



Arizona's ESSA Plan Revision Round II

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 - Deleted incorrect or no longer applicable information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
 - Reflected to ensure equity work was evident in all sections
 - Justified and provided rationale for all edits, additions, and deletions

Process for Revision — Completed Work (2)

- Title I-D and Title IV-A piloted a process for stakeholder feedback and input with the federal programs Committee of Practitioners
- Leadership conducted an internal feedback session for ADE specialists
- In April, ADE Teams conducted webinars to gain feedback and input on the revisions to each section of the plan
- Throughout the process, ADE collaborated with the Region 15 Comprehensive Center at WestEd



Today's Overview

- Overview of the program areas in Unique Populations:
 - Title I-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
- Survey data from Round I will be shared
- The plan remains in DRAFT form—feedback and input is needed



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.



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



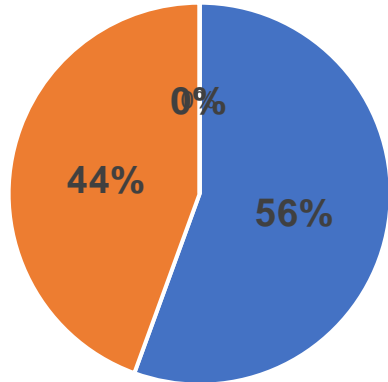
Survey Results

Total Survey Responses: (9) 1 parent, 1 Unknown, and 7 district-level staff.

Proposal makes sense:

Strongly Agree-4

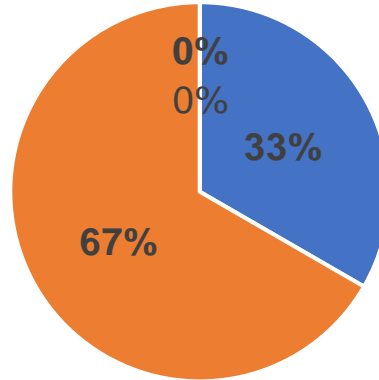
Agree-5



Improve educational outcomes:

Strongly Agree-3

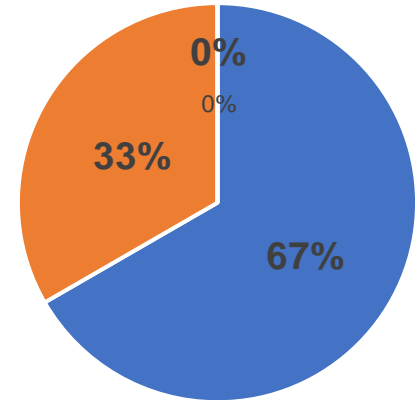
Agree-6



Support changes and adjustments:

Strongly Agree-3

Agree-6





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:

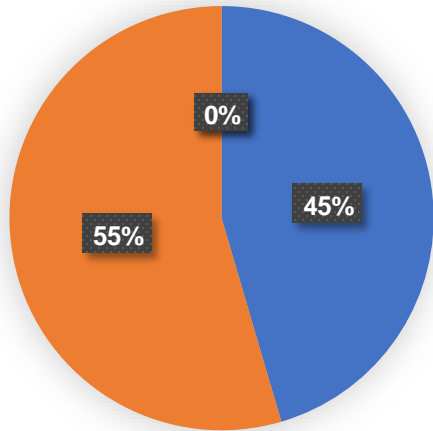
- Monitoring and Technical Assistance – Update and revise current language
- www.azed.gov/oelas

Survey Results

Total Survey Responses: (11) 10 District-level employees and 1 Unknown

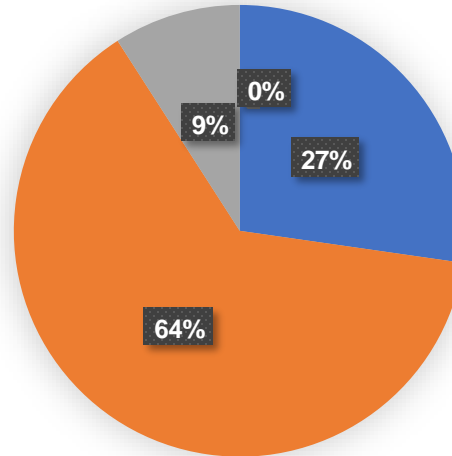
Proposal makes sense:

Strongly Agree-5
Agree-6



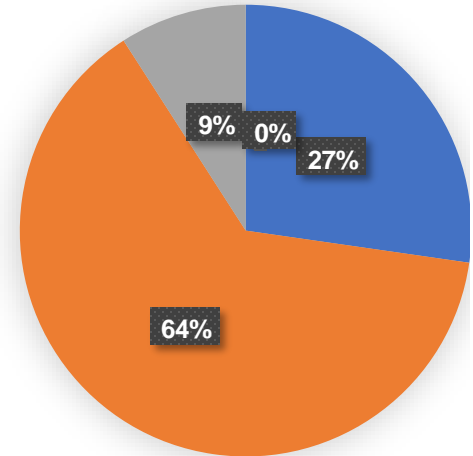
Improve educational outcomes:

Strongly Agree-3
Agree-7
Disagree-1



Support changes and adjustments:

Strongly Agree-3
Agree-7
Disagree-1





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:

- Clarifying eligibility criteria including defining fixed, regular and adequate nighttime residence.
- Requirement of a McKinney-Vento Liaison and their responsibilities
- Included 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

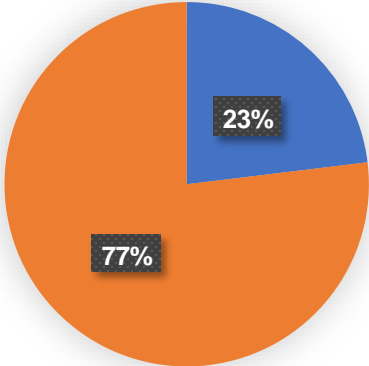


Survey Results

Total Survey Responses: (39) 1 unknown, 1 student, 8 school wide staff, 3 policy advocates, 1 parent, 22 district level staff and 3 community members.

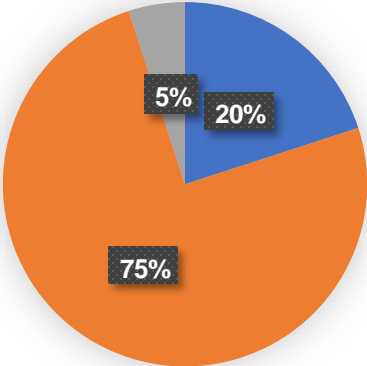
Proposal makes sense:

Strongly Agree-9
Agree-30



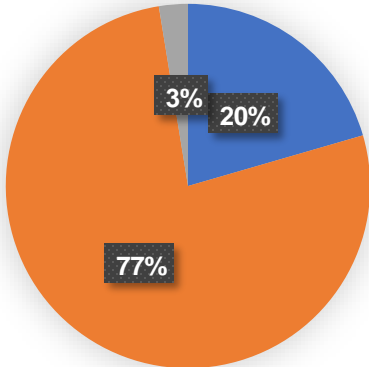
Improve educational outcomes:

Strongly Agree-8
Agree-29
Disagree-2



Support changes and adjustments:

Strongly Agree-8
Agree-30
Disagree-1



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 Links for each program are below:
 - Title I, Part C (Migratory Children) [Click here](#)
 - Title III, Part A (English Learner Students) [Click here](#)
 - Title VII, Subpart B of the McKinney-Vento Homeless Assistance Act (Education for Homeless Children) [Click here](#)
 - The first round of feedback will be collected through August 27, 2021
- Access www.azed.gov/essa for:
 - Overview webinar
 - Individual program webinars
 - Survey links for feedback
 - FAQs
- Questions – ESSAinbox@azed.gov



THANK YOU!

