



GOVERNING BOARD AGENDA ITEM AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10

DATE OF MEETING: **March 26, 2024**

TITLE: **Presentation on State and Federal Programs**

BACKGROUND:

On December 10, 2015, Every Student Succeeds Act (ESSA) was signed by President Obama to reauthorize the Elementary and Secondary Education Act (ESEA) and the previous version of the law, the No Child Left Behind (NCLB) Act from 2002. ESSA provisions included protections for America's disadvantaged and high-need students, required for the first time all students be taught to high academic standards to prepare for college and careers, required evidence-based interventions, and maintained the expectation of accountability and action for lowest-performing schools.

Historically, in the Amphitheater Public School District, the State and Federal Programs Department was commonly referred to as the Title I Office. Traditionally, the State and Federal Programs Department supervises the following district programs and supporting funding sources for all schools: Title II (Professional Development), English Language Acquisition Department (Title III), McKinney-Vento Office, Foster Care, Native American Education, and Parents as Teachers (PAT).

The State and Federal Programs Department has evolved to include a plethora of grants in addition to Title I, II, and III that provide supplemental funding sources and resources which impact all 22 sites. Recent additional grants include, but are not limited to: Title IV, Johnson O'Malley, Title VI, McKinney-Vento, ARP Homeless I, ARP Homeless II, ESSER I (Private School mandates only), Early Literacy Grant, School Safety, and State Tutoring.

Another important impact of Every Student Succeeds Act was the separation of children in the Foster Care System from the definition as Homeless. This has created a litany new of requirements for students in Foster Care while also limiting their access to mandatory District funded transportation to school.

In the fall of 2022, the Parents as Teachers Program was moved to Early Childhood under the supervision of Tiffany Fay Bucciarelli, Director of Early Childhood. The move was made to align the PAT program supports more closely for children 0 to 5 years of age, along with their parents to the preschool and Early Childhood goals, mission, and initiatives. While Title I and the State and Federal Programs department continues to support the program financially, the programmatic components have moved to Early Childhood along with additional funding sources (i.e., First Things First Grant).

STATE AND FEDERAL DEPARTMENT PROGRAMS

English Language Development (ELD):

As presented by Shannon Langley, EL Coordinator at the August 8th, 2023, Governing Board meeting, there have been many changes in the English Language Development (ELD) program since the 2020-2021 school year. These changes include new Structured English Immersion (SEI) Models based on Arizona's Language Development Approach (LDA), new English Language Proficiency (ELP) Standards, and a new AZELLA (Arizona English Language Learner Assessment) which is used for the placement and reassessment of our English learners (ELs). The English Language Acquisition Department has supported our teachers and staff through these changes and has worked closely with other departments throughout this process.

McKinney-Vento (Homeless) and Foster Care:

Dedicated to identifying students who lack a fixed, regular, and adequate nighttime residence (Homeless), including youth living on their own (YOTO); ensures that their rights to access a free and appropriate public education are safeguarded under federal McKinney-Vento law; annually educates all District staff on the rights

of homeless students; and works closely with site Points of Contact, registrars and counselors to quickly identify homeless students in order to remove all educational barriers and provide services/resources to maintain educational stability. Additionally, ESSA ensures Foster Care Title 1 Provisions are upheld and provides input on educational needs of students through a process called Best Interest Determination (BID) Meetings for students who have moved into the protection of the Foster Care system.

Native American Education:

Committed to meeting the unique educational and culturally related academic needs of Native American / Alaskan Native students in the areas of reading, math, and writing with focus on attendance and graduation. The program promotes positive academic achievement with mentoring/tutoring in addition to school intervention programs and promoting student advocacy. Students must provide required documentation for Johnson O'Malley and/or Title VI requirements regarding tribal enrollment verification. The program also facilitates the monthly Johnson O'Malley Parent Committee and the Title VI Parent Committee meetings. The program provides a Native Pride Afterschool Program for students in grades 5-8 every other Wednesday. They also work in collaboration with the Parent Committees and local community organizations to offer multiple opportunities to learn about Native heritage through special events, cultural nights, and other cultural activities.

RECOMMENDATION:

This is presented to the Governing Board as an informational item.

INITIATED BY:

Darlene Mansouri

Darlene Mansouri
Director of State and Federal Programs

Date: March 12, 2024

Todd A. Jaeger

Todd A. Jaeger, J.D., Superintendent