

Title I Part A

Improving Basic Programs Operated by Local Educational Agencies

Presentation for
New LEA Title I Directors
August 14, 2020

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 statutory 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 the largest 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 or Delinquent

- Title I, Part A provides approximately \$81 million (SFY21) to assist higher-poverty schools in Utah in providing supplemental educational services to meet the needs of economically- and educationally-disadvantaged students.
 - Help students achieve proficiency and growth on rigorous State academic standards 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, evidence-based parent, family, and community engagement activities
 - Provide a well-rounded education for all students

Goals of Title I Part A

Improving Student Achievement

LEAs and Title I schools should implement evidence-based 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 (e.g., full-day K)
- Preschool



LEA Requirements

The Annual Plan Rules!



LEAs (*and Title I schools*) must
(1) **plan first**
and (2) **then fund the plan!**

LEA Title I Plan (ESEA Section 1112)

- LEA Title I Plan (district or charter school) must be annually submitted through the USBE online grants management system
 - UtahGrants.gov
 - Application should be available in Sept.
 - **Due November 1**
- LEA Title I Plan must be developed with timely, meaningful consultation with key stakeholders:
 - Principals and other school leaders
 - Teachers
 - Parents of students served by Title I
 - Paraeducators
 - Specialized instructional support personnel
 - Charter school leaders, if applicable
 - Tribal leaders, if applicable

LEA Title I Plan (ESEA Section 1112)

LEA Title I Plan must be coordinated, as appropriate, with:

- Other ESEA Title programs
- McKinney-Vento Homeless Education Act
- Rehabilitation Act
- IDEA
- Perkins CTE Act
- Workforce Innovation and Opportunity Act
- Head Start Act
- Adult Education and Family Literacy Act
- Others as applicable

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)

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% *or*
 - higher than the LEA's average % of poverty
 - A charter school must have at least 10 low-income children by Federal definition and low-income students must be at least 5% of school population.
 - 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 the LEA's poverty rate *as long as there are sufficient funds*.

School	% Low Income	# Low Income	\$ Per Pupil Allocation (PPA)	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	\$0	\$0
Everett Elementary	19.6%	38	\$0	\$0

Title I Eligibility Worksheet

Up and Coming School District

District Average Poverty = 47.3%

Funding Schools: Equal vs. Equitable

SAMPLE LEA A 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. $45\% \times 400 \times \$1000 = \$400,000$ SW

SAMPLE LEA B 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. $50\% \times 250 \times \$675 = \$135,000$ SW
7. $40\% \times 260 \times \$675 = \$175,500$ 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

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

Targeted Assistance Schools

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 (McKinney-Vento Title VII-B)
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.

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's 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 improve 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.

Paraeducators working in SW schools must meet the following requirements:

- HS diploma plus one of the following:
 - Associate's degree
 - 48 semester hours or 60 quarter hours of college credit
 - Passing score on the PRAXIS Parapro Exam or similar

In Schoolwide Title I schools, ALL instructional paraeducators must meet the same requirement, unless they meet one of the exceptions listed on slide 30.

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 teachers, paraeducators, 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.

1

Ensure Tier I core instruction is delivered by qualified teachers (based on State Licensing standards)

2

Identify student learning needs through informal and formal assessments on an ongoing basis

3

Provide targeted interventions for those students who need additional instructional help

4

Provide enrichment for students

5

Annually review school academic progress on the State's end of year assessments

Improving Student Achievement



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)

- 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/guidanceusesinvestment.pdf>

What Works is What Matters

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: at least 1 well-designed and well-implemented experimental study
	LEVEL 2 MODERATE EVIDENCE Quasi-experimental Studies	Evidence cited is based on: at least 1 well-designed and well-implemented quasi-experimental study
	LEVEL 3 PROMISING EVIDENCE Correlational Studies	Evidence cited is based on: at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias
	LEVEL 4 DEMONSTRATES A RATIONALE	Evidence cited is based on: high-quality research findings or positive evaluation, and includes ongoing efforts to examine the effects of such activity, strategy, or intervention

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.

8/13/2018



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

30

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.

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

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

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

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

[Schoolwide Title I Plan](#)

- Schoolwide Plan Template

[Targeted Assistance Title I School Checklist](#)

- Checklist of Requirements for TA Schools



Save the Dates

School Improvement Updates

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Key Terms

1. Comprehensive Support and Improvement (CSI) Identification

- a. Lowest 5% of Title 1 schools averaged over 3 years, or
- b. Any public HS with a 67% graduation rate, or lower for three school years, on average.

2. Targeted Support and Improvement (TSI) Identification

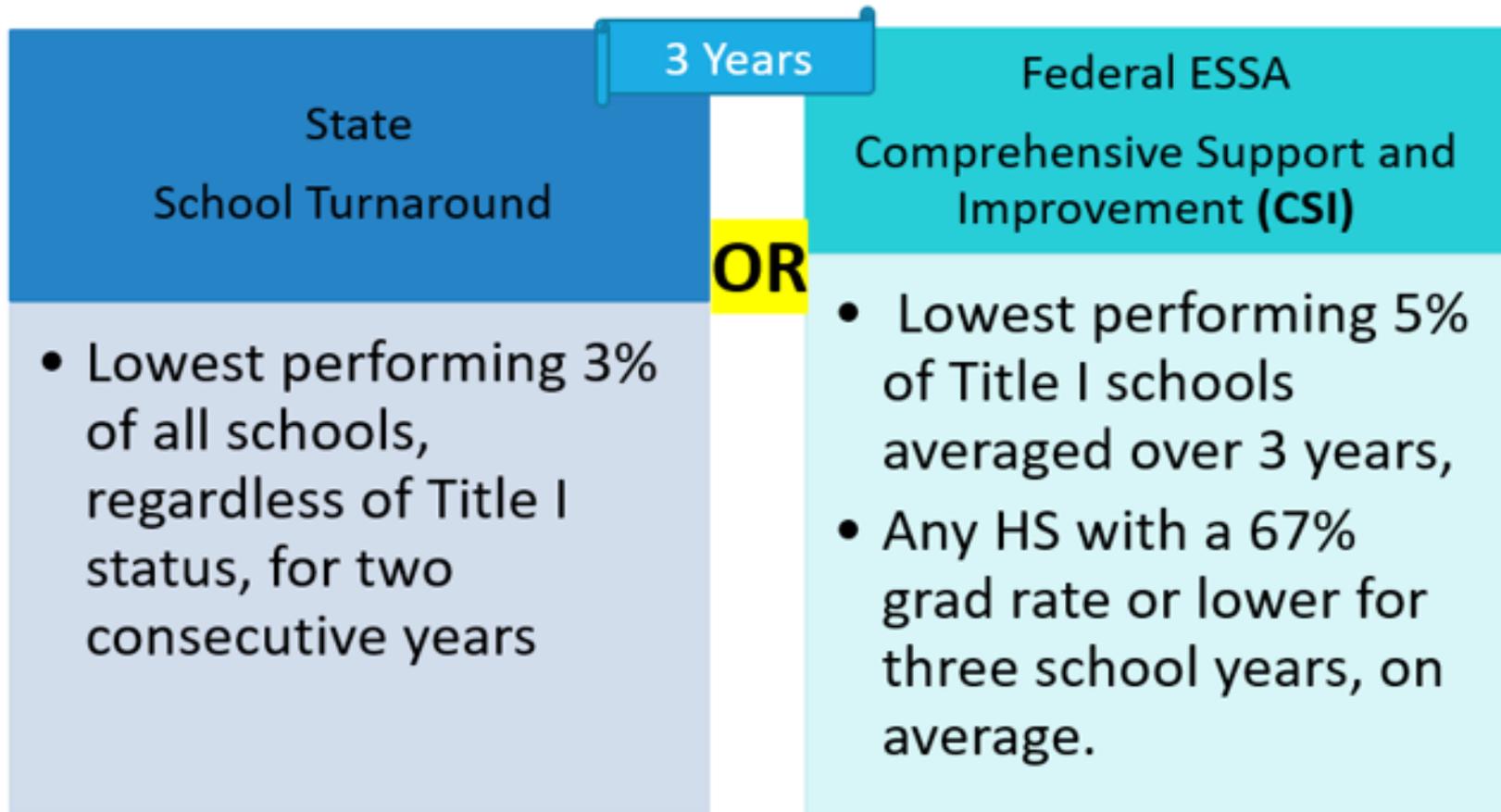
- a. For two consecutive years, any of a school's student group(s) that falls below the percentage of points (cut score) associated with the lowest performing 5 percent of schools in the state's accountability system.

3. The terms, Priority and Focus Schools, are not used in ESSA

4. SB 234 - School Turnaround and Leadership Development Act



One Accountability System



Utah's ESEA Federal Waiver

Federal Fiscal Year 2018 ESEA funds (State Fiscal Year 2019 funds) were set to expire on September 30, 2020. Those funds will now be available to expend through September 30, 2021. This extension applies to all programs included in Utah's Consolidated ESSA State Plan to provide LEAs with additional time to use those funds.

Schools will not be identified for State School Turnaround, Comprehensive Support and Improvement (CSI), or Targeted Support and Improvement (TSI)

Utah's Federal Waiver:

<https://schools.utah.gov/file/324b87bf-3571-4dcf-bb6a-7412e58f3d70>

CSI Funding School Improvement under ESSA

17T1SF – Funds expire September 30, 2020 (Pre-CSI identification)

18T1SF – Funds extended to September 30, 2021 due to Covid-19

19T1SF – (Formula and Competitive Grants) Funds expire September 30, 2021

20T1SF (Formula Grant) – Funds expire September 30, 2022

CSI – Exit Criteria in Brief

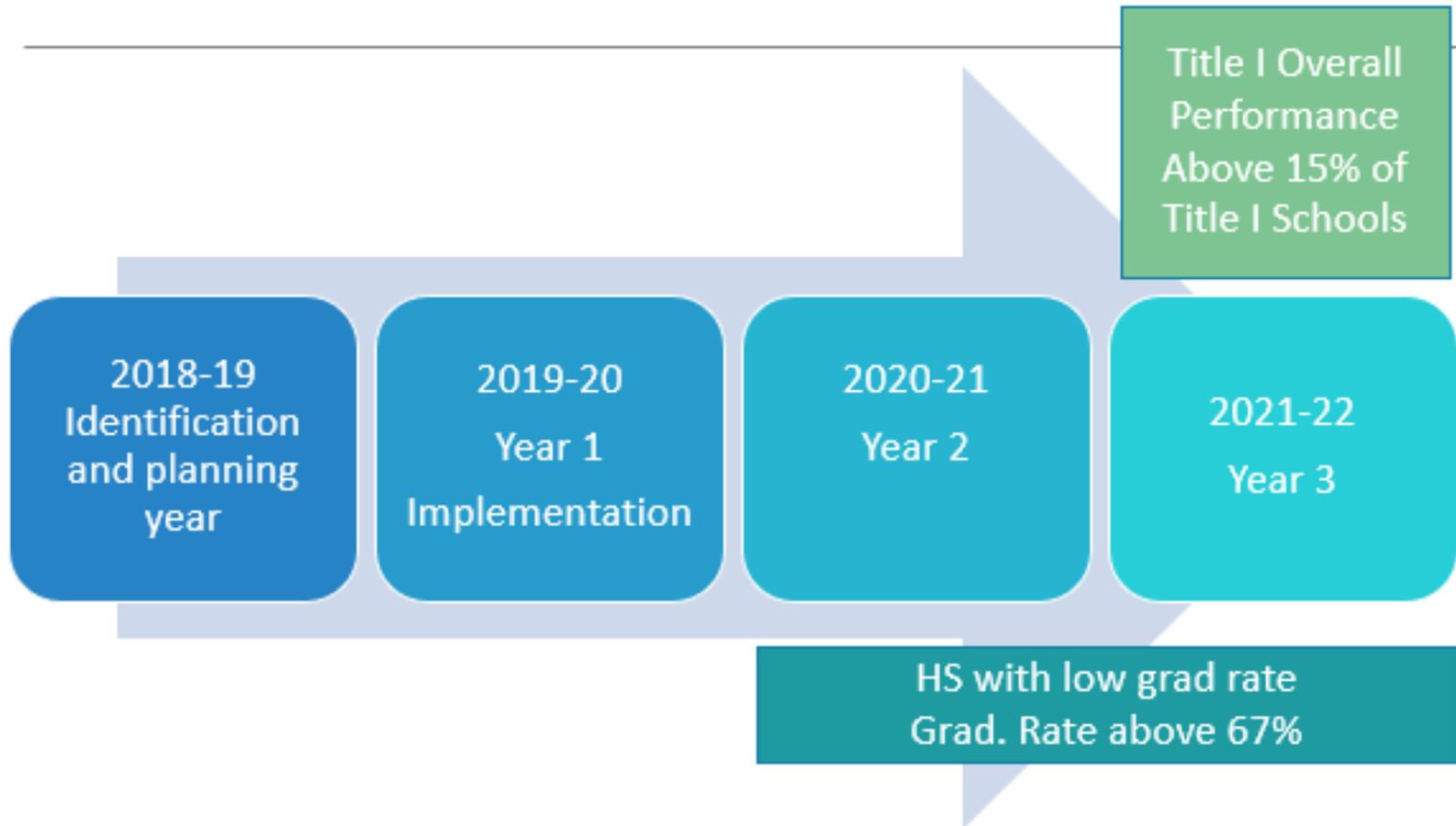
CSI for Overall Performance

- Low performing Title I schools identified for comprehensive support and improvement will be required to demonstrate that the school performed above the lowest performing 15 percent of Title I schools

CSI for Low Graduation Rate

- Schools that are identified for comprehensive support and improvement based on graduation rate will be required to have a graduation rate above 67 percent for the second and third year after which the school was identified.

CSI Cohort 1 Timeline



CSI Cohort 1 Exit

CSI for Overall Performance

To exit, schools must be above the lowest 15% of Title I schools in year four (2021-22 accountability results)

CSI for Low Graduation Rate

To exit, schools must have a graduation rate above 67% for years three and four (2020-21 and 2021-22 graduation rates)

School Turnaround and Leadership Development Act Exit

Cohort 1 & 2 – Exit is pending. A state review panel will make recommendations to the USBE in September

Cohort 3 – Hold in current Turnaround status for 2020-21

Cohort 4 – Exit criteria is pending changes to Rule R277-920 from H.B. 420 – Turnaround Program Amendments.

Targeted Support and Improvement (TSI) Exit

"For two consecutive years, any of a school's student group(s) that falls below the percentage of points (cut score) associated with the lowest performing 5 percent of schools in the state's accountability system."
Utah's Consolidated ESSA Plan

- No TSI identifications 2020-21
- The 2019-20 school year will not count toward exit



LEA Monitoring & Technical Assistance

Val Murdock, Title I Monitoring
val.murdock@schools.utah.gov
801-538-7975



Monitoring may seem like...

Title I, Part A Monitoring



DESKTOP MONITORING



“ONSITE” MONITORING

Annual Desktop Monitoring

1. Utah Grants Management System

- LEA Title I Plan & Assurances
- Plan Abstract & Budget + Abstract
- Forms/Pages

2. Desktop Monitoring Instrument (DMI)

- Annual Core
- Current Year's Cycle

Utah Grants Management System



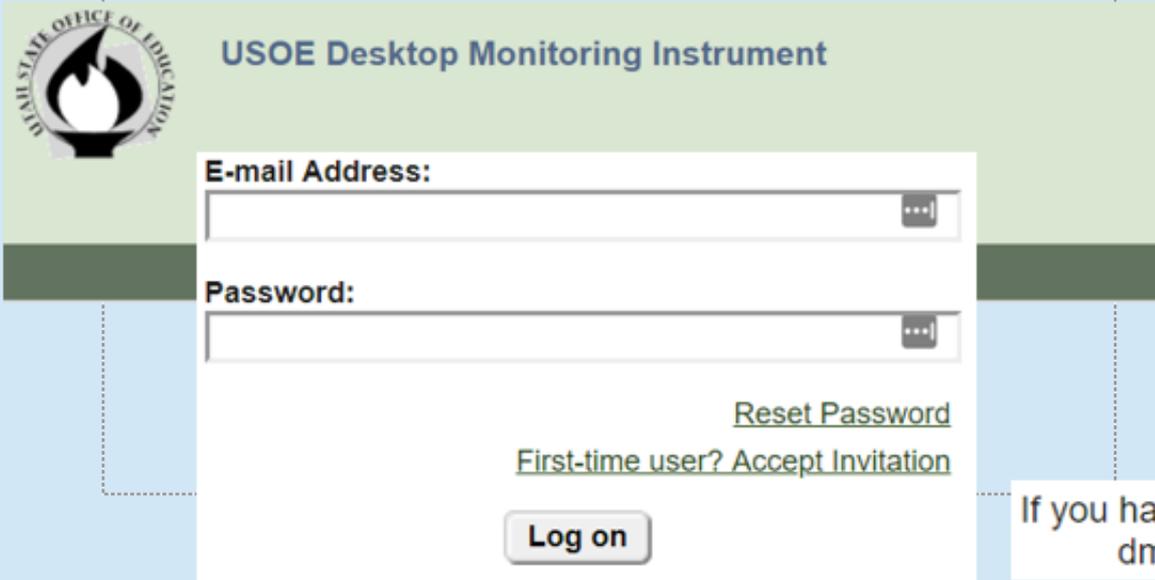
The image shows the login page for the Utah Grants Management System. On the left, there is a blue banner with the Utah state seal, the text "Utah Grants", and the website "utahgrants.utah.gov". To the right of the banner is a photograph of the Utah State Capitol dome. On the right side of the page, 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.

To be completed by November 1st

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

Desktop Monitoring Instrument (DMI)

Click to add text



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

To be completed by December 1st
Training held afternoon of September 23rd

renee.medina@schools.utah.gov
becky.peters@schools.utah.gov

DMI - Annual Core

Required Uploads:

Summary of LEA's process to contact 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 2020)

Time Effort Documentation

DMI - Current Cycle (Cycle 1)



**EQUITABLE ACCESS TO
EFFECTIVE EDUCATORS**



**QUALIFIED TEACHERS AND
PARAPROFESSIONALS**

DMI - Cycle 1

Required Summaries:

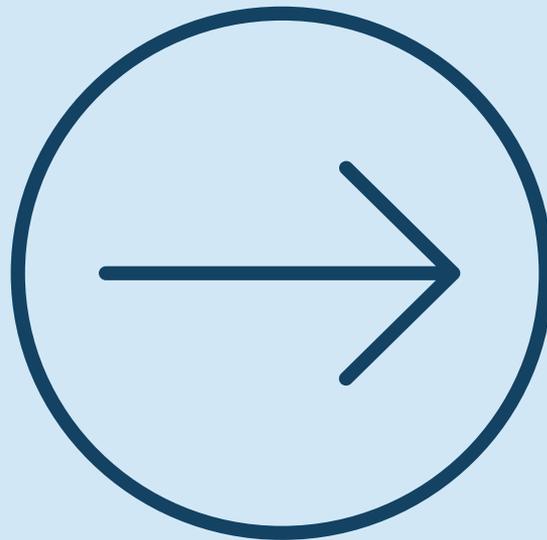
Educator Equity

State-Qualified Teachers

Highly-Qualified Paraprofessionals

More info: Title I Handbook pp. 36-37, 43-44

Get Started Now for 2020-21



Title I, Part A Items to be Addressed Now

Annual Title I Meeting

LEA Parent & Family Engagement Policy

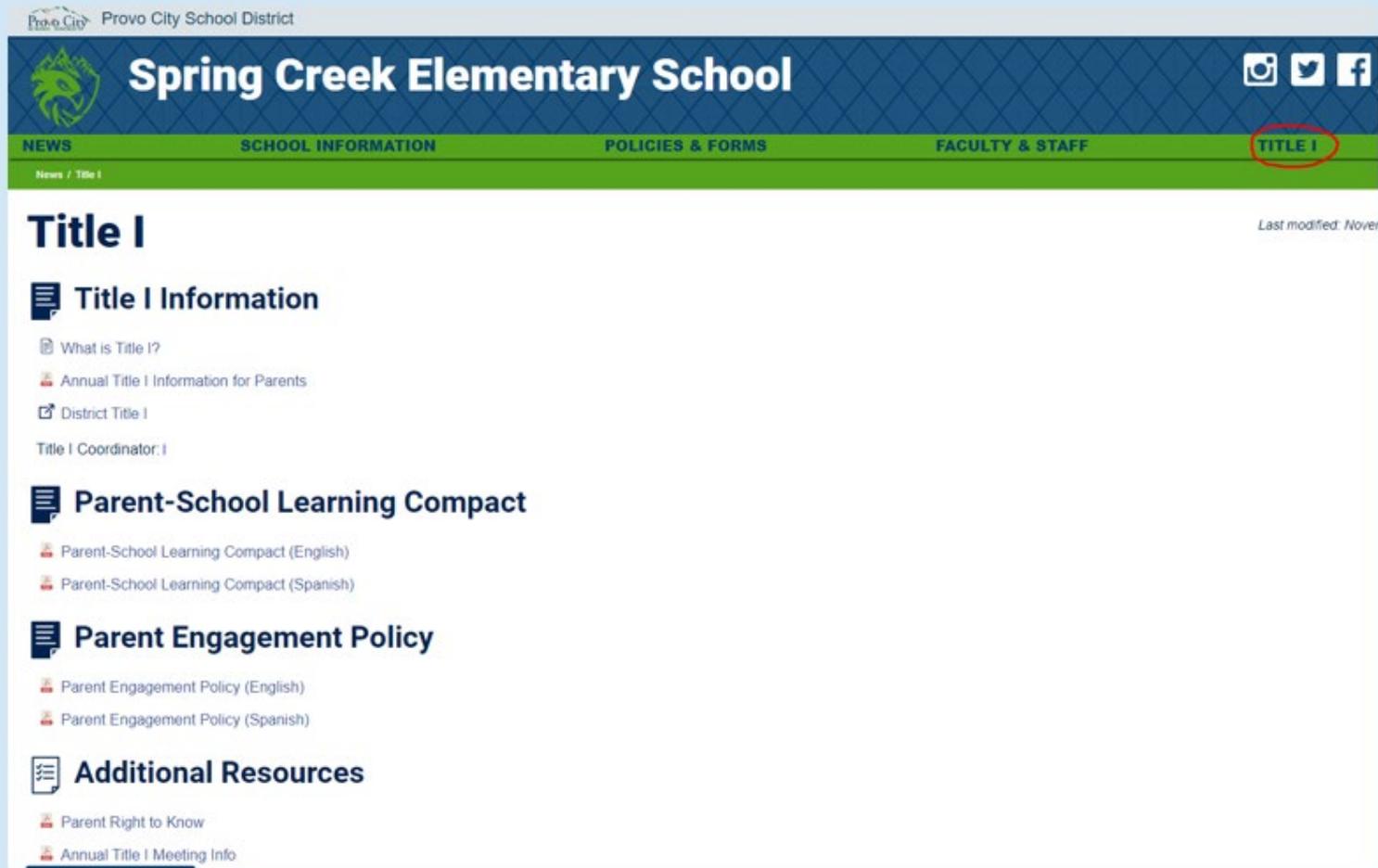
School Parent & Family Engagement Policy

School-Parent/Family Compact

Parents Right to Know

Hint:

Add a Title I Page to Website



The screenshot shows the website for Spring Creek Elementary School, part of the Provo City School District. The header includes the school name and social media icons. A green navigation bar contains links for NEWS, SCHOOL INFORMATION, POLICIES & FORMS, FACULTY & STAFF, and TITLE I (circled in red). The main content area is titled "Title I" and lists several sections: Title I Information, Parent-School Learning Compact, Parent Engagement Policy, and Additional Resources. Each section contains links to related documents or information.

Provo City School District

Spring Creek Elementary School

NEWS SCHOOL INFORMATION POLICIES & FORMS FACULTY & STAFF **TITLE I**

News / Title I

Title I

Last modified: November 1, 2019

Title I Information

- What is Title I?
- Annual Title I Information for Parents
- District Title I
- Title I Coordinator: I

Parent-School Learning Compact

- Parent-School Learning Compact (English)
- Parent-School Learning Compact (Spanish)

Parent Engagement Policy

- Parent Engagement Policy (English)
- Parent Engagement Policy (Spanish)

Additional Resources

- Parent Right to Know
- Annual Title I Meeting Info

Draw a Circle Around Safe Sharing Activities



Title I Items to be Addressed Now, cont.

Title I Plan Summary

LEA Report Card

School Report Card

“Onsite” Monitoring Visits



Monitoring visit for **new** LEAs held during 2nd year



Routine monitoring visit every 5-ish years



Monitoring visit based on risk

“Onsite” Monitoring Visits 2020-21

And the winners are...	
Davis SD	CS Lewis
Emery SD	Dixie Montessori
Grand SD	Endeavor Hall Academy
Iron SD	Esperanza Elementary
Juab SD	Mana Academy
Ogden SD	Maria Montessori
Rich SD	Moab Charter School
South Summit SD	Mountain West Montessori
Tooele SD	Quest Academy
Wasatch SD	Scholar Academy
	Spectrum Academy
	George Washington Academy

Programmatic Monitoring Demonstrate Plan in Action



Stakeholder Interviews

Stakeholders	Equity	Collective Efficacy Instruction & Support	Relationships Climate
Students			
Parents			
Teachers			
Paraprofessionals			
Principal/Director			
LEA Title I Director			

The test of our progress is not whether we add more to the abundance of those who have much; it is whether we provide enough to those who have too little.

Franklin D. Roosevelt, 1937

Technical Assistance

Ongoing Support

- Call or email
- Visit USBE website

New Title I Directors Meeting

- Held yearly in late summer/early fall

Title I Directors Meeting held at least 2x year

- Sept. 23rd, Nov. 18th, Mar 17th

DMI Training

- Held in conjunction with Title I Directors Meeting (September 23rd)

Monitoring: Demonstrate Responsibility and Access 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.

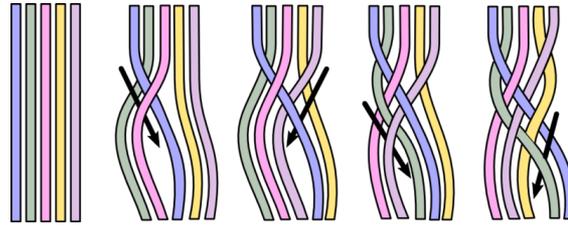
Comparability can be shown by using:

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.
- Information on braiding funds will be provided at a future 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
- A copy of the general ledger must be attached to requests

LEA Fiscal Risk Assessment

- LEA risk will include, but not be limited to:
 - LEA external or single audit findings
 - Monitoring findings
 - Failure to submit required Annual Assurances by July 1
 - Failure to complete annual Title I Plan by 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 Request covering the period up-to-and including June 30 expenses

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

30 June

30 September

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

- Due by October 25th for Federal reporting purposes

Reimbursement Requests

Reimbursement Requests

- A minimum of at least one reimbursement request *will* be monitored each year based on risk
- **Reimbursements will be put on HOLD if the DMI is not completed, both Annual and current Cycle**
- Monitoring 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
 - 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 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 USBE personnel for monitoring 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 in Title I Handbook).
- **Due to COVID-19, there is one-time federal waiver that permits LEAs to carryover more than 15% of SFY 2019 Title I funds if necessary (even if the LEA has requested a waiver in the past three years).**

Expiration Dates for Funds

- Federal Title I funds are available for a total of 27 months:
 - An initial 12-months, plus
 - An additional 15 months due to the Tydings Amendment
- SFY 2019 funds will now expire on September 30, 2021 (due to the one-time federal waiver for COVID-19). The normal expiration date would have been September 30, 2020.
- SFY 2020 funds will also expire on September 30, 2021
- SFY 2021 funds will expire on September 30, 2022

Wrap-up

REBECCA DONALDSON



If You Need Assistance

Please email Rebecca Donaldson

Rebecca.Donaldson@schools.Utah.gov to request a virtual technical assistance meeting with our team.

Call or email us as needed.

We are always happy to help!





Contact Information

Dr. Rebecca Donaldson	Coordinator	(801) 538-7869
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THANK
YOU