# Educator and School Excellence Newsletter: March 2021

## Issue 01.03: March 2021

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# ESEA Consolidated Grant Updates

### Primary Approval

Educator and School Excellence is excited to announce a new upgraded feature to the FY22 Consolidated Grant Application. The new feature will provide separate approval buttons for the consolidated application, so when our LEAs submit their grant, our specialists and directors can approve each portion of the grant separately, expediting the approval process. Please take some time to watch the Primary Approval Microtraining. Keep an eye out for the upcoming Primary Approval Webinar, FAQ resource, and Primary Approval Flowchart.

## FY22 Grant Timelines and Requirements

It is hard to believe that we are already moving into the 2022 fiscal year! The following reminders are important to note as we move into this new fiscal year.

• **FY22 General Statement of Assurances (GSAs) are due March 1, 2021.** The submission and acceptance of your GSA prior to the deadline ensures your organization will not be affected by a global hold (which prevents any fiscal action and approval of funding applications).

• **Grant funding applications and budgets are due May 1, 2021.** The timely submission of these documents and the above-mentioned GSA, followed by the appropriate approvals, will allow your organization to draw down funds as early as July 1, 2021.

• **Funding applications must be in Director Primary Approved status before an LEA can begin to draw down funds**; this includes the approval of all required documentation, i.e., Comprehensive Needs Assessment (CNA), Integrated Action Plan (IAP), Consultation Forms, etc. Please be reminded that these items will need to be completed prior to Director Approved status and the ability to draw down funds.

• **ADE has provided guidance regarding the use of vendors/consultants when applying for grant funds.** LEAs may use third-party vendors but must remain the responsible sub-grantee and involved in the application process. The new guidance can be found here. User roles may need to be updated in Grants Management Enterprise (GME) system based on this new guidance. Information regarding user role access can be found here. We understand that receiving grant funding is more important than ever. As a critical partner in the success of Arizona's schools, ADE is here to support you in this process.

## Title IV-A Upgrades the *Grant Navigator Tool*!

To better assist our LEAs with the grant application process, ADE Title IV-A has updated the Grant Navigator Tool! This series of short micro-trainings breaks down each section of the grant, provides listeners with tips on how to navigate the more "tricky" sections of the application, and provides exemplars for review! We hope this tool is useful to new and experienced Federal Program staff and that grant returns are lessoned. Thank you to Title IV-A Digital Learning Specialist Erin Henderson for creating this valuable resource!

## Poverty Count

**How do you calculate school site poverty percentage for FY22?**

For your FY22 Consolidated Grant Application, USED has given LEAs permission to use old year poverty counts (low-income data) if that year's data is more advantageous to the LEA, with a goal of providing the most accurate poverty percentage for the LEA given the challenges of COVID-19.

**On the School Eligibility Page**, LEAs may use EITHER FY21 (SY20-21) OR FY20 (SY19-20) low-income data, whichever is most advantageous to the LEAs poverty percentage. Pay close attention to rank and serve as the poverty percentage will have an impact. *The same year (either FY21 or FY20) must be used to calculate the poverty percentage for each funded site within the LEA.

**On the Poverty Criteria Page**, LEAs will verify which data they have used to determine their low-income count. If the LEA has chosen to use FY20 (SY19-20) low income data, there will be a document to complete in Title I-A Related Documents.

**Private schools** have the same option, to use EITHER FY21 (SY20-21) OR FY20 (SY19-20) low-income data, whichever is more advantageous. Private schools do not have to use the same year or poverty criteria as their corresponding LEA.

**FY22 Low-Income Data**

LEAs must use FY21 Enrollment Data

| Enrollment (K-12) |
| --- |
| 983 |
| 751 |
| 605 |
| 805 |
| 3,154 |

LEAs can choose between FY20 or FY21 Low-income Data*

**FY20 (SY19-20)**

| Low Income Students (K-12) | |
| --- | --- |
| Number | Percent |
| 931 | 100.00 % |
| 462 | 100.00 % |
| 652 | 98.81 % |
| 700 | 92.35 % |
| 2,755 | 97.66 % |

**FY21 (SY20-21)**

| Low Income Students (K-12) | |
| --- | --- |
| Number | Percent |
| 892 | 90.74 % |
| 640 | 84.10 % |
| 504 | 83.31 % |
| 667 | 82.86 % |
| 2,703 | 85.70 % |

*The same year (either FY20 or FY21) must be used to calculate the poverty percentage for each funded site within the LEA.

## Funded School Site

If an LEA would like to add a funded Title I school site to their School Eligibility Page, that school site (entity) must have had 40% or more poverty in FY21. To have the entity added, the LEA is contact Grant Management via a ticket to request this entity be added. Grants Management will research to determine if it is a valid request. Final approval will come through School Finance at ADE.

## Private School Equitable Services

**ATTENTION!! FY22 Affirmation of Consultation form is now fillable and built for electronic signatures.**

To access the Affirmation of Consultation form:

1. Visit the Equitable Services website.

2. Select the Affirmation of Consultation dropdown menu.

3. Click on **FY22 Fillable Affirmation w/ Electronic Signature**.

4. To use the fillable form, you must download the form to your computer and open in Adobe Acrobat Reader.
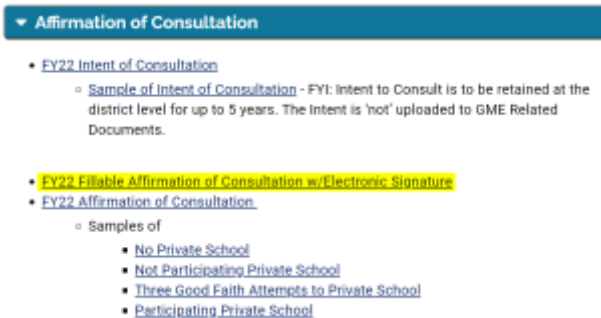


# Title I Updates

## Title I / II – Planning Process Resources

**Title I / II – Planning Process Resources**

In this Month's Title I/Title II section we are highlighting resources to assist you as you engage in the Continuous Improvement Cycle, and working through your Comprehensive Needs Assessments (CNA), Root Cause Analysis (RCA), and Integrated Action Plans (IAP).

For FY22, in GME, the Planning Tool requirements, overall Comprehensive Needs Assessment (CNA) structure, Integrated Action Plan (IAP) templates, and general planning processes remain the same.

Below is a Suggested Timeline, and then item specific information. Please ensure your LEA is working on (or has completed) the first 3 bullet items.

**FY22 Planning Tool Suggested Timeline:**

- November 15 - January 15, 2021 - Comprehensive Needs Assessment (CNA)

- January 15 - February 15, 2021 - Root Cause Analysis (RCA)

- February 15 - March 15, 2021 - Integrated Action Plans (IAP)

- March 1 - May 1, 2021 - Grant Applications

- May 1, 2021 - Grant Applications due

1. **Comprehensive Needs Assessment (CNA)**

- There are a few adjustments to wording in the CNA to support more well-rounded programs.

- Additionally, for the CNA it is recommended that LEA's utilize the Rubric for discussions (as it has more in-depth scoring criteria), and then enter the final responses into the CNA in GME.

- Ensure that the required Stakeholders are at the table.

2. **Root Cause Analysis (RCA) Fishbones**

   • As evidence of Root Cause Analysis (RCA) process, three (3) completed fishbone diagrams per school, uploaded into the School's Integrated Action Plan (SIAP), is still a requirement.

   • Evidence of LEA-level analysis of school data, trends, and root causes, goes into the LEA District Summary in the LEA Integrated Action Plan (LIAP). Remember, the description required in the LEA District Summary is of the "how."

3. **Integrated Action Plans (IAP)**

   • The IAP is written with goals, strategies, and action steps to address all three root causes (fishbones) for the primary needs with the intention that the desired outcome is reached.

   • LEA Integrated Action Plan (**LIAP**) contains the LEA plans, including program requirements (such as transition plans), actions steps that align with planned use of Title II funds, Title IV funds, Title V funds, Title I-D, and action steps aligned to Title I LEA Set-Aside allocations.

   • School Integrated Action Plan (**SIAP**) contains the school-level plans, including actions steps that align with planned use of Title I School Allocations, and school improvement funding.

   • All action steps require appropriate tags.
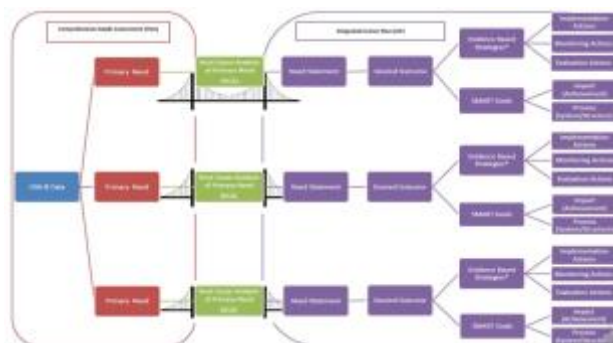
**Helpful Links**

- [Planning Process](#)

- [Stakeholder Requirements](#)

- [CNA Rubric](#)

- [CNA Support](#)

- [Title I Planning Tool Navigator](#)

- [Root Cause Analysis Webinars and Support](#)

- [Root Cause Analysis Process](#)

- [Planning Tool Navigator](#)

- [LEA Integrated Action Plans (LIAP) & Schools Integrated Action Plans (SIAP)](#)

- [SIAP Process](#)

- [IAP Worksheet](#)

- [Fishbone Template](#)

# Title IV-A Updates

## Happy Youth Arts Month Arizona!

During the Month of March Arizona Celebrates Dance, Media Arts, Music, Theatre, and Visual Arts Education in our schools! In honor of Youth Arts Month, Arizona recognizes the hard-working teachers and the young artists that bring creativity & joy to our school communities every day. What is your school doing to celebrate Youth Arts Month?

Congratulations to this year's [AZ Arts Teachers of the Year](#) and this year's [AZDEO Dance Essay Contest Winners](#)! Please take a moment to visit the [Virtual Youth Arts Month Gallery](#) hosted in partnership between the Arizona Art Education Association and the ADE's Arts Education and showcasing the top 10 submissions in each grade band connected to this year's theme *Art Connects Us*. Pictured in this newsletter is the artwork of 2021 Arizona Youth Arts Month Flag Winner Lexa White from Bradshaw Mountain High School. Lexa's artwork will represent Arizona and be displayed virtually at the Youth Art Month Museum during the National Art Education Association National Convention. Congratulations Lexa!

Throughout the challenges of the pandemic during the past year we have seen how Dance, Media Arts, Music, Theatre, and Visual Arts education connects us to one another. Please join us for a virtual celebration of arts education in Arizona on Wednesday March 24th at 6pm. Look for the video on our [Youth Arts Month Website](#).

**Reimagine Education with Title IV-A Podcast: The One About STEAM Education**

Title IV-A Podcast, Episode 9 "The One About STEAM Education". Listen to our latest podcast where ADE Title IV-A Arts Education Specialist Haley Honeman interviews three Arts Integration Specialists from Tucson Unified School District's "Opening Minds through the Arts" (OMA) program! Help us kick of March and join our celebration of "Arizona Youth Arts Month" by exploring how one AZ district meaningfully leverages STEAM and Arts Integration to activate the minds and creativity of their students! Our March Youth Arts Month Celebration will be held on March 24th! Please join us for this virtual celebration.

## RTAC Exemplary Arts Schools Program

The Exemplary Arts Schools program was created by the Round Table Advisory Committee for AZ Arts Education to recognize Arizona Schools who are providing excellent arts education programs across the state by providing exemplary access to multiple artistic disciplines, demonstrating robust student participation in programs, and striving to grow arts enrollment in the previous school year.

Based on the above criteria and using from the Arizona Arts Education Data Project, schools received a designation of developing, bronze, silver or gold for the 2019-2020 School Year.

- 2019-2020 Exemplary Arts School Ratings

- Grading Rubrics

- RTAC 2019-2020 Exemplary Arts Schools Power Point Presentation



## Title IV-A & B "Expanding Horizons" Symposium

**Title IV-A & B "Expanding Horizons" Symposium announces the Keynote speaker and extends a call for workshop proposals!**

Title IV-A and Title IV-B (21st CCLC) are excited to share our Featured Keynote speaker, Dr. Helen Williams, Dean of Pepperdine University. Williams earned her bachelor's degree in speech correction with a minor in biology from Jersey City State College, a master's degree in speech and language pathology from Towson State University in Maryland, and a doctorate of education degree in educational leadership at the University of Delaware. She has written articles and presented on topics such as K-12 education, international education, technology, and technology integration for teacher candidates.

The conference is July 15 and 16 and Registration is just $25.00! Registration opens in April!

Symposium Landing Page

**Submit your Session Proposal Today!**

**What**: 2021 Title IV-A & B Symposium: "Expanding Horizons"

**When**: Virtual format on Thursday July 15th & Friday July 16th, 2021

**Who**: Title IV-A and Title IV-B (21st CCLC)

**Intended Audience:**

Enrichment educators, Teachers, Support Staff, Principals, Before and After School Coordinators, Grant writers

**Request for Proposal**: Sessions should focus on supplementing students' academic and enrichment programs by creating a rich variety of classes and activities, including outside of the instructional day, that help students become proficient and connect with learning through Title IV-A and Title IV-B funded programs. Sessions will be virtual, pre-recorded, and 45 min long

To submit an RFP, please [CLICK HERE](#)

### The Future of Computer Science in Arizona



In November 2020, the National Science Foundation funded the SciTech Institute, Arizona State University, Arizona Science Center, and BootUp, to start the **AZ HACS** project (*Arizona Hubs Advancing Computer Science*). The project will focus on understanding what **computer science** looks like in Arizona's rural and tribal K-8 schools. AZ HACS provides an active and locally focused project that seeks to support educators through Research-Practitioner Partnerships (RPPs).

The First step is learning how **computer science** is being integrated into the K-8 classroom, and what skills practitioners (you) feel might be useful to achieve greater success. Please take a few minutes to complete the linked survey. And pass it along to your K8 colleagues. The survey will be available until Saturday, March 20, 2021 (*max 10 minutes*).

We are also excited to offer a chance to participate in piloting community engaged solution teams (Research-Practitioner Partnerships) which will bring together educators, administrators, community members, and research university professors. To hear about this innovative idea, join us for one of our live informational webinars:

- Friday, March 26 @ 4-5pm

- Saturday March 27 @ 9-10am

- Tuesday March 30 @ 12-1pm.

These Research-Practitioner Partnership teams are a powerful tool for sustainable change. They will identify challenging issues confronting computer science in our rural and tribal K-8 schools and will work collaboratively across school boundaries to lay out plans to address these issues. The early planning stages will yield deeper insight and serve as needs assessments for grants and P.D. planning.

*If you would like more details on the survey, webinar, or RPPs, please email AZ HACS Project Director, Kalman Mannis (mannisk@azscience.org) to arrange a call.*

## FY 2021 SRSA Application Webinar

The SRSA Application Webinar has been posted on the US Department Education website: REAP Applicant Information

To see if your LEA is eligible for the 21-22 school year, see US ED's Fiscal Year 2021 Master-Eligibility-Spreadsheet. Reminder: An eligible LEA must submit an electronic application via OMB Max Survey by April 16, 2021 to be considered for an FY 2021 (SY 2021-2022) SRSA grant award. If you have any questions about the application, please contact the Department at reap@ed.gov.

# Looking Ahead

## Important Upcoming Dates

Please see this detailed calendar for persons generally responsible and helpful links pertaining to each item. (To access the links, download the document first)

### February

- January Monthly **Signed Time and Effort** sheets due. Federal Uniform Grant Guidance 2 CFR 200.430 Compensation

- Process Monthly Reimbursements through GME

- Statement of Assurance: Teacher Evaluation

- Attend the **ESSA Conference**

- Stakeholder meetings to consider **SIAP edits** for the coming school year (due to LEA on April 15th for inclusion in the new Consolidated Application) Title I, Sec. 1111

- **Private School Affirmation of Consultations** meetings for upcoming grant cycle Title I, Sec. 1120

- Begin **Tribal Consultations** for upcoming grant cycle (if applicable)

### March

- February Monthly **Signed Time and Effort** sheets due. Federal Uniform Grant Guidance 2 CFR 200.430 Compensation.

- Process Monthly Reimbursements through GME

- **Stakeholder survey opens** Title 1, Part A(1), Section 1118

- **Update** Targeted Assistance Schools Rank Order of Students and Eligibility for Service Title 1, Part A(1), Section 1115

- **Allocations Posted** for Upcoming Grant Cycle

### April

- **March** Monthly **Signed Time and Effort** sheets due

- **April 15th Deadline (suggested or follow the LEA Guidelines):**

  – CNA, 3 Fishbones and SIAP from each school

  – Site uploaded in GME for LEA review

  – Title I Planning--Workflow

- **Summary Stakeholder Surveys due**

- **Stakeholder Surveys close**

- **Title IV-A & B "Expanding Horizons" Symposium** Registration Opens

# Spotlight

## 2021 ESSA Conference: Adapt, Innovate, and Respond

Without a doubt, educators across Arizona have adapted since March of 2021,  bringing innovations into the virtual classroom, and responding to student and community needs. This seemed to be the most fitting theme for our annual ESSA conference, which for the first time ever was held virtually.  We were pleased to support over 500 of Arizona's educators.

We began our virtual adventure with the well-known educator, Gerry Brooks. He inspired and engaged us through humor, challenging us to be the leaders that Arizona students deserve. We were inspired by the empathy and understanding of Superintendent Hoffman in these times of adaption. The conference contributors led tremendous sessions on programming, family engagement, compliance, fiscal components, the arts and leadership. We scheduled presenters with unique perspectives, ideas, and needs from urban, rural, and suburban communities.

It was exciting to innovate, while continuing the tradition of showcasing student art and performances. A big thank you to the ADE staff who led the development of our conference with tremendous success, they adapted, innovated, and responded.

Reminder: Those who attended the ESSA Conference will have access to the conference sessions for 6 months!



# Newsletter Feedback

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