



Title IV-A

2021-22 Year End Report

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Dear Reader:

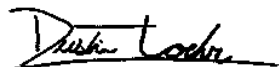
As I prepared to edit our third Educator & School Excellence "Title IV-A Year End Report" I felt humbled by the growth of this program! We may have begun the 2021-22 school year prepared for, what we thought, would be an easier year. I know for many, this school year presented new and unexpected challenges: teacher and staff burn out, student social and emotional trauma, concerns about academic learning loss, and more funding than many districts and charters even knew what to do with! And yet, Arizona LEAs have consistently demonstrated that innovation and creativity can thrive through intentional Title IV-A program planning and implementation. This year, your ADE Title IV-A team had the opportunity to conduct LEA programmatic monitoring for 70 LEAs, presenting the first Well-Rounded Education Access Reports! These reports measured student access to Arts & Physical Education and compared LEA performance with local and federal requirements. We were happy to see that fewer Title IV-A dollars were transferred with many LEAs choosing instead to invest in student well-rounded education, creating safe & healthy learning environments, and constructing digitally literate educational communities.

We have made Title IV-A advancements at the state level as well. ADE created a new Technology Lead for our unit allowing us to better support our constituents through internal staff development and training. We also created several new positions including a new Title IV-A Education Program Specialist, a Physical and Social Emotional Learning Specialist and an Education Technology and Computer Science Specialist within our K-12 Standards team. Please read on to discover:

- Arizona Title IV-A Federal Compliance measures
- ADE Title IV-A summaries
- Updates from ADE Arts Education
- Updates from ADE Digital Learning
- Updates from ADE Safe & Healthy Students

Thank you for inspiring us to continually seek new, more streamlined ways to support you and the students and staff that you support.

Yours in collaboration,



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

What is Title IV-A?

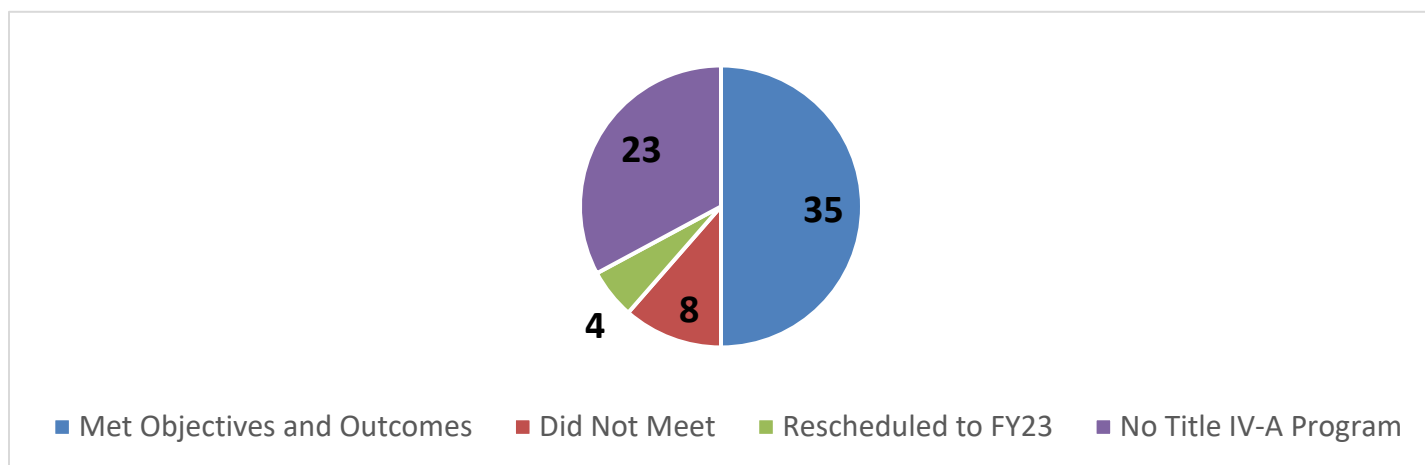
The purpose of the Title IV-A *Student Support and Academic Enrichment* (SSAE) grant is to improve students' academic achievement by increasing the capacity of States, local educational agencies, schools, and local communities to provide all students with access to a well-rounded education, improve school conditions for student learning, and improve the use of technology in order to improve the academic achievement and digital literacy of all students. (ESSA Sec.4101)



[Click here to View an Overview of Title IV-A](#)

PUBLIC REPORTING: Degree to Which LEAs Met Intended Outcomes

Federal statute requires that State Education Agencies provide, "... public reporting on how LEAs are using the funds (Title IV-A) and the **degree to which LEAs have made progress towards meeting identified objectives and outcomes.**" (ESEA section 4106(1) (E)). This year, your ADE Title IV-A team had the opportunity to conduct LEA programmatic monitoring for 70 LEAs. **35 out of the 70 LEAs** were found to have **met** their identified objectives and outcomes for Fiscal Year 2022 (school year 2021-22). ADE will partner with those LEAs who did not meet their objectives and outcomes through additional recommended resources and targeted technical assistance.



For the 2021-2022 school year (FY22), ADE will once again monitor **LEA expenditures through the annual Completion Report Process**. ADE will **publicly report** this information as per ESEA Section 4104(a)(2). Thank you, in advanced, for your careful attention in gathering this data!

You may review the 20-20-Portion Rule requirements [here](#).

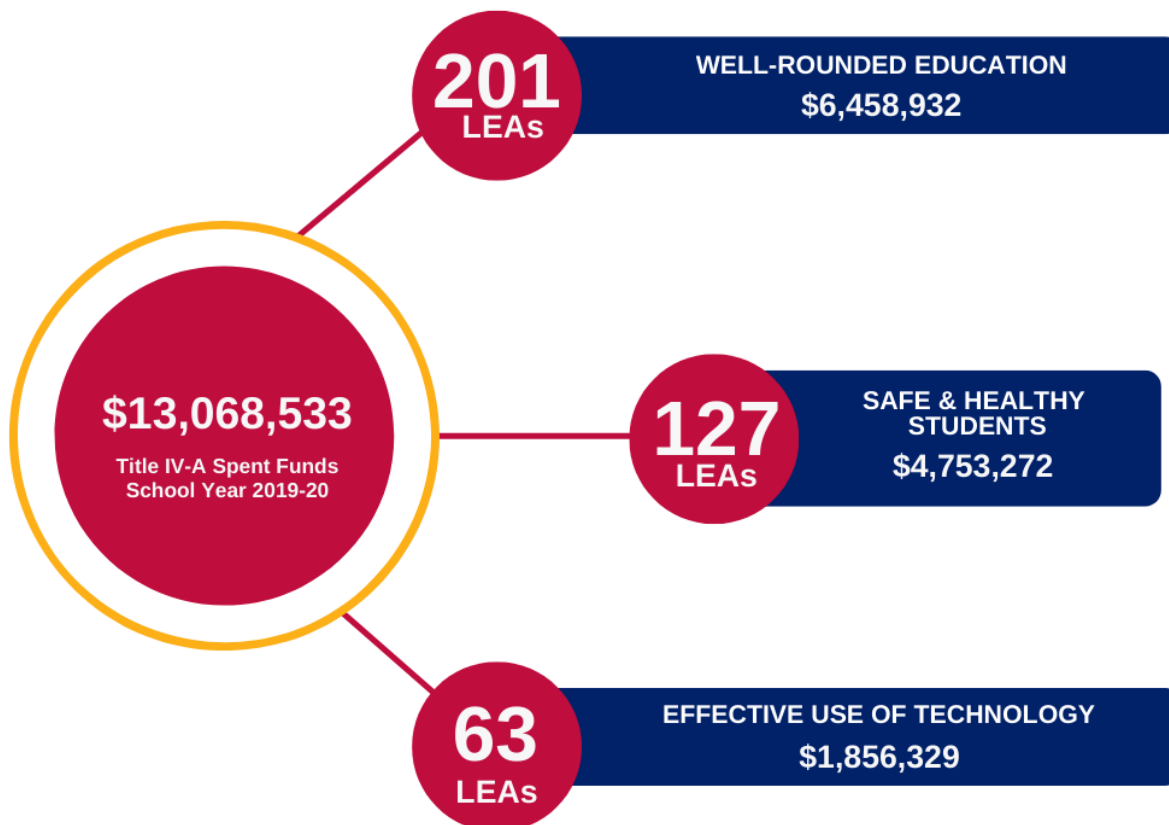
Consolidated State Performance Report (CSPR)

In January 2018, the first round of Title IV-A allocations was released to Arizona LEAs. That year, Arizona LEAs received just over \$8 million in funding. Within three years, we have seen Title IV-A funding more than triple.

In the 2020-2021 school year, Arizona received a total allocation award of just over \$24M dollars. Of the 675 total numbers of LEAs in Arizona, 491 were eligible to receive Title IV Part A funds. Of these eligible LEAs, 283 retained some or all their Title IV-A funds.

Through our programmatic monitoring conducted in the FY22 school year, there is increased evidence that Title IV-A programs across the state are making a difference for students and staff.

The numbers are in for the 2020-2021 school year, showing the total amount of funds spent was just over \$13M. The graphic below indicates the amount of funds spent by category. Due to waivers provided by US ED for FY21 funding, many LEAs determined to carry FY21 funds over into the FY22 school year.

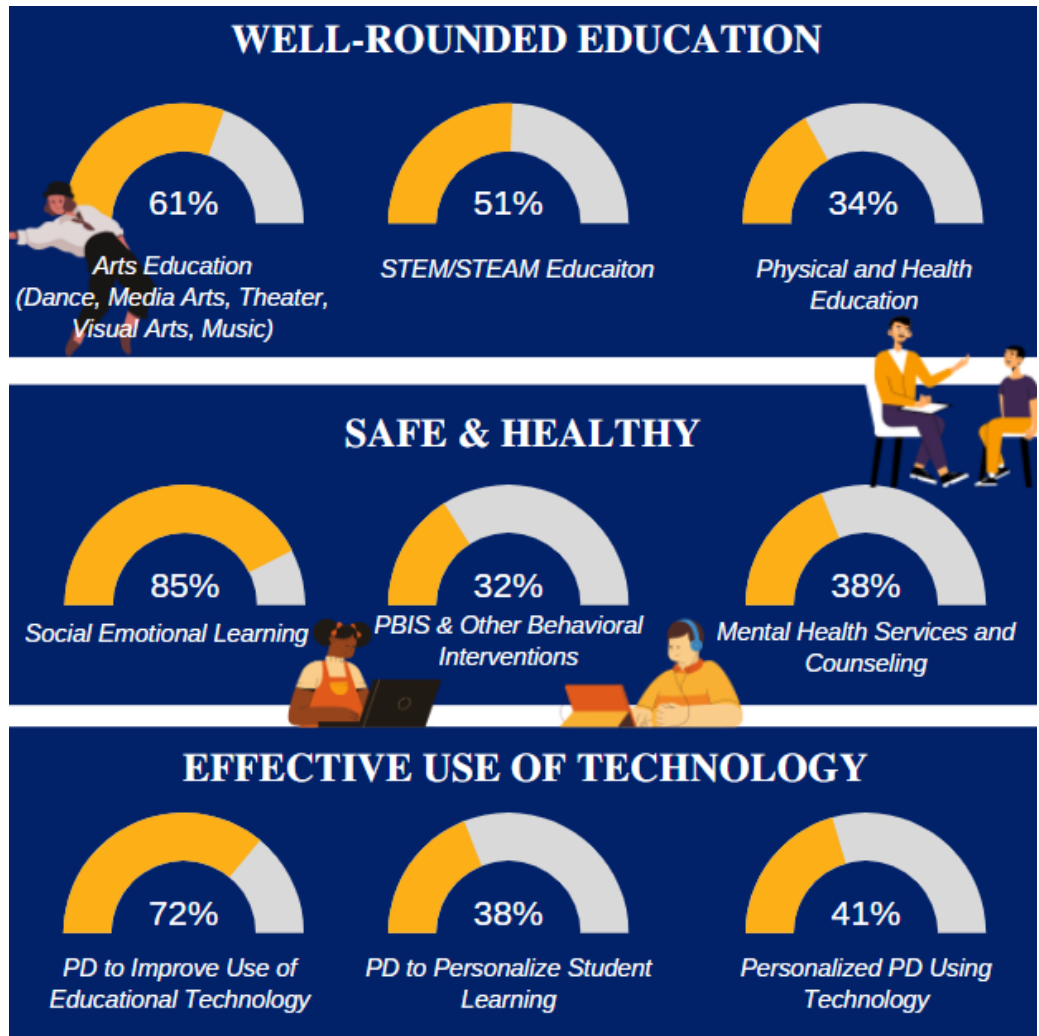


PUBLIC REPORTING: Sub-Category Report

Take a deeper look into how Arizona Districts and Charters are transforming education with Title IV-A. The goal of this report is to provide meaningful data to inform constituents how Arizona districts and charters are choosing to prioritize funding to support the three content areas of Title IV-A: **Well-Rounded Education, Safe and Healthy Students, and Effective Use of Technology**. The graphic below illustrates a snapshot of how LEAs prioritized funding for the School Year 2021-22.



Click [here](#) to view and download the SY21-22 Sub-Category Report



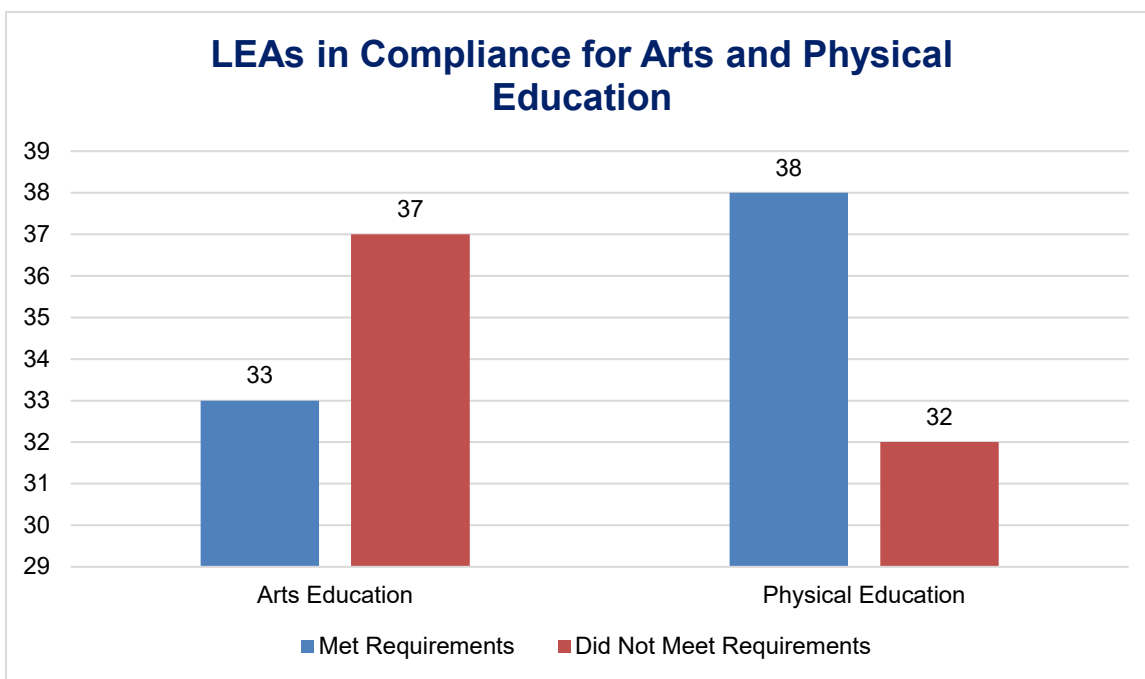
*** If you are interested in how your district or charter utilizes Title IV-A funding, use this [Link](#) or QR Code to request information!***



Well Rounded Access Report

For the FY21 Cycle 4 Programmatic Monitoring process, the Title IV-A team completed the **Well-Rounded Education Access Report**. The report uses the Arts Education Data Explorer, and the Physical Education Data Explorer to collect Arts and Physical Education student enrollment and access. Data is self-reported by school and districts/charter schools using the Arizona AzEDS system, based on the annual enrollment data snapshots taken on October 1st.

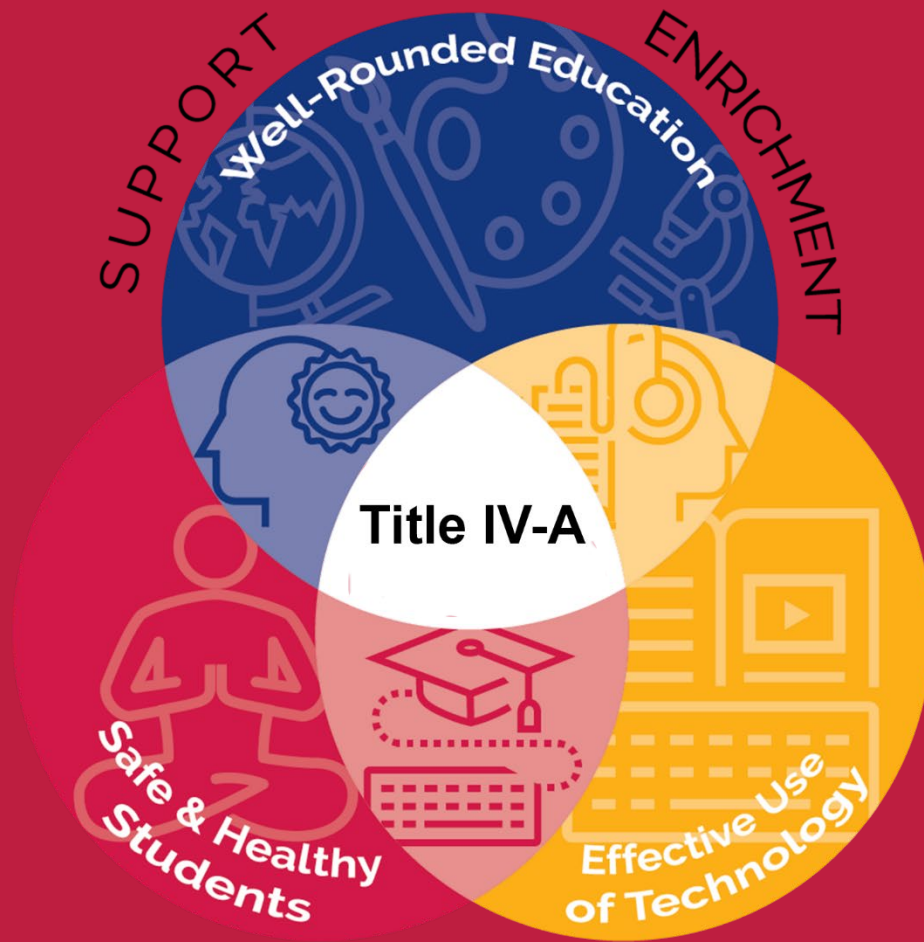
The dashboards allow users to explore the state's Arts and Physical Education data through numerous angles: statewide geographic comparisons, county-/district-/school-level reporting, enrollment information, and trends in enrollment over time. The dashboards also include granular detail of Arts and Physical Education enrollment by demographic and student sub-category populations, including English Language Learners, Free and Reduced Lunch Percentage, Gender, Race/Ethnicity, and Special Education populations.



Click [here](#) to go to the
Arts Education Data
Explorer



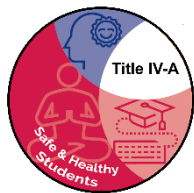
Click [here](#) to go to the
Physical Education Data
Explorer



LEA Spotlights

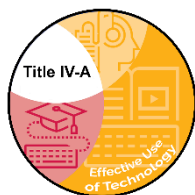
Arizona LEAs have founded success and value in Title IV-A Funding. Here are some of the stories our grantees have shared with us.

Prescott Unified School District



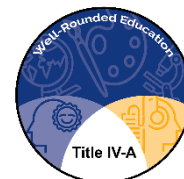
Prescott Unified School District is working with Prescott College to fund School Counseling interns at their LEA. PUSD utilized Title IV-A funding to support this innovative program geared towards supporting student mental health, and future Counseling professionals. According to PUSD, the “college interns provide counseling support to help students identify and achieve academic goals through academic advising, organization skills, and providing interventions to at-risk youth through level 1 and 2 internships. Our counseling intern program works to teach the whole child positive behavior and interventions support to address this primary need at the elementary schools and the lower middle school”.

Friendly House Inc.



Friendly House has partnered with Verizon ASU Innovative Learning Program for STEM. Since 2017, Verizon Innovative Learning and Arizona State University (ASU) collaboratively addresses barriers to digital inclusion in Title 1 Middle Schools and aims to empower students with emerging technology, design thinking, and social innovation to impact their communities. The program arms students with skills to help them succeed in today’s digital world. Verizon covers most of the costs of the program, but Friendly House covers materials not supplied through their Title IV-A Grant.

They have also activated Title IV-A Funds to support an Urban Greenspace Project Based Learning program. “As part of an ongoing partnership with ASU’s School for the Future of Innovation in Society and ASU’s School of Sustainability, Students in this class will study urban planning and South Phoenix. By integrating social studies topics around historical zoning, social justice, environmental equity, and sustainability, students’ culminating project is to reimagine and redesign a portion of South Phoenix. Students will visit with local experts in urban planning, heat reduction, and sustainability to create models of their thinking and present their findings.” Materials such as Legos and solar panel cars.



Peoria Unified District



Peoria Unified activates Title IV-A funds to support safe and healthy students through SEL. Members of the District Safety Team will be trained Common Sense Parenting and train parents in Common Sense Parenting skills to focus on practical skills to increase positive behavior, decrease negative behavior, and model appropriate alternative behavior. According to Peoria Unified District, the program objective is “to ensure the safety and well-being of all students and to meet their needs through evidence based training and best

practices that focus on proactive approaches. [Additionally], to train staff and increase the understanding of mental health and the social emotional needs of students and adults is critical to the success of this initiative”.

Arizona Call-A-Teen

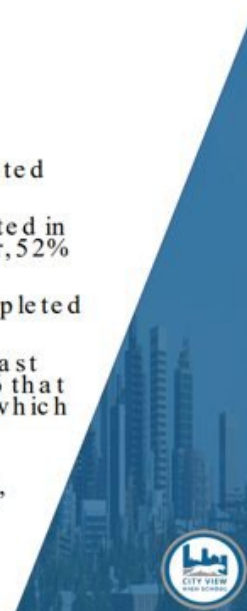
Arizona Call-A-Teen activated Title IV-A funding to increase their Social Worker’s hours to offer more services to support the academic and social needs of a high population of at-risk students. The Social Worker made a difference for students that participated and was able to connect them to appropriate resources within the community to increase academic success.



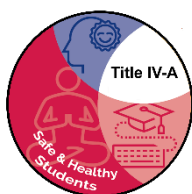
Title IV- A

- 23.5% of our graduates completed CCRI/workforce activities.
- 4/17 CVHS graduates participated in 11.7% 2nd year and 63.6% 3rd year, 52% increase in prior year
- 41% of all enrolled student completed CCRI/Workforce activities.
- 128 participants attended at least one workshop, compared to 26 that completed the previous year, which is about a 400% increase
- 100% presented workforce opportunities via email/phone, workshop, meeting, or activity compared to 36% from year 2

CCRI Tracking Score			
	SY18	SY19	SY20
Number of Seniors	Not reported	19	18
Score	0	3.7	13.6



Apache Junction



Apache Junction provided their students, and their families support through a Community Liaison. Many families were struggling to feed their families, dealing with COVID, being stuck at home, or students were challenging parents to join online school. The community liaison provided resources and connections for students and their families.

According to Apache Junction, “the community Liaison really made a strong impact between students, families and community partnerships. With coordinated home visits targeting at-risk students and community

resources readily available for families, the students began to thrive and take charge of their own learning both academically and as leaders on campus. Connections made empowered families to be part of the educational process. It was our intent by providing the liaison as a resource to our families that we could increase our parent involvement as well as build relationships with families. We want our families to understand that we are committed to working together with them to help them with obstacles that often block student learning and achievement”.

TITLE IV



Apache Junction
Unified School District

Winslow

Arts Program



“As an art teacher, I cannot express the importance of Title IV funding for my program. When I came to this district, there was an older kiln in the art room that worked, but as time went on it became hit or miss until one day it just died. We found out that the kiln had been in the school for 27 years. I was afraid that was it for my ceramics program, but Denise was able to find funding through Title IV to fund a new kiln. When COVID hit, I was afraid that I would not be able to have students throw on the single wheel I had because of the time it takes to sanitize between students. Again, Denise was able to find funding to order two new wheels for the classroom, which allows students to learn wheel throwing within a Jr High setting. Each year, Denise is able to fund, again through Title IV for myself and the elementary art teacher, to attend the Arizona Art Education Association

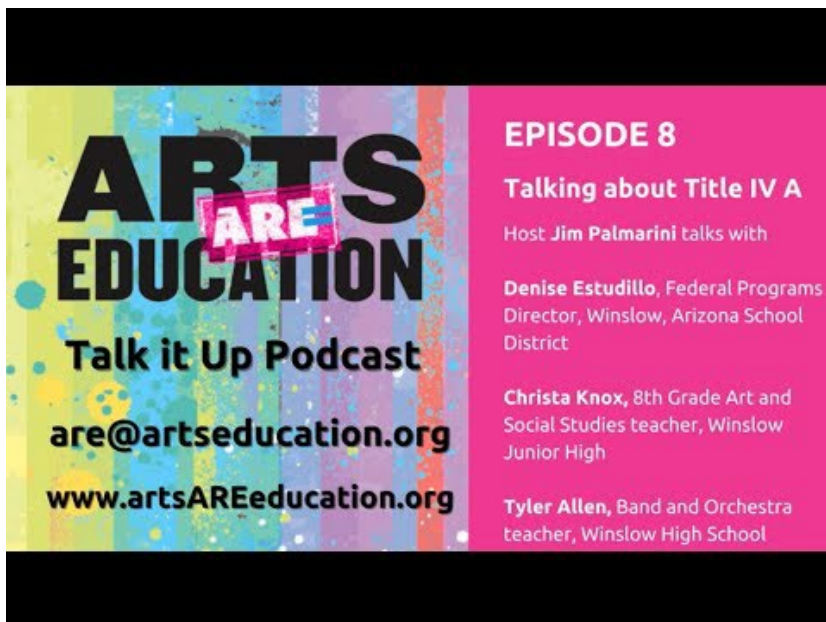
yearly conference, which allows us to work with and learn from other art teachers through the state, providing

the much needed Professional Development that we would not receive otherwise.

Myself and my students are grateful for these funds that allow for a well-rounded education of all students.” **Christa Knox, Art Educator.**



"Talk It Up" Podcast 8: Talking About Title IV-A



Host Jim Palmarini of Arts ARE Education talks with Denise Estudillo (Federal Programs Director, Winslow AZ School District), Christa Knox (8th Grade Art and Social Studies Teacher, Winslow Junior High), and Tyler Allen (Band and Orchestra Teacher, Winslow High School), about how Title IV-A federal funds are supporting arts education in one rural district.

[National Arts ARE Education Podcast.](#)

Tucson Unified School District

Tucson Unified School District utilized Title IV-A funding to increase opportunities for arts education and access to educational technology. By providing opportunities for arts integration, professional development, and funding program coordinators, TUSD met their program outcomes in student involvement, participation, and engagement with arts education and digital learning.



Elementary Opening the Minds Through the Arts



Arts Integration in Middle Schools



TUSD reported 350 students were involved in art lessons.

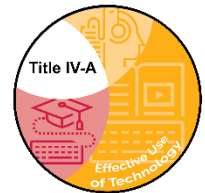


Arts Seal of Excellence



Technology Integration

Survey results show 82% of students agree that their school does a good job of teaching them how to use computers.

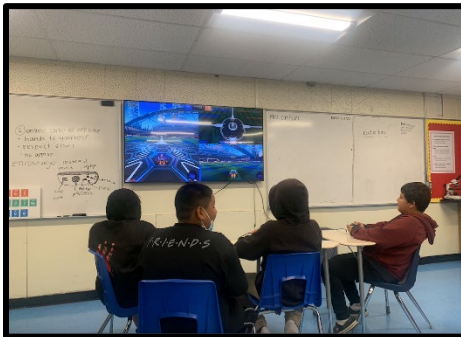
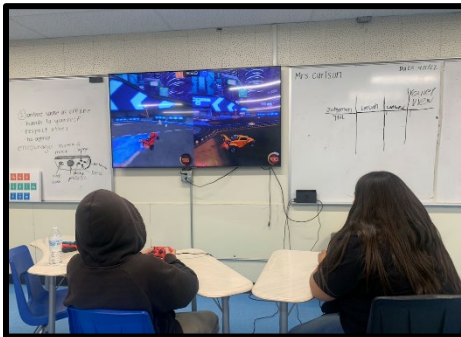


Roosevelt Elementary School District

Esports Program



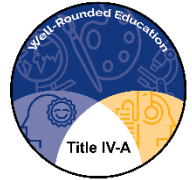
The program objectives are to increase and continue to focus on the social emotional and well-rounded learning through actively participating in collaboration, teaming, student skill based visually, kinesthetically, strategic thinking/goal setting through participating in a virtual sports/training/competition and to increase and continue student learning through providing multiple areas of student interest and bridging the safe connection between after school sporting club through an expanded offering of E-sports made available to all of our students.



Heber-Overgaard Unified District

First Tech Challenge Robotics Team

The purpose of this program is to have the Mogollon HS students learn to think like engineers. According to Heber-Overgaard Unified District, “the Jaeger Team will design, build, and code their robot(s) to compete in an alliance format against other teams. Our robots are built from a reusable platform, powered by Android technology, and can be coded using a variety of levels of Java-based programming”.





Arts Education

Mission Statement

The mission of the Arizona Department of Education Arts Education is to provide support to Arts educators, classroom teachers, school and district administrators, and Arts stakeholders – including Arts and education organizations, community groups, and service organizations – so that every student has the opportunity to experience the power and beauty of the Arts, and the joy, creativity, and intellectual stimulation that instruction in the Arts provides.



[Click here to view the Arts Education Blog](#)

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



[Click here to Sign Up for the Arts Education Mailing List](#)

Arts Education Data Project Data

The Arizona Arts Education Data Team are excited to share the 2020-2021 Arts Education Data Dashboard!

With intuitive controls and myriad visualization options, the Arts Education Data Explorer allows users to venture deep into the state's arts education data, exploring statewide geographic comparisons, county-/district-/school-level reporting, discipline specific access and enrollment information, and trends in enrollment over time, to name a few. This year's dashboard update also includes expanded granular detail of Arts Enrollment by demographic, including ELL, FRLP, Gender, Race/Ethnicity, and SPED.

Key Findings from the Arizona Arts Education Executive Summary for 2020-2021

- 89% of students had access to at least 1 arts discipline

- 66% of students had access to the state-required 2 arts disciplines
- 60% of students participated in arts courses
- 10.5% of students did not have access to any arts instructions (an improvement from the year prior's rate of 11.6%)

View the 2020-2021 Arts Education Data Dashboard

Prepared by Quadrant Research, the Arts Education Data Project includes school enrollment data that has been self-reported by schools across the state, both traditional public and charter schools, for grades PK-12. Self-reported data is compared with the annual October 1 Data Collection to ensure accuracy of reporting. This data validation was applied to the 2018/2019, 2019/2020, and 2020/2021 data, which is displayed on the dashboard.

Please note: The data used for the Arizona Arts Education Data Project were self-reported by districts and LEAs, therefore it may not reflect a complete account of student enrollment or access.



Click [here](#) to view the Arts Education Dashboard

The Arizona Arts Education Data Project is a collaborative partnership between the Arizona Department of Education, the Arizona Commission on the Arts, and Arizona Citizens for the Arts.

Arts Education and Title IV-A

If your LEA is interested in supporting Arts Education, including professional development, teacher salaries and benefits, or new supplies and equipment, Title IV-A is a great funding source!



In addition to funding Arts Education, the Title IV-A grant can fund a multitude of Well-Rounded Education programs in your schools. According to ESSA Section 8002, the purpose of the Title IV-A Well-Rounded Education program is to provide all students access to an enriched curriculum and educational experience.

Click [here](#) to learn more about Title IV-A and Well-Rounded Education.

For more information regarding allowable activities to support Well-Rounded Education, [click here](#).

The Round Table Advisory Committee (RTAC)



The Round Table Advisory Committee (RTAC) for Arts Education is a group that strives to advise ADE on the needs, concerns, and opportunities in our Arts Education community statewide. Membership is open to all, including educators, administrators, community organizations, and more.

[Click here to visit our website to join the RTAC Committee.](#)

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



Safe and Healthy Students

Mission Statement

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. 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



[Click here to Sign Up](#)
for the
**Safe & Healthy
Students Mailing List**

Physical Education Data Project Data

The Physical Education Data Project, which was identified as a need from Arizona's Physical Education Advisory Roundtable (PEAR), is a useful tool for leaders, educators, and parents across the state. A brief summary of the data collected from the inaugural Dashboards shows that;

- Most students in Arizona (89%) had access to at least one PE course.
- PE enrollment was highest among students in elementary schools (66%) and lowest in high schools, 34%.
- Physical education enrollment was higher in traditional schools than in charter schools (61% vs. 49%).
- Schools in rural, distant locations had the highest PE participation rate (69%); schools in remote town locales had the lowest rate: 44%.



[Click here to view the](#)
**Physical Education
Dashboard**

Physical Education and Title IV-A

If your LEA is interested in supporting Physical Education, including professional development, teacher salaries and benefits, new equipment, or physical education related technology, Title IV-A is a great funding source!

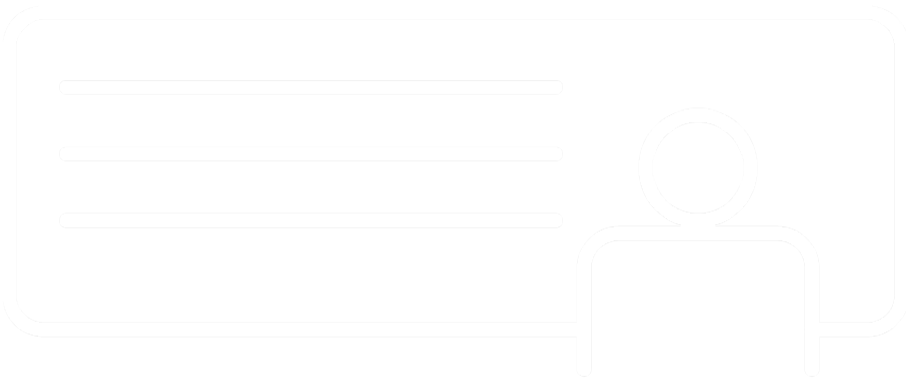
In addition to funding Physical Education, the Title IV-A grant can fund a multitude of Safe and Healthy Students programs in your schools. The Title IV-A Safe and Healthy Students program developed a WSCC Federal Funding Guide, which intends to expand awareness of the potential opportunities to fund the implementation of the CDC and ASCD's Whole School, Whole Community, Whole Child activities and to open the door for further exploration using federal Every Student Succeeds Act (ESSA) funds and Elementary and Secondary School Emergency Relief (ESSER) funds. To view the WSCC Federal Funding Guide, please visit [this link](#).

Join the PEAR Group!



The Arizona Department of Education is committed to the total wellness of our students. The Physical Education Advisory Roundtable (PEAR) will meet quarterly with agency staff to provide direct feedback and advisement on the needs, concerns, and opportunities for Physical Education across the state.

If you are interested in becoming a member of PEAR, please complete this [FORM](#).



An illustration in a light blue color on a dark blue background. It shows a teacher standing at the front of a classroom, facing a whiteboard with three horizontal lines representing text. Three students are seated in the foreground, looking towards the teacher. The teacher is positioned to the right of the whiteboard, and the students are arranged in a row below the whiteboard.

Effective Use of Technology

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.

“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

What is Digital Learning?

Digital Learning is an integral component of a 21st 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 [here](#) to view video



Click [here](#) to sign up for the Digital Learning Mailing List

Digital Learning and Title IV-A

If your LEA is interested in supporting Digital Learning, including professional development, teacher salaries and benefits, or new educational technology infrastructure, Title IV-A is a great funding source!

The Title IV-A grant can fund a multitude of Effective Use of Technology programs in your schools. The purpose of the Title IV-A Effective Use of Technology program is to provide all students with access to improve the use of technology to improve the academic achievement, academic growth, and digital literacy of all students.

For more information regarding allowable activities to support Effective Use of Technology, [click here](#).

Digital Learning Support

The Office of Digital Teaching and Learning

The Office of Digital Teaching & Learning is a conduit between Local Education Agencies and technology resources in support of digital equity for K12 in Arizona. The mission of this Office is to serve Local Education Agencies in a consultative role by building a community of educators and solution experts dedicated to supporting the vision of achieving digital equity for all students to achieve their full potential.

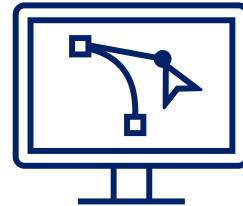


Click [here](#) to go to the Office of Digital Teaching and Learning website.

K-12 Standards



Click [here](#) to go to the Arizona Computer Science Standards website.



Click [here](#) to go to the Arizona Educational technology Standards website.



Contact Us



Dustin Loehr
 Arts Education and Title IV-A Director



Chesha Rich
 Title IV-A Project Specialist



Keri Schoeff
 Safe & Healthy Students Specialist



Sandra Skelton
 Title IV-A Program Specialist



Julie Weissberg
 Arts Education Specialist



Venesa Hernandez
 Title IV-A Program Specialist



Lilian Le
 ESE Technology Lead

