



Educator and School Excellence Newsletter: August 2021

Issue 01.08: August 2021

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Welcome

Hello Fellow Educators,

I want to invite you to join me ... turn off the news, set your phone to silent, and close your eyes. Imagine a place where we make the invisible visible - a place where words become friendship, where empty notebooks become spell books, where time is cast into age and kids grow and change before our eyes, where teachers use hope to inspire young people to become something "more" and imagine the life they want to create.

This is the magic of school, the reason our kids love back to school shopping and hope to get their "favorite" teacher and classes with their friends. Welcome to the most magical career, where hope is our currency and knowledge building is our alchemy. There is certainly enough news in our universe to drag our spirits down and to hold hope hostage, but not in our world, not in this magical world of school.

Giving kids hope is the greatest thing we can do because hope gives them the opportunity to believe that learning is the power to not just imagine the life they want, but to build it for themselves and the people they love. While we at ESE do not work on your campuses, we believe in and support the work you do and the potential of hope for our all of our students.

Thank you for being the magic-makers for our kids. Welcome back to school!

Angie Madsen – Deputy Associate Superintendent, ADE Educator and School Excellence Unit



ESEA Consolidated Grant

Equitable Services Updates!

Equitable Services Listserv

Please visit our [Equitable Services website](#) to sign up to receive our new Equitable Services specific emails!

Welcome to Equitable Services

The Elementary and Secondary Education Act (ESEA) reauthorized as the Every Student Succeeds Act (ESSA) includes participation by private school children and teachers as defined under Section 1117 and Section 8501, Participation by Private School Children and Teachers (under Uniform Provisions Subpart 1, Private Schools).

[Subscribe to Equitable Services Emails](#)

1 - [Equitable Services Website](#)--Subscribe to emails

Equitable Services Carryover

The updated Equitable Services Carryover Request process and request form can now be found on our [Equitable Services website](#) under Resources. Please take note of the modified deadlines and the updates to the request form.

▼ Resources

- [Carryover Request Procedure](#)

Equitable Services Monitoring

During our previous FY21 ESSA Conference, we shared information regarding the Equitable Services Monitoring process. Upon further feedback from the field, as well as our pilot LEAs, the procedures and document submission process have been adjusted and streamlined. The new Equitable Services Monitoring process will begin for the **2022-2023** school year. We thank you for your feedback during these revisions to help us make our monitoring effective and manageable.

The 2021-2022 school year will be a training and learning year for our LEAs and participating private schools so that we are ready for the upcoming year when the new monitoring process will be fully implemented. All LEAs will have access to ADE supported training opportunities this year. Please stay tuned for upcoming micro-trainings, live trainings, resources, and technical support as they come available.

Equitable Services Programmatic monitoring will be built into the new EMAC system and will be active during the 2022-2023 school year.

-
- *Fiscal monitoring will occur alongside Cycles 1, 3, and 5.*
 - *Programmatic monitoring will occur alongside Cycles 2, 4, and 6.*
-

For both programmatic and fiscal years, each LEA will be asked to upload evidence to demonstrate your process and procedures when it comes to consultation, how private school needs were determined, program implementation, and obligating and expending proportionate share funds.

Again, the 2021-2022 school year will be a learning year for everyone. Micro-trainings, live trainings, resources, and technical support will be available. ADE is here to help.

Please don't hesitate to reach out with any questions or concerns at any time. I am here to support your LEA, private schools, and of course our students!

Nichole Enriquez

PrivateSchoolsOmbud@azed.gov

Title I-A Updates

ESSA State Plan Updates, Round II: Survey Opportunity



ADE has been working with stakeholders over the past several months to review and approve proposed changes to the Arizona State ESSA Plan. Under ESSA, each state creates an ESSA State Plan which gives states the power to identify the schools that need the most targeted supports. We are in the process of re-writing that plan to meet our state's current realities and goals for our students and teachers, and to ensure Arizona's schools and students are equitably supported.

We encourage you to visit the ESSA State Plan Stakeholder Webinar website to review the Round II presentation and take the short survey. Impacted ESEA areas include: Title I Part D, Title IV Part A, and Title V Part B.

ESSA State Plan: Stakeholder Webinars

ATTENTION: LEA Access to Educational Monitoring Assistance and Compliance (EMAC)

As Educator and School Excellence transitions to EMAC, it is important that LEAS verify their access. This application provides the ability to track the progress of the state and federal monitoring requirements. The EMAC application offers direct upload of monitoring evidence documents and online form completion directly related to the monitoring tasks.

Please verify the following:

- 1. Verify** you have a login to [ADE Connect](#)

Note: If you **do not** have access, **request** access by selecting this link: [Help Desk Support Service Request/ADEConnect](#))



2. Verify you have been setup to access the EMAC application by your entity administrator*

LEA's Entity Administrator provides permission and assigns roles under ADE Connect for EMAC access.

Note: To find your entity administrator select the link on the [ADEConnect](#) Page--- **Find Entity Administrator and reach out to them to request access.*

Applications

[Hide All]

Arizona Department of Education (79275)	[+]
ADE Motor Pool Reservation System	☆ ↗
Education Organization System	☆ ↗
EMAC	☆ ↗
Event Management System (EMS)	☆ ↗
Grants Management	☆ ↗
Independent Applications	[+]
Certification Portal	☆ ↗
ESA Applicant Portal	☆ ↗
Event Management System (EMS)	☆ ↗

3. Verify that you have been setup to access EMAC application by your entity administrator.

a. Login to [ADE Connect](#)

b. Verify there is a link to **EMAC** on your list of applications.

Get Ready for the Oct 1st ESEA (Title I) Counts!

ESEA (Title I) Allocation Calculation

The FY23 Title I allocations will primarily be based on [SAIPE Census School District Estimated](#) for 2020. However, the census population and poverty data are adjusted using enrollment and poverty counts that are submitted to ADE through **AzEDS** and **CNPWeb**.

What data is used to adjust the Census population and poverty?

Enrollment Counts: AZEDS Enrollment Data Prior year Oct 1st * Except for New & Expanding charter schools	[A] Poverty Counts: Indicator 1 and Indicator 2 ** Income Eligibility entered through AZEDS and Direct Certification entered as Indicator 1	[B] Poverty Counts: National School Lunch Program Eligible** Child and Nutrition Programs (CNPWeb) Free and Reduced Lunch forms and Direct Certification
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* FY23 grant will use Oct 1, 2021 data **calculation uses the best of [A] or [B]

For National School Lunch Program LEAs:

For School Year 2021-2022, NSLP schools are instructed to continue collecting applications to determine Free and Reduced eligibility from July 1, 2021-June 30, 2022. Schools will distribute and process applications regardless of operation of the Seamless Summer Option. HNS 17-2021 memo, [Collecting Student Eligibility for Free and Reduced-Price Meals in School Year 2021-2022](#), was released on 7/2/2021 and contains this information.

[Eligibility Documents for School Meal Benefits](#) can be found on ADE Health and Nutrition Services' webpage: National School Lunch Program and School Breakfast Program - Program Forms and Resources.

National School Lunch Program and School Breakfast Program - Program Forms and Resources

► Calendars and Checklists

► Civil Rights

► Eligibility Documents for School Meal Benefits

For Non NSLP Schools and Community Eligibility Provision LEAs:

An alternative method of collecting poverty counts is available using [ESEA \(Title I\) Income Eligibility FY22](#) forms under the Resources tab. This data is entered through your Student Information System (SIS) and submitted to AzEDS.

Reporting Due Date:

ESEA (Title I) enrollment and poverty counts are of student ages 5-17 based on October 1st data. The reports are finalized on **January 15th**, which is the deadline for submitting new or corrected data to be included in the allocation calculations. October 1, 2021 data will be used to fund FY23 grants.

Resources:

[SAIPE School District Estimates for 2019](#)

[Collecting Student Eligibility for Free and Reduced-Price Meals in School Year 2021-2022](#)

[National School Lunch Program and School Breakfast Program - Program Forms and Resources](#)

[ESE Homepage](#)

Parents Right To Know



Click the link to access Helpful Tips on Parents Right to Know:

[Helpful Tips on Parents Right to Know](#)

Title IV-A Updates

Now Open: 2022 State Seal of Arts Proficiency LEA Application



The application to administer the 2022 State Seal of Arts Proficiency is now open. **Applications are due by Wednesday, September 15, 2021.** [Application](#) to apply!

The purpose of the seal is:

- To celebrate students who demonstrate high levels of proficiency in the Arizona Arts Education Standards through personal expression and creative experiences in arts education programs
- To identify pathways of artistic literacy that cultivate skills for 21st century success
- To prepare students for college and career readiness, including active participation in the creative industries sector
- To promote increased access to well-rounded, high-quality arts education across the state

[Click Here](#) to learn more about the State Seal of Arts Proficiency.

Capstone Example [ABSTACTCITY - Tucson Magnet School](#)

Choreography, Video and Sound Design by Madeline Mitchell

Dance by Madeline Mitchell & Eva Schmidt

Mentor teachers: Sara Steward (for Ms. Mitchell) & Kyle Brady (for Ms. Schmidt)

[I would like to explore abstraction in modern dance and the ways it can be portrayed. I want to push the limits and take advantage of creative possibilities through unconventional music, sharp editing, and different locations.](#)

– Madeline Mitchell

New Episode! Reimagine Education with Title IV-A Podcast

Join host Haley Honeman as she wraps up Season One of the Reimagine Education with Title IV -A podcast with 4 special guests, Kema Charles, Miranda DeBretto, Claire Novak, and Sunny Wight, live from the 2021 Title IV-A & B Expanding Horizons Symposium.



Celebrating the Title IV-A & B Expanding Horizons Symposium

The Title IV-A & B Expanding Horizons Symposium happened on July 15th and 16th. The event provided an array of professional learning for our LEAs featuring keynote speaker, Dr. Helen Easterling Williams, and two days full of innovative sessions. The Symposium had over 500 attendees from across the state with recorded content available to registered attendees until January of 2022. Our Title IV -A & 21st CCLC (Title IV-B) teams want to thank everyone who organized, presented, and attended the Expanding Horizons Symposium!



August Arts Education Newsletter



Be sure to check out and share this month's Arts Education Newsletter where we introduce the new Arts Education Advocate for the Arizona Citizens for the Arts, save the date for Arts in Education Week, and share many exciting opportunities for the arts. There are also opportunities to showcase student artwork in the ADE art gallery outlined below. Please save the date for the Arts and PE Digital Summit on September 18, 2021.

Check out the August Arts Education Newsletter here: [August Arts Education Newsletter](#)

[Please click here to subscribe to the Arts Education Newsletter.](#)

Upcoming Events

EMAC: Meet Your New Monitoring System

The **Educational Monitoring Assistance and Compliance (EMAC)** application supports the monitoring of educational programs as required by state and federal programs. ADE's IT Department began the project 2 years ago and it changed names a couple times. EMAC is found under **ADE Connect**.

If you missed the **EMAC: Meet Your New Monitoring System** at the Title IV-A Symposium, you are invited to attend the presentation on **Thursday, August 12-, 2021 at 1:00 – 2:00 pm**. Please save this ZOOM link for the event! See you there!!

Topic: EMAC: 'Meet Your New Monitoring System'

Time: Aug 12, 2021 01:00 PM Arizona

<https://azed-gov.zoom.us/j/85402933458>



If you cannot make this session, please note that the presentation will be posted on the [Cycle Monitoring webpage](#).

ESSA Committee of Practitioners September 3, 2021 Forum will have 2-3 EMAC overview sessions. Look out for those events and sign up!!

2021 ESEA Committee of Practitioners Fall Conference

A flyer for the 2021 ESEA Committee of Practitioners Fall Conference. The flyer has a white background with a blue and red geometric design on the left and right sides. At the top center is the Arizona Department of Education logo. Below the logo, the text reads: "Join the Educator and School Excellence Unit For our VIRTUAL ESEA Committee of Practitioners Fall Conference". The flyer is divided into two columns. The left column is for "Day 1 – September 1, 2021 ESEA Application Boot Camp" and describes it as a one-day bootcamp for new Federal Program Directors. The right column is for "Day 2 – September 2, 2021 Committee of Practitioners Fall Conference" and describes it as a one-day conference for individuals who support the ESEA application program. At the bottom, there is a note about completing a form to be part of the committee and a disclaimer about the conference being virtual.

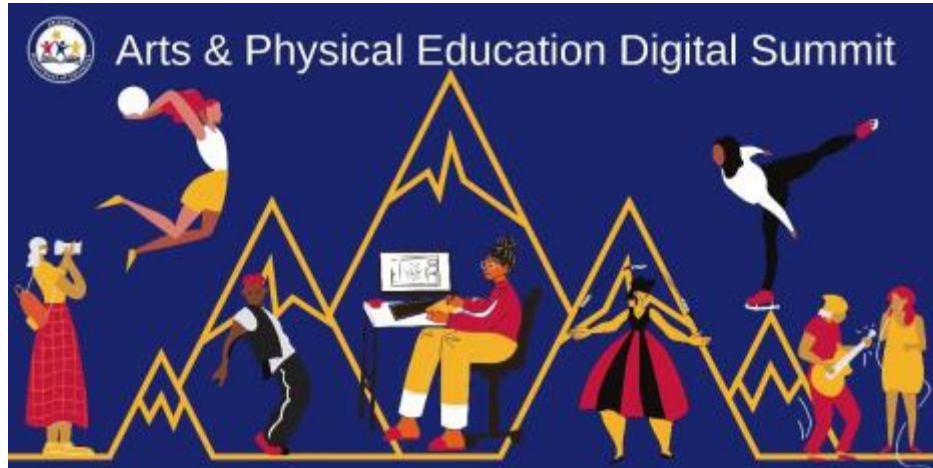
2 - [COP Membership Form](#)

To register for Day 1 – September 1, 2021: ESEA Application Boot Camp [CLICK HERE](#)

To register for Day 2 – September 2, 2021: *Committee of Practitioners Fall Conference* [CLICK HERE](#)

To be a part of the Committee of Practitioners please complete this form: [COP Membership Form](#)

Free Professional Development for Arts and Physical Educators!



Free Physical Education Professional Development Opportunity from the Arizona Department of Education Title IV-A Team!

What: 2021 Arts and Physical Education Digital Summit

When: Saturday, September 18th, 2021

Where: Virtual Meeting

Time: 8:30 am- 2:30 pm

Featuring national keynotes, speaking on Funding Opportunities in Arts and Physical Education, and local educators, exploring practices in:

- Social, Emotional Learning in Arts and Physical Education
- Cross-Curricular Collaboration
- Arts and Physical Education Assessment Strategies

The Arts and Physical Education Digital Summit is for Arizona teachers, by Arizona teachers!

REGISTRATION IS FREE, but seats are limited.

For more information or to register for this event, please [CLICK HERE](#).

ESSA Conference 2022 - Every Student, Every Day, Every Opportunity



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- *Bootcamp -- January 9, 2022*
 - *ESSA Conference -- January 10-12, 2022*
 - *J. W. Marriott, Tucson/Starr Pass Resort and Spa*
-

The ESSA Conference 2022 will be a live event January 10-12, 2022 at the JW Marriott Starr Pass Resort in Tucson, AZ. The theme for this year is “Every Student, Every Day, Every Opportunity.”

We are now accepting workshop proposals covering a wide range of well -rounded education and federal program topics. We ask that you consider this theme when planning your proposals.

Based on constituent feedback, preference will be given to workshops that include the following topics:

- Online learning,
- Virtual classrooms
- Social emotional learning resources
- Topics for special student populations such as indigenous students, Migrant students, Homeless students and other populations

We also highly encourage Arizona LEAs to apply and present examples of innovation and best practice to their peers. The online **Request for Proposal (RFP)** can be accessed through this link: [ESSA Conference RFP Link](#)

The deadline to submit session proposals is **October 1, 2021**. Look for updates regarding the opening of registration for this event in **early October**.

We hope you can join us!

Please direct your questions to this address: EducatorAndSchoolExcellence@azed.gov

ESSA Conference Drawing Gifts Needed



Do you know of an organization whose products or services would be beneficial for Arizona educators? Are you aware of any organizations or businesses which like to reward hard-working educators?

We are currently seeking donations for our raffle prizes at our annual ESEA conference in January 2022, which will be held in Tucson. Raffle prizes in the past have included items such as museum memberships, car wash tickets, educational books and materials, computer software, iPads, and dinners at local restaurants.

If you know of an organization you would like for us to contact for potential donations, please email Mary Loehnis at mary.loehnis@azed.gov.

Important Upcoming Dates

[Click here for the calendar link for July, August, and September. The calendar contains additional details and resources](#)

[Calendar Link for July, August, September](#)

July

- Start of the **New Fiscal Year** and New Grant Cycles
- June Monthly Signed **Time and Effort** sheets due
- **Title I Orientation** for Principals from the LEA
- Schools provide **training** to **ALL** staff on homelessness (document & archive) PL 114-95 Title IX, Part A paragraph (1)(J)(ii) 42 USC 11432(g)(1)(C)

- LEA level meeting to revise **LEA policies**.
 - LEA Parent Involvement Policy *PL 114-95 SEC. 1116; 20 USC 6318(a)(2)*
 - Homeless: Policy & Dispute Resolution PL 114-95 Title IX, Part A paragraph (1)(J)(ii) 42 USC 11432(g)(1)(C)
 - Targeted Assistance Program: Program Description & Evaluation of Services Title 1, Part A(1), Section 1115
 - Schoolwide Program: Program Description & Evaluation of Services Title 1, Part A(1), Section 1114
 - Integrated Action Plan Procedures for the LEA (LIAP) & Each School Site (SIAPs) Title I, Sec. 1112
 - Gifted Education: Policy *ARS 15-799*
 - Supplement Not Supplant Methodology Title 1, Part A(1), Section 1120A
 - Comparability Procedures with timeline Title 1, Part A(1), Section 1120A(c)
 - Procedures for Services to Private Schools Title 1, Part A(1), Section 1120
 - Poverty Data Process and Methodology to Ensure Accuracy
 - Migrant Program Identification & Recruitment (ID&R) Title 34 Subpart B Ch II Part 200 Subpart 200
 - Transportation Plan for Foster Care Students PL 114-95 Title I, Sec. 1111(g)(1)(E); 20 USC 6311(g)(1)(E); PL 114-95 Title I, Sec. 1112(c)(5); 20 USC 6312(c)(5)
- Submit a copy of “**Parent’s Right to Know**” letter to LEA for review/approval PL 114-95, Section 1112(e)(1)(A)]
- Submit a copy of **4-week letters** to LEA for approval PL 114-95 Sec. 1112; 20 USC 6312

August

- July Monthly Signed Time and Effort sheets due.
- Federal Uniform Grant Guidance 2 CFR 200.430 Compensation
- Principals submit names of Title I Paid Employees (Teachers/Paraprofessionals)
- Principals submit Paraprofessional Daily Schedules for review/approval
- Title I Certified Staff submit daily schedule for review/approval
- Annual Title I Meeting
 - Window Begins (Completed not later than October 31) send PowerPoint to LEA for approval Title 1, Part A(1), Section 1118(c)(1)
- Schools review/revise/update SIAP with Stakeholders Title I, Sec. 1112

- Parent Involvement Coordinator Schedule due to LEA (if applicable) PL 114-95 SEC. 1116; 20 USC 6318(a)(2)
- Homeless Liaison Schedule due to LEA (if applicable) PL 114-95 Title IX, Part A paragraph (1)(J)(ii) 42 USC 11432(g)(1)(C)
- Migrant Coordinator Schedule due to LEA (if applicable)
- Schedule the Annual Migrant Program Needs Assessment Title 34 Subpart B Ch II Part 200 Subpart 200 §200.83
- Parent's Right to Know/School Status letter mailed to parents by schools PL 114- 95, Section 1112(e)(1)(A)
- 4 week letters sent to appropriate classes as needed (throughout the year) PL 114-95 Sec. 1112; 20 USC 6312
- Post Parent's Right to Know Letters on school websites.
- Ensure that Homeless Posters are hung on-site and in two off-site locations PL 114- 95 Title IX, Part A paragraph (1)(J)(ii) 42 USC 11432(g)(1)(C)
- Review/revise the School Compact with Stakeholders & then send to the LEA for approval PL 114-95 Sec. 1116; 20 USC 6318

September

- August Monthly Signed Time and Effort sheets due. [Guidance](#)
- LEA reviews school level Migrant Program Title 34 Subpart B Ch II Part 200 Subpart 200
- Revise the school level Parent Involvement Plan with Stakeholders & then send to LEA for approval PL 114-95 SEC. 1116; 20 USC 6318(a)(2)
- Onsite review of federal programs inventory

Ongoing Throughout the Year

- Work with principals on SIAP Implementation. The LEA reviews the plans and the budgets to ensure that funds are being spent according to the plan and the plan has all the necessary components.
- Monthly meeting with Principals. Additional training as needed.
- Inventory all items purchased by Federal Programs.
- Homeless and N&D programs are monitored by LEA.
- On-going review of school improvement data and plans in conjunction with LEA
- 3 times a year (Fall, Winter, Spring) the LEA will make on-site visits to review the progress of the school wide plan, school improvement plan and inventory.

- Budgets and purchase orders are reviewed monthly by the LEA to assist schools in spending the funds as planned.
- Each month check the Updates and Archives on the Title I homepage <http://www.azed.gov/titlei/>
- Each month process Reimbursement Requests

Spotlight on Success

Please take a moment to read some words of praise for members of the ESE Team!

Belinda Balough

"Every time I contact Belinda, she responds in a thorough and timely manner. I truly appreciate her professionalism and knowledge base."

-Jacquelyn Power

"Customer service is beyond the ordinary! Always helpful and willing to provide guidance or find you the person who can provide guidance or find the answer to question."

-Lourdes M. Jeong



Keri Schoeff

"As a new Grants Management Coordinator, this was my first ESEA Consolidated application. Keri aided me in understanding T-IV allowability and finding a workable solution to our proposed budget. I am very grateful for her patience, knowledge, and assistance!"

-Leah Engler

"Excellent Program Specialist always willing to think out of the box to help guide LEA in providing services related to Title IV-A. Demonstrates lots of energy and willingness to help."

-Lourdes M. Jeong



Sharon Estrada

"Sharon is always willing to answer questions, and is always welcoming and provides support as I work through Grant questions or issues! It has been so helpful to have a consistent specialist who has facilitated a rapport with her districts. She has become familiar with our grants and programs, so she can better help when we seek counsel and guidance (even on obscure questions). I feel she is a part of our team and she is most appreciated!"

-Jason Owen



Has a member of the ESE team gone above and beyond in assisting you or your LEA? Please take a moment to recognize them below!

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Meet the ESE Team Members

Cheryl Pollack-Neuser



Cheryl Pollack-Neuser is one of the Directors of Educator and School Excellence, Title I and Title II. She works closely with Local Education Agency's (LEAs) across the state to ensure their Title I and Title II programs are doing their best to support and advance Arizona's academically at-risk youth.

Her belief is that education empowers children and adults alike to become active participants in the transformation of their societies. She believes Title I and Title II have the power to level the playing field for at-risk students and marginalized populations and provide them equal educational opportunities in a safe and welcoming school environment.

She has worked in education for a little over fifteen years, first as a teacher in elementary and junior high school and then as an Assistant Principal.

Prior to her work in education, Cheryl worked for eleven years in human resources. A significant portion of those years were spent as a consultant working with and recruiting from some of the top universities and business schools in the country.

Cheryl holds two Bachelor's degrees, one in English and one in Elementary Education. She also holds a Master's in Educational Leadership, from Arizona State University.

On a more personal note, Cheryl is originally from Brooklyn, NY and has lived in AZ for 21 years. She has two teen daughters, and a pug. She loves the beach, travel, dancing, and great Chinese food.

James Scott

James Scott is a Director of Educator and School Excellence (Title I, and Title II). Besides working with his team on supporting LEAs with grants, planning, and monitoring, he is responsible for the *Teacher Input Application*, *Teacher Professional Development* Scholarship, and the *Teacher Evaluation Affirmations*. The part of his work he enjoys the most is supporting LEAs as a thought partner in developing innovative solutions to support student equity and access across the State of Arizona.

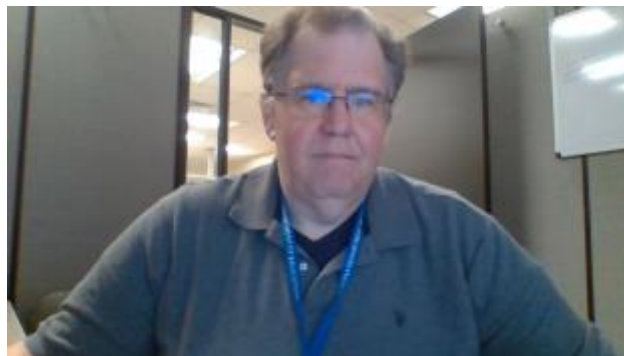
Prior to coming to the Arizona Department of Education, he was a Director of Educational Services, a Principal, a Literacy Coach, and a teacher. He primarily taught middle school ELA, with an emphasis on writing. He believes one of the most exciting things about teaching writing is taking a concrete idea and applying it to an abstract art. His favorite memory teaching ELA was working with a group of 8th graders who wrote and presented their original poems.

His educational leadership philosophy is based on empowering educators and giving them the tools, they need to be successful with their students, which he believes is truly one of the most impactful things we can do. Education is a very noble profession, and one of his proudest accomplishments.

He holds a Bachelor's degree in History and Secondary Education, a Master's degree in Elementary Education, and a second Master's degree in Educational Leadership. He has been an educator in the state of Arizona for 21 years. His mother was also a teacher, and his wife is a school social worker.

James was born in Norwich, CT, but was raised in New York and in Phoenix. He has been married to his wife for 22 years, and they have two children. One is in college and the other is a sophomore in high school. He enjoys spending his free time hiking, reading, going to the movies, and most importantly, attending live music events that range in genre. His favorite live concerts are 80's Arena rock, rhythm and blues, and some good outlaw country.

He is also on a current mission to find the ***best shrimp taco in Metro Phoenix***, so if you have any suggestions they are welcomed!



Educator and School Excellence Newsletter Survey

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