



Educator & School Excellence Newsletter

Issue 01.01: January 2021

Welcome

Happy New Year! Welcome to our first Educator & School Excellence (ESE) monthly newsletter. The Educator & School Excellence unit at ADE services LEAs with Title I-A, Title I-D, Title II-A, Title IV-A and RLIS allocations to ensure equitable access to an excellent education for all students. We are very passionate about our work and are thankful for the partnership we have with our LEAs.

As we evaluated our strategies to better support AZ schools and their students, ESE decided the new year should bring a new resource, this newsletter! Our monthly newsletter will provide updates on processes, procedures, and policies related to the ESEA Consolidated Application, as well as professional development opportunities and resources. ESE wants to provide timely correspondence each month that will support your work.

We hope the newsletters help you feel connected and heard by the ESE team so that we can collaborate and improve our practices as this unit works to implement our mission: to provide technical assistance, service and support to local education agencies to ensure equitable access to an excellent education for every child.



Title I-A Updates

Arizona 2019 Census Data for FY22 Title Allocations

Preliminary Data for LEAs to Review by March 8, 2021

We recently received information from the U.S. Department of Education (ED) regarding Arizona's 2019 Census Data that will be used by ED for the calculation of FY22 (2021-2022 school year) Title I, Part A allocations. Please note that this data impacts Census LEAs (non-Charter LEA entities).

Attached here from ED are:

- The [memorandum](#) concerning the 2019 ages 5 to 17 local educational agency (LEA) poverty and population estimates that the U.S. Census Bureau recently published
- A [spreadsheet](#) comparing the 2019 Census Data by State with the 2018 data
- A [spreadsheet](#) containing the 2019 Census Data for the LEA's in the State. The U.S. Department of Education (ED) plans to use this data to calculate fiscal year (FY) 2021 (school year 2021-2022) Title I, Part A allocations.

This data is also available on the [Census Bureau's website](#). ED is providing this opportunity for you to review this data, verify the accuracy of the boundary survey data on which these data are based, and to voice questions or concerns you may have regarding your LEA's data.

Should you have questions or concerns regarding your data, please contact the Census Bureau directly at sehds.saip@cen.gov or by calling (301) 763-3193 shown in the attached memo **before March 8, 2021**.


[2019 Information](#)

[2018 Information](#)




Title II-A Updates


STEM Professional Development Scholarships for Teachers



Get SET for STEM

Scholarship for Effective Teachers





GET SET FOR STEM

\$2000 Teacher Scholarships for Arizona Teachers! Teachers can apply for a scholarship yearly until May 2022.

- STEM Related Certifications
- Career Technical Education Certifications
- Qualifying for Dual Enrollment in any area

BENEFITS

- Provides quality teachers to Arizona students
- Improves student achievement in the State of Arizona
- Supports teachers in employment pursuits
- Allows teacher to be certified in multiple areas

ELIGIBILITY


- Current Arizona Certified Teachers
- Pursuing coursework to obtain additional certifications, endorsements, and credentials
- Agree to teach in PUBLIC SCHOOL in Arizona after you finish coursework
- Pursue coursework at an approved Arizona institution of Higher Learning
- Have an approved scholarship application
- Funding Provided for Rural Educators

APPLICATION PROCESS

- Download the application from [AED](#)
- Submit a quick one page application to AED at TPOS@azed.gov
- Applications are reviewed by committee approximately every 2 weeks
- Upon approval of your application submit your documentation and register for your courses

For more information about the Get SET for STEM program, call 602-364-3340 or email the Teacher Professional Development Office at TPOS@azed.gov. For questions about Certification, email certification@azed.gov or call 602-560-4367.

www.azed.gov/titleii/pd-pilot-program



Title II-A manages STEM Professional Development Scholarship allocations for teachers, a program created through special legislation. Current certified teachers may receive up to \$2,000 a year in scholarship funding when pursuing additional certification/credentials in a STEM-related area.

If you have any questions or need further information please contact us at TPDS@azed.gov


Teacher Evaluation Data

Required Submission Due January 8, 2021

Teacher/Principal Evaluation Data for the 2019-2020 school year is required to be reported through the Teacher Input Application **by January 8th, 2021**.

- You may access the Teacher Input Application through this link: [Teacher Input Application](#).
- If you have any questions or need support you may contact us through EducatorandSchoolExcellence@azed.gov, or your assigned program specialist.
- You can identify your [program specialist](#) by utilizing this link.
- Directions on completing evaluation data can be found beginning on page 33 of the [TIA Guidance Document](#).

Teacher Input Application (TIA) Guidance Document

 What is the TIA Application?
The Teacher Input Application is an online application that is used by multiple ADE sections to collect data on administrative positions, teachers, teaching positions, and appropriate certification status. All teachers in LEAs filling instructional staff positions must be entered into the online system for each school site. Additionally, teacher/principal evaluation performance classifications are reported through this application.

Title IV-A Updates

FY21 Title IV-A Waivers- Awaiting Approval



On December 9th, 2020 the Arizona Department of Education (ADE) issued a public comment for proposed [FY21 Title IV-A Waivers](#). Specifically, ADE seeks to waive the following requirements:

- Section 4106(e)(2)(C), (D), and (E) of Title IV, Part A of the ESEA, with respect to content-area spending requirements for Federal fiscal year
- (FY) 2020 Title IV, Part A funds. - Section 4109(b) of Title IV, Part A of the ESEA, with respect to the fifteen percent spending limitation for technology infrastructure for FY 2020 Title IV, Part A funds.

Once the US Department of Education takes action on our request, we will inform all LEAs of next steps and possible flexibilities. For questions, please contact [Title IV-A Director Dustin Loehr](#) or the [Title IV-A Inbox](#).

ADE Updates the Arts Education Data Dashboard!

The Arizona Department of Education is excited to once again partner with the Arizona Commission of the Arts and Arizona Citizens for the Arts to produce the updated [Arizona Arts Education Data Dashboard](#)! Measuring student enrollment and access to Arts Education courses across the state, the dashboard shows that, for the 2019-2020 school year, 70% of Arizona K-12 students had access to at least one artistic discipline.

NEW features this year include a Course Finder, where users can see where specific courses are offered, a School Profile, where users can examine what arts education in their school community looks like, and a Comparisons feature allowing parents to identify the most artful schools and districts/charters for their students! The "Arizona Arts Education Data Dashboard" is used by Title IV-A to complete an annual "Arts Access Report" as part of our federal programmatic monitoring. All partners are excited about the potential of this data-set!

For more information and updates on Az Arts Ed, including free teacher PD, student opportunities, and policy updates, please visit our [Monthly Arts Education Newsletter](#).



1 - [Click to View the Arizona Arts Education Data Dashboard](#)

Reimagine Education with Title IV-A Podcast

Episode 7: "The One About Mindfulness in Schools"

Title IV-A is excited to produce their 7th [podcast episode](#) "The One About Mindfulness in Schools." Join Title IV-A Arts Education Specialist Haley Honeman as she interviews Sunny Wright, founder of the

Arizona-based organization Mindfulness First. Listeners will learn what mindfulness is and the benefits of mindfulness education for school communities. Practical strategies and resources that leverage mindfulness as a tool to improve the well-being of students and staff will also be discussed.

So close your eyes, take a deep breath, and turn on some bright ideas for healthy ways to manage stress during this difficult time. The "Reimagine Education with Title IV-A Podcast" airs a new episode each month, all designed to share examples of innovative education, across Arizona and beyond.



Educator & School Excellence Updates

Cycle 4 Monitoring



Cycle 4 Monitoring has begun (virtually) for the ESEA FY20 applications with an emphasis on the continuous improvement cycle and impact on student achievement. Arizona LEAs spend \$394M per year on programs and activities funded by the ESEA Consolidated application. Are those federal investments effective in improving student achievement?

We have realigned the focus of the Cycle 4 to better reflect ESSA expectations with a focus on LEA PROGRAMMATIC activities. Your ADE Cycle 4 Team will consist of a lead specialist, a support specialist (which may include Title IV-A) and a program director.

Our approach is one of partnership with the LEAs. The SEA and the LEAs must work together to improve student achievement. For a look inside this process, please review the [Cycle 4 Micro Training](#).

FY22 Planning Tool - Updated

The FY22 Planning Tool has been available in GME since November 15, 2020. The CNA has been updated to reflect the new ADE vision: Equity for all students to achieve their potential, with an intentional focus on equity throughout the Principles, indicators and elements. Other updates include a focus on the whole child, well-rounded education, the essential nature of social-emotional learning, trauma sensitive practices, and other Title IV requirements. The overall CNA structure, process and length remain the same.

FY22 Planning Tool Suggested timeline:

1. November 15, 2020 - Planning Tool Live
2. November 15 - January 15, 2021 - Comprehensive Needs Assessment
3. January 15 - February 15, 2021 - Root Cause Analysis
4. February 15 - March 15, 2021 - Integrated Action Plans
5. March 1 - May 1, 2021 - Grant Applications
6. May 1, 2021 - Grant Applications due

CNA Update Letter

Principle 2 - Effective Organization of Time									
(Effective schools organize their time to support the state of students' access to all students. Teachers have appropriate educational and non-educational time to support their learning and growth. Teachers have sufficient time to engage in professional learning, collaboration, and planning to support their students and their professional practice.)									
Indicator	Indicator	Indicator	Indicator	Indicator	Indicator	Indicator	Indicator	Indicator	Indicator
1. The school principal or designee ensures that the school has sufficient time to support the state of students' access to all students, students learn appropriate educational and non-educational skills to support their learning and growth. Teachers have sufficient time to engage in professional learning, collaboration, and planning to support their students and their professional practice.	1. The school principal or designee ensures that the school has sufficient time to support the state of students' access to all students, students learn appropriate educational and non-educational skills to support their learning and growth. Teachers have sufficient time to engage in professional learning, collaboration, and planning to support their students and their professional practice.	1. The school principal or designee ensures that the school has sufficient time to support the state of students' access to all students, students learn appropriate educational and non-educational skills to support their learning and growth. Teachers have sufficient time to engage in professional learning, collaboration, and planning to support their students and their professional practice.	1. The school principal or designee ensures that the school has sufficient time to support the state of students' access to all students, students learn appropriate educational and non-educational skills to support their learning and growth. Teachers have sufficient time to engage in professional learning, collaboration, and planning to support their students and their professional practice.	1. The school principal or designee ensures that the school has sufficient time to support the state of students' access to all students, students learn appropriate educational and non-educational skills to support their learning and growth. Teachers have sufficient time to engage in professional learning, collaboration, and planning to support their students and their professional practice.	1. The school principal or designee ensures that the school has sufficient time to support the state of students' access to all students, students learn appropriate educational and non-educational skills to support their learning and growth. Teachers have sufficient time to engage in professional learning, collaboration, and planning to support their students and their professional practice.	1. The school principal or designee ensures that the school has sufficient time to support the state of students' access to all students, students learn appropriate educational and non-educational skills to support their learning and growth. Teachers have sufficient time to engage in professional learning, collaboration, and planning to support their students and their professional practice.	1. The school principal or designee ensures that the school has sufficient time to support the state of students' access to all students, students learn appropriate educational and non-educational skills to support their learning and growth. Teachers have sufficient time to engage in professional learning, collaboration, and planning to support their students and their professional practice.	1. The school principal or designee ensures that the school has sufficient time to support the state of students' access to all students, students learn appropriate educational and non-educational skills to support their learning and growth. Teachers have sufficient time to engage in professional learning, collaboration, and planning to support their students and their professional practice.	1. The school principal or designee ensures that the school has sufficient time to support the state of students' access to all students, students learn appropriate educational and non-educational skills to support their learning and growth. Teachers have sufficient time to engage in professional learning, collaboration, and planning to support their students and their professional practice.

Contacting Educator & School Excellence



The Educator & School Excellence Unit strives for superior customer service. If you would like to reach out to us you may do so via phone or email. The best first source of contact is your assigned program specialist. ESE specialists can be found here:

[Title I-A & II-A Program Specialists](#)

[Title IV-A Program Specialists](#)

[Title I-A & II-A Specialist Caseloads Spreadsheet](#)

If you are still unsure about whom to contact, you may email EducatorAndSchoolExcellence@azed.gov, call (602) 364-3345, or visit the [ESE Department Home Page](#).

Private Schools

FY20 Equitable Services Carryover Requests



LEAs (traditional districts) that have participating private schools during FY20 must consult with private school officials to discuss possible carryover funding per ESEA section 1117(a)(4)(B). Please follow the [Title I-A and Title VIII Equitable Services Carryover Process](#) and complete the [ADE Title I-A and Title VIII Equitable Services Carryover Request](#).

Once the request form is complete, please send it with supporting fiscal expenditure reports to PrivateSchoolsOmbud@azed.gov.

1. Equitable Services carryover is a 'may' not a must. LEAs and Private Schools must follow the directions in the link above.
2. If an LEA is approved and/or denied for Carryover, an email will be coming from Nichole Enriquez and/or Sue Edman.
3. If carryover is approved, LEAs will be given instructions on where to place these funds in the ESEA Consolidated application.

2021 Arizona ESSA Conference



Educator and School Excellence is ready to kick off 2021 with a **virtual** bang! Come join us for the [2021 ESSA Conference: Adapt, Innovate, Respond](#). This year's conference will again feature a special pre-session, "ESSA Boot Camp" as well as amazing keynote speakers. **The Boot Camp session kicks off on February 18-19th** and is designed to help those who are new to Federal Programs (under 2 years' experience). More information can be found [here](#). Conference participants will have access to content for up to six months, so if they can't attend the day of, no worries! (Bootcamp sessions are live and require live participation).

This year's main conference, Adapt Innovate Respond, takes place February 23-24th and will feature two keynote speakers:

- **Gerry Brooks**, is a national encourager for teachers and has been an elementary principal for 15 years. Come and enjoy hearing about creating an effective climate and culture within your LEA.
- **Erica Maxwell**, the first Associate Superintendent of Equity, Diversity and Inclusion at ADE, has more than 25 years of experience in the education world. She will explore the Equity Framework and share what her team is creating for ADE.

In addition to the two keynote speakers, we will have over **50** breakout presenters covering topics such as Federal Grant Processing, School Climate & Culture, and Family and Community Engagement. All of the events this year will be virtual, so if you've hesitated in the past about committing to attend, this might be the year for you.

Check out our [website](#) for updated information as well as how to register for these great events. We can't wait to see you there!



2 - Gerry Brooks



3 - Erica Maxwell

DEADLINE EXTENSION - Call for ESSA Conference Student Engagement & School Highlights

The deadline to submit Student Engagement & School Highlight videos to showcase at the 2021 ESSA Conference has been **EXTENDED UNTIL January 15th, 2021 at 11:59pm**. Selected submissions **notification has been extended until Friday January 22nd by 5pm**.

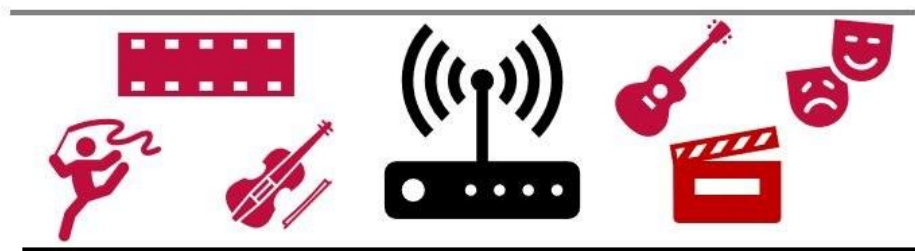
With our 2021 ESSA Conference going virtual, ADE has the unique opportunity to highlight innovative ways that our school communities, performing arts, physical education & interdisciplinary classrooms are engaging students in learning by leveraging digital technologies.

The Arizona Department of Education Educator and School Excellence Division would like to invite you to submit the following to be showcased at our [2021 Virtual ESSA Conference on Feb 23-24, 2021](#).

- Student created physical activity videos
- Student created performing arts videos
- School Highlights Videos

Are you creating innovative examples of these in your classrooms? We want to highlight them at this year's ESSA conference.

- School Highlights
- Physical Activity Instructional Videos
- Digital music
- Screen Dance
- Animation
- Stop-Motion
- Film
- Spoken Word/Poetry Videos
- And Much More...



For more information, please click on the links below;

[2021 ESSA Physical Activity Student Showcase](#)

[2021 ESSA Conference Student Digital Showcase](#)

[Celebrating Arizona Schools Resiliency in Action Showcase](#)

We look forward to showcasing the great work that schools and students are doing!

Spotlight

Meet our New Deputy Associate Superintendent

Angie Madsen



Thank you to the ESE unit for welcoming me onto the team! I started as the Deputy Associate Superintendent of the ESE unit in July, 2020, and it has been a great first six months. I have an incredibly strong team comprised of professionals with diverse backgrounds, all extremely motivated to meet the needs of our LEAs as we process grants related to the consolidated application.

I come to the ESE unit from Agua Fria Union High School District where I was the interim principal of Millennium High School for the 2019-2020 school year. Prior to that, I was the federal programs director for the district. I started my career in North Dakota as an English teacher, and I've taught English (everything from AP to Read 180 and ELs) in North Dakota, Minnesota, and Utah. From the classroom I went into administration as a high school principal in North Dakota and in Phoenix before going to Agua Fria.

I am passionate about equity and access for all students as well as systemic professional development for educators, so that collectively, we can meet the needs of our most vulnerable students. I hope my background in school site leadership, federal programs and the consolidated application, professional development (including PLCs), and building frameworks for guaranteed and viable curriculum will be a benefit to ADE, our unit, and our LEAs.

I look forward to continuing the excellent work of the ESE unit to provide rich professional development and technical assistance to LEAs to ensure equity, access and excellence for all students.

Newsletter Feedback

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