to calculate and document interest liabilities is included in the State's TSA. A non-State entity must maintain advances of Federal funds in interest-bearing accounts unless certain limited circumstance apply and remit interest earned on those funds to the Department of Health and Human Services, Payment Management System annually. See 2 CFR 200.305. Also, see the July 6, 2016, memorandum from the Department's Chief Financial Officer on Department of Education Cash Management Policies for Grants and Cooperative Agreements posted at <http://ww2.ed.gov/policy/fund/guid/gposbul.html>

Q What information should accompany my interest payment?

A Remittances must include pertinent information of the payee and nature of payment in the memo area (often referred to as "addenda records" by Financial Institutions) as that will assist in the timely posting of interest earned on federal funds. Pertinent details include the Payee Account Number (PAN) if the payment originated from PMS, or Agency information if the payment originated from ASAP, NSF or another federal agency payment system. CFR 200.305(b)(9).

Q Are grant recipients/subrecipients automatically permitted to draw funds in advance of the time they need to disburse funds in order to liquidate obligations?

A The payment requirements in 2 CFR 200.305(b) authorize a grantee or subgrantee to request funds in advance of expenditures if certain conditions are met. However, if those conditions are not met, the Department and a pass-through agency may place a payee on reimbursement.

Q For formula grant programs such as ESEA Title I, for which States distribute funds to LEAs, may States choose to pay LEAs on a reimbursement basis?

A A subgrantee must be paid in advance if it meets the standards for advance payments in 2 CFR 200.305(b)(1) but if the subgrantee cannot meet those standards, the State may put the subgrantee on reimbursement payment. See 2 CFR 200.305(b)

Q Will the Department issue special procedures in advance if G5 plans to shut down for 3 days or more?

A Yes, before any shutdown of G5 lasting three days or more, the Department issues special guidance for drawing down funds during the shut down. The guidance will include cash management improvement act procedures for States and certain State institutions of higher education and procedures for grants (including Pell grants) that are not subject to CMIA.

EXECUTIVE SUMMARY

Issue: Structured English Immersion (SEI) Course Approval pursuant to A.R.S.§15-756.09

Action/Discussion Item

Information Item

Background and Discussion

A.R.S.§15-756.09 requires the Board to determine the qualifications necessary for a provisional and full structured English immersion endorsement. The statute permits the Board to approve various entities which have met specified criteria to provide the training required for the endorsements. In 2005 and 2007, the Board adopted curricular frameworks for SEI trainings.

Arizona State Board Rule R7-2-615(L) requires all persons holding a valid Elementary, Secondary, Principal, Superintendent, Supervisor, Career and Technical, and Special Education Arizona State Certificate to obtain an SEI, ESL or BLE endorsement.

The Office of English Language Acquisition Services (OELAS) is responsible for ensuring that a Local Education Agency (LEA), institution of higher education, or independent consultant requesting approval to deliver the required training has met the Board approved SEI curricular Framework.

OELAS has verified that the training proposed by SEI-ELL Consulting Services has met the Board approved SEI Curricular Frameworks and recommends program approval.

Recommendation to the Board

It is recommended that the Board approve the following training program pursuant to A.R.S.§15-756.09:

45-hour Completion Course

- Individual Trainers & Educational Service Agencies
 - SEI-ELL Consulting Services

Contact Information:

*Kate Wright, Deputy Associate Superintendent, Office of English Language Acquisition Services
Carol Lippert, Associate Superintendent, High Academic Standards for Students*

EXECUTIVE SUMMARY

Issue: Consideration of recommendations to approve or deny educator preparation programs leading to Arizona educator certification

Action/Discussion Item

Information Item

Background and Discussion

Educator preparation programs seeking Board approval must provide evidence that their program meets the relevant standards and prepares future educators to be classroom and school ready. The Department's educator preparation program review process evaluates the degree to which evidence submitted by professional preparation institutions aligns with the appropriate standards in three domains:

1. Organizational Structures and Systems: Evidence of program entry criteria, internal and external evaluation and monitoring processes, communication processes, and response to needs of the field.
2. Instructional Impact: Evidence that candidates have instruction and practice in the Arizona Professional Teaching Standards, additional relevant standards, technology integration, data literacy, and content knowledge and pedagogy.
3. Clinical Practices and Partnerships: Evidence that candidates have ample, authentic opportunities to develop the skills, knowledge and dispositions in order to be effective in the classroom. Evidence that field and capstone experiences take place in education settings that are appropriate for the certificate candidates are seeking with appropriate support from the preparation program and the local education agency.

Arizona State Board of Education Rule R7-2-604 states:

R7-2-604.01 (B): "Educator preparation programs of professional preparation institutions requesting Board approval shall be reviewed by the Department and the Department shall recommend Board action."

R7-2-604.02 (G): "The Board may grant educator preparation program approval for a period not to exceed six years or deny program approval." This is dependent upon a biennial review as described in R7-2-604.02 (K).

R7-2-604.02 (K): "Each approved professional preparation institution shall submit a biennial report with the Department documenting educator preparation program activities for the previous two years." The biennial report is submitted in years two and four of the current approval period and describes any substantive changes to courses, seminars, modules, assessments, field experiences or capstone experiences. The report will also include relevant data which includes stakeholder surveys, completer data, and student achievement data.

Contact Information:

Mark McCall, Deputy Associate Superintendent, Highly Effective Teachers and Leaders

EXECUTIVE SUMMARY

R7-2-604.01 (A): “Professional preparation institutions shall include evidence that the educator preparation program is aligned to standards described in the Board approved professional teaching standards or professional administrative standards and relevant national standards, and provides field experience and a capstone experience.”

The following educator preparation programs have met the standards and are being recommended for program approval through November 30, 2022:

- Grand Canyon University, Bachelor of Science in Early Childhood Education and Early Childhood Special Education
- Grand Canyon University, Master of Education in Early Childhood Education and Early Childhood Special Education

Recommendation to the Board

It is recommended that the Board approve the educator preparation programs listed above through November 30, 2022.

EXECUTIVE SUMMARY

- Education Preparation Program Scoring**
- All worksheets and matrices within each domain are scored on a 0-3 scale.
 - Scores for each domain are averaged to determine a domain score.
 - Domain scores are then averaged to determine the program score.
 - A score of 2.0 equals a “meets”.
 - The Relevant Standards Matrix score is weighted (doubled) to reflect the degree to which the program addresses the Arizona Professional Teaching Standards.

Professional Preparation Institution	Grand Canyon University	
Educator Preparation Program	Bachelor of Science in Early Childhood Education and Early Childhood Special Education	
Date submitted	1-Jul-16	
Type of Approval	Initial Program Approval	
Program Pathway	Both	
Certificate	Dual Certification - Early Childhood Education and Early Childhood Special Education	
		Score
Organizational Structures and Systems Domain 1		
Program Review Requirements Worksheets	Program Overview Worksheet	2
	Program Entry Criteria Worksheet	2.33
	Statement of Assurance Memo and Form	2
	Institutional Recommendation Signature Worksheet	2
Evaluation Procedure Component	Evaluation Procedures & Monitoring Plan	2.8
	Organizational Structures and Systems Domain Score	2.23
Instructional Impact Domain 2		
Relevant Professional Standards Component	Relevant Standards Matrix	2.00
	Content Knowledge Worksheet	2.20
	Content Knowledge Matrix	1.90
Data Literacy Component	Data Literacy Worksheet	2.67
	Data Literacy Matrix	2.00
Technology Integration Component	Technology Integration Worksheet	2.00
	Technology Integration Matrix	2.00
	Instructional Impact Domain Score	2.11
Clinical Practice & Partnerships Domain 3		
Local Education Agency (LEA) Partnerships Component	LEA Partnership Worksheet	2.00
Field Experience Component	Field Experience Worksheet	1.75
	Field Experience Matrix	3.00
Capstone Readiness Assessment Plan Component	Capstone Readiness Worksheet	2.50
Capstone Component	Capstone Experience Worksheet	1.90
	Capstone Remediation Plan	2.00
	Clinical Practice & Partnerships Domain Score	2.19
	Program Score	2.18

EXECUTIVE SUMMARY

- Education Preparation Program Scoring**
- All worksheets and matrices within each domain are scored on a 0-3 scale.
 - Scores for each domain are averaged to determine a domain score.
 - Domain scores are then averaged to determine the program score.
 - A score of 2.0 equals a “meets”.
 - The Relevant Standards Matrix score is weighted (doubled) to reflect the degree to which the program addresses the Arizona Professional Teaching Standards.

Professional Preparation Institution	Grand Canyon University	
Educator Preparation Program	Master of Education in Early Childhood Education and Early Childhood Special Education	
Date submitted	1-Jul-16	
Type of Approval	Initial Program Approval	
Program Pathway	Both	
Certificate	Dual Certification - Early Childhood Education and Early Childhood Special Education	
		Score
Organizational Structures and Systems Domain 1		
Program Review Requirements Worksheets	Program Overview Worksheet	2
	Program Entry Criteria Worksheet	2.33
	Statement of Assurance Memo and Form	2
	Institutional Recommendation Signature Worksheet	2
Evaluation Procedure Component	Evaluation Procedures & Monitoring Plan	2.8
Organizational Structures and Systems Domain Score		2.23
Instructional Impact Domain 2		
Relevant Professional Standards Component	Relevant Standards Matrix	2.00
	Content Knowledge Worksheet	2.20
	Content Knowledge Matrix	1.90
Data Literacy Component	Data Literacy Worksheet	2.67
	Data Literacy Matrix	2.00
Technology Integration Component	Technology Integration Worksheet	2.00
	Technology Integration Matrix	2.00
Instructional Impact Domain Score		2.11
Clinical Practice & Partnerships Domain 3		
Local Education Agency (LEA) Partnerships Component	LEA Partnership Worksheet	2.00
Field Experience Component	Field Experience Worksheet	1.75
	Field Experience Matrix	3.00
Capstone Readiness Assessment Plan Component	Capstone Readiness Worksheet	2.50
Capstone Component	Capstone Experience Worksheet	1.90
	Capstone Remediation Plan	2.00
Clinical Practice & Partnerships Domain Score		2.19
		Program Score 2.18

EXECUTIVE SUMMARY

Issue: Presentation, discussion and possible action on the proposed agreement between the State Board of Education, the Arizona Department of Education and the Council for the Accreditation of Educator Preparation

Action/Discussion Item

Information Item

Background and Discussion

Based on requests from the field, a proposed state partnership is sought between the Council for the Accreditation of Educator Preparation (CAEP), the State Board of Education and the Arizona Department of Education regarding approval and accreditation of educator preparation programs.

The proposed state partnership agreement aims to align the approval process around state expectations, ensure thorough reviews for national accreditation of educator preparation providers and save both the state's and provider's time and expense by eliminating duplication of effort. Participation by the educator preparation providers in CAEP accreditation is voluntary.

A focus group of education preparation providers was held on September 20, 2016 for input. No objections were offered to the proposed CAEP agreement.

At the Board's meeting on September 26, 2016, Dr. Ramona Mellott, Dean for the College of Education at Northern Arizona University, provided positive public comment supporting the CAEP partnership.

Recommendation to the Board

It is recommended that the Board adopt the proposed agreement between the State Board of Education, the Arizona Department of Education and the Council for the Accreditation of Educator Preparation.

Contact Information:

Dr. Karol Schmidt, Executive Director, State Board of Education

Mark McCall, Deputy Associate Superintendent for Educator Excellence, ADE

**Arizona State Board of Education,
Arizona Department of Education, and the
Council for the Accreditation of Educator Preparation
Partnership Agreement
_____, 2016**

In order to promote excellence in educator preparation by coordinating Arizona approval and national accreditation reviews of Educator Preparation Providers (EPPs), and to eliminate duplication of effort and reporting, the Council for the Accreditation of Educator Preparation (CAEP), the Arizona State Board of Education (SBE), and the Arizona Department of Education (ADE) enter into this partnership agreement. The agreement describes the partnership and delineates the processes and policies for CAEP accreditation in Arizona.

- I. Standards for National Accreditation of Educator Preparation Providers
 - a. CAEP educator preparation provider standards must be met on the basis of sufficient and accurate evidence to merit national accreditation by CAEP.
 - b. Arizona Educator Preparation Program rules (R7-2-604, R7-2-604.01, R7-2-604.02, R7-2-604.03 and R7-2-604.04) play a central role in the CAEP/Arizona accreditation process.
- II. Process of National Accreditation for Educator Preparation Providers
 - a. The process required for national accreditation by CAEP is outlined in the CAEP policies. EPPs seeking CAEP accreditation must satisfy eligibility requirements, submit a self-study in a CAEP-approved format for formative feedback through off-site review, facilitate the posting of a call for public comment and distribution of third-party surveys to stakeholders, host a joint Accreditation Review Team site visit, and complete an approved program review process for all programs of study leading to professional practice in an accredited school setting.
 - b. Terms of accreditation shall be for six years. EPP accreditation status is subject to CAEP/Arizona policies, including the annual payment of CAEP fees and submission of an annual report as required.
- III. Standards and Processes for Program Review
 - a. The EPP may choose from among any of the three program review options listed in Section III(e) below that have been approved by the SBE

upon recommendation of the ADE. Under this partnership agreement, EPPs will submit a self-study following the instructions for the selected program review process, including disaggregated data by content area.

- b. The SBE is authorized to approve all programs and make the final decision by using information provided as part of the accreditation and program review process and recommendation from the ADE.
- c. As evidence of quality, CAEP accepts the decisions of national accrediting organizations for specialized professional program areas that are recognized by the U.S. Department of Education or the Council for Higher Education Accreditation. Proper documentation of current accreditation must be presented by the EPP.
- d. EPPs will choose from among the program review options listed in III (e) for each certification/endorsement area and may choose different options for different certifications/endorsements, e.g., Educational Leadership; Elementary Education, Secondary Education, Teaching Intern, etc.
- e. For purposes of the SBE program approval, the SBE and the ADE recognize the following program review options:
 - i. **CAEP Program Review with National Recognition:** CAEP Program Review with National Recognition applies Specialized Professional Associations (SPA) standards in the review process and can result in national recognition. The ADE's staff on behalf of the SBE will examine the program review report and will provide a recommendation to the SBE for the final decision on Arizona approval.
 - ii. **CAEP Program Review with Feedback:** CAEP Program Review with Feedback, based on disaggregated data reported in the Self-Study, provides information to EPPs, the ADE, states, and accreditation teams.
 - iii. **Arizona Program Review by the SBE:** The ADE conducts program reviews for purposes of making recommendations to the SBE consistent with the provisions of Arizona Administrative Code R7-2-604, R7-2-604.01, R7-2-604.02, R7-2-604.03 and R7-2-604.04. The ADE provides procedures, forms, and instructions on the program review process that leads to final program approval by the SBE.

IV. Accreditation Review Team Composition: The Accreditation Review Team is appointed by CAEP, in consultation with the SBE and ADE, according to the guidelines and policies for each selected accreditation pathway on options III (e)(i) and (ii). EPPs may select a single pathway for all programs or select different pathways for each program an EPP offers. The accreditation pathways include the Continuous Improvement Pathway, Inquiry Brief Pathway, or Transformation Initiative Pathway. The ADE and CAEP will conduct a joint Accreditation Review Team site review. The following conditions apply to all teams:

- a. All members of review teams must have successfully completed Accreditation Review Team member training.
- b. A P-12 practitioner shall be a member of each Accreditation Review Team.
- c. The AEA (Arizona Education Association) may appoint an observer for the Accreditation Review Team site visit review at AEA's expense.
- d. The EPP will assume all expenses - including travel, lodging and meals, and the periodic evaluation fee - for Accreditation Review Team members. Accreditation Review Team activities will be conducted according to the CAEP and the SBE protocols.
- e. The ADE will assume all expenses – including travel, lodging and meals – for the state consultant and other ADE support staff to facilitate the Accreditation Review Team site review.
- f. The Accreditation Review Team operates as a single team with shared responsibilities and equal roles in all aspects of the review, which might include co-chairs or CAEP chairperson.
- g. The Accreditation Review Team report will be shared with the SBE and the ADE.
- h. To assure EPPs and the public that Accreditation Review Team site reviews are impartial and objective, to avoid conflicts of interest, and to promote equity and high ethical standards in the accreditation system, Accreditation Review Team members will adhere to the CAEP's Code of Conduct.

V. Other Terms and Conditions

- a. CAEP will collaborate with the ADE to plan, design and implement a range of training opportunities for reviewers. As part of this agreement, the ADE and the ADE staff may participate in all trainings. The registration fee for

one ADE staff member will be waived for one annual CAEP Conference; however, the ADE staff member must assume all other expenses. CAEP will assume all expenses for one ADE staff member to attend the annual CAEP Clinic, including a registration fee. Additional ADE staff are welcome to register and attend at their own expense. Additional training events may be arranged, including events in the state, on a cost-recovery basis with arrangements negotiated according to the CAEP's policies regarding fees and expenses for training.

- b. The SBE and ADE will receive copies of all pertinent accreditation and specialized program area approval documents and reports through access to the Accreditation Information Management System (AIMS); the SBE and ADE staff will be supplied with login information, passwords and technical support.
- c. The ADE will notify CAEP of a "Change in Status" within 30 days of action taken by the SBE, or a CAEP-accredited EPP.
- d. Arizona EPPs seeking CAEP accreditation or holding CAEP accreditation status will pay annual CAEP dues.
- e. The ADE is responsible for its annual CAEP membership dues. Final accreditation decisions are posted on the three websites: CAEP, ADE, and SBE. CAEP sends a letter with the official accreditation decision to the SBE and ADE. Additionally, CAEP provides written notice of all accreditation decisions to the U.S. Department of Education, all accrediting agencies recognized by the U.S. Department of Education, and the Council for Higher Education Accreditation, and the public (via the websites).
- f. The partnership agreement shall be for an initial period of six years (September 26, 2016 through September 25, 2022) and may be modified by the three parties during that time, if deemed to be necessary.
- g. The terms of this agreement have been reached by mutual consent and have been read and understood by the persons whose signatures appear below. The parties agree to comply with the terms and conditions of the plan as set forth herein.

Council for the Accreditation of Educator Preparation

State Board of Education

Arizona Department of Education

EXECUTIVE SUMMARY

Issue: Consideration of Recommendation to Approve Application for Certification for Kirk A. Hinsey, C-2016-182R

Action/Discussion Item

Information Item

Background and Discussion

Kirk A. Hinsey holds a Standard Elementary Education K-8 certificate, which expired on September 10, 2016.

On April 13, 2016, Mr. Hinsey applied for renewal of his Standard Elementary Education certificate. In connection with his application, Mr. Hinsey disclosed a DUI arrest on or about March 17, 2010, in Tempe, AZ, and a DUI arrest on or about April 21, 2012, in Phoenix, AZ, both resulting in convictions. Mr. Hinsey also disclosed an arrest for Possession of Drugs in August 2014, in Scottsdale, AZ. The case was dismissed.

Review and Recommendation of State Board Committee

The Professional Practices Advisory Committee, at its September 6, 2016 meeting, recommended by a vote of 5 to 1, that the Board approve the renewal of the Standard Elementary Education K-8 certificate held by Kirk A. Hinsey.

Recommendation to the Board

That the State Board of Education accept the Findings of Fact, Conclusions of Law and Recommendation of the Professional Practices Advisory Committee and approve the renewal of the Standard Elementary Education K-8 certificate held by Kirk A. Hinsey.

Contact Information:

Alicia Williams
Director of Special Projects, State Board of Education

EXECUTIVE SUMMARY

Issue: Presentation, discussion and possible action regarding the Recommendation to Approve the Negotiated Settlement Agreement for Jaime G. Tejada Jr., Case No. C-2016-205

Action/Discussion Item

Information Item

Background and Discussion

Mr. Tejada holds a Standard Secondary Education 6-12 certificate and a Principal certificate, both of which expire November 6, 2021.

Mr. Tejada was an Assistant Principal at Mountain View Elementary School in the Washington Elementary School District ("WESD") located in Phoenix, Arizona.

On April 15, 2016, a student was taken to Mr. Tejada's office due to an incident that occurred in his classroom. While in Mr. Tejada's office, the student was defiant and began to swing his arms and legs in an aggressive and uncontrolled manner.

Because of the student's actions, Mr. Tejada lifted the student to avoid any injury to the student. Mr. Tejada lifted to student up high in an attempt to avoid injury to the student who continued to swing his arms and legs violently.

A report of this incident was given to the principal of the school by a witness on April 22, 2016.

On April 25, 2016, Mr. Tejada was placed on administrative leave.

On May 24, 2016, Mr. Tejada voluntarily resigned from his position with WESD.

Settlement Agreement and Conditions

Mr. Tejada consents to a letter of censure with the following conditions:

- Within 180 days from the date this Agreement is approved and adopted by the Board, Respondent shall participate in, and successfully complete, a course or seminar of at least two hours which addresses student behavior management issues. Any such course or seminar must first be approved by the Board's staff.
- Within 180 days from the date this Agreement is approved and adopted by the Board, Respondent shall furnish a letter of proof of completion to the Board certifying that Respondent has successfully completed the course or seminar.

Contact Information:

Alicia Williams
Director of Special Projects, State Board of Education

EXECUTIVE SUMMARY

- All conditions are at Respondent's own expense.

Recommendation to the Board

It is recommended that the State Board of Education accept the Negotiated Settlement Agreement with conditions of Jaime G. Tejada Jr. and that all states and territories be so notified.

Contact Information:

Alicia Williams
Director of Special Projects, State Board of Education

EXECUTIVE SUMMARY

Issue: Presentation, discussion and possible action regarding the Recommendation to Approve the Negotiated Settlement Agreement for Charles W. McCanse, Case No. C-2014-044
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Action/Discussion Item

Information Item

Background and Discussion

Mr. McCanse holds a Standard Secondary Education 6-12 certificate and a Principal certificate, both of which expire November 7, 2018.

In early August 2012, Mr. McCanse made offensive and profane statements in front of the students in his classes while employed at Santa Rita High School in the Tucson Unified School District (TUSD).

After an investigation by the assistant principal at the high school, Mr. McCanse was notified by TUSD administration that a Statement of Charges of unprofessional conduct would be submitted to the TUSD governing board at the board's September 11, 2012 meeting seeking his dismissal from TUSD.

Mr. McCanse resigned from his position with TUSD effective August 31, 2012.

Settlement Agreement and Conditions

Mr. McCanse consents to a letter of censure with the following conditions:

- Within 180 days from the date this Agreement is approved and adopted by the Board, Mr. McCanse shall participate in, and successfully complete, a course or seminar which addresses professionalism and/or boundaries issues. Any such course or seminar must first be approved by the Board's staff.
- Within 180 days from the date this Agreement is approved and adopted by the Board, Mr. McCanse shall furnish a letter of proof of completion to the Board certifying that Mr. McCanse has successfully completed the course or seminar.
- All conditions are at Mr. McCanse's own expense.

Recommendation to the Board

It is recommended that the State Board of Education accept the Negotiated Settlement Agreement with conditions of Charles W. McCanse and that all states and territories be so notified.

Contact Information:

Alicia Williams
Director of Special Projects, State Board of Education

EXECUTIVE SUMMARY

Issue: Consideration of Certificate Surrender for Andrew O. Andrist,
Case No. C-2015-134.

Action/Discussion Item

Information Item

Background and Discussion

Andrew Andrist holds a Standard Secondary Education 6-12 certificate, which expires January 20, 2020.

Mr. Andrist was employed as a teacher in the Mayer Unified School District ("MUSD") located in Mayer, Arizona, from August 2013 until he resigned from MUSD effective May 22, 2015.

On July 13, 2015, Mr. Andrist was arrested by the Yavapai County Sheriff's Office on charges of Production of Marijuana for Sale, Possession of Marijuana for Sale, Fraud Schemes, and Forgery.

On July 22, 2015, he was indicted on one count of Conspiracy to Commit Production of Marijuana, a Class 3 Felony, and one count of Participating in a Criminal Syndicate, a Class 2 Felony, in Yavapai County Superior Court Case No. CR201500916.

Mr. Andrist entered into a plea agreement with the Yavapai County Attorney's Office, and on March 28, 2016, he entered a plea of guilty to the criminal charge of Possession of Marijuana (Less Than Two Pounds) in Yavapai County Superior Court. He was sentenced to two days in jail, placed on probation for a period of 1.5 years beginning March 28, 2016 and assessed fines, fees, and penalties totaling over \$750. Additionally, Respondent was ordered to "forfeit all right, title, and interest in the property to the Yavapai County Attorney's Anti-Racketeering Revolving Fund". The specific terms of the plea agreement are not known, as the plea agreement was sealed in the Court's file.

At the September 6, 2016 PPAC meeting, the members of the committee heard the complaint on Mr. Andrist and voted to revoke his certificate.

After the meeting on September 6, 2016, Mr. Andrist surrendered his teaching certificate.

Recommendation to the Board

It is recommended that the State Board of Education accept the voluntary surrender of any and all certificates held by Andrew O. Andrist, and that all states and territories be so notified.

Contact Information:

Alicia Williams
Director of Special Projects, State Board of Education

EXECUTIVE SUMMARY

Issue: Consideration of Certificate Surrender for Joshua Wayne Brelsford,
Case No. C-2016-152.

Action/Discussion Item

Information Item

Background and Discussion

Joshua Wayne Brelsford currently holds a Substitute certificate which expires September 3, 2019, and a Provisional Secondary Education certificate which expires March 31, 2017.

On or about May 5, 2016, the Investigative Unit received a report that on or about March 3, 2016, a parent reported to the Sam Hughes Elementary School principal, in the Tucson Unified School District, that her child received inappropriate text messages from Mr. Brelsford, the student's former elementary school teacher. The text messages continued for an extended period of time after the student left elementary school. A Court Ordered Injunction against Harassment was filed in Pima County, by the student's parent. Mr. Brelsford resigned on March 11, 2016.

During the investigation, Mr. Brelsford was informed that a complaint would be filed against his teaching certificate. Subsequently, Mr. Brelsford chose to voluntarily surrender his certificate. On September 14, 2016, the signed and notarized surrender form was submitted.

Recommendation to the Board

It is recommended that the State Board of Education accept the voluntary surrender of any and all certificates held by Joshua Wayne Brelsford, and that all states and territories be so notified.

Contact Information:

Alicia Williams
Director of Special Projects, State Board of Education

EXECUTIVE SUMMARY

Issue: Consideration of Certificate Surrender for Eric Charles Brown,
Case No. C-2016-398.

Action/Discussion Item

Information Item

Background and Discussion

Eric Charles Brown currently holds an expired Provisional Secondary Education 6-12 Certificate.

On or about September 12, 2013, the Department Investigative Unit received an Arizona Department of Public Safety notification regarding suspension of Mr. Brown's level one fingerprint clearance card due to an arrest and charge of 4 Counts Felony Aggravated Assault on a Minor, in Phoenix, Arizona. The charges were subsequently dismissed by the Maricopa County Superior Court Grand Jury.

Mr. Brown applied for certification on or about August 29, 2014. His application was scheduled for a review by the Professional Practices Advisory Committee ("PPAC") on April 14, 2015. The PPAC recommended that the State Board deny Mr. Brown's application for certification by a vote of four to two. He subsequently withdrew his application for certification on or about August 18, 2015.

On or about August 4, 2016, the Investigative Unit received a report from Empower College Prep Academy School ("ECPAS") regarding allegations that Mr. Brown sent and exchanged inappropriate text messages with an eighth grade female student during the 2016 summer months. ECPAS indicated the text messages were not sexual. His contract was not renewed with ECPAS.

During the investigation, Mr. Brown was informed that a complaint would be filed against his teaching certificate. Subsequently, Mr. Brown chose to voluntarily surrender his certificate. On September 14, 2016, the signed and notarized surrender form was submitted.

Recommendation to the Board

It is recommended that the State Board of Education accept the voluntary surrender of any and all certificates held by Eric Charles Brown, and that all states and territories be so notified.

Contact Information:

Alicia Williams
Director of Special Projects, State Board of Education

EXECUTIVE SUMMARY

Issue: Consideration of Certificate Surrender for Kenneth Sweet,
Case No. C-2016-114.

Action/Discussion Item

Information Item

Background and Discussion

Kenneth Sweet currently holds a Substitute Certificate which expires on April 26, 2021.

On or about March 7, 2016, the Investigative Unit received a report that Mr. Sweet had dragged a male student across the floor causing rug burns.

During the investigation, Mr. Sweet was informed that a complaint would be filed against his teaching certificate. Subsequently, Mr. Sweet chose to voluntarily surrender his certificate. On September 12, 2016, the signed and notarized surrender form was submitted.

Recommendation to the Board

It is recommended that the State Board of Education accept the voluntary surrender of any and all certificates held by Kenneth Sweet, and that all states and territories be so notified.

Contact Information:

Alicia Williams
Director of Special Projects, State Board of Education

EXECUTIVE SUMMARY

Issue:	Update and presentation from the Office of English Language Acquisition Services pursuant to A.R.S. §15-756.01(E).
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 Action/Discussion Item Information Item**Background and Discussion**

Per A.R.S. §15-756.01(E), the state board will review research based models of structured English immersion annually and delete from, add to or modify the existing models. When adopting or modifying English language learner (ELL) programs, the State Board of Education shall review and consider the information and data obtained as a result of the Department of Education's monitoring of English language learner programs pursuant to section 15-756.08.

As part of this annual review, the Office of English Language Acquisition Services (OELAS) will provide an overview of the SEI models and report on the impact of the December 2014 refinements to these models. OELAS will share ELL reclassification rates and data on ELLs performance on AZMerit. In addition, OELAS will update the State Board of Education on the current Office of Civil Rights (OCR) AZELLA agreements.

Recommendation to the Board

This is an informational item and does not require Board action.

Contact Information:

Kate Wright, Deputy Associate Superintendent, OELAS, Migrant, Homeless

Carol Lippert, Associate Superintendent, High Academic Standards for Students Division



OFFICE OF ENGLISH LANGUAGE ACQUISITION SERVICES

State Board of Education Meeting Presentation: October 24, 2016

Overview



- ELL Student Population/Demographics
- ELL Proficiency Levels by Grade
- Structured English Immersion Models
 - Suggested adaptation to the Model Refinements



ELL POPULATION/DEMOGRAPHICS

FY16 ELL Population



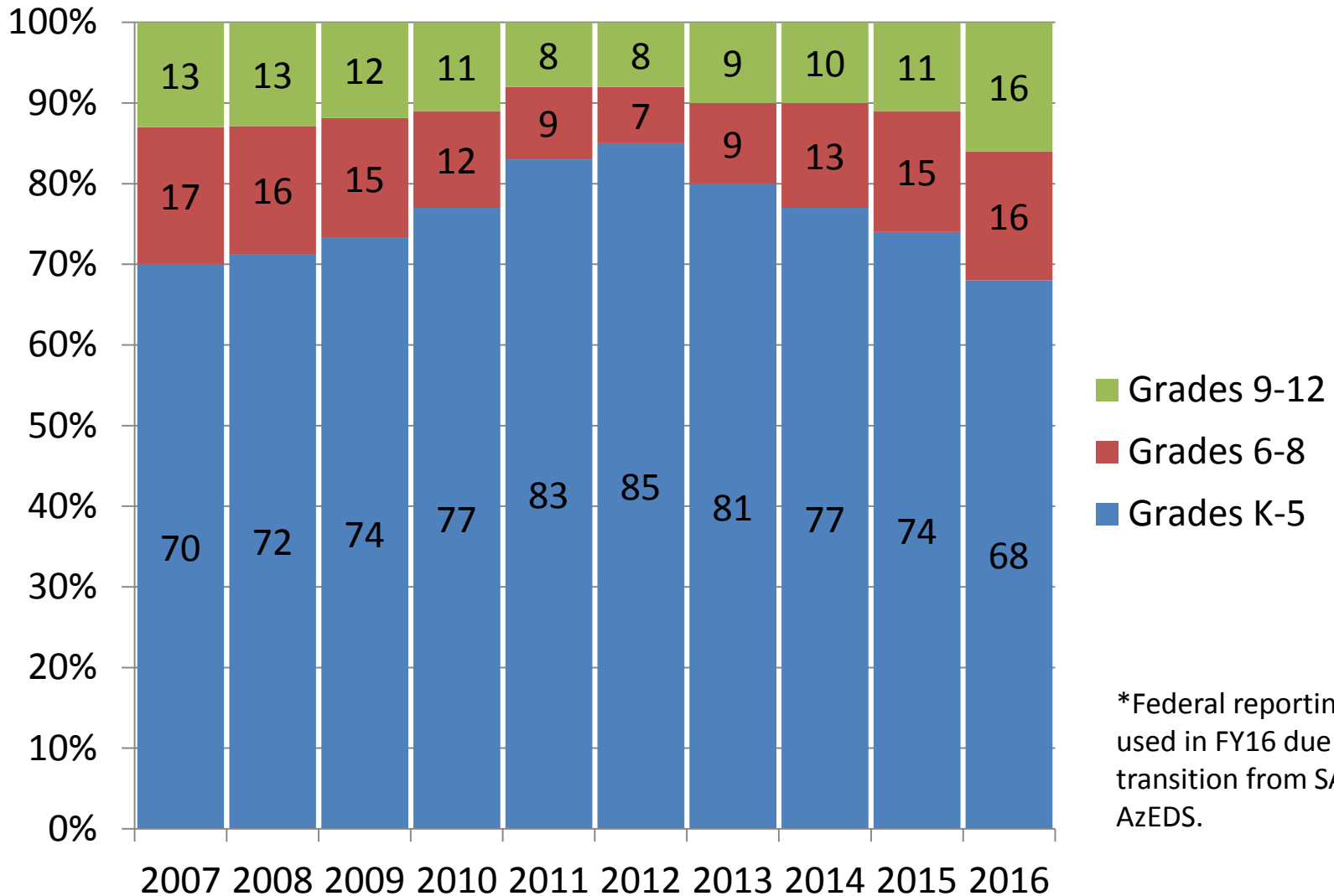
Approximately
72,000 ELLs
received ELL services
in 2016.

Grade Span	Percent of ELLs
K-5	68%
6-8	16%
9-12	16%

Grade	Percent of ELLs
K	12%
1	13%
2	13%
3	12%
4	11%
5	7%
6	7%
7	5%
8	4%
9	8%
10	4%
11	2%
12	2%

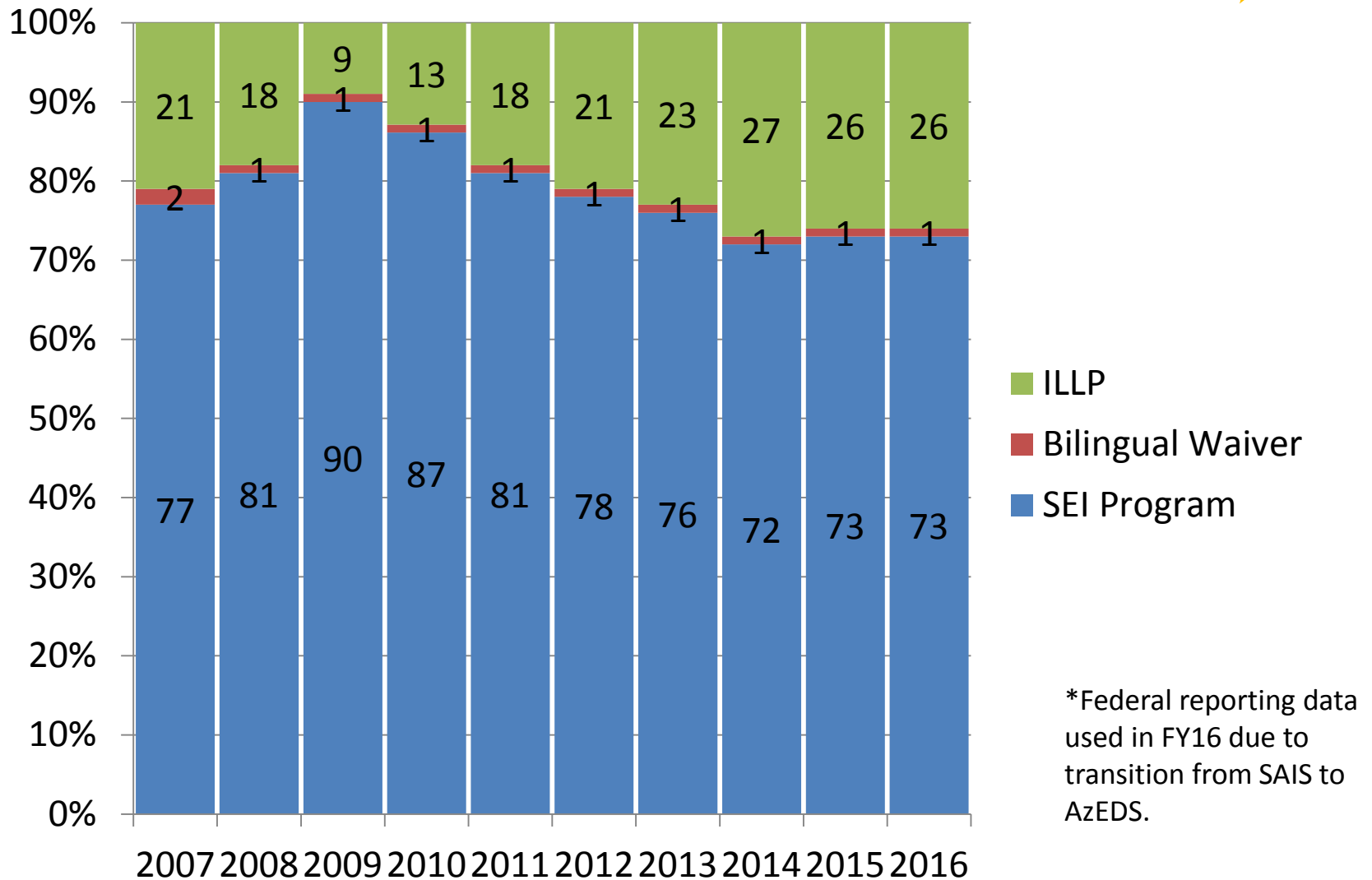
*Federal reporting data used in FY16 due to transition from SAIS to AzEDS.

Percent ELL by Grade Span, 2007-2016



*Federal reporting data used in FY16 due to transition from SAIS to AzEDS.

ELL Population by Program



Spring 2016 AZELLA



Spring 2016 AZELLA Reassessment by Grade

Grade	Basic	Intermediate	Pre-Emergent/Emergent	Proficient
KG	1,986	4,693	368	2,047
1	2,445	3,948	853	2,995
2	2,124	3,006	908	833
3	2,624	2,880	945	1,790
4	1,849	1,730	765	2,283
5	1,095	1,817	582	702
6	962	1,458	512	948
7	633	944	380	854
8	398	920	433	350
9	606	809	283	383
10	414	490	118	314
11	205	381	82	183
12	174	4,066	1,082	2,974
Total	15,515	27,142	7,311	16,656



STRUCTURED ENGLISH IMMERSION MODELS

Four Fundamental Elements



1. 4 hours of English Language Development - as defined in SEI models
2. Lessons taught using the ELP standards
3. ELL students grouped by language proficiency levels
4. Highly Qualified Teacher- (SEI trained)

Allocations and Standards



<p><i>Time Allocation</i></p>	<p>Oral English/ Conversation/Vocabulary</p> <p>60 minutes</p>		<p>Reading</p> <p>60 minutes</p>	<p>Writing</p> <p>60 minutes</p>	<p>Grammar</p> <p>60 minutes</p>
<p><i>Standards to Use</i></p>	<p>Listening & Speaking Domain</p>	<p>Language Strand •Vocabulary</p>	<p>Reading Domain</p>	<p>Writing Domain</p>	<p>Language Strand •Standard English Conventions</p>

Secondary Model Refinements



Provide an option for SEI English Teacher(s) and /or ELL Coordinators to reduce, up to 2 hours, the time required within the SEI Models for ELLs who:

- Demonstrate overall proficiency at the intermediate level on Arizona English Language Learner Assessment (AZELLA), and
- Are in at least their 2nd year of English language development (ELD) instruction.

For those ELL students for which the SEI English teacher(s) and /or ELL Coordinator have determined that flexibility is appropriate, the SEI English teacher(s) shall recommend course selection based on individual student data that includes AZELLA and at least one other form of data which could include the state assessment, local formative assessment, student work or course grades.

Elementary Model Refinements



Integration of the four hour time blocks for first year ELLs and all ELLs at or below the intermediate proficiency level.

Refinements:

- Allow elementary and self-contained middle schools flexibility to provide the following services to first year ELLs and all ELLs at or below the intermediate proficiency level:
- ELD instruction using the English Language Proficiency (ELP) standards during two “blocks”, totaling 4 hours:
 - Block 1 - 120 minutes of integrated reading, oral English conversation and vocabulary
 - Block 2 - 120 minutes of integrated writing and grammar
- Up to 30 minutes of literacy intervention services with non-ELL students that may count towards the 4-hour requirement if those services meet the instructional needs of the ELL student. *(Please be aware that these services must be provided using state and local funds to ensure federal funds are not supplanted.)*

Elementary Model Refinements



Intermediate Level ELLs in at least their 2nd year

Refinements:

Allow elementary and self-contained middle schools flexibility to integrate required instructional domains and reduce, up to 1 hour, the time required within the SEI Models for ELLs who:

- Demonstrate overall proficiency at the intermediate level on AZELLA, and
- Are in at least their 2nd year of ELD instruction.
- For those ELLs for which flexibility is appropriate, ELD instruction using ELP standards may be delivered during two “blocks”, totaling 3 hours:
 - Block 1 - 90 minutes of integrated writing and grammar
 - Block 2 – 90 minutes of integrated reading, oral English conversation and vocabulary

Suggested Adaptation to Model Refinements



Allow ELLs demonstrating overall proficiency at the intermediate level on AZELLA the ability to participate in the Elementary and Secondary Model Refinements in their FIRST year of ELD instruction.

- Prior ELD program and instruction should be considered



Thank you

Kate Wright
Deputy Associate Superintendent
Office of English Language Acquisition Services

EXECUTIVE SUMMARY

Issue: Presentation, discussion, and possible action to close rulemaking procedures for proposed amendments to rules R7-2-603 regarding Professional Administrative Standards

Action/Discussion Item

Information Item

Background and Discussion

In December 2011, the Board adopted the Interstate School Leaders Licensure Consortium (ISLLC) standards as the Professional Administrative Standards for Arizona. In 2015, the ISSLCs were revised, and the Professional Standards for Educational Leaders (PSEL) were released. The Board opened rulemaking at its August, 2016 meeting regarding adoption of the PSELs as the Professional Administrative Standards for Arizona. Numerous individuals offered public comment in regarding Arizona input and support for the PSELs, including:

- Dr. Carole Basile, Mary Lou Fulton Teachers College, ASU
- Dr. Lynn Brundermann, Professor, U of A
- Dr. Cynthia Conn, Assistant Vice Provost, NAU
- Dr. Robyn Conrad Hansen, former principal in the Gilbert School District, and a leader drafter of the PSELs
- Dr. Frank Davidson, Superintendent, Casa Grande Elementary School District
- Dr. Mark Joranstaad, Executive Director for the Arizona School Administrators Association
- Dr. Kimberly LaPrade, Dean of the College of Education, GCU
- Lorah Neville, Superintendent, Union Elementary School District
- Dr. Ramona Mellot, Dean, NAU College of Education
- Dr. Michael Schwanenberger, Chair, Educational Leadership, NAU
- Dr. Joanna Simpson, Program Director, College of Education, GCU
- Laura Telles, Executive Director, Talent, PUHSD

No objections have been received.

Recommendation to the Board

It is recommended that the Board close rulemaking record and adopt the proposed amendments to R7-2-603, Professional Administrative Standards.

Contact Information:

Dr. Karol Schmidt, Executive Director, State Board of Education

EXECUTIVE SUMMARY

R7-2-603. Professional Administrative Standards

A. The standards presented in this Section shall be the basis for approved administrative preparation programs, described in R7-2-604. The Arizona Administrator Proficiency Assessment shall assess proficiency in the standards as a requirement for certification of supervisors, principals, and superintendents, as set forth in R7-2-616.

~~B. Standard 1: Supervisors, principals and superintendents promote the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders. Supervisors, principals and superintendents: Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student. Effective leaders:~~

~~1. Collaboratively develop and implement a shared vision and mission. Develop an educational mission for the school to promote the academic success and well-being of each student.~~

~~2. Collect and use data to identify goals, assesses organizational effectiveness, and promote organizational learning. In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.~~

~~3. Create and implement plans to achieve goals. Articulate, advocate, and cultivate core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.~~

~~4. Promote continuous and sustainable improvement. Strategically develop, implement, and evaluate actions to achieve the vision for the school.~~

~~5. Monitor and evaluate progress and revises plans. Review the school's mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students.~~

~~6. Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.~~

~~7. Model and pursue the school's mission, vision, and core values in all aspects of leadership.~~

~~C. Standard 2: Supervisors, principals and superintendents promote the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.~~

~~Supervisors, principals and superintendents: Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being. Effective leaders:~~

~~1. Nurture and sustain a culture of collaboration, trust, learning, and high expectations. Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership.~~

EXECUTIVE SUMMARY

~~2. Create a comprehensive, rigorous, and coherent curricular program. Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.~~

~~3. Create a personalized and motivating learning environment for students. Place children at the center of education and accept responsibility for each student's academic success and well-being.~~

~~4. Supervise instruction. Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.~~

~~5. Develop assessment and accountability systems to monitor student progress. Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.~~

~~6. Develop the instructional and leadership capacity of staff. Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.~~

~~7. Maximize time spent on quality instruction.~~

~~8. Promote the use of the most effective and appropriate technologies to support teaching and learning.~~

~~9. Monitor and evaluate the impact of the instructional program.~~

~~D. Standard 3: Supervisors, principals and superintendents promote the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment. Supervisors, principals and superintendents: Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being. Effective leaders:~~

~~1. Monitor and evaluate the management and operational systems. Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context.~~

~~2. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources. Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning.~~

~~3. Promote and protect the welfare and safety of students and staff. Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.~~

~~4. Develop the capacity for distributed leadership. Develop student policies and address student misconduct in a positive, fair, and unbiased manner.~~

~~5. Ensure teacher and organizational time is focused to support quality instruction and student learning. Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with~~

EXECUTIVE SUMMARY

race, class, culture and language, gender and sexual orientation, and disability or special status.

6. Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.

7. Act with cultural competence and responsiveness in their interactions, decision making, and practice.

8. Address matters of equity and cultural responsiveness in all aspects of leadership.

~~E. Standard 4: Supervisors, principals and superintendents promote the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.~~

~~Supervisors, principals and superintendents: Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being. Effective leaders:~~

~~1. Collect and analyze data and information pertinent to the educational environment. Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.~~

~~2. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources. Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.~~

~~3. Build and sustain positive relationships with families and caregivers. Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.~~

~~4. Build and sustain productive relationships with community partners. Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.~~

~~5. Promote the effective use of technology in the service of teaching and learning.~~

~~6. Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.~~

~~7. Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.~~

~~F. Standard 5: Supervisors, principals and superintendents promote the success of every student by acting with integrity, fairness, and in an ethical manner. Supervisors, principals and superintendents: Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student. Effective leaders:~~

EXECUTIVE SUMMARY

~~1. Ensure a system of accountability for every student's academic and social success. Build and maintain a safe, caring, and healthy school environment that meets that the academic, social, emotional, and physical needs of each student.~~

~~2. Model principles of self-awareness, reflective practice, transparency, and ethical behavior. Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.~~

~~3. Safeguard the values of democracy, equity, and diversity. Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.~~

~~4. Consider and evaluate the potential moral and legal consequences of decision-making. Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.~~

~~5. Ensure that individual student needs inform all aspects of schooling. Cultivate and reinforce student engagement in school and positive student conduct.~~

~~6. Infuse the school's learning environment with the cultures and languages of the school's community.~~

~~G. Standard 6: Supervisors, principals and superintendents promote the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context. Supervisors, principals and superintendents: Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being. Effective leaders:~~

~~1. Stay informed on local, district, state, and national decisions affecting student learning. Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.~~

~~2. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies. Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.~~

~~3. Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.~~

~~4. Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.~~

~~5. Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.~~

EXECUTIVE SUMMARY

6. Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.

7. Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.

8. Promote the personal and professional health, well-being, and work-life balance of faculty and staff.

9. Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.

H. Standard 7: Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being. Effective leaders:

1. Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.

2. Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.

3. Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.

4. Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.

5. Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.

6. Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.

7. Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.

8. Encourage faculty-initiated improvement of programs and practices.

I. Standard 8: Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being. Effective leaders:

1. Are approachable, accessible, and welcoming to families and members of the community.

2. Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.

3. Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.

4. Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.

EXECUTIVE SUMMARY

5. Create means for the school community to partner with families to support student learning in and out of school.

6. Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement.

7. Develop and provide the school as a resource for families and the community.

8. Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community.

9. Advocate publicly for the needs and priorities of students, families, and the community.

10. Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.

J. Standard 9: Effective educational leaders manage school operations and resources to promote each student's academic success and well-being. Effective leaders:

1. Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.

2. Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.

3. Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.

4. Are responsible, ethical, and accountable stewards of the school's monetary and nonmonetary resources, engaging in effective budgeting and accounting practices.

5. Protect teachers' and other staff members' work and learning from disruption.

6. Employ technology to improve the quality and efficiency of operations and management.

7. Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.

8. Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.

9. Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.

10. Develop and manage productive relationships with the central office and school board.

11. Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.

12. Manage governance processes and internal and external politics toward achieving the school's mission and vision.

EXECUTIVE SUMMARY

K. Standard 10: Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being. Effective leaders:

1. Seek to make school more effective for each student, teachers and staff, families, and the community.

2. Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.

3. Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.

4. Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.

5. Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.

6. Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.

7. Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.

8. Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.

9. Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.

10. Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.

EXECUTIVE SUMMARY

Issue: Non-Compliance with the USFR for Red Mesa Unified School District No. 27 and to Withhold State Funds Pursuant to A.R.S. §15-272(B)

Action/Discussion Item

Information Item

Background and Discussion

Under Arizona law school districts must spend and account for public funds in accordance with the Uniform System of Financial Records (USFR). Jointly developed by the Arizona Department of Education and the Arizona Auditor General's Office (Auditor General), the USFR incorporates finance-related laws and regulations as well as generally accepted accounting principles. The Auditor General is responsible for assessing whether school districts are in compliance with the USFR, and notifying the Department of Education when they are not. See A.R.S. §15-271(E). Based on the Auditor General's reports, the State Board of Education may direct the Superintendent of Public Instruction to withhold any portion of state funds from school districts or charter schools that are out of compliance with the USFR. See A.R.S. §15-271(B). State funds will be withheld until the Auditor General reports that the school has come into compliance with the USFR. See A.R.S. §15-271(B).

The Auditor General's Office notified Red Mesa Unified School District No. 27 (the District) that it was not in compliance with the USFR based on a review of the District's audit reports for fiscal years ending in 2010, 2011, 2012 and 2013. In August 2014, the State Board of Education considered the District's continued non-compliance with the USFR and voted to authorize the withholding of 3% of its state aid. The Auditor General's Office review of the District's most recent audit reports and USFR Compliance Questionnaire for the fiscal year ending in 2015 indicates that the District still has not made improvements to substantially comply with the USFR.

Red Mesa Unified School District No. 27 was notified via email and certified letter sent on September 22, 2016 of this review before the State Board of Education.

Copies of the Auditor General's Reports may be downloaded from the Arizona Auditor General's website at <https://www.azauditor.gov/reports-publications/school-districts>.

Recommendation to the Board

It is recommended that the Board determine that Red Mesa Unified School District No. 27 is out of compliance with the USFR for fiscal year ending 2015 based on the reports of the Auditor General and move to direct the Superintendent of Public Instruction to withhold an additional 3% of the District's state aid (taking the total withholding to 6%) until the Auditor General reports that the District is in compliance with the USFR.

Contact Information:

Dr. Karol Schmidt, Executive Director, State Board of Education
Jordan Ellef, Assistant Attorney General, Office of the Attorney General

EXECUTIVE SUMMARY

Issue: Non-Compliance with the USFR for Thatcher Unified School District No. 4 and to Withhold State Funds Pursuant to A.R.S. §15-272(B)

Action/Discussion Item

Information Item

Background and Discussion

Under Arizona law school districts must spend and account for public funds in accordance with the Uniform System of Financial Records (USFR). Jointly developed by the Arizona Department of Education and the Arizona Auditor General's Office (Auditor General), the USFR incorporates finance-related laws and regulations as well as generally accepted accounting principles. The Auditor General is responsible for assessing whether school districts are in compliance with the USFR, and notifying the Department of Education when they are not. See A.R.S. §15-271(E). Based on the Auditor General's reports, the State Board of Education may direct the Superintendent of Public Instruction to withhold any portion of state funds from school districts or charter schools that are out of compliance with the USFR. See A.R.S. §15-271(B). State funds will be withheld until the Auditor General reports that the school has come into compliance with the USFR. See A.R.S. §15-271(B).

Thatcher Unified School District No. 4 (the District) has failed to submit its audit report and the USFR Compliance Questionnaire for fiscal year 2015. The Auditor General sent letters to the District on May 4, 2016 and September 2, 2016 informing the District of its non-compliance. The Superintendent and Director of Finance reported that the issue appears to be related to a software glitch affecting the District's fixed asset reporting. According to the District, this has required manual adjustments of almost 3,200 records, delaying the audit report.

Thatcher Unified School District No. 4 was notified via email and certified letter sent on September 22, 2016 of this review before the State Board of Education.

Copies of the Auditor General's Reports may be downloaded from the Arizona Auditor General's website at <https://www.azauditor.gov/reports-publications/school-districts>.

Recommendation to the Board

It is recommended that the Board determine that Thatcher Unified School District No. 4 is out of compliance with the USFR for fiscal year ending 2015 based on the reports of the Auditor General and move to direct the Superintendent of Public Instruction to withhold 3% of the District's state aid until the Auditor General reports that the District is in compliance with the USFR.

Contact Information:

Dr. Karol Schmidt, Executive Director, State Board of Education
Jordan Ellef, Assistant Attorney General, Office of the Attorney General

EXECUTIVE SUMMARY

Issue: Update to State Board on Arizona High School Equivalency (HSE) Diploma System in Arizona.

Action/Discussion Item

Information Item

Background and Discussion

According to the U.S. Census American Community Survey (2009-2013), in Arizona there are currently almost 725,000 adults 18 and older who lack a high school diploma. The need for both an education system and an assessment system to help these adults earn a secondary diploma and become more productive citizens is critically important for Arizona.

In January 2014, the Arizona State Board of Education awarded the contract for the Arizona High School Equivalency Assessment to GED Testing Services, LLC and the GED Test is currently the only mechanism available to award an Arizona High School Equivalency (HSE) Diploma. As it awarded the contract in January 2014, the Board reiterated its commitment to providing choice to those seeking an Arizona High School Equivalency (HSE) Diploma.

In April 2016, the Arizona Department of Education conducted an RFP process for the consideration of adding one or more additional assessments aligned to Arizona's adult education academic standards to use for awarding Arizona High School Equivalency Diplomas. Proposals received pertaining to this solicitation were evaluated through the ADE procurement process, and based on the evaluation results the State Board of Education determined at the August 2016 meeting that no award for additional assessments be made. The Board also requested that ADE provide an update on the HSE diploma system at a later meeting.

The following information and data is presented to provide the Board with a current update on the HSE diploma system:

- GED Testing System
 - Number of testing candidates, completers, and passers
 - Trend data
 - Corrections data
 - Testing locations
- Civics Test Requirement
 - Overview
 - Implications
- Alternative Pathways Task Force Update
 - Overview
 - Current status

See attached presentation.

Contact Information:

Sheryl Hart, Deputy Associate Superintendent
Kelly Koenig, Associate Superintendent

Update on HSE Testing

GED Trend Data:

Date Range	2012	2014	2015**	2016* <i>(9 months only)</i>	Projected CY16
Takers	n/a	6,196	8,737	8,761	11,067
Completers	16,650	3,563	5,278	5,361	6,772
Passers	12,648	2,249	4,484	4,368	5,517
Pass Rate	76%	63%	85%	81%	81%

*Unofficial Data from GEDTS Analytics: Jan 1 – Sept 30, 2016

**2015 reflects retroactive HSE recipients due to cut score change in March 2015

2015 and 2016 Comparison in Same 9 Month Period:

Date Range	Jan 1 - Sept 30, 2015	Jan 1 - Sept 30 2016*	Increase
Takers	7,234	8,761	+21%
Completers	4,018	5,361	+33%
Passers	2,696	4,368	+62%
Pass Rate	67%	81%	+14%

*Unofficial Data from GEDTS Analytics: Jan 1 – Sept 30, 2016

Update on Arizona's High School Equivalency (HSE) Diploma System



*Presented to
State Board of
Education*

October 24, 2016

Update on AZ HSE System

GED Testing:

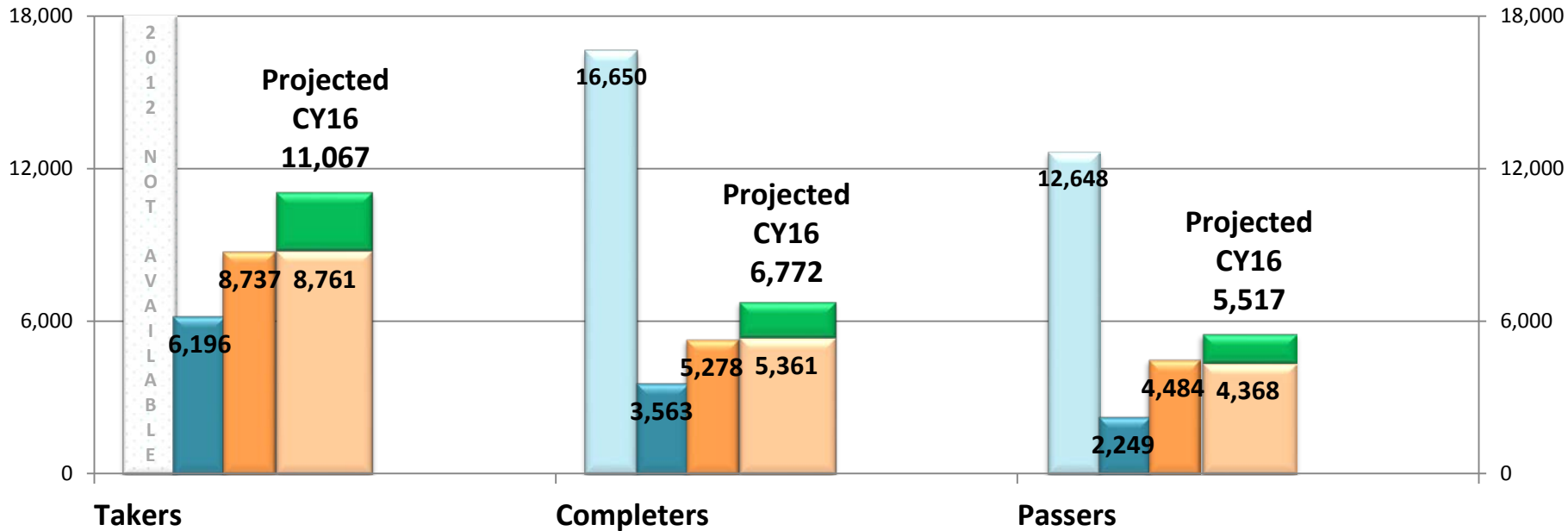
- Current data on number of testing candidates, completers and passers
- Trend data
- Corrections data
- Testing centers- number and locations
- Testing costs

Additional HSE System Updates:

- Arizona Civics Test Requirement
 - Overview and Implications
- Alternative Pathways to HSE Task Force
 - Overview and Current Status

GED Testing Data

2012 2014 2015 2016 Projected CY16

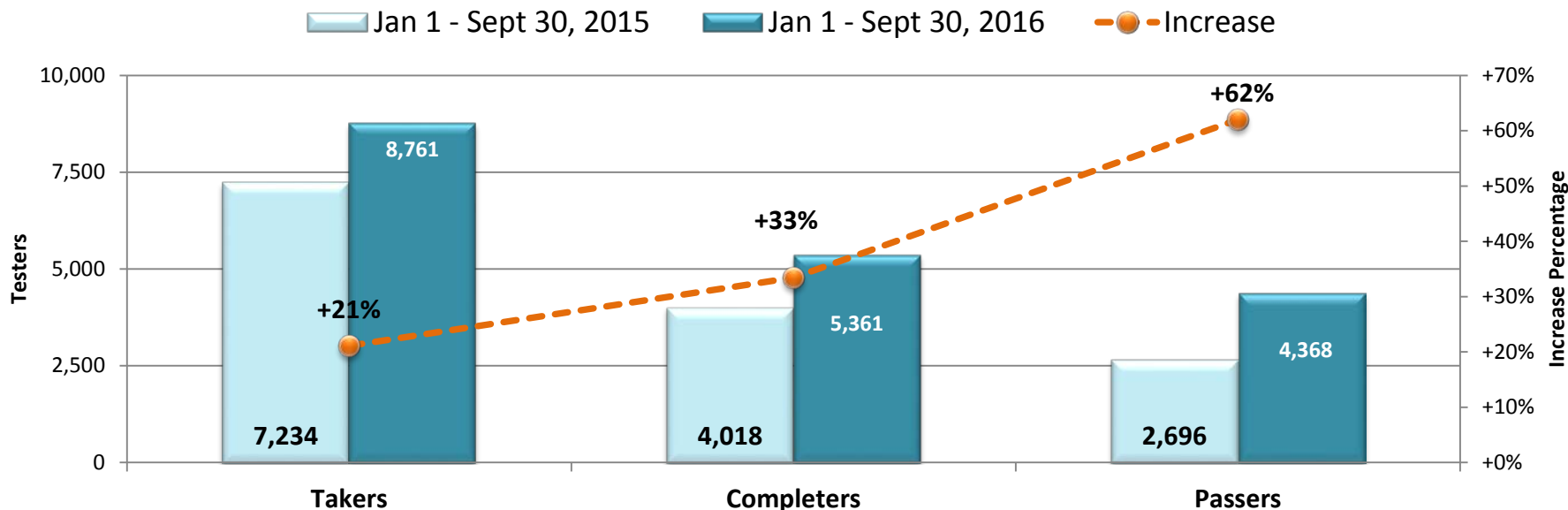


Date Range	2012	2014	2015	2016*	Projected CY16
Takers	n/a	6,196	8,737	8,761	11,067
Completers	16,650	3,563	5,278	5,361	6,772
Passers	12,648	2,249	4,484	4,368	5,517
Pass Rate	76%	63%	85%	81%	81%

*Unofficial Data from GEDTS Analytics: Jan 1 – Sept 30, 2016

GED Testing Data

2015 and 2016 Comparison in the same 9 month period

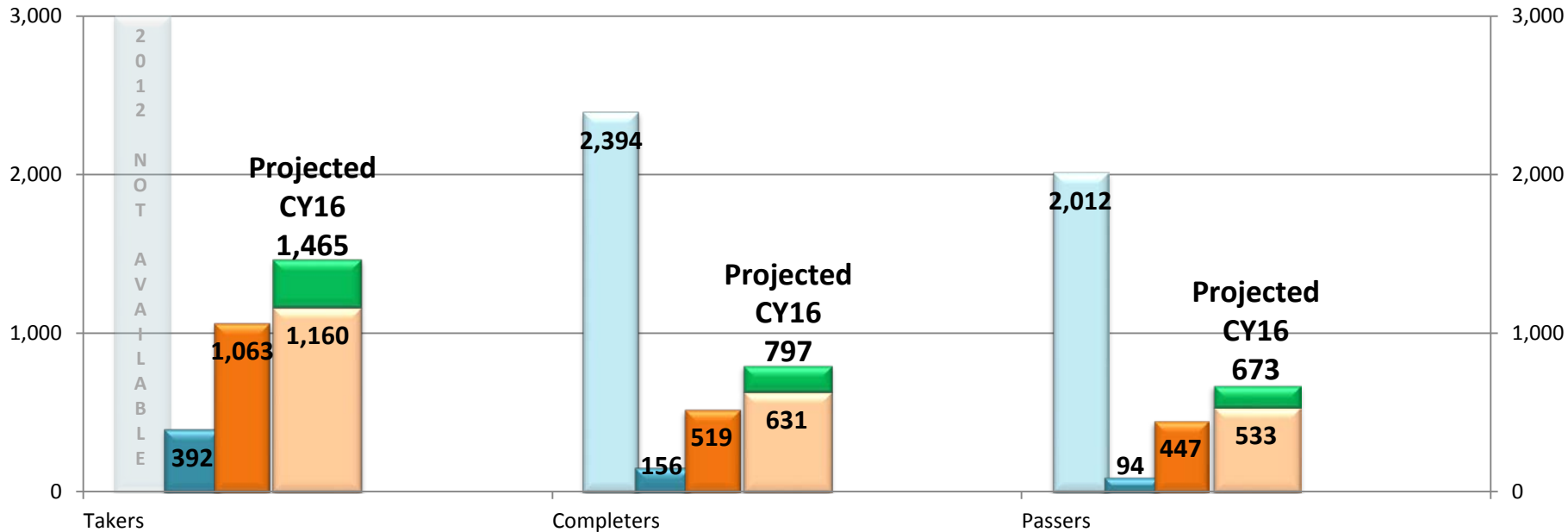


Date Range	Jan 1 - Sept 30, 2015	Jan 1 - Sept 30 2016*	Increase
Takers	7,234	8,761	+21%
Completers	4,018	5,361	+33%
Passers	2,696	4,368	+62%
Pass Rate	67%	81%	+14%

*Unofficial Data from GEDTS Analytics: Jan 1 – Sept 30, 2016

GED Testing Data- Corrections Only

2012 2014 2015 2016 Projected CY16



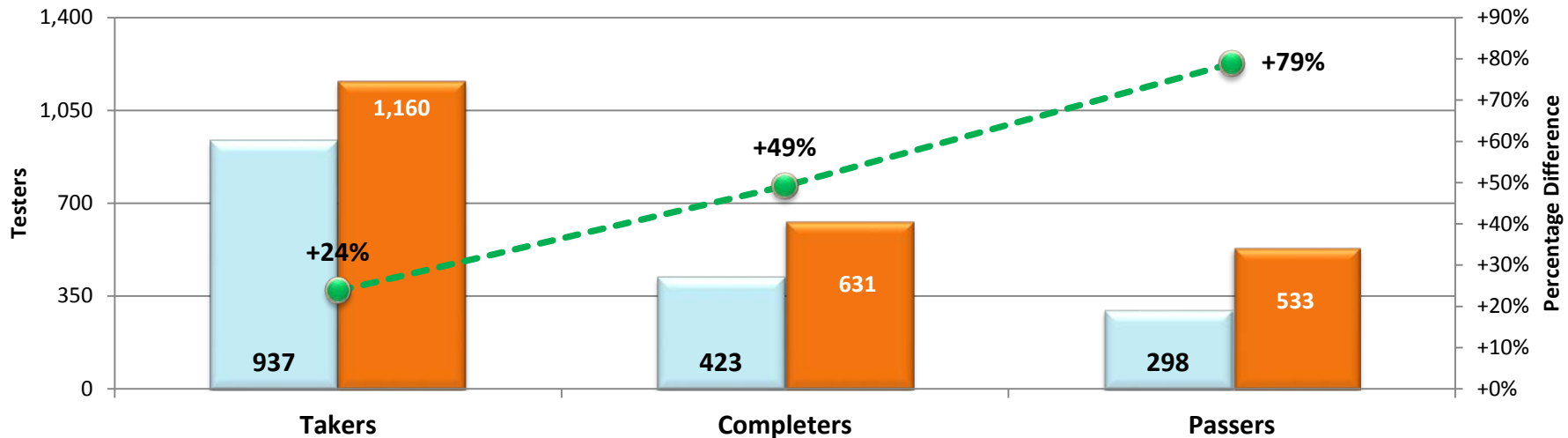
Date Range	2012	2014	2015	2016	Projected
Takers	n/a	392	1,063	1,160	1,465
Completers	2,394	156	519	631	797
Passers	2,012	94	447	533	673
Pass Rate	84%	60%	86%	83%	84%

*Unofficial Data from GEDTS Analytics: Jan 1 – Sept 30, 2016

GED Testing Data- Corrections Only

2015 and 2016 Comparison in the same 9 month period

Jan 1 - Sept 30, 2015 Jan 1 - Sept 30, 2016 Increase

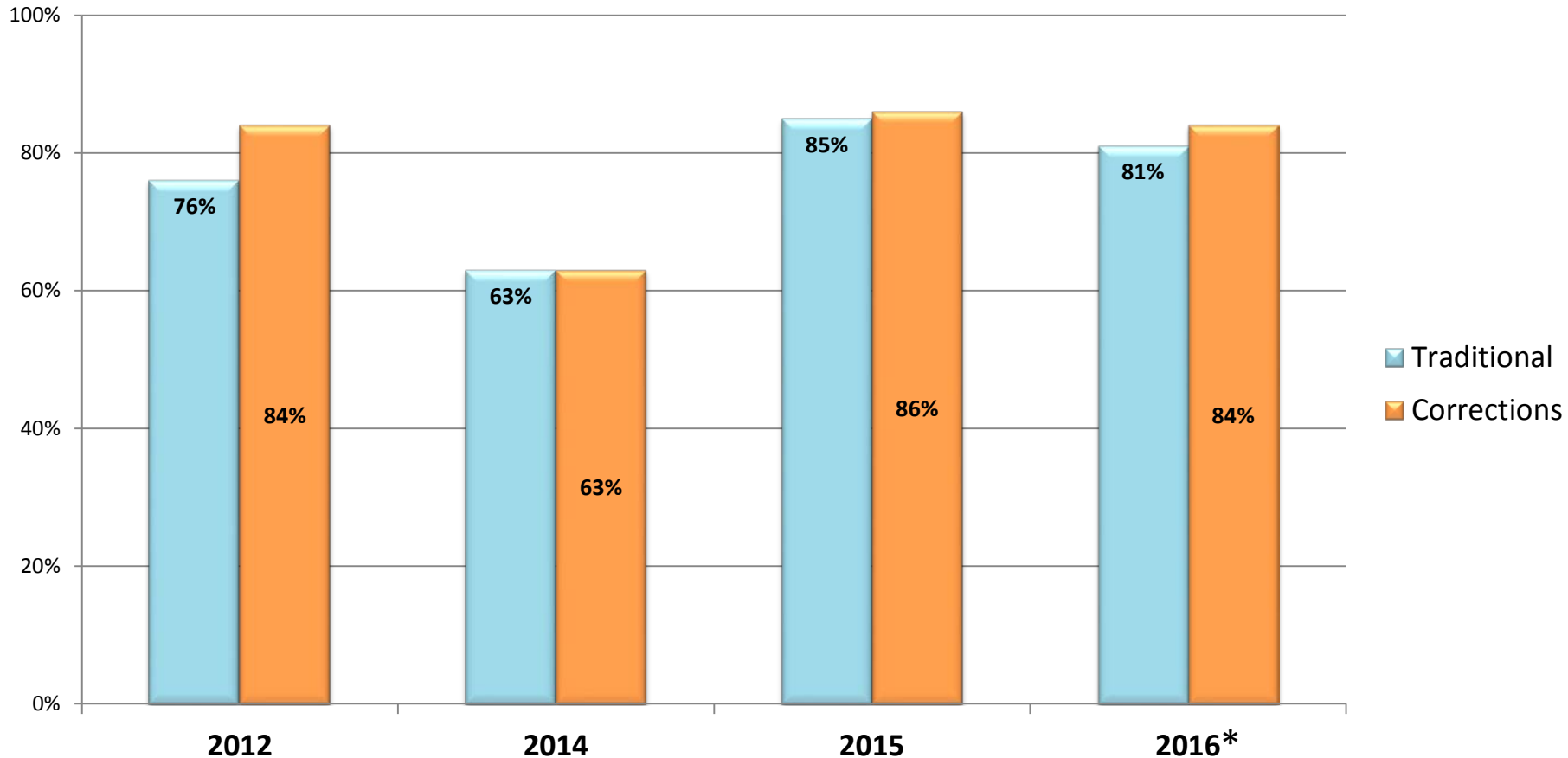


Date Range	Jan 1 - Sept 30, 2015	Jan 1 - Sept 30, 2016*	Increase
Takers	937	1,160	+24%
Completers	423	631	+49%
Passers	298	533	+79%
Pass Rate	70%	84%	+14%

*Unofficial Data from GEDTS Analytics: Jan 1 – Sept 30, 2016

GED Testing Passing Rate

Traditional – Corrections Comparison



* Unofficial Data from GEDTS Analytics

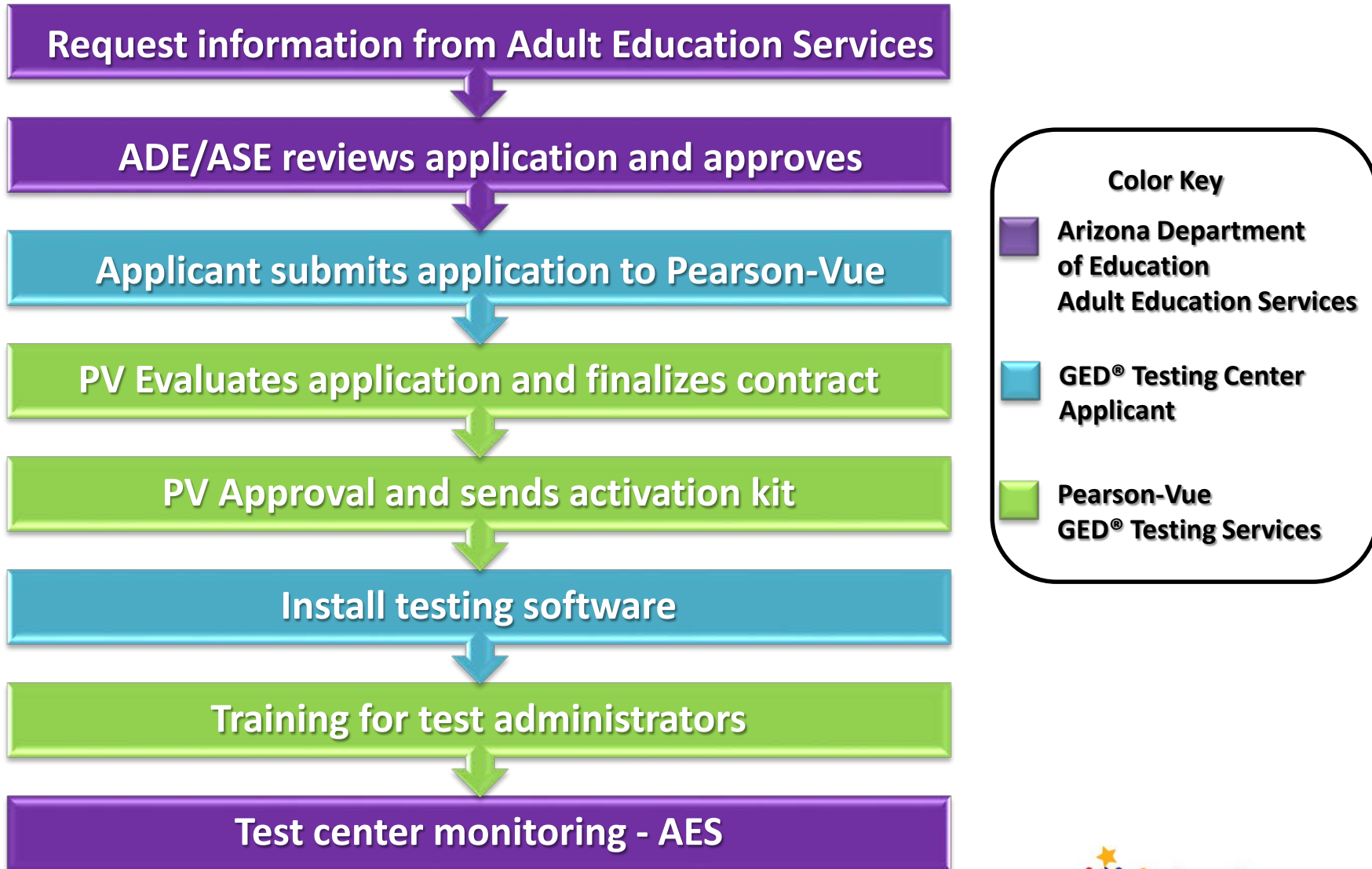
Testing Centers in Arizona

County	Regular	DOC or JV
Cochise	3	1
Coconino	2	-
Gila	2	-
Graham	1	2
Greenlee	1	-
La Paz	1	-
Maricopa	19	7
Mohave	3	3
Navajo	2	-
Pima	4	1
Pinal	3	7
Santa Cruz	2	-
Yavapai	3	1
Yuma	1	2

Classification	Centers
Regular	42
Mobile – regular	2
Corrections	17
Juvenile Corrections	7
Private	3
Total	71

There has been an increase of 87% in the number of GED® testing centers in the last 4 years, from 38 in 2012 to 71 in 2016.

Testing Centers Approval Process



HSE Testing Costs

Current costs:

- **\$140 for total battery**
 - **\$35/sub-test (there are 4 sub-tests)**
 - **Candidates pay for each sub-test when taken**
 - **Cost Breakdown = \$20 to vendor; \$10 to Testing Center; \$5 to ADE**

Pre-2014 costs:

- **\$60 - \$120 range for total battery**
 - **Candidates paid full amount up front**
 - **Cost Breakdown = \$30 to ADE; \$30 - \$90 to Testing Center to cover assessment lease & operational costs**

HSE System: Additional Updates

A.R.S. 15-701.01 Civics Test Requirement

Requires all recipients of AZ high school diplomas and high school equivalency diplomas to correctly answer 60 out of 100 questions on a test identical to the civics portion of the U.S. Citizenship Naturalization test.

HSE System: Additional Updates

A.R.S. 15-701.01 Civics Test Requirement

Actions:

- 100 question multiple choice test has been developed
- The HSE assessment vendors (currently GEDTS) will deliver the test via CBT (beginning January 1, 2017)
- Passage of the test will be recorded in the student HSE transcript

Implications:

- Additional hurdle for those seeking HSE diploma
- Potential barrier to those candidates who take the GED test in Spanish
- Extra cost to state and testing candidate

HSE System: Additional Updates

Alternative Pathways to HSE (AP2HSE) Task Force

In June 2016 the ***AP2HSE Task Force*** was formed to research, evaluate and make recommendations for an alternative pathway (other than assessment) to an Arizona High School Equivalency Diploma that is consistent, accessible and sustainable statewide.

Participating Task Force members are representative of diverse HSE stakeholders, including adult education, K-12, CTE, postsecondary, corrections, workforce, tribal, special education and at-risk youth.

HSE System: Additional Updates

AP2HSE Update:

- Meeting Dates-

June 16, 2016 (Conference Call)

July 19, 2016 (Full Day Meeting)

August 24, 2016 (Full Day Meeting)

September 21, 2016 (Full Day Meeting)

October 20, 2016 (Full Day Meeting)

- Scheduled Future Meetings-

November 21, 2016 (Full Day Meeting)

December 7, 2016 (Full Day Meeting)

HSE System: Additional Updates

AP2HSE Update:

- **Task Force Activities and Outcomes-**
 - *Exploration of promising practices employed by other states*
 - *Clarification of the specific educational and employment needs of Arizona's diverse population of students and employers*
 - *Implications for connection with career pathways implementation under WIOA*
 - *Identification of logistical issues related to statewide implementation*
- **Final Report summarizing the Task Force recommendations is anticipated in January/February 2017**

EXECUTIVE SUMMARY

Issue: Presentation and discussion regarding Full Day Kindergarten

Action/Discussion Item

Information Item

Background and Discussion

A presentation will be made to the Board regarding Full Day Kindergarten.

Recommendation to the Board

Discussion item only. No action required.

Contact Information:

Dr. Karol Schmidt, Executive Director State Board of Education

EXECUTIVE SUMMARY

Issue: Presentation, discussion and possible action regarding the Recommendation to Revoke the certificate held by Albert K. Heitzmann, Case No. C-2012-100

Action/Discussion Item

Information Item

Background and Discussion

Albert K. Heitzmann holds a Substitute certificate, which expires October 25, 2017.

On March 21, 2008, Mr. Heitzmann was found guilty of the following crimes:

1. Count 1: Misconduct Involving Weapons, a Class 6 Felony
2. Count 2: Misconduct Involving Weapons, a Class 6 Felony
3. Count 3: Attempted Tampering With a Witness, a Class 1 Misdemeanor
4. Count 4: Perjury, a Class 4 Felony

Mr. Heitzmann's March 21, 2008 convictions for Perjury and Attempted Tampering with a Witness were based upon his actions related to a prior murder trial for a defendant named Paul Speer.

As a result of his March 21, 2008 convictions, Mr. Heitzmann received three and a half years imprisonment and two years of probation.

Mr. Heitzmann appealed all four of his March 21, 2008 convictions, and on October 27, 2009, the Arizona Court of Appeals reversed the two convictions for Misconduct Involving Weapons but affirmed the convictions for Perjury and Attempted Tampering with a Witness.

Mr. Heitzmann was subsequently released from prison in 2010 after serving his prison sentence for the March 21, 2008 Perjury conviction.

On June 26, 2012, Mr. Heitzmann was arrested and booked on charges of Misconduct Involving Weapons, a Class 4 Felony, and Threatening or Intimidating, a Class 1 Misdemeanor.

On April 23, 2013, Mr. Heitzmann was found guilty of one count of Misconduct Involving Weapons, a Class 4 felony with one prior felony conviction. As a result of that criminal conviction, Mr. Heitzmann was sentenced to 4 years imprisonment. The conviction for Misconduct Involving Weapons was based upon Mr. Heitzmann's illegal possession of a firearm; Mr. Heitzmann was a "prohibited possessor" because of his 2008 felony conviction.

Contact Information:

Alicia Williams
Director Special Projects, State Board of Education

EXECUTIVE SUMMARY

On January 16, 2014, Mr. Heitzmann was found guilty of one count of Threatening or Intimidating, a Class 1 Misdemeanor. As a result of that criminal conviction, Mr. Heitzmann was placed on probation for a period of 3 years upon his release from prison. The conviction for Threatening or Intimidating was based upon a threat Mr. Heitzmann had made in 2012 to “assassinate” the Deputy Maricopa County Attorney who had prosecuted the criminal cases against him in 2008.

Mr. Heitzman was subsequently released from prison in September 2015 after serving his prison sentence for the April 23, 2013 Misconduct Involving Weapons conviction.

Recommendation of the Professional Practices Advisory Committee (PPAC)

On August 16, 2016, the PPAC recommended, by a vote of 4 to 0, that the Board revoke Mr. Heitmann’s teaching credentials.

Recommendation to the Board

That the State Board of Education accept the Findings of Fact, Conclusions of Law and Recommendation of the Professional Practices Advisory Committee and revoke any and all certificates held by Albert K. Heitzmann and that all states and territories be so notified.

Contact Information:

Alicia Williams

Director Special Projects, State Board of Education

EXECUTIVE SUMMARY

Issue: Presentation, discussion and possible action regarding the Recommendation to Revoke the certificate(s) held by Chris J. Conde, Case No. C-2015-199.

Action/Discussion Item

Information Item

Background and Discussion

Chris J. Conde holds a Substitute certificate, which expires July 21, 2018.

On September 11, 2015, Mr. Conde was arrested by Phoenix Police on one count of possession of stolen property, a Class 6 Felony, and one count of possession of drug paraphernalia, a Class 6 Felony.

On or about October 21, 2015, Respondent failed to appear in Phoenix Municipal Court to face the charges stemming from his September 11, 2015 arrest. As a result of Respondent's failure to appear, a warrant has been issued for his arrest on all charges.

Recommendation of the Professional Practices Advisory Committee (PPAC)

On September 6, 2016, the PPAC recommended, by a vote of 7 to 0, that the Board revoke Mr. Conde's teaching credentials.

Recommendation to the Board

That the State Board of Education accept the Findings of Fact, Conclusions of Law and Recommendation of the Professional Practices Advisory Committee and revoke of any and all certificates held by Chris J. Conde and that all states and territories be so notified.

Contact Information:

Alicia Williams
Director Special Projects, State Board of Education

EXECUTIVE SUMMARY

Issue: Consideration of Recommendation to Deny Application for Certification for Stephen Weede Martin, C-2014-089R.

Action/Discussion Item

Information Item

Background and Discussion

Mr. Martin held a Substitute certificate which expired on December 27, 2008. On April 15, 2014, Mr. Martin filed an application for certification seeking issuance of an Adult Education Teaching certificate.

Mr. Martin was licensed in Arizona as a Registered Nurse from March 26, 1979 until the license was revoked on September 7, 2004. He was licensed in Colorado as a Professional Nurse from on or about September 1, 1982, until the license was suspended on December 18, 1990 and revoked on December 3, 1991. He was licensed in Colorado as a Family Nurse Practitioner since 1982 and as a Nurse Midwife since 1987 until the two licenses were suspended on December 18, 1990 and revoked on December 3, 1991. Mr. Martin was licensed in California as a Registered Nurse on February 28, 1987 until the license was revoked on December 1, 1993.

On February 15, 1990, the Arizona Board of Nursing ("ABON") granted Mr. Martin two Advanced Practitioner licenses, a Nurse Midwife and Family Nurse Practitioner. On December 3, 1991, the Colorado State Board of Nursing revoked Mr. Martin's license to practice professional nursing based on findings the he provided substandard nursing care, care inconsistent with patient health and safety and inadequate charting. From on or about 1995, Mr. Martin worked in Arizona as an Advanced Practitioner with prescription writing privileges. On or about August 3, 2001, and again on or about September 20, 2001, Mr. Martin signed an Interim Consent Agreement and second Interim Consent Agreement with the ABON in which he agreed to suspend his license and certificates to practice nursing in any capacity, pending the resolution of a pending complaint.

On June 6, 2002, Mr. Martin voluntarily surrendered his two Arizona Advanced Practitioner licenses as part of the Consent Agreement. On June 7, 2002, the ABON and Mr. Martin entered into a Consent Agreement for a stayed revocation probation of his nursing license for a term of 36 months, which required Mr. Martin to have his employer provide monthly/quarterly reports, to practice under supervision for the first six months, and then to practice under the direct supervision of a professional nurse for the remaining eighteen months. The ABON found that Mr. Martin had committed multiple

Contact Information:

Alicia Williams
Director of Special Projects, State Board of Education

EXECUTIVE SUMMARY

acts of unprofessional conduct based on conduct or practice that is or might be harmful to the health of a patient or the public, as well as working while suspended.

On September 29, 2002, the Arizona Department of Public Safety suspended Mr. Martin's fingerprint clearance card due to an arrest on two counts of forgery: count one was for omitting information concerning prior disciplinary actions against his nurse practitioner licenses in Colorado and California while completing a Provider Registration Form for the Arizona Health Care Cost Containment System on or about April 1, 2002; and count two was for omitting information concerning prior disciplinary actions against his nurse practitioner licenses in Arizona, Colorado and California while completing a Provider Registration Form for the Arizona Health Care Cost Containment System on or about April 30, 2002. On January 5, 2004, Mr. Martin was convicted on one count of felony forgery for falsely completing a Provider Registration Form on or about April 30, 2002. On September 7, 2004, because the felony conviction was a violation of the terms of the Consent Agreement, the ABON revoked Mr. Martin's Nursing license.

On September 29, 2002, the Arizona State Board of Education's ("Board") Investigative Unit was notified that Mr. Martin's fingerprint clearance card had been suspended. On December 22, 2004, the Investigative Unit decided not to file a complaint based on the revocation of Mr. Martin's nursing licenses and felony conviction, but to flag the case for review if Mr. Martin reapplied for certification. In February 2007, Mr. Martin's rights were restored in Arizona and the record was expunged.

On April 15, 2014, Mr. Martin submitted an application for an Adult Education Teaching Certificate. He checked "yes" for the first four categories under section five-criminal history; however, he only provided a written explanation related to the felony conviction, despite directions on the form to explain any category with a "yes" designation. Mr. Martin did not identify or provide any explanations of the prior disciplinary actions taken against his nursing licenses in Arizona, Colorado or California.

On November 10, 2015, Mr. Martin, appeared before the PPAC for a screening review regarding his application for an Adult Education certificate. At the conclusion of the screening review, the PPAC voted unanimously (5-0) to recommend that the Board grant Mr. Martin's application for an Adult Teaching certificate, despite its findings that Mr. Martin had engaged in unprofessional conduct.

At a public meeting on January 25, 2016, the matter was presented to the Board for discussion and possible action regarding the November 10, 2015 PPAC recommendation to grant Mr. Martin's application for an Adult Education Teaching certificate. Mr. Martin attended the meeting telephonically and answered questions

Contact Information:

Alicia Williams
Director of Special Projects, State Board of Education

EXECUTIVE SUMMARY

from Board members. After discussion, the Board voted to adopt the PPAC's findings of fact and conclusions of law, but the Board also voted (8-1) to reject the PPAC's recommendation, and denied Mr. Martin's application for an Adult Education Teaching certificate.

On February 1, 2016, Mr. Martin filed a timely appeal and request for a hearing under A.R.S. § 41-1065

Review and Recommendation of State Board Committee

On August 16, 2016, the Professional Practices Advisory Committee ("PPAC") conducted a hearing. Based on the Findings of Fact and Conclusions of Law, the PPAC recommended, by a vote of 3 to 1, that the State Board deny the application for certification of Stephen Weede Martin, and that all states and territories be so notified.

Recommendation to the Board

It is recommended that the State Board of Education adopt the Findings of Fact, Conclusions of Law and Recommendation of the Professional Practices Advisory Committee and deny the application for certification of Stephen Weede Martin, and that all states and territories be so notified.

Contact Information:

Alicia Williams

Director of Special Projects, State Board of Education

EXECUTIVE SUMMARY

Issue: Presentation, discussion and possible action regarding the Recommendation to Suspend the certificate(s) held by Lynn M. Marble, Case No. C-2016-033.

Action/Discussion Item

Information Item

Background and Discussion

Lynn Marble holds a Standard Cross Categorical Special Education certificate which expires January 25, 2021.

At the time of this incident, Ms. Marble was employed by TLC Services ("TLC") as a Lead Teacher for the children's group. TLC is licensed through the Department of Developmental Disabilities to provide extended care services for children and adults with disabilities.

On July 9, 2015, Ms. Marble transported ten children and three staff from TLC to a movie theater in Tempe, AZ, for an outing. Although Ms. Marble completed a transportation log as the driver of the vehicle, she failed to complete a specific head count of the children after arriving at the mall and exiting the van.

Child A is a nine year old child who is diagnosed with multiple medical conditions, including Angelman's Syndrome, Cerebral Palsy, Epilepsy, and Seizures. His medical conditions make him intolerant to heat of over 90 degrees, and exposure to heat may cause seizures.

Nearly two hours after exiting the van, Ms. Marble realized Child A was missing and began searching for him. She found him in the locked van, brought him to the lunch area with the other children, gave him water to drink, poured water on his hair and fed him prior to notifying anyone of the incident or seeking medical attention for Child A.

Child A was subsequently transported to an emergency room by the TLC Program Director. He was diagnosed as suffering from dehydration and heat exhaustion.

On August 19, 2015, Ms. Marble was arrested for Felony Child Abuse and Endangerment, and no charges were subsequently pursued by prosecutors.

Contact Information:

Alicia Williams
Director of Special Projects, State Board of Education

EXECUTIVE SUMMARY

Review and Recommendation of State Board Committee

The Professional Practices Advisory Committee, at its August 16, 2016 meeting, recommended, by a vote of 3 to 1, that the State Board of Education suspend any and all certificates held by Lynn M. Marble for two years and that all states and territories be so notified.

Recommendation to the Board

That the State Board of Education accept the Findings of Fact, Conclusions of Law and Recommendation of the Professional Practices Advisory Committee and suspend any and all certificates held by Lynn M. Marble for two years from today's date, and that all states and territories be so notified.

Contact Information:

Alicia Williams

Director of Special Projects, State Board of Education

EXECUTIVE SUMMARY

Issue: Presentation, discussion and possible action to open rulemaking regarding the proposed amendment to R7-2-614(K) regarding the Student Teaching Intern Certificate

 Action/Discussion Item Information Item**Background and Discussion**

A.R.S. § 15-203(A)(14) authorizes the State Board to supervise and control the certification of educators. The proposed amendment to R7-2-614 creates a student teaching intern certificate. This is a non-renewable, optional one year certificate and is not a requirement for participation in the student teaching capstone experience.

At the September 9, 2016 meeting of the Certification Advisory Committee (CAC), the Committee reviewed and provided feedback on a first draft of the certificate. Board staff drafted revisions based on their recommendations and sought technical review from the Department of Education (ADE). At the October 5, 2016 meeting of the CAC, the Committee offered additional revisions and recommended the Board open rulemaking on the proposed amendment to R7-2-614 regarding student teaching intern certificates.

The requirements for obtaining this certificate are as follows:

- 1) A certificate holder may teach with submission of verification of enrollment in the culminating student teaching capstone experience, holding a minimum GPA of 3.0 on a 4.0 scale, having a valid fingerprint clearance card, passing the professional and subject knowledge portions of the Arizona Teacher Proficiency Assessment, and teaching under the supervision from a program supervisor.
- 2) Placement decisions of student teaching intern certificate holders are only based on collaborative agreements between the EPP and local education agency (LEA). EPPs must submit a plan regarding onsite mentorship and induction of student teaching intern certificate holders to the Board for approval. After approval, the LEA implements onsite mentorship and induction in support of the student teaching intern certificate holder.
- 3) A request for issuance of the certificate must originate from the district superintendent or charter school superintendent and the education preparation provider (EPP).
- 4) In compliance with ESSA, student teacher intern certificate holders are ineligible to teach in a special education classroom unless they have already received their Bachelor's degree from an accredited institution.
- 5) A student teaching intern certificate holder may apply for an Arizona teaching certificate after successful completion of a Board approved educator preparation program and submission of an institutional recommendation to ADE.

Contact Information:

Dr. Karol Schmidt, Executive Director, State Board of Education

EXECUTIVE SUMMARY

Recommendation to the Board

It is recommended that the Board open rulemaking on the proposed amendment to R7-2-614(K) regarding the student teaching intern certificate to the State Board of Education for adoption.

A.A.C. R7-2-614. Other Teaching Certificates

K. Student Teaching Intern Certificate – PreK-12

1. The student teaching intern certificate is optional and is not a requirement for participation in a student teaching capstone experience.

2. The certificate entitles the holder to perform teaching duties under the supervision of a program supervisor as defined in R7-2-604(14) and is only valid in the school district or charter school requesting the certificate.

3. The certificate is valid for one year from date of initial issuance. A student teaching intern certificate shall not be issued more than one time to an individual.

4. The requirements are:

a. Verification of enrollment in the culminating student teaching capstone experience

of a Board approved educator preparation program (EPP) pursuant to R7-2-604.01,

b. Verification documenting completion of coursework with a minimum GPA of 3.0 on a 4.0 scale or the equivalent,

c. A passing score on the professional knowledge portion of the Arizona Teacher Proficiency Assessment that corresponds to the teaching certificate the student teaching intern is pursuing,

d. A passing score on the subject knowledge portion of the Arizona Teacher Proficiency Assessment that corresponds to the teaching certificate the student teaching intern is pursuing,

e. A request for issuance of the student teaching intern certificate from the district superintendent or charter school superintendent and the EPP.

f. Verification from the EPP that a written supervision plan regarding onsite mentorship and induction has been approved by the Board.

h. A valid fingerprint card issued by the Arizona Department of Public Safety.

5. Placement decisions of student teaching intern certificate holders shall only be based on collaborative agreements between the Board approved educator preparation provider and the Local Education Agency (LEA). A written supervision plan regarding onsite mentorship and induction shall be submitted by the EPP and approved by the Board. The LEA is required to provide onsite mentorship and induction in support of the student teaching intern certificate holder. Notwithstanding any other provision, a student teaching intern certificate holder may not teach in a special education classroom unless the certificate holder has a bachelor's degree.

6. The holder of the student teaching certificate may apply for an Arizona Teaching Certificate upon completion of the following:

a. Successful completion of a Board approved EPP.

b. The submission of an application, and all required documentation including an institutional recommendation, for the Arizona teaching certificate to the Department.

EXECUTIVE SUMMARY

Issue: Presentation, discussion and possible action to open rulemaking on the proposed amendment to R7-2-617(F) regarding the School Social Worker Certificate

Action/Discussion Item

Information Item

Background and Discussion

A.R.S. § 15-203(A)(14) authorizes the State Board to supervise and control the certification of educators. The proposed amendment to R7-2-617 adds a school social worker certificate.

At the September 9, 2016 meeting of the Certification Advisory Committee (CAC), the Committee reviewed and provided feedback on a first draft of the certificate. Board staff drafted revisions based on their recommendations and sought technical review from the Department of Education (ADE). At the October 5, 2016 meeting of the CAC, the Committee recommended the Board open rulemaking on the proposed amendment to R7-2-614 regarding the school social worker certificate.

The provisions of the proposed school social worker certificate are as follows:

- 1) The certificate is optional but may be required by the local governing board.
- 2) The certificate is valid for eight years.
- 3) A school social worker certificate holder must have at least a Master's degree or higher in social work, a valid fingerprint clearance card, and either must have completed a minimum of 6 semester hours of a social work practicum in a school setting or have at least one year of full time experience working as a social worker in a setting primarily serving children in preschool through grade 12.
- 4) A valid, comparable school social worker certificate holder from another state shall be eligible for a reciprocal Arizona school social worker certificate provided that the holder is in good standing with that state.

Recommendation to the Board

It is recommended that the Board open rulemaking on the proposed amendment to R7-2-617(F) regarding the school social worker certificate.

Contact Information:

Dr. Emily Phares, SSWAAZ President, School Social Worker, Harmon Elementary School
Dr. Karol Schmidt, Executive Director, State Board of Education

EXECUTIVE SUMMARY

R7-2-617. Professional Non-Teaching Certificates

F. School Social Worker Certificate - grades PreK-12

1. The School Social Worker certificate is optional but may be required by local governing boards.

2. The certificate is valid for eight years.

3. The requirements are:

a. Master's or more advanced degree in Social Work from an accredited institution or completion of a Board approved school social worker program;

b. A valid fingerprint clearance issued by the Arizona Department of Public Safety, and

c. One of the following:

i. Completion of at least 6 semester hours of practicum in Social Work in a school setting completed through an accredited institution; or

ii. One year of full time experience as a Social Worker in a setting which primarily serves children in preschool through grade 12

4. A valid, comparable School Social Worker certificate from another state may be substituted for the requirements of R7-2-617 (F)(3) provided that the holder is in good standing with that state.

EXECUTIVE SUMMARY

Issue: Presentation, discussion and possible action to close rulemaking for proposed rule R7-2-317 regarding the State Seal of Biliteracy Program.

Action/Discussion Item

Information Item

Background and Discussion

At the September State Board of Education (Board) meeting, the Board opened rulemaking for proposed rule R7-2-317, State Seal of Biliteracy Program. A.R.S. §15-258 establishes the State Seal of Biliteracy Program (Program) which recognizes students who have attained a high level of proficiency in one or more foreign languages, in addition to English. Students must demonstrate foreign language proficiency through an assessment method or an alternative evidence model. Students must also successfully complete English Language Arts requirements for graduation or receive a passing score on the most recent end-of course statewide English Language Arts assessment. Students who meet all the requirements of the Program will have the State Seal of Biliteracy affixed to the student's diploma and notated on the student's transcripts.

The Department, in collaboration with the Board of Education's staff, has drafted Administrative Code R7-2-317 based on feedback from stakeholders in order to administer the Program.

Based on stakeholder feedback, the following revisions to R7-2-317 were made to the rule and are highlighted in yellow:

- 1) An alternative evidence assessment method may be used for students with disabilities for whom the standardized assessment is inappropriate as determined by the student's Individualized Education Program team or a student on a 504 plan as determined by the student's 504 plan committee;
- 2) To be consistent with statute, the following was added: If the student has a primary home language other than English, the student shall obtain a score of proficient based on the English language proficiency standards, pursuant to A.R.S. 15-756;
- 3) The final report for each school district and charter chooses to participate in the Program shall submit a report no later than 90 days after the school year rather than 30 days.

Recommendation to the Board

It is recommended that the Board close rulemaking regarding the proposed rule R7-2-317, State Seal of Biliteracy Program.

Contact Information: Carol Lippert, Associate Superintendent of High Academic Standards for Students and Ashley Berg, Associate Superintendent of Policy Development and Government Relations

EXECUTIVE SUMMARY

Article 3. Curriculum Requirements and Special Programs

R7-2-317 State Seal of Biliteracy Program

A. Definitions:

1. For purposes of this rule, "foreign language" means any language other than English.

B. School districts and charter schools in this state may choose to participate in the State Seal of Biliteracy Program (Program) which recognizes students who have attained a high level of proficiency in one or more foreign languages, in addition to English. School districts and charter schools participating in the Program may award the State Seal of Biliteracy to any high school student who graduates from a school operated by the school district or charter school and who meets the requirements of subsection 1 or 2, and subsection 3.

1. Assessment Method. To demonstrate language proficiency through the assessment method, the student must attain the required score on a language assessment as adopted by the State Board of Education, upon recommendation by the Arizona Department of Education, for purposes of demonstrating language proficiency for the Program in the four domains of speaking, writing, listening, and reading.

2. Alternative evidence model. A school district or charter school may choose to award the State Seal of Biliteracy through an alternative evidence method.

a. An alternative evidence method may be used in any of the following circumstances:

- i. No standardized assessment exists for the targeted foreign language;
- ii. Evaluating the language proficiency of a student with disabilities for whom the standardized assessment is inappropriate as determined by the student's Individualized Education Program team or a student on a 504 plan as determined by the student's 504 plan committee; or
- iii. The standardized assessment for the targeted foreign language does not assess one or more of the four domains of speaking, writing, listening and reading.

b. Any alternative evidence method used shall consist of a student portfolio that contains evidence of experience in the targeted foreign language, as well as work samples, test results and other accomplishments that demonstrate proficiency, as established in the guidelines developed by the Arizona Department of Education, in the

EXECUTIVE SUMMARY

- targeted foreign language in the four domains of speaking, writing, listening and reading. Student portfolios shall comply with guidelines adopted by the Department.
- c. A school district or charter school that uses an alternative evidence model must notify the Arizona Department of Education.
3. To be eligible to be awarded the State Seal of Biliteracy, each student shall also demonstrate proficiency in English by meeting the following requirements:
- a. The student must successfully complete all English Language Arts requirements for graduation, pursuant to A.A.C. R2-7-302, with an overall grade point average in those classes of 2.0 or higher on a 4.0 scale, or the equivalent; and
- b. The student receives a passing score in English Language Arts on the state assessment.
- c. If the student has a primary home language other than English, the student shall obtain a score of proficient based on the English language proficiency standards pursuant to A.R.S. 15-756.
- C. By October 1 of each year, the Arizona Department of Education shall make an electronic facsimile of the State Seal of Biliteracy available to each school district or charter school participating in the Program. Each participating school district or charter school shall identify each student who has met the requirements of the Program, affix the State Seal of Biliteracy to the student's diploma upon graduation, and shall note the receipt of the State Seal of Biliteracy on the transcript of the student.
- D. The Arizona Department of Education shall post on its website by July 1 of each year, the list of acceptable language assessments and the score to be achieved on each, as approved by the Board, which qualifies the student as proficient in a foreign language. The Arizona Department of Education shall ensure that all approved assessments are aligned to the Arizona world and native languages standards adopted by the Board.
- E. Each school district and charter school that chooses to participate in the Program shall meet the following requirements:
1. Notify the Arizona Department of Education of its intent to participate in the Program at least 30 days prior to issuing the seal by filling out the form provided on the Arizona Department of Education's website.
2. Designate at least one individual to serve as coordinator of the Program and provide that individual's name and contact information to the Arizona Department of Education.
3. Using a format prescribed by the Arizona Department of Education, submit a report no later than ~~30 days~~ 90 days after the end of the school year with the

EXECUTIVE SUMMARY

- total number of students awarded the State Seal of Biliteracy, the number of seals for each targeted foreign language and the method used to determine proficiency in the foreign language.
4. Make available to parents and students information regarding the Program and the name and contact information for the coordinator of the Program.
- F. The Arizona Department of Education shall establish guidelines and procedures to assist school districts and charter schools in the administration of the Program.

EXECUTIVE SUMMARY

Issue: Approve language proficiency assessments and set proficiency levels pursuant to Board Rule R7-2-317, the State Seal of Biliteracy Program.

Action/Discussion Item

Information Item

Background and Discussion

Pursuant to statute and Board Rule R7-2-317 State Seal of Biliteracy Program (Program), the Board must approve a list of language proficiency assessments that align with the Arizona World and Native Language Standards using researched-based methodology to determine a student's proficiency in a language other than English. The Arizona Department of Education (Department), in collaboration with Board staff, has proposed the approval of the language proficiency assessments based on feedback from stakeholders in order to administer the Program.

The Department will establish guidelines and procedures to assist school districts and charter schools in the administration of the Program. The Program guidelines will be developed around stakeholder feedback. The Department will be responsible for annual reporting of Program participation and will create the Seal of Biliteracy for the Program.

Recommendation to the Board

It is recommended that the Board approve the following language proficiency assessments and proficiency levels for the Seal of Biliteracy Program:

1. Attain a score of Three or higher on an Advanced Placement examination for the World and Native Language(s).
2. Attain a score of four or higher for Higher-Level (HL) language classes and five or higher for Standard –Level (SL) language classes on an International Baccalaureate examination for the World and Native Language(s).*
3. Attain a score of Intermediate Three for category I through III languages on the ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL) for the World and Native language(s) in all modes of communication.**
4. Attain a score of Intermediate Two in writing and reading and Intermediate Three in speaking and listening for Category IV languages on the AAPPL assessment for the World and Native language(s).**
5. Attain a score of Five for Category I through III languages on the Standards-Based Measurement of Proficiency (STAMP) test for the World and Native language(s) in reading, writing, listening and speaking.**
6. Attain a score of Four (IL) in writing and reading and Five (IM) in speaking and listening for Category IV languages on the STAMP test for the World and Native

Contact Information: Carol Lippert, Associate Superintendent of High Academic Standards for Students and Ashley Berg, Associate Superintendent of Policy Development and Government Relations

EXECUTIVE SUMMARY

- language(s).**
7. Attain a score of Intermediate-Mid on the Oral Proficiency Interview (OPI) or the Oral Proficiency Interview Computer (OPIc) combined with the Writing Proficiency Test (WPI) and Reading Proficiency Test (RPI) and the Listening Proficiency Test (LPT) for the World and Native language(s).
 8. For Spanish, attain a score of B1 on the Diplomas of Spanish as a Foreign Language (DELE).
 9. For French, attain a score of B1 on the Diploma in French Language Studies (DELF).
 10. For Latin, attain a score of Intermediate Three on the ACTFUL Latin Interpretive Reading Assessment (ALIRA).
 11. For American Sign Language, attain a score of Intermediate on the Sign Language Proficiency Interview or a score of Three or higher on the American Sign Language Proficiency Interview.
 12. Attain the required score on any other language assessment as adopted by the State Board of Education, upon recommendation by the Department, for purposes of demonstrating language proficiency for the Program.

*Higher-Level (HL) and Standard-Level (SL) as defined by International Baccalaureate Program

**Category I-IV Languages as determined by the U.S. Department of State

EXECUTIVE SUMMARY

Issue: Consideration of recommendations to approve or deny elementary educator preparation programs leading to Arizona educator certification

Action/Discussion Item

Information Item

Background and Discussion

Educator preparation programs seeking Board approval must provide evidence that their program meets the relevant standards and prepares future educators to be classroom and school ready. The Department's educator preparation program review process evaluates the degree to which evidence submitted by professional preparation institutions aligns with the appropriate standards in three domains:

1. Organizational Structures and Systems: Evidence of program entry criteria, internal and external evaluation and monitoring processes, communication processes, and response to the needs of the field.
2. Instructional Impact: Evidence that candidates have instruction and practice in the Arizona Professional Teaching Standards, additional relevant standards, technology integration, data literacy, and content knowledge and pedagogy.
3. Clinical Practices and Partnerships: Evidence that candidates have ample, authentic opportunities to develop the skills, knowledge and dispositions in order to be effective in the classroom. Evidence that field and capstone experiences take place in education settings that are appropriate for the certificate candidates are seeking with appropriate support from the preparation program and the local education agency.

Arizona State Board of Education Rule R7-2-604 states:

R7-2-604.01 (B): "Educator preparation programs of professional preparation institutions requesting Board approval shall be reviewed by the Department and the Department shall recommend Board action."

R7-2-604.02 (G): "The Board may grant educator preparation program approval for a period not to exceed six years or deny program approval." This is dependent upon a biennial review as described in R7-2-604.02 (K).

R7-2-604.02 (K): "Each approved professional preparation institution shall submit a biennial report with the Department documenting educator preparation program activities for the previous two years." The biennial report is submitted in years two and four of the current approval period and describes any substantive changes to courses, seminars, modules, assessments, field experiences or capstone experiences. The report will also include relevant data which includes stakeholder surveys, completer data, and student achievement data.

Contact Information:

Mark McCall, Deputy Associate Superintendent, Highly Effective Teachers and Leaders

EXECUTIVE SUMMARY

R7-2-604.01 (A): “Professional preparation institutions shall include evidence that the educator preparation program is aligned to standards described in the Board approved professional teaching standards or professional administrative standards and relevant national standards, and provides field experience and a capstone experience.”

The following educator preparation program has not met the standards and is being recommended for program denial:

- American Board for Certification of Teacher Excellence, Elementary Education

Recommendation to the Board

It is recommended that the Board deny the elementary educator preparation programs listed above.

EXECUTIVE SUMMARY

- Education Preparation Program Scoring**
- All worksheets and matrices within each domain are scored on a 0-3 scale.
 - Scores for each domain are averaged to determine a domain score.
 - Domain scores are then averaged to determine the program score.
 - A score of 2.0 equals a “meets”.
 - The Relevant Standards Matrix score is weighted (doubled) to reflect the degree to which the program addresses the Arizona Professional Teaching Standards.

Professional Preparation Institution	American Board for Certification of Teacher Excellence		
Educator Preparation Program	Post Degree Elementary Education		
Date submitted	Initial-2/7/2016, Response to Deficiencies-7/6/2016		
Type of Approval	Initial Program Approval		
Program Pathway	Alternative		
Certificate	Elementary Education		
Program Summary Date	Initial 5/25/2016, Final 9/12/2016		
		Initial Score Average	Final Score Average
Organizational Structures and Systems Domain			
Program Review Requirements Worksheets	Program Overview Worksheet	0.00	0.00
	Program Entry Criteria Worksheet	0.56	1.00
	Statement of Assurance Memo and Form	1.33	1.75
	Institutional Recommendation Signature Worksheet	0.67	1.75
Evaluation Procedure Component	Evaluation Procedures & Monitoring Plan	1.13	1.60
Organizational Structures and Systems Domain Total Score		0.74	1.22
Instructional Impact Domain			
Relevant Professional Standards Component	Relevant Standards Matrix	0.00	1.25
	Content Knowledge Worksheet	0.75	1.25
	Content Knowledge Matrix	0.03	1.00
Data Literacy Component	Data Literacy Worksheet	0.11	1.00
	Data Literacy Matrix	0.00	0.75
Technology Integration Component	Technology Integration Worksheet	0.00	0.75
	Technology Integration Matrix	0.00	0.75
Instructional Impact Domain Total Score		0.13	0.96
Clinical Practice & Partnerships Domain			
Local Education Agency (LEA) Partnerships Component	LEA Partnership Worksheet	1.20	1.75
Field Experience Component	Field Experience Worksheet	1.27	1.75
	Field Experience Matrix	0.67	1.00
Capstone Readiness Assessment Plan Component	Capstone Readiness Worksheet	0.43	1.00
Capstone Component	Capstone Experience Worksheet	1.00	1.25
	Capstone Remediation Plan	0.58	1.00
Clinical Practice & Partnerships Domain Total Score		0.86	1.29
Total Score		0.57	1.16

EXECUTIVE SUMMARY

Issue: Presentation and discussion regarding the Board's FY 17 budget and FY 18 budget request.
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Action/Discussion Item

Information Item

Background and Discussion

A presentation will be made to the Board regarding the Board's FY 2017 budget and the Board's FY2018 budget request.

Recommendation to the Board

Discussion item only. No action required.

Contact Information:

Dr. Karol Schmidt, Executive Director State Board of Education