

# Title I Part A

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

New LEA Title I Directors  
August 9, 2024

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UTAH STATE BOARD OF EDUCATION

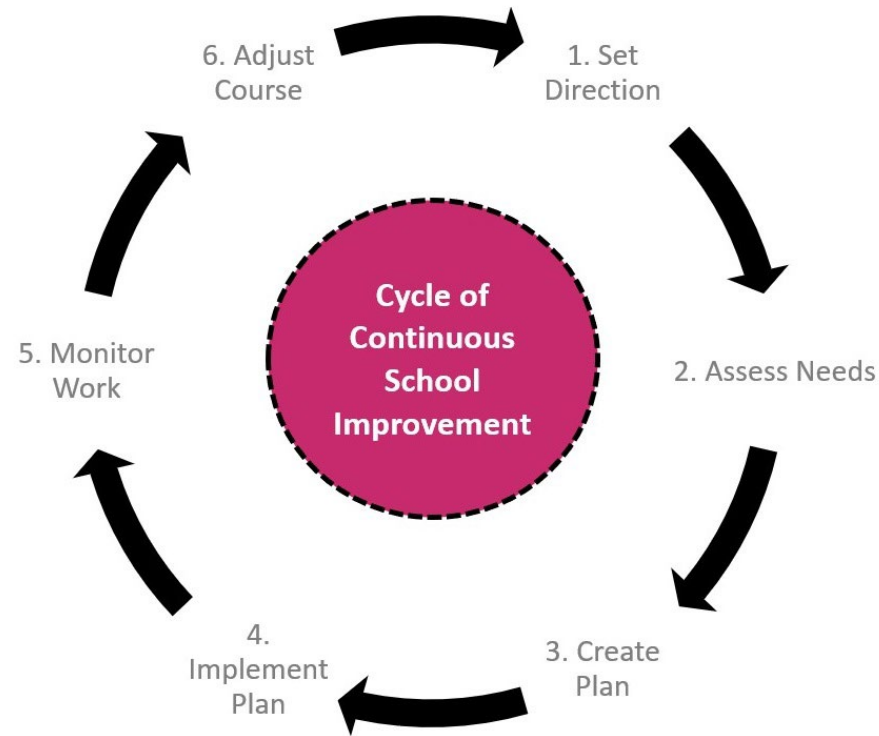
STUDENT SUPPORT SERVICES

ESEA FEDERAL PROGRAMS AND RELATED STATE INITIATIVES

# AGENDA

- Purpose and Goals of Title I – A
- Overview of Title I, Part A of Every Student Succeeds Act (ESSA)
- Title I Fiscal Issues and Requirements
- Title I Monitoring and Technical Assistance
- Assessment Capable Learners
- Office Hours

# Title I – Improving the Academic Achievement of the Disadvantaged



Title I is a supplemental resource.

# Context

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

TITLE I, Part A—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 \$80.4 million (SFY25) 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
- Closing achievement gaps
- Building teacher capacity
- Engaging parents
- Providing a well-rounded education for all students

# How Title I is Funded

- USBE does NOT calculate Title I allocations
  - US ED determines Title I funds by district LEA through 4 statutory formulas based on poverty estimates from Census Bureau survey responses.
  - For charter LEAs, poverty estimates are determined by October 1 counts from Free & Reduced application responses.
- You will be notified by Utah Grants Management System that you can apply for the funds through the system.
  - We are hoping to have the applications ready in Utah Grants within the next few weeks

# LEAs Eligible for Title I

A district LEA is eligible to receive Title I funds under the following guidelines:

- At least 10 low-income children by Federal definition and economically disadvantaged students must be at least 2% of total school population.

A charter LEA must have at least 10 economically disadvantaged children by Federal definition and those students must be at least 5% of total school population.

# Schools Eligible for Title I

A school is eligible to receive Title I funds under the following guidelines:

- The percent of economically disadvantaged children in a district Title I school must be:
  - at least 35% *or*
  - higher than the LEA's average % of poverty

A charter school must have at least 10 economically disadvantaged children by Federal definition and those students must be at least 5% of total school population.

A school is not a “Title I School” unless it receives Title I funds.



# LEA Requirements

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**Max Lang**

ESEA and Related State Initiatives

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801-538-7725

# Title I LEA Plan Requirements

## ESSA Sec. 1112

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**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.

**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.

# Title I LEA Plan Requirements Cont.

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**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 consider other Title programs, the Individuals with Disabilities Education Act, the Rehabilitation Act, the Carl D. Perkins Career and Technical Education Act of 2006, the Workforce Innovation and Opportunity Act, the Head Start Act, the McKinney-Vento Homeless Assistance Act, the Adult Education and Family Literacy Act, and other Acts as appropriate.

# Title I LEA Plan Requirements Cont.

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**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.

# Title I LEA Plan Requirements Example

The LEA Plan will be a form in Utah Grants as opposed to an attachment  
Determine Needs, Make a Plan, and then Budget

## **ESSA Citation - § 1112(b)(1)(A) § 1112(b)(1)(B) § 1112(b)(1)(C) § 1112(b)(1)(D):**

Describe how the LEA will monitor students' progress in meeting challenging State academic standards by (please address the following elements):

- 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 educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards.

## **LEA Responses (narrative or assurance)**

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# Title I Schools

# Title I Schools: Ranking and Serving

This will be a completed form in Utah Grants

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.

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).

LEAs may provide Title I services to schools with a poverty rate at 35% or above the LEA's poverty rate *if there are sufficient funds*.

[Within-District Allocations NRG](#)

# 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



# 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.

# 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 do not provide instruction to students.

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




# 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 next 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 STRONG EVIDENCE</b> Experimental Studies	Evidence cited is based on <i>at least 1 well-designed and well-implemented experimental study.</i>
	<b>LEVEL 2 MODERATE EVIDENCE</b> Quasi-experimental Studies	Evidence cited is based on <i>at least 1 well-designed and well-implemented quasi-experimental study.</i>
	<b>LEVEL 3 PROMISING EVIDENCE</b> 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 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

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## Utah Professional Learning Standards Toolkit

### 53G-11-303: Professional Learning Standards

# Title I Fiscal Issues

Merilee Wendell, Fiscal Compliance Manager

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Max Lang, ESEA and Related State Initiatives

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# Uses of Title I Funds

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- What is identified through a comprehensive needs assessment and in the school plan
- 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.

# Title I Budget Paperwork

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# Set Asides at the LEA

Set Asides are a form completed in Utah Grants

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## Required set asides:

- Equitable services for eligible private schools – district LEAs
- Homeless students – dependent upon needs identified in a needs assessment, not minimum PPA
- Neglected and delinquent - dependent upon needs identified in a needs assessment, not PPA
- Parent and family engagement – For LEAs receiving \$500k or more in Title I funds, at least 1% must be set aside for parent and family engagement.

## Optional set asides:

- Administration, Early learning (Pre-k and/or extended k) programs, Foster Care, School Improvement, LEA-managed initiatives.

# 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.
- 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.
- If LEAs do not meet this requirement, federal funding for Title I—and other programs covered by the provision—is proportionally reduced.

## [Title I Monitoring and Compliance](#)

# 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.

[Title I Monitoring and Compliance](#)

# Supplement Not Supplant

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Title I, Part A funds should add to (supplement) and not replace (supplant) state and local funds.

Title I funds are used to supplement funds that would, in the absence of Title I, Part A funds, be made available from State and local sources for the education of students participating in a Title I program.

# Time and Effort

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The LEA must have written policy, and it must be approved by USBE, the approving 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

[Title I Monitoring and Compliance](#)

# 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 the actual percentage of time and effort was spent in approved activities
7. Dated signature of supervisor

**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 Consult with staff regarding Title I students/curriculum	8:00-8:30 Consult with staff regarding Title I students/curriculum	8:00-8:30 Consult with staff regarding Title I students/curriculum	8:00-8:30 Consult with staff regarding Title I students/curriculum	8:00-8:30 Consult with staff regarding Title I students/curriculum
8:30-8:45 Break	8:30-8:45 Break	8:30-8:45 Break	8:30-8:45 Break	8:30-8:45 Break
8:45-9:15 Special ed. support	8:45-9:15 Special ed. support	8:45-9:15 Special ed. support	8:45-9:15 Special ed. support	8:45-9:15 Special ed. support
9:15-10:00 Small group reading	9:15-10:00 Small group reading	9:15-10:00 Small group reading	9:15-10:00 Small group reading	9:15-10:00 Small group reading
10:00-10:30 Small group math	10:00-11:00 2 <sup>nd</sup> -grade Title I reading/math	10:00-10:30 Small group math	10:00-11:00 2 <sup>nd</sup> -grade Title I reading/math	10:00-10:30 Small group math
10:30-11:00 2 <sup>nd</sup> -grade Title I reading/math		10:30-11:00 2 <sup>nd</sup> -grade Title I reading/math		10:30-11:00 2 <sup>nd</sup> -grade Title I reading/math
11:00-11:30 Lunch Break	11:00-11:30 Lunch Break	11:00-11:30 Lunch Break	11:00-11:30 Lunch Break	11:00-11:30 Lunch Break

Time/Effort  
Example

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

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

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

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

Or

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

Duties Performed Outside of Regular Employment Contract

Type \_\_\_\_\_

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

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

Or

Cost Objective (Program Activity)	Grant Program	Fund Code - Function Code	Distribution of Time (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	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 (Program Activity)	Grant Program	Fund Code - Function Code	Distribution of Time (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 \_\_\_\_\_

# 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: [Excess Carryover Waiver Form](#)**

# Expiration Dates for Funds

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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 2023 funds will expire on September 30, 2024

SFY 2024 funds will expire on September 30, 2025

SFY 2025 funds will expire on September 30, 2026

Final LEA Reimbursement date for SFY 2023 is December 8, 2024. (Try to not leave reimbursement to last minute as they may need revisions).

[SFY 25 Grant Reimbursement Schedule](#)

# 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 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 Schoolwide Program](#)

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

# Title I Monitoring and Technical Support

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Val Murdock, Title I Monitoring/DMI  
[val.murdock@schools.utah.gov](mailto:val.murdock@schools.utah.gov)  
801-538-7975

# Assessment Capable Visible Learners (ACL)

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- Teams are invited to participate in multiple sessions with Drs. Nancy Frey and Toni Faddis this year to learn and implement strategies on how students become *assessment capable*.
- Teams will collect and report observational data and review the implementation of strategies and growth of students' progress.
- It has been very well received.
- You can earn 5 relicensure hours.
- If you are interested, please contact Becky Peters at [becky.peters@schools.utah.gov](mailto:becky.peters@schools.utah.gov)

[Corwin - Assessment Capable Learners](#)



# ESEA Programs Contact Information

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Sara Wiebke	Director UT Center for Continuous School Improvement	(801) 538-7893
Robert Palmer	Title I C Migrant, Title VII-B McKinney-Vento	(801) 538-7945
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
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
Armela Christiansen	CARES Administrative Secretary	(385) 295-7932
Benji Carrier	YIC Program Coordinator	(801) 538-7727
Katie Jones	Title II Excellent Teaching and Leading	(801) 538-7923
Jodi Parker	Title IV-A Student Support and Academic Enrichment	(801) 538-7734
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THANK YOU!!

