

BLUEPRINT OF SUCCESS
Educational Reform and Progress in Arizona
1975-1986

December, 1986

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PREFACE

While I am personally proud of what has been accomplished during my three terms as State Superintendent of Public Instruction, the gains that have been made could not have happened without the commitment of the teachers, parents, administrators, school board members and taxpaying citizens of Arizona's 219 public school districts.

Although Arizona is a large state, geographically, - the sixth largest in the nation - we are small in terms of traditional sources of wealth, such as taxes, that other states use to finance public education. Only 17% of our total land area is in private ownership; yet, because Arizonans believe strongly in the value of high-quality schools, we have been able to build a support base that has given us one of the most responsive and accountable educational systems in the nation.

For the dedication of the members of the State Board of Education/Vocational and Technical Education, for the hard work and professionalism of the staff of the Arizona Department of Education, and for all who give of their lives to create opportunity for our children, I am profoundly grateful.

To the farsighted leaders of Arizona business, industry and labor who have entered into a partnership with our public schools, I offer my heartfelt appreciation.

Reflected in all of the accomplishments of the past twelve years is the determination of today's Arizonans to build a brighter future for their children and grandchildren. Working together, we have ensured a better tomorrow for generations to come.

Mrs. Ronald H. Warner
State Superintendent

PART I.

ACCOMPLISHMENTS 1975-1986

REFORM CHECKLIST

1975-1986

REFORM CHECKLIST 1975-1986

	1975	1986
ADULT BASIC EDUCATION	Yes	Yes
ACADEMY OF FINANCE	No	Yes
ARIZONA BASIC SKILLS PLAN K-12	No	Yes
ARIZONA EDUCATIONAL FOUNDATION	No	Yes
ARIZONA ELECTRONICS INDUSTRY - EDUCATION ALLIANCE	No	Yes
Electronics Technician Training Centers	No	Yes
ARIZONA PRINCIPALS' ACADEMY	No	Yes
ARIZONA SCHOOLS UNIFORM ACCOUNTING SYSTEM	No	Yes
ARIZONA TEACHER OF THE YEAR/"AMBASSADOR FOR EXCELLENCE" PROGRAM	No	Yes
"BEST BET" - EFFECTIVE SCHOOLS PROGRAM	No	Yes
BLOCK GRANT FUNDING FOR SCHOOLS	No	Yes
CAREER LADDER PLANNING GRANTS	No	Yes
CERTIFICATION FOR SCHOOL BUSINESS OFFICIALS	No	Yes
COMPLIANCE REVIEW	No	Yes
COMPULSORY SCHOOL ATTENDANCE THROUGH GRADE TEN	No	Yes
DRUG ABUSE PREVENTION (DRUG EDUCATION) PROGRAMS	Yes	Yes
ELEMENTARY SCHOOL RECOGNITION PROGRAM	No	Yes
EMPLOYABILITY SKILLS PROGRAM	No	Yes
EQUALIZED SPENDING FOR ALL SCHOOL DISTRICTS	No	Yes
ESSENTIAL SKILLS REQUIREMENTS	No	Yes
3rd/8th/12th grade "checkpoints"	No	Yes
FREE HIGH SCHOOL TEXTBOOKS	No	Yes
FUNDING/PROGRAMS FOR HANDICAPPED PRESCHOOL STUDENTS	No	Yes

	1975	1986
GENERAL EDUCATIONAL DEVELOPMENT (GED) CLASSES	Yes	Yes
IMPROVED SYSTEM FOR DISCIPLINING EDUCATORS FOR UNPROFESSIONAL CONDUCT	No	Yes
INDUSTRY TRAINING SERVICES PROGRAM	No	Yes
"JOBS FOR ARIZONA GRADUATES" PROGRAM	No	Yes
K-3 ENRICHMENT AND ADDED FUNDING	No	Yes
LOCAL SCHOOL DISTRICT-COMMUNITY COLLEGE COORDINATION	No	Yes
SCHOOL IMPROVEMENT UNIT FOR TEACHING AND LEARNING PRACTICES	No	Yes
SKILL-BASED REQUIREMENTS FOR ADMINISTRATOR CERTIFICATES	No	Yes
SKILL-BASED STANDARDS FOR TEACHER EDUCATION PROGRAMS	No	Yes
SECONDARY SCHOOL RECOGNITION PROGRAM	No	Yes
STATE BOARD LEGISLATIVE PROGRAM	No	Yes
STATEWIDE BIDDING AND PURCHASING GUIDELINES	No	Yes
STATEWIDE INSURANCE RISK MANAGEMENT SERVICES	No	Yes
STATEWIDE PROGRAMS FOR BILINGUAL EDUCATION	No	Yes
STATEWIDE PROGRAMS FOR GIFTED EDUCATION	No	Yes
STATEWIDE PUPIL TESTING PROGRAM - MATH + READING	No	Yes
STATEWIDE STANDARDS FOR PUPIL PROMOTION/RETENTION	No	Yes
STUDY SKILLS PROGRAM	No	Yes
TEACHER PROFICIENCY TESTING -		
BASIC SKILLS	No	Yes
PROFESSIONAL KNOWLEDGE	No	Yes
TEACHER RESIDENCY PROGRAM	No	Yes
US CITIZENSHIP TRAINING	Yes	Yes
VOC ED WEIGHTED FUNDING	No	Yes

BLUEPRINT OF SUCCESS

Carolyn Warner, elected for three consecutive terms as Superintendent of Public Instruction in Arizona, first took office in 1975, during an era characterized by conflict, controversy, and mistrust between local school districts, the Arizona Department of Education and the State Board of Education. She was confronted with revitalizing public education in one of the nation's fastest-growing states - a challenge heightened by a limited tax base and a widely diverse population.

Four items headed her agenda:

- A. improving accountability for taxpayer dollars
- B. improving student achievement
- C. improving teacher morale and performance
and
- D. improving public confidence

Today Arizona has in place one of the most successful, efficient and accountable public school systems in the nation. Taxpayers have benefitted from unprecedented cooperation between Arizona citizens, the State Board of Education, the Arizona Department of Education and the state's 909 public schools--and despite Arizona's rank of 26 in total dollars spent for public schools, few states, if any, deliver a better educational product.

A. Accountability for Taxpayer Dollars

From the very beginning Carolyn Warner's focus was on accountability. Upon taking office she recalled and reduced by 18% the operational budget submitted for the Arizona Department of Education by her predecessor. Under her leadership the Department also became the first state agency, in Fiscal Year 1978, to implement Zero-Based Budgeting. During that same year, following her pledge to make Education one of the most responsive and accountable entities in government, Warner froze the Department's operations budget request, submitting the only major state agency budget with a zero percent increase in operating expenses.

In 1986, the cost to Arizona taxpayers of operating the Department of Education, in terms of constant dollars, is only 1½ percent higher than it was in 1975. Although responsibilities and non-funded legislative mandates have steadily increased, Warner's Department operates with 25 percent fewer employees than when she took office. While reducing staff size, Warner has not sacrificed career opportunities. Minority staff representation is among the strongest in state government, and 41 percent of her Department's management-level staff are female.

Under Warner's leadership, the Department of Education began immediately, in 1975, to institute the Uniform System of Financial Records mandated for school districts by state legislative edict three years earlier. She also

Tough Management

directed the development of statewide bidding and purchasing guidelines, and implemented a Paperwork Reduction Plan that cut federal form-filling requirements for schools by 50 percent.

To increase efficiency and cut costs, Warner established a policy to use the services of "citizen consultants." During her three terms in office,

Creative Leadership

over 13,000 people volunteered for major task forces - saving taxpayers approximately \$3.25 million - involving private sector and educational leaders in policy-making decisions.

To attract additional financial support for Arizona schools without increasing taxes Warner, in 1983, founded the Arizona Educational Foundation - a non-profit, tax exempt corporation - the first of its kind in the nation to channel financial aid from the private sector to Arizona public schools. Projects funded through the Foundation enhance the capabilities of Arizona school districts to strengthen the quality of teaching in Arizona classrooms.

Warner placed continual emphasis throughout her tenure on finding community-based solutions for statewide educational needs. Her efforts produced an array of business and industry backed curriculum projects including Free Enterprise resource materials from Valley National Bank; "Mining, Minerals and Me" teaching activities from the Arizona Mining Association; a videotape and related classroom lessons on child safety called "Kids in Control," provided by The Arizona Republic and The Phoenix Gazette; the award-winning "Safety Through Songs" program of the Arizona Association of Realtors; and an industry-developed, four-year Electronics Technician Training Program. The

program is backed by a \$20 million donation from Honeywell, Intel Corporation, Motorola and National Semiconductor Corporation of semiconductor processing equipment to be set up at a series of high school training sites throughout the state.

B. Student Achievement

Faced with a combination of public concern about student achievement, and public disagreement about appropriate strategies to best educate Arizona's youth, Carolyn Warner moved quickly to institute long range plans to address student needs

statewide. A first step involved the development of the **Basic Skills** Arizona Basic Skills Plan - including Basic Skills Charts, corresponding Parental Participation Booklets, and Instructional Activity Kits for teachers - making it possible for the first time, for parents, teachers and students to have access to a "road map", specifying in plain language - not "Educationese" - skills that must be mastered at each grade level, from Kindergarten through 12th Grade. All Basic Skills materials, printed in English, Spanish and Navajo, were designed with extensive participation from Arizona teachers and parents - and are nationally recognized as one of the country's most comprehensive plans for the teaching and learning of Communication, Computation and Citizenship: a combination of the traditional "3 R's" with what Warner terms "The Other 3 R's"--Rights, Respect and Responsibility.

A unique element in Arizona's basic skill efforts is a focus on Arts Education as an integral part of academic instruction. Arts Education is established by policy as a

The Arts part of the curriculum, and instruction in Visual Arts is required in the elementary grades. Arizona is now implementing a model program in "discipline-based" art education, blending material from a combination of art-related fields.

Warner also pushed for a process that allows Arizona schools to monitor student achievement in subjects other than the basics. Following enabling legislation, the State Board of Education adopted skill-based requirements for promotion of pupils from the third, eighth and twelfth grades, and Warner guided a task force of master classroom teachers in the development of "Essential Skills" lists for all state-required subjects. Local school districts use the lists for "quality control" to check both student progress and teacher effectiveness in helping students master adopted skills.

During Warner's third term, her concern about preparation of students to enter the work force led her to challenge the business community to become more actively involved in determining the specific employment skills students should learn. The result, a series of "Employability Skills" charts that identify what students must know and learn in order to get and keep a job in 35 different high-demand employment areas, has stimulated increased communication and accountability between business and industry - both labor and management - and education. The charts feature not only specific vocational skills, but also include the academic skills and the responsibility, or "work ethic", skills required.

During the 1980's, while much of the rest of the nation struggled to identify and measure skill achievement, Arizona moved from implementation, **Academic Growth** to analysis, to refinement of a statewide pupil testing program - measuring the academic growth of students in grades one through twelve in Reading, Grammar and Mathematics.

Students whose skills were initially tested in 1980, were found to be reading at 3/10ths of a grade level below the national norm. Then, from 1981 through 1984, Arizona students registered steady progress, scoring at or above national averages on the California Achievement Tests in all grades, and in all subject areas. And today, although a more rigorous set of exams - the Iowa Tests of Basic Skills for grades 1 - 8, and the Stanford Achievement Tests for grades 9 - 12 - are now administered statewide, students have continued to score well (at or above national norms) in a majority of the areas tested, and show significant growth in academic achievement.

The performance of Arizona's college bound students also compares favorably with that of students in other states. Arizona ACT scores have consistently been above the national average, and student scores in the verbal and mathematics components of the SAT exam show that Arizona graduates rank 20th and 23rd in the nation in these areas.

Because of her belief that children of all abilities, cultures and heritages should receive a quality education, Carolyn Warner encouraged the development of programs that fit the wide-ranging needs of Arizona students. As students.

**Matching Education
With Jobs**

As part of an unprecedented restructuring of Vocational Education throughout the state, Warner directed that vocational program funds be targeted to improve the capability of Arizona schools to produce a well-trained work force sensitive to labor

market needs. With the creation of Jobs for Arizona Graduates, Warner also established ~~one of the most effective programs~~ in the nation for preparing potentially unemployable ~~high school graduates~~ for the transition from school to work.

Under Carolyn Warner's leadership, Arizona has consistently strived to develop more effective programs for its more than 140,000 special needs students. Because of Arizona's large Native American population, Indian education has received a strong

Helping All Students emphasis, characterized by close cooperation between the Department, school districts on reservations, and tribal governments. The state's comprehensive programs for non-English speaking students in over 40 languages have received repeated national attention, and Arizona programs for handicapped students were in place before national special education mandates. Accountable, innovative programs, focused on student needs, have also helped Arizona drop-out rates stay at half the national average.

Accountability in education has been an on-going priority during Warner's administration, particularly as it relates to expectations for student achievement. "Benchmark"

Student Accountability evaluations for all students in the third, eighth and twelfth grades have been adopted, mandating that those students qualify, through mastering a prescribed list of skills, for promotion from grade to grade and/or graduation from high school. Tougher graduation requirements (an increase by 2 to 20 in the minimum number of credits required) and a tightening of compulsory attendance laws, specifying completion of tenth grade, have also been hallmarks of the move to strengthen standards.

C. Teacher Morale and Performance

A major goal of the Warner administration has been to increase quality and accountability in teacher preparation and training programs. Her efforts, in conjunction with those of the Arizona Legislature, the State Board of Education and the Arizona Board of Regents, have resulted in a total restructuring of the methods used to train and certify teachers.

Today, Arizona colleges and universities offering teacher and administrator training programs must base their instruction not simply on coursework and "seat time", but on

the attainment of specific skills necessary for success

Teacher Accountability

in both the classroom and in school leadership positions. As sophomores, Arizona college students who want to become teachers must demonstrate a minimum competency in basic skills by passing the "Pre-Professional Skills Test" as a prerequisite for entry into an Arizona teacher training program. A similar test - the Arizona Teacher Proficiency Exam - with both basic skills and professional knowledge components, is required of out-of-state teachers and administrators in order to qualify for Arizona certification.

Other significant advances initiated by Warner to build educators' expertise include management training institutes for principals, and on-site workshops for teachers focusing on current education practices. During the

Administrator

Accountability

last three years, for example, the Department of Education and the Center for Excellence in Education at Northern Arizona University have welcomed nearly 650 participants to their Arizona Principals' Academy, a program emphasizing practical, hands-on training in effective school management, communications, teacher evaluation and related skills. At the conclusion of the Academy, each principal develops a School Improvement Plan to put into action the skills and ideas gained at the Academy. To encourage full participation in educational leadership, Warner supported and assisted in the funding of "Aware West", a project designed to increase opportunities for women to enter school administration.

The Department of Education also sends to schools across the state specialists offering "customized" training in teacher effectiveness. The team - the School Improvement Unit for Teaching and Learning Practices - provides courses at the request of local districts and develops the content to serve local needs. Participants have the option of receiving university credit for certain courses, and may also request the assistance of School Improvement specialists in implementing, in the classroom, the techniques learned.

Changes in the teacher preparation programs offered by Arizona colleges and universities reflect similar approaches - such as course design based on skill outcomes and job-related competencies. NAU replaced its College of Education with the Center for Excellence in Education, and both the University of Arizona and Arizona State University have initiated extensive reforms of their programs. Accountability is further strengthened by implementation of the Arizona Teacher Residency Program, a plan by which beginning teachers have up to two years to demonstrate teaching skills - on the job and under the guidance of master teachers - prior to permanent certification.

**Teacher and
Administrator
Preparation**

The quality of prospective Arizona-trained teachers and administrators, as well as that of educators certified by other states, is continually assessed through the state's certification process. Graduates are now eligible initially for only temporary credentials, and must gain a masters degree or 40 hours of graduate work in courses designed to produce specific skills before they can qualify for a standard teaching or administrative certificate.

D. Public Confidence in Schools

As State Superintendent, Carolyn Warner addressed yet another series of challenges: the eroding of public confidence in the state's elementary and secondary schools, and a citizenry unwilling to support proposed educational reforms. She immediately began infusing state-level education decision making with a broad-based community perspective, making it the policy of the Department of Education to involve representatives of business, industry, labor, parent groups and community organizations on all statewide task forces and committees. This policy not only required balance between educators and private citizens, it also ensured that decision-making bodies were balanced by ethnicity, gender and geography, and that all levels of education - both large and small, and rural and urban school districts - were represented. She actively encouraged input from over 13,000 Arizonans, who, during her twelve years in office, contributed over 100,000 volunteer hours toward the development of educational programs and policies.

**Citizen Involvement in
Decision Making**

Believing that public education is the public's business, Warner convened the Superintendent's Statewide Advisory Committee, Phase I and II - bringing together 600 Arizonans from all walks of life - to look at goals for public education in Arizona. Beginning in 1975, these groups identified and helped put into place a number of organizational, fiscal and programmatic improvements - including the Arizona Basic Skills Plan - that allowed the state to make significant gains in its efforts to provide the highest quality education possible for its diverse population.

From the time Warner was first elected she identified as a major thrust the goal of encouraging communication and teamwork between schools and the general public. Since

**Outreach and
Visibility**

then, she has averaged 15,000 miles per year, often driving alone, into every county and community of Arizona, providing inspiration and creative leadership to help schools and their communities work together. In the past two years alone, she has conducted over 700 working sessions with a variety of Arizona citizens to bring private sector interests into a productive and cooperative partnership with Arizona's elementary and secondary schools. She also communicates with thousands of Arizonans, through a biweekly newspaper column, about current trends, challenges and advances in public education.

Today the outmoded perception that Arizona schools "drain" the state economy of vital tax dollars has been replaced by an understanding of the importance of public schools to Arizona's economic development.

The Arizona Department of Education has taken a central role in the state's economic development efforts, through programs like Industry Training Services, which assist new or growing businesses with custom-designed, quick start, skill-based training. Private sector praise for these efforts has resulted in a new and enhanced image for the Department of Education - and the schools it serves - as action-oriented contributors to Arizona's progress. This contribution is further enhanced by Warner's regular participation in recruitment trips to bring new industry to Arizona.

Carolyn Warner entered office with two commitments: to provide Arizona's students with a quality education that prepares them for living and working in the 21st century, and to be accountable to Arizona's taxpayers - the people who pay the bills.

Her success in meeting these responsibilities has earned her national recognition - as an ~~inspirational speaker and a motivational leader.~~ Her message of parental involvement, family responsibility, and professional accountability, and her successes at building private sector-public education partnerships, have been featured in national media as diverse as U.S.A. Today, U.S. News & World Report and public television's "The MacNeil-Lehrer News Hour". Her appearances before such prestigious audiences as the National Conference of Parents and Teachers (PTA), the National Forum of the College Board, the Brookings Institute, and the Rockefeller Foundation Forum on the Arts have been widely acclaimed. And as a featured speaker at hundreds of state and national education conferences, as well as in testimony before Congress on many occasions, Carolyn Warner has carried the Arizona message to every part of our nation. It is a message that says every child can learn, and that all children - regardless of race, sex, economic or geographic circumstance - deserve the opportunity for a good education.

Rather than a legacy of disarray and drift, Carolyn Warner's successor as State Superintendent will be able to build upon solid achievement-----achievement that has put Arizona on the way toward producing the new generation that will shape the future of our state.

... and a motivational leader. Her message of parental involvement, family responsibility, and professional accountability and her success in building...

PART II.

DESCRIPTIONS OF PROGRAMS AND PROJECTS

PROGRAMS IMPLEMENTED

1975-1986

PROGRAMS IMPLEMENTED 1975-1986

Taxpayer Accountability

- **Equalized Spending for all School Districts** - Arizona public school funding provisions that place essentially the same amount of state-support dollars behind each student, regardless of the wealth of the individual district.
- **Block Grant Funding of Schools** - a basic public school funding formula which enables Arizona school districts to give more attention to the unique educational needs and priorities of their community than would be possible under the "categorical" funding method used prior to 1981. This flexibility places more management accountability on local boards and administrators and enables a cost-effective "targeting" of educational expenditures.

Student Achievement

- **Preschool Education Programs for the Handicapped** - funding for early intervention for preschool-age children who are handicapped.
- **Increased Funding, Kindergarten Through Third Grade** - greater appropriations for emphasis on potential at-risk students who experience learning difficulties in the early grades.
- **Bilingual Education** - one of the most comprehensive statutes in the nation that provides for educational services for students who do not speak English.
- **Gifted Education** - required academic enrichment programs offered in every Arizona school district for students who are shown to be gifted.
- **Drug Abuse Education** - statewide programs that provide an alternative, through a variety of prevention and education techniques, to the "show and tell" scare tactics used during the '60s to combat student substance abuse.
- **Compulsory Attendance Through Grade 10** - a State Board of Education-backed reform extending compulsory attendance in Arizona public schools from 8th grade through grade 10.
- **Free Textbooks Through Grade 10** - the companion requirement that schools provide free textbooks for students in grades 9 and 10 . . . a major step forward in combatting potential dropouts between elementary and high school.

- **Statewide Pupil Achievement Testing** - one of the most comprehensive pupil achievement testing programs in the nation . . . measuring the progress of all students in grades one through twelve in the basic skills of reading, language (grammar) and mathematics.

Teacher and Administrator Performance

- **Career Ladder Planning Grants** methods undergoing field testing in Arizona geared toward increasing teacher salaries through teacher acceptance of increased responsibilities and increased performance-based accountability.

Public Confidence and Citizen Outreach

- **Adult Basic Education** - classes for adults over the age of 16 who are functioning at less than the 8th grade level in basic academic skills.
- **G.E.D. (General Equivalency Diploma) Classes** - statewide programs which enable adults to gain a G.E.D. in lieu of a high school diploma.
- **U.S. Citizenship Training** - classes operated by the Arizona Department of Education which prepare people to become United States citizens.

PROGRAMS INITIATED 1975-1986

Taxpayer Accountability

- **Department of Education Cost Containment** - a one-fourth reduction in personnel at the Arizona Department of Education, combined with control of operational budget requests resulting in less than a 1½% increase, in terms of constant dollars, in 12 years.
- **Uniform System of Financial Records** - an accounting system for school districts mandated by the Legislature, but not implemented until its development by the State Superintendent and Auditor General beginning in 1975.
- **Statewide Bidding and Purchasing Guidelines** - policies developed to provide a uniform bidding and purchasing system for school districts, along with a "Code of Ethics" for Arizona school business officials.
- **Paperwork Reduction** - directives developed during Carolyn Warner's first term of office that reduced state and federal paperwork requirements for school districts by 50%, utilizing consolidated information reporting and tight controls on information requests.
- **Skill-Based Program Funding for Vocational Education** - a funding model for Vocational Education that gives priority and places the greatest funding weight on programs that train students for employment in the highest-demand job areas.
- **Statewide Insurance Risk Management Services** - insurance pooling and self-insurance plans for local Arizona school districts, maximizing coverage and helping to hold down school budgets.
- **Citizen Volunteers in Education** - a program to reduce the cost of government and increase the involvement of Arizonans in education policy-making that has involved over 13,000 representatives of business, industry and labor, parent and community organizations in service on statewide task forces and committees shaping the future of education in Arizona.
- **Superintendent - State Board of Education Legislative Agenda** - a program emphasizing private citizen contact with Legislators that has resulted in a 75% success ratio for priority education legislation.

- **High School - Community College Coordination** - coordination that allows for transfer of credit from high school to community college for certain approved, skill-based vocational and technical programs, whether the course is offered at the secondary or community college level.
- **Arizona Educational Foundation** - the nation's first statewide, tax-exempt, nonprofit Foundation organized to stimulate the flow of private sector funds for the support of elementary and secondary education.

Student Achievement

- **Arizona Basic Skills Plan** - the nation's most comprehensive plan for teaching the Basic Skills of Communication (reading/writing), Computation (math) and Citizenship, featuring charts that list, in sequential order, from Kindergarten through 12th Grade, the skills to be attained, and handbooks in three languages (English, Spanish and Navajo) that allow parents to help their children with each specific skill.
- **Essential Skills** - a State Board-adopted sequential listing of the skills students are expected to gain from each course or curriculum required by the State Board. All skills were developed by practicing educators working with private sector and parent volunteers.
- **Statewide Promotion Checkpoints** - statewide standards for basic academic accomplishment prior to promotion/graduation from the 3rd, 8th, and 12th grades . . . a control for so-called "social promotion."
- **Employability Skills** - an innovative program merging the basic academic skills with the vocational skills needed for entry level and job advancement in the 42 clusters of Arizona's highest-demand career fields . . . developed by practitioners in the various trades and professions.
- **Arizona Electronics Industry-Education Partnership** - a consortium of five high tech electronics firms committed to providing a four-year, industry-developed curriculum and \$20 million in state-of-the-art equipment to train Arizona high school and community college students for jobs in the electronics field.
- **Arizona Academy of Finance** - a pilot program that provides specific instruction and on-the-job experience for Arizona high school students interested in a career in the financial services industry - insurance, banking, etc.

- **"Miss School - Miss Out"** - a pilot student motivational program to decrease absenteeism in the 7th and 8th grades, thus reducing the probability that poor attendance will lead to dropping out.
- **Arts in Education** - a statewide visual arts program based on a total integration of the arts with basic skills instruction. Arizona was recognized as a "bell-weather" state by the Getty Center for Education in the Arts for this program.
- **"Jobs for Arizona Graduates" Program** - a job readiness program for high school seniors who are neither college bound nor enrolled in Vocational Education; called by the U.S. Department of Labor the nation's most effective program for the transition of students from school to work.
- **Arizona Study Skills Program** - the most comprehensive program in the nation designed to show teachers how to help their students in all grades study more effectively.

Teacher and Administrator Performance

- **Skill-Based Certification for Educators** - certification for teachers and administrators on the attainment of a set of specific skills needed for success in the profession, rather than simply required coursework and "seat time"... requirements that have led to reorganization and reform in Arizona's colleges of education.
- **Restructuring of Teacher Certification** - reforms in Arizona's teacher certification process, with a strengthening of the standards for certification, a broadening of certification requirements, and the addition of a greater degree of accountability.
- **School Business Official Certification** - a certification system for school business managers and other fiscal officers featuring a peer review and skill-based requirements.
- **Teacher Proficiency Testing** - the measurement of teacher competency prior to certification, combining Legislatively-mandated Basic Skills testing with a State Board-developed Professional Knowledge exam, measuring the essential skills that should be gained from a teacher preparation program.
- **Arizona Teacher Residency Program** - an assessment of "on the job" skills for teachers that allows participating teachers up to two years to demonstrate teaching skills, under the supervision of a "master teacher," prior to permanent State certification.

- **Tougher Discipline Standards for Certified Educators** - an effort to more vigorously pursue hearings and findings of Unprofessional Conduct, resulting in a manyfold increase in the number of persons disciplined and removed from the classroom or school office.
- **Arizona Principals' Academy** - a high-intensity management training and motivational program that causes building principals to become educational leaders; one of the first such programs in the nation.
- **Best Bet/Effective Schools Program** - a self-help effort that combines Department of Education technical assistance teams with personnel from requesting schools for hands-on work in organizational and program reform.

Public Confidence and Citizen Outreach

- **Program Assistance to Local School Boards** - resource materials such as the Title IX Implementation Handbook and the Discipline Resource Guide that assist local school districts in complying with often confusing federal requirements.
- **Arizona Teacher of the Year/"Ambassador for Excellence" Program** - a recognition program for Arizona's "Teacher of the Year" that includes awards of \$5,000 to the winner and \$2,500 to the runners-up, and funding that allows the honored teachers to serve as "Ambassadors for Excellence," travelling statewide to meet with teacher groups, civic clubs, etc.
- **Elementary/Secondary School Recognition Programs** - recognition programs for both elementary and secondary schools, honoring "Top 10" schools in both categories. Arizona winners have gained national recognition in greater proportion than states of similar size.
- **Industry Training Services (ITS)** - a customized, quick-start program for job training and retraining, targeted at new or relocating businesses - from a three-person machine shop to Hughes Helicopter.