

Utah Title I Directors Spring 2018 Meeting

MARCH 1, 2018

USBE – BASEMENT WEST CONFERENCE ROOM

ADA Checked/complaint: 3/1/18

Utah Title I Updates

Utah Title I Schools 2017-2018

- 341 Title I Schools
 - 242 Schoolwide (SW) Programs
 - 99 Targeted Assistance (TA) Programs
 - 13 new Title I schools
- 39 District LEAs
 - 244 Title I schools
 - 222 elementary (PreK-6)
 - 22 secondary (6-12)
- 97 Charter LEAs
 - 74 elementary (PreK-6)
 - 76 secondary (6-12)



2017 National Title I Distinguished Schools



Lincoln Elementary – Ogden District



Spring Creek Elementary – Provo District

2019 National ESEA Conference

The National Title I Association is now the National Association of ESEA State Program Administrators (NAESPA)

The 2019 National ESEA Conference will be held January 30-February 2, 2019 in Kansas City, MO

- www.titlei.org

Conference proposal process will open May 1, 2018

Utah ESSA Consolidated State Plan

September 18, 2017: Plan submitted to ED

December 14, 2017: Received initial plan feedback from ED

February 14, 2018: Revised plan submitted to ED

Current: Awaiting feedback on revisions

Currently, **35** states have approved ESSA plans

Federal Updates

President's Proposed Budget FFY 2018

Funds for 2018-2019 school year

Proposed \$9.2 billion reduction in discretionary ED funding

- Flat funding for Title I

Would eliminate (among others):

- Title II, Part A – Supporting Effective Instruction (-\$2.06B)
- Title IV, Part A – Student Support and Academic Enrich. Grants (-\$400M)
- Title IV, Part B – 21st Century Community Learning Centers (-\$1.19B)
- Teacher Quality Partnerships (-\$43M)

Appropriations for FFY 2018 (SFY 2019)

February 9, 2018: Congress passed Bipartisan Budget Act of 2018

- Raises budget caps for two years
- Established 5th short-term Continuing Resolution (CR) for FFY 2018
 - CR ensures level-funding for government through March 23, 2018
- Congress must reconcile differences between Administration's budget, House and Senate FY 2018 legislation, and pass a Consolidated Appropriations Act to establish individual program funding levels for the 2018-2019 school year
- FFY 2018 began October 1, 2018
 - State fiscal year 2019

President's Proposed Budget FFY 2019

Funds for 2019-2020 school year

- Flat funding for Title I
- \$1B for new Opportunity Grants to expand private and public school choice

Would eliminate (among others):

- Title II, Part A: Supporting Effective Instruction (-\$2.06B)
- Title IV, Part A: Student Support and Academic Enrich. Grants (-\$400M)
- Title IV, Part B: 21st Century Community Learning Centers (-\$1.19B)
- Teacher Quality Partnerships (-\$43M)

Education Legislation in 115th Congress

- Perkins Career and Technical Education (CTE) Act reauthorization
 - Passed House
 - Letter of support from 59 Senators
- Promoting Real Opportunity, Success and Prosperity through Education Reform (PROSPER) Higher Education Act
- Other items on the Congressional agenda:
 - Immigration reform
 - Healthcare and entitlement reform
 - ESSA oversight and implementation
 - School safety

Federal Title I Allocation Formulas

1. Census Poverty Estimates

- Utah's poverty: 10.2%
- Nation: 14%
- *97% of formula children

2. State-reported counts of children in institutions for neglected or delinquent children, publically-supported foster homes, and families receiving TANF assistance that exceeds the poverty level

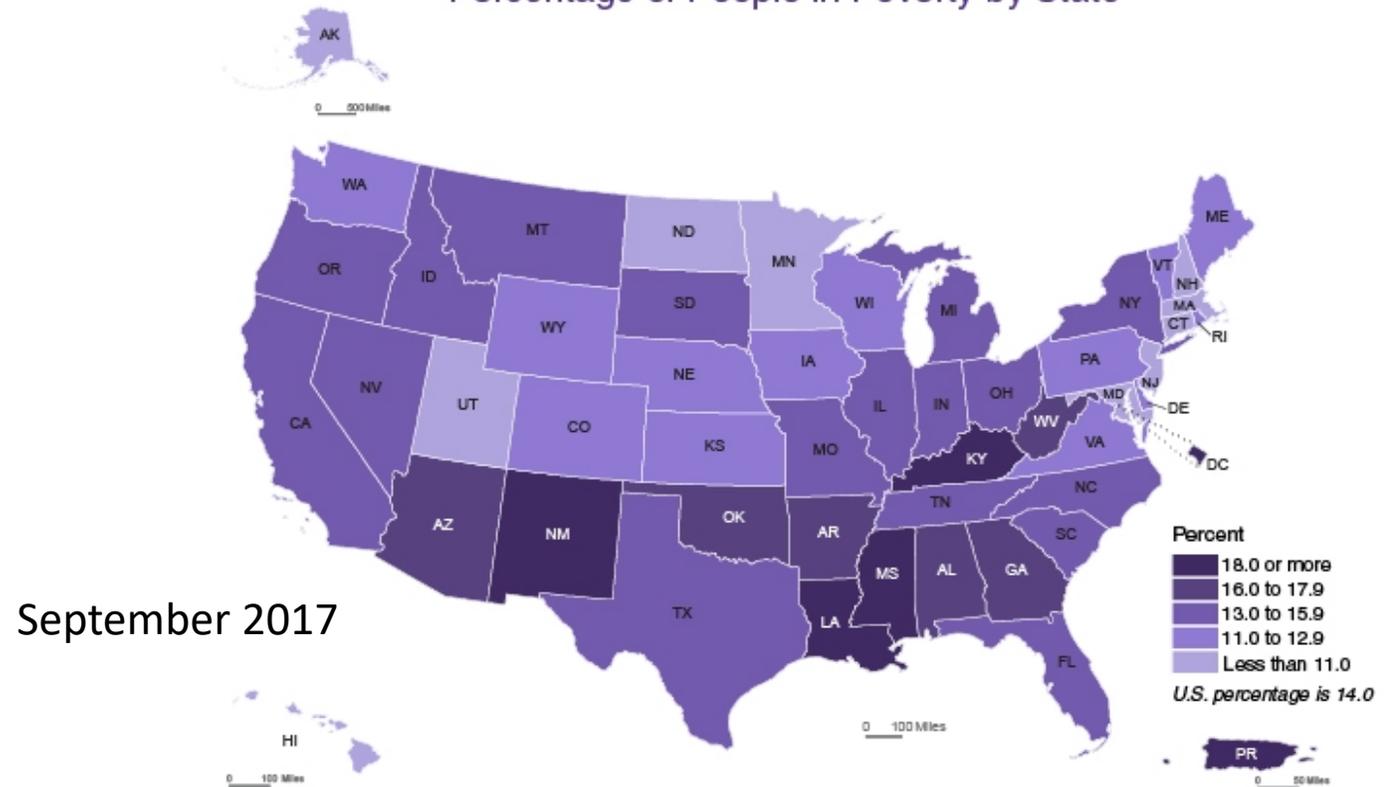
- 3% of formula children

*Children ages 5-17 living in families at or below the poverty level

3. Adjusted State Per-Pupil Expenditure (SPPE)

Poverty in the United States

Percentage of People in Poverty by State



United States[™]
Census
Bureau

U.S. Department of Commerce
Economics and Statistics Administration
U.S. CENSUS BUREAU
census.gov

Source: 2016 American Community Survey,
2016 Puerto Rico Community Survey
www.census.gov/acs

Utah Poverty Formula Children Ages 5-17

2015 POVERTY ESTIMATE AGES 5-17

661,793 students ages 5-17

74,776 students ages 5-17 poverty

2015 ages 5-17 poverty rate: 11.3%

Utah's % of total national poverty population = 0.71%

2016 POVERTY ESTIMATE AGES 5-17

668,323 students ages 5-17

65,123 students ages 5-17 poverty

-9,653 fewer students in poverty from 2015

2016 ages 5-17 poverty rate: 9.74%

Utah's % of total national poverty population = 0.66%

-7.40% change in national poverty share
2015 v. 2016

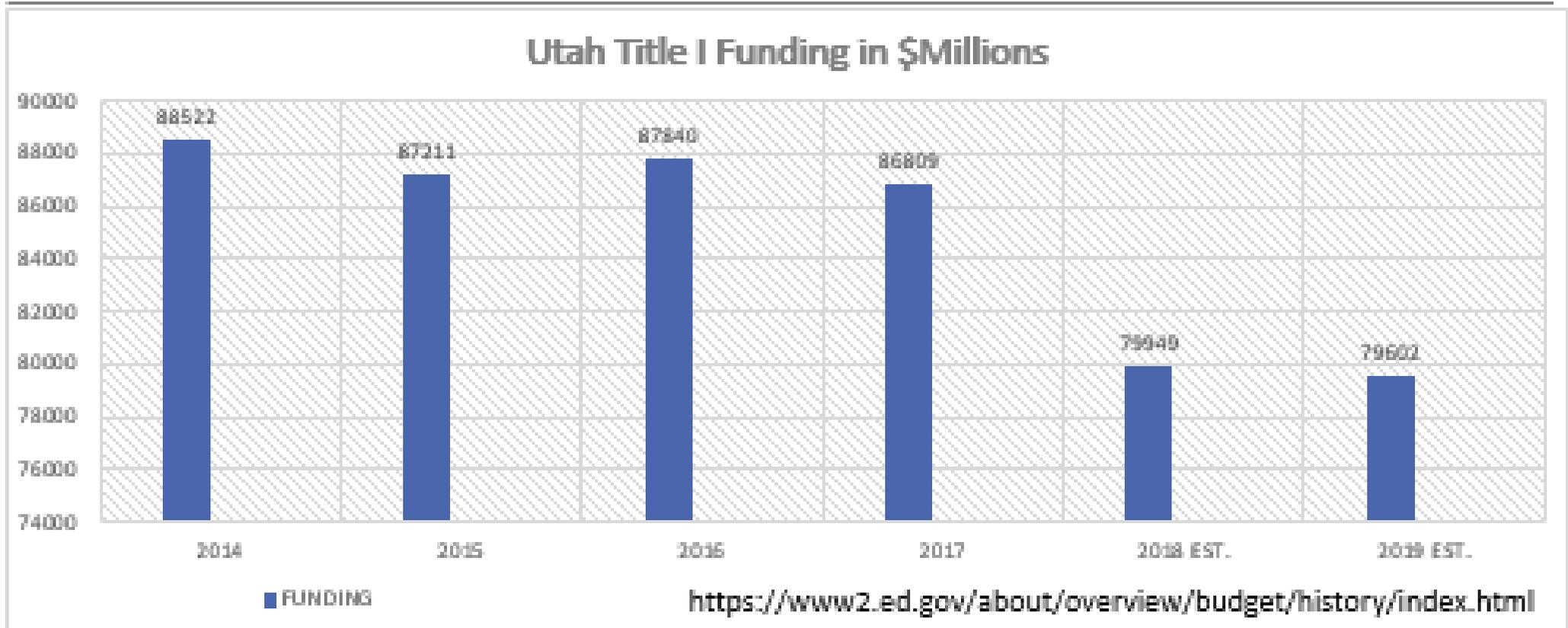
For Additional Information...

National Center for Education Statistics (NCES) (2016). *Allocating grants for Title I.*

- U. S. Department of Education Institute for Education Science (IES)

<https://nces.ed.gov/surveys/AnnualReports/pdf/titleI20160111.pdf>

Utah Title I Funding



Supplement Not Supplant under ESSA

LEAs must have a SNS process in place for the 2018-2019 school year.

Title I funds must add to (*supplement*) and not replace (*supplant*) state and local funds.

Under ESSA, LEAs must demonstrate that the methodology used to allocate state and local funds to schools provides each Title I schools with all the state and local money it would receive if it did not participate in the Title I program.

The key for SNS analysis is that the LEA can document and explain that Title I funding was not a factor in how state and local resources were distributed to schools.

Equitable Services and the ESSA

- Equitable services in the ESSA applies to:
 - Title I A – Improving Basic Programs in LEAs
 - Title I C - Migrant Education
 - Title II A – Teacher Effectiveness
 - Title III A – English Language Acquisition
 - Title IV A – Student Success and Academic Enrichment Grants
 - Title IV B – 21st Century Community Learning Center Grants
- Equitable Services Webinar: Friday, March 9 10:00-11:30 AM
 - uvc.uen.net/videos/channel/117/

ESSA Sections 1117 and 8501-8504

Equitable Services Contact Information

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Continuous Program Improvement

Title I, Part A

Improving Basic Programs Operated by Local Educational Agencies

- Purpose: to provide all children “**significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.**”
- Title I plans, budgets, and expenditures at both the LEA- and school-level must support this purpose.

ESSA, Section 1001

Funding Schools: Equal v. Equitable?

SAMPLE LEA 1 PPA = \$1,400

1. 90% pov. 300 st. x \$1400 = \$420,000 SW
2. 80% pov. 280 st. x \$1400 = \$392,000 SW
3. 75% pov. 300 st. x \$1400 = \$420,000 SW
4. 70% pov. 600 st. x \$1400 = \$840,000 TA
5. 60% pov. 400 st. x \$1400 = \$560,000 SW
6. 55% pov. 280 st. x \$1400 = \$392,000 SW
7. 45% pov. 400 st. x \$1400 = \$560,000 SW

SAMPLE LEA 2 PPA = VARIED

1. 95% 600 st. x \$1000 = \$600,000 SW
2. 80% 350 st. x \$1000 = \$350,000 SW
3. 75% 475 st. x \$1000 = \$475,000 SW
4. 70% 600 st. x \$800 = \$480,000 SW
5. 65% 400 st. x \$800 = \$320,000 SW
6. 60% 250 st. x \$675 = \$135,000 SW
7. 55% 260 st. x \$675 = \$175,500 SW

Plan First → Then Budget Wisely

1. All costs charged to Title I must be necessary and reasonable for the performance or administration of the grant considering the amount spent and the needs of the program.
2. Activities supported by Title I funds must be consistent with the LEA's annual plan for funds.
 - Plan and set goals first based on data and identified needs.
 - Then create a budget to support the goals set based on the data.
3. Some parts of ESSA require LEAs to spend funds that are supported by evidence, are demonstrated to be effective, or that are consistent with a formal needs assessment.



Research-based v. Evidence-based

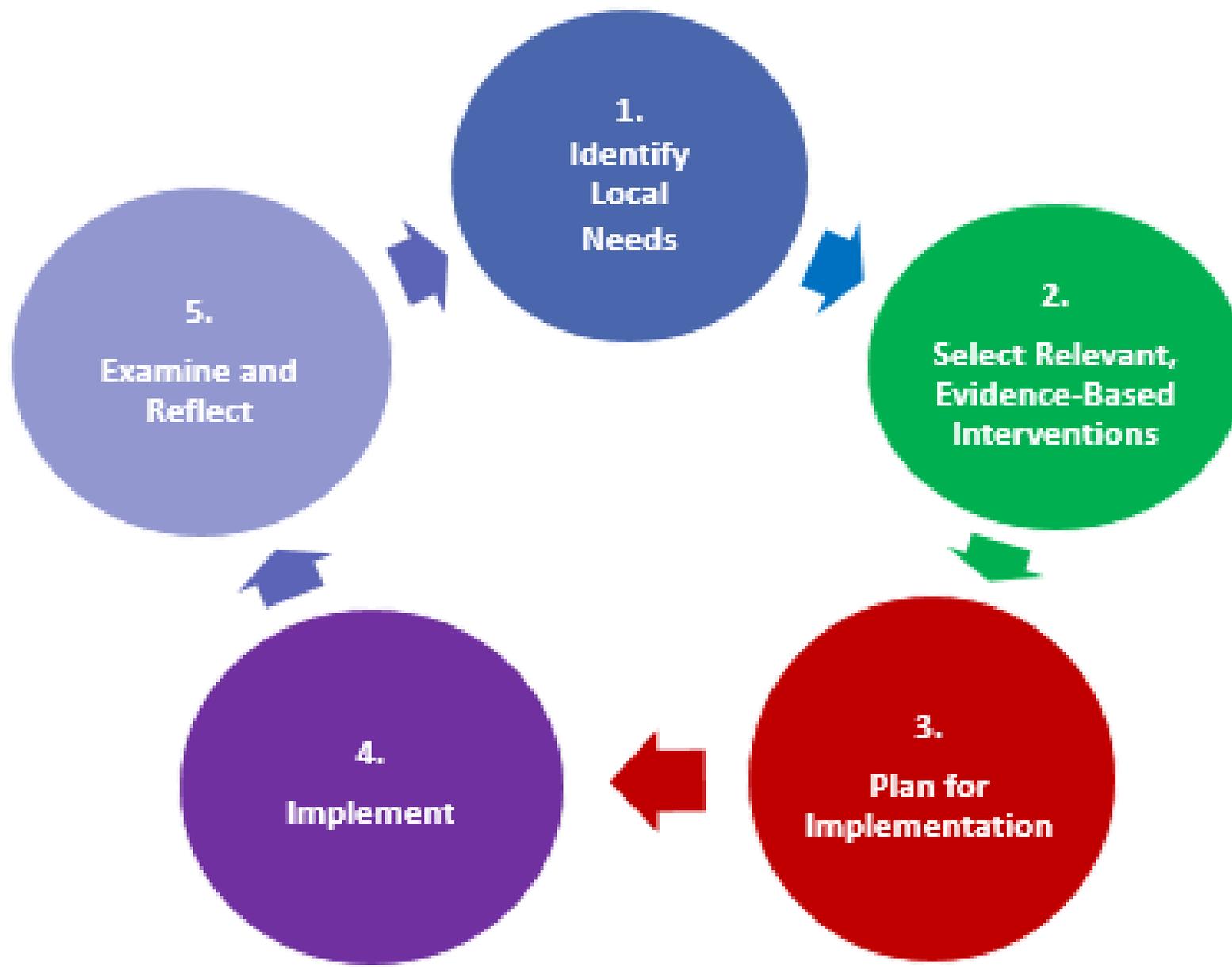
- NCLB only referred to programs as “based on scientifically based research”
 - Any program can be said to be “based on” research
- ESSA uses a higher standard, requiring programs to have been tested and found to be significantly more effective than standard practice
- U.S. Department of Education Guidance: *Using Evidence to Strengthen Education Investments*
 - <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseinvestment.pdf>

Evidence Levels in ESSA

Four levels of evidence:

- Top three levels require findings of a statistically significant effect on improving student outcomes or other relevant outcomes.
1. **Strong evidence:** At least one well-designed and well-implemented *experimental* (i.e., randomized) study.
 2. **Moderate evidence:** At least one well-designed and well-implemented *quasi-experimental* (i.e., matched) study.
 3. **Promising evidence:** At least one well-designed and well-implemented *correlational* study with statistical controls for selection bias.
 4. **Under evaluation:** Demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is *likely to improve student outcomes or other relevant outcomes* and includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

ESSA Section 8101(21)(A).



Achieving Student Benefits

Longitudinal studies of a variety of school reforms:

Good Intentions	Actual Supports Years 1-3 of Initiative	Outcomes
Every teacher will receive professional learning in new strategy(ies) or program	Fewer than 50% of the teachers received some professional development	Fewer than 10% of the schools used the reform as intended
Every teacher continually supported to ensure implementation	Fewer than 25% of those teachers received support	Vast majority of students did not benefit

Aladjem & Boorman, 2006; Vernez, Karam, Mariano, & DeMartini, 2006

Key Evidence-Based Requirements for Title I

School improvement plans must include evidence-based interventions, aligned with the results of schools' needs assessment and root cause analysis

- Top 3 levels of the evidence-based definition apply when using Title I 1003 funds

Title I **parent and family engagement** provisions also require evidence-based strategies

- All 4 levels of evidence apply
- LEAs and schools should to the extent possible use evidence-based strategies and programs to improve teaching, learning, and schools

Why Does Evidence-Based Decision Making Matter?



The more we use proven approaches, the more we can **improve student outcomes**.

State and local leaders can increase the return on their investments of **limited public funds**.

Investing in robust evaluations and transparently sharing results can **increase trust/buy-in**.

Leaders are **more likely to sustain a strategy** if they can point to strong evidence of impact.

It promotes **continuous improvement**, builds **bodies of evidence**, and **develops learning systems**.



Evidence-based decisions-making can **help you solve problems that are important**.



ESSA has potentially revolutionary implications for education because it promotes the use of federal education dollars on programs, strategies, and practices with evidence of effectiveness.



The question should be:

"How can evidence help us improve student outcomes?"

not

"How do we comply with ESSA's evidence provisions?"

Evidence-Based Resources

Evidence for ESSA, developed by the Center for Data-Driven Education Reform at Johns Hopkins University: <https://www.evidenceforessa.org>

What Works Clearinghouse, developed by the Institute of Education Sciences (IES) at the U. S. Department of Education: <https://ies.ed.gov/ncee/wwc/>

Best Evidence Encyclopedia, developed by the Center for Data-Driven Education Reform at Johns Hopkins University : <http://www.bestevidence.org/>

Results for America Evidence in Education Lab: <https://results4america.org/our-work/evidence-in-education-lab/>

Results First Clearinghouse Database: <http://www.pewtrusts.org/en/research-and-analysis/issue-briefs/2014/09/results-first-clearinghouse-database>

Center on School Turnaround at WestEd: <http://centeronschoolturnaround.org/>

- Four Domains of Rapid School Improvement: A Systems Framework: <http://centeronschoolturnaround.org/four-domains/>

An LEA or School Guide for Identifying Evidence-based Interventions, developed by the Florida Center for Reading Research: http://fcrr.org/documents/essa/essa_guide_lea.pdf

Evidence-Based Resources, cont.

School Leadership Interventions under the Every Student Succeeds Act Evidence RAND Review: https://www.rand.org/pubs/research_reports/RR1550-3.html

Using Evidence to Create Next Generation High Schools developed by the U.S. Department of Education: <https://www2.ed.gov/rschstat/eval/high-school/using-evidence-create-next-gen-highschools.pdf>

Roadmap to Evidence-based Reform for Low Graduation Rate High Schools developed by the Every Student Graduates Center at Johns Hopkins University: <https://www2.ed.gov/rschstat/eval/high-school/using-evidence-create-next-gen-highschools.pdf>

The National Implementation Research Network (NIRN): <http://nirn.fpg.unc.edu/>

Questions?

Federal Programs Contact Information

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