



Arizona State Board of Education
Arizona State Board for Vocational
and Technological Education

NOTICE OF PUBLIC MEETING
AMENDED AGENDA

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, the Arizona State Board for Vocational and Technological Education, and to the general public that the Boards will hold a meeting, open to the public, on **Monday, December 19, 2016, at 9:00 A.M. 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 Boards reserve the right to change the order of items on the agenda, with the exception of public hearings. One or more members of the Boards may participate telephonically. Agenda materials can be reviewed online at <http://azsbe.az.gov>

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

Pursuant to A.R.S. § 38-431.03(A)(2), the Boards 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.

Pursuant to A.R.S. § 38-41.03(A)3), the Boards may vote to convene in executive session, which will not be open to the public, for discussion or consultation for legal advice concerning any item on this agenda.

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 16th day of December, 2016.

Arizona State Board of Education
Arizona State Board for Vocational and Technological Education

By: _____


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

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ARIZONA STATE BOARD OF EDUCATION

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Monday, December 19, 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. Goals for 2017
2. Appointment of Nominating Committee pursuant to AAC R7-2-101(A)(5) to prepare a slate of candidates for elective officers for presentation to the Arizona State Board of Education.
3. Recognition of former Board members

B. Superintendent's Report

1. Recognition of the 2016 National Blue Ribbon Schools Award
 - a. Fuller Elementary School
 - b. Vista Del Sur Traditional School
 - c. University High School
 - d. Jack Barnes Elementary
2. Recognition of the 2016 Prudential Spirit of Community Award – Hope Weng
3. Recognition of the College Board Advanced Placement Arizona Scholars
 - a. Jennifer C. Xiao
 - b. Justin Zhu
4. Update on current events and/or activities of the Department

C. Member's Report

1. Update from Vice President Tim Carter on activities of the A-F Accountability Ad Hoc Advisory Committee

D. Executive Director's Report

1. Updates on Performance Measures for the State Board of Education
2. Updates from the National Summit on Education Reform

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2. CONSENT AGENDA: All items on this Consent Agenda will be considered by a single motion with no discussion, unless an item is removed and discussed as a regular agenda item upon the request of any Board member.
 - A. Approval of the receipt of a contract award and authorization of expenditures for the 2016-2017 Johnson-O'Malley grant from the United States Bureau of Indian Education
 - B. Approval of the contract between the State Board of Education and seven approved local education agencies to award funding for the Mathematics and Science Partnership Subgrant
 - C. Approval of the Move on When Reading local education agency and charter school literacy plans for release of K-3 Reading Base Support Level funding
 - D. Approval of the Structured English Immersion (SEI) Course Training Program offered by Dr. Glenna Hegstad pursuant to A.R.S. §15-756.09
 - E. Approval of grant awards for the pilot program on school emergency readiness to Miami Unified School District and Sierra Vista Unified School District pursuant to A.R.S. §15-154 and Laws 2016, Ch. 124, Sec. 34
 - F. State Board of Education's receipt of the quarterly report on the development and implementation of the Arizona Education Learning and Accountability System (AELAS), pursuant to A.R.S. § 15-249 (E)
 - G. Approval of the contract between the Arizona Department of Education and the United States Department of Agriculture to award the third round of the Fiscal Year 2016 National School Lunch Program Equipment Grant
 - H. Approval of expenditures for the Fiscal Year 2016 Agriculture Appropriations Act funds
 - I. Approval of appointment of Sarah Speer to the Certification Advisory Committee
 - J. Approval of rescinding the appointment of Paul Johnson as the

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designated representative from a state juvenile detention agency for the Special Education Advisory Panel and appointing Paul Johnson as the designated representative from a state adult corrections agency for the Special Education Advisory Panel

K. Approval for the Board's A-F School Accountability Advisory Ad Hoc Committee to continue to meet and approval of the proposed timeline of actions.

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. Presentation, discussion and possible action to adopt the revised academic standards for English Language Arts and Mathematics for implementation in the 2018-2019 school year

AA. Presentation, discussion and possible action to adopt a conceptual framework for the College and Career Readiness Indicator in the A -F school accountability system

B. Update and presentation on an annual review of research based models of English immersion from the Office of English Language Acquisition Services pursuant to A.R.S. §15-756.01(E)

~~C. Presentation and discussion on the National Assessment of Educational Progress (NAEP) 2015 Science results for grades four and eight~~

D. Presentation, discussion and possible action to close rulemaking procedures for the proposed rule R7-2-614(K) regarding Student Teaching Intern Certificate

E. Presentation, discussion and possible action to close rulemaking procedures for the proposed rule R7-2-617(F) regarding the School Social Worker Certificate

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F. Presentation, discussion and possible action to initiate rulemaking procedures for the following proposed amendments to Board rule regarding educator enforcement actions:

1. R7-2-205 regarding certification review, suspension and revocation
2. R7-2-701 regarding adjudications and definitions
3. R7-2-705 regarding hearings and evidence
4. R7-2-1304 regarding notification of investigations
5. R7-2-1307 regarding criminal offenses
6. R7-2-1308 regarding unprofessional and immoral conduct

G. Presentation, discussion and possible action to initiate rulemaking procedures for the proposed amendments to Board rule R7-2-612 regarding career and technical education teaching certificates

H. Presentation, discussion and possible action to initiate emergency rulemaking procedures for proposed rule R7-2-607.01 regarding Subject Areas – Waiver of Testing Requirement

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

J. Presentation, discussion and possible action regarding approval of the ADOA procurement official's recommendation regarding the Request for Proposal (RFP) for School District Receivership Services

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.

5. ARIZONA STATE BOARD OF EDUCATION CONVENING/ACTING AS THE ARIZONA STATE BOARD FOR VOCATIONAL AND TECHNOLOGICAL EDUCATION FOR THESE ITEMS ONLY

A. Update and presentation regarding review of compliance and eligibility for all joint technical education district programs and courses

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B. Approval of the 2017 calendar for the Arizona State Board for Vocational and Technological Education

6. CONSENT AGENDA – CERTIFICATION ENFORCEMENT ACTIONS:
All items on this Consent Agenda will be considered by a single motion with no discussion, unless an item is removed and discussed as a regular agenda item upon the request of any Board member.

A. Approval of the voluntary surrender of the educator certificates held by:

1. Tiffany Ann Bunnell
2. Jason M. Genner
3. Brooke Ray Haertl
4. Marc A. Johnson
5. Sean P. Lengenfelder
6. Allison C. Roush
7. Jennifer Woolsey

B. Approval of the permanent revocation of any and all educator certificates, pursuant to A.R.S. § 15-550, held by:

1. Christopher T. McKenna

7. GENERAL SESSION – CERTIFICATION ENFORCEMENT ACTIONS

A. 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.

B. Presentation, discussion and possible action on the findings of fact, conclusions of law and recommendation of the Professional Practices Advisory Committee to approve the applications for certification of:

1. David Hill
2. Desiree Timeche
3. Jorge Castillo

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8. 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 receive \$360,498.72 contract award for the 2016-2017 Johnson-O'Malley grant (25 Code of Federal Regulations, Subpart M – Indian Self-Determination and Education Assistance Act Program, Part 273)

Action/Discussion Item

Information Item

Background and Discussion

The purpose of Johnson-O'Malley funds are to provide programs to meet the specialized and unique educational needs of eligible American Indian students. In addition to the funding for programs, funding for administration and establishment of Indian Education Committees (IECs) is allowable.

The funding continued under the Johnson-O'Malley grant will allow school districts to enhance existing services to local educational agencies with populations of Native American students attending participating public school districts. In addition, these funds will allow the ADE and IECs to organize and conduct conferences and workshops to provide information and train IECs in their roles and responsibilities; to provide education regarding the Arizona College and Career Ready Standards; to help IECs, parents, and students understand best practices for Native American students.

Budget – Allocations

Johnson-O'Malley funds are entitlement funds. The eligible recipients (local educational agencies/tribes) that were established in 1995 as well as the eligible student count have remained frozen since that time.

On August 11, 2016, an administrative budget with a scope of work was submitted to the local Bureau of Indian Affairs (BIA) office (Attachment A). The submission was then forwarded to the BIA contracting office.

On September 7, 2016, the purchase order (contract) was received in the amount of \$360,498.72. An invoice was generated and submitted to the U.S. Department of Treasury in this amount. The invoice was paid on November 21, 2016 (Attachment B).

Once the payment was received, it was determined that twenty percent (20%) of the amount contracted to the State of Arizona was sufficient for administrative use. The remaining eighty percent (80%) was then allocated for assistance to eligible entities (see attached). This provided an additional \$26,106.08 for student services. These funds are allocated based on a per pupil amount (PPA) (Attachment C).

EXECUTIVE SUMMARY

Recommendation to the Board

It is recommended that the Board approve receipt of the contract award of \$360,498.72 from the United States Department Bureau of Indian Education and authorize expenditures in accordance with the terms of the award.

**Contact Information: Nadine Groenig, Director of Indian Education
Ashley Berg, Associate Superintendent, Arizona Department of Education**

2. CONTRACT NO. _____ 3. AWARD/EFFECTIVE DATE
09/07/2016

4. ORDER NUMBER
A16PX01972

5. SOLICITATION NUMBER _____ 6. SOLICITATION ISSUE DATE _____

7. FOR SOLICITATION INFORMATION CALL:  a. NAME
Paul Robinson

b. TELEPHONE NUMBER (No collect calls)
602-379-4482

8. OFFER DUE DATE/LOCAL TIME _____

9. ISSUED BY CODE
A11

BIA WRO 00011
2600 N CENTRAL AVENUE
Contracting Office
SUITE 400 MAILROOM
Phoenix AZ 85004

10. THIS ACQUISITION IS UNRESTRICTED OR SET ASIDE: % FOR: _____

SMALL BUSINESS WOMEN-OWNED SMALL BUSINESS
 HUBZONE SMALL BUSINESS (WOSB) ELIGIBLE UNDER THE WOMEN-OWNED SMALL BUSINESS PROGRAM NAICS: 611710
 SERVICE-DISABLED VETERAN-OWNED SMALL BUSINESS EDWOSB 8(A) SIZE STANDARD: \$15.0

11. DELIVERY FOR FOB DESTINATION UNLESS BLOCK IS MARKED SEE SCHEDULE

12. DISCOUNT TERMS
PP30

13a. THIS CONTRACT IS A RATED ORDER UNDER DPAS (15 CFR 700)

13b. RATING _____

14. METHOD OF SOLICITATION RFQ IFB RFP

15. DELIVER TO CODE
0009062036

BIE AZ SOUTH ELO
2901 N CENTRAL AVENUE, SUITE 970
PHOENIX AZ 85012

16. ADMINISTERED BY CODE
A11

BIA WRO 00011
2600 N CENTRAL AVENUE
Contracting Office
SUITE 400 MAILROOM
Phoenix AZ 85004

17a. CONTRACTOR/OFFEROR CODE
0071318376

FACILITY CODE _____

EDUCATION, ARIZONA DEPT OF
Attn: ATTN GOVERNMENT POC
1535 WEST JEFFERSON STREET
PHOENIX AZ 85007-3209

18a. PAYMENT WILL BE MADE BY CODE
IPP INV

Invoice Processing Platform System
US Department of Treasury
<http://www.ipp.gov>

TELEPHONE NO. 000-000-0000

17b. CHECK IF REMITTANCE IS DIFFERENT AND PUT SUCH ADDRESS IN OFFER

18b. SUBMIT INVOICES TO ADDRESS SHOWN IN BLOCK 18a UNLESS BLOCK BELOW IS CHECKED SEE ADDENDUM

19. ITEM NO.	20. SCHEDULE OF SUPPLIES/SERVICES	21. QUANTITY	22. UNIT	23. UNIT PRICE	24. AMOUNT
	Johnson-O'Malley funds are not to take the place of Federal, State of Local Funds (25 CFR, Part 273.34(a) - this distribution is made pursuant to H.R. 2029 Public Law 114-113, Continuing Appropriations Act. 1. a. \$360,498.72 is provided for School Year 2016-2017 supplemental Johnson O'Malley Program educational service for eligible students. (Use Reverse and/or Attach Additional Sheets as Necessary)				

25. ACCOUNTING AND APPROPRIATION DATA
01

26. TOTAL AWARD AMOUNT (For Govt. Use Only)
\$360,498.72

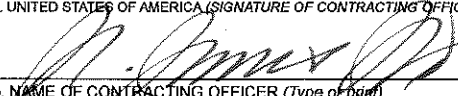
27a. SOLICITATION INCORPORATES BY REFERENCE FAR 52.212-1, 52.212-4. FAR 52.212-3 AND 52.212-5 ARE ATTACHED. ADDENDA ARE ARE NOT ATTACHED.

27b. CONTRACT/PURCHASE ORDER INCORPORATES BY REFERENCE FAR 52.212-4. FAR 52.212-5 IS ATTACHED. ADDENDA ARE ARE NOT ATTACHED.

28. CONTRACTOR IS REQUIRED TO SIGN THIS DOCUMENT AND RETURN COPIES TO ISSUING OFFICE. CONTRACTOR AGREES TO FURNISH AND DELIVER ALL ITEMS SET FORTH OR OTHERWISE IDENTIFIED ABOVE AND ON ANY ADDITIONAL SHEETS SUBJECT TO THE TERMS AND CONDITIONS SPECIFIED.

29. AWARD OF CONTRACT: _____ OFFER DATED _____ YOUR OFFER ON SOLICITATION (BLOCK 5), INCLUDING ANY ADDITIONS OR CHANGES WHICH ARE SET FORTH HEREIN, IS ACCEPTED AS TO ITEMS:

30a. SIGNATURE OF OFFEROR/CONTRACTOR _____

31a. UNITED STATES OF AMERICA (SIGNATURE OF CONTRACTING OFFICER)


30b. NAME AND TITLE OF SIGNER (Type or print)
Paul Robinson

30c. DATE SIGNED
09/07/2016

31b. NAME OF CONTRACTING OFFICER (Type or print)
Paul Robinson

31c. DATE SIGNED
09/07/2016

19. ITEM NO.	20. SCHEDULE OF SUPPLIES/SERVICES	21. QUANTITY	22. UNIT	23. UNIT PRICE	24. AMOUNT
00010	<p>b. Applicable Service Contract Act (SCA) Wage Determination No. 2015-5469, Rev. No. 2, 12/29/2015.</p> <p>2. a. The BIE designated Person of Contact (POC) is Huberta Lewis, phone number 602/265-1592, email address: huberta.lewis@bie.edu.</p> <p>3. a. Invoices are to be electronically submitted via the IPP System - See Section G for instructions.</p> <p>b. Inquiry regarding invoices and payment is to be directed to the POC.</p> <p>. .</p> <p>Legacy Doc #: IA Delivery: 06/30/2017 Account Assignment: K G/L Account: 6100.252R0 Business Area: A000 Commitment Item: 252R00 Cost Center: AADD50H010 Functional Area: A0E904545.999900 Fund: 167A2100DD Fund Center: AADD50H010 PR Acct Assign Line: 01 Period of Performance: 07/01/2016 to 06/30/2017</p> <p>JOM 2016-2017</p> <p>Continued ...</p>				360,498.72

32a. QUANTITY IN COLUMN 21 HAS BEEN

RECEIVED INSPECTED ACCEPTED, AND CONFORMS TO THE CONTRACT, EXCEPT AS NOTED:

32b. SIGNATURE OF AUTHORIZED GOVERNMENT REPRESENTATIVE	32c. DATE	32d. PRINTED NAME AND TITLE OF AUTHORIZED GOVERNMENT REPRESENTATIVE
--	-----------	---

32e. MAILING ADDRESS OF AUTHORIZED GOVERNMENT REPRESENTATIVE	32f. TELEPHONE NUMBER OF AUTHORIZED GOVERNMENT REPRESENTATIVE
32g. E-MAIL OF AUTHORIZED GOVERNMENT REPRESENTATIVE	

33. SHIP NUMBER <input type="checkbox"/> PARTIAL <input type="checkbox"/> FINAL	34. VOUCHER NUMBER	35. AMOUNT VERIFIED CORRECT FOR	36. PAYMENT <input type="checkbox"/> COMPLETE <input type="checkbox"/> PARTIAL <input type="checkbox"/> FINAL	37. CHECK NUMBER
--	--------------------	---------------------------------	--	------------------

38. S/R ACCOUNT NUMBER	39. S/R VOUCHER NUMBER	40. PAID BY
------------------------	------------------------	-------------

41a. I CERTIFY THIS ACCOUNT IS CORRECT AND PROPER FOR PAYMENT		42a. RECEIVED BY (<i>Print</i>)	
41b. SIGNATURE AND TITLE OF CERTIFYING OFFICER		42b. RECEIVED AT (<i>Location</i>)	
41c. DATE		42c. DATE REC'D (<i>YYMMDD</i>)	42d. TOTAL CONTAINERS

CONTINUATION SHEET

REFERENCE NO. OF DOCUMENT BEING CONTINUED
A16PX01972

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NAME OF OFFEROR OR CONTRACTOR
EDUCATION, ARIZONA DEPT OF

ITEM NO. (A)	SUPPLIES/SERVICES (B)	QUANTITY (C)	UNIT (D)	UNIT PRICE (E)	AMOUNT (F)
	The total amount of award: \$360,498.72. The obligation for this award is shown in box 26.				

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		Scope of Work	
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		DOI Electronic Invoicing and Payment Requirements – Invoice Processing Platform (IPP)	April 2013
4.	SECTION H	SPECIAL CONTRACT REQUIREMENTS	
		CONTRACTOR PERFORMANCE ASSESSMENT REPORTING SYSTEM	JULY 2010
5.	SECTION I	CONTRACT CLAUSES	
	1452.226-70	Indian Preference	April 1984
	1452.226-71	Indian Preference Program	April 1984
	1452.280-3	Subcontracting Limitations	July 2013
	52.212-4	Contract Terms and Conditions - Commercial Items	May 2015
	52.212-5	Contract Terms and Conditions Required to Implement Statutes or Executive Orders - Commercial Items	June 2016
	52.219-14	Limitations on Subcontracting	November 2011
	52.232-18	Availability of Funds	
	52.232-19	Availability of Funds for the Next Fiscal Year	April 1984
	52.232-40	Providing Accelerated Payments to Small Business Subcontractors	December 2013
	52.233-4	Applicable Law for Breach of Contract Claim	October 2004
	52.242-15	Stop-Work Order	August 1989
6.	SECTION J	LIST OF DOCUMENTS, EXHIBITS, AND OTHER ATTACHMENTS	
	BY REFERENCE:	Applicable Service Contract Act (SCA) Wage Determination No. 2015-5469, Rev. No. 2, 12/29/2015	
		DOI POLICY – Prohibition on Texting While Driving	

SECTION B SUPPLIES OR SERVICES AND PRICES

**2016-2017 Johnson O'Malley Services
10/1/2016 to 9/30/2017
Contract # TBD**

Administrative Budget and Scope of Work

Account Code No.	ADE Administrative Expenses	FY2016 Budget
6001	Personnel (1 @ .5 FTE, 2 @ .25 FTE) – Director of Indian Education, Administrative Assistant, and Research Assistant	\$60,000.00
6101	Employee-related Expenditures	\$21,000.00
6501	Travel In-State/Out-of-State	\$7,000.00
7625	Office and Instructional Supplies	\$500.00
	Sub-total:	\$88,500.00
Account Code No.	Miscellaneous Expenses	FY2016 Budget
7036	Communication – Postage	\$200.00
7229	Miscellaneous Rent	\$0.00
7632	Furniture	\$0.00
7066	Risk Management Insurance	\$0.00
7311	Communications – Printing	\$400.00
7045	Communications – Telephone	\$0.00
7673	Maintenance and Repairs	\$0.00
7986/7987	Dues/Subscription/Technical	\$0.00
8000	Non-Capital Equipment	\$0.00
7102	Occupancy Cost	\$0.00
6498	Professional and Outside Service	\$0.00
7156	MIS Charge Backs (\$975.00 x 30%)	\$0.00
	Other Miscellaneous Operating Expenses	\$100.00
	Sub-total:	\$700.00
	TOTAL ADMINISTRATIVE BUDGET:	\$89,200.00
9011	*Charges for Indirect Cost	\$9,009.20
	Total Administrative Budget and Indirect Cost	\$98,209.20
6801	Assistance to Education Programs Supplemental Programs LEAs/Tribes (6,087) students) (Function Code: JOM100FAY17)	\$262,289.52
	TOTAL CONTRACT AMOUNT	\$360,498.72

*Our agency has been granted a fixed indirect cost rate of 10.1% from the United States Department of Education.

SECTION C DESCRIPTION / SPECIFICATIONS

**Scope of Work
Educational Services Rendered to Native American Children
Arizona Department of Education**

The Johnson-O'Malley (JOM) program funds Indian Education programs throughout the state of Arizona. These programs help school districts and Native American parents meet the unique educational needs of JOM-eligible Native American students. Services provided by the Arizona Department of Education (ADE) and its Office of Indian Education (OIE) include:

- Training to LEAs on completing the JOM application each year
- Training and technical assistance to LEAs for proper and effective use of JOM funds throughout the year
- Processing JOM applications, revisions, and completion reports
- Processing payment requests
- Working with JOM Indian Education Committees:
 - Parent training
 - Identifying JOM requirements
 - Meeting JOM requirements
 - Working with LEAs
 - Recruitment of IEC members
 - Work with LEAs and IECs to build capacity
- Working with ADE's Research & Evaluation unit to create the JOM annual report, which includes:
 - Allocations and expenditures
 - Content analysis of JOM programs
 - Information on Arizona's statewide academic achievement assessment
 - Achievement data for JOM students vs. non-JOM students in English Language Arts and Math
- Providing research on best practices for Native American students
- Providing research on best practices for Native American parent/family/community engagement
- Providing annual Native American education conferences focused on all Indian Education stakeholders and multiple issues facing Indian communities
 - Annual Tribal Leaders Conference
 - 2017 National Forum on Dropout Prevention for Native & Tribal Communities
 - 2017 Reaching the Wounded Student Conference
- Facilitating meetings of the Indian Education Advisory Council on, at minimum, a quarterly basis
- Working with the OIE's Planning & Development Team

In addition to these activities, the ADE's Office of Indian Education works with outside agencies, community organizations, institutes of higher education, research organizations and more to ensure the best possible support of Native American students, families, and educators of Native American students in Arizona.

**Scope of Work
Educational Services Render to Indian Children
State of Arizona**

The Arizona JOM program funds Indian Education programs throughout the state that help school districts and Native American parents provide services meeting the unique educational needs of AZ Native American students. Some of the services we provide to Indian children and their parents include:

- JOM IEC parent training on JOM requirements and parental involvement.
- We fund, monitor, and regulate JOM LEAs for proper use of their JOM allocation.
- We co-sponsor and encourage attendance at our yearly Native American education conferences and Native American Youth Conferences.
- We provide research and reports on AZ Native American student achievement and qualitative research meaningful to improving instructional outcomes for Native American students .
- JOM funds are used to provide ongoing communication to students and parents, and educators on Indian Education issues.
- We provide technical assistance on an ongoing basis.
- We provide ongoing professional development to educators and Native American Community leaders/ parents on improving educational services to AZ Native American students.
- Training on state academic standards at Native American Education events and Indian Education Committee meetings.
- We hold Arizona Tribal Education Leaders meetings on a quarterly basis.

These activities and others provide a much needed service to the American Indian students in the state of Arizona.

SECTION G CONTRACT ADMINISTRATION DATA

DOI ELECTRONIC INVOICING Electronic Invoicing and Payment Requirements – Invoice Processing Platform (IPP) April 2013

Payment requests must be submitted electronically through the U. S. Department of the Treasury's Invoice Processing Platform System (IPP).

"Payment request" means any request for contract financing payment or invoice payment by the Contractor. To constitute a proper invoice, the payment request must comply with the requirements identified in the applicable Prompt Payment clause included in the contract, or the clause 52.212-4 Contract Terms and Conditions - Commercial Items included in commercial item contracts.

The IPP website address is: <https://www.ipp.gov>.

Under this contract, the following documents are required to be submitted as an attachment to the IPP invoice [CO to edit and include the documentation required under this contract]: Contractors shall attach a hard copy of their invoice in IPP when submitting invoices via IPP. Invoices will be rejected if no invoice is attached.

The Contractor must use the IPP website to register, access and use IPP for submitting requests for payment. The Contractor Government Business Point of Contact (as listed in SAM will receive enrollment instructions via email from the Federal Reserve Bank of Boston (FRBB) within 3 - 5 business days of the contract award date. Contractor assistance with enrollment can be obtained by contacting the IPP Production Helpdesk via email ippgroup@bos.frb.org or phone (866) 973-3131.

If the Contractor is unable to comply with the requirement to use IPP for submitting invoices for payment, the Contractor must submit a waiver request in writing to the Contracting Officer with its proposal or quotation.

SECTION H SPECIAL CONTRACT REQUIREMENTS

CONTRACTOR PERFORMANCE ASSESSMENT REPORTING SYSTEM JULY 2010

(a) FAR 42.1502 directs all Federal agencies to collect past performance information on contracts. The Department of the Interior (DOI) has implemented the Contractor Performance Assessment Reporting System (CPARS) to comply with this regulation. One or more past performance evaluations will be conducted in order to record your contract performance as required by FAR 42.15.

(b) The past performance evaluation process is a totally paperless process using CPARS. CPARS is a web-based system that allows for electronic processing of the performance evaluation report. Once the report is processed, it is available in the Past Performance Information Retrieval System (PPIRS) for Government use in evaluating past performance as part of a source selection action.

(c) **We request that you furnish the Contracting Officer with the name, position title, phone number, and email address for each person designated to have access to your firm's past performance evaluation(s) for the contract no later than 30 days after award.** Each person granted access will have the ability to provide comments in the Contractor portion of the report and state whether or not the Contractor agrees with the evaluation, before returning the report to the Assessing Official. The report information must be protected as source selection sensitive information not releasable to the public.

(d) **When your Contractor Representative(s) (Past Performance Points of Contact) are registered in CPARS, they will receive an automatically-generated email with detailed login instructions. Further details, systems requirements, and training information for CPARS is available at <http://www.cpars.csd.disa.mil/>. The CPARS User Manual, registration for On Line Training for Contractor Representatives, and a practice application may be found at this site.**

(e) **Within 60 days after the end of a performance period, the Contracting Officer will complete an interim or final past performance evaluation, and the report will be accessible at <http://www.cpars.csd.disa.mil/>. Contractor Representatives may then provide comments in response to the evaluation, or return the evaluation without comment.** Comments are limited to the space provided in Block 22. Your comments should focus on objective facts in the Assessing Official's narrative and should provide your views on the causes and ramifications of the assessed performance. In addition to the ratings and supporting narratives, blocks 1 - 17 should be reviewed for accuracy, as these include key fields that will be used by the Government to identify your firm in future source selection actions. If you elect not to provide comments, please acknowledge receipt of the evaluation by indicating "No comment" in Block 22, and then signing and dating Block 23 of the form. Without a statement in Block 22, you will be unable to sign and submit the evaluation back to the Government. If you do not sign and submit the CPAR within 30 days, it will automatically be returned to the Government and will be annotated: "The report was delivered/received by the contractor on (date). The contractor neither signed nor offered comment in response to this assessment." Your response is due within 30 calendar days after receipt of the CPAR.

(f) The following guidelines apply concerning your use of the past performance evaluation:

(1) Protect the evaluation as "source selection information." After review, transmit the evaluation by completing and submitting the form through CPARS. If for some reason you are unable to view and/or submit the form through CPARS, contact the Contracting Officer for instructions.

(2) Strictly control access to the evaluation within your organization. Ensure the evaluation is never released to persons or entities outside of your control.

(3) Prohibit the use of or reference to evaluation data for advertising, promotional material, preaward surveys, responsibility determinations, production readiness reviews, or other similar purposes.

(g) If you wish to discuss a past performance evaluation, you should request a meeting in writing to the Contracting Officer no later than seven days following your receipt of the evaluation. The meeting will be held in person or via telephone or other means during your 30-day review period.

(h) A copy of the completed past performance evaluation will be available in CPARS for your viewing and for Government use supporting source selection actions after it has been finalized.

SECTION I CONTRACT CLAUSES

1. 1452.226-70 Indian Preference April 1984

(a) The Contractor agrees to give preferences to Indians who can perform the work required regardless of age (subject to existing laws and regulations), sex, religion, or tribal affiliation for training and employment opportunities under this contract and, to the extent feasible consistent with the efficient performance of this contract, training and employment preferences and opportunities shall be provided to Indians regardless of age (subject to existing laws and regulations), sex, religion, or tribal affiliation who are not fully qualified to perform under this contract. The Contractor also agrees to give preference to Indian organizations and Indian-owned economic enterprises in the awarding of any subcontracts consistent with the efficient performance of this contract. The Contractor shall maintain such records as are necessary to indicate compliance with this paragraph.

(b) In connection with the Indian employment preference requirements of this clause, the Contractor shall also provide opportunities for training incident to such employment. Such training shall include on-the-job, classroom, or apprenticeship training which is designed to increase the vocational effectiveness of an Indian employee.

(c) If the Contractor is unable to fill its training and employment needs after giving full consideration to Indians as required by this clause, those needs may be satisfied by selection of persons other than Indians in accordance with the clause of this contract entitled "Equal Opportunity."

(d) If no Indian organizations or Indian-owned economic enterprises are available for awarding of subcontracts in connection with the work performed under this contract, the Contractor agrees to comply with the provisions of this contract involving utilization of small business concerns, small business concerns owned and controlled by socially and economically disadvantaged individuals, or labor surplus area concerns.

(e) As used in this clause:

(1) "Indian" means a person who is a member of an Indian Tribe. If the Contractor has reason to doubt that a person seeking employment preference is an Indian, the contractor shall grant the preference but shall require the individual within thirty (30) days to provide evidence from the Tribe concerned that the person is a member of that Tribe.

(2) "Indian organization" means the governing body of any Indian Tribe or entity established or recognized by such governing body in accordance with the Indian Financing Act of 1974 (88 Stat. 77; 25 U.S.C. 1451); and

(3) "Indian-owned economic enterprise" means any Indian-owned commercial, industrial, or business activity established or organized for the purpose of profit provided that such Indian ownership shall constitute not less than 51 percent of the enterprise.

(4) "Indian Tribe" means an Indian Tribe, band, nation, or other organized group or community, including any Alaska Native village or regional or village corporation as defined in or established pursuant to the Alaska Native Claims Settlement Act (85 Stat. 668; 43 U.S.C. 1601) which is recognized as eligible for the special programs and services provided by the United States to Indians because of their status as Indians.

(f) The Contractor agrees to include the provisions of the clause including this paragraph (f) in each subcontract awarded under this contract.

(g) In the event of noncompliance with this clause, the Contractor's right to proceed may be terminated in whole or in part by the Contracting Officer and the work completed in a manner determined by the Contracting Officer to be in the best interests of the Government.

2. 1452.226-71 Indian Preference Program April 1984

(a) In addition to the requirements of the clause of this contract entitled "Indian Preference -- Department of the Interior," the Contractor agrees to establish and conduct an Indian preference program which will expand the opportunities for Indian organizations and Indian-owned economic enterprises to receive a preference in the awarding of subcontracts and which will expand opportunities for Indians to receive preference for training and employment in connection with the work to be performed under this contract. In this connection, the Contractor shall --

(1) Designate a liaison officer who will: i. maintain liaison with the Government and Tribe(s) on Indian preference matters; ii. supervise compliance with the provisions of this clause; and iii. administer the Contractor's Indian preference program.

(2) Advise its recruitment sources in writing and include a statement in all advertisements for employment that Indian applicants will be given preference in employment and training incident to such employment.

(3) Not less than twenty (20) calendar days prior to commencement of work under this contract, post a written notice in the Tribal office of any reservations on which or near where the work under this contract is to be performed, which sets forth the Contractor's employment needs and related training opportunities. The notice shall include the approximate number and types of employees needed, the approximate dates of employment; the experience or special skills required for employment, if any; training opportunities available; and all other pertinent information necessary to advise prospective employees of any other employment requirements. The Contractor shall also request the Tribe(s) on or near whose reservation(s) the work is to be performed to provide assistance to the Contractor in filling its employment needs and training opportunities. The Contracting Officer will advise the Contractor of the name, location, and phone number of the Tribal officials to contact in regard to the posting of notices and requests for Tribal assistance.

(4) Establish and conduct a subcontracting program which gives preference to Indian organizations and Indian-owned economic enterprises as subcontractors and suppliers under this contract. Consistent with the efficient performance of this contract, the Contractor shall give public notice of existing subcontracting opportunities by soliciting bids or proposals only from Indian organizations or Indian-owned economic enterprises. The Contractor shall request assistance and information on Indian firms qualified as suppliers or subcontractors from the Tribe(s) on or near whose reservation(s) the work under the contract is to be performed. The Contracting Officer will advise the Contractor of the name, location, and phone number of the Tribal officials to be contacted in regard to the request for assistance and information. Public notices and solicitations for existing subcontracting opportunities shall provide an equitable opportunity for Indian firms to submit bids or proposals by including -- i.a clear description of the supplies or services required including quantities, specifications, and delivery schedules which facilitate the participation of Indian firms; ii.a statement indicating the preference will be given to Indian organizations and Indian-owned economic enterprises in accordance with Section 7(b) of Public Law 93-638; (88 Stat. 2205; 25 U.S.C. 450e(b)); iii.definitions for the terms "Indian organization" and "Indian-owned economic enterprise" as prescribed

under the "Indian Preference -- Department of the Interior" clause of this contract; iv. a representation to be completed by the bidder or offeror that it is an Indian organization or Indian-owned economic enterprise; and (v) a closing date for receipt of bids or proposals which provides sufficient time for preparation and submission of a bid or proposal. If after soliciting bids from Indian organizations and Indian-owned economic enterprises, no responsible bid is received, the Contractor shall comply with the requirements of paragraph (d) of the "Indian Preference -- Department of the Interior" clause of this contract. If one or more responsible bids are received, award shall be made to the low responsible bidder if the bid price is determined to be reasonable. If the low responsive bid is determined to be unreasonable as to price, the Contractor shall attempt to negotiate a reasonable price and award a subcontract. If a reasonable price cannot be agreed upon, the Contractor shall comply with the requirements of paragraph (d) of the "Indian Preference -- Department of the Interior" clause of the contract.

(5) Maintain written records under this contract which indicate: i. the names and addresses of all Indians seeking employment for each employment position available under this contract; ii. the number and types of positions filled by (A) Indians and (B) non-Indians, and the name, address and position of each Indian employed under this contract; iii. for those positions where there are both Indian and non-Indian applicants, and a non-Indian is selected for employment, the reason(s) why the Indian applicant was not selected; iv. actions taken to give preference to Indian organizations and Indian-owned economic enterprises for subcontracting opportunities which exist under this contract; v. reasons why preference was not given to Indian firms as subcontractors or suppliers for each requirement where it was determined by the Contractor that such preference would not be consistent with the efficient performance of the contract, and vi. the names and addresses of all Indian organizations and Indian-owned economic enterprises (A) contacted, and (B) receiving subcontract awards under this contract.

(6) The Contractor shall submit to the Contracting Officer for approval a semiannual report which summarizes the Contractor's Indian preference program and indicates (i) the number and types of available positions filled and dollar amounts of all subcontracts awarded to (a) Indian organizations and Indian-owned economic enterprises and (b) all other firms.

(7) Records maintained pursuant to this clause will be kept available for review by the Government until expiration of one (1) year after final payment under this contract, or for such longer period as may be required by any other clause of this contract or by applicable law or regulation.

(b) For purpose of this clause, the following definitions of terms shall apply:

(1) The terms "Indian," "Indian Tribe," "Indian Organization, and "Indian-owned economic enterprise" are defined in the clause of this contract entitled "Indian Preference."

(2) "Indian reservation" includes Indian reservations, public domain Indian allotments, former Indian reservations on Oklahoma, and land held by incorporated Native groups, regional corporations, and village corporations under the provisions of the Alaska Native Claims Settlement Act, (85 Stat. 688; 43 U.S.C. 1601 et seq.).

(3) "On or near an Indian Reservation" means on a reservation or reservations or within that area surrounding an Indian reservation(s) where a person seeking employment could reasonably be expected to commute to and from in the course of a work day.

(c) Nothing in the requirements of this clause shall be interpreted to preclude Indian Tribes from independently developing and enforcing their own Indian preference requirements. Such requirements must not hinder the Government's right to award contracts and to administer their provisions.

(d) The Contractor agrees to include the provisions of this clause including this paragraph (d) in each subcontract awarded under this contract and to notify the Contracting Officer of such subcontracts.

(e) In the event of noncompliance with this clause, the Contractor's right to proceed may be terminated in whole or in part by the Contracting Officer and the work completed in a manner determined by the Contracting Officer to be in the best interest of the Government.

3. 1452.280-3 Subcontracting Limitations

July 2013

(a) Definitions as used in this clause.

(1) *Concern* means any business entity organized for profit (even if its ownership is in the hands of a nonprofit entity) with a place of business located in the United States or its outlying areas and that makes a significant contribution to the U.S. economy through payment of taxes and/or use of American products, material and/or labor, etc. It includes but is not limited to an individual, partnership, corporation, joint venture, association, or cooperative. For the purpose of making affiliation findings (see 19.101) any business entity, whether organized for profit or not, and any foreign business entity, i.e., any entity located outside the United States and its outlying areas.

(2) *Subcontract* means any agreement (other than one involving an employer-employee relationship) entered into by a Government prime contractor or subcontractor calling for supplies and/or services required for performance of the contract, contract modification, or subcontract.

(3) *Subcontractor* means a concern to which a contractor subcontracts any work under the contract. It includes subcontractors at any tier who perform work on the contract.

(b) Required Percentages of work by the concern. The contractor must comply with FAR 52.219-14 Limitations on Subcontracting clause in allocating what percentage of work to subcontract. Of the work subcontracted, no more than 50 percent may be subcontracted to a concern other than a responsible Indian economic enterprise.

(c) Indian Preference. Regardless of the contract type for services, supplies, or covered construction, the contractor agrees to give preference to Indian organizations and Indian owned economic enterprises in awarding subcontracts under this contract in accordance with DIAR 1452.226-71, Indian Preference.

(d) Cooperation. The contractor must: (1) Carry out the requirements of this clause to the fullest extent; and (2) Cooperate in any study or survey that the CO, Indian Affairs, or its agents may conduct to verify the contractor's compliance with this clause.

(e) Incorporation in Subcontracts. The contractor must incorporate the substance of this clause, including this paragraph (e), in all subcontracts for supplies, services, and construction awarded under this contract.

(a) **Inspection/Acceptance.** The Contractor shall only tender for acceptance those items that conform to the requirements of this contract. The Government reserves the right to inspect or test any supplies or services that have been tendered for acceptance. The Government may require repair or replacement of nonconforming supplies or reperformance of nonconforming services at no increase in contract price. If repair/replacement or reperformance will not correct the defects or is not possible, the Government may seek an equitable price reduction or adequate consideration for acceptance of nonconforming supplies or services. The Government must exercise its post-acceptance rights- (1) Within a reasonable time after the defect was discovered or should have been discovered; and (2) Before any substantial change occurs in the condition of the item, unless the change is due to the defect in the item.

(b) **Assignment.** The Contractor or its assignee may assign its rights to receive payment due as a result of performance of this contract to a bank, trust company, or other financing institution, including any Federal lending agency in accordance with the Assignment of Claims Act (31 U.S.C. 3727). However, when a third party makes payment (e.g., use of the Governmentwide commercial purchase card), the Contractor may not assign its rights to receive payment under this contract.

(c) Changes. Changes in the terms and conditions of this contract may be made only by written agreement of the parties.

(d) **Disputes.** This contract is subject to 41 U.S.C. chapter 71, Contract Disputes. Failure of the parties to this contract to reach agreement on any request for equitable adjustment, claim, appeal or action arising under or relating to this contract shall be a dispute to be resolved in accordance with the clause at FAR 52.233-1, Disputes, which is incorporated herein by reference. The Contractor shall proceed diligently with performance of this contract, pending final resolution of any dispute arising under the contract.

(e) **Definitions.** The clause at FAR 52.202-1, Definitions, is incorporated herein by reference.

(f) **Excusable delays.** The Contractor shall be liable for default unless nonperformance is caused by an occurrence beyond the reasonable control of the Contractor and without its fault or negligence such as, acts of God or the public enemy, acts of the Government in either its sovereign or contractual capacity, fires, floods, epidemics, quarantine restrictions, strikes, unusually severe weather, and delays of common carriers. The Contractor shall notify the Contracting Officer in writing as soon as it is reasonably possible after the commencement of any excusable delay, setting forth the full particulars in connection therewith, shall remedy such occurrence with all reasonable dispatch, and shall promptly give written notice to the Contracting Officer of the cessation of such occurrence.

(g) Invoice. (1) **The Contractor shall submit an original invoice and three copies (or electronic invoice, if authorized) to the address designated in the contract to receive invoices. An invoice must include-** (i) Name and address of the Contractor; (ii) Invoice date and number; (iii) Contract number, contract line item number and, if applicable, the order number; (iv) Description, quantity, unit of measure, unit price and extended price of the items delivered; (v) Shipping number and date of shipment, including the bill of lading number and weight of shipment if shipped on Government bill of lading; (vi) Terms of any discount for prompt payment offered; (vii) Name and address of official to whom payment is to be sent; (viii) Name, title, and phone number of person to notify in event of defective invoice; and (ix) Taxpayer Identification Number (TIN). The Contractor shall include its TIN on the invoice only if required elsewhere in this contract. (x) Electronic funds transfer (EFT) banking information. (A) The Contractor shall include EFT banking information on the invoice only if required elsewhere in this contract. (B) If EFT banking information is not required to be on the invoice, in order for the invoice to be a proper invoice, the Contractor shall have submitted correct EFT banking information in accordance with the applicable solicitation provision, contract clause (e.g., 52.232-33, Payment by Electronic Funds Transfer-System for Award Management, or 52.232-34, Payment by Electronic Funds Transfer-Other Than System for Award Management), or applicable agency procedures. (C) EFT banking information is not required if the Government waived the requirement to pay by EFT.

(2) Invoices will be handled in accordance with the Prompt Payment Act (31 U.S.C. 3903) and Office of Management and Budget (OMB) prompt payment regulations at 5 CFR Part 1315.

(h) **Patent indemnity.** The Contractor shall indemnify the Government and its officers, employees and agents against liability, including costs, for actual or alleged direct or contributory infringement of, or inducement to infringe, any United States or foreign patent, trademark or copyright, arising out of the performance of this contract, provided the Contractor is reasonably notified of such claims and proceedings.

(i) Payment.-

(1) Items accepted. Payment shall be made for items accepted by the Government that have been delivered to the delivery destinations set forth in this contract.

(2) Prompt payment. The Government will make payment in accordance with the Prompt Payment Act (31 U.S.C. 3903) and prompt payment regulations at 5 CFR Part 1315.

(3) Electronic Funds Transfer (EFT). If the Government makes payment by EFT, see 52.212-5(b) for the appropriate EFT clause.

(4) **Discount.** In connection with any discount offered for early payment, time shall be computed from the date of the invoice. For the purpose of computing the discount earned, payment shall be considered to have been made on the date which appears on the payment check or the specified payment date if an electronic funds transfer payment is made.

(5) **Overpayments.** If the Contractor becomes aware of a duplicate contract financing or invoice payment or that the Government has otherwise overpaid on a contract financing or invoice payment, the Contractor shall- (i) Remit the overpayment amount to the payment office cited in the contract along with a description of the overpayment including the- (A) Circumstances of the overpayment (e.g., duplicate payment, erroneous payment, liquidation errors, date(s) of overpayment); (B) Affected contract number and delivery order number, if applicable; (C) Affected

contract line item or subline item, if applicable; and (D) Contractor point of contact. (ii) Provide a copy of the remittance and supporting documentation to the Contracting Officer.

(6) Interest. (i) All amounts that become payable by the Contractor to the Government under this contract shall bear simple interest from the date due until paid unless paid within 30 days of becoming due. The interest rate shall be the interest rate established by the Secretary of the Treasury as provided in 41 U.S.C. 7109, which is applicable to the period in which the amount becomes due, as provided in (i)(6)(v) of this clause, and then at the rate applicable for each six-month period as fixed by the Secretary until the amount is paid. (ii) The Government may issue a demand for payment to the Contractor upon finding a debt is due under the contract. (iii) Final decisions. The Contracting Officer will issue a final decision as required by 33.211 if- (A) The Contracting Officer and the Contractor are unable to reach agreement on the existence or amount of a debt within 30 days; (B) The Contractor fails to liquidate a debt previously demanded by the Contracting Officer within the timeline specified in the demand for payment unless the amounts were not repaid because the Contractor has requested an installment payment agreement; or (C) The Contractor requests a deferment of collection on a debt previously demanded by the Contracting Officer (see 32.607-2). (iv) If a demand for payment was previously issued for the debt, the demand for payment included in the final decision shall identify the same due date as the original demand for payment. (v) Amounts shall be due at the earliest of the following dates: (A) The date fixed under this contract. (B) The date of the first written demand for payment, including any demand for payment resulting from a default termination. (vi) The interest charge shall be computed for the actual number of calendar days involved beginning on the due date and ending on- (A) The date on which the designated office receives payment from the Contractor; (B) The date of issuance of a Government check to the Contractor from which an amount otherwise payable has been withheld as a credit against the contract debt; or (C) The date on which an amount withheld and applied to the contract debt would otherwise have become payable to the Contractor. (vii) The interest charge made under this clause may be reduced under the procedures prescribed in 32.608-2 of the Federal Acquisition Regulation in effect on the date of this contract.

(j) Risk of loss. Unless the contract specifically provides otherwise, risk of loss or damage to the supplies provided under this contract shall remain with the Contractor until, and shall pass to the Government upon: (1) Delivery of the supplies to a carrier, if transportation is f.o.b. origin; or (2) Delivery of the supplies to the Government at the destination specified in the contract, if transportation is f.o.b. destination.

(k) Taxes. The contract price includes all applicable Federal, State, and local taxes and duties.

(l) Termination for the Government's convenience. The Government reserves the right to terminate this contract, or any part hereof, for its sole convenience. In the event of such termination, the Contractor shall immediately stop all work hereunder and shall immediately cause any and all of its suppliers and subcontractors to cease work. Subject to the terms of this contract, the Contractor shall be paid a percentage of the contract price reflecting the percentage of the work performed prior to the notice of termination, plus reasonable charges the Contractor can demonstrate to the satisfaction of the Government using its standard record keeping system, have resulted from the termination. The Contractor shall not be required to comply with the cost accounting standards or contract cost principles for this purpose. This paragraph does not give the Government any right to audit the Contractor's records. The Contractor shall not be paid for any work performed or costs incurred which reasonably could have been avoided.

(m) Termination for cause. The Government may terminate this contract, or any part hereof, for cause in the event of any default by the Contractor, or if the Contractor fails to comply with any contract terms and conditions, or fails to provide the Government, upon request, with adequate assurances of future performance. In the event of termination for cause, the Government shall not be liable to the Contractor for any amount for supplies or services not accepted, and the Contractor shall be liable to the Government for any and all rights and remedies provided by law. If it is determined that the Government improperly terminated this contract for default, such termination shall be deemed a termination for convenience.

(n) Title. Unless specified elsewhere in this contract, title to items furnished under this contract shall pass to the Government upon acceptance, regardless of when or where the Government takes physical possession.

(o) Warranty. The Contractor warrants and implies that the items delivered hereunder are merchantable and fit for use for the particular purpose described in this contract.

(p) Limitation of liability. Except as otherwise provided by an express warranty, the Contractor will not be liable to the Government for consequential damages resulting from any defect or deficiencies in accepted items.

(q) Other compliances. The Contractor shall comply with all applicable Federal, State and local laws, executive orders, rules and regulations applicable to its performance under this contract.

(r) Compliance with laws unique to Government contracts. The Contractor agrees to comply with 31 U.S.C. 1352 relating to limitations on the use of appropriated funds to influence certain Federal contracts; 18 U.S.C. 431 relating to officials not to benefit; 40 U.S.C. chapter 37, Contract Work Hours and Safety Standards; 41 U.S.C. chapter 87, Kickbacks; 41 U.S.C. 4712 and 10 U.S.C. 2409 relating to whistleblower protections; 49 U.S.C. 40118, Fly American; and 41 U.S.C. chapter 21 relating to procurement integrity.

(s) Order of precedence. Any inconsistencies in this solicitation or contract shall be resolved by giving precedence in the following order: (1) The schedule of supplies/services. (2) The Assignments, Disputes, Payments, Invoice, Other Compliances, Compliance with Laws Unique to Government Contracts, and Unauthorized Obligations paragraphs of this clause; (3) The clause at 52.212-5. (4) Addenda to this solicitation or contract, including any license agreements for computer software. (5) Solicitation provisions if this is a solicitation. (6) Other paragraphs of this clause. (7) The Standard Form 1449. (8) Other documents, exhibits, and attachments. (9) The specification.

(t) System for Award Management (SAM). (1) Unless exempted by an addendum to this contract, the Contractor is responsible during performance and through final payment of any contract for the accuracy and completeness of the data within the SAM database, and for any liability resulting from the Government's reliance on inaccurate or incomplete data. To remain registered in the SAM database after the initial registration, the Contractor is required to review and update on an annual basis from the date of initial registration or subsequent updates its information in the SAM database to ensure it is current, accurate and complete. Updating information in the SAM does not alter the terms and conditions of this contract and is not a substitute for a properly executed contractual document. (2)(i) If a Contractor has legally changed its business name, "doing business as" name, or division name (whichever is shown on the contract), or has transferred the assets used in performing the contract, but has not completed the necessary requirements regarding novation and change-of-name agreements in FAR Subpart 42.12, the Contractor shall provide the responsible Contracting Officer a minimum of one business day's written notification of its intention to (A) change the name in the SAM database; (B) comply with the requirements of Subpart 42.12; and (C) agree in writing to the timeline and procedures specified by the responsible Contracting Officer. The Contractor must provide with the notification sufficient documentation to support the legally changed name. (ii) If the Contractor fails to comply with the requirements of paragraph (t)(2)(i) of this clause, or fails to perform the agreement at paragraph (t)(2)(i)(C) of this clause, and, in the absence of a properly executed novation or change-of-name agreement, the SAM information that shows the Contractor to be other than the Contractor indicated in the contract will be considered to be incorrect information within the meaning of the "Suspension of Payment" paragraph of the electronic funds transfer (EFT) clause of this contract. (3) The Contractor shall not change the name or address for EFT payments or manual payments, as appropriate, in the SAM record to reflect an assignee for the purpose of assignment of claims (see Subpart 32.8, Assignment of Claims). Assignees shall be separately registered in the SAM database. Information provided to the Contractor's SAM record that indicates payments, including those made by EFT, to an ultimate recipient other than that Contractor will be considered to be incorrect information within the meaning of the "Suspension of payment" paragraph of the EFT clause of this contract. (4) Offerors and Contractors may obtain information on registration and annual confirmation requirements via SAM accessed through <https://www.acquisition.gov>.

(u) Unauthorized Obligations (1) Except as stated in paragraph (u)(2) of this clause, when any supply or service acquired under this contract is subject to any End User License Agreement (EULA), Terms of Service (TOS), or similar legal instrument or agreement, that includes any clause requiring the Government to indemnify the Contractor or any person or entity for damages, costs, fees, or any other loss or liability that would create an Anti-Deficiency Act violation (31 U.S.C. 1341), the following shall govern: (i) Any such clause is unenforceable against the Government. (ii) Neither the Government nor any Government authorized end user shall be deemed to have agreed to such clause by virtue of it appearing in the EULA, TOS, or similar legal instrument or agreement. If the EULA, TOS, or similar legal instrument or agreement is invoked through an "I agree" click box or other comparable mechanism (e.g., "click-wrap" or "browse-wrap" agreements), execution does not bind the Government or any Government authorized end user to such clause. (iii) Any such clause is deemed to be stricken from the EULA, TOS, or similar legal instrument or agreement. (2) Paragraph (u)(1) of this clause does not apply to indemnification by the Government that is expressly authorized by statute and specifically authorized under applicable agency regulations and procedures.

(v) Incorporation by reference. The Contractor's representations and certifications, including those completed electronically via the System for Award Management (SAM), are incorporated by reference into the contract.

5. 52.212-5 Contract Terms and Conditions Required to Implement Statutes or Executive Orders -- Commercial Items June 2016

(a) The Contractor shall comply with the following Federal Acquisition Regulation (FAR) clauses, which are incorporated in this contract by reference, to implement provisions of law or Executive orders applicable to acquisitions of commercial items: (1) 52.209-10, Prohibition on Contracting with Inverted Domestic Corporations (Nov 2015) (2) 52.233-3, Protest After Award (AUG 1996) (31 U.S.C. 3553). (3) 52.233-4, Applicable Law for Breach of Contract Claim (OCT 2004) (Public Laws 108-77, 108-78 (19 U.S.C. 3805 note)).

(b) The Contractor shall comply with the FAR clauses in this paragraph (b) that the contracting officer has indicated as being incorporated in this contract by reference to implement provisions of law or Executive orders applicable to acquisitions of commercial items:

- (1) 52.203-6, Restrictions on Subcontractor Sales to the Government (Sept 2006), with Alternate I (Oct 1995) (41 U.S.C. 4704 and 10 U.S.C. 2402).
- (2) 52.203-13, Contractor Code of Business Ethics and Conduct (Oct 2015) (41 U.S.C. 3509).
- (3) 52.203-15, Whistleblower Protections under the American Recovery and Reinvestment Act of 2009 (Jun 2010) (Section 1553 of Pub L. 111-5) (Applies to contracts funded by the American Recovery and Reinvestment Act of 2009).
- (4) 52.204-10, Reporting Executive compensation and First-Tier Subcontract Awards (Oct 2015) (Pub. L. 109-282) (31 U.S.C. 6101 note).
- (5) [Reserved]
- (6) 52.204-14, Service Contract Reporting Requirements (Jan 2014) (Pub. L. 111-117, section 743 of Div. C).
- (7) 52.204-15, Service Contract Reporting Requirements for Indefinite-Delivery Contracts (Jan 2014) (Pub. L. 111-117, section 743 of Div. C).
- (8) 52.209-6, Protecting the Government's Interest When Subcontracting with Contractors Debarred, Suspended, or Proposed for Debarment (Oct 2015) (31 U.S.C. 6101 note).
- (9) 52.209-9, Updates of Publicly Available Information Regarding Responsibility Matters (Jul 2013) (41 U.S.C. 2313).
- (10) [Reserved]
- (11) (i) 52.219-3, Notice of HUBZone Set-Aside or Sole-Source Award (Nov 2011) (15 U.S.C. 657a).
- (ii) Alternate I (Nov 2011) of 52.219-3.
- (12) (i) 52.219-4, Notice of Price Evaluation Preference for HUBZone Small Business Concerns (Oct 2014) (if the offeror elects to waive the preference, it shall so indicate in its offer)(15 U.S.C. 657a).
- (ii) Alternate I (Jan 2011) of 52.219-4.
- (13) [Reserved]

- ___ (14) (i) 52.219-6, Notice of Total Small Business Aside (Nov 2011) (15 U.S.C. 644).
- ___ (ii) Alternate I (Nov 2011).
- ___ (iii) Alternate II (Nov 2011).
- ___ (15) (i) 52.219-7, Notice of Partial Small Business Set-Aside (June 2003) (15 U.S.C. 644).
- ___ (ii) Alternate I (Oct 1995) of 52.219-7.
- ___ (iii) Alternate II (Mar 2004) of 52.219-7.
- ___ (16) 52.219-8, Utilization of Small Business Concerns (Oct 2014) (15 U.S.C. 637(d)(2) and (3)).
- ___ (17) (i) 52.219-9, Small Business Subcontracting Plan (Oct 2015) (15 U.S.C. 637 (d)(4)).
- ___ (ii) Alternate I (Oct 2001) of 52.219-9.
- ___ (iii) Alternate II (Oct 2001) of 52.219-9.
- ___ (iv) Alternate III (Oct 2015) of 52.219-9.
- ___ (18) 52.219-13, Notice of Set-Aside of Orders (Nov 2011) (15 U.S.C. 644(r)).
- ___ (19) 52.219-14, Limitations on Subcontracting (Nov 2011) (15 U.S.C. 637(a)(14)).
- ___ (20) 52.219-16, Liquidated Damages—Subcontracting Plan (Jan 1999) (15 U.S.C. 637(d)(4)(F)(i)).
- ___ (21) 52.219-27, Notice of Service-Disabled Veteran-Owned Small Business Set-Aside (Nov 2011) (15 U.S.C. 657f).
- ___ (22) 52.219-28, Post Award Small Business Program Rerepresentation (Jul 2013) (15 U.S.C. 632(a)(2)).
- ___ (23) 52.219-29, Notice of Set-Aside for, or Sole Source Award to, Economically Disadvantaged Women-Owned Small Business Concerns (Dec 2015) (15 U.S.C. 637(m)).
- ___ (24) 52.219-30, Notice of Set-Aside for, or Sole Source Award to, Women-Owned Small Business Concerns Eligible Under the Women-Owned Small Business Program (Dec 2015) (15 U.S.C. 637(m)).
- ___ (25) 52.222-3, Convict Labor (June 2003) (E.O. 11755).
- X (26) **52.222-19, Child Labor—Cooperation with Authorities and Remedies (Feb 2016) (E.O. 13126).**
- X (27) **52.222-21, Prohibition of Segregated Facilities (Apr 2015).**
- X (28) **52.222-26, Equal Opportunity (Apr 2015) (E.O. 11246).**
- X (29) **52.222-35, Equal Opportunity for Veterans (Oct 2015) (38 U.S.C. 4212).**
- X (30) **52.222-36, Equal Opportunity for Workers with Disabilities (Jul 2014) (29 U.S.C. 793).**
- ___ (31) 52.222-37, Employment Reports on Veterans (Feb 2016) (38 U.S.C. 4212).
- ___ (32) 52.222-40, Notification of Employee Rights Under the National Labor Relations Act (Dec 2010) (E.O. 13496).
- ___ (33) (i) 52.222-50, Combating Trafficking in Persons (Mar 2015) (22 U.S.C. chapter 78 and E.O. 13627).
- ___ (ii) Alternate I (Mar 2015) of 52.222-50, (22 U.S.C. chapter 78 and E.O. 13627).
- ___ (34) 52.222-54, Employment Eligibility Verification (Oct 2015). (E. O. 12989). (Not applicable to the acquisition of commercially available off-the-shelf items or certain other types of commercial items as prescribed in 22.1803.)
- ___ (35) (i) 52.223-9, Estimate of Percentage of Recovered Material Content for EPA-Designated Items (May 2008) (42 U.S.C. 6962(c)(3)(A)(ii)). (Not applicable to the acquisition of commercially available off-the-shelf items.)
- ___ (ii) Alternate I (May 2008) of 52.223-9 (42 U.S.C. 6962(i)(2)(C)). (Not applicable to the acquisition of commercially available off-the-shelf items.)
- ___ (36) 52.223-11, Ozone-Depleting Substances and High Global Warming Potential Hydrofluorocarbons (Jun 2016) (E.O.13693).
- ___ (37) 52.223-12, Maintenance, Service, Repair, or Disposal of Refrigeration Equipment and Air Conditioners (Jun 2016) (E.O. 13693).
- ___ (38) (i) 52.223-13, Acquisition of EPEAT® -Registered Imaging Equipment (Jun 2014) (E.O.s 13423 and 13514
- ___ (ii) Alternate I (Oct 2015) of 52.223-13.
- ___ (39) (i) 52.223-14, Acquisition of EPEAT® -Registered Television (Jun 2014) (E.O.s 13423 and 13514).
- ___ (ii) Alternate I (Jun 2014) of 52.223-14.
- X (40) **52.223-15, Energy Efficiency in Energy-Consuming Products (Dec 2007) (42 U.S.C. 8259b).**
- ___ (41) (i) 52.223-16, Acquisition of EPEAT® -Registered Personal Computer Products (Oct 2015) (E.O.s 13423 and 13514).
- ___ (ii) Alternate I (Jun 2014) of 52.223-16.
- X (42) **52.223-18, Encouraging Contractor Policies to Ban Text Messaging while Driving (Aug 2011) (E.O. 13513).**
- ___ (43) 25.223-20, Aerosols (Jun 2016) (E.O. 13693).
- ___ (44) 52.223-21, Foams (Jun 2016) (E.O. 13696).
- X (45) **52.225-1, Buy American--Supplies (May 2014) (41 U.S.C. chapter 83).**
- X (46) (i) **52.225-3, Buy American--Free Trade Agreements--Israeli Trade Act (May 2014) (41 U.S.C. chapter 83, 19 U.S.C. 3301 note, 19 U.S.C. 2112 note, 19 U.S.C. 3805 note, 19 U.S.C. 4001 note, Pub. L. 103-182, 108-77, 108-78, 108-286, 108-302, 109-53, 109-169, 109-283, 110-138, 112-41, 112-42, and 112-43).**
- ___ (ii) Alternate I (May 2014) of 52.225-3.
- ___ (iii) Alternate II (May 2014) of 52.225-3.
- ___ (iv) Alternate III (May 2014) of 52.225-3.
- ___ (47) 52.225-5, Trade Agreements (Feb 2016) (19 U.S.C. 2501, *et seq.*, 19 U.S.C. 3301 note).
- ___ (48) 52.225-13, Restrictions on Certain Foreign Purchases (Jun 2008) (E.O.'s, proclamations, and statutes administered by the Office of Foreign Assets Control of the Department of the Treasury).
- ___ (49) 52.225-26, Contractors Performing Private Security Functions Outside the United States (Jul 2013) (Section 862, as amended, of the National Defense Authorization Act for Fiscal Year 2008; 10 U.S.C. 2302 Note).
- ___ (50) 52.226-4, Notice of Disaster or Emergency Area Set-Aside (Nov 2007) (42 U.S.C. 5150).
- ___ (51) 52.226-5, Restrictions on Subcontracting Outside Disaster or Emergency Area (Nov 2007) (42 U.S.C. 5150).
- ___ (52) 52.232-29, Terms for Financing of Purchases of Commercial Items (Feb 2002) (41 U.S.C. 4505), 10 U.S.C. 2307(f)).
- ___ (53) 52.232-30, Installment Payments for Commercial Items (Oct 1995) (41 U.S.C. 4505, 10 U.S.C. 2307(f)).
- X (54) **52.232-33, Payment by Electronic Funds Transfer— System for Award Management (Jul 2013) (31 U.S.C. 3332).**

- ___ (55) 52.232-34, Payment by Electronic Funds Transfer—Other Than System for Award Management (Jul 2013) (31 U.S.C. 3332).
- ___ (56) 52.232-36, Payment by Third Party (May 2014) (31 U.S.C. 3332).
- ___ (57) 52.239-1, Privacy or Security Safeguards (Aug 1996) (5 U.S.C. 552a).
- ___ (58) (i) 52.247-64, Preference for Privately Owned U.S.-Flag Commercial Vessels (Feb 2006) (46 U.S.C. Appx 1241(b) and 10 U.S.C. 2631).

___ (ii) Alternate I (Apr 2003) of 52.247-64.

(c) The Contractor shall comply with the FAR clauses in this paragraph (c), applicable to commercial services, that the Contracting Officer has indicated as being incorporated in this contract by reference to implement provisions of law or executive orders applicable to acquisitions of commercial items:

- ___ (1) 52.222-17, Nondisplacement of Qualified Workers (May 2014) (E.O. 13495)
- X (2) 52.222-41, Service Contract Labor Standards (May 2014) (41 U.S.C. chapter 67).**
- ___ (3) 52.222-42, Statement of Equivalent Rates for Federal Hires (May 2014) (29 U.S.C. 206 and 41 U.S.C. chapter 67).
- ___ (4) 52.222-43, Fair Labor Standards Act and Service Contract Labor Standards -- Price Adjustment (Multiple Year and Option Contracts) (May 2014) (29 U.S.C.206 and 41 U.S.C. chapter 67).
- ___ (5) 52.222-44, Fair Labor Standards Act and Service Contract Labor Standards -- Price Adjustment (May 2014) (29 U.S.C. 206 and 41 U.S.C. chapter 67).
- ___ (6) 52.222-51, Exemption from Application of the Service Contract Labor Standards to Contracts for Maintenance, Calibration, or Repair of Certain Equipment--Requirements (May 2014) (41 U.S.C. chapter 67).
- ___ (7) 52.222-53, Exemption from Application of the Service Contract Labor Standards to Contracts for Certain Services--Requirements (May 2014) (41 U.S.C. chapter 67).
- X (8) 52.222-55, Minimum Wages Under Executive Order 13658 (Dec 2015) (E.O. 13658).**
- ___ (9) 52.226-6, Promoting Excess Food Donation to Nonprofit Organizations. (May 2014) (42 U.S.C. 1792).
- ___ (10) 52.237-11, Accepting and Dispensing of \$1 Coin (Sep 2008) (31 U.S.C. 5112(p)(1)).

(d) *Comptroller General Examination of Record* The Contractor shall comply with the provisions of this paragraph (d) if this contract was awarded using other than sealed bid, is in excess of the simplified acquisition threshold, and does not contain the clause at 52.215-2, Audit and Records -- Negotiation. (1) The Comptroller General of the United States, or an authorized representative of the Comptroller General, shall have access to and right to examine any of the Contractor's directly pertinent records involving transactions related to this contract. (2) The Contractor shall make available at its offices at all reasonable times the records, materials, and other evidence for examination, audit, or reproduction, until 3 years after final payment under this contract or for any shorter period specified in FAR Subpart 4.7, Contractor Records Retention, of the other clauses of this contract. If this contract is completely or partially terminated, the records relating to the work terminated shall be made available for 3 years after any resulting final termination settlement. Records relating to appeals under the disputes clause or to litigation or the settlement of claims arising under or relating to this contract shall be made available until such appeals, litigation, or claims are finally resolved. (3) As used in this clause, records include books, documents, accounting procedures and practices, and other data, regardless of type and regardless of form. This does not require the Contractor to create or maintain any record that the Contractor does not maintain in the ordinary course of business or pursuant to a provision of law.

(e) (1) Notwithstanding the requirements of the clauses in paragraphs (a), (b), (c) and (d) of this clause, the Contractor is not required to flow down any FAR clause, other than those in this paragraph (e)(1) in a subcontract for commercial items. Unless otherwise indicated below, the extent of the flow down shall be as required by the clause— (i) 52.203-13, Contractor Code of Business Ethics and Conduct (Oct 2015) (41 U.S.C. 3509). (ii) 52.219-8, Utilization of Small Business Concerns (Oct 2014) (15 U.S.C. 637(d)(2) and (3)), in all subcontracts that offer further subcontracting opportunities. If the subcontract (except subcontracts to small business concerns) exceeds \$700,000 (\$1.5 million for construction of any public facility), the subcontractor must include 52.219-8 in lower tier subcontracts that offer subcontracting opportunities. (iii) 52.222-17, Nondisplacement of Qualified Workers (May 2014) (E.O. 13495). Flow down required in accordance with paragraph (1) of FAR clause 52.222-17. (iv) 52.222-21, Prohibition of Segregated Facilities (Apr 2015). (v) 52.222-26, Equal Opportunity (Apr 2015) (E.O. 11246). (vi) 52.222-35, Equal Opportunity for Veterans (Oct 2015) (38 U.S.C. 4212). (vii) 52.222-36, Equal Opportunity for Workers with Disabilities (Jul 2014) (29 U.S.C. 793). (viii) 52.222-37, Employment Reports on Veterans (Feb 2016) (38 U.S.C. 4212). (ix) 52.222-40, Notification of Employee Rights Under the National Labor Relations Act (Dec 2010) (E.O. 13496). Flow down required in accordance with paragraph (f) of FAR clause 52.222-40. (x) 52.222-41, Service Contract Labor Standards (May 2014), (41 U.S.C. chapter 67). (xi) ___ (A) 52.222-50, Combating Trafficking in Persons (Mar 2015) (22 U.S.C. chapter 78 and E.O. 13627). ___ (B) Alternate I (Mar 2015) of 52.222-50 (22 U.S.C. chapter 78 E.O. 13627). (xii) 52.222-51, Exemption from Application of the Service Contract Labor Standards to Contracts for Maintenance, Calibration, or Repair of Certain Equipment--Requirements (May 2014) (41 U.S.C. chapter 67.) (xiii) 52.222-53, Exemption from Application of the Service Contract Labor Standards to Contracts for Certain Services--Requirements (May 2014) (41 U.S.C. chapter 67) (xiv) 52.222-54, Employment Eligibility Verification (Oct 2015) (E. O. 12989). (xv) 52.222-55, Minimum Wages Under Executive Order 13658 (Dec 2015). (xvi) 52.225-26, Contractors Performing Private Security Functions Outside the United States (Jul 2013) (Section 862, as amended, of the National Defense Authorization Act for Fiscal Year 2008; 10 U.S.C. 2302 Note). (xvii) 52.226-6, Promoting Excess Food Donation to Nonprofit Organizations. (May 2014) (42 U.S.C. 1792). Flow down required in accordance with paragraph (e) of FAR clause 52.226-6. (xviii) 52.247-64, Preference for Privately-Owned U.S. Flag Commercial Vessels (Feb 2006) (46 U.S.C. Appx 1241(b) and 10 U.S.C. 2631). Flow down required in accordance with paragraph (d) of FAR clause 52.247-64.

(2) While not required, the Contractor may include in its subcontracts for commercial items a minimal number of additional clauses necessary to satisfy its contractual obligations.

6. 52.219-14 Limitations on Subcontracting November 2011

(a) This clause does not apply to the unrestricted portion of a partial set-aside.

(b) Applicability. This clause applies only to— (1) Contracts that have been set aside or reserved for small business concerns or 8(a) concerns; (2) Part or parts of a multiple-award contract that have been set aside for small business concerns or 8(a) concerns; and (3) Orders set aside for small business or 8(a) concerns under multiple-award contracts as described in 8.405-5 and 16.505(b)(2)(i)(F).

(c) By submission of an offer and execution of a contract, the Offeror/Contractor agrees that in performance of the contract in the case of a contract for— (1) Services (except construction). At least 50 percent of the cost of contract performance incurred for personnel shall be expended for employees of the concern. (2) Supplies (other than procurement from a nonmanufacturer of such supplies). The concern shall perform work for at least 50 percent of the cost of manufacturing the supplies, not including the cost of materials. (3) General construction. The concern will perform at least 15 percent of the cost of the contract, not including the cost of materials, with its own employees. (4) Construction by special trade contractors. The concern will perform at least 25 percent of the cost of the contract, not including the cost of materials, with its own employees.

7. 52.232-18 Availability of Funds April 1984

Funds are not presently available for this contract. The Government's obligation under this contract is contingent upon the availability of appropriated funds from which payment for contract purposes can be made. No legal liability on the part of the Government for any payment may arise until funds are made available to the Contracting Officer for this contract and until the Contractor receives notice of such availability, to be confirmed in writing by the Contracting Officer.

8. 52.232-19 Availability of Funds for the Next Fiscal Year April 1984

Funds are not presently available for performance under this contract beyond **06-30-2017**. The Government's obligation for performance of this contract beyond that date is contingent upon the availability of appropriated funds from which payment for contract purposes can be made. No legal liability on the part of the Government for any payment may arise for performance under this contract beyond **06-30-2017**, until funds are made available to the Contracting Officer for performance and until the Contractor receives notice of availability, to be confirmed in writing by the Contracting Officer.

9. 52.232-40 Providing Accelerated Payments to Small Business Subcontractors December 2013

(a) Upon receipt of accelerated payments from the Government, the Contractor shall make accelerated payments to its small business subcontractors under this contract, to the maximum extent practicable and prior to when such payment is otherwise required under the applicable contract or subcontract, after receipt of a proper invoice and all other required documentation from the small business subcontractor.
(b) The acceleration of payments under this clause does not provide any new rights under the Prompt Payment Act.
(c) Include the substance of this clause, including this paragraph (c), in all subcontracts with small business concerns, including subcontracts with small business concerns for the acquisition of commercial items.

10. 52.233-4 Applicable Law For Breach Of Contract Claim October 2004

United States law will apply to resolve any claim of breach of this contract.

11. 52.242-15 Stop-Work Order August 1989

(a) The Contracting Officer may, at any time, by written order to the Contractor, require the Contractor to stop all, or any part, of the work called for by this contract for a period of 90 days after the order is delivered to the Contractor, and for any further period to which the parties may agree. The order shall be specifically identified as a stop-work order issued under this clause. Upon receipt of the order, the Contractor shall immediately comply with its terms and take all reasonable steps to minimize the incurrence of costs allocable to the work covered by the order during the period of work stoppage. Within a period of 90 days after a stop-work is delivered to the Contractor, or within any extension of that period to which the parties shall have agreed, the Contracting Officer shall either— (1) Cancel the stop-work order; or (2) Terminate the work covered by the order as provided in the Default, or the Termination for Convenience of the Government, clause of this contract.
(b) If a stop-work order issued under this clause is canceled or the period of the order or any extension thereof expires, the Contractor shall resume work. The Contracting Officer shall make an equitable adjustment in the delivery schedule or contract price, or both, and the contract shall be modified, in writing, accordingly, if— (1) The stop-work order results in an increase in the time required for, or in the Contractor's cost properly allocable to, the performance of any part of this contract; and (2) The Contractor asserts its right to the adjustment within 30 days after the end of the period of work stoppage; provided, that, if the Contracting Officer decides the facts justify the action, the Contracting Officer may receive and act upon the claim submitted at any time before final payment under this contract.
(c) If a stop-work order is not canceled and the work covered by the order is terminated for the convenience of the Government, the Contracting Officer shall allow reasonable costs resulting from the stop-work order in arriving at the termination settlement.
(d) If a stop-work order is not canceled and the work covered by the order is terminated for default, the Contracting Officer shall allow, by equitable adjustment or otherwise, reasonable costs resulting from the stop-work order.

SECTION J LIST OF DOCUMENTS, EXHIBITS, AND OTHER ATTACHMENTS

1. **BY REFERENCE: Applicable Service Contract Act (SCA) Wage Determination No. 2015-5469, Rev. No. 2, 12/29/2015**

2. **DOI POLICY - Prohibition on Texting While Driving**

Memorandum

To: All DOI Employees

From: Deputy Secretary

Subject: Prohibition on Texting While Driving

Recent deadly crashes involving drivers distracted by text messaging while driving highlight a growing danger. Text messaging causes drivers to take their eyes off the road and at least one hand off the steering wheel, endangering both themselves and others. President Obama recently issued Executive Order 13513, "Federal Leadership on Reducing Text Messaging While Driving." This important order prohibits Federal employees from text messaging while doing any of the following:

- Driving Government-owned, Government-leased, or Government-rented vehicles (GOVs);
- Driving privately-owned vehicles (POV) while on official Government business; and
- Using electronic equipment supplied by the Government (including, but not limited to, cell phones, Blackberries, or other electronic devices) while driving.

A Federal Government-wide prohibition on the use of text messaging while driving on official business or while using Government-supplied equipment will help save lives, reduce injuries, and set an example for state and local governments, private employers, and individual drivers.

Texting or text messaging means reading from or entering data into any handheld or other electronic device, including SMS texting, e-mailing, instant messaging, obtaining navigational information, or engaging in any other form of electronic data retrieval or electronic data communication.

In addition, the Executive Order requires Federal agencies to take steps to encourage Federal contractors, subcontractors, recipients, and sub recipients of financial assistance to adopt and enforce their own policies that ban employees from texting while driving GOVs or company-owned, company-leased, or company-rented vehicles or while driving POVs on official Government business or when performing work for, or on behalf of, the Government. Those entities are further encouraged to educate their employees and to urge voluntary compliance with a texting ban for off-duty employees.

All DOI employees are directed to comply with E.O. 13513 immediately, and human capital, procurement, and other applicable teams are directed to update all relevant policies and procedures to include the express prohibitions of the Order as soon as possible. In addition, employees and contractors are strongly encouraged to refrain from off-duty text messaging on personal devices while operating POVs.

<p>EDUCATION, ARIZONA DEPT OF</p>	<p>Remit To: EDUCATION, ARIZONA DEPT OF 1535 WEST JEFFERSON STREET PHOENIX AZ 85007-3209</p>	<p>Invoice Number : JOM2017_AZ02 Issue Date : Nov 7, 2016 Receipt Date : Nov 7, 2016 Bill Period Start Date : Bill Period End Date : Supplier Contact Name : Nadine Groenig Supplier Contact Phone : 6025425235 Payment Terms : Prompt Pay Due Date : Dec 7, 2016 PO Number : A16PX01972 R 0 Contract No. : Buyer Contact Name : Paul Robinson Buyer Phone : Buyer Email : COTR : Huberta Lewis COTR Phone : COTR Email : Huberta.Lewis@bie.edu FOB Terms : Currency Code : USD Total Invoice Amount: 360,498.72</p>
<p>Department of the Interior</p>	<p>ALC Code: Bill To: Department of the Interior BIA Fiscal Services 12220 Sunrise Valley Drive RESTON VA 20191</p>	
<p>DOI Internal Use Only:</p>		

INV Line #	PO Line #	PO Sch. #	Agency Part #	Item Code	Description	Service Date From	Service Date To	QTY	Unit Price	U.O.M. (Type)	Extended Price	Tax Type	Tax %	Tax Amount
1	10	1			JOM 2016-2017	7/1/2016	6/30/2017	1.00	360,498.72	AU (S)	360,498.72	Exempt	0.00	0.00
<p>Contract Line Number: 10</p>														

Showing 1 of 1

Extended Price Sub-total:	360,498.72
Total Misc:	0.00
Total Freight:	0.00
Total Taxes:	0.00
(Totals apply to full invoice) Total Amount:	360,498.72

Invoice Comments:
PO Comments:

Attachment A



State of Arizona
Department of Education

Diane M. Douglas
Superintendent of Public Instruction

August 11, 2016

Ms. Huberta Lewis
BIA-OFCO-WRO
Accounting Operations
2600 N. Central Avenue
Suite 400
Phoenix, AZ 85004

The Arizona Department of Education is requesting funds for the 2016-2017 Johnson-O'Malley Indian Education contract in the amount of \$360,498.72. An administrative budget and scope of work are included in this request.

I appreciate your assistance in this matter. Please let me know if there is anything further you need from me.

Sincerely,

A handwritten signature in cursive script, appearing to read "Nadine Groenig".

Nadine Groenig
Director of Indian Education
Policy Development & Government Relations

2016-2017 Johnson O'Malley Services
10/1/2016 to 9/30/2017
Contract # TBD

Administrative Budget and Scope of Work

Account Code No.	ADE Administrative Expenses	FY2016 Budget
6001	Personnel (1 @ .5 FTE, 2 @ .25 FTE) – Director of Indian Education, Administrative Assistant, and Research Assistant	\$60,000.00
6101	Employee-related Expenditures	\$21,000.00
6501	Travel In-State/Out-of-State	\$7,000.00
7625	Office and Instructional Supplies	\$500.00
	Sub-total:	\$88,500.00
Account Code No.	Miscellaneous Expenses	FY2016 Budget
7036	Communication – Postage	\$200.00
7229	Miscellaneous Rent	\$0.00
7632	Furniture	\$0.00
7066	Risk Management Insurance	\$0.00
7311	Communications – Printing	\$400.00
7045	Communications – Telephone	\$0.00
7673	Maintenance and Repairs	\$0.00
7986/7987	Dues/Subscription/Technical	\$0.00
8000	Non-Capital Equipment	\$0.00
7102	Occupancy Cost	\$0.00
6498	Professional and Outside Service	\$0.00
7156	MIS Charge Backs (\$975.00 x 30%)	\$0.00
	Other Miscellaneous Operating Expenses	\$100.00
	Sub-total:	\$700.00
	TOTAL ADMINISTRATIVE BUDGET:	\$89,200.00
9011	*Charges for Indirect Cost	\$9,009.20
	Total Administrative Budget and Indirect Cost	\$98,209.20
6801	Assistance to Education Programs Supplemental Programs LEAs/Tribes (4,788 students) (Function Code: JOM100FAY17)	\$262,289.52
	TOTAL CONTRACT AMOUNT	\$360,498.72

*Our agency has been granted a fixed indirect cost rate of 10.1% from the United States Department of Education.

Scope of Work
Educational Services Rendered to Native American Children
Arizona Department of Education

The Johnson-O'Malley (JOM) program funds Indian Education programs throughout the state of Arizona. These programs help school districts and Native American parents meet the unique educational needs of JOM-eligible Native American students. Services provided by the Arizona Department of Education (ADE) and its Office of Indian Education (OIE) include:

- Training to LEAs on completing the JOM application each year
- Training and technical assistance to LEAs for proper and effective use of JOM funds throughout the year
- Processing JOM applications, revisions, and completion reports
- Processing payment requests
- Working with JOM Indian Education Committees:
 - Parent training
 - Identifying JOM requirements
 - Meeting JOM requirements
 - Working with LEAs
 - Recruitment of IEC members
 - Work with LEAs and IECs to build capacity
- Working with ADE's Research & Evaluation unit to create the JOM annual report, which includes:
 - Allocations and expenditures
 - Content analysis of JOM programs
 - Information on Arizona's statewide academic achievement assessment
 - Achievement data for JOM students vs. non-JOM students in English Language Arts and Math
- Providing research on best practices for Native American students
- Providing research on best practices for Native American parent/family/community engagement
- Providing annual Native American education conferences focused on all Indian Education stakeholders and multiple issues facing Indian communities
 - Annual Tribal Leaders Conference
 - 2017 National Forum on Dropout Prevention for Native & Tribal Communities
 - 2017 Reaching the Wounded Student Conference
- Facilitating meetings of the Indian Education Advisory Council on, at minimum, a quarterly basis
- Working with the OIE's Planning & Development Team

In addition to these activities, the ADE's Office of Indian Education works with outside agencies, community organizations, institutes of higher education, research organizations and more to ensure the best possible support of Native American students, families, and educators of Native American students in Arizona.

Attachment B

Invoice Number: JOM2017_AZ02

Status: Paid												Print	Attachments	Related Documents	History		
<p>EDUCATION, ARIZONA DEPT OF</p> <p>Remit To: EDUCATION, ARIZONA DEPT OF 1535 WEST JEFFERSON STREET PHOENIX, AZ 85007-3209</p>						<p>Invoice Number: JOM2017_AZ02 Issue Date: Nov 7, 2016 Receipt Date: Nov 7, 2016 Bill Period Start Date: Bill Period End Date: Supplier Contact Name: Nadine Groeng Supplier Contact Phone: 6025425235 Payment Terms: Prompt Pay Due Date: Dec 7, 2016 PO Number: AJ6PX01072 R 0 Contract No.: Buyer Contact Name: Paul Robinson Buyer Phone: Buyer Email: COTR: Huberta Lewis COTR Phone: COTR Email: Huberta.Lewis@ole.edu FOB Terms: Currency Code: USD Total Invoice Amount: 360,498.72</p>											
<p>Department of the Interior</p> <p>ALC Code: Bill To: Department of the Interior EIA Fiscal Services 12220 Sunrise Valley Drive RESTON VA 20191</p>																	
DOI Internal Use Only:																	
INV Line #	PO Line #	PO Sub #	Agency Part #	Item Code	Description	Service Date From	Service Date To	QTY	Unit Price	U.O.M. (Type)	Extended Price	Tax Type	Tax %	Tax Amount			
1	10	1			JOM 2016-2017	7/1/2016	6/30/2017	1.00	360,498.72	AU (S)	360,498.72	Exempt	0.00	0.00			
Contract Line Number: 10																	
Showing 1 of 1																	
												Extended Price Sub-total:		360,498.72			
												Total Misc:		0.00			
												Total Freight:		0.00			
												Total Taxes:		0.00			
												(Totals apply to full invoice) Total Amount:		360,498.72			
Invoice Comments:																	
PO Comments:																	
												Print	Attachments	Related Documents	History		

Attachment C

October 1 2014 Enrollment - FY2017 JOM Allocations				
#	LEA Name	Enrollment	PPA	Allocation
1	Ajo Unified District	121	\$60.23	\$7,288.19
2	Alhambra Elementary District	396	\$60.23	\$23,852.27
3	Amphitheater Unified District	226	\$60.23	\$13,612.66
4	Chandler Unified District #80	66	\$60.23	\$3,975.38
5	Creighton Elementary District	174	\$60.23	\$10,480.54
6	Grand Canyon Unified District	81	\$60.23	\$4,878.87
7	Madison Elementary District	208	\$60.23	\$12,528.46
8	Marana Unified District	74	\$60.23	\$4,457.24
9	Mesa Unified District	504	\$60.23	\$30,357.43
10	Murphy Elementary District	26	\$60.23	\$1,566.06
11	Osborn Elementary District	295	\$60.23	\$17,768.74
12	Phoenix Elementary District	221	\$60.23	\$13,311.49
13	Phoenix Union High School District	327	\$60.23	\$19,696.19
14	Prescott Unified District	130	\$60.23	\$7,830.29
15	Santa Cruz Valley Union High School District	16	\$60.23	\$963.73
16	Scottsdale Unified District	130	\$60.23	\$7,830.29
17	Stanfield Elementary District	130	\$60.23	\$7,830.29
18	Sunnyside Unified District	525	\$60.23	\$31,622.33
19	Tempe School District	171	\$60.23	\$10,299.84
20	Tempe Union High School District	81	\$60.23	\$4,878.87
21	Tolleson Union High School District	57	\$60.23	\$3,433.28
22	Tucson Unified District	500	\$60.23	\$30,116.50
23	Union Elementary District	73	\$60.23	\$4,397.01
24	Yavapai-Apache Nation	<u>256</u>	\$60.23	<u>\$15,419.65</u>
		4788		\$288,395.60

EXECUTIVE SUMMARY

Issue: Pursuant to Arizona revised Statutes (A.R.S.) 15-207. Consideration to award MATHEMATICS AND SCIENCE PARTNERSHIPS PROGRAM funding to seven local educational agencies under the established competitive process in the form of Subgrant Awards.

Action/Discussion Item

Information Item

Background and Discussion

Title II, Part B of NCLB authorizes a MATHEMATICS AND SCIENCE PARTNERSHIPS PROGRAM (MSP) competitive grant program. The intent of this program is to increase academic achievement of students in mathematics and science by enhancing the content knowledge and teaching skills of classroom teachers. Core partners in these grants must include mathematics, science, and/or engineering departments/faculty from institutions of higher education (IHE), including community colleges. Partnerships of higher education, high-need LEAs, and other stakeholders will draw upon the strong disciplinary expertise of the mathematicians, scientists, and engineering faculty from higher education institutions to develop professional development activities that will increase student achievement by providing teachers with strong mathematics and/or science content knowledge.

The Arizona Department of Education (ADE) is responsible for the administration of the MSP Program. Available funds will be awarded by the ADE to support successful proposals submitted by eligible partnerships comprised of departments/faculty of mathematics, science, or engineering at Arizona institutions of higher education and high-need LEAs.

In order for LEAs (school or schools) to be eligible, they must demonstrate student need by meeting the following criteria:

- Evidence of school(s) with a poverty level, defined by Title 1 Section 1114 of the NCLB Act, of having at least a rate of 35% Free and Reduced lunch program student participation.

If a school district decides to apply for an Arizona MSP Grant, all schools included in the grant application must meet the definition of **high-needs** as defined by the Arizona MSP program.

Contact Information:

Suzi Mast, Director K-12 Mathematics and Educational Technology Standards
Carol Lippert, Associate Superintendent High Academic Standards for Students

EXECUTIVE SUMMARY

Pursuant to Arizona revised Statues (A.R.S.) 15-207.
 Proposed contract between the **State Board of Education**, acting for and on behalf of the Arizona Department of Education (ADE), and **Name of Contracting Party(ies)**:

The table below contains the name of **7** eligible local educational agency (LEAs) requesting participation in Arizona’s MATHEMATICS AND SCIENCE PARTNERSHIP (MSP) PROGRAM through submission of Subgrant Applications to the ADE in response to the prescribed competitive process and have, as a result, received technical review scores sufficiently high enough to be considered for funding.

NAME OF THE APPLICANT LEA		LEA-REQUESTED AMOUNT
Coconino County ESA - STEM		\$ 621,000
Pendergast Elementary School District		\$ 468,000
Agua Fria Union High School District		\$ 279,000
Peoria Unified School District		\$ 305,000
Gila County ESA		\$ 414,000
Crane Elementary School District		\$ 339,000
Coconino County ESA – HS Math		\$ 626,000
Total:		\$ 3,052,000
Estimated Impact of MATHEMATICS AND SCIENCE PARTNERSHIPS Awards		
LEAs	Teachers	Students
100	360	28,900

Contract Amount:
 Total not to exceed \$3,100,000

Each local educational agency that submitted a MATHEMATICS AND SCIENCE PARTNERSHIPS PROGRAM Subgrant Application has developed a **18** month budget. LEAs receiving sufficiently high enough technical review scores entered into budgetary and programmatic negotiations with staff to further refine the dollar amounts being requested. Starting with the highest scoring LEA, each requested contract reimbursement ceiling is subtracted from the total of funds set aside under law for such Subgrant Awards.

EXECUTIVE SUMMARY

Source of Funds:

Authorizing Legislation: *No Child Left Behind Act of 2001*, P.L. 107-110, under Title II, Part B.

Function Code No.(s): MATH100-FAY14

Responsible Unit at Department of Education:

HIGH ACADEMIC STANDARDS FOR STUDENTS DIVISION

Associate Superintendent: Carol Lippert

Deputy Associate Superintendent: Jonathan Moore

Dates of Contract:

Subgrant Awards shall become effective on December 19, 2016 and shall terminate on June 15, 2018.

Previous Contract History

The MATHEMATICS AND SCIENCE PARTNERSHIPS PROGRAM is authorized under P.L. 107-110. The MSP funding is available to LEAs to increase the content knowledge and pedagogical knowledge base of teachers of Mathematics and Science, and increase the numbers of appropriately certified teachers in these subject areas.

Method of Determining Contract Amount(s)

The contract reimbursement ceilings being proposed under each MATHEMATICS AND SCIENCE PARTNERSHIPS PROGRAM Subgrant Application are sufficient to provide the services, support and assistance that are to be delivered to classroom teachers and other educators in eligible, participating schools throughout Arizona. Project ceilings were set, following successful negotiations of both budgetary and programmatic issues, supported by detailed budgets that were prepared by the contracting parties, and reviewed and approved by the ADE. Approved budgets shall be entered into the Department's on-line Grants Management System.

Recommendation to the Board

It is recommended that the Board approve the contract between the State Board and the LEAs who applied and qualified for Mathematics and Science Partnership Subgrant awards.

EXECUTIVE SUMMARY

Issue: Consideration to approve the Move on When Reading (MOWR) LEA and charter school literacy plans for release of K-3 Reading Base Support Funds.

Action/Discussion Item

Information Item

Background and Discussion

A.R.S. § 15-701 prohibits a student from being promoted from the third grade if the student obtains a score on the reading portion of the statewide assessment that demonstrates the student's reading falls far below (FFB) the third grade level. The law requires school districts and charter schools to offer 3rd grade students who score FFB on the statewide assessment at least one of the intervention and remediation strategies listed in statute and adopted by the State Board of Education (Board).

The legislature appropriates \$40 million annually for K-3 reading base support funding to provide per student funding to schools for students in grades K-3, and prescribed requirements for the receipt of the funds. A.R.S. §15-211, requires school districts and charter schools that serve any K-3 grades to annually submit a literacy plan to the Board. The law further requires school districts and charter schools which either received C/D/F letter grades or had more than 10% of their 3rd grade students labeled as "Falls Far Below" (FFB) on the statewide reading assessment to have their reading plans approved by the Board before the Arizona Department of Education School Finance Division may release reading base support funds.

The General Appropriations Act for fiscal years 2013, 2014 and 2015 included a budget footnote which allowed the Board to use up to \$1,500,000 of the \$40 million appropriated for K-3 reading base support on "technical assistance and state level administration" of the MOWR program. The fiscal year 2015-2016 General Appropriations Act (Laws 2015, Chapter 8) created the Board as a separate budget unit and appropriated \$39.9 million to the K-3 Reading base support level, while it removed the footnote that provided the Board with the authority to use a portion of the funds to provide technical support and administer the program. HB 2479 (Laws 2015, Chapter 310) included session law that allowed the Department to use up to \$500,000 of the K-3 Reading base support funding on "technical assistance and state level administration" of the program.

MOWR Policy and Administration

The Board retains authority to set policy for the MOWR program pursuant to A.R.S. §15-701 and A.R.S. §15-211. In June 2012, the Board considered recommendations developed in partnership with the Department, and approved the content of the literacy

Contact Information:

Jonathan Moore, Deputy Associate Superintendent, K-12 Academic Standards
Carol Lippert, Associate Superintendent, High Academic Standards for Students

EXECUTIVE SUMMARY

plans and determined procedures by which the plans would be submitted, reviewed and approved. These procedures allow the distribution of funds to those districts and charters which statutorily require review of literacy plans before release of funds.

2016-2017 LEA and Charter School Submissions

Arizona Revised Statute § 15-211(A-B), requires LEAs and charter schools that provide instruction in grades K-3 to annually submit a comprehensive literacy plan on October 1. LEAs and charter schools with a letter grade of “C” or lower and any LEA with more than 10% of their students which score FFB on the statewide assessment are required to have their literacy plans approved by the Board in order to receive K-3 reading base support funding. LEAs and charter schools that are assigned a letter grade of A or B pursuant to A.R.S. § 15-241 shall submit a comprehensive literacy plan only in odd-numbered years.

Literacy Plan Review and Approval

The K-12 Academic Standards unit constructed a cadre of ADE staff and external literacy experts to review literacy plans over the course of two days. Members of the ADE staff represented various areas including Early Childhood Education, Exceptional Student Services, Assessment, and Title I. The external literacy experts were individuals who had previously reviewed MOWR Literacy Plans and also had experience in facilitating Teaching Reading Effectively trainings. The literacy experts, to ensure consistency, served as points of support for questions relating to scoring of particular elements.

On the initial day of the plan review period, the cadre participated in a training designed to increase familiarity with the plan components and the rubric tool as well as the online portal that stores the plans. Members of the cadre were then given plans to review. Plans were prioritized so LEAs that had a high number of students at risk were reviewed by the literacy experts. If plans were found to have a significant number of delinquencies in a category, the K-12 Academic Standards Unit contacted them to provide resources and technical assistance. The support included the areas of core reading programs, instructional time, and professional development offerings by the LEA. LEAs were given the date of October 2017 to correct all delinquencies in their plan.

As of November 1, 2016, 185 of 188 (98%) of LEA Literacy Plans have been submitted. The following list of LEA plans are deemed to contain sufficient criteria for Board approval:

EXECUTIVE SUMMARY

<u>Entity ID</u>	<u>LEA or Charter School Name</u>
79457	A Center for Creative Education
4154	Window Rock Unified District
4156	Sanders Unified District
4157	Ganado Unified School District
4158	Chinle Unified District
4162	Vernon Elementary District
4163	Mcnary Elementary District
4169	Bisbee Unified District
4171	Bowie Unified District
4174	Douglas Unified District
4176	Naco Elementary District
4185	Elfrida Elementary District
4186	Pearce Elementary District
4187	Ash Creek Elementary District
4192	Flagstaff Unified District
4193	Williams Unified District
4194	Grand Canyon Unified District
4196	Page Unified District
4197	Tuba City Unified School District #15
4201	Pine Forest Education Association, Inc.
4208	Globe Unified District
4210	San Carlos Unified District
4211	Miami Unified District
4212	Hayden-Winkelman Unified District

EXECUTIVE SUMMARY

4221	Fort Thomas Unified District
4228	Duncan Unified District
4230	Morenci Unified District
4238	Gila Bend Unified District
4252	Nadaburg Unified School District
4255	Paloma School District
4256	Phoenix Elementary District
4259	Isaac Elementary District
4263	Creighton Elementary District
4265	Murphy Elementary District
4268	Balsz Elementary District
4271	Glendale Elementary District
4272	Avondale Elementary District
4275	Palo Verde Elementary District
4277	Union Elementary District
4279	Roosevelt Elementary District
4280	Alhambra Elementary District
4296	Academy Of Excellence, Inc.
4303	Friendly House, Inc.
4313	STEP UP Schools, Inc.
4329	Edkey, Inc. - Sequoia Choice Schools
4338	Phoenix Advantage Charter School, Inc.
4341	EduPreneurship, Inc.

EXECUTIVE SUMMARY

4366	New Horizon School for the Performing Arts
4369	Peach Springs Unified District
4370	Colorado City Unified District
4371	Hackberry School District
4373	Owens School District No.6
4374	Littlefield Unified District
4377	Yucca Elementary District
4387	Winslow Unified District
4390	Pinon Unified District
4394	Whiteriver Unified District
4395	Cedar Unified District
4396	Kayenta Unified School District # 27
4403	Tucson Unified District
4407	Sunnyside Unified District
4409	Ajo Unified District
4412	Baboquivari Unified School District #40
4414	San Fernando Elementary District
4416	Continental Elementary District
4425	Presidio School
4438	Ray Unified District
4439	Mammoth-San Manuel Unified District
4440	Superior Unified School District
4442	Coolidge Unified District
4443	Apache Junction Unified District

EXECUTIVE SUMMARY

4444	Oracle Elementary District
4448	Eloy Elementary District
4449	Sacaton Elementary District
4450	Toltec School District
4451	Stanfield Elementary District
4452	Picacho Elementary District
4459	Santa Cruz Elementary District
4460	Patagonia Elementary District
4473	Mayer Unified School District
4479	Congress Elementary District
4480	Kirkland Elementary District
4481	Beaver Creek Elementary District
4482	Hillside Elementary District
4493	Mingus Springs Charter School
4500	Somerton Elementary District
4503	Mohawk Valley Elementary District
4504	Wellton Elementary District
4505	Gadsden Elementary District
4510	Parker Unified School District
4513	Bouse Elementary District
4514	Salome Consolidated Elementary District
5174	Integrity Education Incorporated
5186	Cholla Academy

EXECUTIVE SUMMARY

5978	Akimel O Otham Pee Posh Charter School, Inc.
6235	P.L.C. Charter Schools
6361	BASIS Schools, Inc.
6364	Accelerated Elementary and Secondary Schools
6372	Gem Charter School, Inc.
6378	Arizona Academy of Science And Technology, Inc.
6446	Edkey, Inc. - Sequoia Charter School
10969	Desert Springs Academy
78882	New World Educational Center
78966	Akimel O'Otham Pee Posh Charter School, Inc.
79047	Career Success Schools
79050	Little Lamb Community School
79085	Southgate Academy, Inc.
79086	Painted Desert Demonstration Projects, Inc.
79211	Edkey, Inc. - Sequoia Village School
79214	Excalibur Charter Schools, Inc.
79215	American Basic Schools LLC
79218	Telesis Center for Learning, Inc.
79233	Kaizen Education Foundation dba South Pointe Elementary School

EXECUTIVE SUMMARY

79426	Aprender Tucson
79500	Griffin Foundation, Inc. The
79548	Montessori House, Inc.
79578	Pan-American Elementary Charter
79881	Nosotros, Inc
79947	Arizona Community Development Corporation
79957	Valley of the Sun Waldorf Education Association, dba Desert Marigold School
79973	Founding Fathers Academies, Inc
81043	Edkey, Inc. - Redwood Academy
81050	Edkey, Inc. - Sequoia School for the Deaf and Hard of Hearing
81052	Edkey, Inc. - Sequoia Ranch School
81123	Educational Impact, Inc.
85807	StarShine Academy
87407	Arizona Connections Academy Charter School, Inc.
88308	Desert Sky Community School, Inc.
88317	Prescott Valley Charter School
88374	Imagine Elementary at Tempe, Inc.
89414	Sage Academy, Inc.
89556	Concordia Charter School, Inc.
89784	Imagine Avondale Elementary, Inc.

EXECUTIVE SUMMARY

89786	Imagine Coolidge Elementary, Inc.
90036	West Valley Arts and Technology Academy, Inc.
90142	Teleos Preparatory Academy
90192	Morrison Education Group, Inc.
90199	Academy Del Sol, Inc.
90273	Phoenix Collegiate Academy, Inc.
90275	Research Based Education Corporation
90287	The Odyssey Preparatory Academy, Inc.
90327	CAFA, Inc. dba Learning Foundation and Performing Arts Gilbert
90328	CAFA, Inc. dba Learning Foundation and Performing Arts Alta Mesa
90330	Kaizen Education Foundation dba Vista Grove Preparatory Academy Elementary
90506	Ed Ahead
90862	BASIS Schools, Inc.
90894	Graysmark Schools Corporation
90900	La Tierra Community School, Inc
91108	South Phoenix Academy Inc.
91110	Scottsdale Country Day School
91170	EAGLE College Prep Harmony, LLC

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91250	The Paideia Academies, Inc
91275	Hirsch Academy A Challenge Foundation
91277	Empower College Prep
91328	Kaizen Education Foundation dba Discover U Elementary School
91329	Kaizen Education Foundation dba Advance U
91330	Camino Montessori
91934	CASA Academy
91938	EAGLE College Prep Maryvale, LLC
91939	EAGLE College Prep Mesa, LLC.
91948	Vista College Preparatory, Inc.
91949	BASIS Schools, Inc.
91958	Arizona Autism Charter Schools, Inc.
92226	Edkey, Inc. - Sequoia Pathway Academy
92312	Archway Classical Academy Arete
92314	Archway Classical Academy Cicero
92320	BASIS Schools, Inc.
92349	BASIS Schools, Inc.
92369	Create Academy
92374	Noah Webster Schools-Pima
92379	Ethos Academy - A Challenge Foundation Academy

EXECUTIVE SUMMARY

92381	Self Development Academy-Phoenix
92566	Arizona Language Preparatory
92596	Franklin Phonetic Primary School, Inc.
92656	Archway Classical Academy Lincoln
92704	Archway Classical Academy Trivium East
92730	Leman Academy of Excellence, Inc.
92865	BASIS Schools, Inc.
92879	Legacy Traditional School - Surprise
92978	The Grande Innovation Academy
92989	Colegio Petite Phoenix
92997	BASIS Schools, Inc.
850099	Legacy Traditional School - Peoria
850100	Legacy Traditional School - Glendale
850101	Legacy Traditional School - North Chandler

Recommendation to the Board

It is recommended that the Board approve the Move On When Reading LEA literacy plans for release of K-3 Reading Base Support Funds, as listed in this item.

EXECUTIVE SUMMARY

Issue: SEI Course Approval

Action/Discussion Item

Information Item

Background and Discussion

STRUCTURED ENGLISH IMMERSION (SEI) TRAINING TO COMPLETE THE FULL AND PROVISIONAL SEI ENDORSEMENT

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.

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 Dr. Glenna Hegstad 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:

45-hour Completion Course

- Individual Trainers & Educational Service Agencies
 - Dr. Glenna Hegstad

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 to approve grant awards to Miami Unified School District, , and Sierra Vista Unified School District, pursuant to Arizona Revised Statutes (A.R.S.) 15-154 and Laws 2016 Ch. 124 Sec. 34 (HB2707/SB1538),

Action/Discussion Item

Contract Abstract

Background and Brief Explanation of Contract

The \$3,646,400 appropriation to the Department of Education (ADE) for the School Safety Program for fiscal year 2016-2017 in Laws 2016 Ch. 124 Sec. 34 (HB2707/SB1538) includes \$100,000 for a pilot program on school emergency readiness.

The statute stipulates that districts shall submit applications to the ADE to participate in the pilot program on or before September 30, 2016, that the ADE shall select three Districts to participate in the pilot program on or before November 30, 2016, and that formal notification to awarded LEAs will be made in December 2016. The selected school districts shall collectively consist of no more than thirty-one individual school sites and shall consist of:

1. One school District that is located in a county with a population eight hundred thousand persons or more.
2. One school District that is located in a county with a population of more than one hundred thousand persons but less than eight hundred thousand persons.
3. One school District that is located in a county with a population of less than one hundred thousand persons.

A total of two (2) applications were received for the Pilot Grant. One district applicant is from Cochise County that is included in Group 2 identified above. One district applicant is from Gila County that is included in Group 3 above. No Pilot Grant applications were received from county Group 1.

The statute further stipulates that the program must incorporate the following:

1. Education specific emergency management software. All plans and critical emergency readiness information including contacts, floor plans and critical equipment photos and locations shall be accessible online and off-line via mobile device applications. The software used in the pilot program shall comply with the national emergency information management system adopted by the Federal Emergency Management Agency.
2. Training of teachers and administrators in the readiness and emergency management program.

Contact Information:

Nerissa Emers, Director of Clinical School Health, Health & Nutrition Services Division
Melissa Connor, Lead, Health & Nutrition Services Division

EXECUTIVE SUMMARY

3. The development, implementation and maintenance of a comprehensive crisis plan for those school Districts and their teachers and administrators.

Name of Contracting Party(ies)

Proposed grant awards issued by the State Board of Education, acting for and on behalf of the Arizona Department of Education, for the following: Miami Unified School District and the Sierra Unified School District.

Contract Amount

Miami Unified School District (County Group 3) - \$37,821.55
Sierra Vista Unified School District (County Group 2) - \$21,500

Source of Funds

Laws 2016 Ch. 124 Sec. 34 (HB2707/SB5138) appropriated \$100,000 for a pilot program on school emergency readiness.

Responsible Unit at the Department of Education

School Safety and Prevention Unit

Dates of Contract

January 1, 2017 – September 30, 2017

Previous Contract History

n/a

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

Approximately 7,230 students and 939 staff among the two school districts will be served by this grant.

Method of Determining Contract Amount(s)

Contract amounts were determined by total appropriation from Laws 2016 Ch. 124 Sec. 34 (HB2707/SB5138) and the competitive grant review process in accordance with ADE policy.

Evaluation Plan

Per HB2707/SB 5138, on or before November 1, 2017, the ADE shall submit to the Governor, the President of the Senate, the Speaker of the House, and the Secretary of State a report that summarizes the results of the pilot program.

The report will include the activities accomplished by each grantee including the following:

- The developments made to the schools' emergency response plans
- The outcomes of trainings conducted under the Program in support of

EXECUTIVE SUMMARY

- emergency readiness for the districts and schools; and
- The software programs adopted and benefits resulting from software utilization.

Recommendation to the Board

It is recommended that the Board approve the grant awards to the Miami Unified School District and Sierra Vista Unified School District.

EXECUTIVE SUMMARY

Issue: Update on AELAS Development and Implementation

Action/Discussion Item

Information Item

Background and Discussion

ADE has entered its sixth year of development of the Arizona Education Learning and Accountability System (AELAS). The Department continues to contract with WestEd/CELT for quarterly, independent, third-party monitoring. WestEd/CELT recently completed their site visit from October 2016, conducting project reviews and attending several meetings vital to AELAS implementation. A full report from the WestEd/CELT visit detailing their observations and quarterly findings was provided to the Executive Director via email. The team will conduct its second quarterly review for FY17 the first week of January 2017.

During its October 2016 visit, the WestEd/CELT team monitored progress on the Department's efforts in the following areas (as approved by the State Board and the Joint Legislative Review Committee):

- Ongoing AELAS support and operations
- Statewide Student Information System Implementation
- AzEDS development
- Limited School Finance refactoring discovery and design work for APOR, CHAR and Budget payment processes

The team commended the Department's successful conversion to AzEDS on July 1, 2016. With few exceptions, districts and charters began submitting data to AzEDS as expected, and the Department was commended for its overall approach to diagnosing and addressing submission errors as they occurred. It was also noted that the IT Division has developed a number of tools used to track, forecast and model project costs for a variety of stakeholders. In preparation for the code rewrite for the remaining school finance payment functions (APOR/CHAR), the team recommended a comprehensive review of all legislation related to these payment calculations.

The review included an evaluation of the Department's roadmap and plan to eliminate agency systems that draw data from SAIS databases. IT's planned for a phased approach was approved, and it was acknowledged that this technical work was critical for ongoing success of the entire data system project. Similarly, the team reviewed and supported the proposed funding request for FY18.

ADE continues to receive millions of AzEDS transactions and still exceeds its goal of maintaining 500 millisecond monthly average response time for AzEDS transactions. Of note, in October AzEDS became the source for student-level data used by School Finance for some state aid payment calculations.

Contact Information:

Lisa Blyler, Deputy Associate Superintendent
(Mark Masterson, CIO/Associate Superintendent)

Quarterly Performance Review of the Arizona Education Learning and Accountability System: AELAS

Submitted to the Arizona Department of Education
by WestEd and CELT

Date: October 2016



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INTRODUCTION

This report documents a quarterly performance review of the Arizona Education Learning and Accountability System (AELAS) by an independent evaluator as required by *Arizona Revised Statutes* (A.R.S.) 15-249 that was conducted October 6-7, 2016. WestEd, the prime contractor, and the Center for Educational Leadership and Technology (CELTI), the subcontractor, were hired by the Arizona Department of Education (ADE) to serve as that independent evaluator. This quarterly monitoring report is a follow-up to the initial performance review conducted in 2013, with a report submitted on September 9, 2013. This report follows all previous quarterly monitoring reports, updating commendations and recommendations.

SUMMARY FINDINGS

The main findings from this monitoring visit include:

1. **Legislative Review for the Re-write of APOR and CHAR:** APOR and CHAR are to be re-written in the later part of FY17 and FY18. This work will require that the business rules and financial calculations for district funding from the state are documented. There are at least three approaches to determining the business rules and financial calculations for APOR/CHAR prior to these systems being re-written. These include:
 - a. Reverse engineer the rules from the legacy code;
 - b. Conduct a legislative review; or
 - c. Use a combined approach of legislative review and reverse engineering of the legacy code, followed by a gap analysis of the two results.

The reverse-engineering approach assumes that the current code accurately captures the legislation and all updates/revisions. It also does not necessarily offer the opportunity to review the legislative intent to determine if certain aspects of the financial calculations are still relevant. A thorough legislative review should identify the financial calculations and any updates/revisions that were required to be enacted. It also affords the opportunity to explore the intent of the legislation to determine if the original meaning is still relevant. This approach will not necessarily identify any differences with the legacy code and the accompanying financial impact to districts. This report recommends that at a minimum, the ADE conduct a thorough legislative review to determine the financial calculations for school district funding and then vet the results with a committee appointed to determine if these calculations are still relevant and practical. This report also recommends, if time and funding permit, that the ADE reverse engineer the legacy code to a degree that will allow a comparison with the legislative review to determine the financial impact to districts of the “to be” business rules and financial calculations.

2. **Help Desk Services:** While the help desk services offered by ADE are technically beyond the scope of this review, the quality and timeliness of these services does impact the ongoing sustainability and adoption of AELAS. This review found that the help desk (e.g., customer support or call center) services offered by ADE do not reflect the commonly accepted best practices and use of metrics as recommended by such frameworks as ITIL or COBIT. This results in a backlog of tickets and long average resolution times. The ADE has been very intentional with regard to the adoption of IT best practices in such areas as project management, enterprise architecture, configuration management and release management. This report

recommends that the same level of research and application of best practices be applied to the help desk services. As of this report, the IT division began a structural reorganization of the support center services. The monitoring team also provided suggested metric tools to review for possible implementation.

3. **IP Sell Bill:** In order to be successful at supporting systems that have been sold to other education agencies (i.e., sustain a level of service that meets customer expectations), the ADE must have mature processes in place for such things as configuration management, release management, quality assurance, system development lifecycle, and help desk. These processes at ADE, with the exception of the help desk, seem to be relatively well positioned to expand to support systems deployed beyond the department. This report recommends that the help desk process be improved prior to any sell of ADE's AELAS components.
4. **SIS Opt-in:** The original justification for providing SIS opt-in services to districts was based on: savings (lower per-student costs) from volume purchasing, better support from the ADE, and easier procurement for districts. As of this report, districts that are participating in the SIS opt-in approach have enjoyed lower per-student costs, however it is arguable as to whether they receive better support and easier procurement. The ADE is working to improve support and procurement, and may be able to make these a differentiator. For example, a dedicated support model has been adopted. This ensures that ADE builds a knowledgeable staff as well as an opportunity to effectively measure support analyst performance and productivity. Additionally, a review of the procurement processes and systems has yielded a streamlined, automated approach to the procurement process. These management changes are XXX (I'd say step in the right direction, but will defer to your opinion) and will be a subject of review during the next monitoring period. But, given that the ADE will no longer actively market the SIS opt-in approach to other districts, it is an open question as to which direction to take with regard to the SIS opt-in approach. The ESSA strategic plan is a potential resource to use to address the future direction for such ADE services to districts.
5. **Legacy Apps:** Converting the legacy applications off of SAIS is an important next step for the AELAS project. This conversion was reported to occur in two phases – first to point the legacy applications to the new ODS instead of SAIS and then to look at collapsing and combining these applications. This work will carry on for an as-yet undetermined amount of time. During this time, ADE will work to convert the older (2003) servers for these apps to newer servers to avoid the need to maintain unsupported system software. There is no specific recommendation in this report regarding this issue, only an acknowledgement of the importance of this work and the need for a strategy to convert these apps in a reasonable timeframe.
6. **Old SAIS Servers** – The SAIS 2000 servers are already unsupported (not patchable) and will be a challenge to maintain for the future. These servers will only be needed for 915 processing, and this need will expire in 2019. The 915 submittals have already begun for 2016 and experienced a 3-day outage due to a corrupted directory. This represents an ongoing issue to be managed, however ADE is taking steps to minimize the risk to these servers. These include:
 - a. Isolating the servers to an internal network;

- b. Implementing SPLUNK as a method to review the logs on these servers and report suspicious file changes; and
- c. Implementing file integrity monitoring through ADOA services to determine and alert ADE if critical files are changed.

Again, there is no specific recommendation in this report regarding this issue, only an acknowledgement of the importance of this work and an endorsement of the measures being used to keep the 2000 servers operational for 915 processing.

7. **Fiscal Year 2018 Sustainability Funding:** The FY2018 budget request is \$10.1 million for the support, maintenance and ongoing operation of AELAS and \$7.5 million for further development. This development includes:
 - a. \$1.25 million for AZDASH for 2018 to accommodate new reports, the menu of assessments, ESSA, and other new functionality for the districts;
 - b. \$3.5 million for school finance for the development work for APOR and CHAR. The design work for these systems will be done as much as possible in FY2017; and
 - c. \$2.75 million to consolidate additional data collections into AzEDS by expanding the APIs to accommodate such things as ELL, ESS, and food services.

This report acknowledges the importance of sustaining and continuing to build on the work of AELAS.

COMMENDATIONS

Commendations pertain to activities that ADE is doing especially well and are highlighted as examples of superlative performance. The WestEd/CELT team has noted the following commendations from observations during the October 2016 site visit:

1. **Conversion to AzEDS:** The new data reporting process is reported to be working very well. All districts (with a couple of small exceptions) are reporting data through AzEDS. The new reporting is saving districts time and providing accurate data. Districts seem to be satisfied with the process. This represents a major milestone and accomplishment by the ADE and puts the state in the top tier of data collection and reporting among all other state education agencies.
2. **Broadband** – The ADE is pursuing a strategy to provide broadband services to school districts across the state. This issue was raised in the original focus groups, and continued to be an issue for the most rural districts across the state. Broadband is a service that will greatly benefit the state and especially the smaller and more rural districts. Such services have been offered by other states and have been shown to be effective in terms of managing costs and in terms of providing needed bandwidth to meet the ever-increasing needs of technology enhanced instruction.
3. **Teacher Preparation Program** – Increasing the data literacy of educators across the state is technically not part of the WestEd/Celt monitoring. However, data literacy in the districts and at ADE is a foundational skill set that will enable broader and more effective use of AzEDS. ADE is at the cutting edge here among states. The ADE is requiring that teacher preparation programs show evidence that they provide training on data literacy for educators beyond just

assessment literacy and to have data literacy embedded in all aspects of teacher preparation program, not a separate strand. ADE is one of the first, if not the first state, to collaboratively work with its colleges of education to develop a rubric and set of standards against which curricula can be built. It would be helpful, however, for ADE to ensure that data literacy skills and knowledge are included in the required skill sets for educators and have those skills sets available for dissemination via the Department’s website.

4. **Strategic Plan for ESSA** – ADE is ahead of most states in the development of the strategic directions for ESSA. The planning process included broad participation from stakeholders and generated over 14,000 public comments on the plan. A second round of feedback will be forthcoming following the release of a revised document on November 1, 2016. This level of stakeholder input increases the potential buy-in from various segments of the population.
5. **Cost Estimating and Tracking** - The ADE IT department has developed good tools for tracking planned and actual costs for the projects that they manage. These include not only cost tracking but also change request management/tracking and modeling tools to help project future costs for things such as cloud services. The department very closely manages the funding they receive. They are to be commended for continuously improving the project estimating/tracking tools and processes.
6. **IT Governance** – The ADE IT department is putting in place a governance process that includes the review of program area IT requests and the development of a memorandum of agreement (MOA) to help guide and manage the work. This is an IT governance recommended practice.

FINDINGS BY RECOMMENDATIONS

The initial recommendations (11 total) from the first site visits have served as a baseline from which the WestEd/CELT team has been working for all subsequent site visits. Additional findings and recommendations have been added relative to the initial findings. Below is a synthesis of the team’s findings and recommendations from the June 2016 visit.

1. Stay the course as envisioned in the AELAS business case.

<i>Findings</i>	<i>Recommendations</i>
<p>APOR and CHAR: The planned rewrite of APOR and CHAR is to begin in 2017 and continue into 2018. This work will require that the business rules and financial calculations for district funding from the state are documented.</p>	<p>There are at least three approaches to determining the business rules and financial calculations for APOR/CHAR prior to these systems being re-written. These include:</p> <ol style="list-style-type: none"> a. Reverse engineer the rules from the legacy code; b. Conduct a legislative review; or c. Use a combined approach of legislative review and reverse engineering of the legacy code, followed by a gap analysis of

<u><i>Findings</i></u>	<u><i>Recommendations</i></u>
	<p>the two results.</p> <p>The reverse-engineering approach assumes that the current code accurately captures the legislation and all updates/revisions. It also does not necessarily offer the opportunity to review the legislative intent to determine if certain aspects of the financial calculations are still relevant. A thorough legislative review should identify the financial calculations and any updates/revisions that were required to be enacted. It also affords the opportunity to explore the intent of the legislation to determine if the original meaning is still relevant. This approach will not necessarily identify any differences with the legacy code and the accompanying financial impact to districts. This report recommends that at a minimum, the ADE conduct a thorough legislative review to determine the financial calculations for school district funding and then vet the results with a committee appointed to determine if these calculations are still relevant and practical. This report also recommends, if time and funding permit, that the ADE reverse engineer the legacy code to a degree that will allow a comparison with the legislative review to determine the financial impact to districts of the “to be” business rules and financial calculations.</p>
<p>SIS Opt-In Project: The original justification for providing SIS opt-in services to districts was based on:</p> <ul style="list-style-type: none"> • savings (lower per-student costs) from volume purchasing; • better support from the ADE; and • easier procurement for districts. <p>As of this report, districts that are participating in the SIS opt-in approach have enjoyed lower per-student costs, however it is arguable as to whether they receive better support and easier procurement. The ADE is working to improve support and procurement, and may be able to make these a differentiator. For example, a dedicated support model has been adopted.</p>	<p>Given that the ADE will no longer actively market the SIS opt-in approach to other districts, it is an open question as to which direction to take with regard to the SIS opt-in approach. The ESSA strategic plan is a potential resource to use to address the future direction for such ADE services to districts.</p>

<u><i>Findings</i></u>	<u><i>Recommendations</i></u>
<p>This ensures that ADE builds a knowledgeable staff as well as an opportunity to effectively measure support analyst performance and productivity. Additionally, a review of the procurement processes and systems has yielded a streamlined, automated approach to the procurement process. These management changes are a step in the right direction, and will be a subject of review during the next monitoring period.</p>	
<p>Help Desk Services: While the help desk services offered by ADE are technically beyond the scope of this review, the quality and timeliness of these services does impact the ongoing sustainability and adoption of AELAS. This review found that the help desk (e.g., customer support or call center) services offered by ADE do not reflect the commonly accepted best practices and use of metrics as recommended by such frameworks as ITIL or COBIT. This results in a backlog of tickets and long average resolution times. As of this report, the IT division began a structural reorganization of the support center services. The monitoring team also provided suggested metric tools to review for possible implementation.</p>	<p>The ADE has been very intentional with regard to the adoption of IT best practices in such areas as project management, enterprise architecture, configuration management and release management. This report recommends that the same level of research and application of best practices be applied to the help desk services.</p>
<p>Legacy Apps: Converting the legacy applications off of SAIS is an important next step for the AELAS project. This conversion was reported to occur in two phases – first to point the legacy applications to the new ODS instead of SAIS and then to look at collapsing and combining these applications. This work will carry on for an as-yet undetermined amount of time. During this time, ADE will work to convert the older (2003) servers for these apps to newer servers to avoid the need to maintain unsupported system software.</p>	<p>There is no specific recommendation in this report regarding this issue, only an acknowledgement of the importance of this work and the need for a strategy to convert these apps in a reasonable timeframe.</p>
<p>Old SAIS Servers – The SAIS 2000 servers are already unsupported (not patchable) and will be a challenge to maintain for the future. These</p>	<p>Again, there is no specific recommendation in this report regarding this issue, only an acknowledgement of the importance of this</p>

<u><i>Findings</i></u>	<u><i>Recommendations</i></u>
<p>servers will only be needed for 915 processing, and this need will expire in 2019. The 915 submittals have already begun for 2016 and experienced a 3-day outage due to a corrupted directory. This represents an ongoing issue to be managed, however ADE is taking steps to minimize the risk to these servers. These include:</p> <ul style="list-style-type: none"> • Isolating the servers to an internal network; • Implementing SPLUNK as a method to review the logs on these servers and report suspicious file changes; and <p>Implementing file integrity monitoring through ADOA services to determine and alert ADE if critical files are changed.</p>	<p>work and an endorsement of the measures being used to keep the 2000 servers operational for 915 processing.</p>

2. Utilize business architecture concepts, aligning department strategic plans to and across program area plans and associated execution activities and methodologies.

<u><i>Findings</i></u>	<u><i>Recommendations</i></u>
<p>Strategic Plan: See findings and recommendations regarding the ESSA strategic plan mentioned later in this report.</p>	

3. Directly address the budgetary issues that pertain to AELAS, SAIS, and the SLDS that include detailed work plans, deliverables, and timelines.

<u><i>Findings</i></u>	<u><i>Recommendations</i></u>
<p>Fiscal Year 2018 Sustainability Funding: The FY2018 budget request is \$10.1 million for the support, maintenance and ongoing operation of AELAS and \$7.5 million for further development. This development includes:</p> <ul style="list-style-type: none"> • \$1.25 million for AZDASH for 2018 to accommodate new reports, the menu of 	<p>No recommendation other than to state that this report acknowledges the importance of sustaining and continuing to build on the work of AELAS.</p>

<u><i>Findings</i></u>	<u><i>Recommendations</i></u>
<p>assessments, ESSA, and other new functionality for the districts;</p> <ul style="list-style-type: none"> • \$3.5 million for school finance for the development work for APOR and CHAR. The design work for these systems will be done as much as possible in FY2017; and • \$2.75 million to consolidate additional data collections into AzEDS by expanding the APIs to accommodate such things as ELL, ESS, and food services. 	

4. **Improve and continue to develop a communication plan to diverse stakeholders.**

<u><i>Findings</i></u>	<u><i>Recommendations</i></u>
No new findings.	No recommendations.

5. **Creation of a data governance process.**

<u><i>Findings</i></u>	<u><i>Recommendations</i></u>
There were no new specific findings about the data governance process during this monitoring visit.	

6. **Reduce the redundancy among data collections.**

<u><i>Findings</i></u>	<u><i>Recommendations</i></u>
<p>Streamlining Data Collections: Work is underway to pursue opportunities through AzEDS to consolidate and reduce the data collections required from districts. These potentially include CTE and military flag (these are in progress), Title 1, free and reduced lunch, and empowerment scholarship.</p>	<p>No recommendations other than to continue this work to make the most benefit of the AzEDS data collection tools.</p>

7. **Creation of a non-profit organizing structure.**

<u>Findings</u>	<u>Recommendations</u>
<p>IP Sell Bill: In order to be successful at supporting systems that have been sold to other education agencies (i.e., sustain a level of service that meets customer expectations), the ADE must have mature processes in place for such things as configuration management, release management, quality assurance, system development lifecycle, and help desk. These processes at ADE, with the exception of the help desk, seem to be relatively well positioned to expand to support systems deployed beyond the department.</p>	<p>This report recommends that the help desk process be improved prior to any sell of ADE AELAS components.</p>

8. **Improvement of human capacity around the use of data (e.g., data literacy).**

<u>Findings</u>	<u>Recommendations</u>
<p>Teacher Preparation Program – Increasing the data literacy of educators across the state is technically not part of the WestEd/Celt monitoring. However, data literacy in the districts and at ADE is a foundational skill set that will enable broader and more effective use of AzEDS. ADE is at the cutting edge here among states. The ADE is requiring that teacher preparation programs show evidence that they provide data literacy for educators beyond just assessment literacy and to have data literacy embedded in all aspects of teacher preparation program, not a separate strand. ADE is one of the first, if not the first state, to collaboratively work with its colleges of education to develop a rubric and set of standards against which curricula can be built. It would be helpful, however, for ADE to ensure that data literacy skills and knowledge are included in the required skill sets for educators and have those skills sets available for dissemination via the Department’s website.</p>	<p>Translate the data literacy rubric into skills and knowledge that can be disseminated on the Department website as part of teacher requirements to make potential candidates aware of the need to demonstrate these skills. This will enhance the message of importance and the expectations around appropriate preparation.</p>

9. **Attend closely to the needs of the most rural districts.**

<u><i>Findings</i></u>	<u><i>Recommendations</i></u>
<p>Broadband – The ADE is pursuing a strategy to provide broadband services to school districts across the state. This issue was raised in the original focus groups, and continued to be an issue for the most rural districts across the state. Broadband is a service that will greatly benefit the state and especially the smaller and more rural districts. Such services have been offered by other states and have been shown to be effective in terms of managing costs and in terms of providing needed bandwidth to meet the ever-increasing needs of technology enhanced instruction.</p>	<p>Continue this effort to close the gap in technology for the more rural districts in Arizona.</p>

10. **Development of a comprehensive long-term plan and continued outreach to stakeholders in the form of periodic needs analyses as a process by which to monitor changing needs of the stakeholder groups.**

<u><i>Findings</i></u>	<u><i>Recommendations</i></u>
<p>Strategic Plan for ESSA – ADE is ahead of most states in the development of the strategic directions for ESSA. The planning process included broad participation from stakeholders and generated over 14,000 public comments on plan. A second round of feedback will be forthcoming following the release of a revised document on November 1. This level of stakeholder input increases the potential buy-in from various segments of the population.</p>	<p>From previous report: The ESSA plan can use the capacities provided by AELAS as a foundation for a future vision of digital teaching and learning. Research the leading practices in such areas as personalized learning and digital curriculum management and create the path forward for the next phase of an AELAS build-out for Arizona schools.</p>

11. **Engage program areas and policymakers in supporting the work of AELAS.**

<u><i>Findings</i></u>	<u><i>Recommendations</i></u>
<p>IT Governance – The ADE IT department is putting in place a governance process that</p>	<p>No recommendation other than to continue to pursue such IT governance practices that</p>

<i>Findings</i>	<i>Recommendations</i>
includes the review of program area IT requests and the development of a memorandum of agreement (MOA) to help guide and manage the work. This is an IT governance recommended practice.	engage the program areas.

CHALLENGES

The most pressing challenges for the ADE from the October monitoring visit appear to be:

1. Completing the conversion of APOR and CHAR.
2. Converting the legacy applications while at the same time keeping the required underlying older infrastructure components operational.
3. Securing sustainability funding for AzEDS going forward.
4. The sustainability and continuity of commitment to the AELAS work across all levels of government in Arizona.
5. Addressing the issues surrounding the help desk.

CONCLUSION AND NEXT STEPS

The new data collection process is reported to be working very well. It offers tremendous future potential to reduce spending, save the districts time required to gather and correct data, and provide more accurate data to the districts and the state. This represents a major milestone and accomplishment by the ADE and puts the state in the top tier of data collection and reporting among all other state education agencies. AELAS now forms a good foundation for Arizona to begin the journey into the world of sound educational decision making, data-informed instruction, and ultimately digital learning. With the passage of ESSA, ADE has a unique opportunity to integrate how AELAS will form the foundation for the agency's strategic plan for its ESSA response. This response is considering the broad impact that the technologies and their data can provide to educators, stakeholders, and parents across the state of Arizona. AELAS perhaps positions Arizona in ways unlike other states, to provide real-time and relevant data to address the objectives of ESSA and those of ADE more broadly construed. However, without a clear vision for such a direction and funding to build upon this foundation, the momentum gained by the AELAS effort could be lost. The strategic planning process provides ADE with the opportunity to consider the development of that vision. Arizona remains in the top tier of state education departments with regard to data collection and potential for data-informed instruction supported by state systems. This progress will be quickly lost without proper vision and support. It is essential to secure long-term sustainability commitments from JLBC to maintain and enhance ADE's data capacity.

EXECUTIVE SUMMARY

Issue:	Consideration to approve the contract between the Arizona Department of Education and the United States Department of Agriculture to award the FY 2016 National School Lunch Program Equipment Grant – 3rd Round.
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Action/Discussion Item

Contract Abstract

Background and Discussion

The Agriculture Appropriations Act of 2016 authorized grants to State Agencies (SA) for providing equipment assistance to School Food Authorities (SFA) participating in the National School Lunch Program (NSLP). Arizona has been selected to receive funding in the amount of \$690,591.

These funds will be available through a competitive grant process. Priority will be given to high need schools where 50% or more of the student population are eligible to receive free or reduced-price meals. Priority will also be given to schools that did not previously receive funds from the 2010 USDA, 2009 ARRA Equipment Grant, FY 2014 NSLP Equipment Grant 2015 or FY 2015 NSLP Equipment Grant 2016.

These funds will make a significant impact in schools, allowing the purchase of equipment capital (>\$5,000) helpful to serve healthier meals, meet the new nutritional standards with emphasis on more fresh fruits and vegetables in school meals, improve food safety and expand accessibility to food services.

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:

NSLP Equipment Grant – 3rd Round Awardees and Amounts

ASPC-Tucson Minors Unit	\$69,680.81
Arizona State School for the Deaf and Blind	\$11,970.00
ASU Preparatory Academy	\$10,455.22
Bradley Academy of Excellence, Inc.	\$28,205.00
Chandler Unified District #80	\$21,889.02
Cochise County Juvenile Detention	\$12,006.62
Concordia Charter School, Inc.	\$23,034.66
Fit Kids, Inc. dba Champion Schools	\$5,363.28
Flowing Wells Unified District	\$43,370.66
Kayenta Unified District	\$55,549.84
Maryvale Preparatory Academy	\$23,080.90
Mayer Unified School District	\$47,397.43

Contact Information:

Mark Frantz, School Nutrition Programs Co-Director
Nicholas Dunford, Deputy Associate Superintendent

EXECUTIVE SUMMARY

Midtown Primary School	\$5,005.00
Morristown Elementary District	\$16,786.01
Nogales Unified District	\$79,780.89
Page Unified District	\$59,487.27
Seligman Unified District	\$24,007.66
Teleos Preparatory Academy	\$23,080.90
Tempe School District	\$81,963.77
Yuma Union High School District	\$48,250.82

Contract Amount

Arizona has been selected to receive funding in the amount of \$690,591.

Source of Funds

Fiscal Year (FY) 2016 Agriculture Appropriations Act.

Responsible Unit at the Department of Education

Health and Nutrition Services Division
Mark Frantz, School Nutrition Programs Co-Director
Nicholas Dunford, Deputy Associate Superintendent

Dates of Contract

July 1, 2016 thru September 30, 2018.

Previous Contract History

Nine of the awarded LEAs have previously been awarded funds from the NSLP Equipment Grant or the FY 2009 USDA and FY 2010 ARRA grants.

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

The awarded school entities serve students in low socio-economic areas with a history of high participation in the National School Lunch Program.

Method of Determining Contract Amount(s)

The Arizona Department of Education has utilized an evaluation process and scoring rubric that complies with the requirements of the grant and has been approved by the United States Department of Agriculture.

Evaluation Plan

Schools are to follow their own procurement processes. Grant is issued through the Arizona Department of Education Grants Management System. Documents are reviewed prior to funds being released.

EXECUTIVE SUMMARY

Page 3 of 3

Recommendation to the Board

It is recommended that the Board approve the contract between the Arizona Department of Education Health and Nutrition Services Division and awardees listed for the NSLP Equipment Grant – 3rd Round for funds to purchase kitchen equipment as described in these materials.

NSLP Equipment Grant 2016 Awardees

ASPC-Tucson Minors Unit

Arizona State School for the Deaf and Blind

ASU Preparatory Academy

Bradley Academy of Excellence, Inc.

Chandler Unified District #80

Cochise County Juvenile Detention

Concordia Charter School, Inc.

Fit Kids, Inc. dba Champion Schools

Flowing Wells Unified District

Kayenta Unified District

Maryvale Preparatory Academy

Mayer Unified School District

Midtown Primary School

Morristown Elementary District

Nogales Unified District

Page Unified District

Seligman Unified District

Teleos Preparatory Academy

Tempe School District

Yuma Union High School District

EXECUTIVE SUMMARY

Issue: Consideration to approve the expenditure of the Fiscal Year 2016 Agriculture Appropriations Act funds.
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Action/Discussion Item

Information Item

Background and Discussion

The Agriculture Appropriations Act of 2016 authorized grants to State Agencies (SA) for providing equipment assistance to School Food authorities (SFA) participating in the National School Lunch Program (NSLP). Arizona has been selected to receive funding in the amount of \$690,591.

These funds will be available through a competitive grant process. Priority will be given to high need schools where 50% or more of the student population are eligible to receive free or reduced-price meals. Priority will also be given to schools that did not previously receive funds from the 2010 USDA, 2009 ARRA Equipment Grant, FY 2014 NSLP Equipment Grant 2015 or FY 2015 NSLP Equipment Grant 2016.

These funds will make a significant impact in schools, allowing the purchase of equipment capital (>\$5,000) helpful to serve healthier meals, meet the new nutritional standards with emphasis on more fresh fruits and vegetables in school meals, improve food safety and expand accessibility to food services.

Review and Recommendation of State Board Committee


Not necessary to be reviewed by a committee.

Recommendation to the Board

It is recommended that the Board approve the expenditure of the Fiscal Year 2016 Agricultural Appropriations Act funds to the awarded LEAs.

Contact Information:

Mark Frantz, School Nutrition Programs Co-Director
Nicholas Dunford, Deputy Associate Superintendent

UNITED STATES DEPARTMENT OF AGRICULTURE- FOOD AND NUTRITION SERVICE GRANT/COOPERATIVE AGREEMENT	1. GRANT/AGREEMENT NO. NSLP-16-AZ-01		2. FEDERAL AWARD DATE 04/27/2016	
	3. CFDA NUMBER 10.579	4. UNIVERSAL IDENTIFIER NUMBER (DUNS) 80-474-6097		5. FEDERAL AWARD IDENTIFICATION NUMBER (FAIN) SEE GAD for FAIN
	3a. CFDA NAME CN Discretionary Grants Limited Availability			
6. FEDERAL AWARDDING AGENCY USDA Food and Nutrition Service	7. GRANT/AGREEMENT FOR FY 2016 National School Lunch Program (NSLP) School Equipment Grants			
8. RECIPIENT NAME Arizona Department of Education 1535 West Jefferson Street, BIN# 7 Phoenix, AZ 85007	9. ACCOUNTING AND APPROPRIATION DATA FY 16 N8103 FY 16			
	10. AMOUNT OF FEDERAL FUNDS OBLIGATED BY THIS ACTION \$690,591.00		11. TOTAL AMOUNT OF FEDERAL FUNDS OBLIGATED \$690,591.00	
	12. TOTAL AMOUNT OF THE FEDERAL AWARD \$690,591.00			
13. PLACE OF PERFORMANCE AZ	14. BUDGET APPROVED BY AWARDDING AGENCY \$690,591.00			
	15. TOTAL APPROVED COST SHARING/MATCHING (WHERE APPLICABLE) N/A		16. INDIRECT COST RATE FOR THE FEDERAL AWARD (PLEASE INCLUDE IF THE DE MINIMIS RATE IS CHARGED)	
17. MAIL REQUESTS FOR REIMBURSEMENT TO: N/A	18. SPONSOR (SPONSORING FNS PROGRAM) FNS WRO Regional Office			
	19. START DATE 10/01/2015		20. END DATE 09/30/2018	
21. IS THIS AN R&D AWARD? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO	22. REMARKS:			
The Grantee/Cooperator hereby assures and certifies that they will comply with the regulations, policies, guidelines and requirements as they relate to the applications, acceptance, and use of Federal funds for this Federally-assisted project including: 2 CFR Chapter I (Office of Management and Budget Government-wide Guidance for Grants and Agreements) and Chapter II (Office of Management and Budget Guidance) as well as 2 CFR Part 200 (Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards); and any USDA implementing regulations, such as 2 CFR Part 400 (Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards), 2 CFR Part 415 (General Program Administrative Regulations), 2 CFR Part 416 (General Program Administrative Regulations for Grants and Cooperative Agreements to State and Local Governments), and 2 CFR Part 418 (New Restrictions on Lobbying).				
23. FEDERAL AWARD PROJECT DESCRIPTION These funds are to address the unmet needs in the State, allowing School Food Authorities (SFA) to purchase equipment to serve healthier school meals that meet the updated meal patterns, with an emphasis on more fresh fruits and vegetables in school meals, improve food safety, and expand access.				
SIGNATURE OF GRANTEE/COOPERATOR			UNITED STATES OF AMERICA	
SIGNATURE (Authorized Individual) 		DATE 5/25/16	SIGNATURE (Grant Official) Rebecca Hobbs	
NAME (Type) MARY SZAFRANSKI		NAME (TYPE) Rebecca Hobbs		
TITLE ASSOCIATE SUPERINTENDENT		TITLE Regional Financial Director		
TELEPHONE NUMBER 602-542-8709		TELEPHONE NUMBER 415-705-1341		

EXECUTIVE SUMMARY

Issue: Consideration to appoint Sarah Speer as a member of the Certification Advisory Committee
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 Action/Discussion Item Information Item

On April 24, 2006 the State Board of Education approved the creation of the Certification Advisory Committee (CAC) under Board rule R7-2-201. This committee is charged with making recommendations to the Board pertaining to the certification of Arizona's education professionals.

Sasha Glassman has been serving as the designated representative of a governing board member. Her term with the governing board expires at the end of the calendar year, creating a vacancy on the CAC.

Board staff recommends that the vacancy be filled with appointment of Sarah Speer as the designated representative of a governing board member, consistent with the appointment term of her predecessor, which is set to expire on October 1, 2017.

Recommendation to the State Board

It is recommended that the Board appoint Sarah Speer as a member of the Certification Advisory Committee as the designated representative of a governing board member, with an appointment term to expire on October 1, 2017.

EXECUTIVE SUMMARY

Issue: Consideration to rescind the appointment of Paul Johnson as the designated representative from a state juvenile detention agency and appoint Paul Johnson as the designated representative from a state adult corrections agency for the Special Education Advisory Panel consistent with A.R.S. §15-235(F)

 Action/Discussion Item Information Item

On September 26, 2016, based on the recommendation of the Department of Education, the State Board of Education appointed Paul Johnson to the Special Education Advisory Panel (SEAP) as the designated representative from a state juvenile detention agency. Board staff subsequently received a request from the SEAP vice chair that an error had been made and that Paul Johnson should be appointed as the designated representative from a state *adult* corrections agency.

Recommendation to the State Board

It is recommended that the Board rescind the appointment of Paul Johnson as the designated representative from a state juvenile detention agency and appoint Paul Johnson as the designated representative from a state adult corrections agency for the Special Education Advisory Panel consistent with A.R.S. §15-235(F) for a term expiring on 6/30/19.

Arizona Department of Education, Exceptional Student Services
3300 North Central Ave
Phoenix, Arizona 85012
Phone: 602-542-4013

Special Education Advisory Panel

November 15, 2016

Karol Schmidt
State Board Executive Director
Arizona Department of Education, Exceptional Student Services
3300 N. Central Ave
Phoenix, AZ 85012

Dear Karol,

There was an error made when identifying a new member of the Special Education Advisory Panel (SEAP) to the State Board of Education to become a new SEAP member for School Year 2016/2017.

Paul Johnson was accidentally added to the Representative from the State Juvenile Correction Agency. Paul works in the adult setting of the State Correction Agency.

The SEAP is requesting Paul Johnson be moved to the Representative from the State Adult Corrections Agency with a new letter mailed to him with the status change.

Sincerely,

Leanne Murrillo, CTRS
Vice Chair of SEAP

EXECUTIVE SUMMARY

Issue: Approval for the Board's A-F School Accountability Advisory Ad Hoc Committee to continue to meet and approval of the proposed timeline of actions

Action/Discussion Item Information Item

Background and Discussion

The Board adopted a motion at the September, 2016 meeting which included a provision that the A-F School Accountability Advisory Ad Hoc Committee present a final draft proposal of the A-F School Accountability System to the Board at a 2016 Board meeting. Although significant progress has been made, additional meetings are required to prepare a final draft proposal. It is requested that the Board approve that A-F School Accountability Advisory Ad Hoc Committee may continue to meet.

In addition, the following timeline is suggested to guide the A-F School Accountability Advisory Ad Hoc Committee's work:

Proposed Timeline for 2017

Additional A-F School Accountability Advisory Ad Hoc Committee meetings:

January 4 at 9:00am	}	To finalize a draft for consideration at SBE February 2017 meeting
January 20 at 9:00am		
February 1 at 9:00am		
February 22 at 9:00am		

SBE February 27, 2017 meeting: Vote on proposed draft

March 2017
SBE to host a website for feedback and conduct a listening tour

April TBD, 2017
A-F School Accountability Advisory Ad Hoc Committee to meet and incorporate feedback as appropriate

SBE April 24, 2017 Meeting: Vote on Final Draft

Recommendation to the Board

That the Board authorize the continuation of the A-F School Accountability Advisory Ad Hoc Committee, and approve the proposed timeline to guide the work of the A-F School Accountability Advisory Ad Hoc Committee.

Contact Information:

Tim Carter, Vice-President, State Board of Education
Dr. Karol Schmidt, Executive Director, State Board of Education

EXECUTIVE SUMMARY

Issue: Presentation, discussion and consideration to adopt the proposed academic content standards for:

- 1) English Language Arts
- 2) Mathematics

Action/Discussion Item

Information Item

Background and Discussion

Arizona Revised Statutes (A.R.S.) §15-203 requires that the Board define college and career readiness. A.R.S. §§15-701 and 15-701.01 specifically authorize and mandate that the Board adopt academic standards and minimum competency requirements for grades K-12. In April 2015, the Board adopted a policy for the development of the English Language Arts Standards (ELA) and the Mathematics Standards (Math). This policy established the Arizona Standards Development Committee (ASDC) to act in an advisory capacity to the State Board of Education in regard to matters related to the development and the revision of statewide academic standards in ELA and Math.

Under the policy, the Arizona Department of Education (ADE), specifically the K-12 Academic Standards Section within the High Academic Standards for Students Division, submits revisions and recommendations to the ASDC for consideration and then to the Board for consideration and approval.

During the revision period, ADE convened educators and experts from across Arizona to engage in the standards development process which has resulted in the standards documents we are presenting for adoption today. The updated standards documents have been through a public comment period, technical review, working group review and revisions, subcommittee review and revisions, and ASDC review. Upon adoption, we would expect that standards would be implemented statewide by the 2018-2019 school year. A PowerPoint presentation is included with more detailed information about each set of standards being proposed for adoption.

Recommendations to the Board

It is recommended that the Board adopt the revised academic standards for English Language Arts for implementation by the 2018-2019 school year as presented in this item.

It is recommended that the Board adopt the revised academic standards for Mathematics for implementation by the 2018-2019 school year as presented in this item.

Contact Information:

Jonathan Moore, Deputy Associate Superintendent, K-12 Academic Standards
Carol Lippert, Associate Superintendent, High Academic Standards for Students

AMENDED EXECUTIVE SUMMARY

Issue: Adoption of a conceptual design for the College and Career Readiness Indicator in the A -F school accountability system

Action/Discussion Item

Information Item

Background and Discussion

At the September 26, 2016 Board meeting, the Board adopted a consensus conceptual framework for the A-F school accountability system and directed the Board's ad hoc advisory committee to further develop specific multiple measures of the indicators. The ad hoc has met on:

- SEPTEMBER 20
- OCTOBER 7
- OCTOBER 24
- NOVEMBER 4
- NOVEMBER 16
- NOVEMBER 30
- DECEMBER 8

At the December 14, 2016 special meeting, the Board adopted a number of policy decisions to guide the continuing development of the plan and modeling of the multiple measures. An issue regarding the College and Career Readiness was tabled from the December 14, 2016 meeting.

The attached conceptual framework proposes a menu of indicators. Students and schools can choose from any combination of indicators to earn all 15 College and Career Readiness points. Students and schools also have the options of earning 7.5 College and Career Readiness points for a lower number of indicators chosen from the menu.

In addition, the attached conceptual framework proposes that students and schools can earn two bonus points for students who successfully earn a specified combination of indicators. The intent of the bonus is to incentivize students and schools to expand beyond a single focus, without penalizing them for choosing a single focus.

If the framework is approved by the Board, it will be returned to the Ad Hoc Committee for recommendation on specific content. It is expected the Committee may add or remove items from the list, as well as make adjustments to the specific value of each indicator.

Contact Information:

Tim Carter, Vice-President, State Board of Education
Dr. Karol Schmidt, Executive Director, State Board of Education

Finally, it is expected that any College and Career Readiness Indicator will be adjusted in future years based on things learned after implementation.

Recommendation to the Board

That the Board adopt the conceptual design for the College and Career Readiness Indicator.

Contact Information:

Tim Carter, Vice-President, State Board of Education

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

College and Career Readiness Rubric

12/17/16 Draft

Proposed indicators and point values have been entered as examples.
Actual indicators and point values to be determined by A-F Ad Hoc Committee.

Indicator Points	Indicator
.35	Meets cut score on ACT, ACCUPLACER, or COMPASS English, reading, writing, math or science exam - (A)
.5	Meets cut score on SAT English or math exam (A)
.5	Meets cut-score on AP, Cambridge, or IB English, math, science, or social studies exam - (A)
.5	Passes a college level English, math, science, or social studies course with an A, B, or C (includes dual enrollment and concurrent enrollment) - (A)
1.25	Earns a Grand Canyon Diploma - (A)
1.25	Completes a CTE sequence and passes the Arizona Technical Skills Assessment for that sequence - (B)
.25	Completes a CTE course - (B)
.5	Meets benchmarks for ASVAB or ACT WorkKeys - (B)
.5	Earns an Industry-Recognized Credential, Certificate, or License - (B)
1	Completes a well-defined internship of at least 120 hours - (B)
.5	Passes a college level career pathway (CTE) course with an A, B, or C (includes dual enrollment and concurrent enrollment) - (B)
.3	Completes the FAFSA - (A & B)

SCORING

- On the A-F scale each student has the potential to generate 100 points. Of the 100 A-F points, 15 points can be generated by “College and Career Readiness.”
- A student who accumulates 1 Indicator Point will generate 7.5 A-F Points.
- A student who accumulates 2 Indicator Points will generate 15 A-F points.
- A student who accumulates 1 Indicator Point of A Indicators AND 1 Indicator Point of B Indicators will generate 2 bonus A-F points.

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

EXECUTIVE SUMMARY

Issue: NAEP 2015 Science Results for Grade 4 and Grade 8 & (Grade 12 National Results only)
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Action/Discussion Item

Information Item

Background and Discussion

- The National Assessment of Educational Progress (NAEP), also known as “the Nation’s Report Card,” is the only nationally representative and continuing assessment of what America’s students know and can do in various subject areas. Since 1969, assessments have been conducted periodically in *reading, mathematics, science, writing, U.S. history, civics, geography, and the arts.*
- A sample of Arizona schools participated in the National Assessment of Educational Progress for Grade 4 and Grade 8 Science early in 2015. A sample of Arizona Grade 12 students participated at the national level only.
- The NAEP 2015 Science results will be presented in a short power point with time for questions.

Recommendation to the Board

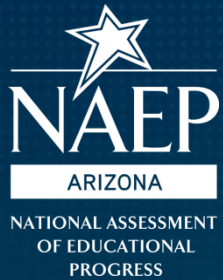
“This item is presented to the Board for information only, and no action is requested.”

NAEP 2015 Science Grade 4 and 8 Results Power Point Slides

See attached

Contact Information: *Dr. Shelly Pollnow, Arizona Director of NAEP/International Assessment Programs*

Ms. Kelly Koenig, Associate Superintendent



NAEP 2015 Science Results

Arizona State Board of Education Presentation December 2016

Dr. Shelly Pollnow

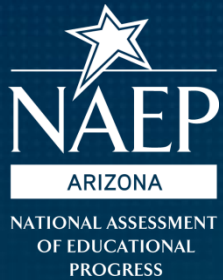
AZ Director of NAEP Program



- Grade 4 Arizona Results
- Grade 8 Arizona Results
- **Grade 12 National Results Only**
- Questions

- Grade 4 made the greatest score gains (11 pts) in the nation
- Score gains made at Grade 8 (6 pts) since 2009;
- **National results only- no change at Grade 12**
- Score gain also made at Grade 8 since 2011
- Percentages at or above *Proficient* higher at Grade 4 2009
- White–Hispanic achievement gap narrowed at Grade 8 compared to 2009
- There is no gender score gap in AZ at Grades 4 or 8

Science Assessment Design

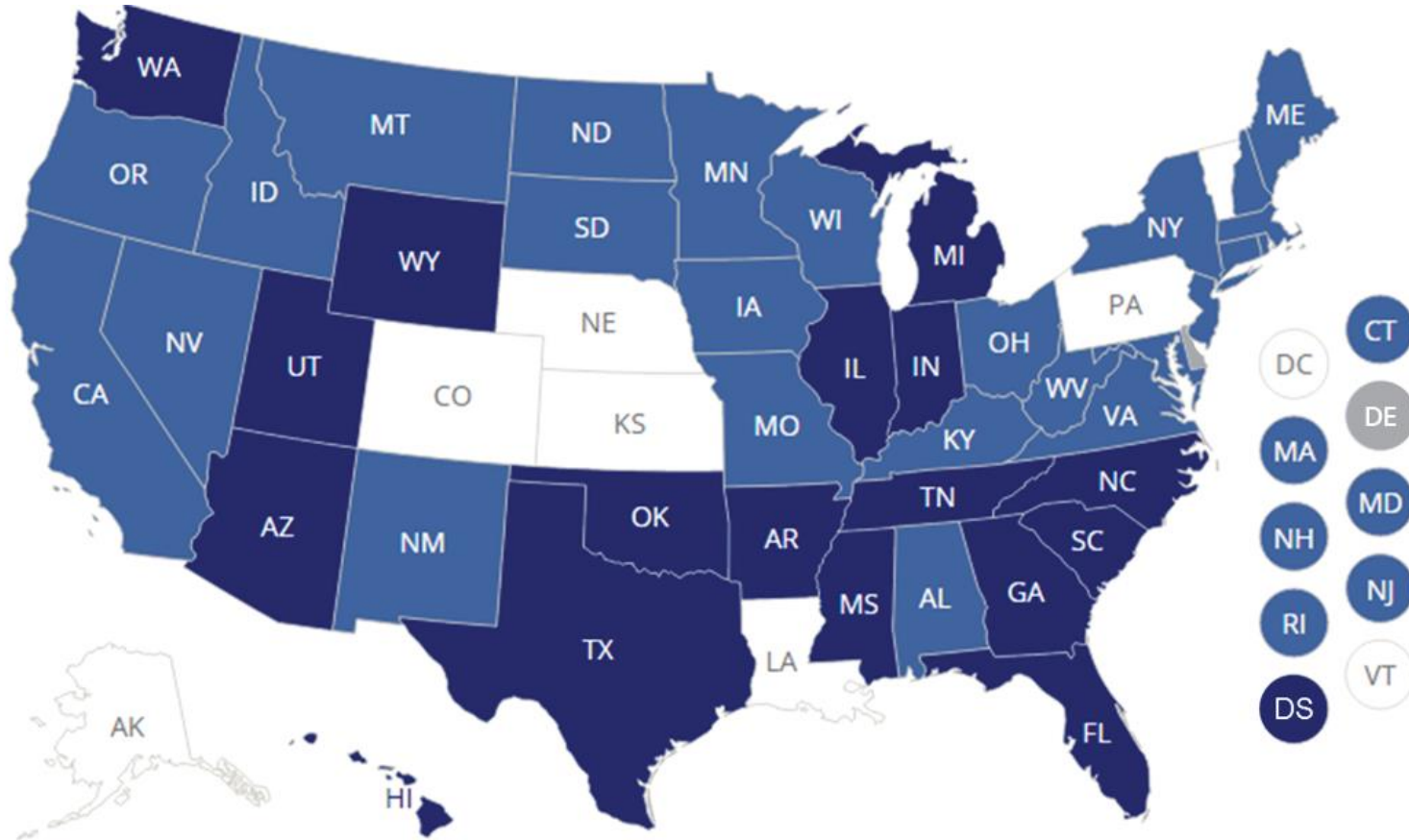


- Percentage distribution of assessment time in 2015 NAEP Science by content area
- Remember Grade 12 is at the national level only

Content area	Grade 4	Grade 8	Grade 12
Physical science	33%	29%	38%
Earth and space sciences	33%	40%	25%
Life science	34%	31%	37%



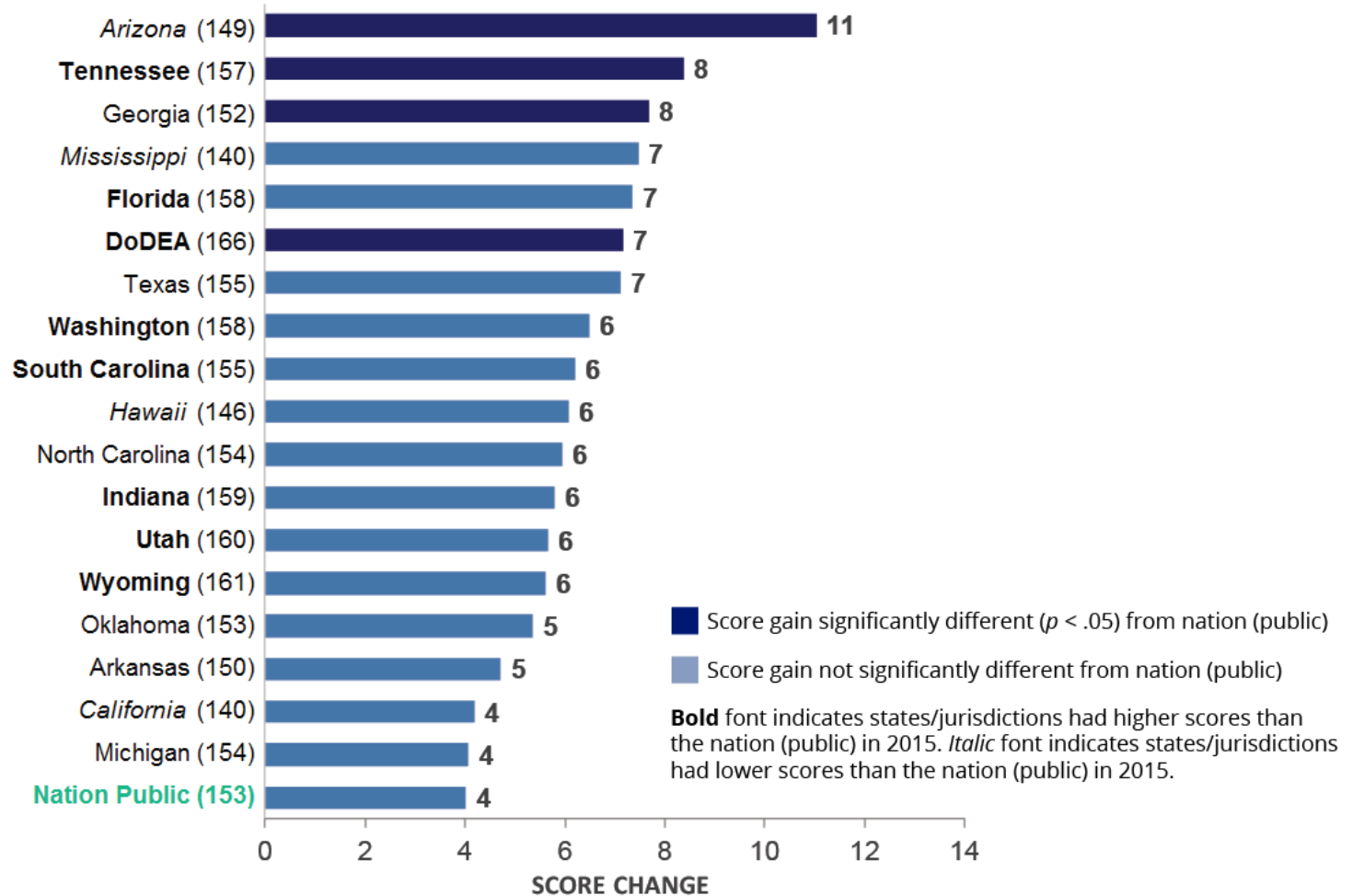
Science scores increased in 18 states/jurisdictions and decreased in 1 state compared to 2009



Score gain
 No significant score change
 Score loss
 No data/not applicable

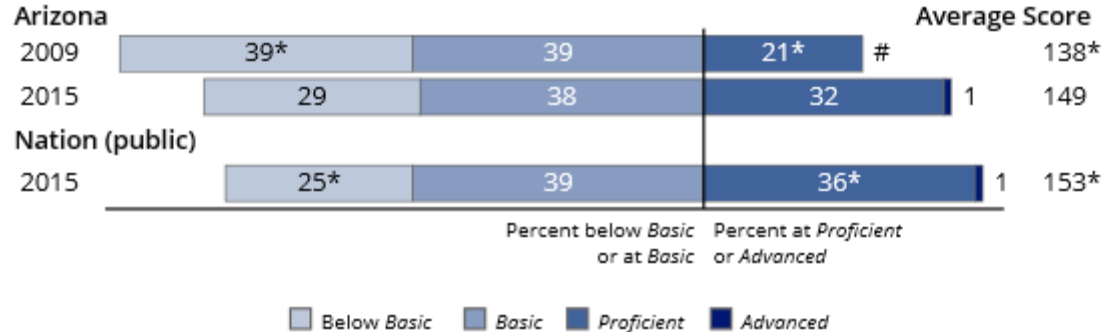
NOTE: DS = Department of Defense Education Activity (DoDEA).

Four states/jurisdictions had greater score gains than the nation since 2009



Grade 4 Science Achievement Level Percentages 2009-2015

Achievement-Level Percentages and Average Score Results



Rounds to zero.

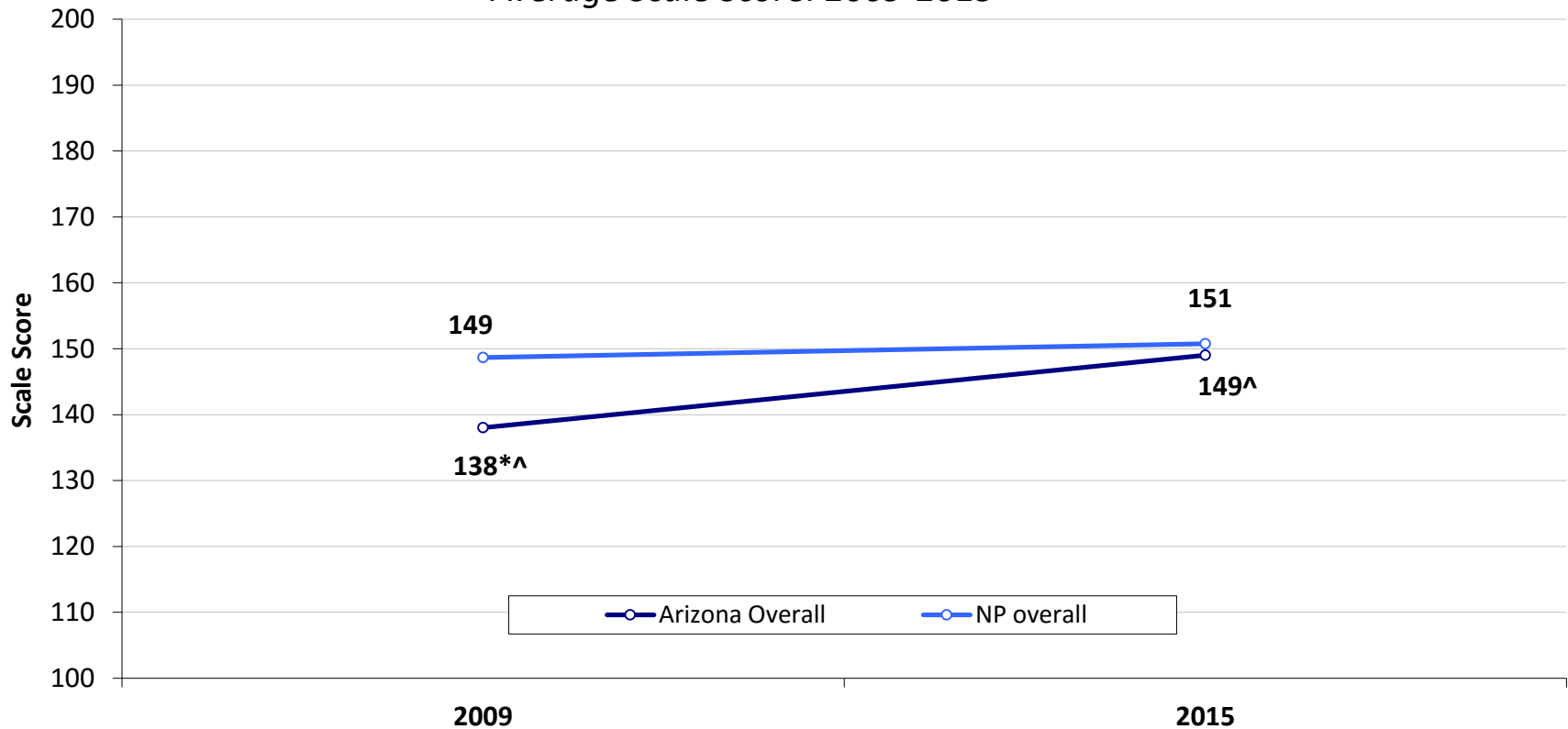
* Significantly different ($p < .05$) from state's results in 2015. Significance tests were performed using unrounded numbers.

NOTE: Detail may not sum to totals because of rounding.

Grade 4 Science Overall Scores 2009-2015

NAEP Science Grade 4 – Overall

Average Scale Score: 2009-2015

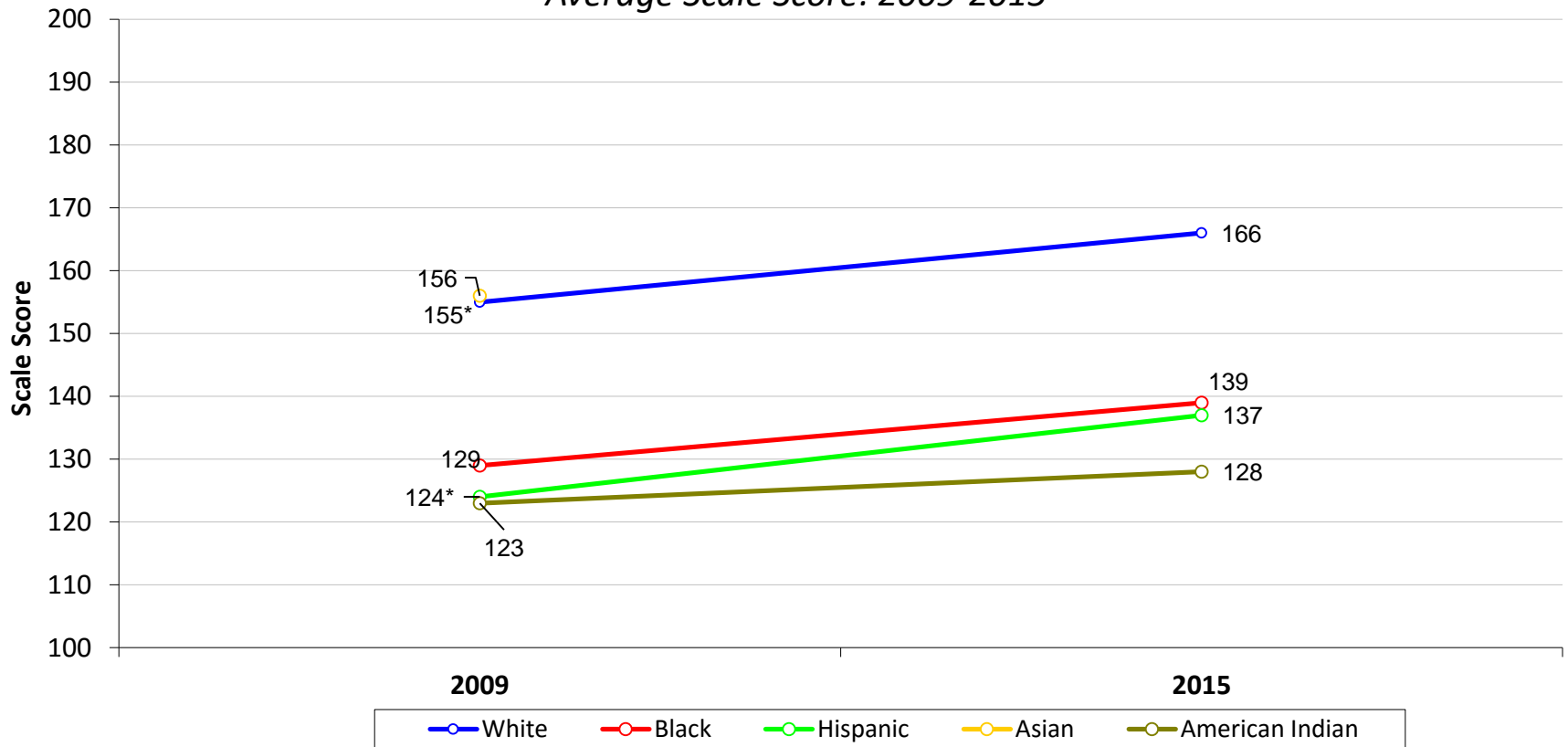


NOTE: The NAEP Science scale ranges from 0 to 300. * Observed difference from Arizona 2015 score is statistically significant ($p < .05$). ^ Observed difference is statistically different from the National Public for the same year ($p < .05$).

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

Grade 4 Scores by Race/Ethnicity 2009-2015

NAEP Science Grade 4 – Race/Ethnicity
Average Scale Score: 2009-2015

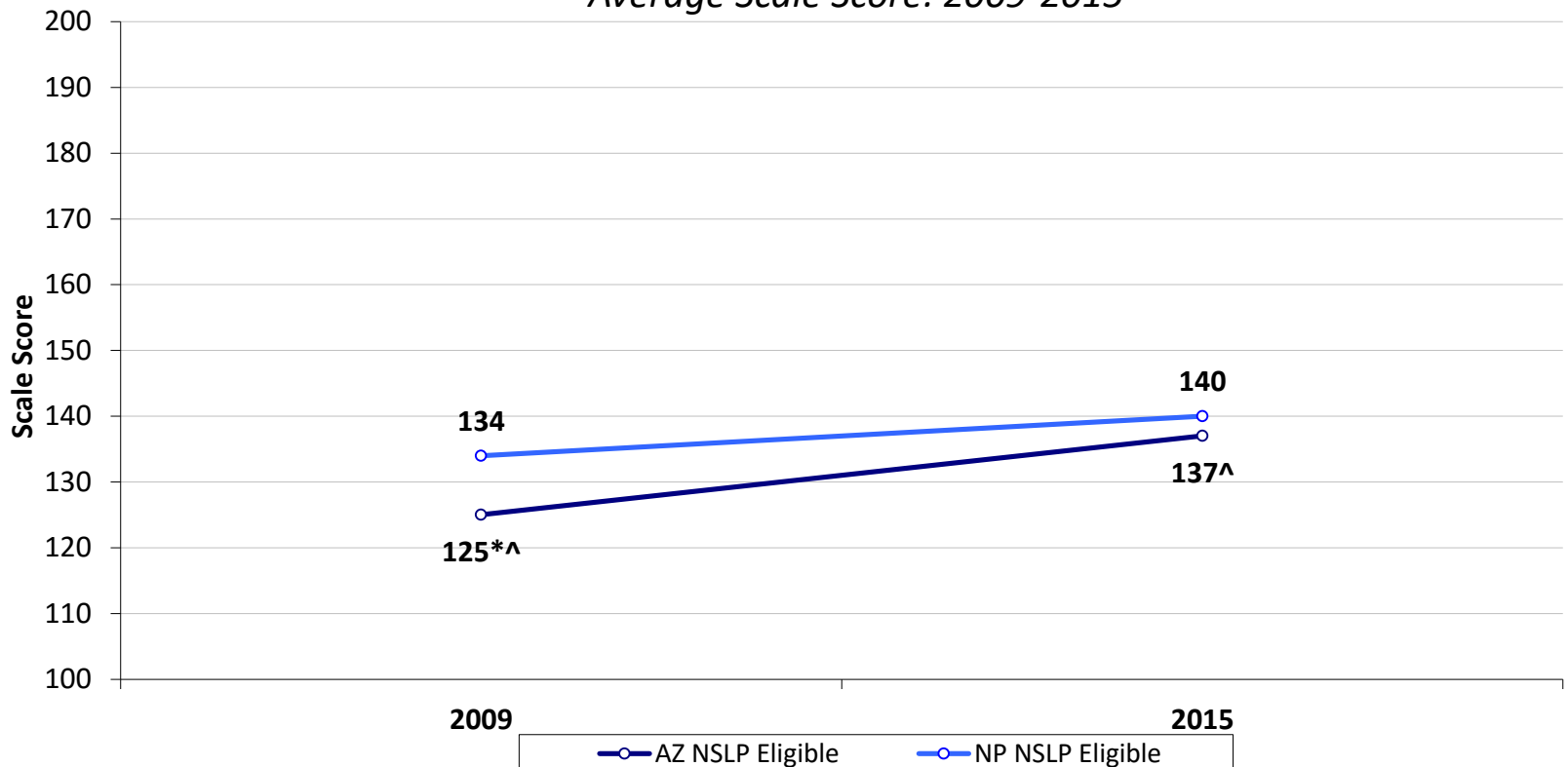


NOTE: The NAEP Science scale ranges from 0 to 300. * Observed differences are statistically significant ($p < .05$) from 2015 score.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

Grade 4 Science Eligible School Lunch

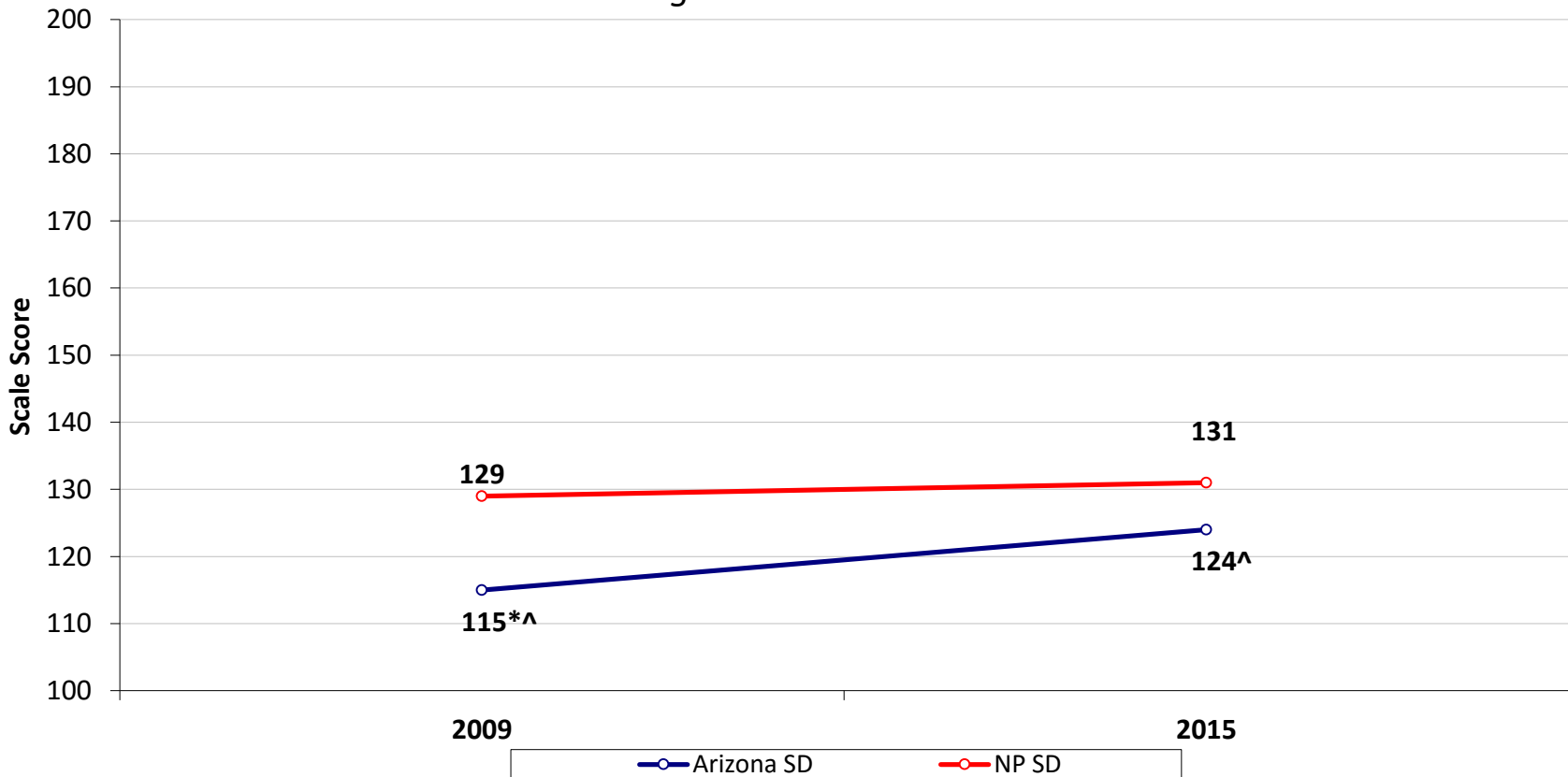
NAEP Science Grade 4 – National School Lunch Program Eligible
Average Scale Score: 2009-2015



NOTE: The NAEP Science scale ranges from 0 to 300. * Observed differences are statistically significant from Arizona 2015 ($p < .05$). ^ Observed differences are statistically significant from National Public NP for the same year ($p < .05$).

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress

NAEP Science Grade 4 – Students with Disabilities Average Scale Score: 2009-2015

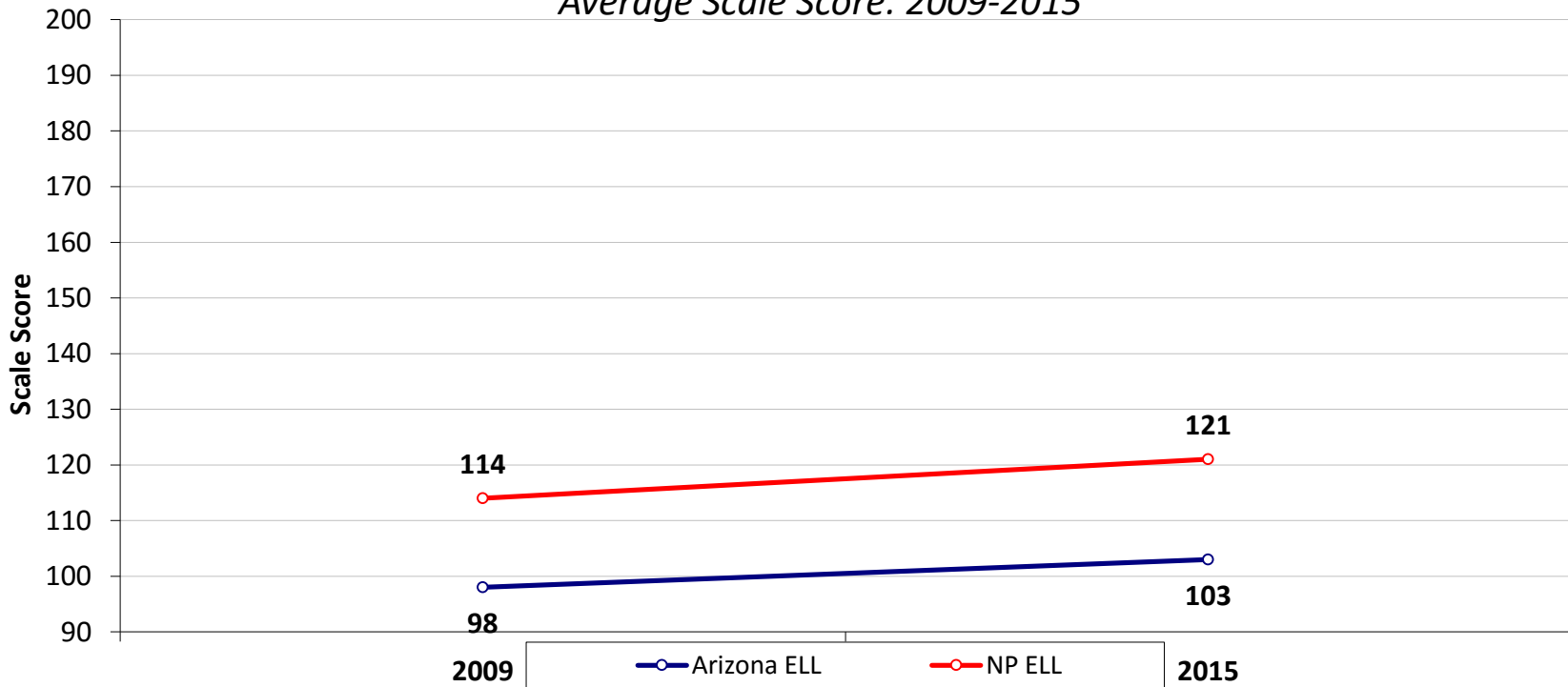


NOTE: The NAEP Science scale ranges from 0 to 300. SOURCE: U.S. Department of Education, Institute of Ed. *Observed differences are statistically significant from AZ 2009. ^Observed difference are statistically different from National Public NP for the same year. Source US Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

Science Grade 4 ELL

NAEP Science Grade 4 – English Language Learners

Average Scale Score: 2009-2015

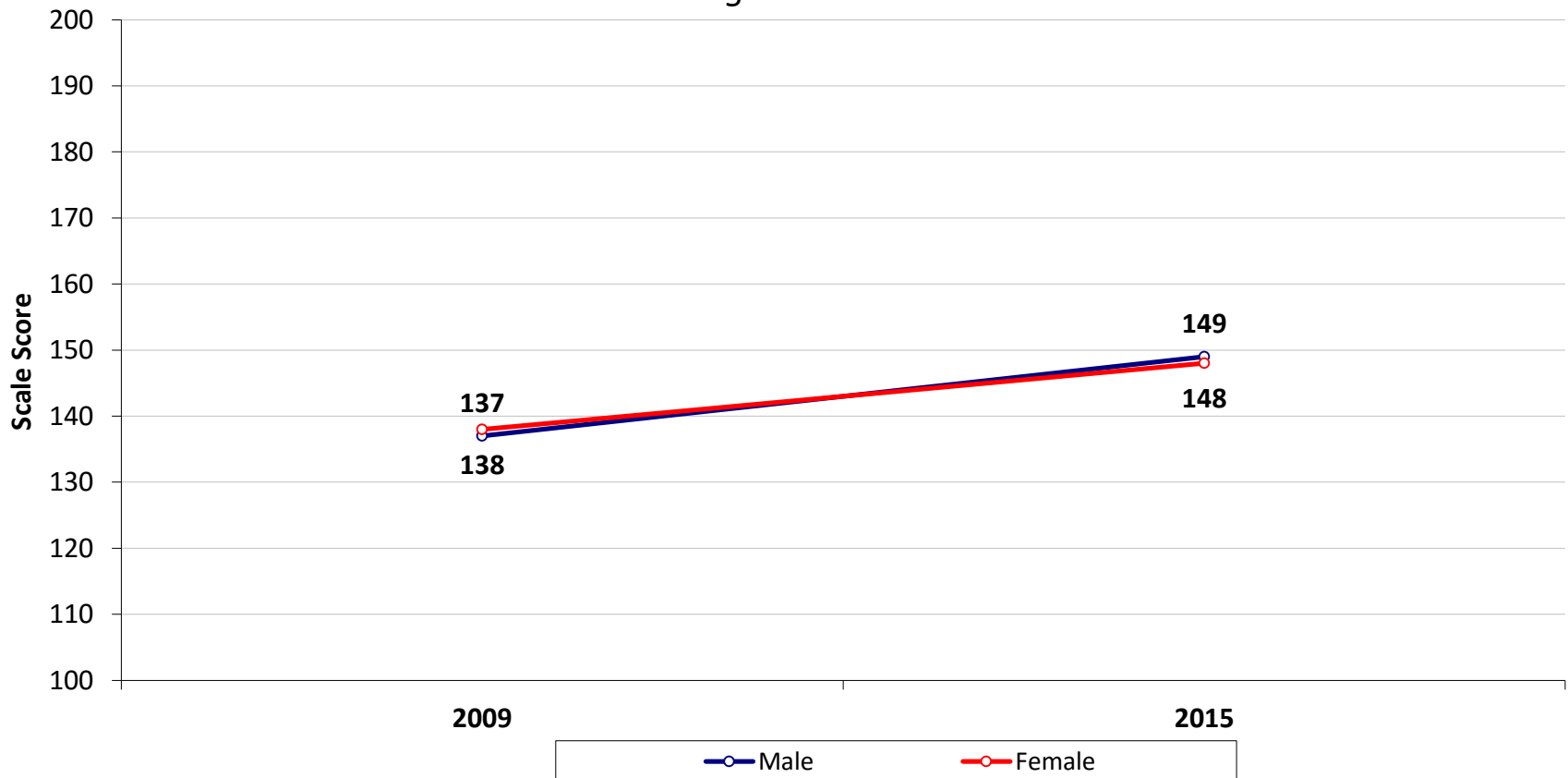


NOTE: The NAEP Science scale ranges from 0 to 300. Observed differences are not statistically significant at $p < .05$.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

Arizona Grade 4 Scores by Gender 2009-2015

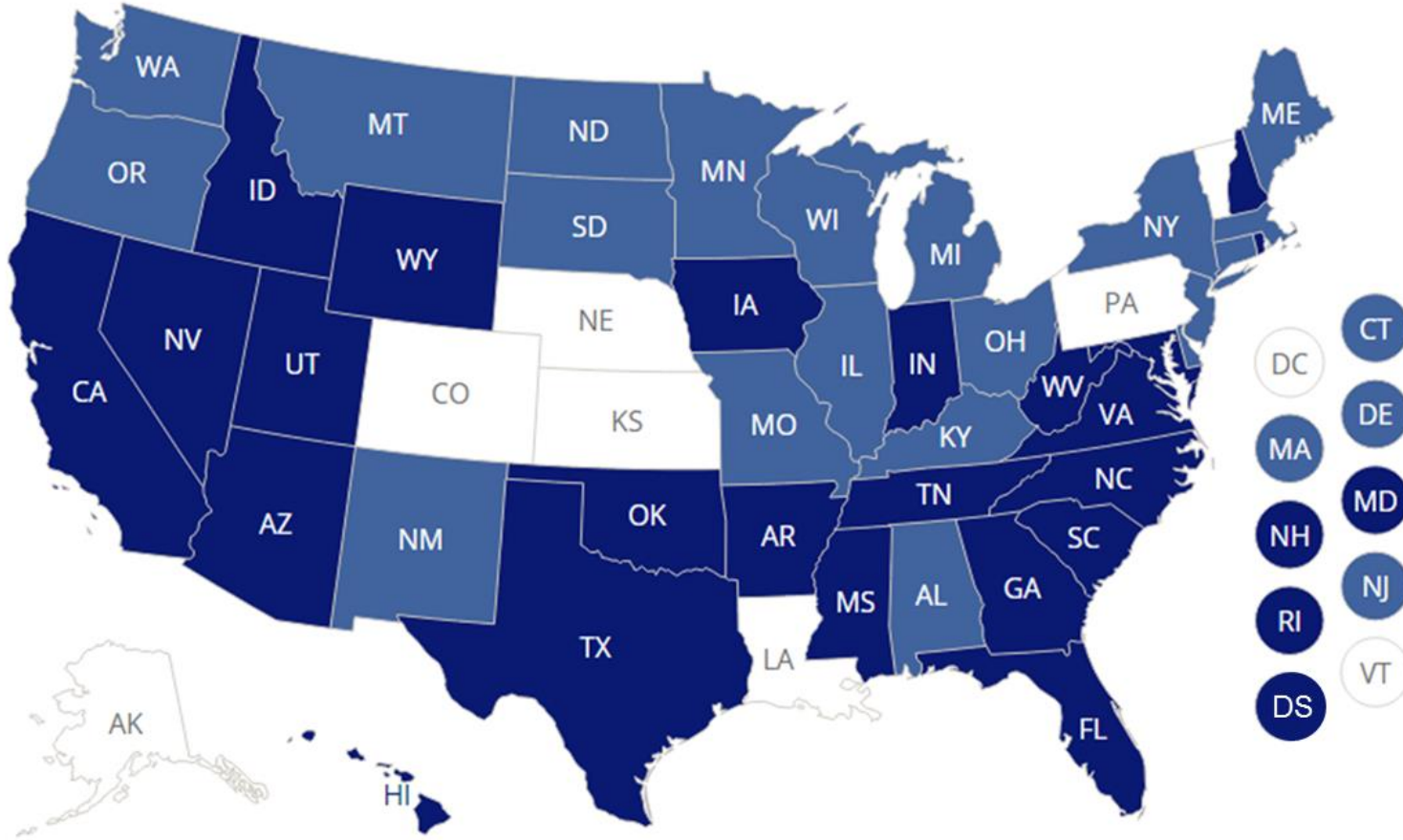
Arizona NAEP Science Grade 4 – Gender
Average Scale Score: 2009-2015



NOTE: The NAEP Science scale ranges from 0 to 300. Observed differences are not statistically different at $p < .05$.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

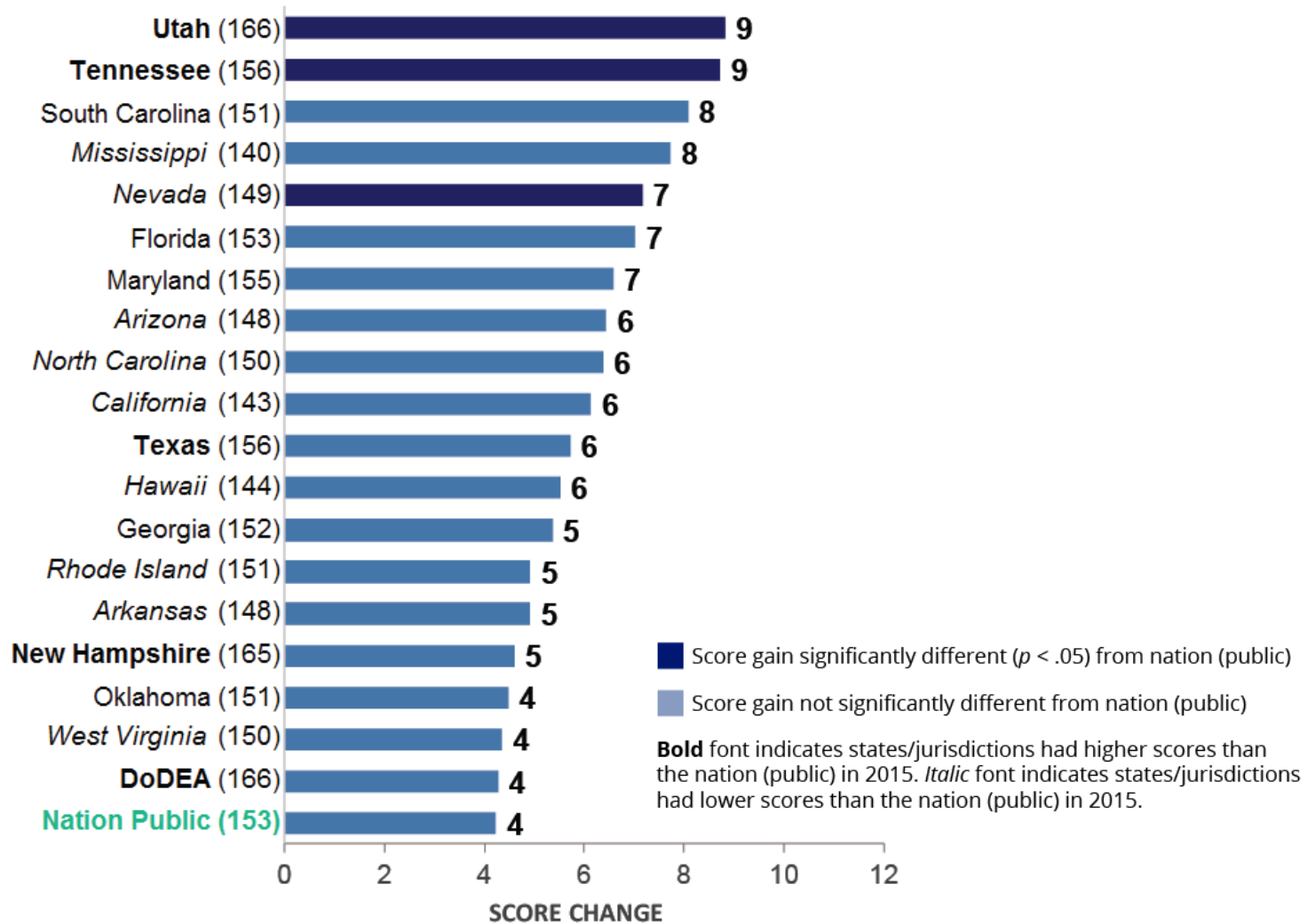
Science scores increased in 24 states/jurisdictions and decreased in none compared to 2009



Score gain
 No significant score change
 No data/not applicable

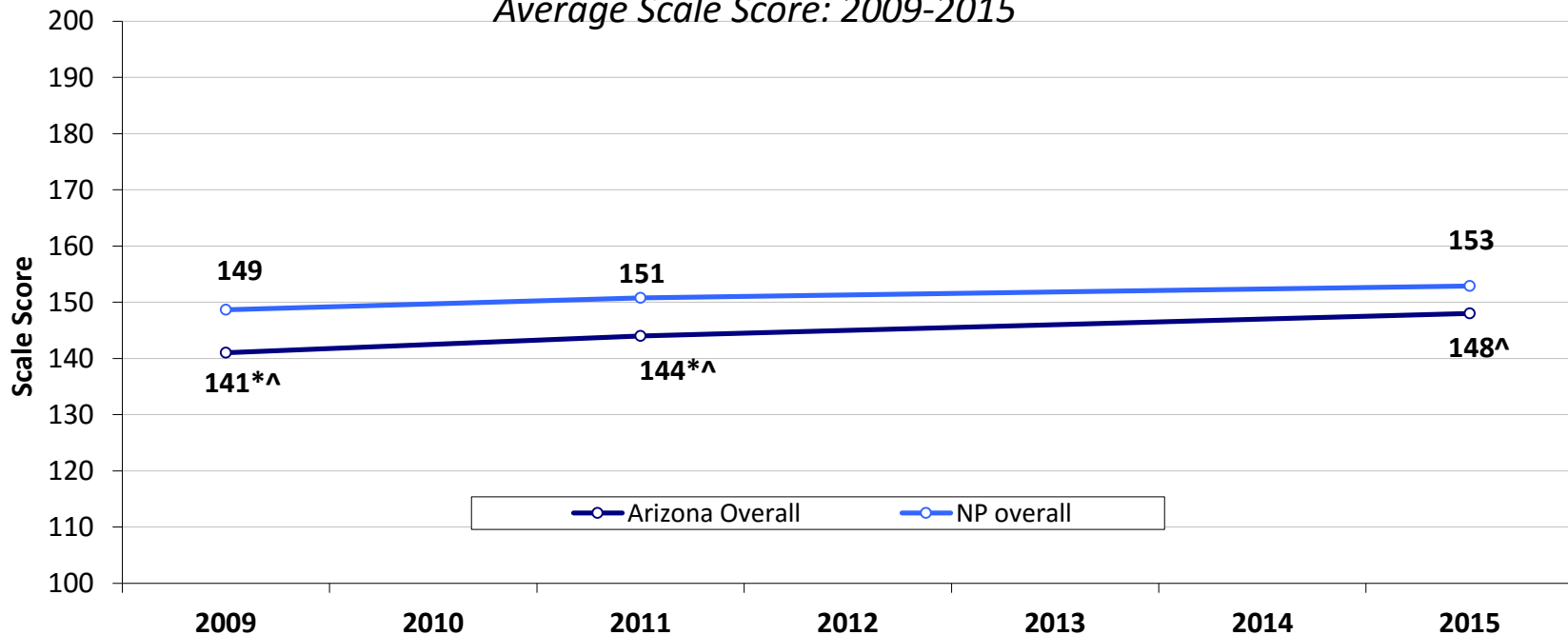
NOTE: DS = Department of Defense Education Activity (DoDEA).

Three states had greater score gains than the nation since 2009



Grade 8 Science Overall 2009-2015

NAEP Science Grade 8 – Overall
Average Scale Score: 2009-2015

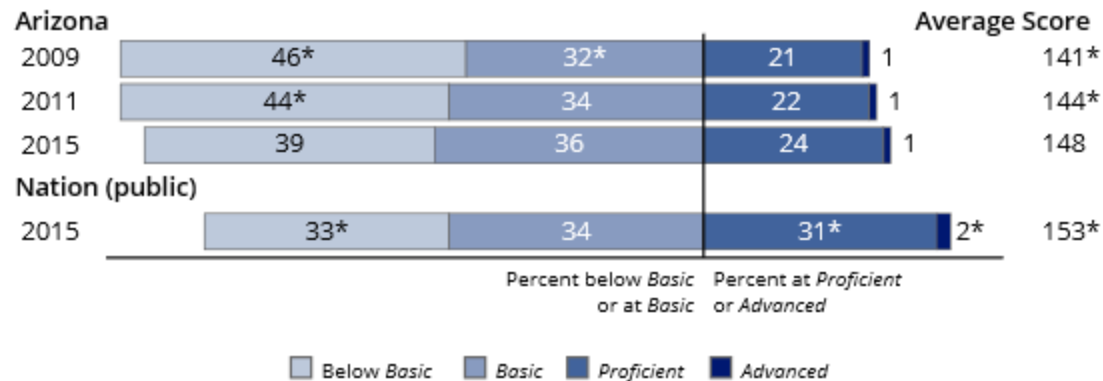


NOTE: The NAEP Science scale ranges from 0 to 300. * Observed differences are statistically significant from 2015 AZ score at $p < .05$. ^ Observed differences are statistically significant from National Public NP in the same year.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress

Grade 8 Science Achievement Level Percentages 2009-2015

Achievement-Level Percentages and Average Score Results

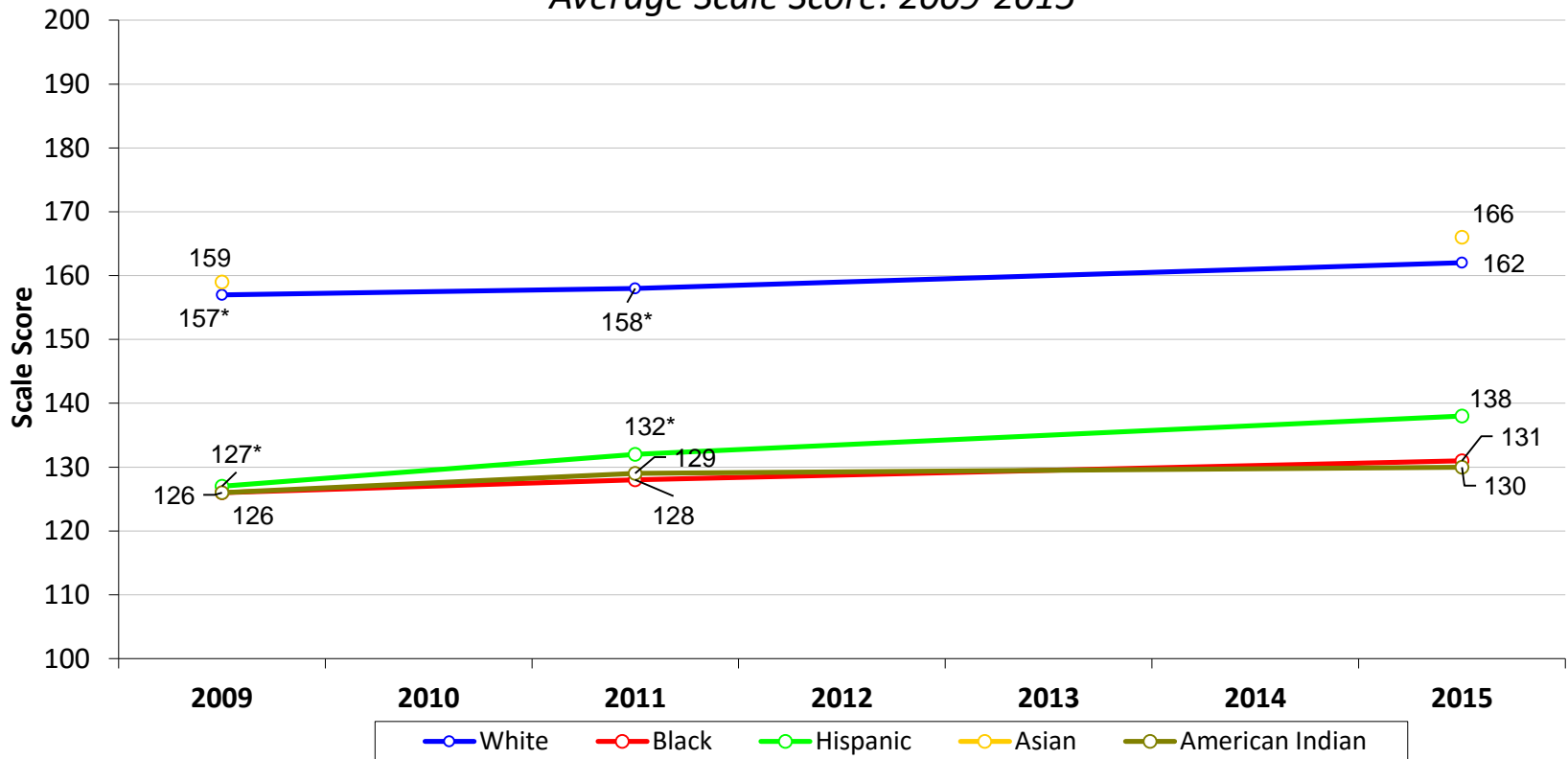


* Significantly different ($p < .05$) from state's results in 2015. Significance tests were performed using unrounded numbers.

NOTE: Detail may not sum to totals because of rounding.

Grade 8 Scores by Race/Ethnicity 2009-2015

NAEP Science Grade 8 – Race/Ethnicity
Average Scale Score: 2009-2015

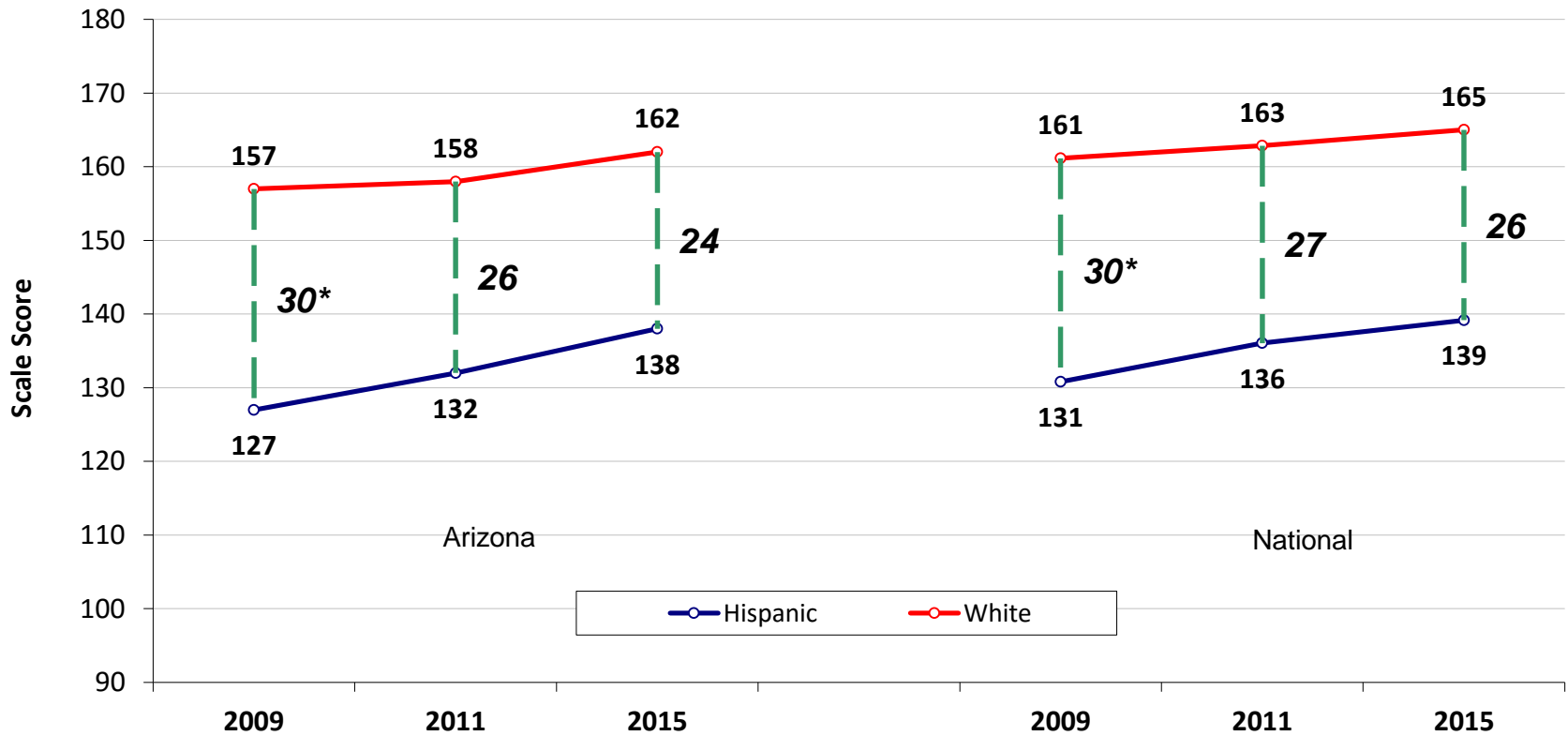


NOTE: The NAEP Science scale ranges from 0 to 300. *Observed differences statistically significant from 2015 ($p < .05$).

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress

Closing of the White/Hispanic Gap Grade 8

NAEP Science Grade 8 – White - Hispanic
Gap - Average Scale Score: 2009-2015

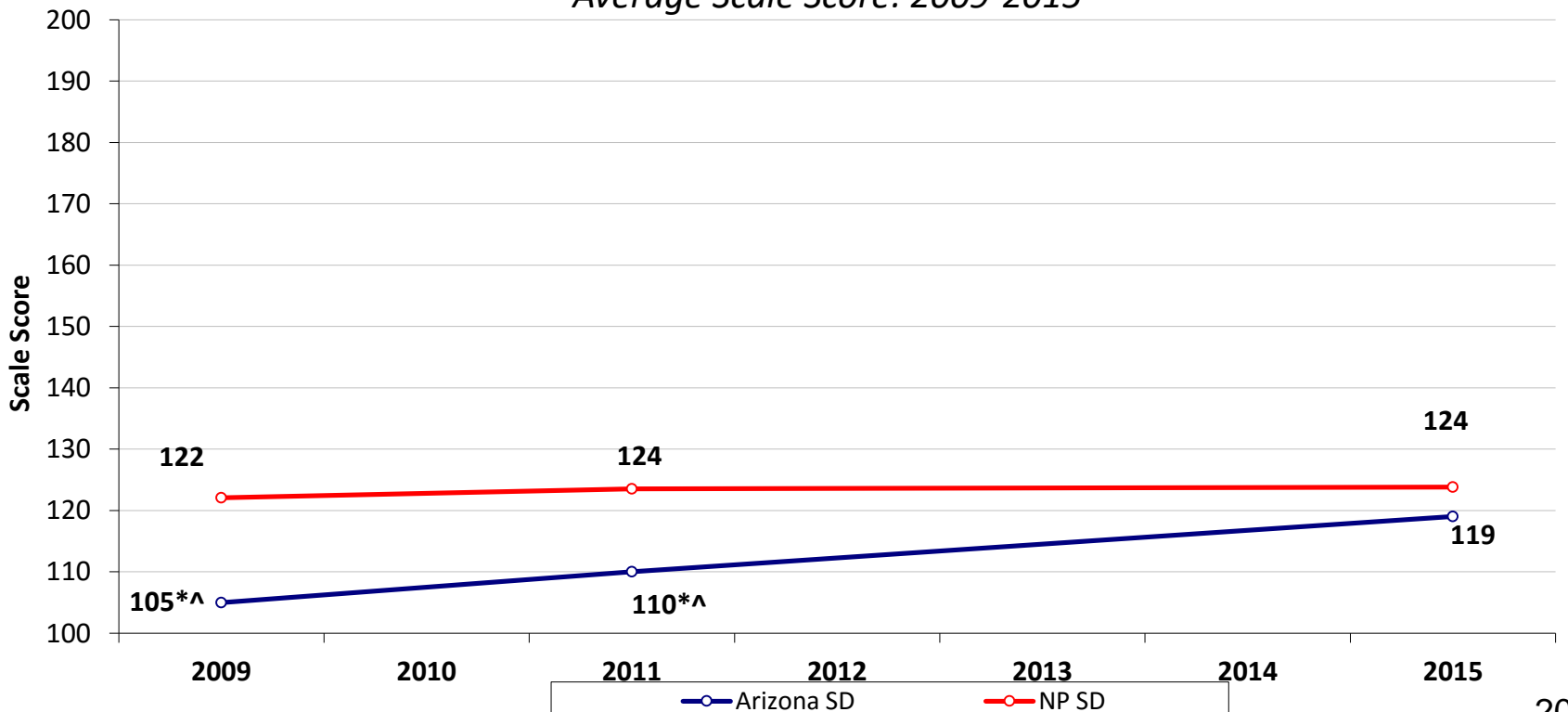


NOTE: The NAEP Science scale ranges from 0 to 300. *Observed differences are statistically significant from 2015 ($p < .05$).

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

Science Grade 8 Students with Disabilities

NAEP Science Grade 8 – Students with Disabilities
Average Scale Score: 2009-2015

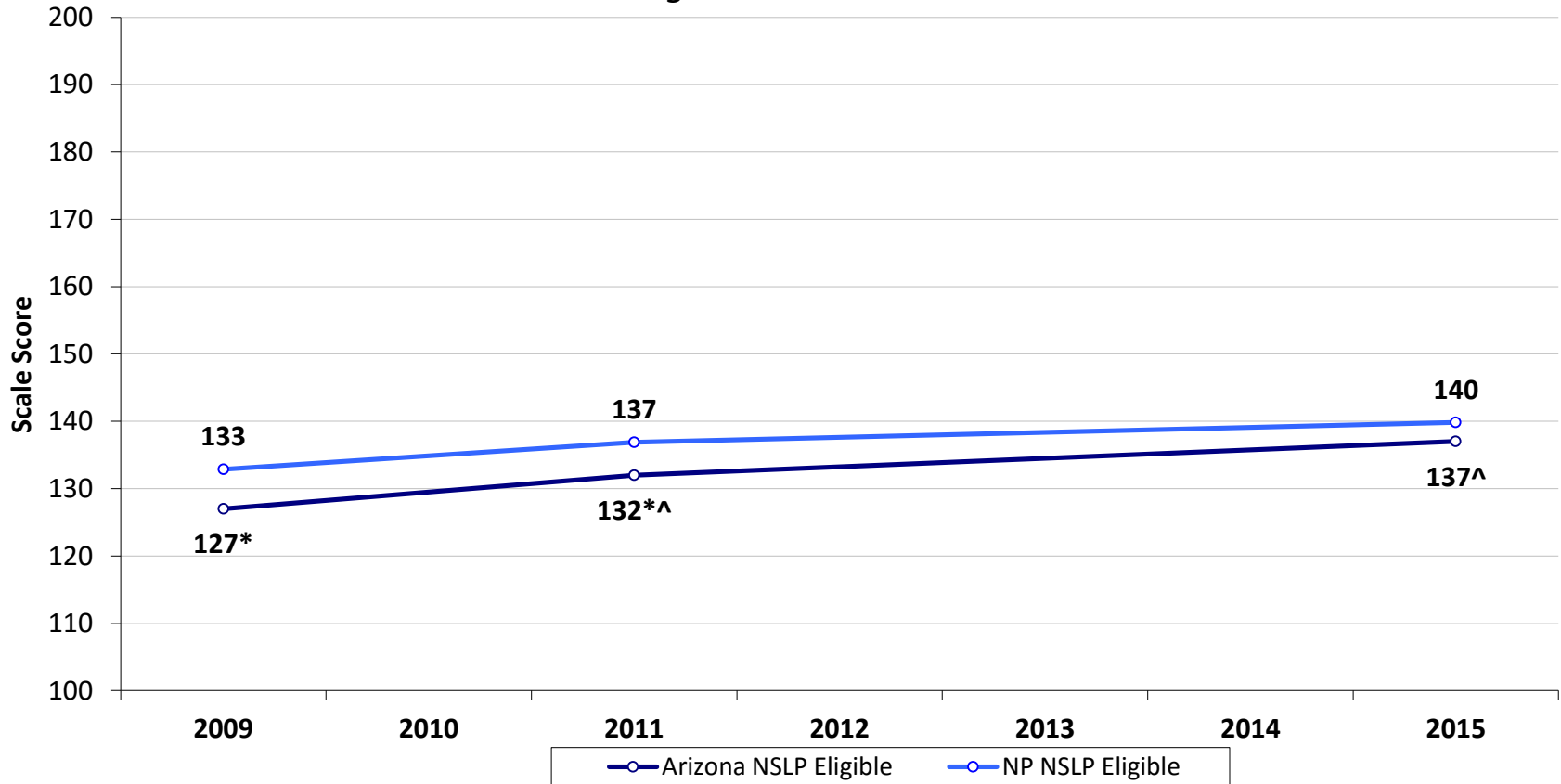


NOTE: The NAEP Science scale ranges from 0 to 300. *Observed differences are statistically significant from AZ 2015 ($p < .05$). ^Observed differences are statistically different from National Public NP for the same year ($P < .05$).

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

Grade 8 Science Eligible School Lunch

NAEP Science Grade 8 – National School Lunch Program Eligible
Average Scale Score: 2009-2015

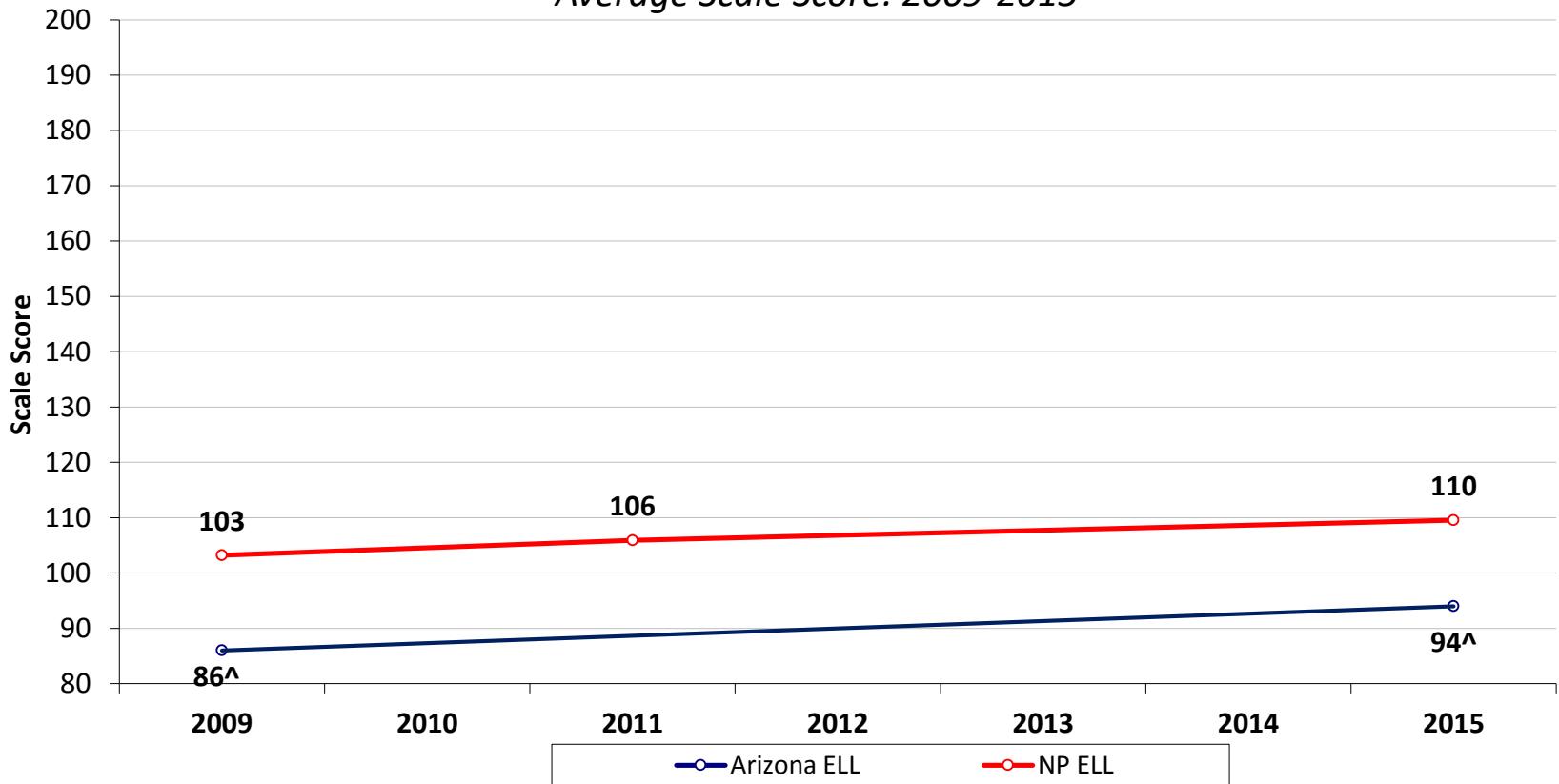


NOTE: The NAEP Science scale ranges from 0 to 300. * Observed differences are statistically significant from AZ 2015 ($p < .05$). ^ Observed difference are statistically significant from National Public NP for the same year ($p < .05$).

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP) 21

Grade 8 Science ELL

NAEP Science Grade 8 – English Language Learners
Average Scale Score: 2009-2015

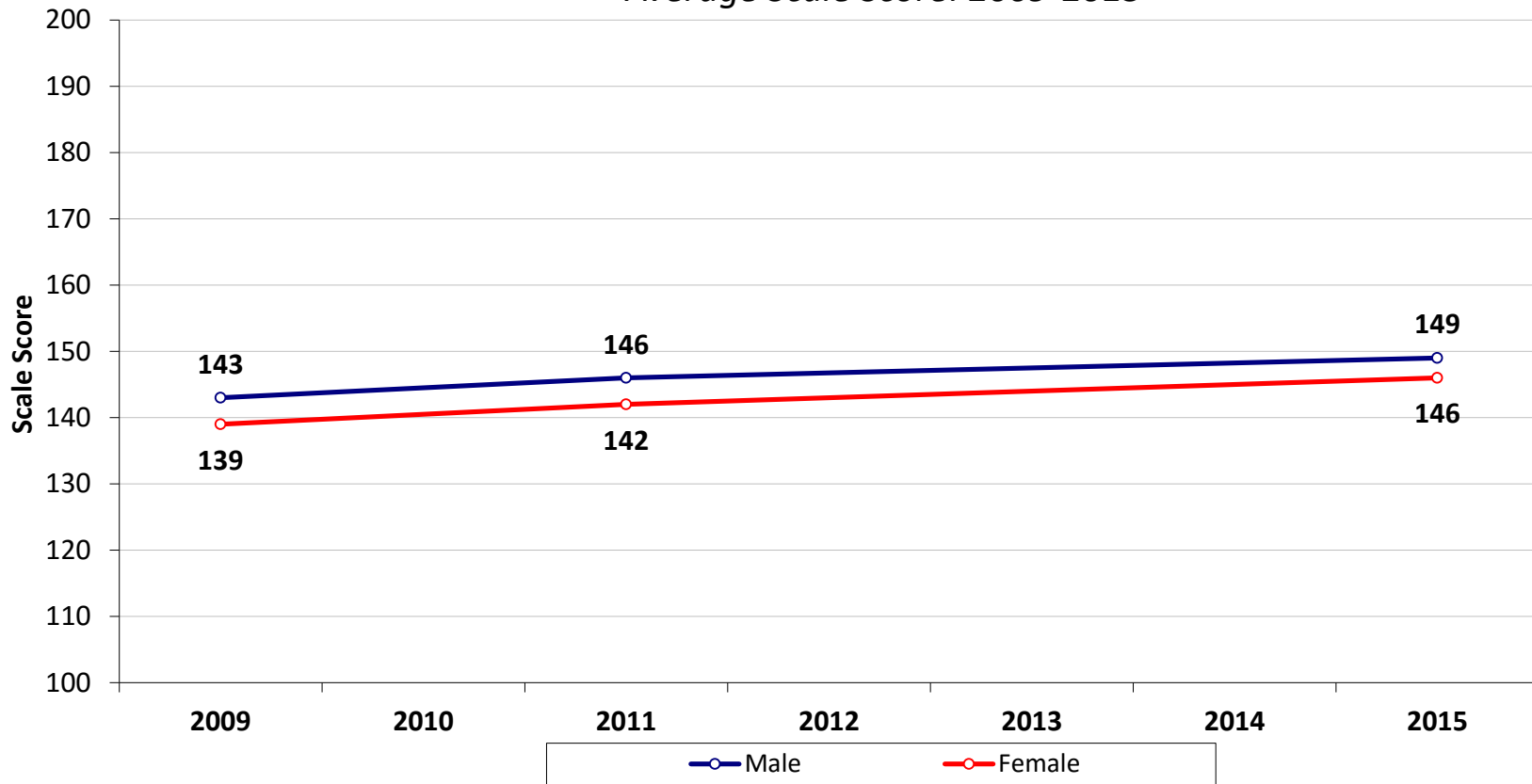


NOTE: The NAEP Science scale ranges from 0 to 300. [^]Observed differences are statistically significant ($p < .05$).

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP)

Arizona Grade 8 Scores by Gender 2009-2015

Arizona NAEP Science Grade 8 – Gender
Average Scale Score: 2009-2015



NOTE: The NAEP Science scale ranges from 0 to 300. Observed differences are not statistically different at $p < .05$.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

NAEP 2015 Science

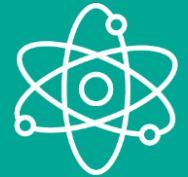
Arizona Leads the Nation in 4th Grade Growth

NAEP 2015 Math, Reading, and Science

Arizona is the only state to have statistically significant increases in Grade 4 and 8 for Math, Reading, and Science from 2009-2015.

AZ Overall Scores	2009	2015	Growth	National Score
4 Math	230	238	+8	240*
8 Math	277	283	+6	281
4 Reading	210	215	+5	221*
8 Reading	258	263	+5	264
4 Science	138	149	+11	153*
8 Science	141	148	+5	153*

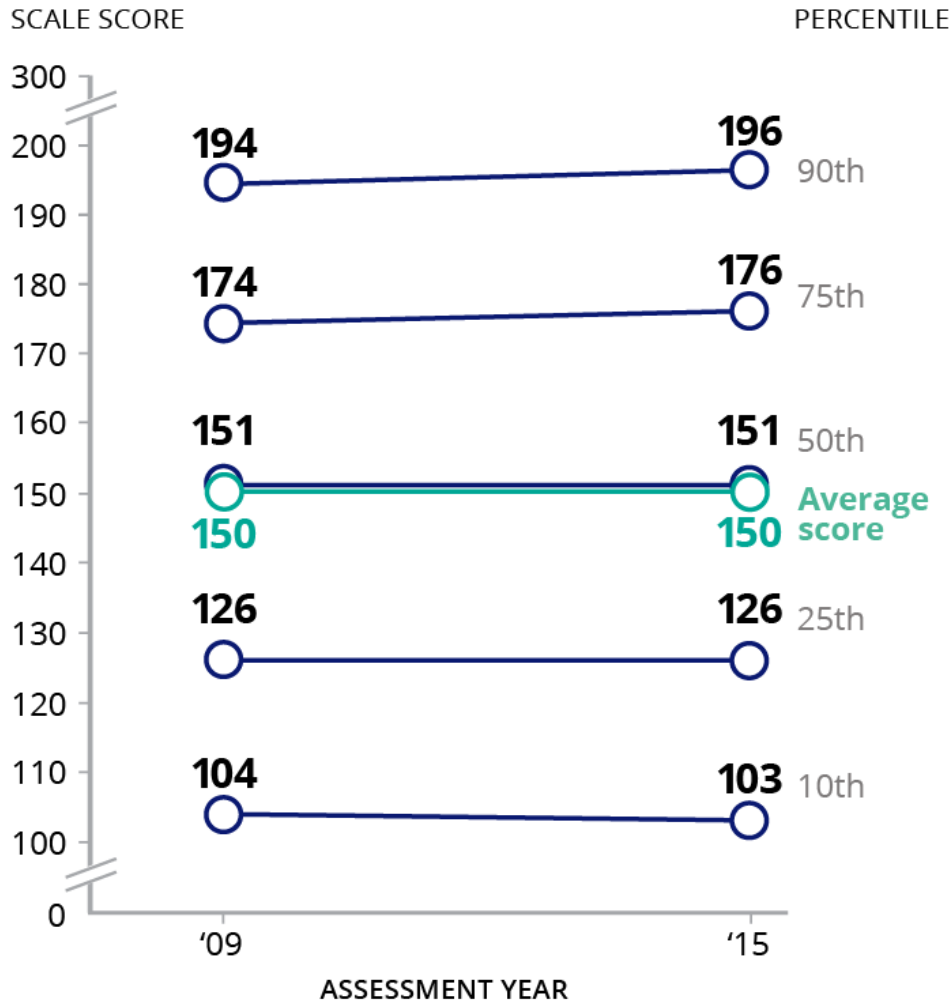
* Observed differences are statistically different from AZ 2015 scale scores at $p < .05$.



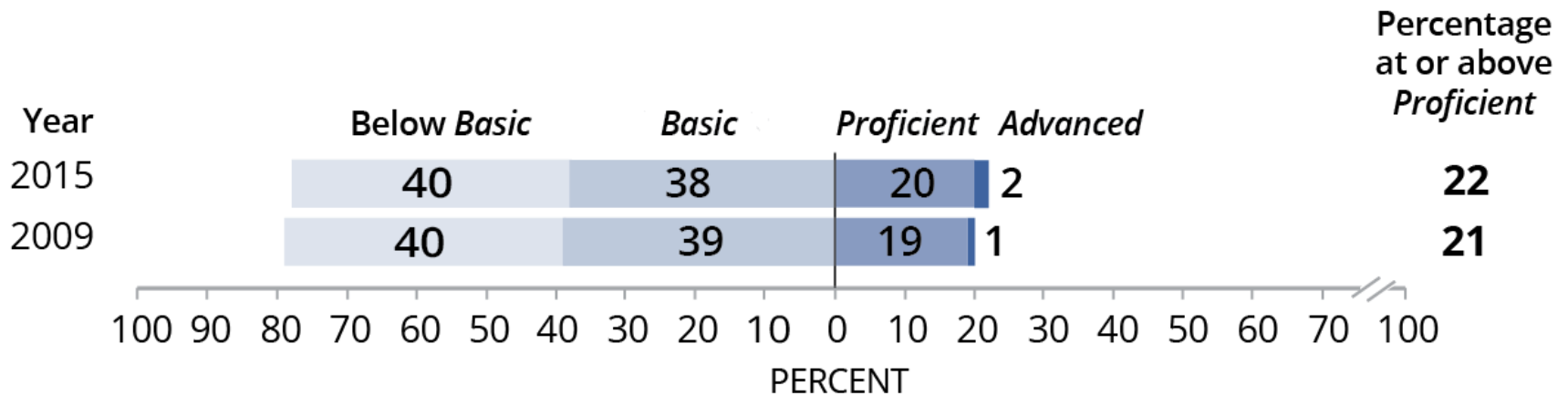
Grade 12 Science Results

Only National Level Results

Twelfth-grade average score no different than 2009

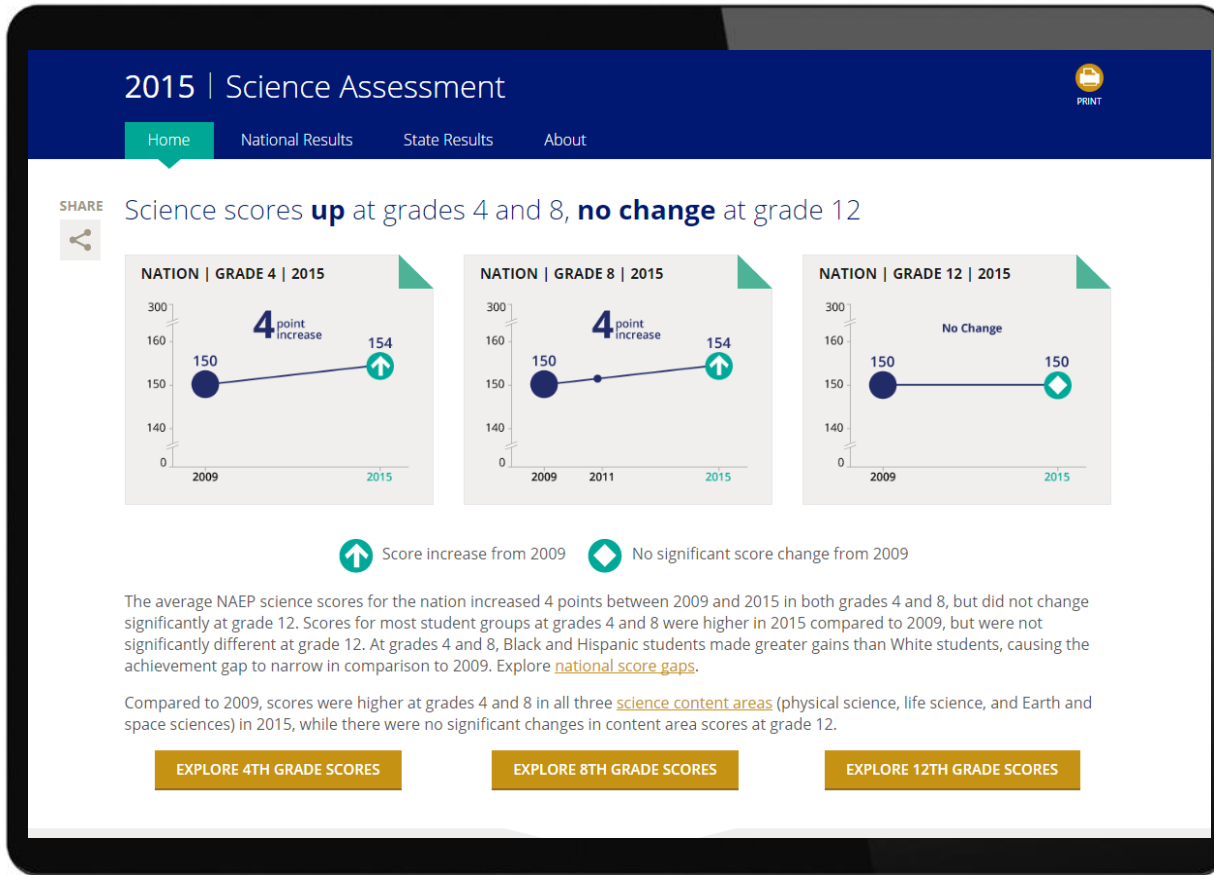


Percentage at or above *Proficient* not significantly different than 2009



NOTE: Detail may not sum to totals because of rounding. The percentage comparisons are based on unrounded numbers rather than the rounded numbers shown in the graphic.

Explore the results online <http://nationsreportcard.gov>



Thank you

Dr. Shelly Pollnow
Arizona Director NAEP/Internationals
Shelly.Pollnow@azed.gov
(602) 364-1583

EXECUTIVE SUMMARY

Issue:	Presentation, discussion and possible action to close rulemaking on the proposed amendment to R7-2-614(K) regarding the Student Teaching Intern Certificate
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 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 an optional 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 Board opened rulemaking at its October 24, 2016 Board meeting.

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 education preparation provider (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 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.

Contact Information:

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

EXECUTIVE SUMMARY

- 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.

Pursuant to the Board's rulemaking procedures, a public hearing was held on November 28, 2016 in order to collect public input on the proposed rule changes and favorable public comment was received. Two revisions were recommended. First, to provide a renewal option in the event a teaching intern was unable to complete the student teaching within the timeframe of the certificate. Second, clarification was requested regarding the required completion of coursework to allow for additional coursework to be undertaken concurrently with the capstone experience. These revisions are highlighted on the attachment.

Recommendation to the Board

It is recommended that the Board close the rulemaking record and adopt the amendments to R7-2-614(K) regarding the student teaching intern certificate.

Contact Information:

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

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 and may be extended for one year at no cost to the applicant if the provisions in subsection (K)(4) are met. 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~~ completed 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.

	Emergency Substitute Certificate	Emergency Teacher Certificate	Teaching Intern Certificate	Student Teaching Intern Certificate
Education	GED or High School Diploma	Bachelor's degree completed	Bachelor's degree completed	Pursuing bachelor's degree; 3.0 GPA; enrolled in capstone experience
Verification	LEA verifies need for emergency substitute	LEA verifies need for emergency teacher	EPP verifies enrolled in alternative path or educator preparation program (EPP)	LEA and EPP verifies request for certificate
Content Test	None	None	Required OR master degree in content OR 24 hours in content if no test	Required
Professional Knowledge Test	None	None	None	Required
Mentoring	None	None	Provided by EPP	Provided by EPP and LEA
Induction	None	None	None	Provided by LEA
Duration	One school year; limited to teaching 120 days at site; extendable upon proof of 2 semester hours of academic coursework	One school year; extendable 3 times	1 year; extendable to for 2 one year terms	1 year; not r extendable

EXECUTIVE SUMMARY

Issue: Presentation, discussion and possible action to close rulemaking on the proposed amendment to R7-2-617(F) regarding the School Social Worker Certificate
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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 Board opened rulemaking at its October 24, 2016 Board meeting.

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 completed a minimum of 6 semester hours of a social work practicum in a school setting or 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.

Pursuant to the Board's rulemaking procedures, a public hearing was held on November 28, 2016 in order to collect public input on the proposed rule changes and favorable public comment was received.

Recommendation to the Board

It is recommended that the Board close the rulemaking record and adopt the amendments to R7-2-617(F) regarding the school social worker certificate.

Contact Information:

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

A.A.C. 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 initiate rulemaking procedures for the following proposed amendments to Board rule regarding educator enforcement actions: R7-2-205 regarding certification review, suspension and revocation; R7-2-701 regarding adjudications and definitions; R7-2-705 regarding hearings and evidence; R7-2-1304 regarding notification of investigations; R7-2-1307 regarding criminal offenses; and R7-2-1308 regarding unprofessional and immoral conduct

Action/Discussion Item

Information Item

Background and Discussion

A.R.S. § 15-203(A)(20) authorizes the Board to impose disciplinary action for certificated individuals on a finding of immoral or unprofessional conduct. A.R.S. § 15-203(A)(23) authorizes the Board to adopt rules for the investigation of complaints alleging that a certificated person has engaged in immoral conduct. A.R.S. § 15-203(A)(30) authorizes the Board to adopt rules to regarding immoral or unprofessional conduct of certificated persons.

Board rule R7-2-201 regarding advisory committees was amended on August 1, 2016 to allow the Board to establish ad hoc advisory committees for the purpose of providing advice and recommendations to the Board. Pursuant to this authority, the Board established the Certification Enforcement Actions Advisory Committee (CEAC). The CEAC held four meetings to discuss both legislative and rulemaking changes regarding certification enforcement actions and as a result of these meetings recommended the following changes to six of the Board rules:

- The proposed amendments to R7-2-205 regarding Certification Review, Suspension and Revocation make technical and conforming changes and eliminate outdated language.
- The proposed amendments to R7-2-701 regarding Adjudications and Definitions provide that a presiding officer shall oversee hearings of the Professional Practices Advisory Committee (PPAC).
- The proposed amendments to R7-2-705 regarding Hearings and Evidence provide that at a hearing of the PPAC, the parties may submit proposed findings of fact and conclusions of law prior to the hearing or at the close of evidence.
- The proposed amendments to R7-2-1304 regarding Notification of Investigation provide that a certificated individual shall have 20 days from service by U.S. mail of the notice of investigation to file a written response with the Board.

Contact Information:

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

EXECUTIVE SUMMARY

- The proposed amendments to R7-2-1307 regarding Criminal Offenses provide that second-degree murder, manslaughter and aggravated assault are added to the list of offenses for which the Board shall revoke the certificate upon conviction, admission or plea agreement of the offense.
- The proposed amendments to R7-2-1308 regarding Unprofessional and Immoral Conduct provide that application forms and certificates shall include the rules and statutes related to unprofessional and immoral conduct. The proposed amendments to R7-2-1308 also provide that individuals applying for certificates shall certify that they have read and understood the rules and statutes related to unprofessional and immoral conduct and indicate whether they have been disciplined or are under investigation in another state for engaging in conduct that is immoral or unprofessional.

Recommendation to the Board

It is recommended that the Board initiate rulemaking procedures for the following proposed amendments to Board rule regarding educator enforcement actions: R7-2-205 regarding certification review, suspension and revocation; R7-2-701 regarding adjudications and definitions; R7-2-705 regarding hearings and evidence; R7-2-1304 regarding notification of investigations; R7-2-1307 regarding criminal offenses; and R7-2-1308 regarding unprofessional and immoral conduct.

Contact Information:

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

A.A.C. R7-2-205. Certification Review, Suspension, and Revocation

A. Professional Practices Advisory Committees (“Committees”) shall act in an advisory capacity to the State Board of Education (“Board”) in regard to certification or recertification **matters related to immoral conduct, unprofessional conduct**, unfitness to teach, and revocation, suspension, or surrender of certificates.

B. Committees shall each consist of seven members comprised of the following:

1. One elementary classroom teacher,
2. One secondary classroom teacher,
3. One principal,
4. One superintendent or assistant/associate superintendent,
5. Two lay members, one lay member who shall be a parent of a student currently attending public school in Arizona, and
6. One local Governing Board member.

C. Members appointed pursuant to subsections B(1), (2), (3) and (4) of this rule shall meet at least the following requirements:

1. Certified to teach in Arizona.
2. Currently employed in or retired from the education profession in the specific category of their appointment.
3. If currently employed, shall have been employed in this category for the three years immediately preceding their appointment.

D. Terms of the members

1. All regular terms shall be for four years except as set forth in subsection (E) below.
2. A member may be reappointed with Board approval.

E. The Board may remove any member from the Committee. All vacancies shall be filled as prescribed in subsections (C) above, and those persons appointed to fill vacancies shall serve to complete the term of the person replaced.

F. The Committee shall:

1. Select from its members a Chairman and Vice-Chairman,
2. **Establish procedures for conducting business according to Robert's Rules of Order Revised.** A quorum shall be a majority of members of the Committee. A quorum is necessary to conduct business. An affirmative vote of the majority of the members present is needed to take action.

3. Hold meetings as needed to conduct hearings or other Committee business by call of the Chairman of the Committee. If the Chairman neglects or declines to call a meeting, then a majority of the Committee may call a meeting. The Board may call a meeting as required to conduct necessary business. Notice of any meeting shall be given to Committee members seven days prior to the meeting.

4. Recommend the removal of any member who is absent from three consecutive meetings.

5. Refer to R7-2-1308 to assist in determining whether the acts complained of constitute unprofessional conduct.

6. Conduct its business pursuant to R7-2-1301 et seq. and hearings pursuant to R7-2-701 et seq.

A.A.C. R7-2-701. Definitions

In this Article, unless the context otherwise specifies:

1. "Board" means the State Board of Education.
2. "Chairman" means the chairperson of the Professional Practices Advisory Committee, established pursuant to R7-2-205.
3. "Contested case" means any proceeding in which the legal rights, duties or privileges of a party are required by law to be determined by the State Board of Education after an opportunity for hearing.
4. "Department" means the Department of Education.
5. "Hearing body" means the Board or the Professional Practices Advisory Committee.
6. "Party" means each person or agency named or admitted as a party or properly seeking and entitled as of right to be admitted as a party.
7. "Person" means an individual, partnership, corporation, association, governmental subdivision or unit of a governmental subdivision, a public or private organization of any character, or another agency.
8. "PPAC" means the Professional Practices Advisory Committee, established pursuant to R7-2-205 to conduct hearings related to certification or recertification matters regarding immoral conduct, unprofessional conduct, unfitness to teach and revocation, suspension or surrender of certificates.
9. "Presiding officer" means a hearing officer, with either a minimum of three years of verified experience in the practice of law or a minimum of one year of verified experience in conducting hearings, who shall oversee hearings in regard to certification or recertification matters related to immoral conduct, unprofessional conduct, unfitness to teach, and revocation, suspension, or surrender of certificates.
9. 10. "Pupil" means any student enrolled in an Arizona public or private school. "Pupil" also means any student who was enrolled in an Arizona public or private school at the time of the events which are the subject of a proceeding and who is still of minor age.
10. 11. "Victim" means any person who has been previously identified pursuant to state law as a victim in a criminal proceeding which is the basis for a contested case.

A.A.C. R7-2-705. Hearings and evidence

A. Parties may participate in the hearing in person or through an attorney.

B. ~~Upon request of either party, t~~The presiding officer may schedule a prehearing conference. The purpose of a prehearing conference shall be to narrow issues, attempt settlement, address evidentiary issues or for any other purpose deemed necessary by the presiding officer. The presiding officer or hearing body may require that the parties submit proposed findings of fact and conclusions of law prior to the hearing or at the close of evidence.

C. A hearing in a contested case shall be conducted in an informal manner and without adherence to the rules of evidence required in judicial proceedings. Irrelevant, immaterial or unduly repetitious evidence shall be excluded. A party to such proceedings may be represented by counsel and shall have the right to submit evidence in open hearing and conduct cross examination. Hearings may be held in any location determined by the hearing body.

D. Copies of documentary evidence may be received in the discretion of the presiding officer. Upon request, the parties shall be given an opportunity to compare the copy with the original.

E. Notice may be taken of judicially cognizable facts. In addition, notice may be taken of generally recognized technical or scientific facts within the specialized knowledge of the hearing body. Parties shall be notified either before or during the hearing or by reference in preliminary reports or otherwise of the material noticed including any staff memoranda or data and they shall be afforded an opportunity to contest the material so noticed. The hearing body's experience, technical competence and specialized knowledge may be utilized in the evaluation of the evidence.

A.A.C. R7-2-1304. Notification; Investigation

The certificated individual shall have ~~15~~ 20 days from receipt service by U.S. mail of the complaint notice of investigation to file a written response with the Board.

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A.A.C. R7-2-1307. Criminal Offenses; Nonreviewable

A. The Board shall revoke, not issue, or not renew the certification of a person who has been convicted of or admitted in open court or pursuant to a plea agreement committing any of the following criminal offenses in this state or similar offenses in another jurisdiction:

1. Sexual abuse of a minor;
2. Incest;
3. First-degree murder;
4. Second-degree murder;
5. Manslaughter;
4. 6. Sexual assault;
5. 7. Sexual exploitation of a minor;
6. 8. Commercial sexual exploitation of a minor;
7. 9. A dangerous crime against children as defined in A.R.S. § 13-604.01;
8. 10. Armed robbery
11. Aggravated assault
9. 12. Sexual conduct with a minor;
10. 13. Molestation of a child;
14. 14. Exploitation of minors involving drug offenses.

B. Upon notification that a certificated individual has been convicted of a nonreviewable offense, the Board shall revoke the certificate.

A.A.C. R7-2-1308. Unprofessional and Immoral Conduct

A. Individuals holding certificates issued by the Board pursuant to R7-2-601 et seq. and individuals applying for certificates issued by the Board pursuant to R7-2-601 et seq. shall:

1. Make reasonable efforts to protect pupils from conditions harmful to learning, health, or safety;
2. Account for all funds collected from pupils, parents, or school personnel;
3. Adhere to provisions of the Uniform System of Financial Records related to use of school property, resources, or equipment; and
4. Abide by copyright restrictions, security, or administration procedures for a test or assessment.

B. Individuals holding certificates issued by the Board pursuant to R7-2-601 et seq. and individuals applying for certificates issued by the Board pursuant to R7-2-601 et seq. shall not:

1. Discriminate against or harass any pupil or school employee on the basis of race, national origin, religion, sex, including sexual orientation, disability, color or age;
2. Deliberately suppress or distort information or facts relevant to a pupil's academic progress;
3. Misrepresent or falsify pupil, classroom, school, or district-level data from the administration of a test or assessment;
4. Engage in a pattern of conduct for the sole purpose or with the sole intent of embarrassing or disparaging a pupil;
5. Use professional position or relationships with pupils, parents, or colleagues for improper personal gain or advantage;
6. Falsify or misrepresent documents, records, or facts related to professional qualifications or educational history or character;
7. Assist in the professional certification or employment of a person the certificate holder knows to be unqualified to hold a position;
8. Accept gratuities or gifts that influence judgment in the exercise of professional duties;

9. Possess, consume, or be under the influence of alcohol on school premises or at school-sponsored activities;
10. Illegally possess, use, or be under the influence of marijuana, dangerous drugs, or narcotic drugs, as each is defined in A.R.S. § 13-3401;
11. Make any sexual advance towards a pupil or child, either verbal, written, or physical;
12. Engage in sexual activity, a romantic relationship, or dating of a pupil or child;
13. Submit fraudulent requests for reimbursement of expenses or for pay;
14. Use school equipment to access pornographic, obscene, or illegal materials; or
15. Engage in conduct which would discredit the teaching profession.

C. Individuals found to have engaged in unprofessional or immoral conduct shall be subject to, and may be disciplined by, the Board.

D. Procedures for making allegations, complaints, and investigation of unprofessional or immoral conduct shall be as set forth in this Article.

E. Application forms and certificates shall include the rules and statutes related to unprofessional and immoral conduct, including resignation from a contracted position without authorization and duties to report as required by law.

F. Individuals applying for certificates issued by the Board pursuant to R7-2-601 et seq shall certify:

1. that they have read and understood the rules and statutes related to unprofessional and immoral conduct, including resignation from a contracted position without authorization and duties to report as required by law; and

2. whether they have been disciplined or are under investigation in another state for engaging in conduct that is immoral or unprofessional.

Arizona State Board of Education

Professional Practices for Certificate Holders

Standards for Imposing Certificated Educator Sanctions

Consistent with A.R.S. §15-203(20), the State Board of Education may impose disciplinary action upon a certified individual, including a letter of censure, suspension, suspension with conditions or revocation of a certificate upon a finding of immoral or unprofessional conduct.

Criminal Offenses

Pursuant to administrative code R7-2-1307 and ARS § 15-550, the Board shall revoke the certification of a person who has been convicted of or admitted in open court or pursuant to a plea agreement any of the following criminal offenses in this state or similar offenses in another jurisdiction:

1. Sexual abuse of a minor
2. Incest
3. First-degree murder
4. Second degree murder
5. Manslaughter
6. Sexual assault
7. Sexual exploitation of a minor
8. Commercial sexual exploitation of a minor
9. A dangerous crime against children as defined in A.R.S. §13-604.01
10. Armed robbery
11. Aggravated assault
12. Sexual conduct with a minor
13. Molestation of a child
14. Exploitation of minors involving drug offenses

Upon notification that a certificated individual has been convicted of a nonrenewable offense, the Board shall revoke the certificate.

Unprofessional and Immoral Conduct

Individuals holding certificates issued by the Board pursuant to R7-2-601 and individuals applying for certificates issued by the Board pursuant to R7-2-601 shall:

1. Make reasonable efforts to protect pupils from conditions harmful to learning, health, or safety;
2. Account for all funds collected from pupils, parents, or school personnel;
3. Adhere to provisions of the Uniform System of Financial Records related to use of school property, resources, or equipment; and
4. Abide by copyright restrictions, security, or administration procedures for a test or assessment.

Individuals holding certificates issued by the Board pursuant to R7-2-601 and individuals applying for certificates issued by the Board pursuant to R7-2-601 shall not:

1. Discriminate against or harass any pupil or school employee on the basis of race, national origin, religion, sex, including sexual orientation, disability, color or age;
2. Deliberately suppress or distort information or facts relevant to a pupil's academic progress;
3. Misrepresent or falsify pupil, classroom, school, or district-level data from the administration of a test or assessment;
4. Engage in a pattern of conduct for the sole purpose or with the sole intent of embarrassing or disparaging a pupil;
5. Use professional position or relationships with pupils, parents, or colleagues for improper personal gain or advantage;
6. Falsify or misrepresent documents, records, or facts related to professional qualifications or educational history or character;

7. Assist in the professional certification or employment of a person the certificate holder knows to be unqualified to hold a position;
8. Accept gratuities or gifts that influence judgment in the exercise of professional duties;
9. Possess, consume, or be under the influence of alcohol on school premises or at school-sponsored activities;
10. Illegally possess, use, or be under the influence of marijuana, dangerous drugs, or narcotic drugs, as each is defined in A.R.S. § 13-3401;
11. Make any sexual advance towards a pupil or child, either verbal, written, or physical;
12. Engage in sexual activity, a romantic relationship, or dating of a pupil or child;
13. Submit fraudulent requests for reimbursement of expenses or for pay;
14. Use school equipment to access pornographic, obscene, or illegal materials;
15. Engage in conduct which would discredit the teaching profession.

Individuals found to have engaged in unprofessional or immoral conduct shall be subject to, and may be disciplined by, the Board.

Resignation as an Unprofessional Act and Penalty: ARS §15-545

A certificated teacher shall not resign after signing and returning his contract, unless the resignation is first approved by the governing board. A teacher who resigns contrary to this section shall be deemed to commit an unprofessional act and, upon request of the governing board, shall be subject to such disciplinary action, including suspension and revocation of certificate, as the state board of education deems appropriate.

Failing to Report of Immoral or Unprofessional Conduct

Pursuant to ARS §15-514, any certificated person or governing board member who reasonably suspects or receives a reasonable allegation that a person certificated by the state board of education has engaged in conduct involving minors that would be subject to the reporting requirements of section 13-3620 (mandatory reporting) shall report or cause reports to be made to the department of education in writing as soon as reasonably practicable but not later than three business days after the person first suspects or receives allegation of the conduct.

The superintendent of a school district or the chief administrator of a charter school who reasonably suspects or receives a reasonable allegation that an act of immoral or unprofessional conduct that would constitute grounds for dismissal or criminal charges by a certificated person has occurred shall report the conduct to the department of education.

Failure to report information as required in ARS §15-514 by a certificated person constitutes grounds for disciplinary action by the state board of education.

A governing board member or school district employee who has control over personnel decisions and who reasonably suspects or receives a reasonable allegation that a person certificated by the state board of education has engaged in conduct involving minors that would be subject to the reporting requirements of ARS §§ 13-3620 and 15-514 shall not accept the resignation of the certificate holder until these suspicions or allegations have been reported to the State Board of Education.

Filing a Complaint against a Certificate Holder

The Investigative Unit may be reached at (602) 542-2972 or investigation@azed.gov

For Further Information: Call or Email

State Board of Education

(602) 542-5057 inbox@azsbe.az.gov Updated 10/28/16

EXECUTIVE SUMMARY

Issue: Presentation, discussion and possible action to initiate rulemaking procedures for proposed amendments to Board rule R7-2-612 regarding Career and Technical Education Teaching Certificates

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 R7-2-612 amends the current career and technical education (CTE) teaching certificates for clarity.

At the November 2, 2016 meeting of the Certification Advisory Committee (CAC), the CAC voted unanimously to recommend to the Board the proposed amendments to R7-2-612 regarding CTE teaching certificates.

The proposed amendments delete redundancies found in the rule and replace the certificates for Agriculture, Business and Marketing, Family and Consumer Sciences, Health Careers, Industrial and Emerging Technologies and Education and Training with one provisional and one standard "CTE Field of Study" certificate. CTE Field of Study is defined as one of the above listed occupational areas.

SB1208 made a major change to the rules governing teacher certification. The law states standard certificates shall be renewed for at least eight years and may not require more than fifteen hours of continuing education credits each year to renew any certificate issued. Further, the law states a comparable reciprocal educator certificate shall be issued to applicants who passed their state's subject knowledge and professional exams and who are in good standing with their state. Conforming changes to R7-2-619 regarding renewal requirements and R7-2-621 regarding reciprocity were adopted by the Board at its August 1, 2016 meeting. The proposed amendments amend the length of standard CTE teacher certifications from six years to eight years and delete Option D regarding reciprocity of provisional and standard CTE certificates to conform with changes in law.

Additional changes to the rule, upon recommendation by the Department of Education, include the following:

- a. Provisional certificates are not renewable but may be extended once upon completion of either one-half of the required semester hours of courses, a passing score on the professional knowledge portion of the Arizona Teacher Proficiency Assessment for secondary teachers or qualification for a waiver of this assessment.

Contact Information:

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

EXECUTIVE SUMMARY

- b. Applicants for Provisional certificates under Options A, B or C may re-apply for the Provisional CTE certificate two months before its expiration date. This provision allows an exemption from the evaluation requirement if the certificate holder had not taught during the two years prior to renewal.

The purpose of these revisions is to condense, clarify, make technical changes and provide more consistency to the rule regarding CTE certificates.

Recommendation to the Board

It is recommended that the Board initiate rulemaking procedures for the proposed amendment to R7-2-612 regarding career and technical education teaching certificates.

A.A.C. R7-2-612. Career and Technical Education Teaching Certificates

A. Except as noted, all certificates are subject to the general certification provisions in R7-2-607, and the renewal requirements in R7-2-619.

~~B. A provisional career and technical education certificate shall be extended once for three years upon completion of one half the required semester hours of courses for the standard career and technical education certificate in the same career and technical education area.~~

C. For purposes of this rule, the following definitions apply:

1. "Agriculture" means agriculture, agriculture operations, and related sciences; natural resources and conservation; environmental design; landscape architecture; agricultural biological engineering; forest engineering, biological and biomedical sciences; parks, recreation and leisure facilities management; geological and earth sciences/geosciences; veterinary/animal health technician/veterinary assistant; environmental health; and veterinary medicine as described in Classification of Instructional Programs: 2000 Edition: (NCES 2002-165), U.S. Department of Education, National Center for Education Statistics, 1990 K Street, NW, Washington, DC 20006: U.S. Government Printing Office, April 2002, CIP Code 01, which is incorporated by reference and on file with the Arizona Department of Education and the Office of the Secretary of State. This incorporation by reference contains no future editions or amendments. Copies of the incorporated materials are available for review at the Arizona Department of Education located at 1535 W. Jefferson Street, Phoenix, AZ 85007 or may be ordered from the U.S. Department of Education, ED Pubs, P.O. Box 1398, Jessup, MD 20794-1398.

2. "Business and Marketing" means computer and information sciences and support services; accounting and computer information services; business/commerce, general; business administration, management and operations; accounting; business operations support and assistant services; business/corporate communications; business/managerial economics; entrepreneurial and small business operations; finance and financial management services; hospitality administration/management; human resources management and services; international business; management information systems and services; management sciences and quantitative methods; marketing; real estate; taxation; insurance; general sales, merchandising and related marketing operations; specialized sales, merchandising and marketing operations; and business, management, marketing and related support services, other as described in Classification of Instructional Programs: 2000 Edition: (NCES 2002-165), U.S. Department of Education, National Center for Education Statistics, 1990 K Street, NW, Washington, DC 20006: U.S. Government Printing Office, April 2002, CIP Code 52, which is incorporated by reference and on file with the Arizona Department of Education and the Office of the Secretary of State. This incorporation by reference contains no future editions or amendments. Copies of the incorporated materials are available for review at the Arizona Department of Education, located at 1535 W. Jefferson Street, Phoenix, AZ 85007 or may be ordered from the U.S. Department of Education, ED Pubs, P.O. Box 1398, Jessup, MD 20794-1398.

~~3. "Career and Technical Education Field of Study" or "CTE Field of Study" means a field of study in any of the areas identified in subsections B(1), B(2), B(4), B(5), B(6) and~~

B(7) relating to Agriculture, Business and Marketing, Family and Consumer Sciences, Health Careers, Industrial and Emerging Technologies or Education and Training.

3- 4. “Education and Training” means all occupational areas of secondary education and teaching; junior high/intermediate/middle school education and teaching; elementary education and teaching; kindergarten/preschool education and teaching; early childhood education and teaching; adult education and teaching; and special education as described in Classification of Instructional Programs: 2000 Edition: (NCES 2002-165) U.S. Department of Education, National Center for Education Statistics, 1990 K Street, NW, Washington, DC 20006: U.S. Government Printing Office, April 2002, CIP Code 13, which is incorporated by reference and on file with the Arizona Department of Education and the Office of the Secretary of State. This incorporation by reference contains no future editions or amendments. Copies of the incorporated materials are available for review at the Arizona Department of Education located at 1535 W. Jefferson Street, Phoenix, AZ 85007 or may be ordered from the U.S. Department of Education, ED Pubs, P.O. Box 1398, Jessup, MD 20794-1398.

4- 5. “Family and Consumer Sciences” means culinary arts; kindergarten/preschool education and teaching; early childhood education and teaching; family and consumer sciences/human sciences; nutrition sciences; interior design; hospitality administration/management; fashion merchandising; fashion modeling; apparel and accessories marketing operations; tourism and travel services marketing operations; tourism promotion operations; and hospitality and recreation marketing operations as described in Classification of Instructional Programs: 2000 Edition: (NCES 2002-165) U.S. Department of Education, National Center for Education Statistics, 1990 K Street, NW, Washington, DC 20006: U.S. Government Printing Office, April 2002, CIP Code 19, which is incorporated by reference and on file with the Arizona Department of Education and the Office of the Secretary of State. This incorporation by reference contains no future editions or amendments. Copies of the incorporated materials are available for review at the Arizona Department of Education, located at 1535 W. Jefferson Street, Phoenix, AZ 85007 or may be ordered from the U.S. Department of Education, ED Pubs, P.O. Box 1398, Jessup, MD 20794-1398.

5- 6. “Health Careers” means exercise physiology; kinesiology and exercise science; medical/clinical assistant; clinical/medical laboratory assistant; pharmacy technician/assistant; medical radiologic technology/science-radiation therapist; radiologic technology/science-radiographer; physician assistant; athletic training/trainer; clinical/medical laboratory technician; clinical laboratory science/medical technology/technologist; phlebotomy/phlebotomist; medicine; nursing/registered nurse; osteopathic medicine/osteopathy; pharmacy; physical therapy/therapist; and kinesiotherapy/kinesiotherapist as described in Classification of Instructional Programs: 2000 Edition: (NCES 2002-165) U.S. Department of Education, National Center for Education Statistics, 1990 K Street, NW, Washington, DC 20006: U.S. Government Printing Office, April 2002, CIP Code 51, which is incorporated by reference and on file with the Arizona Department of Education and the Office of the Secretary of State. This incorporation by reference contains no future editions or amendments. Copies of the incorporated materials are available for review at the Arizona Department of Education located at 1535 W. Jefferson Street, Phoenix, AZ 85007 or may be ordered from the U.S. Department of Education, ED Pubs, P.O. Box 1398, Jessup, MD 20794-1398.

~~6-7~~. “Industrial and Emerging Technologies” means audiovisual communications technologies/technicians; graphic communications; cosmetology and personal grooming services; electrical engineering technologies/technicians; electromechanical instrumentation and maintenance technologies/technicians; environmental control technologies/technicians; industrial production technologies/technicians; quality control and safety technologies/technicians; mechanical engineering related technologies/technicians; mining and petroleum technologies/technicians; construction engineering technologies; engineering-related technologies; computer engineering technologies/technicians; drafting/design engineering technologies/technicians; security and protective services; mason/masonry; carpenters; electrical and power transmission installers; building/construction finishing, management and inspection; electrical/electronics maintenance and repair technology; heating, air conditioning, ventilation and refrigeration maintenance technology/technician; heavy/industrial equipment maintenance technologies; precision systems maintenance and repair technologies; vehicle maintenance and repair technologies; precision metal working; construction/heavy equipment/earthmoving equipment operation; design and visual communications, general; commercial and advertising art; industrial design; commercial photography; and visual performing arts as described in Classification of Instructional Programs: 2000 Edition: (NCES 2002-165) U.S. Department of Education, National Center for Education Statistics, 1990 K Street, NW, Washington, DC 20006: U.S. Government Printing Office, April 2002, CIP Codes 10, 12, 15, 41, 43, 46, 47, 48, 49, and 50, which is incorporated by reference and on file with the Arizona Department of Education and the Office of the Secretary of State. This incorporation by reference contains no future editions or amendments. Copies of the incorporated materials are available for review at the Arizona Department of Education located at 1535 W. Jefferson Street, Phoenix, AZ 85007 or may be ordered from the U.S. Department of Education, ED Pubs, P.O. Box 1398, Jessup, MD 20794-1398.

~~7-8~~. “Occupational Area” means employment in any of the areas identified in subsections ~~(C)(1) through (6)~~ B(1), B(2), B(4), B(5), B(6) and B(7) relating to Agriculture, Business and Marketing, Education and Training, Family and Consumer Sciences, Health Careers, or Industrial and Emerging Technologies.

~~8-9~~. “Professional Knowledge” means the art of teaching including the knowledge and skills necessary for instructional planning, delivery and evaluation in a career and technical education setting.

~~9-10~~. “Subject Knowledge” means the information, understanding and skills specific to the broad occupational area.

~~10-11~~. “Verified Work Experience” means written documentation from a current or former supervisor for paid or unpaid work, a current school superintendent, or the Department of Education Career and Technical Education Programmatic State Supervisor indicating that an applicant for a career and technical education certificate performed work in a business or industry setting related to the program to be taught as identified in subsections ~~(C)(1) through (6)~~ B(1), B(2), B(4), B(5), B(6) and B(7).

D. C. Provisional Career and Technical Education (CTE) Certificate – Agriculture CTE Field of Study – grades K through 12

1. The certificate is valid for three years and is not renewable but may be extended once upon completion of the following: -

a. One half of the required semester hours of courses, or the equivalent with Department-CTE approved professional development, toward the requirements for the Standard CTE certificate.

b. A passing score on the professional knowledge portion of the Arizona Teacher Proficiency Assessment for secondary teachers or qualification for a waiver of this assessment.

2. The requirements are include all of the following:

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

b. At least one One of the following options:

i. Option A – Bachelor's degree in agriculture or related sciences the specified CTE field of study – requirements include all of the following:

(1) A bachelor's or more advanced degree in agriculture the specified CTE field of study from an accredited institution, and

(2) Thirty semester hours of courses in agriculture the specified CTE field of study, and

(3) Two hundred forty clock hours of verified work experience in agriculture the specified CTE occupational area.

ii. Option B – Valid non-CTE Arizona Provisional or Standard teaching certificate or an Arizona CTE teaching certificate in another content area CTE field of study – requirements include all of the following:

(1) A valid Arizona provisional or standard teaching certificate for teachers in Birth through grade 12 issued pursuant to this Article, and

(2) One year of the most recent teacher evaluation(s) approved by a certificated administrator, or the administrator's designee, in a PreK-12 school setting and issued during the term of the Arizona teaching certificate exhibiting satisfactory performance in the classroom, and

(3) Three semester hours of courses in career and technical education methods or content in agriculture the specified CTE field of study, and

(4) Two hundred forty clock hours of verified work experience in agriculture the specified CTE occupational area.

iii. Option C – Business and industry professional – requirements include six thousand clock hours of verified work experience in an agriculture occupational area.

iv. Option D – Valid teaching certificate in career and technical education from another state:

A valid teaching certificate in career and technical agriculture education from another state.

v. Option E – Bachelor's degree in an agriculture the specified CTE field of study education teacher preparation program – requirements include both of the following:

(1) A bachelor's or more advanced degree that included completion of a teacher preparation program in the CTE field of study in an agriculture education teacher preparation program from an accredited institution, and

(2) Two hundred forty clock hours of verified work experience in an agriculture the specified occupational area.

3. The holder of this certificate shall receive a passing score on the professional knowledge portion of the Arizona Teacher Proficiency Assessment for secondary

teachers, before the extension of the provisional career and technical education certificate – Agriculture. The Professional Knowledge assessment shall be waived for applicants who submit verification of one of the following:

- a. A passing score on a comparable Professional Knowledge examination from another state or agency taken within the past seven years. Submit the original score report at time of application,
 - b. A passing score on a comparable Professional Knowledge examination from another state or agency taken more than seven years ago and five years of full-time teaching experience within the past seven years. Submit the original score report and a letter on official letterhead from the District Superintendent or Personnel Director to verify teaching experience at time of application, or
 - c. A current certificate from the National Board for Professional Teaching Standards.
3. Applicants who qualify under option A, option B, or option C may re-apply for the Provisional CTE certificate two months before its expiration date if they meet all of the following requirements:

- a. The certificate holder meets all requirements for the Standard CTE certificate except for two years of teacher evaluation(s) approved by a certified administrator, or the administrator's designee, in a secondary CTE school setting and issued during the term of the Arizona provisional CTE teaching certificate exhibiting satisfactory performance in the classroom; and
- b. The certificate holder submits verification that they did not teach for two years during the valid term of the Provisional CTE certificate.

E. Standard Career and Technical Education (CTE) Certificate – Agriculture CTE Field of Study – grades K through 12:

1. The certificate is valid for six eight years.
2. The requirements are include all of the following:
 - a. A valid fingerprint clearance card issued by the Arizona Department of Public Safety, and
 - b. At least one One of the following options:
 - i. Option A – Bachelor's degree in agriculture the specified CTE field of study or related sciences – requirements include all of the following:
 - (1) Qualification under subsection (C)(2)(b)(i), Option A for the provisional career and technical education certificate – Agriculture in the specified CTE Field of Study;
 - (2) Eighteen semester hours of courses in professional knowledge, to include any of the following areas: principles/philosophy of career and technical education, operation of a career and technical student organization, methods of teaching career and technical education, curriculum design/development, instructional technology, educational philosophy, instructional design/methodology, assessment/evaluation, or classroom management. Hours may be obtained prior to issuance of the provisional career and technical education certificate – Agriculture in the specified CTE field of study. Eighteen semester hours may be obtained through Department-CTE approved professional development. Fifteen clock hours equals one semester hour, and
 - (3) Two years of teacher evaluation(s) approved by a certified administrator, or the administrator's designee, in a secondary CTE school setting and issued during the term of the Arizona provisional CTE teaching certificate – Agriculture in the specified CTE field of study exhibiting satisfactory performance in the classroom.

ii. Option B – Valid non-CTE Arizona Provisional or Standard teaching certificate or an Arizona CTE teaching certificate in another content area CTE field of study – requirements include all of the following:

(1) Qualification under subsection (C)(2)(b)(ii), Option B for the provisional career and technical education certificate – Agriculture in the specified CTE field of study;

(2) Two years of teacher evaluation(s) approved by a certificated administrator, or the administrator's designee, in a secondary CTE school setting and issued during the term of the provisional career and technical education certificate – Agriculture in the specified CTE field of study exhibiting satisfactory performance in the classroom;

(3) Twelve semester hours of courses in professional knowledge to include:

(a) Nine semester hours of subject knowledge courses in agriculture subject knowledge in the CTE field of study; and

(b) Three semester hours of courses in professional knowledge to include any of the following areas: principles/philosophy of career and technical education, operation of a career and technical student organization, methods of teaching career and technical education, curriculum design/development, instructional technology, educational philosophy, instructional design/methodology, assessment/evaluation, or classroom management. Hours may be obtained prior to issuance of the provisional career and technical education certificate – Agriculture in the specified CTE field of study. Twelve semester hours may be obtained through Department-CTE approved professional development. Fifteen clock hours equals one semester hour; and

(4) An additional 240 clock hours of verified work experience in an agriculture the occupational area. Hours may have been accumulated before obtaining the provisional certification.

iii. Option C – Business and industry professional:

(1) Qualification under subsection D(2)(b)(iii), Option C for the provisional career and technical education certificate – Agriculture in the specified CTE field of study;

(2) Two years of teacher evaluation(s) approved by a certificated administrator, or the administrator's designee, in a secondary CTE school setting and issued during the term of the provisional career and technical education certificate – Agriculture in the specified CTE field of study exhibiting satisfactory performance in the classroom; and

(3) Fifteen semester hours of courses in professional knowledge to include any of the following areas: principles/philosophy of career and technical education, operation of a career and technical student organization, methods of teaching career and technical education, curriculum design/development, instructional design/methodology, assessment/evaluation, instructional technology, educational philosophy, or classroom management. Fifteen semester hours may be obtained through Department-CTE approved professional development. Fifteen clock hours equals one semester hour.

iv. Option D – Valid teaching certificate in career and technical education from another state:

(1) Qualification under Option D for the provisional career and technical education certificate – Agriculture; and

(2) Two years of teacher evaluation(s) approved by a certificated administrator, or the administrator's designee, in a secondary CTE school setting and issued during the term of the provisional career and technical education certificate – Agriculture exhibiting satisfactory performance in the classroom.

~~v. Option E~~ iv. Option D— Bachelor's degree in an Agriculture the specified CTE field of study education teacher preparation program ~~— requirements include all of the following:~~

(1) Qualification under subsection D(2)(b)(iv), ~~Option E~~ D for the provisional career and technical education certificate ~~—Agriculture in the specified CTE field of study;~~

(2) Eighteen semester hours of courses in professional knowledge, to include any of the following areas: principles/philosophy of career and technical education, operation of a career and technical student organization, methods of teaching career and technical education, curriculum design/development, instructional technology, educational philosophy, instructional design/methodology, assessment/evaluation, or classroom management. Hours may be obtained prior to issuance of the provisional career and technical education certificate ~~—Agriculture in the specified CTE field of study~~. Eighteen semester hours may be obtained through Department-CTE approved professional development. Fifteen clock hours equals one semester hour; and

~~(3) Two years of teacher evaluation(s) approved by a certified administrator, or the administrator's designee, in a secondary CTE school setting and issued during the term of the provisional career and technical education certificate — Agriculture exhibiting satisfactory performance in the classroom.~~

~~c. A passing score on the professional knowledge portion of the Arizona Teacher Proficiency Assessment for secondary teachers. The Professional Knowledge assessment shall be waived for applicants who submit verification of one of the following:~~

~~i. A passing score on a comparable Professional Knowledge examination from another state or agency taken within the past seven years. Submit the original score report at time of application;~~

~~ii. A passing score on a comparable Professional Knowledge examination from another state or agency taken more than seven years ago and five years of full-time teaching experience within the past seven years. Submit the original score report and a letter on official letterhead from the District Superintendent or Personnel Director to verify teaching experience at time of application, or~~

~~iii. A current certificate from the National Board for Professional Teaching Standards.~~

~~c. A passing score on the professional knowledge portion of the Arizona teacher proficiency assessment for secondary teachers or qualification for a waiver of this assessment.~~

3. An individual may also qualify for a standard career and technical education certificate in the specified CTE field of study pursuant to R7-2-621.

~~F. Provisional Career and Technical Education "CTE" Certificate — Business and Marketing — grades K through 12~~

~~1. The certificate is valid for three years.~~

~~2. The requirements are:~~

~~a. A valid fingerprint clearance card issued by the Arizona Department of Public Safety, and~~

~~b. One of the following options:~~

~~i. Option A — Bachelor's degree business or marketing:~~

~~(1) A bachelor's or more advanced degree in business or marketing from an accredited institution;~~

~~(2) Thirty semester hours of courses in business or marketing, and~~

~~(3) Two hundred forty clock hours of verified work experience in a business or marketing occupational area.~~

~~ii. Option B — Valid non-CTE Arizona teaching certificate or an Arizona CTE teaching certificate in another content area:~~

~~(1) A valid Arizona provisional or standard teaching certificate issued pursuant to this Article;~~

~~(2) One of the most recent teacher evaluation(s) approved by a certificated administrator, or the administrator's designee, in a Pre-K-12 school setting and issued during the term of the Arizona teaching certificate exhibiting satisfactory performance in the classroom;~~

~~(3) Three semester hours of courses in career and technical education methods or content in business or marketing; and~~

~~(4) Two hundred forty clock hours of verified work experience in a business or marketing occupational area.~~

~~iii. Option C—Business and industry professional:~~

~~–Six thousand clock hours of verified work experience in a business or marketing occupational area.~~

~~iv. Option D—Valid teaching certificate in career and technical education from another state:~~

~~–A valid teaching certificate in business education, marketing education, career and technical business education or career and technical marketing education from another state.~~

~~v. Option E—Bachelor’s degree in business or marketing education teacher preparation program:~~

~~(1) A bachelor’s or more advanced degree in a business or marketing education teacher preparation program from an accredited institution, and~~

~~(2) Two hundred forty clock hours of verified work experience in a business or marketing occupational area.~~

~~3. The holder of this certificate shall receive a passing score on the professional knowledge portion of the Arizona Teacher Proficiency Assessment for secondary teachers before the extension of the provisional career and technical education certificate—Business and Marketing. The Professional Knowledge assessment shall be waived for applicants who submit verification of one of the following:~~

~~a. A passing score on a comparable Professional Knowledge examination from another state or agency taken within the past seven years. Submit the original score report at time of application,~~

~~b. A passing score on a comparable Professional Knowledge examination from another state or agency taken more than seven years ago and five years of full-time teaching experience within the past seven years. Submit the original score report and a letter on official letterhead from the District Superintendent or Personnel Director to verify teaching experience at time of application, or~~

~~c. A current certificate from the National Board for Professional Teaching Standards.~~

G. Standard Career and Technical Education (CTE) Certificate—Business and Marketing—grades K through 12

~~1. The certificate is valid for six years.~~

~~2. The requirements are:~~

~~a. A valid fingerprint clearance card issued by the Arizona Department of Public Safety, and~~

~~b. One of the following options:~~

~~i. Option A—Bachelor’s degree in business and marketing:~~

~~(1) Qualification under Option A for the provisional career and technical education certificate—Business and Marketing; and~~

~~(2) Eighteen semester hours of courses in professional knowledge to include any of the following areas: principles/philosophy of career and technical education, operation of a career and technical student organization, methods of teaching career and technical education, curriculum design/development, instructional technology, educational philosophy, instructional design/methodology, assessment/evaluation, or classroom management. Hours may be obtained prior to issuance of the provisional career and technical education certificate—Business and Marketing. Eighteen semester hours may be obtained through Department CTE approved professional development. Fifteen clock hours equals one semester hour; and~~

~~(3) Two years of teacher evaluations approved by a certified administrator, or the administrator’s designee, in a secondary CTE school setting and issued during the term of the Arizona provisional CTE teaching certificate—Business and Marketing exhibiting satisfactory performance in the classroom.~~

~~ii. Option B—Valid non-CTE Arizona teaching certificate or Arizona CTE teaching certificate in another area:~~

~~(1) Qualification under Option B for the provisional career and technical education certificate—Business and Marketing;~~

~~(2) Two years of teacher evaluation(s) approved by a certificated administrator, or the administrator’s designee, in a secondary CTE school setting and issued during the term of the provisional career and technical education certificate—Business and Marketing exhibiting satisfactory performance in the classroom;~~

~~(3) Twelve semester hours of courses in professional knowledge to include:~~

~~(a) Nine semester hours of courses in business or marketing subject knowledge; and~~

~~(b) Three semester hours of courses in professional knowledge to include any of the following areas: principles/philosophy of career and technical education, operation of a career and technical student organization, methods of teaching career and technical education, curriculum design/development, instructional technology, classroom management, educational philosophy, instructional design/methodology, or assessment/evaluation. Hours may be obtained prior to issuance of the provisional career and technical education certificate—Business and Marketing. Twelve semester hours may be obtained through Department CTE approved professional development. Fifteen clock hours equals one semester hour; and~~

~~(4) An additional 240 clock hours of verified work experience in a business or marketing occupational area. Hours may have been accumulated before obtaining the provisional certification.~~

~~iii. Option C—Business and industry professional:~~

~~(1) Qualification under Option C for the provisional career and technical education certificate—Business and Marketing;~~

~~(2) Two years of teacher evaluation(s) approved by a certificated administrator, or the administrator’s designee, in a secondary CTE school setting and issued during the term of the provisional career and technical education certificate—Business and Marketing exhibiting satisfactory performance in the classroom; and~~

~~(3) Fifteen semester hours of courses in professional knowledge to include any of the following areas: principles/philosophy of career and technical education, operation of a career and technical student organization, methods of teaching career and technical education, curriculum design/development, instructional design/methodology, assessment/evaluation, instructional technology, educational philosophy, or classroom management. Fifteen semester hours may be obtained through Department CTE approved professional development. Fifteen clock hours equals one~~

semester hour.

iv. Option D—Valid teaching certificate in career and technical education from another state:

(1) Qualification under Option D for the provisional career and technical education certificate—Business and Marketing; and

(2) Two years of teacher evaluation(s) approved by a certificated administrator, or the administrator's designee, in a secondary CTE school setting and issued during the term of the provisional career and technical education certificate—Business and Marketing exhibiting satisfactory performance in the classroom.

v. Option E—Bachelor's degree in a business or marketing education teacher preparation program:

(1) Qualification under Option E for the provisional career and technical education certificate—Business and Marketing;

(2) Eighteen semester hours of courses in professional knowledge, to include any of the following areas: principles/philosophy of career and technical education, operation of a career and technical student organization, methods of teaching career and technical education, curriculum design/development, instructional technology, educational philosophy, instructional design/methodology, assessment/evaluation, or classroom management. Hours may be obtained prior to issuance of the provisional career and technical education certificate—Business and Marketing. Eighteen semester hours may be obtained through Department CTE approved professional development. Fifteen clock hours equals one semester hour; and

(3) Two years of teacher evaluation(s) approved by a certified administrator, or the administrator's designee, in a secondary CTE school setting and issued during the term of the provisional career and technical education certificate—Business and Marketing exhibiting satisfactory performance in the classroom.

e. A passing score on the professional knowledge portion of the Arizona Teacher Proficiency Assessment for secondary teachers. The Professional

Knowledge assessment shall be waived for applicants who submit verification of one of the following:

i. A passing score on a comparable Professional Knowledge examination from another state or agency taken within the past seven years. Submit the original score report at time of application;

ii. A passing score on a comparable Professional Knowledge examination from another state or agency taken more than seven years ago and five years of full-time teaching experience within the past seven years. Submit the original score report and a letter on official letterhead from the District Superintendent or Personnel Director to verify teaching experience at time of application; or

iii. A current certificate from the National Board for Professional Teaching Standards.

H. Provisional Career and Technical Education (CTE) Certificate – Family and Consumer Sciences – grades K through 12

1. The certificate is valid for three years.

2. The requirements are:

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

b. One of the following options:

i. Option A—Bachelor's degree in family and consumer sciences:

(1) A bachelor's degree or more advanced degree in family and consumer sciences from an accredited institution;

(2) Thirty semester hours of courses in family and consumer sciences, and

(3) Two hundred forty clock hours of verified work experience in a family and consumer sciences occupational area.

ii. Option B—Valid non-CTE Arizona teaching certificate or an Arizona CTE teaching certificate in another content area:

(1) A valid Arizona provisional or standard teaching certificate issued pursuant to this Article;

(2) One year of the most recent teacher evaluation(s) approved by a certificated administrator, or the administrator's designee, in a PreK-12 school setting and issued during the term of the Arizona teaching certificate exhibiting satisfactory performance in the classroom;

(3) Three semester hours of courses in career and technical education methods or content in family and consumer sciences; and

(4) Two hundred forty clock hours of verified work experience in a family and consumer sciences occupational area.

iii. Option C—Business and industry professional:

Six thousand clock hours of verified work experience in a family and consumer sciences occupational area.

iv. Option D—Valid teaching certificate in career and technical education from another state:

A valid teaching certificate in career and technical family and consumer sciences education from another state.

v. Option E—Bachelor's degree in family and consumer sciences education teacher preparation program:

(1) A bachelor's or more advanced degree in a family and consumer sciences education teacher preparation program from an accredited institution, and

(2) Two hundred forty clock hours of verified work experience in a family and consumer sciences occupational area.

3. The holder of this certificate shall receive a passing score on the professional knowledge portion of the Arizona Teacher Proficiency Assessment for secondary teachers before the extension of the provisional career and technical education certificate –Family and Consumer Sciences. The Professional Knowledge assessment shall be waived for applicants who submit verification of one of the following:

a. A passing score on a comparable Professional Knowledge examination from another state or agency taken within the past seven years. Submit the original score report at time of application;

b. A passing score on a comparable Professional Knowledge examination from another state or agency taken more than seven years ago and five years of full-time teaching experience within the past seven years. Submit the original score report

and a letter on official letterhead from the District Superintendent or Personnel Director to verify teaching experience at time of application, or

e. A current certificate from the National Board for Professional Teaching Standards.

I. Standard Career and Technical Education (CTE) Certificate – Family and Consumer Sciences – grades K through 12

1. The certificate is valid for six years.

2. The requirements are:

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

b. One of the following options:

i. Option A – Bachelor's degree in family and consumer sciences:

(1) Qualification under Option A for the provisional career and technical education certificate – Family and Consumer Sciences;

(2) Eighteen semester hours of courses in professional knowledge to include any of the following areas: principles/philosophy of career and technical education, operation of a career and technical student organization, methods of teaching career and technical education, curriculum design/development, instructional technology, educational philosophy, instructional design/methodology, assessment/evaluation or classroom management. Hours may be obtained prior to issuance of the provisional career and technical education certificate – Family and Consumer Sciences. Eighteen semester hours may be obtained through Department CTE approved professional development. Fifteen clock hours equals one semester hour; and

(3) Two years of teacher evaluations approved by a certified administrator, or the administrator's designee, in a secondary CTE school setting and issued during the term of the Arizona provisional CTE teaching certificate – Family and Consumer Sciences exhibiting satisfactory performance in the classroom.

ii. Option B – Valid non-CTE Arizona teaching certificate or Arizona CTE teaching certificate in another area:

(1) Qualification under Option B for the provisional career and technical education certificate – Family and Consumer Sciences;

(2) Two years of teacher evaluation(s) approved by a certificated administrator, or the administrator's designee, in a secondary CTE school setting and issued during the term of the provisional career and technical education certificate – Family and Consumer Sciences exhibiting satisfactory performance in the classroom;

(3) Twelve semester hours of courses in professional knowledge to include:

(a) Nine semester hours of courses in family and consumer sciences subject knowledge; and

(b) Three semester hours of courses in professional knowledge to include any of the following areas: principles/philosophy of career and technical education, operation of a career and technical student organization, methods of teaching career and technical education, curriculum design/development, instructional technology, educational philosophy, instructional design/methodology, assessment/evaluation, or classroom management. Hours may be obtained prior to issuance of the provisional career and technical education certificate – Family and Consumer Sciences. Twelve semester hours may be obtained through Department CTE approved professional development. Fifteen clock hours equals one semester hour; and

(4) An additional 240 clock hours of verified work experience in a family and consumer sciences occupational area. Hours may have been accumulated before obtaining the provisional certification.

iii. Option C – Business and industry professional:

(1) Qualification under Option C for the provisional career and technical education certificate – Family and Consumer Sciences;

(2) Two years of teacher evaluation(s) approved by a certificated administrator, or the administrator's designee, in a secondary CTE school setting and issued during the term of the provisional career and technical education certificate – Family and Consumer Sciences exhibiting satisfactory performance in the classroom; and

(3) Fifteen semester hours of courses in professional knowledge to include any of the following areas: principles/philosophy of career and technical education, operation of a career and technical student organization, methods of teaching career and technical education, curriculum design/development, instructional design/methodology, assessment/evaluation, instructional technology, educational philosophy, or classroom management. Fifteen semester hours may be obtained through Department CTE approved professional development. Fifteen clock hours equals one semester hour.

iv. Option D – Valid teaching certificate in career and technical education from another state:

(1) Qualification under Option D for the provisional career and technical education certificate – Family and Consumer Sciences; and

(2) Two years of teacher evaluation(s) approved by a certificated administrator, or the administrator's designee, in a secondary CTE school setting and issued during the term of the provisional career and technical education certificate – Family and Consumer Sciences exhibiting satisfactory performance in the classroom.

v. Option E – Bachelor's degree in family and consumer sciences education teacher preparation program:

(1) Qualification under Option E for the provisional career and technical education certificate – Family and Consumer Sciences;

(2) Eighteen semester hours of courses in professional knowledge to include any of the following areas: principles/philosophy of career and technical education, operation of a career and technical student organization, methods of teaching career and technical education, curriculum design/development, instructional technology, educational philosophy, instructional design/methodology, assessment/evaluation or classroom management. Hours may be obtained prior to issuance of the provisional career and technical education certificate – Family and Consumer Sciences. Eighteen semester

hours may be obtained through Department-CTE approved professional development. Fifteen clock hours equals one semester hour; and

(3) Two years of teacher evaluation(s) approved by a certified administrator, or the administrator's designee, in a secondary CTE school setting and issued during the term of the provisional career and technical education certificate—Family and Consumer Sciences exhibiting satisfactory performance in the classroom.

c. A passing score on the professional knowledge portion of the Arizona Teacher Proficiency Assessment for secondary teachers. The Professional

Knowledge assessment shall be waived for applicants who submit verification of one of the following:

i. A passing score on a comparable Professional Knowledge examination from another state or agency taken within the past seven years. Submit the original score report at time of application;

ii. A passing score on a comparable Professional Knowledge examination from another state or agency taken more than seven years ago and five years of full-time teaching experience within the past seven years. Submit the original score report and a letter on official letterhead from the District Superintendent or Personnel Director to verify teaching experience at time of application; or

iii. A current certificate from the National Board for Professional Teaching Standards.

J. Provisional Career and Technical Education (CTE) Certificate – Health Careers – grades K through 12

1. The certificate is valid for three years.

2. The requirements are:

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

b. One of the following options:

i. Option A – Bachelor's degree in health careers:

(1) A bachelor's or more advanced degree in a biological science, health science, physical science, or nursing from an accredited institution;

(2) Thirty semester hours of courses in health careers; and

(3) Two hundred forty clock hours of verified work experience in a health careers occupational area.

ii. Option B – Valid non-CTE Arizona teaching certificate or an Arizona CTE teaching certificate in another content area:

(1) A valid provisional or standard teaching certificate issued pursuant to this Article;

(2) One year of the most recent teacher evaluation(s) approved by a certificated administrator, or the administrator's designee, in a PreK-12 school setting and issued during the term of the Arizona teaching certificate exhibiting satisfactory performance in the classroom;

(3) Three semester hours of courses in career and technical education methods or content in health careers; and

(4) Two hundred forty clock hours of verified work experience a health careers occupational area.

iii. Option C – Business and industry professional:

-Six thousand clock hours of verified work experience in a health career occupational area.

iv. Option D – Valid teaching certificate in career and technical education from another state:

A valid teaching certificate in career and technical health careers education from another state.

v. Option E – Bachelor's degree in health careers education teacher preparation program:

(1) A bachelor's or more advanced degree in a health careers education teacher preparation program from an accredited institution, and

(2) Two hundred forty clock hours of verified work experience in a health careers occupational area.

3. The holder of this certificate shall receive a passing score on the professional knowledge portion of the Arizona Teacher Proficiency Assessment for secondary teachers before the extension of the provisional career and technical education certificate – Health Careers. The Professional Knowledge assessment shall be waived for applicants who submit verification of one of the following:

a. A passing score on a comparable Professional Knowledge examination from another state or agency taken within the past seven years. Submit the original score report at time of application;

b. A passing score on a comparable Professional Knowledge examination from another state or agency taken more than seven years ago and five years of full-time teaching experience within the past seven years. Submit the original score report and a letter on official letterhead from the District Superintendent or Personnel Director to verify teaching experience at time of application; or

c. A current certificate from the National Board for Professional Teaching Standards.

K. Standard Career and Technical Education (CTE) Certificate – Health Careers – grades K through 12

1. The certificate is valid for six years.

2. The requirements are:

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

b. One of the following options:

i. Option A – Bachelor's degree in health careers:

(1) Qualification under Option A for the provisional career and technical education certificate – Health Careers;

(2) Eighteen semester hours of courses in professional knowledge to include any of the following areas: principles/philosophy of career and technical education, operation of a career and technical student organization, methods of teaching career and technical education, curriculum design/development, instructional technology, educational philosophy, instructional design/methodology, assessment/evaluation or classroom management. Hours may be obtained prior to issuance of the provisional career and technical education certificate – Health Careers. Eighteen semester hours may be obtained through Department-CTE approved professional development. Fifteen clock hours equals one semester hour; and

~~(3) Two years of teacher evaluation(s) approved by a certificated administrator, or the administrator's designee, in a secondary CTE school setting and issued during the term of the provisional career and technical education certificate—Health Careers exhibiting satisfactory performance in the classroom.~~

~~ii. Option B—Valid non-CTE Arizona teaching certificate or an Arizona CTE teaching certificate in another content area:~~

~~(1) Qualification under Option B for the provisional career and technical education certificate—Health Careers;~~

~~(2) Two years of teacher evaluation(s) approved by a certificated administrator, or the administrator's designee, in a secondary CTE school setting and issued during the term of the provisional career and technical education certificate—Health Careers exhibiting satisfactory performance in the classroom;~~

~~(3) Twelve semester hours of courses in professional knowledge to include:~~

~~(a) Nine semester hours of courses in health careers subject knowledge; and~~

~~(b) Three semester hours of courses in professional knowledge to include any of the following areas: principles/philosophy of career and technical education, operation of a career and technical student organization, methods of teaching career and technical education, curriculum design/development, instructional technology, educational philosophy, instructional design/methodology, assessment/evaluation, or classroom management. Hours may be obtained prior to issuance of the provisional career and technical education certificate—Health Careers. Twelve semester hours may be obtained through Department-CTE approved professional development. Fifteen clock hours equals one semester hour; and~~

~~(4) An additional 240 hours of verified work experience in a health careers occupational area.~~

~~iii. Option C—Business and industry professional:~~

~~(1) Qualification under Option C for the provisional career and technical education certificate—Health Careers;~~

~~(2) Two years of teacher evaluation(s) approved by a certificated administrator, or the administrator's designee, in a secondary CTE school setting and issued during the term of the provisional career and technical education certificate—Health Careers exhibiting satisfactory performance in the classroom; and~~

~~(3) Fifteen semester hours of courses in professional knowledge to include any of the following areas: principles/philosophy of career and technical education, operation of a career and technical student organization, methods of teaching career and technical education, curriculum design/development, instructional design/methodology, assessment/evaluation, instructional technology, educational philosophy, or classroom management. Fifteen semester hours may be obtained through Department-CTE approved professional development. Fifteen clock hours equals one semester hour.~~

~~iv. Option D—Valid teaching certificate in career and technical education from another state:~~

~~(1) Qualification under Option D for the provisional career and technical education certificate—Health Careers; and~~

~~(2) Two years of teacher evaluation(s) approved by a certificated administrator, or the administrator's designee, in a secondary CTE school setting and issued during the term of the provisional career and technical education certificate—Health Careers exhibiting satisfactory performance in the classroom.~~

~~v. Option E—Bachelor's degree in health careers education teacher preparation program:~~

~~(1) Qualification under Option E for the provisional career and technical education certificate—Health Careers;~~

~~(2) Eighteen semester hours of courses in professional knowledge to include any of the following areas: principles/philosophy of career and technical education, operation of a career and technical student organization, methods of teaching career and technical education, curriculum design/development, instructional technology, educational philosophy, instructional design/methodology, assessment/evaluation or classroom management. Hours may be obtained prior to issuance of the provisional career and technical education certificate—Health Careers. Eighteen semester hours may be obtained through Department-CTE approved professional development. Fifteen clock hours equals one semester hour; and~~

~~(3) Two years of teacher evaluation(s) approved by a certified administrator, or the administrator's designee, in a secondary CTE school setting and issued during the term of the provisional career and technical education certificate—Health Careers exhibiting satisfactory performance in the classroom.~~

~~e. A passing score on the professional knowledge portion of the Arizona Teacher Proficiency Assessment for secondary teachers. The Professional~~

~~Knowledge assessment shall be waived for applicants who submit verification of one of the following:~~

~~i. A passing score on a comparable Professional Knowledge examination from another state or agency taken within the past seven years. Submit the original score report at time of application;~~

~~ii. A passing score on a comparable Professional Knowledge examination from another state or agency taken more than seven years ago and five years of full-time teaching experience within the past seven years. Submit the original score report and a letter on official letterhead from the District Superintendent or Personnel Director to verify teaching experience at time of application; or~~

~~iii. A current certificate from the National Board for Professional Teaching Standards.~~

L. Provisional Career and Technical Education (CTE) Certificate—Industrial and Emerging Technologies—grades K through 12

1. The certificate is valid for three years.

2. The requirements are:

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

b. One of the following options:

i. Option A—Bachelor's degree in industrial or emerging technologies:

(1) A bachelor's or more advanced degree in Industrial Arts or Industrial Technology Education or emerging technology areas from an accredited institution;

(2) Thirty semester hours of courses in industrial or emerging technologies, and

- (3) Two hundred forty clock hours of verified work experience in an industrial or emerging technology occupational area.
 - ii. Option B—Valid non-CTE Arizona teaching certificate or an Arizona CTE teaching certificate in another content area:
 - (1) A valid Arizona provisional or standard teaching certificate issued pursuant to this Article;
 - (2) One year of the most recent teacher evaluation(s) approved by a certificated administrator, or the administrator's designee, in a PreK-12 school setting and issued during the term of the Arizona teaching certificate exhibiting satisfactory performance in the classroom;
 - (3) Three semester hours of courses in career and technical education methods or content in an industrial or emerging technology occupational area; and
 - (4) Two hundred forty clock hours of verified work experience in an industrial or emerging technology occupational area.
 - iii. Option C—Business and industry professional:
 - Six thousand clock hours of verified work experience in an industrial or emerging technology occupational area.
 - iv. Option D—Valid teaching certificate in career and technical education from another state:
 - A valid teaching certificate in career and technical industrial arts education, career and technical industrial technology education or emerging technologies from another state.
 - v. Option E—Bachelor's degree in industrial and emerging technologies education teacher preparation program:
 - (1) A bachelor's or more advanced degree in an industrial or emerging technologies education teacher preparation program from an accredited institution, and
 - (2) Two hundred forty clock hours of verified work experience in an industrial or emerging technologies occupational area.
3. The holder of this certificate shall receive a passing score on the professional knowledge portion of the Arizona Teacher Proficiency Assessment for secondary teachers before the extension of the provisional career and technical education certificate—Industrial and Emerging Technologies. The Professional Knowledge assessment shall be waived for applicants who submit verification of one of the following:
- a. A passing score on a comparable Professional Knowledge examination from another state or agency taken within the past seven years. Submit the original score report at time of application;
 - b. A passing score on a comparable Professional Knowledge examination from another state or agency taken more than seven years ago and five years of full-time teaching experience within the past seven years. Submit the original score report and a letter on official letterhead from the District Superintendent or Personnel Director to verify teaching experience at time of application; or
 - c. A current certificate from the National Board for Professional Teaching Standards.

M. Standard Career and Technical Education (CTE) Certificate—Industrial and Emerging Technologies—grades K through 12

- 1. The certificate is valid for six years.
- 2. The requirements are:
 - a. A valid fingerprint clearance card issued by the Arizona Department of Public Safety, and
 - b. One of the following options:
 - i. Option A—Bachelor's degree in industrial or emerging technologies:
 - (1) Qualification under Option A for the provisional career and technical education certificate—Industrial and Emerging Technologies Careers;
 - (2) Eighteen semester hours of courses in professional knowledge to include any of the following areas: principles/philosophy of career and technical education, operation of a career and technical student organization, methods of teaching career and technical education, curriculum design/development, instructional technology, educational philosophy, instructional design/methodology, assessment/evaluation or classroom management. Hours may be obtained prior to issuance of the provisional career and technical education certificate—Industrial and Emerging Technologies. Fifteen semester hours may be obtained through Department CTE approved professional development. Fifteen clock hours equals one semester hour; and
 - (3) Two years of teacher evaluations approved by a certified administrator, or the administrator's designee, in a secondary CTE school setting and issued during the term of the Arizona provisional CTE teaching certificate—Industrial and Emerging Technology exhibiting satisfactory performance in the classroom.
 - ii. Option B—Valid non-CTE Arizona teaching certificate or an Arizona CTE teaching certificate in another content area:
 - (1) Qualification under Option B for the provisional career and technical education certificate—Industrial and Emerging Technologies;
 - (2) Two years of teacher evaluation(s) approved by a certificated administrator, or the administrator's designee, in a secondary CTE school setting and issued during the term of the provisional career and technical education certificate—Industrial and Emerging Technologies exhibiting satisfactory performance in the classroom;
 - (3) Twelve semester hours of courses in professional knowledge to include:
 - (a) Nine semester hours of courses in Industrial and Emerging Technologies subject knowledge; and
 - (b) Three semester hours of courses in professional knowledge to include any of the following areas: principles/philosophy of career and technical education, operation of a career and technical student organization, methods of teaching career and technical education, curriculum design/development, instructional technology, educational philosophy, instructional design/methodology, assessment/evaluation, or classroom management. Hours may be obtained prior to issuance of the provisional career and technical education certificate—Industrial and Emerging Technologies. Twelve semester hours may be obtained through Department CTE approved professional development. Fifteen clock hours equals one semester hour; and
 - (4) An additional 240 clock hours of verified work experience in an industrial or emerging technologies occupational area.

~~Hours may have been accumulated before obtaining the provisional certification.~~

~~iii. Option C—Business and industry professional:~~

~~(1) Qualification under Option C for the provisional career and technical education certificate—Industrial and Emerging Technologies;~~

~~(2) Two years of teacher evaluation(s) approved by a certificated administrator, or the administrator's designee, in a secondary CTE school setting and issued during the term of the provisional career and technical education certificate—Industrial and Emerging Technologies exhibiting satisfactory performance in the classroom; and~~

~~(3) Fifteen semester hours of courses in professional knowledge to include any of the following areas: principles/philosophy of career and technical education, operation of a career and technical student organization, methods of teaching career and technical education, curriculum design/development, instructional design/methodology, assessment/evaluation, instructional technology, educational philosophy, or classroom management. Fifteen semester hours may be obtained through Department CTE approved professional development. Fifteen clock hours equals one semester hour.~~

~~iv. Option D—Valid teaching certificate in career and technical education from another state:~~

~~(1) Qualification under Option D for the provisional career and technical education certificate—Industrial and Emerging Technologies; and~~

~~(2) Two years of teacher evaluation(s) approved by a certificated administrator, or the administrator's designee, in a secondary CTE school setting and issued during the term of the provisional career and technical education certificate—Industrial and Emerging Technologies exhibiting satisfactory performance in the classroom.~~

~~v. Option E—Bachelor's degree in industrial or emerging technologies education teacher preparation program:~~

~~(1) Qualification under Option E for the provisional career and technical education certificate—Industrial and Emerging Technologies;~~

~~(2) Eighteen semester hours of courses in professional knowledge to include any of the following areas: principles/philosophy of career and technical education, operation of a career and technical student organization, methods of teaching career and technical education, curriculum design/development, instructional technology, educational philosophy, instructional design/methodology, assessment/evaluation or classroom management. Hours may be obtained prior to issuance of the provisional career and technical education certificate—Industrial and Emerging Technologies. Eighteen semester hours may be obtained through Department CTE approved professional development. Fifteen clock hours equals one semester hour; and~~

~~(3) Two years of teacher evaluation(s) approved by a certified administrator, or the administrator's designee, in a secondary CTE school setting and issued during the term of the provisional career and technical education certificate—Industrial and Emerging Technologies exhibiting satisfactory performance in the classroom.~~

~~e. A passing score on the professional knowledge portion of the Arizona Teacher Proficiency Assessment for secondary teachers. The Professional Knowledge assessment shall be waived for applicants who submit verification of one of the following:~~

~~i. A passing score on a comparable Professional Knowledge examination from another state or agency taken within the past seven years. Submit the original score report at time of application;~~

~~ii. A passing score on a comparable Professional Knowledge examination from another state or agency taken more than seven years ago and five years of full-time teaching experience within the past seven years. Submit the original score report and a letter on official letterhead from the District Superintendent or Personnel Director to verify teaching experience at time of application; or~~

~~iii. A current certificate from the National Board for Professional Teaching Standards.~~

N. Provisional Career and Technical Education (CTE) Certificate—Education and Training—grades K through 12

1. The certificate is valid for three years.

2. The requirements are:

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

b. One of the following options:

i. Option A—Bachelor's degree:

(1) A bachelor's or more advanced degree in education or training field from an accredited institution;

(2) Thirty semester hours of courses in education or training; and

(3) Two hundred forty clock hours of verified work experience in an education or training occupational area.

ii. Option B—Valid non-CTE Arizona teaching certificate or an Arizona CTE teaching certificate in another content area:

(1) A valid Arizona teaching certificate issued pursuant to this Article;

(2) One year of the most recent teacher evaluations conducted by a certificated administrator, or the administrator's designee, in a PreK-12 school setting and issued during the term of the Arizona teaching certificate exhibiting satisfactory performance in the classroom;

(3) Three semester hours of courses in career and technical education methods or content in education and training; and

(4) Two hundred forty clock hours of verified work experience in an education or training occupational area.

iii. Option C—Business and industry professional:

Six thousand clock hours of verified work experience in an education or training occupational area.

iv. Option D—Valid teaching certificate in career and technical education from another state:

A valid teaching certificate in career and technical education or an education or training area from another state.

v. Option E—Bachelor's degree in education or training teacher preparation program:

(1) A bachelor's or more advanced degree in an education or training teacher preparation program from an accredited

institution, and

(2) Two hundred forty clock hours of verified work experience in an education or training occupational area.

3. The holder of this certificate shall receive a passing score on the professional knowledge portion of the Arizona Teacher Proficiency Assessment for secondary teachers before the extension of the provisional career and technical education certificate—Education and Training. The Professional Knowledge assessment shall be waived for applicants who submit verification of one of the following:

a. A passing score on a comparable Professional Knowledge examination from another state or agency taken within the past seven years. Submit the original score report at time of application;

b. A passing score on a comparable Professional Knowledge examination from another state or agency taken more than seven years ago and five years of full-time teaching experience within the past seven years. Submit the original score report and a letter on official letterhead from the District Superintendent or Personnel Director to verify teaching experience at time of application; or

c. A current certificate from the National Board for Professional Teaching Standards.

O. Standard Career and Technical Education (CTE) Certificate—Education and Training—grades K through 12

1. The certificate is valid for six years.

2. The requirements are:

a. A valid fingerprint clearance card issued by the Arizona Department of Public Safety; and

b. One of the following options:

i. Option A—Bachelor's degree in education and training:

(1) Qualification under Option A for the provisional career and technical education certificate—Education and Training;

(2) Eighteen semester hours of courses in professional knowledge to include any of the following areas:

principles/philosophy of career and technical education, operation of a career and technical student organization, methods of teaching career and technical education, curriculum design/development, instructional technology, educational philosophy, instructional design/methodology, assessment/evaluation or classroom management. Hours may be obtained prior to issuance of the provisional career and technical education certificate—Education and Training. Eighteen semester hours may be obtained through Department CTE approved professional development. Fifteen clock hours equals one semester hour; and

(3) Two years of teacher evaluations approved by a certified administrator, or the administrator's designee, in a CTE school setting and issued during the term of the Arizona provisional CTE teaching certificate—Education and Training exhibiting satisfactory performance in the classroom;

ii. Option B—Valid non-CTE Arizona teaching certificate or Arizona teaching certificate in another content area:

(1) Qualification under Option B for the provisional career and technical education certificate—Education and Training;

(2) Two years of teacher evaluation(s) approved by a certificated administrator, or the administrator's designee, in a secondary CTE school setting and issued during the term of the provisional career and technical education certificate—Education and Training exhibiting satisfactory performance in the classroom;

(3) Twelve semester hours of courses in professional knowledge to include:

(a) Nine semester hours of courses in education and training subject knowledge; and

(b) Three semester hours of courses in professional knowledge to include any of the following areas: principles/philosophy of career and technical education, operation of a career and technical student organization, methods of teaching career and technical education, curriculum design/development, instructional technology, educational philosophy, instructional design/methodology, assessment/evaluation, or classroom management. Hours may be obtained prior to issuance of the provisional career and technical education certificate—Education and Training. Twelve semester hours may be obtained through Department CTE approved professional development. Fifteen clock hours equals one semester hour; and

(4) An additional 240 clock hours of verified work experience in an education and training occupational area. Hours may have been accumulated before obtaining the provisional certification.

iii. Option C—Business and industry professional:

(1) Qualification under Option C for the provisional career and technical education certificate—Education and Training;

(2) Two years of teacher evaluation(s) approved by a certificated administrator, or the administrator's designee, in a secondary CTE school setting and issued during the term of the provisional career and technical education certificate—Education and Training exhibiting satisfactory performance in the classroom; and

(3) Fifteen semester hours of courses in professional knowledge to include any of the following areas:

principles/philosophy of career and technical education, operation of a career and technical student organization, methods of teaching career and technical education, curriculum design/development, instructional design/methodology, assessment/evaluation, instructional technology, educational philosophy, or career and technical education classroom management. Fifteen semester hours may be obtained through Department CTE approved professional development. Fifteen clock hours equals one semester hour.

iv. Option D—Valid teaching certificate in career and technical education from another state:

(1) Qualification under Option D for the provisional career and technical education certificate—Education and Training; and

(2) Two years of teacher evaluation(s) approved by a certificated administrator, or the administrator's designee, in a secondary CTE school setting and issued during the term of the provisional career and technical education certificate—Education and Training exhibiting satisfactory performance in the classroom.

v. Option E—Bachelor's degree in education and training teacher preparation program:

(1) Qualification under Option E for the provisional career and technical education certificate—Education and Training;

~~(2) Eighteen semester hours of courses in professional knowledge to include any of the following areas: principles/philosophy of career and technical education, operation of a career and technical student organization, methods of teaching career and technical education, curriculum design/development, instructional technology, educational philosophy, instructional design/methodology, assessment/evaluation or classroom management. Hours may be obtained prior to issuance of the provisional career and technical education certificate – Education and Training. Eighteen semester hours may be obtained through Department CTE approved professional development. Fifteen clock hours equals one semester hour; and~~

~~(3) Two years of teacher evaluation(s) approved by a certified administrator, or the administrator's designee, in a secondary CTE school setting and issued during the term of the provisional career and technical education certificate – Education and Training exhibiting satisfactory performance in the classroom.~~

~~c. A passing score on the Professional Knowledge portion of the Arizona Teacher Proficiency Assessment for secondary teachers. The Professional Knowledge assessment shall be waived for applicants who submit verification of one of the following:~~

~~i. A passing score on a comparable Professional Knowledge examination from another state or agency taken within the past seven years. Submit the original score report at time of application,~~

~~ii. A passing score on a comparable Professional Knowledge examination from another state or agency taken more than seven years ago and five years of full-time teaching experience within the past seven years. Submit the original score report and a letter on official letterhead from the District Superintendent or Personnel Director to verify teaching experience at time of application, or~~

~~iii. A current certificate from the National Board for Professional Teaching Standards.~~

EXECUTIVE SUMMARY

Issue: Presentation, discussion and possible action to open rulemaking procedures to the proposed rule R7-2-607.01 regarding Certification Subject Areas.
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 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. Board rule R7-2-607(J) requires teachers in grades 6 through 12 to pass a Board adopted subject knowledge exam if their primary teaching assignment is an academic subject required for high school graduation. Board rule R7-2-607(J) requires these teachers to have the area of demonstrated proficiency specified on their certificate.

Under the No Child Left Behind Act (NCLB), secondary teachers assigned to core academic subject areas were required to be “highly qualified” by having a Bachelor’s degree, full state certification, and demonstration of subject knowledge competency through one of the following:

- A passing score on the appropriate Subject Knowledge exam
- Verification of Highly Qualified status in another state
- A major/24 semester hours of coursework in the subject area
- Earned a minimum of 100 points on the AZ High Objective Uniform State Standard of Evaluation (HOUSSE) rubric in the content area, completed no later than June 30, 2007

Under the Every Student Succeeds Act (ESSA), teachers in Title I schools are required to be “appropriately certified” which is met through compliance with the certification requirements established by the State. Consequently, all teachers are required to pass a subject knowledge exam in order to be “appropriately certified” under ESSA and do not qualify as “appropriately certified” through the use of a HOUSSE rubric or 24 semester hours of college coursework in the subject area.

In order to promote the retention of experienced and effective teachers who were teaching between 2007 and 2016 in core subject areas under a HOUSSE rubric or 24 semester hours of college coursework without passing a subject knowledge exam, the Department is recommending a temporary grandfathering provision to allow teachers to become appropriately certified in a subject if they meet the following requirements:

1. Verification from the LEA that the teacher was highly qualified in the subject as defined by NCLB
2. Verification that the teacher’s most recent evaluation was within the two highest performance classifications
3. Submission of an application for certification to add the approved subject area on or before August 1, 2017

Contact Information:

Kelly Koenig, Associate Superintendent - High Quality Assessments & Adult Ed., Arizona Department of Education
 Peter Laing, Deputy Associate Superintendent - Educator & School Excellence Unit, Arizona Department of Education

EXECUTIVE SUMMARY

Recommendation to the Board

It is recommended that the Board open emergency rule making procedures for the proposed rule R7-2-607.01 regarding certification subject area requirements.

R7-2-607.01 Subject Areas - Waiver

A. Notwithstanding any other provision in this article, any individual with a valid Elementary or Secondary certificate, or a Special Education certificate that includes grades six through 12, issued prior to August 1, 2016 may add one or more approved areas to the certificate prior to August 1, 2017 without any additional requirements provided the individual received an evaluation in the top two levels of performance on the most recent teacher evaluation related to one or more of the subject areas and meets one of the following requirements:

1. The individual was teaching in one or more subject areas based on a verified Arizona High, Objective, Uniform, State Standard of Evaluation (HOUSSE) rubric as highly qualified to teach the subject area(s) as defined under the No Child Left Behind Act; or
2. The individual has completed of a minimum of 24 semester hours of courses in the subject area(s).

Contact Information:

Kelly Koenig, Associate Superintendent - High Quality Assessments & Adult Ed., Arizona Department of Education
Peter Laing, Deputy Associate Superintendent - Educator & School Excellence Unit, Arizona Department of Education

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.

Consistent with state law, the Board's FY 2018 budget request is available at <https://azsbe.az.gov/sites/default/files/media/Board%20of%20Education%20Budget%20Request.pdf>

The Board's FY2017 approved budget can be found at <http://www.azleg.gov/jlbc/17AR/boe.pdf>

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 approval of the ADOA procurement official's recommendation regarding the Request for Proposal (RFP) for School District Receivership Services
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Action/Discussion Item

Information Item

Background and Discussion

Pursuant to A.R.S. § 15-103(E), the Board is responsible for developing and adopting a list of qualified receivers to be appointed by the Board for the purpose of managing a school district placed in receivership.

The State of Arizona issued a Request for Proposal (RFP) for School District Receivership Services. The evaluation of all proposals was based upon the specific requirements listed in the RFP and evidence that the firm could satisfy all elements listed in the Scope of Work.

As allowed by Arizona procurement law, an independent evaluation team was assembled to review quotes, to assess the extent to which proposals address the requirements listed in the RFP, and to recommend a contract award to the firm that is most advantageous to the state based on the evaluation factors set forth in the RFP.

Recommendation to the Board

It is recommended that the Board approve the ADOA recommendation for the qualified receivers to provide school district receivership services consistent with A.R.S. § 15-103.

Contact Information:

Megan Lukehart, Statewide Procurement Manager, ADOA – State Procurement Office
Dr. Karol Schmidt, Executive Director, State Board of Education

EXECUTIVE SUMMARY

Issue:	Update and presentation from Career and Technical Education pursuant to the implementation of amended A.R.S. § 15-391 and § 15-393.
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 Action/Discussion Item Information Item**Background and Discussion**

Per A.R.S. § 15-203(A)(24) and § 15-781.02, the state board of education shall for purposes of federal law, serve as the state board for vocational and technological education and meet at least four times each year solely to execute the powers and duties of the state board for vocational and technological education.

The purpose of this item is to provide an update on the implementation activities by the Career and Technical Education (CTE) section at the Arizona Department of Education of amended A.R.S. § 15-391 and § 15-393 with the addition of A.R.S. § 15-393.01 relating to Joint Technical Education Districts (JTED). Since March, 2016 the department has reviewed the current 73 approved CTE programs to determine if the program meets the course/program requirements per A.R.S. § 15-391(3)(a-g) and § 15-391(5)(a-o) and remains eligible for state JTED funding.

Per Senate Bill 1525 Chapter 4, Section 6, the ADE shall immediately start reviewing the compliance and eligibility of all joint technical education district programs and courses currently in effect with the new requirements set forth in this act. Through December 31, 2018, the ADE shall submit quarterly reports to the Joint Legislative Budget Committee (JLBC). CTE at the department has submitted two quarterly reports to the JLBC on 6/30/16 and 9/30/16. At the September 21, 2016 JLBC meeting, the Committee gave a favorable review to the 6/30/16 JTED quarterly report submitted by the department. The 9/30/16 quarterly report will be reviewed at the December JLBC meeting.

The following summarizes the Joint Technical Education District eligibility status for the 73 CTE programs as of 11/2/16:

- 53 CTE Programs are JTED eligible and have industry recognized certifications identified A.R.S. § 15-391(5)(k-l).
- Five CTE Programs are JTED eligible and completion of the program qualifies the students for employment that they would not otherwise qualify without completion of the JTED program A.R.S. §15-391(5)(l).
- The Food Products and Processing Systems program was placed on hold at the September 21, 2016 Joint Legislative Budget Committee (JLBC) meeting. Further consideration will take place at the next scheduled JLBC meeting.

Contact Information:

Jeanne Roberts, Deputy Associate Superintendent, Career and Technical Education
 Carol Lippert, Associate Superintendent, High Academic Standards for Students

EXECUTIVE SUMMARY

- Seven CTE Programs have not been reviewed for JTED eligibility because currently there are no programs with enrollment.
- Seven CTE programs were determined to not meet all of the requirements for JTED program eligibility. NOTE: These CTE programs meet the eligibility requirements for Federal Perkins and State Priority funding.

Prior to 9/30/16, all program reviews had been conducted at the state level. Beginning 10/3/16, ADE/CTE program specialists have started JTED Central and Satellite program and course reviews to determine JTED compliance and eligibility. There are over 2,200 CTE programs and over 6,000 courses to review by 12/31/18. Results of these site reviews will be included in each of the JTED quarterly reports and any subsequent presentations to the State Board of Education.

The informational attachments include CTE Program JTED Eligibility Status, 2017 CTE Program List, programs not meeting JTED requirements, sample program review form and CTE programs with identified industry certifications.

Recommendation to the Board

This item is presented to the Board for information only, and no action is requested.

Career and Technical Education Program JTED Eligibility Status as of 11/2/16

The following summarizes the Joint Technical Education District (JTED) eligibility status for the 73 Career and Technical Education programs. The color coded list which follows identifies the eligibility of the specific programs.

- 53 CTE Programs are JTED eligible and have industry recognized certifications identified A.R.S. § 15-391(5)(k-l). (See programs in Green on list).
- Five CTE Programs are JTED eligible and completion of the program qualifies the students for employment that they would not otherwise qualify without completion of the JTED program A.R.S. § 15-391(5)(l). (See programs in Orange on list).
- The Food Products and Processing Systems program was placed on hold at the September 21, 2016 Joint Legislative Budget Committee (JLBC) meeting. Further consideration will take place at the next scheduled JLBC meeting. (See program in Blue on list).
- Seven CTE Programs have not been reviewed for JTED eligibility because currently there are no programs with enrollment. (See programs in Lavender on list).
- Seven CTE programs were determined to not meet all of the requirements for JTED program eligibility. (See programs in Red on list). **Note:** These CTE programs meet the eligibility requirements for Federal Perkins and State Priority funding.

2017 CTE PROGRAM LIST-Draft for JTED Eligibility-11/2/16

Rank	CIP #	CTE PROGRAM	JTED Eligible	Carnegie Units Required	Non-Traditional Designation
E	15.0000.00	Engineering Sciences	Y	3	Female
E	41.0100.00	Bioscience	Y	2	*
1	46.0300.20	Residential Electrician	NR	2	Female
2	46.0300.30	Industrial Electrician	Y	2	Female
3	43.0100.00	Law, Public Safety and Security	Y	2	Female
4	51.0900.30	Emergency Medical Services	Y	2	*
5	51.0900.20	Respiratory Therapy Technician	NR	2	*
6	51.0900.40	Surgical Technician	NR	2	*
7	43.0200.00	Fire Service	Y	2	Female
8	47.0300.00	Heavy/Industrial Equipment Maintenance Technologies	NR	3	Female
9	52.0200.00	Business Management and Administrative Services	Y	2	*
10	49.0100.00	Air Transportation	Y	3	Female
11	47.0600.20	Automotive Technologies	Y	3	Female
12	47.0600.40	Diesel Engine Repair	Y	3	Female
13	47.0600.30	Automotive Collision Repair	Y	3	Female
14	47.0600.50	Aircraft Mechanics	Y	3	Female
15	47.0200.00	Heating, Ventilation and Air Conditioning	Y	2	Female
16	51.3900.00	Nursing Services	Y	2	Male
17	49.0200.00	Heavy Equipment Operations	Y	2	Female
18	52.0900.00	Hospitality Management	Y	2	*
19	46.0400.20	Construction Technologies	Y	2	Female
20	46.0400.30	Carpentry	Y	2	Female
21	46.0400.40	Cabinetmaking	Y	2	Female
22	48.0500.30	Precision Machining	Y	3	Female
23	48.0508.00	Welding Technologies	Y	2	Female
24	48.0500.20	Automation/Robotics	Y	3	Female
25	52.1800.20	Professional Sales and Marketing	Y	2	*
26	52.1800.30	Advertising and Public Relations	N	2	*
27	52.1800.50	Entrepreneurship	N	2	*
28	52.1800.40	Entertainment Marketing	N	2	*
29	52.1900.20	Fashion Design and Merchandising	Y	2	*
30	52.1900.30	Interior Design and Merchandising	Y	2	*
31	01.0100.90	Agribusiness Systems	Y	3	Female
32	01.0100.40	Animal Systems	Y	3	Female
33	01.0100.30	Plant Systems	Y	3	Female
34	01.0100.00	Environmental Service Systems	N	3	Female
35	01.0100.20	Food Products and Processing Systems	OH	3	Female
36	01.0100.50	Natural Renewable Resources Systems	N	3	Female
37	01.0100.60	Power, Structural and Technical Systems	N	3	Female
38	51.0600.00	Dental Assisting	Y	2	Male
39	15.0300.00	Electronic Technologies	Y	3	Female
40	15.1200.20	Computer Maintenance	Y	2	*
41	15.1200.40	Software Development	Y	2	*
42	15.1200.30	Network Technologies	Y	2	*
43	15.1200.50	Web Page Development	Y	2	*
44	51.0707.00	Health Information Technology	NR	3	Male
45	10.0200.20	Digital Printing	Y	3	Female

Rank	CIP #	CTE PROGRAM	JTED Eligible	Carnegie Units Required	Non-Traditional Designation
46	10.0200.30	Graphic/ Web Design	Y	3	*
47	10.0200.40	Digital Communications	Y	3	*
48	10.0200.50	Digital Photography	Y	3	Female
49	10.0200.60	Animation	Y	3	*
50	10.0200.90	Film & TV	Y	3	Female
51	10.0200.00	Music/Audio Production	Y	3	Female
52	51.0800.30	Laboratory Assisting	Y	2	Male
53	51.0800.20	Pharmacy Support Services	Y	2	Male
54	51.0800.60	Medical Assisting Services	Y	2	Male
55	51.0800.40	Medical Imaging Support Services	NR	2	Male
56	51.0800.50	Sports Medicine and Rehabilitation Services	Y	2	Male
57	51.0808.00	Veterinary Assistant	Y	3	Male
58	51.1500.00	Mental and Social Health Services	Y	2	Male
59	12.0500.00	Culinary Arts	Y	2	Female
60	52.0800.00	Financial Services	Y	2	*
61	15.1300.40	Mechanical Drafting	Y	2	Female
62	15.1300.30	Electronics Drafting	NR	2	Female
63	15.1300.20	Architectural Drafting	Y	2	Female
64	52.0400.00	Business Operations Support and Assistant Services	Y	2	Male
65	12.0400.00	Cosmetology and Related Personal Grooming Services	Y	2	Male
66	13.1200.00	Education Professions	Y	2	Male
67	13.1210.00	Early Childhood Education	Y	2	Male
68	51.3500.00	Therapeutic Massage	Y	2	Male
69	52.0300.00	Accounting and Related Services	Y	2	Male
70	50.0500.30	Arts Management	N	2	Female
71	50.0500.20	Technical Theatre	Y	2	Female
Y (Yes) Green-JTED eligible program with Certification identified. A.R.S. § 15-391(5)(k-l). See Certification List.					
Y (Yes) Orange-JTED eligible program. Completion of program qualifies student for employment A.R.S. § 15-391(5)(l)					
N (No) Red-Programs determined not eligible for JTED funding. Still approved CTE programs for CTE Federal Perkins and CTE State Priority funding eligibility.					
NR (Not Reviewed) Lavender-Programs not yet reviewed for JTED eligibility. Currently no existing programs with enrollment.					
OH (On Hold) Blue-Per JLBC meeting on 9/21/16. Further consideration at next JLBC meeting.					
* Program not designated as Nontraditional					

The following table provides information on each program not meeting all of the JTED program requirements as of 11/2/16:

CIP Code and Program	Instructional Focus	# of Programs FY16	# of Students Enrolled FY16	Evidence of Ineligibility
52.1800.30 Advertising and Public Relations	Elements of advertising, design, graphics, and copyright for successful advertising, digital marketing and public relations campaigns, consumer buying motives, brand communication plan	3	93	No industry recognized certifications; insufficient lab/field/work-based learning environment; completing program does not qualify student for employment.
01.0100.00 Environmental Service Systems	Pollution Prevention, Water & Air Quality, Hazardous Materials, Solid Waste Management, Health & Safety Sanitation	2	183	No defined pathway to career and postsecondary education; no industry recognized certification or specific skills.
01.0100.50 Natural Renewable Resources Systems	Habitat Conservation, Forest Products, Parks and Recreation, Mining, Environmental Services, Fisheries, Soil Conservation	5	413	No defined pathway to career and postsecondary education; no industry recognized certification or specific skills to qualify student for employment
01.0100.60 Power, Structural and Technical Systems	Power, Structures, Controls, Geospatial Technology, Computer Systems, Electronics, Hydraulics, Pneumatics	2	35	No assessment with 60% pass score; no defined pathway to career and postsecondary education; no industry recognized certifications.

50.0500.30 Arts Management	Performing arts and entertainment industries, with an emphasis on managing an arts-related business or organization	1	22	No industry recognized certifications or specific skills to qualify student for employment; no specialized equipment identified.
52.1800.50 Entrepreneurship	Small business ownership, development of a business and financial plan, marketing strategies, human resources.	28	1638	No industry recognized certifications; skills identified, but not program specific; minimal specialized equipment and need for extra funding not applicable to all Entrepreneurship programs.
52.1800.40 Entertainment Marketing	Marketing/management functions applied to sporting events; entertainment, hospitality, travel and tourism services and media relations.	12	348	No industry recognized certifications; skills identified, but not program specific; minimal specialized equipment.

Program Name	Automotive Technologies
Program CIP Code	47.0600.20
Program Description and Coherent Sequence	<p>The Automotive Technologies program is designed to prepare individuals for jobs as technicians in the automotive fields. The program is comprised of a core curriculum and Automotive Technologies I and II. The occupational standards for each are aligned with National Automotive Technicians Education Foundation (NATEF) and Automotive Service Excellence (ASE) standards. The program is designed and delivered as a coherent sequence of experiences using technical instruction, academic foundations, experiential learning, work-based learning, and leadership and personal development through the Career and Technical Student Organization, SkillsUSA. This program leads towards an ASE Student Certification that assists in meeting requirements for the ASE Auto Maintenance and Light Repair (G1) certification.</p> <p>Transportation Technologies Core Curriculum: This course prepares the student to apply technical knowledge and skills in the safety, adjustment, maintenance, part replacement, and use of tools, equipment and machines. The course includes developing career plans, preparing for employment, demonstrating oral and written communication skills, understanding financial operations of small businesses, identifying characteristics of successful leaders in the work place and participation in leadership development activities.</p> <p>Automotive Technologies I: This course prepares the individual to apply technical knowledge and skills in safety, adjustment, maintenance, and parts replacement to repair automobiles and light trucks. Students are introduced to:</p> <ol style="list-style-type: none"> 1. brake systems; 2. electric/electronic systems; 3. steering and suspension systems; and 4. engine performance diagnosis, repair <p>and participation in leadership development activities.</p> <p>Automotive Technologies II: This course prepares the individual to apply higher levels of technical knowledge and skills to maintain, diagnose and repair automobiles and light trucks. Students will gain in-depth knowledge needed to troubleshoot and identify malfunctioning components and sensors; and correct these problems in four areas:</p>

	<ol style="list-style-type: none"> 1. brake systems; 2. electrical/electronic systems; 3. steering and suspension systems; and 4. engine performance analysis, diagnosis and repair. <p>Graduates should be able to pass the ASE tests for each of the four areas, and participation in leadership development activities.</p> <p>Work-based Learning: Students have the opportunity to participate in either an Automotive Technologies Cooperative Education experience or an Internship.</p>
Industry Validated Standards	http://www.azed.gov/career-technical-education/files/2011/11/technical-standards-automotive-technologies-47060020.pdf
Specialized Equipment	http://www.azed.gov/career-technical-education/files/2011/11/equipment-list-automotive-technologies-47060020.pdf
Industry Recognized Certifications	<p>ASE Student Certifications:</p> <ul style="list-style-type: none"> • Auto Maintenance and Light Repair - G1 • Auto and Light Truck Certification - A1 - Engine Repair • Auto and Light Truck Certification - A2 - Automatic Transmission/Transaxle • Auto and Light Truck Certification - A3 - Manual Drive Train and Axles • Auto and Light Truck Certification - A4 - Suspension and Steering • Auto and Light Truck Certification - A5 - Brakes • Auto and Light Truck Certification - A6 - Electrical/Electronic Systems • Auto and Light Truck Certification - A7 - Heating and Air Conditioning • Auto and Light Truck Certification - A7 - Heating and Air Conditioning • Auto and Light Truck Certification - A8 - Engine Performance • Automotive Services Technology (AST) • Eastern Arizona College <ul style="list-style-type: none"> ◦ Automotive Technician - Certificate of Proficiency
CTE End-Of- Program (EOP) Technical Skill Assessment (TSA) Y/N	Yes
Current EOP TSA Pass Score	60%
Participation in JTED Program Qualifies Students for These Employment Opportunities	Full-time entry-level technician in Automotive repair. Automotive Technician

SB1525 JTED Course and Program Requirements

<p>Requires students obtain passing score of 60% on assessment 15-391(3)(b) Page 1/20-24 & 15-391(5)(b) Page 2/1-6</p>	<p>Passing score varies for each of the 8 ASE student tests and is calculated – according to ASE the one chosen as most appropriate is called a contrasting-groups approach. This method is based on actual performance of real students as opposed to item-level judgments made on test forms.</p>
<p>Not a Course Required under Minimum Course of Study including Honors 15-391(3)(d) Page 1/27-29</p>	<p>No this is not a required course.</p>
<p>Majority of Instructional Time in Lab / Field / Work Based Learning Environment 15-391(3)(e) Page 1/30-32 and</p> <p>Requires CTSO Participation 15-391(5)(d) Page 2/10-13</p>	<p>Yes, this course requires mostly lab time to diagnose and repair automobiles and complete training stations for the various skill attainments.</p> <p>The program requires participation in a CTSO, SkillsUSA and there are competitions aligned with this program area judged by industry.</p>
<p>Demonstrated Need for Extra Funding for a course 15-391 (3)(f) Page 1/33-34</p>	<p>YES, This is a highly technical program requiring specialized equipment for diagnoses and repair of automobiles. There is additional need for special facilities, equipment and supplies.</p>
<p>Specialized Equipment Exceeds Cost of Standard Course 15-391(3)(g) Page 1/35-36 and 15-391(5)(c) Page 2/7-9</p>	<p>Yes, the program requires extensive industry specialized equipment in order to meet the standards including but not limited to:</p> <ul style="list-style-type: none"> • Impact Wrench • Serpentine Belt Tensioner Tools • Snap Ring Pliers Set Brake Pedal Depressor • Bushing Driver Set • Coil Spring Compressor Tool • Constant Velocity Joint (CV) Service Tools: • Boot Installation Tool • Boot Clamp Pliers or Crimping Ring • Chassis Ear • Inner Tie Rod End Tool • Pitman Arm Puller <p>Equipment list can be found at: http://www.azed.gov/career-technical-education/files/2011/11/equipment-list-automotive-technologies-47060020.pdf</p>

<p>Alignment through Curriculum, Instructional Model and Courses Sequence 15-391(5)(e) Page 2/15-18</p>	<p>Yes, State established course sequence for Automotive Technologies Program Consists of 3 Carnegie Units of instruction. The state standards are aligned with the NATEF AUTOMOBILE (2008 NATEF Standards)</p> <ul style="list-style-type: none"> • Suspension and Steering • Brakes • Electrical/Electronic Systems • Engine Performance • Engine Repair • Automatic Transmission/Transaxle • Manual Drive Train and Axles • Heating and Air conditioning • Maintenance and Light Repair • Automobile service technology
<p>Defined Pathway to Career and Postsecondary Ed in Specific Vocation or Industry 15-391(5)(f) Page 2/19-21</p>	<p>Yes, leads to entry level careers in Automotive repair or higher education technical training programs as well as specific industry OEM training programs.</p>
<p>Fills High Need Vocation or Industry as Determined by CTE/ADE 15-391(5)(j) Page 2/30-31</p>	<p>Yes The Automotive Technologies program is ranked 11 on the 2016 CTE Program List. Ranking is based on “high demand, high wage, high skill” occupations as determined by Arizona Labor Market Data from the AZ Office of Employment and Population Statistics.</p>
<p>Requires a Single or Stackable Credential or a Skill that allows a student to obtain work 15-391(5)(k) Page 2/32-35</p>	<p>Yes, the ASE student certification is portable, stackable and can provide the student with their first industry-recognized certification through the National Institute for Automotive Service Excellence.</p> <p>Programs must offer one of more of the following ASE Student Certifications:</p> <ul style="list-style-type: none"> • Auto Maintenance and Light Repair - G1 • Auto and Light Truck Certification - A1 - Engine Repair • Auto and Light Truck Certification - A2 - Automatic Transmission/Transaxle • Auto and Light Truck Certification - A3 - Manual Drive Train and Axles • Auto and Light Truck Certification - A4 - Suspension and Steering • Auto and Light Truck Certification - A5 - Brakes • Auto and Light Truck Certification - A6 - Electrical/Electronic Systems • Auto and Light Truck Certification - A7 - Heating and Air Conditioning • Auto and Light Truck Certification - A7 - Heating and Air Conditioning • Auto and Light Truck Certification - A8 - Engine

	<p>Performance</p> <ul style="list-style-type: none"> • Automotive Services Technology (AST) • Eastern Arizona College <ul style="list-style-type: none"> ○ Automotive Technician - Certificate of Proficiency
<p>Leads to certification or licensure verified by that vocation or industry that qualifies student for employment which the student would not otherwise qualify. 15-391(5)(l) Page 2/36-39</p>	<p>Yes, student industry-recognized certification intended for students completing two-year secondary or post-secondary automotive technician training program, through the National Institute for Automotive Service Excellence, good for two years.</p> <p>Yes, the ASE student certification is portable, stackable and can provide the student with their first industry-recognized certification through the National Institute for Automotive Service Excellence.</p> <p>Programs must offer one of more of the following ASE Student Certifications:</p> <ul style="list-style-type: none"> • Auto Maintenance and Light Repair - G1 • Auto and Light Truck Certification - A1 - Engine Repair • Auto and Light Truck Certification - A2 - Automatic Transmission/Transaxle • Auto and Light Truck Certification - A3 - Manual Drive Train and Axles • Auto and Light Truck Certification - A4 - Suspension and Steering • Auto and Light Truck Certification - A5 - Brakes • Auto and Light Truck Certification - A6 - Electrical/Electronic Systems • Auto and Light Truck Certification - A7 - Heating and Air Conditioning • Auto and Light Truck Certification - A7 - Heating and Air Conditioning • Auto and Light Truck Certification - A8 - Engine Performance • Automotive Services Technology (AST) • Eastern Arizona College <ul style="list-style-type: none"> ○ Automotive Technician - Certificate of Proficiency
<p>If no certification or licensure is accepted by vocation or industry, completion of program must qualify student for employment for which student would not otherwise qualify without completing JTED program. 15-391(5)(l) Page 2/39-43</p>	<p>N/A</p>

<p>Requires instruction and instructional materials substantially different from and exceed scope of standard instruction and include skills, competencies and knowledge to be successful in JTED program vocation or industry. 15-391(5)(m) Page 2/44-45 and 3/1-3</p>	<p>Yes, to meet the state standards the instruction must align to the industry recognized standards and specialized training in the automotive repair industry covering the components of a vehicle and service:</p> <ul style="list-style-type: none"> • Suspension and Steering • Brakes • Electrical/Electronic Systems • Engine Performance • Engine Repair • Automatic Transmission/Transaxle • Manual Drive Train and Axles • Heating and Air Conditioning • Maintenance and Light Repair • Automobile Service Technology
<p>Industry provided financial or technical support. 15-391(5)(n) Page 3/4-8</p>	<p>YES, Industry representatives are on local advisory councils through the state, Auto dealers provide internships to students completing a NATEF/ASE certified program, industry supplies cars/engines to NATEF certified programs and to some local non-NATEF programs.</p>
<p>Demonstrated need for extra funding in order to provide JTED program 15-391(5)(o) Page 3/9-11</p>	<p>Yes, the Automotive Technologies program needs the extra JTED funding for equipment, supplies and the facility. The program requires additional hours because of the 3 Carnegie units of instruction needed to complete the program.</p>

Eligibility		Yes	No
JTED	The Automotive Technologies program meets the requirements for JTED compliance and eligibility	x	
CTE Federal Perkins and State Priority	The Automotive Technologies program meets the requirements for Perkins and is eligible to generate CTE State Priority funding .	x	

**2016-2017 CTE Programs with Identified Industry Certifications to meet
A.R.S. §15-391(5)(k)* and (l)** for JTED Eligibility
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CIP #	CTE PROGRAM	Industry Certification
52.0300.00	Accounting and Related Services	<p>Must offer one or more of the following Certifications:</p> <ul style="list-style-type: none"> • Microsoft Office Specialist Certification in Excel • QuickBooks Certification • Eastern Arizona College <ul style="list-style-type: none"> ○ Bookkeeping - Certificate of Proficiency
01.0100.90	Agribusiness Systems	<p>Must offer one or more of the following Certifications:</p> <ul style="list-style-type: none"> • Environmental Protection Agency (EPA) <ul style="list-style-type: none"> ○ Section 608 Technician • Agricultural Biotechnology Certification • Agriculture Technician Certification • Arizona Certification Nursery Professional (ACNP) • Arizona Landscape Contractors Association (ALCA) • Global Logistics Associate • Beef Quality Assurance (BQA) • Beef Check Off Certification • Animal Care Training
49.0100.00	Air Transportation	<p>Must offer one or more of the following FAA Certifications:</p> <ul style="list-style-type: none"> • Ground Instruction Basic • Fundamentals of Instrumentation • Control Tower Operator • Ground School • Instrument Pilot • Private Pilot • Remote Pilot Certificate (Unmanned Aircraft Systems)
47.0600.50	Aircraft Mechanics	<p>Must offer one or more of the following FAA Certifications:</p> <ul style="list-style-type: none"> • FAA Airframe Mechanic • FAA Powerplant Mechanic
01.0100.40	Animal Systems	<p>Must offer one or more of the following certifications:</p> <ul style="list-style-type: none"> • Beef Quality Assurance; Beef Check Off Certification (BQA) • Pork Quality Assurance; Pork Check Off Certification (PQA) • NAVTA - Veterinary Certificate • Texas Veterinary Medical Association <ul style="list-style-type: none"> ○ Certified Veterinary Assistant (nationally recognized)
10.0200.60	Animation	<p>Must offer one or more of the following certifications:</p> <ul style="list-style-type: none"> • Adobe Certified Associate in After Effects • Apple Certified Pro in Motion Level One • Autodesk Certified Specialist in Maya • Autodesk Certified Specialist in 3ds Max
15.1300.20	Architectural Drafting	<p>Must offer one or more of the following certifications:</p> <ul style="list-style-type: none"> • Autodesk Certified User: minimum 50 hours or more in one area below: <ul style="list-style-type: none"> ○ 3ds Max ○ AutoCAD ○ AutoCAD Civil 3D ○ Inventor ○ Maya ○ Revit Architecture ○ Revit MEP

**2016-2017 CTE Programs with Identified Industry Certifications to meet
A.R.S. §15-391(5)(k)* and (l)** for JTED Eligibility
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CIP #	CTE PROGRAM	Industry Certification
	Architectural Drafting - <i>continued</i>	<ul style="list-style-type: none"> ○ Revit Structure ○ Autodesk Certified BIM Specialist ● Autodesk Certified Professional: 400 hours or more in one area below: <ul style="list-style-type: none"> ○ 3ds Max ○ AutoCAD ○ AutoCAD Civil 3D ○ Inventor ○ Maya ○ Revit Architecture ○ Revit MEP ○ Revit Structure ○ Autodesk Certified BIM Specialist ● Chief Architect <ul style="list-style-type: none"> ○ Certified User ○ Certified Professional ● SolidWorks: <ul style="list-style-type: none"> ○ Certified SolidWorks Associate (CSWA) ○ Certified SolidWorks Associate Academic (CSWA Academic) ● ESRI ArcGIS® <ul style="list-style-type: none"> ○ ArcGIS® Certified Desktop Entry Certification ● American Design and Drafting Association (ADDA) <ul style="list-style-type: none"> ○ Certified Apprentice Drafter - High School ○ Certified Drafter - Advanced High School ● Eastern Arizona College <ul style="list-style-type: none"> ○ Computer Assisted Design and Drafting Technology Level 1- Certificate of Proficiency ● Northland Pioneer College <ul style="list-style-type: none"> ○ Drafting - Certificate of Proficiency
48.0500.20	Automation/Robotics	<p>Must offer one or more of the following certifications:</p> <ul style="list-style-type: none"> ● Electronics Systems Associate (ESA) ● IPC J-STD-001 Certification ● ISA Certified Automation Professional® (CAP®) 700 ● CCST Certified Control Systems Technician 700 ● ROBOTC 70% ● NCCER <ul style="list-style-type: none"> ○ Electronics Systems Technician - Level 1 ○ Electronics Systems Technician - Level 2 ○ Electronics Systems Technician - Level 3 ● OpenSpan Developer 70% ● Robotics Engineering Curriculum (REC) robotics 68% ● Machining Manufacturing Skill Standards Council (MSSC) Level 1 ● National Institute for Metalworking Skills (NIMS) Level 1 ● National Career Readiness Certificate (NCRC) Level 1
47.0600.30	Automotive Collision Repair	<p>Must offer one or more of the following ASE Student Certifications:</p> <ul style="list-style-type: none"> ● Paint and Refinishing ● Non-Structural Repair ● Mechanical and Electrical
47.0600.20	Automotive Technologies	<p>Must offer one or more of the following ASE Student Certifications:</p> <ul style="list-style-type: none"> ● Auto Maintenance and Light Repair - G1 ● Auto and Light Truck Certification - A1 - Engine Repair ● Auto and Light Truck Certification - A2 - Automatic Transmission/Transaxle

**2016-2017 CTE Programs with Identified Industry Certifications to meet
A.R.S. §15-391(5)(k)* and (l)** for JTED Eligibility
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CIP #	CTE PROGRAM	Industry Certification
	Automotive Technologies - <i>continued</i>	<ul style="list-style-type: none"> • Auto and Light Truck Certification - A3 - Manual Drive Train and Axles • Auto and Light Truck Certification - A4 - Suspension and Steering Auto and Light Truck Certification - A5 - Brakes • Auto and Light Truck Certification - A6 - Electrical/Electronic Systems • Auto and Light Truck Certification - A7 - Heating and Air Conditioning • Auto and Light Truck Certification - A7 - Heating and Air Conditioning • Auto and Light Truck Certification - A8 - Engine Performance • Automotive Services Technology (AST) • Eastern Arizona College <ul style="list-style-type: none"> ○ Automotive Technician - Certificate of Proficiency
41.0100.00	Bioscience	<p>Must offer the following certification:</p> <ul style="list-style-type: none"> • Biotech-University of Florida's Center of Excellence for Regenerative Health Biotechnology (UF CERHB) <ul style="list-style-type: none"> ○ Biotechnician Assistant Credential (BACE)
52.0200.00	Business Management and Administrative Services	<p>Must offer one or more of the following certifications:</p> <ul style="list-style-type: none"> • Microsoft Office Specialist <ul style="list-style-type: none"> ○ Excel ○ PowerPoint ○ Word • Northland Pioneer College <ul style="list-style-type: none"> ○ Entrepreneurship - Certificate of Applied Science
52.0400.00	Business Operations Support and Assistant Services	<p>Must offer one or more of the following certifications:</p> <ul style="list-style-type: none"> • Microsoft Office Specialist <ul style="list-style-type: none"> ○ Access ○ Excel ○ PowerPoint ○ Word
46.0400.40	Cabinetmaking	<p>Occupational Safety and Health Administration (OSHA) 10 Hour Training for Construction Industry</p> <p>-and-</p> <p>Must offer one or more of the following certifications</p> <ul style="list-style-type: none"> • United Brotherhood of Carpenters (UBC) <ul style="list-style-type: none"> ○ Career Connections Certification: <ul style="list-style-type: none"> ▪ Level 1: Basic ▪ Level 2: Projects ▪ Level 3: (Residential or Commercial) Advanced Carpentry • NCCER Core - 87.5 hours • NCCER Carpentry <ul style="list-style-type: none"> ○ Level 1 - 235 hours ○ Level 2 - 210 hours • NCCER Cabinetmaking
46.0400.30	Carpentry	<p>Occupational Safety and Health Administration (OSHA) 10 Hour Training for Construction Industry</p> <p>-and-</p> <p>Must offer one or more of the following certifications:</p> <ul style="list-style-type: none"> • NCCER Core - 87.5 hours • NCCER Carpentry: <ul style="list-style-type: none"> ○ Level: 1 - 235 hours ○ Level: 2 - 210 hours ○ Level: 3 - 160 hours ○ Level: 4 - 182.5 hours

**2016-2017 CTE Programs with Identified Industry Certifications to meet
A.R.S. §15-391(5)(k)* and (l)** for JTED Eligibility
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CIP #	CTE PROGRAM	Industry Certification
	Carpentry - <i>continued</i>	<ul style="list-style-type: none"> • United Brotherhood of Carpenters (UBC) <ul style="list-style-type: none"> ○ Career Connections Certification <ul style="list-style-type: none"> ▪ Level 1: Basic ▪ Level 2: Projects ▪ Level 3: (Residential or Commercial) Advanced Carpentry
15.1200.20	Computer Maintenance	<p>Must offer one or more of the following certifications:</p> <ul style="list-style-type: none"> • CompTIA A+ • Testout PC pro <ul style="list-style-type: none"> ○ TestOut PC Pro Certification exam ○ CompTIA 220-901 Certification exam ○ CompTIA 220-902 certification exam • CISA Certified Information Systems • Desktop Pro (Word, Excel, PowerPoint, Access, Computer Basics) • PC Pro (prep for following) • TestOut CompTIA <ul style="list-style-type: none"> ○ A+ ○ Network+ ○ Security+ ○ Linux+ • Microsoft <ul style="list-style-type: none"> ○ MCSA 2012 ○ Certified Professional (MCP)
46.0400.20	Construction Technologies	<p>Occupational Safety and Health Administration (OSHA) 10 Hour Training for Construction Industry</p> <p>-and-</p> <p>Must offer one or more of the following certifications:</p> <ul style="list-style-type: none"> • NCCER Core - 87.5 hours • NCCER Construction Technology - 352 Hours
12.0400.00	Cosmetology and Related Personal Grooming Services	<p>Must offer the following certification:</p> <p>Arizona Board of Cosmetology (AZBOC)</p> <p>-and-</p> <p>Program may <u>elect</u> to add:</p> <ul style="list-style-type: none"> • Licensed Aesthetician (AZBOC)
12.0500.00	Culinary Arts	<p>Must offer one or more of the following certifications:</p> <ul style="list-style-type: none"> • National Restaurant Association (NRA) <ul style="list-style-type: none"> ○ ServeSafe® Food Protection Manager ○ National ProStart Certificate of Achievement (NRAEF) • ANSI-Conference for Food Protection (CFP) <ul style="list-style-type: none"> ○ Certified Food Manager (CFM) Associate (CFA) ○ Learn2Serve Food Protection Manager (ANSI-CFP) • American Culinary Federation (ACF) <ul style="list-style-type: none"> ○ ACF Certified Junior Culinarian
51.0600.00	Dental Assisting	<p>Must offer one or more of the following certifications:</p> <ul style="list-style-type: none"> • Dental Assisting National Board (DANB) certification <ul style="list-style-type: none"> ○ National Entry Level Dental Assistant (NELDA) <ul style="list-style-type: none"> ▪ Anatomy, Morphology and Physiology (AMP) ▪ Radiation Health and Safety (RHS) ▪ Infection Control Exam (ICE)

**2016-2017 CTE Programs with Identified Industry Certifications to meet
A.R.S. §15-391(5)(k)* and (l)** for JTED Eligibility
DRAFT
Updated 11-2-16**

CIP #	CTE PROGRAM	Industry Certification
	Dental Assisting - <i>continued</i>	<ul style="list-style-type: none"> • Arizona State Board of Dental Examiners <ul style="list-style-type: none"> ○ Dental Assistant Radiography Certification
47.0600.40	Diesel Engine Repair	Must offer one or more of the following certifications: <ul style="list-style-type: none"> • ASE Medium/Heavy Truck Student Certification: <ul style="list-style-type: none"> ○ T2 - Diesel Engines ○ T4 – Brakes ○ T5 - Suspension and Steering ○ T6 - Electrical/Electronics Systems • Snap-on Certification <ul style="list-style-type: none"> ○ Automotive Scanner Diagnostics ○ Diesel Scanner Diagnostics ○ Mechanical and Electrical Torque ○ Multimeter ○ Wheel Service and Alignment
10.0200.40	Digital Communications	Must offer one or more of the following certifications: <ul style="list-style-type: none"> • Adobe Certified Associate in InDesign • Adobe Certified Associate in Photoshop
10.0200.20	Digital Printing	Must offer one or more of the following certifications: <ul style="list-style-type: none"> • Adobe Certified Associate in InDesign • Adobe Certified Associate in Illustrator • Adobe Certified Associate in Photoshop • PrintED <ul style="list-style-type: none"> ○ Digital File Preparation/Digital File Output ○ Offset Press Operations/Bindery & Finishing ○ Screen Printing • Idealliance
13.1210.00	Early Childhood Education	Must offer one or more of the following certifications: <ul style="list-style-type: none"> • Child Development Associate Credential (CDA) • Pima County Health Department <ul style="list-style-type: none"> ○ Health and Safety Specialist • Northland Pioneer College <ul style="list-style-type: none"> ○ Early Childhood - Certificate of Proficiency
13.1200.00	Education Professions	Must offer one or more of the following certifications: <ul style="list-style-type: none"> • Praxis Paraprofessional Certificate • ACT WorkKeys • Master Teacher ParaEducator
15.0300.00	Electronic Technologies	Must offer one or more of the following certifications: <ul style="list-style-type: none"> • Electronics Systems Associate (ESA) • IPC J-STD-001 Certification • ISCET - International Society of Certified Technicians • NICET - National Institute for Certification in Engineering Technologies • NCCER <ul style="list-style-type: none"> ○ Electronics Systems Technician - Level 1 ○ Electronics Systems Technician - Level 2 ○ Electronics Systems Technician - Level 3 • Hand Soldering 80% • Machining (application only) • FCC License – The Federal Communications Commission

**2016-2017 CTE Programs with Identified Industry Certifications to meet
A.R.S. §15-391(5)(k)* and (l)** for JTED Eligibility
DRAFT
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CIP #	CTE PROGRAM	Industry Certification
51.0900.30	Emergency Medical Services	<p>Must offer the following certification:</p> <ul style="list-style-type: none"> • Commission on Accreditation of Allied Health Programs (CAAHP) OR • National Registry of Emergency Medical Technicians (NREMT) <ul style="list-style-type: none"> ○ Emergency Medical Technician (EMT)
15.0000.00	Engineering Sciences	<p>Must offer one or more of the following certifications:</p> <ul style="list-style-type: none"> • Manufacturing Skill Standards Council (MSSC) - <ul style="list-style-type: none"> ○ Certified Production Tech (CPT) • NICET - National Institute for Certification in Engineering Technologies <ul style="list-style-type: none"> ○ ISCET - International Society of Certified Technicians CET 75% • American Society for Quality Training (ASQ) <ul style="list-style-type: none"> ○ ASQ scale score 550 • Manufacturing Skills Standards Council (MSSC) <ul style="list-style-type: none"> ○ CLA certified logistics 76% ○ CLT certified logistics tech 78% ○ MSSC green 78% ○ MSSC Quality 75% ○ MSSC Production 74% ○ MSSC safety 76% • Environmental Systems Research Institute <ul style="list-style-type: none"> ○ Geographic Information Systems Technician (GIS) • Robotics Education and Certification Foundation (REC) <ul style="list-style-type: none"> ○ REC Foundation Pre-Engineering Certification • SolidWorks CSWA -70% • Autodesk Certified User-Inventor • Northland Pioneer College <ul style="list-style-type: none"> ○ Industrial Plant Operations - Certification of Proficiency ○ Operations and Maintenance - Certification of Proficiency
10.0200.90	Film & TV	<p>Must offer one or more of the following certifications:</p> <ul style="list-style-type: none"> • Adobe Certified Associate in Premiere Pro • Apple Certified Pro in Final Cut Pro Level One • Apple Certified Pro in Final Cut Pro Level Two • Avid Certified User <ul style="list-style-type: none"> ○ Pro Tools ○ Media Composer
52.0800.00	Financial Services	<ul style="list-style-type: none"> • National Academy Foundation <ul style="list-style-type: none"> ○ NAFTrack Certification • Arizona Department of Insurance <ul style="list-style-type: none"> ○ Property and Casualty License
43.0200.00	Fire Service	<p>Must offer one or more of the following certifications:</p> <ul style="list-style-type: none"> • IEMSR <ul style="list-style-type: none"> ○ Emergency Medical Responder • Wildland Fire Fighter (Red Card) • Arizona Center for Fire Service Excellence <ul style="list-style-type: none"> ○ Fire Fighter I and II

**2016-2017 CTE Programs with Identified Industry Certifications to meet
A.R.S. §15-391(5)(k)* and (l)** for JTED Eligibility
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CIP #	CTE PROGRAM	Industry Certification
10.0200.30	Graphic/Web Design	<p>Must offer one or more of the following certifications:</p> <ul style="list-style-type: none"> • Adobe Certified Associate in InDesign • Adobe Certified Associate in Illustrator • Dreamweaver • PrintED <ul style="list-style-type: none"> ○ Advertising Design
47.0200.00	Heating, Ventilation and Air Conditioning	<p>Occupational Safety and Health Administration (OSHA) 10 Hour Training for Construction Industry</p> <p>-and-</p> <p>Must offer one or more of the following:</p> <ul style="list-style-type: none"> • NCCER Core - 87.5 hours • NCCER HVAC <ul style="list-style-type: none"> ○ Level 1 - 192.5 hours ○ Level 2 - 170 hours ○ Level 3 - 157.5 hours ○ Level 4 - 155 hours
49.0200.00	Heavy Equipment Operations	<p>Must offer one or more of the following certifications:</p> <ul style="list-style-type: none"> • NCCER Core - 87.5 hours • NCCER Heavy Equipment Operations : <ul style="list-style-type: none"> ○ Level 1 - 165 hours ○ Level 2 - 167.5 hours ○ Level 3 - 170 hours <p>-and-</p> <p>Program may elect to add: ATSSA Certified Flagger</p>
52.0900.00	Hospitality Management	<p>Must offer one or more of the following certifications:</p> <ul style="list-style-type: none"> • National Restaurant Association (NRA) <ul style="list-style-type: none"> ○ ProStart National Certificate of Achievement (NRAEF) ○ ServeSafe® Food Protection Manager • American Hotel Lodging Association <ul style="list-style-type: none"> ○ Certified Guest Service Professional (CGSP®) ○ Certified Front Desk Representative ○ Certified Restaurant Server • National Academy Foundation <ul style="list-style-type: none"> ○ NAFTrack Certification
46.0300.30	Industrial Electrician	<p>Occupational Safety and Health Administration (OSHA) 10 Hour Training for Construction Industry</p> <p>-and-</p> <p>Must offer one or more of the following certifications:</p> <ul style="list-style-type: none"> • NCCER Core-87.5 hours • NCCER Electrical <ul style="list-style-type: none"> ○ Level 1 - 185 hours ○ Level 2 - 157.5 hours ○ Level 3 - 157.5 hours ○ Level 4 - 155 hours • NCCER Powerline Worker <ul style="list-style-type: none"> ○ Level 1 - 404.5 hours

**2016-2017 CTE Programs with Identified Industry Certifications to meet
A.R.S. §15-391(5)(k)* and (l)** for JTED Eligibility
DRAFT
Updated 11-2-16**

CIP #	CTE PROGRAM	Industry Certification
52.1900.30	Interior Design and Merchandising	<p>Must offer one or more of the following certifications:</p> <ul style="list-style-type: none"> • Chief Architect • Autodesk Certified user - Auto CAD • SoftPlan Drafting and Design Certification
51.0800.30	Laboratory Assisting	<p>Must offer the following certification:</p> <ul style="list-style-type: none"> • American Society of Phlebotomy Technicians OR • National Phlebotomy Association <ul style="list-style-type: none"> ○ Certified Phlebotomy Technician
43.0100.00	Law, Public Safety and Security	<p>Must offer one or more of the following certifications:</p> <ul style="list-style-type: none"> • Arizona Department of Public Safety <ul style="list-style-type: none"> ○ Security Guard Certification • International Foundation for Protection Officers <ul style="list-style-type: none"> ○ Certified Protection Officer
15.1300.40	Mechanical Drafting	<p>Must offer one or more of the following certifications:</p> <ul style="list-style-type: none"> • Autodesk Certified User: minimum 50 hours or more in one area below: <ul style="list-style-type: none"> ○ 3ds Max ○ AutoCAD ○ AutoCAD Civil 3D ○ Inventor ○ Maya ○ Revit MEP ○ Revit Structure ○ Autodesk Certified BIM Specialist • Autodesk Certified Professional: 400 hours or more in one area below: <ul style="list-style-type: none"> ○ 3ds Max ○ AutoCAD ○ AutoCAD Civil 3D ○ Inventor ○ Maya ○ Revit MEP ○ Revit Structure ○ Autodesk Certified BIM Specialist • SolidWorks: <ul style="list-style-type: none"> ○ Certified SolidWorks Associate (CSWA) ○ Certified SolidWorks Associate Academic (CSWA Academic) • ESRI ArcGIS® <ul style="list-style-type: none"> ○ ArcGIS® Certified Desktop Entry Certification • American Design and Drafting Association (ADDA) <ul style="list-style-type: none"> ○ Certified Apprentice Drafter - High School ○ Certified Drafter - Advanced High School
51.0800.60	Medical Assisting Services	<p>Must offer one or more of the following certifications:</p> <ul style="list-style-type: none"> • Cardiovascular Credentialing International (CCT) <ul style="list-style-type: none"> ○ Certified Cardiographic Technician (CCT) • Association for Healthcare Documentation Integrity <ul style="list-style-type: none"> ○ Certified Healthcare Documentation Specialist Transcriptionist (CHDS) • American Association of Medical Assistants <ul style="list-style-type: none"> ○ Certified Medical Assistant (CMA) • American Society of Phlebotomy Technicians, OR • National Phlebotomy Association, OR

**2016-2017 CTE Programs with Identified Industry Certifications to meet
A.R.S. §15-391(5)(k)* and (l)** for JTED Eligibility
DRAFT
Updated 11-2-16**

CIP #	CTE PROGRAM	Industry Certification
	Medical Assisting Services - <i>continued</i>	<ul style="list-style-type: none"> • National Credentialing Agency for Medical Lab Personnel <ul style="list-style-type: none"> ○ Certified Phlebotomy Technician • National Certification Medical Association (NCMA) <ul style="list-style-type: none"> ○ Registered Clinical Medical Assistant Specialist (RCMAS) • National Health Career Association • Clinical Medical Assistant (CCMA) American Registry of Medical Assistants <ul style="list-style-type: none"> ○ Registered Medical Assistant (RMA) • Eastern Arizona College <ul style="list-style-type: none"> ○ Medical Assistant - Certificate of Proficiency
51.1500.00	Mental and Social Health Services	<p>Must offer the following certification:</p> <ul style="list-style-type: none"> • Association of Psychiatric Technicians (AAPT) <ul style="list-style-type: none"> ○ Mental Health Technician Certification
15.1200.30	Network Technologies	<p>Must offer one or more of the following certifications:</p> <ul style="list-style-type: none"> • Cisco <ul style="list-style-type: none"> ○ Certified Entry Network Technician (CCENT) ○ Certified Network Associate (CCNA) Routing and Switching Certification ○ Certified Design Associate (CCDA) ○ Certified Entry Networking Technician (CCENT) • CompTIA A+, 70% • Testout PC pro includes <ul style="list-style-type: none"> ○ TestOut PC Pro Certification • Network+ 720/900 score • Global Information Assurance Certification <ul style="list-style-type: none"> ○ Global Security Essentials Certification (GSEC) • Network Pro (networking basics) • Security Pro (entry-level IT security administrator) • Linux Pro (Linux prep certification) • Client Pro (Windows 7-8 management troubleshooting certification) • Server Pro (Windows server skills) • Microsoft <ul style="list-style-type: none"> ○ Certified Solutions Associate (MCSA) certification ○ Certified IT Professional (MCITP) ○ Certified Technology Specialist (MCTS) ○ Microsoft Certified Professional (MCP) 70% • ISACA <ul style="list-style-type: none"> ○ Cybersecurity Fundamentals Certificate
51.3900.00	Nursing Services	<p>Must offer one or more of the following certifications:</p> <ul style="list-style-type: none"> • Certified Nursing Assistant (CNA) • Licensed Nursing Assistant (LNA) • Certified Caregiver • Direct Care Worker (DCW)
51.0800.20	Pharmacy Support Services	<p>Must offer the following certification:</p> <ul style="list-style-type: none"> • Pharmacy Technician Certification Board <ul style="list-style-type: none"> ○ Certified Pharmacy Technician (CPHT)

**2016-2017 CTE Programs with Identified Industry Certifications to meet
A.R.S. §15-391(5)(k)* and (l)** for JTED Eligibility
DRAFT
Updated 11-2-16**

CIP #	CTE PROGRAM	Industry Certification
01.0100.30	Plant Systems	<p>Must offer one or more of the following certifications:</p> <ul style="list-style-type: none"> • Arizona Certification for Nursery Professionals (ACNP) • Arizona Landscape Contractors Association (ALCA) • Turf Management • Water Harvesting
48.0500.30	Precision Machining	<p>Must offer one or more of the following certifications:</p> <ul style="list-style-type: none"> • HAAS <ul style="list-style-type: none"> ○ CNC Operator Certificate ○ Tool Setter Certificate • Manufacturing Skill Standards Council (MSSC) <ul style="list-style-type: none"> ○ Certified Production Tech (CPT) • Mastercam <ul style="list-style-type: none"> ○ Associate Certification - Mill Design and Toolpaths ○ Certified Programmer Mill Level 1 (CPgM1) • NIMS EDM <ul style="list-style-type: none"> ○ Plunge ○ Wire • NIMS Machining Level I • NIMS Machining Level II <ul style="list-style-type: none"> ○ Grinding Skills II ○ Manual Milling • NIMS Machining Level III <ul style="list-style-type: none"> ○ CNC Milling: Programming Setup & Operations ○ CNC Turning: Programming Setup & Operations ○ Turning Operations: Turning Between Centers • Machining Manufacturing Skill Standards Council (MSSC) level 1 • National Career Readiness Certificate (NCRC) Level 1 • NCCER <ul style="list-style-type: none"> ○ Industrial maintenance ○ Millwright
15.1200.40	Software Development	<p>Must offer one or more of the following certifications:</p> <ul style="list-style-type: none"> • Certified Internet Web (CIW) - JavaScript Specialist • Microsoft Technology Associate (MTA) in one or more of the following: <ul style="list-style-type: none"> ○ Gaming Development Fundamentals ○ HTML5 Application Development Fundamentals ○ Mobile Development Fundamentals ○ Software Development Fundamentals • Programmer Level 1 - Java Basics • Oracle Java certification • Oracle one <ul style="list-style-type: none"> ○ Oracle Java SE 8 Programmer I 1Z0-808 ○ CIW JavaScript Specialist Certification ○ Cybersecurity Fundamentals Certificate from ISACA
51.0800.50	Sports Medicine and Rehabilitation Services	<p>Must offer one or more of the following certifications:</p> <ul style="list-style-type: none"> • Certified Personal Trainer Certificate (ACE.NASM) • Certified Chiropractic Assistant (option for programs that are approved by the State Chiropractic Board) • Emergency Medical Responder (IEMSR) • Eastern Arizona College <ul style="list-style-type: none"> ○ Sports Medicine and Rehabilitative Therapies - Certificate of Proficiency

**2016-2017 CTE Programs with Identified Industry Certifications to meet
A.R.S. §15-391(5)(k)* and (l)** for JTED Eligibility
DRAFT
Updated 11-2-16**

CIP #	CTE PROGRAM	Industry Certification
51.3500.00	Therapeutic Massage	Must offer one or more of the following certifications: <ul style="list-style-type: none"> • Registered Massage Therapist (RCMT) • Arizona State Board of Massage Therapy <ul style="list-style-type: none"> ○ Licensed Massage Therapist (LMT)
51.0808.00	Veterinary Assistant	Must offer one or more the following certifications: <ul style="list-style-type: none"> • Certified Veterinary Technician • Certified Veterinary Assistant
15.1200.50	Web Page Development	Must offer one or more of the following certifications: <ul style="list-style-type: none"> • Certified Internet Web (CIW) in one or more of the following: <ul style="list-style-type: none"> ○ Commerce Specialists ○ Web Foundations Associate ○ Web Professional • CIW JavaScript Specialist • MTA Microsoft Technology Associate 70% • Microsoft Visual Studio.net (Gaming Development) • Web development program(HTML5) • ACA in Web Authoring Using Adobe Dreamweaver
48.0508.00	Welding Technologies	Must offer one or more of the following certifications: <ul style="list-style-type: none"> • AWS American Welding Society Certification • Certified Welder (AWSJ) SENSE • NCCER Sheet Metal - Level 1, or 2 • NCCER Welder - Level 1, or 2 • Eastern Arizona College <ul style="list-style-type: none"> ○ Welding Technology - Certificate of Proficiency

*ARS §15-391(5)(k): "Requires a single or stackable credential as described in subdivision (l) of this paragraph or a skill that will allow a student to obtain work as described in subdivision (l) of this paragraph on graduation before receiving an associate's degree or baccalaureate degree.

**ARS §15-391(5)(l): "Leads to certification or licensure in the designated vocation or industry that has been verified and accepted by that vocation or industry and that qualifies the recipient of the certification or licensure for employment for which the student would not otherwise qualify. If there is no certification or licensure that is accepted by the vocation or industry, completion of the program must qualify the student for employment for which the student would not otherwise qualify without completion of the Joint Technical Education District program."

**2016-2017 CTE Programs with No Identified Industry Certifications
Completion of the Program Qualifies Student for Employment
To Meet A.R.S. §15-391(5)(k)* and (l)** for JTED Eligibility**

CIP#	CTE Program
10.0200.50	Digital Photography
53.1900.20	Fashion Design and Merchandising
10.0200.00	Music/Audio Producton
52.1800.20	Professional Sales and Marketing
50.0500.20	Technical Theatre

Refer to Program Reviews posted on ADE/CTE website Technical Standards page for eligibility requirements.
<http://www.azed.gov/career-technical-education/tech-standards/>

EXECUTIVE SUMMARY

Issue: Approval of the 2017 calendar for the Arizona State Board for Vocational and Technological Education

Action/Discussion Item Information Item

Background and Discussion

A.R.S. § 15-203(A)(24) provides that the Board shall serve as the State Board for Vocational and Technological Education (SBVTE) and shall meet at least four times each year to execute the powers and duties of the SBVTE. Consistent with statute, the following meeting schedule for the Board and SBVTE 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 (SBE)
FEBRUARY 27 (SBE)
MARCH 27 (SBE AND SBVTE)
APRIL 24 (SBE)
MAY 22(SBE)
JUNE 26 (SBE AND SBVTE)
JULY – NONE
AUGUST 28 (SBE)
SEPTEMBER 25 (SBE AND SBVTE)
OCTOBER 23 (SBE)
NOVEMBER – NONE
DECEMBER 4 (SBE AND SBVTE)

Recommendation to the Board

It is recommended that the Board approve the 2017 calendar for the Arizona State Board for Vocational and Technological Education.

Contact Information:

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

EXECUTIVE SUMMARY

Issue: Consideration of Certificate Surrender for Tiffany Ann Bunnell
Case No. C-2016-520

Action/Discussion Item

Information Item

Background and Discussion

Tiffany Ann Bunnell holds a valid Standard Secondary Education certificate which expires on March 8, 2019.

The investigative unit was notified by a Fingerprint Clearance Card notification that Ms. Bunnell was charged with an Aggravated DUI and Tampering with an Ignition Interlock Device on January 3, 2015.

After being contacted by the investigative unit, Ms. Bunnell surrendered her certificate on October 7, 2016.

Recommendation to the Board

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

Contact Information:

Alicia Williams

Director of Special Projects

EXECUTIVE SUMMARY

Issue: Consideration of Certificate Surrender for Jason M. Gemmer
Case No. C-2016-200

Action/Discussion Item

Information Item

Background and Discussion

Jason M. Gemmer holds a Substitute certificate valid December 2015- May 2022.

Mr. Gemmer admitted to having a consensual sexual relationship with an 18 year old high school senior.

After being contacted by the investigative unit, Mr. Gemmer surrendered his certificate on October 7, 2016.

Recommendation to the Board

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

Contact Information:

Alicia Williams

Director of Special Projects

EXECUTIVE SUMMARY

Issue: Consideration of Certificate Surrender for Brooke Ray Haertl
Case No. C-2016-578

Action/Discussion Item

Information Item

Background and Discussion

Brooke Ray Haertl holds a Provisional Early Childhood Special Education certificate that expired on June 25, 2016.

On April 6, 2016, Ms. Haertl was arrested for extreme DUI. This was the third DUI incident for Ms. Haertl.

Ms. Haertl was contacted by the investigative unit and surrendered her certificate on October 14, 2016.

Recommendation to the Board

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

Contact Information:

Alicia Williams

Director of Special Projects

EXECUTIVE SUMMARY

Issue: Consideration of Certificate Surrender for Marc A. Johnson
Case No. C-2015-181

Action/Discussion Item

Information Item

Background and Discussion

Marc A. Johnson holds an expired Substitute certificate.

The investigative unit was notified through the Superior Court of Maricopa County that Mr. Johnson had pled guilty to three counts of Theft, Fraud and Money Laundering in March of 2015.

After being contacted by the investigative unit, Mr. Johnson surrendered his certificate on October 13, 2016.

Recommendation to the Board

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

Contact Information:

Alicia Williams

Director of Special Projects

EXECUTIVE SUMMARY

Issue: Consideration of Certificate Surrender for Sean P. Lengenfelder
Case No. C-2016-550

Action/Discussion Item

Information Item

Background and Discussion

Sean P. Lengenfelder holds a valid Provisional Secondary Education certificate which expires on July 23, 2017.

The investigative unit was notified by the principal of Kofa High School that Mr. Lengenfelder had used inappropriate sexual language with minor students.

After being contacted by the investigative unit, Mr. Lengenfelder surrendered his certificate on October 19, 2016.

Recommendation to the Board

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

Contact Information:

Alicia Williams

Director of Special Projects

EXECUTIVE SUMMARY

Issue: Consideration of Certificate Surrender for Allison C. Roush
Case No. C-2016-155

Action/Discussion Item

Information Item

Background and Discussion

Allison C. Roush holds a valid Standard Secondary Education certificate which expires on June 11, 2021.

The investigative unit was notified by the Assistant Superintendent of Human Resources in the Isaac Elementary School District that Ms. Roush had engaged in inappropriate Facebook social media messages with her students.

After being contacted by the investigative unit, Ms. Roush surrendered her certificate on November 17, 2016.

Recommendation to the Board

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

Contact Information:

Alicia Williams

Director of Special Projects

EXECUTIVE SUMMARY

Issue: Consideration of Certificate Surrender for Jennifer A. Woolsey
Case No. C-2015-127

Action/Discussion Item

Information Item

Background and Discussion

Jennifer A. Woolsey holds a Standard Career and Technical Education certificate in Family Consumer Science and a Standard Secondary Education certificate, both of which expire on September 25, 2021.

Ms. Woolsey is alleged to have been aware of sexual misconduct involving her husband and a female high school student and did not report it.

Ms. Woolsey surrendered her certificate on November 17, 2016.

Recommendation to the Board

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

Contact Information:

Alicia Williams

Director of Special Projects

EXECUTIVE SUMMARY

Issue: Consideration of Permanent Revocation of Certificate for Christopher T. McKenna, Case No. C-2015-151, Pursuant to A.R.S. § 15-550.

Action/Discussion Item

Information Item

Background and Discussion

Mr. McKenna holds a Standard Secondary Education certificate.

While employed by the Scottsdale Unified School District, Mr. McKenna engaged in an inappropriate sexual relationship with a minor female high school student.

On or about August 11, 2016, in Maricopa County Superior Court, Mr. McKenna was convicted of one count of Sexual Misconduct with a Minor, a class 2 felony, and two counts of Aggravated Luring a Minor for Sexual Exploitation, class 2 felonies. He was sentenced to ten years of incarceration within the Arizona Department of Corrections.

These convictions constitute unprofessional conduct pursuant to A.R.S. § 15-550 and warrant the immediate and permanent revocation of his Arizona teaching certificate.

Recommendation to the Board

It is recommended, that pursuant to A.R.S. § 15-550, the State Board of Education permanently revoke any and all certificates held by Christopher T. McKenna, and that all states and territories be so notified.

Contact Information:

Alicia Williams
Director of Special Projects

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

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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

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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.

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EXECUTIVE SUMMARY

Issue: Consideration of Recommendation to Approve Application for Certification for David Hill, C-2016-315R

Action/Discussion Item

Information Item

Background and Discussion

Mr. Hill is applying for a Substitute Certificate.

Mr. Hill submitted an application for a Secondary 6-12 Certification on May 20, 2016. He then called the Certification Department and changed his application to a Substitute Certification. On that application, Mr. Hill answered "yes" to section 5, question 4: Have you ever been arrested for any offense for which you were fingerprinted?

Mr. Hill has the following arrests:

DUI History:

2005- DUI in Nashville, TN

Occurred on October 16, 2005

Court records show a guilty plea and conviction

DUI was not disclosed on his application.

2010- DUI in Nashville, TN

Occurred on June 3, 2010

Mr. Hill was blacked out at a stop light, with his foot on the brake, when police found him.

Court records show a guilty plea and conviction

2014- DUI in Tucson, AZ

Occurred on July 27, 2014

Mr. Hill was asleep on the side of the road, with his foot on the brake, when he was awoken by a police officer rubbing his sternum.

Court records show a guilty plea and conviction

Possession History:

2009- Possession and Distribution of Marijuana and Ecstasy in Nashville, TN

Occurred on September 7, 2009

Mr. Hill was letting his friend drive his car and they were stopped by a police officer for expired tags. Mr. Hill had ecstasy in his pocket and was under the influence of ecstasy at the time of the arrest. An ounce of marijuana was found behind the passenger seat that Mr. Hill was sitting in at the time of the stop.

Court records show a guilty plea and conviction

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Review and Recommendation of State Board Committee

The Professional Practices Advisory Committee, at its October 11, 2016 meeting, recommended by a vote of 3 to 1, that the Board grant Mr. Hill's application for certification despite evidence showing that the applicant engaged in unprofessional conduct.

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 application of David Hill.

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EXECUTIVE SUMMARY

Issue: Consideration of Recommendation to Approve Application for Certification
Renewal for Desiree Timeche, C-2016-0001R

Action/Discussion Item

Information Item

Background and Discussion

Ms. Timeche is applying for a renewal of her Standard Elementary 1-8 and her Standard Cross Category SPED teaching certificates.

In July 2016, Ms. Timeche applied for the renewal of her certificates. The review of her application was due to the following:

DUI History:

2007- DUI Liquor, Drugs, Vapor Combo in Flagstaff, AZ

Plead down to reckless driving, one day in jail

Count 2 DUI with a BAC of .08 or more was dismissed

2011- DUI Liquor, Drugs, Vapor Combo in Flagstaff, AZ

2012- DUI Liquor, Drugs, Vapor Combo in Flagstaff, AZ

Other Offenses:

2005- Failure to Appear

2014- Driving on a Suspended License

Review and Recommendation of State Board Committee

The Professional Practices Advisory Committee, at its October 11, 2016 meeting, recommended by a vote of 4 to 0, that the Board grant Ms. Timeche's application for the renewal of her certifications despite evidence showing that the applicant engaged in unprofessional conduct.

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 application to renew the certificates of Desiree Timeche.

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EXECUTIVE SUMMARY

Issue: Consideration of Recommendation to Approve Application for Certification for Jorge Castillo, C-2016-364R

Action/Discussion Item

Information Item

Background and Discussion

Mr. Castillo is applying for an Emergency Substitute Certification (ESC).

Mr. Castillo submitted his application for an ESC on July 24, 2016. He answered “yes” to question three (Have you ever been arrested for any offense for which you were fingerprinted?) on the application.

Mr. Castillo was arrested for the following:

- August 23, 2008: Arrested for DUI; subsequently convicted of DUI
- July 16, 2014: Arrested for DUI; subsequently convicted of DUI

Review and Recommendation of State Board Committee

The Professional Practices Advisory Committee, at its November 8, 2016 meeting, recommended by a vote of 5 to 0, that the Board grant Mr. Castillo’s application for certification despite evidence showing that the applicant engaged in unprofessional conduct contingent on Mr. Castillo’s submission of evidence of completion in a restitution and/or a diversion program.

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 application of Jorge Castillo.

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