



Educator and School Excellence Newsletter

Issue 01.11: November, 2021

Table of Contents

- **Welcome**
- **ESEA Grant Update**
 - EMAC: LEA User Access Flowchart
- **Title I/II-A Updates**
 - October ESEA (Title I) Eligibility Count
 - Attention Charter LEAs!
 - Comparability
 - Cycle 4
- **Title I-D**
 - October Counts for Neglected or Delinquent Due Date Reminder
- **Title IV-A Updates**
 - Announcing the new Physical Education Advisory Roundtable (PEAR) Website!

- Introducing ADE's Physical and Social Emotional Health Specialist
 - 2021 Arts and Physical Education Digital Summit Resources
 - November Arts Education Newsletter
- **Upcoming Events**
 - Arizona's Pyramid of Change-Family & Community Engagement Professional Development-School Team PD
 - 2022 ESSA Conference
 - Registration
 - Workshop Proposals
 - Student Showcase
 - 2022 ESSA Conference – Keynote Speakers Announced
 - Monday January 10th: Kareem Neal
 - Tuesday January 11th: Dr. Sharroky Hollie
 - October, November, December Calendar
 - Recipes and More
- **Spotlight on Success**
- **Educator and School Excellence Newsletter Survey**

Welcome to our ESE November Newsletter!



Hello, and welcome to our ESE November Newsletter.

I can't believe it's November already. While 2019 seemed to last forever, this year has truly flown by. I love November. It's the quiet before the holidays and gives us these weeks to pause and count our blessings.

As a building principal I used to have a "thankfulness wall" every November where students could write and post what they were thankful for. Reading those messages and watching the wall take shape always humbled me and reminded me of the things in life that really matter. A blessing of working with students is that they remind us that life is full, each day, of things we can appreciate.

They would write they were thankful for their teachers, their friends, and their families. They wrote they were thankful for music and sports and sunshine and snow and even the rain. We've certainly been through it these last 18 months or so, but our students remind us that we have so much to be thankful for. Celebrate with them this month and together we can count our blessings.

We hope you enjoy this month's edition of our newsletter. If I could, I would like to draw your attention specifically to our State ESSA Conference because my staff is working hard to bring you an incredible conference this year. In this edition of the newsletter, we will be unveiling our keynote speakers about whom I'm very excited. This year we will celebrate the unique opportunity we have in education to provide equitable opportunities for every student, every day – and if that's not an incredible blessing!

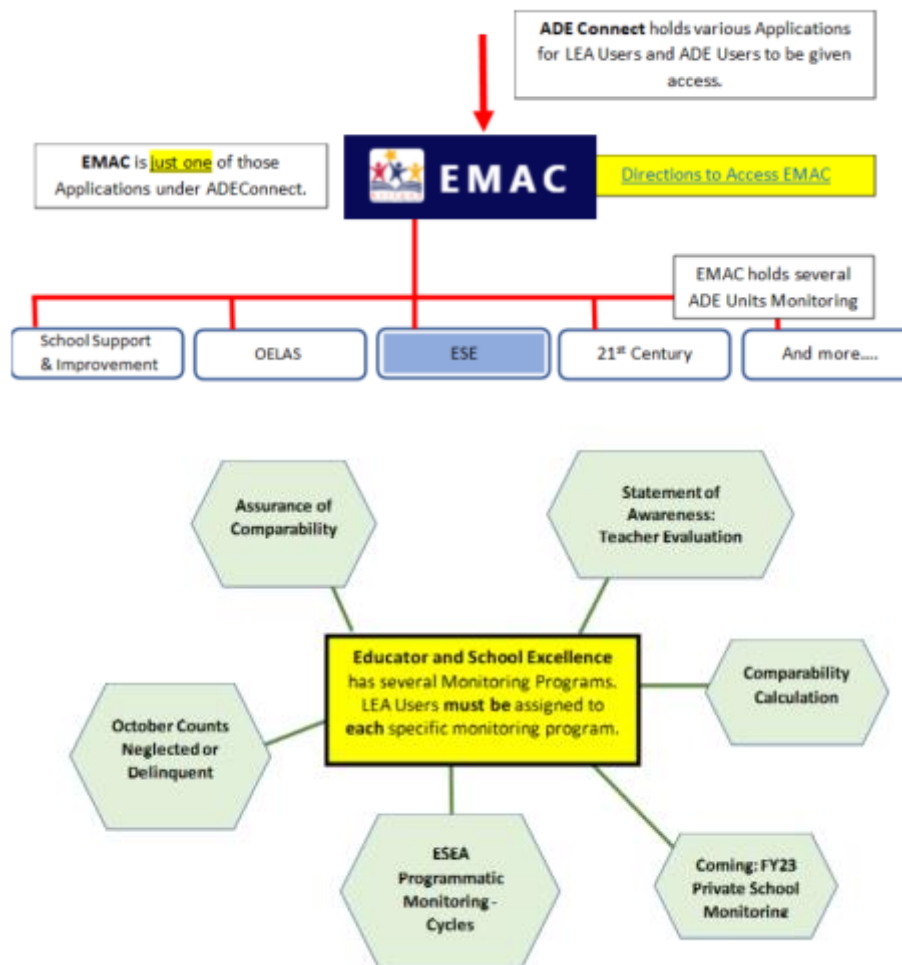
Please plan to join us, learn together, celebrate, and continue making *school* something that our AZ students write on their "thankfulness wall".

Blessings this November,

Angie Madsen & the ESE Staff

ESEA Grant Update

EMAC: LEA User Access Flowchart



In order to help LEAs ensure EMAC access to a specific monitoring program under Educator and School Excellence, please review the ADEConnect access work flow. In order to be a submitter, LEAs select staff who will be LEA Users and assign them to a specific monitoring program, i.e. – Assurance of Comparability. This is a level of security built into EMAC that ALEAT did not have.

If you have any questions, please reach out to Sue Edman, sue.edman@azed.gov or kymberli.dillard@azed.gov

Directions to Access EMAC Monitoring Program - [IT PowerPoint Template \(azed.gov\)](#)

Title I/II-A Updates

October ESEA (Title I) Eligibility Count

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						

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

FAQs

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](#)

Attention Charter LEAs!

Attention Charter LEAS!

- Is your charter currently open and serving students?
- Are you operating a Title I-A or Title II-A Program? **If not...**

This opportunity is for YOU!

You have the chance to join Title I-A /Title II-A programs for the 2022 – 2023 school year if you apply by December 1st, 2021. [Apply Here](#)

Need more details? Click on this link: [Charter LEAs](#), to gather some information about your school's potential future!

Should you have questions, please contact the New & Expanding Charter Team.

New&ExpandingCharter@azed.gov Phone: (602) 364-1958

We look forward to hearing from you!!



Comparability



Time for Comparability!

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. 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 placing a hold 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?

This year, **LEAs starting with A-L** must upload either the *Comparability Calculation with supporting documents* or the *Exemption form* 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.



Preparation for Cycle 4 Monitoring

Cycle 4 is one of the most anticipated monitoring cycles for LEAs. This year, all Cycle 4 monitoring visits will be conducted virtually.

Let's take a moment to dig into what it entails and where to find resources to prepare your LEA if your school is receiving a Cycle 4 monitoring visit this year. It is important to remember programmatic monitoring covers the **previous** school year, not the current one.

The virtual format is planned for 3 hours and consists of an LEA Team and an ADE Team. Your LEA will receive a notification email where you will select a monitoring date and the platform that works best for your team. Once you have responded to your specialist, they will send you a confirmation, as well as the Presentation Guidance document and an agenda. You will use the Presentation Guidance document to create the presentation for your Cycle 4 monitoring visit.

Please create your presentation following the order of the document so the ADE team can follow along with their note taking to ensure your LEA has addressed all sections. Once your monitoring is complete the ADE team will provide written feedback to you regarding next steps within two weeks.

Cycle 4 Monitoring At-A-Glance



1. Receive notification email from your specialist

- Respond with your meeting date preference
- Choose your LEA's preferred meeting platform
- Share who will be participating on the LEA Leadership Team

2. Receive confirmation email from your specialist

3. With your Leadership Team, review the following documents and reports for the FY21 school year:

- FY21 CNA and Root Cause Analysis Fishbones
- FY21 LIAP and SIAP(s)
- FY21 Consolidated Grant application (all funding sources)
- FY21 completion and carryover reports
- LEA Report Card at <https://azreportcards.azed.gov/districts/>
- LEA Art Education and Physical Education Access Reports

4. Utilize the Cycle 4 Presentation and Guidance document to create a presentation that your LEA will lead during the monitoring. Your presentation topics will be the following:

- Data
- LIAP and SIAP(s)
- LEA Monitoring of Schools
- Program Evaluation

- Title I-A
- Title II-A
- Title IV-A LEA Art Education and Physical Education Access Reports
- Title I-D and Title V/RLIS Programs, if applicable
- LEA Next Steps

5. Upload the presentation and any other reports, information, evidence that you would like to be considered to EMAC at least *24 hours* before the scheduled meeting

6. After the monitoring visit, your LEA has 48 hours to upload any additional requested evidence to EMAC.

7. ADE will provide a follow-up letter within two weeks of the Cycle 4 Monitoring virtual visit.

FERPA guidelines should be followed whenever sharing and uploading data.

Still have some questions? Please follow this [link](#) to more information about Cycle monitoring or reach out to your Title I Specialist.

Title I-D Updates

October Counts for Neglected or Delinquent Due Date Reminder

The October 2021 Count by LEAs of Institutions for Neglected or Delinquent Children is open in EMAC!

The due date for submission to ADE is on or before 12/10/21 and must be uploaded to EMAC.

Do you need information regarding EMAC? Click on the link below for the EMAC Guide for Administrators:

[EMAC Administrators' Guide](#)

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. 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.*

Annual Facility Surveys are Due back to the LEAs on or before 11/29/21.

Click here for the Annual Survey: [Annual Survey](#)

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 Administrator's Guide.

State Agency's Annual Reports of Neglected or Delinquent Children are due on or before 12/10/21 in EMAC.

For further information, please visit the **Neglected or Delinquent Website:** [Title I-D-Neglected and Delinquent](#)

For programmatic **questions** please contact **Cheri Wasieł** Cherie.wasiel@azed.gov (602) 542-4877 For technical assistance please contact Kym Dillard Kymberli.Dillard@azed.gov

Title IV-A Updates

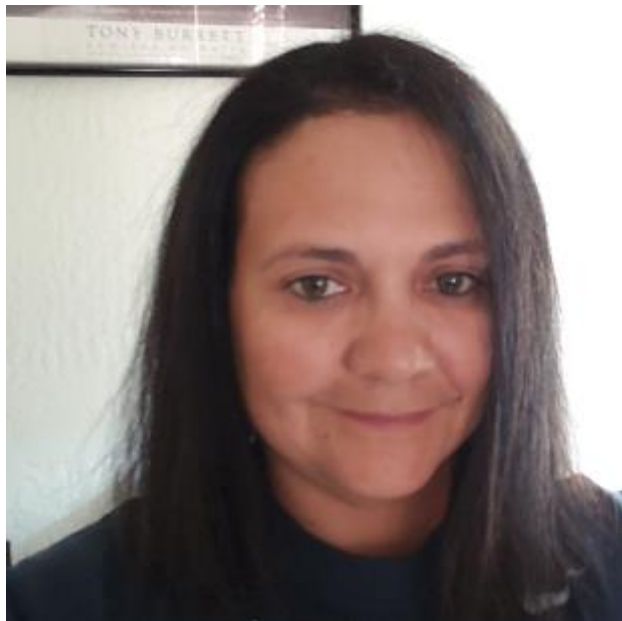
Announcing the new Physical Education Advisory Roundtable (PEAR) Website!



Introducing the new Physical Education Advisory Roundtable (**PEAR**) website!

The PEAR formed in 2020, and in conjunction with ADE, works to provide direct feedback and advisement on the needs, concerns, and opportunities for Physical Education across the state. If you are interested in becoming a member of PEAR, or if you know someone who is, please visit our website - <https://www.azed.gov/pe/physical-education-advisory-roundtable-pear>

Introducing ADE's Physical and Social Emotional Health Specialist

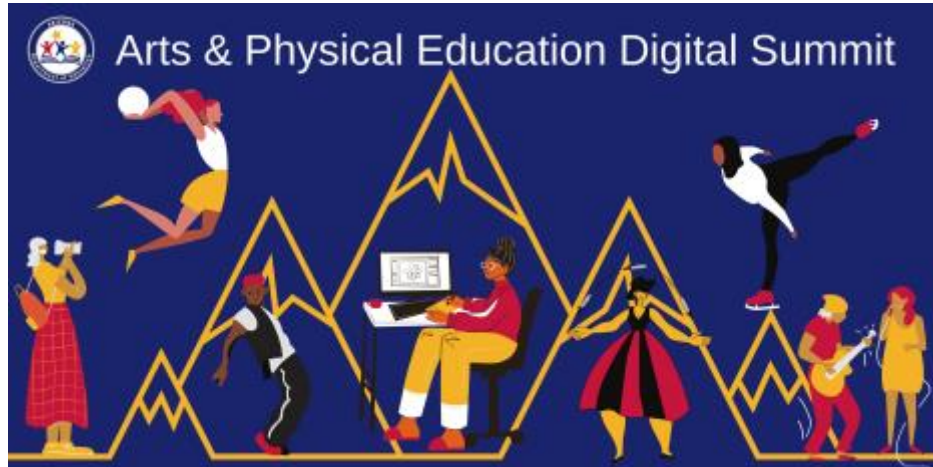


The Title IV-A Team, in conjunction with the Academic Standards Division, would like to announce the arrival of the Physical and Social Emotional Health Specialist.

Angela Budovsky-Robinson joined ADE in October, and she comes to us with a rich background in professional development and teaching experience. Title IV-A will be collaborating with Angela to help support Physical Education, Health, and SEL across the state.

Welcome to ADE, Angela!

2021 Arts and Physical Education Digital Summit Resources



The 2021 Arts and Physical Education Digital Summit was a great success and featured National speakers Jeff Poulin, and Jamie Sparks, speaking on Funding Opportunities in Arts and Physical Education, with local educators providing sessions on exploring practices in:

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

All sessions were recorded and are available for free on our website.

For more information or to view the recording, please visit our Arts and Physical Education Digital Summit- <https://www.azed.gov/safeandhealthy/2021-arts-physical-education-digital-summit>

November Arts Education Newsletter



November Arts Education Newsletter

Check out the November Arts Education Newsletter!

Read about the 40 districts and charters who were approved to administer the State Seal of Arts Proficiency for the 2021-2022 school year!

There are also several invitations for schools to submit samples of student work to be showcased at the 2022 State ESSA Virtual Conference, the 2022 Youth Arts Month celebration, and for showcase in the ADE Student Art Gallery at the Jefferson building!

November Arts Education Newsletter: <https://sway.office.com/EWg4jFT4OyAG6gH9?ref=Link>

Upcoming Events

Arizona's Pyramid Of Change
Family & Community Engagement
Professional Development



The Educator and School Excellence -- Family & Community Engagement (**FACE**) Team wants to support your efforts in enhancing family & community engagement practices to ensure success.

School Team: The middle tier of the pyramid provides the opportunity to dive deeper in addressing family & community engagement, as the main objective is for school teams to collectively address Principle 6. We encourage School Teams to have a minimum of 5 members consisting of school staff, community, and parents for this 3-hour training. The session will address each indicator from Principle 6,

allowing each school team time to discuss areas which will enhance practices at their school site. The session allows an opportunity for School Teams to restructure practices and to identify attainable goals for the school year. Lastly, the session will provide resources to address social-emotional needs.

We have one last virtual training opportunity scheduled for Wednesday, November 17, 2021, and registration is still open.

Click on the date below to register:

[Wednesday November 17, 2021: 12:30pm-3:30pm](#)

2022 ESSA Conference



Both the Boot Camp and
Conference will be offered in a
virtual platform.

Boot Camp Registration

January 6-7, 2022
8:00am – Noon each day
Cost: \$75.00

The Boot Camp is a great opportunity for **new federal program staff** with less than two years of experience.

To register for the Boot Camp please use the following link: [Boot Camp Registration](#)

** Registration for the Boot Camp closes on **December 31, 2021.**

ESSA Conference Registration

January 10-12, 2022
8:30am – 3:00pm (M-T), 8:30am – 12:30pm (W)
Cost: \$150.00

To register for the ESSA Conference please use the following link: [ESSA Conference Registration](#)

** Registration for the ESSA Conference closes on **January 5, 2022**.

Workshop Proposals

We are accepting workshop proposals covering a wide range of **well-rounded education and federal program topics**. Arizona LEAs are encouraged to apply and present examples of innovation and best practice.

The online Request for Proposal (RFP) can be accessed through this link: [ESSA Conference RFP](#)

Deadline to submit session proposals is November 22, 2021.

Student Showcase



<https://sway.office.com/BmtfMAD3vz3ZdiXc#content=R98tfijVG4rKn2>

1 - TUSD Online Creativity

Calling all arts educators to highlight innovative ways Performing & Visual Arts and interdisciplinary classrooms are engaging every student, every day, with every opportunity.

The Virtual Student Showcase is an exciting opportunity for students, teachers, and schools to share the amazing and incredible arts learning experiences that are occurring within Arizona classrooms.

Performance submissions are due **November 22nd by 11:59pm**. Selected participants notified December 1st by 5pm.

[Performing Arts Submission Form](#)

Visual Arts submissions are due **December 10th by 11:59pm**. Selected Participants will be noticed by December 15th by 5pm.

[Visual Arts Submission Form](#)

2022 ESSA Conference – Keynote Speakers Announced



The 2022 ESSA Conference is happy to announce the keynote speakers for this year's event. Our speakers are Kareem Neal and Dr. Sharroky Hollie. The theme for this year's Conference is "Every Student, Every Day, Every Opportunity".

Take a moment to learn about our speakers and how they plan to address that topic.

There are still opportunities to join us virtually for the 2022 ESSA Conference. You can register for both the Bootcamp ([here](#)) and Conference ([here](#)). We are still seeking other speakers who want to share what they are doing for every student, every day; you can register to be a breakout session presenter ([here](#)).

Monday January 10th

Developing School Communities that Thrive

Kareem Neal



Kareem Neal is a self-contained special education teacher in Phoenix, AZ, who has taught students with cognitive delays for 23 years. He is the recipient of the 2019 Arizona Teacher of the Year award and was recently awarded an honorary doctorate from Northern Arizona University for his contributions to special education in Arizona. He is a 2019-2021 Understood Teacher Fellow and is also on the board of directors for the National Board for Professional Teaching Standards. Additionally, he helped pilot the National Network of State Teachers of the Year Mentorship program.

Kareem's passion is connecting all students in schools, springing from his awareness that students with learning differences do not often truly feel like members of their school communities. This led him to evaluate his own educational journey and how students in black communities often do not feel like education spaces are for them. He is now a restorative justice trainer for the Phoenix Union High School District. He focuses on building community through eliminating bias that comes from lack of connection with people who are different from each other. This work has led him to winning the Arizona Education

Association's Diversity Grant and the Maryvale Revitalization Committee's Educator Excellence Award as well as being named vice president of the Phoenix Union High School District's Black Alliance.

Kareem's academic journey was filled with adults who let him know that he was capable, which he attributes to being a lifetime learner. Too many students aren't afforded that same opportunity, and Kareem is working tirelessly to change that.

Tuesday January 11th

Six Ways to Know if you are Culturally and Linguistically Responsive

Dr. Sharroky Hollie



Dr. Sharroky Hollie is a national educator who provides professional development to thousands of educators in the area of cultural responsiveness. Since 2000, Dr. Hollie has trained over 150,000 educators and has worked in nearly 2,000 classrooms. Going back 25 years, he has been a classroom teacher at the middle and high school levels, a central office professional development coordinator in Los Angeles Unified School District, a school founder and administrator, and a university professor in teacher education at Cal State University. Sharroky has also been a visiting professor for Webster University in St. Louis and a guest lecturer at Stanford and UCLA.

In addition to his experience in education, he has authored several texts and journal articles. Most recently, he wrote *Strategies for Culturally and Linguistically Responsive Teaching and Learning* (2015) and contributed a chapter in the *Oxford Handbook of African American Language* (2015). Dr. Hollie's first book, *Culturally and Linguistically Responsive Teaching and Learning: Classroom Practices for Student Success*, was published in 2011, followed soon thereafter by *The Skill to Lead, The Will to Teach*, co-written with Dr. Anthony Muhammad. Dr. Hollie has also been a contributing author with Pearson publishing, in the *Cornerstone and Keystone* textbook series (2009), *Prentice Hall Anthology* (2012), and iLit e-series (2014). In 2003, he and two colleagues founded the Culture and Language Academy of Success, a laboratory school that demonstrated the principles of cultural responsiveness in an exemplary school wide model, which operated until 2013.

October, November, December Calendar

[October, November, December Calendar Link](#)

Recipes and More

Thank you for submitting your recipes and thoughts of gratitude for our November Newsletter. We are posting them here.

Words of Gratitude

"I'm grateful for health and strength." **Anonymous**

"My family and dogs!" **Suzanne Rassi AAEC**

"I'm grateful for my friends, family, and dogs!" **Mary Loehnis, ADE**

"I am grateful for my amazing family, my dog, and pumpkin flavored treats!" **Lilian Le, ADE**

Recipes



Thank you to **Suzanne Rassi, AAEC** for these 2 delicious-looking recipes!

Better than takeout Thai Green Beans Rachel Schultz
<https://www.pinterest.com/pin/31870011113115872/>

Pioneer Woman make ahead mashed potatoes: <https://www.thepioneerwoman.com/food-cooking/recipes/a12083/delicious-creamy-mashed-potatoes/>

Thank you to **Diane West of Chandler Unified** for this yummy recipe:

Southern Creamed Corn

Ingredients:

- 12 ears corn, husked
- 3 Tablespoons sugar
- 1 ½ tablespoons all-purpose flour
- Salt and freshly ground pepper
- 1 ½ cup heavy cream
- ¾ cup cold water
- 3 Tablespoons bacon grease
- 1 ½ Tablespoons butter

Directions:

In a large bowl, cut the tip off cob. Cut the kernels from cob with a small paring knife. Using the back of the blade, scrape against the cob to press out the milky liquid. Whisk together sugar, flour, and salt and pepper, to taste. Combine with corn. Add the heavy cream and water. Mix. In a large skillet over medium heat, heat bacon grease. Add corn mixture and turn heat down to medium-low, stirring until it becomes creamy, about 30 minutes. Add the butter right before serving

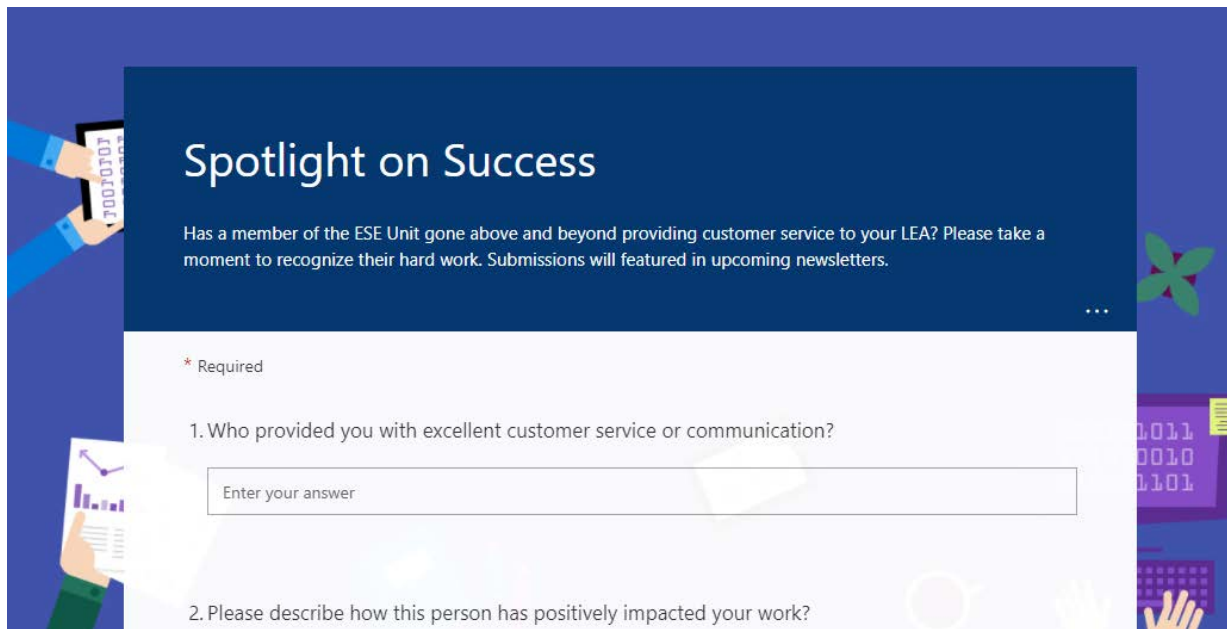
Thank you to **Keri Schoeff, Title IV-A, ADE** for this wonderful dessert recipe:

[Cheesecake Stuffed Strawberries](#)



Spotlight on Success

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!

The form is titled "Spotlight on Success" and is set against a dark blue header. The background of the entire page features a collage of educational icons: a hand holding a tablet, a line graph, a lightbulb, a coffee cup, a hand, and a computer keyboard. The form itself is white and contains the following elements:

Spotlight on Success

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.

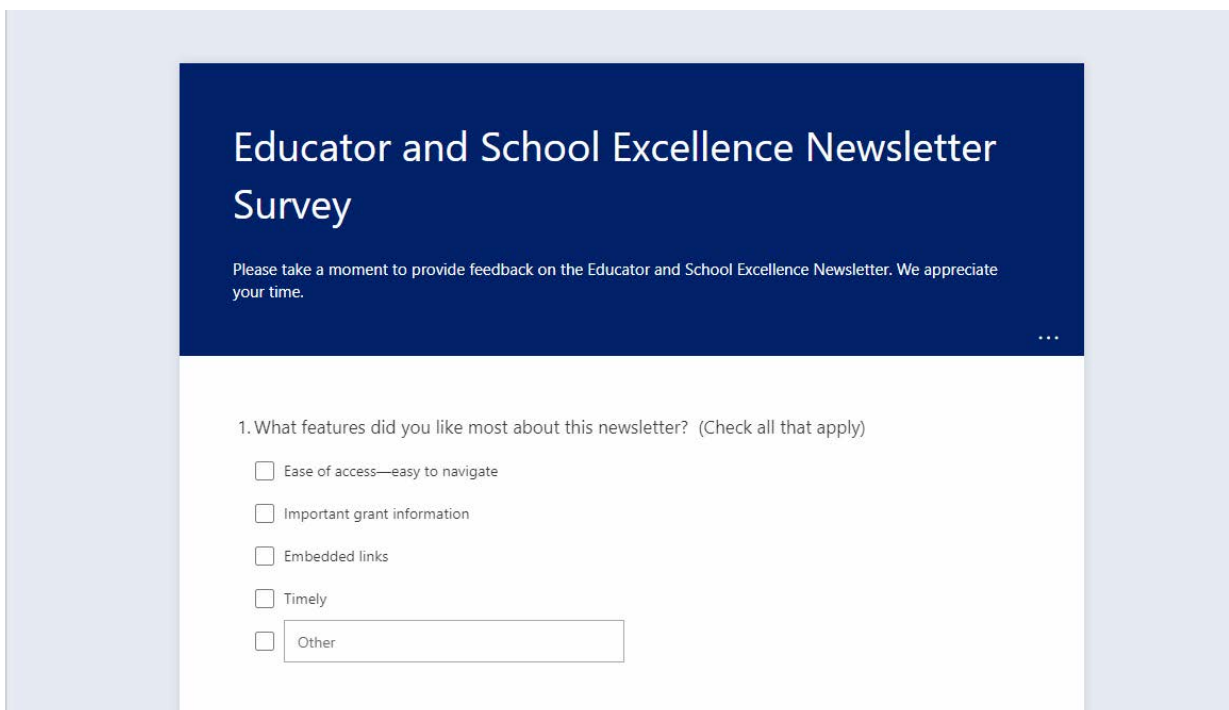
* Required

1. Who provided you with excellent customer service or communication?

Enter your answer

2. Please describe how this person has positively impacted your work?

Educator and School Excellence Newsletter Survey

The form is titled "Educator and School Excellence Newsletter Survey" and is set against a dark blue header. The background of the entire page features a collage of educational icons: a hand holding a tablet, a line graph, a lightbulb, a coffee cup, a hand, and a computer keyboard. The form itself is white and contains the following elements:

Educator and School Excellence Newsletter Survey

Please take a moment to provide feedback on the Educator and School Excellence Newsletter. We appreciate your time.

1. What features did you like most about this newsletter? (Check all that apply)

- ☐ Ease of access—easy to navigate
- ☐ Important grant information
- ☐ Embedded links
- ☐ Timely
- ☐ Other