



October Educator and School Excellence Newsletter

Issue 01.19: October, 2022

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Welcome to our ESE October Newsletter



Dear Fellow Educators,

Thank you for attending our Committee or Practitioners Fall Forum. We appreciate learning with you and hearing your feedback on the implementation and application of ESSA in our state. If you are curious to know more about the COP, you can visit our website [here](#).

As we anticipate final allocations dropping this month, please make sure to read about the Budget Narrative Document below as this will be a great guide for you in the process of revisions.

Our Educator and School Excellence Unit wishes you a happy fall with your students, celebrating the change of seasons and the great learning taking place on your campuses.

Angie Madsen

ESEA Grant Updates

Budget Narrative Guidance



As we prepare for FY23 Final Allocations, the Educator and School Excellence unit wanted to provide you with some guidance related to [Budget Narratives](#). The linked guidance has been in place for a little over two years; however, we just finished updating it to include some additional examples and clarification. There have been no major changes.

Please feel free to use this as you complete your ESEA Consolidated grant application and/or update it to include final allocation dollars. If you have questions, require any clarification, or need technical assistance, please don't hesitate to reach out to your assigned specialist. Thank you!

[Budget Narrative Guidance Link](#)



Meet Your New EANS Director and State Ombudsman!



Hello, my name is Tiffiany Morse and I am thrilled to introduce myself as the new EANS Director and State Ombudsman. I joined the Arizona Department of Education last November as an Educator and School Excellence Program Specialist. I have over 19 years of experience serving in various capacities of education and hold a Master's in Educational Leadership from Northern Arizona University. Prior to joining ADE, I worked as teacher, instructional coach, teacher administrator, assistant principal, and funded programs coordinator. I have worked closely with district and school leaders, as well as non-public education leaders to utilize funded programs to enhance the overall success and well-being of students. Coming from an LEA, I know firsthand all that it takes to develop and oversee an effective equitable service program. I hope to build upon the work that has been done thus far to ensure LEAs and private school officials have a clear understanding of all aspects of providing equitable services.

As the EANS director, I will support private schools as they continue working to provide a safe learning environment for our students, as well as their work to overcome learning loss due to COVID-19. I am excited for this new challenge and look forward to supporting public and non-public school officials in collaboration with ADE staff to serve Arizona students, teachers, and families.

Tiffiany Morse, M.Ed.

privateschoolsombud@azed.gov

eans@azed.gov

[Equitable Services Home Page](#)



Title I

Title1Admin.com



Title1Admin.com is a subscription provided by LRP that provides 24/7 access to the most recent Title I news, federal guidance and policy documents, implementation ideas, and other model forms and tools.

We are excited to announce that the *Arizona Department of Education* will be providing this resource free of charge to all LEAs within Arizona.

Additional information:

- Each LEA will have their own individual login.
- You may add additional users within your district; however, they must be full-time staff.
- Each LEA must sign a License Agreement.
- LEAs may request webinars at any time.

Title1Admin.com contact will be:

Ryan Benetz

1-800-515-4577 ext 6469

Rbenetz@lrp.com

LRP will be sending communication on next steps to two contacts from each LEA on Friday, September 30, 2022. If you have not received the email or would like to know to whom the communication was sent, please email tabitha.perez@azed.gov.

We are excited to be providing this amazing resource across the state and hope that it will be of great benefit to our LEAs.

*If you have questions please contact educatorandschoolexcellence@azed.gov.

Time for Comparability

Time for Comparability!

So it is 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 that 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 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.

Remember this **MUST** be submitted by **November 30, 2022**.

Keep in mind, to complete Comparability in EMAC, you will need to have the task of Comparability assigned to you.



Updates for the 2022 calendar year:

1. What does your LEA have to submit?
 - a. If your LEA is in Cycle 0, 2, 4, or 6, you will submit the Assurance of Comparability, an online form in EMAC.
 - b. If your LEA is in Cycle 1, 3, or 5, you will submit the Calculations, with supporting documentation or Exemption Form in EMAC. *(Q: What if my LEA submitted the same thing last year? A: That's OK! You are required to complete the Comparability Calculation every year, we are just shifting what needs to be submitted to align with other cycle monitoring.)*
2. We have two Calculation worksheets, one for LEAs with ALL Title I schools and one for LEAs with both Title I and Non-Title I school sites.
3. We have created an LEA Procedure with a Timeline template for non-exempt LEAs to use.

4. ADE now requires that student counts be the LEA's number of enrolled K-12 students on October 1st. A report of this data can be located in AzEds.

You can find our updated Handbook and forms, as well as further guidance, on our website [here](#), or reach out to your Title I Specialist.

Title I-D

October 2022 Count by LEAs of Institutions for Neglected or Delinquent Children



Dear N or D Program Coordinators,

The **October 2022 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 12/2/22.** 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 the purpose 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 and does not include Charter schools.

***It is important to start now!** School districts need 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 identifies 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, youth, 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.**
- 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 11/29/22.**

For further information, please visit the [Neglected or Delinquent Website](#)

For programmatic questions please contact Cherie.wasiel@azed.gov or (602) 542-4877

For technical assistance please contact aaron.tyler@azed.gov

Title IV-A Updates

Stronger Connections Competitive Funding Opportunity



New Title IV-A Competitive Funding Opportunity!

The U.S. Department of Education is pleased to announce Arizona's allocation of the Stronger Connections Competitive Grant program. Arizona received \$20,826,927 to support ongoing safe and healthy student activities, specifically focused on the needs of students, educators, families, and communities.

In an effort to maximize the positive and lasting impact of these funds, ADE will be prioritizing competitive funds for LEA applicants that are identified as high-need and demonstrate a strong commitment to the following:

- Implementing comprehensive, evidenced-based strategies that meet each student's social, emotional, physical, and mental well-being needs, create positive, inclusive, supportive school environments, and increase access to place-based interventions and services;
- Engaging students, families, educators, staff, and community organizations in the selection and implementation of strategies and interventions to create safe, inclusive, and supportive learning environments;
- Designing and implementing policies and practices that advance equity and are responsive to underserved students, protect student rights, and demonstrate respect for student dignity and potential.

ESEA Amendment

- LEAs will not use funds for the provision to any person of a dangerous weapon or training in the use of a dangerous weapon as prohibited under Section 13401 of the Bipartisan Safer Communities Act, which amends section 8526 of the ESEA.
- A “dangerous weapon” is defined in section 930(g)(2) of title 18, United States Code as a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocketknife with a blade of less than 2 1/2 inches in length.

Please note that such items will not be approvable within an ESEA Consolidated grant.

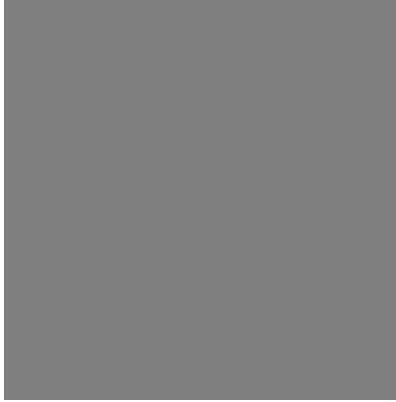
More information will be coming out in the near future, including a public review of the application, the grant application process, the window of funding availability, and grant application resources.

LEA Spotlight - Roosevelt Elementary School District



Esports Program

The program objectives are to increase and continue to focus on social-emotional and well-rounded learning through actively participating in collaboration and teaming. The program is student skill-based and it aims to increase visually, kinesthetically, and strategically-thinking goal setting through participating in virtual sports/training/competition, and to increase and continue student learning through providing multiple areas of student interests. In addition, an additional component involves establishing a safe connection between after-school sporting clubs through an expanded offering of E-sports made available to all of our students.



October Arts Education Newsletter

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October 2022

Dear Arts Educators,

The time has come! ADE has released new instructional resources to help you activate the 2015 Arizona Academic Standards on the Arts! The standards have been reformatted for a more streamlined view and now you will have access to Student-Friendly Standards and Arts and SEL connections! Read on to see how these updated resources can be utilized in your classroom!

Also, please consider sharing your students' artwork with ADE. We are expanding the Catherine "Rusty" Foley and Zarco Guerrero Student Art Gallery at ADE and will fill over 48,000 square feet with student artwork. We are also interested in photos of your performing ensembles! Please read on to see how your students can be featured in government buildings!

Yours in collaboration,

ADE Arts Education

Sway Link: <https://sway.office.com/853O2pnAEvkv8riq?ref=Link>

Blog Link: <https://www.azed.gov/artseducation/october-arts-education-newsletter-0>

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Upcoming Events

ESSA Conference **SAVE THE DATE!**



We invite you to engage attendees in topics relevant to education today aligned to this year's theme: ***The Power to Make a Difference***. We particularly welcome sessions on effective, sustainable professional development plans, teacher/leader effectiveness, teacher/leader preparedness as well as student/educator wellness.

Location: El Conquistador Resort in Tucson, AZ

Dates: January 25-27, 2023

Presentations: 45-minute live sessions

Proposals close October 12, 2022

Request for Proposal Form: [RFP](#)

Showcase your students' art throughout the event: [Student Art Submission Form](#)

Want more information? Visit our [2023 ESSA Conference Website](#)



[October, November, December Calendar](#)

[October, November, December Calendar](#)

Spotlight on Success



Mary Loehnis

Mary is extremely helpful. She's such a great communicator! I look forward to her weekly emails. They're both fun and informative. I'm so glad that she keeps us in the loop. Thank you, Mary!!! - JZ @ Skyline Ed. Inc.

Henry Dunkerson

Henry is professional and friendly. He is always available and responds quickly to my emails and phone calls. Henry also provides follow up emails on how his progress is going and when to expect a more complete answer or completion of task. - Darlene Mansouri





Aaron Tyler

Aaron is always very supportive when I am working through my grants - both original and all revisions. He has shared tips to help the process go smoother on my end. He is always positive and supportive. I am very fortunate to have him as my specialist. - *Norine Bowers*

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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Educator and School Excellence Newsletter Survey

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