



**Title IV-A**

# 2022-23 Year End Report

**Title IV-A @azed.gov**

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

# Table of Contents

What is Title IV-A? .....	4
PUBLIC REPORTING: Degree to Which LEAs Met Intended Outcome .....	5
Consolidated State Performance Report (CSPR) .....	6
PUBLIC REPORTING: FY21-22 Sub-Category Report .....	7
Well-Rounded Access Report Summary .....	8
PUBLIC REPORTING: State Use of Funds .....	9
Contact Us .....	17



Dear Reader,

This year has seen so many changes at the Arizona Department of Education. We are a service organization whose vision is to serve Arizona's education community, ensuring every child has access to an excellent education. We do that best when we understand the needs of our schools and LEAs.

Our report features a comprehensive review of the SSI Title IV-A Team. We include important updates and reports from ADE Arts Education, ADE Safe and Healthy Students and ADE Digital Learning. To better serve our community we are staffed to ensure that EVERY Arizona student has EVERY opportunity to feel safe and healthy, be digitally prepared to engage in globalized, tech-driven world and be engaged through access to a well-rounded education. A few highlights include:

- Technical Outreach to all Arizona Counties through the Title IV-A & B Symposium
- Title IV-A Safe, Healthy & Active Students Specialist became the SHAPE America Western District President
- Focus shift for the Health and Physical Educational Specialist in Academic Standards by Title IV-A
- Title IV-A Awarded 28% more Arts Seals than the previous year and proudly report growth in SEAL Achievement in all 5 Artistic Disciplines.

We look forward to working alongside each of you as we navigate through opportunities for bettering our students, teachers and LEAs.

Doing our best for the best,



Mark L Hodge  
Director of Arts Education and Title IV-A  
Arizona Department of Education

## 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

### LEA Allocations & Grants Applications

Title IV-A allocations are calculated by formula and based on the LEAs' prior year Title I, Part A allocation. State Education Agencies are further required to ensure no LEA receives an allocation less than \$10,000. LEA Title IV-A allocation amounts can be viewed on the Title IV-A website homepage under the Allocations tab.

GME Home	<h3 style="margin: 0;">Search Grants</h3> <hr/> <div style="margin-bottom: 10px;">Fiscal Year: <span style="border: 1px solid #ccc; padding: 2px 10px;">2024 ▼</span></div> <div style="margin-bottom: 10px;">Funding Application: <span style="border: 1px solid #ccc; padding: 2px 10px;">ESEA Consolidated ▼</span></div> <div style="margin-bottom: 10px;">Grants: <span style="border: 1px solid #ccc; padding: 2px 10px;">Title IV-A Student Support &amp; Academic Enrichment ▼</span></div> <div style="margin-bottom: 10px;">Special Options: <span style="border: 1px solid #ccc; padding: 2px 10px;">Public Applications ▼</span></div> <div style="display: flex; justify-content: flex-end; gap: 10px;"> <span style="border: 1px solid #ccc; padding: 2px 10px;">Search</span> <span style="border: 1px solid #ccc; padding: 2px 10px;">Reset</span> </div>
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Public Access

The public may view approved ESEA Consolidated applications by searching the public access [Grants System](https://gme.azed.gov/) and selecting the fiscal year and the grant program. (<https://gme.azed.gov/>)

Stakeholder consultation is a requirement for the development of Title IV-A applications under ESSA. Such stakeholders may include, but are not limited to, the following: Parents, Teachers, Principals, Students, School Leaders, Specialized Instructional Support Personnel, Indian Tribes or Tribal Organizations, Local Government Representatives, Others with Relevant Demonstrated Experience, and Community-Based Organizations.

## Spending Data: Consolidated State Performance Report (CSPR)

### Data sourced from LEA Self-reported Expenditures from FY22 Completion Reports.

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 2021-2022 school year, Arizona received a total allocation aware of just **over \$24 million dollars**. Of the **675 total number of LEAs in Arizona**, **500 were eligible to receive** Title IV Part A funds. Of these eligible LEAs, **258 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**.

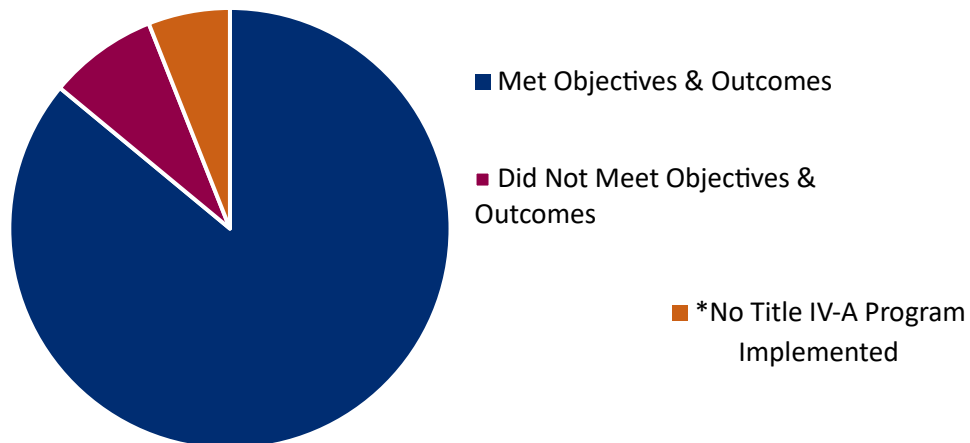
The numbers are in for the 2021-2022 school year, showing the total amount of funds spent was just over \$14 million. The graphic below indicates the amount of funds spent by category. Due to waivers provided by US ED for FY22 funding, many LEAs had determined to carry FY21 and FY22 funds over into the FY23 school year.



## 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 107 LEAs. 43 LEAs transferred Title IV-A funding and had no program to monitor. 55 out of the remaining 64 LEAs were found to have *met* their identified objectives and outcomes for Fiscal Year 2022 (school year 2021-2022). ADE partners with those LEAs who did not meet their objectives and outcomes through additional recommended resources and targeted technical assistance identified through LEA surveys.

**Title IV-A Program Monitoring**



For the 2022-2023 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 advance, for your careful attention in gathering this data!

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



## PUBLIC REPORTING: FY21-22 Sub-Category Report

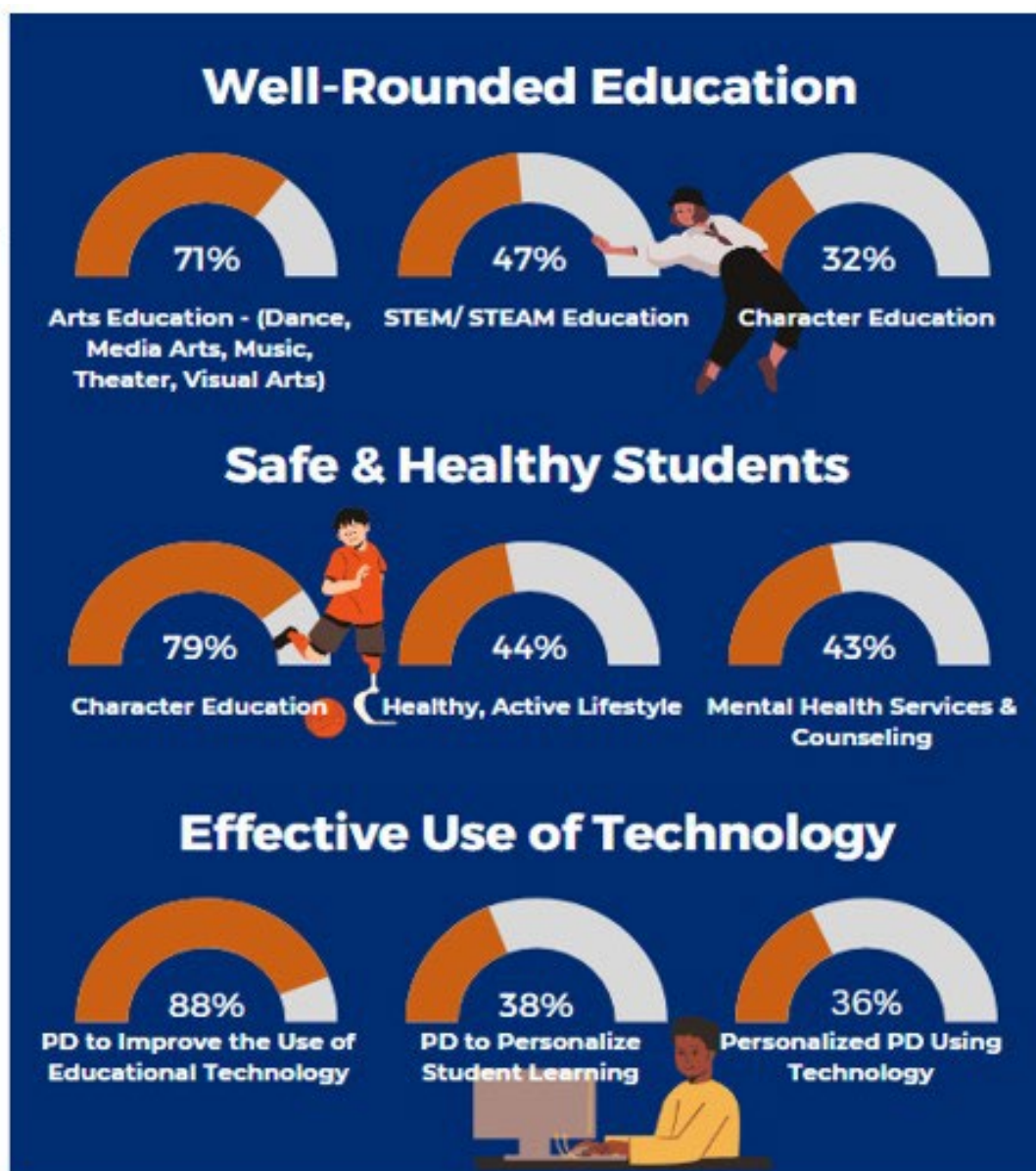
Let's take a deeper look into how Arizona Districts and Charters are transforming education with Title IV-A. The goal of this report is to provide meaningful data to inform constituents how Arizona districts and charters are choosing to prioritize funding to support the three content areas of Title IV-A: **Well-Rounded Education, Safe & Healthy Students and Effective Use of Technology**. The graphic below illustrates a snapshot of how LEAs prioritized funding for the School Year 2022-23. LEAs may fund activities in more than one sub-category or program category within the same application.



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



Request information about how your district or charter utilizes Title IV-A funding with the QR code or click [here](#)!

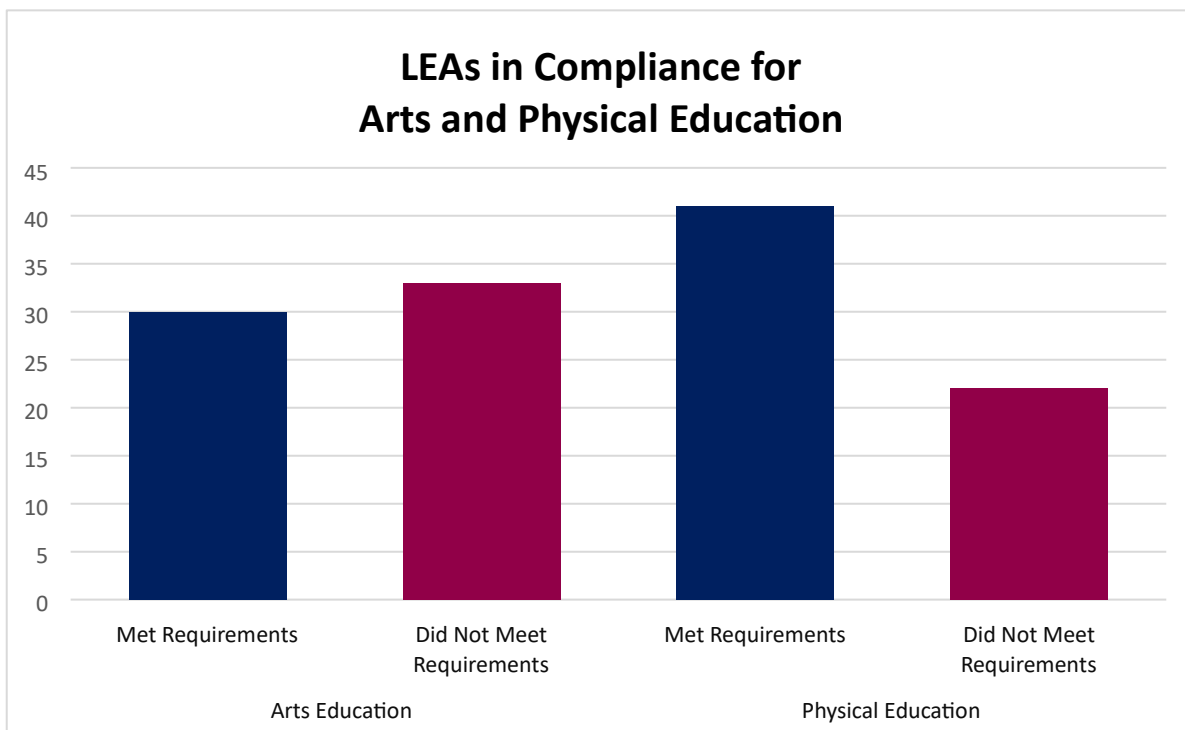


\*\*\*Information was gathered through LEA self-reported information collected from FY22 grant application Program Narratives and Completion Report

## Well-Rounded Access Report Summary

For the FY22 Cycle 4 Programmatic Monitoring process, the Title IV-A team completed the Well-Rounded 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. The data is self-reported by LEAs and districts/charter schools using the Arizona AzEDS system, based on the data snapshots taken using October 1 enrollment data.

The dashboards allow users to explore the state's Arts and Physical Education data through numerous angles: statewide geographic comparisons, country-/district-/schools-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

Data for Well-Rounded Access Reports is sourced from LEA self-reported course enrollment data for FY22, School year 2021-2022. Met / Not Met requirements refer to Arizona Admin Code Minimum Course of Study and Competency

### Goals for Students in the Common Schools R7-2-301

*Students shall demonstrate competency as defined by the State Board-adopted academic standards, at the grade levels specified (K-8), in the following required subject areas. District and charter school instructional programs shall include an ongoing assessment of student progress toward meeting the competency requirements. These shall include the successful completion of the academic standards in at least reading, writing, mathematics, science and social studies, as determined by district and/or statewide assessments.*

1. *English language arts.*
2. *Mathematics.*
3. *Science.*
4. *Social Studies; including civics.*
5. **The Arts**, which may consist of **two or more** of the following: visual arts, dance, theatre, music, or media arts.



## PUBLIC REPORTING: State Use of Funds

### Title IV-A General Support

Arizona Department of Education's Title IV-A team uses funds 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.

#### Staff Changes:

Title IV-A collaborates with ADE Academic Standards Division to fund a Health & Physical Education Content Specialist and a Computer Science/Educational Technology Specialist.

Title IV-A added a Program Specialist to process grants in a timely manner and provide robust technical assistance to LEAs in writing and revising grants in an approvable fashion.

#### Hosted Conferences:

**2022 ESSA Conference "Every Student, Every Day, Every Opportunity"** was held virtually. Topics relevant to the ESEA Consolidated Grant application including Title IV-A included sessions for federal grant processing, family & community engagement, student activities & enrichment and climate & culture. Additionally, Bootcamp is geared to LEA staff new to the ESEA Consolidated Grant application providing comprehensive expectations and guiding participants through a successful review process. The virtual training adhered to group assembly standards at the time and gave participants throughout the state a way to easily access the comprehensive compendium of resources.



## 2022 ESSA Conference TECHNICAL ASSISTANCE



### Technical Assistance Offerings:

#### Development of the Application:

- Bootcamp- A "How To" for new LEA staff on ESEA Consolidated Grant Applications
- EDGAR/UGG Updates - including technical revisions and guidance interpreting requirements.
- A Student-Centered Approach to Funding a Title IV-A Program
- ESEA Hot Topics by Brustein & Manasevit – "Supplement not Supplant," McKinney-Vento funds, set-asides, reservations, carryover and allowability.
- A Title IV-A Overview: Student Support and Academic Enrichment Grant - common allowable uses of funds and some of the ways these flexible funds have been used to enhance student enrichment and academic success.
- Revision Tips for Title IV-A
- The Key to Writing Budget Narratives

- Selecting and Measuring the Effectiveness of Evidence-Based Practices
- EMAC: NEW Monitoring Program
- Community of Practitioners Feedback Session
- Fiscal Quarterly Report Overview



### **Comprehensive Needs Assessment:**

- MTSS: Ready, set, go! - an interactive workshop using data and evidence to drive your action planning.
- Planning for Success: An overview of the CNA, RCA, SIAP & LIAP
- Developing an Aligned School Integrated Action Plan
- Developing an Effective Root Cause Analysis
- Building Capacity: Families Participating and Leading to Strengthen Family Engagement Efforts
- Stakeholder Consultation Process:
- ESSA Tribal Consultation - Resources and tips provided to establish open, continuous, and meaningful consultation.
- Preparing for the FY23 Title IV-A Application - topics include preparing for discussions with Stakeholders, the Primary Approval process, the LEA Integrated Action Plan
- An Invitation to the Table: Establishing Programs that Ensure Voice for your Newcomer Refugee/Immigrant Families
- Building Capacity: Families Participating and Leading to Strengthen Family Engagement Efforts

### **Allowable Activities that Support Well-Rounded Education:**

- Demonstrating Understanding in an Artful Way
- Funding Your Project Based Learning with Title IV-A
- From Kickball to Career! Leveraging PK-12 Predictors for a Successful Transition to Adulthood
- Every Student Decides: Empowering Student Voice through School Participatory Budgeting
- Round Table Advisory Committee - Arts Education
- Get to know Act One! - in-person and Virtual reality arts field trips.
- Culturally Inclusive Teaching Practices IN and THROUGH the Arts
- Exploring Culture, Identity and Social Justice to Expand Equitable Access for Special Populations



### **Allowable Activities That Support Safe & Healthy Students:**

- Developing School Communities That Thrive- interrupt implicit bias and de-center educational spaces through community building and inclusive practices.
- Social, Emotional and Behavior Prevention and Support in an MTSS Framework
- Supporting the Child's Social Emotional Needs Using the Pyramid Model Framework
- Leveraging School Nutrition Programs to Support Students' Health and Academic Success
- Improving Educational Outcomes & Building Positive Relationships through Kindness and SEL
- Embedding Social Emotional Learning in Daily Instruction
- Physical Education Data Dashboard Overview
- Using Self-Efficacy to Develop Persistence in All Students - developing academic emotional, and personal persistence.
- Culturally Inclusive Teaching Practices IN and THROUGH the Arts - SEL practices with Art integration
- Personalizing Learning to Maximize Every Opportunity to Support Special Populations

- Lessons Learned from a Rural School Turnaround; Strategies to Support Every Student and Teacher - case study... integrating curriculum, data-driven instruction, social emotional learning...
- The How and Why of Assessment in Physical Education
- Supporting Executive Functioning and Daily Social-Emotional Learning for All Students
- SEL Tech: Developing Social Emotional Intelligence in a Digital World
- Assistive Technology to Support Positive Behavior in the Classroom
- Creating Oneness Through Storytelling
- Creating Healing Centered Environments
- Building the Foundation for Social-Emotional Learning
- Journaling to Enhance Student Voice, Empowerment, Equity, and Creativity
- WSCC Funding Guide (Whole School, Whole Community, Whole Child Funding)



### **Allowable Activities That Support Effective Use of Technology:**

- Effectively Utilizing Title IV-A's Effective Use of Technology Category
- Distance Learning: The Square Peg in the New Normal - supporting distance learning teachers to facilitate effective technology use.
- Learning Continuity Solutions in a Virtual Setting
- We've Gotta REACH 'EM to TEACH 'EM: OUTRAGEOUS Evidence-Based Strategies & Demonstration of WILD Tools to ENGAGE EVERY Learner and EXCEED Proficiency Part 1
- We've Gotta REACH 'EM to TEACH 'EM: OUTRAGEOUS Evidence-Based Strategies & Demonstration of WILD Tools to ENGAGE EVERY Learner and EXCEED Proficiency Part 2
- Equity in Technology Access and Usage: The benefits of continuing the use of responsible Educational Technology when back on campus.
- SEL Tech: Developing Social Emotional Intelligence in a Digital World
- Assistive Technology to Support Positive Behavior in the Classroom



### **Performance Reporting & Evaluation Requirements:**

- Let's Evaluate Together! Programmatic Monitoring with Title IV-A
- Taking a Look at Cycle 4 Monitoring
- Let's Be [In]Direct- Allowability and Cost Allocation
- Selecting and Measuring the Effectiveness of Evidence-Based Practices

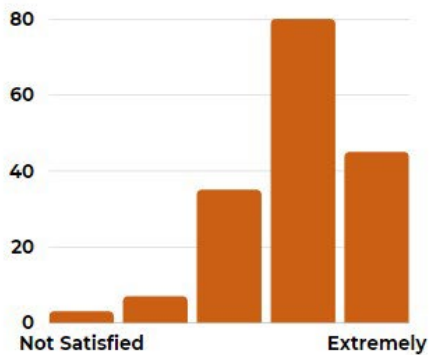
### **Equitable Participation by Private School Children & Teachers**

- Private Schools: Equitable Services under ESEA, ESSA and... EANS?
- Programmatic Equitable Service Monitoring
- Navigating EMAC for Equitable Services Monitoring

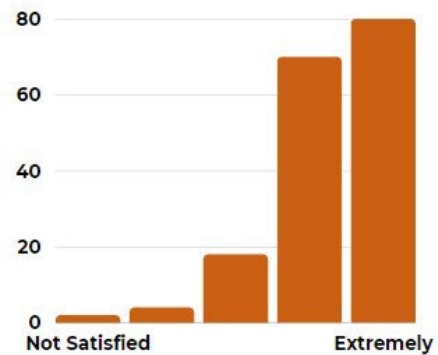
# 2022 ESSA Conference SURVEY RESULTS

## GENERAL SESSION

Overall Quality

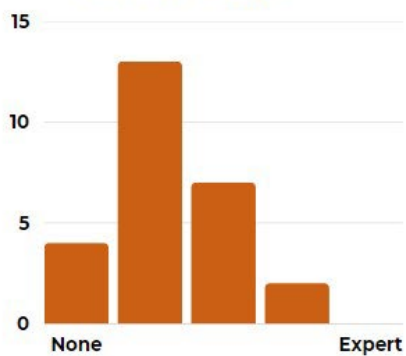


Overall Organization

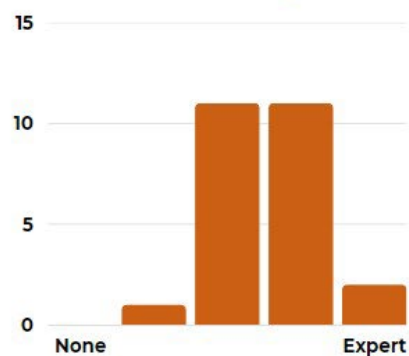


## BOOTCAMP

Pre-Conference Knowledge



Post-Conference Knowledge



**2022 Title IV-A & B Symposium: “Building Better Tomorrows” Symposium** was held virtually. Topics very relevant to education today explored Well-Rounded Education, Safe & Healthy Students, Effective Use of Technology as well as Title IV-B’s supported areas of Comprehensive & Quality Out-of-School Time Programming. Featuring national and local perspectives, the event took participants beyond the confines of brick and mortar as we discovered the possibilities of field-based learning, project-based learning, cross-curricular collaboration and so much more!



## Title IV-A & B Symposium TECHNICAL ASSISTANCE



### Technical Assistance Offerings:

#### Development of the Application:

- Title IV-A The Application & Revision Tips
- The Basics of writing and communicating school integrated action plans
- Programmatic Evaluation: An ESEA Requirement
- Equitable Services Monitoring in EMAC
- Exploring EMAC
- Overview of the grant review process
- Grant approval statuses - A brief introduction to approvals and what they mean for your funds.
- Unlock the mysteries of Title IV-A reviews.



#### Allowable Activities that Support Well-Rounded Education:

- Clean Air STEM Project Kits
- Establishing Computer Science Pathways at your High School
- "I am Learning to" standards-based resources to cultivate artistic literacy.
- Effectively Evaluating Enrichment Educators
- STEAM Promotes Student Success
- Bridging the Enthusiasm gap with drama and creative play
- Reimagining College and Career-Prep practices of neurodivergent students
- National inventor's hall of fame: Engaging students through Project based learning strategies.
- Introducing STEM Education pathways into Afterschool Program
- School Gardens & Food Safety
- Cricut creations
- Let the adventure begin with atabey outdoors!
- Grow your best self.
- Passing the Baton
- Extended Learning Complete Beginning Guitar Class/Club curriculum - open source
- Building Better Tomorrow with NASA's Next Gen STEM
- Creating oneness through storytelling





### Allowable Activities That Support Safe & Healthy Students:

- Self-Care for Educators and their students
- Nourishing the whole child: Trauma informed approaches to nutrition and health promotion and engagement
- School gardens readiness
- Calm Guidance: Addressing Resistance and Building shared ownership for sustainability.
- Wellness for educators: The mind-body connection - creative and intentional movement in the healing process
- PAX Evidence-Based Trauma Informed Strategies to Improve Academics, Behavior, and Social Emotional Skills for All AZ Children
- Getting REAL: Joyful Math and SEL for aspirational learnings
- Activate your School.



### Allowable Activities That Support Effective Use of Technology:

- Digital Journaling Activities
- Technology Solutions Challenge
- What's new with the AZ Educational Technology Standards
- Indian Education & Technology: (Re)Membering Indigenous Voices & Modalities



### Performance Reporting & Evaluation Requirements:

- A Closer Look at the Completion Report Process
- Top Fiscal Findings and What to Do

## Title IV-A & B Symposium SURVEY RESULTS

### Overall Quality



### Overall Organization



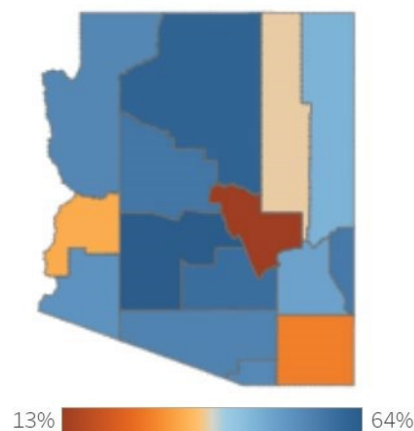
## Well-Rounded Education

In order to bring current and relevant information to the state of Arizona, the Title IV-A team attended the following Well Rounded Education opportunities:

- Arts Education Partnership Conference in Baltimore, MD, September 14-15, 2022
- North American Association for Environmental Education in Tucson, AZ, October 12-15, 2022

### Arts Education Data Project – Key Findings 2021-2022

- Most students in Arizona (89%) had access to at least one Arts discipline.
- 66% of students had access to the state-required two Arts disciplines.
- 12.2% of students did not have access to any arts instructions (a slight increase from the year prior's rate of 10.5%)
- Students had the highest enrollment in Music (43%) and Visual Arts (40%) compared to Theater, Dance or Other Arts disciplines.
- Maricopa (64%) and Coconino (62%) counties ranked highest in student arts enrollment.
- Gila county (13.2%) ranked lowest in student arts enrollment.



### Arizona State Seal of Arts Proficiency – Key Findings 2022-2023

- 28% increase in Arts Seals earned (1280 seals)
- 151 schools participated in the Arizona State Seal of Arts Program– this amount has almost tripled since the 2019-2022 school year.
- 23 Students achieved an Arts Seal in TWO Artistic Disciplines.

Click [here](#) for more info on the Arizona State Seal of Arts Proficiency.

## Safe & Healthy Students

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 condition, climate, and culture, including family and community engagement.

Providing guidance daily to parents, teachers, and school leaders on various laws impacting safe and healthy students, including recess requirements, CPR requirements, mental health requirements, and physical education and health requirements is paramount to achieving the mission of Title IV-A Safe & Healthy Students.

The Title IV-A team's dedication to providing support included Professional Development to AZ Health Zone (SNAP Educators) and LEAs via virtual training on the Comprehensive School Physical Activity Program.

The Safe and Healthy Students Federal Funding Guide created by Arizona Department of Education's Title IV-A Department is nationally recognized as a resource that supports schools in leveraging federal funding to support their Safe & Healthy Students programs including:

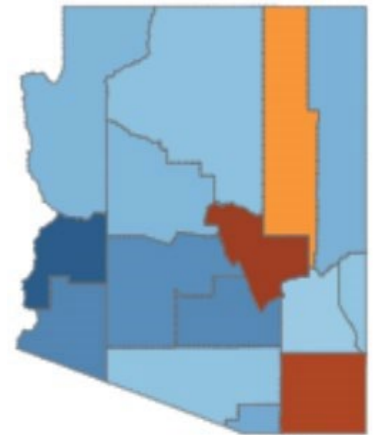
- Promoting family and parent involvement in schools
- Implementing programs that support a healthy, active lifestyle (nutrition, health, and physical education)
- Promoting and implementing school health services (School Nursing)
- Providing counseling, psychological, and social services
- Physical environment
- Employee wellness
- Establishing community partnerships
- Establishing or improving drop-out prevention
- School safety/security programs

In order to bring current and relevant information to the state of Arizona, the Title IV-A team attended the following Safe & Healthy opportunities:

- Arizona Health & Physical Education Convention in Phoenix, AZ, November 1-3, 2022
- SHAPE America National Convention in New Orleans, LA, April 26-30, 2022

#### Physical Education Data Project – Key Findings 2021-2022

- Most students in Arizona (88%) had access to at least one PE course.
- 11.8% of students did not have access to any PE course.
- PE enrollment was highest among students in elementary schools (73%) and lowest in high schools (36%).
- La Paz (70%) and Yuma (63%) counties ranked highest student PE enrollment.
- Gila (30%) and Cochise (32%) counties ranked lowest student PE enrollment.



#### Effective Use of Technology

Title IV-A Effective Use of Technology program is a conduit between the Office of Digital Teaching & Learning, Computer Science and Arizona Educational Technology Standards in collective efforts to meet the needs of students in teachers by providing professional learning on a wide variety of technology tools and equipment to support student engagement and academic achievement.

In order to bring current and relevant information to the state of Arizona, the Title IV-A team attended the following Effective Use of Technology opportunities:

- Consortium for School Networking, April 10, 2022
- International Society for Technology in Education, June 27, 2022



## Contact Us



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