



# Educator and School Excellence Newsletter

## Issue 01.10: October, 2021

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## Welcome to our ESE October Newsletter!



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The hot summer months and searing heat will soon be gone, and we can all look forward to cooler October temperatures and more outdoor activities. It's so important for students (and adults) of all ages to spend time outside in the fresh air and sunshine. I am encouraging all of you to walk outside your buildings when you can this month, just to bask in the beauty of the Arizona Fall season. It's what we all look forward to during those dog days of summer.

Last month I wrote about connections and how meaning is made from our connections and relationships. This month I am encouraging all of you to step back, take a breath, and enjoy the moment. You have all worked hard to bring this school year about successfully and now it's time to stop and appreciate the fact that schools are open, teachers are teaching, and kids are learning.

I also like to look at October as a good time to have some fun and relax a bit with family and friends. Football season is in full swing at all levels and even if you are not a football aficionado, I have to tell you that seeing all the people in the stands for high school, college, and pro football games, waving and cheering and having a wonderful time, makes me feel very happy. And let's not forget Halloween, the outdoor parties and trick or treating. I know many kids are very excited about that.

I hope all of you will look at October as a time to pause, to reflect on what you have successfully accomplished during August and September and to take some meaningful time for yourselves before all the many activities and celebrations of November and December begin.

Thank you for all you do for the children of Arizona!

Angie and the ESE Team

## Title I/II-A Updates

### Teacher Input Application---Due December 15, 2021

The **Teacher Input Application** opened for FY22 on September 16th, 2021. Initial data needs to be verified no later than **December 15th, 2021**. There have been many improvements to the application this year and we encourage you to review the guidance document and the short micro-training located on the [Title II-A](#) web page. The system is now aligned with the **Every Student Succeeds Act**. There is a new user dashboard, and the department is also collecting teacher exit data, to include the reasons for leaving. Summative evaluation data for FY21 will open on **October 1st**. If you have any questions or need support with completing your data upload, please reach out to your assigned program specialist.

### House Bill 2023.

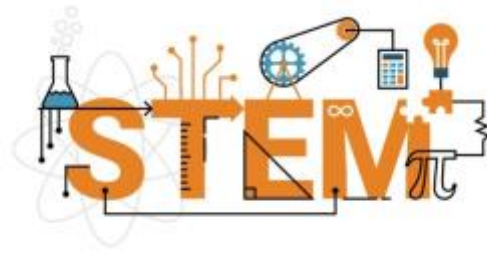
The Department is developing a process to collect the personnel data required under **HB 2023** that goes into effect on **October 1st, 2021**. The **Teacher Input Application** will be utilized to collect this data. We will collaborate with our State Board of Education partners to develop a process to collect the required data. Separate guidance and support regarding HB 2023 will be released soon. The current release for the Teacher Input Application and guidance document is related to the certified teacher staff information that the department has collected in previous years. Meanwhile, we recommend that LEAs complete the certification data submissions for their teaching staff as soon as possible. If you need a reference to **HB2023**, you can locate the bill by clicking here.: [HB 2023](#)

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## Get Set for STEM

Do you have positions not filled with appropriately certified teachers in STEM classes? Educator and School Excellence oversees a scholarship program authorized by the State Legislature. Current certified teachers may receive a scholarship of up to \$2000 a year for classes that lead to additional certifications in the area of STEM. The application process is quick, and applications are usually reviewed within two

weeks of being submitted. Learn more on our [Get Set for STEM](#) webpage. You may also email [TPDSINBOX@AZED.GOV](mailto:TPDSINBOX@AZED.GOV) for more information.



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## EMAC Administrator - Setup User Access to EMAC

### Setup USER Access to EMAC

Please use the following [EMAC Administrator Guide to](#) ensure that employees who will be submitters/USERS for specific monitoring programs are linked.

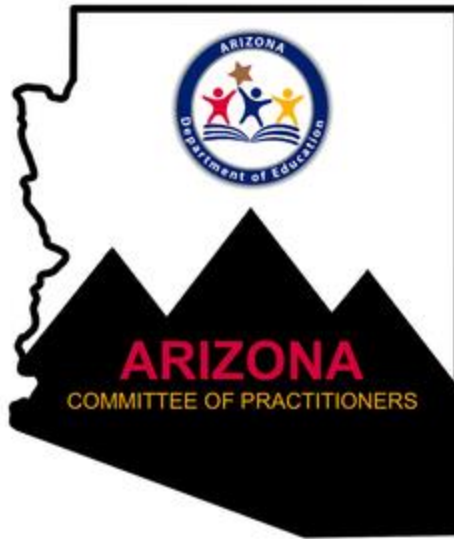
#### Programs under Educator and School Excellence

- ESEA Programmatic Monitoring
- Teacher Evaluation: Statement of Assurance
- Comparability
- **Coming Soon** – Neglected and Delinquent

LINK - [IT PowerPoint Template \(azed.gov\)](#)

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## 2021 ESEA Committee of Practitioners Fall Conference



### 2021 ESEA Committee of Practitioners Fall Conference

Thank you to all who participated in our **ESEA Boot Camp** and our **COP Fall Conference**. All recordings have been uploaded and are readily accessible for your review. To access recordings please click on the links below.

#### Day 1 – ESEA Application Boot Camp

To access this one-day boot camp designed for new Federal Program Directors, please click on the link below.

[Boot Camp Recording](#)

#### Day 2 – Committee of Practitioners Fall Conference

To access the recordings for this one-day conference designed for all individuals who support the ESEA application program and funding, please click on the link below. All recordings including session materials are uploaded on our COP website.

[ESEA COP Website](#)

#### Reminders:

Please note PD Certificates will be processed and sent out this week.

To join the Committee of Practitioners, please complete the form below.

[COP Membership](#)

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## Oct 1st ESEA (Title I) Eligibility Count

### Oct 1st ESEA (Title I) Eligibility Count

While **Census data** is the main factor driving Title I eligibility, we also use the income eligibility guidelines to determine your portion of that census data. This information is collected both through **CNP Web** using free and reduced-price lunch data, as well as through **AzEDS** --- indicator 1 and indicator 2.

From these two sources, we choose the highest-calculated poverty rate for each LEA. Due to the extension of the National School Lunch Program's *Seamless Summer Option*, it is also important for all LEAs to collect ESEA Income Eligibility Forms to help fund the Title I programs in your schools.

[ESEA Income Eligibility forms](#)—Click here

**October**

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

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## FAQs

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### Can we continue to collect Income Eligibility data past Oct 1?

*Yes, the Oct 1st Title I Eligibility Count includes students who are enrolled on October 1, but LEAs can continue to add indicator 1 and indicator 2 to those students' records through the January 15th deadline.*

### Will the Department of ED be providing any flexibility for the use of alternative data for FY23 funding?

*No, at this point, we have not received any indication from the Department of ED that we will be allowed to use older year data for either the LEA level allocation calculation or the site level allocations (rank and serve).*

## Can Direct Certification be entered in AzEDS?

*Yes, students who are eligible through direct certification can be entered in AzEDS as indicator 1.*

## What data is used for site level allocations (rank and serve)?

LEAs typically use their **40th or 100th** day ADM enrollment. For poverty counts, **Section 1113(a)(5)(A) of the ESEA** provides an LEA the option to use the number of students (K-12):

- Eligible for free or reduced-priced lunch under the Richard B. Russell National School Lunch Act including children counted through the Community Eligibility Provision*
- Data from a poverty survey conducted by the LEA to replicate data usually collected under Richard B. Russell National School Lunch Act (Income Eligibility)*
- In families receiving assistance under the State program funded under Title IV, Part A of the Social Security Act (Temporary Assistance for Needy Families)*
- Eligible to receive medical assistance under the Medicaid program*
- Ages 5-17 in poverty as counted in the most recent LEA-level census poverty data approved by the Department; Note: Because census data are generally not available at the school level, if an LEA uses this measure, it would most likely be part of a composite with one or more of the above measures*
- Counted by the LEA using a composite of any of the above measures*

**As a reminder, we pull the Oct 1st Title I Eligibility Count on January 15th** and lock the file. It is important to ensure your data is clean and accurate prior to this deadline. After the deadline, while corrections can still be made to your AzEDS data, the Oct 1st Title I Eligibility Count will not be updated.

[ESEA \(Title I\) Income Eligibility FY22](#)

[ESEA \(Title I\) Income Eligibility FY22 - Spanish](#)

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## Time for Comparability!

### Time for Comparability!

So, it's that time of year again...**Comparability!!** Why do we have to do it? Well, Federal Title I Grants are intended to provide supplemental programs to disadvantaged students and to ensure these awards are used for additional programs. Fiscal law requires that all Title I schools receive a "fair share" of State and Local education funds. Non-compliance will cause a Local Education Agency (LEA) to become ineligible for receipt of Title I funds.

Consequences also include a hold being placed on grant funds as well as a requirement to return funds. LEAs may receive Title I, Part A funds only if they use State and Local funds to provide services in Title I schools that, taken as a whole, are at least comparable to the services provided in schools that are not receiving Title I funds. If an LEA serves all its schools with Title I funds, the LEA must use State and Local funds to provide services that, taken as a whole compared with all sites, are substantially comparable in each Title I school.

So, what's due and when? For this year, LEAs starting with **A-L** must upload either the **Comparability Calculation** with supporting documents or the **Exemption** form in to EMAC. LEAs starting with **M-Z** must submit the **Assurance of Comparability** to EMAC, keeping their calculation and supporting documentation on file. All of this is **due by November 30, 2021**.

If you need further guidance, please visit our website [here](#) or reach out to your Title I specialist.

## Title I-D Updates

### October 2021 Count by LEAs of Institutions for Neglected or Delinquent Children



**The October 2021 Count by LEAs of Institutions for Neglected or Delinquent Children** will soon be open in EMAC! **The due date for submission to ADE is on or before 12/10/21.** All public-school districts with geographic boundaries are required to complete and submit this report.

The purpose of this annual survey is to provide the state educational agency and the U.S. Department of Education with current information on the location and number of children living in institutions for neglected or delinquent children. The information collected will be used for purposes of computing allocations for counties and local educational agencies as determined by Title I, Part A of the Elementary and Secondary Education Act (ESEA).



Please note that even if a school district has **0 neglected or delinquent students** within their boundaries, a report needs to be completed. This survey applies to geographic districts only and does not include Charter schools.

- **It is important to start now!** School districts are to contact any locally operated (public or private) residential facilities within their boundaries (such as: Residential Treatment Centers, Mental Health Facilities, and group homes other than foster homes).

Please utilize the [Annual Facility Survey of Institutions for Neglected or Delinquent Children](#)

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*It is key that each Facility identify the category of children they primarily serve:*

•**Neglected Children** - *When used with respect to a child, youth, refers to an individual who has been committed to an institution (other than a foster home) or voluntarily placed under applicable State law due to **abandonment, neglect, or death of his or her parents or guardians.***

•**Delinquent Children** - *When used with respect to a child, or youth, it refers to an individual who resides in a public or private residential facility, other than a foster home, that is operated for the care of children and youth who have been **adjudicated, delinquent or in need of supervision.***

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- **Facilities** are to provide the number of children **ages 5 through 17** living in an eligible institution for at least one day during a 30-consecutive day period, at least one of which falls within the **month of October**. If none, enter zero (0).
  - **If the facility** does not respond to the request for information, documentation of at least three good faith attempts is required. If there is still no response, the form can be completed by the district. Please enter 0 for the count and enter an explanation as to why the district is completing the form.
  - **Annual Facility Surveys are Due back to the LEAs on or before 11/29/21.**

**EMAC Micro-trainings Coming Soon!** LEAs will enter the data and upload the Annual Facility Surveys into EMAC which is located within ADE Connect. Please ensure that you have access to this system using the [EMAC Administrators Guide](#). The October 2021 Count is not yet open in EMAC, but Micro-trainings will be available soon!

For further information, please visit the [Neglected or Delinquent Website](#) For programmatic questions please contact Cheri Wasieleski [Cherie.wasielewski@azed.gov](mailto:Cherie.wasielewski@azed.gov) (602) 542-4877

For technical assistance please contact Kym Dillard [Kymberli.Dillard@azed.gov](mailto:Kymberli.Dillard@azed.gov)

## Title IV-A Updates

### Title IV-A Spotlight



*Lilian Le*

Educator & School Excellence Unit- Digital Learning

Greetings,

My name is Lilian Le and I am thrilled to announce that I am joining the Title IV-A team as the new ESE Technology Lead. As the ESE Department continues to enhance our digital scope of work, I will take the lead in ensuring those processes are effective and efficient. Alongside this, I will aid in the work of the Title IV-A team by assisting LEAs with their Title IV-A grant application and supporting LEAs to integrate technology into the classroom.

As we will be working together, I would like to provide you with a little background on myself. I attended the University of Arizona and received my degree in Elementary Education with an ESL Endorsement. Following graduation, I spent three years as a classroom teacher in Tucson. After this, I transitioned to a refugee resettlement agency. In this role, I worked with LEAs on the Refugee School Impact Grant and supported refugee families navigate the U.S. school system. This past year, I graduated with my Master's in Public Administration and began my work at the ADE as a Title I Program Specialist.

I have invested my professional experience thus far in working towards equitable education in Arizona, and I am excited to continue this work in a different capacity at the ADE.

Moving forward, my main goals in this role are to effectively support LEAs with their Title IV-A grant and program, assist the ESE team navigate our virtual work landscape, and expand digital communication processes for all stakeholders. I look forward to what the future holds and the opportunities this role will open.

Lilian Le

ESE Technology Lead

(602) 542-7847

Lilian.Le@azed.gov

<https://www.azed.gov/digital-literacy>

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## New Episode! Reimagine Education with Title IV-A Podcast

### New Episode!

This episode of the podcast features a conversation between **Keri Schoeff, Title IV-A Safe, Healthy & Active Students Specialist**, and **National Elementary Physical Education Teacher of the Year, Kyle Bragg**. As a member of Arizona Health and Physical Education, and SHAPE America, Kyle will share his insights on how he effectively integrates SEL into his classes.



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## October Arts Education Newsletter



### October Arts Education Newsletter

Dear Arts Educators,

In this newsletter we are happy to share that the session recordings from the **Arts & Physical Education Digital Summit** are now available to be viewed on the summit website. Additionally, the Re-Imagine Education with Title IV-A Podcast returns with Season two.

Join **Dustin Loehr, Director of Arts Education and Title IV-A**, as he sits down with two mavericks of Arizona Arts Education, **Zarco Guerrero and Catherine "Rusty" Foley**. There are also opportunities to curate an exhibition of student work in the ADE gallery.

We will share several arts education opportunities, including the call for Youth Arts Month Submissions, the call for ESSA Student Showcase submissions, the Kids Safe Online Calendar Contest, and the Arizona Opera Student Masterclasses.

Thank you all for the amazing work that you do in the classroom and community in supporting student opportunities to experience the power and beauty of the Arts, and the joy, creativity, and intellectual stimulation that instruction in the Arts provides.

ADE Arts Education

October Arts Education Newsletter: <https://sway.office.com/8PTHULYF2MFy033q?ref=Link>

## Upcoming Events

### Hope Conference --December 9 - 10, 2021

The poster for the HOPE Conference 2021 features a large, bold title "HOPE" at the top, with the subtitle "HELPING OUR UNIQUE POPULATIONS EXCEL" and "CONFERENCE 2021" below it. The theme "Our Students. Their Agency." is prominently displayed. The poster includes conference details such as the dates (Thursday, December 9 and Friday, December 10, 2021) and the location (JW Marriott Starr Pass Resort and Spa). A call to action, "Let's Celebrate Arizona Teachers!", is followed by a paragraph explaining the purpose of the conference: to recognize and celebrate the excellence of teachers who encourage growth and agency among students. It also includes instructions on how to submit a video or other digital media highlighting teachers, with a deadline of October 13, 2021. A note at the bottom reminds attendees that if a video or photo includes students, each LEA is responsible for ensuring there is a completed and signed media release form on file for the student.

**HOPE**  
HELPING OUR **UNIQUE** POPULATIONS EXCEL  
**CONFERENCE 2021**  
*Our Students. Their Agency.*  
Hosted by OELAS

**CONFERENCE DETAILS**  
Thursday, December 9 and Friday, December 10, 2021  
JW Marriott Starr Pass Resort and Spa | 5830 W. Starr Pass Boulevard, Tucson, AZ 85745

**Let's Celebrate Arizona Teachers!**

Have you been looking for an opportunity to recognize and celebrate the excellence of a teacher or teachers at your charter, district, or school? Unique Populations is currently seeking teachers to highlight during HOPE Conference 2021 (formerly OELAS Conference). **Our Students, Their Agency** is the theme for this year's conference, exemplifying the vision that educating our unique populations is a shared responsibility and that equity is at the forefront of the work we ALL do to ensure every student develops a sense of agency, confidence, and determination.

**Get out your cameras and cellphones and help us celebrate your amazing colleagues!**  
Send OELAS a video or other digital media that highlights teachers who encourage growth and agency among students and are dedicated to amplifying the role of students as partners in their learning. Please share this announcement with Program Leaders and Instructional Leaders throughout your LEA who are responsible for supporting students served under Unique Populations -- EL, foster, homeless and migrant students. We look forward to seeing and sharing your videos!  
Videos should be at least 30 seconds in length and no longer than 90 seconds. Submitted videos will be shown at the conference, as well as showcased on the HOPE Conference website and social media platforms. Based on the volume of videos and digital content received, OELAS reserves the right to edit, as needed, to fit time constraints of the conference program.

Videos should be submitted to [OELAS Drop Box](#) by October 13, 2021.

Please remember that in the event a video or photo includes students, each LEA is responsible for ensuring there is a completed and signed media release form on file for the student.

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Should you have any questions, please reach out to us at [OELASConference@azed.gov](mailto:OELASConference@azed.gov). Stay connected to the OELAS Conference website for all the latest updates and conference information.

[OELAS Conference Website](#)

## September, October, November Calendar

[Sept, Oct, Nov Calendar Link](#)

### September

- 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**

### October

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

- Update Targeted Assistance Schools **rank order of students** and eligibility for service Title 1, Part A(1), Section 1115
- LEA Approved School Level **Parental Involvement Plans** placed in Parent Resource Centers & on school websites
- Submit **Annual Title I Meeting** documents to LEA for archiving /Title 1, Part A(1), Section 1118(c)(1)
- **Deadline** for Annual Title I Meeting (Oct. 31) /Title 1, Part A(1), Section 1118(c)(1)
- **Submit 5 Samples** of complete School-Parent Compacts per grade level & archive the remaining at the school for 7 years Title 1, Part A(1), Section 1118
- **Begin Completion Reports** for all Federal Programs (due 90 days after the grant cycle closes)

## November

- October Monthly Signed **Time and Effort** sheets due
- Federal Uniform Grant Guidance 2 CFR 200.430 Compensation
- TIA (**Teacher Input Application**) must be complete for every school
- Count by LEAs of Institutions for Neglected or Delinquent – DUE NOT LATE than 12/10/2021. *All districts with geographic boundaries are required to complete and submit.*

## Spotlight on Success

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*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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The screenshot shows a Microsoft Forms survey titled "Spotlight on Success". The header text reads: "Has a member of the ESE Unit gone above and beyond providing customer service to your LEA? Please take a moment to recognize their hard work. Submissions will featured in upcoming newsletters." Below this, there are two questions. Question 1 is "1. Who provided you with excellent customer service or communication?" with a text input field labeled "Enter your answer". Question 2 is "2. Please describe how this person has positively impacted your work?". The form is decorated with colorful illustrations of hands holding a smartphone, a laptop, and a document.

## Educator and School Excellence Newsletter Survey

