



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

**AMENDED AGENDA**

**NOTICE OF PUBLIC MEETING**

Pursuant to Arizona Revised Statutes (A.R.S.) § 38-431.02, notice is hereby given to the members of the Arizona State Board of Education, 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 4, 2017, 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 meetings is attached. The Boards reserves 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 Board may discuss and take action concerning any matter listed on the agenda.

Pursuant to A.R.S. § 38-431.03(A)(3), the Board may vote to convene in executive session, which will not be open to the public, for discussion or consultation for legal advice with the Board's attorneys concerning any item on this agenda.

Pursuant to A.R.S. § 38-431.03(A)(2) and (A)(4), the Board may vote to convene in executive session, which will not be open to the public, for the receipt and discussion of information that is specifically required to be maintained as confidential by state or federal law and discussion or consultation with the Board's attorneys in order to consider its position and instruct its attorneys regarding the public body's position regarding contracts that are the subject of negotiations.

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 30<sup>th</sup> day of November 2017.

Arizona State Board of Education

By: \_\_\_\_\_

  
Alicia Williams  
Executive Director  
(602) 542-5057

**AMENDED AGENDA**

Monday, December 4, 2017  
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, MOMENT OF SILENCE AND ROLL CALL

1. BUSINESS REPORTS: The Board may discuss and take action concerning any matters listed on the agenda for Business Reports.
  1. President's Report
    - Welcome of new Board Member
    - Update on the Dual Pathway for High School Rule
  2. Superintendent's Report
    - Recognition of the Blue-Ribbon Schools of Excellence
  3. Executive Director's Report
    - Update on Director of Special Projects position
    - Update on electronic board books
2. 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.
3. 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 Early Childhood Education preparation program, leading to Arizona educator certification, for Grand Canyon University, Bachelor of Arts in Early Childhood Education
  - B. Approval of Early Childhood Education preparation program, leading to Arizona educator certification, for Grand Canyon University, Masters of Education in Early Childhood Education
  - C. Approval of the Council for the Accreditation of Educator Preparation (CAEP) accredited educator preparation programs leading to Arizona educator certification for Northern Arizona University:

1. Bachelor of Science in Education, Early Childhood Education (B.S.Ed.)
2. Master of Education, Educational Leadership- Principal K-12 (M.Ed.)
3. Educational Leadership: Principal (post-degree certificate)
4. Educational Leadership: Superintendent (post-degree certificate)
5. Bachelor of Science in Education, Elementary Education (B.S.Ed.)
6. Master of Education, Elementary Education– Certification (M.Ed.)
7. Master of Education, Counseling- School Counseling (M.Ed.)
8. Educational Specialist, School Psychology (Ed.S.)
9. Doctor of Philosophy, School Psychology (Ph.D.)
10. Doctor of Philosophy, Combined Counseling/School Psychology (Ph.D.)
11. Bachelor of Science in Education (B.S.Ed.) in Art Education
12. Bachelor of Science in Education (B.S.Ed.) in Biology
13. Bachelor of Science in Education (B.S.Ed.) in Chemistry
14. Bachelor of Science in Education (B.S.Ed.) in Earth Science
15. Bachelor of Science in Education (B.S.Ed.) in English
16. Bachelor of Science in Education (B.S.Ed.) in French
17. Bachelor of Science in Education (B.S.Ed.) in General Science
18. Bachelor of Science in Education (B.S.Ed.) in German
19. Bachelor of Science in Education (B.S.Ed.) in History and Social Studies
20. Bachelor of Science in Education (B.S.Ed.) in Mathematics
21. Bachelor of Science in Education (B.S.Ed.) in Physical Education
22. Bachelor of Science in Education (B.S.Ed.) in Physics
23. Bachelor of Science in Education (B.S.Ed.) in Spanish
24. Bachelor of Music Education, Music Secondary Education (B.M.Ed.)
25. Master of Arts in Teaching, Teaching Science with Certification (M.A.T.)
26. Master of Arts in Teaching Spanish, Spanish Education (M.A.T.)
27. Master of Arts, English- Secondary Education (M.A.)
28. Bachelor of Science in Education: Special and Elementary Education (B.S.Ed.)
29. Master of Education- Special Education Mild/Moderate Disabilities Certification (M.Ed.)
30. Master of Education, Special Education, Early Childhood Special Education with Certification (M.Ed.)

- D. Approval of the expenditure of the FY2017 funds from the Consolidation Appropriations Act for the National School Lunch Program Equipment Grant
- E. Approval of grant awards to the Pearce Elementary School District for FY18 pilot program on school emergency readiness pursuant to Laws 2017, Ch. 304 Sec. 9 (H.B. 2545)
- F. Approval to authorize the Arizona Department of Education to enter into an agreement with the Arizona Department of Agriculture, to accept receipt of funds and authorize the Arizona Department of Education to expend funds in accordance with the terms and conditions of the Specialty Crop Block Grant for school gardens
- G. Approval to authorize the U.S. Department of Agriculture (USDA) increase in Child and Adult Care Food Program (CACFP) audit funding from 1.5 percent to 2 percent of the State Administrative Expenditure funds used by the Arizona Department of Education, Health and Nutrition Services Division and to authorize the Health and Nutrition Services Division to utilize these funds on the required CACFP audit functions in accordance with USDA Federal regulations
- H. Approval to authorize the Arizona Department of Education to enter into an agreement with the U.S. Department of Agriculture to operate the Child Nutrition Programs, allow the Arizona Department of Education to accept receipt of funds allocated to the programs and authorize the Arizona Department of Education to disburse funds in accordance with the federally stipulated reimbursement formulas, USDA and Federal regulations
- I. Receipt of the Quarterly Performance Review of the Arizona Education Learning and Accountability System (AELAS)
- J. Approval of the Move on When Reading literacy plans for the release of K-3 Reading Base Support Funds
- K. Approval of the industry certification and credential list for the purposes of traditional schools A-F accountability College and Career Readiness Indicators (CCRI)
- L. Approval of the Early Literacy Grant school applications for release of Early Literacy Grant Funds

M. Approval of the contract with Adult Education Local Providers to award assistance funding for adult education professional development activities in FY2017-18

N. Approval of Structured English Immersion course trainers and training programs:

1. Educational Training Specialists, LLC
2. Professional Educational Consulting, LLC
3. Crane Elementary School District
4. Harrison Middleton University

~~O. Approval of appointments to the School Safety Program Oversight Committee~~

P. Approval of the online school appointment to the Technical Advisory Committee

**Q. Approval of a Student Teaching Intern Written Supervision Plan pursuant to Board Rule R7-2-614(K) for Northern Arizona University Yuma Branch Campus**

#### 4. GENERAL SESSION

AA. CALL TO THE PUBLIC ON A-F School Accountability Plan: 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.

A. Presentation, discussion and possible action regarding A-F School Accountability Plan:

1. Recommendation from the Technical Advisory Committee (TAC) regarding the A-F model for non-typical school configurations
2. Report on public input regarding A-F preliminary letter grades
3. Report on appeals for preliminary A-F letter grades
4. Presentation, discussion and possible action on the data and coding validations report for preliminary A-F letter grades
5. Presentation, discussion and possible action on the TAC's A-F accountability plan and business rules report

- B. Presentation, discussion and possible action regarding the Board's 2018 legislative priorities
- ~~C. Presentation, discussion and possible action to close rulemaking of R7-2-315.02, R7-2-315.03 and R7-2-315.04 regarding Dual Pathway for High School Graduation~~
- D. Presentation, discussion and possible action to initiate rulemaking procedures for:
  - 1. Proposed amendments to R7-2-612 regarding Career and Technical Education Certificates
  - 2. Proposed amendments to R7-2-612.01 regarding Standard Specialized Career and Technical Education Certificates
  - 3. Proposed amendments to R7-2-611 regarding Special Education Teaching Certificates
  - 4. Proposed amendments to R7-2-614 regarding Other Teaching Certificates
  - 5. Proposed Board rule R7-2-609.01 regarding a Middle Grades Teaching Certificate
- ~~E. Presentation, discussion and possible action to accept the Draft Arizona Science and Social Studies Standards for public consideration and input~~
- F. Presentation, discussion and possible action to adopt the Career and College Prep Ready model for implementation in school year 2018-2019 as an alternative for earning an Arizona High School Equivalency Diploma
- G. Presentation and discussion of a certification guidance document for Career and Technical Education Teacher Certification
- H. Arizona State Board of Education convening/acting as the Arizona State Board for Vocational and Technological Education for this item only. Presentation and discussion regarding the performance descriptors and accountability framework for JTED accountability pursuant to A.R.S. § 15-393.01 (A)
- HH. Presentation, discussion and possible action to accept the performance descriptors and accountability framework for JTED accountability pursuant to A.R.S. § 15-393.01(A)

- I. Presentation, discussion and possible action of a certification guidance document for Subject Matter Expert Teacher Certification and subject knowledge exam waiver
- J. Presentation and discussion from the Office of English Language Acquisition Services regarding structured English immersion models and English language learners
- K. Presentation, discussion and possible action to approve the preliminary list of qualified professionals eligible to conduct appropriate evaluations pursuant to R7-2-401
- L. Presentation, discussion and possible action to modify the Board's Menu of Assessments policy
- M. Presentation, discussion and possible action to issue a Request for Information (RFI) on the Menu of Assessments

Pursuant to A.R.S. § 38-431.03(A)(2) and (A)(4), the Board may vote to convene in executive session, which will not be open to the public, for the receipt and discussion of information that is specifically required to be maintained as confidential by state or federal law and discussion or consultation with the Board's attorneys in order to consider its position and instruct its attorneys regarding the public body's position regarding contracts that are the subject of negotiations for this agenda item.

**5. 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 permanent revocation of any and all educator certificates, pursuant to A.R.S. § 15-550, held by:
  - 1. Joshua Schroder, Case No. C-2017-138
  - 2. Jay Dana, Case No. C-2017-671
  - 3. Christine Mazzarella, Case No. C-2014-007
- B. Approval of the voluntary surrender of the educator certificates held by:
  - 1. Madeline Humphries, Case No. C-2016-218
  - 2. Tamara Rinehart, Case No. C-2017-500
  - 3. Leif Seed, Case No. C-2016-259
  - 4. Joshua Sipes, Case No. C-2017-269

**6. GENERAL SESSION – CERTIFICATION ENFORCEMENT ACTIONS**

- A. Presentation, discussion and possible action to approve the Negotiated Settlement Agreements for:
  - 1. Joseph Benavidez, Case No. C-2016-521
  - 2. Tori Colbert, Case No. C-2017-498
  - 3. Susan Harris, Case No. C-2016-722
  - 4. Virginia Lara, Case No. C-2017-273
  
- 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 suspension, with conditions, of the certificate(s) held by Brandon Henson; and deny the application for certification(s) of Brandon Henson, Case No. C-2017-195R
  
- C. Presentation, discussion and possible action on the findings of fact, conclusions of law and recommendation of the Professional Practices Advisory Committee to deny the application for certification(s) of Bonnie Verne Godin, Case No. C-2017-177

- 7. 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 of recommendation to approve or deny educator preparation program at GCU, BS in Early Childhood Education leading to Arizona educator certification

Action/Discussion Item

Information Item

**Background and Discussion**

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

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

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

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

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

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

**Contact Information:**

Kelly Koenig, Associate Superintendent- Student Achievement and Educator Excellence  
Keith Snyder, Deputy Associate Superintendent- Educator and School Excellence Unit

**EXECUTIVE SUMMARY**

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

The following educator preparation program has met the standards and is being recommended for program approval through December 31, 2023:

- Grand Canyon University, BS in Early Childhood Education

**Recommendation to the Board**

It is recommended that the Board approve the Early Childhood educator preparation program listed above through December 31, 2023.

### Education Preparation Program Scoring

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

Professional Preparation Institution	Grand Canyon University	
Educator Preparation Program	Bachelors of Science in Early Childhood Education	
Date submitted	March 2017	
Type of Approval	Initial Program Approval	
Program Pathway	Traditional	
Certificate	Early Childhood Education	
		Score
<b>Organizational Structures and Systems Domain 1</b>		
Program Review Requirements Worksheets	Program Overview Worksheet	2.00
	Program Entry Criteria Worksheet	2.33
	Statement of Assurance Memo and Form	2.00
	Institutional Recommendation Signature Worksheet	2.00
Evaluation Procedure Component	Evaluation Procedures & Monitoring Plan	2.20
<b>Organizational Structures and Systems Domain Score</b>		<b>2.11</b>
<b>Instructional Impact Domain 2</b>		
Relevant Professional Standards Component	Relevant Standards Matrix	4.30
	Content Knowledge Worksheet	2.20
	Content Knowledge Matrix	2.70
Data Literacy Component	Data Literacy Worksheet	2.33
	Data Literacy Matrix	2.00
Technology Integration Component	Technology Integration Worksheet	2.00
	Technology Integration Matrix	2.20
<b>Instructional Impact Domain Score</b>		<b>2.53</b>
<b>Clinical Practice &amp; Partnerships Domain 3</b>		
Local Education Agency (LEA) Partnerships Component	LEA Partnership Worksheet	2.20
Field Experience Component	Field Experience Worksheet	2.20
	Field Experience Matrix	2.00
Capstone Readiness Assessment Plan Component	Capstone Readiness Worksheet	2.33
Capstone Component	Capstone Experience Worksheet	2.00
	Capstone Remediation Plan	2.50
<b>Clinical Practice &amp; Partnerships Domain Score</b>		<b>2.21</b>
<b>Program Score</b>		<b>2.28</b>

## EXECUTIVE SUMMARY

**Issue:** Consideration of recommendation to approve or deny educator preparation program at GCU for M.Ed in Early Childhood Education leading to Arizona educator certification

Action/Discussion Item

Information Item

### Background and Discussion

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

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

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

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

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

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

## EXECUTIVE SUMMARY

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

The following educator preparation program has met the standards and is being recommended for program approval through December 31, 2023:

- Grand Canyon University, M.Ed. in Early Childhood Education

### **Recommendation to the Board**

It is recommended that the Board approve the Early Childhood educator preparation program listed above through December 31, 2023

**EXECUTIVE SUMMARY**

<b>Education Preparation Program Scoring</b>	
<ul style="list-style-type: none"><li>• All worksheets and matrices within each domain are scored on a 0-3 scale.</li><li>• Scores for each domain are averaged to determine a domain score.</li><li>• Domain scores are then averaged to determine the program score.</li><li>• A score of 2.0 equals a “meets”.</li><li>• The Relevant Standards Matrix score is weighted (doubled) to reflect the degree to which the program addresses the Arizona Professional Teaching Standards.</li></ul>	

Professional Preparation Institution	Grand Canyon University	
Educator Preparation Program	Masters of Education in Early Childhood Education	
Date submitted	March 2017	
Type of Approval	Initial Program Approval	
Program Pathway	Traditional	
Certificate	Early Childhood Education	
		Score
<b>Organizational Structures and Systems Domain 1</b>		
Program Review Requirements Worksheets	Program Overview Worksheet	2.00
	Program Entry Criteria Worksheet	2.33
	Statement of Assurance Memo and Form	2.00
	Institutional Recommendation Signature Worksheet	2.00
Evaluation Procedure Component	Evaluation Procedures & Monitoring Plan	2.20
<b>Organizational Structures and Systems Domain Score</b>		<b>2.11</b>
<b>Instructional Impact Domain 2</b>		
Relevant Professional Standards Component	Relevant Standards Matrix	4.30
	Content Knowledge Worksheet	2.20
	Content Knowledge Matrix	2.70
Data Literacy Component	Data Literacy Worksheet	2.33
	Data Literacy Matrix	2.00
Technology Integration Component	Technology Integration Worksheet	2.00
	Technology Integration Matrix	2.20
<b>Instructional Impact Domain Score</b>		<b>2.53</b>
<b>Clinical Practice &amp; Partnerships Domain 3</b>		
Local Education Agency (LEA) Partnerships Component	LEA Partnership Worksheet	2.20
Field Experience Component	Field Experience Worksheet	2.20
	Field Experience Matrix	2.00
Capstone Readiness Assessment Plan Component	Capstone Readiness Worksheet	2.33
Capstone Component	Capstone Experience Worksheet	2.00
	Capstone Remediation Plan	2.50
<b>Clinical Practice &amp; Partnerships Domain Score</b>		<b>2.21</b>
		<b>Program Score</b>
		<b>2.28</b>

**EXECUTIVE SUMMARY**

**Issue:** Consideration of recommendation to approve or deny Northern Arizona University educator preparation programs leading to Arizona educator certification

Action/Discussion Item

Information Item

**Background and Discussion**

Educator preparation programs seeking Arizona State Board of Education (SBE) approval must provide evidence that their program meets the relevant standards and prepares future educators to be classroom and school ready. The Department's partnership agreement with the Council for the Accreditation of Educator Preparation (CAEP) was established in order to promote excellence in educator preparation by coordinating SBE approval and national accreditation reviews of Educator Preparation Providers (EPPs) and to eliminate duplication of effort and reporting. The educator preparation program review process evaluates the degree to which evidence submitted by professional preparation institutions aligns with the appropriate standards.

**Standards for National Accreditation of Educator Preparation Providers:**

CAEP educator preparation provider standards must be met on the basis of sufficient and accurate evidence to merit national accreditation by CAEP.

Arizona Educator Preparation Program rules (R7-2-604, R7-2-604.01, R7-2-604.02, R7-2-604.03 and R7-2-604.04) play a central role in the CAEP/Arizona accreditation process.

**Process of National Accreditation for Educator Preparation Providers:**

EPPs seeking CAEP accreditation must satisfy eligibility requirements, submit a self-study in a CAEP-approved format for formative feedback through on-site review, facilitate the posting of a call for public comment and distribution of third-party surveys to stakeholders, host a joint Accreditation Review Team site visit, and complete an approved program review process for all programs of study leading to professional practice in an accredited school setting.

For purposes of SBE program approval, the SBE and the ADE recognize the following program review:

CAEP Program Review with National Recognition: CAEP Program Review with National Recognition applies Specialized Professional Associations (SPA) standards in the review process and can result in national recognition. The ADE's staff, on behalf of the SBE, will examine the program review report and will provide a recommendation to the SBE for the final decision on Arizona approval.

**Contact Information:**

Kelly Koenig, Associate Superintendent- Student Achievement and Educator Excellence  
Keith Snyder, Deputy Associate Superintendent- Educator and School Excellence Unit

## **EXECUTIVE SUMMARY**

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The following Northern Arizona University educator preparation programs have met the standards and are being recommended for program approval through December 31, 2023:

- Bachelor of Science in Education, Early Childhood Education (B.S.Ed.)
- Master of Education, Educational Leadership- Principal K-12 (M.Ed)
- Educational Leadership: Principal (post-degree certificate)
- Educational Leadership: Superintendent (post-degree certificate)
- Bachelor of Science in Education, Elementary Education (B.S.Ed.)
- Master of Education, Elementary Education– Certification (M.Ed)
- Master of Education, Counseling- School Counseling (M.Ed)
- Educational Specialist, School Psychology (Ed.S.)
- Doctor of Philosophy, School Psychology (Ph.D.)
- Doctor of Philosophy, Combined Counseling/School Psychology (Ph.D.)
- Bachelor of Science in Education (B.S.Ed.) in Art Education
- Bachelor of Science in Education (B.S.Ed.) in Biology
- Bachelor of Science in Education (B.S.Ed.) in Chemistry
- Bachelor of Science in Education (B.S.Ed.) in Earth Science
- Bachelor of Science in Education (B.S.Ed.) in English
- Bachelor of Science in Education (B.S.Ed.) in French
- Bachelor of Science in Education (B.S.Ed.) in General Science
- Bachelor of Science in Education (B.S.Ed.) in German
- Bachelor of Science in Education (B.S.Ed.) in History and Social Studies
- Bachelor of Science in Education (B.S.Ed.) in Mathematics
- Bachelor of Science in Education (B.S.Ed.) in Physical Education
- Bachelor of Science in Education (B.S.Ed.) in Physics
- Bachelor of Science in Education (B.S.Ed.) in Spanish
- Bachelor of Music Education, Music Secondary Education (B.M.Ed.)
- Master of Arts in Teaching, Teaching Science with Certification (M.A.T.)
- Master of Arts in Teaching Spanish, Spanish Education (M.A.T.)
- Master of Arts, English- Secondary Education (M.A.)
- Bachelor of Science in Education: Special and Elementary Education(B.S.Ed.)
- Master of Education- Special Education Mild/Moderate Disabilities Certification (M.Ed.)
- Master of Education, Special Education, Early Childhood Special Education with Certification (M.Ed.)

### **Recommendation to the Board**

It is recommended that the Board approve the Northern Arizona University educator preparation programs listed above through December 31, 2023.



**Arizona State Board of Education (ASBE),  
Arizona Department of Education (ADE), and the  
Council for the Accreditation of Educator Preparation (CAEP)  
Partnership Agreement**

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

- I. **Standards for National Accreditation of Educator Preparation Providers**
  - a. CAEP educator preparation provider standards must be met on the basis of sufficient and accurate evidence to merit national accreditation by CAEP.
  - b. Arizona Educator Preparation Program rules (R7-2-604, R7-2-604.01, R7-2-604.02, R7-2-604.03 and R7-2-604.04) play a central role in the process ASBE and ADE use for awarding state approval.
- II. **Process of National Accreditation for Educator Preparation Providers**
  - a. The process required for national accreditation by CAEP is outlined in the CAEP and Accreditation Council policies. EPPs seeking CAEP accreditation must satisfy eligibility requirements, submit a self-study report in a CAEP-approved format for formative feedback through off-site review, facilitate the posting of a call for public comment and distribution of third-party surveys to stakeholders, host a joint Accreditation Review Team site visit, and complete an approved program review process for all programs of study leading to professional practice in an accredited school setting.
  - b. Terms of accreditation shall be for seven (7) years. EPP accreditation status is subject to CAEP policies, including the annual payment of CAEP fees and submission of an annual report as required. State approval may also require compliance with state policies, including those included in section I. b. above.
- III. **Standards and Processes for Program Review**

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

**IV. Accreditation Review Team Composition:** The Accreditation Review Team is appointed by CAEP, in consultation with the ASBE and ADE, according to the guidelines and policies for each selected accreditation pathway on options III (e)(i) and (ii). The ADE and CAEP will conduct a joint Accreditation Review Team site review. The following conditions apply to all teams:

- a. All members of review teams must have successfully completed CAEP Accreditation Review Team member training.
- b. A P-12 practitioner shall be a member of each Accreditation Review Team, if possible.
- c. The Arizona Education Association (AEA) may appoint an observer for the Accreditation Review Team site visit review at AEA's expense.
- d. The EPP will assume all expenses - including travel, lodging and meals, and the periodic evaluation fee - for Accreditation Review Team members. Accreditation Review Team activities will be conducted according to the CAEP and Accreditation Council policies and the ASBE protocols.
- e. The ADE will assume all expenses -- including travel, lodging and meals -- for the state consultant and other ADE support staff to facilitate the Accreditation Review Team site review.
- f. The Accreditation Review Team operates as a single team with shared responsibilities and equal roles in all aspects of the review, CAEP-appointed members make up more than 50 percent of the team. The team is led by a chair appointed by CAEP. The ADE may appoint a vice-chair.
- g. The Accreditation Review Team report will be shared with the ASBE and the ADE.
- h. To assure EPPs and the public that Accreditation Review Team site reviews are impartial and objective, to avoid conflicts of interest, and to promote equity and high ethical standards in the accreditation system, Accreditation Review Team members will adhere to the CAEP's Code of Conduct.

**V. Other Terms and Conditions**

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

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

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

By signing this agreement, the undersigned agrees to be bound by the terms outlined above, and affirms that he or she has the authority to enter into this agreement on behalf of the state.

Clara A. Koz  
Council for the Accreditation of Educator Preparation

11/3/16  
Date

[Signature]  
Arizona State Board of Education

11/2/16  
Date

Shari Gora  
Arizona Department of Education

10/31/16  
Date

# ACCREDITATION ACTION REPORT

Northern Arizona University  
Flagstaff, Arizona

October 2017

*This is the official record of the Educator Preparation Provider's accreditation status. The Educator Preparation Provider should retain this document for at least two accreditation cycles.*

## ACCREDITATION DECISION

**Accreditation** is granted. This accreditation status is effective between fall 2017 and fall 2024. The next site visit will take place in spring 2024.

## SUMMARY OF STANDARDS

CAEP STANDARDS	INITIAL LEVEL	ADVANCED LEVEL
STANDARD 1/A.1: Content and Pedagogical Knowledge	Met	Not Applicable
STANDARD 2/A.2: Clinical Partnerships and Practice	Met	Not Applicable
STANDARD 3/A.3: Candidate Quality, Recruitment, And Selectivity	Met	Not Applicable
STANDARD 4/A.4: Program Impact	Met	Not Applicable
STANDARD 5/A.5: Provider Quality Assurance and Continuous Improvement	Met	Not Applicable

The Educator Preparation Provider is encouraged to refer to the site visit report for strengths and additional information on findings.

## AREAS FOR IMPROVEMENT AND STIPULATIONS

**NONE**

## AREA(S) FOR IMPROVEMENT OR WEAKNESS(ES) from previous legacy accreditor review (NCATE or TEAC)

Removed:

Area for Improvement or Weakness	Rationale
(1) The unit lacks data to demonstrate that candidates in advanced programs for teachers and other school professionals have the dispositions necessary to help all students learn.	(1) REMOVAL: The Addendum provided descriptions of 18 advanced programs, while a 19th program was added in an updated report received during the onsite visit. This program, M.Ed. Secondary Education Continuing Professional, is under review for declining enrollment, and the EPP is currently assessing how to

(2) With the exception of the elementary education program, the unit does not ensure that all candidates have field experiences or clinical practice in settings with diverse P-12 students.

support it. The Addendum descriptions included professional standards aligned to the dispositions, instrument(s) used to assess dispositions, and three semesters of data reported, with the exception of Special Education that reported two semesters. In addition, the evidence included separate program files, with copies of the assessment, scoring guides, data, and analysis and interpretation. Six programs are administering the Professional Dispositions Modules either alone or in conjunction with a discipline-based assessment. The Addendum also described the formation of a new Coordinating Council for Advanced Programs in 2016 and the on-going discussions of dispositions, laws and policies, codes of ethics, and professional standards with advanced faculty. An interview with the Coordinating Council and advanced program faculty showed that programs are committed to identifying, assessing, and supporting candidate dispositions as an important component of their professional development. In addition, an interview with candidates and graduates from advanced programs confirmed that dispositions were a major part of their curricula and assessed throughout their programs.

(2) REMOVAL: The Sequence of Clinical of Clinical Experiences by Program of Study chart and the Student Placement Diversity Data by School spreadsheet provide evidence that all initial teacher preparation programs have field experiences and clinical practice in schools with diverse P-12 students. The Addendum Report, provided additional information about the development of specific partnerships linked to programs to ensure candidate participation in schools with diverse P-12 learners. At the time of the Self-Study Report, the EPP had 30 signed Memorandums of Agreement (MOA). As of February 2017, the EPP has 81 formal MOAs with Arizona school districts. These partnerships continue to expand the opportunities across programs for candidates to work with diverse student populations. At the Site Visit, program faculty provided evidence of tracking systems that are used to ensure that all candidates have diverse placements. Interviews with EPP and P-12 faculty and administrators and EPP teacher candidates confirmed that processes are in place to ensure all candidates across all programs have practicum or clinical experiences in settings with diverse P-12 students.

Continued:

Area for Improvement or Weakness	Rationale
None	None

**NOTE: Neither CAEP staff, site visitors, nor other agents of CAEP are empowered to make or modify Accreditation Council decisions. These remain the sole responsibility of the Council itself.**

**EXECUTIVE SUMMARY**

**Issue:** Consideration to approve the expenditure of the Fiscal Year 2017 Consolidated Appropriations Act, 2017 funds for the NSLP Equipment Grant.

Action/Discussion Item

Information Item

**Background and Discussion**

The Consolidated Appropriations Act, 2017 authorized grants to State Agencies (SA) to provide equipment assistance to School Food Authorities (SFA) participating in the National School Lunch Program (NSLP). Arizona was selected to receive funding in the amount of \$571,828 for the NSLP Equipment Grant.

These funds are 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 NSLP Equipment Assistance from the American Recovery and Reinvestment Act of 2009, and the FY 2010, FY 2013, FY 2014, FY 2015 and FY 2016 Agriculture Appropriations Acts.

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.

Applications will be open December 5, 2017 through 11:59 pm February 1, 2017. Funds should be allocated and available to selected SFAs before March 1, 2018.

The Rubric to be used for the awarding of funds to individual SFAs is attached.

**Recommendation to the Board**

It is recommended that the Board approve the expenditure of the Fiscal Year 2017 funds from the Consolidation Appropriations Act, 2017 for the NSLP Equipment Grant.

**Contact Information:**

Mark Frantz, Co-director School Nutrition Programs  
Melissa Conner, Associate Superintendent





**EXECUTIVE SUMMARY**

**Issue:** Consideration to review and approve grant awards to the Pearce Elementary School District for the Pilot Program on School Emergency Readiness pursuant to Laws 2017, Ch. 304 Sec. 9 (H.B. 2545)

Action/Discussion Item

**Contract Abstract**

**Background and Brief Explanation of Contract**

In FY18, \$4,145,600 was appropriated to the Arizona Department of Education (ADE) for the School Safety Program (SSP) pursuant to Laws 2017 Chapter 304 Section 9 (H.B. 2545), which included \$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, 2017, that the ADE shall select three Districts to participate in the Pilot Program on or before November 30, 2017, and that formal notification to awarded LEAs will be made in December 2017. 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 in a county with a population of eight hundred thousand persons or more.
2. One school District that is 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 in a county with a population of less than one hundred thousand persons.

**One application was received for SY 2018 Pilot Grant.** The one district applicant is from Cochise County that is included in Group 2, identified above. No Pilot Grant applications were received from county Group 1 or Group 3.

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  
Melissa Conner, Associate Superintendent

## **EXECUTIVE SUMMARY**

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

ADE is required to submit a report that summarizes the results of the FY18 Pilot Program by November 1, 2018.

### **Name of Contracting Party(ies)**

Proposed grant awards issued by the State Board of Education, acting for and on behalf of the ADE, for the following: Pearce Elementary School District.

### **Contract Amount**

Pearce Elementary School District (County Group 2) - \$25,000.

### **Source of Funds**

Laws 2017, Ch. 304 Sec. 9 (H.B. 2545) appropriated \$100,000 for a Pilot Program on School Emergency Readiness.

### **Responsible Unit at the Department of Education**

School Health & Safety Program  
Health & Nutrition Services Division

### **Dates of Contract**

January 1, 2018 – September 30, 2018

### **Previous Contract History**

n/a

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

Approximately 102 students and 16 school and district staff members will be served by this grant.

### **Method of Determining Contract Amount(s)**

Contract amounts were determined by total appropriation from Laws 2017, Ch. 304 Sec. 9 (H.B. 2545) and the competitive grant review process in accordance with ADE policy.

### **Evaluation Plan**

Pursuant to Laws 2017, Ch. 304 Sec. 9, on or before November 1, 2018, 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**

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- 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 Pearce Elementary School District for the FY18 pilot program on school emergency readiness pursuant to Laws 2017, Ch. 304 Sec. 9 (H.B. 2545).

# Final Report

## Pilot Program on School Emergency Readiness

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2016/2017



**Arizona Department of Education  
School Health & Safety  
Health & Nutrition Services Division**

**November 2017**

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## **Introduction**

The \$3,646,400 appropriation to the Arizona Department of Education (ADE) for the School Safety Program for fiscal year 2017 included \$100,000 for a pilot program on school emergency readiness, per Laws 2016, Ch. 124, Sec. 34 (S.B.1538). Statutory language can be found in the Appendix.

## **Grant Process and Expectations**

The grant announcement, review, selection, and administration process conformed to the statutory requirements and ADE policy per *Competitive Discretionary Grants Guidelines and Procedures*. The ADE released the grant application on August 22, 2016 and the applications were due by September 30, 2016. Districts were selected by the ADE in October 2016 and promptly received their award notifications following approval by the State Board of Education in December 2016.

Overarching program expectations were:

- Grant awards and associated activities will be administered as outlined in statute and policy.
- Each awardee will adhere to grant guidelines and meet the grant requirements.
- At the end of the award period, each awardee will have improved their school emergency preparedness plan, will have provided training on the plan to teachers and administrators, and will have entered critical infrastructure data into an education-specific emergency management software.
- Each awardee will submit a report to ADE by October 16, 2017 to demonstrate grant outcomes to include in the 2017 legislative report.

ADE included a Pre-Application PPT Training in the GME Pilot Grant Document Library, and included this training information in the Pilot Grant Application Instructions.

According to S.B.1538, ADE was to select three Districts to participate in the pilot program, collectively with no more than thirty-one individual school sites, and from each of the following county groups:

1. One district that is located in a county with a population of more than eight hundred thousand persons (*Maricopa or Pima*);
2. One district that is located in a county with a population of more than one hundred thousand persons but less than eight hundred thousand persons (*Cochise, Coconino, Mohave, Navajo, Pinal, Yavapai, or Yuma*); and
3. One district that is located in a county with a population of less than one hundred thousand persons (*Apache, Gila, Graham, Greenlee, La Paz, or Santa Cruz*).

ADE received two grant applications that successfully met the application requirements. However, no applications were received from County Group 1. Applications were reviewed and scored by a panel of experienced grant reviewers and recommendations for funding were made by the ADE to the State Board of Education for final approval. The awardees were as follows:

- Miami Unified School District, Gila County, award amount - \$37,281.55
- Sierra Vista Unified School District, Cochise County, award amount - \$21,500.00

ADE School Safety and Prevention staff discussed with each of the awardees the expectations and anticipated outcomes of the grant. Technical assistance was provided to the awardees. The technical assistance included review of the following information and resources:

- 
- Arizona Revised Statutes (ARS), 15-341 (A) (32) requires each district school site to have an emergency response plan (ERP) that meets the minimum state requirements. The minimum state requirements document provided the required elements that must be included in every school's ERP. The standards are not a systematic guide for completing a comprehensive response plan, but rather the minimum of what to include in the plan.
  - Additional resources that assisted the awardees include an ADE 2013 ERP template that incorporated ten years of advancement in the field of emergency preparedness with emphasis placed on the planning process and multi-agency coordination and collaboration.

### **Outcomes**

By participating in this grant, each of the two awardees accomplished the following:

- Newly created and improved emergency response plans incorporating components of ADE's Emergency Response Template.
- District team attendance at the Emergency Management Institute's class, E0361—Multihazard Emergency Planning for Schools. Also, team member completion of FEMA online courses IS100SCa, Incident Command System for Schools; IS 200 – Single Resources and Initial Action Incidents; and IS 700 – National Incident Management System (NIMS).
- In coordination with the Arizona Counter Terrorism and Information Center (ACTIC), both districts completed the Asset Management Questionnaire (AMQ) for each of their school sites that is required to establish Department of Public Safety (DPS) Virtual Data Base Accounts.
- Training for staff and students on district/school emergency response protocols. Parent training/information provided on protocols as well as plan development updates.

The following highlights and gaps for each district were identified:

### **Miami Unified School District**

- Formation of a district Emergency Response Team (ERT) to include the superintendent, directors of maintenance and information technology, building principals, assistant principals, and School Resource Officer.
- Each district school customized the district emergency response template to their specific site.
- Site Vulnerability Assessments (SVAs) were completed for each school sites and district facility.
- Improved community partnerships identified to include Cobre Valley Regional Medical Center; Tri-City Fire Department; Globe City Fire Department; Freeport McMoRan, Inc.; Gila County Emergency Management; Gila County Sheriff; Miami Police Department; and Globe Unified School District.
- Collaboration meetings conducted with community agencies for the purpose of review and feedback on the district emergency response plan.
- Memorandums of Understanding (MOUs) are being developed between the District and community agencies.
- Staff meetings are conducted before and after drills for the purpose of completing debriefings to identify what went right and what problems may have been encountered during the drill.

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- GAP: Completion of a “live” exercise with students, staff, and community partner agencies which is currently scheduled for November 2017.

### **Sierra Vista Unified School District**

- The district’s emergency response plan was updated to include ADE’s Basic Plan information, as well as ten threat/hazard annexes.
- A Classroom Emergency Response Guide (CERG) was developed for teachers and support staff and includes the following functional annexes: onsite evacuation, off-site evacuation, reverse evacuation, lockdown, lockout, and shelter-in-place.
- Site Vulnerability Assessments (SVAs) were completed for all districts schools and forwarded to the Arizona Counter Terrorism Information Center (ACTIC) along with critical infrastructure maps to establish the school site virtual databases.
- Bomb threat guidance was developed in partnership incorporating DPS recommended protocols to include an all staff training provided by DPS.
- Comprehensive Parent/Student Reunification annex developed to include maps of all school sites and reunification center. Standardized reunification form, instructions for set-up, request gate, release gate, student care, medical first aid, etc. included in the protocol.
- Continuation of the Alert Lockdown Inform Counter Escape (A.L.I.C.E.) program by providing training to all teachers, principals, directors and support staff throughout the district. New employees also receive A.L.I.C.E. training when joining the district.
- Several drills were held throughout Sierra Vista Unified Schools to test the emergency response plan using ALICE techniques.
- GAP: The completion of a parent-student reunification exercise incorporating the reunification protocol and forms included in the reunification annex.

### **Value of the Grant**

ADE and the awarded districts recognize that this grant created an opportunity for the participating districts that otherwise would not have existed. The grant improved school safety through improving the schools’ emergency response plans, providing training and drills for staff and students, and strengthening relationships with community partners.

### **Grant Recommendations**

Based on the experience of administering and overseeing this grant, the following recommendations are provided:

- Expand the length of the grant to 18 months. This would allow awardees enough time to adequately enhance their plan as well as confirm the plan enhancement through training and exercise.
- Development of a mental health component to school plans requiring collaboration with local partners.
- Provide funding for ADE to administer, oversee, and provide technical assistance to grantees. Currently, ADE is relying on temporary federal funding for these necessary functions.



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## Appendix

S.B. 1538

Sec. 34. Pilot program on school emergency readiness; report;  
delayed repeal

A. The \$3,646,400 state general fund appropriation to the department of education for the school safety program for fiscal year 2016-2017 in the general appropriations act includes \$100,000 for a pilot program on school emergency readiness.

B. On or before September 30, 2016, school districts shall submit applications to the department of education to participate in the pilot program.

C. On or before November 30, 2016, the department of education shall select three school Districts to participate in the pilot program. The selected 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 of eight hundred thousand persons or more according to the 2010 United States Census decennial census.
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 according to the 2010 United States decennial census.
3. One school District that is located in a county with a population of less than one hundred thousand persons according to the 2010 United States decennial census.

D. School Districts that are selected to participate in the pilot program must be provided and use a readiness and emergency management program that incorporates 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.
3. The development, implementation and maintenance of a comprehensive crisis plan for those school Districts and their teachers and administrators.

E. On or before November 1, 2016, the department of education shall submit to the governor, the president of the senate and the speaker of the house of representatives a report that summarizes the results of the pilot program.

The department of education shall provide a copy of the annual report to the secretary of state.

F. This section is repealed from and after December 31, 2017.

**EXECUTIVE SUMMARY**

**Issue:** Consideration to approve a contract between the State Board and the Arizona Department of Agriculture for the award of Specialty Crop Block Grant for Fiscal Years 2017-2019 to Arizona Department of Education, Health and Nutrition Services Division.

Action/Discussion Item       Information Item

**Background and Discussion**

**Award Received: Specialty Crop Block Grant Award**

Specialty Crop Block Grants are competitive two-year grants of up to \$100,000 per eligible applicant (state and/or local organizations, government entities, producer associations, academia and community based organizations) awarded as part of Arizona Department of Agriculture's second Specialty Crop Block Grant Programs-Farm Bill. The purpose of this program is solely to enhance the competitiveness of specialty crops in Arizona.

Section 101 of the Specialty Crops Competitiveness Act of (7 U.S. C. 1621 note) and amended under Section 10010 of the Agricultural Act of 2014, Public Law 113-79 (the Farm Bill) defines specialty crops as "fruits and vegetables, tree nuts, dried fruits, horticulture, and nursery crops (including floriculture)". Arizona Department of Education, Health and Nutrition Services (HNS) has been awarded \$50,796 to enhance the competitiveness of specialty crops in Arizona by preparing students for a career in agriculture through the experiences offered in connecting agriculture to the classroom. Through a competitive process, the grant will be awarded to twenty schools, funding school garden projects that aim to identify and resolve barriers to the longevity of gardening programs in Arizona. In addition, this work will offer a structured mentorship program along with tailored trainings conducted by HNS staff.

HNS will award twenty schools funding for school garden projects that aim to identify and resolve barriers to the longevity of gardening programs in Arizona. This award has the potential to increase Arizona's market for young specialty crop producers via agriculture education and hands on experience in undemanding Arizona's specialty crops.

Evaluation Criteria for Mentors (ten \$3,000 awards): Advanced garden projects will be evaluated based off specific criteria set by HNS staff and the recommendations made by the Arizona Garden Network AGN). These requirements include, but are not limited to the following: years of programming, innovation of proposed project and an agreement to participate as a mentor to their assigned mentee garden after their grant cycle (year two).

Contact Information:  
Melissa Conner, Associate Superintendent

**EXECUTIVE SUMMARY**

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Evaluation Criteria for Mentees (ten \$1,500 awards): Beginner garden projects will be evaluated based off specific criteria set by HNS staff and the recommendations made by the AGN. These requirements include, but are not limited to the following: no prior experience with school gardening programs, demonstration of need and an agreement to work with their assigned mentor during their grant cycle (year two).

**Recommendation to the Board**

Per A.R.S. 15-206A, it is recommended that the Board authorize the Arizona Department of Education (ADE) to enter into an agreement with the Arizona Department of Agriculture to allow the Arizona Department of Education (ADE) to accept receipt of the above funds and authorizes the appropriate expenditures of these funds in accordance with the terms and conditions of the program.

**Abstract:** The Arizona Department of Education, Health and Nutrition Service's (HNS) is applying for a state-focused award in the amount of \$50,796 to strengthen the work of school gardens throughout the state of Arizona. The purpose of this proposal is to enhance the competitiveness of specialty crops in Arizona by preparing students for a career in agriculture through the experiences offered in connecting agriculture to the classroom. HNS will award twenty schools funding for school garden projects that aim to identify and resolve barriers to the longevity of gardening programs in Arizona. In addition, this work will offer a structured learning environment for school garden leaders across the state by way of a facilitated mentorship program along with tailored trainings that will feature grant program participants. Each grant participant's program will be studied throughout their grant cycle to help identify and address barriers that lead to ineffective program development. Lessons learned will be outlined in a how-to-guide that will be drafted in partnership with grant participants, experts in Arizona's specialty crop industry and those that have fostered work in school gardening to date. The investments made in this project will provide immeasurable returns.

**Project Partner Organization(s):** The Arizona Garden Network (AGN) is a state-wide collaborative group, hosted by HNS, that together works to support school and community gardens throughout Arizona. This group is made up of various agricultural, health and education related organizations with dedicated staff and/or resources that focus on school and community garden work throughout Arizona. This group will work to help HNS promote, evaluate and foster grant awardees for this two-year project. (AGN state partners available upon request.)

**Project Purpose:** The purpose of this proposal is to enhance the competitiveness of specialty crops in Arizona by preparing students for a career in agriculture through the experiences offered in connecting agriculture to the classroom. In Arizona, there is a need to secure funding to strengthen the work of school garden development, specifically, as a key access point for experiential learning. HNS proposes to do this in two ways. First, HNS will increase the successfulness of school garden development through the administration of a competitive and comprehensive grant program that includes a facilitated mentorship program for each grant recipient. Second, the experiences gained through grant recipients will provide the basis for professional development opportunities and a series of resources administered state-wide during and will be housed under the HNS website (via recorded webinars, how-to-guide and at conferences) for years beyond the grant project timeline.

**Potential Impact:** This specific project has not been submitted to, or funded by another Federal, State, or private funding source. However, a project similar to this proposed project was funded through this grant program and has been historically awarded to Western Growers Foundation (WGF). Last year there was no award made to Arizona for school garden projects of this nature. This gap in funding was noticed in Arizona's school garden community as it was the only local grant available to many. This project differs from the aforementioned project extensively; in that, this project will focus beyond pure administration of grant funds to start and/or expand school garden projects. This project's major contribution will be in the study of school gardens and the impact made to students in the school setting. It is not unknown that school gardens have a reputation for fading away after only a few years. In many cases, funding alone will not and has not resolved issues around sustainability. Schools are a prime market for engaging students both as early consumers and potential entrepreneurs in agriculture. This pilot program will provide a

platform to identify and resolve weaknesses in program development such as staff funding and further enforce areas of known strengths in program development such as food safety, procurement, volunteer retention, garden- curriculum connection and overall school-wide support. Each component is described in greater detail below:

HNS will award twenty schools funding for school garden projects that aim to identify and resolve barriers to the longevity of gardening programs in Arizona.

- Evaluation Criteria for Mentors (ten \$3,000 awards): Advanced garden projects will be evaluated based off of specific criteria set by HNS staff and the recommendations made by the AGN. These requirements include, but are not limited to the following: years of programming, innovation of proposed project and an agreement to participate as a mentor to their assigned mentee garden after their grant cycle (year two).
- Evaluation Criteria for Mentees (ten \$1,500 awards): Beginner garden projects will be evaluated based off specific criteria set by HNS staff and the recommendations made by the AGN. These requirements include, but are not limited to the following: no prior experience with school gardening programs, demonstration of need and an agreement to work with their assigned mentor during their grant cycle (year two).

In addition, HNS will provide tailored trainings (via recorded webinars and through conference sessions as available and appropriate for respective audiences) that will feature the advanced garden project participants from year one. Each grant participant's program will be studied throughout their grant cycle to help identify and address barriers that prevent effective program development. At the conclusion of each year, lessons learned from each group individually and from their work together collectively (via mentorship program) will be disclosed in a final how-to-guide that will be housed as an additional resource on the HNS website. It is important to note that this how-to-guide will not replace the *Arizona Gardens for Learning: Creating and Sustaining Your School Garden* book produced through Western Grower Foundation, but will instead be used as a supplement to one section in particular – sustainability. There is a need to focus attention on school garden development addressing sustainability that is not described in this book and not currently addressed in many materials available to the school garden community. Things that have stunted the longevity of school gardens in the past have been lack of structured programming, limited funding resources to pay for garden coordinator time, and limited professional development opportunities for garden leaders. HNS will help resolve these issues along with other areas that affect the longevity of school garden programs in Arizona.

This proposal demonstrates how with additional funding HNS could strengthen current school garden programs, thus strengthening Arizona's potential market for young specialty crop producers via agriculture education and hands on experience in understanding Arizona's seasons.

**Expected Measurable Outcomes:**

1. Increase the number of school gardens in Arizona from 206 to at least 216 (via annual survey).
2. Increase knowledge of resolutions to known barriers to school garden program development (via webinar pre/post surveys).

3. Strengthen school garden programming through the use of a facilitated mentorship program (focus group/ surveys with awardees).
4. Increase student awareness of Arizona’s specialty crop industry and potential career opportunities in agriculture (pre/post surveys to random grades/group of students).
5. Enhance the competitiveness of specialty crops through increased demand at meal time via selection (captured via production record and potentially onsite observations).

**Timeline:**

<b>Project Activity</b>	<b>Responsible Party</b>	<b>Timeline</b>
Write/ Approve Grant Application Package + Promote to schools	HNS Staff	October- December 2017
Advanced Garden Application Opens	HNS Staff	January 2018
Evaluate + Award Advanced	Review Team/ AGN	February 15 <sup>th</sup> 2017
Study Mentor + Mentee Gardens and Quarterly Online Trainings	Awardees + HNS Staff	Ongoing
Beginning Garden Application Opens	HNS Staff	October 15, 2019
Evaluate + Award Beginning	Review Team/ AGN	January 15, 2019
Final Evaluation & How-To Guide Draft Due	HNS Staff	September 2019

**Project Commitment:**

ADE has strong participation from partnering school districts because of their work in farm to school development. Historically, Western Grower Foundation (WGF) struggled to receive a competitive number of applicants for their grant program. WGF even worked with HNS to solicit participation from schools in Arizona, which helped. HNS anticipates that this grant program will be different for two major reasons: First, it is significantly more structured and offers financial support in addition to support offered through the mentorship program and second, the number of awards available is restricted intentionally to ten awards (each year) with a higher dollar amount than those offered in the past, which will breed a more competitive program and will draw out stronger applicants.

HNS is supported by the United States Department of Agriculture Food and Nutrition Services Division as the administrator for all Federal Child Nutrition Programs for the state of Arizona. In addition, HNS has recently been awarded a three-year term as a Core Partner with the National Farm to School Network for Arizona. This position comes with the support of the national organization and the resources and network of experienced leaders that they are associated with. This project will support directly and indirectly Arizona’s Specialty Crop Industry by leveraging the knowledge of experts in Arizona agriculture as resources to foster school garden program development, which aims to develop a student’s interest in agriculture, core subjects like math and science and in interests surrounding health and active lifestyles.

**Project Funding:**

This project would not be possible without Specialty Crop Block Grant Program funding.

## Budget Narrative

**Personnel:** The total cost is \$4,200. This grant funding will pay 0.05 (+ 0.20 in-kind) FTE of the Project Coordinator's time to administer the grant program. This is based on a pay scale of \$20 per hour at 1 hour (+ nine hours in-kind for project coordination and facilitation) per week for the grant's two-year timeline.

- 0.05 FTE x \$20/hour = \$4,200
- 0.20 FTE x \$20/hour= \$16,800 (in-kind)

**Employee Related Expenses (ERE):** The total ERE cost is \$1,596 (+ \$6,384 in-kind). The fringe benefit rate for personnel is 38%. This funding will pay ERE required by ADE of 0.05 FTE, valued at \$798 (+ \$3,192 in-kind) per year.

- .38 x 0.05 FTE = \$1,596
- .38 x 0.20 FTE = \$ 6,384 (in-kind)

**Other operating Expenses:** The total operation cost is \$45,000. This will cover costs associated with application advertisement, awardee management and data collection via quarter reporting, and the assistance via awards that will be dispersed to participants of the grant program.

*Assistance:* The total costs for award assistance is \$45,000. This funding will be dispersed over the course of this two year project in two one-time allotments to each participant awarded based on a competitive basis.

- Advanced Garden Grants (Mentors/ year one)
- \$3,000 each award x 10 schools garden projects = \$30,000
- Beginning Garden Grants (Mentees/ year two)
- \$1,500 each award x 10 school garden projects = \$ 15,000

Total Request for Funding is \$50,796

Total In-kind Match: \$23,184

**EXECUTIVE SUMMARY**

**Issue:** Consideration to Approve Additional FY 2018 Child and Adult Care Food Program (CACFP) Audit Funds Allocation

Action/Discussion Item       Information Item

**Background and Discussion**

The U.S. Department of Agriculture (USDA), Food and Nutrition Service (FNS) allows State agencies provides Child and Adult Care Program (CACFP) audit funds as dictated by 7 CFR 235.4(b)(3) for Federal Fiscal Year (FY) 2018. Arizona's allocation is \$1,019,006. Allowable audit fund activities include funding the CACFP portion of organization-wide audits and the resulting CACFP audit resolution activities, conducting, handling and processing CACFP-related audits and performing the resulting audit resolution activities, and conducting administrative reviews of the CACFP. In addition, allowable costs include but are not limited to: salaries, the purchase of equipment, information technology and systems projects, technical assistance to CACFP organizations and State agency staff and travel expenses.

**Recommendation to the Board**

That pursuant to ARS 15-1152 and 1153, the State Board authorize the USDA increase in CACFP audit funding from 1.5 percent to 2 percent of the State Administrative Expenditure funds used by Arizona Department of Education, Health and Nutrition Services Division (HNS). Additionally, authorize the Department of Education, (HNS) to utilize these funds on the required CACFP audit functions in accordance with USDA Federal regulations.

**Contact Information:**

Melissa Conner, Associate Superintendent





Food and  
Nutrition  
Service

Park Office  
Center

3101 Park  
Center Drive  
Alexandria  
VA 22302

DATE: September 20, 2017

SUBJECT: Funding Levels for Fiscal Year (FY) 2018 Child and Adult Care Food Program (CACFP) Audit Funds Allocation

TO: Regional Directors  
All Regions

This memorandum announces the fiscal year (FY) 2018 Child and Adult Care Food Program (CACFP) audit funding levels for State agencies. In addition, it explains changes made to the CACFP audit funds that began in FY 2016 and how those changes impact funding in FY 2018.

Section 17(i) of the Richard B. Russell National School Lunch Act (NSLA), 42 U.S.C. 1766(i), authorizes the Secretary to provide funds to each CACFP State agency to conduct audits of participating institutions. Program integrity audits are an integral component of the CACFP, allowing State agencies to monitor Program funding and operations to ensure that providers and sponsors are operating the Program in accordance with the law. The amount of assistance provided to a State agency for this purpose in any fiscal year may not exceed the State's expenditures for conducting audits as permitted under 7 CFR 226.8.

In previous fiscal years, each State agency was able to receive up to 1.5 percent of the funds used by the State in the Programs during the second preceding fiscal year for the purpose of conducting Program audits. Section 335 of the Healthy, Hunger-Free Kids Act of 2010 amended Section 17(i) of the NSLA to allow USDA to increase funding for a total up to 2 percent of the funds used by each State agency in the Program during the second preceding year. USDA implemented this provision effective FY 2016. Continuing in FY 2018, CACFP Audit funds received annually by a State agency may not exceed a maximum of 2 percent of the funds used by the State agency.

To assist in the request process, attached is a spreadsheet calculating funding levels at the 1.5 and 2 percent levels to illustrate the maximum amount available for each State agency. State agencies have the opportunity to request up to 2 percent at the beginning of FY 2018 (October 1, 2017) and again at the end of the 2nd Quarter (April 1, 2018). While there are two opportunities to request additional funds, the cumulative amount of FY 2018 CACFP audit funds made available to any State agency may not exceed the maximum 2 percent.

State agencies should send funding level requests for the beginning of FY 2018 to their respective FNS Regional Offices by October 13, 2017. Regional offices should send all funding requests via e-mail to the CN State System mailbox at [cnstatesystems@fns.usda.gov](mailto:cnstatesystems@fns.usda.gov) October 20, 2018. Please be sure the subject line contains "FY 2018 CACFP Additional Audit Funds Request – [add Region and State(s) name]."

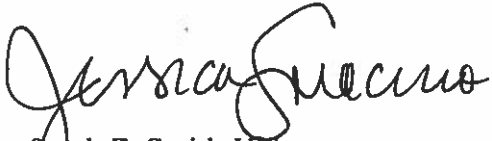
Regional Directors

Page 2

Any State agency that does not submit a request will automatically receive the established 1.5 percent level.

This information should be shared with all State agencies responsible for the administration of CACFP immediately.

If you have any questions, please contact Jess Saracino of the Operational Support Branch at [jessica.saracino@fns.usda.gov](mailto:jessica.saracino@fns.usda.gov) .



Sarah E. Smith-Holmes  
Director

Program Monitoring and Operational Support Division  
Child Nutrition Programs

Attachment



Food and  
Nutrition  
Service

DATE: September 20, 2017

Park Office  
Center

MEMO CODE: CACFP 18-2017

3101 Park  
Center Drive  
Alexandria  
VA 22302

SUBJECT: Clarifications: Funding Levels for FY 2018 Child and Adult Care Food Program Audit Fund Allocation

TO: Regional Directors  
Special Nutrition Programs  
All Regions

State Directors  
Child Nutrition Programs  
All States

This memo provides clarification of the procedures for State agencies requesting additional fiscal year (FY) 2018 Child and Adult Care Food Program (CACFP) Audit funding.

As discussed in memo CACFP 10-2016 issued on May 9, 2016, Section 335 of the Healthy, Hunger-Free Kids Act of 2010 (42 U.S.C. 1751 note) amended Section 17(i) of the NSLA to allow USDA to increase funding from 1.5 percent to a total of up to 2 percent of the funds used by each State agency in the Program during the second preceding year. Therefore in FY 2017, State agencies may request up to the maximum of 2 percent of the funds available to the State agency per the calculation in legislation.

On September 20, 2017, the Food and Nutrition Service (FNS) Regional offices were provided with State agency-by-State agency funding levels at the established 1.5 percent and the maximum of 2 percent for each eligible State agency in their respective Region.

Further, notice was provided at that time that State agencies have the opportunity to request up to the maximum of 2 percent at the beginning of FY 2018 and again at the end of the 2<sup>nd</sup> quarter of FY 2018. State agencies may not exceed a *cumulative* amount of 2 percent of the funds available for their use in any fiscal year.

**Clarifications:**

- **By Friday, October 13, 2017**, State agencies that recognize an existing need for additional funds to meet the Program requirements under 7 CFR 226.8 and 7 CFR 226.6, should send their funding level request to their respective FNS Regional offices.
- **No additional information is needed** from the State agency requesting additional funds. This was changed from the procedures outlined in memo CACFP 10-2016 to alleviate unnecessary burden.

- **By Friday, October 20, 2017**, FNS Regional offices should send all State agency funding requests to the FNS National at [cnstatesystems@fns.usda.gov](mailto:cnstatesystems@fns.usda.gov). Please be sure the Subject line contains “FY 2018 CACFP Audit Funds Request – [add Region and State(s) name].”
- **Reporting requirements have not changed**. State agencies must continue to report on the use of the CACFP Audit Funds on a quarterly basis on the FNS-777 *Financial Status Report* in the Food Program Reporting System (FPRS).
- **All State agencies will automatically receive 1.5 percent** CACFP Audit funds in their allocation at the beginning of FY 2018.
- **Additional funding will be added** to the FY 2018 CACFP Audit fund allocation for the State agencies requesting these funds as soon as all requests are processed.
- FNS Regional offices will be notified of the additional funds allocated to State agencies by the FNS National office and State agencies will receive notice of their funding increases by their respective Regional offices.
- State agencies that do not submit a request for additional FY 2018 funding at this time, or do not request the maximum of 2 percent, will have another opportunity to request additional funds at the end of the 2<sup>nd</sup> quarter of the fiscal year. FNS National office will issue a notice announcing this opportunity in March 2018.

State agencies with questions should contact their respective FNS Regional office. Regional office questions should be sent to Jess Saracino at [jessica.saracino@fns.usda.gov](mailto:jessica.saracino@fns.usda.gov).



Sarah E. Smith-Holmes  
Director  
Program Monitoring and Operational Support Division  
Child Nutrition Programs

**FY 2017 CACFP 1.5% AND 2% AUDIT FUNDS AVAILABLE****FISCAL YEAR 2018**

<b>Agency</b>	<b>CACFP 2% Audit Funds Available</b>	<b>CACFP 1.5% Audit Funds Available</b>	<b>Difference Between 2% and 1.5% Audit Funds Available</b>
AK DOE	188,050	141,037	47,013
AZ DOE	1,019,006	764,254	254,752
CA DOE	8,648,292	6,486,219	2,162,073
GU DOE	8,108	6,081	2,027
HI DOE	142,042	106,531	35,511
ID DOE	155,451	116,588	38,863
NV DA	202,549	151,912	50,637
OR DOE	708,868	531,651	177,217
WA SPI	955,776	716,832	238,944
<b>WRO TOTAL</b>	<b>12,028,142</b>	<b>9,021,105</b>	<b>3,007,037</b>

**EXECUTIVE SUMMARY**

**Issue:** Consideration to Approve Funding of the 2018 State Administration of Child Nutrition Programs.

Action/Discussion Item       Information Item

**Background and Discussion**

The U.S. Department of Agriculture (USDA), annually allocates administrative money for the Child Nutrition Programs as dictated by 7 CFR 235.4(b)(3). For Federal Fiscal Year (FFY) 2018 the Arizona allocation is \$5,961,135.

USDA's allocation schedule for the Arizona Department of Education, Health and Nutrition Services Division is as follows:

Nondiscretionary State Agency Expenditure (SAE) funding for the National School Lunch Program (NSLP) and Child and Adult Care Food Program (CACFP) - \$4,959,580.

Discretionary SAE funds support the following Health and Nutrition activities in the amount of \$1,001,555.

Administrative Reviews (NSLP)  
Child and Adult Care Food Program  
Food Distribution

The grand total of USDA SAE funds that will be directed to the Arizona Department of Education to be used by Health and Nutrition Services to administer the identified child nutrition programs equals \$5,961,135.

These administrative funds do not support sub-recipient meal service activities. The operational funds that are utilized by the Arizona Department of Education to provide payment to sub-recipients for the reimbursable meals served are from an additional USDA source.

**Recommendation to the Board**

That pursuant to ARS 15-1152 and 1153, the State Board authorizes the Department of Education to enter into an agreement with the U.S. Department of Agriculture to operate the Child Nutrition Programs (National School Lunch, School Breakfast, Special Milk, USDA Foods, Child and Adult Care Food Program, Summer Food Service Program); allow the Department of Education to accept receipt of the funds allocated and authorize expenditures of these funds; and authorize the Department of Education to disburse these funds to eligible recipients in accordance with the federally stipulated reimbursement formulas and other USDA and Federal regulations.

**Contact Information:**

Melissa Conner, Associate Superintendent



Food and  
Nutrition  
Service

DATE: September 20, 2017

Park Office  
Center

SUBJECT: Child Nutrition State Administrative Expense (SAE) Funds  
Fiscal Year (FY) 2018 Results

3101 Park  
Center Drive  
Alexandria  
VA 22302

TO: Regional Directors  
Special Nutrition Programs  
All Regions

State Directors  
Child Nutrition Programs  
All States

Attached are the annual anticipated SAE allocation levels that each of your respective State agencies can expect to receive in FY 2018. The attachment is a product of the automated allocation system and uses official agency closeout data for both State agencies and Regional Office Administered Programs. All State agencies should be advised of these amounts as soon as possible. The Budget Division will distribute funds to your region in increments through the regular allowance process once funds become available.

#### **Increase in FY 2018 SAE Allocation**

Due to the availability of additional SAE funds for FY 2018, Food and Nutrition Service (FNS) is increasing the amount allocated to each State agency that administers School Programs to provide additional resources to assist with the administrative review requirements.

Per 7 CFR 235.4(b)(3), FNS has discretion in determining the administrative review funding amount. Typically the discretionary administrative review amount is set at \$4 million. For FY 2018, FNS is increasing this amount to \$8 million, providing an additional \$4 million to distribute to State agencies administering the School Programs. The distribution of funds for all other portions of the allocation will remain the same.

While the increase in funds is targeted towards implementation of the administrative review requirements, these funds do not have to be spent solely on activities relating to administrative reviews. State agencies should be reminded that they may use the total amount of SAE funding allocated across all Child Nutrition Programs (CNPs), and Food Distribution Programs related to the administration of the CNPs. If applicable, States with more than one agency should consider transferring any unspent SAE funds to other agencies in the State administering the CNPs.

Regional and State  
Page 2

If you have any questions, please contact Jess Saracino of the Operational Support Branch at [Jessica.Saracino@fns.usda.gov](mailto:Jessica.Saracino@fns.usda.gov).

A handwritten signature in black ink that reads "Sarah E. Smith-Holmes". The signature is written in a cursive style with a large initial "S".

Sarah E. Smith-Holmes  
Director  
Program Monitoring and Operational Support Division  
Child Nutrition Programs

Attachment



**Kraft, Beverly**

**From:** Conner, Melissa  
**Sent:** Wednesday, September 27, 2017 8:36 AM  
**To:** Kraft, Beverly  
**Subject:** FW: 2018 SAE Allocation Results  
**Attachments:** 2018 SAE Allocation Results Memo - Regions Signed.pdf

This too will need to go to the Board.

**From:** Fahle, Jenna - FNS [REDACTED]  
**Sent:** Thursday, September 21, 2017 3:51 PM  
**To:** Conner, Melissa <[REDACTED]>; [REDACTED] ara <[REDACTED]>; [REDACTED] taczynski, Erin <[REDACTED]>; [REDACTED] arnes, kenny <[REDACTED]>; [REDACTED] <[REDACTED]>  
**Cc:** FNS - SNPDWR <[REDACTED]>  
**Subject:** 2018 SAE Allocation Results

Good afternoon,

The FY 2018 SAE Funds Allocation Results Memo was signed on September 20, 2017.

Please find the signed memo attached. The SAE Allocation for Arizona follows:

Agency	Nondiscretionary SAE Allocation				Discretionary SAE			Grand Total
	School	CACFP	Subtotal	Admin Review	CACFP	FD	Subtotal	
AZ								
DOE	3,663,809	1,295,771	4,959,580	160,581	178,802	662,171	1,001,555	5,961,135

Please let me know if you have any questions,

Jenna

**Jenna Fahle, MSPH, RD**  
 Program Specialist | Western Regional Office | USDA Food and Nutrition Service  
 90 Seventh Street, Suite 10-100, San Francisco, CA 94103-6707  
 415-645-1915 | [jenna.fahle@fns.usda.gov](mailto:jenna.fahle@fns.usda.gov)



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**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 2017, 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 next quarterly review for FY18 the first week of January 2018.

During its review, 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 called attention to the new master services provider contract and its impact on ADE's staffing and ability to deliver fiscal year objectives. The review team continued to provide recommendations with respect to sustainability funding and once again included an appendix with potential stable revenue sources to consider. Additionally, the team provided recommendations on how ADE could partner with other states to meet the new ESSA financial transparency requirements to track per-pupil spending. There were also recommendations on how best to approach the APOR/CHAR requirements work in FY2018. They noted that timing is critical to ensure the development team is ready when funding becomes available for the coding work needed to replace these outdated systems.

The team provided commendations for LEA acceptance of AELAS and the new student data system. Interviewed LEA representatives noted more system uptime and availability as well as improved integrity rules. The remaining outdated components of the data system (payments, APOR/CHAR) are ongoing challenges for LEAs, particularly with the implementation of current year funding for districts.

**Contact Information:**

Lisa Blyler, Deputy Associate Superintendent  
(Satish Pattisapu, CIO/Associate Superintendent)

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

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Submitted to the Arizona Department of Education by  
WestEd and CELT

Date: October 2017



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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 10 through 12, 2017. WestEd, the prime contractor, and the Center for Educational Leadership and Technology (CELT), 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 and builds on all previous quarterly monitoring reports, updating commendations and recommendations.

This report focuses on the degree to which the ADE is meeting the requirements of A.R.S. 15-249. This legislation is contained in the Appendix of this report. The ADE hired WestEd and CELT to conduct quarterly performance reviews with the primary intent to determine whether the activities of the Department were properly executed and targeted towards the objectives as stated in ARS 15-249. This legislation also includes ARS Title 15 Chapter 9 Article 8 in its scope.

There is one change to this report that differentiates it from previous ones. At the request of ADE, the monitoring team began interviewing individuals from districts to begin to gather information about their perceptions of AELAS and the impact the system is having on district and school practice and processes. Findings from these interviews are integrated with the typical interviews carried out by the monitoring team.

## FINDINGS

The main findings from this monitoring visit include:

1. **35% Cap on Contractor Markup:** Recent legislation placed a cap on the total markup on contracted staff of 35%. The expectation was that such a cap was not to affect the salaries and benefits of the contractors themselves. For ADE, this expectation has not played out. They are experiencing the loss of contractors due to their salaries and/or benefits being reduced or because their vendors prefer to serve other non-government customers where the cap does not apply. Such a loss of contractor resources creates difficulties for the ADE to meet commitments.

Also, currently the ADE IT department is comprised of approximately 60 to 65% contractors and 35 to 40% full-time employees (FTEs). While this is an acceptable practice and percentage during periods of extensive new development work (such as ADE has just experienced), it is not a good and viable long-term staffing structure.

2. **Fiscal Year 2018 Sustainability Funding:** The FY2018 budget is still in non-recurring funds. The concern for sustained funding for the build out and maintenance funding for AELAS has been well documented in almost all preceding reports and continues to be a serious threat to the future of the system. AELAS appears to be falling into the same pattern as its predecessor, SAIS. This pattern is:
- i. The SAIS system was developed and became operational;
  - ii. As the system moved from development to operation, funding was reduced to include only maintenance;
  - iii. As budget deliberations each year became difficult, IT dollars were seen as more politically “safe” to reduce;
  - iv. SAIS funding was reduced over time such that the system was kept as-is, rather than continuously upgraded and enhanced to keep it current and reliable;
  - v. SAIS eventually fell far behind current systems designs and capabilities and became more and more difficult (and costly) to support;
  - vi. Support costs began to rise, but there was no increased funding to meet the support demands;
  - vii. Support demands went unmet, customer satisfaction suffered, system performance and reliability trended downward and data errors and reporting errors became issues and risks; and
  - viii. Eventually, frustration and risk associated with SAIS became such a known state-wide issue that political support was mustered to correct the problem.

This repeating pattern was confirmed by interviews conducted during this October 2017 visit. In fact, every interview respondent, including the district participants, expressed extreme concern about the need for sustained funding for AELAS or it would fall into the same abyss that occurred with SAIS and other legacy systems.

3. **AELAS Use in Districts and Schools** – ARS Title 15, Chapter 9, Article 8, Section 15-1044 established the Arizona e-Learning Task Force and states that the task force shall “Submit recommendations to the legislature and the state board of education for ... the coordination of a standardized data system for use by school districts that interfaces with the data warehouse system of the department of education and that provides decision support data for the school district office, school personnel, parents and pupils”.

The letter of this legislation was met to a degree by ADE with the development of AzDASH. However, conversations with school districts during the October 2017 visit indicated limited use of AELAS in the classroom for guiding instruction. To some extent this limited use of AzDASH is understandable given that the only data in AELAS that are useful for instructional planning are the state summative assessment data. Such data are relevant and useful at

the start of the school year and for a limited scope of decisions, but the relevance diminishes as the year progresses, particularly for classroom practice. Data from benchmark or more specifically, formative assessments are required to have a system that can truly support classroom and instructional decisions on an ongoing basis throughout the year for “school personnel, parents and pupils”. Educators and other stakeholders need real-time, diverse, and actionable data to inform their practice.

In addition to the limited use of AzDASH for instructional purposes, some districts also report that they have purchased data dashboards and learning management systems to provide the kind of data and functionality that AELAS was initially understood to contain. They are seeking solutions elsewhere because ADE has not addressed the kinds of data educators need. This represents a missed opportunity that AELAS was initially promoted as fulfilling.

Districts also appeared uncertain as to the direction that AELAS is taking. The vision that was communicated in the early stages of AELAS was one that provided data and digital resources to the classroom level. Priorities from the legislature (such as current-year funding) and budget restrictions have resulted in AELAS’ scope being focused on the data collection and funding calculations (i.e. SAIS replacement) and these classroom needs have of necessity remained largely unfilled. Communication to the districts about AELAS and its future directions and vision as regards real-time classroom data use should be communicated to the districts.

The e-Learning Task Force, as laid out in the legislation, is not currently in operation. Such classroom data use questions and directions would come under the purview of such a task force, if it were in operation. Overall, this report finds that the full spirit and intent of Chapter 9, Article 8 has not been fully met.

4. **APOR/CHAR:** The report from the legislative review of the APOR/CHAR requirements has been completed. The Budget application requirements were added to this review. The current plan (tentative) is to develop a model or proof of concept and review the results with key district business managers and legislators prior to beginning the full design and development.
5. **SIS Opt-in:** The legislative stipulation that prohibits ADE from using funds to actively market the SIS Opt-in option has contributed to a limited number of new districts coming onboard with this strategy. This, together with the low margins for small districts creates a funding imbalance such that the program is anticipated to remain cash positive only until December 31, 2018. The SIS Opt-in is a good strategy for assisting especially smaller districts to get better services at lower prices for critical software such as the student information system.

It is a strategy that other states have successfully applied. The ADE IT team has made improvements in the SIS Opt-in program services such that districts are more appreciative of this service. ADE needs a decision and a clear path forward for this program. Removing the program may result in higher prices for participating districts as they are forced to negotiate new contracts for their SIS.

6. **Data Governance:** A new Data Governance support person has been hired by the ADE. Data privacy has become an increasingly important area for the department to safeguard, and data governance provides the structure for this by getting data stewards actively involved in assigning access rights to data. Past reports have highlighted the need for ADE to focus efforts in this area. This individual will report to the ADE attorney who has oversight for the governance process.

Additionally, the Data Governance Commission, as legislated under ARS 15-249, has not met under the current administration.

7. **OEM Redesign:** The original design and development of the OEM system included Microsoft's CRM data structures and screens as its core components. The purpose of OEM is to track both education organizations and the relations and contacts within them. CRM is designed for the later and not for education organization tracking. To meet both needs, the data structures of CRM had to be significantly extended. This addition of fields resulted in a poorly performing system with slow response. The CRM screens also lacked sufficient validation rules resulting in bad data. A review of the CRM approach by the ADE CTO determined that the logical data model was sound, but needed a different physical data model design. A new user interface with additional validation rules was also needed. CRM programmers are expensive, so the decision was reached to drop the CRM database and screens in favor of an internally developed system.

The lessons learned from this were:

- To adhere to the adopted development methodologies for ADE and use two-week sprint demos to validate the performance with the customers involved, and
- To engage the program area and responsible business/application owner(s) in the specification, design, development and testing of their applications, and not presume to understand business owner needs in a vacuum.

8. **Legacy Applications:** Converting the legacy applications from SAIS is an important remaining step for the AELAS project. This conversion strategy has shifted slightly to embrace both data marts and APIs to directly extract the data from the ODS. The work to continue to develop the ODS is currently on the back burner to allow time to address the redesign and re-development of OEM.



9. **API 4.0 Certification:** ADE is preparing for the release of the specs for API 4.0 to the vendors for development, testing and certification for the 2019 fiscal year. The vendor-facing specs are due by January 15, 2018 to allow vendors the time required to code to this. This API includes Ed-Fi API version 2.3 plus additional ADE extensions. The plan is to begin vendor API certification in March.

Additionally, interviews with district technical staff revealed frustrations with the design and functionality of some of the vendor APIs. Some vendor APIs resulted in work-arounds and additional work on the part of the district staff.

10. **ESSA Financial Requirements:** ESSA financials to track per-pupil spending at the school level is a project that is on the roadmap but the specifications/requirements have not been worked out. This is an excellent project that can be done with/through the Ed-Fi APIs. This is also a project that can be developed jointly with other Ed-Fi states and possibly as part of a grant effort.
11. **Other Opportunities Mentioned by the Districts in the area of Finance:** Training was mentioned by the districts as an opportunity. School finance started strong in this area but has not progressed beyond a basic training offering regarding use of the new finance reports. Additionally, the districts stated that ADE has school calendar information in the AELAS data structures. This data could be used to make integrity rules more specific in such areas as end-of-school-year rules.

## RECOMMENDATIONS

The WestEd/CELT team recommends the following:

1. **35% Cap on Contractor Markup - recommendations include:**

This report does not have a suggested short-term remedy to the issues caused by the 35% cap. For the long term, ADE IT needs to develop a staffing strategy and plan that shifts the reliance away from contractors and includes an increasing percentage of FTEs. This report recommends that as the AELAS work is winding down, ADE should develop a staffing strategy and plan to reduce the dependence on outside contractors and bring the essential skills for maintaining AELAS inhouse as full-time employees. The first step in this plan is to get the salary dollars for the employees required to support AELAS fully funded in a recurring budget.

2. **Fiscal Year 2018 Sustainability Funding - recommendations include:**

- This report recommends that the ongoing maintenance and operation portion of the budget for AELAS be placed in recurring funding accounts. This is essential to the future stability and functioning of the system.

**3. AELAS Use in Districts and Schools - recommendations include:**

- It is the recommendation of this report that the e-Learning Task Force be reconstituted to fulfill its original purpose but with the expanded caveat that it also focus on how to use the investment in the AELAS system and its real-time data gathering capabilities to better inform classroom planning and instruction. The focus on data use by educators in the schools and districts of Arizona is a natural objective for the AELAS work. The data system should be providing data that are actionable to educators across the state to maximize the impact of the system, realize its potential, and move beyond simply providing the required accountability and reporting data.
- ADE needs to revisit its vision around the provision of data that can impact classrooms and instruction. Further, it is recommended that ADE begin to improve their communication with districts about the intent of AELAS, especially since the vision has apparently diverged from the original intention of the provision of real-time data for instructional use.

**4. APOR/CHAR – recommendations include:**

- This report recommends the proposed review for understanding and endorsement by the districts prior to design and development.

**5. SIS Opt-in recommendations include:**

- This report recommends that a decision as to the program’s continuance be reached quickly (before December 31, 2017) so that districts can budget for and negotiate pricing changes, should the decision be to terminate the program.
- This report further recommends that the decision-making process include feedback on the matter from all the participating SIS Opt-in districts.

**6. Data Governance recommendations include:**

- It is important that the new staff member for data governance become informed about the past history and the needed infrastructure to effectively deal with data privacy and data governance. It is important that the recommendations from the April 2017 report be pursued by this new data governance person. These included:
  - a. Re-engage the data stewards to continue work to solve known data issues, develop and populate a data dictionary, and consolidate data collection/reporting;
  - b. Most importantly, use the data stewards to review and authorize data access to strengthen the data privacy practices of the department;

- c. Work with the Governor's office to get the Data Governance Commission appointments made and the group to begin meeting again in support of ADE data initiatives; and
- d. Finalize and publish the data governance policy.

**7. OEM Redesign recommendations include:**

- Building on the lessons learned from the OEM redesign, this report recommends that ADE IT continue to define, improve and ensure fidelity to the core IT processes that are important to high-quality service delivery and application maintenance. These include such processes as:
  - a. Application development processes (i.e. methodology)
  - b. QA process
  - c. Architecture design (data and architecture)
  - d. Project management
  - e. Help desk
  - f. Release management
  - g. Configuration management
  - h. Operations

**8. Legacy Applications recommendation include:**

- This report has no specific recommendations in this area, except to encourage the continuance of this work.

**9. API 4.0 Certification recommendations include:**

- This report recommends that ADE IT interview key district IT staff and get lessons learned and ideas for improved certification testing and SIS API design. Include this in the certification process for API 4.0. Continue to work with SIS vendors to improve their API processing and reduce district frustration with the data movement process. While such work is well outside the scope of normal ADE responsibility, it is essential that ADE take all measures possible to reduce the frustration and inefficiencies in the district-to-state data movement process, regardless of the source.

**10. ESSA Financial Requirements recommendation include:**

- This report recommends that ADE look for an opportunity to jointly pursue with other states/organizations an effort to secure grant dollars to leverage Ed-Fi as a central component to meet the financial data gathering requirements of ESSA reporting. WestEd/CELT may be a resource for facilitating such discussions with other states and organizations.

**11. Other Opportunities Mentioned by the Districts in the area of Finance- recommendation include:**

- Look into partnering with school finance to review areas where data in AELAS can be used to make the integrity rules more adaptable to each district. Also, consider developing additional training with school finance on the reports that are available to the districts.

## 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 2017 site visit:

1. **CIO Transition:** ADE appears to have made an orderly transition to a new CIO and a few additional staffing adjustments. The ADE IT team seems to have made the transition while maintaining the vision and momentum around AELAS.
2. **Assessment Data:** Assessment data and assessment reports (including school report cards) are being shifted to AELAS as the system of record, reducing redundant data stores.
3. **Program-Area Use of AELAS Ecosystem:** ADE IT is continuing to search for ways to maximize the benefits of the investment in the AELAS ecosystem. A recent example is in the Health and Nutrition program area where they have done some recent work to build functionality on top of the ODS for this. ESS and transportation are other areas of opportunity.
4. **ODS Architecture Principle:** ADE IT has established an architecture principle that the ODS will be the single source of data dissemination. Additional accountability and strategies for how to enact this architecture principle are to be developed.

5. **District acceptance of AELAS** – Districts that were interviewed reported that overall the acceptance of AELAS is good. It has much better system up-time and availability for data submittal, is more user friendly and provides reports much quicker than the old SAIS system. The integrity rules continue to improve and districts reported that they are working better than last year. ADE has been very helpful in providing frequent updates to the districts about changes to the system, although there have been some recent missed opportunities to communicate things such as integrity rule changes. The systems that have not been updated (i.e. APOR/CHAR) remain as challenges for the districts and need to be prioritized for replacement.

## APPENDIX:

### ARS 15-249

#### **ARS 15-249**

In 2010, the Arizona Legislature approved HB 2733 with bipartisan support, now classified as ARS 15-249 and ARS 15-249.01, which led to the creation of the AELAS and a data governance commission. ARS 15-249 required the data governance commission to:

develop and implement the education learning and accountability system to collect, compile, maintain and report student level data for students attending public, educational institutions that provide instruction to pupils in preschool programs, kindergarten programs, grade one through twelve and postsecondary educational programs in [Arizona].<sup>1</sup>

The Statute required the system to accomplish three main goals:

1. Maintain longitudinal, student level data, including student demographic, grade level, assessment, teacher assignment and other data required to meet state and federal reporting requirements.
2. Incorporate the student accountability information system prescribed in chapter 9, article 8 of [the] title.
3. Be accessible through commonly used internet web browsers to carry out the data collection, compilation and reporting duties prescribed in this title.<sup>2</sup>

The student accountability information system prescribed in chapter 9, article 8 is divided into five sections:

1. Student accountability information system
2. Timeline: student level data; definition
3. Student level data: confidentiality
4. Arizona e-learning task force; duties
5. Education database; pupil privacy<sup>3</sup>

Although ARS 15-249 offers general guidance and requirements for the creation of a learning and accountability system, it leaves most of the details up to the system's architects. The contents of ARS 15-249 follow:

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<sup>1</sup> <http://www.azleg.gov/legtext/49leg/2r/bills/hb2733h.htm>

<sup>2</sup> <http://www.azleg.gov/FormatDocument.asp?inDoc=/ars/15/00249.htm&Title=15&DocType=ARS>

<sup>3</sup> <http://www.azleg.gov/arizonarevisedstatutes.asp?title=15>

15-249. Department of education; education learning and accountability system; reports; reviews

A. Subject to appropriation of state monies, or receipt of federal monies, private donations or grants from any lawful public or private source for this purpose, the department of education, in coordination with the data governance commission established by section 15-249.01, shall develop and implement the education learning and accountability system to collect, compile, maintain and report student level data for students attending public educational institutions that provide instruction to pupils in preschool programs, kindergarten programs, grades one through twelve and postsecondary educational programs in this state.

B. The education learning and accountability system shall:

1. Maintain longitudinal, student level data, including student demographic, grade level, assessment, teacher assignment and other data required to meet state and federal reporting requirements.
2. Incorporate the student accountability information system prescribed in chapter 9, article 8 of this title.
3. Be accessible through commonly used internet web browsers to carry out the data collection, compilation and reporting duties prescribed in this title.

C. The department of education may contract with a third party to carry out the purposes of this section.

D. The department of education, in coordination with the data governance commission, shall develop a detailed plan to develop and implement the education learning and accountability system.

E. The department of education shall present the plan developed pursuant to subsection D of this section to the state board of education for review and approval. The department of education shall continue to provide quarterly reports to the state board of education, or on request, for review and approval of the state board of education, on the development and implementation of the education learning and accountability system. All reports provided shall include progress and expenditures to date, timelines and cost estimates for completion.

F. Any contract awarded pursuant to subsection C of this section shall allow the superintendent of public instruction to renew the contracts for two subsequent periods of not more than three years each and shall prescribe the circumstances under which the superintendent of public instruction may terminate the contracts. The contracts shall allow this state to cancel any contract at any time after the first year of operation, without penalty to this state, on ninety days' written notice and shall require the contractor to be in compliance at all times with state and federal law.

G. Any contract awarded pursuant to subsection C of this section may provide for annual contract price or cost adjustments, except that any adjustments may be made only once each year effective on the anniversary of the contract's effective date. Any adjustment made pursuant to the terms of the contract must be applied to the total payments made to the contractor for the previous contract year and shall not exceed the percentage change in the average consumer price index as published by the United States department of labor, bureau of labor statistics between that figure for the latest calendar year and the next previous calendar year. Any price or cost adjustments that are different than those authorized in this subsection

may be made only if the legislature specifically authorizes the adjustments and appropriates monies for that purpose, if required.

H. The superintendent of public instruction shall not award a contract pursuant to this section unless:

1. The superintendent of public instruction receives an acceptable proposal pursuant to any request for proposals. For the purposes of this paragraph, "acceptable proposal" means a proposal that substantially meets all of the requirements or conditions prescribed in this section and in the request for proposals.
2. The proposal offers a level and quality of services that equal or exceed the services that would be provided by this state.
3. The contractor provides audited financial statements for the previous five years, or for each year that the contractor has been in operation if fewer than five years, and provides other financial information as requested.

I. The sovereign immunity of this state does not apply to any contractor who is a party to any contract pursuant to this section. The contractor or any agent of the contractor may not plead the defense of sovereign immunity in any action arising out of the performance of the contract.

J. The terms of any contract pursuant to this section are subject to review by the joint legislative budget committee before placement of any advertisement that solicits a response to a request for proposals. Any proposed modification or amendment to the contract is subject to prior review by the joint legislative budget committee.

K. During the first year of operation under a contract executed pursuant to this section, the contracting entity shall submit monthly reports to the department of education as prescribed by the department. After the first year of operation under the contract, the contracting entity shall submit quarterly reports to the department as prescribed by the department.

L. At the end of the second year of a contract executed pursuant to this section, an independent evaluator selected by the superintendent of public instruction shall conduct and complete a performance review to determine if the contracting entity has met the goals specified in the contract. The independent evaluator shall submit a report of the independent evaluator's findings to the governor, the president of the senate and the speaker of the house of representatives on or before May 1, and shall provide a copy of this report to the secretary of state.

A.R.S. Title 15, Chapter 9, Article 8, Section 15-1044 established the Arizona e-Learning Task Force and states that the task force shall:

1. Examine e-learning programs in other states.
2. Analyze potential methods to implement e-learning programs in this state.
3. Develop innovative e-learning solutions.
4. Submit recommendations to the legislature and the state board of education on the following:
  - (a) The transformation of traditional instruction programs to e-learning programs.



(b) Options to equip teachers with the most effective technology and training.

(c) Revisions to the current system of school funding as it applies to e-learning programs.

(d) The coordination of a standardized data system for use by school districts that interfaces with the data warehouse system of the department of education and that provides decision support data for the school district office, school personnel, parents and pupils.

(e) The enhancement and expansion of the integrated data to enhance Arizona's learning web portal system within the department of education to best serve the entire educational system in this state.

5. Collaborate with the department of administration and other public and private entities to express the technology needs of schools in this state.

6. Annually report to the legislature regarding e-learning programs and solutions.

**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.

2017-2018 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. All LEAs and Charter Schools that provide instruction in grades K-3 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 MOWR Literacy Plans submitted by the LEAs and Charter Schools included with this Executive Summary were reviewed by the Director of English Language Arts and Humanities and the K-3 Early Literacy Specialist, both from the K-12 Academic Standards unit of the Arizona Department of Education. If plans were found to have significant deficiencies, the K-12 Academic Standards Unit contacted the LEA to provide

**Contact Information:**

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

**EXECUTIVE SUMMARY**

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resources and technical assistance. LEAs were given the date of October 1, 2017 to correct all delinquencies in their plan.

As of November 3, 2017, 458 of 464 (99%) of MOWR Literacy Plans have been submitted. Each of the completed literacy plans submitted as of 11/03/17 have been reviewed and approved by the ADE MOWR team, which includes review of the plan and technical assistance to schools and districts. The following list of LEA plans are deemed to contain sufficient criteria for Board approval:

<u>Entity ID</u>	<u>LEA or Charter School Name</u>
90199	Academy Del Sol, Inc.
6364	Accelerated Elementary and Secondary Schools
4325	Acclaim Charter School
4443	Apache Junction Unified District
6378	Arizona Academy of Science and Technology
4274	Arlington Elementary District
79983	Bell Canyon Charter School, Inc.
4169	Bisbee Unified District
4231	Blue Elementary District
4224	Bonita Elementary District
4171	Bowie Unified District
4362	Bright Beginnings School, Inc.
79905	Camelback Education Inc.
90138	Choice Academies Inc.
4479	Congress Elementary District
4416	Continental Elementary District
4483	Crown King Elementary District
92302	Desert Star Academy

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6357	Discovery Plus Academy
4179	Double Adobe Elementary District
4228	Duncan Unified District
87401	East Mesa Charter Elementary School
90506	Ed Ahead
4341	EduPreneurship Inc.
4448	Eloy Elementary District
6375	Employ-Ability Unlimited, Inc.
4207	Flagstaff Junior Academy
4309	Foothills Academy
92596	Franklin Phonetic Primary School, Inc.
4303	Friendly House, Inc.
90884	George Gervin Youth Center
4217	Graham County Special Services
90894	Graysmark Schools Corporation
10974	Great Expectations Academy
4371	Hackberry School District
4212	Hayden-Winkelman Unified District
4389	Holbrook Unified District
4502	Hyder Elementary
88365	Imagine Charter Elementary at Camelback, Inc.
88367	Imagine Charter Elementary at Desert West Inc.
89786	Imagine Coolidge Elementary, Inc.
88374	Imagine Elementary at Tempe, Inc.
91326	Incito Schools

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4360	Khalsa Montessori Elementary Schools
4368	Lake Havasu Unified District
79926	Lifelong Learning Research Institute, Inc.
90754	Lifelong Learning Research Institute
79050	Little Lamb Community School
4163	Mcnary Elementary District
4463	Mexicayotl Academy, Inc.
4253	Mobile Elementary District
79548	Montessori House, Inc.
4230	Morenci Unified District
4251	Morristown Elementary District
78873	Mountain Oak Charter School
4366	New Horizon School for the Performing Arts
79503	Omega Alpha Academy
91238	Open Doors Community School, Inc.
4262	Osborn Elementary District
79086	Painted Desert Demonstration Projects, Inc.
123733	Painted Desert Montessori, LLC
4275	Palo Verde Elementary District
79205	Paramount Education Studies, Inc.
4186	Pearce Elementary District
4338	Phoenix Advantage Charter School
4340	Phoenix Education Management, LLC
4220	Pima Unified District
4188	Pomerene Elementary District

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4159	Red Mesa Unified District
91317	Reid Traditional Schools' Painted Rock Academy
4306	Reid Traditional Schools' Valley Academy
4155	Round Valley Unified District
4254	Saddle Mountain Unified School District
4210	San Carlos Unified District
4414	San Fernando Elementary District
79066	Santa Cruz Valley Opportunities in Education, Inc.
85454	Satori Inc.
4492	Sedona Charter School
4250	Sentinel Elementary District
4478	Skull Valley Elementary District
4496	Skyview School
4222	Solomon Elementary District
4173	St. David Unified District
85807	Starshine Academy
10966	Stepping Stones Academy
79218	Telesis Center for Learning, Inc.
4376	Topock Elementary District
79073	Tucson Country Day School, Inc.
4380	Valentine Elementary District
4162	Vernon Elementary District
4394	Whiteriver Unified District

**EXECUTIVE SUMMARY**

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LEAs Who Have Not Submitted the Required Move On When Reading Literacy Plans

The following LEAs have either not submitted the required Move On When Reading literacy plan or have done so, had it rejected, and have yet to resubmit with the required revisions. Each LEA on this list has been contacted via phone or email over 10 times to offer assistance.

<b>Entity ID</b>	<b>LEA</b>
4178	Apache Elementary District
81097	Bradley Academy of Excellence *
10971	East Valley Academy
4185	Elfrida Elementary District
4514	Salome Consolidated Elementary District
4197	Tuba City Unified School District #15 *

\*These LEAs submitted their plans after the 10/1/17 deadline, but they were rejected and needed revision. While the LEAs are working on the revisions, they have not yet been resubmitted.

**Recommendation to the Board**

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

**MOWR LEA Literacy Plans Not Yet Submitted As of 11/1/17**

Entity ID	LEA	Contacted	Plan Not Submitted	Plan Submitted and Rejected - Awaiting Revision	LEA Letter Grade 2014	School Letter Grade 2017 (*No LEA/District grades for 2017)
4178	Apache Elementary District	7/1/17, 7/27/17, 8/7/17, 9/14/17, 9/23/17, 9/29/17, 10/3/17, 10/10/17	X		A	
81097	Bradley Academy of Excellence	7/1/17, 7/27/17, 8/7/17, 9/14/17, 9/23/17, 9/29/17, 10/3/17, 10/10/17, 10/27/17, 11/1/17, 11/3/17	X	X	D	F
10971	East Valley Academy	7/1/17, 7/27/17, 8/7/17, 9/14/17, 9/23/17, 9/29/17, 10/3/17, 10/11/17, 10/13/17	X		A	
4185	Elfrida Elementary District	7/1/17, 7/27/17, 8/7/17, 9/14/17, 9/23/17, 9/29/17, 10/3/17, 10/11/17	X		B	
4514	Salome Consolidated Elementary District	7/1/17, 7/27/17, 8/7/17, 9/14/17, 9/23/17, 9/29/17, 10/3/17, 10/10/17	X		C	
4197	Tuba City Unified School District #15	7/1/17, 7/27/17, 8/7/17, 9/14/17, 9/23/17, 9/29/17, 10/3/17, 10/26/17		X	C	



**EXECUTIVE SUMMARY**

**Issue:** Recommendation for industry certification and credential list for the purposes of traditional schools A-F accountability - CCRI.

Action/Discussion Item

Information Item

**Background and Discussion**

The State Board of Education (SBE) approved an accountability plan which included industry certifications and credentials within the College and Career Ready Index (CCRI). Industry based certificates provide evidence that a student has successfully demonstrated skills and competencies that have been recognized as essential to that industry. These certificates let employers know that the student possesses skills which would make them better qualified for a position than those applicants without the certification. As such, it is vital that the SBE select certificates which are widely recognized by industry, align to Career and Technical Education standards for that program, and reflect jobs and occupations which are in demand. At the August 25, 2017 meeting, the application for industry credentials to be added to the industry credential CCRR list was approved as was the process for reviewing and recommending credentials.

During the months of September and October, 2017, Career and Technical Education program specialists met with industry advisory committees to review credential applications and letters of support. Attached is the list recommended industry credentials for consideration for the CCRI. The attached list indicates if the credential was on the original list and is recommended to remain on the list., There are 30 new credentials that have been recommended for addition to the list. Four credentials have been reviewed and determined to be inappropriate for high school students to obtain. Fact sheets have been created for each new credential with all the pertinent information regarding the credential.

The attached list was presented to the Arizona Skills Commission for review and approval on October 26, 2017. The Commission discussed the credentials and approved to submit to SBE for approval to be added to the CCRI Credential list.

Attachments:

College and Career Ready Index Credential List.

**Recommendation to the Board**

The State Board of Education accept the amended list for industry-based credentials and certifications for the purposes of A-F accountability.

**Contact Information:**

Carol Lippert, Associate Superintendent, High Academic Standards for Students Division  
Cathie Raymond, Deputy Associate Superintendent, Career and Technical Education

**SY2018 A-F CCRR Credentials for CTE Programs**  
**PROPOSED DRAFT for Approval by AZ State Board of Education**

Credential name	Currently on A-F List	Recommended to KEEP on A-F List	Recommended to ADD to A-F List	Recommended to REMOVE from A-F List	Notes
Adobe Certified Associate (ACA)			X Add		
Amatrol	X	X			
American Welding Society Certification (AWS)	X	X			
APCO International- Public Safety Telecommunication Dispatcher	X	X			
Apple Certified Pro (ACP) - Final Cut Pro			X Add		
Approved Veterinary Assistant (AVA)			X Add		
Arizona Aesthetician License	X	X			
Arizona Agriculture Skills & Competencies Certificate			X Add		
Arizona Center for Fire Service Excellence-Fire Fighter I and II	X	X			
Arizona Cosmetology License	X	X			
Arizona Department of Public Safety- Security Guard Certification	X	X			
Arizona Landscape Contractor Association (ALCA)			X Add		
ASE Student Certifications-G1, A1-A8, AST	X	X			
ASE Student Certifications-Medium/Heavy Diesel (T2-T6)	X	X			
ASE/ICar Student Certifications-Paint and Refinishing, Non-Structural Repair, Mechanical and Electrical	X	X	X Add		*ASE and ICAR are a joint certification nationally recognized, addition of I-CAR in certification wording
Autodesk AutoCAD Certified User	X	X			
Autodesk Certified User - 3ds Max; Maya			X Add		
Beginning Jewelry Sales			X Add		
Biotechnician Assistant Credential (BACE)			X Add		
CAD-CAM	X	X			
Certified Cardiographic Tech (CCT)	X			X Remove	not realistically attainable by high school students
Certified Front Desk Representative			X Add		
Certified Fundamentals Cook (CFC) and Pastry Cook (CFPC)			X Add		
Certified Guest Service Professional (CGSP)			X Add		
Certified Healthcare Documentation Specialist Transcriptionist (CHDS)	X			X Remove	not realistically attainable by high school students
Certified Hospitality and Tourism Management Professional			X Add		
Certified Internet Web (CIW) - JavaScript Specialist	X	X			
Certified Nurse Assistant (CNA)	X	X			
Certified Personal Trainer (CPT)			X Add		
Certified Pharmacy Technician (CPhT)	X	X			
Certified Phlebotomy Technician	X	X			
Certified Physical Therapy Aide (CPTA)			X Add		
Certified Restaurant Server			X Add		
Chief Architect Certified User			X Add		
Child Development Associate Credential	X	X			
Clinical Medical Assistant (CCMA)	X	X			
CompTIA A+			X Add		

**SY2018 A-F CCRR Credentials for CTE Programs**  
**PROPOSED DRAFT for Approval by AZ State Board of Education**

Credential name	Currently on A-F List	Recommended to KEEP on A-F List	Recommended to ADD to A-F List	Recommended to REMOVE from A-F List	Notes
CompTIA IT Fundamentals			X Add		
CompTIA Network+			X Add		
CompTIA Security +			X Add		
CSX Cybersecurity Fundamentals Certificate	X	X			
Emergency Medical Responder (EMR)	X	X			
Emergency Medical Technician (EMT)	X	X			
FAA Airframe Mechanic	X	X			
FAA Ground Instruction; Instrument; Control Tower and Remote Pilot			X Add		
FAA Powerplant Mechanic	X	X			
FCC License- General Radiotelephone Operators-GROL	X	X			updated to clarify the license
Licensed Massage Therapist (LMT)	X	X			
Licensed Nurse Assistant (LNA)	X	X			
Manufacturing Skill Standards Council (MSSC)	X	X			
Master CAM	X	X			
Mechatronics	X	X			
Microsoft Office Specialist (MOS) credential			X Add		
Microsoft Technology Associate (MTA)	X	X			
NAFTrack Certification			X Add		
National Institute for Metalworking Skills (NIMS)	X	X			
National ProStart Certificate of Achievement (COA)			X Add		
NCCER Cabinetmaking	X	X			
NCCER Carpentry	X	X			
NCCER Construction Technologies	X	X			
NCCER Core	X	X			
NCCER Heavy Equipment Operator	X	X			
NCCER HVAC	X	X			
NCCER Welding			X Add		
Oracle Java certification-fundamentals	X	X			
OSHA 10	X	X			
Praxis Para Pro Certificate	X	X			
PrintED/SkillsUSA Student Certification			X Add		
Programmer I -JAVA basics	X	X			
QuickBooks Certified User (QBCU)			X Add		
Radiation Health and Safety (RHS)(by Dental Assisting National Board)	X	X			
Registered Clinical Medical Assistant Specialist (RCMAS)	X			X Remove	not realistically attainable by high school students
Registered Medical Assistant (RMA)	X	X			
ServSafe Food Protection Manager			X Add		
SolidWorks - Certified Solidworks Associate (CSWA), Certified Solidworks Professional (CSWP)	X	X			
Wildland Firefighter	X	X			

# Adobe Certified Associate (ACA)

<b>Certifying Organization</b>	Certiport <a href="http://www.certiport.com">http://www.certiport.com</a>
<b>Description of Credentials</b>	<p><b>Adobe Certified Associate (ACA):</b></p> <ul style="list-style-type: none"> <li>• <b>Adobe Certified Associate in Visual Design Using Adobe Photoshop</b></li> <li>• <b>Adobe Certified Associate in Graphic Design &amp; Illustration Using Adobe Illustrator</b></li> <li>• <b>Adobe Certified Associate in Print &amp; Digital Publication Using Adobe InDesign</b></li> <li>• <b>Adobe Certified Associate in Digital Video Using Adobe Premiere Pro</b></li> <li>• <b>Adobe Certified Associate in Web Authoring Using Adobe Dreamweaver</b></li> <li>• <b>Adobe Certified Associate in Rich Media Using Adobe Animate</b></li> </ul> <p>The Adobe Certified Associate (ACA) credential applies to the following Arizona Department of Education, Career and Technical Education programs of study:</p> <ul style="list-style-type: none"> <li>• Digital Printing             <ul style="list-style-type: none"> <li>○ ACA in Visual Design Using Adobe Photoshop</li> <li>○ ACA in Graphic Design &amp; Illustration Using Adobe Illustrator</li> <li>○ ACA in Print &amp; Digital Publication Using Adobe InDesign</li> </ul> </li> <li>• Graphic and Web Design             <ul style="list-style-type: none"> <li>○ ACA in Visual Design Using Adobe Photoshop</li> <li>○ ACA in Graphic Design &amp; Illustration Using Adobe Illustrator</li> <li>○ ACA in Print &amp; Digital Publication Using Adobe InDesign</li> <li>○ ACA in Web Authoring Using Adobe Dreamweaver</li> </ul> </li> <li>• Digital Communication             <ul style="list-style-type: none"> <li>○ ACA in Visual Design Using Adobe Photoshop</li> <li>○ ACA in Print &amp; Digital Publication Using Adobe InDesign</li> </ul> </li> <li>• Digital Photography             <ul style="list-style-type: none"> <li>○ ACA in Visual Design Using Adobe Photoshop</li> </ul> </li> <li>• Animation             <ul style="list-style-type: none"> <li>○ ACA in Rich Media Using Adobe Animate</li> </ul> </li> <li>• Film and TV Production             <ul style="list-style-type: none"> <li>○ ACA in Digital Video Using Adobe Premiere Pro</li> </ul> </li> </ul> <p>The workplace demand for digital media skills—creating, managing, integrating, and communicating information using Adobe’s video, graphic, web, illustration, and design software—is on the rise.</p> <p>The Adobe Certified Associate (ACA) certification program validates valuable digital communication skills while providing credentials that demonstrate real-world prowess to prospective employers and academic institutions.</p> <p>ACA credentialed individuals are in high demand in many industries. Among these include, print production, web design, video production, animation, manufacturing design, advertising, consulting, and more.</p> <p>Upon completion of training and certification, students can pursue post-secondary education opportunities and/or occupational experience, including technical school, community college, university, military, apprenticeships, internships, and traditional and entrepreneurial employment in a limitless range of industries.</p> <p>Further, students wishing to broaden their expertise can study for and attain one or more Adobe Certified Expert (ACE) credentials.</p> <p>By earning an Adobe Certified Associate (ACA) credential, students have validated entry level skills with Adobe software, and are prepared to enter a career using the applications in which they certified. Students who demonstrate mastery of digital media</p>

# Adobe Certified Associate (ACA)

	<p>skills by attaining an Adobe Certified Associate (ACA) credential will stand out from the crowd when applying for entry-level positions.</p> <p>Additional information regarding the ACA (Adobe Certified Associate) credential and ACA exams can be accessed here: <a href="https://certiport.pearsonvue.com/Certifications/Adobe/ACA/Overview">https://certiport.pearsonvue.com/Certifications/Adobe/ACA/Overview</a></p>					
<b>Entry-Level Annual Salary</b>	\$18,000 - \$46,000					
<b>Industry-Based Certification Requirements: Students</b>						
<b>Standards / Curriculum</b>	<p>Students who successfully complete an Arizona Department of Education, Career and Technical Education-approved Program of Study in:</p> <ul style="list-style-type: none"> <li>• Digital Printing</li> <li>• Graphic and Web Design</li> <li>• Digital Communication</li> <li>• Digital Photography</li> <li>• Animation</li> <li>• Film and TV Production</li> </ul> <p>which includes a coherent sequence of instruction that addresses all of the industry-validated technical standards for the program will be prepared to attain an Adobe Certified Associate (ACA) credential.</p> <p>Objective domains for the Adobe Certified Associate (ACA) credentials can be found here: <a href="https://certiport.pearsonvue.com/Certifications/Adobe/ACA/Overview">https://certiport.pearsonvue.com/Certifications/Adobe/ACA/Overview</a></p> <p>Certiport provides extensive instructional resources on the content covered in each ACA (Adobe Certified Associate) certification. Information regarding each ACA certification, can be found here: <a href="https://certiport.pearsonvue.com/Certifications/Adobe/ACA/Overview">https://certiport.pearsonvue.com/Certifications/Adobe/ACA/Overview</a></p> <p>There are myriad opportunities through which students can receive additional training to prepare for the Adobe Certified Associate (ACA) exams, including:</p> <ul style="list-style-type: none"> <li>• Co-curricular Career and Technical Student Organization (CTSO) lessons and activities</li> <li>• Online training and instruction Websites, such as Lynda.com and others</li> <li>• Supplemental textbooks, videos, and podcasts</li> </ul> <p>Certiport offers e-Courses for student training and instruction leading to certification, as an alternative to face-to-face instruction at school sites.</p> <p>Further, Adobe Systems Incorporated and Certiport offer an array of ACA-specific supplemental curriculum and training materials, including: ACA Test Prep Courseware, LearnKey Video Training, GMetrix Practice tests, Logical Operations Courseware, and Pearson Courseware.</p>					
<b>Testing Methodology</b>	<b>Paper?</b>	No	<b>Online</b>	Yes	<b>Performance Exams / Tests?</b>	Yes, the Adobe Certified Associate (ACA) exam is performance-based.
<b>Re-Testing (if available)</b>	<b>Re-Testing Procedures</b>	Students wishing to retake an ACA (Adobe Certified Associate) exam must wait a minimum of seven days before retaking the exam.			<b>Max Attempts</b>	There is no annual limit regarding the number of attempts a student can take on a given ACA (Adobe Certified Associate) exam.

# Adobe Certified Associate (ACA)

<b>Testing Details – Including Age Requirements &amp; Accommodations</b>	<p>ACA (Adobe Certified Associate) exams are performance-based and designed to measure professional competency in the real-world use and application of Adobe Creative Cloud software.</p> <p>ACA (Adobe Certified Associate) exams are administered at Certiport <u><a href="#">Authorized Testing Centers</a></u>. Schools can become a Certiport Authorized Testing Center via a contract with Certiport.</p> <p>Students must be 13 years old or older to take an ACA (Adobe Certified Associate) Exam.</p> <p>Educators seeking student accommodations must email their request to <a href="mailto:accommodations@certiport.com">accommodations@certiport.com</a>.</p>			
<b>Industry-Based Certification Requirements: Teachers</b>				
<b>Instructor Certification Requirements</b>	There are no instructor certification requirements for the ACA (Adobe Certified Associate) credential.			
<b>Proctoring / Test Security</b>	Certiport’s exam policies, proctoring procedures, and security information can be found here: <a href="https://certiport.pearsonvue.com/Educator-resources/Exam-policies/Administration">https://certiport.pearsonvue.com/Educator-resources/Exam-policies/Administration</a>			
<b>Certification Tracking</b>				
<b>Credentialing Documentation</b>	Certiport maintains all ACA (Adobe Certified Associate) testing and credential documentation.			
<b>Certification Tracking System</b>	<b>Online Tracking System?</b>	Yes	<b>Details</b>	<p>Students create their own Certiport account, and use that account to track information regarding their ACA (Adobe Certified Associate) certification(s), as well as information related to any and all other certifications offered by Certiport.</p> <p>Students can print out copies of their certifications, or have hard copies of the certifications mailed to them.</p> <p>Teachers can track certification results using the voucher numbers used for the student exams. Schools cannot track the results of students who take their ACA (Adobe Certified Associate) exam at a public testing center, without the cooperation of the student.</p>
<b>Other Details</b>	<b>Expiration Timeline?</b>	ACA (Adobe Certified Associate) credentials are valid for three years from the date of completion. To keep their ACA credentials current and active, students must pass the latest version of the appropriate ACA exam prior to the expiration of their credential.		
<b>Certification Costs / Funding Sources</b>				
<b>Cost Details</b>	Certiport provides schools and individuals many options for paying for their ACA (Adobe Certified Associate) credential exams. The MSRP for each exam is \$95. Volume discounts are available to academic institutions.			

# Adobe Certified Associate (ACA)

<b>Re-Test / Refund Policies</b>	Students wishing to retake an ACA (Adobe Certified Associate) exam must wait a minimum of seven days before retaking the exam.  Refunds are not given for failed exams.
<b>For More Information</b>	
<b>Certifying Agency Contact Information</b>	Certiport Sharon Green, Territory Manager Direct Line: (801) 847-3159 Toll Free: (888) 222-7890 x159 Fax: (801) 492-4118 <a href="mailto:Sharon.Green1@pearson.com">Sharon.Green1@pearson.com</a>

# Apple Certified Pro (ACP) – Final Cut Pro

<b>Certifying Organization</b>	Apple <a href="http://www.apple.com">http://www.apple.com</a>
<b>Description of Credentials</b>	<p><b>Apple Certified Professional – Final Cut Pro (FCP) Certification.</b></p> <p>The Apple Certified Professional – Final Cut Pro (FCP) credential applies to the Arizona Department of Education, Career and Technical Education-approved programs of study in Film and TV Production.</p> <p>The workplace demand for digital media skills—creating, managing, integrating, and communicating information using industry-standard video software—is on the rise. Apple’s Final Cut Pro is a revolutionary, industry-standard video-editing application that allows beginners and seasoned professionals achieve stunning results.</p> <p>The Apple Certified Professional – Final Cut Pro (FCP) certification validates valuable Film and TV Production skills while providing credentials that demonstrate real-world prowess to prospective employers and academic institutions.</p> <p>FCP credentialed individuals are in high demand in many industries, including video production, broadcast engineering, filmmaking, television production, journalism, animation, marketing and advertising, public relations, hospitality, and others.</p> <p>Upon completion of training and certification, students can pursue post-secondary education opportunities and/or occupational experience, including technical school, community college, university, military, apprenticeships, internships, and traditional and entrepreneurial employment in a limitless range of industries.</p> <p>By earning an Apple Certified Professional – Final Cut Pro (FCP) credential, students have validated entry level skills using industry-standard non-linear video editing software, and are prepared to enter a career using Final Cut Pro. Students who demonstrate mastery of digital media skills by attaining an Apple Certified Professional – Final Cut Pro (FCP) credential will stand out from the crowd when applying for entry-level positions.</p> <p>Students who earn an Apple Certified Professional – Final Cut Pro certification gain the following valuable benefits:</p> <ul style="list-style-type: none"> <li>• FCP credential holders differentiate themselves and their businesses from the competition</li> <li>• FCP credential holders gain recognition for technical competency</li> <li>• FCP credential holders build credibility with clients and employers</li> <li>• FCP credential holders have increased visibility and an enhanced reputation in a competitive marketplace</li> <li>• FCP credential holders can publicize their credentials on the Apple Certified Professionals Registry and can display a personalized certificate and logo that distinguishes them as an Apple Certified Professional</li> </ul> <p>Additional information regarding the FCP credential and Apple Certified Professional – Final Cut Pro exams can be accessed here: <a href="http://training.apple.com/en/certification/proapps.html">http://training.apple.com/en/certification/proapps.html</a>.</p>
<b>Entry-Level Annual Salary</b>	\$18,000 - \$46,000



# Apple Certified Pro (ACP) – Final Cut Pro

Industry-Based Certification Requirements: Students						
<b>Standards / Curriculum</b>	<p>Students who successfully complete an Arizona Department of Education, Career and Technical Education-approved Program of Study in Film and TV Production – which includes a coherent sequence of instruction that addresses all of the industry-validated technical standards for the program – will be prepared to attain an Apple Certified Professional – Final Cut Pro (FCP) credential.</p> <p>Objective domains for the Apple Certified Professional – Final Cut Pro (FCP) credential can be found here: <a href="http://training.apple.com/pdf/Final_Cut_Pro_X_10.3_Exam_Prep_Guide.pdf">http://training.apple.com/pdf/Final_Cut_Pro_X_10.3_Exam_Prep_Guide.pdf</a></p> <p>Arizona Department of Education, Career and Technical Education-approved programs of study in Film and TV Production consist of two Carnegie Units of instruction, equal to a minimum of 250 academic contact hours.</p> <p>Apple recommends 24 hours of hands-on, application-specific instruction to prepare for an Apple Certified Pro – Final Cut Pro (FCP) exam.</p> <p>The Apple Certified Professional – Final Cut Pro exam evaluates mastery of the following real-world skills:</p> <ul style="list-style-type: none"> <li>• Basic workflow and tools</li> <li>• Advanced Final Cut Pro X 10.3 features, including how to easily import and organize media using metadata</li> <li>• Advanced audio design with Roles</li> <li>• Stunning effects including 3D titles</li> <li>• Fine-tuning clips in the timeline</li> <li>• Comparing alternate shots from a collection of clips</li> <li>• Applying effects, transitions, and re-timing clips</li> <li>• Professional, real-world editing scenarios to create a final project</li> </ul> <p>There are myriad opportunities through which students can receive additional training to prepare for the Apple Certified Professional – Final Cut Pro (FCP) exam, including:</p> <ul style="list-style-type: none"> <li>• Co-curricular Career and Technical Student Organization (CTSO) lessons and activities</li> <li>• Online training and instruction Websites, such as Lynda.com and others</li> <li>• Supplemental textbooks, videos, and podcasts</li> </ul>					
	<b>Testing Methodology</b>	<b>Paper?</b>	No	<b>Online</b>	Yes	<b>Performance Exams / Tests?</b>
<b>Re-Testing (if available)</b>	<b>Re-Testing Procedures</b>	Students wishing to retake an FCP (Final Cut Pro) exam must wait a minimum of seven days before retaking the exam.			<b>Max Attempts</b>	There is no annual limit regarding the number of attempts a student can take to pass the FCP (Final Cut Pro) exam.

# Apple Certified Pro (ACP) – Final Cut Pro

<b>Testing Details – Including Age Requirements &amp; Accommodations</b>	<p>Apple Certified Professional – Final Cut Pro exams are computer-based and designed to measure professional competency in the real-world use and application of Apple Final Cut Pro software.</p> <p>Students may take up to two hours to complete the Apple Certified Professional exam, which consists of 69 multiple-choice and interactive media questions. The questions are based on the objective domains listed in the Final Cut Pro Exam Preparation Guide (available here: <a href="http://training.apple.com/pdf/Final_Cut_Pro_X_10.3_Exam_Prep_Guide.pdf">http://training.apple.com/pdf/Final_Cut_Pro_X_10.3_Exam_Prep_Guide.pdf</a>.)</p> <p>Students may not access any resources or references during the exam, and may not have Final Cut Pro open during the Apple Certified Professional – Final Cut Pro exam.</p> <p>Apple does not impose an age restriction on the Apple Certified Professional – Final Cut Pro credential.</p> <p>Educators seeking student accommodations must contact Apple at (408) 996–1010.</p>			
<b>Industry-Based Certification Requirements: Teachers</b>				
<b>Instructor Certification Requirements</b>	<p>There are no instructor certification requirements for the FCP (Final Cut Pro) credential.</p>			
<b>Proctoring / Test Security</b>	<p>Apple’s exam policies, proctoring procedures, and security information can be found here: <a href="http://training.apple.com/en/certification/proapps.html">http://training.apple.com/en/certification/proapps.html</a></p>			
<b>Certification Tracking</b>				
<b>Credentialing Documentation</b>	<p>Apple and Pearson Education maintain all FCP (Final Cut Pro) testing and credential documentation.</p>			
<b>Certification Tracking System</b>	<b>Online Tracking System?</b>	<p>Yes</p>	<b>Details</b>	<p>Students create their own Pearson Vue account, and use that account to track information regarding their FCP (Final Cut Pro) certification.</p> <p>Students can view and print their scores from the Pearson VUE account after they complete the FCP (Final Cut Pro) exam.</p>
<b>Other Details</b>	<b>Expiration Timeline?</b>	<p>Apple Certified Professional – Final Cut Pro (FCP) credentials do not expire. However, as updated versions of the software are released, the relevance of legacy FCP certifications diminishes. To maintain up-to-date, state-of-the-art-relevant FCP credentials, students should study for and pass the current version of the Apple Certified Professional – Final Cut Pro exam as new versions are released.</p>		
<b>Certification Costs / Funding Sources</b>				
<b>Cost Details</b>	<p>Apple Certified Professional – Final Cut Pro exams are facilitated by Pearson Education (<a href="http://www.pearsonvue.com/apple/contact/">http://www.pearsonvue.com/apple/contact/</a>) and have a list price of \$250.</p> <p>Volume/education discounts are available.</p>			

# Apple Certified Pro (ACP) – Final Cut Pro

<b>Re-Test / Refund Policies</b>	Students wishing to retake an FCP (Final Cut Pro) exam must wait a minimum of seven days before retaking the exam.  Refunds are not given for failed exams.
<b>For More Information</b>	
<b>Certifying Agency Contact Information</b>	Pearson Education <a href="http://www.pearsonvue.com/apple/contact/">http://www.pearsonvue.com/apple/contact/</a> (877) 811-1378  Apple 1 Infinite Loop Cupertino, CA 95014 (408) 996-1010

# Approved Veterinary Assistant (AVA)

<b>Certifying Organization</b>	National Association of Veterinary Technicians Of America					
<b>Description of Credentials</b>	Upon completion of training and certification, students can pursue post-secondary education opportunities and/or occupational experience, including trade school, community college, university, military, apprenticeships, internships, and traditional and entrepreneurial employment in a limitless range of industries.					
<b>Entry-Level Annual Salaries</b>	\$25,000 - \$27,000					
<b>Industry-Based Certification Requirements: Students</b>						
<b>Standard / Curriculum</b>	<p>The Arizona Department of Education, Career and Technical Education-approved programs of study in Veterinary Assistant and consists of two Carnegie Units of instruction, equal to a minimum of 250 academic contact hours.</p> <p>Arizona Department of Education, Career and Technical Education-approved Program of Study in Veterinary Assisting which includes a coherent sequence of instruction that addresses all of the industry-validated technical standards for the program.</p>					
<b>Testing Methodology</b> <i>(consists of two tests)</i>	<b>Paper?</b>		<b>Online – Cognitive portion</b>	X	<b>Performance Exams / Tests? Psychomotor portion</b>	
<b>Re-Testing (if available)</b>	<b>Re-Testing Procedures</b>	Pay to retake.			<b>Max Attempts</b>	N/A
<b>Testing Details (including any age requirements / accommodations)</b>	There is no age requirement for students to attain an AVA – Approved Vet Assistant credential. Student must graduate from a NAVTA approved program.					
<b>Industry-Based Certification Requirements: Teachers</b>						
<b>Instructor Certification Requirements (by certifying agency)</b>	N/A					

## Approved Veterinary Assistant (AVA)

<b>Proctoring / Test Security (if any)</b>	Student will receive an approval code once qualified to take the exam and the exam will be proctored by an approved program mentor.		
<b>Certification Tracking</b>			
<b>Credentialing Documentation</b>	Approved programs are in the system to receive credentialing data.		
<b>Certification Tracking System</b>	<b>Online Tracking System?</b>	Yes	<b>Details</b>
			See website <a href="http://www.navta.net">http://www.navta.net</a>
<b>Other Details</b>	N/A		<b>Expiration? Timeline?</b> N/A
<b>Certification Costs / Funding Sources</b>			
<b>Cost Details</b>	\$100.00 Per attempt.		
<b>Re-test / Refund Policies</b>	Pay to retake. Refund – contact agency.		
<b>For More Information</b>			
<b>Certifying Agency Contact Info</b>	National Association of Veterinary Technicians In America PO Box 1227 Albert Lea, MN 56007 <a href="https://navta.site-ym.com">https://navta.site-ym.com</a> (888) 99 NAVTA		

# Arizona Agriculture Skills and Competencies Certificate

<b>Certifying Organization</b>	Arizona Farm Bureau				
<b>Description of Credentials</b>	The Arizona Agriculture Skills and Competencies Certificate will document skills and competencies gained by student participation in agriculture education programs. This certificate is an opportunity to quantify and qualify skills learned through completion of all three segments of the agriculture education model (Classroom Instruction, SAE, and FFA).				
<b>Entry-Level Annual Salaries</b>	\$30,000.00 – \$65,000.00				
<b>Industry-Based Certification Requirements: Students</b>					
<b>Standard / Curriculum</b>	2011 Arizona CTE Career Preparation Standards and Measurement Criteria,				
<b>Testing Methodology (consists of two tests)</b>	<b>Paper?</b>		<b>Online – Cognitive portion</b>		<b>Performance Exams / Tests? Psychomotor portion</b>
<b>Re-Testing (if available)</b>	<b>Re-Testing Procedures</b>	Retesting is available for IVEP Students			<b>Max Attempts</b>  (One)
<b>Testing Details (including any age requirements / accommodations)</b>	1. Must have completed three (3) high school agriculture courses.				
<b>Industry-Based Certification Requirements: Teachers</b>					
<b>Instructor Certification Requirements (by certifying agency)</b>	2. Agriculture Program must be considered “Quality” as justified and outlined by the Arizona Agriculture Teachers Program Evaluation Instrument.				
<b>Proctoring / Test Security (if any)</b>	Arizona Department of Education / Local High School District Procedures				
<b>Certification Tracking</b>					
<b>Credentialing Documentation</b>	Course Work, FFA membership, GPA, SAE Documentation, Skills Standards Assessment, One Leadership Event, Program Quality and List of Five Competencies Attained				
<b>Certification Tracking System</b>	<b>Online Tracking System?</b>	Yes	<b>Details</b>	Students will pass with a sixty percent or better the Arizona Skills Assessment Exam. The Farm Bureau will certify and provide verification to employers.	

# Arizona Agriculture Skills and Competencies Certificate

<b>Other Details</b>	Certification will be issued through the Farm Bureau with 20 plus Agricultural business endorsement on the certification.	<b>Expiration? Timeline?</b>	No Expiration date	
<b>Certification Costs / Funding Sources</b>				
<b>Cost Details</b>	\$15.00			
<b>Re-test / Refund Policies</b>	Application filled out with verification documents and submitted to Farm Bureau having met the criteria for certification.			
<b>For More Information</b>				
<b>Certifying Agency Contact Info</b>	Arizona Farm Bureau	325 S. Higley RD. Suite 210, Gilbert AZ. 85296	Katie Aikins	480-635-3608 ☐

# Arizona Landscape Contractor Association

<b>Certifying Organization</b>	Arizona Landscape Contractor Association					
<b>Description of Credentials</b>	Individual is Certified as a registered licensed landscape contractor in the state of Arizona. Publicly listed on the ALCA web site.					
<b>Entry-Level Annual Salaries</b>	45,000.00					
<b>Industry-Based Certification Requirements: Students</b>						
<b>Standard / Curriculum</b>	Annuals & Perennials, Irrigation, Pesticides & Calibration, Plant Identification Plant Problem Diagnosis, Safety & Tools, Soils & Fertilizer, Tree & Shrub ,Pruning, Tree Planting and Staking, Turf Care & Installation					
<b>Testing Methodology (consists of two tests)</b>	<b>Paper?</b>		<b>Online – Cognitive portion</b>	X	<b>Performance Exams / Tests? Psychomotor portion</b>	X
<b>Re-Testing (if available)</b>	<b>Re-Testing Procedures</b>	Yes, Fee required			<b>Max Attempts</b>	Unlimited
<b>Testing Details (including any age requirements / accommodations)</b>	16 years of age and older					
<b>Industry-Based Certification Requirements: Teachers</b>						
<b>Instructor Certification Requirements (by certifying agency)</b>	Must be certified by ALCA for teaching individual modules and classes.					
<b>Proctoring / Test Security (if any)</b>	Arizona Landscape Association Data Bank.					
<b>Certification Tracking</b>						
<b>Credentialing Documentation</b>	Certified as a registered licensed landscape contractor in the state of Arizona. Public listed on the ALCA web site.					
<b>Certification Tracking System</b>	<b>Online Tracking System?</b>	Yes	<b>Details</b>	ALCA Office and Web Site		
<b>Other Details</b>	Must take continuing education course for recertification hours. 30 hrs.				<b>Expiration? Timeline?</b>	2 years



# Arizona Landscape Contractor Association

Certification Costs / Funding Sources	
<b>Cost Details</b>	Students in the Ag Program receive their certification for \$250.00 \$25.00/ workshop <b>COST PER WORKSHOP:</b> <i><b>Early registration:</b></i> \$60/ALCA members \$120/non-members <i><b>Register within 72 hours:</b></i> \$75/ALCA members \$150/non-members
<b>Re-test / Refund Policies</b>	Pay additional fee
<b>For More Information</b>	
<b>Certifying Agency Contact Info</b>	5425 East Bell Road, Suite 105 Scottsdale, AZ 85254 602.626.7091 judy@ALCA.org

# ASE/I-Car Certification

<b>Certifying Organization</b>	ASE/I-Car					
<b>Description of Credentials</b>	NATEF accredits automobile, medium/heavy truck and collision repair and refinishing technology at the secondary and postsecondary levels.					
<b>Entry-Level Annual Salaries</b>	\$10.00 - \$21.00/hour					
<b>Industry-Based Certification Requirements: Students</b>						
<b>Standard / Curriculum</b>	The National Automotive Technician Education Foundation (NATEF) provides guidelines and task lists for schools' Auto, Collision and Medium/Heavy Truck programs to follow. Various vendors and publishing companies follow those guidelines as they develop their curriculum and training aids.					
<b>Testing Methodology</b> <i>(consists of two tests)</i>	<b>Paper?</b>	No	<b>Online – Cognitive portion</b>	Yes	<b>Performance Exams / Tests? Psychomotor portion</b>	No
<b>Re-Testing</b> <i>(if available)</i>	<b>Re-Testing Procedures</b>	Two testing windows are open during the year and the student may take any exam during that time; however, if a test is failed, it cannot be retaken in the same testing window.			<b>Max Attempts</b>	
<b>Testing Details</b> <i>(including any age requirements / accommodations)</i>	ASE Student Certification is designed for ages 16-18. Postsecondary/Community Colleges are designed for 18+ years of age. Once a student graduates from a high school, they should continue their education by enrolling in some type of postsecondary program. The students will then achieve additional OEM Certifications/Credentials provided by the specific manufacturers. Accommodations are set by the proctoring sites.					
<b>Industry-Based Certification Requirements: Teachers</b>						
<b>Instructor Certification Requirements</b> <i>(by certifying agency)</i>	Arizona CTE Certification					
<b>Proctoring / Test Security</b> <i>(if any)</i>	The instructors use typical proctoring protocol at each location.					

# ASE/I-Car Certification

Certification Tracking			
<b>Credentialing Documentation</b>	Certification		
<b>Certification Tracking System</b>	<b>Online Tracking System?</b>	Yes	<b>Details</b>
<b>Other Details</b>			<b>Expiration? Timeline?</b> 2 years
Certification Costs / Funding Sources			
<b>Cost Details</b>	\$35 annual certification fee for ASE Student Certifications for Secondary and Postsecondary. Most dealerships reimburse travel expenses and/or daily rate.		
<b>Re-test / Refund Policies</b>	No refunds.		
For More Information			
<b>Certifying Agency Contact Info</b>	National Institute for Automotive Service Excellence 703-669-6600 <a href="mailto:contactus@ase.com">contactus@ase.com</a> <a href="http://www.ase.com">www.ase.com</a>		

# Autodesk Certified User (ACU)

<b>Certifying Organization</b>	Certiport <a href="http://www.certiport.com">http://www.certiport.com</a>
<b>Description of Credentials</b>	<p><b>Autodesk Certified User (ACU):</b></p> <ul style="list-style-type: none"> <li>• <b>Autodesk Certified User – 3ds Max</b></li> <li>• <b>Autodesk Certified User – Maya</b></li> </ul> <p>The Autodesk Certified User (ACU) credential applies to the Arizona Department of Education, Career and Technical Education program of study in Animation.</p> <p>Career and technical education programs across the United States equip students with marketable 2D and 3D design skills by teaching them to use state-of-the-art Autodesk design software.</p> <p>Autodesk Certified User (ACU) credentials confirm that students have the skills necessary to continue their design careers - whether they attend college, enter the workforce, or work toward additional levels of industry certification after graduation.</p> <p>Autodesk Certified User (ACU) credentials are nationally- and internationally-recognized industry standards, and are a core part of state-approved CTE programs in numerous states, including:</p> <ul style="list-style-type: none"> <li>• Florida</li> <li>• North Carolina</li> <li>• Virginia</li> <li>• Missouri</li> <li>• Utah</li> </ul> <p>Upon completion of training and certification, students can pursue post-secondary education opportunities and/or occupational experience, including technical school, community college, university, military, apprenticeships, internships, and traditional and entrepreneurial employment in a limitless range of industries.</p> <p>By earning an Autodesk Certified User (ACU) credential, students have validated entry level skills with Autodesk software, and are prepared to enter a career using the applications in which they certified. Students who demonstrate mastery of 2D and 3D computer design and animation skills by attaining an Autodesk Certified User (ACU) credential will stand out from the crowd when applying for entry-level positions.</p> <p>Autodesk provides a library of “success stories” from students who attained their Autodesk Certified User (ACU) credentials, including descriptions of the types of entry-level career positions they were able to land as a result. These success stories can be found at <a href="http://acu.mycertiportstory.com/">http://acu.mycertiportstory.com/</a></p> <p>Additional information regarding the ACU credential and ACU exams can be accessed here: <a href="https://certiport.pearsonvue.com/Certifications/Autodesk/ACU/Certify">https://certiport.pearsonvue.com/Certifications/Autodesk/ACU/Certify</a></p>
<b>Entry-Level Annual Salary</b>	\$18,000 - \$43,000
<b>Industry-Based Certification Requirements: Students</b>	
<b>Standards / Curriculum</b>	<p>Students who successfully complete an Arizona Department of Education, Career and Technical Education-approved Program of Study in Animation (which includes a coherent sequence of instruction that addresses all of the industry-validated technical standards for the program) will be prepared to attain an Autodesk Certified User (ACU) credential.</p> <p>The Arizona Department of Education, Career and Technical Education-approved program of study in Animation consists of two Carnegie Units of instruction, equal to a</p>

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	<p>minimum of 250 academic contact hours.</p> <p>Autodesk and Certiport recommend one semester (60 hours) of hands-on, application-specific instruction to prepare for an Autodesk Certified User (ACU) exam.</p> <p>There are myriad opportunities through which students can receive additional training to prepare for the Autodesk Certified User (ACU) exams, including:</p> <ul style="list-style-type: none"> <li>• Co-curricular Career and Technical Student Organization (CTSO) lessons and activities</li> <li>• Online training and instruction Websites, such as Lynda.com and others</li> <li>• Supplemental textbooks, videos, and podcasts</li> </ul> <p>Candidates may seek out additional training at a local institute of higher learning or at any of the numerous Autodesk Training Centers located around the state of Arizona.</p> <p>Objective domains for the Autodesk Certified User (ACU) credentials can be found here: <a href="https://certiport.pearsonvue.com/Certifications/Autodesk/ACU/Certify">https://certiport.pearsonvue.com/Certifications/Autodesk/ACU/Certify</a></p>					
<b>Testing Methodology</b>	<b>Paper?</b>	No	<b>Online</b>	Yes	<b>Performance Exams / Tests?</b>	Yes, the AutoDesk Certified User (ACU) exam is performance-based.
<b>Re-Testing (if available)</b>	<b>Re-Testing Procedures</b>	Students wishing to retake an ACU (Autodesk Certified User) exam must wait a minimum of seven days before retaking the exam.			<b>Max Attempts</b>	There is no annual limit regarding the number of attempts a student can take on a given ACU (Autodesk Certified User) exam.
<b>Testing Details – Including Age Requirements &amp; Accommodations</b>	<p>The ACU (Autodesk Certified User) exams utilize a technology called “live in the application,” or LITA. This means the exams run on real Autodesk software, rather than in a simulation environment.</p> <p>The advantages to LITA over simulation is that exam questions can be answered exactly as they would be in real-world scenarios. The result is a more complete and realistic exam experience. To help make all of this possible, Autodesk provides their software available at no cost to academic institutions.</p> <p>ACU (Autodesk Certified User) exams are knowledge- and performance-based, and designed to measure professional understanding and competency in the real-world use and application of Autodesk software.</p> <p>The ACU (Autodesk Certified User) exam has 30 questions which must be answered within a 75-minute timeframe. Most exam questions require the candidate to use the Autodesk software to create or modify a digital file, and enter a response into an input field.</p> <p>ACU (Autodesk Certified User) exams are administered at Certiport <a href="#">Authorized Testing Centers</a>. Schools can become a Certiport Authorized Testing Center via a contract with Certiport.</p> <p>Students must be 13 years old or older to take an ACU (Autodesk Certified User) exam.</p> <p>Educators seeking student accommodations must email their request to <a href="mailto:accommodations@certiport.com">accommodations@certiport.com</a>.</p>					

# Autodesk Certified User (ACU)

Industry-Based Certification Requirements: Teachers			
<b>Instructor Certification Requirements</b>	There are no instructor certification requirements for the ACU (Autodesk Certified User) credential.		
<b>Proctoring / Test Security</b>	Certiport's exam policies, proctoring procedures, and security information can be found here: <a href="https://certiport.pearsonvue.com/Educator-resources/Exam-policies/Administration">https://certiport.pearsonvue.com/Educator-resources/Exam-policies/Administration</a>		
Certification Tracking			
<b>Credentialing Documentation</b>	Certiport maintains all ACU (Autodesk Certified User) testing and credential documentation.		
<b>Certification Tracking System</b>	<b>Online Tracking System?</b>	Yes	<b>Details</b>
			<p>Students create their own Certiport account, and use that account to track information regarding their ACU (Autodesk Certified User) certification(s), as well as information related to any and all other certifications offered by Certiport.)</p> <p>Students can print out copies of their certifications, or have hard copies of the certifications mailed to them.</p> <p>Teachers can track certification results using the voucher numbers used for the student exams. Schools cannot track the results of students who take their ACU (Autodesk Certified User) exam at a public testing center, without the cooperation of the student.</p>
<b>Other Details</b>	<b>Expiration Timeline?</b>	Autodesk Certified User (ACU) credentials are valid for three years from the date of completion. To keep their ACU credentials current and active, candidates must pass the latest version of the appropriate ACU exam prior to the expiration of their credential.	
Certification Costs / Funding Sources			
<b>Cost Details</b>	<p>Certiport provides schools and individuals many options to pay for the Autodesk Certified User credential exams. These options include, but are not limited to, the following:</p> <ul style="list-style-type: none"> <li>Academic Vouchers: \$60.75</li> <li>Commercial Voucher: \$90.00</li> <li>Academic License: \$3,000</li> </ul> <p>An academic license allows an LEA to certify as many students as they want during a twelve-month period.</p>		
<b>Re-Test / Refund Policies</b>	<p>Students wishing to retake an ACU (Autodesk Certified User) exam must wait a minimum of seven days before retaking the exam.</p> <p>Refunds are not given for failed exams.</p>		

# Autodesk Certified User (ACU)

For More Information	
<b>Certifying Agency Contact Information</b>	Certiport Sharon Green, Territory Manager Direct Line: (801) 847-3159 Toll Free: (888) 222-7890 x159 Fax: (801) 492-4118 <a href="mailto:Sharon.Green1@pearson.com">Sharon.Green1@pearson.com</a>

# Beginning Jewelry Sales

Certifying Organization	Diamond Council of America (DCA) <a href="http://www.diamondcouncil.org">www.diamondcouncil.org</a>					
Description of Credentials	DCA Beginning Jewelry Sales is the entry-level certification for students interested in a career in retail jewelry sales, or any career in gemology, jewelry, retail sales, or customer service.					
Entry-Level Annual Salaries	\$18,000 to \$35,000					
<b>Industry-Based Certification Requirements: Students</b>						
Standards / Curriculum	<p>The DCA Beginning Jewelry Sales Certification curriculum may be found <a href="#">here</a>. The 13 lessons are targeted in three sections:</p> <p>a) Section 1: Your Industry, Your Store, and You            b) Section 2: The Products You Sell            c) Providing Service and Support</p> <p>Each section has a Progress Evaluation. Lesson 13 is a final review which will be helpful in passing the final exam called Learning Evaluations.</p>					
Testing Methodology	Paper?	No	Online?	Yes	Performance Exams / Tests?	No
Re-Testing (if available)	Re-Testing Procedures	Student may re-test online immediately	Max Attempts		N/A. When a student scores 75% or higher, that grade will be averaged with the other(s) to determine the overall grade for the test.	
Testing Details (including any age requirements / accommodations)	<p>Students must be at least 16 years of age to take the final examination. Minimum grade target for the Learning Evaluations (exam) is 75%. Students are required to read the DCA Beginning Jewelry Sales lessons and complete required section Progress Evaluations before taking the final examination. All required work, including all evaluations must be completed within 12 consecutive months from the date of enrollment. Students entitled to special accommodations according to their IEP must submit a request at least 10 days prior to testing.</p>					
<b>Industry-Based Certification Requirements: Teachers</b>						
Instructor Certification Requirements (by certifying agency)	The Beginning Jewelry Sales lessons are designed so that no additional instructions are required for a teacher to earn his/her certification. Teachers may take the certification at no charge.					
Proctoring / Test Security	At the option of the district, teachers or other appropriate school staff members may proctor final examinations.					



# Beginning Jewelry Sales

Certification Tracking				
Credentialing Documentation	A hardcopy certificate is presented to the student upon successful completion of the exams. DCA maintains a record of the student's successful completion of the certification, and with the student's permission will provide confirmation of the completion to prospective employers.			
Certification Tracking System	Online Tracking System?	Yes	Details	Each student is able to access their account for any changes to their contact information.
Other Details	Expiration Timeframe?	The certification is permanent.		
Certification Costs / Funding Sources				
Cost Details	Licensing: Individual School (\$1000) District (\$2000) Per-Student Fee: \$30			
Re-test / Refund Policies <sup>2</sup>	<p>If your grade for a Learning Evaluation (exam) is less than 75%, you must retake the test. Enrollment may be cancelled within five days of submitting this application for a full refund.</p> <ul style="list-style-type: none"> <li>• A request for cancellation may be conveyed in any manner (in person, by phone, e-mail, letter, or fax).</li> <li>• Due to the unique relationship DCA has with its members and students, refunds will be issued to the party, student or school, who actually paid for the course.</li> <li>• Refundable tuition for each course is the full course price (\$30) minus a registration fee (\$10).</li> <li>• Beyond five days, and prior to the end of the enrollment period, the course may be cancelled and a refund requested. Refunds are a percentage of refundable tuition and are based on the percentage of Learning Evaluations (course section tests) that have been completed. Each course includes four Learning Evaluations.</li> </ul> <p>Refund Example: If a student enrolls in a course, completes two Learning Evaluations, and then cancels his or her enrollment, the refund is \$10. This is because the tuition (\$30) minus the registration fee (\$10) equals \$20, and the two completed Learning Evaluations equal 1/2 – or 50% – of the total number of four evaluations included in the course.</p>			
For More Information				
Certifying Agency Contact Info	Diamond Council of America, 3212 West End Avenue, Suite 400, Nashville, TN 37203 Phone: 615-385-5301, Toll Free: 877-283-5669, Fax: 615-385-4955 Suzan Weir, Phone: 770-900-9596, <a href="mailto:suzan@diamonddouncil.org">suzan@diamonddouncil.org</a>			
LDE Contact	<a href="mailto:JumpStart@la.gov">JumpStart@la.gov</a>			

1 – This table may not include all the graduation pathways this credential appears in. Please check the [graduation pathway](#) you are working with if you have a question as to whether or not this credential is part of that pathway.

2 – CDF = [Career Development Fund](#)

# Biotechnician Assistant Credential (BACE)

<b>Certifying Organization</b>	Biotility – Applied Biotech Training					
<b>Description of Credentials</b>	Upon completion of training and certification, students can pursue post-secondary education opportunities and/or occupational experience, including trade school, community college, university, military, apprenticeships, internships, and traditional and entrepreneurial employment in a limitless range of industries.					
<b>Entry-Level Annual Salaries</b>	\$30,000-\$42,520.00 yearly average.					
<b>Industry-Based Certification Requirements: Students</b>						
<b>Standard / Curriculum</b>	Students who successfully complete an Arizona Department of Education, Career and Technical Education-approved Program of Study in Bioscience which includes a coherent sequence of instruction that addresses all of the industry-validated technical standards for the program.					
<b>Testing Methodology (consists of two tests)</b>	<b>Paper?</b>	X	<b>Online – Cognitive portion</b>		<b>Performance Exams / Tests? Psychomotor portion</b>	X
<b>Re-Testing (if available)</b>	<b>Re-Testing Procedures</b>	Pay to retest and procedures are the same.			<b>Max Attempts</b>	N/A
<b>Testing Details (including any age requirements / accommodations)</b>	There is no age requirement for students to attain this certification. Most labs require 18 years of age for hire.					
<b>Industry-Based Certification Requirements: Teachers</b>						
<b>Instructor Certification Requirements (by certifying agency)</b>	N/A					
<b>Proctoring / Test Security (if any)</b>	Proctors are required and must be approved through Biotility.					

# Biotechnician Assistant Credential (BACE)

Certification Tracking						
<b>Credentialing Documentation</b>	Schools set up account with Biotility for reports on results.					
<b>Certification Tracking System</b>	<b>Online Tracking System?</b>	Yes	<b>Details</b>	Reports available.		
<b>Other Details</b>	N/A			<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;"><b>Expiration? Timeline?</b></td> <td>N/A</td> </tr> </table>	<b>Expiration? Timeline?</b>	N/A
<b>Expiration? Timeline?</b>	N/A					
Certification Costs / Funding Sources						
<b>Cost Details</b>	The BACE exam costs is \$150.00 which includes online and practical exam					
<b>Re-test / Refund Policies</b>	Retest is \$150.00 and refunds are determined per request.					
For More Information						
<b>Certifying Agency Contact Info</b>	Biotility – Applied Biotech Training University of Florida 13706 Innovation Drive Alachua, Florida 32615 Tamara Mandell (386) 462-6397					

# Certified Front Desk Representative

<b>Certifying Organization</b>	American Hotel & Lodging Educational Institute (AHLEI) <a href="https://www.ahlei.org">https://www.ahlei.org</a>					
<b>Description of Credentials</b>	The Certified Front Desk Representative credential is recognized as the foundation roadmap for successful employment as it defines key tasks and skills necessary for this position. Hospitality employers have clearly defined expectations of candidates for employment to master the skills presented in the curriculum provided by AHLEI.					
<b>Entry-Level Annual Salaries</b>	\$20,000 - \$30,000					
<b>Industry-Based Certification Requirements: Students</b>						
<b>Standard / Curriculum</b>	Students must complete the START: Front Desk Representative training program. a) General knowledge for all hospitality employees b) Knowledge specific to the Front Desk Representative position c) Skills Validation List (trainer observation performance tasks)					
<b>Testing Methodology (consists of two tests)</b>	<b>Paper?</b>	Yes	<b>Online – Cognitive portion</b>	Yes	<b>Performance Exams / Tests? Psychomotor portion</b>	No
<b>Re-Testing (if available)</b>	<b>Re-Testing Procedures</b>	Retake exams may be ordered per student.			<b>Max Attempts</b>	No limit.
<b>Testing Details (including any age requirements / accommodations)</b>	The Certified Front Desk Representative exam is 30 questions, multiple choice. The exam documents are packaged with the training resources. For face-to-face training, the official exam scan sheet is wrapped with the student workbook. For online training, the exam is imbedded into the online module and is available online once the training is completed.					
<b>Industry-Based Certification Requirements: Teachers</b>						
<b>Instructor Certification Requirements (by certifying agency)</b>	Instructors can complete the START: Front Desk Representative program and take the CFDR exam in an online, independent learning module.					
<b>Proctoring / Test Security (if any)</b>	The test is administered online on AHLEI's secure portal and is available for the instructor to take upon purchase of the START: Front Desk Representative program access.					
<b>Certification Tracking</b>						
<b>Credentialing Documentation</b>	Successful candidates receive an industry credential certificate and a CFDR lapel pin.					
<b>Certification Tracking System</b>	<b>Online Tracking System?</b>	Yes	<b>Details</b>	AHLEI maintains all student records internally; official grade reports are provided in print to the proctor/instructor as each exam roster is submitted for grading.		
<b>Other Details</b>				<b>Expiration? Timeline?</b>	N/A	

# Certified Front Desk Representative

Certification Costs / Funding Sources	
<b>Cost Details</b>	The certification cost is rolled into the curriculum material. The material is offered at a discounted price for high school students and is \$45/student. There is no additional exam or processing fee except for the retake as listed below. For Resource Materials, contact sales@ahlei.org or call 888-367-6211
<b>Re-test / Refund Policies</b>	A retake option is available for \$15. There is no refund policy through AHLEI.
For More Information	
<b>Certifying Agency Contact Info</b>	American Hotel & Lodging Educational Institute (AHLEI) <a href="https://www.ahlei.org">https://www.ahlei.org</a> Laura Phelps, Global Academic Sales Department 1-800-344-4381

# Certified Fundamentals Cook; Certified Fundamentals Pastry Cook

<b>Certifying Organization</b>	American Culinary Federation <a href="http://www.acfchefs.org">www.acfchefs.org</a>					
<b>Description of Credentials</b>	ACF Certification adds value to the certificants, employers and the public. With thousands of chefs competing in the job market, it is essential to prove your culinary competency. Certification through the American Culinary Federation demonstrates skill, knowledge and professionalism to the food service industry.					
<b>Entry-Level Annual Salaries</b>	\$20,000 - \$30,000					
<b>Industry-Based Certification Requirements: Students</b>						
<b>Standard / Curriculum</b>	Upon successful completion of the NOCTI assessments, the candidate should submit application, along with education documentation, NOCTI assessment results, and certification fee. Make sure all back-up documentation, copies only (no originals), are included. NOCTI has available study materials, such as an exam blueprint for your review. They also have information about college credit and digital badge information that you may want to review. For more information, please see <a href="#">NOCTI/ACF Written and Performance assessment webpage</a> .					
<b>Testing Methodology</b> <i>(consists of two tests)</i>	<b>Paper?</b>	Yes	<b>Online – Cognitive portion</b>	Yes	<b>Performance Exams / Tests? Psychomotor portion</b>	Yes
<b>Re-Testing (if available)</b>	<b>Re-Testing Procedures</b>				<b>Max Attempts</b>	
<b>Testing Details (including any age requirements / accommodations)</b>	<p>The purpose of the certification examinations is to assess and objectively measure the knowledge and skills of a candidate to determine if they meet ACF standards. The ACF has teamed up with NOCTI to administer the Certified Fundamentals Cook® (CFC®) exams. A passing score of 70% for written and 75% for performance are required.</p> <ul style="list-style-type: none"> <li>• Test administration time is 3 hours and can be administered in one, two, or three sessions</li> </ul>					
<b>Industry-Based Certification Requirements: Teachers</b>						
<b>Instructor Certification Requirements (by certifying agency)</b>	<a href="#">Certified Secondary Culinary Educator® (CSCE®)</a> : An advanced-degree culinary professional who is working as an educator at an accredited secondary or vocational institution. A CSCE® is responsible for the development, implementation, administration, evaluation and maintenance of a culinary arts or foodservice management curriculum. In addition, a CSCE® demonstrates the culinary competencies of a CCC® or CWPC® during a Practical Exam.					
<b>Proctoring / Test Security (if any)</b>	The NOCTI Security Policy states that teachers for the content area in which the assessment is administered are prohibited from proctoring their own students or students in a similar educational or Career Technical Education program. This applies to the multiple-choice assessments in both online and paper/pencil formats.					
<b>Certification Tracking</b>						
<b>Credentialing Documentation</b>	Paper certificates are issued to document certification.					
<b>Certification Tracking System</b>	<b>Online Tracking System?</b>	Yes	<b>Details</b>	ACF credential verification can be completed at <a href="#">here</a> .		

# Certified Fundamentals Cook; Certified Fundamentals Pastry Cook

<b>Other Details</b>		<b>Expiration? Timeline?</b>	Certification will expire in 3 years with no opportunity for recertification; however, we do encourage you to consider upgrading your certification at that point.
<b>Certification Costs / Funding Sources</b>			
<b>Cost Details</b>	NOCTI Pre-Test Online: \$12; NOCTI Pre-Test Paper/Pencil: \$23 NOCTI Post-Tests Multiple Choice Online: \$20; NOCTI Post-Test Paper/ Pencil: \$30 NOCTI Performance Online \$21; NOCTI Performance Paper/Pencil: \$30 ACF Certification: \$35 ACD Member Fee; ACF Certification \$50 Non-Member Fee		
<b>Re-test / Refund Policies</b>	There are no refunds.		
<b>For More Information</b>			
<b>Certifying Agency Contact Info</b>	American Culinary Federation, Inc. Certification Department 180 Center Place Way St. Augustine, FL 32095 <a href="mailto:certify@acfcchefs.net">certify@acfcchefs.net</a>		

# Certified Guest Service Professional

<b>Certifying Organization</b>	American Hotel & Lodging Educational Institute (AHLEI) <a href="https://www.ahlei.org">https://www.ahlei.org</a>					
<b>Description of Credentials</b>	The Certified Guest Service Professional is recognized as the foundation roadmap for successful employment as it defines key soft skills necessary for customer service, particularly in the hospitality industry. Employers have clearly defined expectations of candidates for employment to master the skills presented in the curriculum provided by AHLEI.					
<b>Entry-Level Annual Salaries</b>	\$20,000 - \$30,000					
<b>Industry-Based Certification Requirements: Students</b>						
<b>Standard / Curriculum</b>	Students must complete the Guest Service Gold® training program and pass the end-of-course certification exam.					
<b>Testing Methodology</b> <i>(consists of two tests)</i>	<b>Paper?</b>	Yes	<b>Online – Cognitive portion</b>	Yes	<b>Performance Exams / Tests? Psychomotor portion</b>	No
<b>Re-Testing (if available)</b>	<b>Re-Testing Procedures</b>	Retake exams may be ordered per student.		<b>Max Attempts</b>	No limit.	
<b>Testing Details (including any age requirements / accommodations)</b>	The Certified Guest Service Professional exam is 30 questions, multiple choice. The exam documents are packaged with the training resources. For face-to-face training, the official exam scansheet is wrapped with the student workbook. For online training, the exam is imbedded into the online module and is available online once the training is completed.					
<b>Industry-Based Certification Requirements: Teachers</b>						
<b>Instructor Certification Requirements (by certifying agency)</b>	Instructors may take Guest Service Gold® and CGSP® exam in an online, independent learning module.					
<b>Proctoring / Test Security (if any)</b>	The test is administered online on AHLEI's secure portal and is available for the instructor to take upon purchase of Guest Service Gold® program access.					
<b>Certification Tracking</b>						
<b>Credentialing Documentation</b>	Successful candidates receive an industry credential certificate and a CFDR lapel pin.					
<b>Certification Tracking System</b>	<b>Online Tracking System?</b>	Yes	<b>Details</b>	AHLEI maintains all student records internally; official grade reports are provided in print to the proctor/instructor as each exam roster is submitted for grading.		
<b>Other Details</b>				<b>Expiration? Timeline?</b>	N/A	



# Certified Guest Service Professional

Certification Costs / Funding Sources	
<b>Cost Details</b>	The certification cost is rolled into the curriculum material. The material is offered at a discounted price for high school students and is \$35/student for paper-based and \$47/student for online. There is no additional exam or processing fee except for the retake as listed below. For Resource Materials, contact <a href="mailto:sales@ahlei.org">sales@ahlei.org</a> or call 888-367-6211
<b>Re-test / Refund Policies</b>	A retake option is available for \$15. There is no refund policy through AHLEI.
<b>For More Information</b>	
<b>Certifying Agency Contact Info</b>	American Hotel & Lodging Educational Institute (AHLEI) <a href="https://www.ahlei.org">https://www.ahlei.org</a> Laura Phelps, Global Academic Sales Department 1-800-344-4381

# Certified Hospitality and Tourism Management Professional

<b>Certifying Organization</b>	American Hotel & Lodging Educational Institute (AHLEI) <a href="https://www.ahlei.org">https://www.ahlei.org</a>						
<b>Description of Credentials</b>	The Certified Hospitality Management Professional is recognized as an entry-level supervisory credential for the hospitality industry by defining key hospitality skills and management concepts. Employers have clearly defined expectations of candidates for employment to master the skills presented in the curriculum provided by AHLEI.						
<b>Entry-Level Annual Salaries</b>	\$20,000 - \$30,000						
<b>Industry-Based Certification Requirements: Students</b>							
<b>Standard / Curriculum</b>	<p>Students must complete and pass the exam for HTMP Year 1 and Year 2 (360 hours of classroom learning).</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <b>Year 1:</b>            1. Introduction to Hospitality &amp; Tourism            2. Hospitality Soft Skills            3. Operational Areas            4. Sales and Marketing            5. Safety and Security         </td> <td style="width: 50%; vertical-align: top;"> <b>Year 2:</b>            1. Introduction to Leadership &amp; Management            2. Hospitality Leadership Skills            3. Operational Leadership            4. Managing Food and Beverage Operations            5. Managing Business Operations            6. Sales and Marketing            7. Safety and Security         </td> </tr> </table> <p>For more information, see Hospitality and Tourism Management Program <a href="#">FAQs</a>.</p> <p>The Hospitality and Tourism Management curriculum is a two-year/360-hour curriculum. Students must successfully pass AHLEI's comprehensive exam for each Year plus complete 100-hours in a supervised hospitality internship. During the internship, students must have their supervisor or mentor complete the workplace competency voucher that must be submitted to AHLEI for approval. If a student does not complete the internship, AHLEI will allow those work hours to be replaced by successful completion of the Knowledge Matters hospitality simulation, which can be adopted by a high school for classroom training.</p>					<b>Year 1:</b> 1. Introduction to Hospitality & Tourism 2. Hospitality Soft Skills 3. Operational Areas 4. Sales and Marketing 5. Safety and Security	<b>Year 2:</b> 1. Introduction to Leadership & Management 2. Hospitality Leadership Skills 3. Operational Leadership 4. Managing Food and Beverage Operations 5. Managing Business Operations 6. Sales and Marketing 7. Safety and Security
<b>Year 1:</b> 1. Introduction to Hospitality & Tourism 2. Hospitality Soft Skills 3. Operational Areas 4. Sales and Marketing 5. Safety and Security	<b>Year 2:</b> 1. Introduction to Leadership & Management 2. Hospitality Leadership Skills 3. Operational Leadership 4. Managing Food and Beverage Operations 5. Managing Business Operations 6. Sales and Marketing 7. Safety and Security						
<b>Testing Methodology</b> <i>(consists of two tests)</i>	<b>Paper?</b>	Yes	<b>Online – Cognitive portion</b>	Yes	<b>Performance Exams / Tests? Psychomotor portion</b>	Yes	
<b>Re-Testing (if available)</b>	<b>Re-Testing Procedures</b>	Retake exams may be ordered per student.			<b>Max Attempts</b>	No limit.	
<b>Testing Details (including any age requirements / accommodations)</b>	Each Year of the Hospitality and Tourism Management Program has a 50-question multiple-choice exam, comprehensive over the entire curriculum. Students must pass with 70% or higher. The exam documents are packaged with the student workbook and must be proctored by the approved individual at each school.						
<b>Industry-Based Certification Requirements: Teachers</b>							
<b>Instructor Certification Requirements (by certifying agency)</b>	The Certified Hospitality Instructor (CHI) consists of a two-level online independent learning program and a 120-hour job experience requirement. Each level is completed by passing the 50-question multiple choice exam with 70% or higher. For complete information regarding the Components of the program for both students and teachers, click <a href="#">here</a> and scroll down to Components.						
<b>Proctoring / Test Security (if any)</b>	The test is administered online on AHLEI's secure portal and is available for the instructor to take upon registration and approval by AHLEI.						

# Certified Hospitality and Tourism Management Professional

Certification Tracking							
<b>Credentialing Documentation</b>	Successful candidates receive an industry credential certificate and a CFDR lapel pin.						
<b>Certification Tracking System</b>	<b>Online Tracking System?</b>	No	<b>Details</b>				
			AHLEI maintains all student records internally; official grade reports are provided in print to the proctor/instructor as each exam roster is submitted for grading.				
<b>Other Details</b>			<table border="1" style="width: 100%;"> <tr> <td style="background-color: #d9ead3;"><b>Expiration?</b></td> <td>N/A</td> </tr> <tr> <td style="background-color: #d9ead3;"><b>Timeline?</b></td> <td></td> </tr> </table>	<b>Expiration?</b>	N/A	<b>Timeline?</b>	
<b>Expiration?</b>	N/A						
<b>Timeline?</b>							
Certification Costs / Funding Sources							
<b>Cost Details</b>	Discounted pricing for high schools can be requested by emailing sales@ahlei.org or calling 888-367-6211. There is no additional exam or processing fee except for the optional second retake options which can be ordered for \$25.00 per student per year.						
<b>Re-test / Refund Policies</b>	Second retake option is available for \$25 as listed above. There is no refund policy through AHLEI.						
For More Information							
<b>Certifying Agency Contact Info</b>	American Hotel & Lodging Educational Institute (AHLEI) <a href="https://www.ahlei.org">https://www.ahlei.org</a> Laura Phelps, Global Academic Sales Department 1-800-344-4381						

# Certified Personal Trainer (CPT)

<b>Certifying Organization</b>	1. <u>ACE- American Council on Exercise</u> 4851 Paramount Drive San Diego, CA 92123 Director (858) 576-6500  2. <u>NASM</u> 1750 E. Northrop Blvd., Suite 200  Chandler, AZ 85286-1744      Director (800)-460-6276					
<b>Description of Credentials</b>	Athletic Trainers/professionals work at gyms, hospitals, workplace wellness departments and universities in 83 countries worldwide. To ensure safety and consistent progress towards wellness it is recommended that anyone seeking personal training should see a certified personal training.					
<b>Entry-Level Annual Salaries</b>	\$38,160.00 Annually average.					
<b>Industry-Based Certification Requirements: Students</b>						
<b>Standard / Curriculum</b>	Students who successfully complete an Arizona Department of Education, Career and Technical Education-approved Program of Study in Sports Medicine and Rehab Services for which includes a coherent sequence of instruction that addresses all of the industry-validated technical standards for the program.					
<b>Testing Methodology (consists of two tests)</b>	<b>Paper?</b>		<b>Online – Cognitive portion</b>	X	<b>Performance Exams / Tests? Psychomotor portion</b>	
<b>Re-Testing (if available)</b>	<b>Re-Testing Procedures</b>	Pay to retake.			<b>Max Attempts</b>	N/A
<b>Testing Details (including any age requirements / accommodations)</b>	There is no age requirement for students to attain this certification. Must be high school graduates .					
<b>Industry-Based Certification Requirements: Teachers</b>						
<b>Instructor Certification Requirements (by certifying agency)</b>	N/A					

# Certified Personal Trainer (CPT)

<b>Proctoring / Test Security (if any)</b>	Test must be proctored by approved designated program supervisor.		
<b>Certification Tracking</b>			
<b>Credentialing Documentation</b>	Schools sign up to receive credentialing results.		
<b>Certification Tracking System</b>	<b>Online Tracking System?</b>	X	<b>Details</b>
	School designated by account number and reports are provided.		
<b>Other Details</b>	N/A		<b>Expiration? Timeline?</b>
	N/A		
<b>Certification Costs / Funding Sources</b>			
<b>Cost Details</b>	The ACE exam is \$599.00 and the NASM Exam is \$699.00		
<b>Re-test / Refund Policies</b>	Pay to retake. Refund information is based on situation and decided upon by the credentialing org.		
<b>For More Information</b>			
<b>Certifying Agency Contact Info</b>	<p>3. <u>ACE- American Council on Exercise</u>      4851 Paramount Drive  San Diego, CA 92123 Director (858) 576-6500</p> <p>4. <u>NASM</u>      1750 E. Northrop Blvd., Suite 200  Chandler, AZ 85286-1744      Director (800)-460-6276</p>		

# Certified Physical Therapy Aide (CPTA)

<b>Certifying Organization</b>	American Education Certification Agency (AECA)					
<b>Description of Credentials</b>	The Certified Physical Therapy Aide (CPTA) Exam through the AECA focuses on rehabilitation services skills and knowledge. By obtaining a CPTA, individuals demonstrate they possess the necessary skills and knowledge to secure entry-level positions in the physical therapy industry.					
<b>Entry-Level Annual Salaries</b>	Maricopa County Statistics: 25 percentile - \$11.24/hr, Median - \$13.18/hr, 75 percentile – \$15.02/hr					
<b>Industry-Based Certification Requirements: Students</b>						
<b>Standard / Curriculum</b>	ADE Sports Medicine and Rehabilitation Services Standards, 51.0800.50 Textbooks: McGill Education, Physical Therapy Aide Textbook, 5th edition Opret Education, Physical Therapy Aide Textbook, Series 1 Books of Discovery, Trail Guide to the Body, Revised 5th Edition					
<b>Testing Methodology (consists of two tests)</b>	<b>Paper?</b>	Paper or online option	<b>Online – Cognitive portion</b>	100 Multiple choice Items	<b>Performance Exams / Tests? Psychomotor portion</b>	
<b>Re-Testing (if available)</b>	<b>Re-Testing Procedures</b>	Candidates can re-test after 30 days and can register for additional attempts through aecacert.com			<b>Max Attempts</b>	3 times within a year
<b>Testing Details (including any age requirements / accommodations)</b>	Full certification requires students to be of 18 years old and hold a high school diploma.  Students can earn provisional certification if they pass the AECA CPTA before they turn 18 and/or earn their high school diploma.					
<b>Industry-Based Certification Requirements: Teachers</b>						
<b>Instructor Certification Requirements (by certifying agency)</b>	It is preferred, but not required, that proctors do hold the industry certification for the exam in which they are proctoring.					
<b>Proctoring / Test Security (if any)</b>	Sites can apply to become an AECA Exam Administering Testing Site or an AECA Approved Testing Site.  The exam, whether it is taken online or by paper, is proctored.					
<b>Certification Tracking</b>						
<b>Credentialing Documentation</b>	Students receive a certificate and certification card for their wallets upon earning their certification.					

## Certified Physical Therapy Aide (CPTA)

<b>Certification Tracking System</b>	<b>Online Tracking System?</b>	No.	<b>Details</b>	Online Candidate Verification system at aecacert.com  Schools (testing sites) can also request a list of exam results.
<b>Other Details</b>	Credentials renew every year and certified individuals must take at least 5 CEUs.		<b>Expiration? Timeline?</b>	Renewed every year
<b>Certification Costs / Funding Sources</b>				
<b>Cost Details</b>	\$75 per exam if educational institution become an AECA member \$135 for non-members			
<b>Re-test / Refund Policies</b>	No refunds are issued by AECA. Candidates can reschedule within 6 months of the original exam date. A fee of \$25 applies to reschedule an exam.  Candidates can retake an exam after 30 days (3 max attempts per year).			
<b>For More Information</b>				
<b>Certifying Agency Contact Info</b>	Sheema Baig 100+ Murray St Avenel, NJ 07001 P: 815-315-8721			

# Certified Restaurant Server

<b>Certifying Organization</b>	American Hotel & Lodging Educational Institute (AHLEI) <a href="https://www.ahlei.org">https://www.ahlei.org</a>					
<b>Description of Credentials</b>	The Certified Restaurant Server credential is recognized as the foundation roadmap for successful employment as it defines key tasks and skills necessary for this position. Hospitality employers have clearly defined expectations of candidates for employment to master the skills presented in the curriculum provided by AHLEI.					
<b>Entry-Level Annual Salaries</b>	\$20,000 - \$30,000					
<b>Industry-Based Certification Requirements: Students</b>						
<b>Standard / Curriculum</b>	Students must complete the START: Restaurant Server training program. a) General knowledge for all hospitality employees b) Knowledge specific to the Front Desk Representative position c) Skills Validation List (trainer observation performance tasks)					
<b>Testing Methodology</b> <i>(consists of two tests)</i>	<b>Paper?</b>	Yes	<b>Online – Cognitive portion</b>	Yes	<b>Performance Exams / Tests? Psychomotor portion</b>	No
<b>Re-Testing (if available)</b>	<b>Re-Testing Procedures</b>	Retake exams may be ordered per student.			<b>Max Attempts</b>	No limit.
<b>Testing Details (including any age requirements / accommodations)</b>	The Certified Restaurant Server exam is 30 multiple-choice questions. The exam documents are packaged with the training resources. For face-to-face training, the official exam scansheet is wrapped with the student workbook. For online training, the exam is imbedded into the online module and is available online once the training is completed.					
<b>Industry-Based Certification Requirements: Teachers</b>						
<b>Instructor Certification Requirements (by certifying agency)</b>	Instructors can complete the START: Restaurant Server program and take the CRS exam in an online, independent learning module.					
<b>Proctoring / Test Security (if any)</b>	The test is administered online on AHLEI's secure portal and is available for the instructor upon purchase of the START: Restaurant Server program access.					
<b>Certification Tracking</b>						
<b>Credentialing Documentation</b>	Successful candidates receive an industry credential certificate and a CFDR lapel pin.					
<b>Certification Tracking System</b>	<b>Online Tracking System?</b>	Yes	<b>Details</b>	AHLEI maintains all student records internally; official grade reports are provided in print to the proctor/instructor as each exam roster is submitted for grading.		
<b>Other Details</b>				<b>Expiration? Timeline?</b>	N/A	



# Certified Restaurant Server

Certification Costs / Funding Sources	
<b>Cost Details</b>	The certification cost is rolled into the curriculum material. The material is offered at a discounted price for high school students and is \$45/student. There is no additional exam or processing fee except for the retake as listed below. For Resource Materials, contact <a href="mailto:sales@ahlei.org">sales@ahlei.org</a> or call 888-367-6211
<b>Re-test / Refund Policies</b>	A retake option is available for \$15. There is no refund policy through AHLEI.
<b>For More Information</b>	
<b>Certifying Agency Contact Info</b>	American Hotel & Lodging Educational Institute (AHLEI) <a href="https://www.ahlei.org">https://www.ahlei.org</a> Laura Phelps, Global Academic Sales Department 1-800-344-4381

# Chief Architect Certified Apprentice

<b>Certifying Organization</b>	Chief Architect - <a href="http://www.chiefarchitect.com">www.chiefarchitect.com</a>					
<b>Description of Credentials</b>	The Certified Apprentice – Interior Design title certifies that the holder has achieved basic competency in use of Chief Architect Premier, a professional 3D home design software application used by drafts people and designers across the U.S. and around the world..					
<b>Entry-Level Annual Salaries</b>	\$21,000 - \$39,000					
<b>Industry-Based Certification Requirements: Students</b>						
<b>Standard / Curriculum</b>	<p>Academic Exam Competency Areas</p> <p>The Academic Certification exam covers knowledge in the 12 main competency areas listed below:</p> <ul style="list-style-type: none"> <li>• User Interface</li> <li>• Default Settings</li> <li>• Library / Project Browser</li> <li>• Walls</li> <li>• Windows / Doors</li> <li>• Cabinets</li> <li>• Rooms</li> <li>• Electrical</li> <li>• Layers / Layer Sets</li> <li>• Cameras</li> <li>• Layout</li> <li>• Dimensions</li> </ul> <p>Training Videos - <a href="https://www.chiefarchitect.com/videos/">https://www.chiefarchitect.com/videos/</a>            Tutorial Guide - <a href="https://cloud.chiefarchitect.com/1/pdf/documentation/chief-architect-current-users-guide.pdf">https://cloud.chiefarchitect.com/1/pdf/documentation/chief-architect-current-users-guide.pdf</a>            Knowledge Base articles - <a href="https://www.chiefarchitect.com/support/database.html">https://www.chiefarchitect.com/support/database.html</a></p>					
<b>Testing Methodology</b> <i>(consists of two tests)</i>	<b>Paper?</b>	No	<b>Online – Cognitive portion</b>	Yes	<b>Performance Exams / Tests? Psychomotor portion</b>	Yes
<b>Re-Testing (if available)</b>	<b>Re-Testing Procedures</b>	N/A			<b>Max Attempts</b>	No limit.
<b>Testing Details (including any age requirements / accommodations)</b>	<p>There is no minimum time. If they have the knowledge to successfully pass the exam they can receive the certification. Chief Architect's Certifications are designed to provide a process for demonstrating competency in using Chief Architect software. They are project based exams covering a specific set of competencies within the Chief architect software.</p> <p>The Certified Apprentice exams are two hour proctored tests that are a subset of the Professional Certification exam. Each are project based exams.</p>					
<b>Industry-Based Certification Requirements: Teachers</b>						
<b>Instructor Certification Requirements (by certifying agency)</b>						
<b>Proctoring / Test Security (if any)</b>	The Certified Apprentice exams are two hour proctored tests that are a subset of the Professional Certification exam.					

# Chief Architect Certified Apprentice

Certification Tracking				
<b>Credentialing Documentation</b>	A certificate and certification logo will be provided for those that pass the exam.			
<b>Certification Tracking System</b>	<b>Online Tracking System?</b>	N/A	<b>Details</b>	N/A
<b>Other Details</b>				<b>Expiration? Timeline?</b>
Certification Costs / Funding Sources				
<b>Cost Details</b>	The Apprentice exams are offered online and the student fee is \$45.			
<b>Re-test / Refund Policies</b>				
For More Information				
<b>Certifying Agency Contact Info</b>	<a href="mailto:training@chiefarchitect.com">training@chiefarchitect.com</a>			

# Comp TIA A+

<b>Certifying Organization</b>	CompTIA Chicago, ILL					
<b>Description of Credentials</b>	CompTIA A+ This credential certifies that the student has demonstrated proficiency in foundational computer installation, preventive maintenance, networking, security and troubleshooting.					
<b>Entry-Level Annual Salaries</b>	<b>\$52,160</b>					
<b>Industry-Based Certification Requirements: Students</b>						
<b>Standard / Curriculum</b>	There are several exam training options to fit your particular learning style and schedule (self-study, instructor-led, exam objectives, sample questions).					
<b>Testing Methodology (consists of two tests)</b>	<b>Paper?</b>	No	<b>Online – Cognitive portion</b>	Yes	<b>Performance Exams / Tests? Psychomotor portion</b>	Yes
<b>Re-Testing (if available)</b>	<b>Re-Testing Procedures</b>	CompTIA does not require any waiting period between the first and second retake. Students must wait 14 days for a third or subsequent retake exam.			<b>Max Attempts</b>	There is no annual limit on the number of attempts on the same exam.
<b>Testing Details (including any age requirements / accommodations)</b>	<p>Minimum recommended student age for certification is 13.</p> <p>Students must pass two exams composed of a maximum 90 multiple choice questions each as well performance-based questions. Each test is 90 minutes.</p> <p><u>CompTIA A+ 220-901</u> covers PC hardware and peripherals, mobile device hardware, networking and troubleshooting hardware and network connectivity issues. Minimum score is 675 out of 900</p> <p><u>CompTIA A+ 220-902</u> covers installing and configuring operating systems including Windows, iOS, Android, Apple OSx and Linux. It also addresses security, the fundamentals of cloud computing and operational procedures. Minimum score is 700 out of 900.</p>					
<b>Industry-Based Certification Requirements: Teachers</b>						
<b>Instructor Certification Requirements (by certifying agency)</b>	CompTIA A+ teacher certification is required.					
<b>Proctoring / Test Security (if any)</b>	CompTIA exams are administered under secure, proctored conditions at Authorized Prometric and Pearson VUE testing centers. Prometric and Pearson VUE confirm the identity of exam candidates and provide a controlled environment for collecting and transmitting exam results					

# Comp TIA A+

Certification Tracking				
<b>Credentialing Documentation</b>	Community college, entry level Desk service, job entry level trouble shooter, eLearn Security Certified Junior Penetration Tester, CCNA Security			
<b>Certification Tracking System</b>	<b>Online Tracking System?</b>	Yes	<b>Details</b>	N/A
<b>Other Details</b>	???		<b>Expiration? Timeline?</b>	CompTIA A+ certification is good for three years from the day of exam
Certification Costs / Funding Sources				
<b>Cost Details</b>	cost \$94			
<b>Re-test / Refund Policies</b>	Exam fees are not refundable			
For More Information				
<b>Certifying Agency Contact Info</b>	CompTIA Security+ Chicago, ILL Brian Matzelle : 630.678.8324			

# CompTIA IT Fundamentals

<b>Certifying Organization</b>	CompTIA Fundamentals					
<b>Description of Credentials</b>	The <a href="#">CompTIA IT Fundamentals</a> certification covers foundational IT concepts including identifying and explaining computer components, installing software, establishing network connectivity and preventing security risks.					
<b>Entry-Level Annual Salaries</b>	\$28,000 - \$51,000					
<b>Industry-Based Certification Requirements: Students</b>						
<b>Standard / Curriculum</b>	A document detailing CompTIA IT Fundamentals certification requirements can be found at the following link: <a href="#">Certification Overview</a> . Self-paced eLearning courseware or face-to-face instruction is available.					
<b>Testing Methodology (consists of two tests)</b>	<b>Paper?</b>	No	<b>Online – Cognitive portion</b>	Yes	<b>Performance Exams / Tests? Psychomotor portion</b>	Yes
<b>Re-Testing (if available)</b>	<b>Re-Testing Procedures</b>	CompTIA does not require any waiting period between the first and second retake. Students must wait 14 days for a third or subsequent retake exam.			<b>Max Attempts</b>	no annual limit on number of attempts on same exam.
<b>Testing Details (including any age requirements / accommodations)</b>	Students must pass an exam composed of 75 multiple choice and performance-based questions. Length of test is 60 minutes. Passing score is 650. No prior experience necessary. Schools can become authorized testing centers through CompTIA Academy Partners. Educators seeking accommodations must email their request least 30 days before testing.					
<b>Industry-Based Certification Requirements: Teachers</b>						
<b>Instructor Certification Requirements (by certifying agency)</b>	CompTIA IT Fundamentals teacher certification required.					
<b>Proctoring / Test Security (if any)</b>	CompTIA exams are administered under secure, proctored conditions at Authorized Prometric and Pearson VUE testing centers. Prometric and Pearson VUE confirm the identity of exam candidates, and provide a controlled environment for collecting and transmitting exam results.					
<b>Certification Tracking</b>						
<b>Credentialing Documentation</b>	CompTIA maintains all documentation. Students create their own CompTIA Certification account and can track CompTIA certification online. Students can print out copies of the certifications they have earned or have the certifications mailed to them. Teachers can track the certification results of their students using the student voucher number used for the exam. Schools will not be able to track the results of students who take the exam at a public testing center without the cooperation / disclosure by the student.					

# CompTIA IT Fundamentals

<b>Certification Tracking System</b>	<b>Online Tracking System?</b>	Yes	<b>Details</b>	N/A
<b>Other Details</b>	CompTIA IT Fundamentals certification is considered good for life and does not need to be renewed.		<b>Expiration? Timeline?</b>	basic level 1 high school 1 year to 2 years depending on the class schedule
<b>Certification Costs / Funding Sources</b>				
<b>Cost Details</b>	Packages are available (voucher, bundle, site license). One voucher = \$112.00 Vouchers expire 12 months after issued. Regional or statewide pricing opportunities may be available.			
<b>Re-test / Refund Policies</b>	No free or discount re-test. Exam fees are not refundable.			
<b>For More Information</b>				
<b>Certifying Agency Contact Info</b>	Certification.CompTIA.org CompTIA Customer Support: 1-(866)-835-80203500 Lacey Road, Suite 100 Downers Grove, IL 60515 Fax: (630) 678-8384			

# CompTIA Network+ Certification

<b>Certifying Organization</b>	CompTIA					
<b>Description of Credentials</b>	<a href="#">CompTIA Network+ Certification</a> is a vendor neutral networking certification validating the essential knowledge and skills needed to design, configure, manage and troubleshoot any wired and wireless networks. It is recommended that candidates previously obtain the CompTia A+ Certification and have (9) months of networking experience.					
<b>Entry-Level Annual Salaries</b>	\$28,000 - \$51,000					
<b>Industry-Based Certification Requirements: Students</b>						
<b>Standard / Curriculum</b>	Self-paced eLearning courseware or face-to-face instruction is available.					
<b>Testing Methodology (consists of two tests)</b>	<b>Paper?</b>	No	<b>Online – Cognitive portion</b>	Yes	<b>Performance Exams / Tests? Psychomotor portion</b>	Yes
<b>Re-Testing (if available)</b>	<b>Re-Testing Procedures</b>	CompTIA does not require any waiting period between the first and second retake. Students must wait 14 days for a third or subsequent retake exam.			<b>Max Attempts</b>	no annual limit on number of attempts on the same exam.
<b>Testing Details (including any age requirements / accommodations)</b>	Students must pass N10-006 exam (or JKO-023 for CompTIA Academy Partners only). Exams are composed of 90 multiple choice and performance-based questions and taken at a <a href="#">Pearson Vue Authorized Testing Center</a> . Length of test is 90 minutes. A passing score is 720 (on a scale of 100–900). schools can become authorized testing centers through CompTIA Academy Partners. Educators seeking student accommodations must make their request to Pearson VUE at least 30 days before the scheduled exam appointment.					
<b>Industry-Based Certification Requirements: Teachers</b>						
<b>Instructor Certification Requirements (by certifying agency)</b>	CompTIA A+ teacher certification is required.					
<b>Proctoring / Test Security (if any)</b>	CompTIA exams are administered under secure, proctored conditions at Authorized Prometric and Pearson VUE testing centers. Prometric and Pearson VUE confirm the identity of exam candidates and provide a controlled environment for collecting and transmitting exam results.					
<b>Certification Tracking</b>						
<b>Credentialing Documentation</b>	CompTIA maintains all documentation. Students create their own CompTIA Certification account and can track CompTIA A+ certification (and other certifications offered by CompTIA) online. Students can print out copies of the certifications they have earned or have the certifications mailed to them. Teachers can track the certification results of their students using the student voucher number used for the exam. Schools will not be able to track the results of students who take the exam at a public testing center without the cooperation /disclosure by the student.					
<b>Certification Tracking System</b>	<b>Online Tracking System?</b>	Yes	<b>Details</b>	N/A		



# CompTIA Network+ Certification

<b>Other Details</b>	Certification is valid for three years. Students must earn CEUs for recertification.	<b>Expiration? Timeline?</b>	<b>basic level 1 high school 1 year to 2 years depending on the class schedule</b>
<b>Certification Costs / Funding Sources</b>			
<b>Cost Details</b>	cost \$294		
<b>Re-test / Refund Policies</b>	Exam fees are not refundable		
<b>For More Information</b>			
<b>Certifying Agency Contact Info</b>	<a href="mailto:Certification@CompTIA.org">Certification@CompTIA.org</a> CompTIA Customer Support: (866)-835-8020 3500 Lacey Road, Suite 100 Downers Grove, IL 60515 Fax: (630) 678-8384		

# CompTIA Security+

<b>Certifying Organization</b>	CompTIA					
<b>Description of Credentials</b>	The <a href="#">CompTIA Security+ Certification</a> assures that the student has demonstrated proficiency in foundational principles for securing a network, managing risk, access control, mitigation and deterrent techniques to address network attacks and vulnerabilities. It is recommended that candidates first obtain the CompTIA Network+ certification and have two years of experience in IT administration with a security focus.					
<b>Entry-Level Annual Salaries</b>	<b>\$52,000 avg</b>					
<b>Industry-Based Certification Requirements: Students</b>						
<b>Standard / Curriculum</b>	A document detailing CompTIA Security+ certification requirements can be found <a href="#">here</a> . Self-paced eLearning courseware or face-to-face instruction is available.					
<b>Testing Methodology</b> <i>(consists of two tests)</i>	<b>Paper?</b>	No	<b>Online – Cognitive portion</b>	Yes	<b>Performance Exams / Tests? Psychomotor portion</b>	Yes
<b>Re-Testing (if available)</b>	<b>Re-Testing Procedures</b>	CompTIA Security + does not require any waiting period between the first and second retake. Students must wait 14 days for a third or subsequent retake exam.			<b>Max Attempts</b>	There is no annual limit on the number of attempts on the same exam.
<b>Testing Details (including any age requirements / accommodations)</b>	Students must pass the SYO-401 exam composed of 90 multiple choice and performance-based questions. Exams are 90 minutes in length and a passing score is 750 (on a scale of 100–900). Exams are administered at <a href="#">Pearson Vue Authorized Testing Centers</a> . Schools can become authorized testing centers through CompTIA Academy Partners. Request information: <a href="mailto:academy@comptia.org">academy@comptia.org</a> . Educators seeking student accommodations must make their request to Pearson VUE at least 30 days before the scheduled exam appointment. <a href="http://pearsonvue.com">http://pearsonvue.com</a> .					
<b>Industry-Based Certification Requirements: Teachers</b>						
<b>Instructor Certification Requirements (by certifying agency)</b>	CompTIA Security+ teacher certification required. A document detailing how to become a CompTIA Certmaster can be found at the following link: <a href="#">Instructor Training</a>					
<b>Proctoring / Test Security (if any)</b>	CompTIA Security+ exams are administered under secure, proctored conditions at Authorized Prometric and Pearson VUE testing centers. Prometric and Pearson VUE confirm the identity of exam candidates, and provide a controlled environment for collecting and transmitting exam results.					

# CompTIA Security+

Certification Tracking				
<b>Credentialing Documentation</b>	<p>CompTIA Security + maintains all documentation. Students create their own CompTIA Certification account and can track CompTIA Security+ certification (and other certifications offered by CompTIA) online. Students can print out copies of the certifications they have earned or have the certifications mailed to them.</p> <p><i>Teachers can track the certification results of their students using the student voucher number used for the exam. Schools will not be able to track the results of students who take the exam at a public testing center without the cooperation /disclosure by the student.</i></p>			
<b>Certification Tracking System</b>	<b>Online Tracking System?</b>	Yes	<b>Details</b>	N/a
<b>Other Details</b>	Certification is valid for three years. Students must earn CEUs for recertification		<b>Expiration? Timeline?</b>	<b>basic level 1 high school 1 year to 2 years depending on the class schedule</b>
Certification Costs / Funding Sources				
<b>Cost Details</b>	<b>Initial group cost \$94</b>			
<b>Re-test / Refund Policies</b>	No free or discount re-test. Exam fees are not refundable.			
For More Information				
<b>Certifying Agency Contact Info</b>	Certification.CompTIA.org CompTIA Customer Support: 1-(866)-835-8020			

# FAA Ground Instruction, Instrument, Control Tower and Remote Pilot

<b>Certifying Organization</b>	Federal Aviation Administration					
<b>Description of Credentials</b>	<b>Ground Instruction; Instrument; Control Tower and Remote</b> :Basic Ground Instruction, Advanced Ground Instruction and Instrument Ground Instruction are three levels to instrument, Control Tower and Remote. These Certifications build off each other depending on the direction of your career choice within Air Transportation.					
<b>Entry-Level Annual Salaries</b>	\$16 to \$39 an hour					
<b>Industry-Based Certification Requirements: Students</b>						
<b>Standard / Curriculum</b>	FAA Federal Aviation Administration U.S Department of Transportation Title 14					
<b>Testing Methodology (consists of two tests)</b>	<b>Paper?</b>	No	<b>Online – Cognitive portion</b>	Yes	<b>Performance Exams / Tests? Psychomotor portion</b>	Yes
<b>Re-Testing (if available)</b>	<b>Re-Testing Procedures</b>	Retakes are possible 30 days from students last test date; however, you may retest sooner than 30 days if you present your failed Airman Knowledge Test Report and a signed statement from an airman holding the certificate and rating you seek certifying that you have been given additional instruction in each subject failed and that you are now ready for retesting.			<b>Max Attempts</b>	none
<b>Testing Details (including any age requirements / accommodations)</b>	Age 16 and up					
<b>Industry-Based Certification Requirements: Teachers</b>						
<b>Instructor Certification Requirements (by certifying agency)</b>	The License itself in the area they are teaching.					
<b>Proctoring / Test Security (if any)</b>	Testing is done through approved FAA testing sites.					

# FAA Ground Instruction, Instrument, Control Tower and Remote Pilot

Certification Tracking				
<b>Credentialing Documentation</b>	License number associated with name.			
<b>Certification Tracking System</b>	<b>Online Tracking System?</b>	Yes	<b>Details</b>	On FAA website
<b>Other Details</b>				<b>Expiration? Timeline?</b> The certification is valid until surrendered, suspended or revoked.
Certification Costs / Funding Sources				
<b>Cost Details</b>	It varies widely from market to market. Example: costs are more in the Phoenix area than in the Tucson area.			
<b>Re-test / Refund Policies</b>	None			
For More Information				
<b>Certifying Agency Contact Info</b>	<a href="http://www.faa.com">www.faa.com</a>			

# General Radiotelephone Operator License (GROL/PG)

<b>Certifying Organization</b>	Federal Communications Commission				
<b>Description of Credentials</b>	<p>General Radiotelephone Operators License-GROL/ PG is required to adjust, maintain, or internally repair FCC licensed radiotelephone transmitters in the aviation, maritime, and international fixed public radio services. It conveys all the operating authority of the MP. It is also required to operate the following:</p> <ul style="list-style-type: none"> <li>▪any compulsorily equipped ship radiotelephone station operating with more than 1500 watts of peak envelope power.</li> <li>▪voluntarily equipped ship and aeronautical (including aircraft) stations with more than 1000 watts of peak envelope power.</li> </ul>				
<b>Entry-Level Annual Salaries</b>	\$36-\$40K				
<b>Industry-Based Certification Requirements: Students</b>					
<b>Standard / Curriculum</b>	The FCC does not certify schools or review study materials, and the FCC does not recommend any particular school or publication.				
<b>Testing Methodology</b> <i>(consists of two tests)</i>	<b>Paper?</b>	X	<b>Online – Cognitive portion</b>		<b>Performance Exams / Tests? Psychomotor portion</b>
<b>Re-Testing (if available)</b>	<b>Re-Testing Procedures</b>	No information found			<b>Max Attempts</b>
<b>Testing Details (including any age requirements / accommodations)</b>	<p>To qualify for the GROL:</p> <ul style="list-style-type: none"> <li>• Be a legal resident of (or otherwise eligible for employment in) the United States.</li> <li>• Be able to receive and transmit spoken messages in English.</li> <li>• Pass written exam Elements 1 and 3.</li> </ul> <p>Element 1 – Marine Radio Operator Permit (MROP) Basic radio law and operating practice, Rules &amp; Regulations, Communications Procedures, Equipment Operations, Other Equipment</p> <p>Element 3 – General Radiotelephone Operator License (GROL) Electronic fundamentals and techniques required to adjust, repair and maintain radio transmitters and receivers. Principles, Electrical math, Components, Circuits, Digital logic, Receivers, Transmitters, Modulation, Power Sources, Antennas, Aircraft, Installation, Maintenance and Repair, Communications Technology, Marine, Radar, Satellite, Safety.</p> <p>Use of reference materials in commercial operator license examinations is not permitted. Do not bring any books, papers, notes, study guides, or other unauthorized aids or devices to an examination.</p>				

# General Radiotelephone Operator License (GROL/PG)

Industry-Based Certification Requirements: Teachers			
<b>Instructor Certification Requirements (by certifying agency)</b>	No information found		
<b>Proctoring / Test Security (if any)</b>	Use an FCC authorized Commercial Operator License Examination Managers (COLEMs) Administration Station (Required): <ul style="list-style-type: none"> <li>•Identification and processing of applicants</li> <li>•Applicant surveillance</li> <li>•Printing</li> <li>•Software demonstration and tutorial</li> <li>•Phone support</li> </ul> Testing room door must be lockable, testing materials must be in a lockable file cabinet or desk drawer. Testing records must be in a lockable file cabinet with 61 months hanging file folders (current month plus 5 years).		
Certification Tracking			
<b>Credentialing Documentation</b>	<a href="https://www.fcc.gov/wireless/bureau-divisions/mobility-division/commercial-radio-operator-license-program/examinations#block-menu-block-4">https://www.fcc.gov/wireless/bureau-divisions/mobility-division/commercial-radio-operator-license-program/examinations#block-menu-block-4</a>		
<b>Certification Tracking System</b>	<b>Online Tracking System?</b>	Online application submission available	<b>Details</b>
<b>Other Details</b>	Obtaining a license: <a href="https://www.fcc.gov/obtaining-license#block-menu-block-4">https://www.fcc.gov/obtaining-license#block-menu-block-4</a>		<b>Expiration ? Timeline?</b> A PG is issued for the holder's lifetime.(GROL)
Certification Costs / Funding Sources			
<b>Cost Details</b>	Testing fees vary by COLEM		
<b>Re-test / Refund Policies</b>	No information found/may vary by COLEM		
For More Information			
<b>Certifying Agency Contact Info</b>	The FCC does not administer commercial operator license examinations. To obtain a new or upgraded FCC commercial operator license, you must pass an examination administered by a Commercial Operator License Examination Managers COLEM. The COLEMs listed below are authorized by the FCC to administer examinations nationwide and, in some instances, at foreign sites. Contact a COLEM to obtain current location and schedule information. Upon passing the examination(s), the COLEM will issue you one or more Proof of Passing Certificates (PPCs) that you must include with your license application (unless the application is filed electronically by the COLEM). <a href="https://www.fcc.gov/wireless/bureau-divisions/mobility-division/commercial-radio-operator-license-program/commercial">https://www.fcc.gov/wireless/bureau-divisions/mobility-division/commercial-radio-operator-license-program/commercial</a>		

# Microsoft Office Specialist (MOS)

<b>Certifying Organization</b>	Certiport <a href="http://www.certiport.com">http://www.certiport.com</a>
<b>Description of Credentials</b>	<p><b>MOS (Microsoft Office Specialist):</b></p> <ul style="list-style-type: none"> <li>• <b>MOS 2016 exams for Word, Excel, PowerPoint, Outlook, Access, Word Expert, Excel Expert</b></li> <li>• <b>MOS 2013 exams for Word, Excel, PowerPoint, Outlook, Access, Word Expert, Excel Expert, SharePoint, OneNote</b></li> <li>• <b>MOS 2010 exams for Word, Excel, PowerPoint, Outlook, Access, Word Expert, Excel Expert, SharePoint, OneNote</b></li> </ul> <p>The MOS (Microsoft Office Specialist) credential applies to the following Arizona Department of Education, Career and Technical Education programs of study:</p> <ul style="list-style-type: none"> <li>• Business Management and Administrative Services (BMAS)</li> <li>• Accounting and Related Services</li> <li>• Business Operations Support and Assistant Services (BOSAS)</li> <li>• Financial Services</li> <li>• Entrepreneurship</li> </ul> <p>By earning an MOS (Microsoft Office Specialist) Certification, students demonstrate increased knowledge, efficiency, and productivity in the professional use of Microsoft Office - the office productivity software industry standard for the past two decades.</p> <p>MOS (Microsoft Office Specialist) credentials are accepted worldwide to demonstrate productivity skills required in the workplace. MOS (Microsoft Office Specialist) exams are delivered in twelve languages, and over two million MOS exams were taken last year. Job posting across the U.S. and around the world clearly demonstrate the demand for productivity software/Office skills from employees, and in particular, from entry-level candidates.</p> <p>MOS exams are created using industry-recognized standards and best practices, and are approved by Microsoft prior to release. Before the development of each exam, Subject Matter Experts conduct job/task analysis to determine which workplace productivity skills should be addressed through each individual exam. This is only one step in the overall MOS exam creation process.</p> <p>MOS credentials are nationally and internationally recognized, and are a core component of state-approved Career and Technical Education programs in more than twenty states, including:</p> <ul style="list-style-type: none"> <li>• Florida</li> <li>• North Carolina</li> <li>• Virginia</li> <li>• Missouri</li> <li>• Utah</li> </ul> <p>MOS (Microsoft Office Specialist) credentials in Word, Excel, and PowerPoint are recognized by the American Council on Education (ACE) accreditation body in the United States.</p> <p>Upon completion of training and certification, students can pursue post-secondary education opportunities and/or occupational experience, including trade school, community college, university, military, apprenticeships, internships, and traditional and entrepreneurial employment in a limitless range of industries.</p> <p>Further, students wishing to broaden their expertise can study for and attain one of several Microsoft Technology Associate (MTA) credentials.</p>



# Microsoft Office Specialist (MOS)

	Additional information regarding the MOS credential and MOS exams can be access here: <a href="https://certiport.pearsonvue.com/Certifications/Microsoft/MOS/Overview">https://certiport.pearsonvue.com/Certifications/Microsoft/MOS/Overview</a>					
<b>Entry-Level Annual Salary</b>	\$18,000 - \$42,000					
<b>Industry-Based Certification Requirements: Students</b>						
<b>Standards / Curriculum</b>	<p>Students who successfully complete an Arizona Department of Education, Career and Technical Education-approved Program of Study in:</p> <ul style="list-style-type: none"> <li>• Business Management and Administrative Services (BMAS)</li> <li>• Accounting and Related Services</li> <li>• Business Operations Support and Assistant Services (BOSAS)</li> <li>• Financial Services</li> <li>• Entrepreneurship</li> </ul> <p>which includes a coherent sequence of instruction that addresses all of the industry-validated technical standards for the program will be prepared to attain an MOS (Microsoft Office Specialist) credential.</p> <p>The Arizona Department of Education, Career and Technical Education-approved programs of study in</p> <ul style="list-style-type: none"> <li>• Business Management and Administrative Services (BMAS)</li> <li>• Accounting and Related Services</li> <li>• Business Operations Support and Assistant Services (BOSAS)</li> <li>• Financial Services</li> <li>• Entrepreneurship</li> </ul> <p>consists of two Carnegie Units of instruction, equal to a minimum of 250 academic contact hours.</p> <p>Microsoft and Certiport recommend 30-50 hours of hands-on instruction for each MOS credential.</p> <p>There are myriad opportunities through which students can receive additional training to prepare for the various Microsoft Office Specialist certifications, including:</p> <ul style="list-style-type: none"> <li>• Co-curricular Career and Technical Student Organization (CTSO) lessons and activities</li> <li>• Online training and instruction Websites, such as Lynda.com and others</li> <li>• Supplemental textbooks, videos, and podcasts</li> </ul> <p>Objective domains for the Microsoft Office 2016 MOS credentials be found here: <a href="https://certiport.pearsonvue.com/Certifications/Microsoft/MOS/Overview">https://certiport.pearsonvue.com/Certifications/Microsoft/MOS/Overview</a></p>					
<b>Testing Methodology</b>	<b>Paper?</b>	No	<b>Online</b>	Yes	<b>Performance Exams / Tests?</b>	Yes, MOS (Microsoft Office Specialist) exams are performance-based.
<b>Re-Testing (if available)</b>	<b>Re-Testing Procedures</b>	Retake vouchers can only be used to retake the same exam that was failed. Retake vouchers must be used within 30 days of the initial failed exam. A student may use a retake voucher to retake a failed exam. If a student does not pass the exam on the first try, there is a 24-hour waiting period. There is a			<b>Max Attempts</b>	There is no annual limit regarding the number of attempts a student can take on a given MOS (Microsoft Office Specialist) exam.

# Microsoft Office Specialist (MOS)

		two-day waiting period imposed for each subsequent exam retake.		
<b>Testing Details – Including Age Requirements &amp; Accommodations</b>	<p>MOS (Microsoft Office Specialist) exams are performance-based and conducted in a "live," or simulated, environment. Exam candidates are asked to perform a series of tasks to clearly demonstrate their skills, and are presented with an application-specific project to complete, with tasks and steps that build on each other.</p> <p>Each MOS (Microsoft Office Specialist) exam contains 28-35 questions and has a time limit of 50 minutes. MOS (Microsoft Office Specialist) exams are "live" in the specific Microsoft Office application, meaning student demonstrate mastery of assessed concepts within each application.</p> <p>There is no age requirement for students to attain an MOS (Microsoft Office Specialist) credential. Certiport recommends MOS exams for students age 13 or older. Educators seeking student accommodations must email their request to <a href="mailto:accommodations@certiport.com">accommodations@certiport.com</a>.</p>			
<b>Industry-Based Certification Requirements: Teachers</b>				
<b>Instructor Certification Requirements</b>	There are no instructor certification requirements for the MOS (Microsoft Office Specialist) credential.			
<b>Proctoring / Test Security</b>	Certiport's exam policies, proctoring procedures, and security information can be found here: <a href="https://certiport.pearsonvue.com/Educator-resources/Exam-policies/Administration">https://certiport.pearsonvue.com/Educator-resources/Exam-policies/Administration</a>			
<b>Certification Tracking</b>				
<b>Credentialing Documentation</b>	Certiport maintains all MOS (Microsoft Office Specialist) testing and credential documentation.			
<b>Certification Tracking System</b>	<b>Online Tracking System?</b>	Yes	<b>Details</b>	<p>Students create their own Certiport account, and use that account to track information regarding their MOS (Microsoft Office Specialist) certification(s). as well as information related to any and all other certifications offered by Certiport.)</p> <p>Students can print out copies of their certifications, or have hard copies of the certifications mailed to them.</p> <p>Teachers can track certification results using the voucher numbers used for the student exams. Schools cannot track the results of students who take their MOS (Microsoft Office Specialist) exam at a public testing center, without the cooperation of the student.</p>

## Microsoft Office Specialist (MOS)

<b>Other Details</b>	<b>Expiration Timeline?</b>	MOS (Microsoft Office Specialist) credentials remain valuable as long as companies are using the application- and version-specific technologies addressed through each MOS exam. Over time, as new versions of Microsoft Office are released, MOS credentials transition to a Legacy status.
<b>Certification Costs / Funding Sources</b>		
<b>Cost Details</b>	<p>MOS exam vouchers can be purchased through Certiport for \$96.00. The price is reduced when exam vouchers are purchased in bulk. Certiport provides schools and individuals with many options for paying for MOS credentialing, including exam vouchers, inventory, and site licenses.</p> <p>LEAs can apply to become a Certiport Authorized Testing Center, which would (1) reduce the per-exam cost for Microsoft Office Specialist certification exams, and (2) streamline the testing process for students seeking to attain a Microsoft Office Specialist certification.</p>	
<b>Re-Test / Refund Policies</b>	<p>Retake vouchers can only be used to retake the same exam that was failed. Retake vouchers must be used within 30 days of the initial failed exam. A student may use a retake voucher to retake a failed exam. If a student does not pass the exam on the first try, there is a 24-hour waiting period. There is a two-day waiting period imposed for each subsequent exam retake.</p> <p>Refunds are not given for failed exams.</p>	
<b>For More Information</b>		
<b>Certifying Agency Contact Information</b>	<p>Certiport            Sharon Green, Territory Manager            Direct Line: (801) 847-3159            Toll Free: (888) 222-7890 x159            Fax: (801) 492-4118  <a href="mailto:Sharon.Green1@pearson.com">Sharon.Green1@pearson.com</a></p>	

# NAFTrack Certification

<b>Certifying Organization</b>	<p>NAF (formerly known as National Academy Foundation)          Kevin English          Director   NAF          218 W. 40th Street, 5th Floor          New York, NY 10018          (646) 395-9962  <a href="https://naf.org/">https://naf.org/</a></p>
<b>Description of Credentials</b>	<p>NAFTrack Certification, NAF’s student certification assessment system, validates successful course completion, projects, and internships. By receiving a passing score on end-of-course exams and satisfactory scores on culminating project and internship assessments, students earn NAFTrack Certification signifying to postsecondary institutions and employers that they are both college and career ready. With this credential, graduates can benefit from NAFTrack Certified Hiring, a new initiative in which many of America’s top companies commit to give special consideration to these graduates for job opportunities and other career support.</p> <p>A growing number of America’s top companies have committed to NAFTrack Certified Hiring, a promise to give special consideration to college students and eventual job applicants who, as high school graduates, earned the NAFTrack Certification. Together, NAF and corporate partners crafted the pioneering NAFTrack Certification which will be used to signify students as NAFTrack certified.</p> <p>This rigorous and comprehensive assessment system evaluates students on career-related coursework and internship performance. These companies’ recognition of NAFTrack Certification makes it a true differentiator in the hiring process, as it holds real value to both the applicant and the employer. With millions of unfilled jobs in the US - particularly in STEM fields - this partnership between education and business is the key to closing the skills gap and improving how we prepare and train Americans for work. Our partners are committed to meaningfully recognizing NAFTrack certified graduates in otherwise equally qualified talent pools by providing their selection of NAFTrack benefits.</p> <p>Additional information regarding NAF and the NAFTrack Certification can be accessed here: <a href="https://naf.org/">https://naf.org/</a></p>
<b>Entry-Level Annual Salary</b>	<p>\$18,000 - \$44,000</p>
<b>Industry-Based Certification Requirements: Students</b>	
<b>Standards / Curriculum</b>	<p>Students who successfully complete an Arizona Department of Education, Career and Technical Education-approved Program of Study in</p> <ul style="list-style-type: none"> <li>• Business Management and Administrative Services (BMAS)</li> <li>• Accounting and Related Services</li> <li>• Financial Services</li> <li>• Professional Sales and Marketing</li> <li>• Entertainment Marketing</li> <li>• Entrepreneurship</li> </ul> <p>which includes a coherent sequence of instruction that addresses all of the industry-validated technical standards for the program, will be prepared to attain a NAFTrack Certification.</p> <p>NAF prides itself on a flexible educational design that all schools can benefit from – regardless of district, city, or state. It is vital that NAFTrack Certification also demonstrates a degree of flexibility so that more students have access to the NAFTrack benefits and are ready to fill our nation’s workforce pipeline with highly skilled and diverse talent. In addition to successfully completing high school and passing the internship assessment, below are the ways NAF academies can get their students on track to becoming NAFTrack certified:</p>

# NAFTrack Certification

	<p><b>NAF Curriculum</b></p> <ul style="list-style-type: none"> <li>• NAF offers several one-semester courses in four career themes to its members. These courses may be arranged in a wide variety of pathways and combinations, including cross-theme designs. Students meet the curricular requirements for NAFTrack Certification by completing 4 one-semester NAF courses as evidenced by passing scores on the culminating project and end-of-course exam.</li> </ul> <p><b>Full Third Party Curriculum</b></p> <ul style="list-style-type: none"> <li>• NAF approves full third party curriculum when it meets NAF’s curriculum and assessment standards. Students can meet the curricular requirements for NAFTrack by completing 4 semesters of approved third party curriculum courses as evidenced by the provider’s assessment. Current NAFTrack approved curriculum providers include:             <ul style="list-style-type: none"> <li>○ Project Lead the Way (Stanine 4 or more)</li> <li>○ Paxton-Patterson and STEM Academy (C or higher)</li> </ul> </li> </ul> <p><b>Additional Third Party Courses</b></p> <ul style="list-style-type: none"> <li>• NAF accepts selected courses that lead to college credit and align with career oriented coursework and assessment standards. Students may combine selected Advanced Placement (AP), International Baccalaureate (IB), Cisco, NFTE, Odysseyware, or Cambridge courses with at least two NAF courses or equivalent third party curriculum.</li> </ul> <p><b>Dual Enrollment/Early College</b></p> <ul style="list-style-type: none"> <li>• Dual enrollment and early college courses may be offered directly by the college and its faculty or by high school teachers approved by the college.</li> </ul>					
<b>Testing Methodology</b>	<b>Paper?</b>	No	<b>Online</b>	Yes	<b>Performance Exams / Tests?</b>	Yes, the NAFTrack Certification is performance-based.
<b>Re-Testing (if available)</b>	<b>Re-Testing Procedures</b>	Students are not allowed to re-take ADE Career and Technical Education end-of-program assessments, unless stipulated in the student’s IEP.			<b>Max Attempts</b>	Students are not allowed to re-take ADE Career and Technical Education end-of-program assessments, unless stipulated in the student’s IEP.
<b>Testing Details – Including Age Requirements &amp; Accommodations</b>	<p>NAFTrack Certification is achieved through an online system designed to assess college and career readiness and was created by education and business leaders. Student performance is measured through career-related coursework, end-of-program assessment, internship performance, and successfully completing high school.</p> <p>NAF does not impose an age restriction on the NAFTrack Certification.</p> <p>Students with special needs (i.e. students with Individual Education Plans) may receive reasonable accommodations for their special needs provided those accommodations do not compromise assessment integrity.</p>					

# NAFTrack Certification

Industry-Based Certification Requirements: Teachers				
<b>Instructor Certification Requirements</b>	<p>There are no instructor certification requirements for the NAFTrack Certification.</p> <p>NAF works with educators and business partners to ensure the successful implementation and delivery of the NAF educational design. Professional development activities come in many forms and are designed to improve and enhance student academic achievement and teacher motivation.</p>			
<b>Proctoring / Test Security</b>	<p>NAFTrack policies, procedures, and security information can be found here: <a href="https://naf.org/our-approach/educational-design">https://naf.org/our-approach/educational-design</a></p>			
Certification Tracking				
<b>Credentialing Documentation</b>	<p>NAF maintains all NAFTrack Certification documentation.</p>			
<b>Certification Tracking System</b>	<b>Online Tracking System?</b>	Yes	<b>Details</b>	<p>Online certification tracking can be facilitated via NAFTrack Certified Hiring – an online professional network connecting NAF students, alumni, and NAFTrack Certified Hiring employers.</p>
<b>Other Details</b>	<b>Expiration Timeline?</b>	<p>NAFTrack credentials never expire.</p>		
Certification Costs / Funding Sources				
<b>Cost Details</b>	<p>For over 30 years, NAF has refined a proven educational design ignites students' passion for learning and gives businesses the opportunity to shape America's future workforce by transforming the high school experience to include STEM infused industry-specific curricula and work-based learning experiences, including internships. In recent years, NAF has invested heavily in a number of innovations to enhance the model and better support our school and district partners. Included in these are: NAF's data collection, access and reporting platform; updated student and academy assessments tools; enhancements to NAF's industry leading Year of Planning (YOP); and NAFTrack Certified Hiring, a groundbreaking partnership with some of the nation's leading companies that gives NAFTrack certified graduates tangible advantages in the hiring process.</p> <p>Together, all of these improvements show that investment and innovation have enhanced the NAF model, but more importantly, have supported our academy partners to educate and graduate college career, and future ready, highly-demanded students.</p> <p>In order to assure NAF's ability to innovate and remain leaders in addressing the dynamic education and career skill needs, NAF academies succeed with the investment of schools, students, businesses, and community leaders who believe young people deserve a high return on their education and these policies will better enable NAF to deliver on that promise.</p> <p>The following details the pricing schedule for the 2017-2018 school year:</p> <p><b>Annual Membership Fee</b></p> <ul style="list-style-type: none"> <li>• After completing the YOP and/or Fast Track process and move to open status, academies pay a yearly membership fee to help cover the costs of the curriculum, professional development, and resources provided by NAF to support the academy as defined in the NAF Annual Membership Fee Program Guide:             <ul style="list-style-type: none"> <li>○ Per Academy Membership Fee: \$2,000</li> <li>○ Multi-Academy/District-wide Contracts: Sliding Scale</li> </ul> </li> </ul>			

# NAFTrack Certification

	<p><b>YEAR OF PLANNING (YOP) AND FAST TRACK PRICING</b></p> <ul style="list-style-type: none"> <li>• Advanced planning and the engagement of all members of the academy team – from teachers to administrators to business partners – is essential to a successful academy launch. New academy sites participate in a structured development cycle called the Year of Planning (YOP). Guided technical assistance enables a school interested in starting an academy to begin the start-up process with support from NAF prior to enrolling students. The YOP pricing is an enrollment fee that supports the intensive planning process provided by NAF.</li> <li>• Schools that have a functioning career academy that has been using most of the NAF standards of practice, or are otherwise advanced in the planning process but wish to add new NAF academies, may submit a Fast Track Application. Upon completion of this work, academies move to open status.</li> <li>• The YOP pricing for the 2017-18 school year is as follows:             <ul style="list-style-type: none"> <li>○ Year of Planning: \$12,000</li> <li>○ Fast Track Application: \$4,000</li> <li>○ Multi-Academy/District-wide Contracts: Negotiated</li> </ul> </li> </ul>
<p><b>Re-Test / Refund Policies</b></p>	<p>Students are not allowed to re-take ADE Career and Technical Education end-of-program assessments, unless stipulated in the student’s IEP.</p>
<p><b>For More Information</b></p>	
<p><b>Certifying Agency Contact Information</b></p>	<p>NAF (formerly known as National Academy Foundation)          Kevin English          Director   NAF          218 W. 40th Street, 5th Floor          New York, NY 10018          (646) 395-9962  <a href="https://naf.org/">https://naf.org/</a></p>

# ProStart National Certificate of Achievement

<b>Certifying Organization</b>	National Restaurant Association Education Foundation (NRAEF) <a href="http://www.chooserestaurants.org">www.chooserestaurants.org</a>						
<b>Description of Credentials</b>	The National ProStart Certificate of Achievement (COA) is an industry-recognized certificate that signifies a strong foundation in the basic management and culinary skills considered critical to success by restaurant industry leaders. A student who earns the Prostart COA is cross-trained in all aspects of a restaurant's operations and has demonstrated a commitment to and knowledge of the industry.						
<b>Entry-Level Annual Salaries</b>	\$20,000 - \$30,000						
<b>Industry-Based Certification Requirements: Students</b>							
<b>Standard / Curriculum</b>	<p>Foundations of Restaurant Management &amp; Culinary Arts:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <b>Level 1</b>                      1. Overview of the Restaurant Industry                      2. Keeping Food Safe                      3. Workplace Safety                      4. Kitchen Essentials 1                      5. Kitchen Essentials 2                      6. Stocks, Sauces, and Soups                      7. Communication                      8. Management Essentials                      9. Fruits and Vegetables                      10. Serving Your Guests                      11. Potatoes and Grains                      12. Building a Career in the Industry                 </td> <td style="width: 50%; vertical-align: top;"> <b>Level 2</b>                      1. Breakfast Food and Sandwiches                      2. Nutrition                      3. Cost Control                      4. Salads and Garnishes                      5. Purchasing and Inventory                      6. Meat, Poultry, and Seafood                      7. Marketing                      8. Desserts and Baked Goods                      9. Sustainability in the Industry                      10. Global Cuisine 1                      11. Global Cuisine 2                 </td> </tr> </table> <p>For details concerning the ProStart curriculum, click <a href="#">here</a> .</p>					<b>Level 1</b> 1. Overview of the Restaurant Industry 2. Keeping Food Safe 3. Workplace Safety 4. Kitchen Essentials 1 5. Kitchen Essentials 2 6. Stocks, Sauces, and Soups 7. Communication 8. Management Essentials 9. Fruits and Vegetables 10. Serving Your Guests 11. Potatoes and Grains 12. Building a Career in the Industry	<b>Level 2</b> 1. Breakfast Food and Sandwiches 2. Nutrition 3. Cost Control 4. Salads and Garnishes 5. Purchasing and Inventory 6. Meat, Poultry, and Seafood 7. Marketing 8. Desserts and Baked Goods 9. Sustainability in the Industry 10. Global Cuisine 1 11. Global Cuisine 2
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<b>Testing Methodology</b> <i>(consists of two tests)</i>	<b>Paper?</b>	Yes	<b>Online – Cognitive portion</b>	Yes	<b>Performance Exams / Tests? Psychomotor portion</b>	Yes	
<b>Re-Testing (if available)</b>	<b>Re-Testing Procedures</b>	Students who fail the exam will need a new answer sheet. Retest answer sheets can be ordered through National Restaurant Association. Educators should use the same Master Exam used for the original exam.			<b>Max Attempts</b>	Unlimited; the NRAEF recommends that retesting occur within 90 days of original exam date.	
<b>Testing Details (including any age requirements / accommodations)</b>	To receive the National ProStart Certificate of Achievement, the student must: 1. Pass Foundations of Restaurant Management & Culinary Arts Level 1 examination. 2. Pass Foundations of Restaurant Management & Culinary Arts Level 2 examination. 3. Complete 400 hours of mentored work experience. Level 1 and Level 2 exams each contain 100 multiple choice questions. The passing score is 70% accuracy for each test.						



# ProStart National Certificate of Achievement

Industry-Based Certification Requirements: Teachers							
<b>Instructor Certification Requirements (by certifying agency)</b>	Instructors have the opportunity to earn a Secondary Foodservice Educator certification through the National Restaurant Association Education Foundation.  <a href="#">Education Certification</a>						
<b>Proctoring / Test Security (if any)</b>	Certification exams must be taken at an approved ServSafe session.						
Certification Tracking							
<b>Credentialing Documentation</b>	A paper certificate is issued after all three (3) components of the NRAEF ProStart Certificate of Achievement have been completed.						
<b>Certification Tracking System</b>	<b>Online Tracking System?</b>	Yes	<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;"><b>Details</b></td> <td>Verification of National ProStart Certificate of Achievement is also available through <a href="http://www.chooserestaurants.org">www.chooserestaurants.org</a></td> </tr> <tr> <td></td> <td>Duplicate certificates can be printed from online account at <a href="http://www.chooserestaurants.org">www.chooserestaurants.org</a></td> </tr> </table>	<b>Details</b>	Verification of National ProStart Certificate of Achievement is also available through <a href="http://www.chooserestaurants.org">www.chooserestaurants.org</a>		Duplicate certificates can be printed from online account at <a href="http://www.chooserestaurants.org">www.chooserestaurants.org</a>
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	Duplicate certificates can be printed from online account at <a href="http://www.chooserestaurants.org">www.chooserestaurants.org</a>						
<b>Other Details</b>			<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;"><b>Expiration? Timeline?</b></td> <td>N/A for National ProStart Certificate of Achievement</td> </tr> </table>	<b>Expiration? Timeline?</b>	N/A for National ProStart Certificate of Achievement		
<b>Expiration? Timeline?</b>	N/A for National ProStart Certificate of Achievement						
Certification Costs / Funding Sources							
<b>Cost Details</b>	Level 1 Exam and Level 2 Exam each costs \$17.97. Exams can only be purchased with PO or school credit card.						
<b>Re-test / Refund Policies</b>	Students who fail the certification exams are eligible to retake all certification exams by purchasing retest answer sheets.						
For More Information							
<b>Certifying Agency Contact Info</b>	Arizona Restaurant Association Education Foundation Paula Bugg, ARAEF ProStart Coordinator, <a href="mailto:Paula@azrestaurant.org">Paula@azrestaurant.org</a>						

# NCCER Welding

<b>Certifying Organization</b>	1) NCCER Welding					
<b>Description of Credentials</b>	<p>NCCER's industry-recognized credentials provide students and craft professionals with national portability of skills. NCCER maintains credentialing and certification through its Registry System.</p> <p>A full set of NCCER credentials include:</p> <ul style="list-style-type: none"> <li>• Certificate of completion</li> <li>• Wallet card</li> <li>• Transcript</li> </ul> <p>A full set of printed credentials are sent to a student or craft professional when he or she successfully completes the following:</p>					
<b>Entry-Level Annual Salaries</b>	32,000+					
<b>Industry-Based Certification Requirements: Students</b>						
<b>Standard / Curriculum</b>	Welding Level 1- Describe basic <b>welding</b> processes, the <b>welding</b> trade, and training/apprenticeship programs. Welding Level 2- 4th Edition This module explains how to identify, interpret, and draw <b>welding</b> symbols on specifications, drawings, and <b>welding</b> procedure					
<b>Testing Methodology (consists of two tests)</b>	<b>Paper?</b>	X	<b>Online – Cognitive portion</b>	X	<b>Performance Exams / Tests? Psychomotor portion</b>	X
<b>Re-Testing (if available)</b>	<b>Re-Testing Procedures</b>	Re Testing after 48 hours			<b>Max Attempts</b>	Unlimited
<b>Testing Details (including any age requirements / accommodations)</b>	Each module includes a written, content driven test as well as a hands-on practical application assessment proctored by the instructor. The expectations and standards are set by NCCER and appropriate documentation is required to be submitted to NCCER.					
<b>Industry-Based Certification Requirements: Teachers</b>						
<b>Instructor Certification Requirements (by certifying agency)</b>	ITCP-all instructors must complete the Instructor Certification Training program and the program must be accredited by NCCER.					
<b>Proctoring / Test Security (if any)</b>	NCCER ICTP Instructor					

# NCCER Welding

Certification Tracking						
<b>Credentialing Documentation</b>	When completing training module, the registry will create a credential in the form of a wallet card, certificate of completion online transcript for the student.					
<b>Certification Tracking System</b>	<b>Online Tracking System?</b>	Yes	<b>Details</b>	Student can access record from all over the world.		
<b>Other Details</b>				<table border="1" style="width: 100%;"> <tr> <td style="background-color: #d9ead3;"><b>Expiration? Timeline?</b></td> <td>No Expiration on Credential</td> </tr> </table>	<b>Expiration? Timeline?</b>	No Expiration on Credential
<b>Expiration? Timeline?</b>	No Expiration on Credential					
Certification Costs / Funding Sources						
<b>Cost Details</b>	Depend on the welding institution.					
<b>Re-test / Refund Policies</b>	Depend on the welding institution.					
For More Information						
<b>Certifying Agency Contact Info</b>	National Center for Construction Education and Research	13614 Progress Boulevard Alachua, FL 32615	Dan Belcher	386.518.6500Ext. 6936		

# PrintED/SkillsUSA Student Certification

<p><b>Certifying Organization</b></p>	<p>Graphic Arts Education and Research Foundation (GAERF)  <a href="http://www.gaerf.org/">http://www.gaerf.org/</a></p> <p>SkillsUSA  <a href="https://www.skillsusa.org/">https://www.skillsusa.org/</a></p>
<p><b>Description of Credentials</b></p>	<p><b>PrintED/SkillsUSA Student Certification:</b></p> <ul style="list-style-type: none"> <li>• Advertising Design</li> <li>• Graphic Design</li> <li>• Digital Production Printing</li> <li>• Introduction to Graphic Communications</li> <li>• Screen Printing</li> <li>• Digital File Preparation/Digital File Output</li> <li>• Offset Press Operations/Binding &amp; Finishing</li> </ul> <p>The PrintED/SkillsUSA Student Certification applies to the Arizona Department of Education, Career and Technical Education-approved programs of study in</p> <ul style="list-style-type: none"> <li>• Digital Printing</li> <li>• Graphic and Web Design</li> <li>• Digital Communication</li> </ul> <p>About PrintED:</p> <p>PrintED, administered by the Graphic Arts Education and Research Foundation (GAERF), is a national accreditation program, aligned with industry standards, appropriate for secondary and post-secondary schools offering graphic communications curricula.</p> <p>The workplace demand for digital media skills—creating, managing, integrating, and communicating information using industry standard software, equipment, and techniques—is on the rise.</p> <p>To provide students with a credential that validates mastery of academic and workplace competencies for 21st century jobs, the Graphic Arts Education and Research Foundation (GAERF) and SkillsUSA have established a partnership to offer online PrintED/SkillsUSA Skill Connect Assessments. These examinations test technical skills and knowledge with media-enriched questions containing animations, videos, drawings and photographs.</p> <p>The workplace demand for digital media skills—creating, managing, integrating, and communicating information using industry standard software, equipment, and techniques—is on the rise.</p> <p>To provide students with a credential that validates mastery of academic and workplace competencies for 21st century jobs, the Graphic Arts Education and Research Foundation (GAERF) and SkillsUSA have established a partnership to offer online PrintED/SkillsUSA Skill Connect Assessments. These examinations test technical skills and knowledge with media-enriched questions containing animations, videos, drawings and photographs.</p> <p>The assessments include:</p> <ul style="list-style-type: none"> <li>• Advertising Design</li> <li>• Graphic Design</li> <li>• Digital Production Printing</li> <li>• Introduction to Graphic Communications</li> <li>• Screen Printing</li> <li>• Digital File Preparation/Digital File Output</li> <li>• Offset Press Operations/Binding &amp; Finishing</li> </ul>

# PrintED/SkillsUSA Student Certification

	<p>A student who receives a passing score on a PrintED/SkillsUSA Skills Connect Assessment is awarded a PrintED/SkillsUSA Student Certification in that subject area, valid for two years.</p> <p>The PrintED/SkillsUSA Student Certification, which does not require work experience, is designed to be the initial step for students seeking to build a career in the graphic communications industry.</p> <p>The PrintED/SkillsUSA Student Certification validates valuable design, production, and commercial printing skills while providing credentials that demonstrate real-world prowess to prospective employers and academic institutions.</p> <p>PrintED/SkillsUSA credentialed individuals are in high demand in many industries, including graphic design, multimedia art, desktop publishing, commercial printing, digital prepress, bookbinding, publishing, and others.</p> <p>Additional information regarding the PrintED/SkillsUSA Student Certification credential and PrintED/SkillsUSA Student Certification exams can be accessed here: <a href="http://www.workforcereadysystem.com">www.workforcereadysystem.com</a></p>					
<b>Entry-Level Annual Salary</b>	\$18,000 - \$38,000					
<b>Industry-Based Certification Requirements: Students</b>						
<b>Standards / Curriculum</b>	<p>Students who successfully complete an Arizona Department of Education, Career and Technical Education-approved Program of Study in</p> <ul style="list-style-type: none"> <li>• Digital Printing</li> <li>• Graphic and Web Design</li> <li>• Digital Communication</li> </ul> <p>which includes a coherent sequence of instruction that addresses all of the industry-validated technical standards for the program, will be prepared to attain a PrintED/SkillsUSA Student Certification.</p> <p>Objective domains And Teacher Preparation Guides for all PrintED/SkillsUSA Student Certificates can be found here: <a href="http://www.careeressentials.org/assessments/teacher-preparation-guides/">http://www.careeressentials.org/assessments/teacher-preparation-guides/</a></p>					
<b>Testing Methodology</b>	<b>Paper?</b>	No	<b>Online</b>	Yes	<b>Performance Exams / Tests?</b>	Yes, PrintED/SkillsUSA Student Certifications are performance-based.
<b>Re-Testing (if available)</b>	<b>Re-Testing Procedures</b>	Students who are unsuccessful in achieving a passing grade, or those who wish to improve their score is permitted by purchasing a second assessment.			<b>Max Attempts</b>	There is no annual limit regarding the number of attempts a student can take on a given PrintED/SkillsUSA Student Certification exam.

# PrintED/SkillsUSA Student Certification

<b>Testing Details – Including Age Requirements &amp; Accommodations</b>	<p>PrintED/SkillsUSA Student Certification exams are computer-based and designed to measure professional competency in the real-world knowledge and application of industry-standard design, production, and commercial printing concepts, applications, equipment, and techniques.</p> <p>Each PrintED/SkillsUSA Certification exam consists of 50 questions. The PrintED/SkillsUSA Certification exams test technical skills and knowledge with media-enriched questions containing animations, videos, drawings and photographs. Each exam will take approximately one to one-and-a-half hours to complete. The exams are not timed.</p> <p>The questions are based on the objective domains listed in the Teacher Preparation Guides for all PrintED/SkillsUSA Student Certificates (available here: <a href="http://www.careeressentials.org/assessments/teacher-preparation-guides/">http://www.careeressentials.org/assessments/teacher-preparation-guides/</a>)</p> <p>Neither GAERF nor SkillsUSA impose an age restriction on the PrintED/SkillsUSA Student Certification.</p> <p>Students with special needs (i.e. students with Individual Education Plans) may receive reasonable accommodations for their special needs provided those accommodations do not compromise assessment integrity. A reader is permitted provided the reader is not an instructor in the assessment area being administered. Computer programs such as Reader Client are permitted.</p>			
<b>Industry-Based Certification Requirements: Teachers</b>				
<b>Instructor Certification Requirements</b>	<p>There are no instructor certification requirements for the PrintED/SkillsUSA Student Certification.</p>			
<b>Proctoring / Test Security</b>	<p>GAERF/SkillsUSA exam policies, proctoring procedures, and security information can be found here: <a href="http://www.careeressentials.org/assessments/testing-instructions/">http://www.careeressentials.org/assessments/testing-instructions/</a></p>			
<b>Certification Tracking</b>				
<b>Credentialing Documentation</b>	<p>GAERF and SkillsUSA maintain all PrintED/SkillsUSA Student Certification testing and credential documentation.</p>			
<b>Certification Tracking System</b>	<b>Online Tracking System?</b>	<p style="text-align: center;">Yes</p>	<b>Details</b>	<p>Information regarding the process for accessing PrintED/SkillsUSA Student Certification results can be found here: <a href="http://www.careeressentials.org/wp-content/uploads/2017/07/School_Admin_Gradebook.pdf">http://www.careeressentials.org/wp-content/uploads/2017/07/School_Admin_Gradebook.pdf</a></p>
<b>Other Details</b>	<b>Expiration Timeline?</b>	<p>PrintED/SkillsUSA Student Certifications are valid for two years, and cannot be renewed.</p>		
<b>Certification Costs / Funding Sources</b>				
<b>Cost Details</b>	<p>PrintED/SkillsUSA Student Certification exams cost \$22 for non-SkillsUSA members, and \$12 for SkillsUSA members.</p>			
<b>Re-Test / Refund Policies</b>	<p>Students who are unsuccessful in achieving a passing grade on the PrintED/SkillsUSA Student Certification, or those who wish to improve their score may re-test by purchasing a second assessment.</p>			

# PrintED/SkillsUSA Student Certification

## For More Information

**Certifying Agency  
Contact  
Information**

GAERF  
1899 Preston White Drive  
Reston, Virginia 20191  
(703) 264.7200  
[gaerf@npes.org](mailto:gaerf@npes.org)

SkillsUSA  
14001 SkillsUSA Way  
Leesburg, Virginia 20176  
(866) 444-7779  
[support@skillconnect.org](mailto:support@skillconnect.org)

# QuickBooks Certified User (QBCU)

<b>Certifying Organization</b>	Certiport <a href="http://www.certiport.com">http://www.certiport.com</a>
<b>Description of Credentials</b>	<p><b>Intuit QBCU (QuickBooks Certified User):</b></p> <ul style="list-style-type: none"> <li>• Intuit QuickBooks Certified User Desktop 2015</li> <li>• Intuit QuickBooks Certified User Desktop 2016</li> <li>• Intuit QuickBooks Certified User Desktop 2017</li> <li>• Intuit QuickBooks Certified User Online – U.S.</li> <li>• Intuit QuickBooks Certified User Online – Global</li> </ul> <p>The Intuit QBCU (QuickBooks Certified User) credential applies to the following Arizona Department of Education, Career and Technical Education programs of study:</p> <ul style="list-style-type: none"> <li>• Business Management and Administrative Services (BMAS)</li> <li>• Accounting and Related Services</li> <li>• Business Operations Support and Assistant Services (BOSAS)</li> <li>• Financial Services</li> <li>• Entrepreneurship</li> </ul> <p>Bookkeeping in the 21st Century requires more than knowledge of GAAP principles or an eye for detail. Students need relevant computing skills. Intuit QuickBooks, the industry leader in managerial accounting software, provides an easy-to-understand platform for students to grasp accounting concepts while honing skills in the most prevalent bookkeeping application today. Students can validate their Intuit QuickBooks knowledge by becoming an Intuit QuickBooks Certified User (QBCU).</p> <p>Upon completion of training and certification, students can pursue post-secondary education opportunities and/or occupational experience, including technical school, community college, university, military, apprenticeships, internships, and traditional and entrepreneurial employment in a limitless range of industries.</p> <p>Further, students wishing to broaden their expertise can study for and attain a Certified Public Accountant (CPA) credential.</p> <p>Students who demonstrate mastery of essential workplace business and accounting skills by attaining an Intuit QuickBooks Certified User (QBCU) credential will stand out from the crowd when applying for entry-level positions. Dozens of “success stories” from students and professionals who have attained an Intuit QuickBooks Certified User (QBCU) credential can be found here: <a href="http://qbcu.mycertiportstory.com">http://qbcu.mycertiportstory.com</a>.</p> <p>Additional information regarding the QBCU credential and QBCU exams can be accessed here: <a href="https://certiport.pearsonvue.com/Certifications/QuickBooks/Certified-User/Overview">https://certiport.pearsonvue.com/Certifications/QuickBooks/Certified-User/Overview</a></p>
<b>Entry-Level Annual Salary</b>	\$22,000 - \$43,000
<b>Industry-Based Certification Requirements: Students</b>	
<b>Standards / Curriculum</b>	<p>Students who successfully complete an Arizona Department of Education, Career and Technical Education-approved Program of Study in:</p> <ul style="list-style-type: none"> <li>• Business Management and Administrative Services (BMAS)</li> <li>• Accounting and Related Services</li> <li>• Business Operations Support and Assistant Services (BOSAS)</li> <li>• Financial Services</li> <li>• Entrepreneurship</li> </ul> <p>which includes a coherent sequence of instruction that addresses all of the industry-validated technical standards for the program will be prepared to attain an Intuit QuickBooks Certified User (QBCU) credential.</p> <p>Intuit and Certiport recommend one semester (60 hours) of hands-on Intuit</p>



## QuickBooks Certified User (QBCU)

	<p>QuickBooks instruction to prepare for the Intuit QuickBooks Certified User (QBCU) exam.</p> <p>There are myriad opportunities through which students can receive additional training to prepare for the Intuit QuickBooks Certified User exam, including:</p> <ul style="list-style-type: none"> <li>• Co-curricular Career and Technical Student Organization (CTSO) lessons and activities</li> <li>• Online training and instruction Websites, such as Lynda.com and others</li> <li>• Supplemental textbooks, videos, and podcasts</li> </ul> <p>Objective domains for the Intuit QuickBooks Certified User (QBCU) Desktop and Online credentials can be found here: <a href="https://certiport.pearsonvue.com/Certifications/QuickBooks/Certified-User/Overview">https://certiport.pearsonvue.com/Certifications/QuickBooks/Certified-User/Overview</a></p>					
<b>Testing Methodology</b>	<b>Paper?</b>	No	<b>Online</b>	Yes	<b>Performance Exams / Tests?</b>	Yes, QuickBooks Certified User (QBCU) exams are performance-based.
<b>Re-Testing (if available)</b>	<b>Re-Testing Procedures</b>	Students wishing to retake a QBCU (QuickBooks Certified User) exam must wait a minimum of seven days before retaking the exam.			<b>Max Attempts</b>	There is no annual limit regarding the number of attempts a student can take the QBCU (QuickBooks Certified User) exam.
<b>Testing Details – Including Age Requirements &amp; Accommodations</b>	<p>Intuit QuickBooks Certified User (QBCU) exams are performance-based and designed to measure professional competency in the real-world use and application of Intuit QuickBooks software.</p> <p>Students must be 13 years old or older to receive the QBCU credential.</p> <p>Educators seeking student accommodations must email their request to <a href="mailto:accommodations@certiport.com">accommodations@certiport.com</a>.</p>					
<b>Industry-Based Certification Requirements: Teachers</b>						
<b>Instructor Certification Requirements</b>	There are no instructor certification requirements for the QBCU (QuickBooks Certified User) credential.					
<b>Proctoring / Test Security</b>	Certiport's exam policies, proctoring procedures, and security information can be found here: <a href="https://certiport.pearsonvue.com/Educator-resources/Exam-policies/Administration">https://certiport.pearsonvue.com/Educator-resources/Exam-policies/Administration</a>					
<b>Certification Tracking</b>						
<b>Credentialing Documentation</b>	Certiport maintains all QBCU (QuickBooks Certified User) testing and credential documentation.					
<b>Certification Tracking System</b>	<b>Online Tracking System?</b>	Yes	<b>Details</b>	<p>Students create their own Certiport account, and use that account to track information regarding their QBCU (QuickBooks Certified User) certification(s). as well as information related to any and all other certifications offered by Certiport.)</p> <p>Students can print out copies of their certifications, or have hard copies of the certifications mailed to them.</p>		

## QuickBooks Certified User (QBCU)

				Teachers can track certification results using the voucher numbers used for the student exams. Schools cannot track the results of students who take their QBCU (QuickBooks Certified User) exam at a public testing center, without the cooperation of the student.
<b>Other Details</b>	<b>Expiration Timeline?</b>	An individual's Intuit QuickBooks Certified User (QBCU) certification has a date stamp which signifies the date they obtained the credential. The QBCU certificate does not expire; but, it is recommended that the credential holder recertify every three years to remain current. For a credential holder to recertify, they must pass the latest version of the QBCU exam to demonstrate real-world competency with the current version of Intuit QuickBooks software.		
<b>Certification Costs / Funding Sources</b>				
<b>Cost Details</b>	<p>Certiport provides schools and individuals many options for paying for their Intuit QuickBooks Certified User (QBCU) credential exams. These options include, but are not limited to, the following:</p> <ul style="list-style-type: none"> <li>• Academic vouchers - \$99</li> <li>• Commercial voucher - \$150</li> <li>• Academic license - \$3,700</li> </ul> <p>An academic license allows an LEA to certify as many students as they want during a twelve-month period.</p>			
<b>Re-Test / Refund Policies</b>	<p>Students wishing to retake a QBCU (QuickBooks Certified User) exam must wait a minimum of seven days before retaking the exam.</p> <p>Refunds will not be given for failed exams.</p>			
<b>For More Information</b>				
<b>Certifying Agency Contact Information</b>	<p>Certiport            Sharon Green, Territory Manager            Direct Line: (801) 847-3159            Toll Free: (888) 222-7890 x159            Fax: (801) 492-4118  <a href="mailto:Sharon.Green1@pearson.com">Sharon.Green1@pearson.com</a></p>			

# ServSafe Food Protection Manager

<b>Certifying Organization</b>	National Restaurant Association <a href="http://www.restaurant.org">www.restaurant.org</a> ; <a href="http://www.servsafe.com">www.servsafe.com</a>												
<b>Description of Credentials</b>	ServSafe program provides food safety training where students learn to implement the essential food safety practices necessary to create a culture of food safety.												
<b>Entry-Level Annual Salaries</b>	\$20,000 - \$30,000												
<b>Industry-Based Certification Requirements: Students</b>													
<b>Standard / Curriculum</b>	<p>All content / materials are based on actual job tasks identified by Food Service industry experts. Topics include:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">a) personal hygiene</td> <td style="width: 50%;">b) time and temperature control</td> </tr> <tr> <td>c) preventing cross-contamination</td> <td>d) cleaning and sanitizing</td> </tr> <tr> <td>e) safe food preparation</td> <td>f) receiving and storing food</td> </tr> <tr> <td>g) methods of thawing, cooking, cooling, and reheating food</td> <td>h) food safety regulations</td> </tr> </table> <p>Click <a href="#">ServSafe FAQs</a> for additional information.</p>					a) personal hygiene	b) time and temperature control	c) preventing cross-contamination	d) cleaning and sanitizing	e) safe food preparation	f) receiving and storing food	g) methods of thawing, cooking, cooling, and reheating food	h) food safety regulations
a) personal hygiene	b) time and temperature control												
c) preventing cross-contamination	d) cleaning and sanitizing												
e) safe food preparation	f) receiving and storing food												
g) methods of thawing, cooking, cooling, and reheating food	h) food safety regulations												
<b>Testing Methodology</b> <i>(consists of two tests)</i>	<b>Paper?</b>	Yes	<b>Online – Cognitive portion</b>	Yes	<b>Performance Exams / Tests? Psychomotor portion</b>								
<b>Re-Testing (if available)</b>	<b>Re-Testing Procedures</b>	Students must retake exam (preferably within 90 days.)			<b>Max Attempts</b> 4 within a 12-month period								
<b>Testing Details (including any age requirements / accommodations)</b>	<p>To receive the ServSafe Food Manager certification, the student must:</p> <ol style="list-style-type: none"> <li>1) Complete the ServSafe Food Manager course.</li> <li>2) Pass the ServSafe Food Manager exam (70% or higher)</li> </ol>												
<b>Industry-Based Certification Requirements: Teachers</b>													
<b>Instructor Certification Requirements (by certifying agency)</b>	<p>To receive the ServSafe manager certification, the instructor must:</p> <ol style="list-style-type: none"> <li>1) Complete ServSafe Food Protection Manager course</li> <li>2) Pass ServSafe Food Protection Manager exam and</li> <li>3) Complete online process to attain Dual Role status to be able to administer course and exams to students.</li> </ol>												
<b>Proctoring / Test Security (if any)</b>	Certification exams must be taken at an approved ServSafe session.												
<b>Certification Tracking</b>													
<b>Credentialing Documentation</b>	Paper certificates are issued to document certification.												
<b>Certification Tracking System</b>	<b>Online Tracking System?</b>	Yes	<b>Details</b>	ServSafe credential verification can be completed at <a href="http://www.servsafe.com">www.servsafe.com</a> . Duplicate certificates may be printed from online account at <a href="http://www.servsafe.com">www.servsafe.com</a> .									
<b>Other Details</b>				<b>Expiration? Timeline?</b>	ServSafe Food Protection Manager certifications are valid for 5 years from exam date.								

# ServSafe Food Protection Manager

Certification Costs / Funding Sources	
<b>Cost Details</b>	ServSafe Manager Book 7 <sup>th</sup> Ed. - \$50.50 ServSafe Manager Exam Answer Sheet, Single - \$38.00 ServSafe Manager Certification Online Exam Voucher - \$36.00 To purchase materials, click <a href="#">here</a> .
<b>Re-test / Refund Policies</b>	The re-test fee is the amount of the exam voucher, there are no refunds.
For More Information	
<b>Certifying Agency Contact Info</b>	National Restaurant Association Steve Henige shenige@restaurant.org

**EXECUTIVE SUMMARY**

**Issue:** Consideration to approve the Early Literacy Grant School Applications for release of Early Literacy Grant Funds

Action/Discussion Item                       Information Item

**Background and Discussion**

A.R.S. § 15-249.09 or the Early Literacy Grant Program, provides support to improve reading skills, literacy and proficiency for students in kindergarten programs and grades one through three. The legislature appropriated \$8 million for year one and \$12 million for year two of the grant. Early Literacy Grants shall be awarded on a three-year cycle to eligible schools. Eligible schools may also use the grant funding for eligible expenses to provide a full-day kindergarten program that is structured to increase reading proficiency. Eligible schools are defined as a public school with at least 90% of its students eligible for free and reduced lunch.

On August 28, 2017, the State Board of Education approved the policies and procedures for the administration of the Early Literacy Grant Program by the Arizona Department of Education (ADE). Eligible schools were determined based upon the claim data from October 2016 as reported to the ADE Health and Nutrition Division by each LEA. This list was cross-referenced with the AzEDS Student Level and Free and Reduced Lunch data from the 2016-2017 school year to ensure all schools were captured. Schools participating in the Early Literacy Grant must submit an annual report containing a summary of the funded activities, information on the school's progress toward achievement goals, specific findings on grant-funded strategies and activities, and the level of effectiveness in improving reading proficiency. The annual report is due by June 1st of each calendar year to ADE.

Schools were given the date of November 1, 2017 for which Early Literacy Grant applications needed to be submitted. As of November 2, 2017, 175 of 242 eligible schools (72%) submitted applications. Based on Average Daily Membership (ADM) for K-3, ADE school finance estimates that schools will receive approximately \$152 per K-3 student. The following list of schools submitted applications that contain sufficient criteria for Board approval.

<u>Entity ID</u>	<u>School Name</u>	<u>School District or Charter</u>
5496	ACCLAIM Academy	Acclaim Charter School
6030	Carol G. Peck Elementary School	Alhambra Elementary District
5386	Cordova Elementary School	Alhambra Elementary District

**Contact Information:** *(footer on Page 1 only)*  
 Jonathan Moore, Deputy Associate Superintendent, K-12 Academic Standards  
 Carol Lippert, Associate Superintendent, High Academic Standards for Students

**EXECUTIVE SUMMARY**

5388	Granada Primary School	Alhambra Elementary District
5383	James W. Rice Primary School	Alhambra Elementary District
5390	Sevilla Primary School	Alhambra Elementary District
5392	Westwood Primary School	Alhambra Elementary District
84336	Robles Elementary School	Altar Valley Elementary District
5796	E C Nash School	Amphitheater Unified District
5795	Helen Keeling Elementary School	Amphitheater Unified District
5797	L M Prince School	Amphitheater Unified District
5348	Eliseo C. Felix School	Avondale Elementary District
5349	Lattie Coor School	Avondale Elementary District
5347	Michael Anderson	Avondale Elementary District
5319	Balsz Elementary School	Balsz Elementary District
81141	Brunson-Lee Elementary School	Balsz Elementary District
5320	David Crockett Elementary School	Balsz Elementary District
87473	Buckeye Elementary School	Buckeye Elementary District
5583	Coyote Canyon School	Bullhead City School District
5584	Desert Valley School	Bullhead City School District
79283	Bret R. Tarver	Cartwright Elementary District
5398	Cartwright School	Cartwright Elementary District
5405	Charles W. Harris School	Cartwright Elementary District
5407	Frank Borman School	Cartwright Elementary District
6032	G. Frank Davidson	Cartwright Elementary District
5399	Glenn L. Downs School	Cartwright Elementary District
5409	Heatherbrae School	Cartwright Elementary District
5402	Holiday Park School	Cartwright Elementary District
5400	John F. Long	Cartwright Elementary District
5401	Justine Spitalny School	Cartwright Elementary District
81109	Manuel Pena Jr. School	Cartwright Elementary District

**EXECUTIVE SUMMARY**

5412	Palm Lane	Cartwright Elementary District
5413	Peralta School	Cartwright Elementary District
5404	Starlight Park School	Cartwright Elementary District
5403	Sunset School	Cartwright Elementary District
5415	Tomahawk School	Cartwright Elementary District
92498	CASA Academy	CASA Academy
5929	Cottonwood Elementary School	Casa Grande Elementary District
5930	Evergreen Elementary School	Casa Grande Elementary District
5937	Mesquite Elementary School	Casa Grande Elementary District
5932	Palo Verde School	Casa Grande Elementary District
5933	Saguaro Elementary School	Casa Grande Elementary District
5113	Galveston Elementary School	Chandler Unified District #80
5114	Hartford Sylvia Encinas Elementary	Chandler Unified District #80
5111	San Marcos Elementary School	Chandler Unified District #80
4733	Canyon De Chelly Elementary School	Chinle Unified District
4734	Many Farms Elementary School	Chinle Unified District
4736	Mesa View Elementary	Chinle Unified District
4735	Tsaile Elementary School	Chinle Unified District
89557	Concordia Charter School	Concordia Charter School, Inc.
91908	Gowan Science Academy	Crane Elementary District
85833	Gary Knox Elementary	Crane Elementary District
6174	H L Suverkrup Elementary School	Crane Elementary District
6173	Ronald Reagan Fundamental School	Crane Elementary District
85834	Salida Del Sol	Crane Elementary District
5283	Creighton Elementary School	Creighton Elementary District
79285	Excelencia School	Creighton Elementary District
6023	Gateway School	Creighton Elementary District

**EXECUTIVE SUMMARY**

5284	Larry C Kennedy School	Creighton Elementary District
5285	Loma Linda Elementary School	Creighton Elementary District
5287	Monte Vista Elementary School	Creighton Elementary District
5288	Papago School	Creighton Elementary District
5286	William T Machan Elementary School	Creighton Elementary District
80974	Sonoran Science Academy - Phoenix	Daisy Education Corporation dba Sonoran Science Academy - Phoenix
92601	EAGLE College Preparatory School- Mesa	EAGLE College Prep Mesa, LLC.
5941	Eloy Intermediate School	Eloy Elementary District
91783	Empower College Prep	Empower College Prep
85886	Reyes Maria Ruiz Leadership Academy	Espiritu Community Development Corp.
5788	Laguna Elementary School	Flowing Wells Unified District
5786	Walter Douglas Elementary School	Flowing Wells Unified District
4892	Fort Thomas Elementary School	Fort Thomas Unified District
92618	Mt. Turnbull Elementary School	Fort Thomas Unified District
6187	Arizona Desert Elementary School	Gadsden Elementary District
79724	Cesar Chavez Elementary	Gadsden Elementary District
81096	Desert View Elementary	Gadsden Elementary District
6183	Gadsden Elementary School	Gadsden Elementary District
6184	Rio Colorado Elementary School	Gadsden Elementary District
5018	Gila Bend Elementary	Gila Bend Unified District
5343	Bicentennial South School	Glendale Elementary District
5345	Desert Garden Elementary School	Glendale Elementary District
79815	Desert Spirit	Glendale Elementary District
5332	Glendale Landmark School	Glendale Elementary District
5338	Glenn F Burton School	Glendale Elementary District
5334	Harold W Smith School	Glendale Elementary District



**EXECUTIVE SUMMARY**

5333	Isaac E Imes School	Glendale Elementary District
5335	Melvin E Sine School	Glendale Elementary District
5336	William C Jack School	Glendale Elementary District
5236	Alta E Butler School	Isaac Elementary District
5240	Esperanza Elementary School	Isaac Elementary District
5235	J B Sutton Elementary School	Isaac Elementary District
5238	Joseph Zito Elementary School	Isaac Elementary District
5239	Mitchell Elementary School	Isaac Elementary District
79821	Moya Elementary	Isaac Elementary District
5237	P T Coe Elementary School	Isaac Elementary District
5243	Pueblo Del Sol Middle School	Isaac Elementary District
78851	Kaizen Education Foundation dba South Pointe Elementary School	Kaizen Education Foundation dba South Pointe Elementary School
89867	Kaizen Education Foundation dba Vista Grove Preparatory Academy Elementary	Kaizen Education Foundation dba Vista Grove Preparatory Academy Elementary
79225	Guerrero Elementary School	Mesa Unified District
5972	Mexicayotl Charter School	Mexicayotl Academy, Inc.
5590	Fort Mohave Elementary School	Mohave Valley Elementary District
5292	William R Sullivan Elementary School	Murphy Elementary District
5554	New Horizon School for the Performing Arts	New Horizon School for the Performing Arts
5958	A J Mitchell Elementary School	Nogales Unified District
5957	Lincoln Elementary School	Nogales Unified District
5959	Mary L Welty Elementary School	Nogales Unified District
79899	Nosotros Academy	Nosotros, INC
5279	Encanto School	Osborn Elementary District
5282	Longview Elementary School	Osborn Elementary District
5281	Solano School	Osborn Elementary District
5094	Palomino Primary School	Paradise Valley Unified District

**EXECUTIVE SUMMARY**

5423	Copper King Elementary	Pendergast Elementary District
5418	Desert Horizon Elementary School	Pendergast Elementary District
5417	Pendergast Elementary School	Pendergast Elementary District
80418	Sunset Ridge Elementary School	Pendergast Elementary District
80417	Westwind Elementary School	Pendergast Elementary District
70692	Phoenix Collegiate Academy Elementary, LLC	Phoenix Collegiate Academy Elementary, LLC
5196	Capitol Elementary School	Phoenix Elementary District
5203	Maie Bartlett Heard School	Phoenix Elementary District
5195	Mary Mcleod Bethune School	Phoenix Elementary District
5198	Thomas A Edison School	Phoenix Elementary District
5611	Pinon Elementary School	Pinon Unified District
90141	Pioneer Preparatory - A Challenge Foundation	Pioneer Preparatory School
5363	Cesar E Chavez Community School	Roosevelt Elementary District
79013	Ed & Verma Pastor Elementary School	Roosevelt Elementary District
5370	Irene Lopez School	Roosevelt Elementary District
5943	Sacaton Elementary	Sacaton Elementary District
5989	Rice Elementary School	San Carlos Unified District
87330	Valle Del Encanto Learning Center	Somerton Elementary District
91788	STEP UP SCHOOL	STEP UP Schools, Inc.
5812	Drexel Elementary School	Sunnyside Unified District
5813	Elvira Elementary School	Sunnyside Unified District
5214	Flora Thew Elementary School	Tempe School District
5211	Frank Elementary School	Tempe School District
5215	Holdeman Elementary School	Tempe School District
5581	Topock Elementary School	Topock Elementary District
5715	C E Rose Elementary School	Tucson Unified District
5667	Cavett Elementary School	Tucson Unified District

**EXECUTIVE SUMMARY**

5697	Lynn Urquides Elementary	Tucson Unified District
5707	Ochoa Elementary School	Tucson Unified District
5708	Pueblo Gardens Elementary	Tucson Unified District
5726	Van Buskirk Elementary School	Tucson Unified District
92177	Vista College Preparatory	Vista College Preparatory, Inc.
5274	Abraham Lincoln Traditional School	Washington Elementary School District
5244	Acacia Elementary School	Washington Elementary School District
5245	Alta Vista Elementary School	Washington Elementary School District
5246	Arroyo Elementary School	Washington Elementary School District
5247	Cactus Wren Elementary School	Washington Elementary School District
5248	Chaparral Elementary School	Washington Elementary School District
81096	Desert View Elementary	Washington Elementary School District
5252	Ironwood Elementary School	Washington Elementary School District
5253	John Jacobs Elementary School	Washington Elementary School District
5254	Lakeview Elementary School	Washington Elementary School District
5256	Manzanita Elementary School	Washington Elementary School District
5257	Maryland Elementary School	Washington Elementary School District
5258	Moon Mountain School	Washington Elementary School District
5260	Mountain View Elementary School	Washington Elementary School District
5261	Ocotillo School	Washington Elementary School District
5262	Orangewood School	Washington Elementary School District
5264	Richard E Miller School	Washington Elementary School District
5265	Roadrunner Elementary School	Washington Elementary School

**EXECUTIVE SUMMARY**

		District
5267	Sahuaro School	Washington Elementary School District
5268	Shaw Butte School	Washington Elementary School District
5269	Sunburst School	Washington Elementary School District
5271	Sunnyslope Elementary School	Washington Elementary School District
5272	Sunset School	Washington Elementary School District
5270	Sweetwater School	Washington Elementary School District
5273	Tumbleweed Elementary School	Washington Elementary School District
5275	Washington Elementary School	Washington Elementary School District
6200	Wenden Elementary School	Wenden Elementary District
5636	Cradleboard School	Whiteriver Unified District
79698	Seven Mile School	Whiteriver Unified District
5633	Whiteriver Elementary	Whiteriver Unified District
6148	George Washington Carver Elementary School	Yuma Elementary District
6152	O C Johnson School	Yuma Elementary District
6154	Pecan Grove Elementary School	Yuma Elementary District

**Recommendation to the Board**

It is recommended that the Board approve the Early Literacy Grant Applications for release of Early Literacy Grant Funds as listed in this item.

			52582.0577	\$ 8,000,000.00
<u>Entity ID</u>	<u>School Name</u>	<u>School District or Charter</u>	K-3 ADM	Payment
85833	Gary Knox	Crane Elementary District	353.8951	\$ 53,842.72
85834	Salida Del Sol	Crane Elementary District	382.2409	\$ 58,155.34
5496	ACCLAIM Academy	Acclaim Charter School	157.0908	\$ 23,900.29
6030	Carol G. Peck Elementary School	Alhambra Elementary District	539.4992	\$ 82,081.11
5386	Cordova Elementary School	Alhambra Elementary District	320.5311	\$ 48,766.61
5388	Granada Primary School	Alhambra Elementary District	709.956	\$ 108,014.94
5383	James W. Rice Primary School	Alhambra Elementary District	792.8501	\$ 120,626.71
5390	Sevilla Primary School	Alhambra Elementary District	727.0584	\$ 110,616.96
5392	Westwood Primary School	Alhambra Elementary District	757.487	\$ 115,246.46
84336	Robles Elementary School	Altar Valley Elementary District	218.2773	\$ 33,209.40
5796	E C Nash School	Amphitheater Unified District	268.9374	\$ 40,916.98
5795	Helen Keeling Elementary School	Amphitheater Unified District	234.3829	\$ 35,659.75
5797	L M Prince School	Amphitheater Unified District	380.1635	\$ 57,839.27
5348	Eliseo C. Felix School	Avondale Elementary District	281.6171	\$ 42,846.11
5349	Lattie Coor School	Avondale Elementary District	199.9511	\$ 30,421.19
5347	Michael Anderson	Avondale Elementary District	362.2542	\$ 55,114.50
5319	Balsz Elementary School	Balsz Elementary District	300.7808	\$ 45,761.74
81141	Brunson-Lee Elementary School	Balsz Elementary District	230.9472	\$ 35,137.03
5320	David Crockett Elementary School	Balsz Elementary District	252.0583	\$ 38,348.94
87473	Buckeye Elementary School	Buckeye Elementary District	281.0298	\$ 42,756.76
5583	Coyote Canyon School	Bullhead City School District	300.4239	\$ 45,707.44
5584	Desert Valley School	Bullhead City School District	240.3339	\$ 36,565.16
79283	Bret R. Tarver	Cartwright Elementary District	445.829	\$ 67,829.83
5398	Cartwright School	Cartwright Elementary District	285.6208	\$ 43,455.25
5405	Charles W. Harris School	Cartwright Elementary District	440.488	\$ 67,017.23

<u>Entity ID</u>	<u>School Name</u>	<u>School District or Charter</u>	K-3 ADM	Payment
5407	Frank Borman School	Cartwright Elementary District	431.8691	\$ 65,705.93
6032	G. Frank Davidson	Cartwright Elementary District	435.9296	\$ 66,323.70
5399	Glenn L. Downs School	Cartwright Elementary District	249.3651	\$ 37,939.19
5409	Heatherbrae School	Cartwright Elementary District	448.2169	\$ 68,193.13
5402	Holiday Park School	Cartwright Elementary District	396.9531	\$ 60,393.70
5400	John F. Long	Cartwright Elementary District	477.7735	\$ 72,689.97
5401	Justine Spitalny School	Cartwright Elementary District	363.3167	\$ 55,276.15
81109	Manuel Pena Jr. School	Cartwright Elementary District	467.0633	\$ 71,060.48
5412	Palm Lane	Cartwright Elementary District	532.9047	\$ 81,077.80
5413	Peralta School	Cartwright Elementary District	556.581	\$ 84,679.99
5404	Starlight Park School	Cartwright Elementary District	456.8111	\$ 69,500.68
5403	Sunset School	Cartwright Elementary District	428.5148	\$ 65,195.59
5415	Tomahawk School	Cartwright Elementary District	481.8732	\$ 73,313.71
92498	CASA Academy	CASA Academy	149.0225	\$ 22,672.75
5929	Cottonwood Elementary School	Casa Grande Elementary District	271.5879	\$ 41,320.24
5930	Evergreen Elementary School	Casa Grande Elementary District	244.7463	\$ 37,236.47
5937	Mesquite Elementary School	Casa Grande Elementary District	261.1251	\$ 39,728.40
5932	Palo Verde School	Casa Grande Elementary District	276.8746	\$ 42,124.57
5933	Saguaro Elementary School	Casa Grande Elementary District	267.8273	\$ 40,748.09
5113	Galveston Elementary School	Chandler Unified District #80	303.7024	\$ 46,206.24
5114	Hartford Sylvia Encinas Elementary	Chandler Unified District #80	350.4738	\$ 53,322.19
5111	San Marcos Elementary School	Chandler Unified District #80	253.7045	\$ 38,599.40
4733	Canyon De Chelly Elementary School	Chinle Unified District	187.3587	\$ 28,505.34
4734	Many Farms Elementary School	Chinle Unified District	171.8374	\$ 26,143.88
4736	Mesa View Elementary	Chinle Unified District	219.1908	\$ 33,348.38
4735	Tsaile Elementary School	Chinle Unified District	155.5965	\$ 23,672.94

<u>Entity ID</u>	<u>School Name</u>	<u>School District or Charter</u>	K-3 ADM	Payment
89557	Concordia Charter School	Concordia Charter School, Inc.	61.8623	\$ 9,411.93
91908	Gowan Science Academy	Crane Elementary District	210.63	\$ 32,045.91
6174	H L Suverkrup Elementary School	Crane Elementary District	218.2581	\$ 33,206.48
6173	Ronald Reagan Fundamental School	Crane Elementary District	276.9267	\$ 42,132.50
5283	Creighton Elementary School	Creighton Elementary District	248.7384	\$ 37,843.84
79285	Excelencia School	Creighton Elementary District	335.5322	\$ 51,048.93
6023	Gateway School	Creighton Elementary District	269.0034	\$ 40,927.03
5284	Larry C Kennedy School	Creighton Elementary District	228.4775	\$ 34,761.29
5285	Loma Linda Elementary School	Creighton Elementary District	216.5546	\$ 32,947.30
5287	Monte Vista Elementary School	Creighton Elementary District	325.1744	\$ 49,473.06
5288	Papago School	Creighton Elementary District	356.9962	\$ 54,314.53
5286	William T Machan Elementary School	Creighton Elementary District	172.3684	\$ 26,224.67
80974	Sonoran Science Academy - Phoenix	Daisy Education Corporation dba Sonoran Science Academy - Phoenix	94.1028	\$ 14,317.10
92601	EAGLE College Preparatory School- Mesa	EAGLE College Prep Mesa, LLC.	123.8353	\$ 18,840.69
5941	Eloy Intermediate School	Eloy Elementary District	101.5654	\$ 15,452.48
91783	Empower College Prep	Empower College Prep	60.2785	\$ 9,170.96
85886	Reyes Maria Ruiz Leadership Academy	Espiritu Community Development Corp.	263.913	\$ 40,152.56
5788	Laguna Elementary School	Flowing Wells Unified District	183.9662	\$ 27,989.20
5786	Walter Douglas Elementary School	Flowing Wells Unified District	300.1075	\$ 45,659.30
4892	Fort Thomas Elementary School	Fort Thomas Unified District	130.3935	\$ 19,838.48
92618	Mt. Turnbull Elementary School	Fort Thomas Unified District	66.2932	\$ 10,086.06
6187	Arizona Desert Elementary School	Gadsden Elementary District	318.9698	\$ 48,529.07
79724	Cesar Chavez Elementary	Gadsden Elementary District	335.0436	\$ 50,974.59
81096	Desert View Elementary	Gadsden Elementary District	379.6508	\$ 57,761.27
6183	Gadsden Elementary School	Gadsden Elementary District	249.3236	\$ 37,932.88

<u>Entity ID</u>	<u>School Name</u>	<u>School District or Charter</u>	K-3 ADM	Payment
6184	Rio Colorado Elementary School	Gadsden Elementary District	300.8398	\$ 45,770.72
5018	Gila Bend Elementary	Gila Bend Unified District	128.2457	\$ 19,511.71
5343	Bicentennial South School	Glendale Elementary District	496.4657	\$ 75,533.86
5345	Desert Garden Elementary School	Glendale Elementary District	653.0074	\$ 99,350.60
79815	Desert Spirit	Glendale Elementary District	324.2814	\$ 49,337.19
5332	Glendale Landmark School	Glendale Elementary District	289.2318	\$ 44,004.64
5338	Glenn F Burton School	Glendale Elementary District	275.0601	\$ 41,848.51
5334	Harold W Smith School	Glendale Elementary District	350.2114	\$ 53,282.27
5333	Isaac E Imes School	Glendale Elementary District	201.5958	\$ 30,671.42
5335	Melvin E Sine School	Glendale Elementary District	284.7725	\$ 43,326.19
5336	William C Jack School	Glendale Elementary District	666.6878	\$ 101,431.91
5236	Alta E Butler School	Isaac Elementary District	452.7248	\$ 68,878.98
5240	Esperanza Elementary School	Isaac Elementary District	318.1536	\$ 48,404.89
5235	J B Sutton Elementary School	Isaac Elementary District	414.1822	\$ 63,014.99
5238	Joseph Zito Elementary School	Isaac Elementary District	418.5266	\$ 63,675.96
5239	Mitchell Elementary School	Isaac Elementary District	366.4791	\$ 55,757.29
79821	Moya Elementary	Isaac Elementary District	278.1173	\$ 42,313.64
5237	P T Coe Elementary School	Isaac Elementary District	393.2507	\$ 59,830.40
5243	Pueblo Del Sol Middle School	Isaac Elementary District	278.5104	\$ 42,373.45
78851	Kaizen Education Foundation dba South Pointe Elementary School	Kaizen Education Foundation dba South Pointe Elementary School	164.0046	\$ 24,952.18
89867	Kaizen Education Foundation dba Vista Grove Preparatory Academy Elementary	Kaizen Education Foundation dba Vista Grove Preparatory Academy Elementary	119.048	\$ 18,112.34
79225	Guerrero Elementary School	Mesa Unified District	307.9627	\$ 46,854.42
5972	Mexicayotl Charter School	Mexicayotl Academy, Inc.	75.5982	\$ 11,501.75
5590	Fort Mohave Elementary School	Mohave Valley Elementary District	279.0541	\$ 42,456.17
5292	William R Sullivan Elementary School	Murphy Elementary District	199.363	\$ 30,331.72



<b>Entity ID</b>	<b>School Name</b>	<b>School District or Charter</b>	<b>K-3 ADM</b>	<b>Payment</b>
5554	New Horizon School for the Performing Arts	New Horizon School for the Performing Arts	85.3057	\$ 12,978.68
5958	A J Mitchell Elementary School	Nogales Unified District	230.3683	\$ 35,048.96
5957	Lincoln Elementary School	Nogales Unified District	226.9096	\$ 34,522.74
5959	Mary L Welty Elementary School	Nogales Unified District	215.6644	\$ 32,811.86
79899	Nosotros Academy	Nosotros, INC	34.9123	\$ 5,311.67
5279	Encanto School	Osborn Elementary District	575.7493	\$ 87,596.31
5282	Longview Elementary School	Osborn Elementary District	289.8527	\$ 44,099.10
5281	Solano School	Osborn Elementary District	321.5962	\$ 48,928.66
5094	Palomino Primary School	Paradise Valley Unified District	612.4915	\$ 93,186.39
5423	Copper King Elementary	Pendergast Elementary District	381.6194	\$ 58,060.78
5418	Desert Horizon Elementary School	Pendergast Elementary District	364.8665	\$ 55,511.94
5417	Pendergast Elementary School	Pendergast Elementary District	324.7416	\$ 49,407.21
80418	Sunset Ridge Elementary School	Pendergast Elementary District	253.657	\$ 38,592.18
80417	Westwind Elementary School	Pendergast Elementary District	461.7335	\$ 70,249.59
70692	Phoenix Collegiate Academy Elementary, LLC	Phoenix Collegiate Academy Elementary, LLC	124.6311	\$ 18,961.77
5196	Capitol Elementary School	Phoenix Elementary District	247.1172	\$ 37,597.19
5203	Maie Bartlett Heard School	Phoenix Elementary District	187.8506	\$ 28,580.18
5195	Mary Mcleod Bethune School	Phoenix Elementary District	191.7098	\$ 29,167.33
5198	Thomas A Edison School	Phoenix Elementary District	239.2508	\$ 36,400.37
5611	Pinon Elementary School	Pinon Unified District	290.6304	\$ 44,217.43
90141	Pioneer Preparatory - A Challenge Foundation	Pioneer Preparatory School	294.4693	\$ 44,801.49
5363	Cesar E Chavez Community School	Roosevelt Elementary District	175.9712	\$ 26,772.81
79013	Ed & Verma Pastor Elementary School	Roosevelt Elementary District	221.0983	\$ 33,638.59
5370	Irene Lopez School	Roosevelt Elementary District	197.0795	\$ 29,984.30
5943	Sacaton Elementary	Sacaton Elementary District	208.458	\$ 31,715.46
5989	Rice Elementary School	San Carlos Unified District	529.9721	\$ 80,631.63

<u>Entity ID</u>	<u>School Name</u>	<u>School District or Charter</u>	K-3 ADM	Payment
87330	Valle Del Encanto Learning Center	Somerton Elementary District	239.9778	\$ 36,510.98
91788	STEP UP SCHOOL	STEP UP Schools, Inc.	44.6712	\$ 6,796.42
5812	Drexel Elementary School	Sunnyside Unified District	280.1145	\$ 42,617.50
5813	Elvira Elementary School	Sunnyside Unified District	334.8941	\$ 50,951.84
5214	Flora Thew Elementary School	Tempe School District	312.1647	\$ 47,493.72
5211	Frank Elementary School	Tempe School District	287.1343	\$ 43,685.52
5215	Holdeman Elementary School	Tempe School District	351.8614	\$ 53,533.30
5581	Topock Elementary School	Topock Elementary District	55.105	\$ 8,383.85
5715	C E Rose Elementary School	Tucson Unified District	338.29	\$ 51,468.51
5667	Cavett Elementary School	Tucson Unified District	162.2771	\$ 24,689.35
5697	Lynn Urquides Elementary	Tucson Unified District	276.4617	\$ 42,061.75
5707	Ochoa Elementary School	Tucson Unified District	109.6866	\$ 16,688.07
5708	Pueblo Gardens Elementary	Tucson Unified District	151.2207	\$ 23,007.19
5726	Van Buskirk Elementary School	Tucson Unified District	165.1126	\$ 25,120.75
92177	Vista College Preparatory	Vista College Preparatory, Inc.	166.39	\$ 25,315.10
5274	Abraham Lincoln Traditional School	Washington Elementary School District	255.909	\$ 38,934.80
5244	Acacia Elementary School	Washington Elementary School District	437.6664	\$ 66,587.95
5245	Alta Vista Elementary School	Washington Elementary School District	363.3217	\$ 55,276.91
5246	Arroyo Elementary School	Washington Elementary School District	219.979	\$ 33,468.30
5247	Cactus Wren Elementary School	Washington Elementary School District	256.4274	\$ 39,013.67
5248	Chaparral Elementary School	Washington Elementary School District	246.4632	\$ 37,497.69
81096	Desert View Elementary	Washington Elementary School District	379.6508	\$ 57,761.27
5252	Ironwood Elementary School	Washington Elementary School District	227.3787	\$ 34,594.11
5253	John Jacobs Elementary School	Washington Elementary School District	303.1917	\$ 46,128.54
5254	Lakeview Elementary School	Washington Elementary School District	257.9171	\$ 39,240.32
5256	Manzanita Elementary School	Washington Elementary School District	343.6599	\$ 52,285.50

<u>Entity ID</u>	<u>School Name</u>	<u>School District or Charter</u>	K-3 ADM	Payment
5257	Maryland Elementary School	Washington Elementary School District	329.4342	\$ 50,121.16
5258	Moon Mountain School	Washington Elementary School District	338.5995	\$ 51,515.60
5260	Mountain View Elementary School	Washington Elementary School District	572.2876	\$ 87,069.64
5261	Ocotillo School	Washington Elementary School District	377.4949	\$ 57,433.26
5262	Orangewood School	Washington Elementary School District	369.4136	\$ 56,203.75
5264	Richard E Miller School	Washington Elementary School District	350.3299	\$ 53,300.30
5265	Roadrunner Elementary School	Washington Elementary School District	405.3211	\$ 61,666.83
5267	Sahuaro School	Washington Elementary School District	271.5655	\$ 41,316.83
5268	Shaw Butte School	Washington Elementary School District	499.0559	\$ 75,927.94
5269	Sunburst School	Washington Elementary School District	312.2232	\$ 47,502.62
5271	Sunnyslope Elementary School	Washington Elementary School District	299.1368	\$ 45,511.62
5272	Sunset School	Washington Elementary School District	301.9354	\$ 45,937.40
5270	Sweetwater School	Washington Elementary School District	209.5933	\$ 31,888.19
5273	Tumbleweed Elementary School	Washington Elementary School District	244.317	\$ 37,171.16
5275	Washington Elementary School	Washington Elementary School District	478.9116	\$ 72,863.12
6200	Wenden Elementary School	Wenden Elementary District	32.025	\$ 4,872.38
5636	Cradleboard School	Whiteriver Unified District	173.3256	\$ 26,370.30
79698	Seven Mile School	Whiteriver Unified District	352.3831	\$ 53,612.68
5633	Whiteriver Elementary	Whiteriver Unified District	295.9328	\$ 45,024.15
6148	George Washington Carver Elementary School	Yuma Elementary District	233.4541	\$ 35,518.44
6152	O C Johnson School	Yuma Elementary District	268.5838	\$ 40,863.19
6154	Pecan Grove Elementary School	Yuma Elementary District	144.8371	\$ 22,035.97
			52582.0577	

## EXECUTIVE SUMMARY

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<b>Issue:</b> Consideration to approve the contract with Adult Education Local Providers to award assistance funding for adult education professional development activities in FY2017/18.
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Action/Discussion Item

### Background and Brief Explanation of Contract

This Adult Education Professional Development Assistance Funding Awards for local adult education providers is to enable increased staff participation in professional learning activities as required under the Workforce Innovation & Opportunity Act of 2014 (WIOA) Section 223.

The Arizona Department of Education/ Adult Education Services (ADE/AES) is mandated by WIOA to provide the four State Leadership activities below:

1. The alignment of adult education and literacy activities with other core programs and one-stop partners, including eligible providers, to implement the strategy identified in the unified State plan under section 102, or the combined State plan under section 103, including the development of career pathways to provide access to employment and training services for individuals in adult education and literacy activities.
2. The establishment or operation of high quality professional development programs to improve the instruction provided pursuant to local activities required under section 231(b), including instruction incorporating the essential components of reading instruction as such components relate to adults, instruction related to the specific needs of adult learners, instruction provided by volunteers or by personnel of a State or outlying area, and dissemination of information about models and promising practices related to such programs.
3. The provision of technical assistance to eligible providers of adult education and literacy activities receiving funds under this title, including:
  - The development and dissemination of instructional and programmatic practices based on the most rigorous or scientifically valid research available and appropriate, in reading, writing, speaking, mathematics, English language acquisition programs, distance education, and staff training
  - The role of eligible providers as one-stop partners to provide access to employment, education, and training services

### Contact Information:

Sheryl Hart, Deputy Associate Superintendent, Highly Effective Schools/Adult Education Services  
Mike Mannelly, Associate Superintendent, Highly Effective Schools

**EXECUTIVE SUMMARY**

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- Assistance in the use of technology, including for staff training, to eligible providers, especially the use of technology to improve system efficiencies
4. The monitoring and evaluation of the quality of, and the improvement in, adult education and literacy activities and the dissemination of information about models and proven or promising practices within the State

**Name of Contracting Party(ies):**

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

See attached list of Adult Education Local Providers (page 4).

**Contract Amount:**

Not to exceed \$120,000

**Source of Funds:**

Authorizing Legislation:

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

Function Codes: ADULT300 (FAY16 & FAY17)

**Responsible Unit at Department of Education:**

Adult Education Services

Deputy Associate Superintendent: Sheryl Hart

Program Contact: Jerald Goode

**Dates of Contract:**

July 1, 2017 to June 30, 2018.

**Previous Contract History:**

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

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

15,000 students

400 educators

## **EXECUTIVE SUMMARY**

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### **Method of Determining Contract Amount(s):**

The professional development funding allocations are only available to ADE-funded Adult Education Service Providers. The professional development funding is based on the ADE- Adult Education Service Providers awarded funding allocations, the number of Administrators and full-time staff, and the number of students served.

### **Evaluation Plan**

Arizona Adult Education Service Providers are evaluated programmatically and fiscally for compliance to federal and state requirements. Desk monitoring of all funded providers is conducted by ADE/AES staff throughout the program year and includes an analysis of local performance data, professional learning plan, technology integration status, and annual programmatic and fiscal reporting. Technical assistance is provided as necessary. In addition, each provider's status regarding collaboration with WIOA core partners and alignment with LWDB Plan is reviewed. A risk assessment tool is used to select providers annually for a comprehensive compliance review using an intensive process that includes onsite monitoring, observation of program operations, interviewing of staff and physical auditing of records. Each local program completes a comprehensive set of final reports on program operations, performance, professional learning, technology integration and fiscal contracts.

Adult Education Service Providers are expected to meet contract requirements and assurances, and provide the services as described in the approved application. Providers not meeting contract requirements and assurances and/or not providing the services as described in the approved application will be placed on corrective action plans and risk loss of funding.

Participation by applicable local Title II provider staff, as determined by ADE/AES, in ADE/AES-sponsored State Leadership activities and required training is mandatory.

### **Recommendation to the Board**

It is recommended that the Board approve the contract between the State Board of Education, acting for and on behalf of the Department of Education, and Adult Education Local Providers to award assistance funding for professional development activities in FY2017/18 as described in these materials.

**EXECUTIVE SUMMARY**

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**Arizona Department of Education  
Adult Education Services  
FY2017/18 Professional Development Allocations**

Local Provider	Total Allocation not to exceed
ACYR Adult Education Program	\$2,500
ADOC Success Academy at Florence	\$4,500
Adult Literacy Plus of Southwest Arizona	\$3,000
Central Arizona College Adult Basic Education Program	\$9,000
Cochise College Adult Education	\$4,500
Coconino Community College Adult Basic Education for College and Careers	\$4,500
EVIT Industrial Trades Academy	\$2,500
Friendly House Inc.	\$5,000
Gilbert Adult Learning Program	\$2,500
Gila County Adult Education Program	\$4,500
Literacy Volunteers of Maricopa County Inc.	\$5,000
Literacy Volunteers of Santa Cruz County Inc.	\$4,500
Maricopa County Adult Probation Education Program	\$2,500
Mesa Adult Education Program	\$4,000
Mohave Community College	\$4,500
Northland Pioneer College- College and Career Preparation	\$7,200
Pima Community College Adult Basic Education for College and Career	\$16,200
Pima County Adult Probation	\$3,000
Queen Creek Adult Education Program	\$2,700
Rio Salado College- College Bridge Pathways	\$9,000
Santa Cruz County Continuing Education	\$7,200
South Yuma County Adult Education Consortium	\$4,500
Yavapai College Adult Basic Education	\$7,200
<b>Totals</b>	<b>\$120,000</b>

**EXECUTIVE SUMMARY**

**Issue:** SEI Course Approval

Action/Discussion Item

Information Item

**Background and Discussion**

A.R.S.§15-756.09 requires the Board to determine the qualifications necessary for a provisional and full structured English immersion endorsement. The statute permits the Board to approve various entities which have met specified criteria to provide the training required for the endorsements. In 2005, 2007, and 2017 the Board adopted curricular frameworks for SEI trainings.

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

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

OELAS has verified that the training proposed by Educational Training Specialists, LLC, Professional Educational Consulting, LLC, Crane Elementary District, and Harrison Middleton University have 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 programs:

**45-hour Completion Course**

- Individual Trainers & Educational Service Agencies
  - Educational Training Specialists, LLC
  - Professional Educational Consulting, LLC
- Local Educational Agencies
  - Crane Elementary District
- Institutes of Higher Education
  - Harrison Middleton University

**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:** Approval of the online school representative to the Technical Advisory Committee

Action/Discussion Item       Information Item

**Background and Discussion**

At the September 25, 2017 meeting, the Board established the Technical Advisory Committee (TAC) to provide the Board with advice on the review of data and data methodologies. The TAC's mission is to advise the Board of the interpretations and findings of all of its members regarding the systematic and objective application of quantitative, qualitative and mixed methodologies research principles to data as directed by the Board.

At its October 23, 2017 meeting, the Board appointed members to the TAC. The appointee to the position of an administrator engaged in student achievement research at a school representing an online school withdrew from the TAC the following day.

Below is the staff recommended candidate to fill the vacancy on the TAC. Applications and resumes are attached.

Candidate	School System	Position	Term Begins	Term Expires
Vicky Smith	ASU Digital Preparatory Academy	Online School	12/4/2017	10/22/20

**Recommendation to the Board**

It is recommended that the Board appoint Vicky Smith to the position of an administrator engaged in student achievement research at a school representing an online school to the Technical Advisory Committee.

**Contact Information:**

Alicia Williams, Executive Director, State Board of Education  
Catcher Baden, Deputy Director, State Board of Education

**EXECUTIVE SUMMARY**

**Issue:** Presentation, discussion and possible action regarding approval of a Student Teaching Intern Written Supervision Plan for Northern Arizona University Yuma Branch Campus

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. At the January 23, 2017 Board meeting, the Board adopted an amendment to R7-2-614, creating a student teaching intern certificate. R7-2-614(K) requires approval by the Board of a written supervision plan from the educator preparation provider.

Consistent with the provisions of R7-2-614(K), Northern Arizona University Yuma Branch Campus has submitted a written supervision plan for Board approval. This plan includes verification of the education preparation provider's roles and responsibilities for the program supervisor and verification that onsite mentorship and induction will be provided by the Local Education Agency (LEA).

**Recommendation to the Board**

It is recommended that the Board approve the written supervision plan submitted by Northern Arizona University Yuma Branch Campus.

**Contact Information:**

Alicia Williams, Executive Director, State Board of Education  
Catcher Baden, Deputy Director, State Board of Education

**Student Teaching Intern Written Supervision Plan**

This collaborative training agreement is between:

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Name of Local Education Agency (LEA):

Address:

Phone Number:

Name of Principal/Superintendent/Designated Administrator:

**AND:**

Name of Board Approved Educator Preparation Program: B.S.Ed. in Elementary Education - Yuma

Address: Northern Arizona University Yuma Branch Campus, P.O.Box 6236, Yuma, AZ 85366

Phone Number: 928-317-7621

Name of Program Director: Dr. Russell R. Prust

**FOR:**

Name of Student Teaching Intern:

Address of Student Teaching Intern:

Phone Number of Student Teaching Intern:

Email Address of Student Teaching Intern:

This Written Supervision Plan is between the Local Educational Agency (LEA) and the Educator Preparation Program (Program) and is in accordance with A.A.C. R7-2-614 Other Teaching Certificate approved by the Arizona Board of Education. The establishment of the plan is for the purpose of defining the nature and scope of a planned organized Student Teaching Intern (Intern) experience designed to facilitate the development of the Student Teaching Intern skills and competencies in the provision of high quality teaching consistent with applicable legal, ethical and professional standards. This plan will also specify the duties and responsibilities of the Supervising Practitioner identified by the LEA and the Supervisor assigned by the Intern's Program.

**Establishing the Student Teaching Intern Placement:**

1. The Designated Administrator (i.e., superintendent, principal or head) of the LEA agree that all aspects of this student teaching intern experience will be carried out in accordance with all requirements of the A.A.C. R7-2-614 Other Teaching Certificates, and all other applicable statutes and rules.

2. The LEA will establish a Supervising Practitioner for this internship experience subject to approval by the Program.
3. The LEA will communicate directly with the Director of the Educator Preparation Program or Designee regarding the experience that will be provided for the Student Teaching Intern.
4. Through a mutually agreed upon decision between the LEA and the Educator Preparation Program, the Student Teaching Intern who does not fulfill the requirements of the internship may be eligible to complete the student teaching capstone experience through traditional student teaching experience as defined by the respective Educator Preparation Program and by A.A.C R7-2-604.
5. The Educator Preparation Program (EPP) will indicate the professional development required of the Supervising Practitioner of the Student Teaching Intern. This professional development may be offered in partnership with the LEA and or other appropriate entities qualified to provide professional development.
6. Compensation for the Supervising Practitioner for the additional responsibilities related to the supervision of a Student Teaching Intern should be covered by the LEA and must be prearranged in writing with the duties and expectations clearly outlined in the agreement.

**Responsibilities of the Educator Preparation Program Supervisor (Program Supervisor):**

1. The Student Teaching Intern will complete an orientation facilitated by the EPP, upon obtaining the Student Teaching Intern Certificate.
2. The Student Teaching Intern will be assessed formally by the Program Supervisor using the established processes determined by the program for student teaching experiences.
3. Program Supervisors will collaborate with the LEA Supervising Practitioner and the Student Teaching Intern, and provide a report of these evaluations to the LEA Supervising Practitioner and the Student Teaching Intern.
4. Program Supervisors will review logs and other forms to ensure that adequate supervision and mentorship is being provided to the Student Teaching Intern.
5. The Student Teaching Intern will be deemed to have completed the experience upon meeting the Educator Preparation Program catalog and syllabus requirements for student teaching experiences.
6. Site and program expectations will be established in conjunction with the LEA Supervising Practitioner and the Program Supervisor.
7. Normally, the Student Teaching Intern should not be responsible for extra duties (e.g., coaching, substituting, monitoring, extensive committee responsibilities and other additional assignments).
8. The Program Supervisor will complete in-class observation/evaluation meetings consistent with program expectations with the Student Teaching Intern and Supervising Practitioner.
9. The Program Supervisor and the Supervising Practitioner will participate in an agreed upon number of supervision and evaluation meetings with the Student Teaching Intern.
10. The Program Supervisor will complete required forms established by the Program.

11. The Program Supervisor will provide information regarding professional development training experiences and ensure that the Student Teaching Intern has the opportunity to participate in these experiences.
12. Upon meeting programmatic requirements, the responsibility of the Program Supervisor ceases.

**Qualifications of the Local Education Agency (LEA) Supervising Practitioner:**

1. The Supervising Practitioner will be located in the same school building as the Student Teaching Intern.
2. The Supervising Practitioner shall meet the Standards for Arizona Teachers and have the experience with a variety of teaching strategies.
3. The Supervising Practitioner shall have a minimum of three years of teaching experience and must be appropriately certified, and have the content knowledge and training, in the areas of emphasis in which the Student Teaching Intern is being placed.
4. The Supervising Practitioner shall have completed the EPP required training in supervision within the last three years, and provide a copy of the certificate of completion.

**Responsibilities of the Local Education Agency (LEA) Supervising Practitioner:**

1. As per A.A.C R7-2-614, the LEA Supervising Practitioner will provide onsite mentorship and support to the Student Teaching Intern.
2. The Supervising Practitioner will collaborate with the Program Supervisor and Student Teaching Intern, and provide regular feedback of the Student Teaching Intern's instruction, professional performance, and abilities, as well as help the Student Teaching Intern reflect upon strengths and areas that need improvement.
3. The Supervising Practitioner will have a minimum of one meeting per week with the Student Teaching Intern at a prearranged time for a minimum of 60 minutes or the equivalent of a class period to provide formative feedback, reflect on the week and plan. Additional hours of mentorship will be provided when necessary to insure the adequate quality of the internship experience.. These meetings will be documented by the Supervising Practitioner and the Student and reviewed by the Program Supervisor to ensure minimum requirements are met.
4. The Supervising Practitioner or designee will conduct informal class observations as frequently as possible but at minimum at least once every two weeks during the internship experience and provide feedback within 48 hours. Observations forms and notes will be reviewed by the Program Supervisor to ensure minimum requirements are met.
5. Along with the Program Supervisor, the Supervising Practitioner will participate in a agreed upon number of supervision and evaluation meetings with the Student Teaching Intern. During the weeks these meetings occur, they can take the place of the weekly supervision meeting as described in #4.
6. The Supervising Practitioner will complete required forms established by the Program.
7. The Supervising Practitioner along with the assistance of the Designated Administrator will provide information regarding professional development training experiences, additional

coaching and observation opportunities as needed, and ensure that the Student Teaching Intern has the opportunity to participate in these experiences.

8. The Supervising Practitioner agrees to participate in one or more training experiences provided by the Program.

This plan will be signed by all parties concerned including the Designated Administrator, Supervising Practitioner, and Program Director or identified parties responsible for executing this agreement. Amendments to this plan will be made upon approval of all parties that have signed and agreed to this plan. A copy of the plan will be provided to the Student Teaching Intern.

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Name of Designated Administrator	Signature	Date
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Name of Program Director	Signature	Date
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Name of Supervising Practitioner	Signature	Date
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Name of Teacher Candidate	Signature	Date
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Title of Position Accepted	Signature	Date
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School	Location of School
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**EXECUTIVE SUMMARY**

**Issue:** Presentation, discussion and possible action on the recommendation from the Technical Advisory Committee (TAC) regarding the A-F model for non-typical school configurations

Action/Discussion Item

Information Item

**Background and Discussion**

At the September 25, 2017 meeting, the Board established the Technical Advisory Committee (TAC) to provide the Board with advice on the review of data and data methodologies. The TAC's mission is to advise the Board of the interpretations and findings of all of its members regarding the systematic and objective application of quantitative, qualitative and mixed methodologies research principles to data as directed by the Board.

At the October 23, 2017 meeting, the Board tasked the committee to review the non-typical grade configuration grading models, provided by the Department, and bring back a recommendation to the Board at the December 4, 2017 meeting.

After five meetings of the TAC, the committee has developed a recommendation based upon a hybrid model of Option 2 (attached) and Option 4 (attached). In this hybrid model,

- A. Schools without Grade 12 adopt the K-8 model (Merge to K-8)
- B. Schools that include Grade 12 but begin with the 4th grade or higher adopt the 9-12 model (Merge to 9-12)
- C. Schools with Grades K/1/2/3/4 to 12 use both K-8 and 9-12 models (Prorate K-8 and 9-12 grades using FAY enrollment)

However, the TAC has asked that the Board allow the committee to continue to review the data to determine how "Not Rated (NR)" schools within the K-8 and 9-12 models would be prorated into the hybrid model.

**Recommendation to the Board**

That the Board direct the Technical Advisory Committee (TAC) to continue to work on the non-typical grade configurations using the hybrid model of Option 2 and Option 4 and review how "Not Rated (NR)" schools would be prorated into the hybrid model

**Contact Information:**

Alicia Williams, Executive Director, State Board of Education  
Catcher Baden, Deputy Director, State Board of Education

**EXECUTIVE SUMMARY**

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**Data Charts from the TAC’s meeting on November 28, 2017**

- Note: Of the 5 schools that do not have grade levels 11 and 12 for SY2016-17, it is reasonable to expect that schools that were limited to grade 11 last year may have their first graduation classes for 2018.

*Table 1: Grades Served and Number of Schools*

Distribution: Number of Schools			
Grades Served	District	Charter	Total
<b>K-10</b>		1	1
<b>1-12</b>	1		1
<b>K-12</b>	10	30	40
<b>2-12</b>	1		1
<b>3-12</b>		2	2
<b>4-11</b>		1	1
<b>4-12</b>		2	2
<b>5-12</b>		7	7
<b>6-10</b>		1	1
<b>6-11</b>		2	2
<b>6-12</b>	5	15	20
<b>7-11</b>		2	2
<b>7-12</b>	14	14	28
<b>Total</b>	<b>31</b>	<b>77</b>	<b>108</b>



# Option 2: Merge the “outlier” grades into one model

Definition: use the existing models and place the “outlier” grades into one of the two models

- K-10, 6-10, 6-11, 7-11, and 4-11 schools could use the K-8 model because they don't have CCRI or graduation rate data
- 4-12, 5-12, 6-12, and 7-12 could use the 9-12 model
- K-12, 1-12, 2-12, and 3-12 could use the 9-12 or the K-8?

Pros:

- Benefits certain configurations, for example 6-10, 6-12, 7-11, 7-12, who don't have access to most of the acceleration readiness points due to minimum n size
- Easier to calculate and release in ADEConnect
- Current cut scores can be applied

Cons:

- For some of the configurations it forces the schools into one model type neglecting either acceleration/readiness or graduation rate/CCRI points
- Could be hard to sustain annually with new/different configurations

Timeline:

- If TAC completes modeling by December
- ADE to release letter grades February to these schools assuming the modeling is approved at the January board meeting

# Option 4: Prorate the two letter grades

Definition: use the existing data as is and prorate the letter grades based on FAY enrollment numbers in each model

- The 6-12 school has a K-8 letter grade and a 9-12 letter grade. Determine how many FAY students were enrolled in grades 6-8 and how many FAY students were enrolled in grades 9-12. If 20% of the school's population is in grades 6-8 then the K-8 grade is only worth 20% while the 9-12 grade would be worth 80%. If the K-8 earned a percentage of 40% and the 9-12 earned a 90% the prorated grade would be:  $80\% (40\% * 20\% + 90\% * 80\%)$

Pros:

- Relatively easy to calculate
- Sustainable with new configurations in future years

Cons:

- Schools without access to particular points (i.e., acceleration readiness, grad rate, CCRI points) on the current models still suffer
- How do you prorate an NR?
- Use of points to calculate the average could require a new cut score – what does the prorated percentage mean?
- Would ideally want to build additional info into the ADEConnect platform

Timeline:

- If TAC completes modeling by November
- ADE to release letter grades January to these schools assuming the modeling is approved at the December board meeting

**EXECUTIVE SUMMARY**

**Issue:** Updates on public input regarding A-F preliminary letter grades

Action/Discussion Item

Information Item

**Background and Discussion**

In connection with the A-F review and revision process, the Board has actively solicited public feedback regarding the A-F Accountability System through several methods. Board staff scheduled 10 Open Houses hosted at the Board's offices and on October 17, 2017, posted a survey on the Board's website and distributed it to the field. Finally, Board staff has encouraged the public to submit input to the Board's email inbox.

Below is a summary of public input participation as of November 30, 2017:

**Open Houses**

Board staff hosted ten open houses, attended by roughly 77 individuals. The individuals in attendance ranged from school superintendents, state legislators and parents. Most open house feedback was captured in the Board's inbox, as Board staff asked attendees to submit comment.

**Survey**

- 228 survey responses
- Most responses from Maricopa County (125), Yuma (20) and Yavapai (27)
- 126 of the responses are from K-12 Administrators
- 24 are from parents
- WestEd created a high level summary of all survey responses (attached)

**Input Received via Email**

- Approximately 100 emails
- Most from school superintendents and administrators

Board staff has compiled all of the survey responses and input received via email and has attached the information as Appendix of Preliminary A-F Comments, which can be found [HERE](#).

In an attached document, WestEd has prepared a high-level summary of the survey data.

**Recommendation to the Board**

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

**Contact Information:**

Alicia Williams, Executive Director, State Board of Education  
Catcher Baden, Deputy Director, State Board of Education

# Analysis of Arizona's Survey of the A–F School Grading System

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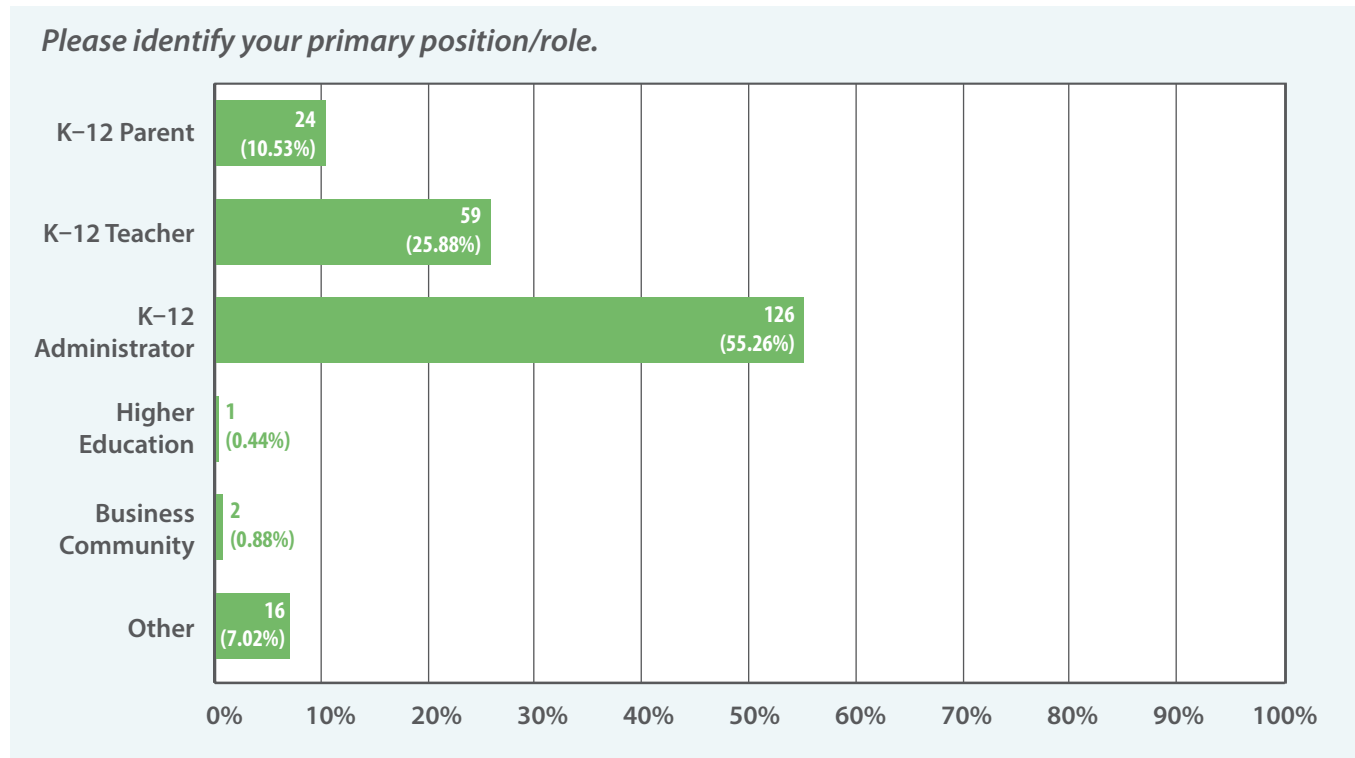
To better understand schools' staff and parent perceptions of the Arizona A–F school grading system and its administration, the Arizona State Board of Education administered a survey. This survey asked respondents to provide their suggestions for potential refinements to the measures and indicators used in the A–F school grading system.

WestEd was asked to analyze these survey responses and create an overview that identifies frequent themes appearing in survey responses. The analysis highlights the **most frequent themes** appearing within responses to each survey question. This document is designed to provide a high-level overview of respondents' perceptions regarding the A–F school grading system, including suggestions for changes to the system.

*(continued)*

## Respondents

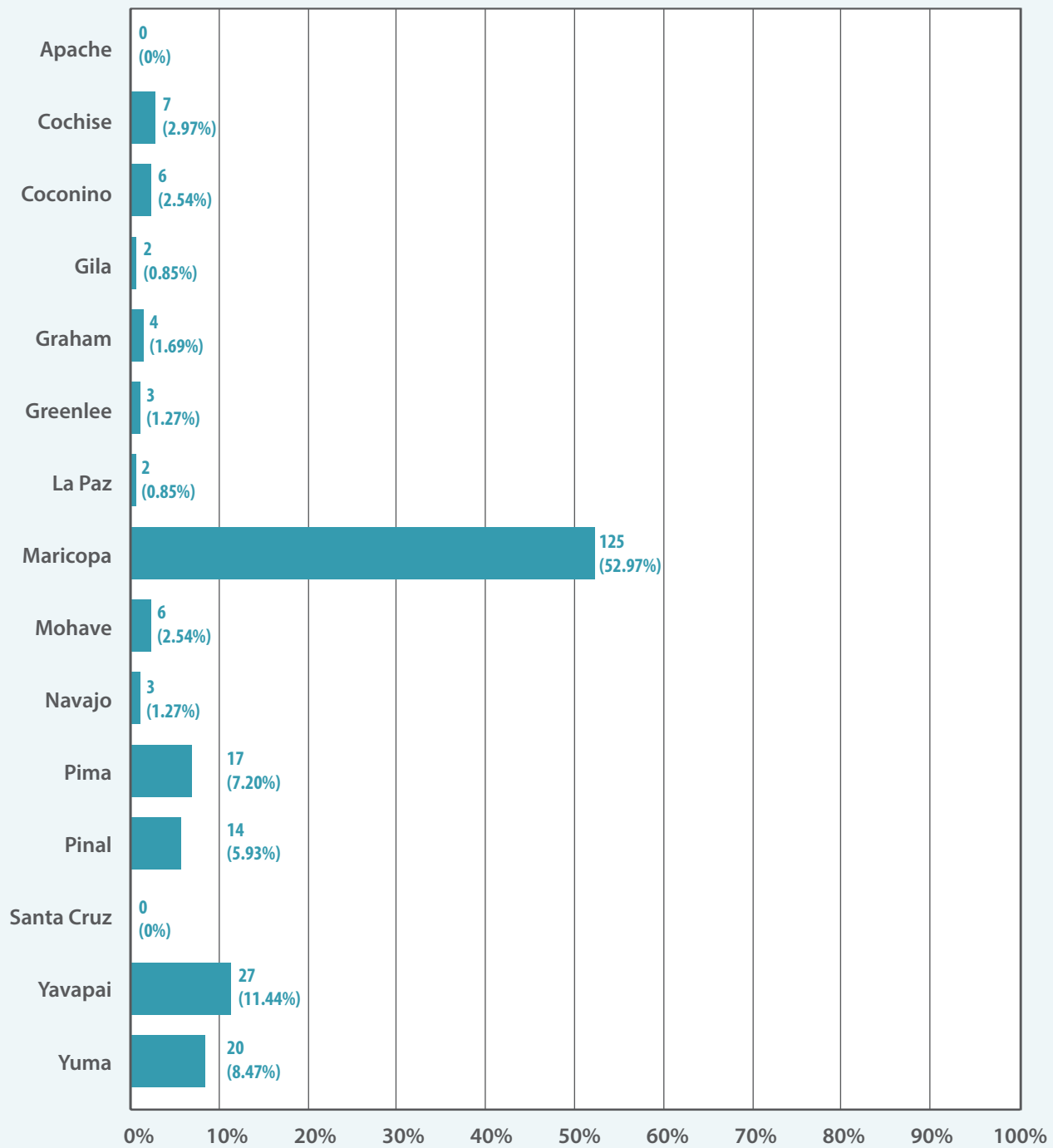
This survey was administered to 254 Arizona parents, teachers, administrators, and members of the higher education and business communities:



Answered: 236 / Skipped: 18

Survey respondents identified the Arizona county in which they live, work, or attend school:

*In which county of Arizona do you live, work, or attend school?*



Answered: 228 / Skipped: 26

## Analysis

### Q1. Suggested Refinements to Growth Measures

#### Takeaways

- ◆ Respondents questioned how high-performing schools can demonstrate sufficient growth to obtain points for the growth measure.
- ◆ Respondents suggested changes to how the growth measure is weighted and structured so that the measure is easy to understand and explain to stakeholders.

The most frequent suggestions for this question focused on concerns about how high-performing schools can demonstrate growth (32 responses, 19%<sup>1</sup> of 172 responses to this question). Respondents questioned the weight applied to the growth measure, contrasted to the lack of weight given to schools maintaining the number of proficient or highly proficient students. One respondent suggested that the growth measure weight be modified to reward schools for maintaining the number of proficient or highly proficient students.

There were also multiple responses related to how the growth measure is currently structured and scored (30 responses, 17%). In particular, 12 of these respondents suggested changes to the weights applied to subgroup performance, with additional weight given to schools with high populations of students in poverty, English language learners, and special education students. Other respondents expressed concern that the growth measure does not adequately measure the growth of students who do not reach the proficient level. For example: "We need to find a methodology that rewards growth without penalizing students/schools that are showing appropriate growth but not as much as everyone else." These respondents would like student growth of any kind to be accounted for in the growth-measure scoring.

Some respondents questioned how growth is calculated in schools that have only two or three grade levels (e.g., K–2, 6–8). Considering the short length of time a student is enrolled in such a school, respondents are interested in how the three-year growth measure is calculated for these schools.

Another frequently appearing theme was confusion regarding how the growth measure is calculated (12 responses, 7%). Respondents expressed misunderstanding of how to interpret the scoring formula. Additionally, some respondents were unsure of how the scoring formula is best explained to other stakeholders. To support understanding, respondents suggested simplifying or streamlining the scoring formula so it could be more readily interpreted and explained.

Twenty-five respondents (15%) expressed support for the growth measure as presently structured.

### Q2. Suggested Refinements to K–8 Acceleration Measures

#### Takeaways

- ◆ Respondents are concerned about the use of the chronic absenteeism measure.
- ◆ Respondents have questions about how the K–8 acceleration measure and the special education population requirement are structured.
- ◆ Respondents suggested expanding the K–8 acceleration measure to include additional subjects.

The most frequent concern expressed was about the use of the chronic absenteeism measure (26 respondents, 16% of 161 responses to this question). Concerns centered around the difficulty of controlling something respondents felt

<sup>1</sup> Percentages are rounded to the nearest whole number.

was out of the control of schools. Some respondents expressed reluctance about the use of the chronic absenteeism measure without resources to encourage student attendance. For example: "The state also needs to provide additional resources for school resource officers and counselors if attendance is to be factored into the equation and/or hold parents more accountable to get their children to school." The chronic absenteeism measure also raised the question about whether there would be rewards for schools with consistently high student attendance.

Respondents raised concerns about how the K-8 acceleration measure is scored (23 respondents, 14%). Much of these concerns focused on the  $n$  count being set at 20, as some felt this would disadvantage schools with small student populations. Some respondents also questioned how the K-8 acceleration measure accounts for middle school students who complete high school courses and assessments.

Respondents also questioned how the special education population requirement is structured (18 respondents, 11%). For this measure, respondents asked for clarification on how special education programs and placements are categorized (e.g., how are schools with self-contained special education programs scored?). Some also questioned how the special education population requirement impacts a school's inclusion growth score.

Respondents questioned whether the K-8 acceleration measure would expand to include other subjects, such as the arts, science, or foreign language (9 respondents, 6%). In particular, respondents requested that focus on the arts be incorporated into the K-8 acceleration measure; this request also appears in responses to Q3, Q4, Q6, and Q7.

Thirteen respondents (8%) expressed support for the K-8 acceleration measure as presently structured.

### Q3. Suggested Refinements to College and Career Readiness Indicator

#### Takeaways

- ♦ For scoring, respondents are concerned that the  $n$  of 20 may be difficult for small schools to meet.
- ♦ Some concerns about the college and career readiness indicator focus on the time and resources needed to complete data collection.

Most of the responses to this question focused on how the college and career readiness indicator is scored (21 respondents, 15% of 140 responses to this question). Similar to a concern raised in responses to Q2, respondents questioned how schools with small  $n$  counts or small graduating class sizes would be scored. A respondent from a small school expressed this concern: "Despite earning a high score in this category, our school has been denied having it count towards our label since we fall below the 'N' number." To expand available points, respondents suggested that points be awarded based on students who have enrolled in postsecondary institutions. Regarding scoring, respondents also questioned how scoring might address variations in program availability, as some schools may not have the funds to provide CTE courses or JTEDs.

Concerns were also raised regarding data collection for the college and career readiness indicator (20 respondents, 14%). Much of these concerns centered around the time and resources needed to collect this data. For some schools, this may be an impediment: "The self reporting is very challenging for rural school districts who lack the staffing required to do it." Other concerns focused on the self-reported nature of this data and how the state will ensure that data are accurate.

Nineteen respondents (14%) requested that the college and career readiness indicator be expanded to include other subjects and programs (e.g., foreign language, 21st century coursework, non-CTE internships). In particular, most of these respondents requested that the arts be incorporated into the college and career readiness measure, citing that students focus on high school arts courses in preparation for postsecondary arts opportunities.



Eighteen respondents (13%) expressed support for the college and career readiness measure as presently structured.

#### Q4. Suggested Refinements to Bonus Points

##### Takeaways

- ◆ Respondents requested clarification to how the bonus points are calculated and applied to a school's letter grade.
- ◆ Respondents requested changes to how the bonus points are scored, particularly in terms of how the special education student population is scored.
- ◆ Respondents also requested bonus points be given for additional subjects and programs.

In response to this question, respondents requested changes to the way the special education student population is scored (26 respondents, 20% of 133 responses to this question). Some respondents questioned how special education students are identified for services, and whether these bonus points might encourage schools to maintain students in special education. There were also concerns about schools with low counts of students in special education and how this might affect scoring. To address the count concern, one suggestion was to use proportions of students in special education, rather than counts.

Thirteen respondents (10%) expressed the desire for clarity regarding scoring. Some respondents expressed confusion about the scoring, particularly in terms of how the bonus points are incorporated into the overall school grade score. For example: "My school received 15 bonus points this year yet I was only allowed to use 10 in my scoring. No one knows about the five extra points I received and it did not assist my score." Other questions focused on the minimum  $n$  count and how this might adversely impact scoring for small schools, similar to concerns raised in responses to Q3.

Eight respondents (6%) requested that a bonus be provided for participation in additional subjects and programs (e.g., the arts, AP/IB, concurrent college courses, and after-school programs/extracurricular activities). One respondent suggested that doing so would provide "bonus points for having programs that are known to benefit students but not recorded elsewhere." The focus on the arts is echoed in responses to Q2, Q3, Q6, and Q7.

Twenty respondents (15%) expressed support for the bonus points as presently structured.

#### Q5. Suggested Refinements to $n$ Counts

##### Takeaways

- ◆ More respondents suggested a change to the minimum  $n$ , as opposed to keeping the current minimum  $n$  of 20.
- ◆ As expressed in responses to other questions, a minimum  $n$  of 20 may be difficult for schools with small student populations to meet.

Thirty-six respondents (31% of 116 responses to this question) requested a change to the minimum  $n$  count. Some respondents requested a decrease to account for schools with small student populations or small subgroup populations (suggestions:  $n = 1$ ,  $n = 5$ ,  $n = 10$ ,  $n = 15$ ). Other respondents requested an increase in the minimum  $n$  count (suggestions:  $n = 30$ ,  $n =$  maximum allowed under ESSA). To account for the variance in student populations across Arizona schools, some respondents suggested the use of a student percentage or proportion in place of the student count. Similar to responses to Q3 and Q4, respondents expressed the difficulty that schools with small student populations or small subgroup populations have in meeting the minimum  $n$  of 20 for scoring purposes. For the purposes of scoring schools with small populations or small subgroup populations, one respondent suggested scoring groups that do not meet the minimum  $n$  be scored as not applicable, rather than zero.

Twenty-one respondents (18%) expressed support for maintaining the current  $n$  count, with some citing a need for the continuity of the A–F school grading system.

## Q6. Suggestions on Incorporating the Menu of Assessments

### Takeaways

- ◆ Respondents suggested changing the menu of assessments to include nationally normed assessments, as well as expanding the menu of assessments to include additional subjects and assessment formats.
- ◆ For the purposes of school comparisons, respondents questioned how use of different assessments might impact these comparisons.

Of the 125 responses to this question, 17 respondents (13%) suggested changing the standardized assessments that are administered. Most of these respondents requested use of nationally normed assessments (e.g., ACT, SAT, PSAT, Stanford Achievement). Other respondents suggested a change to assessments that encourage student buy-in.

If a menu of assessments is implemented, some respondents are concerned that this may impact how schools are compared to one another (15 respondents, 12%). If schools use different assessments, how will Arizona ensure accurate comparisons between these schools? Additionally, how will performance comparisons between different assessments be communicated to stakeholders?

Respondents also suggested expanding the menu of assessments to incorporate additional options (8 respondents, 6%). Respondents requested that the arts be incorporated into the A–F grading system, a theme that also appeared in responses to Q2, Q3, Q4, and Q7. Other respondents suggested the addition of portfolios and alternate assessment options to the menu. For high school students, some respondents suggested adding assessment options that are more closely related to postsecondary opportunities.

## Q7. Other Suggestions on Refinements

### Takeaways

- ◆ Respondents suggested changes to how the school grades are calculated, including changing the weights assigned to measures and giving points for additional subjects.
- ◆ Respondents also suggested the use of a dashboard, assigning grades for multiple measures rather than a single overall grade.

Some respondents indicated a desire to implement changes to how the school grades are calculated (12 respondents, 11% of 107 responses to this question). Some respondents suggested adjustments to scoring to account for schools with non-conventional grade configurations (e.g., schools with only grades 3–5, schools with only grades 6–8). Changes might also be made to how the measures are weighted; some respondents were again concerned that a high-performing school is not able to demonstrate the needed amount of growth to obtain a high grade, and requested that the weights be changed to reflect this. Other respondents suggested that the scoring system focus only on student growth percentiles when calculating growth.

Respondents also suggested that a dashboard of grades be used in place of the single overall grade (8 respondents, 7%). With a dashboard, grades could be assigned for each of the elements of the A–F grading system, allowing stakeholders to gauge school performance on multiple measures rather than a single measure.

Continuing the theme of arts education seen in responses to Q2, Q3, Q4, and Q6, seven respondents (7%) requested incorporating the arts into the A–F school grading system.

Five respondents (5%) requested greater transparency in the scoring of the A–F school grading system. These respondents indicated confusion about how the grades are calculated and applied to individual schools. To address transparency, one respondent suggested changing the language of the grading system to ensure that all stakeholders can understand scoring. Another respondent suggested “a transparent audit of the A–F accountability data and calculation before the ‘preliminary’ grades become final.”

**EXECUTIVE SUMMARY**

**Issue:** Report of appeals for preliminary A-F letter grades

Action/Discussion Item

Information Item

**Background and Discussion**

On June 26, 2017, the Board established the A-F Appeals Committee consisting of Vice President Narducci, Member Kaye and Member Taylor. At the same meeting, the Board adopted policies and procedures governing A-F appeals.

Included in the policies and procedures are grounds for an appeal which are limited to the following:

1. Environmental Issues or Events;
2. School or Community Emergency;
3. School Tragedy; or
4. Other similar substantive events.

The A-F Appeals Committee does not have authority to evaluate appeals based on conditions including, but not limited to the following:

1. Opposition to accountability formulae (e.g. Growth should not be weighted as such; non-FAY students who pass AzMERIT should be counted, etc.);
2. Demographic make-up of student population (e.g. School has an above average percentage of ELL students);
3. Data within the control of the school/LEA at any point in time (e.g. Test records not corrected via Common Logon, ADE, or Pearson);
4. Individual student characteristics (e.g. This student was often tardy or absent from his Math and Reading classes); and
5. Statistical computations

The window to file an appeal was open from the afternoon of Thursday, September 28, 2017, to Friday, October 6, 2017 at 5:00 P.M during which time the Board received 71 appeals.

On November 20, 2017, the A-F Appeals Committee met to determine which appeals were within its scope and eligible for review. The Committee determined 60 of the appeals cited events or factors that are outside the scope of the A-F Appeals Committee and are not eligible to be evaluated by the A-F Appeals Committee.

The Committee voted to review and issue a recommendation to the Board regarding the remaining 11 appeals after the 2016-2017 letter grades are finalized.

**Contact Information:**

Alicia Williams, Executive Director, State Board of Education  
Catcher Baden, Deputy Director, State Board of Education

**EXECUTIVE SUMMARY**

Below is a brief summary of the appeals:

<b>Appeals Outside the Scope of the A-F Appeals Committee</b>	
<b>Event or Factor Cited</b>	<b>Frequency</b>
Bonus points included in cut score determination	9
CCRI data issues	7
Disagreement with calculation methods and/or the system	7
Teacher shortage or a lack of a teacher	6
Student absences	4
Forwarded to ADE for data and coding validation	23
Miscellaneous, including issues with transition from SAIS to AzEDS	11

<b>Appeals Within the Scope of the A-F Appeals Committee</b>	
<b>School</b>	<b>Event or Factor Cited</b>
Clove Campbell Elementary	Flooding
Copper Ridge School	Teacher was sick just prior and during testing
Cordova Elementary School	Flooding
Country Gardens Charter School	Road closures and air conditioning issues
Desert Horizon Elementary School	School tragedy
Flagstaff High School	Threatening Notes
Helen Keeling Elementary	Building issues
LM Prince School	Flooding and construction
Mary C O Brien Elementary School	Technical assessment difficulties (also forwarded to ADE for data/coding validation)
Montessori Academy	Technical assessment difficulties
Sinagua Middle School	School tragedy and other

In total, 24 appeals, including 1 substantive appeal, were forwarded to the Arizona Department of Education as part of the data and coding validation period.

Attached:

- A-F Appeals Committee Structure
- A-F Appeals Policies and Procedures
- A-F Appeals Flow Chart
- Spreadsheet of A-F Appeals

**Recommendation to the Committee**

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

## **A-F SCHOOL ACCOUNTABILITY APPEALS COMMITTEE**

Consistent with A.R.S. § 15-241(I), the Board is charged with providing an appeals process for the review of A-F school letter grades. The Board shall establish an appeals process to allow a school or local education agency to appeal the school's or local education agency's final letter grade based on mitigating factors identified by the Board.

### **MISSION STATEMENT**

The mission of the A-F School Accountability Appeals Committee is to implement an appeals process for schools and local education agencies appealing their school letter grades based on mitigating factors pursuant to state law.

### **POLICY STATEMENT**

The purpose of the A-F School Accountability Appeals Committee is to provide an avenue for schools and local education agencies to appeal their letter grade through a transparent and public process. Committee meetings are held open to the public. All schools and local education agencies are eligible to appeal their grade based on mitigating factors. Schools and local education agencies will be scored on a rubric for an expedited or non-expedited process depending on the school's or local education agency's specific situation.

### **RATIONALE**

The Board does not have an advisory group to consider and make recommendations regarding the appeals process for A-F school letter grades. The creation of the A-F School Accountability Appeals Committee will:

- Implement the Board policy and rubric regarding the appeals process for A-F letter grades
- Approve or deny requests to change a school or local education agency's letter grade based on mitigating factors consistent with the grading rubric

### **COMMITTEE STRUCTURE**

Membership consists of three members of the State Board of Education.

- Narducci
- Taylor
- Kaye

## State Board of Education Policies and Process for Appealing A-F Letter Grades

1. Timing of submission: Appeals of final A-F letter grades must be submitted during the embargo period. Letter grades issued under appeal will be designated as pending which will remain in place until the appeal is resolved. All appeals and supporting documentation must be submitted by 5:00pm on the last Friday of the embargo period to [inbox@azsbe.az.gov](mailto:inbox@azsbe.az.gov)
2. Notification of receipt: Applicants submitting an appeal will be notified via email from the Board within 72 hours of the application that all materials were successfully submitted. If an applicant does not receive notification, contact [inbox@azsbe.az.gov](mailto:inbox@azsbe.az.gov) and resubmit with a copy of a date-stamped email of the original submission.
3. Format of submission: Schools and LEAs seeking to appeal a letter grade must use the designated SBE Letter Grade Application form. Schools and LEAs may request either an expedited appeal (document review only) or a non-expedited appeal (document review and appearance before the Committee). Appearances before the Committee will be limited to fifteen minutes.
4. Supporting evidence: Supporting evidence for the appeal must be submitted with the application to be considered by the Committee. Supporting evidence may include, but is not limited to, benchmark assessment data showing an upward trend until the substantive event, a longitudinal demonstration of decreased instructional time due to attendance (ADM/ADA), media reports conferring the reason for appeal, or additional narrative from stakeholders.

*a. Example A and Possible Evidence*

At the beginning of the school year, the main road into town is washed out and must undergo months of repair, impacting transportation to and from school by about an hour each way; the school sees a significant decline in attendance rates as well as instructional time due to an added two hours of commuting time for many students. Prior year proficiency rates were significantly higher than the current year rates with no substantial changes in staffing or administration. The school also provides attendance data to support the decreased instructional time beyond their control.

*b. Example B and Possible Evidence*

A fatal car accident on the second morning of AzMERIT testing at an elementary school prohibited students from being dropped off on time to start testing. Students who witnessed the accident or the presence of emergency

responders requested counseling. Many tests were unfinished and not scored, which decreased test participation. While the school has earned a “B” in the past two years, it received a “C” and many of their younger students performed lower than expected. The school submits written and signed accounts of the incident by parents and teachers. The school also submits a police report verifying the date and time of the accident which impacted students’ performance on the day of testing. The school submits benchmark assessment data to indicate that these same students scored much better on district-wide standardized assessments prior to the incident.

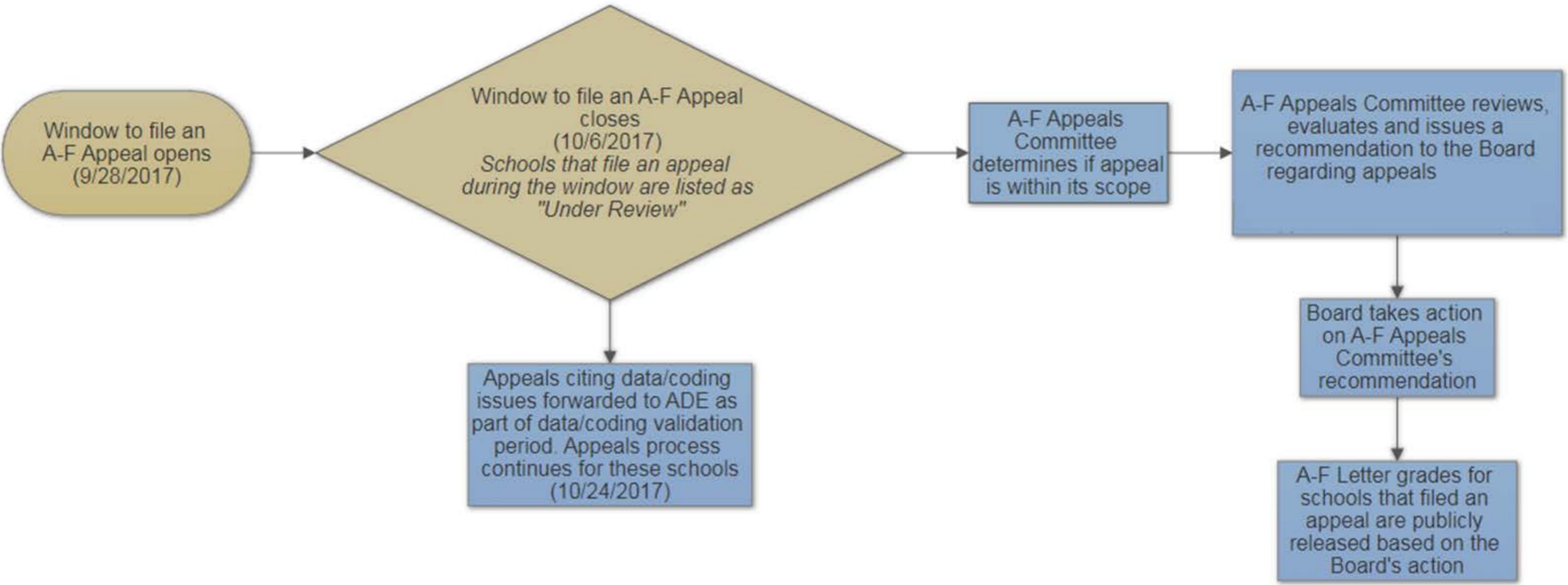
5. Grounds for appeal: Grounds for appeal are limited to:
  - a. Environmental Issues or Events
  - b. Adverse Testing Conditions
  - c. School or Community Emergency
  - d. School Tragedy
  - e. Other similar substantive events
  
6. Considerations by the Committee: The Committee will consider whether the grounds for appeal were:
  - a. Unrelated to school/student performance
  - b. Outside the school’s control
  - c. Timing reasonably related to student performance
  - d. Substantial cause of overall school performance

In addition, the Committee will consider whether the school took reasonable steps to minimize the impact of the event on assessment outcomes or if the opportunity did not exist for the school/LEA to minimize impact on students. The Committee will consider all submitted longitudinal school-level and student-level data if applicable and relevant.

7. Non substantive events: The Committee **will not** evaluate appeals based on conditions including, but not limited to:
  - a. Opposition to accountability formulae (e.g. Growth should not be weighted as such; non-FAY students who pass AzMERIT should be counted, etc.).
  - b. Demographic make-up of student population (e.g. School has an above average percentage of ELL students).
  - c. Data within the control of the school/LEA at any point in time (e.g. Test records not corrected via Common Logon, ADE, or Pearson).
  - d. Individual student characteristics (e.g. This student was often tardy or absent from his Math and Reading classes).
  - e. Statistical computations



8. Incomplete applications: Incomplete applications will not be reviewed and will be denied without further review.
9. Public Records: All appeals submitted may be subject to public records requests.
10. Rubric: The same rubric will be used to evaluate all appeals.
11. The Committee will make recommendations to the Board based on its decisions.



**EXECUTIVE SUMMARY**

**Issue:** Presentation, discussion and possible action on the data and coding validations report for preliminary A-F letter grades

Action/Discussion Item

Information Item

**Background and Discussion**

In connection with the A-F review and revision process, the Board opened a window for data and coding validations to be submitted to the Board's inbox and then forwarded to the Department of Education's Accountability Department. The window for submissions closed on November 3, 2017.

A total of 169 data and coding validations were forwarded to the Department.

Department staff worked with school representatives to clarify data and/or coding concerns and made changes when it was appropriate to do so, such as when student data was not being accurately displayed in ADEConnect, yet was captured in the school's letter grade.

Below is a summary of the Department's findings:

**All Data and Coding Validations**

- Individual student data questions (FAY, SPED, ethnicity, etc.) (30%)
  - Assessment questions (23%)
  - Business rule questions/concerns (18%)
    - Growth questions (7%)
    - Graduation rate questions (7%)
    - FRL data questions (6%)
    - CCRI questions (6%)
    - Grades 5-8 EOCs (2%)
    - Miscellaneous (1%)

Out of the data and coding validations came three specific results:

1. Schools would need to submit 15-915s\* to the Department to "clean" their school data
2. Data and coding validation concerns that the Department was able to correct
3. Data and coding validations that warrant Board action

\*Schools submit student information correction reports to the Department relating to state aid or budget errors pursuant to A.R.S. § 15-915. To change student level data in the data systems within the Department, schools need to "clean" the data by submitting forms called "915s".

**Contact Information:**

Alicia Williams, Executive Director, State Board of Education  
Catcher Baden, Deputy Director, State Board of Education

**EXECUTIVE SUMMARY**

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**Data and coding validations that warrant potential Board action:**

**Issue: CCRI- Schools did not submit properly**

**Recommended Board Decision:** Reopen the window to submit CCRI data only for those schools identified through the data and coding validation period. The CCRI window will open on December 5<sup>th</sup> and close on December 18<sup>th</sup>, 2017.

**Issue: SGT Calculation Error**

**Recommended Board Decision:** Direct the TAC to investigate further into the SGT calculation error and adjust the business rules to include any changes to ensure accuracy within the SGT measure

**Issue: Business Rule Concerns**

No recommended action is present, due to the overlap between the Data and Coding Validations and the Technical Advisory Committee's report on issues within the A-F Accountability business rules, which the Board will take action on in the agenda item 4A5

**Issue: Awarding of Bonus Points**

**Recommended Board Decision:** Direct the TAC and the Department to change the business rules to ensure bonus points are being awarded to schools after the cut score has been set using the standard deviation of total points

**Issue: "Rounding"**

**Recommended Board Decision:** Direct TAC and the Department to change the business rules to allow for rounding at the final calculation of points earned prior to calculating the percentage earned

**Recommendation to the Board**

That the Board take action on the items listed above



# A-F Data: Process and Inquiries

Dr. Jennifer Fletcher

# Agenda



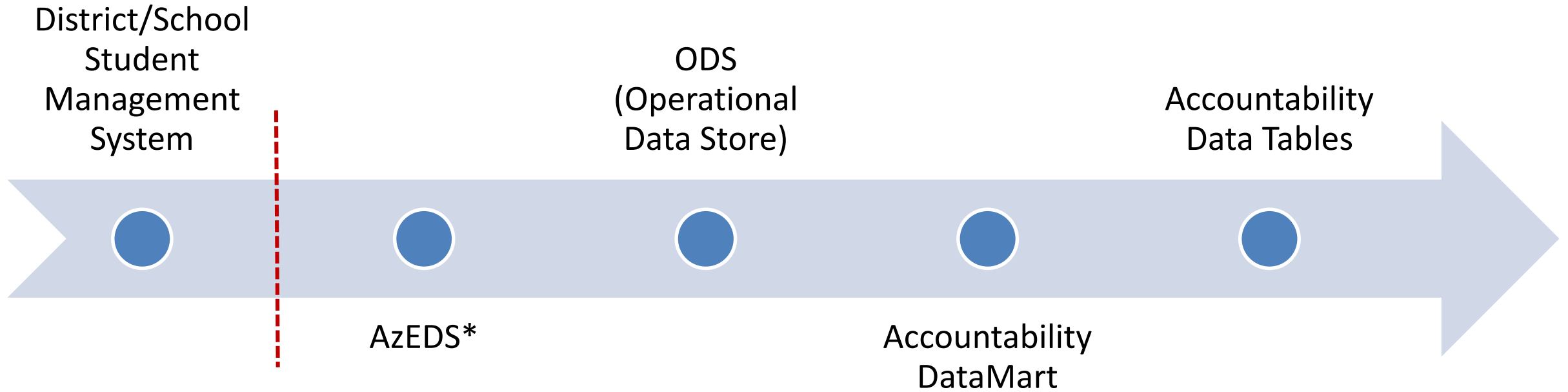
- General Data Information
- IT and Accountability Data Process
- Accountability A-F Data Process
- A-F Accountability Data Validation Process
- Conclusions about Data
- A-F Data Inquiries

# General Data Information



- Data changes
  - Schools can submit current year data daily
  - Schools can open a 15-915 to change data from the prior three years
- Data is only as good as it is submitted
  - ADE does not own data – it is the district and schools'
  - Data should accurately reflect reality for each student, e.g., entry date, exit date, ethnicity, etc.
- Data is entered manually and then goes through quite a few systems – aka, there are places for human and technology error

# IT and Accountability IT Data Process



\*AzEDS started in FY17, prior to that SAIS was the system of record. FY16 SAIS was the system of record, but both SAIS and AzEDS were running.



# District/School Student Management System



- Districts and schools submit finite details regarding each student including but not limited to:
  - Entry date
  - Exit date
  - First, middle, and last name
  - Date of birth
  - Ethnicity
  - Program enrollment – ELL, Special Education, etc.
  - Gender

# AzEDS



- All data from the district/school student management system is submitted to ADE through AzEDS
  - Data is collected and then run through integrity checks
  - Reports are generated that inform districts and schools if students passed the integrity check, if not and what's the reason for the error
    - If data does not pass integrity, districts and schools should correct the data and resubmit
- Data can be submitted to AzEDS daily
- FY17 was first year for AzEDS

# ODS (Operational Data Store)



- From AzEDS the student-level data goes into the ODS
  - The ODS is intended to be the one source of truth
  - It houses all data that districts and schools submit exactly as they have submitted it – aka raw data

# Accountability DataMart



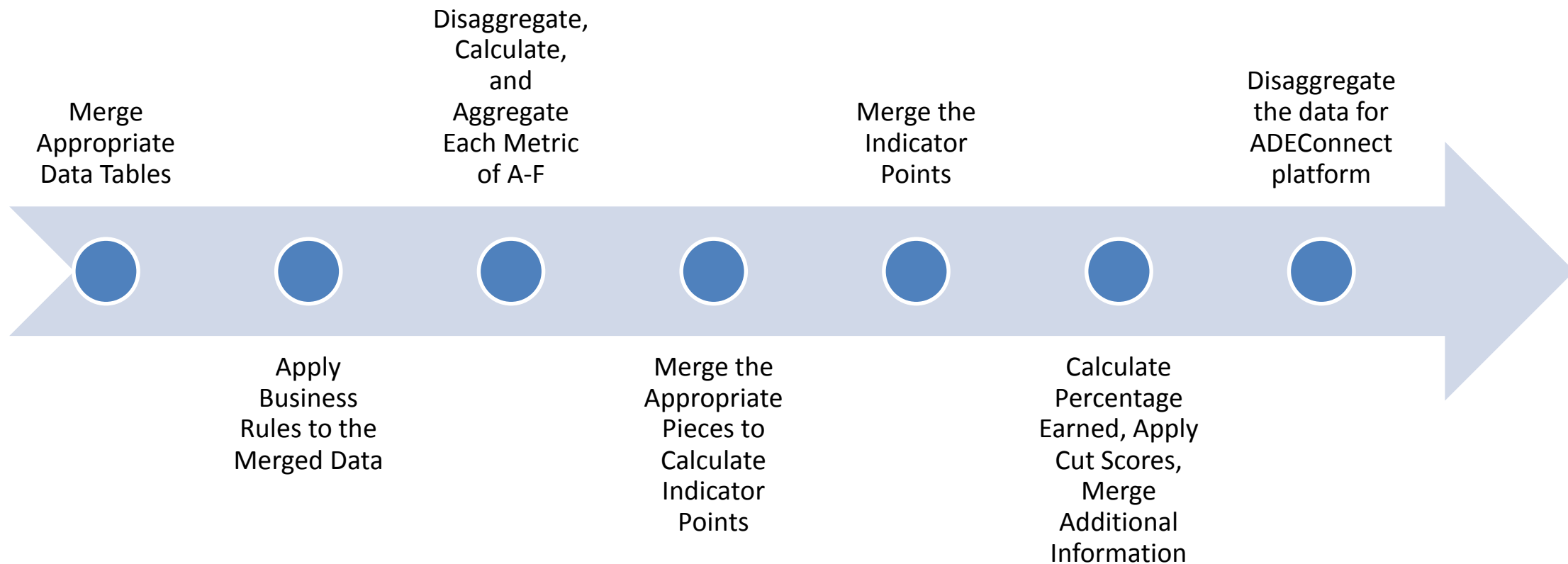
- Data is pushed from the ODS into our Accountability DataMart
  - Most program areas who use data have their own datamarts with the necessary data they use
- The Accountability DataMart contains all student-level data that is needed for state and federal accountability and reporting
- Business rules are applied to this data
  - For example, accountability only includes students who pass integrity

# Accountability Data Tables



- Data from the Accountability DataMart is connected to particular tables that we use where even more business rules and calculations are applied
  - Enrollment data tables
    - Every enrollment record a student has is included in the table – in FY17 there were 1.6 million records
    - FAY indicator is in this table
    - Includes all demographics – subgroups
  - Assessment data tables – AzMERIT, AIMS/AIMS A, MSAA, AZELLA
    - Every assessment record a student has is included in this table – in FY17 there were 2.0 million records
  - Graduation rate table
    - Calculates graduation rate for schools and districts using coded rules

# Accountability A-F Data Process



All work is done using statistical software programs such as SPSS and SAS

# Merge Appropriate Data Tables



- The accountability team merges the required student level data:
  - Enrollment – determines FAY and which school is accountable
  - Assessment – AzMERIT, MSAA, AIMS, AIMS A, AZELLA
  - Subgroups – SPED, ELL, Economic Disadvantage, Ethnicity
  - Chronic Absenteeism
  - Growth Scores
  - Demographics – Grade Enrolled
  - Graduation Rate – exit/year-end codes
- It seems simple, but we're merging millions of records and need to ensure that:
  - Students are correctly matched with their assessment scores
    - Students may have no assessment results, AzMERIT or MSAA ELA and/or Math, AZELLA, and/or AIMS or AIMS A science
  - The right school is affiliated with the right student
    - Complicated for accelerating students (grades 5-8) because some students test at their K-8 school, others at a nearby 9-12 school. Need the right school to receive credit for these students.
  - The merge results in what we call a base file – in FY17 there were 7.9 million records in the base file
    - Every student's enrollment record, a new record is generated each time they enroll, multiplied by every subject assessment that was taken – ELA, Math, AZELLA, Science

# Apply Business Rules to the Merged Data



- We take the base file and apply particular business rules to create what we call the static file
  - Calculate K-8 stability FAY
  - Exclude particular school types – juvenile facilities, etc.
- The static file is what is used to calculate letter grades, with the exception of graduation rate because that data is lagged a year and utilizes a different subset of students
- Each district/school's static file is also shared with them via ADEConnect
- The static file contains 3.1 million records



# Disaggregate, Calculate, and Aggregate Each Metric of A-F



- Once we merge the enrollment and assessment data, we then have to disaggregate the student-level data for each metric and then aggregate it to school-level to do the calculation
  - Each indicator has its own business rules which means we have to pull out the students necessary for each indicator and then conduct the calculations. A few examples below:
    - Proficiency, growth, ELL require FAY only students
    - Proficiency requires applying the weights (MP = 0, PP = .6, P = 1.0, HP = 1.3) before calculating percentages, and for the K-8 model requires doing it two ways – stability and FAY
    - Growth requires creating the 3 SGP categories and 3 SGT categories for each student, then aggregating to school-level and applying weights to each of the 12 categorical options
    - For the K-8 schools proficiency uses grades 3-8 students but excludes RALEPs for ELA (not Math), growth uses grades 4-8 students, ELL uses K-8; etc., but the grades increase to 9 for the K-9 model
    - Acceleration Readiness requires we create base file and static file for current year and prior year
    - Subgroups have to be separated by group and subject
  - Every calculation for A-F has to be done separately and for proficiency, growth, ELL, and bonus points 4 different ways – K-8, K-9, 8-12, 9-12

# Merge the Appropriate Pieces to Calculate Indicator Points



- Once all the metrics and indicators are calculated, we then merge the appropriate pieces
  - Merge the two K-8 stability calculations in order to compare and determine which one is higher and should be utilized
  - Merge all the acceleration readiness calculations to determine total points earned for that indicator
  - Merge the EL proficiency and EL growth calculations
  - Merge graduation rate and graduation rate improvement

# Merge the Indicator Points



- After each indicator is calculated, we merge proficiency, growth, EL, bonus and then for K-8 acceleration readiness and for 9-12 graduation rate and CCRI points to determine total points eligible and total points earned

# Calculate Percentage Earned, Apply Cut Scores, Merge Additional Information



- Once all the indicator points are merged and total points eligible and total points earned are calculated, we calculate percentage earned, apply the cut scores, and merge in additional information such as school names, charter, FRL indicator, district id, etc.
  - Between the team members working on A-F, the code that was written to run all of A-F including the data for ADEConnect was **over 200 pages** long

# Disaggregate the data for ADEConnect platform



- The work does not end there!
- Now that we've put all the pieces together, we have to go take them apart again to display in the ADEConnect platform
- It's imperative that we disaggregate the data by grade so that schools can see the data displayed in different ways and validate that letter grades were calculated correctly
- The A-F Letter Grade platform on ADEConnect shows the following displays:
  - Summary pages for overall letter grade
  - Detail pages for:
    - EL data
    - Proficiency disaggregated by grade, assessment and subject
    - Growth disaggregated by grade, SGP/SGT, and subject

# A-F Accountability Data Validation Process



- Growth data is evaluated and certified by Dr. Damian Betebenner at the request of the department
- Several volunteers from LEAs reviewed their respective student data prior to the releases in June and September specific to enrollment data
- All schools in the state have access to their static file to validate their data that is used in the letter grade calculations
  - Data must be cleaned by the schools prior to the end of the school year, which in FY17 was July 14<sup>th</sup>, 2017

# Conclusions



- This presentation described our final process, but any time a change is requested it impacts the work flow and can, on occasion, require us to go all the way back to the beginning of the Accountability A-F process.
  - We had to recreate the static file several times this past year due to unique circumstances, such as grades 5-8 students taking EOCs, needing to add non-FAY students due to the chronic absenteeism calculation
  - Adding an additional SGT category and adjusting the SGP/SGT weightings required redoing Steps 3-7
  - Changing cut scores required redoing Steps 6-7
- In addition, when major changes are made that were not originally decided, my IT team has to change the ADEConnect platform.

# Conclusions



- Statewide data is not a simple process. It requires many teams of people at ADE as well as constant collaboration from the field.
- ADE does not “own” the data; the data is that of the schools and districts and only they know if it is right. Accountability uses the data to implement letter grades. While there are many processes the data goes through, ADE is not changing the data so if the underlying data is “wrong,” then it’s “wrong” through the entire process.
- When running letter grades on millions of records, it is very challenging to know if something is off.
  - We check frequencies and make sure numbers are within the correct values (e.g., 0 to 30 points for proficiency) but outside of that it’s difficult for us to know if the underlying data is exactly as it should be because we don’t know every student.
- It is imperative that schools and districts validate their data for A-F, but also consistently check their AzEDS Reports throughout the year to ensure the data submitted to ADE accurately reflects the reality of students enrolled in their schools.



# A-F Data Inquiries



- 169 appeals regarding data (most of which asked about 3-5 items)
- General themes:
  - Individual student data questions (FAY, SPED, ethnicity, etc.) (30%)
  - Assessment questions (23%)
  - Business rule questions/concerns (18%)
  - Growth questions (7%)
  - Graduation rate questions (7%)
  - FRL data questions (6%)
  - CCRI questions (6%)
  - Grades 5-8 EOCs (2%)
  - Miscellaneous (1%)

# A-F Data Inquiries



- Individual student data questions (FAY, SPED, ethnicity, etc.) (30%)
  - Question:
    - Questions specific to individual students, such as FAY, SPED, ethnicity
  - Response:
    - ADE checked each student one-by-one in our data tables, cross-referenced to AzEDS data, and when necessary reached out to the school submitting the question. Many of the concerns relate to the underlying data the school submitted.
      - If the data submitted by the school is inaccurate, the school must open a 15-915 to correct the data.
      - In some cases students were failing integrity. This also needs to be resolved by the school using a 15-915.
      - If the issue was an ADE one, we resolved it, though these cases were rare otherwise it would have been a statewide issue.

# A-F Data Inquiries



- Assessment questions (23%)
  - Question:
    - Students not having FY17 assessment data
  - Response:
    - School needs to correct data in the AzMERIT corrections application
    - ADE Assessment IT team is checking student data to ensure all results were loaded into Accountability Datamart
    - ADE working on multiple SAIS ID issue

# A-F Data Inquiries



- Business rule questions/concerns (18%)
  - Question:
    - N size concerns, use of a confidence interval for calculations, inclusion of grad rate for schools who are new or in their second or third year, inclusion of grad rate and/or CCRI for schools that don't meet the n size, CCRI cut scores, non-typical school configuration, A-F formula and weightings, etc.
  - Response:
    - SBE decision
    - ADE to clarify business rules for the following scenarios: graduation rate improvement – which cohorts are used for that calculation, chronic absenteeism calculation – how are partial absences included, and SPED students – what criteria must be met in order to be considered SPED

# A-F Data Inquiries



- Growth questions (7%)
  - Question:
    - Missing SGP/SGT scores
  - Response:
    - Scores were included for students who had them
    - SGT scores will not exist for Grade 8 accelerating students or HS students who have completed the EOC sequence
  - Question:
    - SGT calculation
  - Response:
    - There was an error in the SGT calculation that occurred during the rush to add a third column
  - Question:
    - SGT correlation with proficiency
  - Response:
    - SBE decision needed

# A-F Data Inquiries



- Graduation rate questions (7%)
  - Question:
    - Concern over cohort 2016 4-year rate and/or inability to validate rate
  - Response:
    - ADE updated the graduation rate report on ADEConnect for schools to verify student level data
    - If a school finds a student with an inaccurate exit/withdrawal code, they will need to open a 15-915 to correct the data
  
- FRL data questions (6%)
  - Question:
    - Missing FRL data
  - Response:
    - FRL data is collected by ADE for each student. If that data was not submitted, the school will have to open a 15-915 to correct the data

# A-F Data Inquiries



- CCRI questions (6%)
  - Question:
    - Concerns over what was submitted – either didn't submit properly or didn't calculate points properly
  - Response:
    - SBE will need to decide if the window to submit should re-open
- Grades 5-8 EOCs (2%)
  - Question:
    - Grades 5-8 EOCs not attributed to K-8 school
  - Response:
    - This is an unusual circumstance as it only impacted a handful of schools and not the entire state. ADE is working to resolve for these schools.
- Miscellaneous (1%)

**EXECUTIVE SUMMARY**

**Issue:** Presentation, discussion and possible action on the Technical Advisory Committee's (TAC) A-F Accountability Plan and business rules report

Action/Discussion Item

Information Item

**Background and Discussion**

At the September 25, 2017 meeting, the Board established the Technical Advisory Committee (TAC) to provide the Board with advice on the review of data and data methodologies. The TAC's mission is to advise the Board of the interpretations and findings of all of its members regarding the systematic and objective application of quantitative, qualitative and mixed methodologies research principles to data as directed by the Board.

At the October 23, 2017 meeting, the Board tasked the committee to review the A-F Accountability Plan, including the preliminary A-F letter grade data and the business rules, and to bring a report of the TAC's findings back to the Board at the December 4, 2017 meeting.

After five meetings of the TAC, the committee has developed a report of its findings (attached).

The report outlines areas of concern committee members were able to analyze, based upon the limited amount of time and data the committee received. Listed below is a high-level overview:

**1. N-Count**

**Issue: Schools not meeting n-count of 20**

**TAC members believe a solution to this issue exists, however, do not feel comfortable with providing a recommended solution due to time constraints and validity concerns. TAC members would like this to remain an area that is reviewed and modeled at a later date.**

**2. Growth**

**Issue: A "ceiling effect" on the SGT side of the growth model**

**Potential Board Action: Direct the TAC to investigate through further analysis the effect of changing the business rule to give students who meet the 89 or higher in the SGT side of the growth model credit for "Exceeds Target" or a related solution. (Pg. 4)**

**Contact Information:**

Alicia Williams, Executive Director, State Board of Education



**EXECUTIVE SUMMARY**

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**3. Proficiency**

**Issue: No issue found in time allotted**

**4. Acceleration Measures (K-8)**

**Issue: Denominator (Points Eligible)**

**Potential Board Action: Direct the TAC to investigate through further analysis the effect of changing the denominator in the K-8 acceleration measure to allow for total points a school is eligible to earn, capped at 10, as the denominator of the calculation. (Pg. 5)**

**5. English Language Learners (ELL)**

**Issue: Some schools do not meet the N-count for ELL points**

**Potential Board Action: Direct the TAC to investigate through further analysis the effect of lowering the N-count for only the ELL indicator or a related solution. (Pg. 6)**

**6. Free and Reduced Lunch (FRL)**

**Committee members included the FRL correlations as information to Board members for future analysis.**

The committee plans to model all Board actions and bring recommendations to the Board at the January 29, 2018 meeting.

**Recommendation to the Board**

That the Board direct the Technical Advisory Committee (TAC) to investigate, through further analysis of data, the recommendations presented in the areas of SGT growth, K-8 acceleration and ELL n-count, and present a report that contains recommendations and modeling at the Board's January 29, 2018 meeting.

# TECHNICAL ADVISORY COMMITTEE

December 4, 2017 Report



A-F



Report by:

Amy Schlessman - Chair  
Rick Guyer - Vice Chair  
Audrey Amrein-Beardsley  
Cindy Bochna  
Thomas Haladyna  
Christy Hovanetz  
David Jordan

(Disclosure: TAC Report was finalized on November 30, 2017. Member Amrein-Beardsley and Member Hovanetz were not present at that meeting).

## **Background**

On October 23, 2017, the State Board of Education (Board) directed the Technical Advisory Group (TAC) to review the A-F Accountability Plan, business rules and impact data for problematic issues.

To date, the TAC has met five times to discuss issues relating to the impact data, business rules and the A-F Accountability Plan. The pace of these meetings has been accelerated to meet deadlines. The TAC thinks there has not been enough time to consider, study and evaluate all issues thoroughly.

From reviewing the data, the TAC has identified some problematic issues:

### **N-Count:**

The full academic year (FAY) n-counts for proficiency are aggregated across subject areas (ELA, Math, and Science). This makes proficiency points more accessible. In contrast, the FAY n-counts for Student Growth to Target (SGT) and Student Growth Percentile (SGP) are broken out by subject area (ELA and Math). By disaggregating the FAY n-counts for SGT and SGP, fewer schools have access to these points. One solution to this may be to adjust the SGT and SGP calculation to include both ELA and Math. This would have the added benefit of reducing model complexity by providing consistent treatment for proficiency and growth. This potential solution would require additional time and analysis.

The same problem outlined above applies to subgroup improvement as well because the n-counts are separated by subject area. Combining them would give more schools access to these points. However, if one combines across subjects for subgroup improvement, there are half as many categories in which to earn two points (20 reduced to 10). This may not be beneficial to all schools.

For smaller schools, one option would be to aggregate n-counts across school years within the school so that more schools have the potential to reach the n of 20. If this is done, the school's current year averages can be compared to their prior year averages for the measures to determine if they earn credit for improvement or not.

The Every Student Succeeds Act (ESSA) requires the same n-count for each category (e.g. proficiency, growth, CCRI) except for English Language Learners (ELL) and for both frameworks (i.e. K-8 and 9-12). The data files provided by Arizona Department of Education (ADE) Accountability did not include verification for College and Career Ready Indicator (CCRI) n-count because that data was self-reported. If the school met the n-count, 20, the school should have submitted. If the school did not, the school should have selected N/A. If the n-count were changed, to be fair to all schools, the window for 9-12 schools would need to be re-opened. Schools meeting a revised n-count could then self-report their data.

TAC members have expressed that lowering the n-count results in achievement profile framework calculations that are subject to instability of the system. It will be uncertain if

year-to-year fluctuations in a school's letter grade are due to the work of the school or instability of the framework calculation(s).

Another issue with n-counts is the standard error of the mean. It increases, thus categorical consistency is lower. Also, there is a bias issue. By using a different n-count it is not known if the new n-count includes higher or lower achieving students.

### **Growth:**

It is important to understand the differences between SGPs and SGTs. SGPs are normative. All students can benefit or not from the SGP calculation regardless of proficiency level. To obtain an SGP, every student is compared by scale score to their peers around the state. In other words, the highly proficient student (as determined by Scale Score) is compared to other highly proficient students and then ordered from 1 to 99 to determine their SGP. Every student has the potential to earn a 1 SGP up to a 99 SGP within that peer group.

In contrast, SGTs are not normative - every student has the potential to be on target regardless of their peer group. SGT is reported as the growth percentile a student needs to earn to be at the proficient scale score in three-years time or by high school graduation. This SGT target was set by Board policy and can be altered as the Board sees fit. The confusion comes because SGT is presented in the same format as SGP, on a 1 to 99 scale. It is the SGP needed to be on track to proficiency. A minimally proficient student has a much harder time of obtaining their target than a proficient student whose target will be lower, but all student SGTs are independent of all other students. This is contrasted with SGPs which are inter-dependent – within the peer group one student will get the 1 SGP and another student will earn the 99 SGP. For the SGP, approximately 33% of students will fall into the low growth category (1-33), 33% into the average growth category (34-66), and 33% into the high growth category (67-99).

Here is a hypothetical situation: A student who is proficient in year one AND proficient in year two may have an SGT of 40 for year two. If the student's SGP is 20 in year two, they will be in the low growth category for SGP (p. 14 of business rules) and below target for SGT (p. 16 business rules) because their trajectory indicates they are no longer on track to be proficient in three years. If the student's SGP is 40 in year two, then they will be in the average growth category for SGP and at/near target for SGT. They are not penalized for maintaining, points are awarded for maintenance per the business rules. If the student's SGP is 67 in year two, they will be in the high growth category for SGP and exceeds target for SGT. Proficient and highly proficient students can and do demonstrate growth – it is a misperception that they do not. However, the opposite is also true: students in all four proficiency categories may NOT demonstrate growth.

A proficient student's SGT should typically fall into the at/near target category as outlined on page 16 of the business rules. One identified issue is that there is, currently, an SGT ceiling effect related to students with an SGT of 89 or higher as presently the

business rule indicates that the student can only receive credit for being “At/Near Target” as opposed to “Exceeds Target”. A solution for this may be to change the business rule to give all students who meet the 89 or higher SGT credit for “Exceeds Target”. This is similar to giving full points for having a 90% or higher graduation rate. This would need to be investigated through future analysis that is beyond the scope of the time constraints present in developing this report.

The weights assigned to SGT and SGP for proficient and highly proficient students have been identified as a point of contention. The argument for adjusting the SGT and SGP weights for proficient and highly proficient students to be higher is that this will allow proficient students access to all the points in the model. From a validity standpoint, it appears that current weights are unfair to high proficiency schools.

Weighting the SGPs and SGTs higher for the proficient and highly proficient students will lend validity to the model but increase the number of points earned by only proficient/highly proficient students in the model. These proficient and highly proficient populations already earn 30% of overall model points for proficiency that the minimally and partially proficient students do not. If the SGP and SGT weights for proficient students are increased, the majority of the points in the letter grade model will go to schools with high levels of proficiency. This will skew the letter grades in a way that will be more correlated to poverty. If the cut scores for letter grades are not then adjusted along with these weights, higher poverty schools will have less access to the higher letter grades. To balance these additional points, the weights for minimally and partially proficient SGT and SGP would also need to be adjusted up but this would ultimately result in higher point totals overall. Another consideration would be to have the model assign more points to the non-normative SGT; or to assign greater weight for either SGP or SGT, depending on the school's higher score. Which would add an additional layer of complexity.

Another analysis argues that the growth indicator negatively impacts schools with high proficiency, due to the weighting within the SGP/SGT model.

This can best be demonstrated using a simple example. Suppose School A was composed of nothing but highly proficient students that met the target on ELA and Math. That school would earn  $30 + 25 = 55/80$  points (equivalent to a C) for the K-8 model. School B was composed of only proficient students that met the target for ELA and Math. School B was composed of only proficient students that met the target for ELA and Math. School B earns  $30 + 35 = 65/80$  points which is the equivalent of a B. Note that in this example the schools are not eligible for acceleration/readiness points or CCRI points.

School A earned a lower A-F grade than School B despite having students at a higher proficiency. Evaluation and modeling to correct for the “ceiling effect” of SGT and/or concerns regarding the application of bonus points to cut score determinations will reduce these concerns.

In the current model using data provided by ADE, of the K-8 schools with high growth (40-50 points earned for growth): 222 received an A, 184 received a B, and 18 received a C. In the 9-12 file for high growth schools (15-20 points earned for growth): 38 received an A, 32 a B, and 10 a C. These demonstrate that high growth alone will not lead to a school receiving an A, that schools must also demonstrate proficiency and earn points for acceleration/CCRI to get an A. During the past year the Board appeared to make the policy decision that to be an A school one would have to be excelling across the measures. There is evidence the current approach does that. Adjusting the weights is more a policy decision than a psychometric decision.

### **Proficiency**

In the current model using data provided by ADE, of the 305 K-8 schools demonstrating high proficiency (25-30 points earned for proficiency): 183 received an A, 104 received a B, 9 a C and 9 an NR. Of the 9 C schools, all were evaluated out of 90 points due to not having FAY EL students. 2 of 9 are part of the non-typical configuration schools and all earned less acceleration readiness points than the high proficiency A and B schools. In the 9-12 file for the 34 high proficiency schools (25-30 points earned for proficiency): 31 received an A, 1 a B, and 2 an NR. High proficiency alone does not lead to an A; a school must also show improvement in student growth and earn points for acceleration/CCRI to earn an A. This appears to be consistent with the Board's direction that an A school be truly excelling.

### **Acceleration Measures (K-8)/CCRI (9-12):**

As mentioned under the n-count heading, n-count concerns in this area could be addressed by aggregating student counts across school years and then comparing the current year averages to the prior year averages to see if improvement was achieved. One problem is that new schools were not eligible for the majority of these points because most of the indicators are evaluated based upon improvement over the prior year. To give new schools access to these points they could be evaluated against the state average until they have two years' worth of data. Some schools are only eligible for a limited number of acceleration points due to the homogeneous natures of their populations. The Board may want to review the business rules to determine if schools should be graded upon the number of acceleration measures for which a school qualifies and meets instead of the total number of acceleration points in the entire model. For example, if a school only had 4 possible comparisons worth 2 points each and the school achieved two of those four, then their total would be four out of eight points.

There are 20 possible points in the Acceleration/Readiness Indicator, though schools are capped at 10 points. Due to the n-count or other eligibility deficiencies, some schools are not eligible to earn points in each metric (Grades 5, 6, 7, 8 HS EOC Math; Grade 3 ELA Minimally Proficient; Chronic Absenteeism; Subgroup Improvement; and Special Education Inclusion). The denominator in the calculation remains 10 regardless of how many points the school is eligible to earn. The Board may want to consider using

the total points possible a school is eligible to earn, capped at 10, in the denominator of the calculation.

### **ELL**

In analyzing the ELL Points, 38% of schools eligible for ELL points in the K-8 dataset earned the full 10 points while 19% of schools eligible for ELL points in the 9-12 dataset earned the full 10 points on this measure. Schools that do not meet the n-count in the current year could have their n-count combined with that from the prior year in order to reach the minimum n of 20 and have access to the points.

### **Free and Reduced Lunch (FRL)**

TAC computed with a file provided by ADE its own correlation coefficient for the relationship between number of FRL and A-F Accountability scores. The accountability scores are expressed as the ratio of "Total Points Earned" out of "Total Points Eligible." For the correlational analyses these scores are expressed as proportions. A negative correlation indicates that as the percentage of FRL students increases, the total points earned tends to decrease. The computations show a moderate correlation between FRL and accountability scores for both K-8, -.56, and 9-12, -.50. The correlation between FRL and Proficiency equaled -.805 for K-8 schools and -.620 for 9-12 schools. The correlation between FRL and Growth was -.277 for K-8 schools and -.218 for 9-12 schools. Most TAC members agree that some correlation is inevitable, and a moderate correlation is more desirable than a strong one.

One TAC member with agreement from several others observed that FRL alone is not the best measure of at-risk and a more sophisticated risk index could be used. At least one TAC member disagreed. The Board might want to task the TAC to review this further in the future.

## EXECUTIVE SUMMARY

<b>Issue:</b> Presentation, discussion and possible action regarding the State Board of Education's 2018 legislative priorities
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Action/Discussion Item

Information Item

### Background and Discussion

At its retreat, the Board established a proactive process regarding the 2018 Legislative Session.

As part of its proactive approach, the Board identified a three-phase process:

1. Strategic Phase:
  - a. Brainstorm ideas that align to the Board's values and are within the Board's scope.
2. Working Phase:
  - a. Identifies priorities or "wants";
  - b. Engage Stakeholders; and
  - c. Develop language, secure a sponsor and submit a draft to Legislative Council.
3. Implementation Phase:
  - a. Monitor and keep Board informed.

Based on the Board's identification of priorities, staff will engage stakeholders and develop or support the development of language. Staff will subsequently provide specific legislative proposals for the Board's approval, if appropriate.

### Proposed 2018 Legislative Priorities

#### English Language Learners (ELL):

- *Background:* The Board is charged with the development and adoption of models of structured English immersion (SEI) for use by schools. Statute requires the Board to identify the minimum amount of English language development per day for all models and to develop separate models for the first year in which a pupil is classified as an ELL that include a minimum of four hours per day of English language development (A.R.S. § 15-756.01).
- *Issue:* The Board, and local education agencies, are limited in the development of SEI models and are required to include a four-hour block in the first year.
- *Potential Action:* Support the modification of requirements regarding structured English Immersion (SEI) models and related statutes to provide the Board more flexibility in the approval of SEI models in order to improve the outcomes of ELL.

#### School Improvement:

- *Background:* Schools that receive a letter grade of D or F are required to develop an improvement plan that includes components identified by the Board. Statute

#### **Contact Information:**

Alicia Williams, Executive Director, State Board of Education  
Catcher Baden, Deputy Director, State Board of Education



## **EXECUTIVE SUMMARY**

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outlines additional requirements including the notification of the letter grade to residences within the attendance area of the school, a public hearing, solutions teams assigned by the Department, and the ability for the Board to implement alternative operation of the school (A.R.S. § 15-241.02).

- *Issue:* Statute is unclear, dated and not in alignment with certain requirements of the federal Every Student Succeeds Act.
- *Potential Action:* Support the modification of the school improvement process to more closely align it to certain requirements in the federal Every Student Succeeds Act and to ensure schools have clear direction and support to improve.

### Teacher Discipline and Student Safety:

- *Background:* Certified Arizona teachers that are disciplined in another state, may be disciplined in Arizona under reciprocity (A.R.S. § 15-534.04). If necessary, the Investigative Unit informs the Arizona school where the teacher is employed of the disciplinary action.
- *Issue:* Currently, neither the Board nor the Investigative Unit has access to charter schools' teacher rosters and without additional information does not have the ability to carry out its duties to inform the specific school of a disciplinary action.
- *Potential Action:* Ensure the Board has the ability to appropriately and promptly inform charter schools of teachers who are under investigation or who have been disciplined. This may not require legislative action.

### Teacher Discipline and Student Safety (cont.):

- *Background:* Charter schools may not employ a teacher whose certificate has been surrendered or revoked (A.R.S. § 15-183) but are permitted to employ a teacher whose certificate has been suspended. In 2017, the Board suspended the certificates of several teachers for various offenses including drug-related offenses, alcohol-related offenses and domestic violence.
- *Issue:* There is the potential for individuals with suspended certificates to be employed at a charter school.
- *Potential Action:* Prohibit teachers with a suspended teaching certificate from employment at a charter school.

### Board Meetings:

- *Background:* Statute permits the Board to hold four regular meetings annually (A.R.S. § 15-202).
- *Potential Action:* Clarify the number of Board meetings in statute.

### **Recommendation to the Board**

It is recommended that the Board identify legislative priorities for the 2018 Legislative Session.

**EXECUTIVE SUMMARY**

**Issue:** Presentation, discussion and possible action to open rulemaking of R7-2-612 regarding Career and Technical Education Certificates.

Action/Discussion Item

Information Item

**Background and Discussion**

After receiving input from the field, the Certification Advisory Committee (CAC) met on September 27, 2017 and October 6, 2017 to discuss amendments to several rules governing educator certification, including R7-2-612 regarding Career and Technical Education Certificates. Attached is a draft of amendments to R7-2-612 as recommended by CAC on October 6, 2017. The Board tabled this item at the October 23, 2017 meeting to allow for time to consult with the Legislature.

Below is a summary of the changes:

**B – Definitions**

- Replaces specific definitions of each CTE Program with a reference to a guidance document that will define the Programs. The guidance document is subject to Board approval.
- Removes previously defined terms.

**Option A – Bachelor’s degree in the specified CTE field of study**

- Reduces the required amount of professional knowledge from 18 semester hours to 15 semester hours to align to Option C.
- Modifies the areas eligible to obtain professional knowledge to align to other educator certificates.

**Option B – Valid non-CTE Arizona Provisional or Standard teaching certificate or an Arizona CTE teaching certificate in another CTE field of study**

- The Board previously adopted rules that collapsed rules regarding provisional and standard CTE certificates. The proposed draft clarifies requirements for professional knowledge and subject knowledge for Option B that are currently unclear and redundant.

**Option C – Business and industry professional**

- Modifies the areas to obtain professional knowledge to align to other educator certificates.

**Option D – Bachelor’s degree in the specified CTE field of study teacher preparation program**

- Clarifies the topics that teacher preparation programs are required to address to align to other certificate requirements.
- Removes the professional knowledge deficiency for Option D.

**Recommendation to the Board**

It is recommended the Board open rulemaking of R7-2-612 regarding Career and Technical Education Certificates.

**Contact Information:**

Alicia Williams, Executive Director, State Board of Education  
Catcher Baden, Deputy Director, State Board of Education

1 **R7-2-612. Career and Technical Education Teaching Certificates**

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

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

5 ~~1. “Agriculture” means agriculture, agriculture operations, and related sciences; natural~~  
6 ~~resources and conservation; environmental design; landscape architecture; agricultural biological~~  
7 ~~engineering; forest engineering, biological and biomedical sciences; parks, recreation and leisure~~  
8 ~~facilities management; geological and earth sciences/geosciences; veterinary/animal health~~  
9 ~~technician/veterinary assistant; environmental health; and veterinary medicine as described in~~  
10 ~~Classification of Instructional Programs: 2000 Edition: (NCES 2002-165), U.S. Department of~~  
11 ~~Education, National Center for Education Statistics, 1990 K Street, NW, Washington, DC 20006;~~  
12 ~~U.S. Government Printing Office, April 2002, CIP Code 01, which is incorporated by reference~~  
13 ~~and on file with the Arizona Department of Education and the Office of the Secretary of State.~~  
14 ~~This incorporation by reference contains no future editions or amendments. Copies of the~~  
15 ~~incorporated materials are available for review at the Arizona Department of Education located at~~  
16 ~~1535 W. Jefferson Street, Phoenix, AZ 85007 or may be ordered from the U.S. Department of~~  
17 ~~Education, ED Pubs, P.O. Box 1398, Jessup, MD 20794-1398.~~

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

36 ~~3. 1. “Career and Technical Education Field of Study” or “CTE Field of Study” means a field of~~  
37 ~~study in any of the areas identified in subsections B(1), B(2), B(4), B(5), B(6) and B(7) relating to~~  
38 ~~Agriculture, Business and Marketing, Family and Consumer Sciences, Health Careers, Industrial~~  
39 ~~and Emerging Technologies or Education and Training. area relating to a CTE program approved~~  
40 ~~by the Arizona Department of Education as described in the Guidance on CTE Teacher~~  
41 ~~Certification, which is on file with the Arizona Department of Education.~~

42 ~~4. “Education and Training” means all occupational areas of secondary education and teaching;~~  
43 ~~junior high/intermediate/middle school education and teaching; elementary education and~~

1 ~~teaching; kindergarten/preschool education and teaching; early childhood education and teaching;~~  
2 ~~adult education and teaching; and special education as described in Classification of Instructional~~  
3 ~~Programs: 2000 Edition: (NCES 2002-165) U.S. Department of Education, National Center for~~  
4 ~~Education Statistics, 1990 K Street, NW, Washington, DC 20006: U.S. Government Printing~~  
5 ~~Office, April 2002, CIP Code 13, which is incorporated by reference and on file with the Arizona~~  
6 ~~Department of Education and the Office of the Secretary of State. This incorporation by reference~~  
7 ~~contains no future editions or amendments. Copies of the incorporated materials are available for~~  
8 ~~review at the Arizona Department of Education located at 1535 W. Jefferson Street, Phoenix, AZ~~  
9 ~~85007 or may be ordered from the U.S. Department of Education, ED Pubs, P.O. Box 1398, Jessup,~~  
10 ~~MD 20794-1398.~~

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

24 ~~6. “Health Careers” means exercise physiology; kinesiology and exercise science;~~  
25 ~~medical/clinical assistant; clinical/medical laboratory assistant; pharmacy technician/assistant;~~  
26 ~~medical radiologic technology/science radiation therapist; radiologic technology/science-~~  
27 ~~radiographer; physician assistant; athletic training/trainer; clinical/medical laboratory technician;~~  
28 ~~clinical laboratory science/medical technology/technologist; phlebotomy/phlebotomist; medicine;~~  
29 ~~nursing/registered nurse; osteopathic medicine/osteopathy; pharmacy; physical therapy/therapist;~~  
30 ~~and kinesiotherapy/kinesiotherapist as described in Classification of Instructional Programs: 2000~~  
31 ~~Edition: (NCES 2002-165) U.S. Department of Education, National Center for Education~~  
32 ~~Statistics, 1990 K Street, NW, Washington, DC 20006: U.S. Government Printing Office, April~~  
33 ~~2002, CIP Code 51, which is incorporated by reference and on file with the Arizona Department~~  
34 ~~of Education and the Office of the Secretary of State. This incorporation by reference contains no~~  
35 ~~future editions or amendments. Copies of the incorporated materials are available for review at the~~  
36 ~~Arizona Department of Education located at 1535 W. Jefferson Street, Phoenix, AZ 85007 or may~~  
37 ~~be ordered from the U.S. Department of Education, ED Pubs, P.O. Box 1398, Jessup, MD 20794-~~  
38 ~~1398.~~

39 ~~7. “Industrial and Emerging Technologies” means audiovisual communications~~  
40 ~~technologies/technicians; graphic communications; cosmetology and personal grooming services;~~  
41 ~~electrical engineering technologies/technicians; electromechanical instrumentation and~~  
42 ~~maintenance technologies/technicians; environmental control technologies/technicians; industrial~~  
43 ~~production technologies/technicians; quality control and safety technologies/technicians;~~

1 ~~mechanical—engineering—related—technologies/technicians;—mining—and—petroleum~~  
2 ~~technologies/technicians;—construction—engineering—technologies;—engineering-related~~  
3 ~~technologies;—computer—engineering—technologies/technicians;—drafting/design—engineering~~  
4 ~~technologies/technicians; security and protective services; mason/masonry; carpenters; electrical~~  
5 ~~and power transmission installers; building/construction finishing, management and inspection;~~  
6 ~~electrical/electronics maintenance and repair technology; heating, air conditioning, ventilation and~~  
7 ~~refrigeration—maintenance—technology/technician;—heavy/industrial—equipment—maintenance~~  
8 ~~technologies; precision systems maintenance and repair technologies; vehicle maintenance and~~  
9 ~~repair—technologies;—precision—metal—working;—construction/heavy—equipment/earthmoving~~  
10 ~~equipment operation; design and visual communications, general; commercial and advertising art;~~  
11 ~~industrial—design;—commercial—photography;—and—visual—performing—arts—as—described—in~~  
12 ~~Classification of Instructional Programs: 2000 Edition: (NCES 2002-165) U.S. Department of~~  
13 ~~Education, National Center for Education Statistics, 1990 K Street, NW, Washington, DC 20006;~~  
14 ~~U.S. Government Printing Office, April 2002, CIP Codes 10, 12, 15, 41, 43, 46, 47, 48, 49, and~~  
15 ~~50, which is incorporated by reference and on file with the Arizona Department of Education and~~  
16 ~~the Office of the Secretary of State. This incorporation by reference contains no future editions or~~  
17 ~~amendments. Copies of the incorporated materials are available for review at the Arizona~~  
18 ~~Department of Education located at 1535 W. Jefferson Street, Phoenix, AZ 85007 or may be~~  
19 ~~ordered from the U.S. Department of Education, ED Pubs, P.O. Box 1398, Jessup, MD 20794-~~  
20 ~~1398.~~

21 ~~8. 2. “Occupational Area” means employment in any of the areas identified in subsections B(1),~~  
22 ~~B(2), B(4), B(5), B(6) and B(7) relating to Agriculture, Business and Marketing, Education and~~  
23 ~~Training, Family and Consumer Sciences, Health Careers, or Industrial and Emerging~~  
24 ~~Technologies. area relating to a CTE program approved by the Department as described in the~~  
25 ~~Guidance on CTE Teacher Certification, which is on file with the Arizona Department of~~  
26 ~~Education.~~

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

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

32 ~~11. 3. “Verified Work Experience” means written documentation from a current or former~~  
33 ~~supervisor for paid or unpaid work, a current school superintendent, or the Department of~~  
34 ~~Education Career and Technical Education Programmatic State Supervisor indicating that an~~  
35 ~~applicant for a career and technical education certificate performed work in a business or industry~~  
36 ~~setting related to the program to be taught as identified in subsections B(1), B(2), B(4), B(5), B(6)~~  
37 ~~and B(7) an approved CTE program occupational area.~~

38 C. Standard Career and Technical Education (CTE) Certificate –CTE Field of Study – grades K  
39 through 12

40 1. The requirements include all of the following:

41 a. Within three years, obtain a passing score on the professional knowledge portion of the  
42 Arizona Teacher Proficiency Assessment for secondary teachers or qualification for a waiver of  
43 this assessment.

1 b. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.

2 c. At least one of the following options:

3 i. Option A – Bachelor’s degree in the specified CTE field of study – requirements  
4 include all of the following:

5 (1) A bachelor’s or more advanced degree in the specified CTE field of study  
6 from an accredited institution.

7 (2) Thirty semester hours of courses in the specified CTE field of study.

8 (3) Two hundred forty clock hours of verified work experience in the specified  
9 CTE occupational area. Hours may have been accumulated before obtaining a certification.

10 (4) Within three years, complete ~~18~~ fifteen semester hours of courses in  
11 professional knowledge in career and technical education, to include any of the following areas:  
12 principles/philosophy of career and technical education, ~~operation of a career and technical student~~  
13 ~~organization, methods of teaching career and technical education~~ developmentally appropriate  
14 instructional delivery, facilitation and methodologies, curriculum—design/development,  
15 instructional technology, educational philosophy, instructional design/methodology and lesson  
16 planning, including modifications and accommodations, assessment/evaluation—assessing,  
17 monitoring and reporting progress, or the learning environment, including classroom management,  
18 teaching students with exceptionalities, or professional responsibility and ethical conduct. Hours  
19 may be obtained prior to issuance of the standard career and technical education certificate in the  
20 specified CTE field of study. ~~Eighteen~~ Fifteen semester hours may be obtained through  
21 Department or Board-CTE approved professional development. Fifteen clock hours equals one  
22 semester hour.

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

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

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

31 (3) Three semester hours of courses in ~~career and technical education methods~~  
32 ~~or content in the specified CTE field of study~~ professional knowledge in career and technical  
33 education to include any of the following areas: principles/philosophy of career and technical  
34 education, developmentally appropriate instructional delivery, facilitation and methodologies for  
35 career and technical education, or instructional technology. Three semester hours may be obtained  
36 through Department or Board approved -CTE approved professional development. Fifteen clock  
37 hours equals one semester hour.

38 (4) Two hundred forty clock hours of verified work experience in the specified  
39 CTE occupational area. Hours may have been accumulated before obtaining a certification.

40 (5) Within three years, complete ~~12~~ nine semester hours of subject  
41 knowledge courses in ~~professional knowledge to include: the CTE field of study;~~

42 ~~(a) Nine semester hours of subject knowledge courses in in the CTE field~~  
43 ~~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 standard career and technical education certificate 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~~

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

(1) Within three years, complete ~~15~~ fifteen semester hours of courses in professional knowledge in career and technical education 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,~~ developmentally appropriate instructional delivery, facilitation and methodologies, curriculum design/development, instructional design/methodology and lesson planning, including modifications and accommodations, assessment/evaluation, assessing, monitoring and reporting progress, instructional technology, ~~educational philosophy, or the learning environment, including~~ classroom management, teaching students with exceptionalities, or professional responsibility and ethical conduct. Fifteen semester hours may be obtained through Department or Board approved-CTE approved professional development. Fifteen clock hours equals one semester hour; and

iv. Option D – Bachelor’s degree in the specified CTE field of study teacher preparation program – requirements include both of the following:

(1) A bachelor’s or more advanced degree that included completion of a Board approved teacher preparation program in the CTE field of study or from an accredited institution offering substantially similar training, addressing the following topics in career and technical education and any others as required by law:

- i. Principles/philosophy of career and technical education,
- ii. Instructional design and lesson planning, including modifications and accommodations;
- iii. The learning environment, including classroom management;
- iv. Developmentally appropriate instructional delivery, facilitation and methodologies;
- v. Assessing, monitoring and reporting progress;
- vi. Teaching students with exceptionalities;
- vii. Professional responsibility and ethical conduct; and

(2) Two hundred forty clock hours of verified work experience in the specified occupational area. Hours shall have been accumulated before obtaining a certification.

~~(3) Within three years, complete 18 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.~~

1 ~~Hours may be obtained prior to issuance of the standard career and technical education certificate~~  
2 ~~in the specified CTE field of study. Eighteen semester hours may be obtained through Department-~~  
3 ~~CTE approved professional development. Fifteen clock hours equals one semester hour.~~

4 2. If an applicant fails to meet these requirements within the prescribed time period, the  
5 Department of Education or the Board shall temporarily suspend the standard certificate, but the  
6 suspension is not considered a disciplinary action and the individual shall be allowed to correct  
7 the deficiency within the remaining time of the standard certification.

DRAFT



**EXECUTIVE SUMMARY**

**Issue:** Presentation, discussion and possible action to open rulemaking of R7-2-612.01 regarding Standard Specialized Career and Technical Education Certificates.

Action/Discussion Item

Information Item

**Background and Discussion**

After receiving input from the field, the Certification Advisory Committee (CAC) met on September 27, 2017 and October 6, 2017 to discuss amendments to several rules governing educator certification, including R7-2-612.01 regarding Standard Specialized Career and Technical Education Certificates.

Attached is a draft of amendments to R7-2-612.01 as recommended by CAC on October 6, 2017. The Board tabled this item at the October 23, 2017 meeting to allow for time to consult with the Legislature.

Below is a summary of the changes:

**Subsection B**

- To conform to statute, issues the Standard Specialized Career and Technical Education Certificate for 12 years, rather than 8 years.
- Replaces references to specific CTE Programs with a guidance document that defines the CTE Programs. The guidance document is subject to Board approval.

**Subsection C**

- To align to other certificates, includes an additional pathway for applicants to demonstrate subject knowledge through postsecondary teaching experience.
- To conform to statute, exempts applicants from the U.S. and Arizona Constitution competency requirements, the professional knowledge and subject knowledge portions of the Arizona Teacher Proficiency Assessments and structured English immersion requirements.

**Recommendation to the Board**

It is recommended the Board open rulemaking of R7-2-612.01 regarding Standard Specialized Career and Technical Education Certificates.

**Contact Information:**

Alicia Williams, Executive Director, State Board of Education  
Catcher Baden, Deputy Director, State Board of Education

1 **R7-2-612.01. Standard Specialized Career and Technical Education (CTE) Certificates –**  
2 **grades K-12**

3 **A.** Standard Specialized CTE certificates are subject to the general certification provisions in R7-  
4 2-607 and the renewal requirements in R7-2-619.

5 ~~**B.** The certificate is valid for eight years.~~

6 ~~1. **B.** The holder is qualified to teach CTE Agriculture, CTE Business and Marketing, CTE  
7 Education and Training, CTE Family and Consumer Sciences, CTE Health Careers, or  
8 CTE Industrial and Emerging Technologies as specified on the certificate in an area that is  
9 specified on the certificate relating to a CTE program approved by the Arizona Department  
10 of Education as described in Guidance on CTE Teacher Certification which is on file with  
11 the Arizona Department of Education.~~

12 ~~2. **C.** The requirements are:~~

13 ~~1. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.~~

14 ~~2. Demonstration of expertise in the specified CTE area through one of the following:~~

15 ~~i. a. A Bachelor's ~~or more advanced degree~~, master's or doctoral degree in the specified~~  
16 ~~CTE area; or~~

17 ~~ii. b. A Bachelor's or more advanced degree and completion of twenty-four semester~~  
18 ~~hours of coursework in the specified CTE area; or~~

19 ~~iii. c. An Associate's degree in the specified CTE area; or~~

20 ~~iv. d. An industry certification, license, or credential in the specified CTE area approved~~  
21 ~~by the appropriate Department of Education Career and Technical Education~~  
22 ~~Program Specialist or Career and Technical Education Program Services Director; ;~~  
23 ~~or~~

24 ~~e. Verified teaching experience for the last two consecutive years, and for a total of~~  
25 ~~at least three years at one or more accredited postsecondary institutions in a subject~~  
26 ~~that is specific to the CTE course being taught.~~

27 ~~e. 3. Verification of five years of work experience in the specified CTE occupational area.~~

28 ~~4. An individual who meets the requirements of this section is exempt from the competency~~  
29 ~~requirements of the United States and Arizona Constitutions, the professional~~  
30 ~~knowledge and subject knowledge portions of the Arizona Teacher Proficiency~~  
31 ~~Assessments, and structured English immersion endorsement requirements.~~

**EXECUTIVE SUMMARY**

**Issue:** Presentation, discussion and possible action to open rulemaking of R7-2-611 regarding Special Education Teaching Certificates

Action/Discussion Item       Information Item

**Background and Discussion**

After receiving input from the field, the Certification Advisory Committee (CAC) met on September 27, 2017 and October 6, 2017 to discuss amendments to several rules governing educator certification, including R7-2-611 regarding Special Education Teaching Certificates.

Attached is a draft of amendments to R7-2-611 as recommended by CAC on October 6, 2017. The Board tabled this item at the October 23, 2017 meeting to allow for time to consult with the Legislature.

Below is a summary of the changes:

**Subsection D – Standard Professional Mild-Moderate Disabilities Special Education Certificate K-12**

- Exempts paraprofessionals seeking dual certification from the mild-to-moderate capstone experience if:
  - The school district or charter school verifies the applicant was employed continuously for two years;
  - The applicant received evaluations, in each of the two preceding years, indicating effectiveness in performance;
  - The applicant completes a capstone experience in elementary, middle school or secondary education; and
  - The applicant demonstrates competencies as outlined.

**Subsection N – Standard Professional Early Childhood Special Education Certificate – Birth through age eight or grade three**

- Exempts paraprofessionals seeking dual certification from the early childhood special education capstone experience if:
  - The school district or charter school verifies the applicant was employed continuously for two years;
  - The applicant received evaluations, in each of the two preceding years, indicating effectiveness in performance;
  - The applicant completes a capstone experience in elementary, middle school or secondary education; and
  - The applicant demonstrates competencies as outlined.

**Recommendation to the Board**

It is recommended the Board open rulemaking of R7-2-611 regarding Special Education Teaching Certificates.

**Contact Information:**

Alicia Williams, Executive Director, State Board of Education  
Catcher Baden, Deputy Director, State Board of Education

1 **R7-2-611. Special Education Teaching Certificates**

2 **A.** Except as noted, all certificates are subject to the general certification provisions in R7-2-607  
3 and the renewal requirements in R7-2-619. An Early Childhood Special Education certificate as  
4 described in this Section is not required for individuals who hold the Early Childhood endorsement  
5 as described in R7-2-615 in combination with an Arizona cross-categorical, specialized special  
6 education, or moderate to severe disabilities teaching certificate as described in this Section. An  
7 Early Childhood Special Education certificate as described in this Section is not required for  
8 individuals who hold the Early Childhood Teaching Certificate as described in R7-2-608 in  
9 combination with an Arizona cross-categorical, specialized special education, or moderate to  
10 severe disabilities teaching certificate as described in this Section.

11 **B.** Terms used in this Section are defined in A.R.S. § 15-761.

12 **C.** Standard Professional Cross-Categorical Special Education Certificate – grades K through 12  
13 for applications received through December 31, 2015, and Standard Professional Mild-Moderate  
14 Disabilities Special Education Certificate grades K through 12 for applications received on and  
15 after January 1, 2016.

16 1. The certificate is valid for three years and is not renewable but may be extended as set forth  
17 in R7-2-606(H) or (I).

18 2. The holder is qualified to teach students with mild to moderate autism, intellectual disabilities,  
19 traumatic brain injury, emotional disability, specific learning disability, orthopedic impairments  
20 and/or other health impairments.

21 3. The requirements are:

22 a. A bachelor's degree,

23 b. One of the following:

24 i. Completion of a teacher preparation program in special education from an accredited  
25 institution, which included courses in the instruction and behavior management of students with  
26 mild-moderate disabilities; or

27 ii. A valid mild-moderate special education certificate from another state; or

28 iii. Semester hours of education courses as follows:

29 (1) For applications received through December 31, 2015: Forty-five semester hours of  
30 education courses which teach the standards described in R7-2-602, including 21 semester hours  
31 of special education courses and eight semester hours of practicum with students representing at  
32 least three of the five disability areas. Special education courses shall include survey of exceptional  
33 students; teaching methodologies and strategies for students with disabilities; foundations course  
34 in mild to moderate mental retardation intellectual disabilities, learning disability, emotional  
35 disabilities, and physical/health impairment; and diagnosis and assessment of mild disabilities.  
36 Two years of verified teaching experience in special education in grades K through 12 may  
37 substitute for the eight semester hours of practicum; or

38 (2) For applications received on and after January 1, 2016: Forty-five semester hours of  
39 education courses which teach the standards described in R7-2-602, including 37 semester hours  
40 of special education courses with shall include:

41 (a) Foundations of special education;

42 (b) Legal aspects;

43 (c) Effective collaboration and communication practices;

44 (d) Research-based instruction in math;

45 (e) Research-based instruction in English language arts;

- 1 (f) Classroom management and behavior analysis;
- 2 (g) Assessment and eligibility;
- 3 (h) Language development and disorders;
- 4 (i) Electives; and a minimum of eight semester hours of practicum with students with mild-
- 5 moderate disabilities. Two years of verified teaching experience in mild-moderate special
- 6 education in grades K through 12 may substitute for the eight semester hours of practicum.

7 c. A passing score on the professional knowledge portion of the Arizona Teacher Proficiency

8 Assessment,

9 d. A passing score on the special education portion of the Arizona Teacher Proficiency

10 Assessment, unless the applicant has a bachelor's, master's or doctoral degree in mild to moderate

11 special education or otherwise qualifies for a waiver of the subject knowledge examination, and

12 e. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.

13 **D. Standard Professional Mild-Moderate Disabilities Special Education Certificate grades**

14 kindergarten through twelve for applications received on or after August 1, 2018.

15 1. The holder is qualified to teach students with mild to moderate autism, intellectual

16 disabilities, traumatic brain injury, emotional disability, specific learning disability, orthopedic

17 impairments and/or other health impairments.

18 2. The requirements include all of the following:

19 a. A bachelor's degree;

20 b. Completion of a teacher preparation program in special education from a

21 Board-approved educator preparation program or from an accredited institution offering

22 substantially similar training addressing the following topics and any others as required by law:

23 i. Research-based systematic phonics;

24 ii. Research-based instructional strategies for delivering differentiated

25 reading instruction, assessment, intervention and remediation to support readers of varying ages

26 and ability levels, including students with dyslexia;

27 iii. Instructional design and lesson planning, including specially

28 designed instruction;

29 iv. The learning environment, including classroom and behavioral

30 management;

31 v. Instructional delivery, facilitation and methodologies;

32 vi. Legal aspects of special education, including individualized

33 education programs and transition planning;

34 vii. Effective collaboration and communication practices, including

35 modifications and accommodations;

36 viii. Research-based instruction in math;

37 ix. Research-based instruction in English language arts;

38 x. Assessment and eligibility, including monitoring and reporting

39 requirements;

40 xi. Language development and disorders;

41 xii. Professional responsibility and ethical conduct;

42 xiii. Twelve weeks of capstone experience as described in R7-2-604 in

43 mild-moderate special education in grades kindergarten through twelve, which may be completed

44 during the valid period of a teaching intern certificate. One year of verified teaching experience in

45 mild-moderate special education in grades kindergarten through twelve may substitute for the

1 capstone experience requirement. ~~Two years of verified paraprofessional experience in mild-~~  
2 ~~moderate special education in grades kindergarten through twelve may substitute for the capstone~~  
3 ~~experience requirement together with a letter of recommendation from the employing~~  
4 ~~administrator supporting the substitution of capstone experience and a current written evaluation~~  
5 ~~of effectiveness.~~ For individuals seeking dual certification, any capstone experience requirements  
6 may be met through separate eight-week capstone experiences in each of the certification areas  
7 sought.

8 c. A passing score on the special education professional knowledge portion of the Arizona  
9 Teacher Proficiency Assessment;

10 d. A passing score on the special education subject knowledge portion of the Arizona Teacher  
11 Proficiency Assessment, unless the applicant has a bachelor's, master's or doctoral degree in mild  
12 to moderate special education or otherwise qualifies for a waiver of the subject knowledge  
13 examination; and

14 e. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.

15 3. Applicants may meet the requirements in subsection (D)(2)(b) with the submission  
16 of an application for the Standard Professional Mild-Moderate Disabilities Special Education  
17 Certificate grades kindergarten through twelve that includes evidence of two years of verified full-  
18 time teaching experience in mild to moderate disabilities special education in grades kindergarten  
19 through twelve and Board-approved or accredited training or coursework which teaches the  
20 knowledge and skills described in R7-2-602 and subsections (D)(2)(b)(i)-(xii). One year of verified  
21 full-time teaching experience in mild to moderate disabilities special education in grades  
22 kindergarten through twelve may be substituted for the capstone experience.

23 4. Applicants seeking dual certification may be exempted from the mild-to-moderate  
24 special education capstone experience upon the completion of the following:

25 a. Verification from a school district or charter school that for the two years  
26 preceding the application, the applicant was employed continuously as a paraprofessional working  
27 with students in mild-to-moderate special education;

28 b. Verification from the applicable district or charter school administrator that the  
29 applicant for certification received evaluations, in each of the preceding two years of employment  
30 as a paraprofessional, indicating effectiveness in performance; and

31 c. Verification from the education program provider that the applicant has  
32 successfully completed a capstone experience in elementary, middle school or secondary  
33 education and the applicant has demonstrated competencies during the dual certification education  
34 preparation program in all of the following:

35 i. Participation on a multi-disciplinary evaluation team;

36 ii. Participation in and drafting of an acceptable Individualized Education  
37 Program; and

38 iii. Planning and delivery of specially designed instruction for a class of  
39 students.

40  
41 E. Provisional Specialized Special Education Certificate – grades K through 12.

42 1. The certificate is valid for three years and is not renewable but may be extended as set forth  
43 in R7-2-606(H) or (I).

- 1 2. No new applications for a Provisional Specialized Education Certificate will be accepted after  
2 December 31, 2015.
- 3 3. The holder is qualified to teach students with intellectual disabilities, emotional disability,  
4 specific learning disability, orthopedic impairments or other health impairments, as specified on  
5 the certificate.
- 6 4. The requirements are:
- 7 a. A bachelor's degree,
- 8 b. One of the following:
- 9 i. Completion of a teacher preparation program in the specified area of special education from  
10 an accredited institution; or
- 11 ii. Forty-five semester hours of education courses which teach the knowledge and skills  
12 described in R7-2-602, including 21 semester hours of special education courses and eight  
13 semester hours of practicum in the designated area of disability. Special education courses shall  
14 include survey of exceptional students, teaching methodologies for students with disabilities,  
15 foundations of instruction in the designated area of disability, and diagnosis and assessment of  
16 disabilities. Two years of verified teaching experience in the area of disability in grades K through  
17 12 may be substituted for the eight semester hours of practicum; or
- 18 iii. A valid special education certificate in the specified area from another state.
- 19 c. A passing score on the professional knowledge portion of the Arizona Teacher Proficiency  
20 Assessment,
- 21 d. A passing score on the specified disability special education portion of the Arizona Teacher  
22 Proficiency Assessment, and
- 23 e. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.
- 24 **F. Standard Professional Specialized Special Education Certificate – grades K through 12.**
- 25 1. The certificate is valid for twelve years.
- 26 2. The holder is qualified to teach students with intellectual disabilities, emotional disability,  
27 specific learning disability, orthopedic impairments or other health impairments, as specified on  
28 the certificate.
- 29 3. The requirements are:
- 30 a. A provisional Special Education certificate;
- 31 b. A passing score on the performance portion of the Arizona Teacher Proficiency Assessment;  
32 and
- 33 c. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.
- 34 **G. Standard Professional Severely and Profoundly Disabled Certificate – grades K through 12.**
- 35 1. The holder is qualified to teach students with severe and profound disabilities.
- 36 2. The requirements are:
- 37 a. A bachelor's degree,
- 38 b. One of the following:
- 39 i. Completion of a teacher preparation program in severely and profoundly disabled education  
40 from an accredited institution; or
- 41 ii. A valid severe and profound special education certificate from another state; or
- 42 iii. Semester hours of education courses as follows:
- 43 (1) For applications received through December 31, 2015: Forty-five semester hours of  
44 education courses which teach the knowledge and skills described in R7-2-602, including 21  
45 semester hours of special education courses and eight semester hours of practicum. Special

1 education courses shall include survey of exceptional students, teaching methodologies for  
2 students with severe and profound disabilities, foundations of instruction of students with severe  
3 and profound disabilities, and diagnostic and assessment procedures for students with severe and  
4 profound disabilities. Two years of verified teaching experience with students in grades PreK-12  
5 who are severely and profoundly disabled may be substituted for the eight semester hours of  
6 practicum; or

7 (2) For applications received on and after January 1, 2016: Forty-five semester hours of  
8 education courses which teach the standards described in R7-2-602, including 37 semester hours  
9 of special education courses with shall include:

- 10 (a) Foundations low incidence disabilities;
- 11 (b) Legal aspects;
- 12 (c) Effective collaboration and communication practices;
- 13 (d) Adaptive communication;
- 14 (e) Instructional strategies across the curriculum;
- 15 (f) Classroom management and behavior analysis;
- 16 (g) Assessment and eligibility;
- 17 (h) Electives; and a minimum of eight semester hours of practicum with students with severe  
18 and profound disabilities. Two years of verified teaching experience in special education in grades  
19 K through 12 with students who have severe and profound disabilities may substitute for the eight  
20 semester hours of practicum.

21 c. A passing score on the professional knowledge portion of the Arizona Teacher Proficiency  
22 Assessment,

23 d. A passing score on the severely and profoundly disabled special education portion of the  
24 Arizona Teacher Proficiency Assessment, unless the applicant has a bachelor's, master's or  
25 doctoral degree in severe to profound special education or otherwise qualifies for a waiver of the  
26 subject knowledge examination, and

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

28 **H.** Standard Professional Moderate to Severe Disabilities Certificate – grades kindergarten  
29 through twelve for applications received on or after August 1, 2018.

- 30 1. The holder is qualified to teach students with moderate to severe disabilities.
- 31 2. The requirements include all of the following:
  - 32 a. A bachelor's degree;
  - 33 b. Completion of a teacher preparation program in moderate to severe  
34 disabilities education from a Board-approved educator preparation program or from an accredited  
35 institution offering substantially similar training addressing the following topics and any others as  
36 required by law:
    - 37 i. Research-based systematic phonics;
    - 38 ii. Research-based instructional strategies for delivering differentiated  
39 reading instruction, assessment, intervention and remediation to support readers of varying ages  
40 and ability levels, including students with dyslexia;
    - 41 iii. Instructional design and lesson planning, including specially  
42 designed instruction;
    - 43 iv. The learning environment, including classroom and individual  
44 behavioral management;



- 1 v. Instructional delivery, facilitation and methodologies for teaching  
2 research-based instruction in math and English language arts;  
3 vi. Legal aspects of special education, including individualized  
4 education programs and transition planning;  
5 vii. Effective collaboration and communication practices, including  
6 modifications and accommodations;  
7 viii. Adaptive communication, including language development and  
8 disorders;  
9 ix. Assessment and eligibility, including monitoring and reporting  
10 requirements;  
11 x. Professional responsibility and ethical conduct;  
12 xi. Twelve weeks of capstone experience as described in R7-2-604 in  
13 special education in moderate to severe disabilities grades K through 12, which may be completed  
14 during the valid period of a teaching intern certificate. One year of verified full-time teaching  
15 experience in special education in moderate to severe disabilities grades kindergarten through  
16 twelve may substitute for the capstone experience requirement. For individuals seeking dual  
17 certification, any capstone experience requirements may be met through separate eight-week  
18 capstone experiences in each of the certification areas sought.

19 c. A passing score on the moderate to severe or severe and profound  
20 professional knowledge portion of the Arizona Teacher Proficiency Assessment,

21 d. A passing score on the elementary education subject knowledge portion of  
22 the Arizona Teacher Proficiency Assessment unless the applicant has a bachelor's, master's or  
23 doctoral degree in moderate to severe special education or otherwise qualifies for a waiver of the  
24 subject knowledge examination, and

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

26 3. Applicants may meet the requirements in subsection (H)(2)(b) with the submission  
27 of an application for the Standard Professional Moderate to Severe Disabilities Certificate grades  
28 kindergarten through twelve that includes evidence of two years of verified full-time teaching  
29 experience in moderate to severe disabilities special education in grades kindergarten through  
30 twelve and Board-approved or accredited training or coursework which teaches the knowledge and  
31 skills described in R7-2-602 and subsections (H)(2)(b)(i)-(x). One year of verified full-time  
32 teaching experience in moderate to severe disabilities special education in grades kindergarten  
33 through twelve may be substituted for the capstone experience.

34  
35 **I. Standard Professional Hearing Impaired Certificate – birth through grade 12. The**  
36 **requirements are:**

- 37 1. A bachelor's degree,  
38 2. One of the following:  
39 a. Completion of a teacher preparation program in hearing impaired education from an accredited  
40 institution; or  
41 b. Forty-five semester hours of education courses which teach the knowledge and skills described  
42 in R7-2-602, including 21 semester hours of special education courses for the hearing impaired  
43 and eight semester hours of practicum. Special education courses shall include survey of  
44 exceptional students, teaching methodologies for students with hearing impairment, foundations  
45 of instruction of students with hearing impairment, and diagnostic and assessment procedures for

1 the hearing impaired. Two years of verified teaching experience in the area of hearing impaired in  
2 grades PreK-12 may be substituted for the eight semester hours of practicum; or

3 c. A valid hearing impaired certificate from another state.

4 3. A passing score on the professional knowledge portion of the Arizona Teacher Proficiency  
5 Assessment,

6 4. A passing score on the hearing impaired special education portion of the Arizona Teacher  
7 Proficiency Assessment unless the applicant has a bachelor's, master's or doctoral degree in  
8 hearing impaired special education or otherwise qualifies for a waiver of the subject knowledge  
9 examination, and

10 5. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.

11 **J. Standard Professional Hearing Impaired Certificate – birth through grade twelve for**  
12 applications received on or after August 1, 2018.

13 1. The requirements include all of the following:

14 a. A bachelor's degree;

15 b. Completion of a teacher preparation program in hearing impaired education  
16 from a Board-approved educator preparation program or from an accredited institution offering  
17 substantially similar training addressing the following topics and any others as required by law:

18 i. Research-based systematic phonics;

19 ii. Research-based instructional strategies for delivering differentiated  
20 reading instruction, assessment, intervention and remediation to support readers of varying ages  
21 and ability levels, including students with dyslexia;

22 iii. Survey of exceptional students;

23 iv. Teaching methodologies for students with hearing impairment;

24 v. Foundations of instruction of students with hearing impairment;

25 vi. Diagnostic and assessment procedures for the hearing impaired;

26 vii. Professional responsibility and ethical conduct;

27 viii. Twelve weeks of capstone experience as described in R7-2-604 in  
28 hearing impaired special education birth through grade twelve, which may be completed during  
29 the valid period of a teaching intern certificate. One year of verified full-time teaching experience  
30 in the area of hearing impaired in birth through grade twelve may be substituted for the capstone  
31 experience requirement. For individuals seeking dual certification, any capstone experience  
32 requirements may be met through separate eight-week capstone experiences in each of the  
33 certification areas sought.

34 c. A passing score on the professional knowledge portion of the Arizona  
35 Teacher Proficiency Assessment;

36 d. A passing score on the hearing impaired special education portion of the  
37 Arizona Teacher Proficiency Assessment unless the applicant has a bachelor's, master's or  
38 doctoral degree in hearing impaired special education or otherwise qualifies for a waiver of the  
39 subject knowledge examination; and

40 e. A valid fingerprint clearance card issued by the Arizona Department of  
41 Public Safety.

42 2. Applicants may meet the requirements in subsection (K)(1)(b) with the submission  
43 of an application for the Standard Professional Hearing Impaired Certificate – birth through grade  
44 twelve that includes evidence of receipt of two years of verified full-time teaching experience in  
45 hearing impaired special education birth through grade twelve and training or coursework which

1 teaches the knowledge and skills described in R7-2-602 and subsections (K)(1)(b)(i)-(vii). One  
2 year of verified full-time teaching experience in hearing impaired special education in birth  
3 through grade twelve may be substituted for the capstone experience.

4 **K. Standard Professional\_Visually Impaired Certificate – birth through grade 12.**

5 1. The certificate is valid for three years and is not renewable but may be extended as set forth  
6 in R7-2-606(H) or (I).

7 2. The requirements are:

8 a. A bachelor’s degree,

9 b. One of the following:

10 i. Completion of a teacher preparation program in visual impairment from an accredited  
11 institution; or

12 ii. Forty-five semester hours of education courses which teach the knowledge and skills  
13 described in R7-2-602, including 21 semester hours of special education courses for the visually  
14 impaired and eight semester hours of practicum. Special education courses shall include survey of  
15 exceptional students, teaching methodologies for students with visual impairment, foundations of  
16 instruction of students with visual impairment, and diagnostic and assessment procedures for the  
17 visually impaired. Two years of verified teaching experience in the area of visually impaired in  
18 grades PreK-12 may be substituted for the eight semester hours of practicum; or

19 iii. A valid visually impaired special education certificate from another state.

20 c. A passing score on the professional knowledge portion of the Arizona Teacher Proficiency  
21 Assessment,

22 d. A passing score on the visually impaired special education portion of the Arizona Teacher  
23 Proficiency Assessment, and

24 e. Demonstration of competency in Braille through one of the following:

25 i. A passing score on the original version of the National Library of Congress certification exam,  
26 or

27 ii. A valid certificate for a literary Braille transcriber issued by the National Library of Congress,  
28 or

29 iii. A passing score on a Braille exam administered by another state, or

30 iv. A passing score on the Braille exam developed and administered by the University of Arizona.  
31 Individuals who take this test and are not students at the University of Arizona may be assessed a  
32 fee.

33 f. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.

34 **L. Standard Professional Visually Impaired Certificate – birth through grade 12 for**  
35 **applications received on or after August 1, 2018.**

36 1. The requirements include all of the following:

37 a. A bachelor’s degree;

38 b. Completion of a teacher preparation program in visual impairment from a  
39 Board-approved educator preparation program or from an accredited institution offering  
40 substantially similar training addressing the following topics and any others as required by law:

41 i. Research-based systematic phonics;

42 ii. Research-based instructional strategies for delivering differentiated  
43 reading instruction, assessment, intervention and remediation to support readers of varying ages  
44 and ability levels, including students with dyslexia;

45 iii. Survey of exceptional students;

- 1                   iv.     Teaching methodologies for students with visual impairment;  
2                   v.     Foundations of instruction of students with visual impairment;  
3                   vi.    Diagnostic and assessment procedures for the visually impaired;  
4                   vii.   Professional responsibility and ethical conduct;  
5                   viii.  Twelve weeks of capstone experience as described in R7-2-604 in  
6 visually impaired special education birth through grade twelve, which may be completed during  
7 the valid period of a teaching intern certificate. One year of verified full-time teaching experience  
8 in the area of visually impaired in birth through grade twelve may be substituted for the capstone  
9 experience requirement. For individuals seeking dual certification, any capstone experience  
10 requirements may be met through separate eight-week capstone experiences in each of the  
11 certification areas sought.
- 12                c.     A passing score on the professional knowledge portion of the Arizona  
13 Teacher Proficiency Assessment,  
14                d.     A passing score on the visually impaired special education portion of the  
15 Arizona Teacher Proficiency Assessment, and  
16                e.     Demonstration of competency in Braille through one of the following:  
17                    i.     A passing score on the original version of the National Library of  
18 Congress certification exam, or  
19                    ii.    A valid certificate for a literary Braille transcriber issued by the  
20 National Library of Congress, or  
21                    iii.   A passing score on a Braille exam administered by another state, or  
22                    iv.   A passing score on the Braille exam developed and administered by  
23 the University of Arizona. Individuals who take this test and are not students at the University of  
24 Arizona may be assessed a fee.  
25                f.     A valid fingerprint clearance card issued by the Arizona Department of  
26 Public Safety.
- 27                2.     Applicants may meet the requirements in subsection (M)(1)(b) with the submission  
28 of an application for the Standard Professional Visually Impaired Certificate – birth through grade  
29 twelve that includes evidence of two years of verified full-time teaching experience in visually  
30 impaired special education birth through grade twelve and Board-approved or accredited training  
31 or coursework which teaches the knowledge and skills described in R7-2-602 and subsections  
32 (M)(1)(b)(i)-(vii). One year of verified full-time teaching experience in visually impaired special  
33 education in birth through grade twelve may be substituted for the capstone experience.
- 34                **M.** Standard Professional Early Childhood Special Education Certificate – birth through 5 years  
35 for applications received through December 31, 2015, and birth through age 8 or grade 3 for  
36 applications received on and after January 1, 2016.
- 37                1. The requirements are:  
38                    a. A bachelor’s degree,  
39                    b. One of the following:  
40                    i. Completion of a teacher preparation program in early childhood special education from an  
41 accredited institution; or  
42                    ii. A valid early childhood special education certificate from another state; or  
43                    iii. Early childhood education coursework and practicum experience which teaches the  
44 knowledge and skills described in R7-2-602 and includes the following:

1 (1) For applications received through December 31, 2015: Forty-five semester hours of  
2 education courses which teach the standards described in R7-2-602, including child development  
3 and learning, language development, social and emotional development, curriculum development  
4 and implementation, and assessment and evaluation, early childhood special education, and eight  
5 semester hours of practicum in early childhood special education. Two years of verified teaching  
6 experience in the area of early childhood special education may be substituted for the eight  
7 semester hours of practicum; or

8 (2) For applications received on and after January 1, 2016:

9 1. Thirty-seven semester hours of early childhood education courses which teach the standards  
10 described in R7-2-602, to include all of the following areas of study:

- 11 a. Foundations early childhood education and special education;
- 12 b. Behavioral interventions for children with an without disabilities;
- 13 c. Characteristics and quality practices for typical and atypical behaviors of young children;
- 14 d. Typical and atypical child growth and development, including health, safety and nutrition with  
15 an emphasis on special health care needs for children birth through grade 3;
- 16 e. Child, family, cultural and community relationships including community organizations that  
17 support and assist children with disabilities and their families;
- 18 f. Developmentally appropriate instructional and inclusive methodologies for teaching social and  
19 emotional development, language arts, math, science, social studies, the arts and diagnosis and  
20 remediation of learning difficulties;
- 21 g. Early language and literacy development including communication methods in early  
22 childhood education/special education;
- 23 h. Assessment and evaluation for early childhood special education to include observing,  
24 assessing, monitoring and reporting on the progress of young children; and

25 2. A minimum of eight semester hours of practicum, including:

- 26 a. A minimum of four semester hours in a supervised field experience, practicum, internship or  
27 student teaching setting serving children with identified special needs birth through preschool or  
28 one year of full-time teaching experience with children identified with specials needs birth through  
29 preschool, and
- 30 b. A minimum of four semester hours in a supervised student teaching setting serving children  
31 with identified special needs in kindergarten through grade 3 or one year of full time teaching  
32 experience with children identified with special needs kindergarten through grade 3.
- 33 c. A passing score on the early childhood subject knowledge portion of the Arizona Teacher  
34 Proficiency Assessment, unless the applicant has a bachelor's, master's or doctoral degree in early  
35 childhood special education or otherwise qualifies for a waiver of the subject knowledge  
36 examination,
- 37 d. A passing score on the early childhood special education portion of the Arizona Teacher  
38 Proficiency Assessment, and
- 39 e. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.

40 **N. Standard Professional Early Childhood Special Education Certificate – birth through age**  
41 **eight or grade three for applications received on or after August 1, 2018.**

42 1. The requirements include all of the following:

- 43 a. A bachelor's degree;
- 44 b. Completion of a teacher preparation program in early childhood special  
45 education from a Board-approved educator preparation program or from an accredited institution

1 offering substantially similar training addressing the following topics and any others as required  
2 by law:

- 3 i. Research-based systematic phonics;
- 4 ii. Research-based instructional strategies for delivering differentiated  
5 reading instruction, assessment, intervention and remediation to support readers of varying ages  
6 and ability levels, including students with dyslexia;
- 7 iii. Teaching students with exceptionalities;
- 8 iv. Characteristics and quality practices for typical and atypical  
9 behaviors of young children, including behavioral interventions for children with and without  
10 disabilities;
- 11 v. Typical and atypical child growth and development, including  
12 health, safety and nutrition with an emphasis on special health care needs for children birth through  
13 grade three;
- 14 vi. Child, family, cultural and community relationships including  
15 community organizations that support and assist children with disabilities and their families;
- 16 vii. Developmentally appropriate instructional and inclusive  
17 methodologies for teaching social and emotional development, language arts, math, science, social  
18 studies, the arts and diagnosis and remediation of learning difficulties;
- 19 viii. Early language and literacy development including communication  
20 methods in early childhood education/special education;
- 21 ix. Assessment and evaluation for early childhood special education to  
22 include observing, assessing, monitoring and reporting on the progress of young children;
- 23 x. Substantial experience in practicum as described in R7-2-604  
24 serving children with exceptionalities birth through preschool;
- 25 xi. Professional responsibility and ethical conduct; and
- 26 xii. Twelve weeks of capstone experience as described in R7-2-604  
27 serving children with exceptionalities in kindergarten through grade three, which may be  
28 completed during the valid period of a teaching intern certificate. For individuals seeking dual  
29 certification, any capstone experience requirements may be met through separate eight-week  
30 capstone experiences in each of the certification areas sought.
- 31 c. A passing score on the early childhood special education portion of the  
32 Arizona Teacher Proficiency Assessment,
- 33 d. A passing score on the early childhood subject knowledge portion of the  
34 Arizona Teacher Proficiency Assessment unless the applicant has a bachelor's, master's or  
35 doctoral degree in early childhood special education or otherwise qualifies for a waiver of the  
36 subject knowledge examination, and
- 37 e. A valid fingerprint clearance card issued by the Arizona Department of  
38 Public Safety.

39 2. Applicants may meet the requirements in subsection (O)(1)(b) with the submission  
40 of an application for the Standard Professional Early Childhood Special Education Certificate –  
41 birth through age eight or grade three that includes two years of verified full-time teaching  
42 experience in early childhood special education serving children birth through prekindergarten and  
43 kindergarten through grade three and Board-approved or accredited training or coursework which  
44 teaches the knowledge and skills described in R7-2-602 and subsections (O)(1)(b)(i)-(xi). One year  
45 of verified full-time teaching experience in early childhood special education serving children birth

1 through prekindergarten and children kindergarten through grade three may be substituted for the  
2 capstone experience.

3 3. Applicants seeking dual certification may be exempted from the early childhood special  
4 education capstone experience upon the completion of the following:

5 a. Verification from a school district or charter school that for the two years preceding the  
6 application, the applicant was employed continuously as a paraprofessional working with students  
7 in early childhood special education;

8 b. Verification from the applicable district or charter school administrator that the applicant for  
9 certification received evaluations, in each of the preceding two years of employment as a  
10 paraprofessional, indicating effectiveness in performance; and

11 c. Verification from the education program provider that the applicant has successfully  
12 completed a capstone experience in early childhood education and the applicant has  
13 demonstrated competencies during the dual certification education preparation program in all of  
14 the following:

- 15 i. Participation on a multi-disciplinary evaluation team;
- 16 ii. Participation in and drafting of an acceptable individualized education program; and
- 17 iii. Planning and delivery of specially designed instruction for a class of students.

**EXECUTIVE SUMMARY**

**Issue:** Presentation, discussion and possible action to open rulemaking of R7-2-614 regarding Other Teaching Certificates.

Action/Discussion Item

Information Item

**Background and Discussion**

After receiving input from the field, the Certification Advisory Committee (CAC) met on September 27, 2017 and October 6, 2017 to discuss amendments to several rules governing educator certification, including R7-2-614 regarding Other Teaching Certificates.

Attached is a draft of amendments to R7-2-614. The Board tabled this item at the October 23, 2017 meeting to allow for time to consult with the Legislature and make modifications as appropriate.

Below is a summary of the changes:

**Subsection E – District or Charter Standard Teaching Certificate – Birth through grade twelve**

- Allows individuals to convert an emergency teaching certificate to a newly created District or Charter Standard Teaching Certificate.
- To convert an emergency teaching to the District or Charter Standard Teaching Certificate, applicants must meet the following requirements:
  - Two years of full-time teaching experience under an emergency teaching certificate at the same school district or charter school;
  - Onsite mentorship at the school;
  - Ranking in either of the two highest performance classifications on the teacher's evaluations;
  - Completion of professional development provided by the school district, charter school or an accredited institution that address topics as outlined;
  - Passing scores on the professional knowledge and subject knowledge portions of the proficiency assessments; and
  - A valid fingerprint clearance card.
- Holders of a District or Charter Standard Teaching Certificate may only teach at the district or charter school that verifies the above.
- Following two years of full-time teaching experience at the district or charter school, holders of a District or Charter Standard Teaching Certificate may convert to a Standard Teaching Certificate.

**Subsection J – Temporary Exchange Teaching Certificate**

- Makes various changes to conform the certificate to statute including:
  - Issuing the certificate for two years rather than one year with the option to renew for two additional years; and
  - Removing requirements to demonstrate fluency in English.

**Recommendation to the Board**

It is recommended the Board open rulemaking of R7-2-614 regarding Other Teaching Certificates.

**Contact Information:**

Alicia Williams, Executive Director, State Board of Education  
Catcher Baden, Deputy Director, State Board of Education



1 **R7-2-614. Other Teaching Certificates**

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

3 **B.** Substitute Certificate -- PreK-12

4 1. The certificate is valid for six years and renewable by reapplication.

5 2. The certificate entitles the holder to substitute in the temporary absence of a regular contract  
6 teacher. A person holding only a substitute certificate shall not be assigned a contract teaching  
7 position.

8 3. An individual who holds a valid teaching or administrator certificate shall not be required to  
9 hold a substitute certificate to be employed as a substitute teacher.

10 4. A person holding only a substitute certificate shall be limited to teaching 120 days in the same  
11 school each school year.

12 5. The requirement for issuance is a bachelor's degree and a valid fingerprint clearance card  
13 issued by the Arizona Department of Public Safety.

14 6. Substitute certificates previously issued as valid for life under this rule shall remain valid for  
15 life.

16 7. A person holding only a substitute certificate may be exempt from the limit on teaching 120  
17 days in the same school each school year if the school district superintendent has provided  
18 verification to the Department of Education that the position is continuously advertised on a  
19 statewide basis at a minimum of three sites with at least one being a higher education institution  
20 and that a highly qualified and employable candidate was not found. An exemption from teaching  
21 120 days shall not be granted to the same individual more than three times.

22 **C.** Emergency Substitute Certificate -- PreK-12

23 1. The certificate is valid for one school year or part thereof. The expiration date shall be the  
24 following July 1.

25 2. The certificate entitles the holder to substitute only in the district that verifies that an  
26 emergency employment situation exists.

27 3. The certificate entitles the holder to substitute in the temporary absence of a regular contract  
28 teacher. A person holding only an emergency substitute certificate shall not be assigned a contract  
29 teaching position.

30 4. The holder of an emergency substitute certificate shall be limited to 120 days of substitute  
31 teaching per school year.

32 5. The requirements for initial issuance are:

33 a. High school diploma, General Education diploma, or associate's degree;

34 b. Verification from the school district superintendent that an emergency employment situation  
35 exists; and

36 c. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.

37 6. The requirements for each reissuance are:

38 a. Two semester hours of academic courses completed since the last issuance of the Emergency  
39 Substitute Certificate. District in-service programs designed for professional development may  
40 substitute for academic courses. Fifteen clock hours of in-service is equivalent to one semester  
41 hour. In-service hours shall be verified by the district superintendent or personnel director.  
42 Individuals who have earned 30 or more semester hours are exempt from this requirement,

1 b. Verification from the school district superintendent that an emergency employment situation  
2 exists, and

3 c. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.

4 **D. Emergency Teaching Certificate – birth through grade 12**

5 1. The emergency teaching certificate is valid one school year or part thereof. The expiration  
6 date shall be the following July 1. An emergency teaching certificate shall not be issued more than  
7 three times to an individual.

8 2. The emergency teaching certificate entitles the holder to enter into a teaching contract.

9 3. Emergency teaching certificates shall be issued for early childhood, elementary and secondary  
10 certificates required by A.R.S. § 15-502(B), and required endorsements.

11 4. The emergency teaching certificate entitles the holder to teach only in the district or charter  
12 school that verifies that an emergency employment situation exists.

13 5. The requirements for initial issuance are:

14 a. A bachelor’s degree,

15 b. Verification from the school district superintendent or charter school administrator that an  
16 emergency employment situation exists, and

17 c. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.

18 E. District or Charter Standard Teaching Certificate – Birth through grade twelve

19 1. The certificate is valid for two years and may be renewed upon completion of professional  
20 development, as prescribed in R7-2-619.

21 2. The holder of an emergency teaching certificate may apply for a district or charter standard  
22 early childhood, elementary, middle school, secondary or PreK-12 Education teaching certificate  
23 upon the completion of the following:

24 a. Verification of full-time teaching under an emergency teaching certificate at the same school  
25 district or charter school for the two years preceding the application which included the planning  
26 and delivery of instruction and evaluation of student learning;

27 b. Verification from the applicable school administrator of onsite mentorship of the applicant;

28 c. Verification from the applicable school administrator that the applicant for certification has  
29 met both of the following requirements:

30 i. Made satisfactory progress and achievement with students after two years of full-time  
31 teaching preceding the application, as evidenced by each of the teacher’s evaluations in the  
32 preceding two years ranking in either of the two highest performance classifications; and

33 ii. Completion of professional development provided by the school district, charter school  
34 or an accredited institution during the two years preceding the application that addresses the  
35 following topics:

36 a) Research-based instructional strategies for delivering differentiated reading  
37 instruction, assessment, intervention and remediation to support readers of varying  
38 ages and ability levels, including students with dyslexia;

39 b) Teaching students with exceptionalities; and

40 c) Professional responsibility and ethical conduct.

41 d. A passing score on the applicable professional knowledge portion of the Arizona Educator  
42 Proficiency Assessment that corresponds to the certificate sought;

1 e. A passing score on the applicable subject knowledge portion of the Arizona Educator  
2 Proficiency Assessment; and

3 f. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.

4 3. The testing requirements of (2)(d) and (2)(e) are waived with verification of full-time teaching  
5 in the relevant subject area for the three years preceding the application.

6 4. The district or charter standard elementary, middle school or secondary teaching certificate is  
7 valid only in the school district or at the charter school that verifies the requirements of (2)(a) and  
8 (2)(b).

9 5. The holder of a district or charter standard teaching certificate may apply for a Standard  
10 teaching certificate upon completion of the following:

11 a. At least two years of work experience, while holding a district or charter standard  
12 teaching certificate, in the district or charter school that verifies the requirements of (2)(a) and  
13 (2)(b).

14 b. The submission of an application for a Standard teaching certificate to the Department;

15 c. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.

16 **E. F.** Teaching Intern Certificate -- PreK-12

17 1. The certificate is valid for two years from the date of initial issuance and may be extended  
18 yearly for no more than two consecutive years at no cost to the applicant if the provisions in  
19 subsection ~~(E)~~(F)(5) are met.

20 2. The teaching intern certificate entitles the holder to enter into a teaching contract while  
21 completing the requirements for an Arizona teaching certificate. During the valid period of the  
22 intern certificate the holder may teach in a Structured English Immersion classroom, or in any  
23 subject area in which the holder has passed the appropriate Arizona Teacher–Proficiency  
24 Assessment. Teaching Intern certificate holders who teach in a Structured English Immersion  
25 classroom shall hold a valid Provisional or full Structured English Immersion Endorsement, an  
26 English as a Second Language Endorsement, or a Bilingual Endorsement, if applicable. The  
27 candidate shall be enrolled in a Board authorized alternative path to certification program or a  
28 Board approved teacher educator preparation program.

29 3. An individual is not eligible to hold the teaching intern certificate more than once in a five  
30 year period.

31 4. The requirements for initial issuance of the teaching intern certificate are:

32 a. A bachelor’s degree or higher from an accredited institution;

33 b. Verification of enrollment in a Board approved alternative path to certification program, or a  
34 Board approved educator preparation program; and

35 d. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.

36 5. The requirements for the extension of the intern teaching certificate are:

37 a. The teaching intern certificate outlined in subsection ~~(E)~~(F)(4),

38 b. Official transcripts documenting the completion of required coursework,

39 c. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.

40 6. The holder of the teaching intern certificate may apply for a Standard teaching certificate upon  
41 completion of the following:

42 a. Successful completion of a Board authorized alternative path to certification program or  
43 a-Board approved educator preparation program.

1 b. A passing score on the professional knowledge portion of the Arizona Teacher Proficiency  
2 Assessment as applicable;

3 c. A passing score on one or more subject knowledge portions of the Arizona Teacher  
4 Proficiency Assessment that corresponds to the Board approved alternative path to certification  
5 program in which the applicant is enrolled, unless the applicant has a bachelor's, master's or  
6 doctoral degree in the corresponding content area;

7 ~~e. c.~~ The submission of an application for a Standard teaching certificate to the Department;

8 ~~e. d.~~ A valid fingerprint clearance card issued by the Arizona Department of Public Safety.

9 7. Placement decisions of teaching intern certificate holders shall only be based on agreements  
10 between the educator preparation provider, the provider's partner organizations and the local  
11 education agency except as otherwise provided in ~~R7-2-614(B)~~ [this subsection](#).

12 ~~F. G.~~ **F. G.** Adult Education Certificates

13 1. The adult education certificates are issued for individuals teaching in the areas of Adult Basic  
14 Education, Adult Secondary Education, English Language Acquisition for Adults, or Citizenship.

15 2. Standard Adult Education Certificate.

16 a. The requirement for issuance is a valid fingerprint clearance card issued by the Arizona  
17 Department of Public Safety and a bachelor's degree or three years of experience as a teacher,  
18 tutor, or aide in an adult education program or in grades K through 12. Up to two years of  
19 experience may be waived by postsecondary academic credit, with 30 semester hours equivalent  
20 to one year of experience.

21 b. The renewal requirements are completion of a professional development program, described  
22 in R7-2-619(B).

23 ~~G. H.~~ **G. H.** Junior Reserve Officer Training Corps Teaching Certificate – grades nine through twelve

24 1. The standard certificate is valid at any local education agency which conducts an approved  
25 Junior Reserve Officer Training Corps program of the Air Force, Army, Navy, or-Marine Corps.

26 2. The requirements are:

27 a. Verification by the district of an approved Junior Reserve Officer Training Corps program of  
28 instruction in which the applicant will be teaching,

29 b. Verification by the district that the applicant meets the work experience required by the  
30 respective military service, and

31 c. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.

32 ~~H. I.~~ **H. I.** Athletic coaching certificate – grades seven through twelve

33 1. The standard certificate entitles the holder to perform coaching duties in interscholastic and  
34 extracurricular athletic activities. It is not required for teachers who hold a valid elementary,  
35 secondary or special education certificate.

36 2. The requirements are:

37 a. Valid certification in first aid and Coronary and Pulmonary Resuscitation (CPR);

38 b. Completion of courses, Board-approved or accredited seminars or modules of study which  
39 shall include the following:

40 i. Methods of coaching,

41 ii. Anatomy and physiology,

42 iii. Sports psychology,

43 iv. Adolescent psychology,

- v. The prevention and treatment of athletic injuries; and
- vi. Signs of physical abuse, emotional abuse, sexual abuse, neglect, bullying, hazing and cyberbullying.
- c. Two hundred fifty hours of verified coaching experience in the sport to be coached. Coaching experience may include experience as a head coach or assistant coach in a school program or in an organized athletic league; and
- d. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.

4. Renewal requirements are:

- a. Completion of a professional development program described in R7-2-619(B),
- b. Valid certification in first aid and CPR.

**I. J. ~~Standard Foreign Temporary Exchange Teacher~~ Teaching Certificate**

1. ~~This The Temporary Exchange Teaching~~ certificate is ~~required for a teacher or professor from any foreign country, state, territory or possession of the United States~~ issued to teachers from foreign countries who are contracted through the foreign teacher exchange program as authorized by federal statutes enacted by the Congress of the United States or other foreign teacher recruitment programs approved by the United States Department of State.

2. This certificate is valid for ~~one year and may be extended yearly for up to two additional years upon request by the contracting governing board. The contracting teacher shall submit a letter of intent to hire to the Arizona Department of Education on official letterhead signed by the Superintendent or Director of Human Resources~~ two years and is non-renewable.

3. The requirements are:

a. Verification that ~~training and background comply with the comparable~~ the applicant has completed teacher preparation in a foreign country that is comparable to the requirements to qualify for an Arizona teaching certificate as provided in R7-2-608, R7-2-609, R7-2-610, R7-2-610.01, R7-2-610.02, R7-2-611 and R7-2-613.

b.  ~~Holds a~~ A valid fingerprint ~~Clearance Card~~ clearance card issued by the Arizona Department of Public Safety.

~~c. Demonstrates fluency in English as verified by the Test of English as a Foreign Language (TOEFL) or other English proficiency tests approved by the Board.~~

~~d. The passing score by the Test of English as a Foreign Language (TOEFL) or other English proficiency tests approved by the Board shall be determined by the Board using the results of validity and reliability studies. The passing score for each assessment shall be reviewed by the Board at least every three years.~~

4. ~~A prospective teacher seeking to instruct in a language other than English may furnish a letter for submission to the Arizona Department of Education, on official letterhead, signed by the dean or designee of the home university to verify mastery of the purposed language of instruction. The Arizona Department of Education shall review and may approve submissions for the prospective teacher's exemption to the American Council of the Teaching of Foreign Languages Exam. An individual with a Temporary Exchange Teaching certificate may qualify for a certificate to instruct students in a language other than English with submission of a letter from a department chair or dean of an accredited institution in another country or in the United States verifying that the applicant is proficient in the language.~~

1 **J. K.** Native American Language Certificate

2 1. The standard certificate is optional and issued to individuals to teach only a Native American  
3 language in grades preK-12.

4 2. The requirements are:

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

6 b. Language proficiency in a Native American Language. Proficiency shall be verified on official  
7 letterhead by a person, persons, or entity designated by the appropriate tribe.

8 3. The certificate may be renewed upon completion of professional development, as prescribed  
9 in R7-2-619(B).

10 **K. L.** Student Teaching Intern Certificate – PreK-12. This subsection becomes effective on  
11 February 1, 2017 for placements beginning in the 2017-2018 school year.

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

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

17 3. The certificate is valid for one year from date of initial issuance and may be extended for one  
18 year at no cost to the applicant if the provisions in subsection ~~(K)~~ (L)(4) are met.

19 4. The requirements are:

20 a. Verification of enrollment in the culminating student teaching capstone experience of a Board  
21 approved educator preparation program (EPP) pursuant to R7-2-604.01,

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

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

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

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

30 f. Verification from the educator preparation provider that a written supervision plan, approved  
31 by the Board, includes the following:

32 i. the educator preparation provider's roles and responsibilities for the Program Supervisor, and

33 ii. the onsite mentorship and induction provided by the Local Education Agency (LEA).

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

35 5. Placement decisions of student teaching intern certificate holders shall only be based on  
36 collaborative agreements between the Board approved educator preparation provider and the LEA.  
37 Notwithstanding any other provision, a student teaching intern certificate holder may not teach in  
38 a special education classroom unless the certificate holder has a bachelor's degree.

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

41 a. Successful completion of a Board approved EPP.

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

1 **L. M.** Classroom-Based Standard Teaching Certificate

2 1. The requirements are:

3 a. A bachelor's degree

4 b. Successful completion of a Board-approved Classroom-Based Alternative  
5 Preparation Program;

6 c. Verification of satisfactory progress and achievement with students

7 d. Demonstration of subject knowledge proficiency with:

8 i. Verification of teaching courses relevant to a content area or subject  
9 matter for the last two consecutive years, and for a total of at least three years at one or more  
10 accredited postsecondary institutions; or

11 ii. A bachelor's, master's or doctoral degree from an accredited  
12 institution in the applicable subject area; or

13 iii. Verification of a minimum of five years of work experience in the  
14 applicable subject area of certification; or

15 iv. Three years of verified teaching experience in the same area of  
16 certification in which the individual is applying for certification; or

17 v. A passing score on the applicable subject knowledge portion of the  
18 Arizona Teacher Proficiency Assessment

19 e. Demonstration of professional knowledge proficiency with:

20 i. Three years of verified teaching experience in the same area of  
21 certification in which the individual is applying for certification; or

22 ii. A passing score on the applicable professional knowledge portion  
23 of the Arizona Teacher Proficiency Assessment

24 f. An individual seeking certification who was teaching courses or subjects  
25 tested by the statewide assessment must also provide:

26 i. Verified evidence of two years of full-time teaching; and

27 ii. Verified evidence that the individual's students performed at grade  
28 level; or

29 iii. Verified evidence that the individual's students achieved at least one  
30 year of academic growth at a rate equivalent to the state average for the students' associated peer  
31 groups

32 g. A valid fingerprint clearance card issued by the Arizona Department of  
33 Public Safety.

**EXECUTIVE SUMMARY**

**Issue:** Presentation, discussion and possible action to open rulemaking of R7-2-609.01 regarding Middle Grades Teaching Certificate.

Action/Discussion Item

Information Item

**Background and Discussion**

After receiving input from the field, the Certification Advisory Committee (CAC) met on September 27, 2017 and October 6, 2017 to discuss amendments to several rules governing educator certification, including the creation of a middle grades teaching certificate.

Attached is a draft of R7-2-609.01 as recommended by CAC on September 27, 2017. The Board tabled this item at the October 23, 2017 meeting to allow for time to consult with the Legislature.

Below is a summary of the changes:

**Middle Grades Teaching Certificate - Grades 5 - 9**

- Creates a middle grades teaching certificate for grades five through nine.
- Requirements for the middle grades teaching certificate include the following:
  - A bachelor's degree;
  - Completion of a teacher preparation program in middle grades education that addresses outlined topics that align to other certificates;
  - A passing score on the professional knowledge and subject knowledge portions of the proficiency assessment unless the applicant meets already established exemption criteria; and
  - A valid fingerprint clearance card.

**Recommendation to the Board**

It is recommended the Board open rulemaking of R7-2-609.01 regarding Middle Grades Teaching Certificate.

**Contact Information:**

Alicia Williams, Executive Director, State Board of Education  
Catcher Baden, Deputy Director, State Board of Education



1 **R7-2-609.01. Middle Grades Teaching Certificate**

2 **A.** Except as noted, all certificates are subject to the general certification provisions in R7-2-  
3 607 and the renewal requirements in R7-2-619.

4  
5 **B. Standard Professional Middle Grades Certificate – grades five through nine**

6 **1.** The requirements include all of the following:

7 **a.** A bachelor's degree;

8 **b.** Completion of a teacher preparation program in middle grades education  
9 from a Board-approved educator preparation program or from an accredited  
10 institution offering substantially similar training, addressing the following topics  
11 and any others as required by law:

12 **i.** Early adolescent psychology;

13 **ii.** Research-based instructional strategies for delivering differentiated  
14 reading instruction, assessment, intervention and remediation to support  
15 readers of varying ages and ability levels, including students with  
16 dyslexia;

17 **iii.** Instructional design and lesson planning, including modifications  
18 and accommodations;

19 **iv.** The learning environment, including classroom management;

20 **v.** Developmentally appropriate instructional delivery, facilitation and  
21 methodologies;

22 **vi.** Assessing, monitoring and reporting progress;

23 **vii.** Teaching students with exceptionalities;

24 **viii.** Professional responsibility and ethical conduct; and

25 **ix.** Twelve weeks of capstone experience as described in R7-2-604 in  
26 grades five through nine, which may be completed during the valid period  
27 of a teaching intern or student teaching intern certificate. One year of  
28 verified full-time teaching experience in grades five through nine may be  
29 substituted for the capstone experience requirement. For individuals  
30 seeking dual certification, any capstone experience requirements may be  
31 met through separate eight-week capstone experiences in each of the  
32 certification areas sought.

33 **c.** A passing score on the professional knowledge portion of the Arizona  
34 Teacher Proficiency Assessment;

35 **d.** A passing score on a middle grades education subject knowledge portion of  
36 the Arizona Teacher Proficiency Assessment, unless the applicant has a bachelor's,  
37 master's or doctoral degree in the relevant content area or otherwise qualifies for a  
38 waiver of the subject knowledge assessment; and

39 **e.** A valid fingerprint card issued by the Arizona Department of Public Safety.

40 **2.** Applicants may meet the requirements in subsection (B)(1)(b) with the submission  
41 of an application for the Standard Professional Middle Grades certificate that includes  
42 evidence of two years of verified full-time teaching experience in grades five through nine,  
43 and Board-approved or accredited training or coursework which teaches the knowledge  
44 and skills described in R7-2-602 and subsections (B)(1)(b)(i)-(viii). One year of verified  
45 full-time teaching experience in grades five through nine may be substituted for the  
46 capstone experience.

**EXECUTIVE SUMMARY**

**Issue:** Adopt the *Career and College Prep Ready* model for implementation in school year 2018-2019 as an alternative for earning an Arizona High School Equivalency Diploma.

Action/Discussion Item

Information Item

**Background and Discussion**

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

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

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

This Task Force researched the best and promising practices employed by other states, clarifying the needs of Arizona's students and families to identify approaches that would respond to the specific educational and employment needs of Arizona's diverse population of adult students, and at the same time exploring approaches designed to stimulate participation in alternative education and/or certification within Arizona.

In January 2017, the Task Force issued their final report to the Deputy Associate Superintendent of Adult Education, recommending alternatives to the HSE Diploma in Arizona. The alternatives presented by the Task Force were further analyzed and the *Career and College Prep Ready* model described below was selected for potential implementation during school year 2018/2019.

**Career and College Preparation Ready Model:**

The *Career and College Prep Ready* model is intended to provide college-bound adults without a high school diploma a coursework option to earn the HSE Diploma. This model requires the candidate to complete twenty-five specific college credits at the 100+ level with a passing grade letter of C or above.

**Contact Information:**

Sheryl Hart, Deputy Associate Superintendent, Highly Effective Schools/Adult Education Services

Mike Mannelly, Associate Superintendent, Highly Effective Schools

**EXECUTIVE SUMMARY**

The college credits required for this model will be limited to those earned at, accepted at, and/or validated by Arizona accredited public community colleges and state universities. Candidates will be required to submit an official transcript issued by an Arizona accredited community college or state university to the Arizona Department of Education-Adult Education Services for evaluation and validation.

In addition to fulfilling the college credit requirements set by this alternative, successful candidates must also pass the Arizona Civics Examination to receive their High School Equivalency Diploma as required under A.R.S. § 15-701.01.

Below is the list of the *Career and College Prep Ready* coursework requirements:

<b>Career and College Preparation Ready Coursework Requirements (100+ Level)</b>		
<b>SUBJECT AREA</b>	<b>Number of Courses</b>	<b>Number of Credits</b>
<b>English Arts</b>	<b>2</b>	<b>6</b>
<b>Mathematics</b>	<b>2</b>	<b>6</b>
<b>Social Studies (history, economics, government, political science)</b>	<b>1</b>	<b>3</b>
<b>Science (biology, physical science, earth and space science)</b>	<b>1</b>	<b>4</b>
<b>Computer (CIS)</b>	<b>1</b>	<b>3</b>
<b>College or Career Planning/Student Success</b>	<b>1</b>	<b>3</b>
<b>Total Courses/Credits</b>	<b>8</b>	<b>25</b>
<b>~Plus~ Pass the Arizona Civics Examination</b>		

Upon validation of successful completion of the above requirements, the Arizona Department of Education will award candidates an Arizona HSE Diploma and maintain HSE transcript records in a similar manner to how HSE diplomas are awarded and transcripts maintained for candidates passing the GED® Test.

As mandated per A.R.S. § 15-702 (see below), only people who are sixteen years of age or older and not enrolled in school or required to be enrolled in school, will be eligible for the Career and College Prep Ready alternative.

**15-702. [High school equivalency diploma; fees; rules](#)**

A. Any person who is sixteen years of age or older and who passes an equivalency test adopted by the state board of education shall be awarded an

**EXECUTIVE SUMMARY**

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Arizona high school equivalency diploma by the state board of education and the state superintendent of public instruction. The state board of education may establish eligibility requirements for persons wishing to take an equivalency test adopted by the state board of education, except that the minimum age required to take the test may not be older than sixteen nor shall the board require the completion of any high school credits.

B. A person who meets the minimum course of study and competency requirements prescribed by the state board of education for graduation from high school through a combination of high school credits and community college and university credits, which are converted to high school credits in the same manner as provided in section 15-701.01, subsection F by the governing board or the state board of education, shall be awarded an Arizona high school equivalency diploma.

C. The state board of education may establish and collect fees for the issuance and reissuance of the following:

1. A high school equivalency diploma.
2. A high school equivalency transcript.

D. The state board of education shall adopt rules for fee waivers for the high school equivalency diploma and high school equivalency transcripts.

See attached presentation.

**Recommendation to the Board**

It is recommended that the Board of Education adopts the *Career and College Prep Ready* model for implementation in school year 2018/2019 as an alternative pathway for earning an Arizona High School Equivalency Diploma.

# Arizona High School Equivalency Diploma – College Credit Pathway



**Diane Douglas**  
Superintendent of Public Instruction

**Presented to:**  
**State Board of Education Meeting:**  
**December 4, 2017**

**Adult Education Services**

# Background

**July 2016, a Task Force was formed to explore alternative pathways to an Arizona High School Equivalency (HSE) Diploma:**

- Diverse representation on task force**
- Met for six months (July – December, 2016)**
- Researched examples from other states and incorporated best ideas to meet Arizona's needs**



# Background

## Task Force Results

- In January 2017, the Task Force submitted recommendations to ADE/Adult Education Services (AES)

## Task Force Recommendation

- Implement the *College Credit Pathway* model as an alternative path to HSE Diploma



# Arizona High School Equivalency Diploma - College Credit Pathway

## Requirements of this Model:

1. Candidate must be eligible to earn HSE as described in **A.R.S. § 15-702** (*age 16 or older and not enrolled in school*)
2. Candidate must complete **25 specific college credits**
  - Credits must be earned at, accepted and/or validated by Arizona public community colleges and state universities
  - All courses must be 100+ level
  - Passing grade letter of C or above
3. Candidates must also pass Arizona Civics Test





# Arizona High School Equivalency Diploma - College Credit Pathway

<b>College Credit Pathway Coursework Requirements (100+ Level)</b>		
<b>SUBJECT AREA</b>	<b>Number of Courses</b>	<b>Number of Credits</b>
<b>English Arts</b>	<b>2</b>	<b>6</b>
<b>Mathematics</b>	<b>2</b>	<b>6</b>
<b>Social Studies (history, economics, government, political science)</b>	<b>1</b>	<b>3</b>
<b>Science (biology, physical science, earth and space science)</b>	<b>1</b>	<b>4</b>
<b>Computer (CIS)</b>	<b>1</b>	<b>3</b>
<b>College or Career Planning/Student Success</b>	<b>1</b>	<b>3</b>
<b>Total Courses/Credits</b>	<b>8</b>	<b>25</b>
<b>~Plus~ Pass the Arizona Civics Examination</b>		



# Compare to Other States' HSE Options

**Arizona Model:** Complete 25 specific college credits, 100 level or higher, plus pass Civics Test

- **New York:** Complete 24 college credits toward a degree or certificate at an approved institution
- **New Jersey:** Complete 30 college credits toward a degree at an approved institution
- **Pennsylvania:** Complete 30 college credits at an approved institution
- **Wisconsin:** Complete 24 college credits plus pass the state's Civics Test



# Award of HSE Diploma and Transcript Records

## ADE/AES will:

- Receive and process official college transcripts to validate credits and determine if requirements met (*candidate is responsible for having the transcripts sent and any fee required by the college to send official transcript*)
- Award HSE diplomas and maintain transcript records (*similar process as done for candidates passing GED® Test*)
- Collect an administrative fee for the issuance of the diploma and transcript (*same as via GED® Test*)



# Arizona High School Equivalency Diploma - College Credit Pathway

## Recommendation to the Board

- The Arizona State Board of Education adopts the College Credit Pathway model as another way to earn an Arizona High School Equivalency Diploma

## Timeline

- Dec 2017: Model is approved by State Board
- Jan – June 2018: Finalize logistical and communication strategies
- July 2018: Model is implemented



**EXECUTIVE SUMMARY**

**Issue:** Presentation and discussion of a certification guidance document for Career and Technical Education Teacher Certification.

Action/Discussion Item

Information Item

**Background and Discussion**

After receiving feedback from the field, the Certification Advisory Committee (CAC) met on September 27, 2017 and October 6, 2017 to discuss amendments to several rules governing educator certification, including rules regarding Career and Technical Education (CTE) Certificates and Standard Specialized Career and Technical Education Certificates.

To provide guidance in the certification process to individuals interested in obtaining these certificates, Board staff developed, in collaboration with the Arizona Department of Education, the attached guidance document. The Guidance Document outlines the requirements and multiple pathways to CTE certification. The Guidance Document also defines each CTE program based on rule.

CAC recommended the adoption of the Guidance Document at its October 6<sup>th</sup> meeting. The Board tabled this item at the October 23, 2017 meeting to allow time to consult with the Legislature.

In conjunction with the proposed CTE rules, Board staff will solicit feedback and hold a public hearing on the Guidance Document and bring the Guidance Document to the Board for consideration at a subsequent meeting.

**Recommendation to the Board**

This item is for information only and no action is requested.

**Contact Information:**

Alicia Williams, Executive Director, State Board of Education  
Catcher Baden, Deputy Director, State Board of Education



# **GUIDANCE ON CAREER AND TECHNICAL EDUCATION TEACHER CERTIFICATION**

Approved by the State Board of Education on \_\_\_\_\_

## Introduction

The State Board of Education has adopted rules regarding the certification of individuals as career and technical education teachers. The relevant provisions can be found in R7-2-612 and R7-2-612.01 Career and Technical Education Teaching Certificates. Rules are posted on the State Board of Education website at <https://azsbe.az.gov/rules>

## Pathways to CTE Teacher Certification

Under current Board rules, numerous pathways are recognized for CTE teacher certification as highlighted below:

<b>Standard Career and Technical Education (CTE) Certificates</b>			
<b>R7-2-612</b>			
A valid fingerprint clearance card issued by the Arizona Department of Public Safety.			
AND			
<b>Option A</b>	<b>Option B</b>	<b>Option C</b>	<b>Option D</b>
(1) A bachelor's or more advanced degree in the specified CTE field of study from an accredited institution. (2) Thirty semester hours of courses in the specified CTE field of study. (3) Two hundred forty clock hours of verified work experience in the specified CTE occupational area. Hours may have been accumulated before obtaining a certification.	(1) A valid Arizona provisional or standard teaching certificate for teachers in Birth through grade 12 (2) One year of the most recent teacher evaluation(s) exhibiting satisfactory performance in the classroom. (3) Three semester hours of courses in professional knowledge in career and technical education (4) Two hundred forty clock hours of verified work experience in the specified CTE occupational area. Hours may have been accumulated before obtaining a certification.	(1) Six thousand clock hours of verified work experience in an occupational area.	(1) A bachelor's or more advanced degree that included completion of a Board approved teacher preparation program in the CTE field of study or from an accredited institution offering substantially similar training (2) Two hundred forty clock hours of verified work experience in the specified occupational area.
<b>ADDITIONAL REQUIREMENTS – AT TIME OF CERTIFICATION OR WITHIN THREE YEARS*</b>			
1) Within three years, complete fifteen semester hours of courses in professional knowledge in career and technical education 2) Within three years, obtain a passing score on the professional knowledge portion of the Arizona Teacher	1) Within three years, complete nine semester hours of subject knowledge courses in the CTE field of study 2) Within three years, obtain a passing score on the professional knowledge portion of the Arizona Teacher Proficiency Assessment for secondary teachers or	1) Within three years, complete fifteen semester hours of courses in professional knowledge in career and technical education 2) Within three years, obtain a passing score on the professional knowledge portion of the Arizona Teacher	1) Within three years, obtain a passing score on the professional knowledge portion of the Arizona Teacher Proficiency Assessment for secondary teachers or qualification for a

Proficiency Assessment for secondary teachers or qualification for a waiver of this assessment 3) U.S. and Arizona Constitution requirements	qualification for a waiver of this assessment 3) U.S. and Arizona Constitution requirements	Proficiency Assessment for secondary teachers or qualification for a waiver of this assessment 3) U.S. and Arizona Constitution requirements	waiver of this assessment 2) U.S. and Arizona Constitution requirements
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**Standard Specialized Career and Technical Education (CTE) Certificates  
R7-2-612.01**

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

AND

Verification of five years of work experience in the specified CTE occupational area

AND

Demonstration of expertise in the specified CTE area through one of the following FIVE options:

Option One	Option Two	Option Three	Option Four	Option Five
A Bachelor's master's or doctoral degree in the specified CTE area	A Bachelor's or more advanced degree and completion of twenty-four semester hours of coursework in the specified CTE area;	An Associate's degree in the specified CTE area	An industry certification, license, or credential in the specified CTE area approved by the appropriate Department of Education	Verified teaching experience for the last two consecutive years, and for a total of at least three years at one or more accredited postsecondary institutions in a subject that is specific to the CTE course being taught

**\*Professional Knowledge Coursework Requirements**

Regarding additional professional knowledge coursework requirements, hours may be obtained prior to issuance of the standard career and technical education certificate in the specified CTE field of study. Fifteen clock hours equals one semester hour. Hours may also be obtained through Department or Board-CTE approved professional development. Courses in career and technical education professional knowledge include any of the following areas: principles/philosophy of career and technical education, developmentally appropriate instructional delivery, facilitation and methodologies, instructional technology, instructional design and lesson planning, including modifications and accommodations, assessing, monitoring and reporting progress, the learning environment, including classroom management, teaching students with exceptionalities, or professional responsibility and ethical conduct.

**Definitions**

For purposes of this document, 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.

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.
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.
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.

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.
8. "Occupational Area" means employment in any of the areas identified in these definitions relating to Agriculture, Business and Marketing, Education and Training, Family and Consumer Sciences, Health Careers, or Industrial and Emerging Technologies.
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.
10. "Subject Knowledge" means the information, understanding and skills specific to the broad occupational area.

11. “Verified Work Experience” means work experience identified in the submission of a resume verified by a hiring superintendent or personnel director at the public school or the Department of Education which demonstrates knowledge or skill relevant to an approved CTE program occupational area relating to Agriculture, Business and Marketing, Education and Training, Family and Consumer Sciences, Health Careers, or Industrial and Emerging Technologies.

### **Further Information**

For further information on CTE Teacher Certification, please contact the ADE Certification Unit at [certification@azed.gov](mailto:certification@azed.gov) or (602) 542-4367

DRAFT

**EXECUTIVE SUMMARY**

**Issue:** Recommendation for the Joint Technical Education District (JTED) A-F performance descriptors and accountability framework pursuant to A.R.S. §15-393.01(A).

Action/Discussion Item

Information Item

**Background and Discussion**

A.R.S. §15-393.01(A) requires the Department to develop specific criteria applicable to joint district accountability. The Board is required to approve these criteria prior to the issuance of letter grades. The statute specifies the following indicators: graduation rate of all students enrolled in a career and technical education program or course; the completion rate for each program offered by the joint district; performance on assessments required pursuant to section 15-391, paragraph 5, subdivision (b); and postgraduation employment rates, postsecondary enrollment rates and military service rates for students who complete a career and technical education program.

The Department has met with representatives of the JTEDs on:

- July 24, 2017 (JTED superintendent meeting),
- August 2, 2017 (subcommittee)
- August 31, 2017 (subcommittee)
- September 7, 2017 (JTED superintendent meeting)
- September 29, 2017 (subcommittee)
- October 5, 2017 (performance descriptor working group)
- October 10, 2017 (subcommittee)
- October 17, 2017 (JTED superintendent meeting)
- October 30, 2017 (subcommittee)
- November 6, 2017 (subcommittee)
- November 8, 2017 (JTED superintendent meeting)
- November 20, 2017 (subcommittee)

At these meetings, timeline, criteria descriptors, performance descriptors and a framework for JTED accountability were discussed.

The performance descriptors for JTED A-F Accountability were developed by a work group chosen from the JTED Superintendent's subcommittee and feedback on draft descriptors was received from the JTED superintendents, the State Board of Education, CTE Directors, and the CTE Commissioners. The following descriptors represent this work and define in general terms how JTED quality may be assessed.

**Contact Information:**

Carol Lippert, Associate Superintendent, High Academic Standards for Students Division  
Cathie Raymond, Deputy Associate Superintendent, Career and Technical Education

**EXECUTIVE SUMMARY**

Letter Grade	Level of Performance	Descriptor
A	Excellent	Distinguished performance on statewide technical skill assessment or industry certification which demonstrates skills necessary in a designated industry, significant student placement in postsecondary, employment and/or military service, high 4 year graduation rates for students who were enrolled in a career and technical education program or course, significant completion rates for students enrolled in career and technical education programs
B	Highly Performing	High performance on statewide technical skill assessment or industry certification which demonstrates skills necessary in designated industry and/or significant student placement in postsecondary, employment and/or military service and/or higher 4 year graduation rates for students who were enrolled in a career and technical education program or course and/or moving students towards higher completion rates for students enrolled in career and technical education programs
C	Performing	Adequate performance but needs improvement on some indicators – proficiency on assessment or industry certification or completion or placement or graduation rate
D	Minimally Performing	Inadequate performance in proficiency on assessment or industry certification, completion, placement and/or 4 year graduation rate relative to the state average
F	Failing	Systematic failures in proficiency on assessment or industry certification, completion, placement and graduation rates (below 67%)

The criteria required in statute further define how JTED's must be measured for the purposes of A-F accountability. The attached chart provides the statutory language, the preferred weight for each criteria, and a description of the data which will be used to determine a score for each criteria. This chart was created through a series of meetings involving JTEDs stakeholders as listed above.

According to the timeline approved by the Board at its October 23, 2017 meeting and contingent upon approval of the proposed accountability framework, modeling data and cut scores will be brought to the Board for review and approval at its January meeting.

**EXECUTIVE SUMMARY**

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**Recommendation to the Board**

It is recommended that the Board accept the performance descriptors and accountability framework for JTED accountability pursuant to A.R.S. §15-393.01(A).

# JTED A-F Accountability A.R.S. §15-393.01

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Statute requires that four criteria be included within the A-F accountability designations for Joint Technical Education Districts (JTEDs). Over a series of meetings, representatives from the 14 JTEDs have met with the Arizona Department of Education (ADE) to determine how to best define and measure these four criteria. Current data systems allow ADE-CTE to collect some of the data required for JTED A-F Accountability while other data will be self-reported by JTEDs and their member districts. Therefore, the JTED A-F committee recommends a multi-year implementation plan.

## Year One - 2016-2017 JTED A-F Designations

### General Background

- JTED A-F designations will be calculated out of 100 total points with the opportunity for JTEDs to earn 10 bonus points which will be added to a JTEDs overall A-F score.
  - Through this system, all JTEDs will have the opportunity to earn an A designation. A bell curve model is not desired.
- The committee agrees that differing levels of emphasis should be placed upon the criteria with the accountability system. Criteria Two, completion rates, followed by Criteria One, graduation rate, should have the highest weights in year one. There are two reasons for this preference: importance to the primary purpose of the JTED and availability of high quality data. *As data quality and availability improves, recommendations for weights may be adjusted.*
  - After Board approval of the criteria definitions and descriptors, ADE – CTE, JTEDs, and member districts will finalize data and determine appropriate weighting for each required criteria. Outside assistance will be employed to ensure that final A-F designations are equitably applied to all JTEDs.
- In year one, it is recommended that 3<sup>rd</sup> Party Industry Assessments be included in the accountability formula as bonus points. This recommendation is made due to a lack of reliable data related to student acquisition of 3<sup>rd</sup> party credentials and licenses. *As data collection improves, the committee may recommend that this section to be moved back into the regular portion of the JTED A-F Accountability system.*

### Criteria Definitions and Descriptors

*Criteria One – “The graduation rate of all students enrolled in a career and technical education program or course.”*

**Denominator** – any student who enrolled in a JTED eligible course or program (as verified by the acquisition of at least .25 credit) in 9<sup>th</sup> through 12<sup>th</sup> grade

**Numerator** – any of the students contained in the denominator who graduated with their cohort in the previous year

*Criteria Two – “The completion rate for each program offered by the joint district.”*

For sequences that are 2 courses:

**Denominator** – students who start the 2<sup>nd</sup> course (as identified by CIP code) of an approved 2 course coherent sequence in the previous year

**Numerator** – students who finish the 2<sup>nd</sup> course (as identified by the CIP code) of an approved 2 course coherent sequence in the previous year

For sequences that are 3 courses:

**Denominator** – students who finish the 2<sup>nd</sup> course (as identified by CIP code) of an approved 3 course coherent sequence

**Numerator** – students who finish the 3<sup>rd</sup> course (as identified by the CIP code) of an approved 3 course coherent sequence in the previous year

**Note:** Number will aggregate into one score



*Criteria Three – “Performance on assessments required pursuant to section 15-391, paragraph 5, subdivision (b).”*

**State CTE Assessment:**

**Denominator** - Any student who enrolled for a JTED course or program state assessment in the previous year from July 1 through June 30

**Numerator** – Any student in the denominator who passed the assessment for which they were enrolled

**Note:** Any program that does not have a state assessment will be excluded from the denominator and numerator

*Criteria Four – “Postgraduation employment rates, postsecondary enrollment rates and military service rates for students who complete a career and technical education program.”*

**Denominator:** Graduates, as determined by criteria one, who completed at least 2 Carnegie units in a 2 or 3 course sequence and responded to the post-graduation survey

**Numerator:** Those graduates who responded that they obtained a placement (postsecondary, military, or employment)

*Bonus Points - Acquisition of certifications and licenses through 3<sup>rd</sup> party assessments*

10 Bonus Points are available, and points will be awarded based upon the percentage achieved by each JTED. Thus, if a JTED has a 95% success rate, they will be awarded 9.5 bonus points. These bonus points will be added to their overall score and used to determine the final A-F rating.

**Denominator** - Any graduating senior who was eligible to take a 3<sup>rd</sup> party assessment/credential/certification

- Eligibility - completed pre-requisites required by 3<sup>rd</sup> party, of appropriate age to take assessment, assessment allowable (as noted below)

**Numerator** - Of the students in the denominator, those who obtained at least one certification as collected via the post-graduation survey (self-reported until system is modified to gather this data)

**Note:** any program that does not have an approved 3<sup>rd</sup> party assessment/credential/certification will be excluded from the denominator and numerator; approved assessments/credential/certification will be located on the ADE-CTE maintained JTED Compliance document and A-F Industry Certification list

### **2017-2018 and Beyond JTED A-F Designations**

The JTED A-F committee will continue to meet to refine the accountability system for JTEDs. The goal of the committee is to work with ADE – CTE to refine data collection to reduce the reliance upon self-reporting by the JTEDs and their member districts. Through the improved data quality and ability to easily access data, the JTED A-F accountability system will become a more robust indicator for the required measurement criteria.

Items to specifically consider:

1. Related placements vs general placements
2. Students who earn more than one 3<sup>rd</sup> party certification or license
3. Benchmark expectations for the acquisition of a 3<sup>rd</sup> party certification or license
4. 3<sup>rd</sup> party certifications and licenses as bonus points
5. Overall weighting of required criteria
6. Study regarding the impact of special populations of students on A-F criteria outcomes

**EXECUTIVE SUMMARY**

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**Issue:** Presentation, discussion and possible action to approve degree matrix to meet the Subject Matter Expert certificate degree requirement and subject knowledge exam waiver.

Action/Discussion Item

Information Item

**Background and Discussion**

Senate Bill 1042, which became law on August 9, 2017, created a Subject Matter Expert Certificate. The new law provides issuance of the certificate to persons who have expertise in a content area or subject matter. An applicant may qualify for the certificate with a baccalaureate degree, a master's degree, or a doctoral degree in a specific subject area that is directly relevant to a content area or subject matter taught in public schools.

Senate Bill 1042 also allows applicants applying for a standard certificate or any other certificate adopted by the State Board of Education to demonstrate subject knowledge proficiency instead of taking the subject knowledge test by having a baccalaureate degree, a master's degree, or a doctoral degree in a subject area that is relevant to a content area or subject matter taught in public schools.

The Arizona Department of Education (ADE) worked with ADE content experts to develop a matrix that identifies which baccalaureate, master's and doctoral degrees are directly relevant or relevant to a content area or subject matter taught in public schools. In some cases, it is recommended the applicant have 24 semester hours of coursework for the degree to qualify for the Subject Matter Expert certificate or subject knowledge exam waiver.

The matrix was developed for math, English language arts, science, social studies, physical education, and arts. It is a foundational matrix based on current applicant's submissions for Subject Matter Expert certificates and subject knowledge exam waivers. The matrix will continue to be revised as new applicants submit degrees not currently listed on the matrix, and the ADE requests revisions be approved by the State Board of Education Executive Director.

**Recommendation to the Board**

It is recommended that the Board approve the degree matrix to meet the Subject Matter Expert certificate degree requirement and subject knowledge exam waiver. It is also recommended the Board grant permission for the Executive Director of the State Board of Education to approve future revisions to the matrix based on ADE's review and recommendation.

**Contact Information:**

Kelly Koenig, Associate Superintendent- Student Achievement and Educator Excellence  
Keith Snyder, Deputy Associate Superintendent- Educator and School Excellence Unit

## Social Studies Areas SME/SK Exam Waiver

**Subject Matter Expert (SME)** certificate: May qualify with a Bachelors, Masters, or Doctoral degree in a “specific subject area that is **directly relevant** to a content area or subject matter taught in public schools”.

**Subject Knowledge (SK)** exam may be waived if the applicant has “a Baccalaureate degree, a Master’s degree, or a Doctoral degree that is relevant to a content area or subject matter taught in public schools.

<b>SOCIAL STUDIES</b>			Approved degree with specified coursework (i.e. 24 cr hrs)?	Rationale/Comments
Degree Major	Approved for SME?	Approved for SK Waiver?		
<b>Social Studies</b>	Yes	Yes	N/A	<i>Degree is in the specific area.</i>
Secondary Education <b>with Social Studies major or emphasis</b>	Yes	Yes	N/A	Degree in area.
<b>American Studies</b>	No	Yes	Yes	Strong history content for this major.
<b>Anthropology</b>	No	No	Yes	Too specialized. No guarantee civics, economics, history or geography courses taken.
<b>Ethnic, Women, or Gender Studies</b>	No	No	Yes	Too specialized. No guarantee civics, economics, history or geography courses taken.
<b>History</b>	No	Yes	Yes	Too specialized. No guarantee civics, economics, or geography courses taken.
<b>Human Services – Marriage and Family emphasis</b>	No	No	Yes	Not social studies. No guarantee civics, economics, history or geography courses taken.
<b>Humanities</b>	No	No	Yes	No guarantee civics, economics, history or geography courses taken.

## Social Studies Areas SME/SK Exam Waiver

<b>SOCIAL STUDIES</b>			Approved degree with specified coursework (i.e. 24 cr hrs)?	
Degree Major	Approved for SME?	Approved for SK Waiver?		Rationale/Comments
<b>Juris Doctorate</b>	No	No	Yes	Too specialized.
<b>Justice Studies</b>	No	Yes	Yes	Covers many social studies content areas.
<b>Korean History</b>	No	No	Yes	Too specialized. Korean History only one or two state standards. No guarantee civics, economics, history or geography courses taken.
<b>Philosophy</b>	No	No	Yes	Not social studies. Too specialized. No guarantee civics, economics, history or geography courses taken.
<b>Psychology</b>	No	No	Yes	Not Social Studies. Too specialized. No guarantee civics, economics, history or geography courses taken.
<b>Religious Studies</b>	No	No	Yes	Degree too specialized. No guarantee civics, economics, history or geography courses taken.
<b>Sociology</b>	No	No	Yes	Too specialized. No guarantee civics, economics, history or geography courses taken.
<b>Theatre/Drama</b>	No	No	Yes	Not social studies. No guarantee civics, economics, history or geography courses taken.

## Social Studies Areas SME/SK Exam Waiver

<b>HISTORY</b>		<b>Approved degree with specified coursework (i.e. 24 cr hrs)?</b>		
Degree Major	Approved for SME?	Approved for SK Waiver?	Approved degree with specified coursework (i.e. 24 cr hrs)?	Rationale/Comments
<b>History</b>	Yes	Yes	N/A	<i>Degree is in the specific area.</i>
<b>Secondary Education with History major or emphasis</b>	Yes	Yes	N/A	Degree and emphasis in area.
<b>American Studies</b>	Yes	Yes	N/A	Degree has strong history and civics coursework.
<b>Anthropology</b>	No	No	Yes	Too Specialized. No guarantee of history coursework.
<b>Ethnic, Women, or Gender Studies</b>	No	No	Yes	Too Specialized. No guarantee courses taken.
<b>Korean History</b>	No	No	Yes	Too Specialized. No guarantee history courses taken.

## Social Studies Areas SME/SK Exam Waiver

<b>POLITICAL SCIENCE / AMERICAN GOVERNMENT</b>				
Degree Major	Approved for SME?	Approved for SK Waiver?	Approved degree with specified coursework (i.e. 24 cr hrs)?	Rationale/Comments
<b><i>Political Science / American Government</i></b>	Yes	Yes	N/A	<i>Degree is in the specific area.</i>
Secondary Education <b>with Political Science/American Government major or emphasis</b>	Yes	Yes	N/A	Degree and coursework in specific area.
<b>American Studies</b>	No	No	Yes	Too Specialized. No guarantee civics courses taken.
<b>Anthropology</b>	No	No	Yes	Too Specialized. No guarantee civics courses taken.
<b>Ethnic, Women, or Gender Studies</b>	No	No	Yes	Too Specialized. No guarantee civics courses taken.
<b>History</b>	No	No	Yes	Too Specialized. No guarantee civics courses taken.
<b>Juris Doctorate</b>	No	No	Yes	Too Specialized. No guarantee civics courses taken.
<b>Justice Studies</b>	No	Yes	Yes	Too Specialized. No guarantee civics courses taken.
<b>Philosophy</b>	No	No	Yes	Too Specialized. No guarantee civics courses taken.
<b>Psychology</b>	No	No	Yes	Too Specialized. No guarantee civics courses taken.
<b>Religious Studies</b>	No	No	Yes	Too Specialized. No guarantee civics courses taken.

## Science SME/SK Exam Waivers

**Subject Matter Expert (SME)** certificate: May qualify with a Bachelors, Masters, or Doctoral degree in a “specific subject area that is **directly relevant** to a content area or subject matter taught in public schools”.

**Subject Knowledge (SK)** exam may be waived if the applicant has “a Baccalaureate degree, a Master’s degree, or a Doctoral degree that is relevant to a content area or subject matter taught in public schools.

<b>BIOLOGY</b>			Approved degree with specified coursework (i.e. 24 cr hrs)?	Rationale/Comments
Degree Major	Approved for SME?	Approved for SK Waiver?		
<b>Biology</b>	Yes	Yes	N/A	<i>Degree is in the specific area.</i>
Secondary Education <b>with Biology major or emphasis</b>	Yes	Yes	N/A	<i>Degree is in the specific area.</i>
<b>Agriculture</b>	Yes	Yes	N/A	<p>These degrees are biology/life science degrees, with an additional specialization in the degree area. Agriculture would include all life science agriculture degrees, such as agronomy, animal sciences, bacteriology, biochemistry, entomology, forestry, horticulture, microbiology, plant pathology, plant sciences, soil sciences,</p> <p>(Generally degrees with industry/production attached to the title would not be included: animal production, dairy production, as these have more of a business emphasis rather than science emphasis)</p>
<b>Agriculture and Life Sciences – Plant Sciences major</b>	Yes	Yes	N/A	<p>See above for agriculture.</p> <p>This degree is a biology/life science degrees, with an additional specialization in the degree area.</p>
<b>Alternative Medicine</b>	Yes	Yes	N/A	Prerequisites for this degree would have sufficient depth and breadth in the specific area.

## Science SME/SK Exam Waivers

<b>BIOLOGY</b>				Approved degree with specified coursework (i.e. 24 cr hrs)?	Rationale/Comments
Degree Major	Approved for SME?	Approved for SK Waiver?	Approved degree with specified coursework (i.e. 24 cr hrs)?	Rationale/Comments	
<b>Anatomy and Physiology</b>	Yes	Yes	N/A	Degree is in the specific area.	
<b>Animal Sciences – Animal Industry Emphasis</b>	No	No	Yes	Industry emphasis tends to have more of a business emphasis and not as deep biology content/science focus.	
<b>Biochemistry</b>	Yes	Yes	N/A	This degree is a biology/life science degree, with an additional specialization in the degree area.	
<b>Bioengineering</b>	No	No	Yes	This degree does not require enough depth and breadth of biology/life sciences	
<b>Botany</b>	Yes	Yes	N/A	This degree is a biology/life science degree, with an additional specialization in the degree area.  This would also include botany specialties such as mycology, phytopathology, phycology.	
<b>Chemistry</b>	No	No	Yes	Chemistry degrees do not require biology courses.	
<b>Chiropractor Degree</b>	Yes	Yes	N/A	Prerequisites for this degree would have sufficient depth and breadth in the specific area.	
<b>Doctor of Natural Science</b>	No	No	Yes	This degree generally requires chemistry/math/physics, but not biology courses.	
<b>Earth Science/Geology</b>	No	No	Yes	Geology degrees do not require biology courses.	
<b>Ecology</b>	Yes	Yes	N/A	This degree is a biology/life science degree, with an additional specialization in the degree area.	



## Science SME/SK Exam Waivers

<b>BIOLOGY</b>				Approved degree with specified coursework (i.e. 24 cr hrs)?	Rationale/Comments
Degree Major	Approved for SME?	Approved for SK Waiver?	Approved degree with specified coursework (i.e. 24 cr hrs)?	Rationale/Comments	
				This would also include specialties of ecology such as population dynamics, limnology,	
<b>Ecology, Evolution and Behavioral Biology</b>	Yes	Yes	N/A	This degree is a biology/life science degree, with an additional specialization in the degree area.	
<b>Engineering (Other)</b>	No	No	No	Not all engineering degrees require biology courses.	
<b>Entomology</b>	Yes	Yes	N/A	Entomology is essentially a biology major with a specialization in insects. Depending on the college, entomology degrees can be issued through an agriculture college or through a biology/zoology department.  Students with an entomology degree still take all the same general foundational courses as a biology (or zoology) major. As such, they would have the same content knowledge as a biology major and you could waive the biology content knowledge test. (graduate level programs require the biology GRE for admission)	
<b>Environmental Science</b>	No	No	Yes	Unclear whether this degree requires enough depth and breadth of biology/life sciences (variable requirements).	
<b>Health</b>	No	No	Yes	Unclear whether this degree requires enough depth and breadth of biology/life sciences.	
<b>Kinesiology</b>	No	No	Yes	Unclear whether this degree requires enough depth and breadth of biology/life sciences.	
<b>Marine Biotechnology, Bioresources, Biotechnology</b>	No	No	Yes	Unclear whether this degree requires enough depth and breadth of biology/life sciences.	

## Science SME/SK Exam Waivers

<b>BIOLOGY</b>				Approved degree with specified coursework (i.e. 24 cr hrs)?	Rationale/Comments
Degree Major	Approved for SME?	Approved for SK Waiver?	Approved degree with specified coursework (i.e. 24 cr hrs)?	Rationale/Comments	
<b>Marine Science</b>	Yes	Yes	N/A	This degree is a biology/life science degree, with an additional specialization in the degree area.	
<b>Medicine</b>	Yes	Yes	N/A	Prerequisites for this degree would have sufficient depth and breadth in the specific area.  This would also include medical specialties, such as immunology, virology, histology, endocrinology, parasitology, neurology.	
<b>Molecular and Cellular biology</b>	Yes	Yes	N/A	This degree is a biology/life science degree, with an additional specialization in the degree area.	
<b>Nursing</b>	No	No	Yes	This degree does not require enough depth and breadth of biology/life sciences.	
<b>Physical Education</b>	No	No	Yes	Unclear whether this degree requires enough depth and breadth of biology/life sciences.	
<b>Zoology</b>	Yes	Yes	N/A	Degree is in the specific area.  This would also include specialties within zoology such as invertebrate zoology, ichthyology, ornithology, entomology, herpetology, nematology,	

## Science SME/SK Exam Waivers

<b>Chemistry</b>	<b>Approved degree with specified coursework (i.e. 24 cr hrs)?</b>			
Degree Major	Approved for SME?	Approved for SK Waiver?	Approved degree with specified coursework (i.e. 24 cr hrs)?	Rationale/Comments
<b>Chemistry</b>	Yes	Yes	N/A	<i>Degree is in the specific area.</i>
Secondary Education <b>with Chemistry major or emphasis</b>	Yes	Yes	N/A	Degree would include sufficient depth and breadth.
<b>Biochemistry</b>	No	No	Yes	Likely has an equivalent to a minor in chemistry, not a major.
<b>Chemical Engineering</b>	Yes	Yes	N/A	Degree would include sufficient depth and breadth.
<b>Chemical Sciences and Technology</b>	No	No	Yes	Too variable, may have equivalent to a minor in chemistry but likely not a major.
<b>Environmental Science</b>	No	No	Yes	Too variable, may have equivalent to a minor in chemistry but likely not a major.
<b>Forensic Chemistry</b>	No	No	Yes	Too variable, may have equivalent to a minor in chemistry but likely not a major.
<b>Pharmaceutical Sciences</b>	No	No	Yes	Likely has an equivalent to a minor in chemistry, not a major.

## Science SME/SK Exam Waivers

<b>Earth Science</b>		<b>Approved degree with specified coursework (i.e. 24 cr hrs)?</b>		
Degree Major	Approved for SME?	Approved for SK Waiver?	Approved degree with specified coursework (i.e. 24 cr hrs)?	Rationale/Comments
<b><i>Earth Science or Earth and Space Science</i></b>	Yes	Yes	N/A	<i>Degree is in the specific area.</i>
<b>Secondary Education with Earth Science major or emphasis</b>	Yes	Yes	N/A	Degree is in the specific area.
<b>Ecology</b>	No	No	Yes	Too variable, may have equivalent to a minor in earth/space science but likely not a major.
<b>Environmental Science</b>	No	No	Yes	Too variable, may have equivalent to a minor in earth/space but likely not a major.

## Science SME/SK Exam Waivers

General Science				Approved degree with specified coursework (i.e. 24 cr hrs)?	Rationale/Comments
Degree Major	Approved for SME?	Approved for SK Waiver?	Approved degree with specified coursework (i.e. 24 cr hrs)?	Rationale/Comments	
<b>General Science</b>	Yes	Yes	N/A	<i>Degree is in the specific area.</i>	
Secondary Education <b>with General Science major or emphasis</b>	Yes	Yes	N/A	Degree is in the specific area.	
<b>Animal Sciences – Animal Industry Emphasis</b>	Yes	Yes	N/A	Degree requires foundational courses in life sciences, chemistry, and physics sufficient for general science.	
<b>Biochemistry</b>	Yes	Yes	N/A	Degree requires foundational courses in life sciences, chemistry, and physics sufficient for general science.	
<b>Doctor of Natural Science</b>	Yes	Yes	N/A	Degree requires foundational courses in life sciences, chemistry, and physics sufficient for general science.	
<b>Ecology</b>	Yes	Yes	N/A	Degree requires foundational courses in life sciences, chemistry, and physics sufficient for general science.	
<b>Interdisciplinary Studies, Business Concentration, Sustainability Concentration</b>	No	No	No	Not a science degree.	
<b>Kinesiology</b>	No	No	Yes	Unclear whether this degree requires enough depth and breadth across the sciences.	
<b>Optical Sciences and Engineering</b>	No	No	Yes	This degree doesn't require any life sciences.	
<b>Pharmacy</b>	Yes	Yes	N/A	Degree requires courses in life sciences, chemistry, and physics sufficient for general science.	

## Physical Education SME/SK Exam Waiver

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**Subject Knowledge (SK)** exam may be waived if the applicant has “a Baccalaureate degree, a Master’s degree, or a Doctoral degree that is relevant to a content area or subject matter taught in public schools.

Degree Major	Approved for SME?	Approved for SK Waiver?	Approved degree with specified coursework (i.e. 24 cr hrs)?	Rationale/Comments
<b>Physical Education</b>	Yes	Yes	N/A	<i>Degree is in the specific area.</i>
Secondary Education <b>with Physical Education major or emphasis</b>	Yes	Yes	N/A	Degree in the specific area.
<b>Anatomy and Physiology</b>	No	No	Yes	While the Anatomy and Physiology degree does have some components that relate to Physical Education content, it is not a strong enough connection without specific coursework in fitness activities, lifetime activity, team sports, cooperative and initiative games, and health.
<b>Applied Science – Exercise Science</b>	Yes	Yes	N/A	Comparable to Kinesiology
<b>Exercise Science</b>	Yes	Yes	N/A	Comparable to Kinesiology
<b>Exercise and Wellness</b>	Yes	Yes	N/A	Comparable to Kinesiology
<b>Health and Human Kinetics</b>	Yes	Yes	N/A	Comparable to Kinesiology

## Physical Education SME/SK Exam Waiver

Degree Major	Approved for SME?	Approved for SK Waiver?	Approved degree with specified coursework (i.e. 24 cr hrs)?	Rationale/Comments
<b>Health and Wellness</b>	No	No	Yes	Vague title that covers a vast subject. While this degree does have some components that relate to Physical Education content, it is not a strong enough connection without specific coursework in fitness activities, lifetime activity, team sports, cooperative and initiative games, anatomy and physiology.
<b>Health Services</b>	No	No	Yes	While the Health Services degree does have some components that relate to Physical Education content, it is not a strong enough connection without specific coursework in fitness activities, lifetime activity, team sports, cooperative and initiative games, anatomy and physiology. Seems to have a health and food focus.
<b>Human Development and Family Studies</b>	No	No	No	While this degree does have some components that relate to Physical Education content, it is not a strong enough connection without specific coursework in fitness activities, lifetime activity, team sports, cooperative and initiative games, anatomy and physiology. Seems to have a sociology/psychology focus.
<b>Kinesiology</b>	Yes	Yes	N/A	Kinesiology typically includes coursework in anatomy and physiology, fitness activities, and lifetime activities.
<b>Nutrition</b>	No	No	Yes	While the Nutrition degree does have some components that relate to Physical Education content, it is not a strong enough connection without specific coursework in fitness activities, lifetime activity, team sports, cooperative and initiative games, anatomy and physiology. Seems to have a health and food focus.
<b>Parks, Recreation and Leisure Studies</b>	No	No	Yes	While this degree does have some components that relate to Physical Education content, it is not a strong enough connection without specific coursework in fitness activities, lifetime activity, team sports, cooperative and initiative games, anatomy and physiology.
<b>Public Health</b>	No	No	No	While the Public Health degree does have some components that relate to Physical Education content, it is not a strong enough connection without specific coursework in fitness activities, lifetime activity, team sports, cooperative and initiative games, anatomy and physiology... Seems to have a health and food focus.

## Physical Education SME/SK Exam Waiver

Degree Major	Approved for SME?	Approved for SK Waiver?	Approved degree with specified coursework (i.e. 24 cr hrs)?	Rationale/Comments
<b>Sports Management</b>	No	No	Yes	While the Sports Management degree does have some components that relate to Physical Education content, it is not a strong enough connection without specific coursework in fitness activities, lifetime activity, team sports, cooperative and initiative games, anatomy and physiology.
<b>Sports Management – Emphasis in Administration</b>	No	No	No	While the Sports Management degree does have some components that relate to Physical Education content, it is not a strong enough connection without specific coursework in fitness activities, lifetime activity, team sports, cooperative and initiative games, anatomy and physiology.



## English Language Arts SME/SK Exam Waiver

**Subject Matter Expert (SME)** certificate: May qualify with a Bachelors, Masters, or Doctoral degree in a “specific subject area that is **directly relevant** to a content area or subject matter taught in public schools”.

**Subject Knowledge (SK)** exam may be waived if the applicant has “a Baccalaureate degree, a Master’s degree, or a Doctoral degree that is relevant to a content area or subject matter taught in public schools.

Degree Major	Approved for SME?	Approved for SK Waiver?	Approved degree with specified coursework (i.e. 24 cr hrs)?	Rationale/Comments
<b>English</b>	Yes	Yes	N/A	<i>Degree is in the specific area.</i>
Secondary Education <b>with English major or emphasis</b>	Yes	Yes	N/A	This degree requires coursework in both English content (literature, structure of language, etc.) and the teaching of English content.
<b>Business and Marketing</b>	No	No	No	This degree does not provide coursework in English content or in the instruction of English content.
<b>Communications</b>	No	No	Yes	While the Communications degree does have some components that relate to English content, it is not a strong enough connection without specific coursework in English, writing, or rhetoric.
<b>Creative Writing</b>	Yes	Yes	N/A	The Creative Writing degree addresses enough English content to qualify the person for the Subject Matter Expert designation.
<b>English as a Foreign Language</b>	No	No	No	This degree does not provide coursework in English content or in the instruction of English content, but instead focuses on the ability of the degree seeker to speak, read, and write in English.
<b>English as a Second Language</b>	No	No	Yes	While the English as a Second Language degree does have some components that relate to English content, it is not a strong enough connection without specific coursework in English, writing, or rhetoric.
<b>Foreign Languages (English)</b>	No	No	No	This degree does not provide coursework in English content or in the instruction of English content, but instead focuses on the ability of the degree seeker to speak, read, and write in English.

## English Language Arts SME/SK Exam Waiver

Degree Major	Approved for SME?	Approved for SK Waiver?	Approved degree with specified coursework (i.e. 24 cr hrs)?	Rationale/Comments
<b>English Literature</b>	Yes	Yes	N/A	The English Literature degree addresses enough English content to qualify the person for the Subject Matter Expert designation.
<b>Ethnic, Women, or Gender Studies</b>	No	No	Yes	While the Ethnic/Women/Gender Studies degree does have some components that relate to English content, it is not a strong enough connection without specific coursework in English, writing, or rhetoric.
<b>History</b>	No	No	Yes	While the History degree does have some components that relate to English content, it is not a strong enough connection without specific coursework in English, writing, or rhetoric.
<b>Humanities</b>	No	No	Yes	While the Humanities degree does have some components that relate to English content, it is not a strong enough connection without specific coursework in English, writing, or rhetoric.
<b>Journalism</b>	No	No	Yes	While the Journalism degree does have some components that relate to English content, it is not a strong enough connection without specific coursework in English, writing, or rhetoric.
<b>Juris Doctorate</b>	No	No	Yes	While the Juris Doctorate degree does have some components that relate to English content, it is not a strong enough connection without specific coursework in English, writing, or rhetoric.
<b>Literature</b>	Yes	Yes	N/A	The Literature degree addresses enough English content to qualify the person for the Subject Matter Expert designation.
<b>Literature and Writing</b>	Yes	Yes	N/A	The Literature and Writing degree addresses enough English content to qualify the person for the Subject Matter Expert designation.
<b>Linguistics</b>	No	No	Yes	While the Linguistics degree does have some components that relate to English content, it is not a strong enough connection without specific coursework in English, writing, or rhetoric.
<b>Philosophy</b>	No	No	Yes	While the Philosophy degree does have some components that relate to English content, it is not a strong enough connection without specific coursework in English, writing, or rhetoric.

## English Language Arts SME/SK Exam Waiver

Degree Major	Approved for SME?	Approved for SK Waiver?	Approved degree with specified coursework (i.e. 24 cr hrs)?	Rationale/Comments
<b>Psychology</b>	No	No	No	This degree does not provide coursework in English content or in the instruction of English content.
<b>Religious Studies</b>	No	No	Yes	While the Religious Studies degree does have some components that relate to English content, it is not a strong enough connection without specific coursework in English, writing, or rhetoric.
<b>Sociology</b>	No	No	No	This degree does not provide coursework in English content or in the instruction of English content.
<b>Speech</b>	No	No	No	This degree does not provide coursework in English content or in the instruction of English content.
<b>Theatre/Drama</b>	No	No	No	This degree does not provide coursework in English content or in the instruction of English content.

## Arts Areas SME/SK Exam Waiver

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**Subject Knowledge (SK)** exam may be waived if the applicant has “a Baccalaureate degree, a Master’s degree, or a Doctoral degree that is relevant to a content area or subject matter taught in public schools.

<b>ART</b>				
Degree Major	Approved for SME?	Approved for SK Waiver?	Approved degree with specified coursework (i.e. 24 cr hrs)?	Rationale/Comments
<b>Art</b>	Yes	Yes	N/A	<i>Degree is in the specific area.</i>
Secondary Education <b>with Art major or emphasis</b>	Yes	Yes	N/A	Degree is in the specific area.
<b>Architecture</b>	No	No	Yes	While the Architecture degree does have some components that relate to art content, it is not a strong enough connection without specific coursework in 2D, 3D, use of different mediums (drawing, painting, ceramics, etc.), and art history and criticism.
<b>Art History</b>	No	No	Yes	Art historical content is apparent, but typically no coursework in 2D, 3D, and use of different mediums (drawing, painting, ceramics, etc.).
<b>Art History, Criticism, and Conservation</b>	No	No	Yes	Art historical content is apparent, but typically no coursework in 2D, 3D, and use of different mediums (drawing, painting, ceramics, etc.).
<b>Arts Administration</b>	No	No	No	While the Arts Administration degree does have some components that relate to art content, it is not a strong enough connection without specific coursework in 2D, 3D, use of different mediums (drawing, painting, ceramics, etc.), and art history and criticism. Seems to be more of a business focus.
<b>Digital Arts</b>	Yes	Yes	N/A	Majors typically include coursework in drawing, photography, color, 2D and 3D as well as art history and criticism.

## Arts Areas SME/SK Exam Waiver

<b>ART</b>				Approved degree with specified coursework (i.e. 24 cr hrs)?	Rationale/Comments
Degree Major	Approved for SME?	Approved for SK Waiver?	Approved degree with specified coursework (i.e. 24 cr hrs)?	Rationale/Comments	
<b>Fashion Design</b>	No	No	Yes	While the Fashion Design degree does have some components that relate to Art content, it is not a strong enough connection without specific coursework in 2D, 3D, use of different mediums (drawing, painting, ceramics, etc.), and art history and criticism.	
<b>Fine and Studio Arts Management</b>	No	No	Yes	While the Arts Management degree does have some components that relate to art content, it is not a strong enough connection without specific coursework in 2D, 3D, use of different mediums (drawing, painting, ceramics, etc.), and art history and criticism. Seems to be more of a business focus.	
<b>Graphic Design / Commercial and Advertising Art</b>	Yes	Yes	N/A	Majors typically include coursework in drawing, photography, color, 2D and 3D as well as art history and criticism.	
<b>Interior Design</b>	No	No	Yes	While the Interior Design degree does have some components that relate to art content, it is not a strong enough connection without specific coursework in 2D, 3D, use of different mediums (drawing, painting, ceramics, etc.), and art history and criticism.	
<b>Liberal Studies</b>	No	No	No	While the Liberal Studies degree may have some components that relate to art content, it is not a strong enough connection without specific coursework in 2D, 3D, use of different mediums (drawing, painting, ceramics, etc.), and art history and criticism. Seems to be more Humanities focused.	
<b>Photography</b>	Yes	Yes	N/A	Majors typically include coursework in drawing, 2D and 3D as well as art history and criticism.	
<b>Photojournalism</b>	No	No	No	While the Photojournalism degree does have some components that relate to art content, it is not a strong enough connection without specific coursework in 2D, 3D, use of different mediums (drawing, painting, ceramics, etc.), and art history and criticism.	
<b>Studio Arts</b>	Yes	Yes	N/A	This is a pure art major which would include all or most elements including coursework in 2D, 3D, use of different mediums (drawing, painting, ceramics, etc.), and art history and criticism.	

## Arts Areas SME/SK Exam Waiver

<b>Music</b>				Approved degree with specified coursework (i.e. 24 cr hrs)?	Rationale/Comments
Degree Major	Approved for SME?	Approved for SK Waiver?	Approved degree with specified coursework (i.e. 24 cr hrs)?	Rationale/Comments	
<b>Music</b>	Yes	Yes	N/A	<i>Degree is in the specific area.</i>	
Secondary Education <b>with Music major or emphasis</b>	Yes	Yes	N/A	Degree in area.	
<b>Music Education: Instrumental/Vocal etc.</b>	Yes	Yes	N/A	Degree in area.	
<b>Arts Administration</b>	No	No	Yes	While the arts Administration degree does have some components that relate to Music content, it is not a strong enough connection without specific coursework in music performance (vocal, instrumental), theory, history and criticism.	
<b>Commercial Music</b>	No	No	Yes	While the Commercial Music degree does have some components that relate to Music content, it is not a strong enough connection without specific coursework in music performance (vocal, instrumental), theory, history and criticism.	
<b>Ethnomusicology / World Music</b>	Yes	Yes	N/A	This is a pure music degree which typically would include specific coursework in music performance (vocal, instrumental), theory, history and criticism.	
<b>Jazz Studies</b>	Yes	Yes	N/A	This is a pure music degree which typically would include specific coursework in music performance (vocal, instrumental), theory, history and criticism.	
<b>Music Business / Industry</b>	No	No	Yes	While the Music Business degree does have some components that relate to Music content, it is not a strong enough connection without specific coursework in music performance (vocal, instrumental), theory, history and criticism.	
<b>Music History, Literature and Theory / Music History</b>	No	Yes	Yes	While the Music History / Music Theory degree does have some components that relate to Music content, it is not a strong enough connection without specific coursework in music performance (vocal, instrumental).	

## Arts Areas SME/SK Exam Waiver

<b>Music</b>				
Degree Major	Approved for SME?	Approved for SK Waiver?	Approved degree with specified coursework (i.e. 24 cr hrs)?	Rationale/Comments
<b>Musicology</b>	Yes	Yes	N/A	This is a pure music degree which typically would include specific coursework in music performance (vocal, instrumental), theory, history and criticism.
<b>Music Performance</b>	Yes	Yes	N/A	This is a pure music degree which typically would include specific coursework in music performance (vocal, instrumental), theory, history and criticism.
<b>Music Technology</b>	No	No	Yes	While the Music Technology degree does have some components that relate to Music content, it is not a strong enough connection without specific coursework in music performance (vocal, instrumental), theory, history and criticism.
<b>Music Theory and Composition</b>	Yes	Yes	N/A	This is a pure music degree which typically would include specific coursework in music performance (vocal, instrumental), theory, history and criticism.
<b>Music Therapy</b>	Yes	Yes	N/A	This is a pure music degree which typically would include specific coursework in music performance (vocal, instrumental), theory, history and criticism.
<b>Musical Theatre</b>	Yes	Yes	N/A	This is a mixed music and theatre degree which typically would include specific coursework in music performance (vocal, instrumental), theory, history and criticism.

## Mathematics SME/SK Exam Waiver

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**Subject Knowledge (SK)** exam may be waived if the applicant has “a Baccalaureate degree, a Master’s degree, or a Doctoral degree that is relevant to a content area or subject matter taught in public schools.

Degree Major	Approved for SME?	Approved for SK Waiver?	Approved degree with specified coursework (i.e. 24 cr hrs)?	Rationale/Comments
<b>Mathematics</b>	Yes	Yes	N/A	<i>Degree is in the specific area.</i>
Secondary Education <b>with Mathematics major or emphasis</b>	Yes	Yes	N/A	
<b>Accounting</b>	No	No	Yes	
<b>Actuarial Science</b>	Yes	Yes	N/A	
<b>Applied Mathematics</b>	Yes	Yes	N/A	
<b>Business and Marketing</b>	No	No	Yes	
<b>Computer Science</b>	Yes	Yes	N/A	
<b>Doctorate of Philosophy (ASU) – Curriculum and Instruction / Concentration Mathematics Education</b>	Yes	Yes	N/A	



## Mathematics SME/SK Exam Waiver

Degree Major	Approved for SME?	Approved for SK Waiver?	Approved degree with specified coursework (i.e. 24 cr hrs)?	Rationale/Comments
<b>Engineering - All</b>	Yes	Yes	N/A	
<b>Engineering Management</b>	Yes	Yes	N/A	
<b>Finance</b>	No	No	Yes	
<b>Physics (BS/MS)</b>	Yes	Yes	N/A	
<b>Quantitative Reasoning</b>	Yes	Yes	N/A	
<b>Statistics</b>	Yes	Yes	N/A	
<b>Theoretical Mathematics</b>	Yes	Yes	N/A	

**EXECUTIVE SUMMARY**

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<b>Issue:</b> Office of English Language Acquisition Services Presentation 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 of Education 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 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 will 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 OCR AZELLA agreements.

**Contact Information:**

Kate Wright, Deputy Associate Superintendent, OELAS, Migrant, Homeless  
Carol Lippert, Associate Superintendent, High Academic Standards for Students

# Office of English Language Acquisition Services



**Diane Douglas**  
Superintendent of Public Instruction

## State Board Meeting Presentation

December 4, 2017

# Overview

- **English Learner (EL) Population/Demographics**
- **EL Reclassification Rate**
- **Structured English Immersion Models**
- **Monitoring Data FY16-17**



# EL Student Population Demographics



# EL Student Population

- **Approximate number of EL students in Arizona = 83,500**
- **Percent of Arizona students who are EL students = 7%**



# EL Student Population

Percent of Arizona Students who are EL by Grade Level	
Grade Level	Percent EL
K	16%
1	11%
2	11%
3	10%
4	10%
5	8%
6	5%
7	5%
8	4%
9	6%
10	3%
11	2%
12	1%



# Statewide EL Reclassification Rate

- **16%**
- **A decrease in statewide reclassification is in large part due to changes in the AZELLA cut scores, making it more challenging to score Proficient**
- **These cut scores were changed in accordance to guidance from the Office of Civil Rights, in order to better align with the academic rigor of AzMERIT**





# SEI Models



# Four Fundamental Elements

- 1. Four hours of English Language Development (ELD), as defined in SEI Models document**
- 2. Lessons taught using the English Language Proficiency (ELP) Standards**
- 3. EL students grouped by language proficiency levels, when possible**
- 4. Appropriately certified teacher- SEI Endorsed**



# Allocations and Standards

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

# Individual Language Learner Plans

**"Schools with 20 or fewer ELLs within a three grade span (including Kindergarten), may provide instruction through the development of Individual Language Learner Plans (ILLPs) created for each ELL.**

**Scheduling and time allocations in the ILLPs must meet the requirements of the scheduling and time allocations specified herein for Elementary or Middle and High School as appropriate for each ELL."**  
**(Structured English Immersion ELD Models, 9/15/07).**



# Elementary Model Refinements

**Allow elementary and self-contained middle schools flexibility to provide the following services to first year ELLs and all ELLs at or below the intermediate proficiency level:**

- **ELD instruction using the English Language Proficiency (ELP) standards during two “blocks”, totaling 4 hours:**
  - **Block 1 - 120 minutes of integrated reading, oral English conversation and vocabulary**
  - **Block 2 - 120 minutes of integrated writing and grammar**
- **Up to 30 minutes of literacy intervention services with non-ELL students that may count towards the 4-hour requirement if those services meet the instructional needs of the ELL student.**



# Secondary Model Refinements

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

- Demonstrate overall proficiency at the Intermediate level on AZELLA, and are in at least their 2nd year of (ELD) instruction.**
- For those EL students for which the SEI English teacher(s) and /or ELL Coordinator have determined that flexibility is appropriate, the SEI English teacher(s) shall recommend course selection based on individual student data that includes AZELLA and at least one other form of data which could include the state assessment, local formative assessment, student work or course grades.**



# Monitoring Data FY16



# FY2016 Flores Monitoring

	School Name	Average ELL count
<b>Fourth Year FY2016</b>	1. Mesa Unified District	4490
	5. Washington Elementary District	3069
	8. Creighton Elementary District	2164
	9. Glendale Elementary District	2154
	20. Peoria Unified District	1031
	22. Scottsdale Unified District	907
	27. Deer Valley Unified District	748
	29. Amphitheater Unified District	689
	32. Glendale Union High School District	517
	34. Laveen Elementary District	475
	35. Santa Cruz Valley Unified District	461
	47. Kyrene Elementary District	301
	Flowing Wells Unified District	

## Flores Monitoring Schedule

Required by Flores Agreement to monitor the “Top 50” LEAs with EL students every four years.





# SEI Classroom Monitoring

- **545 total SEI classrooms were observed**
- **(95%) allocated four hours for ELD instruction**
- **(95%) were teaching a discrete hour of grammar**
- **(99%) had all instruction in English**
- **(99%) had all materials in English**

**\*Biggest issue was correct use of the ELP Standards**



# ILLP Classroom Monitoring

- 408 ILLP classrooms were observed
- (94%) of all teachers had an ILLP for every EL student
- (95%) of ILLPs reflected the allocations of the SEI model
- (92%) evidence of differentiated instruction for EL students

**\*Biggest issue was documentation of ELP Standards in lesson plans or on ILLP**



# Program Evaluation

- **Creating a Request for Quote (RFQ) for the administration of an SEI Model Program Evaluation by a third party**
- **Hoping for results by the end of 2018**



# Questions?

Thank you

**Kate Wright**

**Deputy Associate Superintendent**

**OELAS, Migrant Education Program**

**[kate.wright@azed.gov](mailto:kate.wright@azed.gov)**

**602-542-9689**



**EXECUTIVE SUMMARY**

**Issue:** Special Education Rules

Action/Discussion Item

Information Item

**Background and Discussion**

On October 23, 2017, the Arizona State Board of Education adopted new rules in the area of Special Education. Among other things, these new rules replaced the specific professionals previously required to verify certain disabilities with the general term "qualified professional." The State Board of Education then directed the Department of Education to develop a list of qualified professionals eligible to conduct the appropriate evaluations, subject to review and approval of the State Board of Education.

ADE/ESS Public Comment was open from 11/20/17-11/27/17. Each member of SEAP was asked for comment. Each Public Education Agency in the State was sent the draft for comment; including all Special Education Directors and/or other administrators. This was disbursed via email to the ESS Special Education List Serve of over 1,100 special education professionals. Professional groups representing significant stakeholders where asked for public comment including SEAA, Raising Special Kids, AZCASE, ARSHA, AASP, AZCEC. Each of these groups, in turn, has shared with their constituents to provide input to ESS.

Please see attached. Attachment may change pending public comment.

**Recommendation to the Board**

It is recommended that the Board accept the attached list of qualified professionals as required for R7-2-401

**Contact Information:**

Mike Mannelly, Associate Superintendent Highly Effective Schools

Alissa Trollinger, Deputy Associate Superintendent Exceptional Student Services



**Arizona Department of Education  
Diane M. Douglas, Superintendent of Public Instruction**

**Exceptional Student Services  
Arizona Technical Assistance System  
(AZ-TAS)**

# **Qualified Professionals Eligible to Conduct Appropriate Evaluations**

**A Technical Assistance Document to Support Evaluations; as Required by  
R7-2-401 (G.8)**

## Introduction

On October 23, 2017, the Arizona State Board of Education adopted rules in the area of Special Education (R7-2-401). These rules replaced the specific professionals previously required to verify certain disabilities with the general term "qualified professional." These rules further required the Arizona Department of Education to create a list, to be reviewed and approved by the State Board of Education, of qualified professionals eligible to conduct the appropriate evaluations. From the rules:

**The Department shall develop a list, subject to review and approval of the State Board of 34 Education, of qualified professionals eligible to conduct the appropriate evaluations prescribed in 35 subsection (E)(7).**

The following is the list of qualified professionals developed by the Department of Education as required by (R7-2-401(G)(8) .

QUALIFIED PROFESSIONAL LIST  
Per R7-2-401

For the following disabilities, the full and individual initial evaluation shall include:

- Emotional disability:
  - verification of a disorder by a psychiatrist, licensed psychologist, licensed ~~therapist/counselor~~ professional counselor, licensed clinical social worker (LSCW), or a certified school psychologist.
- Hearing impairment:
  - An audiological evaluation by an individual holding a master's or doctoral degree in audiology, and
  - An evaluation of communication/language proficiency.
- Other health impairment:
  - verification of a health impairment by a doctor of medicine, doctor of osteopathy, licensed nurse practitioner, ~~or~~ licensed physician assistant, or in cases of ADHD a certified school psychologist or licensed psychologist.
- Orthopedic impairment:
  - verification of the physical disability by a doctor of medicine, doctor of osteopathy, doctor or podiatric medicine, licensed nurse practitioner, or licensed physician assistant.
- Speech/language impairment:
  - an evaluation by a licensed and certified speech-language pathologist.
  - For students whose speech impairments appear to be limited to articulation, voice, or fluency problems, the written evaluation may be limited to:
    - An audiometric screening within the past calendar year,
    - A review of academic history and classroom functioning,
    - An assessment of the speech problem by a licensed and certified speech-language pathologist, or
    - An assessment of the student's functional communication skills.
- Traumatic brain injury:
  - verification of the injury by a doctor of medicine, doctor of osteopathy, licensed nurse practitioner, ~~or~~ licensed physician assistant or a licensed clinical neuropsychologist.
- Visual impairment:
  - verification of a visual impairment by an ophthalmologist or optometrist.

\*NOTE: Specific learning disability does not require verification by a qualified professional and this rule was left unchanged from the previous rule. The previous rule, which is still in force is as follows:

- Specific learning disability: a determination of whether the child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, state-



- approved grade-level standards, or intellectual development that meets the public education agency criteria through one of the following methods:
- A discrepancy between achievement and ability;
- The child's response to scientific, research-based interventions; or
- Other alternative research-based procedures.

**EXECUTIVE SUMMARY**

<b>Issue:</b> Presentation, discussion and possible action to modify the Board's Menu of Assessment policy
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Action/Discussion Item

Information Item

**Background and Discussion**

Pursuant to A.R.S. § 15-741.02, the Board is required to adopt a menu of locally procured achievement assessments that may be utilized by eligible LEAs for assessing high school students in lieu of the statewide assessment in the 2018-2019 school year. A similar provision applies for assessing students in grades 3-8 beginning in the 2019-2020 school year.

Prior to Board approval for placement on the menu of assessments, providers of these assessments must submit evidence to the Board that the assessment is:

- high quality;
- meets or exceeds the level of rigor of the Board adopted academic standards; and
- subject to scaling for accountability.

Assessment providers are required to submit an evaluation, submitted by a third party approved by the Board, to demonstrate the assessment meets the above requirements.

Additionally, Laws 2017, Chapter 137, allows LEAs to request an assessment be added to the menu if:

- the LEA requests its addition;
- the assessment is in use by the LEA and the assessment is not on the menu by March 1, 2018; and
- the assessment is nationally recognized, an Early College Credit examination as identified by the Arizona Board of Regents, or an assessment adopted pursuant to the Grand Canyon Diploma.

At its February 27, 2017 meeting, the Board adopted policies and procedures for the approval of assessments. As a result of Laws 2017, Chapter 137, the Board must adopt conforming changes to its policies and procedures (see attached).

**Recommendation to the Board**

That the Board approve the amended policy and procedures for vendors to submit for consideration of placement on the menu of assessments consistent with the provisions of A.R.S. § 15-741.02.

**Contact Information:**

Alicia Williams, Executive Director, State Board of Education  
Catcher Baden, Deputy Director, State Board of Education

**ARIZONA STATE BOARD OF EDUCATION  
PROCEDURES FOR THE APPROVAL OF  
LOCALLY PROCURED, NATIONALLY RECOGNIZED ASSESSMENTS TO THE  
MENU OF ASSESSMENTS  
(A.R.S. 15-741.02)**

**ADOPTED FEBRUARY 27, 2017  
PROPOSED REVISIONS DECEMBER 4, 2017**

A. Definitions.

In this Section, the following definitions apply:

1. "Board" means the Arizona State Board of Education.
2. "Department" means the Arizona Department of Education.
3. "Menu of Assessments" means a list of locally procured, nationally recognized high school assessments that may be selected by a local education agency ~~which has been assigned a letter grade of A, B or C~~ to meet the requirements prescribed in section 15-741.02.
4. "Nationally recognized high school assessment" means an assessment ~~of high school students' knowledge and skills that is administered in multiple States and is recognized by institutions of higher education in those or other States for the purposes of entrance or placement into courses in postsecondary education or training programs~~ that is accepted by universities for the purposes of awarding college credit or admissions.

B. Procedures.

1. The Board will establish and maintain a Menu of Assessments for high school ~~end of course~~ testing to measure pupil achievement of Arizona's ELA and mathematics academic standards that includes nationally recognized high school assessments which meet the requirements of this policy as set forth below.
2. Notwithstanding any other procedure of this policy, A a local education agency that is using an a nationally recognized assessment, an early college credit examination adopted pursuant to A.R.S. 15-249.06 or an assessment adopted pursuant to 15-792.03 assessment that is not on the Menu of Assessments by March 1, 2018 may request that the assessment be added to the Menu of Assessments ~~upon approval by the Board~~ and the Board shall approve the assessment.
3. The Board, in cooperation with the Department, will annually evaluate locally procured assessments for consideration of their inclusion on the Menu of

Assessments and shall notify local education agencies by May 1 of the results of the evaluation.

4. An assessment may be considered for inclusion on the Menu of Assessments upon a showing by the assessment provider the following ~~technical~~ criteria have been met through a narrative explanation ~~and completion of the Peer Review Template, attached as Appendix A which:~~
  - a. Provides evidence that the assessment is a high quality assessment ~~by showing that:~~
    - i. ~~The assessment is equivalent to or more rigorous than the statewide assessment regarding:~~
      1. ~~The coverage of academic content;~~
      2. ~~The difficulty of the assessment; and~~
      3. ~~The overall quality of the assessment.~~
  - b. Demonstrates that the assessment meets or exceeds the level of rigor of the Board's adopted academic standards ~~by showing that:~~
    - i. ~~The assessment is aligned with the Board's adopted academic standards; and~~
    - ii. ~~The assessment addresses the depth and breadth of the Board's adopted academic standards.~~
  - c. Demonstrates that the assessment scores can be ~~equated~~ scaled for state accountability programs.
  - d. ~~Produces valid and reliable data on student academic achievement with respect to all high school students and each subgroup of high school students in the local educational agency that~~
    - i. ~~Are comparable to student academic achievement data for all high school students and each subgroup of high school students produced by the statewide assessment;~~
    - ii. ~~Are expressed in terms consistent with the State's academic achievement standards~~
    - iii. ~~Provide unbiased, rational, and consistent differentiation among schools within the State for the purpose of the Board adopted accountability system~~
  - e. ~~Provides evidence that the assessment is designed to be valid and accessible for use by all students, including students with disabilities and English learners; and~~

- ~~f. Provides evidence that the assessment is developed, to the extent practicable, using the principles of universal design for learning with a scientifically valid framework for guiding educational practice that
    - ~~i. Provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and~~
    - ~~ii. Reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are English learners;~~~~
  - ~~g. Ensures that the use of appropriate accommodations and does not deny a student with a disability or an English learner
    - ~~i. The opportunity to participate in the assessment; and~~
    - ~~ii. Any of the benefits from participation in the assessment that are afforded to students without disabilities or students who are not English learners~~~~
5. Providers shall submit an evaluation from an independent third party approved by the Board that shows the assessment meets the requirements prescribed in paragraph B(3)(4). ~~Independent third-party evaluators shall assess proposals under the APA/AERA/NCME Standards for Educational and Psychological Testing<sup>i</sup> and determine whether sufficient psychometric properties of the proposed test were included.~~ All costs of the independent third-party evaluators shall be paid by the assessment provider.
6. If a third-party evaluation establishes that the proposed assessment sufficiently meets the ~~technical~~ criteria, the Department shall submit the proposed assessment to the Secretary of Education in accordance with the requirements for peer review under section 1111(a)(4) of ESSA demonstrating that any such assessment meets the requirements of section 1111(b)(2)(B) of ESSA.
7. If a third-party evaluation ~~and peer review by the Secretary of Education~~ establishes that the proposed assessment sufficiently meets the ~~technical~~ criteria, ~~the Department shall submit the proposed assessment to the Board for its consideration for approval~~ shall consider the assessment for approval.
8. Upon Board approval, a proposed assessment shall be included on the Menu of Assessments.
9. Local education agencies that adopt a locally procured assessment pursuant to this policy shall provide the necessary reasonable accommodations for a student who is an English language learner and the necessary accommodations and

modifications for a student as required by the student's individualized education program team.

10. The assessment provider for any assessment included on the Menu of Assessments shall provide a copy of the assessment scores to the Department when scores are provided to its partnering local education agency.

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~~[https://www.neme.org/neme/NCME/Publication/Testing\\_Standards/NCME/Publication/Testing\\_Standards.aspx?hkey=c5136771-5475-4ba9-8132-9bee1ca5a277](https://www.neme.org/neme/NCME/Publication/Testing_Standards/NCME/Publication/Testing_Standards.aspx?hkey=c5136771-5475-4ba9-8132-9bee1ca5a277)~~

## ~~APPENDIX A~~

### ~~ARIZONA'S MENU OF ASSESSMENTS – PEER REVIEW SUBMISSION INDEX~~

~~Any assessment provider seeking inclusion on Arizona's Menu of Assessments must provide the following evidence demonstrating that its assessment is a high quality assessment. The evidence provided will be reviewed by the Arizona State Board of Education, or its designee, and will be submitted to the United States Department of Education's State Assessment Peer Review.~~

#### ~~SECTION 1: STATEWIDE SYSTEM OF STANDARDS AND ASSESSMENTS~~

<del>Critical Element</del>	<del>Evidence (e.g., relevant document(s), page number(s) and location)</del>	<del>Notes, if applicable</del>
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<p><b>1.1 – Required Assessments</b></p> <p>The Provider’s assessment system includes a test that corresponds to any of the following AzMERIT EOC tests:</p> <p>ELA-11  Algebra II  ELA-10  Geometry  ELA-9  Algebra I  <i>(This may change depending on statewide assessment)</i></p>		
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**SECTION 2: ASSESSMENT SYSTEM OPERATIONS**

<b>Critical Element</b>	<b>Evidence (e.g., relevant document(s), page number(s) and location)</b>	<b>Notes, if applicable</b>
<p><b>2.1 – Test Design and Development</b></p> <p>The Provider’s test design and test development process is well-suited for the content, is technically sound, aligns the assessments to the full range of Arizona’s academic content standards, and includes:</p> <ul style="list-style-type: none"> <li>● Statement(s) of the purposes of the assessments and the intended interpretations and uses of results;</li> <li>● Test blueprints that describe the structure of each assessment in sufficient detail to support the development of assessments that are technically sound, measure the full range of Arizona’s grade-level academic content standards, and support the intended interpretations and uses of the results;</li> <li>● Processes to ensure that each assessment is tailored to the knowledge and skills included in Arizona’s academic content standards, reflects appropriate inclusion of challenging content, and requires complex demonstrations or applications of knowledge and skills (i.e., higher-order thinking skills);</li> <li>● If the Provider administers computer-adaptive assessments, the item pool and item selection procedures adequately support the test design.</li> </ul>		

<p><b>2.2 – Item Development</b></p> <p>The Provider uses reasonable and technically sound procedures to develop and select items to assess student achievement based on Arizona's academic content standards in terms of content and cognitive process, including higher-order thinking skills.</p>		
<p><b>2.3 – Test Administration</b></p> <p>The Provider implements policies and procedures for standardized test administration, specifically the Provider:</p> <ul style="list-style-type: none"> <li>• Has established and communicates to educators clear, thorough and consistent standardized procedures for the administration of its assessments, including administration with accommodations;</li> <li>• Has established procedures to ensure that all individuals responsible for administering the Provider's general assessments receive training on the Provider's established procedures for the administration of its assessments;</li> <li>• If the Provider administers technology-based assessments, the Provider has defined technology and other related requirements, included technology-based test administration in its standardized procedures for test administration, and established contingency plans to address possible technology challenges during test administration.</li> </ul>		
<p><b>2.4 – Monitoring Test Administration</b></p> <p>The Provider adequately monitors the administration of its assessments to ensure that standardized test administration procedures are implemented with fidelity across districts and schools.</p>		



<p><b>2.5 – Test Security</b></p> <p>The Provider has implemented and documented an appropriate set of policies and procedures to prevent test irregularities and ensure the integrity of test results through:</p> <ul style="list-style-type: none"> <li>● Prevention of any assessment irregularities, including maintaining the security of test materials, proper test preparation guidelines and administration procedures, incident-reporting procedures, consequences for confirmed violations of test security, and requirements for annual training at the district and school levels for all individuals involved in test administration;</li> <li>● Detection of test irregularities;</li> <li>● Remediation following any test security incidents involving any of the Provider's assessments;</li> <li>● Investigation of alleged or factual test irregularities.</li> </ul>		
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<p><b>2.6 – Systems for Protecting Data Integrity and Privacy</b></p> <p>The Provider has policies and procedures in place to protect the integrity and confidentiality of its test materials, test-related data, and personally identifiable information, specifically:</p> <ul style="list-style-type: none"> <li>● To protect the integrity of its test materials and related data in test development, administration, and storage and use of results;</li> <li>● To secure student-level assessment data and protect student privacy and confidentiality, including guidelines for districts and schools;</li> <li>● To protect personally identifiable information about any individual student in reporting, including defining the minimum number of students necessary to allow reporting of scores for all students and student groups.</li> </ul>		
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**SECTION 3: TECHNICAL QUALITY – VALIDITY**

<b>Critical Element</b>	<b>Evidence (e.g., relevant document(s), page number(s) and location)</b>	<b>Notes, if applicable</b>
<p><b>3.1— Overall Validity, including Validity Based on Content</b></p> <p>The Provider has documented adequate overall validity evidence for its assessments, and the Provider's validity evidence includes evidence that the Provider's assessments measure the knowledge and skills specified in Arizona's academic content standards, including:</p> <ul style="list-style-type: none"> <li>Documentation of adequate alignment between the Provider's assessments and the academic content standards the assessments are designed to measure in terms of content (i.e., knowledge and process), the full range of Arizona's academic content standards, balance of content, and cognitive complexity;</li> </ul>		
<p><b>3.2— Validity Based on Cognitive Processes</b></p> <p>The Provider has documented adequate validity evidence that its assessments tap the intended cognitive processes appropriate for each grade level as represented in Arizona's academic content standards.</p>		
<p><b>3.3— Validity Based on Internal Structure</b></p> <p>The Provider has documented adequate validity evidence that the scoring and reporting structures of its assessments are consistent with the sub-domain structures of Arizona's academic content standards on which the intended interpretations and uses of results are based.</p>		
<p><b>3.4— Validity Based on Relationships with Other Variables</b></p> <p>The Provider has documented adequate validity evidence that the Provider's assessment scores are related as expected with other variables.</p>		

**SECTION 4: TECHNICAL QUALITY - OTHER**

<b>Critical Element</b>	<b>Evidence (e.g., relevant document(s), page number(s) and location)</b>	<b>Notes, if applicable</b>
<p><b>4.1 – Reliability</b></p> <p>The Provider has documented adequate reliability evidence for its assessments for the following measures of reliability for Arizona's student population overall and each student group, including:</p> <ul style="list-style-type: none"> <li>• Test reliability of the Provider's assessments estimated for Arizona's student population;</li> <li>• Overall and conditional standard error of measurement of the Provider's assessments;</li> <li>• Consistency and accuracy of estimates in categorical classification decisions for the cut scores and achievement levels based on the assessment results;</li> <li>• For computer-adaptive tests, evidence that the assessments produce test forms with adequately precise estimates of a student's achievement.</li> </ul>		
<p><b>4.2 – Fairness and Accessibility</b></p> <p>The Provider has taken reasonable and appropriate steps to ensure that its assessments are accessible to all students and fair across student groups in the design, development and analysis of its assessments.</p>		
<p><b>4.3 – Full Performance Continuum</b></p> <p>The Provider has ensured that each assessment provides an adequately precise estimate of student performance across the full performance continuum, including for high- and low-achieving students.</p>		
<p><b>4.4 – Scoring</b></p> <p>The Provider has established and documented standardized scoring procedures and protocols for its assessments that are designed to produce reliable results, facilitate valid score interpretations, and report assessment results.</p>		

<p><b>4.5 – Multiple Assessment Forms</b></p> <p>If the Provider administers multiple forms within a content area and grade level, within or across school years, the Provider ensures that all forms adequately represent Arizona's academic content standards and yield consistent score interpretations such that the forms are comparable within and across school years.</p>		
<p><b>4.6 – Multiple Versions of an Assessment</b></p> <p>If the Provider administers assessments in multiple versions within a content area, grade level, or school year, the Provider:</p> <ul style="list-style-type: none"> <li>● Followed a design and development process to support comparable interpretations of results for students tested across the versions of the assessments;</li> <li>● Documented adequate evidence of comparability of the meaning and interpretations of the assessment results.</li> </ul>		
<p><b>4.7 – Technical Analysis and Ongoing Maintenance</b></p> <p>The Provider has a system for monitoring and maintaining, and improving as needed, the quality of its assessment system, including clear and technically sound criteria for the analyses of all of the assessments in its assessment system.</p>		

**SECTION 5: INCLUSION OF ALL STUDENTS**

<b>Critical Element</b>	<b>Evidence (e.g., relevant document(s), page number(s) and location)</b>	<b>Notes, if applicable</b>
<p><b>5.1 – Procedures for Including Students with Disabilities</b></p> <p>The Provider has in place procedures to ensure the inclusion of all public elementary and secondary school students with disabilities in the Provider's assessments, other than students with the most significant cognitive disabilities who participate in alternate assessment, and including, at a minimum, guidance for individual educational plan (IEP) Teams to inform decisions about student assessments that:</p> <ul style="list-style-type: none"><li>• Provides information on accessibility tools and features available to students in general and assessment accommodations available for students with disabilities;</li><li>• Provides guidance regarding selection of appropriate accommodations for students with disabilities;</li></ul>		
<p><b>5.2 – Procedures for including ELs</b></p> <p>The Provider has in place procedures to ensure the inclusion of all English learners in public elementary and secondary schools in the Provider's assessments and clearly communicates this information to districts, schools, teachers, and parents, including, at a minimum:</p> <ul style="list-style-type: none"><li>• Information on accessibility tools and features available to all students and assessment accommodations available for English learners;</li><li>• Guidance regarding selection of appropriate accommodations for English learners.</li></ul>		

### 5.3 – Accommodations

The Provider makes available appropriate accommodations and ensures that its assessments are accessible to students with disabilities and English learners. Specifically, the Provider:

- Ensures that appropriate accommodations are available for students with disabilities under the Individuals with Disabilities Education Act (IDEA) and students covered by Section 504;
- Ensures that appropriate accommodations are available for English learners;
- Has determined that the accommodations it provides (i) are appropriate and effective for meeting the individual student's need(s) to participate in the assessments, (ii) do not alter the construct being assessed, and (iii) allow meaningful interpretations of results and comparison of scores for students who need and receive accommodations and students who do not need and do not receive accommodations;
- Has a process to individually review and allow exceptional requests for a small number of students who require accommodations beyond those routinely allowed.

**5.4 – Monitoring Test Administration for Special Populations**

The Provider monitors test administration in the districts and schools using its assessments to ensure that students with disabilities under IDEA, students covered by Section 504, and English learners are appropriately included in assessments and receive accommodations that are:

- Consistent with the Provider's policies for accommodations;
- Appropriate for addressing a student's disability or language needs for each assessment administered;
- Consistent with accommodations provided to the students during instruction and/or practice;
- Consistent with the assessment accommodations identified by a student's IEP Team or 504 team for students with disabilities, or another process for an English learner;
- Administered with fidelity to test administration procedures.

**SECTION 6: ACADEMIC ACHIEVEMENT STANDARDS AND REPORTING**

<b>Critical Element</b>	<b>Evidence (e.g., relevant document(s), page number(s) and location)</b>	<b>Notes, if applicable</b>
<p><b>6.1 – Reporting</b></p> <p>The Provider's assessment results reporting facilitates timely, appropriate, credible, and defensible interpretations and uses of results for students tested by parents, educators, State officials, policymakers and other stakeholders, and the public, including:</p> <ul style="list-style-type: none"><li>● The Provider reports assessment results, including itemized score analyses, to districts and schools so that parents, teachers, principals, and administrators can interpret the results and address the specific academic needs of students, and the Provider also provides interpretive guides to support appropriate uses of the assessment results;</li><li>● The Provider provides for the production and delivery of individual student interpretive, descriptive, and diagnostic reports after each administration of its assessments that:<ul style="list-style-type: none"><li>○ Provide valid and reliable information regarding a student's achievement;</li><li>○ Provide information to help parents, teachers, and principals interpret the test results and address the specific academic needs of students;</li><li>○ Are available in alternate formats (e.g., Braille or large print) upon request and, to the extent practicable, in a native language that parents can understand;</li></ul></li><li>● The Provider follows a process and timeline for delivering individual student reports to parents, teachers, and principals as soon as practicable after each test administration.</li></ul>		



**EXECUTIVE SUMMARY**

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<b>Issue:</b> Presentation, discussion and possible action to issue a Request for Information (RFI) on the Menu of Assessments
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Action/Discussion Item

Information Item

**Background and Discussion**

Under A.R.S. 15-741.02, the Board is required to adopt a menu of locally procured achievement assessments that may be utilized by eligible LEAs for assessing high school students in lieu of the statewide assessment in the 2018-2019 school year. A similar provision applies for assessing students in grades 3-8 beginning in the 2019-2020 school year.

The Board would issue this RFI in order to better understand the assessment options that may be used on the Menu of Assessments for grades 9-12 starting in 2018-2019.

The RFI would open for submissions after Board approval and close on January 5, 2018 at 3:00 PM.

The Arizona Department of Administration's Procurement Office is currently reviewing the RFI and will be provided at the meeting.

**Recommendation to the Board**

That the Board issue a Request for Information (RFI) on the Menu of Assessments

**Contact Information:**

Alicia Williams, Executive Director, State Board of Education

**EXECUTIVE SUMMARY**

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**Issue:** Consideration of Permanent Revocation of Certificate(s) for Joshua Schroder  
Case No. C-2017-138 Pursuant to A.R.S. § 15-550.

Action/Discussion Item

Information Item

**Background and Discussion**

Joshua Schroder held a Standard Elementary Education (1-8) certificate, valid until October 29, 2020. The State Board of Education accepted Mr. Schroder's surrender of his certificate at the August 28, 2017 State Board meeting.

On October 19, 2017, Mr. Schroder was convicted of one Count of Sexual Conduct with a Minor, a class 6 Felony.

This conviction constitutes unprofessional conduct pursuant to A.R.S. § 15-550 and warrants the immediate and permanent revocation of his Arizona teaching certificate(s).

**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 Joshua Schroder, and that all states and territories be so notified.

**Contact Information:**

Alicia Williams  
Executive Director  
State Board of Education

**EXECUTIVE SUMMARY**

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**Issue:** Consideration of Permanent Revocation of Certificate(s) for Jay Dana  
Case No. C-2017-671 Pursuant to A.R.S. § 15-550.

Action/Discussion Item

Information Item

**Background and Discussion**

Jay Dana held a Standard Professional Elementary (K-8) certificate and a Principal (PreK-12) certificate, both of which expired on July 1, 1997.

On July 23, 2015, Mr. Dana pled guilty to Sexual Battery, a violation of Ohio Revised Code 2907.03(A)(2)(B), a Felony of the Fifth Degree, Attempted Sexual Battery, a violation of Ohio Revised Code 2923.02 and 2907.03 (A)(2)(B), a Felony of the Fifth Degree, and Sexual Battery, a violation of Ohio Revised Code 2907.03(A)(2)(B), a Felony of the Fifth Degree.

These convictions constitute unprofessional conduct pursuant to A.R.S. § 15-550 and warrant the immediate and permanent revocation of his Arizona teaching certificate(s).

**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 Jay Dana, and that all states and territories be so notified.

**Contact Information:**

Alicia Williams  
Executive Director  
State Board of Education

**EXECUTIVE SUMMARY**

**Issue:** Consideration of Permanent Revocation of Certificate(s) for Christine Mazzarella  
Case No. C-2014-007 Pursuant to A.R.S. § 15-550.

Action/Discussion Item

Information Item

**Background and Discussion**

Christine Mazzarella held a Provisional Elementary Education (1-8) certificate and a Provisional Cross Categorical Special Education certificate, both of which expired on May 8, 2016. Ms. Mazzarella also held a Substitute certificate which expired on July 31, 2013.

On November 6, 2017, Ms. Mazzarella pled guilty to Sexual Conduct with a Minor in the Second Degree, a Preparatory Dangerous Crime Against Children, a Class Three Felony.

This conviction constitutes unprofessional conduct pursuant to A.R.S. § 15-550 and warrants the immediate and permanent revocation of her Arizona teaching certificate(s).

**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 Christine Mazzarella, and that all states and territories be so notified.

**Contact Information:**

Alicia Williams  
Executive Director  
State Board of Education

**EXECUTIVE SUMMARY**

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**Issue:** Consideration of Certificate Surrender for Madeline Humphries  
Case No. C-2016-218

Action/Discussion Item

Information Item

**Background and Discussion**

Madeline Humphries holds a Substitute certificate, valid until November 30, 2021.

The investigative unit received a report from the Department of Public Safety that Ms. Humphries' fingerprint clearance card had been suspended, due to a Felony Aggravated DUI arrest by the Goodyear Police Department.

Ms. Humphries was contacted by the investigative unit and surrendered her Arizona teaching certificate on September 25, 2017.

**Recommendation to the Board**

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

**Contact Information:**

*Alicia Williams*  
*Executive Director*  
*State Board of Education*

**EXECUTIVE SUMMARY**

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**Issue:** Consideration of Certificate Surrender for Tamara Rinehart  
Case No. C-2017-500

Action/Discussion Item

Information Item

**Background and Discussion**

Tamara Rinehart held a Substitute certificate, which expired on October 20, 2017.

The investigative unit received a report from the Department of Public Safety that Ms. Rinehart's fingerprint clearance card had been suspended, due to an arrest on or about May 5, 2017, for Misdemeanor Disorderly Conduct and Misdemeanor Prevent Phone Use, both involving Domestic Violence.

Ms. Rinehart was contacted by the investigative unit and surrendered her Arizona teaching certificate on September 14, 2017.

**Recommendation to the Board**

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

**Contact Information:**

*Alicia Williams*  
*Executive Director*  
*State Board of Education*

**EXECUTIVE SUMMARY**

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**Issue:** Consideration of Certificate Surrender for Leif Seed  
Case No. C-2016-259

Action/Discussion Item

Information Item

**Background and Discussion**

Leif Seed holds a Substitute certificate, which is valid until October 15, 2019.

The investigative unit received a report from the Department of Public Safety that Mr. Seed's fingerprint clearance card had been suspended, due to an arrest for Possession of Marijuana and Possession of Drug Paraphernalia.

Mr. Seed was contacted by the investigative unit and surrendered his Arizona teaching certificate on September 18, 2017.

**Recommendation to the Board**

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

**Contact Information:**

*Alicia Williams*  
*Executive Director*  
*State Board of Education*

**EXECUTIVE SUMMARY**

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**Issue:** Consideration of Certificate Surrender for Joshua Sipes  
Case No. C-2017-269

Action/Discussion Item

Information Item

**Background and Discussion**

Joshua Sipes holds a Substitute certificate, which is valid until May 13, 2023.

The investigative unit received a report from the Department of Public Safety that Mr. Sipes' fingerprint clearance card had been suspended, due to an arrest for Two Counts of Misdemeanor Extreme DUI.

Mr. Sipes was contacted by the investigative unit and surrendered his Arizona teaching certificate on August 14, 2017.

**Recommendation to the Board**

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

**Contact Information:**

*Alicia Williams*  
*Executive Director*  
*State Board of Education*



**EXECUTIVE SUMMARY**

**Issue:** Presentation, discussion and possible action regarding the Recommendation to Approve the Negotiated Settlement Agreement for Joseph Benavidez, C-2016-521

Action/Discussion Item

Information Item

**Background and Discussion**

Joseph Benavidez holds Provisional Elementary Education (1-8) certificate, which expires on February 3, 2019.

On June 18, 2016, Mr. Benavidez was driving in Glendale, Arizona, when he struck a parked, unoccupied vehicle. Glendale Police Department responded to the scene to find Mr. Benavidez passed out in his car. He was uninjured.

Mr. Benavidez was arrested on suspicion of DUI and consented to a blood draw. The test results showed Mr. Benavidez's BAC was 0.219.

Mr. Benavidez entered into a plea agreement on November 29, 2016, and was found guilty of one count of Extreme DUI, a Class 1 Misdemeanor.

**Settlement Agreement with Conditions**

The State Board of Education will issue a Letter of Censure on Mr. Benavidez's certificate(s) with the conditions that if Mr. Benavidez is arrested for, or charged with, driving under the influence of alcohol, drugs, or any other intoxicant at the time within three years from the date the Agreement is approved and adopted by the Board, Mr. Benavidez waives his due process rights to a disciplinary administrative hearing and will be subject to automatic revocation of any and all of his certificates, which is a disciplinary action that will be reported to the National Association of State Directors of Teacher Education and Certification ("NASDTEC") and will bar Mr. Benavidez from applying for any certificate for five years. Mr. Benavidez shall notify the Board of any such arrest or charge in writing within five working days of the date of that arrest or charge.

**Recommendation to the Board**

It is recommended that the State Board of Education accept the Negotiated Settlement Agreement, with conditions, for Joseph Benavidez.

**Contact Information:**

*Alicia Williams*  
*Executive Director*  
*State Board of Education*

**EXECUTIVE SUMMARY**

**Issue:** Presentation, discussion and possible action regarding the Recommendation to Approve the Negotiated Settlement Agreement for Tori Colbert, C-2017-498

Action/Discussion Item

Information Item

**Background and Discussion**

Tori Colbert holds a Standard Secondary Education (6-12) certificate, which expires on September 20, 2023.

On May 11, 2017, Ms. Colbert was driving in Tucson, Arizona, when she struck a parked, unoccupied vehicle on a street. She continued to drive a short distance from the scene of the accident and stopped her vehicle at an intersection. Tucson Police Department officers found Ms. Colbert in her vehicle.

Ms. Colbert was arrested on suspicion of DUI and consented to a blood draw. The test results showed Ms. Colbert's BAC was 0.242.

Ms. Colbert entered into a plea agreement on August 17, 2017 and was found guilty of one count of Extreme DUI, a Class 1 Misdemeanor and one count of Leaving the Scene of an Accident Resulting in Vehicle Damage, a Class 2 Misdemeanor.

**Settlement Agreement with Conditions**

The State Board of Education will issue a Letter of Censure on Ms. Colbert's certificate(s) with the conditions that if Ms. Colbert is arrested for, or charged with, driving under the influence of alcohol, drugs, or any other intoxicant at the time within three years from the date the Agreement is approved and adopted by the Board, Ms. Colbert waives her due process rights to a disciplinary administrative hearing and will be subject to automatic revocation of any and all of her certificates, which is a disciplinary action that will be reported to the National Association of State Directors of Teacher Education and Certification ("NASDTEC") and will bar Ms. Colbert from applying for any certificate for five years. Ms. Colbert shall notify the Board of any such arrest or charge in writing within five working days of the date of that arrest or charge.

**Recommendation to the Board**

It is recommended that the State Board of Education accept the Negotiated Settlement Agreement, with conditions, for Tori Colbert.

**Contact Information:**

*Alicia Williams*  
*Executive Director*  
*State Board of Education*

**EXECUTIVE SUMMARY**

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**Issue:** Presentation, discussion and possible action regarding the Recommendation to Approve the Negotiated Settlement Agreement for Susan Harris, C-2016-722

Action/Discussion Item

Information Item

**Background and Discussion**

Susan Harris holds a Provisional Secondary Education (6-12) certificate, which is valid until June 1, 2019.

On July 28, 2016, Ms. Harris signed a 2016-2017 Teacher's One Year, Non-Renewable Contract with Catalina Foothills Unified School District ("CFUSD") in Tucson, Arizona.

On October 22, 2016, Ms. Harris submitted a letter of resignation to the Human Resources Director, via email. In that letter of resignation, Ms. Harris stated that her "last day of school will be November 6, 2016."

CFUSD was not able to hire a well-qualified math teacher until March 1, 2017. The CFUSD Governing Board never approved Ms. Harris' resignation.

**Settlement Agreement**

The State Board of Education will issue a six-month suspension of any and all teaching certificates of Susan Harris.

**Recommendation to the Board**

It is recommended that the State Board of Education accept the Negotiated Settlement Agreement for Susan Harris.

**Contact Information:**

*Alicia Williams*  
*Executive Director*  
*State Board of Education*

**EXECUTIVE SUMMARY**

**Issue:** Presentation, discussion and possible action regarding the Recommendation to Approve the Negotiated Settlement Agreement for Virginia Lara, C-2017-273

Action/Discussion Item

Information Item

**Background and Discussion**

Virginia Lara holds a Provisional Elementary Education (1-8) certificate and a Provisional Cross-Categorical Special Education (K-12) certificate, both of which expire on January 5, 2018.

On June 15, 2015, Ms. Lara was arrested by the Phoenix Police Department for suspicion of DUI. A blood sample that was taken from Ms. Lara determined that Ms. Lara's BAC was 0.248.

Ms. Lara entered into a plea agreement, whereas, on August 3, 2015, Ms. Lara pled guilty to one count of Extreme DUI- BAC .20 or More, a Class 1 Misdemeanor.

**Settlement Agreement with conditions:**

The State Board of Education will issue a Letter of Censure on Ms. Lara's certificate(s) with the conditions that if Ms. Lara is arrested for, or charged with, driving under the influence of alcohol, drugs, or any other intoxicant at the time within three years from the date the Agreement is approved and adopted by the Board, Ms. Lara waives her due process rights to a disciplinary administrative hearing and will be subject to automatic revocation of any and all of her certificates, which is a disciplinary action that will be reported to the National Association of State Directors of Teacher Education and Certification ("NASDTEC") and will bar Ms. Lara from applying for any certificate for five years. Ms. Lara shall notify the Board of any such arrest or charge in writing within five working days of the date of that arrest or charge.

**Recommendation to the Board**

It is recommended that the State Board of Education accept the Negotiated Settlement Agreement, with conditions, of Virginia Lara.

**Contact Information:**

*Alicia Williams*  
*Executive Director*  
*State Board of Education*

**EXECUTIVE SUMMARY**

**Issue:** Presentation, discussion and possible action regarding the Recommendations to Deny Application for Certification, and take disciplinary action through Suspension of existing educator certificates for Brandon Henson C-2017-195R

Action/Discussion Item

Information Item

**Background and Discussion**

Brandon Henson holds a Provisional Adult Education certificate, which expires on February 4, 2018. He held a Provisional Elementary Education (1-8) certificate, which expired on May 30, 2017.

In February 2017, Mr. Henson applied to convert his Provisional Elementary Education (1-8) certificate into a Standard Elementary Education (1-8) certificate.

On previous applications for certification, Mr. Henson disclosed the following arrests:

1. January 3, 2009: Mr. Henson was arrested by the Maricopa County Sheriff's Office ("MCSO") at a night club in Scottsdale on two charges of Aggravated Assault on a Peace Officer, a Class 6 Felony, and one count of resisting Arrest, a Class 6 Felony, after he struck two MCSO deputies with his closed fist and resisted arrest. Mr. Henson entered into a plea agreement and was found guilty of one count of Aggravated Assault, a Class 1 Misdemeanor. He was sentenced to one year of probation.
2. August 13, 2010: Mr. Henson was arrested by the Flagstaff Police Department on suspicion of DUI. A breathalyzer test determined that Mr. Henson's BAC was 0.213 at 3:09 a.m. and 0.203 at 3:15 a.m. Mr. Henson was booked into jail on charges of DUI and Extreme DUI, BAC above 0.20. Mr. Henson entered into a plea agreement and was found guilty of one count of Extreme DUI, a Class 1 Misdemeanor. He was sentenced to 30 days in jail and fined nearly \$3,000.

On previous applications for certification, Mr. Henson did not disclose the following arrests:

1. February 6, 2005: Mr. Henson was arrested by the Flagstaff Police Department on a charge of Underage Consumption of Alcohol.
2. February 26, 2005: Mr. Henson was arrested by the Flagstaff Police Department on suspicion of DUI. A breathalyzer test determined that Mr. Henson's BAC was 0.161 at 5:01 a.m. and 0.152 at 5:07 a.m. Mr. Henson entered into a plea agreement and was found guilty of one count of DUI, a Class 1 Misdemeanor.

Based upon the arrests that were disclosed on previous applications for certification, Mr. Henson was issued his certificates.

**Contact Information:**

Alicia Williams  
Executive Director, State Board of Education

## **EXECUTIVE SUMMARY**

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On the February 2017 application, Mr. Henson disclosed the arrests from January 3, 2009 and August 13, 2010, but did not disclose his February 6, 2005 arrest nor his February 26, 2005 arrest.

In addition, Mr. Henson did not disclose an arrest by the Phoenix Police Department from April 2, 2016.

On April 2, 2016, Mr. Henson was arrested on suspicion of DUI. A breathalyzer test showed that Mr. Henson's BAC at the time of the arrest was 0.239. Mr. Henson entered a plea agreement and was found guilty of one count of Extreme DUI, BAC 0.20 or More, a Class 1 Misdemeanor. He was sentenced to 180 days in jail, order to install an ignition interlock device on his car for 24 months, and assessed fines and fees totaling over \$6,000.

Mr. Henson was notified by the State Board of Education ("The Board") that his case would be heard by the Professional Practices Advisory Committee ("PPAC") on October 10, 2017.

### **Recommendation of the Professional Practices Advisory Committee**

The PPAC, at its October 10, 2017 meeting, recommended by a vote of 5 to 0, that the Board take disciplinary action through suspension of any and all of Mr. Henson's teaching certificates for a period of three years, with the condition that Mr. Henson must successfully complete conditions that correspond to his plea agreement.

The PPAC, at its October 10, 2017 meeting, recommended by a vote of 5 to 0, that the Board deny Mr. Henson's application for certification on grounds of unprofessional or immoral conduct and that Mr. Henson be prohibited from submitting an application for certification for a period of three years, with the condition that Mr. Henson must successfully complete all conditions of his plea agreement before applying.

### **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 to suspend of any and all of Mr. Henson's teaching certificates for a period of three years, with the condition that Mr. Henson must also complete all conditions of plea agreement.

It is also recommended that the State Board of Education accept the Findings of Fact, Conclusions of Law and Recommendation of the Professional Practices Advisory Committee to deny Mr. Henson's application for certification for a period of three years, with the condition that Mr. Henson must also complete conditions of his plea agreement before reapplying for certification.

### **Contact Information:**

Alicia Williams  
Executive Director

**EXECUTIVE SUMMARY**

**Issue:** Presentation, discussion and possible action regarding the Recommendation to Deny Application for Certification for Bonnie (Verne) Godin C-2017-177

Action/Discussion Item

Information Item

**Background and Discussion**

Ms. Godin is applying for a Standard Elementary Education (1-8) certificate.

Ms. Godin previously held an Arizona Provisional Elementary Education (K-8) certificate, which expired on May 10, 2007, and a Substitute certificate, which expired on September 16, 2009.

Previously, Ms. Godin was employed as a teacher at Pardes Jewish Day School ("Pardes"), a private school in Scottsdale, Arizona, for approximately 12 years until February 20, 2017.

In February of 2017, Ms. Godin created an account on Twitter, an internet social media site, under the name "Bonnie Godin Verne" and she described herself on that Twitter account as follows: "I'm an elementary school teacher, I love playing softball, I'm a mother and I'm real. I say what's on my mind without delay."

Between February 14, 2017 and February 18, 2017, Ms. Godin posted the following comments on Twitter:

1. "Finally, ICE is back in action to clean up dirt living in our streets!"
2. "Hahaha! You must want to be raped by a Muslim"
3. Under a picture displaying a sign that reads "DEPORT ILLEGAL ALIENS", Applicant wrote "Or we can just put a bullet in their head immediately"
4. "Why deport? Just kill them"

On February 18, 2017, Ms. Godin notified the Head of School at Pardes after receiving numerous angry electronic communications and phone calls due to her comments on Twitter.

By February 19, 2017, Pardes was also receiving communications from people upset with Ms. Godin's comments.

On February 20, 2017, Ms. Godin was asked to resign by the Head of School of Pardes, due to Ms. Godin's Twitter comments. Ms. Godin submitted her resignation on that day.

The Arizona Department of Education's Investigative Unit received a report on February 20, 2017, from a member of the public, in regard to Ms. Godin's Twitter comments.

Ms. Godin was notified by the State Board of Education ("The Board") that her case would be heard by the Professional Practices Advisory Committee ("PPAC") on October 10, 2017.

**Contact Information:**

Alicia Williams  
Executive Director, State Board of Education

**EXECUTIVE SUMMARY**

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**Recommendation of the Professional Practices Advisory Committee (“PPAC”)**

The PPAC, at its October 10, 2017 meeting, recommended by a vote of 4 to 1, that the Board deny Ms. Godin’s application for certification on grounds of unprofessional conduct and that the Board determine that Ms. Godin is prohibited from submitting an application for certification for a period of 18 months.

**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 deny the application of Bonnie (Verne) Godin, and that Ms. Godin be prohibited from applying for certification for a period of 18 months.

**Contact Information:**

Alicia Williams  
Executive Director, State Board of Education