

Title I Part A

Improving Basic Programs Operated by Local Educational Agencies (LEAs)

LEA Title I Directors
September 27, 2024

Utah State Board of Education

Student Support Services

ESEA Federal Programs and Related State Initiatives

WELCOME

Max Lang

ESEA and Related State Initiatives

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Agenda

- 8:30 **Welcome and Introductions / Setting the Direction**
Dr. Max Lang, ESEA Programs and Related State Initiatives
- School Improvement**
Sara Wiebke, Director of the Center for Continuous School Improvement
Megan Tippetts, Research Consultant III
- Family & Community Engagement**
Susie Estrada, Family and Community Engagement Specialist
- USBE Interpreter Training and New Courses**
Dr. Christelle Estrada, Education Specialist: Title III/Refugee & Immigrant Programs
- 10:00 ***ESEANOW***[®]
Ryan Benetz, Training Team Lead LRP Publications
- Utah Grants Management System Updates**
Dr. Max Lang, ESEA Programs and Related State Initiatives
- Uniform Grant Guidance (UGG) and Education Department General Administrative Regulations (EDGAR) Updates**
Dr. Max Lang, ESEA Programs and Related State Initiatives
- Community Eligibility Provision (CEP)**
Dr. Max Lang, ESEA Programs and Related State Initiatives
- Title I Committee of Practitioners**
Dr. Max Lang, ESEA Programs and Related State Initiatives
- New Comparability Form For Multi-Site Charters and Districts**
Val Murdock, Title I Monitoring & Support
- Wrap Up**
Dr. Max Lang, ESEA Programs and Related State Initiatives
- 12:00 **Office Hours** - LEA-specific questions, etc.
- 12:00 **DMI Office Hours** – LEA specific questions on the Desktop Monitoring Instrument

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.

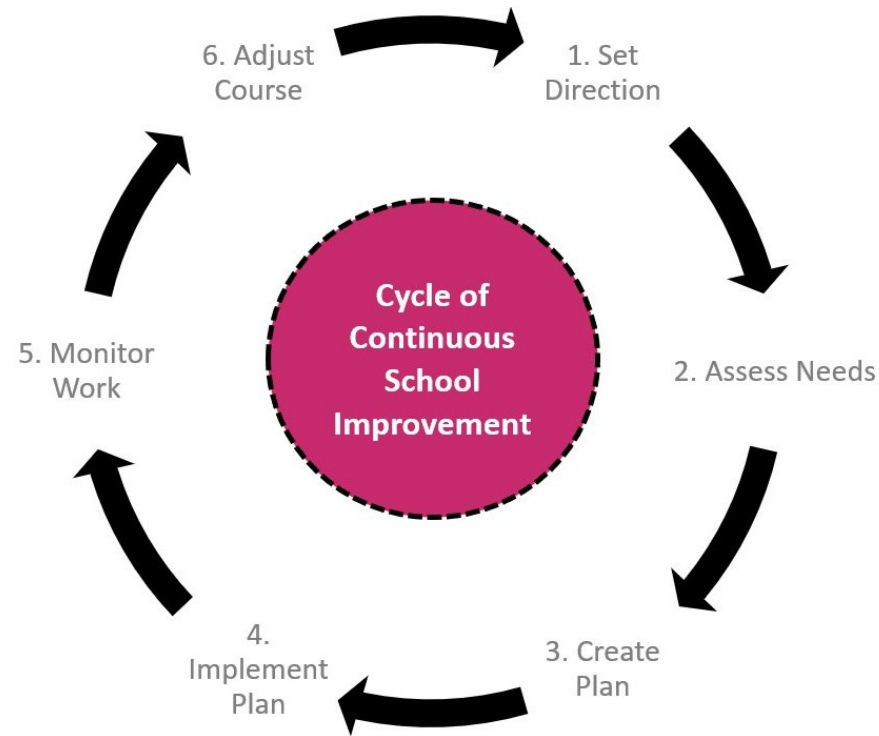
\$18 billion dollars

Goals of Title I Part A

Utah was awarded \$80.5 million (SFY25) in Title I Part A funds to assist economically disadvantaged 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

Title I – Improving the Academic Achievement of the Disadvantaged



Title I is a supplemental resource.

School Improvement

Sara Wiebke, Director of the Center for Continuous School Improvement

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Megan Tippetts, Research Consultant III

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School Improvement Review and Updates - Title I Directors

Sara Wiebke

Director of School Improvement
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Megan Tippetts

Research Consultant III-Data and Statistics
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School Improvement Designations

Federal Designations

- TSI - Targeted Support and Improvement
- ATSI - Additional Targeted Support and Improvement
- CSI - Comprehensive Support and Improvement
 - CSI - Low Performance
 - CSI - Low Graduation Rate
 - CSI - Low Performing Student Groups (new - fall 2024)

State Designations

- Springboard (coming in 2025)
- Elevate

TSI - Targeted Support and Improvement

Federal or State Designation	Title I or non-Title I or both	Whole School or Student Group Designation	Frequency of Designation	Most Recent Year of Designation	First Year of Possible Exit	LEA-level support or State-level support
Federal	Both	Student groups	Annually	2023	2024	LEA-level support

ATSI - Additional Targeted Support and Improvement

Federal or State Designation	Title I or non-Title I or both	Whole School or Student Group Designation	Frequency of Designation	Most Recent Year of Designation	First Year of Possible Exit	LEA-level support or State-level support
Federal	Both	Student groups	Once every three years	2022	2025	LEA-level support

CSI - Comprehensive Support and Improvement (all Federal designations)

Designation	Title I / non-Title I / both	Whole School / Student Group	Frequency	Most Recent Entry	Possible Exit	Support
CSI - Low Performance	Title I	Whole school	Once every three years	2022	2025	State-level support
CSI - Low Graduation Rate	Both					
CSI - Low Performing Student Groups	Title I	Whole school for entry and student groups for exit	Annually (frequency is aligned to ATSI exit)	2024	2027	

Springboard (coming in 2025)

Federal or State Designation	Title I or non-Title I or both	Whole School or Student Group Designation	Frequency of Designation	Most Recent Year of Designation	First Year of Possible Exit	LEA-level support or State-level support
State	Non-Title I	Whole school	Once every four years	2025	2028	State-level support

Elevate (Opt-In)

Federal or State Designation	Title I or non-Title I or both	Whole School or Student Group Designation	Frequency of Designation	Most Recent Year of Designation	First Year of Possible Exit	LEA-level support or State-level support
State	Non-Title I	Whole school	Annually, except for years when Springboard schools are designated	2024	2028	Opt-in, State-level support

Indicators for Elementary, Middle, and Junior High Schools

Elementary, Middle, and Junior High Schools

Indicator	Percentage of Total Points	Total Points Possible
Proficiency	37%	56
Growth	37%	56
English Learner Progress	9%	13
Growth of Lowest 25%	17%	25
Total	100%	150

Indicators for High Schools

High Schools

Indicator	Percentage of Total Points	Total Points Possible
Proficiency	25%	56
Growth	25%	56
English Learner Progress	6%	13
Growth of Lowest 25%	11%	25
High School Graduation	11%	25
ACT	11%	25
Advanced Coursework	11%	25
Total	100%	225

Assessments Linked to each Indicator

- **Proficiency:** RISE (grades 3-8), DLM (grades 3-11), and Utah Aspire Plus (grades 9-10)
- **Growth:** RISE (grades 4-8) and Utah Aspire Plus (grades 9-10)
- **English Learner progress:** WIDA (grades K-12)
- **Growth of the lowest 25%:** RISE (grades 4-8) and Utah Aspire Plus (grades 9-10)
- **High school graduation:** four-year Federal adjusted cohort graduation rate
- **ACT:** ACT (grade 11)
- **Advanced Coursework:** Advanced Placement (AP), International Baccalaureate (IB), Concurrent Enrollment (CE), and Career and Technical Education (CTE) Pathways.

Resource

[Utah's 2024-2025 Accountability Technical Manual](#)

- Chapter 2 - Utah's School Accountability System
- Chapter 4 - Federal and State School Improvement Designation, Entry, and Exit Criteria

Designation Timeline

Formal designation emails to come out in October:

- Federal designations - TSI, ATSI, and CSI - the state notifies LEAs. LEAs need to notify their schools.
- State designations - Elevate notification already occurred. Springboard designation will not begin until 2025.

Questions



Family & Community Engagement

Susie Estrada, Family and Community Engagement Specialist

- susie.estrada@schools.utah.gov – (385) 295-7891

Family and Community Engagement

Title I Directors Meeting, September 27, 2024

Susie Estrada, Family and Community Engagement Specialist

Title I & Family Engagement

- Title I schools are **required** to engage students' families via outreach efforts *like* annual meetings.
- Very little difference in how parents from Title I and non-Title I schools participate in and receive information from their schools.

Think about it: What does family engagement

- Look like?
- Sound like?
- Feel like?

Think about it: What does family engagement

- Look like?
- Sound like?
- Feel like?

What barriers are there to family engagement?

- For the district?
- For the school?
- For the community partner(s)?
- For the family?
- For the student?

What's the Difference?

Parent Involvement

- Reading the newsletter
- Checking homework
- Attending Parent-Teacher Conferences
- Participation in the school fundraiser
- What else?

Parent Engagement

- Participates in the LEA's decision-making or goal-setting process
- Engages in deep conversation for understanding and collaboration
- Shared goals and responsibility
- What else?

What's the Difference?

Disengaged Parent

- Educational Neglect
- Lack of buy-in to the PK-12 system
- Questioning of PK-12 initiatives, strategies, or request

Unengaged Parent

- Curious
- Invested
- In need of support
- In need of tools
- In need of information on how, why, and parental rights

Are “we” setting the stage for parent engagement?

- Explicit and clearly communicated roles and expectations
- Accessible [communication](#)
- Asking families what they need/want
- Providing supports for participation

A Mindset Shift

- Approaching with curiosity
- Asset-Based Thinking
- Reflection over Reaction
- Alignment and Intentional Collaboration

Recap

- What are your core values in family engagement?
- How do **you** define family engagement?
- How do you know if you are effective with family engagement?
- Why are you invested in family and community engagement?

“[ensuring] that parents play an active role in developing their child’s learning, that parents are actively involved in their child’s education at school, and that **parents are full partners in their child’s education and included in decision-making,**” ([Evan, 2011](#)).

Family and Community Engagement Trainings, Events, etc.

- [Back-to-Basics Introductory Training](#) 4 re-licensure hours
- April 11, 2024 (hold) Family and Community Engagement Summit
- Family and Community Engagement Newsletter
- The Utah State Board of Education's [Family and Community Engagement Webpage](#)
- The Utah State Board of Education's [Parent Portal](#)

Current Projects

- The Science of Reading, Community Engagement Project
- The ParentPowered Communication Pilot

Standard Messaging System (SMS)

- Potential effort to increase access to the Indicator 8, Parent Involvement survey
- [Pulse Check](#)



Contact Information

susie.estrada@schools.utah.gov

USBE Interpreter Training and New Courses

Dr. Christelle Estrada, Education Specialist: Title III/Refugee & Immigrant Programs

- christelle.estrada@schools.utah.gov – (801) 538-7888

TITLE III: Students Learning English Christelle.Estrada@schools.utah.gov

[Professional Learning](#) – Catalog: Self-Paced for USBE MIDAS Credit: New courses (3 credits each)

- *Teaching writing to Students Learning English
- *Newcomer Toolkit and English Learner eBook Studies

Competency-Based ESL Endorsement Designs on Title III Website

- *The [Wasatch County School District Design](#)

Newcomer Program Designs by Districts

- Granite's [Tumaini \(means HOPE in Swahili\) process](#)

Interpreter Certification Course Application on homepage of [Title III Website](#)

- *Provo School District Dissemination Approach to Building Capacity

For Counselors – [Placement Guide](#) for International Transcripts

ESEANOW®

Ryan Benetz, Training Team Lead LRP Publications

- eseanow@com
- User Assistance – (800) 515-4577 ext. 6603
- Customer Service – (800) 341-7874

Utah Grants Management System Updates

Max Lang, ESEA Programs and Related State Initiatives

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Val Murdock, Title I Monitoring & Support

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Merilee Wendell, Title I Fiscal Monitor

- merilee.wendell@schools.utah.gov – (801) 538-7977

Utah Grants Management System Updates

The 25T1FT Title IA – 2025 Application is currently
OPEN!

The Application Deadline is November 1, 2024, at 5:00
p.m.

[Utah Grants Title I Application Instructions](#)

Utah Grants Updates

Last year you had to upload attachments:

▲ Attachments For Grantor

Name	Type	Description	Date Attached
Title I LEA Plan 2023-2024-2 (002).docx	LEA Plan	Plan revised	11/20/2023 9:06 AM
GEPA Model Language.pdf	GEPA	GEPA Statement	11/14/2023 10:57 AM
			Total Records : 2

Utah Grants Updates

This year you do not have to upload attachments:

Overview	Budget	Attachments	History	Collab	
Attachments link ⓘ					
Description					
Data Forms					
Order	Form Name	Form Number	Mandatory	Percentage	Actions
1	LEA Private School Form New	LPS-01	✓	100.00%	
2	USBE Title 1 Forms Effective 2025	T1-All 25	✓	100.00%	
3	Risk Assessment Form	AB-001	✓	100.00%	
4	GEPA Section 427 Form	GEPA-01	✓	100.00%	
5	USBE T1FT Title I LEA Plan	T1FT-01	✓	100.00%	

[Utah Grants Title I Application Instructions](#)

Utah Grants Updates

LEA Plan Example:

▲ LEA Plan Requirements for the Receipt of Title I Part A Funds Description

1. 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.
- Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning

ESSA Citation

1112(b)(1)(A)

1112(b)(1)(B)

1112(b)(1)(C)

1112(b)(1)(D)

4. Describe the poverty criteria that will be used to select school attendance areas under section 1113

- Free lunch
- Free & reduced-price lunch
- Other (please describe)

ESSA Citation

1112(b)(2)

Poverty Criteria Description

Free and reduced lunch applications will be collected at each of our buildings.

5. Describe, where appropriate, educational services outside Title I schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs

ESSA Citation

1112(b)(5)

[Utah Grants Title I Application Instructions](#)

Utah Grants: Be Aware

Launch Building Eligibility Form:

Building Eligibility Form													Complete
Launch Building Eligibility Form													<input checked="" type="checkbox"/>
Set Asides Form													Complete
Launch Set Asides Form													<input checked="" type="checkbox"/>
School Allocation Form													Complete
Launch School Allocation Form													<input checked="" type="checkbox"/>
▲ Building Eligibility													
School #	School Name	Grade Span	USBE Provided Enrollment #	USBE Provided Low Income Students #	↓USBE Provided Low Income Student %	Non-Public Low Income Students #	Eligibility	Feeder Pattern %	Adjusted Enrollment #	Adjusted # of Low Income	Adjusted Low Income Student %	Services	School Improvement Status
700		9-12	205	41	20.00%	0	Eligible for Services		205	41	20.00%	TA	N/A
710		10-12	317	24	7.57%	0			317	24	7.57%	None - No Services	N/A

[Utah Grants Title I Application Instructions](#)

Utah Grants: Be Aware: If you mark, “None-No Services”, that school will not show up on the School Allocation Form

Launch School Allocation Form:

Building Eligibility Form Launch Building Eligibility Form	Complete <input checked="" type="checkbox"/>
Set Asides Form Launch Set Asides Form	Complete <input checked="" type="checkbox"/>
School Allocation Form Launch School Allocation Form	Complete <input checked="" type="checkbox"/>

▲ School Allocation ☰

Showing 0 to 0 of 0 records

School Name	Adjusted Low Income % ↓	Adjusted Low Income # Public	Minimum Allocation	Actual Allocation PPA	School Allocation Total
No Records Found					

Utah Grants: Be Aware – Homeless, N&D Set Asides

Potentially Required Set Asides:

Building Eligibility Form Launch Building Eligibility Form	Complete <input checked="" type="checkbox"/>
Set Asides Form Launch Set Asides Form	Complete <input checked="" type="checkbox"/>
School Allocation Form Launch School Allocation Form	Complete <input checked="" type="checkbox"/>

▲ Potentially Required Set Asides (may be required based on results of the LEA comprehensive needs assessment)

Homeless (as necessary based on LEA needs assessment)	\$0.00
Neglected & Delinquent (as necessary based on LEA needs assessment)	\$0.00

Additional Notifications

During Title I, Part A monitoring visits, a Maintenance of Effort policy and copy of the previous year's calculations will be required.

The deadline to request reimbursements for FY24T1FT Title I funds is December 10, 2025.

Utah Grants: Future Updates

Consolidated Applications:

- One Risk Assessment
- One GEPA Form

We are planning to have this opportunity available next year.
More information to come.

Uniform Grant Guidance (UGG) and Education Department General Administrative Regulations (EDGAR) Updates

Max Lang, ESEA Programs and Related State Initiatives

- max.lang@schools.utah.gov – (801) 538-7725

UGG and EDGAR

UGG: The Office of Management and Budget (OMB) issues guidance regarding government-wide policies for the award and administration of Federal funds. An updated version of this guidance was released in April 2024.

[UGG Updated](#) / [UGG Revisions](#) / [UGG FAQs](#) / [Federal Register](#)

EDGAR: a set of federal regulations that govern the administration of all federal grants awarded by the U.S. Department of Education and specific federal education grants.

[EDGAR](#)

UGG Updates and EDGAR

On April 4, 2024, the Office of Management and Budget (OMB) released the 2024 Revisions to the Uniform Grants Guidance. The six areas of focus:

- Burden Reduction
- Evaluation
- Data
- Community Engagement
- Notices of Funding Opportunity (NOFOs)
- Labor and Administration

UGG Updates and EDGAR

Burden Reduction

Federal agencies are directed to use plain language, clarify provisions, and improve organization. The 2024 revisions aim to reduce the burden on recipients of Federal funds and allow recipients to increase the efficiency of their financial management.

Evaluation

Recipients can spend a portion of funding on evaluation activities to better understand the extent to which intended goals are being achieved beyond performance reporting and grant monitoring.

[UGG Updated](#) / [UGG Revisions](#) and [EDGAR](#)

UGG Updates and EDGAR

Data

Recipients can spend a portion of funding on data gathering and analysis activities to improve program management and understand the extent to which their programs are reaching the affected populations and achieving the intended goals.

Community Engagement and Public Participation

Federal agencies and recipients are encouraged to conduct community engagement activities, and recipients are permitted to spend funds on public participation and community engagement activities.

[UGG Updated](#) / [UGG Revisions](#) and [EDGAR](#)

UGG Updates and EDGAR

Notices of Funding Opportunity (NOFOs)

Federal agencies are directed to make their NOFOs simple, as short as possible, accessible to potential applicants, and written in plain language to increase the accessibility of Federal grants.

Labor and Administration

Labor standards and administrative policies are addressed for Federal grant awards to increase the potential impact of Federal funds.

[UGG Updated](#) / [UGG Revisions](#) and [EDGAR](#)

Specific Changes

Equipment: The UGG revision increases from \$5,000 to \$10,000 the value of equipment that at the end of the grant period “may be retained, sold, or otherwise disposed of with no further responsibility to the Federal agency” (see section 200.313(e)(1)).

Unused Supplies: The UGG revision increases from \$5,000 to \$10,000 the value of unused supplies that recipients of Federal funds are required to sell at the end of the grant award period as well as clarifying that this amount is the total amount of remaining unused supplies, not just like items (see section 200.314).

Single Audit: The UGG revision increases from \$750,000 to \$1,000,000 the level at which a recipient of Federal funds is required to conduct a single audit or a program specific audit (see section 200.501).

[EDGAR / 34 CFR Parts 75, 76, 77, et al / 34 CFR PDF](#)

Resources

- [ED's Adoption of the Uniform Guidance \(2 CFR 3474.1\)](#)
- [2024 Revised Uniform Guidance: ED's Effective Date & FAQs](#)
- [ED's High-Risk Authority \(2 CFR 3474.10\)](#)
- [Cost Principles \(2 CFR 200 Subpart E\)](#)
- [Indirect Costs \(2 CFR 200.414\)](#)
- [Audit Requirements \(2 CFR 200 Subpart F\)](#)
- [Federal Register](#)

Community Eligibility Provision (CEP)

Max Lang, ESEA Programs and Related State Initiatives

- max.lang@schools.utah.gov – (801) 538-7725

Community Eligibility Provision (CEP)

- Through the USDA, CEP permits eligible schools to provide meal service to all students at no charge without having to collect forms.
- CEP schools use “direct certification” data from the Supplemental Nutrition Assistance Program (SNAP) or Temporary Assistance for Needy Families (TANF) program to determine the Federal cash reimbursement for school meals provided by USDA.
- A school may apply for CEP if at least 25% (Oct. 26, 2023) of its students are “directly certified,” through those programs (base year count).
- Eligible for CEP status for four years.

Community Eligibility Provision (CEP) Context

- US Department of Agriculture
 - National School Lunch Program (NSLP) and School Breakfast Program (SBP)
 - Section 104(a) of the Healthy, Hunger-Free Kids Act of 2010 (Act)
 - Direct Certification
- US Department of Education
 - Title I, Part A
 - Census Bureau Survey Counts
 - Free & Reduced Lunch Surveys
 - Direct Certification
 - Home Income Surveys

CEP / Title I Issue

- CEP schools are not required to obtain eligibility data from families through a separate collection (i.e., free & reduced surveys) to provide free meals to 100% of its students.
- Title I does not have a mechanism to collect economically disadvantaged student counts and percentages.
 - A CEP school statutorily may not automatically default to a 100% economically disadvantaged count for Title I purposes.

District and Multi-Site Charter LEAs CEP and Title I Funding ((42 U.S.C. 1758(b)(4)).)

Ranking and Serving with CEP schools and Non-CEP schools

- Must use a common poverty metric
- 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 Non-Regulatory Guidance 2022](#)

Single-Site Charter LEA CEP and Title I Funding

- Starting for the 2025/2026 school year, USBE Financial Operations will determine which count is higher for the Title I allocation formula:
 - Economically disadvantaged direct certification percentage multiplied by 1.6
 - UTREx October reported economically disadvantaged count
- We will take the higher of the two percentages for Title I allocation purposes.

[CEP Title I Non-Regulatory Guidance](#) (pg. 23-24)

Title I Committee of Practitioners

Max Lang, ESEA Programs and Related State Initiatives

- max.lang@schools.utah.gov – (801) 538-7725

Title I Committee of Practitioners (COP)

ESSA section 6573 (b), requires each state that receives Title I funds, “...shall create a State committee of practitioners to advise the State in carrying out its responsibilities,” to ensure that any state rules, regulations, and policies relating to Title I conforms to the purposes of Title I, and provide any such proposed rules, regulations, and policies to the Title I COP for review and comment.

Title I Committee of Practitioners (COP)

Membership criteria:

- Knowledge of state and federal policy matters affecting Title I
- Knowledgeable of Title I (direct experience with Title I, administers of program, program representative, attended state and federal conferences, been on school/district Title I committees, parent/guardian of a Title I student)

It may include:

- Administrators from districts and charter schools, including the administrators of programs described in other parts of this title (Neglected and Delinquent, Migrant)
- Teachers from districts and charter schools, including vocational educators
- Principals and other school leaders
- Parents/Guardians
- Members of local school boards
- Representatives of private school children and
- Specialized instructional support personnel and paraprofessionals.

Title I Committee of Practitioners (COP)

If you would be interested in participating, or have a recommendation please contact:

Max Lang at max.lang@schools.utah.gov (801) 538 – 7725

2024/2025 *Tentatively* scheduled virtual meeting dates:

- Friday, November 22, 2024
- Friday, February 28, 2025
- Friday, April 25, 2025

New Comparability Form For Multi-Site Charters and Districts

Val Murdock, Title I Monitoring & Support

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ESEA Programs Contact Information

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Merilee Wendell	Fiscal Compliance Manager	(801)-538-7977
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Dr. Harold (Chuck) Foster	Title VI American Indian Education	(801) 538-7838
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Utah Grants Help Desk	utahgrants@schools.utah.gov	(801) 538-7604

THANK YOU!