



Utah Committee of Practitioners

April 25, 2025

9:00 a.m. – 9:45 a.m.



Committee of Practitioners (CoP): Purpose

ESSA 1111(g)(2)(L) and 1603(b)

- SEC. 1001 [20 U.S.C. 6301] - STATEMENT OF PURPOSE – Title I, Part A
 - The purpose of this title is to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.
- The statutory purpose of the Title I Committee of Practitioners (CoP) is to review and advise regarding any state rules, regulations, policies, and actions relating to Title I of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act, and to ensure they conform to the purposes of Title I.

[ESSA 1603\(b\) Page 154](#)

Title I Allocations Process

Federal Budget Proposal

- **President's Budget:** The process begins with the President's budget proposal, which outlines funding priorities for the upcoming fiscal year, including allocations for Title I, Part A.

Congressional Appropriations

- **Appropriations Committees:** The House and Senate Appropriations Committees review the President's proposal and draft appropriations bills. These bills specify funding levels for various programs, including Title I, Part A.
 - **Subcommittees:** The appropriations process involves subcommittees focused on specific areas, such as education.

Legislative Approval

- **House and Senate Votes:** Both chambers of Congress must pass the appropriations bills. Differences between the House and Senate versions are resolved in a conference committee.
- **Presidential Signature:** The final appropriations bill is sent to the President for signature. Once signed, it becomes law.

Allocations to States

- **Department of Education:** From the approved budget, ED calculates Title I allocations and sends preliminary allocations to states.
- **USBE:** From ED preliminary allocations, USBE calculates preliminary allocations to LEAs.

Title I Allocations Current Landscape

- **On March 11th**, the House passed a full-year continuing resolution (CR) avoiding government shutdown that keeps government funding at FY 2024 levels through the end of FY 2025, or until September 30, 2025.
 - Secretary of Education Linda McMahon initiated a reduction in force (RIF) of 50% of ED's workforce. This did not include Title I staff.
- **On March 14th**, the Senate passed the CR.
- **On March 15th**, President Trump signed the CR into law.
- **On March 20th**, President Trump signed an Executive Order to eliminate the Department of Education.
 - This would take an Act of Congress.
 - Department of Education Act and Every Student Succeeds Act are different.

[Congress.gov](https://www.congress.gov)

[Department of Education Act](https://www.ed.gov)

Title I Allocations Process

Federal Budget Proposal

- **President's Budget:** President Trump's current budget proposal for Title I, Part A aims to keep funding levels consistent with previous years to ensure stability for schools relying on Title I, Part A funds.

Congressional Appropriations

- **Appropriations Committees:** TBD
 - Congress returns to session on Monday, April 28th

Legislative Approval

- **House and Senate Votes:** TBD
- **Presidential Signature:** TBD

Allocations to States

- **Department of Education:** TBD
- **USBE:** TBD

Department of ED Funding Progress (4/23/2025)

“On March 15, 2025, the President signed the fiscal year 2025 Full-Year Continuing Appropriations and Extensions Act, 2025 (the Act). The Act continued funding for the U.S. Department of Education (Department) as a whole at fiscal year 2024 levels. However, the Department is still awaiting final guidance from the Office of Management and Budget on program-level allocations and will be in contact with State educational agencies with any additional information once it becomes available.”

Title I Allocation Calculations: “Formula Children”

- Annually-updated poverty estimates by the Census Bureau (students aged 5-17 at or below poverty level = \$28,000 or 100%).
 - 97% of the economically disadvantaged student count
- State-reported counts of children in local institutions for neglected or delinquent children, publicly-supported foster homes, and families receiving Temporary Assistance for Needy Families (TANF) assistance that exceeds the poverty level.
 - 3% of the count

Title I, Part A – Formula Grants

Basis of eligibility under each statutory funding formula

- Basic
 - At least 10 formula children and that number exceeds 2 percent of the Census Bureau's estimate of the LEA's ages 5 to 17 population.
- Targeted
 - At least 10 formula children and that number equals or exceeds 5 percent of the Census Bureau's estimate of the LEA's ages 5 to 17 population.
- Concentration
 - The LEA meets the Basic Grants eligibility criteria, and its number of formula children exceeds 6,500 or 15 percent of the Census Bureau's estimate of the LEA's ages 5 to 17 population.
- Education Finance Incentive Grants (EFIG)
 - Qualifies for The Basic Grant and is based on factors that measure: a State's effort to provide financial support for education compared to its relative wealth as measured by its per capita income; and the degree to which education expenditures among LEAs within the State are equalized.

SEA Adjustments to ED Calculations

Reasons for SEA Adjustments

- The ESEA:
 - Requires an SEA to adjust the allocations of district LEAs calculated by ED to account for charter LEAs (i.e., LEAs for which Census poverty data are not available)
 - Requires the SEA to reserve 7% for School Improvement
 - Authorizes an SEA to reserve up to a certain amount from LEAs for State administration and Direct Student Services

Title I Allocations to Charter Schools

- Reminder: District LEA allocations are based on annually-updated poverty estimates by the Census Bureau (students aged 5-17 at or below poverty level = \$28,000 or 100%).
- Most Utah Charter LEAs use free and reduced lunch survey counts to report economically disadvantaged student counts on the October 1 count.
 - Free Lunch = 130% of Census poverty threshold
 - Reduced Lunch = 185% of Census poverty threshold
 - Economically disadvantaged counts based on F & R counts will be higher

Food and Nutrition Service, US Department of Agriculture: <https://www.fns.usda.gov/cn/fr-021622>

“Derived” Economically Disadvantaged Student Counts

- The state’s Title I allocation is based on Census-estimate student counts by district LEAs.
- Charter LEA formula student counts are based on free & reduced lunch counts, not reported to Dept. of ED, so not included in the state’s formula student count.
- To allocate funds more equitably, a derived student count is done specifically for charter LEAs that adjusts their reported October 1 formula student counts to be relative to district LEA and state Census formula student counts.

Derived Student Counts For Charters

Example

- Total Utah October 1 count = 199,542 Census count = 52,922
- Utah district LEA:
 - All student count: 85,306
 - October 1 count: 17,280 = 20% economically disadvantaged
 - Census count: 5,276 = 6% economically disadvantaged
- Charter LEA:
 - All student count: 1,023
 - October 1 count: 669 = 65% economically disadvantaged
 - Derived count: 177.4 = 17.34% economically disadvantaged

Derived Student Counts For Charters

- Charter LEA:
 - All student count: 1,023
 - October count: 669
- Derived count:
 - October 1 count divided by the sum of the whole state's October 1 count: $669 \div 199,542 = .00335268\%$
 - Multiplied by the state's Census count: $.00335268 \times 52,922 = 177.4$ (derived)
 - Derived student count divided by LEA's total student count: $177.4 \div 1,023 = 17.34\%$ economically disadvantaged percentage
 - Qualify for Basic Grant, Targeted, Concentration, and EFIG
- A charter school must have at least 10 derived economically disadvantaged students to qualify for Title I funds.



THANK YOU!

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