

# Title I Part A

## Improving Basic Programs Operated by Local Educational Agencies (LEAs)

New LEA Title I Directors  
August 10, 2023

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STUDENT SUPPORT SERVICES

ESEA FEDERAL PROGRAMS AND RELATED STATE INITIATIVES

UTAH STATE BOARD OF EDUCATION

# WELCOME

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ESEA and Related State Initiatives

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# Meeting Objective

Be familiar with the statutory purpose of Title I, Part A, its essential components and requirements, and its potential to positively impact outcomes for students who are economically and academically disadvantaged.

# AGENDA

- Purpose and Goals of Title I – A
- Overview of Title I, Part A of Every Student Succeeds Act (ESSA)
- Title I Monitoring and Technical Assistance
- Title I Fiscal Issues and Requirements
- School Improvement Updates
- ESSER Funds Update
- Title III Updates
- Title IV – B 21<sup>st</sup> CCLC Updates
- Office Hours

# Context

## Every Student Succeeds Act (Public Law 114–95)

TITLE I—IMPROVING THE ACADEMIC ACHIEVEMENT OF THE ***DISADVANTAGED***

SEC. 1001. [20 U.S.C. 6301] STATEMENT OF PURPOSE.

The purpose of this title is to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.

\$18 billion dollars

# Goals of Title I Part A

Utah was awarded \$79 million (SFY24) in Title I Part A funds to assist higher-poverty schools in Utah provide supplemental educational services to meet the needs of economically and educationally disadvantaged students by:

- Helping students achieve growth and proficiency on rigorous State academic standards in Reading/Language Arts, Mathematics, and Science
- Closing achievement gaps
- Building teacher capacity through high-quality, on-going, job-embedded professional learning opportunities
- Engaging parents in helping their children succeed through meaningful, high-quality, evidence-based parent, family, and community engagement activities
- Providing a well-rounded education for all students

# LEA Requirements

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# Local Education Agency Plans SEC. 1112.[20 U.S.C. 6312]

*Fund your plan, don't plan for funds*



# LEA Title I Plan (ESEA Section 1112)

- LEA-Title I Plan (district or charter school) must be annually submitted through the USBE online grants management system
  - [UtahGrants.gov](http://UtahGrants.gov)
  - Application should be available very soon
- LEA Title I Plan must be developed with timely, meaningful consultation with key stakeholders:
  - Principals and other school leaders
  - Teachers
  - Parents of students served by Title I
  - Paraeducators
  - Specialized instructional support personnel
  - Charter school leaders, if applicable
  - Tribal leaders, if applicable

# LEA Title I Plan (ESEA Section 1112)

- LEA Title I Plan must be coordinated, as appropriate, with:
- Other ESEA Title programs
- McKinney-Vento Homeless Education Act
- Rehabilitation Act
- IDEA
- Perkins CTE Act
- Workforce Innovation and Opportunity Act
- Head Start Act
- Adult Education and Family Literacy Act
- Others as applicable

# LEA Title I Plan Provisions (Section 1112)

1. Identify how the LEA will monitor students' progress in meeting challenging State academic standards by:
  - Developing and implementing a well-rounded program of instruction to meet the academic needs of all students
  - Identifying students who may be at risk for academic failure
  - Providing additional assistance to individual students determined to need help in meeting state academic standards
  - Identifying and implementing instructional and other strategies to strengthen academic programs and improve school conditions for student learning
  - Supporting Title I schools in a continuous cycle of improvement

# LEA Title I Plan Provisions (Section 1112)

2. Describe how the LEA will ensure low-income and minority students are not taught by ineffective, inexperienced, or out-of-field teachers at higher rates than other students
3. Identify the poverty criteria that will be used to select school attendance areas
4. Describe nature of programs conducted by LEA schools for children living in institutions or day school programs for neglected or delinquent children
5. Identify services the LEA will provide to homeless children to support enrollment, attendance, and success
6. Identify strategies the LEA will use to implement effective, evidence-based parent and family engagement activities

# LEA-Title I Plan Provisions (Section 1112)

7. Describe how the LEA will support, coordinate, and integrate services provided under Title I with other early childhood education programs, including the transition of children to local elementary programs
8. Describe how teachers and school leaders in targeted assistance Title I schools will identify eligible children most in need of services
9. Describe how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education
10. Describe how the LEA will reduce overuse of discipline practices that remove students from the classroom

# Title I LEA Plan Requirements

## Title I LEA Plan Requirements

### OVERVIEW

**Purpose:** A Title I Local Education Agency (LEA) Plan lays out the educational objectives for the district/charter school. These objectives, in turn, serve as goals for the use of funds in the Every Student Succeeds Act (ESSA) Title I application. The purpose of this document is to assist LEAs in preparing plans and to facilitate the application approval process in the UT Grants System.

**Requirements:** Submission of a Title I LEA Plan is required by ESSA. The specifics of the plan are defined in [Section 1112](#). All LEAs requesting Title I federal funding must have an approved Title I LEA Plan on file in the UT Grants System. The State educational agency (SEA) shall approve a LEA's plan only if the SEA determines that the plan—

- (i) provides that schools served under this part substantially help children served under this part meet the challenging State academic standards; and
- (ii) meets the requirements of this section.

**Consultation:** An LEA's Title I Plan must be developed after timely and meaningful consultation with teachers; principals; administrators; specialized instructional support personnel; charter and other school leaders; paraprofessionals; parents of children in the schools served under Title I; and other appropriate school personnel, including those involved with other programs defined under ESSA § 1112(a)(1)(A).

**Coordination:** Coordination of services should take into account other Title programs, the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Rehabilitation Act of 1973 (20 U.S.C. 701 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.), the Workforce Innovation and Opportunity Act (29 U.S.C. 3103 et seq.), the Head Start Act (42 U.S.C. 9831 et seq.), the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.), the Adult Education and Family Literacy Act (29 U.S.C. 3271 et seq.), and other Acts as appropriate.

**Duration:** These plans will remain in effect for the duration of the LEA's participation in Title I programs. The LEA must periodically review and, if necessary, revise its plan. The LEA is responsible for providing any requested information or updates to the Title I plan and then must resubmit the plan for review after receiving the local school board's approval.

**Resources:** Key resources available on the following websites:

|  |   |
|--|---|
| <a href="#">Every Student Succeeds Act (ESSA)</a>                  | <a href="#">Adult Education and Family Literacy Act</a> |
| <a href="#">Individuals with Disabilities Education Act (IDEA)</a> | Others?   |
| <a href="#">Carl D. Perkins Career and Technical Education Act</a> |   |
| <a href="#">Workforce Innovation and Opportunity Act (WIOA)</a>    |   |
| <a href="#">Head Start Act</a>                                     |   |
| <a href="#">McKinney-Vento Homeless Assistance Act</a>             |   |

The table below includes the LEA plan requirements as outlined in ESSA.

### LEA plan requirements for the receipt of Title I Part A funds

| IA | ESSA Citation  | Requirements  | Description or Assurance | LEA Responses |
|----|--|---|--------------------------|---------------|
| 1. | § 1112(b)(1)(A)<br><br>§ 1112(b)(1)(B)<br><br>§ 1112(b)(1)(C)<br><br>§ 1112(b)(1)(D) | Describe how the LEA will monitor students' progress in meeting challenging State academic standards by (please address the following elements):<br><ul style="list-style-type: none"> <li>➢ Developing and implementing a well-rounded program of instruction to meet the academic needs of all students</li> <li>➢ Identifying students who may be at risk for academic failure.</li> <li>➢ Providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards.</li> <li>➢ Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.</li> </ul> | Description              |               |
| 2. | § 1112(b)(5)<br><br>§ 1112(b)(9)   | Select the program(s) the LEA operates:<br><input type="checkbox"/> Schoolwide<br><input type="checkbox"/> Targeted Assistance<br><input type="checkbox"/> Both Schoolwide and Targeted Assistance<br><br><ul style="list-style-type: none"> <li>➢ For Targeted Assistance Programs, describe the objective criteria the LEA has established to identify, for services, children who are failing, or most at risk of failing.</li> </ul>  | Description              |               |

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# Title I Schools

# Schools Eligible for Title I

- A school is eligible to receive Title I funds under the following guidelines:
  - The percent of low-income children in a school must be:
    - at least 35% *or*
    - higher than the LEA's average % of poverty
  - A charter school must have at least 10 low-income children by Federal definition and low-income students must be at least 5% of total school population.
  - In Utah, low-income students are typically identified through the October 1 data submission to the USBE which indicates Economically Disadvantaged status.
  - A school is not a “Title I School” unless it receives Title I funds.



# Title I Schools: Ranking and Serving

1. LEAs are required to rank order all schools by poverty levels (from highest poverty to lowest poverty).
  - LEAs must provide Title I services to all schools with 75% or greater poverty regardless of grade span served.
2. LEAs rank order (from highest to lowest poverty) all remaining schools in either district rank order or by grade span (e.g., if the LEA chooses to focus on elementary schools).
3. LEAs may provide Title I services to schools with a poverty rate at 35% or above the LEA's poverty rate *as long as there are sufficient funds*.

[Within-District Allocations NRG](#)

| School             | % Low Income | # Low Income | \$ Per Pupil Allocation (PPA) | Title I Allocation |
|--------------------|--------------|--------------|-------------------------------|--------------------|
| Dog Elementary     | 76%          | 165          | \$650                         | \$107,250          |
| Cat Elementary     | 64.7%        | 217          | \$600                         | \$130,200          |
| Bird Elementary    | 53.2%        | 172          | \$500                         | \$86,000           |
| Hamster Elementary | 34.7%        | 87           | \$0                           | \$0                |
| Fish Elementary    | 19.6%        | 38           | \$0                           | \$0                |

## Title I Eligibility Worksheet

Pet Store School District

District Average Poverty = 41.3%

# Funding Schools: Equal vs. Equitable

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## Sample LEA 1 PPA = \$1,000

1.  $90\% \times 300 \times \$1000 = \$300,000$  SW
2.  $80\% \times 280 \times \$1000 = \$280,000$  SW
3.  $75\% \times 300 \times \$1000 = \$300,000$  SW
4.  $70\% \times 600 \times \$1000 = \$600,000$  TA
5.  $60\% \times 400 \times \$1000 = \$400,000$  SW
6.  $55\% \times 280 \times \$1000 = \$280,000$  SW
7.  $40\% \times 400 \times \$1000 = \$400,000$  SW

## Sample LEA 2 PPA = Differentiated

1.  $95\% \times 600 \times \$1000 = \$600,000$  SW
2.  $80\% \times 350 \times \$1000 = \$350,000$  SW
3.  $75\% \times 475 \times \$1000 = \$475,000$  SW
4.  $70\% \times 600 \times \$800 = \$480,000$  SW
5.  $65\% \times 400 \times \$800 = \$320,000$  SW
6.  $50\% \times 250 \times \$675 = \$135,000$  SW
7.  $40\% \times 260 \times \$675 = \$175,500$  SW

# Community Eligibility Provision (CEP)

The Community Eligibility Provision (CEP) is a non-pricing meal service option for schools and school districts in low-income areas. CEP allows the nation's highest poverty schools and districts to serve breakfast and lunch at no cost to all enrolled students without collecting household applications.

Schools are eligible to participate in the CEP if at least 40% of students are categorically eligible for free meals based on their participation in other specific means-tested programs, such as the Supplemental Nutrition Assistance Program (SNAP) and Temporary Assistance for Needy Families (TANF).

# Community Eligibility Provision (CEP)

An LEA has three options for deriving a common poverty metric:

- (1) Apply the 1.6 multiplier to the number of students identified by direct certification in a CEP school and use the free and reduced-price meal data for non-CEP schools;
- (2) Use the number of students directly certified in both CEP and non-CEP schools;  
or
- (3) Apply the 1.6 multiplier to the number of students directly certified in both CEP and non-CEP schools.

[Within-District Allocations NRG](#)

# TWO TYPES OF TITLE I SCHOOL PROGRAMS

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## **SCHOOLWIDE**

*All students are considered eligible for Title I services.*

*Minimum of 40% poverty.*

## **TARGETED ASSISTANCE**

*Title I services are targeted to serve students identified as most academically at-risk regardless of family income level.*

# Targeted Assistance Title I Schools

## Requirements

# Targeted Assistance Schools

Schools with less than 40% poverty, or in the first year as a Title I school, must use the Targeted Assistance model.

Title I funds used only for supplementary (*in addition to*) educational services for eligible students.

- Identify as eligible those students who are failing or most at risk of failing to achieve state academic standards.
- Prioritize and serve only eligible students in rank order to provide services to those in greatest need (regardless of the student's family income level).

Funding is based on number of students who are from low-income families, but services are based on student need.



TA Schools

Eligible  
Students

Eligible students are those with the greatest academic needs:

- Identified as failing, or most at risk of failing to meet State Academic Standards
- Attended Head Start or ESSA-funded preschool programs within past two years
- Received services under Title I-C Migrant Education program
- In a local institution or community day program for neglected or delinquent children (Title I-D)
- Homeless (McKinney-Vento Title VII-B)
- In foster care
- Students with disabilities

# TA School Requirements

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- Develop objective criteria to determine which students qualify for services
- Establish staffing patterns and schedule of services to meet the identified needs of students.
- Minimize the removal of students from the regular classroom during Tier 1 core instructional time.
- Actively involve the classroom teacher in assessing individual student performance and planning additional services.
- **See Targeted Assistance Checklist**
- **See pp. 34-36 in Title I Program and Fiscal Handbook**
- A private school that a district LEA serves through the equitable services provision can only operate a Targeted Assistance program.

# Required Staff Qualifications in TA Schools

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Teachers in TA schools who are paid with Title I funds must meet State licensing requirements.

*See Utah Educator Licensing graphic*

Paraeducators working in TA schools who are paid with Title I funds must meet the following requirements:

- HS diploma or equivalent plus one of the following:
  - Associate's degree
  - 48 semester hours of college credit
  - Passing score on a USBE-approved exam
    - ParaPro, ParaEducator, or Project PARA

# Schoolwide Title I Schools

# Requirements

Must have at least 40% poverty.

*May apply for a poverty % exemption (one year only) in some cases.*

School must create a Schoolwide Title I plan that integrates results of a comprehensive needs assessment and schoolwide reform strategies (typically 1 year to develop plan).

Flexibility in use of funds to improve entire educational program responsive to identified needs.

All students are considered eligible for Title I services.

Maintains schoolwide mission and goals that shape school decisions and help all students achieve high standards.

See Title I Handbook pp. 37-43.  
See [Schoolwide Guidance](#) from U.S. Department of Education.

# Schoolwide Title I School Requirements

# Required Staff Qualifications in SW Schools

**ALL teachers** in a Title I SW school must meet State licensing requirements.

*See graphic for minimum requirements.*

Paraeducators working in SW schools must meet the following requirements:

- HS diploma or equivalent plus one of the following:
  - Associate's degree
  - 48 semester hours of college credit
  - Passing score on a USBE-approved exam
    - ParaPro, ParaEducator, or Project PARA

In Schoolwide Title I schools, **ALL instructional paraeducators** must meet the same requirement, unless they meet one of the exceptions listed here

Services provided by paraeducator must be under the direct supervision of a qualified teacher.

# Paraprofessionals not Subject to All ESSA Requirements


- Paraprofessionals must have a HS diploma or equivalent; however, if a paraprofessional provides **only** the following types of services, he/she does not have to meet any of the additional requirements:
  - Parent engagement activities
  - Translation services
  - Personal care or other non-instructional care for students with disabilities

# UTAH EDUCATOR LICENSING

Effective July 1, 2020

The **Utah State Board of Education** restructured the educator licensing model (Board Rule R277-301). Below is an outline of the new educator licensing structure, **minimum requirements**, and terminology.

### 3 LEVELS OF EDUCATOR LICENSES



**Minimum Requirements**

**LEA-SPECIFIC:**

- Educator must establish a USBE-cleared background check and ethics review.
- LEA Board must apply on behalf of educator.
- LEA must create a personalized plan for educator support.
- LEA must post percentage of assignments with educators on LEA-specific license area or endorsement.


**ASSOCIATE LICENSE:**

- USBE-cleared background check and ethics review
- Bachelor degree: completed or enrolled
- Content knowledge competency: tests, major, or experience
- Completed USBE pedagogical modules

**PROFESSIONAL LICENSE:**

- USBE-cleared background check and ethics review
- Content knowledge competency: tests, major, or experience
- Completed university-based or alternate educator preparation program


### 14 LICENSE AREAS OF CONCENTRATION



|  |                               |
|--|-------------------------------|
| • Audiologist                          | • School Counselor            |
| • Career and Technical Education (CTE) | • School Leadership           |
| • Deaf Education                       | • School Psychologist         |
| • Early Childhood Education            | • School Social Worker        |
| • Elementary Education                 | • Special Education           |
| • Secondary Education                  | • Speech-Language Pathologist |
| • Preschool Special Education          | • Speech-Language Technician  |

### NUMEROUS ENDORSEMENTS—An abbreviated list

|                                      |                          |                              |
|--------------------------------------|--------------------------|------------------------------|
| • Career & Technical Education (CTE) | • Instructional Coaching | • American Sign Language     |
| • Driver Education                   | • Library Media          | • Deaf/Blind                 |
| • Dual Language Immersion            | • Mathematics            | • Deaf and Hard of Hearing   |
| • Educational Technology             | • Physical Education     | • Mild/Moderate Disabilities |
| • English As a Second Language       | • Reading                | • Severe Disabilities        |
| • English Language Arts              | • Science                | • Visual Impairments         |
| • Fine Arts                          | • STEM                   |                              |
| • Gifted and Talented                | • Social Studies         |                              |
| • Health Education                   | • World Languages        |                              |





## Professional Learning

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School plans describe the professional learning opportunities that will be provided to support teachers, paraeducators, and parents in meeting student needs.

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Quality professional learning includes strategies that are ongoing and provide follow-up support to help teachers successfully implement strategies.

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Professional learning activities are to meet evidence-based standards as defined in ESSA (see slide).

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Professional learning activities must be aligned to Utah's 8 Professional Learning Standards (see slide).

**Definition of “Evidence-Based” in ESSA<sup>60</sup>**

Evidence-based means an activity, strategy, practice, intervention, or program that meets the following:

| DESCRIPTION  | EVIDENCE LEVEL   | RESEARCH STUDY CRITERIA  |
|--|--|--|
| An activity, strategy, practice, intervention, or program that demonstrates <i>a statistically significant effect on improving student outcomes.</i> | <b>LEVEL 1<br/>STRONG EVIDENCE</b><br>Experimental Studies         | Evidence cited is based on <i>at least 1 well-designed and well-implemented experimental study.</i>  |
|  | <b>LEVEL 2<br/>MODERATE EVIDENCE</b><br>Quasi-experimental Studies | Evidence cited is based on <i>at least 1 well-designed and well-implemented quasi-experimental study.</i>  |
|  | <b>LEVEL 3<br/>PROMISING EVIDENCE</b><br>Correlational Studies     | Evidence cited is based on <i>at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias.</i>  |
|  | <b>LEVEL 4<br/>DEMONSTRATES A RATIONALE</b>                        | Based on existing research, the [activity, strategy, practice, intervention, or program] cannot yet be defined as a Level 1, Level 2, or Level 3. However, there is good reason to believe—based on existing research and data—that the [activity, strategy, practice, intervention, or program] could improve a relevant student outcome. |



# Utah Professional Learning Standards

Increasing Educator Effectiveness and Results for All Students

## Learning Communities

...commit to continuous improvement, individual and collective responsibility, and goal alignment.

## Skillful Leaders

...develop capacity, create support systems, and advocate for professional learning.

## Resources

...support educator learning through prioritization, monitoring, and coordination.

## Outcomes

...align board-required performance standards for teachers and leaders with the Utah Core Standards for student performance.

## Learning Designs

...integrate theories, research, and models of human learning to achieve its intended outcomes.

## Implementation

...applies research about change and sustains support for implementation of professional learning for long-term change.

## Data

...provides a variety of sources and types of student, educator, and system information to plan, assess, and evaluate professional learning.

## Technology

...includes targeted professional learning for the use of technology to enhance the learning environment and to integrate technology into content delivery.

# Title I, Part A

## Links to Important and Helpful Resources

### [ESEA Programs and Related State Initiatives](#)

- This link will take you to our webpages where you can find information related to a wide array of Title I resources.

### [Title I Program and Fiscal Handbook](#)

- This handbook serves as an important guide for the programmatic and fiscal components and requirements of Title I.

### [Comparison of TA and SW Title I Program Requirements](#)

- A one-page side-by-side comparison of the two types of Title I programs that schools may implement.

### [Intent to Plan a Title I Schoolwide Program](#)

### [Application to Operate a Title I Schoolwide Program](#)

### [Targeted Assistance Title I School Checklist](#)

# Title I Monitoring and Technical Support

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# Title I Fiscal Issues

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## Required Set Asides at the LEA-Level

Before allocating Title I, Part A funds to schools, LEAs **must** reserve, or set-aside, Title I, Part A funds for the four following **required activities**:

1. Equitable services for eligible private school students
2. Services for homeless students
3. Services for neglected and delinquent students
4. Parent and family engagement

Optional Set-Asides at the LEA-Level

Administration

Early learning (Pre-K and/or extended K) programs

Foster Care

LEA support to identified Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI) schools

**OR**



## LEA-Managed Initiatives

District-managed initiatives for all, or a subset, of the LEA's Title I schools, such as:

- Extended day/year learning programs, including
  - Full-day or extended-day kindergarten
  - Early Learning (Pre-K)
  - Summer school
- Extended time for staff in low-achieving schools
- Supplemental instructional materials
  - Title I funds cannot be used to purchase Tier 1 instructional materials (i.e., core reading or math programs, etc.)

# Uses of Title I Funds

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- Implement school goals and objectives
- Support individual student achievement
- **Supplement (*in addition to*) not Supplant (*not in place of*)** other state and federal funding sources
  - Title I funds can not be used to pay for services that should be provided through state, local, and/or other federal funding sources.
  - LEAs must have a written methodology to show that Title I schools have received all state, local, and other federal funds to which the school is entitled (**Supplement not Supplant Report**).
  - The LEA's written methodology for allocating state and local funds must be "Title I neutral."

## Allowable Uses of Title I Funds

- Professional learning opportunities for teachers
  - Supplemental textbooks and supplies (not used for Tier 1)
  - Extended day/year programs
  - Early childhood programs (pre-K)
  - Full and/or extended day kindergarten
  - Parent and family engagement activities
  - Counseling
  - Accelerated, high-quality curriculum that enables disadvantaged students to achieve challenging State standards
  - Supplemental personnel
- \* TA Schools – allowable uses are only for services for identified students.

# Maintenance of Effort (MOE)

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- The MOE requires the LEA to continue investing at least 90% of what they spent for the previous year in state and local funds for the current year.
- If LEAs do not meet this requirement, federal funding for Title I—and other programs covered by the provision—is proportionally reduced.
- By requiring LEAs to maintain consistent state and local investment, the federal government seeks to ensure that its investment created an overall increase in spending on education and limits the reliance on federal funding.

# Comparability

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- If an LEA serves schools in its district with Title I funds, the LEA must use state and local funds to provide services that are “substantially comparable” in each participating school. Comparability may be determined on a grade-span basis or by school basis.

Comparability can be shown by using:

1. Student/instructional staff ratios or
2. Curriculum materials and instructional supplies per student.

# LEA Fiscal Risk Assessment

- LEA risk will include, but not be limited to:

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  - LEA external or single audit findings
  - Monitoring findings
  - Failure to submit required Annual Assurances by July 1
  - Failure to complete annual Title I Plan by the due date
  - Failure to complete DMI by the due date
  - Monitoring of records or on-site monitoring may occur if the USBE determines the LEA is at risk
- Assurance submission is vital since use of funds cannot begin until the assurances are submitted and approved.
  - For example, if assurances are not submitted until November 10, this means that no funds allocated for that year can be used until after November 10.
  - Current FY funds may not be requested until the annual plan and the DMI are completed and approved.
  - Current FY reimbursement requests will not be approved if LEA has old-year funds remaining.

Reimbursement Request covering the period up-to-and including June 30 expenses

- Due by the first week of July for State reporting purposes

**30 June**

**30 September**

Reimbursement Request covering the period up-to-and including September 30 expenses

- Due by October 25th for Federal reporting purposes

# Reimbursement Requests

# Reimbursement Requests

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- Requests are submitted through Utah Grants
- Requests should be made at least quarterly
- Requests must be preceded by both an approved:
  - LEA Title I plan (**Due date subject to update**)
  - Desktop Monitoring Instrument (DMI)
- Reimbursement requests must be submitted to USBE by the monthly [date set by USBE Internal Accounting](#).
  - If received by the deadline, requests should be paid on the monthly allotment memo the last day of the month.
- A copy of the general ledger must be attached to requests.



# Time and Effort

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The LEA must have written policy and it must be approved by USBE, the cognizant agency for indirect cost and may include but is not limited to:

- Time sheet system that records employees' effort as accurately reflected in the actual payroll
- Personnel Activity Report (PAR) with work schedules officially documented that do not change throughout the school year

# Time and Effort Documentation

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1. Name of employee and LEA/school
2. Job title/description
3. FTE/hours
4. Dates of Certification Period: beginning and ending (month(s), days, year)
5. Federal program – All accounting codes
6. Statement: I verify that 100% of my time and effort was spent in approved activities
7. Dated signature of supervisor

EA Name \_\_\_\_\_

Employee \_\_\_\_\_ Position \_\_\_\_\_

Reporting Period \_\_\_\_\_

| Cost Objective<br>(Program Activity) | Grant Program | Fund Code - Function Code | Distribution of Time<br>(Percentage or hours) |
|--------------------------------------|---------------|---------------------------|---|
| Title I -A                           | Federal       | 7800 - 251                | 60%   |
| Special Education                    | General Funds | 100 - 521                 | 40%   |

Or

| Cost Objective<br>(Program Activity) | Grant Program | Fund Code - Function Code | Distribution of Time<br>(Percentage or hours) |
|--------------------------------------|---------------|---------------------------|---|
| Title I - A                          | Federal       | 7800 251                  | 100%  |

Duties Performed Outside of Regular Employment Contract

Type \_\_\_\_\_

Reporting Period \_\_\_\_\_

| Cost Objective<br>(Program Activity) | Grant Program | Fund Code - Function Code | Distribution of Time<br>(Percentage or hours) |
|--------------------------------------|---------------|---------------------------|---|
| Title I -A                           | Federal       | 7800 251                  | 60%   |
| Special Education                    | General Funds | 100 -161                  | 40%   |

Or

| Cost Objective<br>(Program Activity) | Grant Program | Fund Code - Function Code | Distribution of Time<br>(Percentage or hours) |
|--------------------------------------|---------------|---------------------------|---|
| Title I - A                          | Federal       | 7800 - 251                | 100%  |

Employee's Signature \_\_\_\_\_ Date \_\_\_\_\_

I hereby certify this report is an accurate representation of the total activity expended during the period indicated

Reviewed by supervisor \_\_\_\_\_ Date \_\_\_\_\_

# Time/Effort Monthly Personnel Activity Report

LEA Name: \_\_\_\_\_ For the Month of: \_\_\_\_\_  
 Employee: \_\_\_\_\_ Year: \_\_\_\_\_  
 Position: \_\_\_\_\_  
 Supervisor: \_\_\_\_\_

| Cost Objective or Program Activity        | Grant - Fund Code                     | 1    | 2     | 3    | 4    | 5    | 6    | 7    | 8    | 9    | 10   | 11   | 12   | 13   | 14   | 15   | 16   |  |  |
|---|---------------------------------------|------|-------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|--|--|
| Title I - A                               | Title I - Fund 7800-251               |      | 4.00  |      |      |      |      |      |      |      |      |      |      |      |      |      |      |  |  |
| Special Education                         | IDEA Part B Preschool - Fund 7522-161 |      | 2.00  |      |      |      |      |      |      |      |      |      |      |      |      |      |      |  |  |
| Special Education                         | General Fund 1205-161                 |      | 2.00  |      |      |      |      |      |      |      |      |      |      |      |      |      |      |  |  |
| Duties Performed Under Alternate Contract | Fund XXX2                             |      | 5.00  |      |      |      |      |      |      |      |      |      |      |      |      |      |      |  |  |
| Leave Time                                |                                       |      |       |      |      |      |      |      |      |      |      |      |      |      |      |      |      |  |  |
| <b>TOTAL</b>                              |                                       | 0.00 | 13.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |  |  |

| Cost Objective or Program Activity        | Grant - Fund Code                     | 17   | 18   | 19   | 20   | 21   | 22   | 23   | 24   | 25   | 26   | 27   | 28   | 29   | 30   | 31   | Total | %    |
|---|---------------------------------------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|-------|------|
| Title I - A                               | Title I Fund 7800 251                 |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      | 4.00  | 31%  |
| Special Education                         | IDEA Part B Preschool - Fund 7522-161 |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      | 2.00  | 15%  |
| Special Education                         | General Fund 1205-161                 |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      | 2.00  | 15%  |
| Duties Performed Under Alternate Contract | Fund XXX2                             |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      | 5.00  | 38%  |
| Leave Time                                |                                       |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      | 0.00  |      |
| <b>TOTAL</b>                              |                                       | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 13.00 | 100% |

I certify that the hours reported above are a true representation of work performed.

Employee signature \_\_\_\_\_ Date \_\_\_\_\_

Immediate Supervisor signature \_\_\_\_\_ Date \_\_\_\_\_

# Time/Effort Personnel Activity Report

Name of LEA \_\_\_\_\_

Employee \_\_\_\_\_ Position \_\_\_\_\_

Reporting Period \_\_\_\_\_

| Cost Objective<br>(Program Activity) | Grant Program         | Fund Code - Function<br>Code | Distribution of Time<br>(Percentage or hours) |
|--------------------------------------|-----------------------|------------------------------|---|
| Title I                              | Federal               | 251-500                      | 50%   |
| Special Education                    | IDEA Part B Preschool | 258 - 522                    | 40%   |
| General Education                    | General Funds         | 100-512                      | 10%   |
| Sick Time                            |                       |                              |   |
| Vacation time                        |                       |                              |   |

Employee's Signature \_\_\_\_\_ Date \_\_\_\_\_

I hereby certify this report is an accurate representation of the total activity expended during the period indicated

Reviewed by supervisor \_\_\_\_\_ Date \_\_\_\_\_

**2021-2022 SCHOOL YEAR SCHEDULE**

Employee: Jane Doe

Position: Instructional Assistant

School: Lincoln Elementary

| <b>Monday</b>   | <b>Tuesday</b>  | <b>Wednesday</b>  | <b>Thursday</b>   | <b>Friday</b>   |
|---|---|---|---|---|
| 8:00-8:30<br>Consult with staff regarding Title I students/curriculum | 8:00-8:30<br>Consult with staff regarding Title I students/curriculum | 8:00-8:30<br>Consult with staff regarding Title I students/curriculum | 8:00-8:30<br>Consult with staff regarding Title I students/curriculum | 8:00-8:30<br>Consult with staff regarding Title I students/curriculum |
| 8:30-8:45<br>Break  | 8:30-8:45<br>Break  | 8:30-8:45<br>Break  | 8:30-8:45<br>Break  | 8:30-8:45<br>Break  |
| 8:45-9:15<br>Special ed. support                                      | 8:45-9:15<br>Special ed. support                                      | 8:45-9:15<br>Special ed. support                                      | 8:45-9:15<br>Special ed. support                                      | 8:45-9:15<br>Special ed. support                                      |
| 9:15-10:00<br>Small group reading                                     | 9:15-10:00<br>Small group reading                                     | 9:15-10:00<br>Small group reading                                     | 9:15-10:00<br>Small group reading                                     | 9:15-10:00<br>Small group reading                                     |
| 10:00-10:30<br>Small group math                                       | 10:00-11:00<br>2 <sup>nd</sup> -grade Title I reading/math            | 10:00-10:30<br>Small group math                                       | 10:00-11:00<br>2 <sup>nd</sup> -grade Title I reading/math            | 10:00-10:30<br>Small group math                                       |
| 10:30-11:00<br>2 <sup>nd</sup> -grade Title I reading/math            |   | 10:30-11:00<br>2 <sup>nd</sup> -grade Title I reading/math            |   | 10:30-11:00<br>2 <sup>nd</sup> -grade Title I reading/math            |
| 11:00-11:30<br>Lunch Break  | 11:00-11:30<br>Lunch Break  | 11:00-11:30<br>Lunch Break  | 11:00-11:30<br>Lunch Break  | 11:00-11:30<br>Lunch Break  |

Time/Effort  
PAR Example

# Time/Effort Electronic Time

| <b>Hr Employee Id</b> | <b>Last Name</b> | <b>First Name</b> | <b>Job Description</b> | <b>Location</b> | <b>Program</b> | <b>Pay Per</b> | <b>Punch Date</b> |
|-----------------------|------------------|-------------------|------------------------|-----------------|----------------|----------------|-------------------|
| 111111                | BroadXXXX        | XXX               | INSTRUCTIONAL COACH    | 0               | 7800           | 15-Dec         | 11/19/20 12:00 AM |
| 111111                | BroadXXXX        | XXX               | INSTRUCTIONAL COACH    | 0               | 7800           | 15-Dec         | 11/20/20 12:00 AM |
| 111111                | BroadXXXX        | XXX               | INSTRUCTIONAL COACH    | 0               | 7800           | 15-Dec         | 11/23/20 12:00 AM |
| 111111                | BroadXXXX        | XXX               | INSTRUCTIONAL COACH    | 0               | 7800           | 15-Dec         | 11/24/20 12:00 AM |
| 111111                | BroadXXXX        | XXX               | INSTRUCTIONAL COACH    | 0               | 7800           | 15-Dec         | 11/30/20 12:00 AM |
| 111111                | BroadXXXX        | XXX               | INSTRUCTIONAL COACH    | 0               | 7800           | 15-Dec         | 12/1/20 12:00 AM  |

| <b>In Time</b>   | <b>Out Time</b> | <b>Tot Pd Hrs</b> | <b>Pos Dtl Pct</b> | <b>Approved Supv Na</b> | <b>Date Emp Appr</b> | <b>Date Supv Approved</b> |
|------------------|-----------------|-------------------|--------------------|-------------------------|----------------------|---------------------------|
| 11/19/20 8:00 AM |                 | 8                 | 1                  | GROXXX                  | 12/16/20 9:39 AM     | 12/16/20 9:43 AM          |
| 11/20/20 8:30 AM |                 | 8                 | 1                  | GROXXX                  | 12/16/20 9:39 AM     | 12/16/20 9:43 AM          |
| 11/23/20 8:15 AM |                 | 8                 | 1                  | GROXXX                  | 12/16/20 9:39 AM     | 12/16/20 9:43 AM          |
| 11/24/20 9:00 AM |                 | 8                 | 1                  | GROXXX                  | 12/16/20 9:39 AM     | 12/16/20 9:43 AM          |
| 11/30/20 8:15 AM |                 | 8                 | 1                  | GROXXX                  | 12/16/20 9:39 AM     | 12/16/20 9:43 AM          |
| 12/1/20 8:15 AM  |                 | 8                 | 1                  | GROXXX                  | 12/16/20 9:39 AM     | 12/16/20 9:43 AM          |

# Title I Carryover Policy

Federal regulations limit the amount of funds an LEA may carryover to no more 15% of Title I, Part A funds

- Based on an October 25 reimbursement request that includes expenditures through September 30
- LEAs may request a waiver to carryover greater than 15% no more than once every three years
  - A waiver may be issued no more than once every three years unless the LEA's total allocation of Title I, Part A funds is less than \$50,000 and the LEA has submitted a September 30 request
  - **Submit waiver request form to State Title I Coordinator Max Lang by November 1**
  - **USBE received a federal waiver that permits LEAs to carryover more than 15% of SFY 2023 Title I funds if necessary (*even if the LEA has requested a waiver in the past three years*).**



# Expiration Dates for Funds

---

- Federal Title I funds are available for a total of 27 months:
  - An initial 12-months, plus
  - An additional 15 months due to the Tydings Amendment
- Fiscal year Funds expire on September 30 every year.
- SFY 2022 funds will expire on September 30, 2023
- SFY 2023 funds will expire on September 30, 2024
- SFY 2024 funds will expire on September 30, 2025
- Final LEA Reimbursement date for SFY 2022 is December 8, 2023. (Try to not leave reimbursement to last minute as they may need revisions).

# School Improvement

Dr. Gregory Firn, School Improvement Specialist

[gregory.firn@schools.utah.gov](mailto:gregory.firn@schools.utah.gov)

801-538-7846

---

Dr. James Martin, School Improvement Specialist

[james.martin@schools.utah.gov](mailto:james.martin@schools.utah.gov)

801-538-7932

# Elevate School Program

## BENEFITS FOR PARTICIPATING

Schools that apply and are selected will receive additional support from the USBE including, but not limited to:

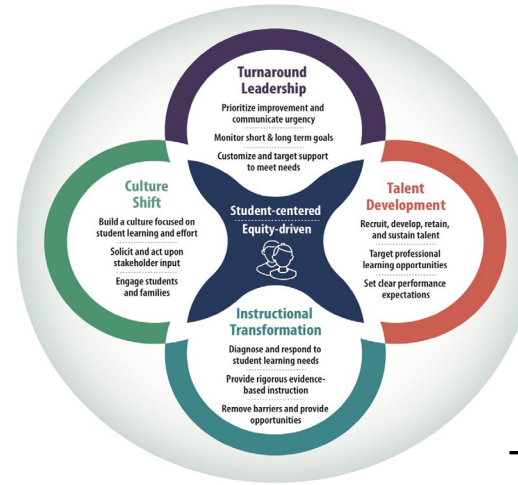
- A thorough School Improvement Plan based on Comprehensive Needs Assessment and Root Cause Analysis.
- Additional funding available to address specific identified needs.
- An approved USBE Continuous Improvement Expert (CIE).
- Ongoing implementation and project management support.
- Dedicated Support from the Center for Continuous School Improvement.

## Questions

Dr. Gregory Firn  
gregory.firn@schools.utah.gov  
801-538-7846

## What is the Program?

The Center for Continuous School Improvement (CCSI) invites all schools identified as **Targeted School Improvement (TSI)** and are also **non-Title 1** to apply to participate in the program. The program is voluntary, and no less than six (6) schools will be selected to participate based on weighted considerations through an application process.



*Four Domains for Rapid School Improvement*

*Comprehensive Assessment of Leadership for Learning (CALL)*

## Timeline

- March 2024 Eligible school principals and their district/charter leadership will receive an invitation to apply including the program description, application materials.
- March 2024 Schools invited to take the Four Domains CALL (if not previously taken)
- April 2024 Applications Due
- May 2024 Recommendations to the USBE for Elevate Designation
- June 2024 Cohort 3 Elevate Schools Announced



**Utah State Board of Education**

# Four Domains for Rapid School Improvement

Comprehensive Assessment of Leadership for Learning (CALL)

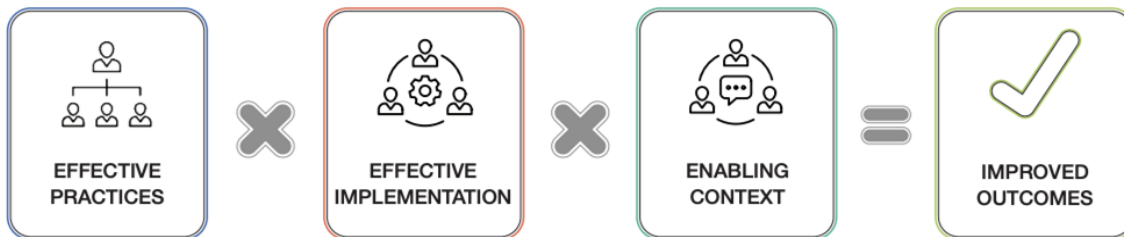
## Focused on “What People Do”

### Highlights

- Tasks, Activities, Routines and Practices correlated with improved learning, growth and achievement
- Used in schools across Utah
- Takes 45 minutes to administer
- Results are immediate
- USBE facilitated post FD CALL training
- No Cost to All Utah School



### THE FORMULA FOR SUCCESS

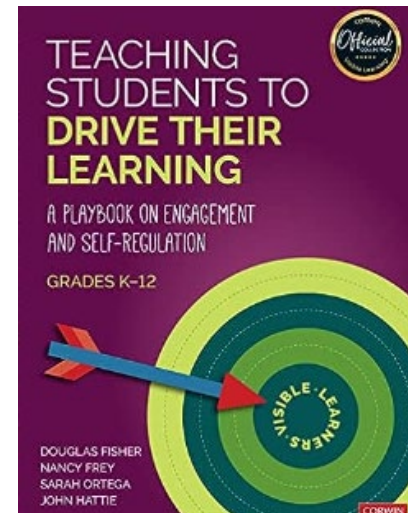
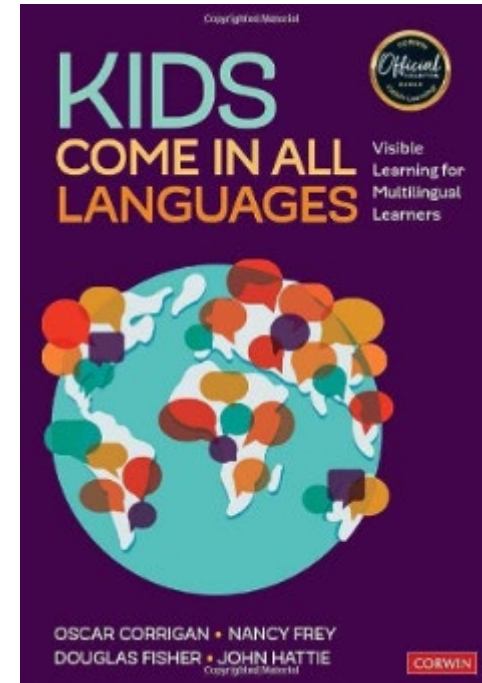


# Assessment Capable Learners 2023-24 Cohort

August 10, 2023

# What is it?

- Professional learning focused on
  - Student engagement
  - Student self-regulation
  - Multilingual learners
- Facilitated by Dr. Nancy Frey and Dr. Toni Faddis
- Features new materials which will be provided for all team members:



# What is it?

- Professional learning focused on
  - Student engagement
  - Student self-regulation
  - Multilingual learners
- Combination of in-person and virtual sessions
  - **September 19**
  - October 11
  - November 8
  - January 10
  - February 14
  - March 12
  - April 9

# What is it?

- Meets the requirements of evidence-based practice (EBP) in the Every Student Succeeds Act (ESSA).
- Brought to you by Title I and the Center for Continuous School Improvement
- Intended for a school's leadership team and associated leaders:
  - Teachers
  - Principal
  - Assistant principal
  - District support



# What people are saying

- Testimonial from a Teacher at Falcon Ridge:
- *Students in my classroom also know where they are, where they are going and how to get there. This is especially true in writing. We went through the rubric and each student picked out something they could do better on their next writing. **100% of my students met their goal.** If the student knows where they are and where they want to be, they will get there. Moreover, **they are excited about achieving the next goal!** That is when true learning is taking place, when students oversee their own learning, assessment and proficiency.*

# What people are saying

- Testimonial from a Principal at Canyon View:
- *Canyon View has had the opportunity to participate in the ACL/teacher clarity training this year and we are seeing **positive results** in a **short amount of time**. One of the ways this is benefitting our whole school is the team takes back their learning to their grade level groups to help each other **apply teacher clarity** to grade level standards to help them write and communicate learning objectives with clarity. Teachers are **more intentional** with their objectives and are stating them alongside **rationale and success criteria** often in classrooms (current data shows that during random observations **over 60% of staff have adopted this as a regular practice** this first year). In addition to data we are collecting on teacher clarity from teachers, we collect student data monthly and are seeing that **about 70% of our students are aware of learning objectives while 50% can name a rationale and identify the success criteria...** Overall, we are seeing **immediate results with our students** just by having teachers attend these teacher clarity sessions. The **ongoing support** this cohort provides will help other schools improve overall practices and help their teams **focus on ongoing school improvement**.*

# Cohort 4 Celebrations

- View the [slide deck here](#)

# Join Cohort 5!

- Link to [the application](#) (due date extended)
- Link to [the flier](#)
- Questions:
  - James Martin, School Improvement Specialist
  - [James.martin@schools.Utah.gov](mailto:James.martin@schools.Utah.gov)

# ESSER Funds Update

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Jessica Kjar, CARES Specialist  
[jessica.kjar@schools.utah.gov](mailto:jessica.kjar@schools.utah.gov)  
385-295-7870



# COVID-19 Relief Funding CARES, GEER, ESSER, ARP

Utah State Board of Education



# Introducing the CARES Team

## Jessica Kjar- CARES Education Specialist

Jessica Kjar (Pronounces like Care) has been with the Utah State Board of Education for almost 3 years, working in the COVID-19 Relief Funding. In the past she has worked for the Utah State Legislature, Weber County Elections, Several Political Campaigns, The Utah State Courts, The Utah Department of Health and Human Services on projects Statewide.

Email: [jessica.kjar@schools.utah.gov](mailto:jessica.kjar@schools.utah.gov)

## Armela Christiansen- CARES Education Secretary

Armela Christiansen has worked as the CARES Administrative Secretary at the Utah State Board of Education since November 2022. Previously she worked for the Alpine School District as the WIDA testing administrator. She holds an MBA and has extensive experience in office administration.

Email: [armela.christiansen@schools.utah.gov](mailto:armela.christiansen@schools.utah.gov)





# COVID-19 Relief Funding for Utah K-12

1. Coronavirus Aid, Relief, and Economic Security (CARES)
  1. ESSER I
  2. GEER I
2. State 2020 Coronavirus Relief Awards
3. Coronavirus Response and Relief Supplemental Appropriations (CRRSA)
  1. ESSER II
  2. GEER II
  3. EANS I
4. American Rescue Plan (ARP)
  1. ARP ESSER (III)
  2. ARP EANS (II)
  3. ARP HCY
  4. ARP IDEA



# K-12 COVID Funding for Utah

| Award  | Amount               | Purpose   | Distribution  | Awards       | Deadline     |
|--|----------------------|---|---|--------------|--------------|
| School Emergency Relief (ESSER I)                  | \$61,820,329         | Address impact of COVID-19  | Title I, Part A Federal Formula with \$21,194 base funding  | 178          | Sept 30 2022 |
| Gov Emergency Education Relief Fund (GEER)         | \$29,189,663         | Institutions that have been most significantly impacted                       | Students with disabilities and at-risk                      | 147          | Sept 30 2022 |
| Coronavirus Relief Funds                           | \$22,900,000         | PPE, classroom supplies, and equipment  | \$5,000 Base+ Distribution                                  | 301          | June 30 2021 |
| School Emergency Relief (ESSER II)                 | \$249,861,592        | Address impact of COVID-19  | Title I, Part A Federal Formula with \$84,777 base funding  | 179          | Sept 30 2023 |
| Gov. Emergency Education Relief Fund (GEER II)     | \$12,232,881         | LEAs that serve students with disabilities and/or at-risk of academic failure | \$20,000 Base+ Distribution for students at-risk/SWD        | 157          | Sept 30 2023 |
| American Rescue Plan/ Emergency Relief (ARP ESSER) | \$561,532,379        | Focus on impact of lost instructional time                                    | Title I, Part A Federal Formula with \$190,750 base funding | 180          | Sept 30 2024 |
| <b>Total in Direct LEA Awards</b>                  | <b>\$914,636,844</b> |   |   | <b>1,142</b> |              |

# COVID-19 Federal Relief Funding Allowable Use Cases hard copies available.



## Coronavirus Aid, Relief, and Economic Security (CARES) Act Funding Allowable Use Cases.

The ESSER Fund provides LEAs considerable flexibility in determining how best to use ESSER funds. Allowable uses of the funds include the following:

1. Any activity authorized by the ESEA of 1965, including the
  - a. Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1400 et seq.),
  - b. Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.),
  - c. Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), and
  - d. subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.)
2. Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
3. Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
4. Activities to address the unique needs of students living in conditions of poverty, students with disabilities, students learning English, students experiencing homelessness, students who are refugees, and youth in foster care.
5. Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
6. Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
7. Purchasing supplies to sanitize and clean LEA facilities, including personal protective equipment.
8. Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
9. Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
10. Providing mental health services and supports.
11. Planning and implementing activities related to summer learning and supplemental afterschool programs and addressing the needs of students living in conditions of poverty, students with disabilities, students learning English, students experiencing homelessness, students who are refugees, and youth in foster care.
12. Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

PO Box 144200 Salt Lake City, Utah 84114-4200 | Phone: (801) 538-7500



## Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA) Allowable Use Cases

A Local Educational Agency (LEA) may use funds it receives under section 313(d) of the CRRSA Act for any activity listed in section 313(d) (described below). Any activity that is an allowable use of Elementary and Secondary Schools Emergency Relief (ESSER) funds by an LEA under section 18003(d) of the CARES Act is also an allowable use of ESSER II funds by an LEA under section 313(d) of the CRRSA Act. Any allowable use of ESSER II funds by an LEA is also an allowable use of ESSER funds by an LEA under section 18003(d) of the CARES Act.

1. Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) (Individuals with Disabilities Education Act (IDEA)), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
2. Coordination of preparedness and response efforts of LEA with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
3. Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
4. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
5. Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
6. Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases.
7. Purchasing supplies to sanitize and clean the facilities of a LEA, including buildings operated by such agency.
8. Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
9. Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
10. Providing mental health services and supports.
11. Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

PO Box 144200 Salt Lake City, Utah 84114-4200 | Phone: (801) 538-7500

ESSER II  
CRRSA

Utah State Board of Education



# Title III: English Learners (ELs), Immigrants and Refugees

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Dr. Christelle Estrada, Title III Specialist  
[christelle.estrada@schools.utah.gov](mailto:christelle.estrada@schools.utah.gov)  
801-538-7888

# TITLE III

Dr. Christelle Estrada

1. Title III USBE Website has important resources, FAQs, [Forms](#) in 7 Languages
2. [Professional Learning](#) – Self-Paced for USBE Credit
3. Supporting Students Learning English USBE [YouTube Playlist](#)
4. For Counselors – [Placement Guide](#) for International Transcripts

# Title IV -B 21st CCLC Updates

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Savannah Hunt, 21<sup>st</sup> CCLC Specialist

[savannah.hunt@schools.utah.gov](mailto:savannah.hunt@schools.utah.gov)

801-538-7825

# Benefits of Afterschool Programming

- Over 20,000 youth participated in 2022-2023 school year
- Academic Learning
- Nutrition
- Social Skills and Emotional Learning

# Afterschool Resources

- [Afterschool Alignment Rubric](#)
- [USBE Website](#)
- [Utah Afterschool Network \(UAN\)](#)
- [Afterschool Alliance](#)
- [National Afterschool Association](#)

# ESEA Programs Contact Information

|                           |  |                |
|---------------------------|--|----------------|
| Dr. Max Lang              | ESEA and Related State Initiatives   | (801) 538-7725 |
| Becky Peters              | Executive Secretary  | (801) 538-7712 |
| Tracy Vandeventer         | Director UT Center for Continuous School Improvement                         | (801) 538-7590 |
| Jeff Ojeda                | Title I C Migrant, Title VII-B McKinney-Vento                                | (801) 538-7945 |
| Merilee Wendell           | Fiscal/Title V-B Rural Low-Income Schools                                    | (801) 538-7977 |
| Val Murdock               | Title I Monitoring/DMI   | (801) 538-7975 |
| Merilee Wendell           | Fiscal Compliance Manager  | (801)-538-7977 |
| Dr. Christelle Estrada    | Title III English Learners/Immigrants/Refugees                               | (801) 538-7888 |
| Savannah Hunt             | Title IV-B 21 <sup>st</sup> CCLC   | (801) 538-7825 |
| Robert Palmer             | IGP/Partnerships for Student Success   | (801) 538-7629 |
| Dr. Harold (Chuck) Foster | Title VI American Indian Education   | (801) 538-7838 |
| Susie Estrada             | Parent/Family/Community Engagement   | (385) 295-7891 |
| Madeline Kjar             | Office Specialist II   | (801) 538-7704 |
| Jessica Kjar              | CARES Educational Specialist   | (385) 295-7870 |
| Benji Carrier             | YIC Program Coordinator  | (801) 538-7727 |
| Dr. Kami Dupree           | Title II Excellent Teaching and Leading                                      | (801) 538-7923 |
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THANK YOU!!

