



# 2019-2020 TITLE IV-A YEAR END REPORT

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Well-Rounded Education

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Effective Use of Technology

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Safe & Healthy Students

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# Introduction

Dear reader:

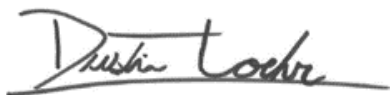
It is with the upmost excitement and honor to share with you the **2019-2020 Title IV-A Year End Report**. Captured within these pages is an overview of the state-level activities completed by the Arizona Department of Education's (ADE) Title IV-A Team. Consisting of four Education Program Specialists, a Program Manager, and a Director, the Title IV-A Team is an interdisciplinary collective of content experts and federal programs specialists. Collectively, we represent each area of Title IV-A, including ADE Arts Education, ADE Safe, Healthy, & Active Students, and ADE Digital Learning. It is this combined effort that makes the programs and services provided by ADE's Title IV-A Team unique in the nation! The Title IV-A program is housed in the Educator & School Excellence Unit.

The 2019-2020 report is unique because it is the first time we have had a full Title IV-A team. While you will still find our annual **Arts Education Report**, new this year is an introduction to **ADE Safe, Healthy, & Active Students**, and **ADE Digital Learning**. Also included is a broad overview of Title IV-A, along with summaries of our state and national work.

Fiscal and programmatic transparency is the cornerstone of our work within the agency and is central to the production of this report. It is our hope that through this publication, you can better know the services and resources available to you and the types of programming made possible through Title IV-A funding. Everything we do with Title IV-A is rooted in **equity**. We look forward to collaborating with you to ensure that each Arizona student has equitable access to a well-rounded education, a learning environment that is safe, healthy, and active, and teachers and staff that are prepared to improve the digital literacy of our 21<sup>st</sup> Century learners.

Thank you for all that you do for Arizona. We are humbled to serve as your partner.

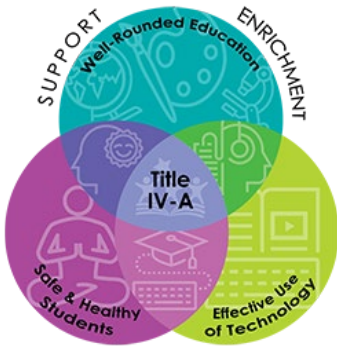
Collaboratively yours,



Dustin K. Loehr, M.H  
Director of Arts Education & Title IV-A

# Overview of Title IV-A

## What is Title IV-A?



The Student Support and Academic Enrichment (SSAE) grant is a flexible federal block grant schools can leverage to enrich a students' educational experiences. Through the creative and intentional use of these funds, schools are able to provide activities that would otherwise not be available to them. These experiences open doors for students to receive a well-rounded educational experience, feel safe – emotionally and physically – as they learn and grow, and more effectively use technology that surrounds them every single day. As

schools experience benefits due to the SSAE funding, it is becoming more and more evident that these funds are making a positive difference in the lives of students- better preparing them for the challenges that await them in their college and career post-secondary choices.

## Well-Rounded Education

In the Well-Rounded Education category, students have experienced more arts education, physical education, STEM, and accelerated learning programs as schools have leveraged funds in innovative ways. One creative way schools have used the SSAE funds in the well-rounded education category is by having students write, draw and publish their very own book, wrapping up the experience with a book-signing event for family, friends, and their peers. Gardens have been grown, environmental education adventures taken, and Social Emotional Learning (SEL) programs created to enhance students' well-rounded education.

## Safe & Healthy Students

In the Safe & Healthy Students Category, students have opportunities to be more active through local community partnerships and expanded programs. Schools have leveraged these funds for much needed school-based mental health services and counseling, creating a safe, supportive environment. Experts in their field have engaged teachers and students in innovative, targeted learning about healthy behaviors and relationships. Additionally, students have benefitted from numerous speakers who have brought attention to bullying, suicide, and how to be better overall citizens.

## Effective Use of Technology

The spotlight on the effective use of technology category increased dramatically with the challenges of the COVID pandemic this year as schools and teachers navigated a new world of distance learning for all students. Schools were supported by SSAE funds in this category by having technology tools and equipment more accessible due to the USED Waivers in the 2019-2020 school year, along with excellent professional learning provided by their colleagues and/or outside providers.

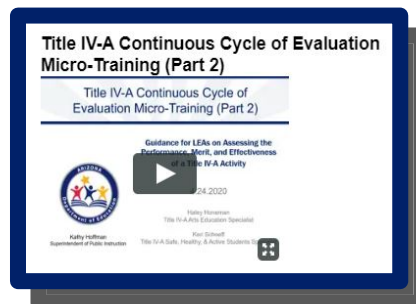
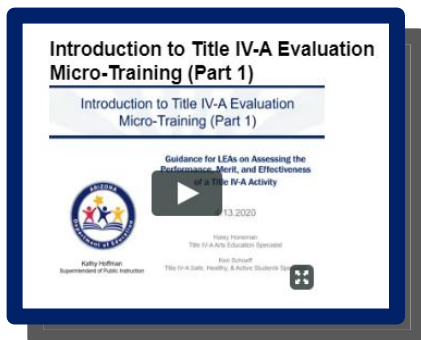
# Technical Assistance

## Micro-Trainings

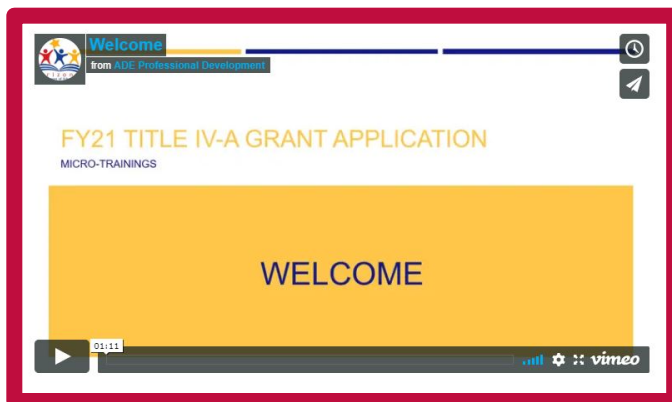
There are many short micro-trainings, ranging anywhere between 2-10 minutes each, available on the [Title IV-A website](#) on a variety of topics, including allowable use of funds. These micro-trainings are meant to assist LEAs to deepen their understanding of the Title IV-A grant and its requirements. On the home page, you'll see a 3.5 minute overview of ["What is Title IV-A"](#).

This year, ADE Title IV-A added three new Micro-Trainings to the website:

1. [Introduction to Title IV-A Evaluation Part 1](#)
2. [Title IV-A Continuous Cycle of Evaluation Part 2](#)
3. [Carryover, Final Allocations, and the 20/20 Rule](#)



## Title IV-A Navigator



To better assist our LEAs with completing the FY21 Title IV-A Application, we created the [Title IV-A Navigator Tool](#). These micro-trainings were created to assist LEAs with each aspect of the Title IV-A application from the Budget to the Program Narrative. Each micro-training is between 2 and 5 minutes and provides the exact support the LEA needs at each step of the application process.

## What's New in Title IV-A?

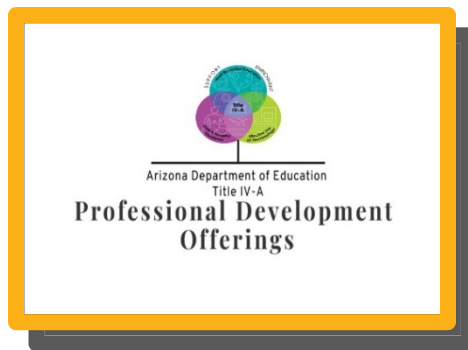
Check the *"What's New in Title IV-A"* section of our website at [www.azed.gov/titleiv-a/](http://www.azed.gov/titleiv-a/) to stay informed of any Title IV-A updates. This is also where we share professional development opportunities, upcoming conferences, and much more!

# Professional Development

Title IV-A content specialists provide trainings across the state on arts education, physical education, digital learning, and helping LEAs understand how to creatively use Title IV-A funds to enhance and enrich a student's academic experience. In the last year, Title IV-A specialists have visited over ten different LEA's in six different counties to provide Professional Development workshops. If you'd like to request professional development provided by the Title IV-A team, fill out a request form specifying area(s) of interest and possible dates.

## What's New?

The Title IV-A team created two documents this year to streamline the process of requesting Professional Development from our specialists. The [Professional Development Request Form](#) and the [Professional Development Catalog](#) can be found on our [website](#).



Below you will find highlighted comments from our [Title IV-A Professional Development Feedback Survey](#) created to improve the quality of professional development provided by our team.

*"The speaker is AMAZING! We love learning new things about integrating technology to classroom."*

*"Haley was very professional and understanding, able to get the group excited and interested."*

*I really enjoyed this professional development, and I really want to participate more!*

*"Erin was personable and provided resourceful information that will allow me to use the skill almost immediately. Great session and presenter."*

*"We found today's session to be really applicable and useful with lots of hands on experience. I was able to leave this session training with lesson ideas, useful materials, a great knowledge of available resources and good understanding of the art standards."*

*"Keri was very informative and fun."*

# 2020 Title IV-A Virtual Symposium

The 2020 Title IV-A Symposium took place on July 15, 2020 and invited practitioners to “Reimagine Education” through creative education methods supported by the Title IV-A Student Support and Academic Enrichment Grant. The event shifted to a virtual format and was hosted online in response to COVID19. The online event was attended by over 150 state and national practitioners, administrators, and organizations.

## Keynotes

### GIBNEY Dance

Gibney, a socially active dance company based in New York City, inspired schools and educators in Arizona to incorporate arts programming into their curriculum to promote healthy relationships. The company shared excerpts of their program Hands are for Holding® which explores healthy relationships and creates opportunities for youth to experience how positive relationship characteristics can be embodied and practiced as a community.

### Lunch and Learn Panel

The Lunch and Learn Panel consisted of a diverse group of LEAs highlighting innovative educational practices occurring in our state through the assistance of Title IV-A funding. Panelists interviewed each other about the creative Title IV-A programs supporting their schools. LEAs on the panel included: Chinle, Eagle College Preparatory Schools, Scottsdale Unified School District, and Washington Elementary School District.

## Tracks

Attendees were able to choose five pre-recorded breakout sessions throughout the day within the following tracks supported by the Title IV-A Grant.

Arts | Technology in Education | Enrichment | Climate and Culture | Title IV-A

Participants will have access to online content totaling 40+ hours of PD for up to 6 months.



# ADE Taking the Lead

## Title IV, Part A Technical Assistance Center (T4PA)

The Title IV-A team works collaboratively with the National T4PA Center and other states to share best practices, resources, specific trainings and program implementation for teachers and students in the areas of Well-Rounded Education, Safe & Healthy Students and Effective Use of Technology Title IV-A categories.

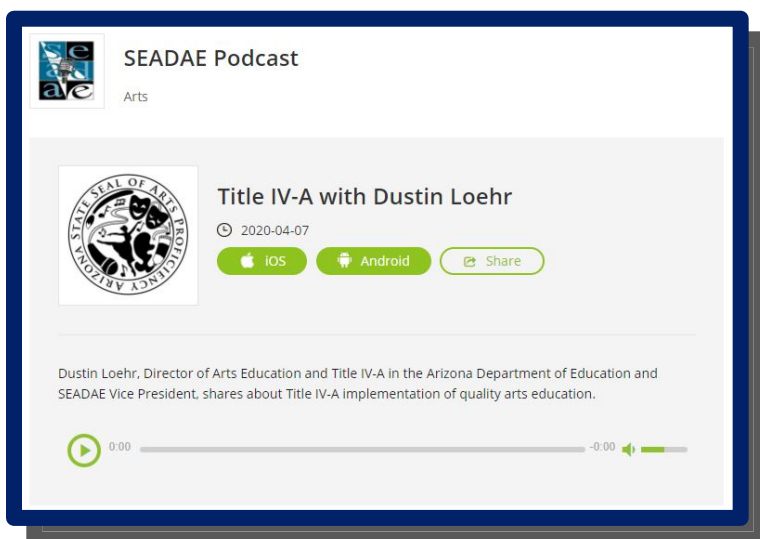
Since Arizona has dedicated content area specialists in the three Title IV-A categories, our team has developed resources, including micro-trainings in each of their fields, and procedures to guide LEAs in their understanding of whether a request is reasonable, necessary and aligns with the intent of the Title IV-A grant. The ADE Title IV-A team has submitted resources to the T4PA Portal for other states to either use or to help inspire states to create their own resources for their stakeholders.

Another facet of this partnership is responding to and asking questions through the state coordinator portal in the areas of allowability, program design and general state support of Title IV-A programs across the country.



**Click image for website**

## SEADAE Podcast Title IV-A with Dustin Loehr



**Click Image for Podcast**

Dustin Loehr, Director of Arts Education and Title IV-A in the Arizona Department of Education and SEADAE Vice President, was asked to share about Title IV-A implementation of quality arts education. Loehr shines a spotlight on Arizona creativity with a national audience through the State Education Agency Directors of Arts Education podcast series!



# Arts Education 2019-2020 Year End Report

## Dear Arts Education Stakeholders:


2019-2020 was a school year unlike anything we ever could have anticipated. While this past year has been full of much uncertainty and loss, the one thing that was clear was the need for creativity and innovation to remain essential and central to students' well-rounded educational experiences. It has been an honor to witness the continued passion, dedication, and advocacy produced by our Arizona Arts Educators, Teaching Artists, and Arts & Culture Community Partners. It is a privilege to serve you at the department of education.

With this constantly shifting landscape and all of the challenges we often face as arts educators, it's easy to lose sight of the 'why' behind our work. We want to remind you that Arts Education is Essential to development of the whole child, and is a necessary component to our state's Creative Economy. The Arts cultivate Social & Emotional Learning and fit solidly within Arizona's new SEL Competencies. The Arts foster parent and family engagement while generating a positive school culture and climate.

***Arts Education is at the heART of a well-rounded education.***

As we all enter the unfamiliar territory that *is* the 2020-2021 school year, I hope you all remember how important you are to our education ecosystem. Please enjoy this report from your ADE Arts Education team. We look forward to standing next to you as we imagine new opportunities and creative solutions to the challenges ahead.

Yours in Collaboration,



Dustin Loehr  
Director of Arts Education & Title IV-A



Haley Honeman  
Title IV-A Arts Education Specialist

# Arizona Arts Education Data: Student Access & Enrollment

The [Arizona Arts Education Data Project](#) is a partnership between [ADE Arts Education](#), [Arizona Citizens for the Arts](#), and the [Arizona Commission on the Arts](#). The project is part of the [National Arts Education Data Project](#) by [Quadrant Research](#) and analyzes student access and enrollment in arts education courses. Last year, project partners published updated analysis of arts course enrollment data for the 2016-2017 and 2017-2018 school years.

## Trends

Overall, updates showed a positive trend. **Students without access to arts instruction decreased 4% between 2015 to 2018.** However, access continues to be an equity issue across the state with 12% of students in 2018 having no access to arts instruction.

## What's New in the 2019 Update?

This year's update offers new features & analysis of course enrollment data including:

- Analysis of arts access and enrollment based on school majority racial make-up
- A "Trends Over Time" interactive website feature allows users to compare data over time from 2014-2018
- A "Select-A-School" interactive website feature allows users to filter schools by the number of artistic disciplines offered

## Interactive Website Explorer

[Arts Education Data Project Arizona Explorer](#) offers Arizonans a portal through which to explore data on arts education access and participation in Arizona schools. [Student Teacher Course Connection Data](#) is self-reported to the Arizona Department of Education's [AzEDS](#) system by schools across the state. The data includes both traditional public schools and charter for the 2013-14, 2014-15, 2015-16, 2016-17, and 2017-18 school years.

<https://azarts.gov/azartsed-explorer/>

## Executive Summary & Full Report

The following two pages outline the executive findings of the 2019 Arizona Arts Education Data Project Update and describe key findings of data reported in the 2017-2018 school year. For a detailed analysis, click on the following link to read the [full report](#).

# 2019 ARTS EDUCATION DATA PROJECT ARIZONA

Prepared by Quadrant Research, the Arts Education Data Project Arizona Executive Summary Report features analysis of school enrollment data self-reported by schools across the state, both traditional public schools and charter, grades pre-K through 12, for the 2013-14, 2014-15, 2015-16, 2016-17, and 2017-18 school years.

Below are some key insights provided by the report.

## Arizona's K-12 Education Universe

1,972 schools

1.1 million students

## Comparison Factors

### School Configuration

Elementary  
Middle  
High School

### School Type

Traditional public  
Charter

### Locale

Urban  
Suburban  
Rural

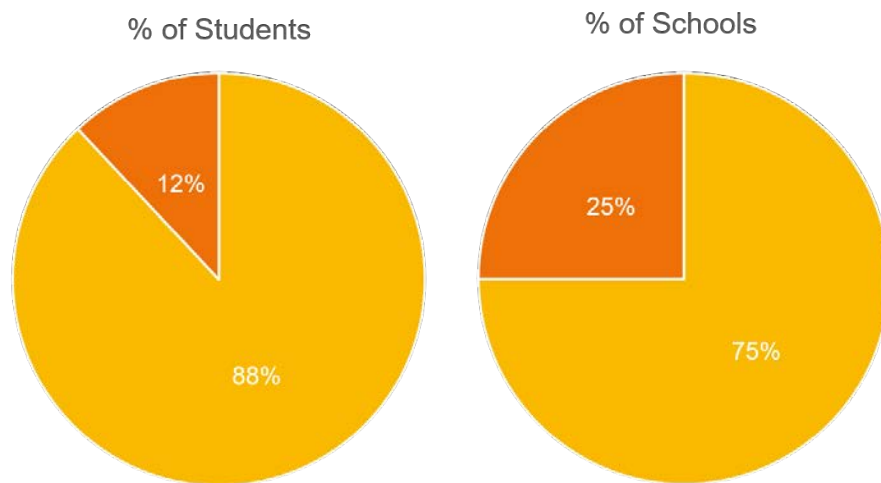
Percentage of students who qualify for free and reduced-price lunch

## Explore the data!

The full data set on arts education access and participation in Arizona is available to explore through an easy-to-use interactive online dashboard at:

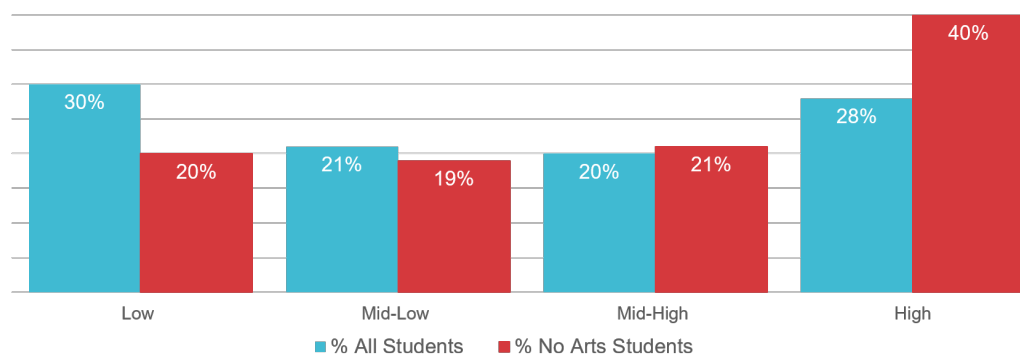
<https://azarts.gov/azartsed-explorer/>

In 2018, 88% of the 1.1 million students had access to one or more arts disciplines in schools. This represents 75% of schools offering at least one art form.



- \* Although most students (88%) have access to arts instruction, only 71% of students have access to both music and art as required by state education code.
- \* The number of students without access to arts instruction decreased 4% between 2015 and 2018.
- \* The proportion of students without access to any arts courses was greatest in schools where more than 75% of students are eligible to receive Free/Reduced Price.

## Access by percentage of students eligible for free and reduced price lunch



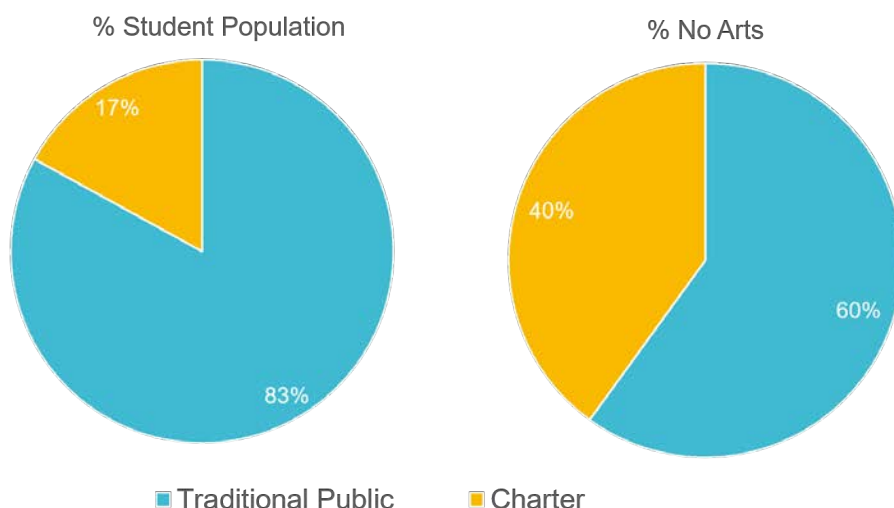


*This document features highlights from the*  
**Arts Education Data Project**  
**Arizona Executive Summary**

*a publication of*  
 State Education Agency  
 Directors of Arts Education  
 Quadrant Research  
 Arizona Department of  
 Education  
 Arizona Commission on the Arts  
 Arizona Citizens for the Arts

January 2020

- \* Student access to the two required arts disciplines (Art and Music) for elementary and middle schools (K-8) is lowest in schools where more than 75% of students receive Free/Reduced Price Lunch (69%).
- \* While Public Schools represent 83% of the population they represent 60% of the “no arts” student population whereas Charter Schools represent 17% of the overall student population they hold 40% of the “no arts” students.



- \* 71% of all students participated in arts education courses.
- \* Music and Art are the most widely available of the arts disciplines and have the highest participation rates—45% and 52%, respectively—among the five artistic disciplines.

Student participation varies only slightly between Traditional schools and Charter schools. In traditional schools, 73% of students are enrolled in the arts as compared to 60% for Charter schools.

The following chart highlights where participation in arts education is highest and lowest based on specific characteristics:

Characteristic	Highest Participation Rates	Lowest Participation Rates
<b>Configuration</b>	Elementary Schools (82%)	High Schools (43%)
<b>Type</b>	Traditional (73%)	Charter (60%)
<b>Locale</b>	Suburbs, mid-size (77%)	Rural, distant (59%)
<b>Free &amp; Reduced Lunch</b>	Low: Fewer than 25% of students qualify (71%)	High: More than 76% of students qualify (72%)

# State Seal of Arts Proficiency

The 2019-2020 school year marked the inaugural year of the Arizona State Seal of Arts Proficiency program. This diploma seal is awarded to graduates who complete minimum arts pathway requirements throughout their high school career. R7-2-321 was signed into law by Governor Doug Ducey on May 14th, 2019 and board rule for this law was adopted by the State Board of Education on October 28th, 2019. Read more of the background and history of this program in the [Arts Education Partnership Success Story](#) published spring 2020.

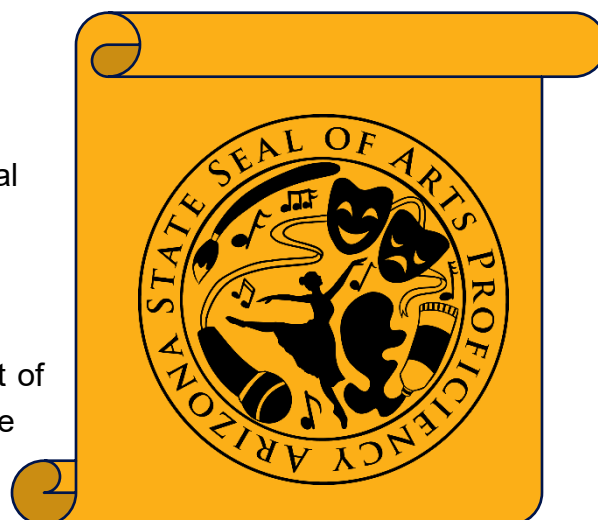
## Website

LEAs who wish to administer the State Seal of Arts Proficiency will apply to ADE Arts Education by September 15<sup>th</sup> and submit a student achievement report by May 15<sup>th</sup> of each school year. Application & reporting links will be found on the [Arizona State Seal of Arts Proficiency Website](#) with additional materials including:

- A [Guidance Document](#) Updated Yearly
- State Board Rule [R7-2-321](#)
- An Arts Seal [Program Brochure](#)
- A [Power Point Presentation](#) Overviewing the Seal
- Local Examples of Program Procedures

## Seal Design

In the 2019-2020 school year, the Arizona Department of Education put out a call for student designers of the State Seal of Arts Proficiency. The Arizona Department of Education is proud to announce the winning design for the State Seal of Arts Proficiency is from Chloe Ball from Pinnacle High School in the Paradise Valley



**Design by Chloe Ball | Pinnacle High School**

School District! Chloe's design was recognized during Youth Arts Month and design will be affixed to the diplomas of graduates who meet the minimum arts education requirements. The design is printed on copper foil and sent to schools administering the State Seal of Arts Proficiency by May 1st of each year.

## 2019-2020 Arts Proficiency Seal Year End Report

The next page outlines the participating LEAs and students who earned a State Seal of Arts Proficiency on their diploma in the 2019-2020 school year.

# 2019-2020 Arizona State Seal of Arts Proficiency

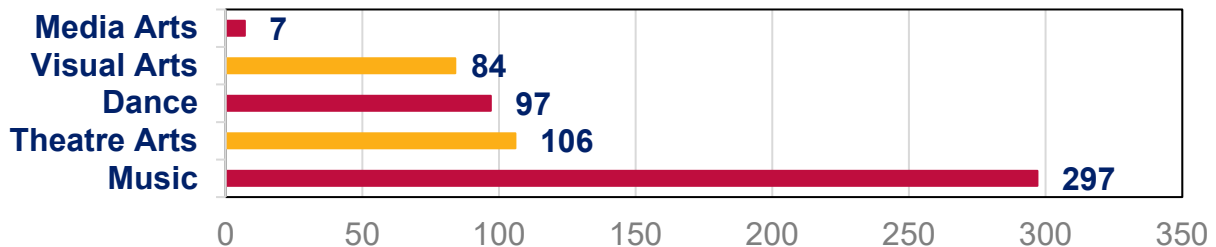


State Seal of Arts Proficiency Design  
 Chloe Ball, Pinnacle High School  
 Paradise Valley Unified School District

**19 LEAs Awarded Seals to Graduates**  
**58 Schools Participated in the Program**  
**585 Students Achieved an Arts Seal**  
**591 Seals Awarded in 5 Disciplines**  
**6 Students Achieved an Arts Seal in Two Artistic Disciplines**

Arts Proficiency Seals by School	Students	Seals
Agua Fria Unified School District	25	26
American Leadership Academy	12	12
Arizona School for the Arts	28	28
BASIS Tucson North	1	1
Dysart Unified School District	47	47
Arizona Conservatory for Arts and Academics	7	7
Herberger Young Scholars Academy	2	2
Higley Unified School District	15	15
Maricopa Unified School District	6	6
Paradise Honors High School	6	6
Paradise Valley Unified School District	94	96
Peoria Unified School District	43	43
Phoenix Union High School District	51	52
Queen Creek Unified School District	15	15
Sahuarita Unified School District	12	13
Santa Cruz County Unified School District	2	3
Scottsdale Unified School District	37	37
Tempe Union High School District	136	136
Tucson Unified School District	46	46

## Arts Proficiency Seals by Artistic Discipline





# Youth Arts Month Showcase

Arizona Department of Education and the Arizona Art Education Association (AAEA) partnered to celebrate Youth Art Month (YAM) with a showcase of student artwork in March. The showcase unveiled ADE's New Student Art Gallery in the Jefferson Building. The gallery was named after arts education advocate Catherine "Rusty" Foley and artist/educator Zarco Guerrero.

A reception was held Friday March 6<sup>th</sup> to celebrate arts education in Arizona Schools. The reception included performances by students from Arizona School for the Arts and Arizona Theatre Company. Superintendent Kathy Hoffman made a proclamation declaring March Youth Arts Month in Arizona and recognized the month as a time to celebrate Dance, Media Arts, Music, Theatre, and the Visual Arts in schools.



**Superintendent Kathy Hoffman and Director of Arts Education Dustin Loehr recognize K-4 grade-band winners: Miley Cota, Richelle Daniel, Solei Lambert**

## Showcase Recognition

In the 2019-2020 school year, 45 schools from across the state of Arizona submitted over 100 artworks to the Youth Art Month Showcase. At the Youth Art Month reception, ADE Arts Education & AAEA recognized students in each grade-band and winners of the State Flag Competition.



**"Art is Beautiful" | Mia Ramirez**



**Middle Division State Flag Recipient | Arianna Cruz**

### **Kindergarten-4<sup>th</sup> Grade**

**Honorable Mention:** Miley Cota | Copper Trails Elementary School  
**Superintendent's Choice:** Richelle Daniel | BASIS Scottsdale Primary East  
**First Place:** Solei Lambert | Sun Valley Academy

### **5<sup>th</sup> Grade – 8<sup>th</sup> Grade**

**Honorable Mention:** Mia Ramirez | Wrightson Ridge K-8  
**Superintendent's Choice:** Evelyn German | Wilcox Middle School  
**First Place:** Sarahi Mejia | Arts Academy at Estrella Mountains

### **9<sup>th</sup> Grade – 12<sup>th</sup> Grade**

**Honorable Mention:** Saisrinidhi (Nidhi) Ganta | Hamilton High School  
**Superintendent's Choice:** Savannah Longhoma | Grand Canyon School  
**First Place:** Kayla Tanita | Pinnacle High School

### **State Flag Contest Winners**

**State Flag Contest Winner:** Julia Gonzalez Ortiz | Paige Reesor  
**Elementary Division Winner:** Nelly Cabrera | Panthea Begay  
**Middle Division Winner:** Arianna Cruz | Ashley Roberts  
**High School Division Winner:** Sofia Lacosta | Jennifer Jardine

## Youth Art Month

Organized by the Council for Art Education, [Youth Art Month](#) encourages support for quality school art programs. Art shows, special exhibits, fundraisers, and school and community activities take place annually, traditionally during March, to celebrate visual art education for grades K – 12.



## 2020 Arts Teachers of the Year

ADE also recognized 2020 Arts Teachers of the Year! Congratulations & thank you for your dedication to providing students with high quality instruction in the arts!



### Dance | Arizona Dance Education Organization

2020 Kathy Lindholm Lane Arizona Dance Educator of the Year Award  
Lauran Stanis, Metro Tech HS  
2020 Bill Evans Excellence in Teaching Award  
Jeanette Layton, Westwood HS

### Music | Arizona Music Education Association

Music Educator of the Year: Jenny Nichols (Gilbert Public Schools)  
O.M. Hartsell Excellence in Teaching Music Award:  
Todd Livingston, Kino Junior High (Mesa)  
Christine Garcia, Sahuarita High School (Sahuarita)  
Troy Meeker, Trevor Browne High School (Phoenix)  
Jessica Breen, Empire High School (Vail)

### Theatre Arts | Arizona Thespians

Kim Laguardia - Millennium & Canyon View High SW Region  
Matthew Erickson - Red Mt - Central Region  
Christopher Pankratz - Flowing Wells - South Region  
Ed Como - Chaparral - North Region

### Visual Arts | Arizona Arts Education Association

Stacy Marko McClintock High School

## Professional Arts Education Organizations

ADE Arts Education serves as a liaison to the state's professional arts organizations. Professional arts organizations in the state of Arizona include: [Arizona Art Education Association](#), [Arizona Dance Education Organization](#), [Arizona Music Educators Association](#), and [Arizona Thespians](#).

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*"Arts programs are not just nice to have; they are an essential part of a well-rounded education system. Arts education fosters critical thinking skills, improves overall academic performance, and sparks creativity. In short- we need the arts to ensure students realize their full potential."*

*Superintendent Kathy Hoffman*



# 2020 ESSA Conference | Student Highlights

The 2020 ESSA Conference took place February 19-21 at the We-Ko-Pa Conference Center in Fountain Hills. ADE Arts Education highlighted student work across the state in performing arts, visual arts and STEAM as examples of well-rounded education under ESSA for Federal programs directors and other district staff in attendance.

## Performing Arts

Over the three-day conference, 245 students showcased their artistry in the performing arts disciplines of dance, music and theatre. Participating Groups included:



**Advanced Dance | Perry High School**

Color Guard | Westview High School

Marching Band | Fountain Hills High School

Junior High Dance Academy | Foothills Fine Arts Academy

South Mountain Guitar Duet | Academies at South Mountain

Eastmark Theatre Ensemble | Eastmark High School

Advanced Orchestra | Highland Lakes School

Advanced Dance | Perry High School

JRE Handbell Choir | Julia Randall Elementary School

Fine Arts OffBeat | Fine Arts Academy

Westwood Dance | Westwood High School

Maryvale High School Touring Guitar | Maryvale High School

Scorpion Dance Company | Desert Edge High School

Pueblo Bulldog Bells | Kyrene del Pueblo

Fountain Hills High School Vocal FX Choir | Fountain Hills High School

## STEM/STEAM Students

This year's conference included a lunch time exhibition of 6 student STEM/STEAM projects and a student panel exploring hands on learning from the perspective of students. Participating schools included:

Bringing Tech into the Classroom through Video Presentations | Westwood High School

CSO Action Plans for 2019-2020 | Desert Wind Middle School

Code Orange Lego League | Biltmore Preparatory Academy

Black Hole Cookies, an Out of this World Experience | Desert Sun Academy

Students Leading Students: Inspiring a Bridge Between STEM and the Community | Maricopa High School

Student Composters | Academies of Math and Science Desert Sky

## Visual Arts

The 2020 ESSA conference featured approximately 80 student artwork submissions from 25 schools around the state. Participating schools included:



**“Forest Owl” | Solei Lambert  
Sun Valley Academy**



**“Cactus Friends” | Nayrobi Cordero  
Copper Trails School**

Arts Academy at Estrella Mountains | PLC Charter Schools  
Avondale Middle School | Avondale Elementary School District  
Barcelona Elementary | Alhambra Elementary District  
BASIS Scottsdale | BASIS Charter Schools Inc.  
BASIS Scottsdale Primary East | BASIS Charter Schools Inc.  
Cloves C. Campbell Sr. Elementary School | Roosevelt School District  
Copper Trails School | Avondale Elementary School District  
Grand Canyon School | Grand Canyon Unified District  
Horizon Honors Elementary | Horizon Honors  
Hulet Elementary | Holbrook Unified School District  
North Campus High School | Career Success Schools  
Presidio Charter K-12 | Presidio Charter  
Salome Elementary School | Salome Consolidated Elementary School District  
R. E. Simpson School | Alhambra Elementary School District  
San Cayetano Elementary | Santa Cruz Valley Unified School District  
Shadow Mountain High School | Paradise Valley Unified School District  
Simpson School | Alhambra Elementary School District  
Southwest School | Roosevelt School District  
Sun Valley Academy | Morrison Education Group  
Verrado Heritage Elementary | Litchfield Elementary District  
V.H. Lassen Elementary School | Roosevelt School District  
West Elementary | Coolidge Unified Schools  
West Point Elementary | Dysart Unified School District  
Willcox Middle School | Willcox Unified School District  
Wrightson Ridge K-8 | Sahuarita Unified District

## Exemplary Award Trophies

Partnering with the COP Exemplary Award Program, Arizona Arts Students helped create 3-dimensional statues representing the 6 Principles of Effective Schools to serve as trophies for the awards. Participating schools included:

Desert Edge High School | Ryan Williams

Trevor Browne High School | Elise Kohli



**Chief of Staff Claudio Coria & DAS of Educator and  
School Excellence Keith Snyder with Exemplary  
Award Recipients and Student-Created Trophies  
from Trevor Browne High School**

# Arts & COVID-19 Guidance

In March, education across the globe quickly pivoted to distance learning in response to the novel coronavirus. A focus of the spring became on assisting schools and educators with unprecedented needs during a global pandemic.

## Online Arts Instructional Resources

As virtual learning became a primary modality, Title IV-A created a landing page for online learning and enrichment resources in arts, health, physical education, and technology.

[Online Learning and Enrichment Resources](https://www.azed.gov/titleiv-a/online-learning-and-enrichment-resources/) | <https://www.azed.gov/titleiv-a/online-learning-and-enrichment-resources/>

Nationally, the State Education Agency Directors of Arts Education developed a virtual arts instructional resources page organized by artistic discipline.

[SEADAE: Arts Instructional Resources](https://www.seadae.org/arts-instructional-resources) | <https://www.seadae.org/arts-instructional-resources>

## Arizona Arts & Physical Education Guidance Documents

In June of 2020, the Arizona Department of Education included initial guidelines for Arts and Physical Education as part of the [Roadmap for Reopening Schools](#).

[AZ Arts and Physical Education Re-Entry Guidelines](https://tinyurl.com/artspeguidelines) | <https://tinyurl.com/artspeguidelines>

Content-specific sub-committees organized more detailed follow-up guidance in accordance with national recommendations, CDC guidelines, and an awareness of Arizona teacher and student needs. This guidance provides greater specificity as it relates to arts & PE programs.

[Arts & Physical Education Re-Entry A Disciplined Approach to Active and Creative Learning](https://tinyurl.com/ArtsPEReEntry) | <https://tinyurl.com/ArtsPEReEntry>

## National Arts Education Guidance

For additional guidance on arts learning in the Fall of 2020, consult these national resources:

- [Fall 2020 Guidance for Music Education](https://nafme.org/) | <https://nafme.org/>
- [Performing Arts Aerosol Study](https://www.nfhs.org/articles/unprecedented-international-coalition-led-by-performing-arts-organizations-to-commission-covid-19-study/) | <https://www.nfhs.org/articles/unprecedented-international-coalition-led-by-performing-arts-organizations-to-commission-covid-19-study/>
- [Recommendations for Reopening School Theatre Programs](https://www.schooltheatre.org/home) | <https://www.schooltheatre.org/home>
- [Teaching Dance in Fall 2020](http://www.ndeo.org) | [www.ndeo.org](http://www.ndeo.org)
- [Tips for Returning to the Visual Arts and Design Classroom](https://www.arteducators.org/) | [Tips for teaching Visual Arts and Design in a Distance Learning Environment](https://www.arteducators.org/) | <https://www.arteducators.org/>

# Arts Education Resources

## Arizona Arts Education Standards

The Arizona Arts Education Standards were adopted in 2015 by stakeholders across Arizona. The standards were modeled after the [National Arts Standards](#). They are organized around the four core artistic processes of Creating, Performing/Presenting/Producing, Responding, and Connecting and focus on developing students' artistic literacy for 21<sup>st</sup> Century Success including active participation in the creative industries sector.

Arizona Arts Education Standards | <https://www.azartsstandards.com/>

## Arts Education Opportunity to Learn Standards

The National Arts Education Opportunity to Learn Standards allow users to indicate where their school or district stands in relation to criteria which impact the capacity for fully implementing the Arizona Arts Education Standards. They provide a framework to understand the factors that contribute to high quality arts education in schools.



Dance | <https://tinyurl.com/danceotls>

Music | <https://tinyurl.com/musicotls>

Theatre | <https://tinyurl.com/theatreotls>

Visual Arts | <https://tinyurl.com/visualartsootls>

## Student Learning Objectives SLO Process

The Student Learning Objective (SLO) Process is an Arizona state model designed to measure student achievement and growth for Arizona Arts & Physical Education Educators using valid and reliable performance assessments. The Arizona Framework for Measuring Educator Effectiveness recommends the SLO process be used as one measure for “Academic Progress Data”. Links describing the SLO process and to discipline specific assessments can be found on the Arts Education website under resources. If you would like technical assistance implementing SLO Process assessments in your school or district, please contact [artsed@azed.gov](mailto:artsed@azed.gov).

<http://www.azed.gov/artseducation/resources/>

## Professional Development

ADE Arts Education is available for professional development for schools and community arts organizations. Select from one of the available trainings in the [PD catalogue](#) or request an offering tailored to individual needs. To request a training from ADE Arts Education fill out a PD request form on the Title IV-A website:

Professional Development Request Form | <https://www.azed.gov/titleiv-a/professional-development-request-form/>

## Model Cornerstone Assessments

The National Core Arts Standards have developed a series of discipline specific assessments aligned to the national arts standards. LEAs may use these Model Cornerstone Assessments to assist them in measuring student achievement in the arts classroom.

<b>Dance</b>	<a href="https://www.nationalartsstandards.org/mca/dance">https://www.nationalartsstandards.org/mca/dance</a>
<b>Media Arts</b>	<a href="https://www.nationalartsstandards.org/mca/media-arts">https://www.nationalartsstandards.org/mca/media-arts</a>
<b>Music</b>	<a href="https://www.nationalartsstandards.org/content/music-mcas">https://www.nationalartsstandards.org/content/music-mcas</a>
<b>Theatre</b>	<a href="https://www.nationalartsstandards.org/mca/theatre">https://www.nationalartsstandards.org/mca/theatre</a>
<b>Visual Arts</b>	<a href="https://www.nationalartsstandards.org/mca/visual-arts">https://www.nationalartsstandards.org/mca/visual-arts</a>

In the 2019-2020 school year, Arizona was selected as one of three grant-funded states to develop additional Model Cornerstone Assessments. Participating teachers are working on developing their own assessments in the classroom and included:

### Dance

Amy Crow | Valley Vista High School  
Tiffany White | Chandler High School  
Lauran Stanis | Metro Tech High School  
Amanda Kinnaird | Maryvale High School  
Elisa Radcliffe | Teaching Artist

### Music

Laura Reed | Gilbert High School  
Brian Morales | Mesa Arts Academy  
Josh Pierce | Arizona School for the Arts  
Keith Johnson | Teaching Artist

### Theatre

Vanessa Bernal | Glendale High School  
Kim Bonagofski | Mountain Point High School  
Rob Chambers | Arizona School for the Arts  
Mary McAvoy | Teaching Artist

### Visual Arts

Henderika TeNuyl | Copper Canyon High School  
Linda Brett | Pan American Charter School  
Michelle Peacock | Saguaro High School  
Lydia Quinones | Superstition High School  
Jaime Glasser | Teaching Artist

# State Arts Education Committees

## Fine Arts Curriculum Consortium

The Fine Arts Curriculum Consortium is a group of arts leadership that meets quarterly during the school year to discuss issues that impact arts education at their schools, districts and charters the committee is comprised of arts education leadership within LEAs.

## Arizona Round Table Advisory Committee for Arts Education (RTAC)



The Arizona Round Table Advisory Committee for Arts Education meets quarterly throughout the school year acts as an advisory committee to ADE Arts Education to enhance high-quality arts education throughout the state. The committee also provides advice on initiatives, policies, and governance related to arts education.

The goals of RTAC are to:

- Represent Arts Education from around ALL communities in Arizona
- Meet quarterly in various geographic areas and providing digital access
- Guide the ADE Arts Specialists on all areas of Arts education in our state

If you would like to become a member of RTAC, you can sign up at the member portal.

[RTAC Member Portal](https://www.azed.gov/artseducation/rtac/) | <https://www.azed.gov/artseducation/rtac/>

Questions about RTAC? Email [ArtsEd@azed.gov](mailto:ArtsEd@azed.gov)





# School Arts Funding Resources

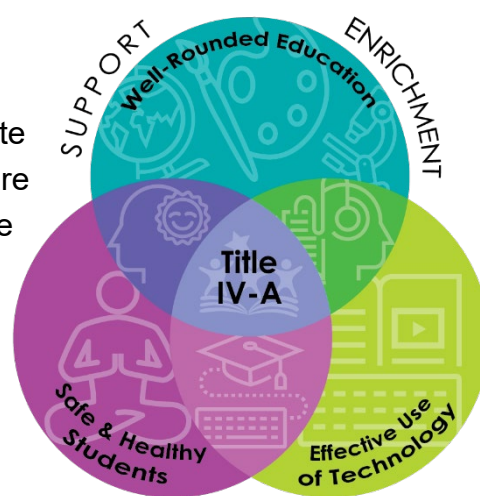
## Title IV-A Allocations

ADE Arts Education assists in the review of the Title IV-A allocations awarded to school districts with a Title I program in previous school year. Title IV-A grants are meant to support districts in their implementation of programming in three areas: Well-Rounded Education, Safe & Healthy Students, and Effective Use of Technology. This includes support for arts education and STEAM learning. If you would like technical assistance or guidance about Title IV-A grant allocations, you can contact the Title IV-A inbox: [TitleIV-A@azed.gov](mailto:TitleIV-A@azed.gov).

## Title IV-A Website

The Arizona Department of Education Title IV-A website provides many resources about Title IV-A grants. There are Micro-Trainings for school districts who wish to leverage these funds as well as guidance and resources on the types of activities that can be funded with these allocations. Additionally, there are resources to ensure your district's application meets the federal requirements of the grant.

<https://www.azed.gov/titleiv-a/>



## Arts Education & Federal ESSA Funding

There are many ways to utilize federal funding streams to support quality arts education at your district or school. If you would like assistance utilizing Every Student Succeeds Act (ESSA) funding to support arts education, please contact the ADE Arts Education [artsed@azed.gov](mailto:artsed@azed.gov). The Arts Education Partnership also provides a comprehensive guide on ESSA and the Arts [“ESSA Mapping Opportunities for the Arts.”](#) Additionally the [Arizona Title I Arts Website](#) outlines how districts and schools can utilize Title I funds to support Arts Education.

**Arts Education Partnership ESSA and the Arts Website** | <https://www.aep-arts.org/essa/>

**Arizona Title I Arts Website** | <https://www.arizonatitle1arts.org/>

# Digital Learning 2019-2020 Year End Report

*One of the most important aspects of technology in education is its ability to level the field of opportunity for students.*

*-John King, U.S. Secretary of Education*

## Overview

ADE Digital Learning was formed in June 2019 as a component of the Title IV-A team, under the leadership of Dustin Loehr, Director of Arts and Title IV-A. ADE Digital Learning was developed to provide support for LEAs in their development of Effective Use of Technology activities under the Student Support and Academic Achievement Grant (Title IV-A), as well as support Digital Learning in Arizona.

## Mission Statement

*ADE Digital Learning provides leadership, service, and support to educators and administrators to improve the effective use of technology and increase digital learning opportunities to improve the academic achievement and digital literacy of all students.*

## What is Digital Learning?

Digital Learning is an integral component of a 21<sup>st</sup> Century Education, for both students and educators. Digital Learning and the development of Digital Literacy skills helps students engage in critical thinking, collaboration, communication, and creative problem solving across all disciplines and subject areas.



**Click Image for Video**

*“Digital Learning is any instructional practice that effectively uses technology to strengthen a student’s learning experience and encompasses a wide spectrum of tools and practices”*

*-Every Student Succeeds Act*



## Examples of Digital Learning

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Interactive learning resources, digital learning content (which may include openly licensed content), software, or simulations, that engage students in academic content.



Access to online databases and other primary source documents.



The use of data and information to personalize learning and provide targeted supplementary instruction.



Online and computer-based assessments.



Learning environments that allow for rich collaboration and communication, which may include student collaboration with content experts and peers.



Hybrid or blended learning, which occurs under direct instructor supervision at a school or other location away from home and, at least in part, through online delivery of instruction with some element of student control over time, place, path, or pace.



Access to online course opportunities for students in rural or remote areas.

## Meet the Digital Learning Specialist

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Erin Henderson holds a Bachelor of Arts in History and Masters of Science in Teaching from SUNY Plattsburgh. Most recently, Erin developed a love of Digital Learning as a High School Librarian. Erin hopes to build ADE Digital Learning into a resource for Arizona educators and administrators. Erin loves reading (Science Fiction and Fantasy) and spending time with her family.

**The specific duties of the Digital Learning Specialist include, but are not limited to:**

- Providing educators with the knowledge and skills to use technology effectively, including the effective integration of technology, to improve instruction and student achievement.
- Providing technical assistance to LEAs to identify and address readiness shortfalls, use technology to support the learning needs of all students, and build capacity for school leaders to support teachers in using data and technology to improve instruction and personalize learning.
- Support schools in rural and remote areas to expand access to high-quality digital learning opportunities.
- Developing or using strategies that are innovative or evidence-based for the delivery of specialized or rigorous academic courses and curricula through the use of technology.
- Disseminating promising practices related to technology instruction, data security, and the acquisition of and implementation of technology tools and applications.
- Making instructional content widely available through open educational resources.

The role of the Digital Learning Specialist is to serve as resource to Arizona educators and the Arizona Department of Education to “increase access to personalized, rigorous learning experiences supported by technology.”

(ESSA SEC. 4104)

# Digital Learning Program Highlights

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## Sign up for the [Digital Learning Mailing List](#)

### Professional Development

The digital learning specialist provided the following professional development in the 2019-2020 school year:

- 2019 Title IV-A Symposium: Effective Use of Technology
- Buckeye Elementary: Digital Literacy & Project Based Learning
- Santa Cruz Superintendent of Education Office– Title IV-A
- Cochise County Innovations in Education Conference: Blended Learning, Digital Literacy, and Title IV-A
- ESSA Conference: Personalize your PD and Flex Your Funds with Title IV-A
- Reimagine Education with Title IV-A Virtual Symposium: Blended Learning & Digital Storytelling

### Accomplishments

In support of virtual learning, the digital learning specialist developed and supported:

- Title IV-A Grant Navigator Micro trainings
- Reimagine Education with Title IV-A Virtual Symposium
- Presenter at the T4PA State Coordinator Virtual Summer Workshop

### Agency Committees

The digital learning specialist serves on the following ADE Committees:

- Planning Tool Training
- ESSA Conference Planning
- ADE Technology
- Education Technology Standards
- Professional Development

### Looking Forward

Look for these upcoming projects coming soon:

- Launch of the Reimagine Education with Title IV-A Podcast
- Launch of the new ADE Digital Learning website
- Monthly Digital Learning micro-trainings and blog posts
- Increased professional development opportunities

# Safe & Healthy Students 2019-2020 Year End Report

## Safe and Healthy Program Overview



**Click Image for Video**

ADE's Safe and Healthy Students program was formed in 2017 under the guidance and leadership of Dustin Loehr, Director of Arts Education & Title IV-A, to support LEAs in their implementation of safe and healthy student programs.

The Safe and Healthy Students component of the Student Support and Academic Enrichment Grant (Title IV-A, ESEA section 4108) is focused on students and schools by:

- Promoting community and parent involvement in schools
- Providing school-based mental health services and counseling
- Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline
- Establishing or improving dropout prevention programs
- Supporting re-entry programs and transition services for justice- involved youth
- Implementing programs that support a healthy, active lifestyle (nutritional and physical education)
- Implementing systems and practices to prevent bullying and harassment
- Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse
- Establishing community partnerships

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## Mission

*The mission of the Arizona Department of Education, Title IV-A Safe and Healthy Students Program, is to provide support to schools and LEAs so that every student can experience a safe, healthy, and supportive learning environment, including focusing on students physical and mental health, and safety.*

# Get to Know the Safe, Healthy & Active Students Specialist



Keri Schoeff serves as the Safe, Healthy & Active Students Specialist for the Arizona Department of Education where she provides leadership and professional development on all components of Title IV-A programming, specifically ensuring that every student is provided with a safe, healthy, active, and supportive learning environment. Keri has a Bachelor of Science Degree in Physical Education and Health Education. Her prior work experience includes teaching health and

physical education to secondary students, providing leadership on the USDA's Child Nutrition Programs, and the CDC's and ASCD's Whole School, Whole Community, Whole Child (WSCC) Model.

**The role of the Safe, Healthy & Active Students Specialist is** to serve as a resource to Arizona educators and the Arizona Department of Education to support LEAs in the development of, implementation of, and evaluation of comprehensive safe, healthy, and supportive school environments.

A safe, healthy, and supportive school environment is the product of a school's attention to fostering safety; promoting a supportive academic, disciplinary, and physical environment; and encouraging and maintaining respectful, trusting, and caring relationships throughout the school community, focusing on the fostering of positive conditions, climate, and culture, including family and community engagement.

## Online Resources:

- [Title IV-A Safe and Healthy Students](#)
- [SHAPE America Blog, CARES Act funding](#)
- [Title IV-A Online Learning Resources](#)
- [Title IV-A Professional Development Offerings](#)
- [Art and Physical Education Re-Entry Guidance](#)

## Supported Program Links:

- [Physical Education](#)
- [Health Education](#)
- [Physical Activity](#)
- [Recess](#)
- [CPR Legislation](#)
- [School Security Requests](#)

# Safe & Healthy Students Program Highlights

The Safe, Healthy & Active Students Specialist worked diligently in the 2019-2020 school year to increase awareness of resources and programs that support schools in creating safe and healthy learning environment for students. Here are some examples of how Safe and Healthy Student programs were promoted throughout the year:

## Professional Development:

- ESSA Conference and Title IV-A Symposium, Mindful Movement session, Mindful Moments breaks
- Arizona Health and Physical Education Conference, Leveraging Funding to Support SEL and Movement
- LEA specific professional development on effective physical education programs and how to leverage funding
- Evaluation, and Safe & Healthy programs micro-trainings
- State and National webinars supporting Health, Physical Education/Activity programs

## Committee Service:

- Active Schools National Physical Education Task Force
- SHAPE America Western District Board of Directors
- ADE School Safety Task Force, including Model School Safety Plan guidance
- ADE Social Wellness Committee- [SEL Competencies](#)
- ADE Physical Education Advisory Roundtable (PEAR)
- Reopening guidance and online resources for schools

## Impact on Physical Education Programs:

The Arizona Department of Education is committed to the total wellness of our students. Toward this end, the Safe & Healthy Students Specialist will be guiding the creation of a new advisory group, to support Physical Education and Physical Activity in schools. The Physical Education Advisory Roundtable (PEAR) will provide and receive guidance, resources, and support to Physical Education/Activity programs across the state.

## Moving Forward:

- Creation of the Safe, Healthy & Active Student's Blog
- Ongoing support and professional development for Title IV-A Safe and Health Students programs, Physical Education/Activity, Health Education, Recess, and SEL Competencies



## Title IV-A Contact Information



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