

STATE OF ARIZONA

Joint Legislative Budget Committee

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JOINT LEGISLATIVE BUDGET COMMITTEE

Thursday, July 19, 2007

9:30 a.m.

House Hearing Room 4

MEETING NOTICE

- Call to Order
- Approval of Minutes of June 19, 2007.
- DIRECTOR'S REPORT (if necessary).
- EXECUTIVE SESSION - Arizona Department of Administration - Review for Committee the Planned Contribution Strategy for State Employee and Retiree Health Plans as required under A.R.S. § 38-658A.
- 1. DEPARTMENT OF ECONOMIC SECURITY - Review of Expenditure Plan for Incentive Funding from the Workforce Investment Act.
- 2. DEPARTMENT OF PUBLIC SAFETY - Review of Microwave Communication System Upgrade Expenditures and Progress.
- 3. DEPARTMENT OF EDUCATION - Review of Research Based Models of Structured English Immersion for English Language Learners.

The Chairman reserves the right to set the order of the agenda.

7/12/07

People with disabilities may request accommodations such as interpreters, alternative formats, or assistance with physical accessibility. Requests for accommodations must be made with 72 hours prior notice. If you require accommodations, please contact the JLBC Office at (602) 926-5491.

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DATE: July 12, 2007

TO: Representative Russell Pearce, Chairman
Members, Joint Legislative Budget Committee

THRU: Richard Stavneak, Director

FROM: Jay Chilton, Fiscal Analyst

SUBJECT: Department of Economic Security – Review of Expenditure Plan for Incentive Funding
from the Workforce Investment Act

Request

A footnote in the FY 2008 General Appropriation Act allows the expenditure of federal Workforce Investment Act (WIA) monies in excess of the appropriated amount with Committee review. Accordingly, the Department of Economic Security (DES) is submitting an FY 2008 expenditure plan for \$1,478,972 of WIA incentive funds received by the state. Unlike most Federal Funds, WIA monies are subject to legislative appropriation under federal requirements.

Recommendations

The JLBC Staff recommends that the Committee give a favorable review of DES's expenditure plan. The plan is a continuation of the plan implemented in FY 2007 and seeks to increase the number of qualified healthcare workers. The amount of funding available is roughly double the amount available in FY 2007. The expenditure plan seems reasonable and reflects a collaboration of the parties earning the incentive funds. The JLBC Staff also recommends that performance measures be reported to the Committee in the statewide workforce development annual report required by A.R.S. § 41-1542.

Analysis

The DES Workforce Development Administration is the state's grant recipient for federal WIA funds from the U.S. Department of Labor. Each year the state receives a portion of the federal WIA grant for workforce development in the state. In Federal Fiscal Year (FFY) 2005, the state met the performance requirements to be eligible for incentive funds above the normal grant for the first time. DES received and expended \$709,618 in incentive funds in state FY 2007. In FFY 2006, the state again met the performance requirements to be eligible for incentive funds, and will receive \$1,478,972 to be expended in state FY 2008. A footnote in the FY 2008 General Appropriation Act allows DES to expend monies above the appropriated amount with prior Committee review.

(Continued)

The funds must be used to provide services authorized by the Workforce Investment Act, the Carl Perkins Education Act, or the Higher Education Act. DES, the Governor's Council on Workforce Policy (GCWP), and the Department of Education (ADE) developed a plan to use these monies to improve workforce development and training activities in healthcare related fields. The new monies to be received in FY 2008 will be used to continue and expand the program begun with the monies received in FY 2007. The grant is to be split evenly between Adult Education Services (AES), Career and Technical Education (CTE), and DES/Local Workforce Investment Areas (LWIAs).

ADE's Adult Education Services serves individuals needing Adult Basic or Secondary Education or English Language Acquisition for Adults by providing courses in cooperation with local One-Stop centers to provide essential skills for individuals wanting to enter a healthcare profession. AES also provides referrals to Career and Technical Education and WIA programs for additional services. The expenditure plan includes \$492,991 for AES.

ADE's Career and Technical Education Program serves secondary and post-secondary students by identifying major occupation needs in healthcare careers in Arizona, as well as specific skills and requirements of healthcare employers. CTE will also provide assessments to identify job seekers with the necessary skills or potential for a healthcare career. Exiting students will be referred to further education toward higher degrees and certificates and other training needed for healthcare professions. CTE will also provide coordination of the stakeholder group for the project. The expenditure plan includes \$492,991 for CTE.

LWIAs and the local One-Stop Centers serve low-income individuals in need of employment assistance. They provide the initial identification and assessment of individual candidates, including WIA eligibility, and mentoring and career preparation training specific to the healthcare industry. The One-Stops also refer job-seekers to AES and CTE or other WIA partners for additional courses, assessments, counseling, training, and job search services. The expenditure plan includes \$492,990 for the LWIAs.

The Department of Commerce will also be involved to provide overall coordination of the project and marketing through the GCWP.

The plan for FY 2008 identifies the following 3 performance goals:

- Assist WIA partners in improving performance levels in youth numeracy and literacy gains, youth/adult/dislocated worker credential attainments, and employment and retention rates.
- Assist AES partners in increasing the number of participants who enter, retain, and/or improve employment or placement into post-secondary education or other training.
- Assist CTE partners in increasing the percentage of client access to industry-based assessments, participants meeting industry standards, and individuals entering employment in the allied and healthcare occupations and other high demand occupations in Arizona.

These performance goals are similar to those outlined by DES in June 2006 in the expenditure plan for the FY 2007 WIA incentive funds. Regarding progress in FY 2007, DES reports that through the first 3 quarters of FY 2007, nearly 100 youth, adults, and dislocated workers had been assisted with training and support services for health and allied health careers. LWIAs have also increased their roles in supporting local healthcare agencies in searching for qualified workers. AES has entered into contracts with Cochise College, Northland Pioneer College, and Yavapai College to expand available adult education services in those rural areas. CTE has issued a contract with a vendor to develop a uniform statewide assessment system for career and technical education.

(Continued)

Specific information regarding FY 2007 performance according to the above measures has not been provided by DES, nor has information regarding how performance expectations will change given the increase in funding. When the FY 2007 expenditure plan was favorably reviewed in July 2006, the committee requested that the FY 2007 performance goals be included in the statewide workforce development annual report required by A.R.S. § 41-1542. Because of the timing of the report, these measures were not included in the most recent report, which was published in September 2006. The first report to include these measures is expected in September 2007. The JLBC Staff recommends that the performance measures contained in the expenditure plan again be included in the statewide workforce development report.

RS/JCh:ss



ARIZONA DEPARTMENT OF ECONOMIC SECURITY

1717 W. Jefferson • P.O. Box 6123 • Phoenix, AZ 85005

Janet Napolitano
Governor

Tracy L. Wareing
Director

JUN 14 2007



The Honorable Russell K. Pearce
Chairman, Joint Legislative Budget Committee
Arizona House of Representatives
1700 West Washington
Phoenix, Arizona 85007

Dear Representative Pearce:

The Department of Economic Security (DES) is pleased to inform the Joint Legislative Budget Committee (JLBC) that the U.S. Department of Labor recently announced that Arizona has achieved the necessary qualifications to be eligible for Workforce Investment Act (WIA) incentive funds. Arizona was one of 10 states to receive this distinction. In order to be eligible for these funds, the state had to exceed performance measures for the WIA programs, the Adult Education and Family Literacy program, and the Carl D. Perkins Vocational and Technical Education Act program.

For fiscal year 2006, the state achieved the required performance on all measures to be eligible for an incentive award in all three programs. Arizona has received preliminary information which indicates that, upon completion and submission of the required application, the state will receive \$1,478,972 in incentive funds.

The incentive funds must be used to provide services authorized by the Workforce Investment Act, Carl Perkins Vocational Education Act or the Higher Education Act. The Department of Economic Security, the Governor's Council on Workforce Policy and the Arizona Department of Education have collaboratively developed a plan to expend the incentive funds on health care education programs to improve the state's workforce development and training activities in health care related fields.

Laws 2006, Chapter 344, Section 10 provides for JLBC review of WIA discretionary funds:

All federal workforce investment act discretionary funds that are received by the state in excess of \$3,614,000 are appropriated to the workforce investment act – discretionary special line item. Excess monies may not be spent until a proposed expenditure plan for the excess monies has been reviewed by the joint legislative budget committee.

The Honorable Russell K. Pearce
Page 2

The Department requests to be placed on the JLBC's agenda for review of this spending plan. If you have any questions, please contact Stephen Pawlowski, DES Financial Services Administrator, at (602) 542-3786.

Sincerely,

A handwritten signature in black ink, reading "Tracy L. Wareing". The signature is written in a cursive, flowing style with a large initial 'T'.

Tracy L. Wareing
Director

cc: Senator Robert L. Burns, Vice Chairman, Joint Legislative Budget Committee
The Honorable Tom Horne, Superintendent, Arizona Department of Education
Lisa Lovallo, Chairman, Governor's Council on Workforce Policy
Richard Stavneak, Director, Joint Legislative Budget Committee
James Apperson, Director, Governor's Office of Strategic Planning and Budgeting



ARIZONA DEPARTMENT OF ECONOMIC SECURITY

1717 W. Jefferson • P.O. Box 6123 • Phoenix, AZ 85005

Janet Napolitano
Governor

Tracy L. Wareing
Director

JUN 14 2007

Ms. Emily Stover De Rocco
Assistant Secretary
Employment and Training
U.S. Department of Labor
200 Constitution Avenue, NW, Room S-5206
Washington, D.C. 20210

Dear Assistant Secretary DeRocco:

The Arizona Department of Economic Security (DES) is pleased to have the opportunity to submit for your approval, the application for the Workforce Investment Act (WIA) Incentive Grant for Program Year 2005: *Enhancing Arizona's Workforce Connections II*. The proposed initiative builds upon last year's funded project and continues to target health occupations as a context to enhance coordination of services and referrals among education and workforce partners, thus creating a more responsive workforce development system in Arizona.

The three partner programs that exceeded state performance goals to earn these incentive funds (Adult Education Services (AES), Career and Technical Education (CTE) and WIA Title IB) have developed an integrated healthcare initiative that crosses program boundaries in both urban and rural settings to address Arizona's critical shortage of qualified healthcare workers. This project, if approved, will continue to incorporate priority service delivery for individuals who are low income, employed entry-level workers, displaced homemakers, adults lacking a high school diploma, and English language learners. It will also continue to provide education and employment opportunities to youth and adults through expanded involvement in occupational and educational programs at secondary and post-secondary institutions.

The DES looks forward to your approval of this initiative and to working with its partners in increasing the focus on creating a more responsive workforce development system for Arizona. If you have any questions please contact Rochelle L. Webb, Program Administrator, Employment Administration at (602) 542-3667.

Sincerely,

A handwritten signature in black ink that reads "Tracy L. Wareing". The signature is written in a cursive style with a large, stylized "T" and "W".

Tracy L. Wareing
Director

Enclosure



State of Arizona
Department of Education

Tom Horne
Superintendent of
Public Instruction

June 5, 2007

To: Emily Stover DeRocco
Assistant Secretary for Employment and Training
US Department of Labor,
Re: Workforce Investment Act Incentive Award

I am extremely pleased that Arizona was one of the 11 states listed in the Federal Register on May 14, 2007 as one of 10 eligible states for the Workforce Investment Act Incentive Award. I am confident that the \$1,478,972 will be appropriately used in Arizona; and therefore I support Arizona's application for incentive funding from the Workforce Investment Act.

Adult Education, Perkins Vocational Technological Education, and Workforce Investment Act Title IB have met the federal performance measures and are eligible for the Workforce Investment Act Incentive Award. Both **Adult Education Services** and **Vocational Technological Education Sections** are highly successful sections at the Arizona Department of Education.

I support the collaborative nature of this project to enhance Arizona's workforce. The coordination among the three entities will focus on an integrated approach for both rural and urban settings. I am confident that the proposed use of the funds will have positive impact on preparing and measuring skills for high demand occupations in Arizona.

Arizona suffers from a critical shortage in rapidly growing occupations such as health care. In addition to the shortage of skilled workers, there is also a shortage of training opportunities. The incentive funds will be used to meet both issues.

This grant will fuel economic growth in Arizona due to outcomes of the partnership. If you have any additional questions, call Milton Ericksen, Deputy Associate for Career and Technical Education at 602-542-5212.

Sincerely,

A handwritten signature in cursive script that reads "Tom Horne".

Tom Horne
Superintendent of Public Instruction



State of Arizona
Department of Education

Tom Horne
Superintendent of
Public Instruction

Memorandum

June 14, 2007

To: Emily Stover DeRocco
Assistant Secretary for Employment and Training
US Department of Labor

From: Karen Nicodemus
President, Arizona State Board of Education
President, Arizona State Board of Vocational Technological Education

Re: Workforce Investment Act Incentive Award

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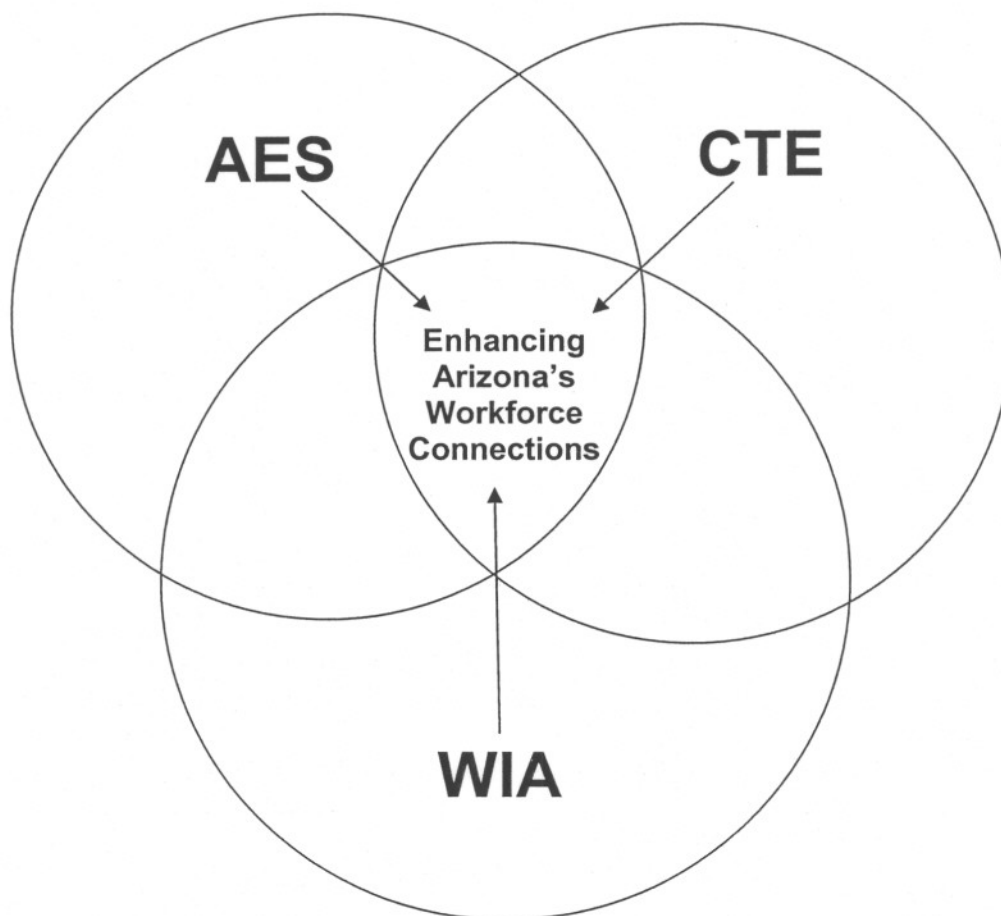
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This grant will fuel economic growth in Arizona due to outcomes of the partnership. If you have any additional questions, please call Milt Ericksen, Deputy Associate Superintendent of Career and Technical Education at 602-542-5212.

Enhancing Arizona's Workforce Connections II



An Arizona Collaborative Project
of
Adult Education Services (AES)
Career and Technical Education (CTE)
Workforce Investment Act Title IB (WIA)

June 14, 2007

Enhancing Arizona's Workforce Connections II

Background:

The *Enhancing Arizona's Workforce Connections* project began with the award of Incentive Funds for Program Year 2004 to Arizona's workforce system. The initial funds provided an opportunity for Arizona to enhance coordination of education and workforce services and referrals among One-Stop partners. The partner programs (Adult Education Services (AES), Career and Technical Education (CTE), and the Workforce Investment Act Title IB (WIA)) who exceeded program goals to earn these incentive funds, developed an integrated health care initiative that crossed program boundaries in both urban and rural settings to address the critical shortage of qualified health care workers throughout Arizona.

In evaluating the successes of the initial year of funding, the Interagency Team (comprised of the Arizona Department of Economic Security, the Arizona Department of Education, the Arizona Department of Commerce, and the Governor's Office), determined that Program Year 2005 Incentive Funds could further enhance the coordination of education and workforce services among the workforce system. This second year of incentive funding will provide the state the opportunity to continue and expand upon the project as we implement *Enhancing Arizona's Workforce Connections II*.

Description of Need:

Arizona continues to suffer from a critical shortage of allied and health care workers to support its health care industry statewide. For example, at the time of the last census, Arizona ranked 49th out of 50 states in per capita health services employment. Arizona's labor market information shows a need for over 30,000 nurses, 11,000 medical assistants, and over 15,000 allied health care workers within the next 6 years.

Workers need both job specific and literacy skills to be successful. One of Arizona's major concerns remains the current demand for adult literacy classes. Currently, a two year wait for Adult Education services exists in many parts of the state. In addition, there is a shortage of post-secondary allied and health care training opportunities. Incentive funds will be used to address these issues and build local capacity.

The Career and Technical Education Allied and Health Care Programs are being expanded to include 12 areas of technicians and health care workers in the secondary and postsecondary education institutions in Arizona. It is imperative that programs address the standards at the level of competence required to be successful in these occupations. Assessments, where not available, will be adopted, adapted or developed with Arizona industry involvement and sanction. In addition, Career and Technical Education will develop and make available assessments for other high demand occupations for Arizona in at least 30 other viable occupational options.

Identification of Agencies and Operational Authority:

Ms. Tracy L. Wareing, Director, Arizona Department of Economic Security (DES), will continue to serve as contact person for this grant. The DES will receive and administer the funds (\$1,478,972) on behalf of all state agencies.

Sub-grantees will include:

- 1) Arizona Department of Education (ADE):
 - a. Adult Education Services \$ 492,991
 - b. Career and Technical Education \$ 492,991
- 2) DES/Local Workforce Investment Areas (LWIAs) \$ 492,990

The Participating Partners and Planned Activities:

This project incorporates priority service delivery for individuals who are low income, employed entry-level workers, displaced homemakers, basic skills deficient (Adult Basic Education (ABE), and Adult Secondary Education (ASE)) and/or in need of English Language Acquisition for Adults (ELAA). It provides allied and health care education and employment opportunities to youth and adults through expanded involvement in occupational education programs at secondary and post-secondary institutions.

Individuals can enter through any partner door – truly a “no wrong door” approach. Each partner is responsible for providing services and referrals to other partners for services, depending on each individual’s needs.

Partner / Authority	Serving	Activities
Adult Education Services (AES) Adult Education and Family Literacy Act (AEFLA)	Individuals needing ABE, ASE, and/or ELAA who are 16 years or older and out of school.	1) Referrals to: <ul style="list-style-type: none"> • The CTE for post-secondary medical skills training; and • The WIA Title IB for training, mentoring, job shadowing, work experience and on the job training (OJT). 2) The ABE, ASE and ELAA courses in cooperation or co-location with One-Stops.
Career & Technical Education (CTE) <i>Carl Perkins Act</i>	In school and out of school secondary students through age 18 and post-secondary students.	1) Adopt, adapt or develop standards and assessments for 12 areas of allied and health care careers and other high demand occupations in Arizona to meet AZ employer performance criteria. 2) Provide information on WIA services that may be used by exiting CTE secondary or postsecondary students to secure further education toward higher level certificates, degrees, credential programs and/or employment. 3) Web-based delivery of assessments in allied and health care occupations and other high demand occupations in Arizona for CTE, WIA, and AES populations. 4) Information on allied and health care programs and other high demand occupations in Arizona along with the standards required will be made available for CTE, WIA, and AES providers. 5) Commission and stakeholder groups from industry, education, and WIA partners will provide ongoing input related to the assessment system.

Local Workforce Investment Areas (LWIAs) and Local One-Stops <i>WIA Title IB</i>	Youth, adults, and dislocated workers who are low income, displaced homemakers, entry-level employed workers, basic skills deficient, or monolingual individuals,	1) Referrals to: <ul style="list-style-type: none"> • The ABE, ASE and ELAA courses; • The CTE for assessments; • Secondary and post-secondary programs for medical terminology, introduction to medical careers and skills training; • Medical facilities for on-site job shadowing, mentoring, etc.; and • Wagner-Peyser for job search and placements. 2) Initial identification and assessment of individual candidates, including WIA eligibility. 3) Mentoring/tutoring in healthcare professions. 4) Healthcare workplace preparation training. 5) Work Experience, OJT and customized training. 6) Allied and Health Career Counseling. 7) Space for adult education programs when/it is available.
Commerce <i>WIA Title IB</i>	Health care communities statewide.	1) Coordination of project for the Interagency Team. 2) Marketing through the Governor's Council on Workforce Policy (GCWP).

Collaboration and Innovation:

The AES, CTE and WIA Title IB have collaborated to design a program targeted for allied and health care occupations and other high demand occupations in Arizona. This project provides a comprehensive process to improve system performance and address the needs of Arizona in innovative ways by providing:

- Funding for appropriate, industry-based assessments available by a web-based system to any individual in the AWC system, CTE, and AES programs;
- Improved adult education services by funding increased capacity and coordination with WIA services;
- Referrals for secondary CTE students to a continuum of post-secondary occupational training and employment opportunities and services through the AWC system;
- On-site, job specific introductions to health careers with local practitioners and providers;
- Funding to allow unemployed, underemployed and entry-level workers, as well as secondary and postsecondary students, an opportunity to achieve new, updated skills and to embrace medical career opportunities through occupational programs and increased literacy;
- Increased partnerships between education, workforce and health care communities and other high demand occupations in Arizona to better meet critical employment needs;
- Arizona's health care community with the means to attract, retain and develop quality workers which will provide improved access to health care services throughout the state;
- Integration of literacy and occupational training to create a qualified workforce to meet demands of this high growth/high demand industry, and
- Funding to provide the opportunity for youth to participate in WIA and CTE activities.

Performance Indicators:

Goal 1:

This grant will assist WIA partners in improving performance levels in youth numeracy and literacy gains, youth/adult/dislocated worker credential attainments, entered employment and retention rates.

Goal 2:

This grant will assist AES partners in increasing the number of participants who enter, retain, and/or improve employment or placement into post-secondary education or other training.

Goal 3:

This grant will assist CTE partners and recipients in increasing the percentage of participant access to industry based assessments, participants meeting industry standards, and individuals entering employment in the allied and health care occupations and other high demand occupations in Arizona.

Accomplishments from Initial Year of Funding (PY 04):

Adult Education Services (AES) – Issued solicitations and have entered into contracts with the successful awardees (Cochise College, Northland Pioneer College; and Yavapai College) to expand available adult education services in those local rural areas. The AES staff have participated in and attended Local Workforce Investment Board meetings throughout the state to foster increased collaboration between programs. They have provided other partner programs with a statewide list of Adult Education representatives serving on local boards. AES staff has actively participated in the State Interagency Team and One-Stop Partner Dialogue meetings with other program administrators within the workforce system.

Career & Technical Education (CTE) – Progress continues with the establishment of the Skills Commission and Advisory Stakeholders Committee to oversee the new statewide assessment system. The CTE identified and prioritized programs for assessment and the applicable constituent groups, as well as issued a contract with a vendor to develop the assessment system. The CTE facilitated focus groups between the various stakeholders, end users and the contractor to identify system components, definitions, standards, criteria for structure and protocols, validation of items, assessment delivery and field testing of item banks and timelines.

Workforce Investment Act (WIA) – Through the first three quarters of the project, approximately 98 WIA individuals (youth, adults, and dislocated workers) have been assisted with training and support services for health and allied health careers. Activities have also included job fairs to provide additional information and access to health careers. One of the most important positive aspects identified by Arizona's 14 Local Workforce Investment Areas has been a renewed opportunity to build and strengthen partnerships with local healthcare providers, youth service providers, community organizations, and post-secondary institutions. The project has also shown an increased role for the local One-Stops in supporting local healthcare agencies in their continued search for a qualified workforce.

Additional Benefits of Continuing the Project:

By creating a more responsive workforce development system, the partnership will deliver qualified workers to fuel economic growth in Arizona for years to come. Partners will continue to build upon synergy by gaining awareness and understanding between project entities about each others' program goals, indicators of performance, client populations, characteristics and needs. Further, this partnership will foster stakeholders working together and assist partner programs in meeting their program goals and service objectives. The dissemination of information about these efforts to existing direct service providers will continue to generate an improved delivery system to Arizona residents who are seeking self-sufficiency.

Consultation with Stakeholder Groups:

The State Interagency Team comprised of staff from the Arizona Governor's Office and the Arizona Departments of Education, Economic Security, and Commerce, met with representatives from LWIAs to discuss the award of the PY 05 incentive funds and proposed activities. A continuation of the PY 04 *Enhancing Arizona's Workforce Connections* project was identified as the most efficient way to meet the goals and needs of each partner agency. A task force was then assigned to develop the application for incentive funds.

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DATE: July 12, 2007

TO: Representative Russell Pearce, Chairman
Members, Joint Legislative Budget Committee

THRU: Richard Stavneak, Director

FROM: Kimberly Cordes-Sween, Fiscal Analyst

SUBJECT: Department of Public Safety – Review of the Microwave Communication System
Upgrade Expenditures and Progress

Request

Pursuant to the FY 2007 Capital Outlay Bill (Laws 2006, Chapter 345), the Department of Public Safety (DPS) has submitted for review the expenditures and progress of the upgrade to its microwave communications system. Besides annually appropriating \$2.5 million in state funds from FY 2007 through FY 2009, Chapter 345 included a legislative intent statement that this project annually receive \$1.6 million in federal Homeland Security funds from FY 2007 through FY 2009. Federal monies were not received by DPS in FY 2007 and, as a result, the department has also included a revised expenditure plan and project timeline in the case that no Homeland Security funding is received by DPS.

In FY 2007, DPS expended or encumbered \$338,500. At its February meeting, the Committee requested that DPS provide cost updates for the total project and for the southern loop of the microwave system, as well as an updated expenditure plan and project timeline addressing the lack of Homeland Security monies. The updated cost estimate for the system is \$46.4 million, including \$11.3 million for the southern loop. The project was originally expected to cost \$61 million.

Recommendation

The Committee has at least the following 2 options:

- 1) A favorable review of the request.
- 2) A favorable review of the request with the condition that the state Department of Homeland Security (SDHS) comply with legislative intent to use \$1.6 million of federal Homeland Security monies for the microwave communications project, as identified in Laws 2006, Chapter 345. Upon publication of its FY 2008 allocation of federal Homeland Security funding, SDHS would be requested to notify the Committee of its funding level for the microwave project. If the department chooses to fund the

(Continued)

microwave project at less than \$1.6 million, SDHS would be requested to provide a written explanation as to why other projects were of higher importance.

Under either option, JLBC Staff recommends that DPS report back to the Committee by October 31, 2008 on the status of the microwave communications project and federal Homeland Security grant funding.

Analysis

Background

DPS currently operates and maintains an analog microwave communications system. A microwave communications system is a series of towers and communications equipment that transports voice and data from one location to the next, enabling dispatch control and long distance communication for portable radios in remote areas. The system provides dispatch control of radio base stations and connects 53 remote radio communication sites and 20 state office locations. In addition, data from the Arizona Criminal Justice System is sent over the microwave system to criminal justice agencies around the state.

The current analog microwave radio system is comprised of 3 independent but integrated loops located in the southern, northern, and western parts of the state. The current analog microwave system consists of equipment that is no longer manufactured and infrastructure in need of repair. The FY 2007 monies were used to begin upgrading the southern loop, in addition to repairing 3 damaged sites in the northern and western segments. The upgrade of the microwave radio backbone is an integral part of the long-term interoperability solution currently under development by the Public Safety Communication Commission (PSCC).

The FY 2007 Capital Outlay Bill (Laws 2006, Chapter 345) appropriated a total of \$2.5 million in each of the 3 years from FY 2007 through FY 2009 to DPS for the design, construction, and implementation of a digital upgrade of its microwave communications system. The appropriation included up to \$295,600 and 4 FTE Positions for project management. In addition, the bill specified that it was the intent of the Legislature that federal Department of Homeland Security funding in the amount \$4.8 million over the 3-year period (\$1.6 million annually) be distributed for this project. Along with the state appropriation, DPS is required to submit a semiannual progress report to Joint Legislative Budget Committee (JLBC) for review through FY 2007. This is the last report required by Chapter 345.

DPS had originally planned to spend \$12.4 million (\$4.1 million annually) from FY 2007 to FY 2009 for the southern loop projects, including federal Homeland Security funding. The Committee learned at the February JLBC meeting that DPS did not receive the FY 2007 Homeland Security funding, as intended by the Legislature. (Attachment A is a list of funded projects, which was originally distributed at the February meeting.) As a result of questions raised by the Committee, a letter was sent to the state Department of Homeland Security asking for clarification of FY 2007, FY 2008 and FY 2009 federal Homeland Security allocations. (Attachment B)

In a letter dated March 28, 2007, SDHS did not respond as to why funds were not allocated in FY 2007 for this project. In response to whether DPS will receive FY 2008 and FY 2009 microwave project funding, SDHS stated that Federal Funds allocated to Arizona have declined significantly since FY 2003 and "as long as Arizona receives sufficient Federal Funds, [the state Department of Homeland Security] will fulfill the statutory mandate" (Attachment C). DPS will still expend the \$2.5 million state appropriation in all 3 years, although the lack of the Homeland Security monies has created the need for a revised expenditure plan and will affect the timeline for the completion of the project.

(Continued)

Funding and Revised Expenditure Plan

The department has submitted a revised 3-year expenditure plan that reflects projected expenditures if DPS receives no federal Homeland Security monies. Current state funding, as appropriated by Laws 2006, Chapter 345, includes \$7.6 million for this project. DPS originally estimated the cost to complete the southern segment at \$12.4 million, which has since been reduced to \$11.3 million. The revised plan includes construction of 5 new sites in the southern loop, refurbishing 7 existing sites (originally 19 were to be refurbished including 3 in the southern loop), and digital equipment would be installed on 15 southern sites. *Table 1* indicates DPS' anticipated expenditures, in the case that Homeland Security Funding is not received for any of the 3 project years.

Table 1				
Microwave Communications System Upgrade Expenditure Plan Without Homeland Security Funding				
	<u>FY 2007</u>	<u>FY 2008</u>	<u>FY 2009</u>	<u>Total</u>
<i>FTE Positions</i>	2	2	3	3
Personal Services	\$ 63,000	\$ 130,000	\$ 178,300	\$ 371,300
Employee Related Expenditures	19,200	37,700	53,500	110,400
Professional & Outside Services	-	-	-	-
Travel - In State	10,000	12,000	22,000	44,000
Travel - Out of State	-	-	-	-
Other Operating Expenditures				
New Sites	1,000,000	655,000	1,100,000	2,755,000
Refurbished Sites	1,375,000 ^{1/}	565,000	80,000	2,020,000
Miscellaneous	2,000	3,100	4,100	9,200
Microwave Equipment	-	1,055,000	1,020,000	2,075,000
Contingency (10.5%)	<u>63,800</u>	<u>75,200</u>	<u>75,100</u>	<u>214,100</u>
Total Operating Expenditures	\$2,533,000	\$2,533,000	\$2,533,000	\$7,599,000
^{1/} Includes \$1,235,000 to refurbish 3 sites located outside of the southern microwave loop.				

DPS has indicated that with only \$7.6 million available to spend on the southern loop rather than the full \$11.3 million, some communications sites will not be upgraded, sites may not provide future infrastructure for connectivity such as the new PSCC interoperability system or other government shared equipment, and the overall statewide microwave project may experience delays while attempting to periodically provide upgrades for the southern loop. Completion of upgrades to the entire microwave system was originally scheduled for FY 2013 and would be delayed until 2017 if no Homeland Security funding is received.

Activities

Current activities are focused on staffing, damaged tower replacement, and site development in the southern segment. The Wireless Systems Bureau has also installed a new AC power feed, emergency power generator, and power transfer switch equipment, which are all operational.

Since the February 2007 JLBC meeting, DPS purchased and received 2 new towers at DPS microwave construction sites outside the southern loop. These towers had structural damage and needed to be replaced to ensure continued DPS microwave communications. One of these towers is in the construction phase and is expected to be completed by July 2007, while DPS is still attempting to procure a construction contractor for the other site. In addition, the department is waiting for revised approval from

(Continued)

the U.S. Forest Service due to a new placement, tower design, and soil analysis for a site that would provide digital microwave connectivity between Phoenix and Flagstaff.

The department has reached an agreement to establish 1 southern loop location and is still working to acquire the necessary agreements to establish 4 additional southern segment microwave sites, which will be necessary to improve the quality of communication on the new digital microwave system.

Expenditures

As of July 2007, DPS had expended or encumbered \$338,500 for the digital microwave system including tower studies, soil analysis, microwave frequency coordination, system support equipment and supplies, and the Phoenix generator. Due to continued research, the estimated total cost to upgrade all 3 segments has been revised from \$61 million to \$46.4 million. The estimated cost for the southern segment is \$11.3 million; projected costs for the northern segment are \$19.9 million; and projected costs for the western segment are \$15.2 million. Actual tower and building costs still need to be determined on a per-site basis determined by location, available space, system needs, and difficulty to construct.

RS/KCS:ss

Attachments

2006 Homeland Security Grant Program SHSGP

<i>Jurisdiction</i>	<i>Project Name</i>	<i>Allocated</i>	<i>Sub-allocation</i>
State Agencies			
ADOHS	Operating Budget	1,031,080.00	
ASU	Emergency Operations Center	159,435.00	
ADEM	Total	541,485.00	
	Planning		223,007.00
	Exercise		77,044.00
	Training		241,434.00
Subtotal		1,732,000.00	
Central Region			
Arizona Department of Public Safety (DPS)	EOD Quick Response Vehicles and Render-Safe Equipment	\$103,666.00	
Gila River Indian Community	GRIC Critical Infrastructure Protection Team	\$60,000.00	
Glendale Police Department	EOD Quick Response Vehicles and Render-Safe Equipment	\$103,667.00	
Maricopa County Emergency Management	Arizona Red Cross Shelter Facility Training	\$35,000.00	
Maricopa County Emergency Management	CERT Training G-317	\$267,750.00	
Maricopa County Emergency Management	Region Citizen Corps Planner	\$127,580.00	
Maricopa County Emergency Management	Regional Training & Exercise	\$127,402.00	
Maricopa County Human Svcs	Special Transportation Services Communications Equipment	\$97,208.00	
Maricopa County Sheriff's Office (MCSO)	EOD Quick Response Vehicles and Render-Safe Equipment	\$103,667.00	
Maricopa County Sheriff's Office (MCSO)	MCSO Jails Mobile Commander Center	\$58,220.00	
Mesa Police Department	EOD Quick Response Vehicles and Render-Safe Equipment	\$103,667.00	
Paradise Valley Police Department	Law Enforcement Minimum Level PPE	\$30,000.00	
Phoenix Fire Department	IST and RRT Logistical Support Vehicles	\$480,000.00	
Phoenix Fire Department	IST Instructors and IST Training	\$390,000.00	
Phoenix Police Department	EOD Quick Response Vehicles and Render-Safe Equipment	\$103,667.00	
Phoenix Police Department	Unified Data Sharing Project	\$249,000.00	
Tempe Police Department	EOD Quick Response Vehicles and Render-Safe Equipment	\$103,667.00	
Subtotal		2,544,161.00	
East Region			
Gila County Sheriff's Office	Training Initiative	\$51,307.00	
Gila County Sheriff's Office	Exercise Initiative	\$51,306.00	
Graham County	VHF Radio System Multi-Cast Points	\$345,000.00	
Graham County	Radio Communication Cache	\$75,000.00	
Greenlee County Emergency Management	Fire/EMS VHF Repeater on Guthrie Mountain	\$48,860.00	
Queen Valley	Repeater Tower	\$12,947.00	
Subtotal		584,420.00	
North Region			
Apache County	Power generator, IT equip, printers, fax, internet connectivity, EOC workstations, etc...	\$39,627.00	
Coconino County Sheriff's Office	Satellite Equip for Command Trailers	\$7,927.50	

2006 Homeland Security Grant Program SHSGP

<i>Jurisdiction</i>	<i>Project Name</i>	<i>Allocated</i>	<i>Sub-allocation</i>
Eagar Police Department/ Town of Eagar/ Apache County	Software, hardware, computers, printers and data input for the GIS system	\$65,500.00	
Flagstaff Fire Department	Regional Deployment/Local Exercise	\$11,698.50	
Flagstaff Police Department/CCS	CBRN Incident Response Vehicle	\$101,531.00	
Flagstaff Police Department	Explosive Device Mitigation Training	\$5,970.00	
Flagstaff Police Department	Logos Imaging Radiographic Processor system	\$24,000.00	
Holbrook Police Department	Radio Interoperability System/ PD door entry/exit security system/ O-T for Northern Region Exercise/ Digital in-car system	\$25,000.00	
Hopi Tribe	Enhancement and upgrade of dispatch consoles for both local LE agencies	\$75,000.00	
Navajo County Emergency Management	Purchase an 18' equipment/EOC trailer with onboard electrical system	\$15,000.00	
Navajo County Emergency Management	Purchase of two 16' equipment trailers and needed response equipment on behave of Navajo County Citizens Corp Council	\$18,000.00	
Navajo County Sheriff's Office	Upgrade to it's 32kbps UHF mobile radio system to 64 kbps UHF Mobile Data System with integrated GPS	\$92,018.00	
Navajo Nation	Assessment to identify and assess communication systems with agencies within Navajo, external data sources, such as NCIC, ACJIS...	\$100,127.00	
Page Fire Department	Radio & SCBA's	\$24,000.00	
Show Low Fire District	Purchase ACU-T communications component	\$13,335.00	
Show Low Fire District	Purchase the portable Drager MultiIMS ion mobility spectrometer to detect chemical warfare agents	\$11,774.00	
Springerville Fire Department	Personal protective equipment (structural fire fighting ensembles RKB 1.8) that are certified as PPE.	\$34,000.00	
Springerville Police Department	Install amplifiers and indoor antennas to boost cell phone reception in the police department and EOC area.	\$8,000.00	
Springerville Police Department	Establishing a visual means of notification for the community. Includes a digital sign that will be placed in a location visible to the public on an everyday basis	\$28,000.00	
Subtotal		700,508.00	
South Region			
Bisbee Police Dept.	Incident command vehicle, generator, mobile telephone system, non p25 mobile radios, computer system/database, 1 tone dually truck, 2 ATVs	\$11,122.00	
Cochise County Emergency Services	Bi-National Plan	\$10,000.00	
Cochise County Emergency Services	Haz Mat Training	\$10,000.00	
Cochise County Emergency Services	Haz Mat Exercise	\$10,000.00	
Cochise County- Sierra Vista, Fry and Douglas Fire Department	Emergency response for hazmat and terrorism	\$15,000.00	
Cocopah Tribe	Public safety radios	\$55,000.00	

2006 Homeland Security Grant Program SHSGP

<i>Jurisdiction</i>	<i>Project Name</i>	<i>Allocated</i>	<i>Sub-allocation</i>
Douglas Police Department	p25 vhf simulcast repeaters, tower, p25 dispatch console radio integration, freq agile station, Arizona Emergency Radio System suite	\$102,013.00	
Golder Ranch Fire District	Technical rescue equipment	\$15,000.00	
Green Valley Fire District	Mobile data terminal and CMO/WMD software	\$10,000.00	
Northwest Fire District	Standardize and interoperable equipment	\$18,000.00	
Pascua Yaqui Nation	project 25 radios	\$50,000.00	
Pima County OEMHS	SHSS Project Planning	\$276,000.00	
San Luis Police Department	P25 conventional/trunking handhelds, mobile radios, 800 mhz repeater site	\$20,748.00	
Santa Cruz County Emergency Management	Implement standard operating procedures and consistent response plans; develop comprehensive training plan	\$31,000.00	
Santa Cruz County Emergency Management	hazardous response mats	\$62,135.00	
Santa Cruz County Emergency Management	p25 integrated narrowband vhf trunked radio system (p25 trunking capabilities, 250 project 25 trunked portables, 250 project 25 trunked mobiles)	\$110,000.00	
Santa Cruz County Emergency Management	Implement HSEEP Exercise Project	\$15,000.00	
Santa Cruz County Emergency Management	Implement Regional Training to Expand Regional Collaboration	\$15,000.00	
Tohono O'odham Nation	Support Pima County wireless integration network	\$73,000.00	
Tohono O'odham Nation	Planning	\$55,000.00	
Tucson Fire Department	Advanced Nazmat life support training	\$10,000.00	
Tucson Fire Department	RRT Equip for heavy rescue trucks	\$40,000.00	
Tucson Police Department	Special operations personnel raining and exercise	\$70,000.00	
Wellton Police Department	P25 conventional/trunking handhelds, mobile radios	\$9,486.00	
Willcox Police Department	2 position cad dispatch, p25 vhf radio system, freq agile station, aers suite	\$75,000.00	
Yuma County Sheriff's Office	Enhanced Law Enforcement Response - Sheriff	\$10,000.00	
Yuma County Sheriff's Office	Training & Exercise - Sheriff	\$40,000.00	
Yuma Police Department	Repeaters & Radios - Yuma PD	\$152,882.00	
Subtotal		1,371,386.00	
West Region			
Chloride Fire District	Upgrade comms system-radio repeater, portable radio & mobile radios	\$22,802.73	
La Paz County	Upgrade Regional Dispatch Center Equipment	\$75,274.00	
La Paz County Emergency Management	Peer to peer wireless access software	\$28,000.00	
Lake Mohave Ranchos Fire District	Upgrade comms system-radio repeater, portable radio & mobile radios	\$16,644.82	
Mohave County	Back-up power generators to ensure Emergency Alert System coverage	\$53,000.00	
Mohave Sheriff's Office	Expansion of Arizona Emergency Radio System	\$54,500.00	
Mohave, La Paz & Yavapai	210 portable narrow band radios & software for SAR volunteer	\$112,000.00	
Quartzsite Fire District	Radio Repeater	\$31,299.98	

2006 Homeland Security Grant Program SHSGP

<i>Jurisdiction</i>	<i>Project Name</i>	<i>Allocated</i>	<i>Sub-allocation</i>
Sedona Fire District	Electronic site control (locks), associated control software, photo ID printer, camera & supplies	\$20,000.00	
Valley Vista Fire District	Upgrade comms system-radio repeater, portable radio & mobile radios	\$30,640.50	
Yavapai County	2 new tower sites, 2 back-up com centers; microwave link, consoles & collateral equip, tower and generator, repeaters	\$160,259.97	
Yavapai County	Communications van & radio equipment for van	\$117,535.00	
Subtotal		721,957.00	
ADEM	State-managed local Interoperability project	761,120.00	
ADEM	State-managed local training and exercise coordination	244,448.00	
Grand Total		8,660,000.00	

2006 Homeland Security Grant Program LETPP

<i>Jurisdiction</i>	<i>Project Name</i>	<i>Allocated</i>
State Agencies		
AZDOHS	Operating Budget	499,652.00
Operation Stonegarden	Reimbursements to Local Jurisdictions	400,000.00
ADOA/Capitol Police	Closed Circuit Television for State Facilities	88,348.00
ADLLC	Arizona Fraudulent ID Task Force Operations	270,000.00
Subtotal		1,258,000.00
Central Region		
Gilbert Police Department	TLO-TVA Program	\$102,195.00
Glendale Police Department	TLO-TVA Program	\$189,881.00
Maricopa County Sheriff's Office	MCSO Inmate Telephone System Word Search Project	\$978,422.00
Maricopa County Sheriff's Office	TLO-TVA Program	\$189,881.00
Mesa Police Department	TLO-TVA Program	\$102,195.00
Peoria Police Department	TLO-TVA Program	\$102,195.00
Phoenix Police Department	TLO-TVA Program	\$189,880.00
Tempe Police Department	TLO-TVA Program	\$102,195.00
Subtotal		1,956,844.00
East Region		
Eloy Police Department	Mobile Data CAD	\$141,900.00
Eloy Police Department	IED Robotic Platforms with Computers	\$206,000.00
Gila County Sheriff's Office	Coordination Channels	\$184,083.00
Subtotal		531,983.00
North Region		
Eagar Police Department/Town of Eagar/Apache County	Security doors and hardened door frames, Card Key controlled entrances, cell phone communication ability, window hardening and surveillance cameras	\$52,500.00
Flagstaff Police Department/CCSO	CBRN Incident Response Vehicle	\$198,978.00
Holbrook Police Department	Radio Interoperability System/ PD door entry/exit security system/ O-T for Northern Region Exercise/ Digital in-car system	\$55,000.00
Hopi Tribe	Enhancement and upgrade of dispatch consoles for both local LE agencies	\$75,000.00
Navajo County Sheriff's Office	Upgrade to it's 32kbps UHF mobile radio system to 64 kbps UHF Mobile Data System with integrated GPS	\$99,876.00
Springerville Police Department	Purchase, install and train employees with interview equipment and recorders, enhance or records management system with new computers and software and enhance in car video software and cameras	\$34,000.00
Springerville Police Department	Add security features to the Town Hall, EOC and Police Department to deter open access to the facility. Installation of security locking mechanisms, and video monitoring devices	\$41,000.00
Winslow/ Navajo County	Computer Aided Dispatch and Records Management System	\$81,301.00
Subtotal		637,655.00
South Region		
Benson Police Department	3 phase with 1 upgrade dispatch for p25 (2) law enforcement repeaters and 3 citywide common channel Incident command vehicle, generator, mobile telephone system, non p25 mobile radios, computer system/database, 1 tone dually truck, 2 ATVs	\$41,000.00
Bisbee Police Department	SWAT Equipment	\$88,878.00
Cochise County Sheriff's Office	Public safety radios	\$48,600.00
Cocopah Tribe	SWAT Equipment	\$16,869.00
Nogales PD	project 25 radios	\$74,239.00
Pascua Yaqui Nation	Project Training and Support Staff	\$16,870.00
Pima County Sherff's Office	P25 conventional/trunking handhelds, mobile radios, 800 mhz repeater site	\$206,754.00
San Luis Police Department		\$20,748.00

2006 Homeland Security Grant Program LETPP

<i>Jurisdiction</i>	<i>Project Name</i>	<i>Allocated</i>
Santa Cruz County Emergency Management	Implement Regional Training to Expand Regional Collaboration	\$15,000.00
Santa Cruz County Emergency Management	p25 integrated narrowband vhf trunked radio system (p25 trunking capabilities, 250 project 25 trunked portables, 250 project 25 trunked mobiles	\$34,577.00
Santa Cruz County Emergency Management	Implement HSEEP Exercise Project	\$15,000.00
Santa Cruz County Sheriff's Office	SWAT Equipment	\$74,239.00
Sierra Vista Police Dept.	Sierra Vista coplink initiative	\$34,577.00
Tohono O'odham Nation	Border issues surveliance and counter-surveillance	\$44,500.00
Tohono O'odham Nation	Support Pima County wireless integration network	\$44,500.00
Tohono O'odham Nation	SWAT Equipment	\$89,000.00
Tucson Police Department	Equipment for expanded TPD crime lab (explosive analysis section)	\$165,628.00
Tucson Police Department	Logos Digital Imaging System	\$25,872.00
Wellton Police Department	P25 conventional/trunking handhelds, mobile radios	\$10,000.00
Yuma County Sheriff's Office	Mobile & Portable Radios - Sheriff	\$114,516.00
Yuma Police Department	Repeaters & Radios - Yuma PD	\$66,972.00
Subtotal		1,248,339.00
West Region		
City of Cottonwood/City of Sedona/Yavapai County	15 digital radios	\$34,065.00
Kingman Police Department	Purchase and installation of 6 mobile radios	\$18,000.00
Kingman Police Department	Purchase portable imagine plate scanner for Bomb Squad to identify and secure explosive devices	\$23,516.00
Kingman Police Department/Mohave County	Purchase and equip a 4x4 Chevy Tahoe	\$45,000.00
La Paz County Sheriff's Office	Radios to make agency interoperable	\$29,576.00
Mohave Sheriff's Office	Expansion of Arizona Emergency Radio System	\$54,500.00
Prescott PD/Yavapai County	Emergency Management Satellite Telephones	\$7,323.00
Prescott PD/Yavapai County	Multi-Agency Tactical Radio System	\$94,500.00
Prescott PD/Yavapai County	Radio Frequency Consolidation-purchase and install radio & antenna equipment	\$42,143.00
Prescott Valley PD	Equip & Inventory tracking software, emergency back-up generator, storage container, laptop, telephones, radio equipment, fax/copy machine, projector, personal identification security system, building security barriers, impact resistant doors, video assesment	\$35,000.00
Prescott Valley PD	Equipment for existing mobile command vehicle: radio/antenna equip, GPS, intercom system, cell phones, satellite phones, etc.	\$45,000.00
Prescott Valley PD/Prescott Valley/Yavapai County	Improve voice/radio communications via new radio equipment: repeaters, receivers, Microwave equipment	\$75,526.00
Quartzsite Police Department	Provide Quartzsite and Quartzsite PD with a mobile command and equipment supply point to respond to Terrorism/Critical hazards	\$23,550.00
Quartzsite Police Dept/Public Works	Equip all town vehicles with same radio	\$25,000.00
Subtotal		552,699.00
ADEM	State-managed local critical infrastructure protection	104,480.00
Grand Total		6,290,000.00

2006 Homeland Security Grant Program CCP

<i>Jurisdiction</i>	<i>Project Name</i>	<i>Allocated</i>	<i>Sub-allocation</i>
State Agencies			
ADEM	Total	\$112,750.00	
	Training for Citizen Corps Councils		\$25,000.00
	Planning & Coordination of Councils		\$87,750.00
Governor's Office	State Citizen Corps Council Support	\$85,170.00	
Subtotal		197,920.00	
Central Region			
Maricopa County	Citizen Corps Council Activities	\$47,601.00	
Subtotal		47,601.00	
East Region			
Pinal County	Citizen Corps Council Activities	\$10,771.00	
Gila County	Citizen Corps Council Activities	\$7,644.00	
Greenlee County	Citizen Corps Council Activities	\$6,775.00	
Subtotal		25,190.00	
North Region			
Apache County	Citizen Corps Council Activities	\$9,207.00	
Coconino County	Citizen Corps Council Activities	\$8,686.00	
Navajo County	Citizen Corps Council Activities	\$10,597.00	
Subtotal		28,490.00	
South Region			
Yuma County	Citizen Corps Council Activities	\$8,860.00	
Cochise County	Citizen Corps Council Activities	\$10,076.00	
Pima County	Citizen Corps Council Activities	\$25,538.00	
Santa Cruz County	Citizen Corps Council Activities	\$8,860.00	
Subtotal		53,334.00	
West Region			
Mohave County	Citizen Corps Council Activities	\$9,555.00	
Yavapai County	Citizen Corps Council Activities	\$9,555.00	
Subtotal		19,110.00	
Grand Total		371,645.00	

2006 Homeland Security Grant Program MMRS

<i>Jurisdiction</i>		<i>Allocated</i>
State Agencies		
AZDOHS	Administration	27,880.00
Subtotal		27,880.00
Central Region		
Glendale		225,360.00
Phoenix		225,360.00
Mesa		225,360.00
Subtotal		676,080.00
South Region		
Tucson		225,360.00
Subtotal		225,360.00
Grand Total		929,320.00

2006 Homeland Security Grant Program UASI

<i>Jurisdiction</i>	<i>Project Name</i>	<i>Allocation</i>	<i>Sub-allocation</i>
State Agencies			
ADEM	TOTAL	\$784,000.00	
Administration of Local Training			\$76,630.00
TOPOFF Command Post Exercise			\$100,000.00
Exercise and Training Planning			\$300,000.00
Exercise Administration			\$307,370.00
Subtotal		\$784,000.00	
Central Region			
Maricopa County Emergency Mgmt	TOTAL	\$3,136,000.00	
Avondale, City of	Threat Assessment Teams		\$19,000.00
Buckeye, Town of	Threat Assessment Teams		\$72,000.00
Chandler Fire Department	Rapid Response Teams		\$125,000.00
Chandler Police Department	Rapid Response Teams		\$125,000.00
Daisy Mountain Fire District	Threat Assessment Teams		\$72,000.00
Gilbert, Town of	Target Hardening (Water Treatment Plant)		\$57,000.00
Glendale Fire Department	Rapid Response Teams		\$125,000.00
Glendale Police Department	Rapid Response Teams		\$125,000.00
Glendale, City of	Target Hardening (Public Safety Facility)		\$75,000.00
Goodyear Police Department	Threat Assessment Teams		\$72,000.00
Maricopa County Sheriff's Office	Rapid Response Teams		125,000.00
Maricopa County Sheriff's Office	Target Hardening (Downtown Governmental Complex)		75,000.00
Maricopa County Sheriff's Office	Threat Assessment Teams		72,000.00
Mesa Fire Department	Rapid Response Teams		\$250,000.00
Mesa Police Department	Rapid Response Teams		\$250,000.00
Mesa, City of	Target Hardening (Falcon Field Airport)		\$73,000.00
Phoenix Fire Department	Rapid Response Teams		375,000.00
Phoenix Police Department	Rapid Response Teams		250,000.00
Phoenix, City of	Management & Administration		\$94,080.00
Phoenix, City of	Planning		91,000.00
Phoenix, City of	RRT/IST Training		200,000.00
Phoenix, City of	Target Hardening (APS Deer Valley Facility)		75,920.00
Phoenix, City of	Training		20,000.00
Surprise Fire Department	Threat Assessment Teams		\$19,000.00
Surprise Police Department	Threat Assessment Teams		\$19,000.00
Tempe Fire Department	Rapid Response Teams		\$125,000.00
Tempe Police Department	Rapid Response Teams		\$125,000.00
Tempe, City of	Target Hardening (Kyrene Water Reclamation/Booster)		\$30,000.00
Subtotal		\$3,136,000.00	
Grand Total		\$3,920,000.00	



STATE OF ARIZONA

Joint Legislative Budget Committee

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February 20, 2007

Ms. Leesa Berens Morrison, Director
Arizona Department of Homeland Security
1700 W. Washington
Phoenix, AZ 85007

Dear Ms. Berens Morrison:

At its February 6, 2007 meeting, the Joint Legislative Budget Committee took action on two agenda items relating to the Department of Public Safety's (DPS) expenditures and progress on the statewide interoperability design and microwave communication system upgrade. The Committee gave a favorable review to both of the department's expenditure and progress reports. Committee members, however, were concerned about the lack of any federal homeland security monies being made available for use in FY 2007 for the microwave system upgrade.

As you are aware, Laws 2006, Chapter 345 (the Capital Outlay Bill) appropriates a total of \$2,533,000 each year from FY 2007 to FY 2009 to partially fund the design, construction and implementation of a microwave communications system upgrade. In addition, Chapter 345 indicates that it is the intent of the Legislature that \$1,600,000 of federal homeland security monies be distributed to DPS in each year from FY 2007 to FY 2009 for the microwave communications system upgrade.

At its meeting, the Committee received a list identifying the Arizona Department of Homeland Security's allocation of federal FY 2006 Homeland Security grants. While several projects funded communication related issues, the \$1,600,000 intended to be distributed to DPS was not on the list. As a result, the Committee requested that the department provide additional information on its allocation decisions.

To address the Committee's concerns, please respond to the following questions by March 9, 2007:

- Why was DPS not awarded \$1,600,000 as identified in Laws 2006, Chapter 345?

(Continued)

- Why did the department believe that the statewide microwave system upgrade was of lesser priority than the projects funded from the federal FY 2006 Homeland Security grants?
- Will the department be allocating the \$1,600,000 from future federal Homeland Security funds to DPS in FY 2008 and FY 2009 for the microwave system upgrade?
- Do the federal FY 2006 Homeland Security grant awards for radios and communications equipment and systems comply with the Public Safety Communication Commissions user-based standards and guidelines for the long-term statewide interoperability solution?
- What processes are in place to ensure that federal Homeland Security grant awards for communication systems and equipment are compatible with the long-term statewide interoperability solution?

If you need any clarifications please contact our office. Thank you in advance for your cooperation.

Sincerely,



Richard Stavneak
Director

RS:ym

xc: Representative Russell Pearce, Chairman
Senator Bob Burns, Vice-Chairman
House Speaker Jim Weiers
Senate President Tim Bee
Jim Apperson, Director, OSPB
D. Clark Partridge, State Comptroller, General Accounting Office, ADOA



State of Arizona Department of Homeland Security



Governor Janet Napolitano

Director Leesa Berens Morrison

March 28, 2007



Richard Stavneak, Director
Joint Legislative Budget Committee
1716 West Adams
Phoenix, AZ 85007

Re: Committee Concerns

Dear Director Stavneak:

Thank you for your letter dated February 20, 2007, regarding the Committee's concerns about a federal funding allocation to the Department of Public Safety for a microwave communications upgrade.

- Why was DPS not awarded \$1,600,000 as identified in Laws 2006, Chapter 345?
- Why did the department believe that the statewide microwave system upgrade was of lesser priority than the projects funded from the Federal FY 2006 Homeland Security grants?

The former director was told by The U.S. Department of Homeland Security (U.S. DHS) that the use of Homeland Security Grant Program dollars for the acquisition of microwave communications equipment on lease-purchase agreement is not a permissible expense under DHS grant guidelines.

Interoperability is one of the highest priorities for the AZDOHS to ensure the State's ability to prevent, protect, respond to and recover from potential terrorist attacks and all other critical hazards. I will continue to work toward the goal of 100% interoperability statewide.

- Will the department be allocating the \$1,600,000 from future federal Homeland Security funds to DPS in FY 2008 and FY 2009 for the microwave system upgrade?

Federal funds awarded to the State have decreased from \$50,001,806 in 2003 to \$20,170,965 in 2006, a reduction of more than 59 percent. As long as Arizona receives sufficient federal funds, we will fulfill the statutory mandate. However, DPS would have to purchase the equipment outright in order for this allocation to be allowable under U.S. DHS guidelines.

- Do the federal FY 2006 Homeland Security grant awards for radios and communications equipment and systems comply with the Public Safety Communications Commissions user-based standards and guidelines for the long-term statewide interoperability solution?

The PSCC was not involved in the 2006 Homeland Security grant awards process. All equipment projects awarded for FFY 2006 comply with the U.S. Department of Homeland Security Authorized Equipment List.

Going forward AZDOHS will partner with PSCC on all proposed communication equipment projects under the 2007 grant program to ensure that all equipment fits within the statewide interoperability plan.

- What processes are in place to ensure that federal Homeland Security grant awards for communication systems and equipment are compatible with the long-term statewide interoperability solution?

I have implemented procedures to ensure that PSCC is able to verify that each communications purchase fits squarely within our state communications strategy. There will be a peer review and recommendation on the proposed acquisition of equipment to ensure compliance with the PSCC's proposed long-term interoperable solution and the DHS Allowable Equipment List.

Thank you for the opportunity to address the concerns of the Committee. If I can be of any other assistance, please let me know.

Sincerely,



Leesa Berens Morrison
Director

cc: Representative Russell Pearce, Chairman
Senator Bob Burns, Vice-Chairman
House Speaker Jim Weiers
Senate President Tim Bee
Senator Marsha Arzberger, Minority Leader
Representative Phil Lopes, Minority Leader
Jim Apperson, Director, OSPB
D. Clark Partridge, State Comptroller, General Accounting Office, ADOA

ARIZONA DEPARTMENT OF PUBLIC SAFETY

2102 WEST ENCANTO BLVD. P.O. BOX 6638 PHOENIX, ARIZONA 85005-6638 (602) 223-2000



JANET NAPOLITANO
GOVERNOR

ROGER VANDERPO
DIRECTOR



June 30, 2007

Representative Russell Pearce, Chairman
Joint Legislative Budget Committee
1716 West Adams
Phoenix, AZ 85007

Dear Representative Pearce:

Pursuant to the FY 2007 Capital Outlay Bill (Laws 2006, Chapter 345), the Department of Public Safety (DPS) is submitting the required updated report on the digital microwave communications system upgrade expenditures and progress. This bill anticipates funding the upgrade of the Department's microwave system for Fiscal Years FY07-FY09.

Appropriated funding level was designated at \$2,533,000 for each of these three years. Additional Federal Homeland Security monies are anticipated to help fund the project, but have not been available to date. The Department of Public Safety Wireless Systems Bureau, working with the PSCC Support Office, submitted a grant application to the Arizona Department of Homeland Security for \$ 1,600,000.00. DPS is awaiting the results of that application.

The current status of the project is proceeding as described in the original Joint Legislative Budget Committee submittal. Activities are occurring in the staffing area, damaged tower replacement, and site development in the South Loop. Progress is being made in the following areas:

Staffing

Wireless Systems Bureau was unsuccessful in hiring a project manager due to qualified applicants accepting other employment during the evaluation and hiring process. Wireless Systems Bureau has temporarily assigned the Wireless Systems Bureau tower technician supervisor to act as project manager. An additional person for the tower technician maintenance section has been hired.

Phoenix Microwave Room

The Phoenix microwave room serves as the operations center for the new digital microwave center. A new AC power feed, emergency power generator and power transfer switch equipment has been installed and is operational.

Oatman Mountain Tower

The new 160' tower has been purchased and delivered to Oatman Mountain. The tower foundation has been completed and tower construction has begun with final completion expected by mid July 07. The previous tower had experienced damage to the anchor points and was in need of replacement.

Black Metal Mountain

The existing tower experienced structural damage and needed to be replaced. A new 160' tower has been procured and has been delivered to DPS. The Metropolitan Water District of Southern California, the owner of this site, has given DPS conditional approval to proceed with construction of this new tower. A request for proposal is currently in process to select a contractor to construct this tower.

Towers Mountain

DPS obtained original U.S. Forest Service (the site owner) approval to construct at this site in 2004; however, due to a new placement, tower design, and soil analysis results, the department is waiting for a revised approval from the U.S. Forest Service. Upon completion of the tower replacement, DPS will be able to provide digital microwave connectivity between Phoenix and Flagstaff. This will allow improved services to the Flagstaff Dispatch Center for their Computer Aided Dispatch and the Mobile Data Computer system expansion.

Thompson Peak

This communications site will be a key site in the southern loop project. Meetings on site construction and partnerships continue to be conducted with Maricopa County (the site owner) and several other local and federal government agencies.

Casa Grande Mountain

This communications site will be constructed on property owned by the Arizona National Guard. Permission to build on the land has been granted with the formal agreement pending. Partnership meetings with Pinal County and the City of Casa Grande have been held. Several additional local and federal agencies have also expressed interest in partnerships or shared communications at this site.

Red Mountain

The Department has been participating in a series of meetings on the development of this communications site. Santa Cruz County is in the process of acquiring the real estate this site will be built on. Interested parties include the State, Santa Cruz County, Cochise County, several local government agencies and a number of federal agencies.

Keystone Peak

Meetings have been held with Pima County and several federal agencies on the development of a new communications site at this location. Wireless Systems Bureau is working with the Bureau of Land Management (the site owner) on obtaining permission to construct this site at a new location.

Mescal Microwave Site

The agreement with Lattice Communications for the use of Mescal as a microwave repeater site has been completed. Lattice Communications has sold the property and with it the DPS site lease to Diamond Communications. Work is currently being done to remove previous owner's existing equipment to make way for the new DPS microwave equipment. Detail evaluation of existing microwave dishes will be done to see if they can be reused on the new digital system. This site is required to reduce the path length between Keystone Peak and Texas Canyon. This area was identified as one of the new site location requirements.

System Cost Update

Current expenditures for the digital microwave system support including tower studies, soil analysis, microwave frequency coordination, system support equipment, supplies, and the Phoenix microwave room generator is: \$338,522.

ITEM	\$ Expended	\$ Encumbered	\$ Total
Personnel Services	\$ 21,200	\$ 0	\$ 21,200
Tower and Soil Analysis	\$ 2,000	\$ 1,900	\$ 3,900
Microwave Coordination Fees	\$ 3,000	\$ 0	\$ 3,000
Phoenix Microwave Room	\$ 72,150	\$ 31,818	\$ 103,968
Equipment and Electrical Parts	\$ 4,088	\$ 0	\$ 4,088
Mescal Site Cost	\$ 14,850	\$ 1,360	\$ 16,210
Black Metal Mountain	\$ 5,554	\$ 48,565	\$ 54,119
Oatman Mountain	\$ 64,616	\$ 67,421	\$ 132,037
TOTALS	\$ 187,458	\$ 151,064	\$ 338,522

The system cost projections for the 29 sites in Phoenix and the South Loop is \$11.34M. For the 34 sites in the North Loop the cost is projected at \$19.88M. For the 25 sites in the West Loop the cost is projected at \$15.16M. The total project cost is estimated at 46.38M. The estimated cost to construct the replacement towers is based on continued research. Actual tower and building costs still need to be determined on a per-site basis, by evaluating location, available space, system needs, and difficulty to construct.

2 GHz Microwave Spectrum buy-out by T-Mobile USA, Inc.

Some years ago the Federal Communications Commission (FCC) started a radio spectrum use review. T-Mobile has successfully purchased spectrum as the result of the FCC's Advanced Wireless Services spectrum auction. Incumbents are to be relocated to new microwave spectrum with equivalent facilities. The Department of Public Safety has 11 microwave licenses that are affected by the T-Mobile spectrum purchase. The Wireless Systems Bureau has finalized an agreement with T-Mobile regarding engineering, contract, and statement of work for the microwave relocation. The contract has been submitted for signatures. Once the T-Mobile contract is finalized, the reduction of cost to the State for total microwave upgrade and infrastructure support project is estimated at \$ 1.1M and is reflected in the above system cost projections.

Forward Planning for FY/08

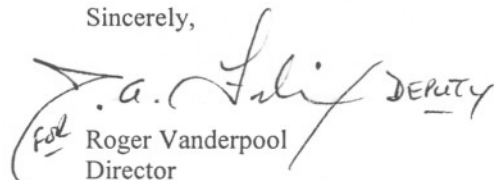
Wireless Systems Bureau is currently working with Federal Engineering (PSCC Consultants) to assist in developing a master tower construction contract. It will be critical to have a contract in place with multiple vendors so tower construction can continue to meet our construction timelines.

The lack of Homeland Security funding has caused the Wireless Systems Bureau to explore other technical solutions that would allow installation of the digital microwave paths while moving forward on new site construction and delaying some site upgrades until the additional funding is received.

The existing south loop analog microwave system is currently operating beyond its life cycle. Replacement parts and technical support is becoming non-existent. An example of this is a recent outage that occurred in April 2007 which left the State's Bernardino Peak communications site unusable for one week. During this time, the Arizona Game and Fish Department had a new officer working in this area who was left without communications. The Highway Patrol District radio coverage in this area also ceased to operate. The repair of this microwave was completed by obtaining parts from the Sedona Fire District who had recently replaced their equipment with new digital microwave.

If the Department can answer any questions or assist you or your staff in any manner, please contact Mr. Kevin Rogers, Manager, Wireless Systems Bureau at (602) 223-2260.

Sincerely,

 *R. A. Vanderpool*
for Roger Vanderpool
Director

Attachments

cc: Senator Robert Burns
Mr. Richard Stavneak ✓
Mr. James Apperson

Attachment 1


















FY 2007 - FY 2009 Microwave Upgrade Expenditure Plan W/O Homeland Security Funding

	FY 2007 Units	FY 2007 Cost Estimate	FY 2008 Units	FY 2008 Cost Estimate	FY 2009 Units	FY 2009 Cost Estimate	Total Units	Total Cost Estimate
FTE Positions		2.0		2.0		3.0		
Personal Services		63,000		130,000		178,300		371,300
Employee Related Expenditures		19,200		37,700		53,500		110,400
Travel - In State		10,000		12,000		22,000		44,000
Other Operating Expenditures		2,000		3,100		4,100		9,200
Subtotal - Operating		94,200		182,800		257,900		534,900
New Sites	2	1,000,000	1	655,000	2	1,100,000	5	2,755,000
Refurbished Sites	1	140,000	2	565,000	1	80,000	4	785,000
Microwave Equipment	-	-	7	1,055,000	8	1,020,000	15	2,075,000
Subtotal - Southern Loop		1,140,000		2,275,000		2,200,000		5,615,000
New Sites	-	-	-	-	-	-	-	-
Refurbished Sites	3	1,235,000	-	-	-	-	3	1,235,000
Microwave Equipment	-	-	-	-	-	-	-	-
Subtotal - Non-Southern Loop		1,235,000		-		-		1,235,000
Contingency		63,800		75,200		75,100		214,100
TOTAL		2,533,000		2,533,000		2,533,000		7,599,000

The above spending plan represents the south loop microwave project taking in consideration that homeland security funding may not become available. The main issue in regards to the microwave project is the replacement of the aging analog microwave with new digital equipment. This conversion must proceed to keep our current public safety communications systems operational. The above spending plan will allow for the south loop to be upgraded to digital equipment, however, consideration needs to be given to the following issues;

- A number of communications sites would not be upgraded or replaced due to the lack \$ 4.8 Million in funding.
- The sites not upgraded will be at maximum capacity and may not provide for future communications infrastructure such as the new **PSCC** interoperability system or other government agencies shared equipment.
- The overall microwave statewide project could experience delays if we need to come back to the south loop from time to time for site upgrades beyond **FY 09**

**ARIZONA DEPARTMENT OF PUBLIC SAFETY
MICROWAVE UPGRADE PROJECT**

ID		Task Name	Duration	Start	6	2007		2008		2009		2010		2011		2012		2013		2014		2015		2016		2017		20
					H2	H1	H2	H1	H2	H1	H2	H1	H2	H1	H2	H1	H2	H1	H2	H1	H2	H1	H2	H1	H2	H1	H2	H1
1		Start	2 days	Fri 7/28/06																								
2		Hire Project Manager	60 days	Fri 7/28/06																								
3		Renovate Phoenix Microwave Room	90 days	Tue 8/1/06																								
4		Tower Loading Engineering Studies S. Loop	100 days	Tue 8/1/06																								
5		Site Specific RFPs (Several Sites)	107 days	Tue 8/1/06																								
6		Frequency Coordination & License S. Loop	120 days	Tue 8/1/06																								
7		RFP's for Site Construction/Renovation Services	195 days	Thu 8/10/06																								
8		Start Construction/Renovation S. Loop Sites	883 days	Thu 1/11/07																								
9		Replace South Loop Microwave Radios	737 days	Fri 8/3/07																								
10		End Phase 1	0 days	Mon 5/31/10																								
11		Start Construction/Renovation N. Loop Sites	883 days	Tue 6/1/10																								
12		Replace North Loop Microwave Radios	817 days	Wed 9/1/10																								
13		End Phase 2	0 days	Thu 10/17/13																								
14		Start Construction/Renovation W. Loop Sites	883 days	Fri 11/29/13																								
15		Replace West Loop Microwave Radios	657 days	Mon 3/3/14																								
16		End Phase 3	0 days	Wed 3/1/17																								

Project: Project Timeline total project
Date: Thu 6/21/07

Task

Split

Progress

Milestone

Summary

Project Summary

External Tasks

External Milestone

Deadline

STATE OF ARIZONA

Joint Legislative Budget Committee

STATE
SENATE

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AMANDA AGUIRRE
JAKE FLAKE
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HOUSE OF
REPRESENTATIVES

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PETE RIOS
STEVE YARBROUGH

DATE: July 11, 2007

TO: Representative Russell Pearce, Chairman
Members, Joint Legislative Budget Committee

THRU: Richard Stavneak, Director

FROM: Steve Schimpp, Assistant Director

SUBJECT: Department of Education – Review of Research Based Models of Structured English
Immersion for English Language Learners

Request

Pursuant to A.R.S. § 15-756.01(F), the Arizona English Language Learners Task Force (“Task Force”) requests a favorable review of the draft Research Based Models of Structured English Immersion (“models”). The Task Force is required to submit the models to the Committee at least 30 days before adopting them.

Summary

The Committee has at least the following 2 options regarding its review of the models:

- 1) A favorable review.
- 2) An unfavorable review.

At a subsequent meeting, the Committee also will review technical budgeting and accounting documents developed by the Auditor General for 2 new funds created for this issue, which are the 1) Arizona Structured English Immersion Fund and 2) Statewide Compensatory Instruction Fund. A review of those documents by both the Task Force and Committee is required by A.R.S. §15-756.04(E) and 15-756.11(F). The Task Force has not yet reviewed the documents. The Committee’s review will occur thereafter.

Statute does not require the Task Force to develop cost estimates for the models and information needed to make reliable independent estimates of those costs is not available. As a result, cost estimates for the models do not currently exist. On a related note, the FY 2008 budget does not appropriate monies to the Structured English Immersion Fund to fund the models. It does, however, appropriate in FY 2008 \$14.3 million for a conditional increase in the English Learner Group B weight, \$10.0 million for the English Learner Compensatory Instruction Fund, and approximately \$5.0 million for other English Learner program costs.

(Continued)

The process for establishing the proposed models was instituted by Laws 2006, Chapter 4. That law seeks to address ongoing litigation in the “Flores” court case regarding English Learner funding.

Analysis

Laws 2006, Chapter 4 established the Arizona English Language Learners Task Force and required it to develop and adopt research based models of “Structured English Immersion” (SEI) for use by school districts and charter schools (A.R.S. § 15-756.01.C). By law, the models must conform to requirements specified in Chapter 4 and to the statutory definition of SEI established by Proposition 203 from the November 2000 General Election, which is as follows:

“Sheltered English immersion” or “structured English immersion” means an English language acquisition process for young children in which nearly all classroom instruction is in English but with the curriculum and presentation designed for children who are learning the language. Books and instructional materials are in English and all reading, writing, and subject matter are taught in English. Although teachers may use a minimal amount of the child's native language when necessary, no subject matter shall be taught in any language other than English, and children in this program learn to read and write solely in English. This educational methodology represents the standard definition of “sheltered English” or “structured English” found in educational literature. (A.R.S. §15-751)

The Task Force consists of 9 members, including 3 appointed by the Superintendent of Public Instruction, and 2 each appointed by the Governor, President of the Senate, and Speaker of the House. In developing the models, the Task Force held 22 open meetings that featured extensive testimony from teachers, school administrators, stakeholder groups, consultants and Department of Education staff. Initial meetings of the Task Force focused on a review and analysis of statutory requirements for the models. Thereafter, it worked to develop principles and basic structures for them, and to fill in those structures through member discussion, debate, and outside input.

Model Overview

The draft models are summarized in *Attachment 1*. That document shows that the models appear to be more like “standards” than “models” in that they establish basic criteria for Structured English Immersion programs instead of describing alternative prototypes for Structured English Immersion programs. The draft models, however, do require the use of a highly detailed curriculum called the “Discrete Skills Inventory,” which is currently being developed. That curriculum will help teachers teach existing state standards for English Learners, such as the standard that an “advanced” student will be able to “consistently read grade level text with at least 90% accuracy.”

As shown in *Attachment 1*, the models consist of 3 components: 1) policy, 2) structure, and 3) classroom practices. Each of these components is discussed separately below.

Policy

The models incorporate the following 6 policies based on statutory requirements: 1) schools are to teach English, 2) materials and instructions are to be in English, 3) English Language Learners (ELLs) are to be grouped in a Structured English Immersion setting, 4) the goal is for students to become “fluent English proficient” in 1 year, 5) a minimum of 4 hours of English language development is to be provided per day during the student’s first year as an ELL, and 6) models must be cost efficient, research based and compliant with all state and federal laws. These 6 policies all reflect statutory requirements for ELL instruction that are prescribed in A.R.S. §§15-751, 15-752 and 15-756.01(C).

(Continued)

Structure

The models address the following 7 issues regarding how ELL programs are to be structured: 1) classroom content, 2) entry and exit, 3) student grouping, 4) class size standards, 5) grouping process, 6) scheduling and time allocations, and 7) teacher qualifications. Model parameters for these 7 areas are summarized in *Table 2 of Attachment 1* and, again, reflect statutory requirements in A.R.S. §§15-751, 15-752 and 15-756.01(C).

In some cases, model structures differ for elementary versus high school students. For “scheduling and time allocations,” for example, they refer to “discrete time blocks” for elementary students versus “courses” for high school students. This is because high school students tend to change “courses” throughout a school day, whereas elementary school students do not.

Classroom Practices

Finally, the models address the following 8 issues pertaining to classroom practices: 1) language use, 2) classroom objective, 3) materials and testing, 4) instructional methods, 5) assessment, 6) implementation training, 7) discrete skills inventory training, and 8) discrete skills inventory teaching methods training. Model practices for each of these areas are summarized in *Table 3 of Attachment 1*. These practices also reflect statutory requirements.

Implementation Costs

As noted above, the Task Force is not required to develop cost estimates for the models. It is required, however, to 1) establish procedures for determining their incremental costs, and 2) develop a form for schools to use in determining their maximum allowable budget request amounts from the Structured English Immersion Fund. The Task Force is required to address those issues pursuant to A.R.S. §15-756.01(H & I), but has not yet completed its work in those areas. By law, a school district or charter school’s budget request from the Structured English Immersion Fund cannot exceed its incremental costs for implementing a model minus certain federal and state monies, such as English Learner “Group B weight” funding.

Although cost estimates for the models are not currently available, it appears that key “cost drivers” for them will pertain to 1) teacher training, and 2) class size standards and student groupings, as described below.

Teacher Training

As shown in *Table 3 of Attachment 1*, the models require 3 types of training: 1) teachers and administrators who are responsible for administering ELL programs require training on policy, principles, structures, and classroom practices within the SEI models; 2) teachers and personnel who supervise instruction require training on the content of the Discrete Skills Inventory (DSI); and 3) teachers and personnel who supervise instruction require training on methods and strategies for teaching content of the DSI. The Task Force has not yet determined the total number of hours of training required or the training method to be used, so it is not feasible to generate reliable estimates of model training costs at this time.

On a related note, the models require ELL teachers to be “high qualified” in English, as defined by the federal No Child Left Behind Act of 2001. This means that a SEI teacher must have a Bachelor’s degree, full state certification (except for charter school teachers) and demonstrates subject matter competency in English. This requirement could substantially increase demand for highly qualified English teachers, which might have budget implications. It also could disqualify some existing teachers from providing SEI instruction, which could result in teacher reassignment issues.

(Continued)

Class Size Standards and Student Groupings

As shown under “Class Size Standards” in *Table 2 of Attachment 1*, the draft models set a target class size of 20 and maximum class size of 23 for ELLs with the lowest levels of English language proficiency (“preemergent” and “emergent” ELLs) and a target class size of 25 and maximum class size of 28 for ELLs with “basic” or “intermediate” levels of English language proficiency. In addition, the Models state that “class size [for ELLs] shall not exceed the class size for non-ELLs in the school district.” Statewide data on average class sizes by district do not exist, so it is unclear how the prescribed class sizes would compare with current class sizes.

The models, however, also require students with similar levels of English language proficiency to be grouped together for instruction. This could increase instructional costs if situations arose under the models whereby students had to be grouped into more individual classrooms than would occur currently. In such cases, additional teachers and classrooms would be required, increasing instructional costs. The models appear to mitigate this effect by allowing students in more than one grade to be grouped together, as long as they have similar levels of English language proficiency. They also allow “emergent” and “basic” ELLs, for example, to be grouped into the same classroom in order to provide some flexibility in grouping students. The prescribed groupings, therefore, might have only a limited impact on instructional costs for ELLs. Their actual impact would depend on how schools in fact grouped students under the models, which would be a function of factors such as teacher and classroom availability and prescribed budgeting practices under the models, both of which are unknown at this time.

RS/SSc:ym
Attachment

Note: Structured English Immersion (SEI) models include 1) policy, 2) structure and 3) classroom practices.

Table 1: Policy

Item	Elementary	Middle & High School
Policy 1	Schools are to teach English	(same as for Elementary)
Policy 2	Materials and instructions are to be in English	
Policy 3	English language learners (ELLs) are to be grouped in a SEI setting	
Policy 4	Goal is to become "fluent English proficient" (FEP) in 1 year	
Policy 5	Minimum of 4 hours of English language development (ELD) to be provided per day during student's first year as ELL	
Policy 6	Models must be cost efficient, research based, and compliant with all state and federal laws	

Table 2: Structure

Item	Elementary	Middle & High School
Classroom Content	Minimum of 4 hours of ELD per day	same
Entry & Exit	Determined solely by English proficiency test ("AZELLA") score	same
Student Grouping	Grouped primarily by English proficiency level; then by grade	Grouped primarily by English proficiency level <i>or sublevel</i> ; then by grade
Class Size Standards	Target of 20 and maximum of 23 students per classroom for "pre-emergent" and "emergent" ELLs; target of 25 and maximum of 28 for "basic" and "intermediate" ELLs; "class size shall not exceed the class size for non-ELLs in the school district."	same
Grouping Process	Simultaneously apply "student grouping" and "class size standards;" group at next higher level if insufficient students exist for a given level	same
Scheduling & Time Allocations	4 hours of ELD per day divided into "discrete <i>time blocks</i> " by ELD area, such as "reading" and "grammar;" emphasis varies depending on student proficiency levels	4 hours of ELD per day in 4 discrete <i>courses</i> ; courses vary depending on student proficiency levels
Teacher Qualifications	Standard <i>Elementary</i> Teaching Certificate; "highly qualified" in English; SEI, ESL or Bilingual endorsement	Standard <i>Secondary</i> Teaching Certificate; "highly qualified" in English; SEI, ESL or Bilingual endorsement

Table 3: Classroom Practices

Item	Elementary	Middle & High School
Language Use	All SEI classes shall be taught in English	(same as for Elementary)
Classroom Objective	To teach skills identified in the "Discrete Skills Inventory" (DSI) that are appropriate for the English proficiency level of students in the class	
Materials and Testing	Must be aligned to Arizona K-12 English Learner Proficiency Standards (ELPS) and the DSI	
Instructional Methods	Must conform to teaching objectives outlined in the ELPS and DSI	
Assessment	Same as above	
Implementation Training	Teachers and administrators who are responsible for administering ELL programs require training on policy, principles, structures and classroom practices within the SEI models.	
Discrete Skills Inventory Training	Teachers and personnel who supervise instruction require training on the content of the DSI.	
Discrete Skills Inventory Teaching Methods Training	Teachers and personnel who supervise instruction require training on methods and strategies for teaching content of the DSI.	



State of Arizona
Arizona English Language Learners Task Force

Alan Maguire, Chairman

John Baracy, Ph.D.
Jim DiCello, CPA, P.L.L.C.
Eugene Garcia, Ph.D.

Margaret Garcia Dugan, M.A.
Johanna Haver, M.A.
Eileen Klein, MPA
Karen Merritt, M.A.
Anna Rosas, M.Ed.

June 20, 2007

The Honorable Janet Napolitano
Governor
Office of the Governor
1700 West Washington
Phoenix, AZ 85007

The Honorable Tim Bee
President
Arizona State Senate
Senate Office Building
1700 West Washington
Phoenix, AZ 85007

The Honorable James Weiers
Speaker of the House of Representatives
Arizona House of Representatives
1700 West Washington
Phoenix, AZ 85007

Dr. Karen Nicodemus
President
Arizona State Board of Education
1535 West Jefferson, Bin 11
Phoenix, AZ 85007

Dear Governor Napolitano, President Bee, Speaker Weiers, and Dr. Nicodemus,

On behalf of The Arizona English Language Learners Task Force, I am respectfully submitting the draft Structured English Immersion (SEI) Models.

A.R.S. 15-756.01 (F) states "The Research Based Models of Structured English Immersion shall be submitted by the Task Force to the President of the Senate, the Speaker of the House of Representatives, the Governor, and the State Board of Education."



The Honorable Janet Napolitano
The Honorable Tim Bee
The Honorable James Weiers
Dr. Karen Nicodemus
June 20, 2007
Page 2

On June 14, the Task Force voted to submit the draft SEI Models to the Governor, the President of the Senate, the Speaker of the House of Representatives, the State Board of Education and to submit the Models to the Joint Legislative Budget Committee for review.

Laws 2006, Chapter 4 created the Arizona English Language Learners Task Force. Since the first meeting on the effective date of September 21, 2006, the Task Force has met in open session 22 times. Items for presentation and discussion have included:

- ELL/SEI programs and practitioners from around Arizona
- Experts from Arizona Universities
- National ELL/SEI experts
- ELL/SEI program components
- Discussion of model parameters based on the law
- Discussion of draft models components and supporting research
- Practitioners utilizing a 4-hour model of English Language Development

The Task Force model development process began with a review and analysis of the policies established in the law. The next step was to discuss and derive a series of basic principles that are inherent in the policy, with an understanding of the intent of the policy and assumptions about learning.

The next step was development of the structure of the models including discussions of exit and entry from the SEI English Language Development program, student groupings, the allocation of time on task, and the goals and objectives of teaching. The final element of the model development was discussion of what happens in the classroom including the use of language, instructional methods, measuring progress, and teaching skills and knowledge.

Now that draft models are complete, they are subject to the 30 day review process prescribed in 15-756.01 (F). Once the models have been adopted, the Task Force will be working with the Arizona Department of Education and the Office of the Auditor General to establish budget request forms. These forms are for the use of school districts and charter holders to apply for funding from the Arizona structured English immersion fund.

Per 15-756.01 (G), the Task Force will review research based models of Structured English immersion annually and delete, add or modify the existing models.

Arizona ELL Task Force meeting agendas and minutes are available at <http://www.ade.az.gov/ELLTaskForce/>.

The Honorable Janet Napolitano
The Honorable Tim Bee
The Honorable James Weiers
Dr. Karen Nicodemus
June 20, 2007
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An archive of Task Force meeting videos, beginning March 14, 2007, is available at http://azleg.granicus.com/ViewPublisher.php?view_id=3.

Sincerely,

A handwritten signature in black ink, appearing to read 'A Maguire', with a long horizontal stroke extending to the right.

Alan Maguire
Chairman, Arizona English Language Learners Task Force

cc: The Honorable Thayer Verschoor
The Honorable Marsha Arzberger
The Honorable Tom Boone
The Honorable Phil Lopes

Structured English Immersion Models of the English Language Learner Task Force

Authority

Effective September 21, 2006, under the authority of Laws 2006, Chapter 4, the Arizona English Language Learners (ELL) Task Force was established. The ELL Task Force was charged with developing and adopting research based models of structured English immersion (SEI) programs to be used in school districts and charter schools in Arizona. Arizona Revised Statutes (A.R.S.). §15-756.01, requires that the models include a minimum of four hours per day of English language development (ELD). Full text of the law regarding the responsibilities of the Task Force and the development of the SEI models is located in Title 15, Chapter 7, Article 3.1. ENGLISH LANGUAGE EDUCATION FOR CHILDREN IN PUBLIC SCHOOLS, §§ 15-751 through 15-757, Arizona Revised Statutes.

Definitions

For Structured English Immersion Models,

“*AZELLA*” means Arizona English Language Learner Assessment. The AZELLA is used to determine proficiency of Arizona K-12 students whose primary home language is other than English. AZELLA test results include a composite performance level score, which is a composite of all of the subtest scores, and also separate subtest scores, i.e., Listening, Speaking, Reading, and Total Writing (Writing Conventions and Writing combined). The AZELLA also includes an oral language score, which combines listening and speaking subtest scores, and a comprehension score, which combines listening and reading subtest scores. Sub-level scores for grouping purposes are Oral Language, Reading, and Writing. (A.R.S. §15-756.B)

“*ELD*” means English language development, the teaching of English language skills to students who are in the process of learning English. It is distinguished from other types of instruction, e.g., math, science, or social science, in that the content of ELD emphasizes the English language itself. ELD instruction focuses on phonology (pronunciation – the sound system of a language), morphology (the internal structure and forms of words), syntax (English word order rules), lexicon (vocabulary), and semantics (how to use English in different situations and contexts).

“*Hour*” (for purpose of 4 hours of ELD) means a normal classroom period structured to facilitate class scheduling on an hourly cycle, such as 55 minutes of class time and 5 minutes of transit time.

“*Discrete Skills Inventory*” means the specific teaching/learning objectives derived from the Arizona K-12 English Language Learner Proficiency Standards approved by the Arizona State Board of Education (SBE), January 26, 2004, and refined as needed to remain synchronized with the Arizona K-12 Academic English Language Arts Standards.

1 “English Language Learners” mean K-12 PHLOTE students who do not obtain a composite “proficient”
2 score on the AZELLA regardless of their tenure as English Language Learners.

3 “PHLOTE” means primary home language other than English and is determined by a home language
4 survey and on the enrollment form completed by parents at the beginning of the school year. PHLOTE
5 students are administered the AZELLA to determine the level of their English proficiency and their
6 correct placement in classes. (A.R.S. §15-756.A)

7 “Proficiency Level” means the level of English language proficiency of a PHLOTE student), as
8 determined by the AZELLA. The AZELLA proficiency levels are: (1) Pre-emergent; (2) Emergent; (3)
9 Basic; (4) Intermediate; and, (5) Proficient. A PHLOTE student whose composite AZELLA score is
10 Proficient is not placed in an SEI Classroom.

11 “Structured English Immersion Models” means the models described herein. (A.R.S. § 15-756.01)

12 “Structured English Immersion Classroom” means a classroom in which all of the students are limited
13 English proficient as determined by composite AZELLA scores of Pre-emergent, Emergent, Basic, or
14 Intermediate. The purpose of the classroom is to provide four hours of daily ELD instruction, as
15 described in the definition of “ELD” in this section, in the manner prescribed herein.

16 “Structured English Immersion Program” means an intensive English-language teaching program for
17 non- proficient English speakers, as designated by the AZELLA, designed to accelerate the learning of
18 the English language intended to comply with provisions of Title 15, Chapter 7, Article 3.1, A.R.S. This
19 program provides only ELD, as described in the definition of “ELD” in this section.

21 **Structured English Immersion Model Components**

22 All SEI models are research-based and include three major components: policy, structure, and classroom
23 practices. These components are uniform in all SEI models because they reflect legal requirements
24 established in state law. However, application of the structure and classroom practices components
25 results in various SEI classroom configurations because of “the size of the school, the location of the
26 school, the grade levels at the school, the number of English language learners and the percentage of
27 English language learners.” (A.R.S. §15-756.01.C.)

29 **1. Policy**

30 Arizona law requires schools to teach English. (A.R.S. §15-752. English language education)

31 Arizona law requires materials and instruction to be in English. (A.R.S. §15-751. Definitions, 2 and 5)

32 Arizona law requires English language learners to be grouped together in a structured English immersion
33 setting. (A.R.S. §15-751. Definitions, 5)

34 The goal set forth in Arizona law is for ELLs to become fluent English proficient in a year. (A.R.S. §15-
35 752. English language education)

1 Arizona law requires a minimum of four hours per day of English language development during the first
2 year a pupil is classified as an ELL. (A.R.S. §15.756.01 Arizona English language learners task force;
3 research based models of structured English immersion for English language learners; budget requests;
4 definitions)

5 Arizona state law requires cost efficient, research based models that meet all state and federal laws.
6 (A.R.S. §15-756.01 Arizona English language learners task force; research based models of structured
7 English immersion for English language learners; budget requests; definitions, D)

9 **2. Structure**

10 The structure of the SEI models consists of multiple elements: SEI Classroom content; SEI Classroom
11 program entry and exit; student grouping for SEI Classrooms, including grouping process and class size
12 standards; scheduling and time allocations; and teacher qualification requirements. This structure is
13 uniform for all SEI models. The application of the grouping process will yield different classroom
14 configurations based on the individual school's number of ELLs, their proficiency levels, and their grade
15 levels.

16 ***Structured English Immersion Classroom Content***

17 The Structured English Immersion (SEI) Classroom content is a minimum of four hours daily of English
18 language development (ELD). ELD is a type of instruction that has as its orientation the teaching of
19 English language skills to students who are in the process of learning English. It is distinguished from
20 other types of instruction, e.g., math, science, or social science, in that the content of ELD emphasizes the
21 English language itself. ELD instruction focuses on phonology (pronunciation - the sound system of a
22 language), morphology (the internal structure and forms of words), syntax (English word order rules),
23 lexicon (vocabulary), and semantics (how to use English in different situations and contexts). While there
24 are some obvious connections to English language arts instruction, ELD is foundational for English
25 language acquisition (ELA) work, since listening, speaking, reading, and writing tasks conducted in
26 English are considerably more difficult in the absence of knowledge about how English operates.
27 Reading and writing, aligned to the Arizona K-12 English Language Learner Proficiency Standards, are
28 also considered content in SEI Classrooms.

29 ***SEI Classroom Entry and Exit***

30 SEI Classroom entry and exit is determined solely by AZELLA score. Students whose AZELLA
31 composite performance level scores are Pre-emergent, Emergent, Basic, or Intermediate shall be grouped
32 in SEI Classrooms. New ELLs, in the first year of education in an Arizona school, shall take the
33 AZELLA at least twice during the first school year, once at the beginning of the year, or upon initial entry
34 to school, and once at the end of the school year for purposes of measuring progress. Continuing ELLs
35 shall be reassessed with the AZELLA once per year, at the end of each school year. English language
36 learners shall be given the opportunity to take the AZELLA at a mid-point of the academic year for the
37 purpose of measuring progress toward English language proficiency. No student shall take the AZELLA
38 more than three times in a school year. On-going alternative performance-based assessments related to
39 the Arizona K-12 English Language Learner Proficiency Standards and the Discrete Skills Inventory
40 should be utilized to guide instruction and to determine the opportunity to administer the AZELLA for
41 purposes of exiting the SEI Classroom. (A.R.S. §§ 15-756.B, 15-756.05.A)

Student Grouping for SEI Classrooms

The primary determinant of the appropriate student grouping for SEI Classrooms is the English proficiency level of the students. The proficiency levels and grade levels of the ELLs must be used in order to determine appropriate student placement. The configurations are similar, but not identical, for all grade levels.

Elementary Schools

In elementary schools, generally those grades in which students receive most of their academic instruction in a single class as a single group, if there are enough ELLs by proficiency level within a specific grade, overall proficiency level within grade is used as the method for student grouping. The AZELLA composite performance level score determines the overall proficiency level. If there are not enough ELLs by proficiency level within a grade, then proficiency levels may be banded together within a grade. If there are not enough ELLs by proficiency level band within a grade, then ELLs from different grade levels may be combined into an SEI Classroom. Note that, regardless of SEI Classroom configuration, Pre-emergent and Emergent ELLs shall be grouped together rather than separately. Also note that regardless of SEI Classroom configuration, kindergarten students shall be grouped separately from students in other grades.

Elementary School Student Grouping Prioritization

- A. Overall Proficiency Level within Grade
- B. Overall Proficiency Level Band within Grade
- C. Overall Proficiency Level Band within Grade Band

Middle Grades and High Schools

In middle grades and high schools, generally those grades in which students receive academic instruction in different classrooms in different groups throughout the day, if there are enough ELLs by proficiency sub-level scores (i.e., reading score, total writing score, and oral language score), within a specific grade, the sub-level proficiency level within grade is used as the method for student grouping. If there are not enough ELLs by proficiency sub-level within a grade, then grades may be banded together within a proficiency sub-level. If there are not enough ELLs by proficiency sub-level within a grade, then overall proficiency level may be used within a grade. If there are not enough ELLs within an overall proficiency level, then multiple grades may be combined into an SEI Classroom. If there are not enough ELLs within an overall proficiency level and within a grade band, then multiple proficiencies and multiple grade levels can be combined into an SEI Classroom. Note that, regardless of SEI Classroom configuration, Pre-emergent and Emergent ELLs shall be grouped together rather than discretely.

Middle Grades and High School Student Grouping Prioritization

- A. Proficiency Sub-level within Grade
- B. Proficiency Sub-level within Grade Band
- C. Overall Proficiency Level within Grade
- D. Overall Proficiency Level within Grade Band
- E. Overall Proficiency Level Band within Grade Band

Class Size Standards

Target and maximum class sizes are based on the proficiency level of the ELL student provided that the class size shall not exceed the class size for non-ELLs in the school district. The target class size for Pre-emergent and Emergent is 20; the maximum is 23. The target class size for Basic and Intermediate is 25; the maximum is 28.

Grouping Process

Students are grouped into classes based on Class Size Standards using the Elementary or the Middle Grades and High School Student Grouping Prioritization method. In the event there are insufficient students to assemble a class at the first given student grouping priority, the next student grouping priority shall be used. In the event that there are insufficient ELLs based on the class size standards in the school for any of the student groupings to work, then several other options are available. The students may be grouped into a single classroom for ELD instruction by an SEI-funded district-level ELD teacher for three hours a day with a fourth hour of ELD Reading or the students may be transported and grouped with other ELL students at another elementary, middle grade, or high school in the district for ELD instruction. Students at a charter school or single school district may be grouped into a single classroom for ELD instruction by an SEI-funded ELD teacher for four hours a day.

Scheduling and Time Allocations

The scheduling and time allocations are somewhat different for Elementary School than for Middle Grades and High School. However, at all grade levels, the SEI Classroom must have a minimum of four hours of English language development daily which is time-allocated consistent with the Arizona K-12 English Language Learner Proficiency Standards and the related Discrete Skills Inventory (DSI).

Elementary School Scheduling and Time Allocations

Each student who qualifies for SEI program placement receives four hours of daily English language development instruction that is governed by certain time allocations and skill teaching and learning objectives. Each of these discrete sections of ELD is based on specific categories of language instruction based on the skills identified by the ELL Proficiency Standards and further delineated in detail by the Discrete Skills Inventory (DSI). The discrete time blocks do not have to be sequential during the day, but they must sum to four hours of ELD instruction.

The English language skills categories are the same for all students in SEI Classrooms, but the time allocations vary by the composite AZELLA proficiency level of the student. Time allocations for each ELD instructional time block may vary by up to ten percent (10%) as long as the total daily English language development instruction equals four hours.

Students at composite AZELLA levels Pre-emergent and Emergent receive four hours of instruction of ELD that are divided into the following specific areas: oral English and conversation instruction, 45minutes; grammar instruction, 60 minutes; reading instruction, 60 minutes; vocabulary instruction, 60 minutes; and, pre-writing instruction, 15 minutes (Total: four hours).

Students at composite AZELLA level Basic receive four hours of instruction of ELD that are divided into the following specific areas: oral English and conversation instruction, 30 minutes; grammar instruction, 60 minutes; reading instruction, 60 minutes; vocabulary instruction, 60 minutes; and, writing instruction, 30 minutes (Total: four hours).

Students at composite AZELLA level Intermediate receive four hours of instruction of ELD that are divided into the following specific areas: oral English and conversation instruction, 15 minutes; grammar instruction, 60 minutes; reading instruction, 60 minutes; vocabulary instruction, 60 minutes; and, writing instruction, 45 minutes (Total: four hours).

Middle Grades and High School Scheduling and Time Allocations

Each student who qualifies for SEI program placement receives four hours of daily English language development instruction. This instruction is divided into four discrete courses, each bearing a specific title and focus. The subject designation and subject matter of each of the four courses is based on specific English language skills categories that derive from the ELL Proficiency Standards and that are further delineated by the Discrete Skills Inventory (DSI). The four ELD courses do not have to be sequential during the school day. For schools with class periods other than one hour in duration, discrete ELD classes totaling at least four hours daily shall be established based on the course subject matter categories specified below. ELLs are to receive four hours of ELD daily or 20 hours a week of ELD. Schools must ensure that ELLs receive 20 hours of ELD a week, 5 hours in each of the ELD subject areas.

Students at AZELLA level Pre-emergent and Emergent shall be grouped together and receive daily a one hour class of ELD titled "Conversational English and Academic Vocabulary," a one hour class of ELD titled "English Reading," a one hour class of ELD titled "English Writing" and a one hour class of ELD titled "English Grammar."

Students at AZELLA level Basic shall receive daily a one hour class of ELD titled "Conversational English and Academic Vocabulary," a one hour class of ELD titled "English Reading," a one hour class of ELD titled "English Writing" and a one hour class of ELD titled "English Grammar."

Students at AZELLA level Intermediate shall receive daily two hours of English Language Arts, as aligned to the Arizona Language Arts Academic Standards (this class is within the SEI Program), a one-hour class of ELD titled "Academic English Reading," and a one hour class of ELD titled "Academic English Writing and Grammar."

Teacher Qualification Requirements

Elementary School Teacher Qualifications

All teachers in SEI Classrooms must have their Standard Elementary Teaching Certificates as defined in Arizona State Board of Education Rules, R7-2-608. Elementary Teaching Certificates. They must be Highly Qualified as defined by the federal No Child Left Behind Act of 2001. Additionally, they must have a Structured English Immersion endorsement (Provisional endorsement or endorsement) (SBE Rules, R7-2-613.J), an English as a Second Language endorsement (Provisional endorsement or endorsement) (SBE Rules, R7-2-613.I), or a Bilingual endorsement (Provisional endorsement or endorsement) (SBE Rules, R7-2-613.H).

Middle Grades and High School Teacher Qualifications

All teachers in SEI Classrooms must have their Standard Secondary Teaching Certificates as defined in Arizona State Board of Education Rules, R7-2-609. Secondary Teaching Certificates. They must be Highly Qualified in English as defined by the federal No Child Left Behind Act of 2001, which means

that they must not only have a bachelor's degree and full state certification or licensure, but they also must demonstrate that they know each subject they teach as provided in SBE Rules R7-2-609. Additionally, they must have a Structured English Immersion endorsement (Provisional endorsement or endorsement) (SBE Rules, R7-2-613.J), an English as a Second Language endorsement (Provisional endorsement or endorsement) (SBE Rules, R7-2-613.I), or a Bilingual endorsement (Provisional endorsement or endorsement) (SBE Rules, R7-2-613.H).

3. Classroom Practices

Classroom practices include sections on SEI Classroom Language Use policies, SEI Classroom Objective, SEI Classroom Materials and Testing, SEI Classroom Instructional Methods, Assessment, and SEI Teacher Training required to ensure teachers have the skills and knowledge needed to teach in an SEI Classroom.

SEI Classroom Language Use

All SEI classes shall be taught in English, as provided in A.R.S. §15-751. Definitions, 5.

SEI Classroom Objective

The objective of the SEI Classroom is to teach one or more specific identified skills within the Discrete Skills Inventory appropriate for the English proficiency level(s) of students in the class.

SEI Classroom Materials and Testing

Class textbooks, materials, and assessments used in an SEI Classroom must be aligned to the Arizona K-12 English Language Learner Proficiency Standards and the Discrete Skills Inventory. Each district superintendent or charter operator shall sign an attestation that these materials are properly aligned, which will be verified by the Arizona Department of Education when conducting monitoring visits.

SEI Classroom Instructional Methods

All instructional methods in SEI Classrooms will conform to teaching objectives outlined by the Arizona K-12 English Language Learner Proficiency Standards and specified in the Discrete Skills Inventory.

Assessment

All assessments in SEI Classrooms will conform to teaching objectives outlined by the Arizona K-12 English Language Learner Proficiency Standards and specified in the Discrete Skills Inventory.

SEI Teacher Training

Three sets of training are essential for successful implementation of the SEI Models: Implementation Training, Discrete Skills Inventory Training, and Discrete Skills Inventory Teaching Methods Training. All SEI Classroom teachers shall receive all three trainings. Principals, District Superintendents, Counselors, and school and district personnel responsible for ELL programs also shall receive the Implementation Training.

Implementation Training

SEI Classroom teachers, Principals, District Superintendents, Counselors, and any school and district personnel responsible for English Language Learner Programs shall receive Implementation Training. This training provides background information on the policy, principles, structures, and classroom practices within the SEI Models. School personnel who prepare student schedules shall receive additional implementation training on scheduling.

Discrete Skills Inventory Training

All SEI Classroom teachers and instructional personnel responsible for instructional supervision shall receive training on the content of the Discrete Skills Inventory.

Discrete Skills Inventory Teaching Methods Training

SEI Classroom teachers and instructional personnel responsible for instructional supervision shall receive training on the methods and strategies to be used in teaching the content of the Discrete Skills Inventory.