

Title I Part A

Improving Basic Programs Operated by Local Educational Agencies

Presentation for
New LEA Title I Directors
August 9, 2019

STUDENT SUPPORT SERVICES

ESEA FEDERAL PROGRAMS AND RELATED STATE INITIATIVES

UTAH STATE BOARD OF EDUCATION



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Title I : Improving the Academic Achievement of the Disadvantaged

- The purpose of Title I is “to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.”
 - (ESSA Sec. 1001 [U.S.C. 6301] p. 8)
- Title I is a federally-funded program under the Elementary and Secondary Education Act of 1965 (ESEA) reauthorized by Congress as the Every Student Succeeds Act (ESSA) in December 2015.
- Title I includes:
 - Title I, Part A: Improving Basic Programs Operated by LEAs
 - Title I, 1003(a): School Improvement
 - Title I, Part C: Education of Migratory Children
 - Title I, Part D: Programs for Students who are Neglected and Delinquent

Goals of Title I Part A

- Title I, Part A provides approximately \$81 million (SFY20) to help higher-poverty schools in Utah provide supplemental educational services to meet the needs of economically- and educationally-disadvantaged students.
 - Help students achieve proficiency and growth on rigorous State academic standards (primarily in Reading/Language Arts, Mathematics, and Science)
 - Close achievement gaps
 - Build teacher capacity through high-quality, on-going, job-embedded professional learning opportunities
 - Support parents in helping their children succeed through meaningful, high-quality parent, family, and community engagement activities
 - Provide a well-rounded education for all students

Improving Student Achievement

- LEAs and Title I schools should implement evidence-based instructional strategies to increase achievement.
 - Schools that receive Title I Section 1003(a) school improvement funding are required by the ESSA statute to implement evidence-based practices.
 - This also applies to schools identified for State School Turnaround.
- Consider extended learning time options to help students needing additional help:
 - Before and after school programs
 - Summer school programs
 - Intersession or Saturday school programs
 - Other extended-day programs
 - Preschool



LEA Requirements

The Annual Plan Rules!

LEAs (*and Title I schools*)
must **plan first** and
then fund the plan!



LEA Title I Plan (Section 1112)

- LEA Title I Plan (district or charter school) must be annually submitted through the USBE online grants management system
 - UtahGrants.gov
- LEA Title I Plan must be developed with timely and 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

LEA Title I Plan (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 (WIOA)
- 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 in 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

Parent Engagement Requirements

- LEA Parent Engagement Policy
 - Set-aside 1% for LEAs receiving \$500,000 or more in Title I funding
 - School Parent Engagement Policy
 - School-Parent Compact
- Annual School-level Title I Meeting
- Parents “Right to Know” requirement
- Input into planning and implementation of parent engagement activities
 - Evidence-based requirements apply
- Access to assessment and evaluation data
- Notifications if a school is in improvement status

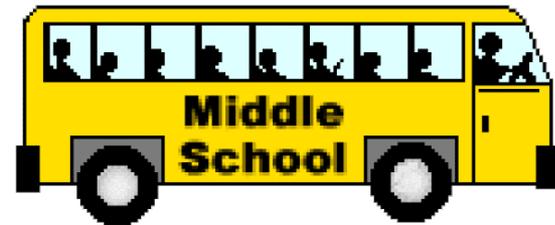
Parents Right to Know

- Qualifications of their children's teachers, if requested
- Parent notification is required if students will be taught for 4 or more weeks by a teacher or long-term substitute teacher who does not meet State licensure requirements.
- Parent notification is required if the school has been identified for improvement under ESSA (CSI, TSI) or State School Turnaround.
 - This notification must be sent annually until the school exits improvement status.

Schoolwide



Targeted Assistance



WHAT IS A TITLE I SCHOOL?

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%.
 - A charter school must have at least 10 low-income children by Federal definition.
 - In Utah, low-income students are typically identified through the October 1 data submission to the USBE which indicates Economically Disadvantaged status.

Title I Schools: Ranking and Serving

1. LEAs (districts and multi-school charters) 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 *as long as there are sufficient funds to provide the minimum amount of funding required to each school in rank order.*

Title I Eligibility Worksheet

Up and Coming School District: District Average Poverty: 47.3%

School	% Low Income	# Low Income	\$ Per Poverty Child	Title I Allocation
Adams Elementary	73.5%	165	\$650	\$107,250
Butler Elementary	64.7%	217	\$600	\$130,200
Cliffside Elementary	53.2%	172	\$500	\$86,000
Drake Elementary	33.7%	87		
Everett Elementary	19.6%	38		

Funding Schools: Equal vs. Equitable

SAMPLE LEA 1 PPA = \$1,400

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

SAMPLE LEA 2 PPA = VARIED

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. $60\% \times 250 \times \$675 = \$135,000$ SW
7. $55\% \times 260 \times \$675 = \$175,500$ SW

TWO TYPES OF TITLE I SCHOOL PROGRAMS

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.
- Use Title I funds 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 in reading/language arts and mathematics.
- 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).

TA Schools: Eligible Students

Eligible students are those with the greatest needs:

1. Identified as failing, or most at risk of failing to meet State Academic Standards
2. Attended Head Start or ESSA-funded preschool programs within past two years
3. Received services under Title I-C Migrant Education program
4. In a local institution or community day program for neglected or delinquent children (Title I-D)
5. Homeless
6. In foster care

TA School Requirements

- 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**
- A Private School that an LEA serves through the equitable services provision can only have a Targeted Assistance program.

Staff Qualifications in TA Schools

- Teachers must meet State licensing requirements (ARL and APT teachers need to have passed Praxis).
- Paraeducators working in TA schools who are **paid with Title I funds** must meet the following requirements:
 - HS diploma plus one of the following:
 - Associate degree
 - 48 semester hours or 60 quarter hours of college credit
 - Passing score on the PRAXIS Parapro Exam or similar exam

Schoolwide Title 1 Schools

REQUIREMENTS

Schoolwide Title I Schools

- Must have at least 40% poverty
 - Grandfathering (one year only)
- 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 upgrade entire educational program.
- 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 Schoolwide Planning Template**
- See Schoolwide Guidance from U.S. Department of Education.

Schoolwide Plan Requirements

- Under ESSA, there are four required components:
 1. Needs Assessment
 2. Schoolwide Reform Strategies
 3. Activities to Ensure Mastery
 4. Coordination and Integration (Braiding) of Funds
- LEAs must submit Schoolwide Title I plans for all newly designated Schoolwide Title I schools to USBE for approval.
- LEAs that receive onsite monitoring visits must provide a sample of Schoolwide Plans for USBE review.

Staff Qualifications in SW Schools

- Teachers must meet State licensing requirements (ARL and APT teachers need to have passed Praxis).
- Paraeducators working in SW schools must meet the following requirements:
 - HS diploma plus one of the following:
 - Associate degree
 - 48 semester hours or 60 quarter hours of college credit
 - Passing score on the PRAXIS Parapro Exam or similar exam
- In Schoolwide Title I schools, ALL instructional paraeducators must meet the same requirement, unless they meet one of the exceptions listed on slide 29.
- Services provided by paraeducator must be under the direct supervision of and close proximity to a qualified teacher.

Paraprofessionals not Subject to All ESSA Requirements

- Paraprofessionals must have a HS diploma; 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

Title I Paraprofessional Tasks

- Tutoring eligible students, if tutoring occurs when a student would not receive Tier 1 instruction from a classroom teacher
- Classroom management, including organizing instructional materials
- Managing a computer lab
- Assisting with parental engagement activities
- Providing support in a library media center
- Translating for parents or families
- Instructional services to students under the supervision of a licensed teacher

Professional Learning

- School plans describe the professional learning opportunities that will be provided to support both teachers and parents in meeting student needs.
- Quality professional learning includes strategies that are ongoing and provide follow-up support to help teachers successfully implement strategies.
- Professional learning activities are to meet evidence-based standards as defined in ESSA (see slide 36).
- Professional learning activities must be aligned to Utah's 8 Professional Learning Standards (see slide 33).



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.

Improving Student Achievement

- Ensure Tier I core instruction is delivered by qualified teachers (based on State Licensing standards)
- Identify student learning needs through informal and formal assessments on an ongoing basis
- Provide targeted interventions for those students who need additional instructional help
- Provide enrichment for students
- Annually review school academic progress on the State's end of year assessments

Evidence-Based Education Reform



Stop the Pendulum, I Want to Get Off!

Fields lacking respect for the use of evidence:

- Fashion
- Art
- **Education**

Innovation in education:

- Word of mouth
- Tradition
- Politics

This must change.

Dr. Robert Slavin, Johns Hopkins University (2018)

Definition of "Evidence-Based" in ESSA⁶⁰

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

DESCRIPTION	LEVEL	RESEARCH STUDY CRITERIA
An activity, strategy, practice, intervention, or program that demonstrates a statistically significant effect on improving student outcomes	LEVEL 1 STRONG EVIDENCE Experimental Studies	Evidence cited is based on: <i>at least 1 well-designed and well-implemented experimental study</i>
	LEVEL 2 MODERATE EVIDENCE Quasi-experimental Studies	Evidence cited is based on: <i>at least 1 well-designed and well-implemented quasi-experimental study</i>
	LEVEL 3 PROMISING EVIDENCE 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>
	LEVEL 4 DEMONSTRATES A RATIONALE	Evidence cited is based on: <i>high-quality research findings or positive evaluation, and includes ongoing efforts to examine the effects of such activity, strategy, or intervention</i>

What Works is What Matters

- Evidence-Based Reform
 - Modeled on medicine, agriculture, engineering
 - Creates a dynamic of progressive and continuous improvement
 - Educators evaluating the needs of students and choosing proven interventions, strategies, practices, programs
- U.S. Department of Education Guidance: *Using Evidence to Strengthen Education Investments*:
 - <https://www2.ed.gov/policy/elsec/leg/essa/guidance/useinvestment.pdf>

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



The question should be:
"How can evidence help us improve student outcomes?"
not
"How do we comply with ESSA's evidence provisions?"

30

School Improvement

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Leslie Evans, M.Ed., School Improvement Specialist

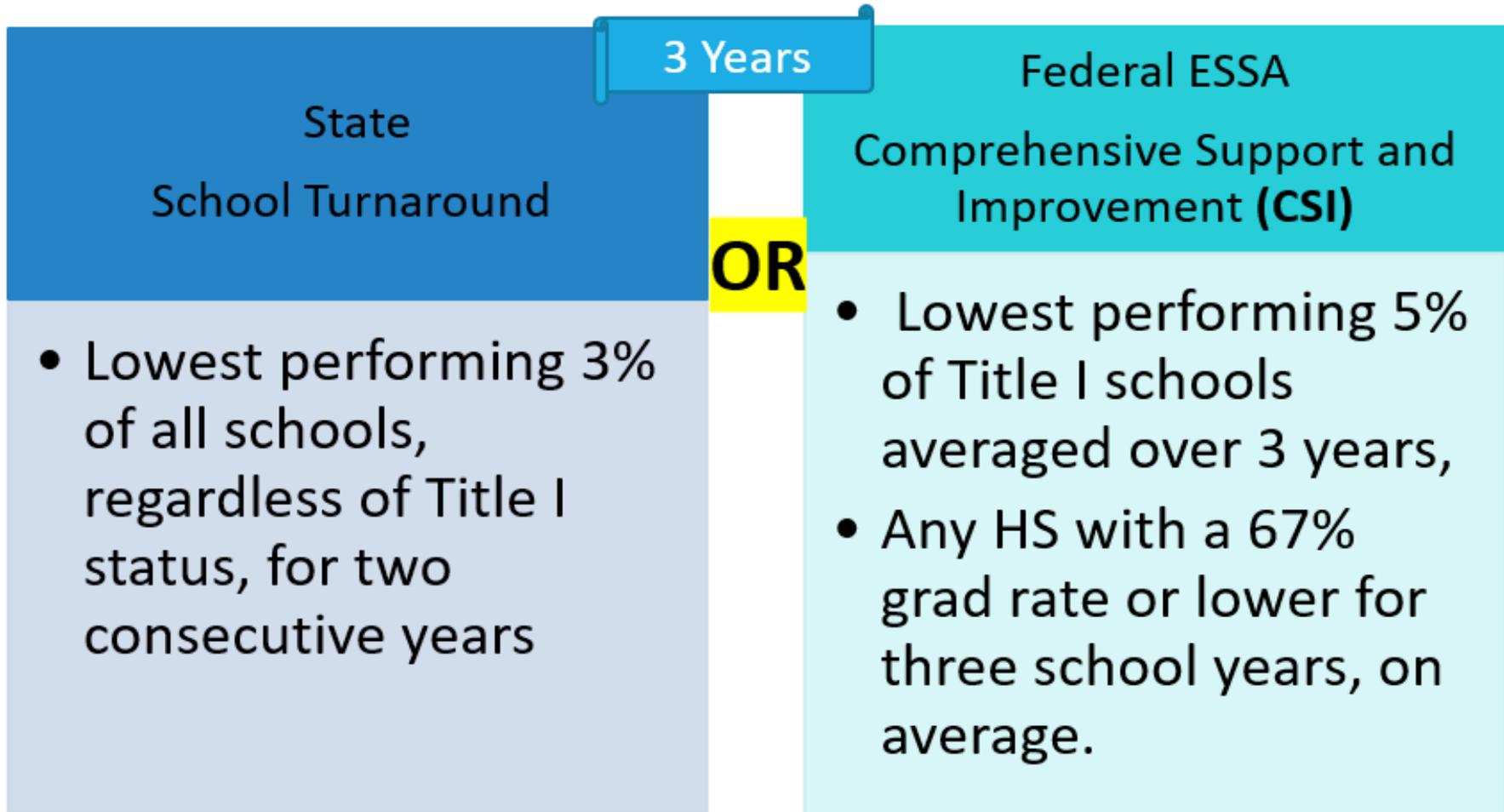
Leslie.Evans@Schools.Utah.Gov

801-568-7851

School Improvement (1003a)

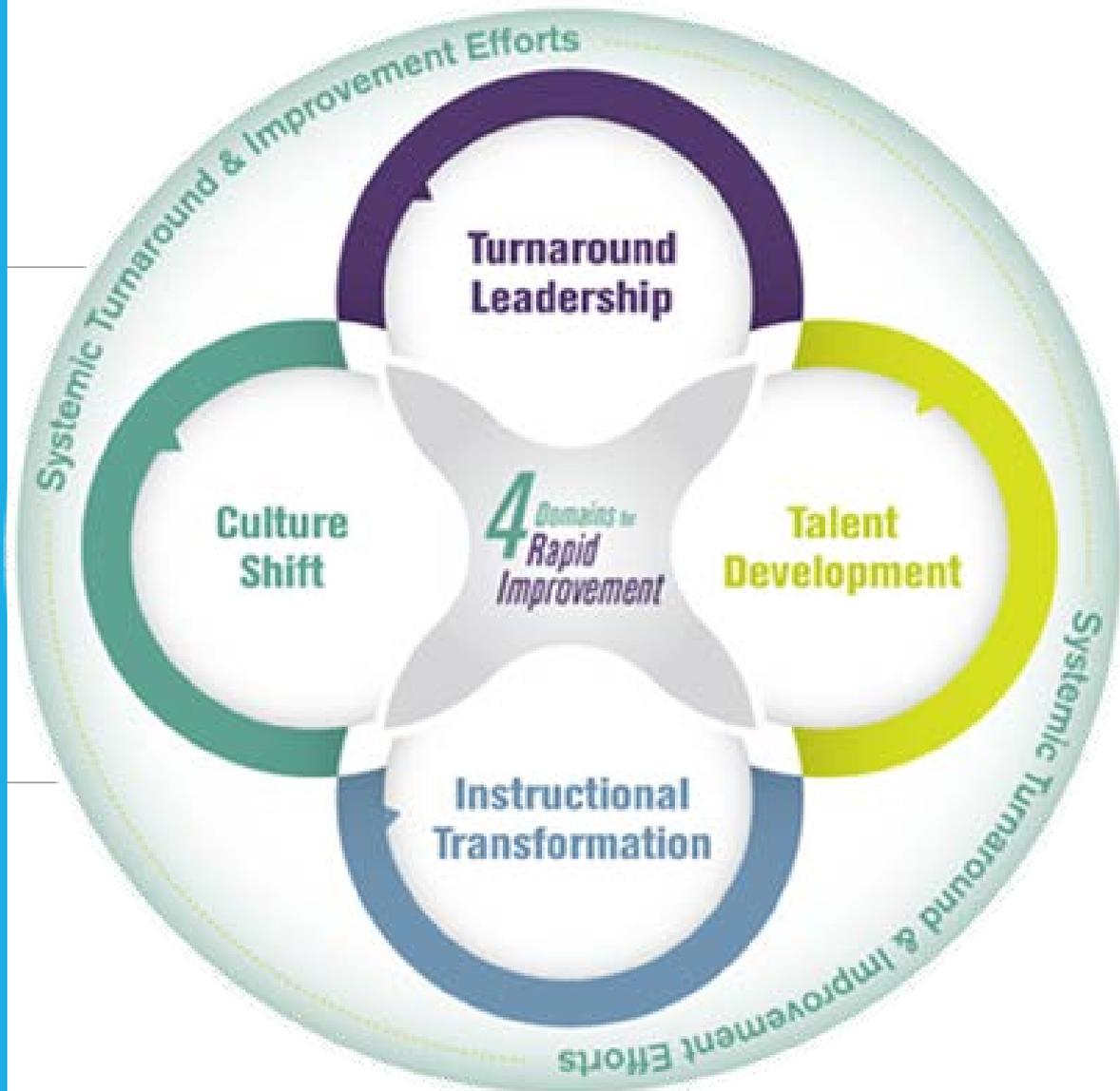
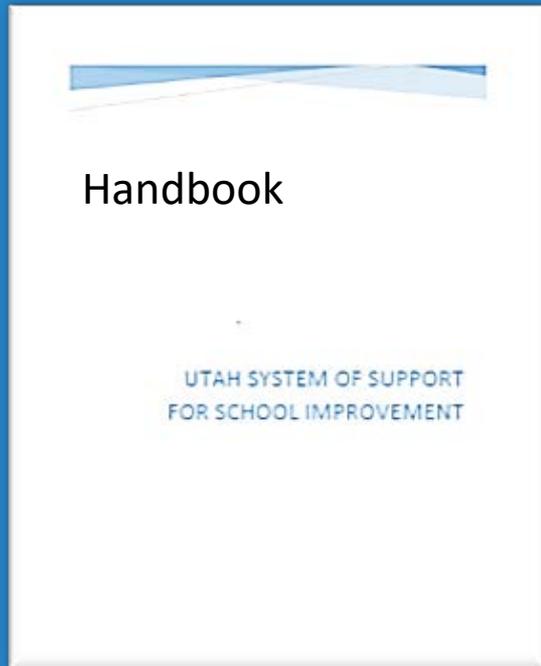
- States may reserve up to 7% of the Title 1 federal allocation, 95% of that amount must be used to support schools identified as being in the lowest performing 5% of Title I schools, based on the Utah accountability system.
 - In FY 2019 the "hold-harmless provision" was reinstated for LEAs. Thus, it is no longer possible to set-aside 7%.
- This money funds Comprehensive Support and Improvement (CSI) interventions

One Accountability System



Schools Will Not Be Double-Identified

4 Domains for Rapid Improvement



Continuous Improvement Cycle

1. Set the Direction
2. Needs Assessment and Root Cause Analysis
3. Create the Plan
4. Implement the Plan
5. Monitor the Plan
6. Adjust Course



Title I School Improvement Process

(Turnaround/CSI and TSI):

1. Notify parents of school's improvement status
2. Establish a school leadership team
3. Comprehensive needs assessment
4. Root cause analysis
5. Revise/develop a School Improvement Plan (SIP) based on results of needs assessment/root cause analysis
 - Include evidence-based practices
6. Conduct a Peer Review of the proposed SIP
7. Present SIP to local board
8. Submit CSI/Turnaround plans to USBE
9. Implement the SIP
10. Monitor and report school progress on a quarterly basis
11. Work with USBE School Improvement Team

Comprehensive Support and Improvement (CSI) – Identification Details and Timeline

Types of Schools	Description	Frequency of Identification	Initial year of identification
Lowest-Performing (Title I Schools)	Any Title I school performing in the lowest 5 percent of Title I schools for three years, on average.	Once every three years	2018-2019
Low High School Graduation Rate	Any high school in the State with a 4-year adjusted cohort graduation rate at or below 67 percent for three years, on average.	Once every three years	2018–2019
Chronically Low-Performing Student Group	Any Title I school with a consistently underperforming student group that does not improve within four years.	Annually	2022–2023
Additional Category	Any school performing in the lowest 3 percent of all schools for two consecutive years.	Annually	2018–2019

<https://www2.ed.gov/admins/lead/account/stateplan17/utconsolidatedstateplanfinal.pdf>

CSI – Exit Criteria in Brief

The school no longer meets the criteria for which the school was identified for the second and third years, consecutively, after identification (R277-920-8)

In other words, the school is no longer:

- Lowest performing 5% of Title I schools averaged over 3 years
- A High School with less than 67% grad rate for the 2nd and 3rd year in improvement, or by the end of the extension period (two consecutive years)

Federal ESSA

Targeted Support and Improvement (TSI)

- For two consecutive years, any of its (the school's) student groups fall below the percentage of points (cut score) associated with the lowest performing 5 percent of schools in the state's accountability system.

Student groups

- Economically disadvantaged students
- Students with disabilities,
- Students who are English learners
- Students by major racial and ethnic groups

4 years

Title I School Improvement Process

(Turnaround/CSI and TSI):

1. Notify parents of school's improvement status
2. Establish a school leadership team
3. Comprehensive needs assessment
4. Root cause analysis
5. Revise/develop a School Improvement Plan (SIP) based on results of needs assessment/root cause analysis
 - Include evidence-based practices
6. Conduct a Peer Review of the proposed SIP
7. Present SIP to local board
8. Submit CSI/Turnaround plans to USBE
9. Implement the SIP
10. Monitor and report school progress on a quarterly basis
11. Work with USBE School Improvement Team

#8-11 NA for TSI Schools

TSI - Exit Criteria in Brief

TSI schools will exit when, for two consecutive years, the school no longer has student groups performing below the percentage of points associated with the lowest performing 5 percent of Title I schools in the state's accountability system.

Title I schools that do not exit will be identified for Comprehensive Support and Improvement (CSI) because the student groups will be deemed “chronically underperforming.”
2022-



LEA Monitoring & Technical Assistance

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Monitoring as a slackline...

ESEA as Amended by ESSA = Change in Focus

Gone are the days when the sole emphasis was on federal education program compliance. **Now, our focus has shifted to identifying and addressing the specific needs of the children who are beneficiaries of the programs funded by the Elementary and Secondary Education Act (ESEA).** While students in our schools face many challenges and barriers, we recognize that access to and involvement in integrated, innovative, and collaboratively designed programs leads to successful outcomes.

National Association of ESEA State Program Administrators
(NAESPA)

Annual Desktop Monitoring

1. Utah Grants Management System

- LEA Title I Plan
- Assurances
- Forms/Pages (replaces UCA)

2. Desktop Monitoring Instrument (DMI)

- Annual Core
- Cycle 4

Desktop Tool 1

Utah Grants Management System



The image shows the login page for the Utah Grants Management System. On the left, there is a blue banner with the Utah State Seal, the text "Utah Grants", and the URL "utahgrants.utah.gov". On the right, there is a white login form with the Utah State Seal and the text "UTAH grants". The form includes fields for "Username" and "Password", a "Remember Me" checkbox, a "Forgot Password?" link, and "Login" and "Register As" buttons.

Utah Grants
utahgrants.utah.gov

UTAH grants

Username

Password

Remember Me [Forgot Password?](#)

Login Register As

To be completed by November 1st

Help Desk
utahgrants@schools.utah.gov
801-538-7604

Utah Grants Title I Application

LEA Plan

LEA plan requirements for the receipt of Title I Part A funds				
IA	ESSA Citation	Requirements	Description or Assurance	LEA Responses
1.	<p>§ 1112(b)(1)(A)</p> <p>§ 1112(b)(1)(B)</p> <p>§ 1112(b)(1)(C)</p> <p>§ 1112(b)(1)(D)</p>	<p>Describe how the LEA will monitor students' progress in meeting challenging State academic standards by (please address the following elements):</p> <ul style="list-style-type: none"> ➤ 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. 	Description	
2.	<p>§ 1112(b)(5)</p> <p>§ 1112(b)(9)</p>	<p>Select the program(s) the LEA operates:</p> <p><input type="checkbox"/> Schoolwide</p> <p><input type="checkbox"/> Targeted Assistance</p> <p><input type="checkbox"/> Both Schoolwide and Targeted Assistance</p> <ul style="list-style-type: none"> ➤ Describe, in general, the Schoolwide and/or Targeted Assistance programs the LEA will operate as well as the goal(s) of those programs. ➤ 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. 	Description	

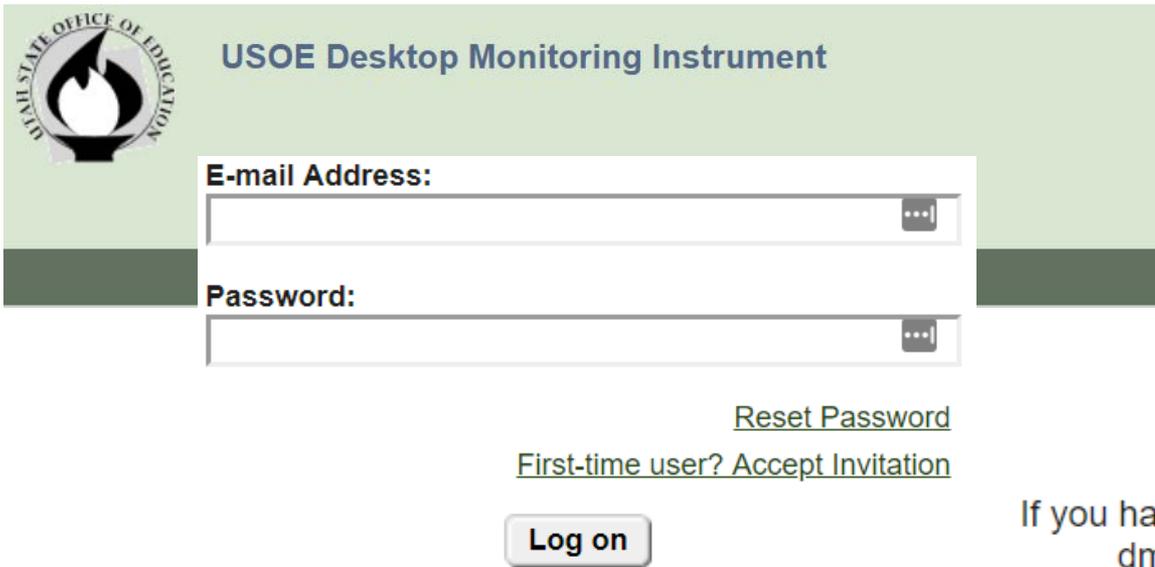
Utah Grants Title I Application

Assurances

L.	§ 1116(b)(4)	Provide an assurance that the LEA has submitted any parent comments from parents of participating children to whom the LEA plan is not satisfactory.	Assurance	Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <input type="checkbox"/> If the response is no, please provide the date when the LEA will be in compliance with this requirement of the Every Student Succeeds Act (ESSA):
M.	§ 1117(a)(1)(A), § 1117(a)(3)(B)	Provide an assurance that the LEA— <ul style="list-style-type: none"> ➤ has conducted timely and meaningful consultations with appropriate private school officials; ➤ will provide special educational services, instructional services, counseling, mentoring, one-on-one tutoring, or other benefits that address the needs of eligible children identified under section 1115(c); and, ➤ ensures that teachers and families of eligible children participate, on an equitable basis, in services and activities pursuant to section 1116. 	Assurance	Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <input type="checkbox"/> If the response is no, please provide the date when the LEA will be in compliance with this requirement of the Every Student Succeeds Act (ESSA):

Desktop Tool 2

Desktop Monitoring Instrument (DMI)



The image shows a login form for the USOE Desktop Monitoring Instrument. It features the Utah State Office of Education logo on the left. The form has two input fields: 'E-mail Address:' and 'Password:'. Below the password field are links for 'Reset Password' and 'First-time user? Accept Invitation'. A 'Log on' button is positioned below the links.

 **USOE Desktop Monitoring Instrument**

E-mail Address:

Password:

[Reset Password](#)
[First-time user? Accept Invitation](#)

Log on

If you have trouble logging in, please contact
dmi.helpdesk@schools.utah.gov

Renee Medina (801) 538-7704

Becky Peters (801) 538-7712

To be completed by December 1st
Training held afternoon of September 18th

DMI Part A: Annual Core

Criteria Questions

Question ▲

Are you a charter school serving a single site?

Are you a charter school who manages more than one site?

Are you a district, NOT a charter?

Did you consult with any private schools regarding equitable services for Title I?

Do you have any schools identified for Targeted Support and Improvement (TSI)?

Do you have any Title I Schools identified for Comprehensive Support and Improvement (CSI) for overall performance?

Do you have approved Schoolwide (SW) programs in your LEA?

Do you have approved Targeted Assistance (TA) programs in your LEA?

Do you provide services to private nonprofit schools for children living within your Title I school boundaries?

Does your LEA receive \$500,000 or more in Title I Part A funds?

Is your LEA scheduled for a Title I Onsite Monitoring visit?

DMI Part A: Annual Core

Required Uploads:

Copy of Invitation to Consult (equitable services to private schools)

Equitable Services Checklist

Documentation of the current year's annual Title I meeting

Title I Comparability Report

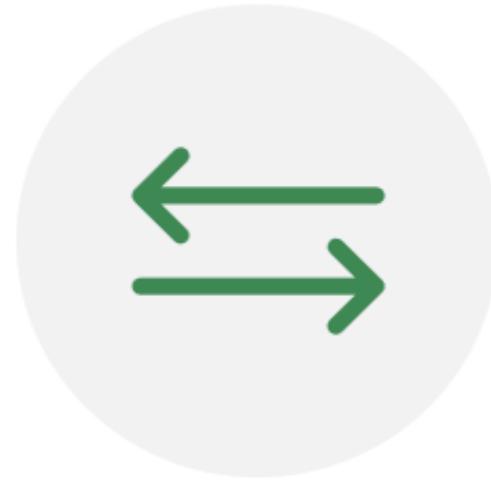
Supplement Not Supplant (SNS) Methodology (if changed from 2019)

Time Effort Documentation

DMI Part B: Current Cycle 4



SCHOOLWIDE PLAN



TARGETED ASSISTANCE
PROGRAM

Title I Items to be Addressed Now

Annual Title I Meeting

LEA Parent & Family Engagement Policy

School Parent & Family Engagement Policy

School-Parent/Family Compact

Parents Right to Know

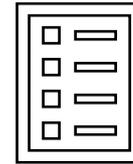
Title I Items to be Addressed Now, cont.

LEA Report Card - As soon as the LEA report card becomes available, share it with parents & community in a minimum of two ways.

School Report Card - As soon as the school report card becomes available, share it with parents in a minimum of two ways.

Schoolwide plan - Make the SW plan (at least a one-page summary) available to parents in a minimum of two ways.

Ideas for Sharing Documents



Onsite Monitoring Visits



Onsite monitoring visit for **new** LEAs held during 2nd year



Past onsite monitoring schedule = every 5 years



Beginning SY 2019-20, a two-pronged approach that includes:

a risk-based assessment

the need for a periodic visit

Onsite Monitoring Visits 2019-20

And the lucky winners are...	And the lucky winners are...
Nebo SD	Leadership Learning Academies
Salt Lake City SD	Mana Academy
South Sanpete SD	Monticello Academy
Ascent Academies	North Star Academy
Canyon Rim Academy	Pinnacle Canyon Academy
Dual Immersion Academy	Summit Academy/High School
East Hollywood High School	Uintah River High School
Edith Bowen	Utah Career Path High School
Endeavor Hall Academy	Utah County Academy of Science
Entheos Academy	Utah International Charter School
Ignite Entrepreneurship	Utah Military Academies
	Voyage Academy

Shift in Monitoring Focus



Technical Assistance

Technical assistance & support beginning first year

- Ongoing

New Title I Directors Meeting

- Held yearly in late summer/early fall

Title I Directors Meeting held at least 2x year

- September 18, 2019
- March 10, 2019
- Title I Summer Conference

DMI Training

- Held in conjunction with Title I Directors Meeting (afternoon of September 18th)

Federal Programs and Related State Initiatives

Program Menu

Every Student Succeeds Act (ESSA)

Related State Initiatives

Title I Part A: Improving Basic Programs Operated by Local Educational Agencies (LEAs)

Title I, Part A: Monitoring and Compliance

Title I, Part A: School Improvement and School Turnaround

Title I, Part C: Migrant

Title I, Part D: Neglect

Title III: English Learn

Title IV, Part B: 21st Century Community Learning Centers

Title VI: American Indian Education

Title VII, Part B: McKinney-Vento Homeless Education

Contact Us

Title I, Part A: Monitoring and Compliance

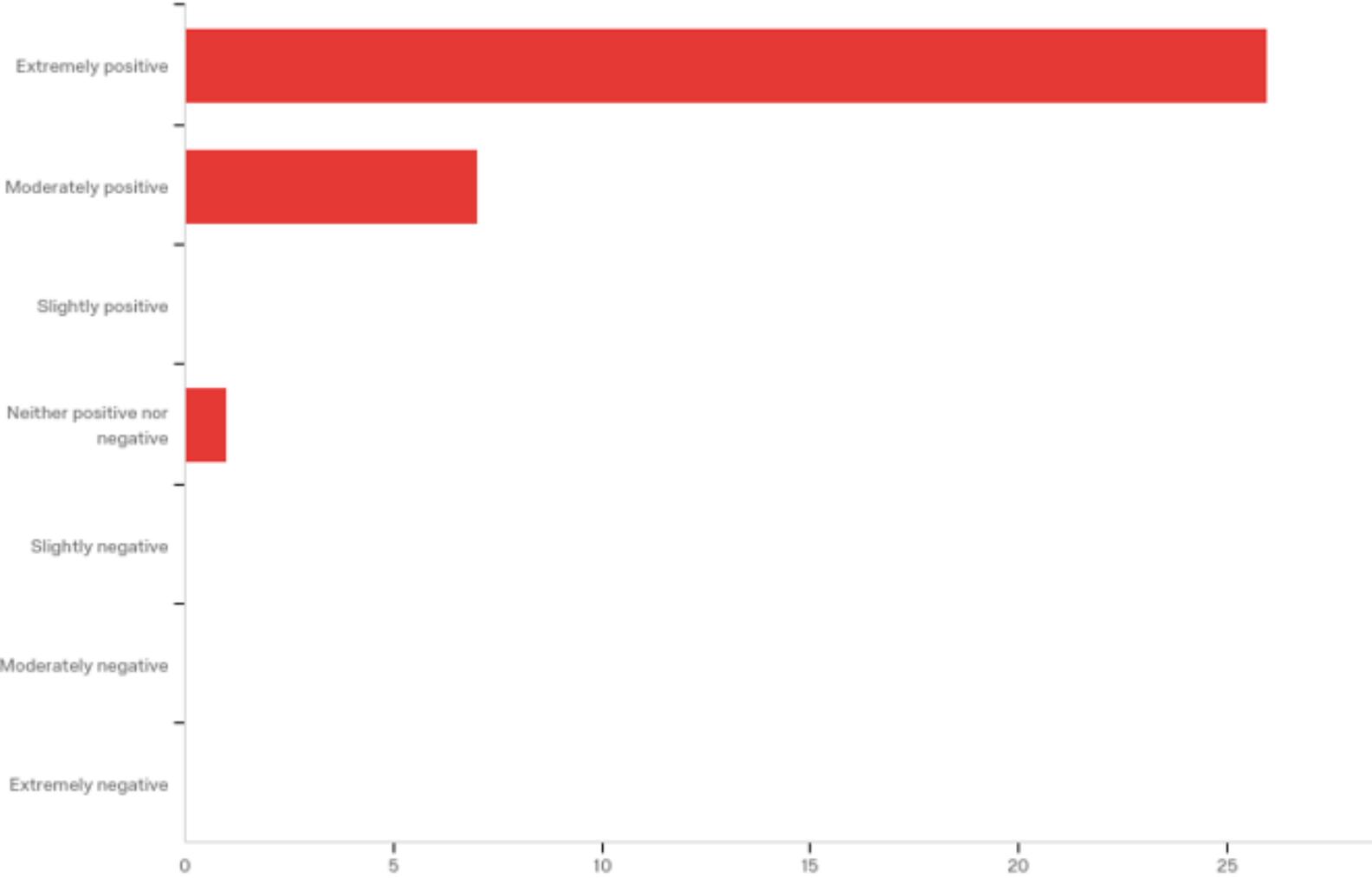
Overview

Fiscal Year Schedules

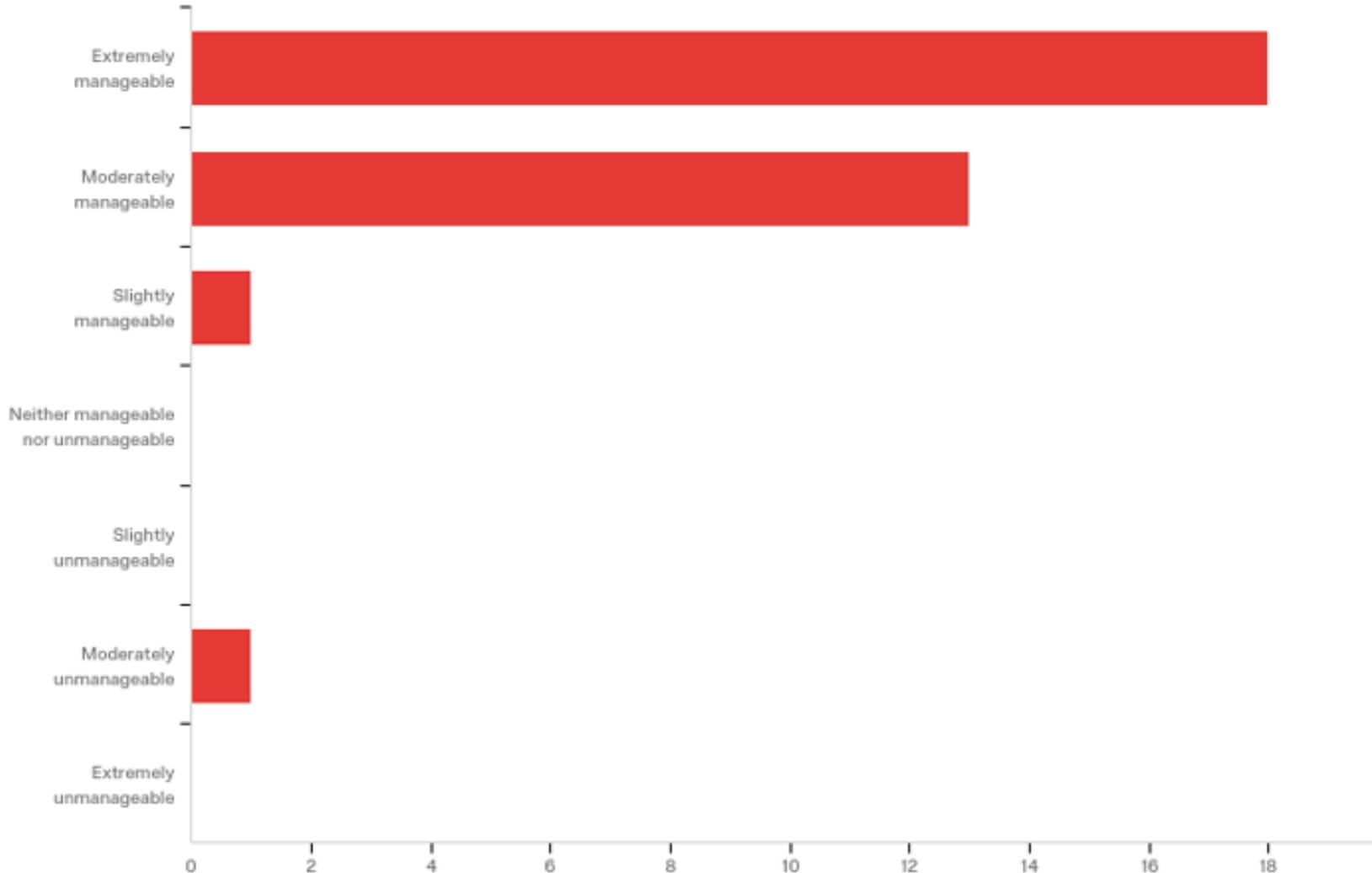
Sample Time Effort Documents

Parent and Family Engagement

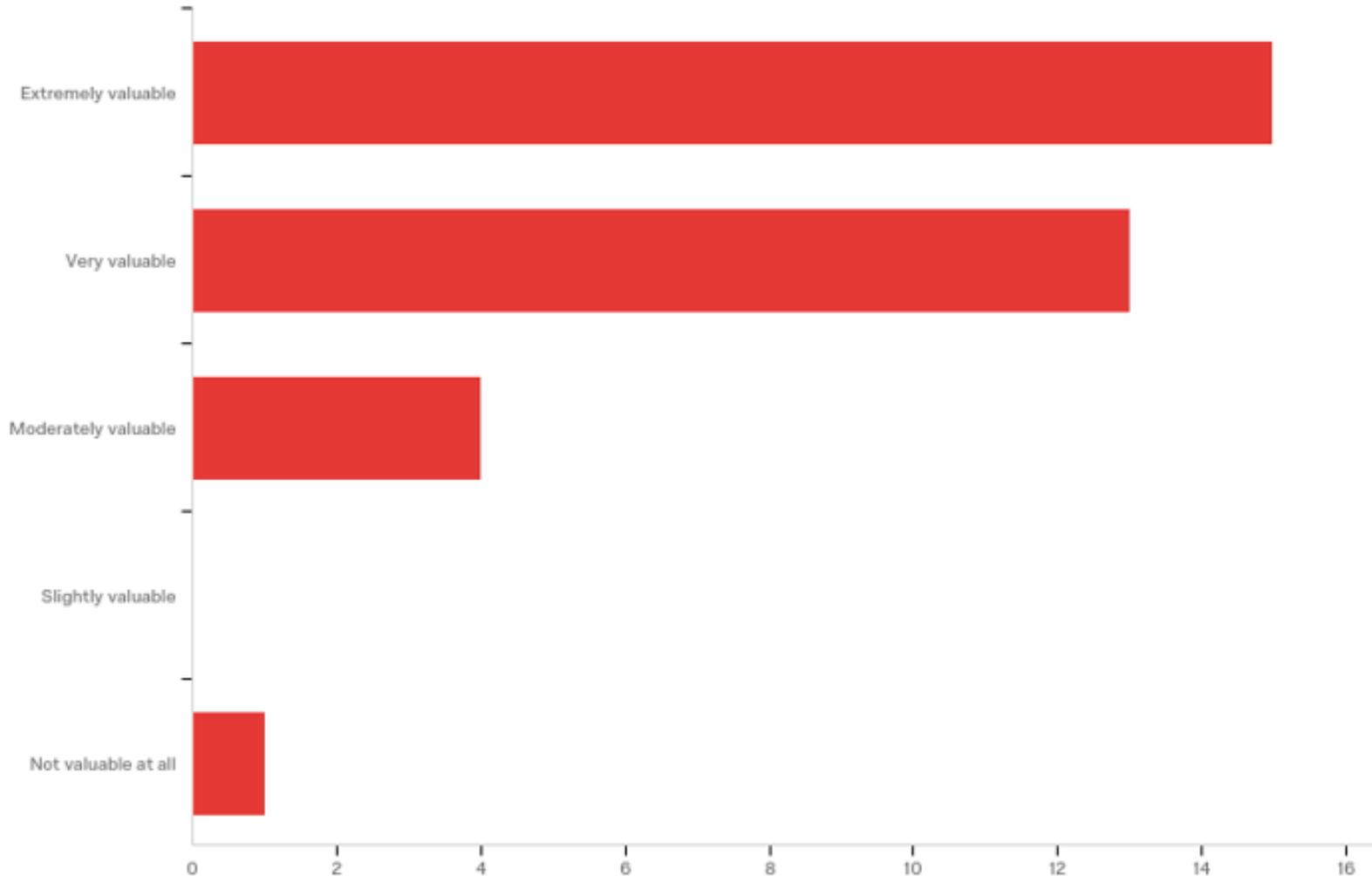
How positive or negative was your overall experience with the Title I Onsite Review?



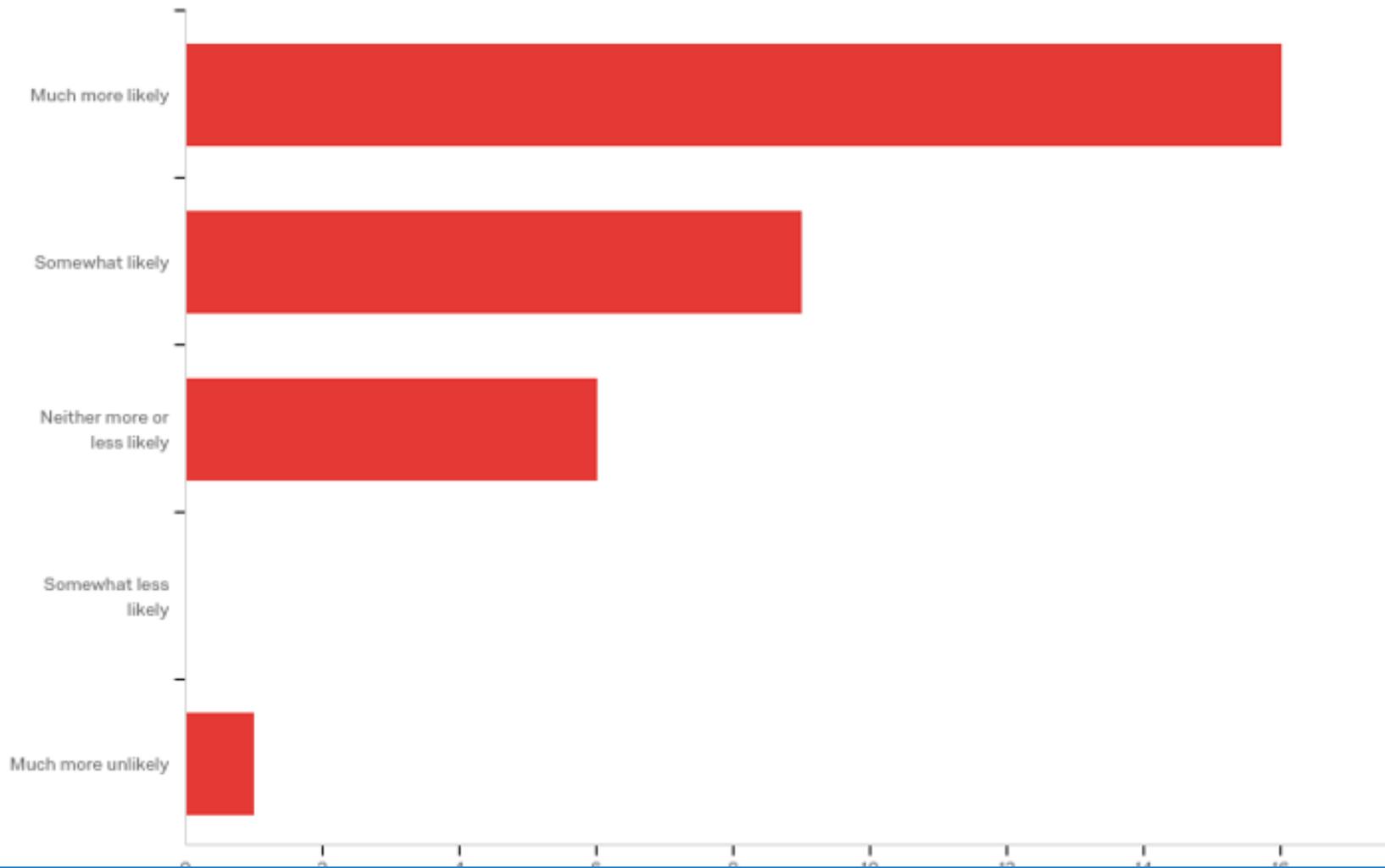
How manageable or unmanageable was the entire Title I Onsite Review process?



How valuable was the Title I Onsite Review for helping you reflect on the effectiveness of the Title I program(s) at your school(s)?



How much more likely or unlikely are you to reach out to USBE Title I staff for support and/or technical assistance in the future?



Persistence and Support





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
 - At least 1% set-aside if the LEA receives \$500,000 or more in Title I A funds

Optional Set-Asides at the LEA-Level

- Administration (5% or less recommended)
- Early learning (Pre-K and/or extended K) programs
- Foster Care
- LEA support to identified Comprehensive Support (CSI) and Intervention and Targeted Support and Intervention (TSI) schools

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

Uses of Title I Funds

- 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 may 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"

Uses of Title I Funds

- **Comparability Report** – 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.

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

Braiding Funds

- An effective way to use all the funds awarded to an LEA is to “braid” the funds to achieve better educational outcomes for students.
- Title I, Title II, Title III, Title IV-A, IDEA, and State funds can be braided to improve educational outcomes for all students.
- The Planning Tool in the grants management system is a good way to determine which funds to braid to meet the LEA’s overall goals for improved student achievement.
- Information on braiding funds will be provided at the Sept. 18 Title I Directors Meeting.

Reimbursement Requests

- Requests are submitted through the USBE online grants management system
- Requests should be made at least quarterly
- Requests must be preceded by both an approved:
 - LEA consolidated plan (**Due November 1**)
 - Desktop Monitoring Instrument (DMI) (**Due December 1**)
- Requests must be submitted by the 25th of the prior month to be paid by the last day of the following month

LEA Fiscal Risk Assessment

- **LEA risk will include, but not be limited to:**
 - Auditing findings
 - Monitoring findings
 - Failure to submit required Annual Assurances by July 1
 - Failure to complete annual Title I Plan by November 1
 - Failure to complete DMI by December 1
- **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 Requests

- Reimbursement Request covering the period up-to-and including June 30 expenses:
 - Due by the first week of July for State reporting purposes
- Reimbursement Request covering the period up-to-and including September 30:
 - Due by October 25th for Federal reporting purposes

Reimbursement Requests

- A minimum of at least one reimbursement request *will* be audited each year based on risk
- **Reimbursements will be put on HOLD if the DMI is not completed, both Annual and current Cycle**
- Auditing of records or on-site monitoring may occur if the USBE determines the LEA is at risk:
 - If allocated large sums of funds,
 - Failure to meet deadlines,
 - Requests funds less than quarterly, and/or
 - If all funds are requested in one reimbursement request.

Time and Effort Documentation

- Time Distribution:
 - Rules that apply to time distribution and other cost allocation issues are found in the Office of Management and Budget Circulars or the Uniform Grant Guidance (UGG).
- Time and Effort documentation is required for ALL employees paid through ALL Federal Funds.
- Cost Objective: A function, organizational subdivision, contract, grant, or other activity for which cost data are needed and for which costs are incurred by employees that are paid with State and Federal Funds

Time/Effort, cont.

- Employees paid with Federal funds must maintain time distribution records that identify the specific program(s) or “Cost objective(s)” on which they worked:
 - Monthly certifications, or
 - Semi-annual certifications:
 - For Schoolwide Title I schools an employee must work on the same program for 100% of their time (e.g., Title I, Title III, other Title programs and IDEA)
 - LEAs must have written policies and procedures regarding time and effort.

Time/Effort, cont.

100% of time/effort in a single Federal Program

All employees in this category may be listed on a single page that includes the following information:

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

Time/Effort, cont.

- Employees working on multiple Federal programs (or a combination of Federal and non-Federal programs) are required to maintain monthly certification that shows **all cost codes/cost objectives** associated with their time and effort-
 - MUST show 100% of their time/effort for each certification period.

Time/Effort, cont.

Employees working on more than one cost objective/code certification must include:

1. Employee name and name of LEA/school
2. Job title/description
3. FTE or total number of hours worked
4. Certification dates (month, days, year) – monthly
5. All cost codes and percentage of time or number of hours in each code to equal 100% of time/effort
6. Dated signatures of both employee and supervisor

Time/Effort, cont.

- Alternative Method for employee with fixed schedules working under more than one cost objective guidelines:
 - Employee must have a fixed schedule attached to the time/effort document and have more than one cost objective/cost code.
 - All other information from monthly certification must also be included.
 - The LEA must have sufficient internal controls and policy to ensure that the schedules are accurate.
 - This certification may be used by auditors and USBE personnel for auditing purposes.

Time/Effort, cont.

To be eligible to use the alternative method employees MUST:

1. Currently work on a schedule that includes multiple activities or cost objectives,
2. Work on specific activities or cost objectives based on a predetermined schedule, and
3. Not work on multiple activities or cost objectives at the exact same time.

Time/Effort, cont.

- Employee schedules must:

1. Indicate the specific activity or cost objective worked for each segment of schedule,
2. Account for the total hours for which compensation is received,
3. Be certified at least semiannually or for each significant schedule change,
4. Be signed and dated by both employee and supervisor.

Title I Carryover Policy

- Federal regulations limit the amount of funds a 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 letter to State Title I Director Rebecca Donaldson by November 1** (see sample letter pg. 69 in Title I Handbook).

Wrap-up

REBECCA DONALDSON

If You Need Assistance

1. Sign-up on the Onsite Request Sheet to schedule an onsite technical assistance visit at your LEA office,
2. Sign-up on the USBE Request Sheet to schedule an appointment with our staff here at the USBE office, or
3. Call or email us as often as needed.



We are always happy to help!



Contact Information

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Leslie Evans	School Improvement/Turnaround	(801) 538-7851
Murray Meszaros	Neglected & Delinquent	(801) 538-7870
Jeff Ojeda	Migrant & McKinney-Vento Homeless	(801) 538-7945
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Val Murdock	Title I Monitoring	(801) 538-7975
Dr. Christelle Estrada	Title III/Immigrant/Refugees	(801) 538-7888
Kamille Sheikh	21 st CCLC	(801) 538-7825
Robert Palmer	Intergenerational Poverty & Partnerships	(801) 538-7629
Kellie Smith	Grants System Help Desk	(801) 538-7744
Dr. Harold (Chuck) Foster	American Indian Education	(801) 538-7838
Sheryl Ellsworth	Parent/Family/Community Engagement	(801) 538-7733
Renee Medina	Office Specialist	(801) 538-7704

THANK
YOU

The image features the words "THANK YOU" in a playful, bubbly font. Each letter is 3D and covered in a different color with a pattern of small polka dots. The letters are arranged in two rows: "THANK" on top and "YOU" on the bottom. The colors used are blue, orange, yellow, pink, green, red, and blue. The letters have a glossy finish and cast soft shadows on the white background. A faint watermark "dreamstime" is visible in the center of the image.