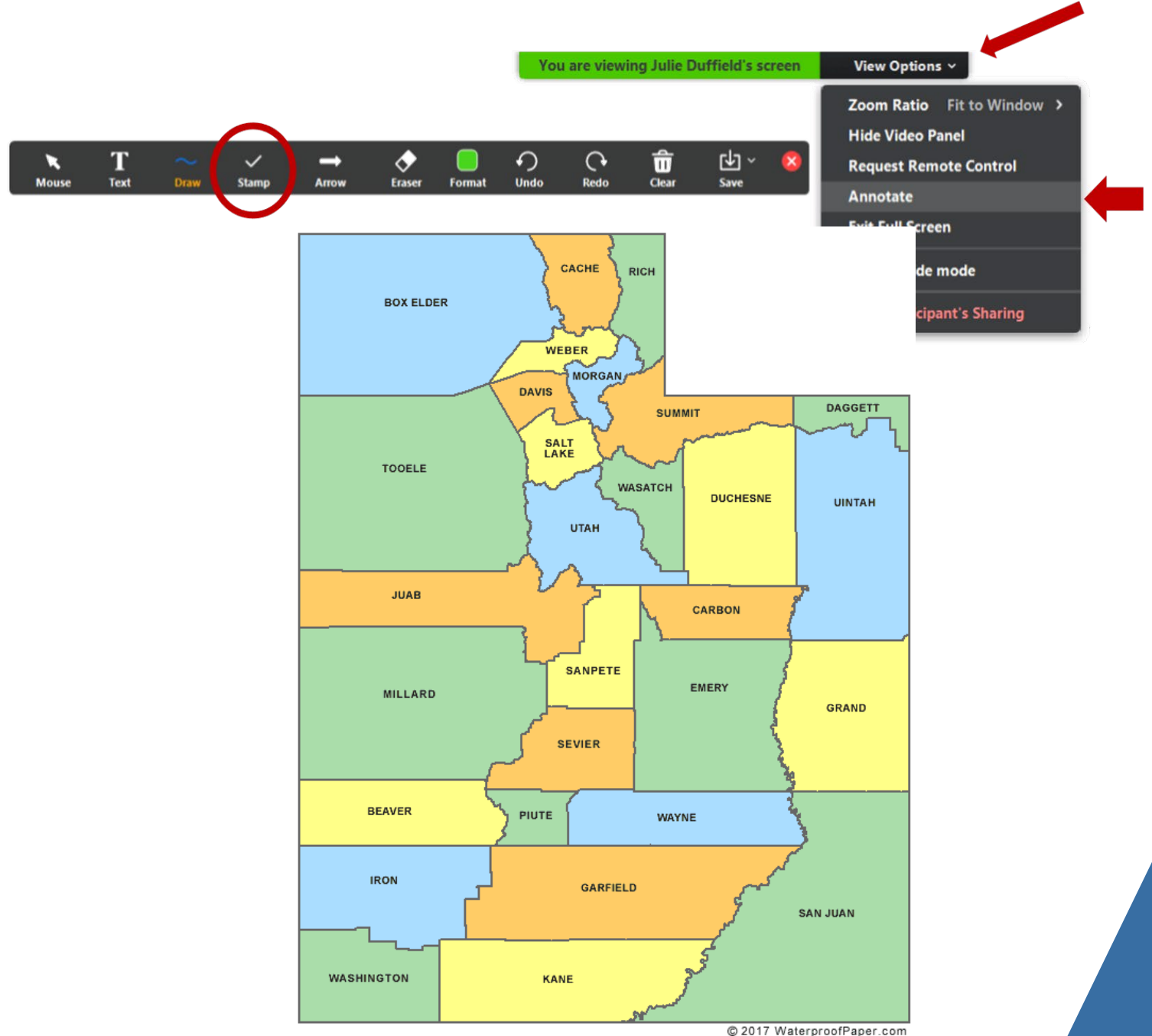


Opening Activity

» Use the Zoom annotate function to share where your district is located.





CCNETWORK
Comprehensive Center Network



REGION 15
Arizona
California | Nevada
Utah

USBE's ESSA Resource Allocation Review Feedback Session

USBE Title I Director's Meeting

November 10, 2021

Photo is for illustrative purposes only.
Any person depicted in the photo is a model.

Today's Topics



USBE Updates



Equity-Driven Resource Allocation Framework



ESSA Resource Equity Provisions



USBE Resource Allocation Review Protocol Development and Design Process



Overview of USBE's Resource Allocation Review Process



Feedback: LEA and School RAR Discussion Protocol



Next Steps and Final Reflections



Capturing Our Time



USBE Updates

Title I Application and DMI

» Title I Application is due **Friday, November 26th, 5:00 PM**

- > 30 applications have been received to date
- > 21 have been approved

» Desktop Monitoring Instrument is due **Wednesday, December 1st**

- > 14 Cycle 2 Instruments submitted, 12 approved
- > 14 Annual Core Instruments submitted, 13 approved



2021 National ESEA Distinguished Schools

- Category 1 – Exemplary achievement for two or more consecutive years
 - > Salina Elementary School, Sevier School District
 - > Principal Jordan Krahenbuhl
 - > Superintendent Cade Douglas

- Category 3 – Exemplary progress with multilingual learners
 - > Mountain View Elementary, Salt Lake City School District
 - > Principal Jason Finch
 - > Superintendent Timothy Gadson



Family and Community Engagement

>> Jessica Kallin, USBE Family and Community Engagement Specialist

> Jessica.kallin@schools.utah.gov



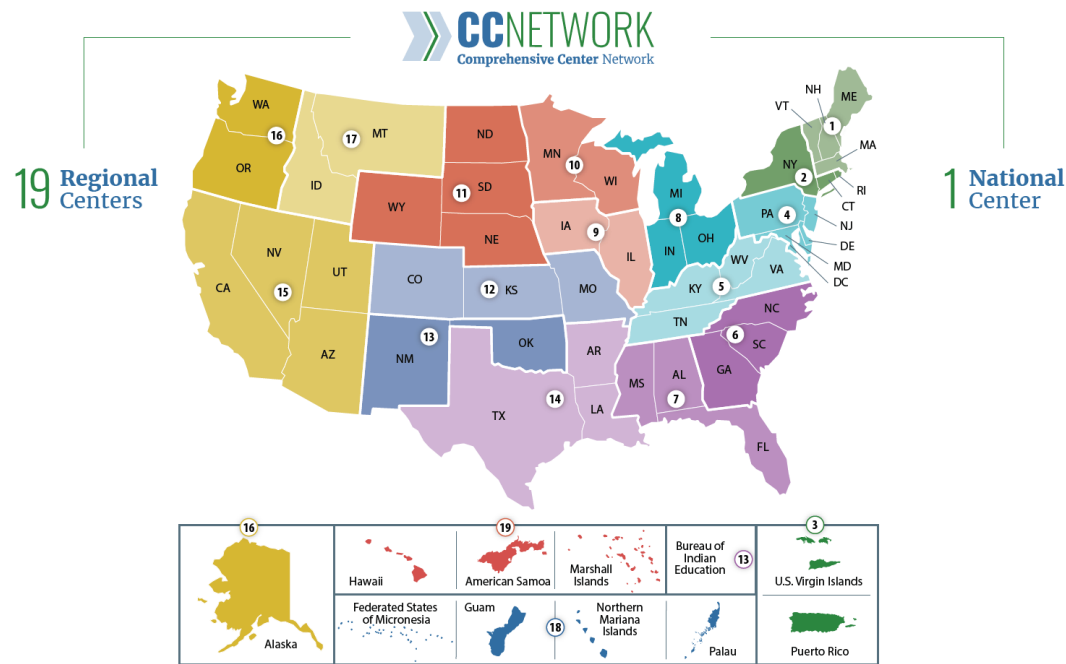
Today's Intended Outcomes of the Pilot Feedback

- Establish a shared understanding of the ESSA resource equity provisions
- Learn about the design and intention of USBE's Resource Allocation Review (RAR) process tasks
- Provide feedback on USBE's RAR process to ensure that it is meaningful to LEAs and schools



Region 15 Comprehensive Center Program

Federally funded network of technical assistance centers comprised of 19 regional centers serving clusters of states and one national center providing universal and targeted support to address common challenges among states.

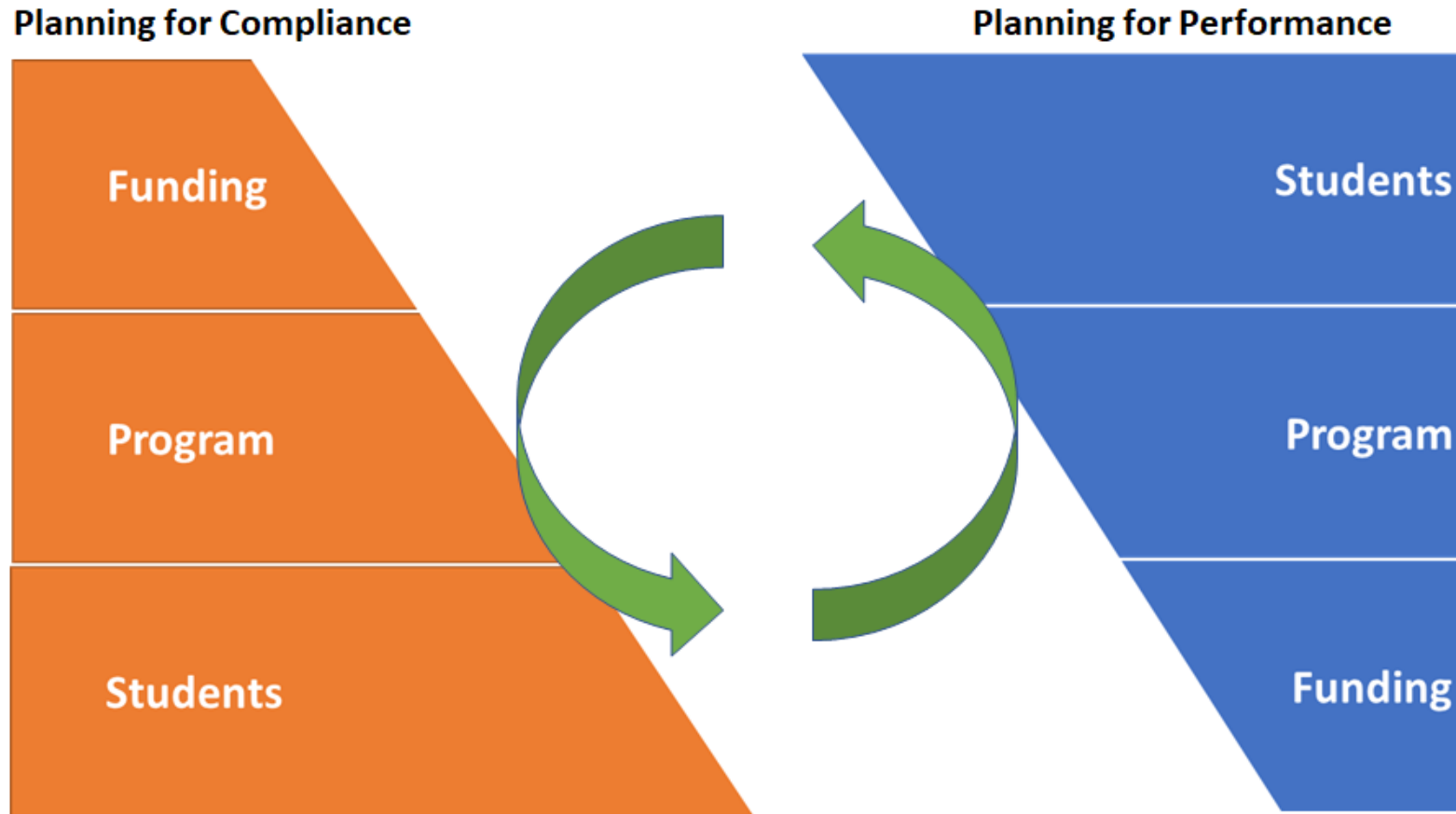


Priority Areas

- ✓ Equitable Teaching and Learning
- ✓ Standards, Assessment, and Accountability
- ✓ Systems Improvement

Equity-driven Resource Allocation Framework

Reorienting the Planning Mindset



Basis vs. Purpose

Basis of Funding

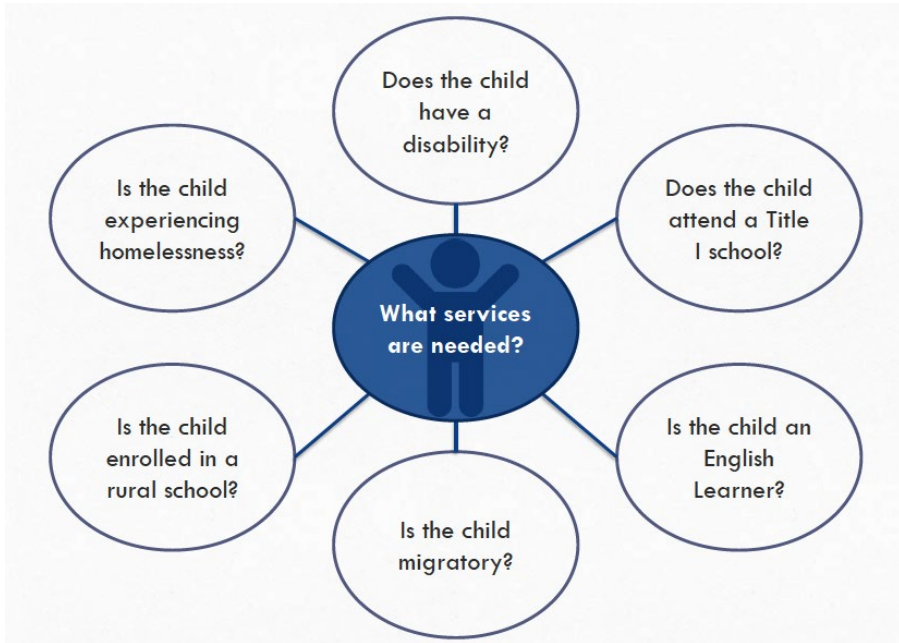
- » Refers to the methodology under which revenues and expenses are recognized in financial statements
 - > “Per pupil amount”
 - > Dollars per student group

Purpose of Funding

- » Improve outcomes for all students and particularly increase and improve services for student groups in need of additional support



Planning for Performance: Design Programs Based on Student Needs



Source: Department of Education, National ESEA Conference, January 30, 2019.

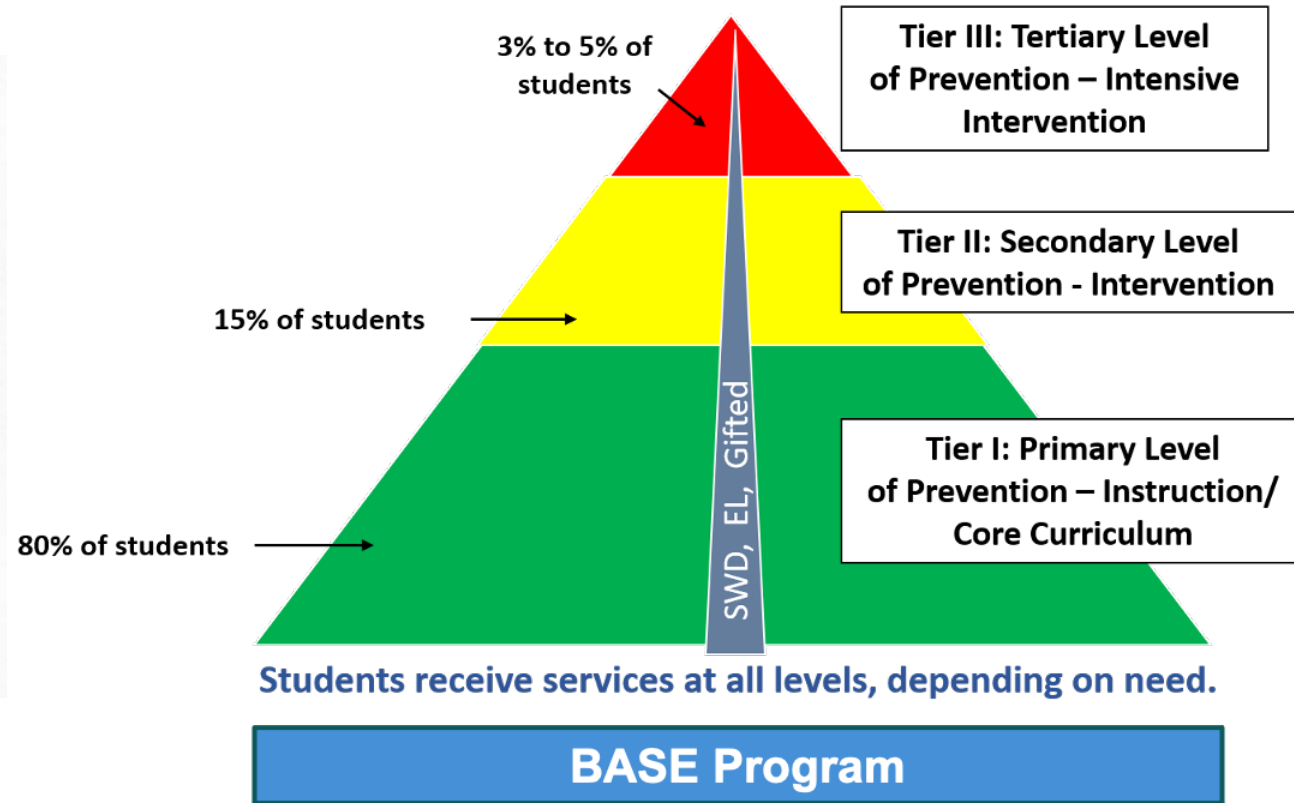


Image source: Georgia Department of Education

Planning for Performance: Allocate Resources to Fund Programs

Universal Funds

Funds that pay for the **basic services** a program is already receiving to operate

Supplemental Funds

Funds that pay for the **comprehensive services** necessary to strengthen the program and can benefit ALL children, regardless of eligibility

Specialized Funds

Funds that pay for **eligible services** that increase or expand access to programs and services

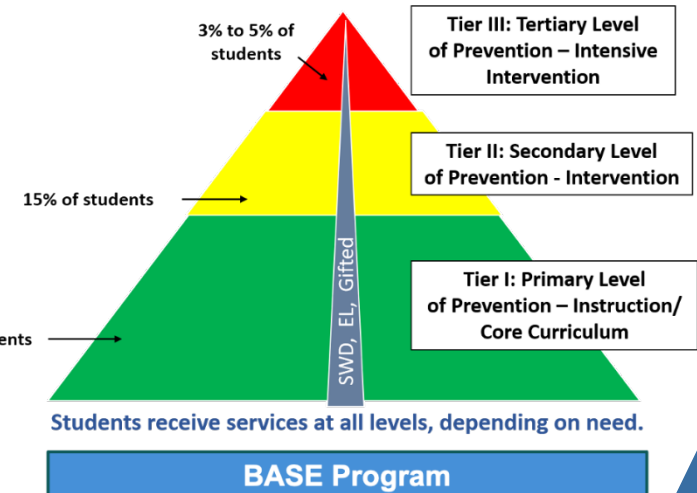
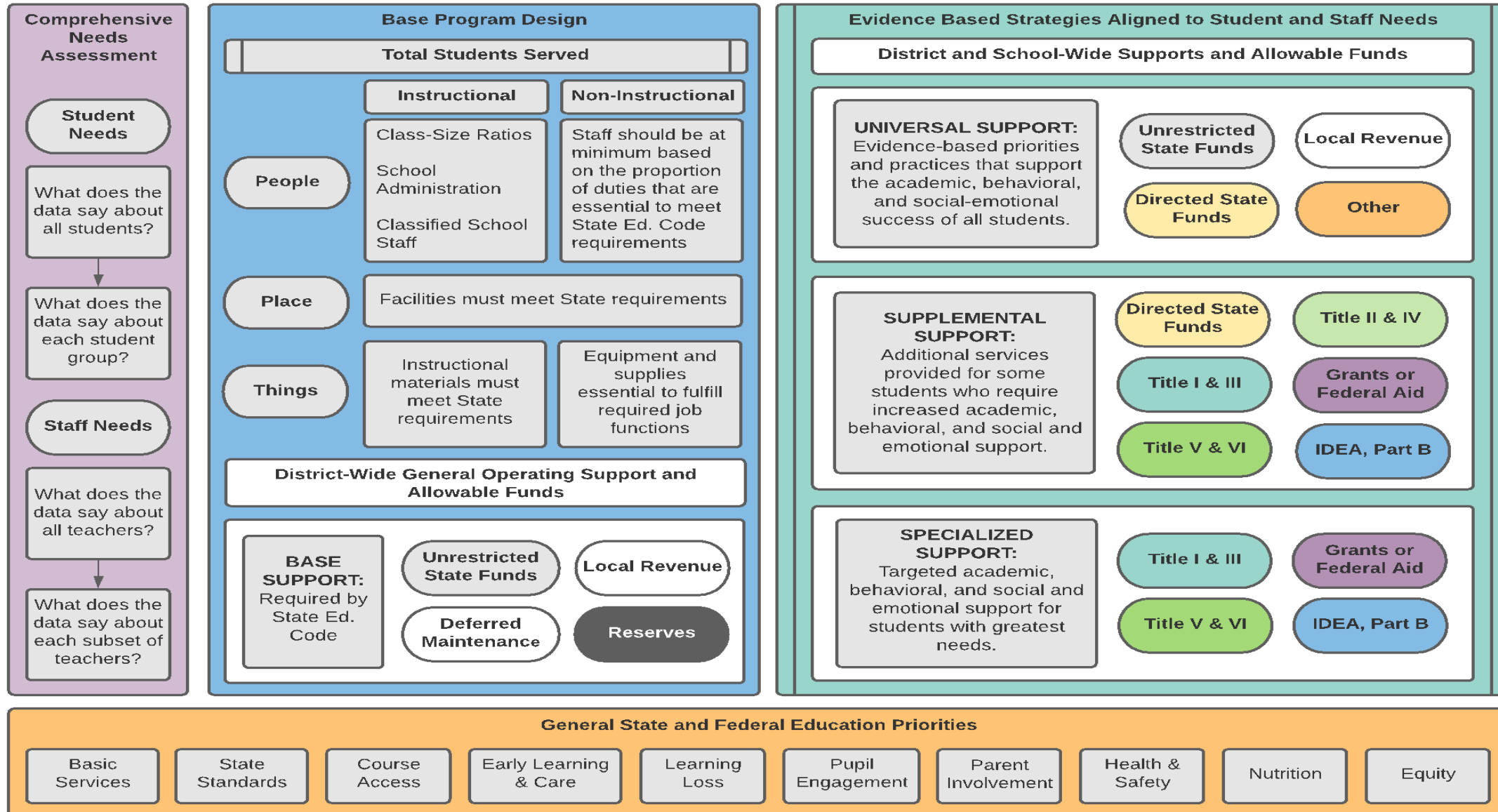


Image source: Georgia Department of Education



Equity-driven Resource Allocation Framework



ESSA Resource Equity Provisions

ESSA Provision for the Resource Allocation Review

CONTINUED SUPPORT FOR SCHOOL AND LOCAL EDUCATIONAL AGENCY IMPROVEMENT

To ensure continued progress to improve student academic achievement and school success in the State, the State educational agency—

(A) shall—

(ii) periodically review resource allocation to support school improvement in each local educational agency in the State serving—

(I) a significant number of schools identified for comprehensive support and improvement under subsection (c)(4)(D)(i); and

(II) a significant number of schools implementing targeted support and improvement plans under paragraph (2).

ESSA Section 1111 (d)(3)(A)(ii)

ESSA School Support and Improvement Activities to Identify Resource Inequities

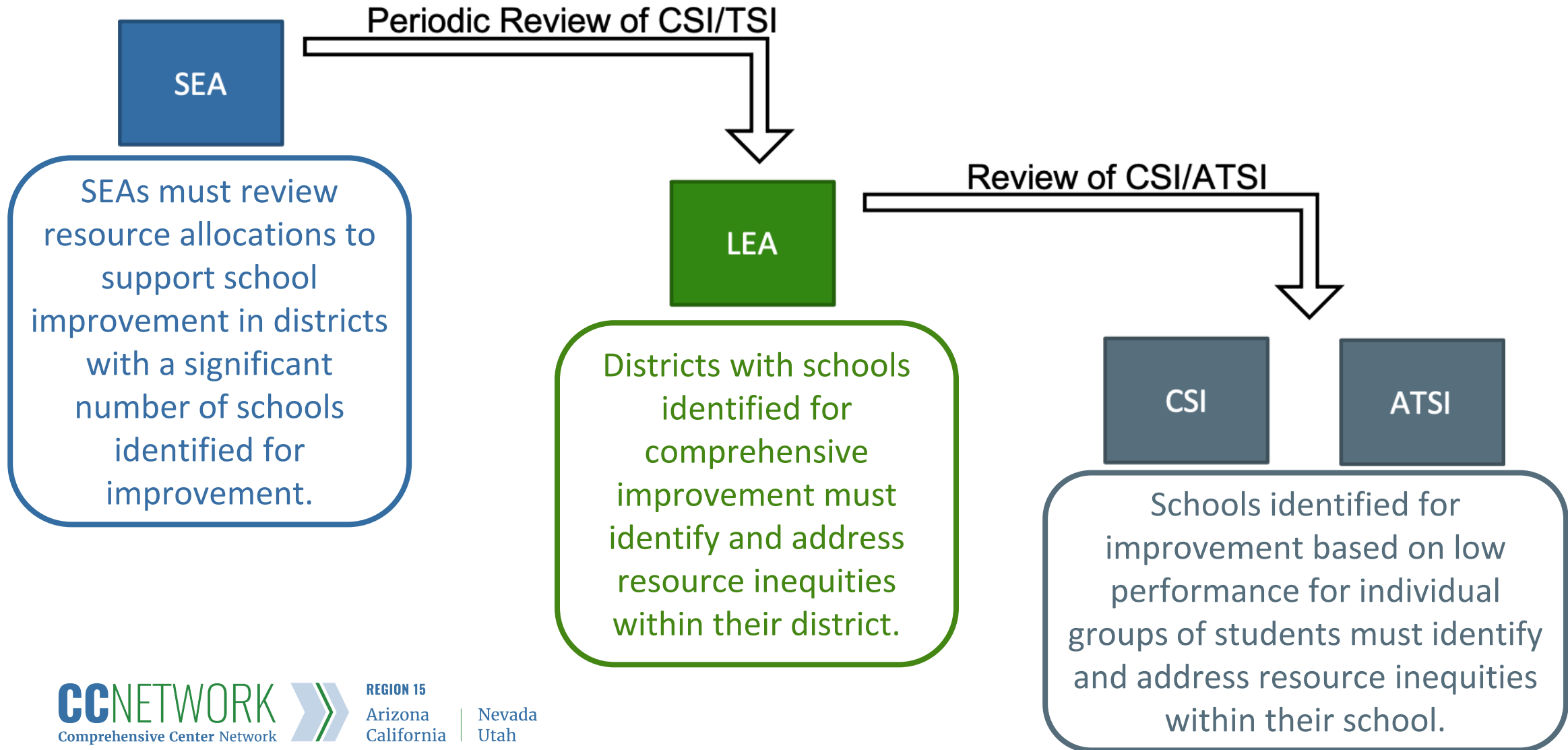
Comprehensive Support and Improvement
LEAs that preside over identified CSI schools shall locally develop and implement improvement plans for each school that identify resource inequities, which may include a review of local educational agency and school-level budgeting, to be addressed through implementation of such a (CSI) plan.

Sec. 1111(d)(1)(B)(iv)

Additional Targeted Support and Improvement
Schools identified for ATSI shall identify resource inequities (which may include a review of local educational agency and school-level budgeting), to be addressed through implementation of the school's TSI plan.

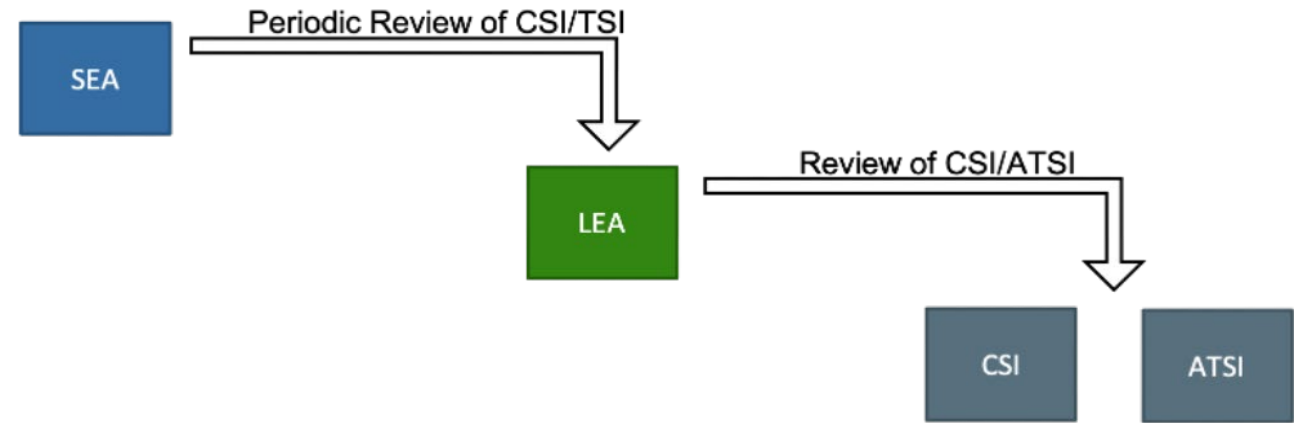
Sec. 1111(d)(2)(C)

Connecting the ESSA RAR and Resource Inequity Provisions



Primary Objective of the Resource Allocation Review

- » To generate discussion that enables LEAs and schools to create connections between
- > **identified needs**
 - > **evidence-based strategies**
 - > **resource allocation methods**
- used to support the design of programs to **address resource inequities** and **improve student outcomes**.



A RAR Is...

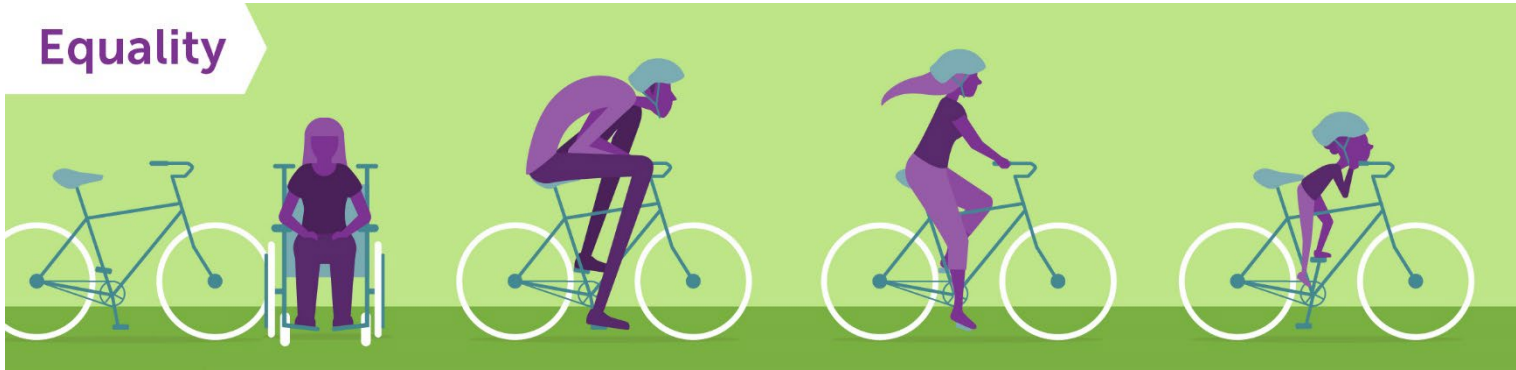
- A process to ensure students have equitable access to resources
- A driver of meaningful change for districts that serve low-performing schools
- A tool to support school improvement

A RAR Is Not...

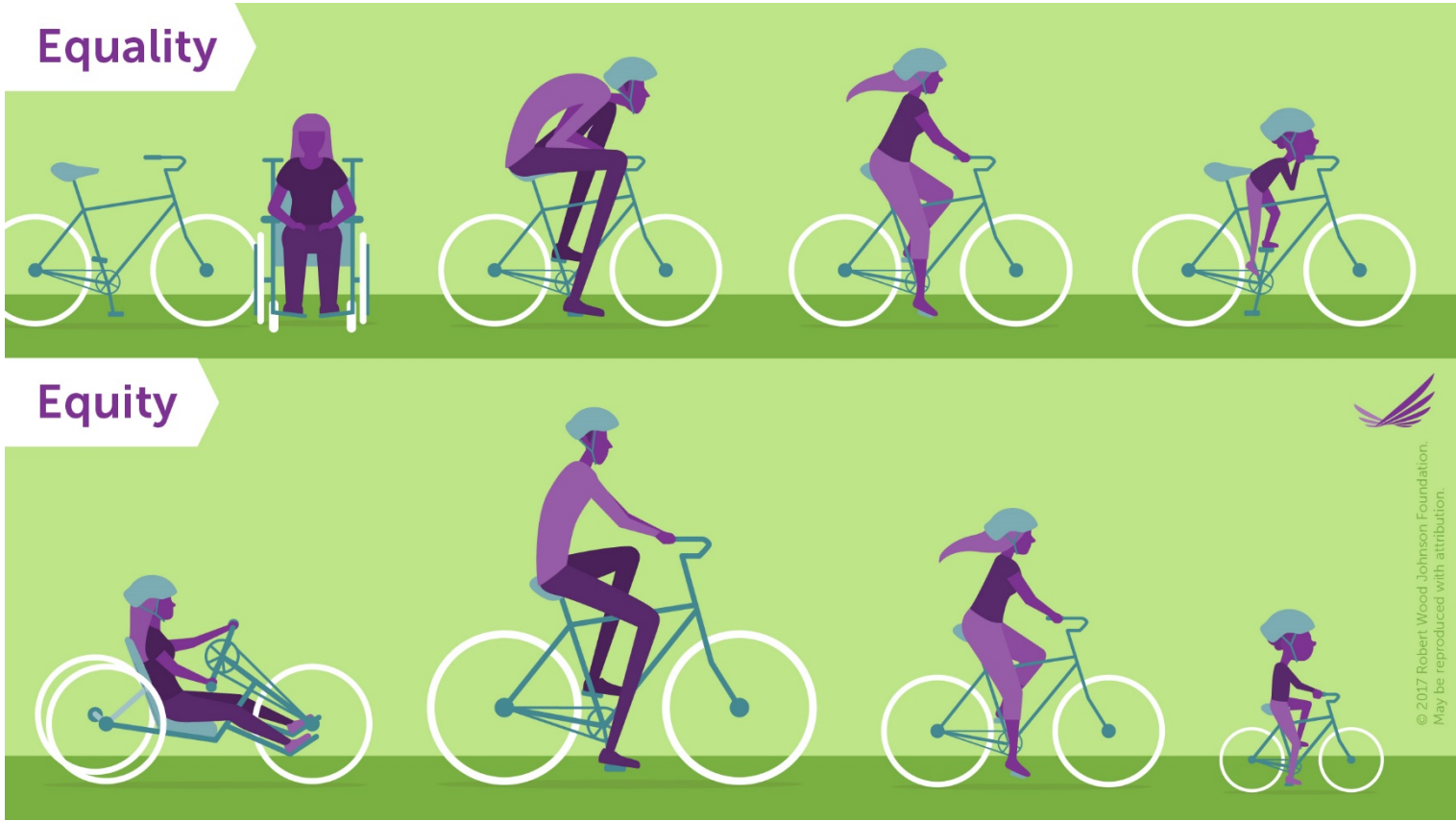
- An evaluation or accountability measure
- A punitive action against a school or LEA
- A performance review
- A planning session
- A way to surface specific action steps, ***but rather support a school or LEA in connecting resources to outcomes***



Equal Resource Allocations



Equitable Resource Allocations



USBE Resource Allocation Review Protocol Development and Design Process

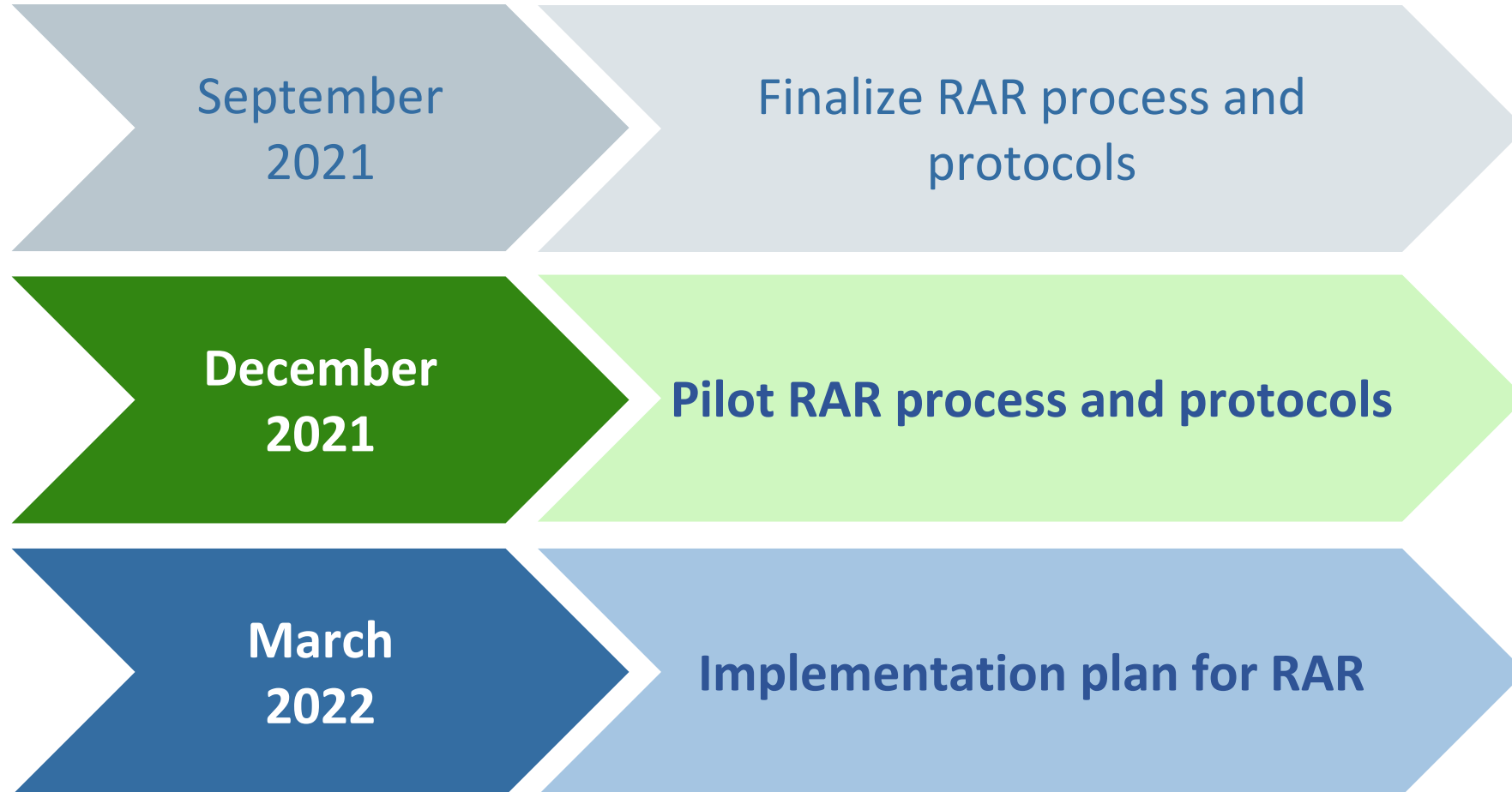
USBE Resource Allocation Review Design Team



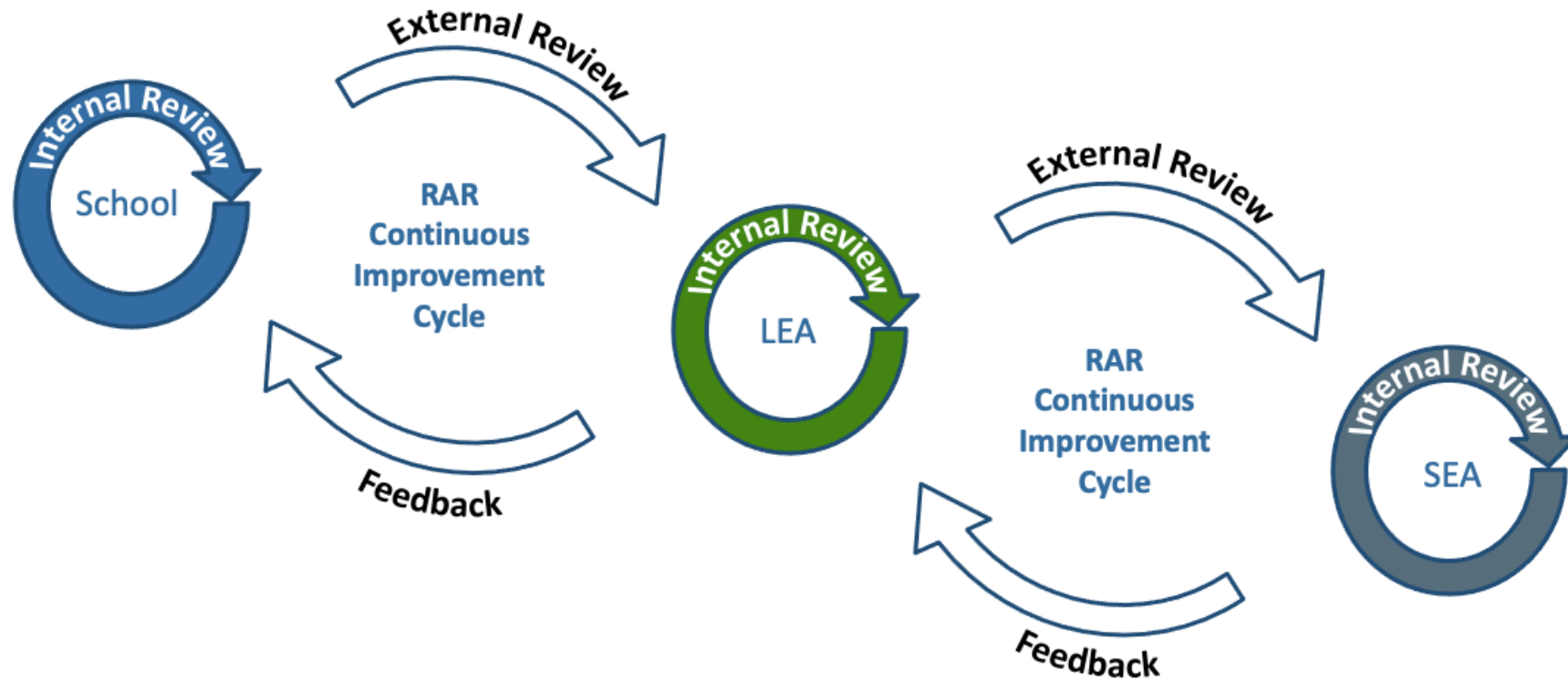
- » **Brett Baltazar**, School Finance Specialist Manager
- » **Aaron Brough**, Data and Statistics Coordinator
- » **Becky Donaldson**, ESEA Programs Coordinator*
- » **Christelle Estrada**, Title III Education Specialist
- » **Leslie Evans**, School Turnaround Education Specialist
- » **Max Lang**, School Turnaround Education Specialist
- » **Patrick Lee**, School Finance Director
- » **Tami Long**, Title I, Part A Compliance Manager
- » **Val Murdock**, Title I, Part A Education Specialist
- » **Tracy Vandeventer**, Director of the Center for Continuous School Improvement
- » **Leah Voorhies**, Assistant Superintendent of Student Support
- » **Lisa Young**, Educational Leadership Specialist

*USBE RAR Project Director

Resource Allocation Review Project Milestones

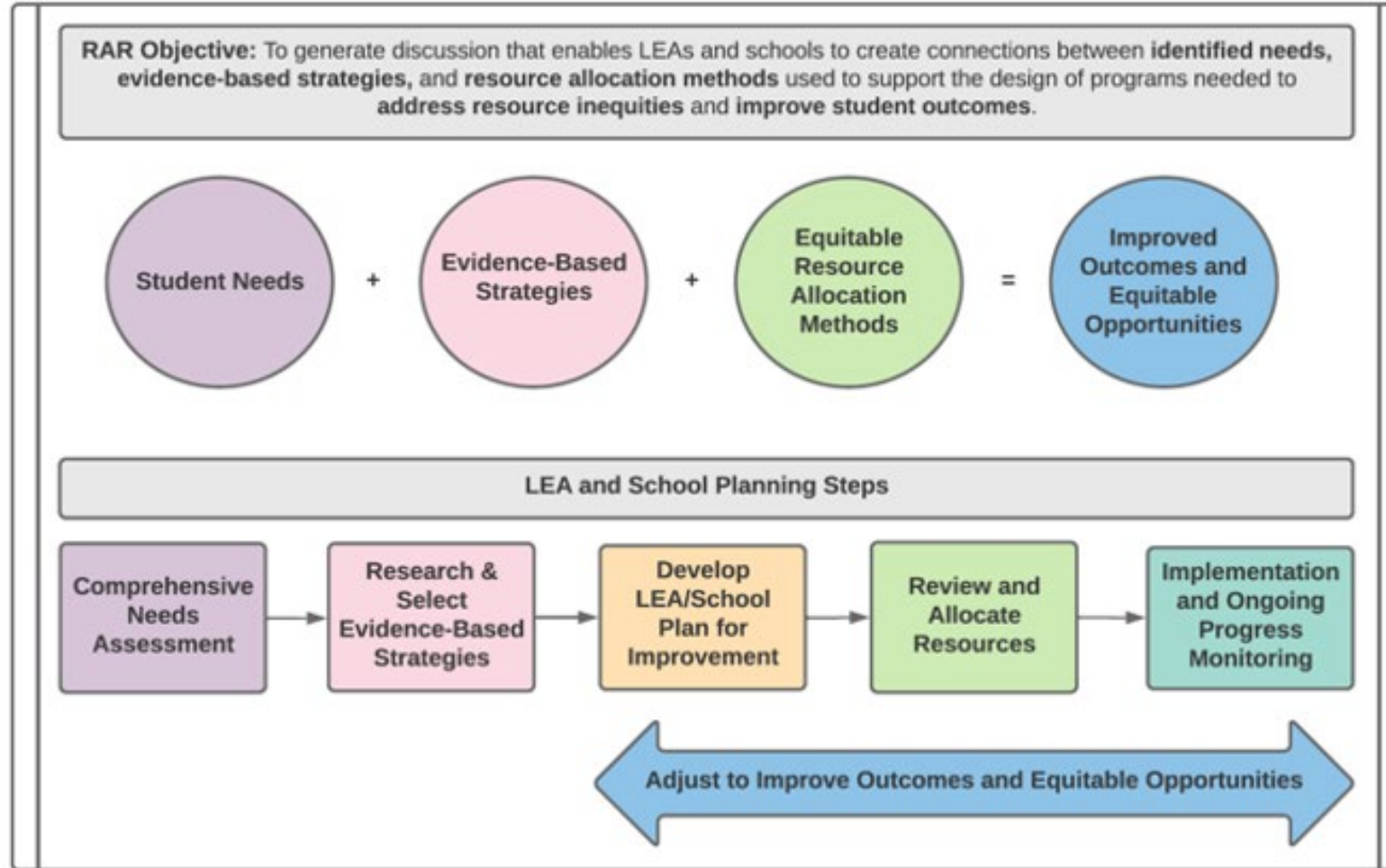


USBE's Vision for Conducting a Meaningful RAR to Ensure Equitable Resource Allocations



Overview of USBE's Resource Allocation Review Process

USBE's High-level Resource Allocation Review Overview



Utah's High-level Resource Allocation Review Tasks

Task 1

SEA Review Criteria
and Preparation

Task 2

SEA Observation of
LEA and School Data

Task 3

SEA Discussion with
LEA and School

Task 4

Summary of
Observations and
Improvement Efforts



Utah's RAR Prototype: Task 3

Task 3: SEA Discussion with LEA and School Leaders

Initial Discussion Prompts

RAR Objective: To generate discussion that enables LEAs and schools to create connections between **identified needs, evidence-based strategies, and resource allocation methods** used to support the design of programs needed to **address resource inequities and improve student outcomes.**

Supplemental Discussion Prompts

Student
and
Teacher
Needs

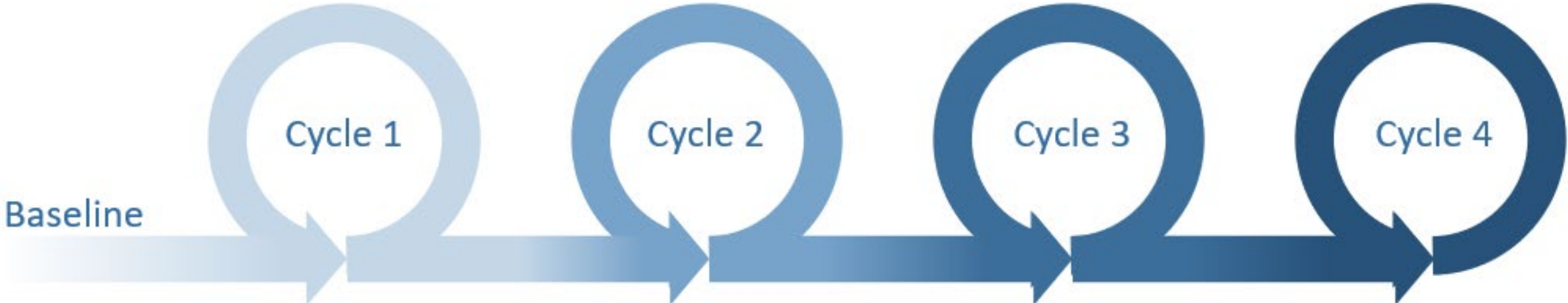
Evidence-
Based
Strategies

Resource
Allocation
Methods

Other

Summarize
RAR
Observations

RAR Process Designed to Grow and Refine Over Time



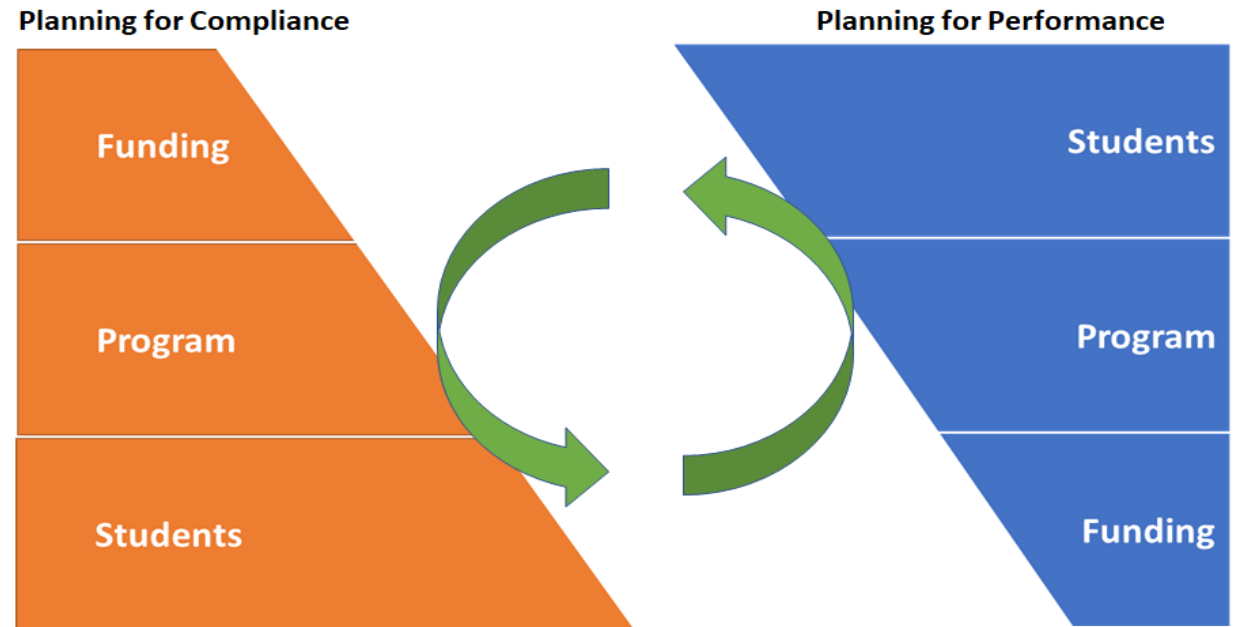
Take a Break



Utah's High-level Resource Allocation Review Feedback Session

Generate Meaningful Discussion

- » Student and Staff Needs
- » Program Design and Implementation
- » Funding and Resource Allocation Methods



Small Group Feedback Session Objective

Task 3: RAR Discussion Protocol Feedback

Objective: To determine if the discussion prompts are meaningful to an LEA or school in supporting the planning and resource allocation process.

1. **Review** each section of the discussion protocol.
2. **Discuss** how the prompts are helpful (or not) to an LEA or school.
3. **Capture** your feedback in the survey tool.



Small Group Feedback Session Overview

Task 3: RAR Discussion Protocol Feedback

RAR Discussion Prompt Sections:

1. Initial discussion prompts (3)
2. Supplemental discussion prompts areas:
 - Student and teacher needs (3+)
 - Programs and services (3+)
 - Funding and resource allocation (3+)
 - School-level specific (3)
 - Other (6)
3. General process feedback (4)



Small Group Feedback Session Instructions

Task 3: RAR Discussion Protocol Feedback

Open the feedback tool.

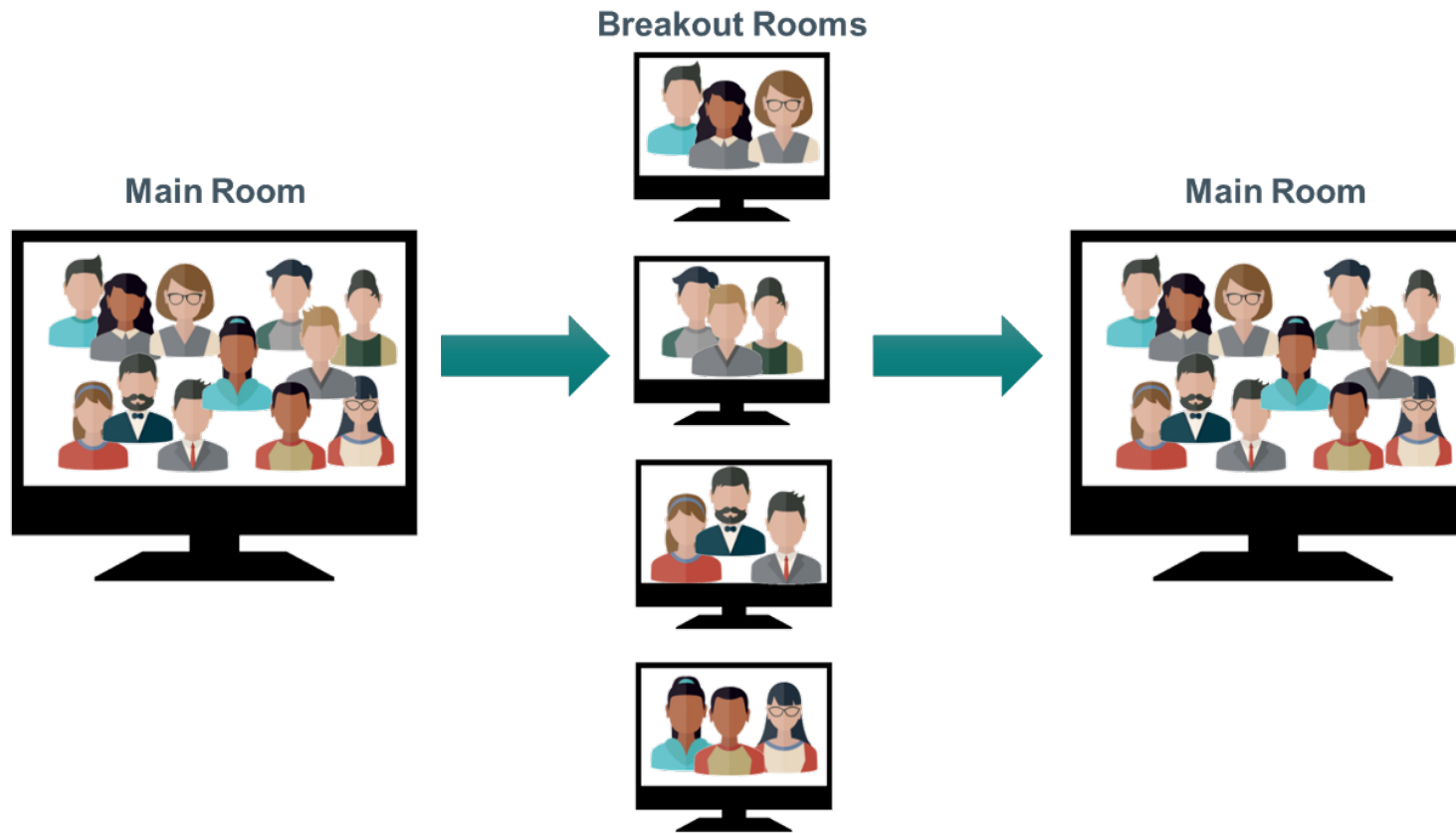
1. For each section, review the draft LEA/school discussion prompts. (2-3 minutes)
2. When everyone has finished, as a group discuss the following: (10 minutes)
 - What is helpful to an LEA or school?
 - What is not helpful to an LEA or school?
 - What changes might be helpful?
 - What considerations might apply to your context?
3. Record your feedback in the tool. (2-3 mins)



Questions



Breakout Session



Next Steps and Final Reflections

Final Reflections – Type in the Chat

>> What connections do you see to your work?

Thank you!

Disclaimer

The content of this PowerPoint were developed under a grant from the Department of Education through the Office of Program and Grantee Support Services (PGSS) within the Office of Elementary and Secondary Education (OESE), by the Region 15 Comprehensive Center at WestEd under Award #S283B190053. This contains resources that are provided for the reader's convenience. These materials may contain the views and recommendations of various subject matter experts as well as hypertext links, contact addresses, and websites to information created and maintained by other public and private organizations. The U.S. Department of Education does not control or guarantee the accuracy, relevance, timeliness, or completeness of any outside information included in these materials. The views expressed herein do not necessarily represent the positions or policies of the U.S. Department of Education. No official endorsement by the U.S. Department of Education of any product, commodity, service, enterprise, curriculum, or program of instruction mentioned in this document is intended or should be inferred.