



Coconino County Education Service Agency Innovation & Development Division

Professional Development Programs & Services

June 2020-May 2021



The resource for all things P-12

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CCESA I & D Contacts

Coconino County Education Service Agency

Innovation and Development Division

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Coconino County Education Service Agency

The Coconino County Education Service Agency is committed to ethical leadership, effective service, and transformational results for a diverse community of learners.

The CCESA is a government agency operated by the Coconino County School Superintendent. The Agency was established to ensure every student in Coconino County, from pre-school through Grade 12, has an exemplary education; the CCESA also ensures tax dollars allocated to education are used effectively. We do this with a mindset and commitment to constant innovation and emulating educational systems that work.

The CCESA is comprised of the following divisions: Accommodation District; Advocacy; Fiscal and Accounting; Innovation and Development; School Elections; and Research.

Our mission is to create a world-class, authentic, research-based educational system with overt community support. By doing so, Coconino County represents a large county with even bigger ideas, and with education at the heart of all efforts.

Innovation and Development Division

Inspiration drives the Coconino County Education Service Agency (CCESA) through the Innovation and Development (I & D) Division. The I & D Division is committed to collaborating with all schools in Coconino County and in the region to increase academic achievement and quality teaching, provide exceptional professional learning experiences, and support schools adopting Arizona's Standards.

Put simply, I & D:

- Pursues educational opportunities in the innovation and development fields.
- Assists schools in the development and implementation of best practices and research-based reforms.
- Provides a communication link between county schools and the Arizona and Federal Departments of Education.

I & D actively seeks partnerships with other educational opportunities and pursues grant opportunities to fulfill much of its mission.

No matter what challenges your school faces, we have a professional learning service that fits. Options include academies, assessment consultants, instructional coaching, one-day courses, video conferencing, special services, and multiple-day visits from our trained staff and consultants.

Professional Development

Research confirms that teachers are the single most important factor in raising student achievement. Higher standards for teachers accompany the push for higher standards for students and greater accountability for student learning. Thus, professional development is a critical link among new policies, school reform, and improved educational practice (Knapp 2003).

To ensure that every student in Coconino County is college and career ready by graduation, the Coconino County Education Service Agency's Department of Innovation and Development is dedicated to supporting educators in their professional development as teachers and leaders. Professional development in targeted subject areas are offered through a variety of formats, including face-to-face sessions, school-based trainings, town hall/learning communities, and online instructional environments. CCESA is known throughout the county for its Content Literacy work during the past decade. CCESA professional development focuses on literacy in all content areas because we believe literacy is not just for understanding but also for thinking critically and responding. To participate fully in civic life, citizens must have the skills necessary to access and act upon information. Literacy is more than just a tool. It is a necessity for citizenship. Our courses have been leading change throughout the county for years.

Registration and Policies

Registration: Registration for all courses can be completed online at <https://www.surveymonkey.com/r/2020SPRSUMPD>. All fields must be completed. You will receive confirmation of your registration status within one week of submitting the application. If you experience difficulties while registering online, please call 928-679-8053 for assistance.

Payments: Payments can be made by check, PO, or online by credit card. Make checks/purchase orders payable to Coconino County ESA, 2384 N. Steves Blvd., Flagstaff, AZ 86004. It is the registrant's responsibility to determine if their school will pay for classes. Please be advised that registration submitted online will not be processed and seats will not be held until CCESA receives a check, a copy of the official purchase order, or an online payment made by credit card.

Course Policies: Attendance is required at all days/hours for the option you choose for certificate and seat hours. Registrations will not be accepted for individuals with an outstanding balance for a prior class.

Course Cancellations: If registration minimums are not met at least 5 days prior to the start of the course, CCESA will cancel the course. Registered participants will be notified through the e-mail that was provided during registration. Participants will be refunded in full for any class that is cancelled by the CCESA.

Participant Cancellations/Substitutions: Notification of cancellation must be received in writing (e-mail OK) no later than 7 days before the start of the course for full refund. Substitutions are preferred and accepted. Email cancellations and/or substitutions to suziehite@coconino.az.gov. The CCESA operates on a non-profit basis. The CCESA incurs expenses based on registrations and cannot allow for cancellations after course expenses have occurred.

*The CCESA's **professional development and instructional coaching services** empower K-12 school leaders and teachers to align their instruction and assessments with readiness standards and motivate youth to achieve their career and college goals.*

3-Dimensional Science Teaching and Learning Series - COCSO

Recommended for: K-12 teachers, Science/STEM Instructional Specialists, Administrators, and Educators with an interest in science.

Description: In this class, we will explore the 3-Dimensional learning structure of the new Arizona Science Standards. We will engage in a 3-D learning experience and compare the experience to a more traditional science lesson focused exclusively on content knowledge. This comparison will give us the opportunity to examine the key differences between the old and new standards and analyze the value of the 3-D model for teaching and learning. We will briefly explore the history and research support for the 3-D model and the primary resources that became the foundation for Arizona's new science standards (Framework for K-12 Science Education & Working with Big Ideas in Science Education). This class is intended as a general introduction to the new standards and is appropriate for any educators interested in learning more about how 3-Dimensional learning can support high-quality science instruction. This class is recommended as a pre-requisite for educators interested in taking the Arizona Science Standards strategies and planning classes.

Outcomes: Participants will:

1. Understand the background, value, and purpose of the 3-Dimensional model for science education;
2. Know how the 2018 Arizona Science Standards are different from both the old science standards and the Next Generation Science Standards; and
3. Access resources needed to begin the instructional shifts to a 3-Dimensional model for science education.



Materials: Participants will receive online resources for 3-Dimensional science teaching.

Instructors: Emily Evans & Kelly Donatell

Dates and Times: June 2, June 9, June 16 & June 23, 2020 (10:00 am-12:00 pm)

Seat Hours: 12

Venue: All sessions will be on-line through Zoom

Register online – COURSE FULL

The CCESA's **professional development and instructional coaching services** empower K-12 school leaders and teachers to align their instruction and assessments with readiness standards and motivate youth to achieve their career and college goals.

Going Remote – Transitioning your classroom to on-line learning and at-home

Recommended for: K-12 teachers, special education teachers, and instructional specialists



Description: Effective remote teaching is about more than on-line platforms. It is about pedagogy and practice. In this class, we will explore some of the strategies for effective remote teaching and learning. We will examine the key findings on teaching and learning, classroom practices that address these findings, and how these strategies can be adapted to a virtual/remote context. Throughout each of the sessions, we will examine the unique assets and challenges of remote learning and examples of how to use digital tools and platforms to support effective remote teaching

pedagogy and practice. *All three sessions in the course will be held on-line.*

Outcomes: Participants will:

1. Understand key features of effective remote teaching pedagogies and practices;
2. Examine different tools and strategies to support remote teaching and learning; and
3. Outline steps for transitioning classroom practice to a remote/virtual environment.

Materials: All materials will be provided digitally.

Instructors: Emily Evans & Lee Irby

Dates and Times: June 22nd, 25th & 29th (9:30-11:30 am)

Seat Hours: 9 (6 hours on-line plus 3 hours of homework)

Venue: All sessions will be on-line through Zoom

Registration Fee: \$135

Registration Deadline: June 17, 2020

Registration Minimum: 15

Register online at <https://www.surveymonkey.com/r/2020SPRSUMPD>

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Project-Based Learning

Recommended for: K-12 teachers, special education teachers, and instructional specialists



Description: Project-Based Learning (PBL) is a student-centered pedagogy that involves a dynamic classroom approach in which students acquire a deeper knowledge through active exploration of real-world challenges and problems. Students learn about a subject by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, challenge, or problem. Participants in this workshop will gain the skills and knowledge needed to design, assess, and manage a rigorous, relevant, and standards-based project.

Outcomes: Participants will:

1. Understand the role of Project-Based Learning and how it engages students in learning;
2. Investigate how Project-Based Learning can be used to build content knowledge and 21st Century Skills; and
3. Explore the structures and supports students will need in Project-Based Learning.

Materials: Participants will receive a folder with supplemental materials.

Instructor: Kelly Donatell & Lee Irby

Dates and Times: July 7-9, 2020 (8:00 am-4:00 pm)

Seat Hours: 21

Venue: Cottonwood-Oak Creek School District (may transition to online depending on CDC guidelines)

Register online – COURSE FULL

*The CCESA's **professional development and instructional coaching services** empower K-12 school leaders and teachers to align their instruction and assessments with readiness standards and motivate youth to achieve their career and college goals.*

LETRS Module 9 – Mohave Valley



Recommended for: PreK-3 teachers, special education teachers, and instructional specialists

Description: Beginning with an exploration of cognitive processes involved in writing, Module 9 presents an integrated lesson framework grounded in research that combines skill development with process-oriented composition. The writing of sentences is examined in detail. Instructional techniques to support the three phases of the writing process—planning, translating, and reviewing—are explored. The module includes the analysis of student writing samples, role-play or corrective feedback, and practical skills of lesson planning for better results.

Materials: Participants will receive a folder with supplemental materials.

Instructors: Cate Malone & Joey Persinger

Dates and Times: July 13 & 14 (8:30 am-3:30 pm)

Seat Hours: 12

Venue: Mohave Elementary School District (may transition to online depending on CDC guidelines)

Register online – COURSE FULL

Fee for Service Offerings

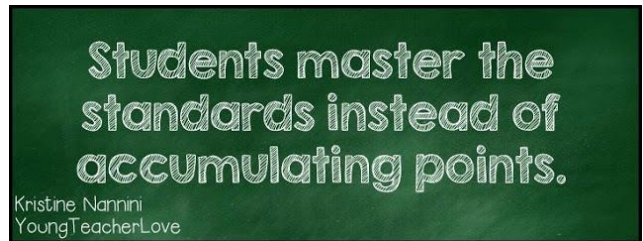
Standards-based Grading

Recommended for: K-12 teachers, special education teachers, and instructional specialists

Description: What is the purpose of grading? What feedback is given in a grade? What learning is worthy of assessment and grades? Should grades reflect levels of understanding? Does that include attendance, effort, and behaviors? This class will examine current grading practices along with formative and summative assessment strategies. Participants will look at standards-based grading through the lens of developing well-defined, standards-based learning objectives, and systematic and extensive feedback. Participants will also explore the ways in which standards-based grading provides teachers, students, and parents with information that helps move students forward in the learning process. Learn how to create an environment where standards can and must be met, and students understand the level of learning required to show mastery of essential learning.

Outcomes: Participants will:

1. Examine current grading practices and compare them with those linked to standards-based assessment.
2. Understand the types and uses of formative assessment.
3. Connect formative and summative assessment practices with grading practices that accurately reflect student achievement.



Materials: Participants will receive a folder with supplemental materials.

Instructors: Hesper Petersen & Lee Irby

Dates and Times: July 14, 2020 (8:30 am-3:30 pm) & July 15, 2020 (8:30 am-11:30 am)

Seat Hours: 9

Venue: Cottonwood-Oak Creek School District (may transition to online depending on CDC guidelines)

Register online – COURSE FULL

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Paraprofessionals Supporting Literacy – Mohave Valley



Recommended for: K-5 paraprofessionals

Description: This course will support paraprofessionals in their work of supporting students with literacy development. The course will focus on: the difference between phonemes and phonics and the importance they have in reading instruction; applying systematic and direct instruction; places of articulation; phonological awareness umbrella components; definition and importance of fluency to reading instruction; and activities that enrich not supplant.

Materials: Participants will receive a folder with supplemental materials.

Instructors: Cate Malone & Joey Persinger

Dates and Times: July 15 & 16 (8:30 am-3:30 pm)

Seat Hours: 12

Venue: Mohave Elementary School District (may transition to online depending on CDC guidelines)

Register online – COURSE FULL

The CCESA's **professional development and instructional coaching services** empower K-12 school leaders and teachers to align their instruction and assessments with readiness standards and motivate youth to achieve their career and college goals.

SAIL (Student Agency in Learning) Year 1



Recommended for: K-12 teachers, special education teachers, instructional specialists, and administrators

Description: Learn how to support the development of student agency through developing expertise and continuously attending to three interrelated constructs: formative assessment practice, classroom culture, and student identity.

The learning in this course consists of online course work, face-to-face sessions, Community of Practice meetings, and a video study group. As a part of the online work, participants will learn about the role of learning goals, success criteria, eliciting evidence of learning, peer feedback, and self-assessment in the formative assessment process. The face-to-face sessions will further explore these concepts while also looking at how to implement in the classroom. Participants will then be challenged to implement the new learning in their classroom and reflect upon the process during the Community of Practice. Participants will also participate in a video study group, analyzing their practice through the lens of self-assessment or peer feedback. ***It is required that participants register as a team from their site.***

Outcomes: Participants will:

1. Redefine the relationship between the teacher and the student in learning and classroom culture;
2. Develop skills in planning learning goals and success criteria, eliciting evidence and interpreting evidence of learning, and using evidence of learning during instruction; and
3. Use collaborative practices and video study groups to explore a chosen dimension of student agency (self-assessment or peer feedback).

Materials: Participants will have access to online materials and will be provided with supplemental materials at the face-to-face sessions.

Instructors: Cheryl Mango-Paget & Kelly Donatell

Face-to-Face Dates and Times: July 27 (8:30 am-3:30 pm), July 28 (8:30 am-3:30 pm), September 11 (2:30 pm-5:45 pm), October 9 (2:30 pm-5:45 pm), November 13 (2:30 pm-5:45 pm), January 29 (2:30 pm-5:45 pm), March 5 (2:30 pm-5:45 pm), April 23 (2:30 pm-5:45 pm)

Seat Hours: ~66 (combination of online and in-person)

Face-to-Face Venue: Ponderosa High School (2384 N. Steves Blvd., Flagstaff, AZ 86004)

Registration Fee: \$275

Registration Deadline: July 20, 2020

Register online at <https://www.surveymonkey.com/r/SAIL12020-21>

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Youth Mental Health First Aid – FJA

Recommended for: School employees who work with students in grades 6-12



Description: Youth Mental Health First Aid USA is an 8-hour public education program which introduces participants to the unique risk factors and warning signs of mental health problems in adolescents, builds understanding of the importance of early intervention, and teaches individuals how to help an adolescent in crisis or experiencing a mental health challenge. Mental Health First Aid uses role-playing and simulations to demonstrate how to assess a mental health crisis; select interventions and provide initial help; and connect young people to professional, peer, social, and self-help care.

Governor Doug Ducey signed SB 1468, also known as the Mitch Warnock Act, expanding suicide awareness and prevention training in public schools to support Arizona's adolescents and teens. The Mitch Warnock Act requires all school employees who work with students in grades six through 12 to receive training on suicide prevention at least once every three years.

Outcomes: Participants will:

1. Learn the risk factors and warning signs of a variety of mental health challenges common among adolescents, including anxiety, depression, psychosis, eating disorders, AD/HD, disruptive behavior disorders, and substance use disorder.
2. Learn to support a youth developing signs and symptoms of a mental illness or in an emotional crisis by applying a core five-step action plan.

Materials: Participants will receive the [Youth Mental Health First Aid](#) manual and certification as a youth mental health first aider.

Instructors: Joe Donaldson

Dates and Times: August 11, 2020 (12:00 pm-4:00 pm) (participants must complete 2 hours of online training prior to the face-to-face session)

Seat Hours: 6

Venue: Flagstaff Junior Academy and online (may transition to online depending on CDC guidelines)

Register online – COURSE FULL

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Universal Design for Learning (UDL)

Recommended for: K-12 teachers, special education teachers, instructional specialists, and administrators



UDL Principles

Description: UDL, based on recent research in the learning sciences, provides a framework for understanding the differences among learners (learner variability) and plans for those differences by providing multiple means of engagement, multiple means of representation, and multiple means of action and expression. UDL is about building in flexibility that can be adjusted for every students' strengths and needs and by applying the UDL principles teachers can effectively instruct a diverse group of learners. Participants will not only learn about the UDL principles but they will also apply them to their own context.

Outcomes: Participants will:

1. Understand that the UDL guidelines are levers for addressing learner variability;
2. Understand how multiple means of representation, multiple means of action and expression, and multiple means of engagement can be used as a lens to evaluate curricula for barriers and elements of UDL; and
3. Be able to use the UDL framework to create or recreate lessons that address learner variability and support the development of expert learners.

Materials: Participants will receive materials digitally.

Instructor: Kelly Donatell & Lee Irby

Dates and Times: August 25, September 8, September 22, October 6, October 20, November 3, November 17, December 1 & December 15 (4:00 pm-6:00 pm)

Seat Hours: 26

Venue: All sessions will be on-line through Zoom

Registration Fee: \$390

Registration Deadline: August 10, 2020

Registration Minimum: 15

Register online at <https://www.surveymonkey.com/r/FallSPR2020-21>

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Project-Based Learning

Recommended for: K-12 teachers, special education teachers, and instructional specialists



Description: Project-Based Learning (PBL) is a student-centered pedagogy that involves a dynamic classroom approach in which students acquire a deeper knowledge through active exploration of real-world challenges and problems. Students learn about a subject by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, challenge, or problem. Participants in this workshop will gain the skills and knowledge needed to design, assess, and manage a rigorous, relevant, and standards-based project.

Outcomes: Participants will:

4. Understand the role of Project-Based Learning and how it engages students in learning;
5. Investigate how Project-Based Learning can be used to build content knowledge and 21st Century Skills; and
6. Explore the structures and supports students will need in Project-Based Learning.

Materials: Participants will receive a folder with supplemental materials.

Instructor: Kelly Donatell & Lee Irby

Dates and Times: January 12, January 26, February 9, February 23 & March 9, 2021 (4:00 pm-6:00 pm)

Seat Hours: 14

Venue: Ponderosa High School (may transition to online depending on CDC guidelines)

Registration Fee: \$150

Registration Deadline: January 4, 2021

Registration Minimum: 15

Register online at <https://www.surveymonkey.com/r/FallSPR2020-21>

The CCESA's **professional development and instructional coaching services** empower K-12 school leaders and teachers to align their instruction and assessments with readiness standards and motivate youth to achieve their career and college goals.

Engineering is Elementary



Recommended for: K-5th grade teachers, special education teachers, and instructional specialists

Description: Learn how to teach K-5 students engineering by engaging in the fun, flexible, inquiry-based curriculum of Engineering is Elementary (EiE). EiE is a nationally renowned education project developed by the Museum of Science, Boston and is a rigorously researched, classroom-tested curriculum that integrates engineering and technology concepts and skills with elementary science topics. Engineering makes math and

science relevant while also integrating literacy and social studies.

Participants will experience the EiE unit *A Long Way Down: Designing Parachutes*. In this unit, participants will think like aerospace engineers as they engineer a model parachute that's "mission ready" to land a payload on a planet with an atmosphere much thinner than Earth's.

Outcomes: Participants will become fluent in the Engineering is Elementary curriculum through:

1. Increasing experience and gaining an understanding of the cyclical nature and five steps of the Engineering Design Process.
2. Increasing confidence in implementing Engineering is Elementary activities with their students.
3. Increasing ability to successfully facilitate open-ended engineering design challenges with students in the classroom.

Materials: In addition to receiving a binder that contains supplemental materials, participants will have access to all 20 EiE kits and materials to use in their classroom at no cost.

Instructor: Emily Evans & Kelly Donatell

Dates and Times: January 23, 2021 (8:00 am-4:00 pm)

Seat Hours: 7

Venue: Ponderosa High School (2384 N. Steves Blvd., Flagstaff, AZ 86004)

Registration Fee: \$120

Registration Deadline: January 4, 2021

Registration Minimum: 15

Register online at <https://www.surveymonkey.com/r/FallSPR2020-21>

Site-Based Opportunities

No matter what challenges your school faces, we have a professional learning service that fits. Options include academies, assessment consultants, one-day courses, video conferencing, special services, and multiple-day visits from our trained staff and consultants. Below is a list of classes we have previously offered or plan to offer:

- Administrative Trainings
- Alternative Facts
- Argument Literacy
- Building Community in Your Classroom
- Claim, Counterclaim, & Reasoning
- Digital Presentations
- Digital Writing
- Embracing Digital Media
- Engaging Students in Collaborative Discussions
- Engineering is Elementary
- Enhancing Grammar Instruction with the ELA Standards
- Formative Assessment
- Genius Hour
- Improving Writing Across Contents
- Incorporating ELA Standards in the Content Areas & Electives
- Informational/Explanatory Writing
- LETRS Modules 1-10
- LETRS Early Childhood
- Mentor Texts
- Model Drawings in the Math Class
- Opinion/Argument Writing
- Progression of Counting and Cardinality & Operations and Algebraic Thinking
- Progression of Fractions
- Progression of Multiplication & Division
- Progression of Number & Operations in Base 10
- Progression of Ratios & Proportional Reasoning
- Project-Based Learning
- Promoting Productive Struggle in K-12 Mathematics Classes
- Socratic Seminar
- Standards-Based Grading
- Student Agency In Learning (SAIL)
- Teaching Reading Effectively (TRE)
- Google Universe for Technology Neophytes
- Vocabulary & Comprehension through Repeated Read-Alouds
- Writing in the Math Classroom
- Writing with the ELA Standards
- Youth Mental Health First Aid

Instructional Coaching

The CCESA provides job-embedded coaching to teachers and leaders to improve the quality of learning for all students. Through coaching, the CCESA provides focused support to help teachers and administrators reach the goals they have set for students through the enactment of research-based best practices in teaching and leading. The CCESA coaching model is undergirded by three principles including:

- Building teacher trust,
- Using a growth mindset, and
- Calibrating coaches.

CCESA coaches are trained in several coaching models such as Marzano's, Cognitive Coaching, and the Danielson Framework for Teaching.

Please contact Kelly Donatell at kdonatell@coconino.az.gov or 928-679-8056 to discuss the possibilities of site-based professional development and/or instructional coaching.

Resource Library

Coconino County Education Service Agency has a vast library of resources that are available to all teachers in Coconino County. The resource library consists of over 100 math, science or multi-use resources that are available for use in your classroom. Within our resources, you will find anything from water quality testers to dissection kits, from algebra tiles to rulers to drawing compasses, and from headphones to a class set of individual white boards. We are also proud to have various kits available to borrowers, including Seeds of Science-Roots of Reading, Carolina Science, and Engineering is Elementary kits. The Engineering is Elementary kits are the single item in our inventory that requires a special training before use, but don't worry – this training is offered by our office.

To reserve a resource please visit <http://coconino.az.gov/2038/CCESA-Resource-Library> where you can access our list of resources, the user agreement, and the reservation system. We can't wait to help your classroom come alive!

Grant-Funded Course Offerings

The CCESA constantly seeks out professional development opportunities for educators. The purposes of the programs are to increase the academic achievement of students by enhancing the content knowledge and teaching skills of classroom teachers.

Extending Bridges Between PreK and Kindergarten

September 2019 – August 2020

The Extending Bridges Between PreK and Kindergarten professional development course, available to early childhood educators in Flagstaff, was developed by Coconino County Education Service Agency and is being offered with support from the Arizona Community Foundation of Flagstaff. The goals of this course are multifaceted: build early-childhood educator knowledge in literacy attainment, provide families with strategies for increasing literacy development through parent nights and the development and distribution of a kindergarten readiness parent guide, and build stronger ties between preschools and K-12.

Participants will:

- Learn the foundational components of early literacy, print development, and the developmental stages that build oral and written language skills;
- Develop approaches that enhance writing growth and strategies to enhance early language and literacy skills;
- Gain competence and confidence in identifying students' development toward literacy and language development;
- Participate in a symposium focused on optimizing school transition plans and ensuring the continuity in teacher instruction and expectations for childrens' learning and development from PreK to Kindergarten; and
- Co-develop a culturally responsive parent activity guide to a successful start in kindergarten.

Arizona Commission of the Arts Program

The CCESA joins with the Flagstaff Symphony Orchestra in providing Carnegie Hall's Weill Music Education Institute Link Up program to the greater Flagstaff area.

About Link Up: Students in grades 3–5 from Coconino County schools will join Flagstaff students to explore music through curriculum of classroom activities and a culminating concert in which students perform with a professional orchestra. The Flagstaff Symphony Orchestra is the artistic partner providing local educational and musical services which connects county students and teachers to a national music education program created by Carnegie Hall to unite the classroom with the concert hall. The program receives the free support of Carnegie Hall in individual printed student materials and teacher training resources for the concert, called *The Orchestra Sings*. The program significantly enhances classroom music education. Students in participating schools learn to read, sing and play as well as compose music. Additional free materials give teachers options to extend and enrich the basic Link Up curriculum. As the artistic partner, the Flagstaff Symphony Orchestra has provided teacher training, classroom support and logistic and artistic planning for the project. The interactive concert will be offered at Ardrey Hall, Northern Arizona University. These efforts will increase student access to, and engagement with, music and arts learning.

BEAM: Be A Mathematician Middle School Grant

August 2019 – September 2021

The CCESA is collaborating with the University of Hawaii, Northern Arizona University Institute for Human Development, Flagstaff Unified School District, and Flagstaff charter schools to offer the “Be A Mathematician” grant to middle school students in Flagstaff.

The “*Be A Mathematician*” grant provides twelve weeks of culturally responsive, accelerated and enriched mathematics tutoring to 7th and 8th grade Native American, Hispanic, and Pacific Islander middle school students, who demonstrate high levels of math achievement, participate in a gifted math program, and have completed an advanced mathematics class in middle school. The purpose of the project is to increase the number of mathematically promising Native Americans, Hispanic, and Pacific Islander middle school students. The grant funds mathematic educators to provide tutoring to three cohorts of middle school students.

Title III Consortium Services

Under Section 3114(b) of No Child Left Behind Act of 2001 (NCLB), a State educational agency shall not award a sub grant from an allocation made under subsection (a) if the amount of such sub grant is less than \$10,000. LEAs that would not otherwise qualify for a sub grant because they do not qualify for an award of at least \$10,000 may submit a joint application with one or more LEAs to qualify.

An LEA that receives a grant under Title III Section 3111(a) may collaborate or form a consortium with one or more LEAs to carry out a program for limited English proficient (LEP) students. The Coconino County Education Service Agency (CCESA) identifies schools/districts within Coconino, Navajo and Apache Counties that are unable to apply for their ELL funding due to not meeting the \$10,000.00 minimum amount. To ensure that these schools receive their allocated funding, the CCESA forms a consortium of schools. The CCESA is responsible for acting as the fiscal agent for the Consortium and files the required expenditure reports and maintains fiscal records.

Grants Development and Management

The Coconino County Education Service Agency provides grant development and management services to district and schools within Coconino county. Please contact Cheryl Mango-Paget at cmango-paget@coconino.az.gov if you are looking for assistance in the following areas:

- Needs assessment, project development, grant search, alliance and partnership building, and application completion;
- Assistance for districts and schools in individual grant funding opportunities;
- Grant project and fiscal management; and
- Entitlement grants – consortium and individual district support.

Special Education Support and Services

The Coconino County Education Services Agency offers the following services to public, charter and private schools:

- Professional Development
- School Psychology
- Speech Therapy
- Occupational Therapy
- Special Education Teacher
- Special Education Director
- Special Education Consultative Services (policy, procedure and practice)
- Nursing
- Youth Mental Health First Aid
- Licensed Mental Health Counselor (Bilingual English & Spanish)
- Homebound General Education
- Low Incidence Assessments to include Autism Spectrum Disorder and Intellectual Disabilities
- PREPaRE
- Special Education Referral & Pre-Referral
- Competitive Pricing

School Psychology and **Speech Therapy Services** include screening, evaluations, written reporting, and counseling when indicated on an IEP, MET/IEP participation, and IEP-related service implementation.

Counseling Services not indicated on an IEP would consist of counseling related to low self-esteem, behavioral issues, and real or potential substance abuse issues.

Occupational Therapy would consist of screening, evaluation, and therapy when indicated on an IEP, MET/IEP participation, and IEP-related service implementation.

PREPaRE is a school crisis prevention and intervention training curriculum developed by the National Association of School Psychologists (NASP) to help schools improve and strengthen their school safety and crisis management plans and emergency response. The program makes use of existing personnel, resources, and programs to be adaptable to a school's needs and size.

Travel time is factored into all services, as are professional materials. For purposes of this discussion, costs are predicated upon individuals being county employees or contractors.

In order to make the above services economically feasible, the Coconino County Education Service Agency needs to ensure that there is still a need to sell services in each occupation to the schools for the aforementioned disciplines. It is imperative that the CCESA receive hard data, such as number of projected days needed per school as determined by IEPs when appropriate, by **May 29, 2020**. Please use the attached form. Days required per school will be mutually defined and discussed and turned into a contract for school year 2020-2021. Schools that might be uncertain about their projected needs might consider cost-sharing some services with neighboring schools. Please contact Joe Donaldson (jdonaldson@coconino.az.gov) or Samantha Abramowitz (sabramowitz@coconino.az.gov).

FY 2020-2021 PROJECTED NEEDS FOR SERVICES

Name and title of person submitting this data: _____

School/District: _____

Date: _____

SERVICES PROVIDED BY ESA	Days per week	Total days per year
School Psychology		
Speech Therapy		
Occupational Therapy		
Special Education Teacher		
Special Education Director		
Special Education Consultative Services (policy, procedure and practice)		
Nursing		
Licensed Mental Health Counselor (Bilingual English & Spanish)		
Homebound General Education		
Low Incidence Assessments to include Autism Spectrum Disorder and Intellectual Disabilities		
PREPaRE		
Special Education Referral & Pre-Referral		
Competitive Pricing		

Please indicate if there is a need or interest in the following areas:

POTENTIAL SERVICES PROVIDED BY ESA	Needed
AZ Standards Trainings	
Teaching Reading Effectively (K-3)	
LETRS (K-3)	
Education Counseling	
Gifted Teacher	
Hearing Officer Training	
Information Technology Services	
Physical Education Teacher	

POTENTIAL SERVICES PROVIDED BY ESA	Needed
Technology Services	
Visons Software Training	
Hearing/Vision Impaired Instructor	
Sign Language Interpreter	
Autism Instructor	
Behavioral Specialist	
Business Manager	
Other _____	

Upon completion of the form, please return by fax, mail, or electronically. If you have any questions regarding completion of this form, please contact Samantha Abramowitz at 928-679-8054.

Please return no later than May 29, 2020 to:

Samantha Abramowitz
 Coconino County Education Service Agency
 2384 N. Steves Blvd.
 Flagstaff, AZ 86004
 Phone (928) 679-8054
 Fax (928) 679-8078

sabramowitz@coconino.az.gov