

**EDA 0.0** **Agency Summary**  
 DEPARTMENT OF EDUCATION  
 Tom Horne, Superintendent of Public Instruction  
 Phone: (602) 542-5460  
 Arizona State Constitution, A.R.S. § Title 15 et seq.

**EDA 1.0** **Program Summary**  
 STATE BOARD OF EDUCATION / VOCATIONAL AND TECHNOLOGICAL  
 EDUCATION  
 Vicki Salazar, Associate Superintendent  
 Phone: (602) 542-3139  
 Arizona State Constitution, A.R.S. § 15-201-231

**Mission:**

*To increase the quality of public education in the State of Arizona by raising expectations and providing support, resources, and assurances that enable schools and students to excel.*

**Description:**

The Arizona Department of Education is administered by the Superintendent of Public Instruction, who is an elected official under the Arizona State Constitution. The Superintendent leads the State of Arizona in developing and implementing educational guidelines. Through the various programs within the Arizona Department of Education, the Superintendent oversees direct services to 237 locally governed school districts and 364 Charter Holders operating at over 478 Charter sites. The Department executes the educational guidelines through evaluation, training, school improvement assistance, dissemination of information, and administration and allocation of funds. The Department also serves as the primary source for current, reliable, and accurate information on the status and needs of the public school system.

**Strategic Issues:**

**Issue 1 Student Accountability and Information System (SAIS) and Accountability**

A central data warehouse of accurate, timely student and financial information has been developed, and real-time information continues to be collected to satisfy state and federal reporting requirements. Aggregate information has become available for guidelines decisions, and to parents/guardians and the general public to hold schools accountable for student success and the expenditure of funds.

**Issue 2 Customer Service**

Efforts to improve customer service and department operations continue to be explored and implemented.

**Issue 3 Academic Standards**

Arizona standards represent a rich and vital curriculum, ensuring that all students are taught challenging material. Although Arizona's Instrument to Measure Standards (AIMS) continue to concentrate on Reading, Writing, and Mathematics, all of the Arizona Academic Standards are important and should be integrated throughout a school's curriculum.

**Issue 4 Student achievement (special emphasis on K-3 reading initiative).**

AZ READS continues to provide direct resources to ensure that children start school ready to read, allow for early screening and ongoing diagnostic assessment and adequately train teachers to provide ongoing reading development.

**Issue 5 Communication**

It is essential that student and school information be available to the public.

**Mission:**

*To aggressively set policies that foster excellence in public education.*

**Description:**

The State Board of Education meets at least ten times annually to supervise and regulate the conduct of the public school system. A.R. S. § 15-203 articulates the Board's powers and duties which indicate that the Board shall set statewide education policy for our K-12 schools. The State Board for Vocational and Technological Education meets at least three times annually to supervise and regulate the conduct of vocational and technological education in the public school system.

- ◆ **Goal 1** To set fair and reasonable policies and standards which foster excellence in public education.

| Performance Measures   | FY 2008 Actual | FY 2009 Estimate | FY 2010 Estimate |
|--|----------------|------------------|------------------|
| Percent of Arizona high school students who enter 9th grade and graduate within four years | 73             | 74               | 75               |

Explanation: Fiscal Year data represents class cohort from 2 years previously (i.e. FY 2005 = Class of 2003).

|  |    |    |   |
|--|----|----|---|
| Percent of Arizona schools receiving an under-performing label | 11 | 10 | 9 |
|--|----|----|---|

Explanation: \*Data will be available on 09/2007

- ◆ **Goal 2** To ensure student safety by investigating and taking appropriate action on complaints made against professional educators.

| Performance Measures                 | FY 2008 Actual | FY 2009 Estimate | FY 2010 Estimate |
|--------------------------------------|----------------|------------------|------------------|
| Number of investigative cases closed | 226            | 290              | 290              |

Explanation:

- ◆ **Goal 3** To improve communication and involvement with the education community and other stakeholders.

| Performance Measures  | FY 2008 Actual | FY 2009 Estimate | FY 2010 Estimate |
|---|----------------|------------------|------------------|
| Number of special meetings held by the State Board of Education to receive input and engage stakeholders and the general public in policy discussions | 11             | 12               | 12               |

|  |   |   |   |
|--|---|---|---|
| Percent of parents who rate "A+" the public school that their oldest school-age child attends. | 8 | 9 | 9 |
|--|---|---|---|

Explanation:

**EDA 2.0** **Program Summary**  
**SCHOOL FINANCE - PAYMENT AND FINANCIAL COMPLIANCE**  
 Vicki Salazar, Associate Superintendent  
 Phone: (602) 542-3139  
 A.R.S. § 15-185, 15-901-917, 15-941-15-1033, 37-521

**Mission:**

*To administer state aid, monitor financial compliance, and provide prompt customer service while collecting and analyzing data on publicly funded schools for state aid payments, accountability to the public, and other statutory requirements.*

**Description:**

The School Finance program disburses equalization assistance (Basic State Aid) for basic maintenance and operations funding to school districts and charter schools. Equalization assistance is designed to provide equitable per-pupil funding among school districts and charter schools for maintenance and operational needs. Equalization assistance is based on the district or the charter school's student count (Average Daily Membership) and funding levels set in statute. In addition to equalization assistance funding, traditional public school districts also receive a portion of their maintenance and operations funding from a local tax levy on the property within their boundaries.

This program also disburses other special formula funding for the following programs: (1) Additional State Aid (Homeowner's Rebate Program); (2) Assistance to School Districts (education of children whose parents or legal guardians are employed by certain state institutions); (3) Certificate of Educational Convenience (education of certain children outside of the district in which they live); (4) Special Education and Residential Vouchers; (5) Permanent and Institutional Vouchers; (6) County Jails and Detention Centers; (7) Juvenile Corrections and Adult Corrections; and (8) Classroom Site Fund (additional funds for teacher compensation and other purposes authorized by voter approval of Proposition 301 in the November 2000 General Election).

Financial compliance is monitored by this program through statutory testing of school district budget limits and analysis of required reports and data submitted by school districts and charter schools. The data is submitted electronically through the Student Accountability Information System (SAIS) for purposes of calculating equalization assistance and budget limits as applicable for publicly funded educational entities. Expenditures of school districts are monitored for statutory compliance and school districts are assisted in the resolution of non-compliance issues.

Further, this program collects data to meet reporting requirements for the federal Common Core of Data. Its main purposes are to support the School Finance program and to provide education related data to other governmental agencies and taxpayers as requested and/or required.

◆ **Goal 1** To provide timely and reliable customer service.

| Performance Measures   | FY 2008<br>Actual   | FY 2009<br>Estimate | FY 2010<br>Estimate |
|--|---|---------------------|---------------------|
| Percent of Instructional Improvement Fund (IIP) payments made on a quarterly basis | 100   | 100                 | 100                 |
| Explanation:   |   |                     |                     |
| Percent of Classroom Site Fund payments made on a monthly basis                    | 100   | 100                 | 100                 |
| Explanation:   |   |                     |                     |
| Number of days to process budget analysis from July 18                             | *102  | 102                 | 102                 |
| Explanation:   | *System related difficulties/legislature session has been closing later, causing September revisions which pushes back distribution of Budg-25 letters. |                     |                     |

◆ **Goal 2** To provide technical assistance, training, and professional development for schools on issues related to school finance.

| Performance Measures                 | FY 2008<br>Actual | FY 2009<br>Estimate | FY 2010<br>Estimate |
|--------------------------------------|-------------------|---------------------|---------------------|
| Percentage of participants in School | 96                | 96                  | 96                  |

Finance training sessions and workshops who scored the activity as "very good" or "better"

Explanation:

|   |      |     |     |
|---|------|-----|-----|
| Number of workshops and training sessions covering School Finance issues compared to previous years | *165 | 109 | 109 |
|---|------|-----|-----|

Explanation:

|   |      |     |     |
|---|------|-----|-----|
| Number of communication vehicles (computer workshops) delivered to SAIS users | *165 | 109 | 109 |
|---|------|-----|-----|

Explanation:

\*Workshops were increased to ensure all LEA's received training on the new guidelines for FY09.

**EDA 3.0** **Program Summary**  
**SCHOOL ACCOUNTABILITY AND IMPROVEMENT**  
 Vicki Salazar, Associate Superintendent  
 Phone: (602) 542-3139  
 A.R.S. § 15-241, 15-741-15-747, 15-809, P.L. 107-110

**Mission:**

*To promote attainment of high academic achievement for all students through assessing, evaluating, and implementing initiatives and reforms that use scientifically based research and effective practices for assisting schools engaged in the school improvement process.*

**Description:**

The School Accountability and Improvement program focuses on improving student achievement through assessing the achievement level of students at different grade levels and then evaluating that information to determine how well each respective school is performing. This information is the basis for interventions and school improvement measures provided through technical assistance, professional development, funding resources, and administrative oversight.

This program includes Arizona Leaders in Education for the Advancement and Development of Student and School Success (AZ LEADS). AZ LEADS is a statewide initiative for school improvement and student success. It is one of the components of an accountability system, called Arizona Leading Education in Arizona through the Reporting and Notification System (AZ LEARNS), for measuring school performance based on student achievement.

**This Program Contains the following Subprograms:**

- ▶ Student Assessment
- ▶ Research and Evaluation
- ▶ School Improvement and State Intervention

**EDA 3.1 Subprogram Summary**  
**STUDENT ASSESSMENT**  
 Vicki Salazar, Associate Superintendent  
 Phone: (602) 542-3139  
 A.R.S. § 15-741 - 15-742, P. L. 107-110

**Mission:**

*To assist the educational community and the public by developing rigorous academic content standards and providing valid, reliable student assessment aligned to the standards.*

**Description:**

The Assessment Section provides statewide assessments to students, meeting both state and federal statutory requirements. This is done through the administration of TerraNova Grades 2 and 9, AIMS DPA at Grades 3 through 8, and AIMS HS at Grade 10 and beyond. The assessments are developed using Arizona educators, following nationally accepted scientific-based methods to produce valid and reliable assessments.

The Assessment Section continues to create support materials for use by educators, parents and students. Accessed through IDEAL, the Formative Assessment program is instrumental in providing quizzes and items for classroom assessments, making it a significant teacher tool for all K-12 educators in the state. Support for individual student needs is provided through the publishing of Student Guides and Sample Test on the ADE website. GROW guides are individually tailored for Grade 9 students based upon their AIMS DPA results from the previous grade, and for students from Grades 11 and 12 based upon their performance on AIMS HS.

Standards development and revision is on a five-to six year cycle. Mathematics was revised during the 2007-2008 school year and was adopted by the State Board of Education on June 24, 2008. A new Assessment will be developed to align to that standard and will be administered for the first day, April 2010. Language Arts is being rearticulated for Spring 2008 to Spring 2010.

The following units within Assessment collaborate to facilitate the accomplishment of this mission: Test Administration, Item/Test Development, Formative Assessment, Data/Item Analysis.

Assessment collaborates closely with numerous other sections within ADE: Research and Evaluation, School Effectiveness, Student Achievement, Exceptional Student Services, Informational Technology.

- ◆ **Goal 1** To develop and revise standards, documents to be used for the assessment of all Arizona students.

| Performance Measures  | FY 2008 Actual  | FY 2009 Estimate | FY 2010 Estimate |
|---|---|------------------|------------------|
| Number of new math and reading test items developed by Arizona teachers for inclusion on the AIMS DPA and AIMS HS for the articulated standards | 1,090   | 1,500            | 1,500            |
| Explanation:  |   |                  |                  |
| Number of AIMS Dual Purpose assessments administered  | 508,000   | 508,000          | 515,000          |
| Explanation:  |   |                  |                  |
|   | Starting in FY 2005, separate norm-referenced testing was discontinued for pupils in grades 3-8 due to first time implementation of the AIMS Dual Purpose Assessment, which combines AIMS and norm-referenced testing into a single test. |                  |                  |

- ◆ **Goal 2** To improve communication and involvement with the education community and other stakeholders.

| Performance Measures   | FY 2008 Actual | FY 2009 Estimate | FY 2010 Estimate |
|--|----------------|------------------|------------------|
| Number of Arizona educators participating in test/item development for the AIMS DPA and AIMS HS. | 402            | 400              | 400              |
| Explanation:   |                |                  |                  |

|  |   |    |    |
|--|---|----|----|
| Number of Arizona educators participating in the development of items for Formative Assessment Project | *26                                     | 30 | 35 |
| Explanation:   | *Contracted select group of specialists |    |    |

- ◆ **Goal 3** To provide technical assistance, training, and professional development for schools to improve their effectiveness.

| Performance Measures  | FY 2008 Actual   | FY 2009 Estimate | FY 2010 Estimate |
|---|--|------------------|------------------|
| Number of school districts/charter holders represented at the pretest workshops                             | 650*   | 650*             | 650              |
| Explanation:  |  |                  |                  |
| Number of presentations at workshops and conferences on the utilization of test data in guiding instruction | 24   | 25               | 26               |
| Explanation:  | *This number illustrates the fact that each school district/charter holder must be represented at the pretest workshops. |                  |                  |

- ◆ **Goal 4** To provide timely and reliable customer service.

| Performance Measures   | FY 2008 Actual | FY 2009 Estimate | FY 2010 Estimate |
|--|----------------|------------------|------------------|
| Percent of constituent's communications responded to within 72 hours | 98             | 98               | 98               |
| Explanation:   |                |                  |                  |

**EDA 3.2 Subprogram Summary**  
**RESEARCH AND EVALUATION**  
 Vicki Salazar, Associate Superintendent  
 Phone: (602) 542-3139  
 A.R.S. § 15-743, 15-746, P.L. 107-110

**Mission:**

*To evaluate and to provide public reports on the performance of Arizona's public schools in accordance with requirements under the federal No Child Left Behind Act and the Arizona law, while also providing other analysis and evaluation services to the Arizona Department of Education, the legislature, local schools, and other groups.*

**Description:**

The Research and Evaluation subprogram provides the results of timely, accurate, and objective research to inform the public and to support educators and policymakers. Specifically, the Research and Evaluation subprogram is responsible for developing, implementing, and making future modifications to school evaluation formulas found in the federal No Child Left Behind Act of 2001 and state legislation for evaluating school performance. Projects in this subprogram include statutory reporting requirements, program evaluations, and independent research.

This subprogram includes the design and the publication of Achievement Profiles, which are a research-based method of analysis for evaluating school performance. These profiles, also called AZ LEARNS Achievement Profiles, are used to designate all public schools as Excelling, Highly Performing, Performing, Underperforming, or Failing to Meet Academic Standards. The results are evaluated for the purpose of fostering school improvement.

- ◆ **Goal 1** To issue, on time, valid and reliable evaluations of school and student performance as required by State and Federal statutes.

| Performance Measures  | FY 2008 Actual | FY 2009 Estimate | FY 2010 Estimate |
|---|----------------|------------------|------------------|
| Number of No Child Left Behind school evaluations performed   | 1,890          | 1,900            | 1,900            |
| Explanation:  |                |                  |                  |
| Number of No Child Left Behind district evaluations performed | 564            | 570              | 570              |
| Explanation:  |                |                  |                  |
| Number of AZ LEARNS evaluations performed                     | 1,881          | 1,900            | 1,900            |
| Explanation:  |                |                  |                  |

**2008 - 2010 ARIZONA MASTER LIST OF STATE GOVERNMENT PROGRAMS**

|   |    |    |    |
|---|----|----|----|
| Percent of students tested who perform at or above the national norm on the norm reference test (grade 2) - reading<br>Explanation: | 48 | 49 | 50 |
| Percent of students tested who perform at or above the national norm on the norm reference test (grade 2) - math<br>Explanation:    | 53 | 54 | 55 |
| Percent of students tested who perform at or above the national norm on the norm reference test (grade 9) - reading<br>Explanation: | 53 | 54 | 55 |
| Percent of students tested who perform at or above the national norm on the norm reference test (grade 9) - math<br>Explanation:    | 52 | 53 | 54 |
| Percent of schools with at least 75 percent of students meeting or exceeding standards in AIMS reading.<br>Explanation:             | 36 | 37 | 38 |
| Percent of schools with at least 75 percent of students meeting or exceeding standards in AIMS writing<br>Explanation:              | 33 | 34 | 35 |
| Percent of schools with at least 75 percent of students meeting or exceeding standards in AIMS math<br>Explanation:                 | 33 | 34 | 35 |
| Percent of students in grade 3 meeting or exceeding state academic standards in AIMS reading<br>Explanation:                        | 69 | 70 | 71 |
| Percent of students in grade 3 meeting or exceeding state academic standards in AIMS writing<br>Explanation:                        | 76 | 77 | 78 |
| Percent of students in grade 3 meeting or exceeding state academic standards in AIMS math<br>Explanation:                           | 71 | 72 | 73 |
| Percent of students in grade 5 meeting or exceeding state academic standards in AIMS reading<br>Explanation:                        | 68 | 69 | 70 |
| Percent of students in grade 5 meeting or exceeding state academic standards in AIMS writing<br>Explanation:                        | 65 | 66 | 67 |
| Percent of students in grade 5 meeting or exceeding state academic standards in math<br>Explanation:                                | 70 | 71 | 72 |
| Percent of students in grade 8 meeting or exceeding state academic standards in reading<br>Explanation:                             | 67 | 68 | 69 |
| Percent of students in grade 8 meeting or exceeding state academic standards in writing<br>Explanation:                             | 76 | 77 | 78 |
| Percent of students in grade 8 meeting or exceeding state academic standards in math<br>Explanation:                                | 61 | 62 | 63 |
| Percent of students in grade 12 meeting or exceeding state academic standards in reading<br>Explanation:                            | 39 | 40 | 41 |
| Percent of students in grade 12 meeting or exceeding state academic standards in writing<br>Explanation:                            | 41 | 41 | 42 |
| Percent of students in grade 12 meeting or exceeding state academic standards in math<br>Explanation:                               | 28 | 29 | 30 |
| Percent of students tested on norm-referenced test (grades 2 & 9)<br>Explanation:   | 93 | 96 | 96 |

Percent of students tested on AIMS. 99 99 99  
 Explanation: \* Starting FY 2005, the TerraNova test replaced the Stanford 9 test for norm-referenced testing.  
 \*\* A much higher trend line percentage is assumed for % of students in grade 12 meeting or exceeding state academic standards  
 \*\*\* new Performance Measures  
 FY 2007 Actuals were updated to reflect that starting in 2008 special education students were no longer allowed to take the AIMS test with alternate accommodations. In previous years, student who took the test with alternate accommodations were excluded from the summaries. In addition, starting in 2008 English Language Learners are not excluded from the summaries as in previous years.

**◆ Goal 2 To provide accurate and helpful information to the public.**

| <b>Performance Measures</b>  | <b>FY 2008 Actual</b> | <b>FY 2009 Estimate</b> | <b>FY 2010 Estimate</b> |
|--|-----------------------|-------------------------|-------------------------|
| Number of evaluations, analyses, and data requests fulfilled<br>Explanation: | 70                    | 75                      | 80                      |
| Number of School Report Cards published<br>Explanation:                      | 1,890                 | 1,900                   | 570                     |
| Number of District Report Cards published<br>Explanation:                    | 564                   | 1,900                   | 570                     |

EDA 3.3 **Subprogram Summary**  
 SCHOOL IMPROVEMENT AND STATE INTERVENTION  
 Vicki Salazar, Associate Superintendent  
 Phone: (602) 542-3139  
 A.R.S. § 15-241, 15-741.01, 15-809, P.L. 107-110

**Mission:**

*To provide quality and consistent support and technical assistance to all schools engaged in the process of continuous school improvement.*

**Description:**

“SCHOOL IMPROVEMENT”

The School Improvement subprogram integrates Education Technology with the school support components of state and federal accountability measures, A. R.S. § 15-241 (AZ LEARNS) and the No Child Left Behind Act of 2002 (NCLB).

The School Improvement subprogram supports all schools by: Providing access to the Arizona Standards and Rubrics for School Improvement as a framework for conducting a comprehensive, evidence-based needs assessment; Providing access to the online Arizona School Improvement Plan; Providing, upon request, the services of a Solutions Team; Providing access to teacher and student resources through the IDEAL web portal; Promoting the integration of technology by teachers in core content areas to increase student achievement; Promoting technological literacy by the end of eighth grade, so all students have the skills to access information and resources to support their learning needs.

The School Improvement subprogram supports schools designated as needing improvement by: Providing Technical Assistance in the development of an Arizona School Improvement Plan required by A.R.S. § 15-241 (J) and NCLB 1116 (b),

Assigning a Solutions Team as outlined in A.R.S. § 15-241 (P) and NCLB 1116 (c) to: Review school operations using the Arizona Standards and Rubrics for School Improvement, and provide the school recommendations for improvement through a Statement of Findings.

Assigning an ADE School Improvement Coach to assist the school in creating capacity for sustained improvement by: Providing technical assistance and support in implementing the Arizona School Improvement Plan and the recommendations of the Solutions Team; Assisting in the coordination of all education resources, specifically those available through the Arizona Department of Education; Documenting school progress and improvement plan implementation in relation to increasing academic achievement for all students; Assisting each Title 1 school and district identified for improvement in applying for a Title I School and District Improvement Grant; Ensuring that each Title I school and district identified for improvement complies with the requirements of NCLB and the School and District Improvement Grant.

“SCHOOL INTERVENTION”

This subprogram collaborates with school administrators for training and support that creates school environments in which all students achieve at high levels. This subprograms also analyze schools designated as “Failing to Meet Academic Standards” to determine how best to improve the schools to a performing level and to sustain the improvements after the withdrawal of state support. Further, this subprogram supports schools designated as “Failing” by providing the following: Technical assistance; Financial support; Highly qualified Turnaround Personnel; and Assignment of a School Intervention Specialist from ADE. The School Intervention Specialist provides support that will allow the school to be better equipped to implement effective system changes that will lead to increased student achievement at the school level. The Arizona Standards and Rubrics for School Improvement to provide schools with recommendations for their

improvement. Further, there is an Academic and Instructional Support unit, which has established a series of academies that help teachers and administrators understand how academic achievement is tied to research based best practices and which methods and techniques incorporate best practices. The topics for these best practices academies include discussions of data from the field, AIMS test scores, and trends in Solution Team data.

◆ **Goal 1** To ensure compliance with state and federal statutes and regulations along with other contractual obligations.

| Performance Measures   | FY 2008 Actual  | FY 2009 Estimate | FY 2010 Estimate |
|--|---|------------------|------------------|
| Number of AIMS Intervention/Dropout Prevention grantee monitoring visits | *7  | 13               | 15               |
| Explanation:   | *ARS §15-809 does not require ADE to do site monitoring; On going technical assistance & evaluation is in conjunction with LeCroy & Milligan Associates, Inc. |                  |                  |

◆ **Goal 2** To provide technical assistance and training for schools to improve school effectiveness.

| Performance Measures  | FY 2008 Actual | FY 2009 Estimate | FY 2010 Estimate |
|---|----------------|------------------|------------------|
| Number of workshops to support schools in developing their school improvement plans | 15             | 30               | 30               |
| Explanation:  |                |                  |                  |
| Number of visits to Year 2 "under-performing" schools                               | *300           | 150              | 150              |
| Explanation:  |                |                  |                  |
| Number of AIMS Intervention/Dropout Prevention presentations                        | 11             | 10               | 12               |
| Explanation:  |                |                  |                  |
| Number of "failing" schools assisted by the State Intervention Unit                 | 6              | 15               | 15               |
| Explanation:  |                |                  |                  |
| Number of schools visited by the Best Practices and Academic Standards Unit         | 33             | 34               | 35               |
| Explanation:  | *New format    |                  |                  |

◆ **Goal 3** To provide technical assistance and training for districts to improve district effectiveness.



**EDA 4.0** **Program Summary**  
**EDUCATION SERVICES**  
 Vicki Salazar, Associate Superintendent  
 Phone: (602) 542-3139  
 A.R.S. § Title 15 et seq., P. L. 107-110

**Mission:**

*To promote the development and the implementation of quality education for all learners by providing quality services and resources to schools, parent groups, government agencies, and community groups to enable them to achieve their goals.*

**Description:**

The Education Services program provides funding, technical assistance, and resource coordination to local education agencies and public/private organizations in their administration of preschool to adult programs. It also provides development opportunities to teachers and administrative professionals and supports local efforts focused on parental and community involvement. This program includes efforts aimed at: (1) Assisting adult learners to develop and improve skills needed in community, family, and workplace environments; (2) Coordinating services for a seamless transition of students to postsecondary education and employment; (3) Addressing the needs of youth and adults who face barriers to employment; (4) Fostering educational excellence for students with disabilities between the ages of 3 years and 22 years; (5) Serving children whose economic, cultural, or intellectual situations create the need for alternatives offered through support programs that improve academic achievement; (6) Ensuring children are adequately fed using the U.S. Dietary Guidelines; (7) Providing support to schools, families, and communities in implementing early childhood programs that assist all children from birth to become successful lifelong learners; (8) Giving funding, technical assistance, and resource coordination to assist schools in implementing effective behavior, health, and safety programs; (9) Offering enrichment opportunities to help students further their academic achievements; and (10) Using available opportunities to recognize the achievement of excellence by students or educational professionals.

**This Program Contains the following Subprograms:**

- ▶ Exceptional Student Services
- ▶ English Acquisition Services
- ▶ Early Childhood Programs
- ▶ Title I
- ▶ Career and Technical Education
- ▶ Adult Education and GED
- ▶ Standards Based Best Practices
- ▶ Nutrition
- ▶ Family Literacy
- ▶ Outreach Programs
- ▶ Innovative Exemplary Programs

**EDA 4.1** **Subprogram Summary**  
**EXCEPTIONAL STUDENT SERVICES**  
 Vicki Salazar, Associate Superintendent  
 Phone: (602) 542-3139  
 A.R.S. §15-236, 15-761-15-774, 15-881, 15-1181-15-1205, IDEA

**Mission:**

*To promote the development and the implementation of quality education for students with disabilities.*

**Description:**

The Exceptional Student Services (ESS) subprogram fosters educational excellence for students with disabilities between the ages of 3 years and 22 years by promoting program improvement to support the achievement of individual student goals, state education standards, and compliance with Arizona and federal government requirements for special education. The initiatives that support this mission are: (1) Administrative Support, which includes conflict resolution, office management, assistive technology, and school-to-adult-life transition; and (2) Program Support, which includes accountability and technical assistance, "Child Find" and family involvement, a comprehensive system of personnel development, and secure care education (education of special educational needs children who are in correctional facilities).

The intent of "Child Find" is that all children from birth through age 21 years with delays or disabilities are identified, located, and evaluated to receive the supports and services they need. Public schools and the Arizona Early Intervention Program are responsible for "finding" eligible children and providing services needed for them to reach their developmental milestones or meet their educational needs. When children are "found", they are referred to a specialist to screen their development. The screening helps "identify" any areas of concern that need to be evaluated further. In order to receive early intervention or special education services, a child must be evaluated to confirm they have a delay or disability that falls under state definitions.

The comprehensive system of personnel development in this subprogram includes Special Education Learning Experiences for Competency in Teaching (SELECT). Select courses provide training to persons seeking to expand their skills in working with children with disabilities and are recommended for regular and special education teachers, related service personnel, paraeducators, and other interested individuals. Participants take SELECT courses to receive academic credit that can be applied towards teacher certification if the class matches the certification requirement or for professional growth (for those working towards teacher re-certification).

- ◆ **Goal 1** To advocate and promote ideas and initiatives that will advance innovation and enhance resources for the education of students with disabilities.

| Performance Measures   | FY 2008 Actual | FY 2009 Estimate | FY 2010 Estimate |
|--|----------------|------------------|------------------|
| Percent of children with disabilities served by Early Intervention who entered preschool = < 36 months of age* | 82.4           | 86               | 89               |

Explanation: \*Due to the federal requirement change - data collection is now based on children served in AZEIP rather than all preschool children.

- ◆ **Goal 2** To provide technical assistance, training, and professional development to improve the effectiveness of education to students with disabilities.

| Performance Measures  | FY 2008 Actual | FY 2009 Estimate | FY 2010 Estimate |
|---|----------------|------------------|------------------|
| Average rating by special education directors of ESS professional development opportunities (on a 1-5 scale, 5 highest) | 4.51           | 4.75             | 4.80             |

Explanation:

**2008 - 2010 ARIZONA MASTER LIST OF STATE GOVERNMENT PROGRAMS**

|   |       |       |       |
|---|-------|-------|-------|
| Number of enrollees in SELECT classes   | 1,006 | 1,100 | 1,150 |
| Explanation:  |       |       |       |
| Number of hours of Exceptional Student Services sponsored conference/workshops sessions | 1,281 | 1,351 | 1,425 |
| Explanation:  |       |       |       |

◆ **Goal 3** To ensure compliance with State and Federal statutes and regulations along with other contractual obligations.

| <b>Performance Measures</b>   | FY 2008<br>Actual | FY 2009<br>Estimate | FY 2010<br>Estimate |
|---|-------------------|---------------------|---------------------|
| Percent of students with disabilities with proficient performance in reading in grade 3                     | 36                | 39                  | 40                  |
| Explanation:  |                   |                     |                     |
| Percent of students with disabilities with proficient performance in reading in grade 5                     | 31                | 33                  | 34                  |
| Explanation:  |                   |                     |                     |
| Percent of students with disabilities with proficient performance in reading in grade 8                     | 22                | 23                  | 24                  |
| Explanation:  |                   |                     |                     |
| Percent of students with disabilities with proficient performance in reading in grade 10                    | 28                | 30                  | 31                  |
| Explanation:  |                   |                     |                     |
| Percent of public education agencies demonstrating compliance with monitoring deficiencies within two years | 99                | 99                  | 100                 |
| Explanation:  |                   |                     |                     |

◆ **Goal 4** To provide timely and reliable customer service.

| <b>Performance Measures</b>  | FY 2008<br>Actual | FY 2009<br>Estimate | FY 2010<br>Estimate |
|--|-------------------|---------------------|---------------------|
| Average overall rating by special education directors of Exceptional Student Services (on a 1-5 scale, 5 highest)  | 4.6               | 4.70                | 4.75                |
| Explanation:   |                   |                     |                     |
| Number of public education institutions participating in paperwork reduction grants**  | **                | **                  | **                  |
| Explanation: **This was a three year initiative project to allow districts and charters to use additional funding source for paperwork reduction which ended with FY 2007. |                   |                     |                     |

**Subprogram Summary**

EDA 4.2

**ENGLISH ACQUISITION SERVICES**

Vicki Salazar, Associate Superintendent  
 Phone: (602) 542-3139  
 A.R.S. § 15-241, 15-751-756.01-.13, 15-910, 41-1279.03, P.L. 107-110

**Mission:**

*To assist schools in providing services that support high academic success for English Language Learning (ELL) students.*

**Description:**

The English Acquisition Services was established by Arizona Revised Statutes. This subprogram is authorized under the federal No Child Left Behind Act of 2001 (NCLB) and the federal Civil Rights Act to provide technical assistance to local educational agencies for their English Language Learner (ELL) students. In addition, pursuant to state laws A.R.S. § 15-751 through A.R.S. § 15-756.01, each school with enrolled ELL students must provide programs that allow these students to develop their skills in the English language development and to give them the opportunity to meet Arizona Academic Standards. English Acquisition Services was formally established as the Office of English Language Acquisition Services on September 21, 2006, pursuant to A.R.S. 15-756.07.

The assistance that the English Acquisition sub-program provides to LEAs consists of the following: (1) Providing notification to local educational agencies of their requirements/responsibilities for compliance under federal and state statutes; (2) Providing notification to local educational agencies of their requirements/responsibilities in regards to Arizona Department of Education policy and as described under the Flores lawsuit; (3) Providing methods/technical assistance to local education agencies for identifying, assessing, re-assessing, re-classifying, and reporting on ELL students; (4) Providing information, materials, resources, and strategies for Structured English Language Immersion models; and (5) Providing professional development opportunities for teachers and administrators to ensure ELL student attainment of English language proficiency and the academic achievement through the use of Structured English Language Immersion (SEI) models, the state Compensatory Instruction Fund, Title III funding, and providing technical assistance for SEI budget calculation and submission.

◆ **Goal 1** To ensure compliance with State and Federal statutes and regulations along with other contractual obligations.

| <b>Performance Measures</b>  | FY 2008<br>Actual | FY 2009<br>Estimate | FY 2010<br>Estimate |
|--|-------------------|---------------------|---------------------|
| Percent of local education agencies in full compliance with federal, state and ADE policy issues   | 58                | 58                  | 59                  |
| Explanation:   |                   |                     |                     |
| Percent of local education agencies (with ELL students receiving state/federal funding) visited for full-scale on-site monitoring, provided technical assistance, or addressed constituent issues. | 49                | 49                  | 50                  |
| Explanation:   |                   |                     |                     |

◆ **Goal 2** To provide timely and reliable customer service.

| <b>Performance Measures</b>  | FY 2008<br>Actual | FY 2009<br>Estimate | FY 2010<br>Estimate |
|--|-------------------|---------------------|---------------------|
| Number of postings/reports available from English Acquisition Services' website  | 98                | 98                  | 100                 |
| Explanation:   |                   |                     |                     |
| Number of approved applications posted online of providers of Structured English Immersion Provisional and Full Endorsement training | 756               | 800                 | 825                 |
| Explanation:   |                   |                     |                     |

◆ **Goal 3** To provide technical assistance, training, and professional development for schools and educators that will assist English language learners.

**2008 - 2010 ARIZONA MASTER LIST OF STATE GOVERNMENT PROGRAMS**

| <b>Performance Measures</b>  | <b>FY 2008 Actual</b> | <b>FY 2009 Estimate</b> | <b>FY 2010 Estimate</b> |
|--|-----------------------|-------------------------|-------------------------|
| Number of attendees at Structured English Immersion conferences  | 550                   | 550                     | 600                     |
| Explanation:   |                       |                         |                         |
| Number of people attending annual ELL proficiency assessment overviews and workshop trainings - Arizona English Language Proficiency Assessment (AZELLA) | 1,010                 | 1,025                   | 1,025                   |
| Explanation:   |                       |                         |                         |
| Number of persons contacted and provided information on Arizona's English language proficiency standards   | 930                   | 1,000                   | 1,050                   |
| Explanation:   |                       |                         |                         |
| Number of English Language Learner Coordinators reached through the English Acquisition Services Unit through monthly practitioner meetings              | 325                   | 325                     | 350                     |
| Explanation:   |                       |                         |                         |

|  |                    |                    |     |
|--|--------------------|--------------------|-----|
| Explanation:   |                    |                    |     |
| Number of Districts and Charters and/or agencies with state funded ECE programs that participated in professional development offered by ADE - ECE | 131                | 137                | 143 |
| Explanation:   |                    |                    |     |
| Number of professional development opportunities that schools and programs participated in that were offered by ADE - ECE.                         | 459                | 481                | 505 |
| Explanation:   | ***n = 139 surveys | **n = 2127 surveys |     |

**Subprogram Summary**

EDA 4.4

TITLE I

Vicki Salazar, Associate Superintendent

Phone: (602) 542-3139

P.L. 107-110

**Mission:**

*To support the implementation of the Federal Title I Grant for Arizona's System of School Support in order to impact teaching and learning in Kindergarten through 12th grade classrooms so that educationally disadvantaged students achieve high academic success.*

**Description:**

Title I, under the Elementary and Secondary Education Act, provides financial assistance to local educational agencies to meet the needs of educationally deprived children at preschool, elementary, and secondary school levels who are in low income areas. The purpose of this Title I funding is to help all children achieve the state's academic standards. This is accomplished through supplemental programs that consist of instructional services, instructional support services, school wide reform efforts, and increased involvement of parents in their children's education.

- ◆ **Goal 1** To ensure compliance with State and Federal statutes and regulations along with other contractual obligations.

| <b>Performance Measures</b>  | <b>FY 2008 Actual</b>                                  | <b>FY 2009 Estimate</b> | <b>FY 2010 Estimate</b> |
|--|--|-------------------------|-------------------------|
| Percent of Title 1 schools that meet adequate yearly progress (AYP)                | *NA  | 84                      | 85                      |
| Explanation:   |  |                         |                         |
| Percent of Title 1 paraprofessionals meeting the No Child Left Behind requirements | 99   | 99                      | 99                      |
| Explanation:   | *No public information available until October 1, 2008 |                         |                         |

- ◆ **Goal 2** To provide technical assistance, training, and professional development to improve Title 1 school efforts.

| <b>Performance Measures</b>  | <b>FY 2008 Actual</b> | <b>FY 2009 Estimate</b> | <b>FY 2010 Estimate</b> |
|--|-----------------------|-------------------------|-------------------------|
| Percent of school districts that participate in Title 1 professional development activities for No Child Left Behind Consolidated Programs | 85                    | 86                      | 87                      |
| Explanation:   |                       |                         |                         |

**Subprogram Summary**

EDA 4.3

EARLY CHILDHOOD PROGRAMS

Vicki Salazar, Associate Superintendent

Phone: (602) 542-3139

A.R.S. § 15-715, 15-771, 15-901.02, 15-1251, P.L. 107-110

**Mission:**

*To provide leadership and support to schools, organizations, educators, families, and communities in implementing programs that assist all children from birth through age 8 years to become successful lifelong learners.*

**Description:**

The Early Childhood subprogram includes multiple collaborative partnerships, Preschool Special Education for 3 year to 5 year old children with disabilities, and the federal Early Childhood Block Grant for public school districts and charter schools who serve children in kindergarten programs, as well as in grades one, two and three. This subprogram supports school readiness and early learning success by encouraging the implementation of high quality program guidelines and educational standards. Local community programs offer resources, on-site support, funding, and opportunities for professional development to promote developmentally appropriate learning environments.

- ◆ **Goal 1** To ensure compliance with State and Federal statutes and regulations, and other contractual obligations.

| <b>Performance Measures</b>  | <b>FY 2008 Actual</b>   | <b>FY 2009 Estimate</b> | <b>FY 2010 Estimate</b> |
|--|---|-------------------------|-------------------------|
| Percent of Early Childhood Special Education students demonstrating improved outcomes in the area of applied behavior.                 | *83.4   | 85.9                    | 88.4                    |
| Explanation:   |   |                         |                         |
| Percent of Early Childhood Special Education students demonstrating improved outcomes in the area of social and emotional development. | *87.4   | 90                      | 92.6                    |
| Explanation:   |   |                         |                         |
| Percent of Early Childhood Special Education students demonstrating improved outcomes in the area of knowledge and skills.             | *82.5   | 84.9                    | 87.4                    |
| Explanation:   | *In 2007 Research and Evaluation did a z score conversion to determine the improved outcome measures. In 2008 it was determined that a more accurate calculation could be obtained using percentiles to make comparisons. |                         |                         |

- ◆ **Goal 2** To provide technical assistance, training, and professional development to improve the effectiveness of early childhood programs.

| <b>Performance Measures</b>  | <b>FY 2008 Actual</b> | <b>FY 2009 Estimate</b> | <b>FY 2010 Estimate</b> |
|--|-----------------------|-------------------------|-------------------------|
| Percent of participants indicating training as "meeting or exceeding" expectations | **92                  | 96                      | 98                      |



EDA 4.5 **Subprogram Summary**  
 CAREER AND TECHNICAL EDUCATION  
 Vicki Salazar, Associate Superintendent  
 Phone: (602) 542-3139  
 A.R.S. § 15-781-15-790, P.L. 109-270

**Mission:**

*To prepare Arizona students for workforce success and continuous learning.*

**Description:**

The Career and Technical Education (CTE) subprogram at the Arizona Department of Education oversees all State and Federal funding specifically earmarked for all secondary and postsecondary CTE programs designed to prepare individuals for continuing education and transition to employment in current or emerging careers. This subprogram directs and is responsible for the quality of all CTE programs under secondary and postsecondary districts, all CTE programs under statewide Joint Technical Education Districts (JTED), as well as programs under the Workforce Investment Act (WIA). This includes oversight of over \$26 million of Carl Perkins, Tech Prep and Learn and Serve Federal funding, \$11 million of State Block Grant funding, \$80 million of JTED funding and WIA funds. The subprogram is responsible for assuring quality and compliance with all associated Federal and State legislation for CTE funding, including budgeting and directing funds to specific programs, providing reports to Federal and State entities, collecting, analyzing and reporting related data, including performance measures, and establishing fiscal accountability for funds.

The CTE subprogram is also responsible for directing the development and approval of quality CTE programs in 35 program areas leading to placement of students in postsecondary education and/or into employment. The subprogram directs development of curriculum which not only meets occupational needs and employability skills but in particular also focuses on related academic skills and standards. CTE Curriculum includes not only occupational skills but also the related academics required for student employment to meet industry assessment needs. Curriculum, assessment development, and dissemination of materials, professional development, including pedagogy, and articulation of secondary to postsecondary education through Tech Prep and other strategies.

The CTE subprogram directs CTE research and assessment, which supports the need for specific programs based on labor market information, and collects, reports and analyzes data for districts and other entities in order to provide accurate information and industry evaluation for continuous improvement of CTE programs. The CTE subprogram also supports implementation of new and emerging programs such as those in the Science, Technology, Engineering and Math (STEM) cluster, and the Biomedical/Biotechnology areas, based on research in Arizona disserves workforce strategy by Battelle. The subprogram works with stakeholder groups and establishes partnerships with agencies and business and industry to develop quality initiatives and goals through WIA and other partners in carrying out programs which will articulate with secondary and post secondary education. The subprogram gives direction to identification of priorities, such as specific occupations or work-based learning, to align with labor market and business and industry needs.

The subprogram oversees and conducts all Federal compliance reviews for CTE programs through Office of Civil Rights, as well as Service Learning programs through a Federal Learn and Serve grant. The co-curricular CTE student organizations, such as FFA and Skills USA, also function under this subprogram to provide students with leadership and community development skills. Technical assistance in implementation and continuous improvement of quality CTE programs including the previously described initiatives is provided to all districts offering approved CTE programs.

This subprogram includes the Workforce Development Unit, which is responsible for the administration of comprehensive education, and training programs that address the needs of youths and adults who face barriers to

employment. These programs include occupational and workplace skills training, related academic and support services, and provide employment preparation opportunities that support career goals. The education, employment and training programs also promote partnerships among service providers to increase linkages and provide a comprehensive and meaningful approach to workforce preparation by facilitating coordination of education and training services between education, employment, and training.

◆ **Goal 1** To ensure compliance with State and Federal statutes and regulations along with other contractual obligations.

| Performance Measures   | FY 2008 Actual | FY 2009 Estimate | FY 2010 Estimate |
|--|----------------|------------------|------------------|
| Percent of Career and Technical Education concentrators passing AIMS reading                               | NA             | *49.1            | 50               |
| Explanation:   |                |                  |                  |
| Percent of Career and Technical Education participants placed in school, job, or military after graduation | NA             | 50               | 55               |
| Explanation:   |                |                  |                  |

◆ **Goal 2** To provide timely and reliable customer service.

| Performance Measures  | FY 2008 Actual | FY 2009 Estimate  | FY 2010 Estimate |
|---|----------------|---|------------------|
| Number of days CTE allocation notifications sent after receipt of federal award   | 9              | *3  | 7                |
| Explanation:  |                |   |                  |
| To increase annually by two the number of workshops/training that focus on the application, development, streamlining, and automation so that schools/districts have access to fiscal resources as early as possible. | 31             | 29  | 30               |
| Explanation:  |                |   |                  |
|   |                | *Based on preliminary data allocations mailed prior to the actual notification receipt. |                  |

◆ **Goal 3** To provide technical assistance, training, and professional development for career and technical training programs.

| Performance Measures   | FY 2008 Actual | FY 2009 Estimate  | FY 2010 Estimate |
|--|----------------|---|------------------|
| Number of educators participating in Career and Technical Education professional development workshops                             | **2,708        | 3,000   | 3,250            |
| Explanation:   |                |   |                  |
| Number of attendees at Workforce Investment Act annual Training EXPO   | 0              | 0   | 0                |
| Explanation:   |                |   |                  |
| Number of approved training programs on the Workforce Improvement Act Eligible Training Providers List                             |                | 1,810   |                  |
| Explanation:   |                |   |                  |
| Number of events reported on ADE Customer Satisfactory Survey - where customer satisfaction was reported as pertinent and relevant | 84             | 86  | 88               |
| Explanation:   |                |   |                  |
|  |                | *Duplicated count in Professional Development sessions within events      |                  |
|  |                | **Unduplicated attendees participating in Professional Development events |                  |
|  |                | ***No Training Expo in 2008-2009  |                  |
|  |                | No longer ADE program effective 7/1/2008                                  |                  |

◆ **Goal 4** To advocate and promote ideas and initiatives that will advance innovation and enhance resources for career and technical training.

| Performance Measures  | FY 2008 Actual | FY 2009 Estimate | FY 2010 Estimate |
|---|----------------|------------------|------------------|
| Number of Career and Technical Education programs receiving incentives and recognitions for exemplary and promising practices | 10             | 11               | 12               |
| Explanation:  |                |                  |                  |

EDA 4.6 **Subprogram Summary**  
**ADULT EDUCATION AND GED**  
 Vicki Salazar, Associate Superintendent  
 Phone: (602) 542-3139  
 A.R.S. § 15-234, 15-702, P.L. 105-220

EDA 4.7 **Subprogram Summary**  
**STANDARDS BASED BEST PRACTICES**  
 Vicki Salazar, Associate Superintendent  
 Phone: (602) 542-3139  
 A.R.S. § 15-154-15-155, 15-345, 15-712, P.L. 107-110

**Mission:**  
*To be the catalyst for increasing the quality of Adult Education in Arizona by raising expectations and providing leadership, support, and resources that enable service providers and students to excel.*

**Description:**  
 The Adult Education subprogram ensures that adult learners who are at least 16 years of age have access to quality educational opportunities that will support them in their employment, job training, and higher education aspirations. This subprogram also assists adult learners in acquiring the knowledge and skills necessary for effective participation in society.

The adult learners are not enrolled nor required to be enrolled in secondary school when they participate in instruction in one or more of the following areas: 1) English Language Acquisition, 2) Adult Basic Education, 3) Adult Secondary Education, including GED Preparation, 4) Civics, and 5) Basic computer literacy skills.

Adult Education is a learner-centered, interactive process which values and supports the individual in defining and achieving personal goals through improvement in basic reading, writing, and mathematics skills. Content is delivered through life skills so they can better function in their community, family and workplace environments.

The General Education Development (GED) Testing subprogram ensures equitable access to the GED examination for adult learners in pursuit of an Arizona High School Equivalency Diploma. The GED exam has been developed and validated by the General Educational Development Testing Service, a subdivision of the American Council of Education, and is administered by the Arizona Adult Education Services/GED Testing Office.

◆ **Goal 1** To ensure compliance with State and Federal statutes and regulations along with other contractual obligations.

| Performance Measures   | FY 2008 Actual | FY 2009 Estimate | FY 2010 Estimate |
|--|----------------|------------------|------------------|
| Percentage of Adult Education providers monitored for state and federal quality measures and compliance indicators | 100            | *100             | 100              |

Explanation:

◆ **Goal 2** To provide technical assistance, training, and professional development for schools to improve the effectiveness of adult education and GED testing programs.

| Performance Measures   | FY 2008 Actual | FY 2009 Estimate | FY 2010 Estimate |
|--|----------------|------------------|------------------|
| Percent of age 16 year and older learners who achieved a GED through participation in the Adult Education and GED testing program  | **73           | 80               | 80               |
| Percent of age 16 year and older learners who achieved their employment goals through participation in the Adult Education program | **55           | 70               | 70               |

Explanation: \*New local contracts  
 \*\*Incomplete data. Data not available until 11/08

**Mission:**  
*To enhance academic achievement for Arizona youth by providing resources for safe and healthy learning environments and positive character traits training. To provide assistance to schools in the use of research-based strategies and support services for the advancement of student achievement.*

**Description:**  
 The Best Practices Section assures that Arizona schools have access to the finest tools and knowledge needed to deal with critical issues by providing research-based support for schools, including technical assistance, professional development, resources, and oversight. The Best Practices subprogram consists of the following components:

The AZ Academic Standards unit provides leadership in the development of the state's academic standards as well as support and assistance to schools in implementing them. Currently, Arizona's Academic Standards are articulated by grade level in Reading, Writing, Mathematics, Science, and Social Studies. State-sponsored professional development in implementing these content standards is offered regularly for school/district teams. This unit also administers the Mathematics and Science Partnerships Program which focuses on improving teacher content and pedagogical content knowledge in mathematics and science.

The Academic and Instructional Support unit establishes a series of academies that help teachers and administrators understand how academic achievement is tied to research based best practices, as well as provides methods and techniques to address these topics and increase teacher content knowledge. The topics for these academies encompass data from the field, AIMS scores, and trends in Solutions Team data.

The focus within the School Safety and Prevention unit is on the enhancement of academic achievement through the provision of resources for safe and healthy learning environments. Several state and federally-funded grants are administered that assist in this focus, including the Safe and Drug-Free Schools Program, Chemical Abuse Prevention Program, School-Based parenting Program Initiative, HIV/AIDS Education Program, School Safety Program, and the Multi-Hazard Safety Program.

The Best Practices subprogram provides support for school-based programs that actively promote learning to develop and practice healthy behaviors and positive character traits in schools and communities. This subprogram includes safety programs for reducing violence and the use of drugs, alcohol, and tobacco through education and prevention activities in schools. Initiatives are supported that promote school environments that are free from drugs and violence and the unauthorized presence of firearms and alcohol. This subprogram also includes funding to provide voluntary education and training on the core values of trustworthiness, respect, responsibility, fairness, caring, and citizenship to educators, leaders of youth nonprofit organizations, and children and their families in Arizona. The goal is to instill in youth the traits of positive character. In addition, this subprogram supports programs to prevent the spread of HIV/AIDS. There is federal funding to increase the number of schools that adopt and enforce HIV prevention policies that are medically accurate and consistent with state and federal guidelines. The federal funding also is for increasing parental and community involvement in educating youth about HIV and pregnancy prevention.

◆ **Goal 1** To provide quality customer service with continual improvement.

| Performance Measures                 | FY 2008 Actual | FY 2009 Estimate | FY 2010 Estimate |
|--------------------------------------|----------------|------------------|------------------|
| Number of website hits on discipline | 1 600          | 1 600            | 1 600            |

**2008 - 2010 ARIZONA MASTER LIST OF STATE GOVERNMENT PROGRAMS**

information and resources

Explanation:

- ◆ **Goal 2** To provide technical assistance, training, and professional development for schools to improve the effectiveness of schools.

| <b>Performance Measures</b>   | <b>FY 2008<br/>Actual</b> | <b>FY 2009<br/>Estimate</b> | <b>FY 2010<br/>Estimate</b> |
|---|---------------------------|-----------------------------|-----------------------------|
| Percent of officers attending a Beginning or Advanced Law related Education Academy   | 87                        | 96                          | 96                          |
| Explanation:  |                           |                             |                             |
| Percent of students in selected schools that respond that they feel safer because of the officer's presence                       | *N/A                      | 73                          | 73                          |
| Explanation:  |                           |                             |                             |
| Number of classroom management and discipline training workshops held   | 45                        | 50                          | 55                          |
| Explanation:  |                           |                             |                             |
| Average satisfaction rating of participants in classroom management and discipline training workshops (on a 1-5 scale, 5 highest) | 4.9                       | 4.57                        | 4.8                         |
| Explanation:  |                           |                             |                             |
| Percent of public and charter schools that received technical assistance on classroom management and discipline                   | 100                       | 200                         | 300                         |
| Explanation:  |                           |                             |                             |

\*No evaluation survey for FY07-FY08 because of diminishing resources in School Safety

**Subprogram Summary**

EDA 4.8

**NUTRITION**

Vicki Salazar, Associate Superintendent  
 Phone: (602) 542-3139  
 Nat. School Lunch and Child Nutrition Acts, P.L. 108-265

**Mission:**

*To assist schools and organizations toward improving the health and the nutrition of students so they may benefit from the educational process and achieve their full potential.*

**Description:**

The Health and Nutrition subprogram provides cash assistance and donated foods to serve nutritionally adequate meals to children in schools, preschools, day care centers and homes. Over two-thirds of the children served are low income, based on free and reduced-income eligibility status. The free and reduced status is based on the federal poverty guidelines and is an indicator of a child's at-risk status. Training, technical assistance compliance reviews are conducted to ensure nutrition integrity and fiscal accountability as prescribed by the United States Department of Agriculture.

The Health and Nutrition subprogram includes various programs and the meals served in these programs are planned to meet the U.S. Dietary Guidelines for Americans. These Guidelines provide advice about food choices that promote health and prevent disease, encouraging an increased intake of fruits, vegetables and grains, while limiting fat, salt and sugar. The programs are described below:

The National School Lunch Program is a federally assisted meal program to provide nutritionally balanced, low-cost or free lunches to children each school day.

The After School Snack Program is through the National School Lunch Program, which offers cash reimbursement to help schools serve snacks to children after their regular school day ends.

The School Breakfast Program provides federally funded cash assistance to operate nonprofit breakfast programs in schools and residential childcare institutions.

The Child and Adult Care Food Program provides federal funds to nonresidential child and adult care facilities, emergency shelters, eligible after school programs and family day care providers who serve nutritious meals and snacks.

The Summer Food Service Program was created to ensure that children in low-income areas could continue to receive nutritious meals during long school vacations (i.e. school intersessions and summer vacation), when they do not have access to school breakfast or lunch.

The Food Distribution Program consists of commodities distributed by the United States Department of Agriculture for use in the National School Lunch Program and the Summer Food Service Program.

The Special Milk Program is available to children of all schools or nonprofit child care institutions which do not participate in the National School Lunch Program, School Breakfast Program, the Child and Adult Care Food Program, or Summer Food Service Program. This includes nonprofit day care centers, summer camps, settlement houses and homeless shelters. An eligible shelter's primary purpose must be to provide shelter and a minimum of one regularly scheduled meal service per day to homeless families. The shelter cannot be a residential child care institution.

The SMP also is available to students attending a split-session kindergarten or pre-primary students in a school that participates in the National School Lunch Program or the School Breakfast Program, if those students do not have access to the lunch or breakfast programs.

Health and Nutrition Services was awarded the National Centers for Disease Control and Prevention (CDC), Improving the Health, Education and Well-Being of Young People through Coordinated School Health Grant. The grant will provide 2.3 million dollars over 5 years to the ADE to establish Coordinated School Health Programs in Arizona. A Coordinated School Health Program is a planned, organized set of health-related programs, guidelines, and services coordinated to meet the health and safety needs of K-12 students. It is comprised of multiple components that can influence health and learning, which include health education; physical education; health services; nutrition services; counseling and psychological services; a healthy school environment; family/community involvement; and health promotion for staff.

The Fresh Fruit and Vegetable Program (FFVP) provides funding to schools so they can provide a variety of fresh fruits and vegetables to students throughout their school day. The goal of the FFVP is to: Create healthier school environments by providing healthier food choices; Expand the variety of fruits and vegetables children experience; Increase children's fruit and vegetable consumption; and Make a difference in children's diets to impact their present and future health.

- ◆ **Goal 1** To ensure compliance with State and Federal statutes and regulations along with other contractual obligations.

| Performance Measures  | FY 2008 Actual | FY 2009 Estimate | FY 2010 Estimate |
|---|----------------|------------------|------------------|
| Percent of sponsors planning menus which meet the revised nutrition standards during annual School Meals Initiative reviews | 74             | 74               | 75               |
| Explanation:  |                |                  |                  |
| Percent of School Nutrition Program sponsors passing the Coordinated Review Effort Performance Standards                    | 84             | 84               | 86               |
| Explanation:  |                |                  |                  |
| Percent of Child and Adult Care Food Program sponsors complying with revised administrative review requirements             | 94             | 94               | 95               |
| Explanation:  |                |                  |                  |

- ◆ **Goal 2** To advocate and promote ideas and initiatives that will advance innovation and enhance resources for health and nutrition programs.

| Performance Measures   | FY 2008 Actual | FY 2009 Estimate | FY 2010 Estimate |
|--|----------------|------------------|------------------|
| Percent of sponsors (schools) implementing the Arizona Healthy School Environment Model Policy | 19             | 20               | 21               |
| Explanation:   |                |                  |                  |

- ◆ **Goal 3** To provide technical assistance, training, and professional development to improve the effectiveness of health and nutrition programs.

| Performance Measures   | FY 2008 Actual | FY 2009 Estimate | FY 2010 Estimate |
|--|----------------|------------------|------------------|
| Percent of sponsors attending a USDA Basics and/or Business Basics and Nutrition Basics Workshop | 80             | 81               | 81               |
| Explanation:   |                |                  |                  |
| Percent of sponsors attending ADE's School Health and Nutrition Advanced Track Workshops         | 35             | 36               | 36               |
| Explanation:   |                |                  |                  |
| Percent of sponsors processing USDA commodities in Child Nutrition                               | 29             | 30               | 32               |
| Explanation:   |                |                  |                  |
| Number of SCOOPS newsletter subscribers  | 1,460          | 1,490            | 1,490            |
| Explanation:   |                |                  |                  |

**Subprogram Summary**

EDA 4.9

FAMILY LITERACY

Vicki Salazar, Associate Superintendent  
 Phone: (602) 542-3139  
 A.R.S. § 15-191-15-191.01, P. L. 107-110

**Mission:**

*To break the intergenerational cycle of illiteracy and its impacts on families with young children.*

**Description:**

The Family Literacy subprogram brings parents and their young children together in an interactive learning setting that holistically addresses their educational needs. Children participate in age appropriate activities tailored to improve their language and literacy skills and to prepare them for success in school. Parents gain academic preparation in basic skills, language acquisition, workforce readiness, and parenting skills. Through intensive, intergenerational activities, families make sustainable changes and learn to value the legacy of literacy.

This subprogram uses state funds to increase the basic academic literary skills of undereducated low income parents and their preschool children. It also uses federal grant monies to further support family literacy services for low income parents lacking basic education or having limited English proficiency and their children ages birth through seven years.

- ◆ **Goal 1** To provide technical assistance, training, and professional development for schools and organizations to improve the effectiveness of family literacy programs.

| Performance Measures                             | FY 2008 Actual | FY 2009 Estimate | FY 2010 Estimate |
|--|----------------|------------------|------------------|
| Percent of parents achieving educational gains   | 81.5           | 83               | 85               |
| Explanation:                                     |                |                  |                  |
| Percent of children demonstrating language gains | 96.6           | 95               | 95               |
| Explanation:                                     |                |                  |                  |

EDA 4.10 **Subprogram Summary**  
 OUTREACH PROGRAMS  
 Vicki Salazar, Associate Superintendent  
 Phone: (602) 542-3139  
 A.R.S. § 15-1241, P.L. 89-329, P.L. 101-610, P. L. 107-110

**Mission:**

*To provide assistance aimed at enriching regular educational services for the advancement of student achievement and to recognize educational excellence.*

**Description:**

The Outreach Programs subprogram provides support and assistance for enrichment opportunities that focus learning in one particular subject, achieve higher levels of education through financial support, achieve higher student academic achievement through opportunities outside the regular school day or school classroom, or allow students to compete in national level academic contests. This subprogram includes a variety of programs, including: Arts Education, Academic Contests, Arizona Geographic Alliance, Arizona School Services through Educational Technology (ASSET), Arizona Humanities Council, Arizona Academic Decathlon, Arizona Principals' Academy, Project Citizen, Small Pass through Programs, Economic Academic Council, U.S. Senate Youth Program, National Science Camp, National History Teacher of the Year Award, Robert C. Byrd Scholarship Program, Close-Up Foundation, Milken-Tap-Advancement, 21st Century Community Learning Centers, and Learn and Serve America.

This subprogram consists of a combination of state and federal monies. As an example, the federal 21st Century Community Learning Centers Grant is for supporting the creation of community learning centers which provide academic enrichment opportunities to students and their families during non-school hours (before or after school) or periods when school is not in session (including holidays, weekends or summer recess). A second example is the federal Learn and Serve America Grant, which is for projects that use a service-learning approach to education. This service-learning approach recognizes that working with local community organizations is a way to obtain academic achievement and develop civic skills. The grant monies are to allow schools to work in partnership with local organizations to create, develop, and offer service-learning opportunities for school-age youth from age five years to 17 years. A third example is federal funds to provide a variety of tools and resources for schools, teachers, and administrators interested in learning how to create quality, comprehensive, and sequential arts learning for their students.

◆ **Goal 1** To provide timely and reliable customer service.

| Performance Measures                                   | FY 2008 Actual | FY 2009 Estimate | FY 2010 Estimate |
|--|----------------|------------------|------------------|
| Number of people participating in scholarship programs | 1,055          | 560              | 600              |
| Explanation:   |                |                  |                  |

◆ **Goal 2** To provide technical assistance, training, and professional development to improve school effectiveness

| Performance Measures  | FY 2008 Actual | FY 2009 Estimate | FY 2010 Estimate |
|---|----------------|------------------|------------------|
| Number of model or promising art program showcased on department's website  | 10             | 23               | 23               |
| Explanation:  |                |                  |                  |
| Number of technical assistance contacts with administrators that receive 21st Century Community Learning Center grants    | 560            | 723              | 723              |
| Explanation:  |                |                  |                  |
| Number of administrators that participate in local and national 21st Century Community Learning Center sponsored training | 360            | 400              | 400              |
| Explanation:  |                |                  |                  |

|   |    |    |    |
|---|----|----|----|
| Number of professional development opportunities made available on the state's arts standards | 20 | 25 | 25 |
|---|----|----|----|

Explanation: \*\*Principals and Grant Directors are now required to attend a one day training

◆ **Goal 3** To ensure compliance with State and Federal statutes and regulations along with other contractual obligations

| Performance Measures   | FY 2008 Actual | FY 2009 Estimate        | FY 2010 Estimate |
|--|----------------|-------------------------|------------------|
| Number of monitoring site visits for 21st Century Community Learning Center grants | 157            | 190                     | 190              |
| Explanation:   |                |                         |                  |
| Percent of grantees in compliance with Arts Education Initiative procedures        | 100            | 90                      | 95               |
| Explanation:   |                | **Expanded staff by two |                  |

EDA 4.11 **Subprogram Summary**  
 INNOVATIVE EXEMPLARY PROGRAMS  
 Vicki Salazar, Associate Superintendent  
 Phone: (602) 542-3139  
 A.R.S. § 15-770, 15-772, P. L. 107-110, P.L. 96-212

**Mission:**

*To assist Local Education Agencies in accessing quality innovative and exemplary educational programs, reflective of Arizona's diverse school populations through technical assistance, and proper allocation, distribution, and monitoring of funding so that migrant students, American Indian students, homeless youth, gifted students, refugee students, and low-income students reach their potential levels of academic achievement, workplace skills, and effective participation in society.*

**Description:**

The Innovative Exemplary Programs subprogram serves children whose cultural, economic, or intellectual situation challenges the educational system. This subprogram includes the Migrant Education Program for supplemental program services to the children, ages three years through 21 years of age, of seasonal or temporary agricultural workers. It also includes state and federal funds for the Indian Education Program to maximize teaching and learning levels while validating the culture and linguistic identity of American Indian students. In addition, this subprogram includes federal funds: (1) to provide equal access to education for homeless children; (2) to offer activities that will lead to the effective integration and education of refugee children; and (3) to give low-income students the opportunity to take more advanced placement courses and to pay their advanced placement test fees. There also are state funds to ensure compliance with state requirements for the appropriate identification and instruction of gifted students.

◆ **Goal 1** To provide technical assistance, training, and professional development for schools to improve the effectiveness of gifted education.

| Performance Measures  | FY 2008 Actual | FY 2009 Estimate | FY 2010 Estimate |
|---|----------------|------------------|------------------|
| Number of conferences, workshops, and trainings held on gifted education                                    | 63             | 45               | 50               |
| Explanation:  |                |                  |                  |
| Percent of training participants surveyed reporting satisfaction with gifted education training and support | 98             | 98               | 98               |
| Explanation:  |                |                  |                  |
| Number of school site visits on gifted education  | 92             | 70               | 75               |
| Explanation:  |                |                  |                  |
| Number of conferences, workshops, and trainings held on Indian Education                                    | 45             | 46               | 47               |
| Explanation:  |                |                  |                  |
| Percent of training participants surveyed reporting satisfaction with Indian education training and support | 88             | 88               | 88               |
| Explanation:  |                |                  |                  |



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|   |    |    |    |
|---|----|----|----|
| Number of school site visits on Indian education  | 32 | 34 | 34 |
| Explanation:  |    |    |    |
| Number of conferences, workshops, and trainings held on homeless education                                    | 27 | 20 | 15 |
| Explanation:  |    |    |    |
| Percent of training participants surveyed reporting satisfaction with homeless education training and support | 97 | 95 | 95 |
| Explanation:  |    |    |    |
| Number of school site visits on homeless education  | 67 | 65 | 65 |
| Explanation:  |    |    |    |
| Number of model or promising homeless education programs showcased on department's website                    | 2  | 2  | 2  |
| Explanation:  |    |    |    |
| Number of conferences, workshops, and trainings held on migrant education                                     | 17 | 15 | 15 |
| Explanation:  |    |    |    |
| Percent of training participants surveyed reporting satisfaction with migrant education training and support  | 94 | 90 | 90 |
| Explanation:  |    |    |    |
| Number of school site visits and technical assistance by email/telephone on migrant education                 | 78 | 48 | 48 |
| Explanation:  |    |    |    |
| Number of model or promising migrant education programs showcased on department's website                     | 4  | 4  | 4  |
| Explanation:  |    |    |    |

◆ **Goal 2** To ensure compliance with State and Federal statutes and regulations along with other contractual obligations.

| <b>Performance Measures</b>  | <b>FY 2008<br/>Actual</b> | <b>FY 2009<br/>Estimate</b> | <b>FY 2010<br/>Estimate</b> |
|--|---------------------------|-----------------------------|-----------------------------|
| Percent of grantees in compliance within gifted education  | 95                        | 95                          | 95                          |
| Explanation:   |                           |                             |                             |
| Percent of Native American students meeting or exceeding Arizona Academic Standards in reading     | 67                        | 67                          | 67                          |
| Explanation:   |                           |                             |                             |
| Percent of Native American students meeting or exceeding Arizona Academic Standards in mathematics | 63                        | 63                          | 63                          |
| Explanation:   |                           |                             |                             |
| Percent of grantees in compliance within homeless education  | 100                       | 75                          | 80                          |
| Explanation:   |                           |                             |                             |

◆ **Goal 3** To advocate and promote ideas and initiatives that will advance innovation and enhance resources for innovative and exemplary programs.

| <b>Performance Measures</b>  | <b>FY 2008<br/>Actual</b> | <b>FY 2009<br/>Estimate</b> | <b>FY 2010<br/>Estimate</b> |
|--|---------------------------|-----------------------------|-----------------------------|
| Number of partnerships between Indian education and tribal/community organizations | 35                        | 35                          | 35                          |
| Explanation:   |                           |                             |                             |
| Number of partnerships between gifted education and various organizations          | 25                        | 30                          | 30                          |
| Explanation:   |                           |                             |                             |

**Program Summary**

EDA 5.0

**PROFESSIONAL DEVELOPMENT**

Vicki Salazar, Associate Superintendent  
 Phone: (602) 542-3139  
 A.R.S. § 15-531-15-551, 15-704, 15-919-15-920, P.L. 107-110

**Mission:**

*To promote careers in public education and to ensure that all Arizona educators are highly qualified and highly effective while embracing excellent internal and external customer service.*

**Description:**

The Highly Qualified Professional subprogram: Implements Title IIA and Title IIC of the NCLB federal legislation for achieving the goal of having a highly qualified teacher in every classroom. Offer prospective educators positive avenues and standards of obtaining certification through established programs. Works collaboratively with stakeholders to design and implement a rigorous professional preparation program approval process and rigorous educator assessments based on the AZ professional educator standards. Ensures educators meet the Highly Qualified and State Board requirements evaluating and issuing certificates in a timely manner by exceeding customers' expectations. Delivers and provides assistance to Arizona educators, LEAs, and other ADE divisions in the design, implementation, and evaluation of high quality professional development with the goal of increasing student achievement.

**This Program Contains the following Subprograms:**

- ▶ Highly Qualified Professional
- ▶ Standards Based Teaching and Learning

**Subprogram Summary**

EDA 5.1

**HIGHLY QUALIFIED PROFESSIONAL**

Vicki Salazar, Associate Superintendent  
 Phone: (602) 542-3139  
 A.R.S. § 15-531-15-551, 15-919-15-920, P.L. 107-110

**Mission:**

*To promote careers in public education through recruitment and retention of highly qualified teachers and administrators while embracing internal and external customer service.*

**Description:**

The Highly Qualified Professional subprogram implements: Title IIA of the NCLB federal legislation for achieving the goal of having a highly qualified teacher in every classroom. Offer prospective educators positive avenues and standards of obtaining certification through established programs. Works collaboratively with stakeholders to design and implement a rigorous professional preparation program approval process, rigorous educator assessments based on the AZ professional educators standards. Ensures educators meet the Highly Qualified and State Board requirements evaluating and issuing certificates in a timely manner by exceeding customers' expectations.

Delivers and provides assistance to Arizona educators, LEAs, and other ADE divisions in the design, implementation, and evaluation of high quality professional development with the goal of increasing student achievement.

◆ **Goal 1** To provide timely and reliable customer service.

| <b>Performance Measures</b>   | <b>FY 2008<br/>Actual</b> | <b>FY 2009<br/>Estimate</b> | <b>FY 2010<br/>Estimate</b> |
|---|---------------------------|-----------------------------|-----------------------------|
| Maximum number of days to process complete certification applications | 21                        | 18                          | 14                          |
| Explanation:  |                           |                             |                             |
| Percent of customer satisfied with certification services.            | 94                        | 96                          | 98                          |
| Explanation: *New Performance Measure                                 |                           |                             |                             |

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◆ **Goal 2** To ensure the quality of Arizona's educators through evaluation and certification.

| <b>Performance Measures</b>  | <b>FY 2008<br/>Actual</b> | <b>FY 2009<br/>Estimate</b> | <b>FY 2010<br/>Estimate</b> |
|--|---------------------------|-----------------------------|-----------------------------|
| Percent of applicants successfully passing professional content and knowledge certification examinations | 83                        | 90                          | 90                          |

Explanation:

◆ **Goal 3** To offer professional development opportunities to educators and administrators.

| <b>Performance Measures</b>   | <b>FY 2008<br/>Actual</b> | <b>FY 2009<br/>Estimate</b> | <b>FY 2010<br/>Estimate</b> |
|---|---------------------------|-----------------------------|-----------------------------|
| Number of professional development opportunities provided to teachers and principals by the Highly Qualified Professionals Unit | 58                        | 60                          | 62                          |

Explanation:

Percent of Summer Academy participants who are well prepared as a result of the Summer Academy to implement the reading instructional practices learned

95      90      95

Explanation: \*Standards-Based Teaching and Learning includes information from the following units: AZ Academic Standards, Academic and Instructional Support, and Reading First  
\*\*Change in percent due to the first year of the new Social Studies Standards

**Subprogram Summary**

EDA 5.2

**STANDARDS BASED TEACHING AND LEARNING**

Vicki Salazar, Associate Superintendent  
Phone: (602) 542-3139  
A.R.S. § 15-704, P.L. 107-110

**Mission:**

*To provide educators with support that promotes high academic achievement of all students.*

**Description:**

The Standards Based Teaching and Learning subprogram oversees programs aimed at giving teachers the professional skills necessary to ensure Arizona Academic Standards are implemented. This subprogram oversees funding for partnerships to improve teacher content and pedagogical content knowledge in mathematics and science. Partners are expected to develop and deliver more rigorous mathematics and science professional development that is aligned with state academic achievement standards, Arizona Professional Teaching Standards, and state professional development standards. The subprogram also uses funding for ensuring all children in Arizona learn to read well by establishing scientifically based reading programs for students enrolled in kindergarten through grade three. These funds support increased professional development to ensure that all teachers have the skills they need to teach these programs effectively. The monies also support the use of screening and diagnostic tools and classroom-based instructional reading assessments to measure how well students are reading. The vision is that every Arizona child will learn to read proficiently by third grade and remain a proficient reader.

◆ **Goal 1** To provide training and professional development to improve the effectiveness of standards based teaching and learning.

| <b>Performance Measures</b>  | <b>FY 2008<br/>Actual</b> | <b>FY 2009<br/>Estimate</b> | <b>FY 2010<br/>Estimate</b> |
|--|---------------------------|-----------------------------|-----------------------------|
| Number of regional training-of-trainers sessions sponsored by Standards Based Teaching and Learning to build statewide capacity  | 97                        | 60                          | 60                          |
| Percent of Reading First local education agencies surveyed reporting satisfaction with department training and support           | 90                        | 90                          | 90                          |
| Percent of attendees reporting readiness to implement Arizona Academic Standards as a result of resources, support, and training | **85                      | 95                          | 95                          |

Explanation:

**Program Summary**

EDA 6.0

**ADMINISTRATION**

Vicki Salazar, Associate Superintendent  
Phone: (602) 542-3139  
A.R.S. § 15-231-15-272, P.L. 107-110

**Mission:**

*To ensure the efficient and the effective operation of the Department of Education through the Superintendent's leadership and the exchange and dissemination of information that promotes academic excellence and ensures fiscal and academic accountability in public education.*

**Description:**

The Administration program provides the support for efficient and effective operations through Administrative Services and Management Information Systems in the Arizona Department of Education. This subprogram provides the infrastructure, guidance and supplies necessary to accomplish the daily operations of the agency. Its duties involve obtaining and managing a competent workforce and overseeing a high level of customer service to ensure the accomplishment of the overall agency mission.

**This Program Contains the following Subprograms:**

- ▶ Administrative Services
- ▶ Information Technology

EDA 6.1 **Subprogram Summary**  
**ADMINISTRATIVE SERVICES**  
 Vicki Salazar, Associate Superintendent  
 Phone: (602) 542-3139  
 A.R.S. § 15-251-15-272, P.L. 107-110

**Mission:**

To provide exceptional customer support in a safe work environment through a commitment to continual process improvements with timely, efficient, and cost effective distribution, facility, human resources, payroll, printing and procurement services to the Arizona Department of Education and its customers ensuring compliance with Federal, State and Agency laws, regulations and policies.

**Description:**

The Administrative Services subprogram is the information channel for the Arizona Department of Education. It provides the agency with insight into the educational concerns of the statewide community. This subprogram is responsible for generating and disseminating information to the general public, parents, the media, government, the private sector, and the education community regarding the Arizona Department of Education, the Superintendent of Public Instruction, and Arizona's schools and education services.

The Administrative Services subprogram also is responsible for providing financial, procurement, building operations and distribution, and human resource support services to the agency. Financial services include budgeting, accounting, grants management, and audit functions. Procurement services include contracts management and purchasing. Building operations and distribution include facilities, print shop, and central mail distribution functions. Human resource services include personnel and payroll functions. These administrative functions are centralized to ensure efficient and effective operational support to the agency, and consistent application of state, federal and agency rules, regulations, guidelines, and procedures.

◆ **Goal 1** To provide accurate and helpful information to the public.

| Performance Measures  | FY 2008 Actual | FY 2009 Estimate | FY 2010 Estimate |
|---|----------------|------------------|------------------|
| Number of individuals on the department's distribution list receiving newsletters and reports<br>Explanation: | 4,249          | 4,150            | 4,155            |
| Number of constituent inquiries responded to within two-week time frame<br>Explanation:                       | 27,650         | 27,650           | 28,950           |
| Number of Department of Education website "visitors"<br>Explanation:  | 7.32 mil       | 7.35 mil         | 7.93 mil         |
| Number of Department of Education website "hits"<br>Explanation:  | 209 mil        | 215 mil          | 220 mil          |

◆ **Goal 2** To improve communication and involvement with the education community and other stakeholders.

| Performance Measures  | FY 2008 Actual | FY 2009 Estimate | FY 2010 Estimate |
|---|----------------|------------------|------------------|
| Number of individuals participating on the Superintendent's advisory committees<br>Explanation:         | 180            | 193              | 190              |
| Number of guidelines/legislative related initiative correspondence sent to stakeholders<br>Explanation: | 4,450          | 4,500            | 4,550            |

◆ **Goal 3** To advocate and promote ideas and initiatives that will advance innovation and enhance resources for public education.

| Performance Measures               | FY 2008 Actual | FY 2009 Estimate | FY 2010 Estimate |
|------------------------------------|----------------|------------------|------------------|
| Number of schools participating in | 376            | 380              | 400              |

department special initiatives  
 Explanation:  
 Amount of new discretionary grant funding secured by the department 6.7mil. 3.7 mil. 3.8mil.  
 Explanation:  
 Total amount of all federal funds secured by the department for public education in Arizona 909mil. 906mil. 906mil.  
 Explanation:

◆ **Goal 4** To improve employee and customer satisfaction.

| Performance Measures  | FY 2008 Actual | FY 2009 Estimate | FY 2010 Estimate |
|---|----------------|------------------|------------------|
| Percent of employees satisfied with their job<br>Explanation:   | 86             | 88               | 90               |
| Percent of employees who agree or strongly agree that the agency has a good internal communication system<br>Explanation: | 73.5           | 75               | 77               |
| Percent of internal customers satisfied with Accounting services<br>Explanation:  | 89.7           | 89.5             | 90               |
| Percent of internal customers satisfied with Budget Office services<br>Explanation:                                       | 96             | 96.5             | 96.7             |
| Percent of internal customers satisfied with Central Distribution services<br>Explanation:                                | 96.88          | 98               | 98               |
| Percent of internal customers satisfied with Contracts Management services<br>Explanation:                                | 100            | 98               | 98               |
| Percent of internal customers satisfied with Facilities services<br>Explanation:  | 97.2           | 98               | 98               |
| Percent of internal customers satisfied with Grants Management services<br>Explanation:                                   | 95             | 93.3             | 94.5             |
| Percent of internal customers satisfied with Human Resource services<br>Explanation:                                      | 99.4           | 98               | 98               |
| Percent of internal customers satisfied with Print Shop services<br>Explanation:  | 100            | 98               | 98               |
| Percent of internal customers satisfied with Purchasing services<br>Explanation:  | 100            | 98               | 98               |

◆ **Goal 5** To provide technical assistance and training for internal and external customers.

| Performance Measures   | FY 2008 Actual | FY 2009 Estimate | FY 2010 Estimate |
|--|----------------|------------------|------------------|
| Number of new employee training courses held<br>Explanation:   | 27             | 26               | 26               |
| Number of comprehensive supervisor training courses held<br>Explanation:                             | 28             | 30               | 30               |
| Number of Human Resource intranet website training courses held<br>Explanation:                      | 27             | 26               | 26               |
| Number of timesheet refresher training courses held<br>Explanation:                                  | 27             | 26               | 26               |
| Number of training sessions held by Accounting Unit on various administrative topics<br>Explanation: | 51             | 55               | 55               |
| Number of Grants Management meetings held for department program areas<br>Explanation:               | 12             | 11               | 11               |

◆ **Goal 6** To promote a positive and productive work environment that cultivates teamwork and motivates employees.

| Performance Measures              | FY 2008 Actual | FY 2009 Estimate | FY 2010 Estimate |
|-----------------------------------|----------------|------------------|------------------|
| Percent of employees who agree or | 79.5           | 81               | 83               |

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strongly agree that the agency supports their participation in training opportunities to improve job skills

|   |      |    |    |
|---|------|----|----|
| Explanation:  |      |    |    |
| Percent of employees who agree or strongly agree that they have the proper tools and equipment to do their work | 85.5 | 87 | 89 |

|  |    |    |    |
|--|----|----|----|
| Explanation:   |    |    |    |
| Percent of employees who agree or strongly agree that they receive recognition for their work when they deserve it | 76 | 78 | 80 |
| Explanation:   |    |    |    |

**Subprogram Summary**

EDA 6.2

**INFORMATION TECHNOLOGY**

Vicki Salazar, Associate Superintendent  
 Phone: (602) 542-3139  
 A.R.S. § 15-251-15-272, P.L. 107-110

**Mission:**

*To collaborate with education stakeholders to deliver excellent and innovative solutions to ensure an education of superb quality to every Arizona student.*

**Description:**

The Information Technology (IT) subprogram manages the agency's overall Information Management discipline. As the agency's data steward, IT sets and implements guidelines for safe, effective, and efficient information usage including collection, use, security, storage, integration, and reporting. To that end, IT maintains internal and external networks for the exchange of information. IT provides technical assistance to enable all Arizona Department of Education (ADE) customers to utilize effectively ADE's offered services and information. IT guides and supports schools and districts in their use of technology to improve both administration and instruction. IT collaborates with strategic partners to provide the information needed to support reporting to and decision-making by education stakeholders (educators, the Arizona legislature, State government, Federal government, business groups, researchers, parents, students, etc.).

◆ **Goal 1** To improve the quality of the Student Accountability Information System (SAIS) data submission process.

| Performance Measures  | FY 2008<br>Actual | FY 2009<br>Estimate | FY 2010<br>Estimate  |
|---|-------------------|---------------------|--|
| Number of data marts used as management tools by agency units | *                 | *                   | 2  |
| Explanation:  |                   |                     |  |
| Percent of errors due to transaction failures                 | 13                | 10                  | 8  |
| Explanation:  |                   |                     |  |
| Percent of errors due to system failures                      | 10                | 5                   | 5  |
| Explanation:  |                   |                     |  |
|   |                   |                     | *Performance measure is not valid; becomes valid with the development of AEDW          |
|   |                   |                     | **Performance measure new to this report in FY 2008, but has been in use since FY 2006 |

◆ **Goal 2** To provide timely and reliable customer service.

| Performance Measures                                       | FY 2008<br>Actual | FY 2009<br>Estimate | FY 2010<br>Estimate |
|--|-------------------|---------------------|---------------------|
| Percent of calls that are resolved by the Support Center   | 89                | 92                  | 85                  |
| Explanation:   |                   |                     |                     |
| Percent reduction in average downtime of Internet servers  | 10                | 10                  | 10                  |
| Explanation:   |                   |                     |                     |
| Percent reduction in average downtime of messaging servers | 3                 | 5                   | 3                   |
| Explanation:   |                   |                     |                     |

◆ **Goal 3** To increase the use of data and information technology as a management tool to make better-informed decisions.

| Performance Measures   | FY 2008<br>Actual | FY 2009<br>Estimate | FY 2010<br>Estimate    |
|--|-------------------|---------------------|------------------------|
| Percentage of enterprise data integrated into Data warehouse | 45                | 75                  | 90                     |
| Explanation:   |                   |                     | ** Performance Measure |

◆ **Goal 4** To provide accurate and helpful information to the public.

| Performance Measures   | FY 2008<br>Actual | FY 2009<br>Estimate | FY 2010<br>Estimate   |
|--|-------------------|---------------------|---|
| Number of department website "hits" (in thousands) annually. | 8,900             | 9,000               | 9,400   |
| Explanation:   |                   |                     | **New Performance Measure (Note: Not tabulated accurately prior to FY 2007) |

◆ **Goal 5** To improve the agency's information security stance.

| Performance Measures   | FY 2008<br>Actual | FY 2009<br>Estimate | FY 2010<br>Estimate   |
|--|-------------------|---------------------|---|
| Publish security manual and update as required                 | 1                 | 1                   | 1   |
| Explanation:   |                   |                     |   |
| Require security awareness training of all IT staff            | 1                 | 1                   | 1   |
| Explanation:   |                   |                     |   |
| Require security awareness training of all agency staff        | 0                 | 1                   | 1   |
| Explanation:   |                   |                     |   |
| Percent of applications securitized (not tracked before FY 07) | 40                | 75                  | 80  |
| Explanation:   |                   |                     | ** Performance Measure new to this report in FY 2008, but has been in use since FY 2007 |

◆ **Goal 6** To close critical TISA gaps.

| Performance Measures   | FY 2008<br>Actual | FY 2009<br>Estimate | FY 2010<br>Estimate  |
|--|-------------------|---------------------|--|
| Percent of DFDs completed.   | 75                | 90                  | 90   |
| Explanation:   |                   |                     |  |
| Percent of telecommunications/data network converged                                   | 60                | 75                  | 90   |
| Explanation:   |                   |                     |  |
| Number of monthly vulnerability scans and reviews conducted.                           | 2                 | 4                   | 5  |
| Explanation:   |                   |                     |  |
| Collaborate with other Arizona State agencies to enable ADE to conduct needed testing. | 1                 | 1                   | 1  |
| Explanation:   |                   |                     | **Performance measure new to this report in FY 2008, but has been in use since FY 2006 |