



Arizona's ESSA Plan Revision

Unique Populations

Arizona's ESSA Plan...

- Is the state's response to the Every Student Succeeds Act (ESSA), the federal law that allows the U.S. Government to support both national and local education goals with grants and other resources
- Describes how Arizona identifies schools for support and improvement
- Outlines Arizona's system to make sure every student leaves twelfth grade ready for college or career
- Reflects input from a variety of Arizona's education stakeholders
- Was developed in 2016-2017 and received full federal approval in September 2017
- Was amended to revise accountability components in 2019; those modifications were approved January 2020



Why Revise the Plan?

- Superintendent Hoffman has laid out a vision of equity for all students to achieve their full potential
- ADE has made key changes that are reflected in the revised plan
 - Renewed focus on equity
 - Established an educator recruitment and retention team
 - Identified current initiatives supported through these federal programs
- It has been four years since Arizona began implementing the initial ESSA plan



Process for Revision — Completed Work (1)

- Program areas provided inventories of current work
- Program areas reviewed current ESSA plan
 - Revised where necessary
 - Included new work currently engaged in
 - Deleted incorrect or no longer applicable information
 - Modified language for clarity
 - Applied equity lens to ensure equity was infused in all sections
 - Justified and provided rationale for all edits, additions, and deletions



Today's Overview

- The plan is in DRAFT form—feedback and input are needed
- The Overview of as it relates to federal requirements identified in Every Student Succeeds Act (ESSA)
- The edits, additions, and deletions shared are proposed changes or modifications
- Each program has identified key components to share in this overview
 - Title I, Part C (Migrant Education Program)
 - Title III, Part A (English Learner Students)
 - Title VII, Subpart B of the McKinney-Vento Homeless Assistance Act (Education for Homeless Children)



ESSA Plan Sections

- ADE will present information about the revisions of every section included in the ESSA plan
 - Title I, Part A (Basic Programs)
 - **Title I, Part C (Migratory Children)**
 - Title I, Part D (Children Who Are Neglected, Delinquent, or At-Risk)
 - Title II, Part A (Supporting Effective Instruction, Equitable Access to Effective Teachers)
 - **Title III, Part A (English Learner Students)**
 - Title IV, Part A (Student Support and Academic Enrichment Grants)
 - Title IV, Part B (Nita M. Lowey 21st Century Community Learning Centers)
 - Title V, Part B, Subpart 2 (Rural and Low-Income School Program)
 - **Title VII, Subpart B of the McKinney-Vento Homeless Assistance Act (Education for Homeless Children)**



Equity Lens (1)



The six goals identify the elements to be addressed to eliminate inequities and ensure equity.

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Title I, Part C

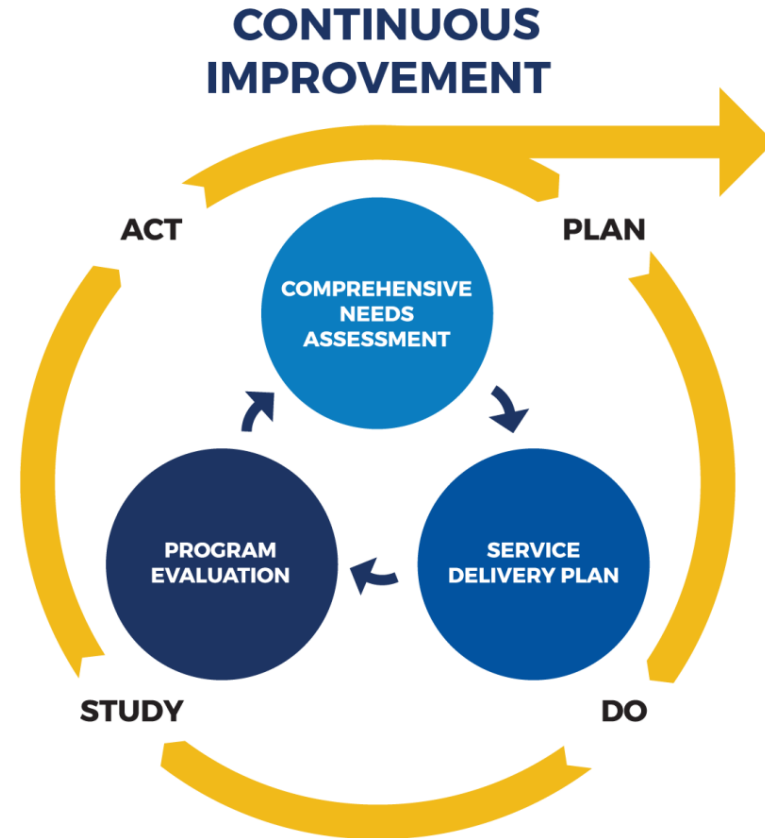
Migrant Education Program

Title I, Part C Migrant Education Program

The purpose of Title I, Part C, Migrant Education Program is to ensure that migratory children fully benefit from the same free public education provided to other children. To achieve this purpose, the Title I, Part C helps SEAs and LEAs address the special educational needs of migratory children to better enable them to succeed academically.



Continuous Improvement Process



Title I, Part C — Migratory Children

The following additions/edits have been proposed:

- Supporting Needs to Migratory Children – Updated the Measurable Program Outcomes provided in the Service Delivery Plan help guide our program and ensure students receive equitable and supplemental services
- Planning – Updated current language to clarify the internal cross-training work and collaboration
- Implementation – Updated current language with a renewed focus on equitable services
- Evaluation – Updated the Measurable Program Outcomes outlined in the Service Delivery Plan
- Promote Coordination Services – Updated the process for the transfer of migratory student records, approval of the Certificate of Eligibility and data management.
- Use of Funds – Update the previous Measurable Program Outcomes and include the process to ensure appropriate use of funds





Title III, Part A

English Language Acquisition

Title III, Part A — English Language Acquisition

The following additions/edits have been suggested:

- SEA Support for English Learner Progress – Update to match shifts/changes taking place specific to English Learners
 - Arizona’s new Language Development Approach which ensures ELs have equitable access and opportunity to achieve comparable academic outcomes
 - New Structured English Immersion (SEI) models
 - Update Professional Learning opportunities



Arizona's Language Development Approach



Structured English Immersion Models

Pull-Out Model

- 60/50 minutes of Targeted ELD
- 60/50 minutes of Integrated ELD included in content classes throughout the day

Two-Hour Model

- 2 hours of Targeted ELD in SEI classroom
- Integrated ELD included in content classes throughout the day

Newcomer Model

- 4 TOTAL hours of ELD Instruction
- 120/100 minutes of Targeted ELD in SEI classroom
- 120/100 minutes of Integrated ELD included in content classes throughout the day

Dual-Language Immersion

- 50/50 Model
- 30/25 minutes of Targeted ELD
- 90/75 minutes Integrated ELD
- No Bilingual Waiver is necessary because SEI requirements are met



Title III, Part A — English Language Acquisition

The following additions/edits have been suggested:

- Monitoring and Technical Assistance – Update and revise current language



Title VII, Subtitle B

Education for Homeless Children *McKinney-Vento Homeless Assistance Act*

Title VII, Subtitle B — Education for Homeless Children Program

The following additions/edits have been suggested:

- Add details for identifying students, update the eligibility criteria and process, add LEA requirement to designate McKinney-Vento Liaison
- Include the Arizona Dispute Resolution process to ensure accountability
- Provide information about CTE programs to expand access to services
- Clarify language, provide greater detail and accountability to ensure students receive equitable educational opportunities
- Add details about the LEA process for removing all barriers for McKinney-Vento students

Title VII, Subtitle B — Education for Homeless Children Program

The following additions/edits have been suggested:

- Add details for identifying students, update the eligibility criteria and process, add LEA requirement to designate McKinney-Vento Liaison
- Include the Arizona Dispute Resolution process to ensure accountability
- Provide information about CTE programs to expand access to services
- Clarify language, provide greater detail and accountability to ensure students receive equitable educational opportunities
- Add details about the LEA process for removing all barriers for McKinney-Vento students

Upcoming Timeline

- Stakeholder Engagement Round 1
 - March/April
- Time for revisions
 - May/June
- Stakeholder Engagement Round 2
 - July/Aug
- Process finalization and submission to US Department of Education
 - September



We Need Your Input

- Survey Link click here:
 - [Title I, Part C \(Migratory Children\)](#)
 - [Title III, Part A \(English Language Acquisition\)](#)
 - [Title VII, Subpart B of the McKinney-Vento Homeless Assistance Act: \(Education for Homeless Children\)](#)
- The first round of feedback will be collected through April 30, 2021
- Access www.azed.gov/essa for:
 - Overview webinar
 - Individual program webinars
 - Survey links for feedback
 - FAQs
- Questions: OELAS@azed.gov ESSAinbox@azed.gov





Thank you