



January 11, 2021

TO: Lucas Narducci
President, Arizona State Board of Education

FROM: Whitney Marsh
Deputy Chief of Staff, Arizona Department of Education

RE: Empowerment Scholarship Account Program Update and Quarter 2 Report

Dear President Narducci,

The Department of Education (Department) is pleased to submit to the State Board of Education (Board) its first Empowerment Scholarship Account (ESA) Program Quarterly Report pursuant to the recently adopted rules package, Title 7, Chapter 2, Article 15 of the Arizona Administrative Code. In addition to providing the Quarter 2 Report, attached you will find policies and procedures that have been updated, developed and implemented in response to the new requirements of Article 15. Specifically, the following policies and procedures have been included for the Board's review:

1. Use of Funds
 - a. Database of Approved Expenses: policy and procedure describing how the database will be maintained and updated and where it can be found on the Department's website.
 - b. Review of Expenses: policy and procedure describing how the ESA Accounts team reviews and acts on purchase requests in the ClassWallet platform and reviews Expense Reports for Bank of America debit card users.
2. Customer Service Management: procedure describing ESA Program staff expectations including customer service performance benchmarks, call recording standards, and the process for reviewing call recordings and evaluating timeliness, quality and satisfaction.
3. Parent Handbook: policy and procedure describing the process for annual review, revision and updates to the ESA Parent Handbook.

The Department would like to extend its gratitude to the Board and Board staff for the continued partnership in administering the ESA program. We look forward to our discussion at the next Board meeting.

Sincerely,

A handwritten signature in black ink that reads "Whitney Marsh".

Whitney Marsh
Deputy Chief of Staff
Arizona Department of Education



Empowerment Scholarship Account (ESA)

Quarterly Report to the Arizona State Board of Education

Fiscal Year 2021
Quarter 2

January 2021



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1 Introduction

In accordance with Article 15 Empowerment Scholarship Accounts Rule 7-2-1503 Department Responsibilities, the Arizona Department of Education and the Empowerment Scholarship Account Program present this quarterly report to the Arizona State Board of Education. This report reflects data and information from Quarter 2 of fiscal year 2021 and covers the time period from October 2020 to December 2020. As stipulated in Rule 7-2-1503 item 5, this report includes the following:

- a) The number of students in the program disaggregated by eligibility, grade level and the school district or charter school associated with each student;
- b) The annual award amount associated with each student;
- c) The number of ESA applications received, approved and denied in the preceding quarter, including the justification for the denied applications;
- d) The number of applications processed within 45 days of receipt and the number of administratively incomplete applications;
- e) A summary of any parent input or feedback collected pursuant to R7-2-1503(6) and how the Department is responding to concerns submitted as part of the process;
- f) Information on the private financial management firm contracted to assist with financial management of the program, including:
 - i. The number and eligibility type of accounts utilizing the firm,
 - ii. The number of providers and vendors on the firm's platform,
 - iii. Communications and training provided to parents,
 - iv. Concerns from parents submitted to the Department, the treasurer and the private financial management firm and how the Department, Treasurer and private financial management firm are addressing the concerns, and
 - v. Any other information the Board requests



2 Students in Program

This section includes the number of students in the program disaggregated by eligibility, grade level, and the school district or charter school associated with each student.

As of January 5, 2021, there are 9,718 students in the ESA program.

2.1 Students by Eligibility Category

Eligibility Category	Count of Students
Special Needs	5,707
Adoption / Foster Care –Planned Adoption	63
Attending D/F School	461
Sibling	1,436
Adoption / Foster Care –Adopted	453
Military	1,059
Previously in ESA Program	98
Legally Blind/Deaf/Hard of Hearing	40
Residing on a Native American reservation	381
Military with Special Needs	20
Total	9,718

2.2 Students by Grade Level

Grade Level	Count of Students
Preschool	278
Kindergarten	725
1st	830
2nd	838
3rd	895
4th	904
5th	828
6th	833
7th	786
8th	707
9th	600
10th	540



11th	412
12th	542
Total	9,718

2.3 Students by Associated School District or Charter School

When 10 or fewer students are reported for a school district or charter school, showing the count may risk an individual student’s anonymity. In these cases, we do not report a count for that school district or charter school, and you will see the * symbol instead.

District/Charter	Count of Students
A Center for Creative Education	*
Academy Del Sol, Inc.	*
Academy of Mathematics and Science South, Inc.	*
Academy of Mathematics and Science, Inc.	*
Academy of Tucson, Inc.	*
Accelerated Elementary and Secondary Schools	*
Acorn Montessori Charter School	*
Agua Fria Union High School District	31
Ahwatukee Foothills Prep Early College High School, Inc.	*
Alhambra Elementary District	22
Allen-Cochran Enterprises, Inc.	*
Altar Valley Elementary District	*
American Basic Schools LLC	*
American Charter Schools Foundation d.b.a. Estrella High School	*
American Charter Schools Foundation d.b.a. West Phoenix High School	*
American Heritage Academy	*
American Leadership Academy, Inc.	74
American Virtual Academy	26
Amphitheater Unified District	127
Anthem Preparatory Academy	*
Apache Junction Unified District	28
Archway Classical Academy Arete	12
Archway Classical Academy Chandler	*
Archway Classical Academy Cicero	*
Archway Classical Academy Glendale	*
Archway Classical Academy Lincoln	*
Archway Classical Academy North Phoenix	*
Archway Classical Academy Scottsdale	*



District/Charter	Count of Students
Archway Classical Academy Trivium East	*
Archway Classical Academy Trivium West	*
Archway Classical Academy Veritas	*
Arete Preparatory Academy	*
Arizona Agribusiness & Equine Center INC.	*
Arizona Agribusiness & Equine Center, Inc.	*
Arizona Autism Charter Schools, Inc.	37
Arizona Community Development Corporation	*
Arizona Connections Academy Charter School, Inc.	129
Arizona Language Preparatory	*
Arizona Montessori Charter School at Anthem	*
Arizona School For The Arts	*
Arlington Elementary District	*
ASU Preparatory Academy	*
ASU Preparatory Academy - Casa Grande	*
ASU Preparatory Academy Digital	*
Avondale Elementary District	67
AZ Compass Schools, Inc.	*
Baboquivari Unified School District #40	*
Ball Charter Schools (Hearn)	*
Ball Charter Schools (Val Vista)	*
Balsz Elementary District	19
BASIS Charter Schools, Inc	*
BASIS Charter Schools, Inc.	*
BASIS Schools, Inc.	60
Beaver Creek Elementary District	*
Benchmark School, Inc.	*
Benjamin Franklin Charter School	17
Benson Unified School District	*
Blue Ridge Unified School District No. 32	28
Blueprint Education	*
Boys & Girls Clubs of the East Valley dba Mesa Arts Academy	*
Bright Beginnings School, Inc.	*
Buckeye Elementary District	45
Buckeye Union High School District	15
Bullhead City School District	*
CAFA, Inc. dba Learning Foundation and Performing Arts Gilbert	*



District/Charter	Count of Students
Calibre Academy	*
Cambridge Academy East, Inc	*
Camelback Education, Inc	*
Camino Montessori	*
Camp Verde Unified District	15
Candeo Schools, Inc.	*
Carden of Tucson, Inc.	*
Carpe Diem Collegiate High School	*
Cartwright Elementary District	26
Casa Grande Elementary District	55
Casa Grande Union High School District	*
Catalina Foothills Unified District	62
Cave Creek Unified District	77
Center for Academic Success, Inc.	*
Challenge School, Inc.	*
Challenger Basic School, Inc.	*
Chandler Preparatory Academy	*
Chandler Unified District #80	369
Chinle Unified District	*
Chino Valley Unified District	13
Choice Academies, Inc.	*
Cicero Preparatory Academy	*
CITY Center for Collaborative Learning	*
Clarkdale-Jerome Elementary District	*
Cochise Community Development Corporation	13
Colorado City Unified District	*
Concho Elementary District	*
Congress Elementary District	*
Continental Elementary District	13
Coolidge Unified District	33
Cottonwood-Oak Creek Elementary District	13
Crane Elementary District	60
Creighton Elementary District	47
Crown Charter School, Inc	*
Daisy Education Corporation dba Paragon Science Academy	*
Daisy Education Corporation dba Sonoran Science Academy	*
Daisy Education Corporation dba. Sonoran Science Academy Davis Monthan	*



District/Charter	Count of Students
Daisy Education Corporation dba. Sonoran Science Academy Peoria	*
Deer Valley Unified District	340
Desert Heights Charter Schools	*
Desert Springs Academy	*
Desert Star Community School, Inc.	*
Destiny School, Inc.	*
Douglas Unified District	*
Dysart Unified District	249
EAGLE South Mountain Charter, Inc.	*
East Mesa Charter Elementary School, Inc.	*
Ed Ahead	*
Edkey, Inc. - Arizona Conservatory for Arts and Academics	*
Edkey, Inc. - Pathfinder Academy	11
Edkey, Inc. - Redwood Academy	*
Edkey, Inc. - Sequoia Charter School	*
Edkey, Inc. - Sequoia Choice Schools	215
Edkey, Inc. - Sequoia Pathway Academy	*
Edkey, Inc. - Sequoia Ranch School	*
Edkey, Inc. - Sequoia School for the Deaf and Hard of Hearing	*
Edkey, Inc. - Sequoia Village School	*
EduPreneurship, Inc.	*
Eduprize Schools, LLC	93
E-Institute Charter Schools, Inc.	*
Elfrida Elementary District	*
Eloy Elementary District	12
Fit Kids, Inc. dba Champion Schools	*
Flagstaff Junior Academy	*
Flagstaff Unified District	24
Florence Unified School District	103
Flowing Wells Unified District	12
Foothills Academy	*
Fort Huachuca Accommodation District	47
Fort Thomas Unified District	41
Fountain Hills Charter School	*
Fountain Hills Unified District	19
Fowler Elementary District	*
Franklin Phonetic Primary School, Inc.	*



District/Charter	Count of Students
Freedom Academy, Inc.	*
Friendly House, Inc.	*
Gadsden Elementary District	*
Ganado Unified School District	*
GAR, LLC dba Student Choice High School	*
Gem Charter School, Inc.	*
George Gervin Youth Center, Inc.	*
Gila Bend Unified District	*
Gilbert Unified District	328
Glendale Elementary District	60
Glendale Preparatory Academy	*
Glendale Union High School District	41
Globe Unified District	46
Grand Canyon Unified District	*
Graysmark Schools Corporation	*
Great Expectations Academy	*
Happy Valley East	*
Happy Valley School, Inc.	*
Harvest Power Community Development Group, Inc.	*
Heber-Overgaard Unified District	*
Heritage Academy Queen Creek, Inc.	*
Heritage Academy, Inc.	*
Heritage Elementary School	*
Hermosa Montessori Charter School	*
Highland Free School	*
Higley Unified School District	175
Holbrook Unified District	*
Horizon Community Learning Center, Inc.	*
Humboldt Unified District	44
Imagine Avondale Elementary, Inc.	*
Imagine Coolidge Elementary, Inc.	*
Imagine Desert West Middle, Inc.	*
Imagine Middle at East Mesa, Inc.	*
Imagine Middle at Surprise, Inc.	*
Imagine Prep Superstition, Inc.	*
Imagine Prep Surprise, Inc.	*
Incito Schools	*



District/Charter	Count of Students
Isaac Elementary District	25
J O Combs Unified School District	80
James Madison Preparatory School	*
Joseph City Unified District	*
Juniper Tree Academy	17
Kaizen Education Foundation dba Discover U Elementary School	*
Kaizen Education Foundation dba Gilbert Arts Academy	*
Kaizen Education Foundation dba Liberty Arts Academy	*
Kaizen Education Foundation dba South Pointe Elementary School	*
Kayenta Unified School District # 27	*
Keystone Montessori Charter School, Inc.	*
Kingman Academy Of Learning	*
Kingman Unified School District	23
Kyrene Elementary District	150
La Tierra Community School, Inc	*
Lake Havasu Unified District	*
Laveen Elementary District	22
LEAD Charter Schools	23
LEAD Charter Schools dba Leading Edge Academy Queen Creek	*
Leading Edge Academy Maricopa	*
Legacy Traditional Charter School	*
Legacy Traditional Charter School - Laveen Village	*
Legacy Traditional Charter School - Maricopa	*
Legacy Traditional Charter Schools - Casa Grande	*
Legacy Traditional School - Avondale	*
Legacy Traditional School - East Mesa	*
Legacy Traditional School - Gilbert	*
Legacy Traditional School - Glendale	*
Legacy Traditional School - North Chandler	*
Legacy Traditional School - Northwest Tucson	*
Legacy Traditional School - Peoria	*
Legacy Traditional School - Phoenix	*
Legacy Traditional School - Surprise	13
Leman Academy of Excellence, Inc.	40
Liberty Elementary District	43
Lifelong Learning Research Institute, Inc.	*
Lincoln Preparatory Academy	*



District/Charter	Count of Students
Litchfield Elementary District	178
Little Lamb Community School	*
Littlefield Unified District	*
Littleton Elementary District	24
Madison Elementary District	38
Madison Highland Prep	*
Maine Consolidated School District	*
Mammoth-San Manuel Unified District	*
Marana Unified District	144
Maricopa Unified School District	63
Maryvale Preparatory Academy	*
Masada Charter School, Inc.	*
Math and Science Success Academy, Inc.	*
Mayer Unified School District	*
Mcnary Elementary District	*
Mesa Unified District	643
Mexicayotl Academy, Inc.	*
Miami Unified District	*
Midtown Primary School	*
Mingus Springs Charter School	*
Mingus Union High School District	*
Mohawk Valley Elementary District	*
Montessori Academy, Inc.	*
Montessori Day Public Schools Chartered, Inc.	*
Montessori Education Centre Charter School	*
Montessori House, Inc.	27
Morenci Unified District	*
Morrison Education Group, Inc.	*
Mountain Oak Charter School, Inc.	*
Murphy Elementary District	*
Nadaburg Unified School District	*
New School for the Arts Middle School	*
New World Educational Center	*
Noah Webster Schools - Mesa	*
Nogales Unified District	*
North Phoenix Preparatory Academy	*
Northland Preparatory Academy	*



District/Charter	Count of Students
Nosotros, Inc	*
Open Doors Community School, Inc.	*
Oracle Elementary District	*
Osborn Elementary District	16
Page Unified District	*
Painted Desert Montessori, LLC	17
Painted Pony Ranch Charter School	*
Palominas Elementary District	14
Paradise Valley Unified District	263
Paragon Management, Inc.	14
Parker Unified School District	20
Patagonia Union High School District	*
Pathfinder Charter School Foundation	*
Payson Unified District	*
Pearce Elementary District	*
Pendergast Elementary District	44
Peoria Unified School District	302
Phoenix Advantage Charter School, Inc.	*
Phoenix Education Management, LLC,	*
Phoenix Elementary District	32
Phoenix Union High School District	92
Picacho Elementary District	*
Pima Unified District	*
Pine Forest Education Association, Inc.	*
Pinnacle Education-Tempe, Inc.	*
PLC Arts Academy at Scottsdale, Inc.	11
Pointe Educational Services	*
Pomerene Elementary District	*
Portable Practical Educational Preparation, Inc. (PPEP, Inc.)	172
Prescott Unified District	37
Queen Creek Unified District	102
Ray Unified District	*
Red Mesa Unified District	*
Red Rock Elementary District	*
Reid Traditional Schools' Painted Rock Academy Inc.	*
Research Based Education Corporation	*
Ridgeline Academy, Inc.	11



District/Charter	Count of Students
Riverside Elementary District	*
Roosevelt Elementary District	109
Rosefield Charter Elementary School, Inc.	*
Round Valley Unified District	*
Sacaton Elementary District	*
Saddle Mountain Unified School District	17
Safford Unified District	*
Sahuarita Unified District	102
San Carlos Unified District	125
San Tan Montessori School, Inc.	28
Sanders Unified District	*
Santa Cruz Valley Unified District	*
Santa Cruz Valley Union High School District	*
Scottsdale Country Day School	*
Scottsdale Preparatory Academy	*
Scottsdale Unified District	225
Sedona Charter School, Inc.	*
Sedona-Oak Creek JUSD #9	*
Self Development Academy-Phoenix	*
Self Development Charter School	*
Show Low Unified District	34
Sierra Vista Unified District	115
Skull Valley Elementary District	*
Skyview School, Inc.	*
Snowflake Unified District	24
Somerton Elementary District	*
Sonoita Elementary District	*
Sonoran Desert School	*
Sonoran Science Academy - Broadway	*
Southgate Academy, Inc.	*
St David Unified District	*
St Johns Unified District	*
Stanfield Elementary District	*
Stepping Stones Academy	*
Success School	*
Sunnyside Unified District	141
Superior Unified School District	*



District/Charter	Count of Students
Tanque Verde Unified District	30
Telesis Center for Learning, Inc.	*
Tempe Preparatory Academy	*
Tempe School District	72
Tempe Union High School District	66
The Charter Foundation, Inc.	*
The Grande Innovation Academy	*
The Odyssey Preparatory Academy, Inc.	18
The Paideia Academies, Inc	*
Tolleson Elementary District	12
Tolleson Union High School District	32
Toltec School District	*
Tombstone Unified District	*
Triumphant Learning Center	*
Trivium Preparatory Academy	*
Tuba City Unified School District #15	*
Tucson Country Day School, Inc.	*
Tucson International Academy, Inc.	*
Tucson Unified District	708
Union Elementary District	*
Vail Unified District	163
Valley of the Sun Waldorf Education Association, dba Desert Marigold School	23
Veritas Preparatory Academy	*
Vernon Elementary District	*
Victory Collegiate Academy Corporation	*
Villa Montessori Charter School	*
Vista College Preparatory, Inc.	*
Washington Elementary School District	143
West Gilbert Charter Elementary School, Inc.	*
Western School of Science and Technology, Inc.	*
West-MEC - Western Maricopa Education Center	*
Whiteriver Unified District	95
Wickenburg Unified District	12
Willcox Unified District	*
Williams Unified District	*
Window Rock Unified District	119
Yarnell Elementary District	*



District/Charter	Count of Students
Young Elementary District	*
Yucca Elementary District	*
Yuma Elementary District	302
Yuma Union High School District	40



3 Annual Award Amount

This section includes a summary of the annual award amounts associated with students. As of January 5, 2021, the average annual award amount within the ESA program is \$14,373.69.

3.1 Recipients by Award Range

Award Range	Count of Recipients
<\$3,000	0
\$3,000-\$3,999	758
\$4,000-\$4,999	0
\$5,000-\$5,999	324
\$6,000-\$6,999	4,660
\$7,000-\$7,999	282
\$8,000-\$8,999	5
\$9,000-\$9,999	1
\$10,000-\$14,999	236
\$15,000-\$19,999	30
\$20,000-\$24,999	163
\$25,000-\$29,999	2,796
\$30,000+	463



4 ESA Applications

This section includes the number of applications that were received in the previous quarter broken down by those approved and those denied. Information on denied applications includes count by denial justification.

The ESA program received 904 applications for Quarter 2 (October 1, 2020 through December 31, 2020). All applications received in Quarter 2 have been processed.

4.1 Applications by Status

Status of Application	Count of Applications
Approved	651
Denied	119
Duplicate	18
Sibling-waiting on anchor	14
Incomplete	102
Total	904

4.2 Denied Applications

Denial Reasons	Count of Denials
Did not meet AOI hours	7
Did not meet the first 100 days	50
Not a student with a disability	3
Incoming Kinder-not assigned to a D/F school	6
Not a Ward of the Court	1
Not attending a D/F school	23
Not eligible for Kinder	14
Not eligible for Preschool	8
Previously Terminated	4
Sibling is not a current or past recipient	3

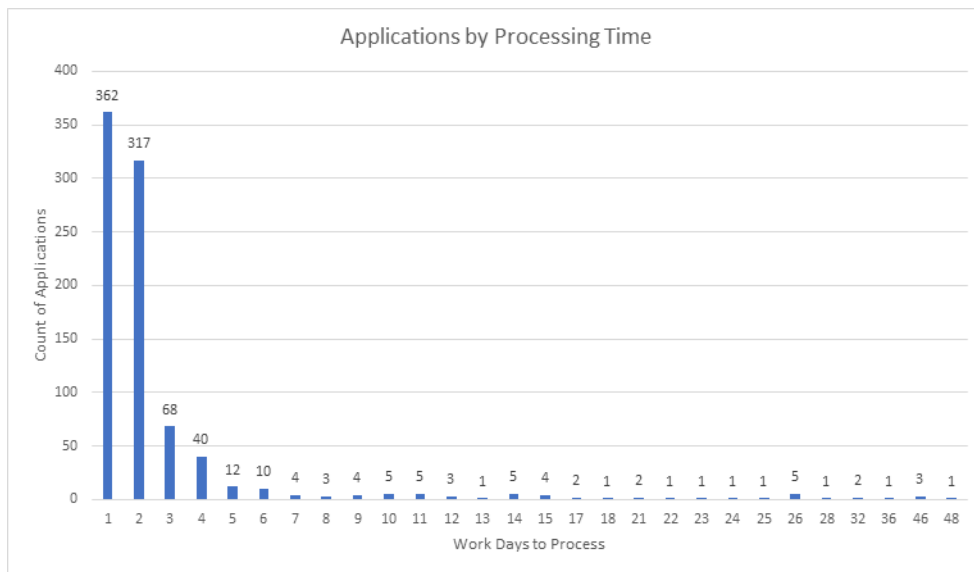


5 ESA Applications Processing Time

This section includes the number of applications received in the previous quarter that were processed within 45 days of receipt and the number of applications that were administratively incomplete.

904 applications were received for Quarter 2 (October 1, 2020 through December 31, 2020), of which 102 were deemed administratively incomplete.

5.1 Applications by Processing Time



	Count	Percentage
Applications processed in less than 45 business days	861	99.54%
Applications processed in greater than 45 days*	4	0.46%
Total Applications**	865	100.00%

* Applications greater than 45 days: In all four instances, the application was incomplete. When the required documentation is received, the system automatically puts the application on the day it left off.

**Counts do not include 102 incomplete applications that were not resubmitted but does include duplicated counts for those that were deemed incomplete and then resubmitted and deemed complete.



5.2 Incomplete Applications

Status of Application	Count of Applications
Incomplete	102

6 Parent Feedback and Response

This section includes a summary of the parent input/feedback that has been collected by the ESA program. It also includes a list of current and upcoming action steps to address the feedback shared by ESA families.

6.1 Parent Feedback

The ESA program will solicit parent feedback through the following processes:

- ESA Parent Advisory Council
- Written comments
- Electronic surveys
- Ad-hoc meetings

Feedback will be solicited throughout the year, with both regularly scheduled dates for meetings and comment periods, as well as ad-hoc requests as determined by the Department. Feedback will be reviewed and summarized by the Department and considered before final decision making on the item for which input is being collected. The Department will report to the State Board of Education a summary of the feedback collected and the response or relevant action taken by the Department in its Quarterly Report pursuant to R7-2-1503 (5).

Parent Advisory Council

The ESA Parent Advisory Council is comprised of 10 members for the purpose of providing the Department with consultation and advice on the administration of the ESA program. The council will provide strategic advisory support in order to ensure the administrative processes of the ESA program meet the needs of students and families enrolled in the Program.

There will be three regularly scheduled meetings of the council each year. Additional meetings will be scheduled as needed. Council meetings will be accessible to other ESA parents not on the council for viewing. There will be an opportunity at each council meeting for other stakeholders to provide oral and written comment. A summary of the meeting notes will be reported to the State Board of Education as part of the Quarterly Report pursuant to R7-2-1503 (5).



The first meeting was conducted December 4 as an orientation to new members. The next meeting is scheduled for January 27 and will cover ClassWallet transition, outreach and marketing, and the ESA Parent Handbook.

Information about the council can be found at <https://www.azed.gov/esa/esa-parent-advisory-council-charter>

Written Comments

The Department will solicit written comments on the Parent Handbook and administration of the program. Written comments will be collected electronically. An email notice seeking feedback will be issued by the Department to all active account holders. In general, the notice will specify a comment period of 30 days and will include any relevant documentation for review. The Department may use a shorter comment period when justified. Parents may request more time to submit comments, and the Department may consider late-filed comments, if decision-making timeline permits.

The first request for written comments will be published no later than Friday, January 15 through a form on the ESA page of the Department's website. The request will solicit feedback on the Parent Handbook.

Written comments will be summarized and reported to the State Board of Education as part of the Quarterly Report pursuant to R7-2-1503 (5).

Electronic Surveys

The Department may utilize surveys to solicit parent feedback on administration of the ESA program. Surveys will be distributed electronically to active account holders. Surveys will be made available on an ongoing basis to solicit information on customer satisfaction to inform the customer serv. In addition, surveys will be used on an ad-hoc basis to solicit feedback on specific processes or systems.

Survey results will be summarized and reported to the State Board of Education as part of the Quarterly Report pursuant to R7-2-1503 (5).

During Quarter 2, the Department collected survey results from ESA families related to the transition to ClassWallet. The ClassWallet Transition survey results and the Department's response in section 7.4 of the report.

On December 28, 2020, ESA begin providing a survey link to all tickets received through the Department's HelpDesk for families to provide feedback on the timeliness, completeness, quality, and helpfulness of the response with regard to their request as well as the overall satisfaction with the ESA program. Families are also given an opportunity on the survey link to let us know how ESA is doing.

On January 5, 2021, ESA analyzed responses received as of December 28, 2020 through January 5, 2021. One response was received. The response indicated a very satisfied (on a scale from very satisfied to very dissatisfied) for timeliness, completeness, quality, and helpfulness of the response.



In addition, as of January 5, 2021, families can also provide general program feedback on our website. This survey focuses on the ESA program, banking systems, ease of navigating the ESA website/portal, ClassWallet platform/assistance, ClassWallet recent improvements, and overall ESA communication. Families are also given an opportunity to provide ESA with any concerns or praises.

The survey can be accessed at <https://www.surveymonkey.com/r/ESAProgramSatisfaction>

Ad-Hoc Meetings

The Department may convene ad-hoc meetings of ESA parents and stakeholders to solicit feedback on the Parent Handbook or on administration of the ESA program. These meetings will be convened as needed to collect more information or help parents understand the proposal the Department is seeking input on. The Department may use interactive Internet sessions or a webinar format to conduct ad-hoc meetings in addition to in-person options.

A summary of the dialog will be reported to the State Board of Education as part of the Quarterly Report pursuant to R7-2-1503 (5).

The Department did not convene an ad-hoc meeting during Quarter 2 and there are no ad-hoc meetings scheduled at this time.

6.2 ADE Response to Feedback

The Department is still in the early stages of implementing formalized parent feedback loops and will return in Quarter 3 with more detail on responses to feedback. During Quarter 2, the Department has initiated the following actions based on parent feedback:

- Developed a quarterly newsletter to communicate critical information with families throughout the year. First newsletter will go out via email January 15, 2021.
- Created a customer service survey on all closed HelpDesk requests.
- Added a general program survey to the website that can be submitted at any time.

The Department will convene a meeting at least once per quarter to include relevant program staff and leadership to review parent feedback collected through these processes and assign action items to address issues and make improvements to the program.

For ongoing customer service survey responses, the ESA Accounts Lead and Program Support Lead are tasked with reviewing all surveys every two weeks.

The Leads will pull data for complaint escalations and will respond to elevated complaints. The Leads will supply the ESA Accounts and Program Support Manager the complaint data for their respective areas.

Managers will make necessary adjustments in processes and trainings for their respective areas as needed based off the feedback received. Managers will communicate these changes to their teams and will document all procedural changes in the P&P.



Managers will address all complaints and outcomes (i.e.: procedure updates, additional training, further escalations) to the ESA DAS on a weekly basis.

7 Private Financial Management Firm

This section includes information on the private financial management firm assisting in the management of the program and includes:

- a) The number and eligibility type of accounts utilizing the firm
- b) The number of providers and vendors on the firm's platform
- c) Communications and trainings provided to parents
- d) Concerns from parents submitted to the Department, the Treasurer and the private financial management firm and how the Department, Treasurer and private financial management firm are addressing the concerns
- e) Any other information the Board requests

7.1 Accounts by Firm

Eligibility Category	Bank of America Count of Students	ClassWallet Count of Students
Attending D/F School	72	393
Legally Blind/Deaf/Hard of Hearing	10	31
Military	302	789
Previously in ESA Program	23	80
Residing on a Native American Reservation	62	330
Sibling	356	1,097
Special Needs	1,748	4,148
Ward of the Court	116	405
Total	2,689*	7,273

* Some accounts listed are not "active", but they are not yet deactivated in Bank of America because they have not reached a termination status yet. Approximately 240 accounts are in that process.

7.2 Providers and Vendors

As of January 4, 2021, there are currently 1,339 vendors/providers in the ClassWallet application.

7.3 Communications & Trainings

ClassWallet will facilitate training for parents who use the financial management platform to spend scholarship monies. Training will occur every other month, starting in January 2021, except for heavy enrollment months (June, July, August), when training will be scheduled on a monthly basis. Training will occur in the following patterns:



Every other month: January, March, May; September, November

Monthly: June, July, August

Two training sessions will be offered for each scheduled month - mid month and end of month - am & pm. Recorded sessions will be made available on the ESA page of the ADE website.

The first sessions to be scheduled will be in January 2021, on the following dates:

January 14, 2021(Thursday) - am

January 28, 2021 (Thursday) - pm

Previously recorded training videos, upcoming training dates and registration information will be made available on the ESA website at <https://www.azed.gov/esa/classwallet>

7.4 Parent Concerns and Responses

From October 1, 2020 to October 9, 2020 the ESA program collected survey results from ESA families related to the transition to ClassWallet. Summaries of the results of that survey are included below.

At this time, the Department has not formally collected information regarding parent feedback made directly to ClassWallet and the Treasurer's Office. This information will be included in the next quarterly report.



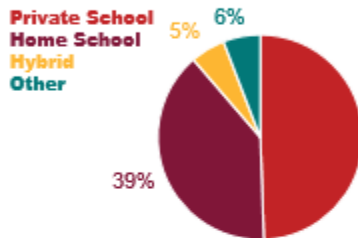
ESA ClassWallet Family Survey Summary Statistics

1303 responses received 10/1 -10/9

Time in ESA
 Less than 1 Year – 31%
 1-3 Years – 37%
 More than 3 Years – 32%



School Environment



Number of Students





ESA ClassWallet Family Survey Summary Statistics

Transitioned and Had a Transaction – 709 Responses

	Private School	Home School	Hybrid	Other	All
The Department of Education provided the information necessary to prepare for my account to be moved to ClassWallet.	3.97	2.81	3.15	2.50	3.60
I am satisfied with the ClassWallet platform overall.	3.89	2.58	3.18	2.21	3.42
The instructions for making a purchase through ClassWallet are clear.	3.74	2.38	3.04	2.36	3.27
Making a purchase through ClassWallet was easy.	3.80	2.67	3.30	2.42	3.40
The instructions for submitting a reimbursement are clear.	3.52	2.80	2.69	2.34	3.19
The process of reimbursement is easy to complete.	3.57	2.89	3.00	2.50	3.27
I am satisfied with the responsiveness for reimbursement requests.	3.76	3.10	2.70	2.72	3.45
I am satisfied with the responsiveness for purchase approval requests.	3.98	2.89	3.04	2.71	3.55
I am aware of the Concierge service provided by ClassWallet to purchase items or services not in the Marketplace.	2.63	2.20	2.54	2.34	2.48
I understand how to use the Concierge service provided by ClassWallet to purchase items or services not in the Marketplace.	2.40	1.74	2.07	1.78	2.15
I am confident in ClassWallet's security protections for my personal information.	3.79	2.49	3.00	2.21	3.33

Transitioned and No Transaction – 88 Responses

	Private School	Home School	Hybrid	Other	All
The instructions for making a purchase through ClassWallet are clear.	2.67	2.28	2.00	1.80	2.43
I am prepared to make purchases in the ClassWallet portal.	2.63	2.52	1.50	1.20	2.45
I am aware of the Concierge service provided by ClassWallet to purchase items or services not in the Marketplace.	2.21	2.58	2.00	1.60	2.29
I understand how to use the Concierge service provided by ClassWallet to purchase items or services not in the Marketplace.	1.91	2.04	1.00	1.40	1.90
I am confident in ClassWallet's security protections for my personal information.	2.77	2.63	3.00	2.00	2.67



ESA ClassWallet Family Survey Summary Statistics

Not Transitioned – 505 Responses						
	Private School	Home School	Hybrid	Other	All	
The Department of Education has provided the information I need to prepare my account to be moved to ClassWallet.	2.42	2.04	1.94	1.83	2.12	
The vendors and providers I use are integrated in the ClassWallet platform.	2.68	1.74	1.79	1.60	1.98	
I understand the options available through ClassWallet to make purchases inside the Marketplace.	2.26	2.18	1.86	2.39	2.19	
I understand the options available through ClassWallet to make purchases outside the Marketplace.	2.04	1.91	1.75	2.06	1.94	
I am confident in ClassWallet's security protections for my personal information.	2.58	2.02	1.78	1.71	2.12	

Services that would be helpful in transitioning to ClassWallet

<ul style="list-style-type: none"> 332 FAQ Guide 322 Training Videos 301 Phone w/ ClassWallet 297 Phone w/ ADE 280 Email w/ ClassWallet 277 Email w/ ADE 143 Live Webinar 130 Other 	<p>Other Suggestions</p> <ul style="list-style-type: none"> • Documentation <ul style="list-style-type: none"> • Thorough handbook • Rules/procedures • Transcripts of videos • When to contact ADE v ClassWallet • Regularly updated vendor list • Examples of approved online items • Communication <ul style="list-style-type: none"> • Regular emails • Monthly newsletter • Timely/consistent responses • Vendor Assistance <ul style="list-style-type: none"> • Guidance/resources to provide vendors • Vendor invoice templates • Post-secondary vendors • Ongoing place to request vendors • Ease of Use <ul style="list-style-type: none"> • ADA compliance • Centralized hub for training and support • Parent support group • Visibility prior to transition
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Additional analysis on the ESA ClassWallet transition survey and the free-response commentary provided by ESA families, is available upon request.

Based on the survey results, the Department has:

- Scheduled live ClassWallet trainings which will be facilitated by ClassWallet to take place multiple times throughout the year. The first trainings will take place in January.
- Worked with ClassWallet to make sure their website was upgraded to meet ADA compliance.



- Is working with the Treasurer's Office to explore all purchasing options within the ClassWallet platform, including debit cards.

7.5 Other Requests

There were no other information requests identified from the Board for this quarterly report.



Update on Policies and Procedures



Use of Funds

Database of Approved Expenses

Purpose:

Establish a process for maintaining a publicly available database of approved expenses and disallowed expenses for the current and upcoming fiscal years pursuant to A.R.S. § 15-2401 et seq, and A.A.C. R7-2-1507 (A).

Authority:

A.R.S. § 15-2401 et seq, and A.A.C. R7-2-1507 (A).

Policy:

The ESA Program will maintain a database of approved expenses. The database will be publicly available on the Department's ESA webpage and be disaggregated by eligibility category. The database will be updated as needed and will indicate the last date of revision with the revised items (added or removed) highlighted or noted in the document.

Process:

The database of approved expenses will be posted on the ESA website. ESA Staff will update the database of approved and disallowed expenses monthly. List is divided by eligibility category (associated goods for students with a disability).

1. Account specialist update the list
2. The list is reviewed by the Accounts Lead or Accounts Manager
3. Accounts Lead or Account Manager provides DAS with list
4. DAS reviews list prior to updating on the ESA website

Link:

[https://www.azed.gov/sites/default/files/2021/01/ESA%20Allowed Disallowed%2020 21%20Spreadsheet.pdf](https://www.azed.gov/sites/default/files/2021/01/ESA%20Allowed%20Disallowed%2021%20Spreadsheet.pdf)

Review of Expenses

Purpose:

Establish a process to review an expense before making an administrative decision to deny the expense.

Authority:

A.A.C. R7-2-1507 (B)

Policy:

The Department shall review expense approval requests for transactions in the ClassWallet platform and take action to approve or deny within 1-3 days of receiving the request (not including weekends or holidays). The Department shall not request repayment for an expense it has approved for a specific



ESA. The Department shall treat similar expenditures by similarly situated account holders in the same manner so long as the account holder provides sufficient documentation to support the expense.

Process:

Responding to Inquiries: Questions About Expenses

Help Desk – Questions About Expenses

1. The HelpDesk ticket contains questions if an item is an allowable expense.
2. Evaluate the HelpDesk ticket for the following information:
 - a. Can the answer be found in the Parent Handbook (for general information questions)?
 - i. Review Parent Handbook for information, locate the answer.
 - ii. In the “Resolution”, provide the answer and reiterate this information while also referencing the Parent Handbook page.
 1. For example:
 - a. Question: *Are reading books an allowable expense?*
 - b. Specialist Answer:
 - i. *Hello,*
Thank you for your email.
Reading Books are an allowable expense. You can find this expense and others detailed in the Parent Handbook, such as on page 16, under “Approved Educational Materials”. Let me know how else I can be of assistance.
Thank you,
 - b. If the sender asking about a specific item, or items, complete the following:
 - i. Verify the following information:
 1. There is a direct link to the item or items.
 - a. Do you have all the necessary information for a determination? Request more information in the “Conversations” Field.
 - ii. Verify if the item already has a determination:
 1. Check if the item is allowed per the Parent Handbook.
 2. Check if the item is allowed per internal resources and tools, such as the Approval Guide and/or the Expense Spreadsheet.
 - iii. If the item has a determination, use Accounts Team verbiage to resolve the ticket in the “Resolution” area.
 - iv. If the item does not have a determination, add the item to the Expense Spreadsheet, and use Accounts Team verbiage to apologize and explain the delay of a determination. Refer to the “Expense Review Process” for what is next.

Help Desk – Associated Goods

1. The HelpDesk ticket is asking if an Associated Good is an allowable expense.
2. Verify the following information:



- a. The item/s they would like to purchase.
- b. The Application Type is: Student with a Disability
- c. The Special Education documentation.
 - i. Evaluate that the documentation contains:
 1. Student's Name
 2. The Student Information Page (if applicable)
 3. Highlighted sections that pertain to the item being requested.
 4. If the documentation is from a Special Education professional, it must be on letterhead and signed.
 5. The documentation may not come from a medical facility, medical professional, or otherwise demonstrate a medical need.
- d. Elevate this information to Accounts Manager and Accounts Lead Specialist with the following information:
 - i. Item being requested
 - ii. Additional information and documentation, specifying where the highlighted/applicable sections can be found.
- e. Inform Account Holder their request has been elevated to ESA Management for Review.

Evaluating ClassWallet Orders

1. *For Orders that Contain: Curricula, Supplemental Items, Books, Educational Materials*
 - a. Verify if the item already has a determination:
 - i. Check if the item is allowed per the Parent Handbook.
 - ii. Check if the item is allowed per internal resources and tools, such as the Approval Guide, and/or the Expense Spreadsheet.
 - b. If the items are approved, approve the order.
 - c. If you need more information:
 - i. Log the order as Pending in the Pending Order Spreadsheet.
 - ii. Reach out to the Account Holder directly with questions about the order, such as requesting Educational Support.
 - iii. If there is no response for the Information Request after 30 days:
 1. Cancel the ClassWallet Order and update the Pending Order Spreadsheet.
 - d. If the order contains disallowed items:
 - i. Verify this first: if the item does not have a charge on an itemized invoice, it is allowable.
 - ii. Issue the Appeal Process Letter and Cancel the ClassWallet Order.
2. *For Orders that Contain: Associated Goods*
 - a. Verify if the request contains mention of an approval:
 - i. If the comments contain a HelpDesk ID or Account Specialist name, verify this information.



- ii. Evaluate Account for noted approval of this item.
- iii. The Application Type is: Student with a Disability
- b. Once you can verify the order has been pre-approved, approve the order.
- c. If you need more information:
 - i. Log the order as Pending in the Pending Order Spreadsheet.
 - ii. Reach out to the Account Holder directly with questions about the order, such as requesting Special Education documentation.
 - 1. Upon receipt of Special Education Documentation, evaluate that the documentation contains:
 - a. Student's Name
 - b. The Student Information Page (if applicable)
 - c. Highlighted sections that pertain to the item being requested.
 - d. If the documentation is from a Special Education professional, it must be on letterhead and signed.
 - e. The documentation may not come from a medical facility, professional, or otherwise demonstrate a medical need.
 - 2. Elevate this information to Accounts Manager and Accounts Lead Specialist with the following information:
 - a. Item being requested
 - b. Additional information and documentation, specifying where the highlighted/applicable sections can be found.
 - 3. Inform Account Holder their request has been elevated to ESA Management for Review.
 - iii. If there is no response for the Information Request after 30 days:
 - 1. Cancel the ClassWallet Order and update the Pending Order Spreadsheet.
 - iv. If there is insufficient documentation or the order cannot otherwise be approved:
 - 1. Issue the Appeal Process Letter and Cancel the ClassWallet Order and update the Pending Order Spreadsheet.
- 3. *For Orders that Contain: Services Rendered or Private School*
 - a. Verify the following information:
 - i. The invoice must have:
 - 1. Student's Name
 - 2. The Dates of Service
 - 3. A Description of Services
 - 4. The Name of the Provider or Vendor
 - 5. The transaction total.
 - ii. The expenses included are allowable, such as there are no:
 - 1. Disallowed Fees (refer to Parent Handbook)
 - iii. The services occur on or after the date the ESA contract was signed.



- b. If the request is incomplete (missing any of the above information):
 - i. Log the order as Pending in the Pending Order Spreadsheet.
 - ii. Reach out to the Account Holder directly with questions about the order.
 - iii. If there is no response for the Information Request after 30 days:
 - 1. Cancel the ClassWallet Order and update the Pending Order Spreadsheet.
- c. If the request contains incorrect information, such as the wrong student's name:
 - i. Cancel the ClassWallet order.
- d. If the request contains disallowed charges:
 - i. Issue Appeal Process Letter and Cancel the ClassWallet order.

4. For Reimbursements

- a. Verify the following information:
 - i. Date of reimbursement – ensure the quarter of the reimbursement request and that it does not fall after the following deadlines:
 - 1. Quarter 1: October 7
 - 2. Quarter 2: January 7
 - 3. Quarter 3: April 7
 - 4. Quarter 4: July 7
 - ii. Proof of purchase / Paid invoices.
 - iii. Documents for Services Rendered:
 - 1. The invoice must have:
 - a. Student's Name
 - b. The Dates of Service
 - c. A Description of Services
 - d. The Name of the Provider or Vendor
 - e. The transaction total
 - 2. A valid credential.
 - a. Psychological-Educational Evaluations do not need credentials.
 - iv. For Associated Goods:
 - 1. Evaluate if the item has been pre-approved by checking notes on the account or following up with information provided by the Account Holder (ESA staff member that approved the item, the Help Desk ID, etc.)
 - 2. Evaluate the Application Type is: Student with a Disability
- b. If the request is incomplete (missing any of the above information):
 - i. For Services Rendered or Allowable Goods:
 - 1. Log the order as Pending in the Pending Order Spreadsheet.
 - 2. Reach out to the Account Holder directly with questions about the order, such as requesting Special Education documentation.
 - ii. For Associated Goods:



1. Log the order as Pending in the Pending Order Spreadsheet.
 2. Reach out to the Account Holder directly with questions about the order, such as requesting Special Education documentation.
 3. Upon receipt of Special Education Documentation, evaluate that the documentation contains:
 - a. Student's Name
 - b. The date.
 - c. The Student Information Page (if applicable)
 - d. Highlighted sections that pertain to the item being requested.
 - e. If the documentation is from a Special Education professional, it must be on letterhead and signed.
 - f. The documentation may not come from a medical facility, medical professional, or otherwise demonstrate a medical need.
 4. Elevate this information to Accounts Manager and Accounts Lead Specialist with the following information:
 - a. Item being requested
 - b. Additional information and documentation, specifying where the highlighted/applicable sections can be found.
 5. Inform Account Holder their request has been elevated to ESA Management for Review.
- iii. If there is no response for the Information Request after 30 days:
1. Cancel the ClassWallet Order.
- c. If there is insufficient documentation or the order cannot otherwise be approved:
- i. Issue the Appeal Process Letter and Cancel the ClassWallet Order and update the Pending Order Spreadsheet.

Evaluating Expense Reports

1. Start with the Daily Expense Report List as assigned by the Accounts Manager and/or Accounts Lead Specialist.
 - a. *For Curricula, Supplemental Items, Books, Educational Materials*
 - i. Verify if the item already has a determination:
 1. Check if the item is allowed per the Parent Handbook.
 2. Check if the item is allowed per internal resources and tools, such as the Approval Guide, and/or the Expense Spreadsheet.
 - b. *For Services Rendered*
 - i. Documents:
 1. The invoice must have:
 - a. Student's Name
 - b. The Dates of Service



- c. A Description of Services
 - d. The Name of the Provider or Vendor
 - e. The transaction total
 - 2. A valid credential.
 - a. Psychological-Educational Evaluations do not need credentials.
 - ii. Verify that the expenses included are allowable, such as there are no:
 - 1. Disallowed Fees (refer to Parent Handbook)
- c. *For Private School*
 - i. Documents:
 - 1. The invoice must have:
 - a. Student's Name
 - b. Date of the Transaction
 - c. A Description of Charges
 - d. The Name of the Private School
 - e. The Transaction total to match what was charged.
 - 2. Verify that the expenses included are allowable, such as there are no:
 - a. Disallowed Fees (refer to Parent Handbook)
- d. *For Associated Goods*
 - i. Verify the following:
 - 1. The account has been noted of pre-approval.
 - 2. Application Type: Student with a Disability
 - 3. The purchase does not contain disallowed additions, such as:
 - a. A protection plan.
 - b. Cases, accessories, etc.
 - c. Verify this first: if the item does not have a charge on an itemized invoice, it is allowable.
- e. *For 'Self-Reported Accidental Spending'*
 - i. Disallow the line item and verify if the item has been refunded or repaid to the account. If it has not:
 - 1. Provide this response: *Please refund or repay this expense. If you are anticipating a refund, please notify us once the refund has posted.*
- f. *For a line item reported as 'Fraud'*
 - i. Disallow the line item and verify if the item has been refunded or repaid to the account. If it has not:
 - 1. Provide this response: *Please refund or repay this expense. If you are anticipating a refund, please notify us once the refund has posted.*



- g. *For Post-Secondary Expenses*
 - i. Documents:
 - 1. The invoice must have:
 - a. Student's Name
 - b. Date of the Transaction
 - c. A Description of Charges
 - d. The Name of the School
 - e. The Transaction total to match what was charged.
 - 2. Verify that the expenses included are allowable, such as there are no:
 - a. Disallowed Fees (refer to Parent Handbook)
- h. *For Testing Fees*
 - i. Documents:
 - 1. The invoice must have:
 - a. Student's Name
 - b. Date of the Transaction
 - c. A Description of Charges
 - d. The Name of the Test/Business
 - e. The Transaction total to match what was charged.
- i. *Evaluate the Report for the following:*
 - i. If funds were used on Academic Expenses
 - ii. If there are any Annual Subscriptions
 - iii. If funds were only spent on Post-Secondary Expenses
 - 1. Not applicable to Exited Students.
- 2. Once all line items have been approved:
 - a. If the report has no findings, approve report.
 - b. If the report has insufficient information, reject the report.
 - i. The automated e-mail includes the appeal process.
 - c. If the report contains disallowed expenses, disallow the report.
 - i. The automated e-mail includes the appeal process.

Expense Review Process

- 1. If as expenses are being reviewed, through HelpDesk, ClassWallet, or the Expense Reports, an expense that is encountered does not have a determination (has not been previously reviewed by the Accounts Team), complete the following:
 - a. Add the item to the Expense Spreadsheet and mark it as pending.
 - b. Review the item with the Accounts Team as part of the bi-weekly meeting.
 - i. The items are reviewed with the Accounts Team based on:
 - 1. ESA Statute
 - 2. Rules



3. Parent Handbook
 4. Other internal resources such as tools, and guidance from ESA Management and Leadership.
- ii. Accounts Lead Specialist records determinations on spreadsheet.
2. Following completion of meeting, complete pending items, such as HelpDesk tickets within 24 hours.

Retention of Expense Records

Expense records for purposes of audit are to be retained for current year plus one.



Customer Service Management

Purpose:

To establish customer service performance management policies, procedures, and metrics.

Authority:

A.A.C. R7-2-1503 (3)

Performance Expectations for Program Staff:

Calls

All incoming and outgoing calls by program staff will be recorded through the CISCO phone system.

Program Staff that are not utilizing CISCO Finesse to answer calls will answer and return all incoming calls and voicemails within one business day.

Program Staff that are answering calls via CISCO Finesse will align their service with the following daily metrics:

Average Handling Time- 6 minutes at max

Service Level- Between 70%-90%

Amount of Transfers- 5 calls max

Calls Not Answered- 0 calls

Personal Time Not Ready Status- 10 minutes max

Program Staff that are utilizing CISCO Finesse to answer calls will have a daily report pulled via CUIC- Cisco Unified Intelligence Center to ensure that benchmarks are being met.

Tickets

Program staff use the customer-service-ticketing system to send email responses for all email/voicemail customer service inquiries.

Program Staff will be assigned tickets daily by the Program and Accounts Lead:

Tickets submitted to ESA Operations will be resolved within 1-2 business days.

Tickets submitted to ESA Compliance will be resolved within 3-5 business days.

All Program staff are required to acknowledge to the parent that their ticket has been received via the HelpDesk conversation link and inform them that they will have an answer within their respective time frame.

All Program staff are required to have their signature on all responses and resolutions.



Voicemails that were created from the ESA Support Line and converted into a HelpDesk ticket will be responded to within 1 business day both teams.

Call and Ticket Score Sheets

To track customer service expectations and benchmarks for the ESA Program Staff, a scoring sheet will be utilized to rate calls and ticket resolutions.

Score sheets are utilized by the ESA Program Support Lead to pull recorded calls and tickets for quality assurance.

Each specialist from the Program, Support and Compliance teams will have their calls and tickets pulled on a monthly basis.

During the first week the month, five random calls and tickets from each specialist handled in the prior month will be pulled for review.

The Program Support Lead will use the ESA Score Card to rate and review the quality and completeness of the call and ticket resolution.

The Program Support Lead will meet with each specialist once a month to go over their call and ticket evaluations. A copy of the score sheets will be provided to the specialist.

The Program Support Lead will meet with the Accounts Lead to review the scoring for the Accounts Team prior to meeting with the Accounts Specialists.

Scores between 10-22 indicates that the specialist needs to have further training and coaching. The Program Support Lead will shadow the specialist for one week during their call times to assist with call guidelines and best practices.

Scores between 23-33 indicates that the specialist will need to have one coaching session with the Program Support Lead to help them move into the next range.

Scores between 34-44 indicates that the specialist has a solid grasp on customer service requirements; no additional training or coaching will be required for that month

A copy of the ESA Score Card is included on the next page



ESA Score Card

Specialist: _____

Call		Ticket	
Date:		Ticket Number:	
Duration:		Date Assigned:	
Start Time:	End Time:	Date Resolved:	

Greeting/Ending:	Yes (2)	No (1)	N/A	Comments
Polite & Professional tone & language				
Specialist identified themselves & the department (Thank the applicant)				
Appropriately Verified appropriate information form the applicant				
Verified appropriate information from the applicant				
Did the specialist let the applicant know what they are doing with the information provided?				
Did the specialist provide contact information for further questions?				
Score:				

Professionalism:	Yes (2)	No (1)	N/A	Comments
Did the specialist use appropriate language?				
Did the specialist speak clearly for the applicant to understand?				
If a hold was used, did the specialist come back after 2-3 minutes?				



Specialist maintained proper tone, pitch, volume and pace thought call?				
Specialist did not interrupt or talk over applicant?				
Specialist remained confident through call?				
specialist refrained from using complicated jargon?				
Specialist noted account with call details?				
Did specialist remind applicant of upcoming dates?				
Did the specialist acknowledge the applicants' concerns/questions?				
Score:				

Problem Solving:	Yes (2)	No (1)	N/A	Comments
Was the specialist able to answer the applicant question?				
Did the specialist provide supporting documentation?				
Was the specialist willing to help the applicant?				
Did the specialist provide the most thorough and accurate solution?				
During the call, was the ESA portal, handbook or statute used?				
Did the specialist update the applicant with the "next steps"?				
Score:				

Completed Score: _____

Comments:





Parent Handbook

Purpose:

Establish a process to manage review, revisions, and updates to Parent Handbook.

Authority:

A.R.S. § 15-2403(J); A.A.C R7-2-1503

Background:

The ESA parent handbook is the set of guidance for every ESA family to use to execute activities within the program. It contains information on the policies, procedures, and administration of the ESA program. Policies and procedures are established in response to the administrative needs of the program, newly enacted legislation, court decisions, and are based on best practices. ESA families and stakeholders are notified of revisions to the handbook.

Standardized policies and procedures ensure efficient work practices and the consistency of administering program functions. Changes in employment laws and regulations, and changes in how the program is supported, may make current policies obsolete. The format of the handbook is important, to make sure that each section can stand on its own. This makes updating a specific section less time-consuming and efficient. All changes to the document should be dated so that when the entire manual is updated, these interim changes can be validated. Changes to the handbook that are affected by changes in statute should be drafted, reviewed, and communicated in a timely fashion.

Program stakeholders will be notified of all changes through email, including the distribution of a Handbook revision, an addendum to the Handbook, or an email that communicates a change.

Annual Review of and Revisions to the Handbook:

The following steps will be executed on an annual basis, typically in the 4th Quarter of the calendar year, to identify any areas in the handbook that need updating.

Review:

1. Read through the handbook and “redline” any areas that need revision.
2. Identify content that no longer applies and highlight for deletion
3. Identify statute-driven updates
4. Identify changes or updates needed based on changes in the program
5. Ensure every section meets its objective and the content is clear and understandable
6. Review any change requests from ESA families and add updates as appropriate
7. Reconcile change tracking log

Revisions:

1. Identify content for revision and create updates, including where in the handbook the new content should be and what, if any, content should be deleted
2. Execute an internal peer review with the team of managers to ensure that the content is correct and complete



3. Request the Assistant Attorney General (AAG) assigned to ADE review the revisions and incorporate feedback
4. Review the Handbook draft with ESA Parent Advisory Council and incorporate feedback
5. Perform internal final review of document
6. Submit to the State Board of Education for their review and incorporate any feedback
7. Finalize draft
8. Distribute to stakeholders via email and update any existing links to the document

Addendum:

For use when a change is needed that requires formalization into the Handbook outside of the annual review/revision process.

1. Determine the scope of the addendum
2. Follow steps 9 through 14 from the Handbook revisions process above.
3. Distribute to all participants as an email attachment.
4. Track all changes for next Handbook revision

Communicating Changes to Program Participants and Stakeholders:

For those changes to the Handbook that are small, and require communication to participants, an email communication can be written to ensure that there is an understanding of the change, and it is communicated using the email contact list for the program participants. Any email to participants will follow the following process:

1. Define the change
2. Conduct an internal review and incorporate any feedback Submit for review by the Assistant Attorney General and incorporate any feedback
3. Submit for State Board of Education review if necessary and incorporate any feedback
4. Finalize communication draft
5. Distribute as an email to all participants
6. Track the communication for next addendum or Handbook revision

Distribution of Handbook:

The Handbook is given to each family when their application is approved. Handbooks are also issued to each active participant when contracts are renewed in May of each year.