Utah Title I Directors

March 29, 2023

8:30 a.m. – 12:00 p.m.

Agenda

8:30 **Welcome and Introductions / Setting the Direction**
Max Lang, ESEA Programs and Related State Initiatives

FY 24 Preliminary Title I Allocations
Max Lang, ESEA Programs and Related State Initiatives
Tami Long, USBE Fiscal Compliance Manager

Cycle 4 of the Desktop Monitoring Instrument (DMI) for 2023-24
Val Murdock, Title I Monitoring and Support

Comprehensive Needs Assessment and Root Cause Analysis
Max Lang, ESEA Programs and Related State Initiatives

10:30 **Comfort Break**

10:40 *Title1Admin*® / **Implementation**
Sarahlyn Branson, Implementation & Support Coordinator

USBE Center for Continuous School Improvement
- **Target Support and Improvement (TSI)**
  Dr. James Martin, School Improvement Specialist
- **Elevate Schools 2023**
  Dr. Greg Firn, School Improvement Specialist
- **Assessment Capable Learners (ACL)**
  Dr. James Martin, School Improvement Specialist

ESSER Funds Update / Reporting
Jessica Kjar, CARES Specialist

Family and Community Engagement
Susie Estrada, Family and Community Engagement Specialist

21st Century Community Learning Centers (CCLC)
Savannah Hunt, 21st CCLC Specialist

Intergenerational Poverty (IGP) Afterschool Grant Competition
Robert Palmer, Education Specialist

11:55 **Wrap-Up**
Max Lang

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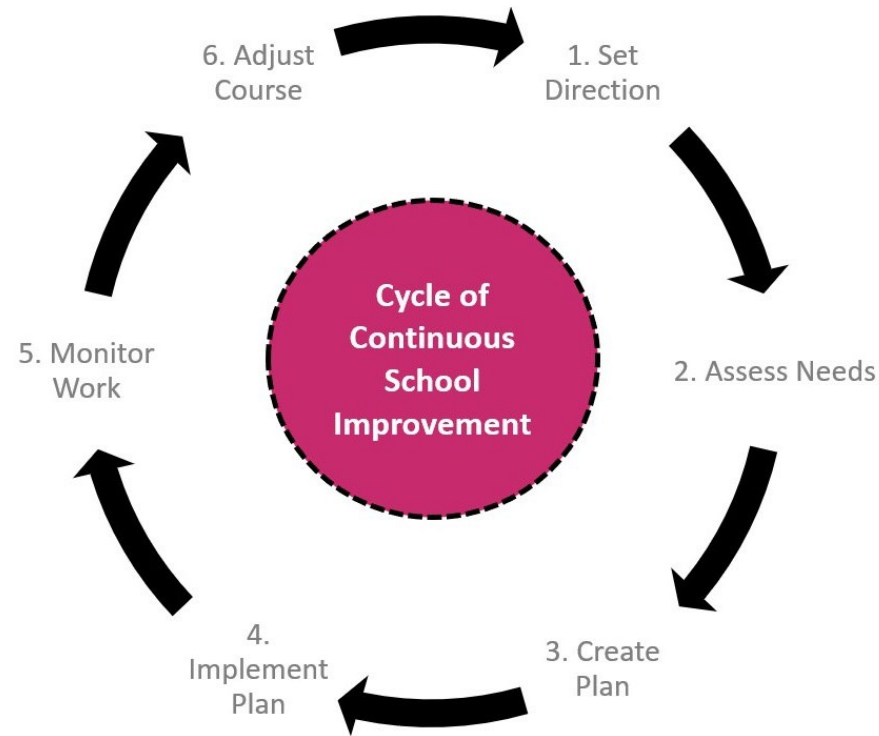# Title I – Improving the Academic Achievement of the Disadvantaged

SEC. 1001. [20 U.S.C. 6301] STATEMENT OF PURPOSE.

The purpose of this title is to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.

Title I – Improving the Academic Achievement of the Disadvantaged

- Title I Part A funds assist higher-poverty schools in Utah provide supplemental educational services to meet the needs of economically and educationally disadvantaged students by:
  - Helping students achieve growth and proficiency on rigorous State academic standards in Reading/Language Arts, Mathematics, and Science
  - Closing achievement gaps
  - Building teacher capacity through high-quality, on-going, job-embedded professional learning opportunities
  - Engaging parents in helping their children succeed through meaningful, high-quality, evidence-based parent, family, and community engagement activities
  - Providing a well-rounded education for all students

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Title I – Improving the Academic Achievement of the Disadvantaged

Cycle of Continuous School Improvement

1. Set Direction
2. Assess Needs
3. Create Plan
4. Implement Plan
5. Monitor Work
6. Adjust Course

Fund your plan, don't plan for funds

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FY 24 Preliminary Title I Allocations

- Max Lang, ESEA and Related State Initiatives

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    (801) 538-7725

- Tami Long, USBE fiscal Compliance Manager

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2023/2024 Utah Title I, Part A Preliminary Allocations

Utah Title I	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
Title I-A	$81,618,825	$81,915,076	$86,948,791	74,461,276	**79,064,809**

2022/2023 - $74 million = **$13 million decrease**

2023/2024 - $79 million = **$4.6 million increase**

Title I Allocation Calculations: "Formula Children"

- Annually-updated poverty estimates by the Census Bureau (students aged 5-17 at or below poverty level = $27,740 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

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Economic Disadvantage: Importance in Formulas

- Basis of eligibility under each statutory funding formula
  - Basic
  - Targeted
  - Concentration
  - Education Finance Incentive Grants (EFIG)
- Affects the amount of funds an eligible LEA receives under each formula

Title I Formulas: Basic Grants

- An LEA is eligible for Title I funds through the Basic Grants formula if the LEA has 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.

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Title I Formulas: Targeted Grants

- An LEA is eligible for Title I funds through the Targeted Grants formula if the LEA has 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.

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Title I Formulas: Concentration Grants

- An LEA is eligible for Title I funds though the Concentration Grants formula if 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.

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Title I Formulas: Education Finance Incentive Grants (EFIG)

- An LEA is eligible for Title I funds through the EFIG Grants formula if the LEA has 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.

- EFIG distribute funds to States 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.

Title I Allocations Student Counts - How Eligibility Affects Allocations

LEA	# Formula Children	Basic Grants	Concentration Grants	Targeted Grants	EFIG Grants	Total Allocation
LEA 1	345	$286,117	$71,586	$167,262	$179,550	$704,516
LEA 2	345	$255,913	$0	$0	$0	$255,913

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SEA Adjustments to ED Calculations

Reasons for SEA Adjustments

- As noted earlier, Title I funds are distributed to LEAs through the Basic, Concentration, Targeted, and EFIG Grant formulas.

- 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

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Adjust Formula Counts

For Charter LEAs Not on the Census

- For each charter LEA, the SEA uses alternative poverty data to derive a Census poverty count (October 1 counts). The SEA then subtracts these counts from each traditional LEA.
  - Free & Reduced Lunch
  - Community Eligibility Provision (CEP)
    - F&R and direct certification eligibility (CEP, Provision 2) are higher than the Census Bureau poverty threshold, so USBE justifies those reported numbers to align more equitably with the Census Bureau threshold for funding purposes.

SEA Modifies ED-Determined Allocations Based on Adjustments

- The ESEA requires an SEA to calculate Basic, Concentration, Targeted, and EFIG Grants for each special LEA by the ED-determined allocations.

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Water Down the Row

ED determines allocations to Utah district LEAs

⬇

ED allocates Title I funds to USBE

⬇

USBE determines Set-Asides: Admin, Charters, School Improvement, Direct Services

⬇

USBE allocates adjusted funding to LEAs

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Resources

- Census Bureau poverty estimates: **https://www.census.gov/programs-surveys/saipe.html**

- ED-determined LEA Title I allocations prior to SEA adjustments: **https://www2.ed.gov/about/overview/budget/titlei/fy17/index.html**

- ED non-regulatory guidance on Title I allocation adjustments by SEAs (pages 2-10): **https://www2.ed.gov/policy/elsec/leg/essa/essaguidance160477.pdf**

- Allocation of Funds Under Title I-A of the Elementary and Secondary Education Act: **https://sgp.fas.org/crs/misc/R44461.pdf**

- Title I, Part A of the Every Student Succeeds Act (ESSA) Program and Fiscal Handbook: **https://www.schools.utah.gov/file/92d5647c-c44f-41a2-9015-a995f1ac0d06**

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Cycle 4 of the Desktop Monitoring Instrument (DMI) for 2023-24

- Val Murdock, Title I Monitoring and Support

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Comprehensive Needs Assessment (CNA)and Root Cause Analysis (RCA)

- Max Lang, ESEA and Related State Initiatives

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Comprehensive Needs Assessment (CNA) – ESEA Sec. 1114(b)(6)

- (b) SCHOOLWIDE PROGRAM PLAN.—An eligible school operating a schoolwide program shall develop a comprehensive plan…

- (6) is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency

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Comprehensive Needs Assessment (CNA)

What is a needs assessment?

- The purpose of a needs assessment is to gather and analyze both quantitative and qualitative data to "identify gaps between the current status of the school and its vision of where it wants to be, relative to key indicators or focus areas." Identifying areas of strength and weakness through a systematic needs assessment is an essential first step toward identifying and addressing root causes of low performance.

USBE CSI Handbook (2022) – DRAFT

U. S. Department of Education. (2006). Designing Schoolwide Programs: Nonregulatory Guidance. Washington, DC.

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"Comprehensive" Needs Assessment (CNA)

The importance of collecting multiple sources of data, both quantitative and qualitative, during the needs assessment process cannot be over-emphasized. In From Needs Assessment to Action, James Altschuld and Belle Witkin assert that, ". . . it is not possible to fully understand the nature and extent of either the current or desired status from a single source of information." They then state, ". . . multiple methods reduce reliance on the single measure and help us to more fully comprehend and appreciate the nature of needs." A balanced mixture of quantitative (state and local assessment results) and qualitative (e.g., stakeholder perceptions) data is essential to accurately ascertain the strengths and needs of a particular school.

USBE CSI Handbook (2022) – DRAFT

Altschuld, J., & Witkin, B. (2000). From Needs Assessment to Action: Transforming Needs into Solution Strategies. Thousand Oaks, CA: Sage Publications, Inc.

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Root Cause Analysis (RCA)

In the School Leader's Guide to Root Cause Analysis: Using Data to Dissolve Problems, Preuss (2003) defines a root cause as ". . . the deepest underlying cause, or causes, of positive or negative symptoms within any process that, if dissolved, would result in elimination, or substantial reduction, of the symptom" (p.3). Preuss posits that because education is a complex social system, issues related to low performance in schools may be the result of a combination of more than one root cause. Root cause analysis is a process used to identify the root cause(s) of a symptom, and, where the symptom is negative or undesirable, to find ways to dissolve the root rather than simply patching up and/or hiding the symptom.

USBE CSI Handbook (2022) – DRAFT

Preuss, P.G. (2003). School Leader's Guide to Root Cause Analysis: Using Data to Dissolve Problems. New York, NY: Routledge

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Root Cause Analysis (RCA)

In sum, you've reviewed ALL your data, identified where you're doing well, and you've identified areas of underperformance.

Now…

The RCA is determining the WHY. Exactly and specifically why is that thing going well? Exactly and specifically why are we underperforming in that thing?

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Methods of Conducting the (RCA)

"Five Whys" Exercise	"Fishbone" or Ishakawa Diagram	Circle Map	Pareto Diagram
Causal Factor Charting	Forcefield Analysis	Diagnostic Tree	Questioning Data Schematic
	Affinity Diagram	Is-Is Not Exercise	

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Rationale for the (RCA)

"The ultimate outcome of engaging in a root cause analysis process as part of school improvement planning is to identify, select, and plan for implementation of specific evidence-based practices or interventions that are likely to remove the root cause or mitigate the chances of root causes (and subsequent challenges) recurring."

https://oese.ed.gov/resources/oese-technical-assistance-centers/state-support-network/resources/purposes-root-cause-analysis-school-improvement-planning/

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Tools – **These are the tools we have identified that yield the best information**

Describing current situation or conditions:
- Brainstorming
- Force Field Analysis
- Affinity Process

- Defining the opportunity for improvement:
  - Affinity Process
  - Operational Definition

- Analyzing:
  - Five Whys
  - Fishbone
  - Root Cause Analysis

- Implementing:
  - Multi-Voting
  - If … Then

- Monitoring or Studying:
  - Frequency Chart
  - Run Charts

- Adjusting or Modifications:
  - Flow Chart
  - Systems Analysis

It is critical to understand that the output of each tool is an input to the next tool culminating with completing each step/phase of continuous improvement cycle

Continuous Improvement Cycle

1. Set Direction

2. Assess needs with the Four Domains

3. Create Plan

4. Implement Plan

5. Monitor Plan

6. Adjust Course

Resources

The office of Elementary and Secondary Education: Purposes of Root Cause Analysis in School Improvement Planning

https://oese.ed.gov/resources/oese-technical-assistance-centers/state-support-network/resources/purposes-root-cause-analysis-school-improvement-planning/

WestEd: The Comprehensive Needs Assessment Process

https://www.wested.org/resources/comprehensive-needs-assessment-process/

USBE Center for Continuous School Improvement: Utah System of Support For School Improvement Handbook

https://www.schools.utah.gov/file/0661922d-d4dc-419f-b462-01acae3b070b

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Comfort Break
10 minutes

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Title1Admin® / Implementation

- Sarahlyn Branson, LRP Publications Implementation & Support Coordinator

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Target Support and Improvement (TSI)

- Dr. James Martin, School Improvement Specialist

    USBE Center for Continuous School Improvement

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    (801) 538-7932

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Targeted Support and Improvement (TSI)

Data, Alerts, and Such
Title I Directors Meeting
March 29, 2023

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Learning targets

- We are learning where to find TSI data.

- We are learning how to read the TSI final report from 2022.

- We are learning to watch for student groups on alert.

- We are learning how to use the Center for Continuous School Improvement (CCSI) as a resource.

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Success Criteria

- I can find the TSI report on the Assessment and Accountability USBE page.
- I can read the report for my LEA's schools and student groups.
- I can identify student groups that are on alert for TSI identification.
- I can reach out to a CCSI member to get additional support or help.

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Finding the data

- https://schools.utah.gov/assessment/resources
- USBE Assessment and Accountability page

YouTube

Reports

Comprehensive School Improvement (CSI)

- 2021-2022 Comprehensive Support and Improvement (CSI) School List
- 2018-2019
- 2017-2018

Rank Lists

- 2021-2022 All Schools Rank List
- 2018-2019
- 2017-2018
- 2016-2017

Every Student Succeeds Act (ESSA) 95% Participation

- 2018-2019
- 2017-2018

Targeted School Improvement (TSI)

- 2021-2022 Targeted Support and Improvement (TSI) Report
- 2018-2019
- 2017-2018

Reading the data

SchoolYear	DistrictID	SchoolID	SchoolNumber	LEAName	SchoolName	CompositeSchoolID
2022	555555	555555	500	CCSI	TSI School for Continuous Improvement	xxxxxxxxxxx

Name of your district

Name of your school

Following the row

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Elementary and high school

High school only

This tells you if this student group is currently TSI

Possible Indicator #3: how many students from this student group that are in the lowest 25% of this school's students met their growth targets on the RISE and Aspire Plus?

Possible Indicator #5: how many students graduated in this student group?

SchoolType	StudentGroupsCode	Student Group Is TSI	AchievementPoints (56 Points)	GrowthPoints (56 Points)	LQPoints (25 Points)	ELPoints (13 Points)	GRPoints (25 Points)
H	SWD	No	13.87	28.7	13.1		

Elementary or high school? Middle schools are included with elementary

This is a student group you have in your school that is 10 students or larger

Possible Indicator #1: how many students are proficient on the RISE or the Aspire Plus from this student group?

Possible Indicator #2: how many students met their growth target from one year to the next on the RISE or Aspire Plus from this student group?

Possible Indicator #4: how many students in this student group met their growth goals on WIDA?

Following the row

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Some Notes

- An empty box under and indicator means there were not 10 or more students from this student group that met the requirements of this indicator

- A zero (0) in a box means that there were enough students but the student group earned no points for this indicator.

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Possible Indicator #7: how many students from this student group are enrolled in AP, CTE, and concurrent enrollment courses?

The number of points possible based on the indicators where points have been earned

When you divide the indicator points earned by the indicator points possible, this is what you get!

ACTPoints (25 Points)	AdvPoints (25 Points)	Total Received Points Earned	IndicatorCount	TotalPointsPossible	FirstYearTSI	TSIScore	2022 TSI 5% Cutoff
17.1	21.4	55.67	5	137.01		0.406320707	0.4027

Possible Indicator #6: how many students from this student group achieved an 18 or higher on the ACT?

This refers to the total number of points earned by adding up all the points from the previous indicators

Total number of indicators where points were earned (not empty)

When did this student group start TSI? 2018, 2019, or 2022?

Cut score for this year only. It is based on the overall rank list and the lowest 5% of schools.

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More Notes

- Look at ALL your student groups. For example:

FirstYearTSI	TSIScore	2022 TSI 5% Cutoff
	0.35474022	0.4027

Alert!

This student group has never been TSI

Yet, their latest score is BELOW the 2022 cut score. This is year one of two needed to be identified TSI.

Helpful links

- [Utah Accountability Manual](#)
- [CCSI Supports for TSI Schools](#)

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Center for Continuous School Improvement

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Elevate Schools 2023

- Dr. Gregory Firn, School Improvement Specialist

  USBE Center for Continuous School Improvement

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Elevate Cohort 2023 Application Window
March 21-April 21, 2023

Elevate School Program

BENEFITS FOR PARTICIPATING

Schools that apply and are selected will receive additional support from the USBE including, but not limited to:

- A thorough School Improvement Plan based on Comprehensive Needs Assessment and Root Cause Analysis.

- Additional funding available to address specific identified needs.

- An approved USBE Continuous Improvement Expert (CIE).

- Ongoing implementation and project management support.

- Dedicated Support from the Center for Continuous School Improvement.

Questions
Dr. Gregory Firn
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801-538-7846

What is the Program?

The Center for Continuous School Improvement (CCSI) invites all schools identified as Targeted Support Improvement (TSI) and are also non-Title 1 to apply to participate in a program beginning in August 2023. The program is voluntary, and six (6) schools will be selected to participate based on weighted considerations through an application process.

Timeline

TSI non-Title 1 school principals will receive an invitation to apply

Applications Due

April 21, 2023

What is a Elevate Program School?
- An Elevate school is a non-Title I District school or Charter school: and
- Is an identified Targeted Support Improvement (TSI)
- Is currently implementing targeted support and improvement activities.

How will Elevate Schools be notified about the Program?
- All TSI non-Title 1 schools will be invited to participate in the voluntary program that will begin in the Fall of 2023 and end June 30, 2027.

Is there an application process?
- To be considered for participation, each interested school must apply.

What are the benefits of participating in the Elevate School Program?

Elevate schools participating in the program will receive additional support from the USBE including but not limited to:

1. A thorough School Improvement Plan based on Comprehensive Needs Assessment and Root Cause Analysis

2. Additional funding available to address specific identified needs.

3. An approved USBE Continuous improvement expert (CIE)

4. Ongoing implementation and project management support

5. Dedicated Support from the Center for Continuous School Improvement

What are the expectations for Elevate Cohort 2023 schools?
Elevate schools are required to:
- Stay in the program for four years.
- Complete the Four Domains CALL Feedback and Reporting Tool
- Conduct a Needs Assessment and Root Cause Analysis
- Create and implement a School Improvement Plan
- Create a School Improvement Committee
- Partner with a Continuous Improvement Expert
  - Requires a proposal and subsequent approval by USBE.
- Meet required monitoring and reporting timelines.

Are there exit criteria for the Elevate Schools Program?
- No. The only requirement or commitment is that selected schools must remain in the program for four (4) years.

Application Deadline
April 21, 2023

Assessment Capable Learners (ACL)

- Dr. James Martin, School Improvement Specialist

  USBE Center for Continuous School Improvement

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  (801) 538-7932

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Assessment Capable Learners (ACL)

Professional Learning Opportunity
Title I Directors Meeting
March 29, 2023

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Learning targets

- We are learning about assessment capable learners.

- We are learning how to bring assessment capable learners to our LEAs and/or schools.

- We are learning about the benefits of participation in an ACL cohort.

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Success Criteria

- I can recite a characteristic of assessment capable learners.
- I can follow the process for joining the ACL 2023-24 cohort.
- I can describe the benefits of ACL participation.

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Assessment Capable Learners

- Know their current level of understanding
- Know where they are going and are confident to take on the challenge
- Select tools to guide their learning
- Seek feedback and recognize that errors are opportunities to learn
- Monitor their progress and adjust their learning
- Recognize their learning and teach others

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Schools that develop assessment capable learners

- Incorporate learning intentions and success criteria into instruction to support teacher clarity

- Use tools to monitor, measure, and communicate student progress as well as to inform and adjust instruction

- Provide students with exposure to a wide range of study tools and encourage students to use them

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Facilitators

- Dr. Nancy Frey
- Dr. Toni Faddis
- Each team member will receive three (3) books

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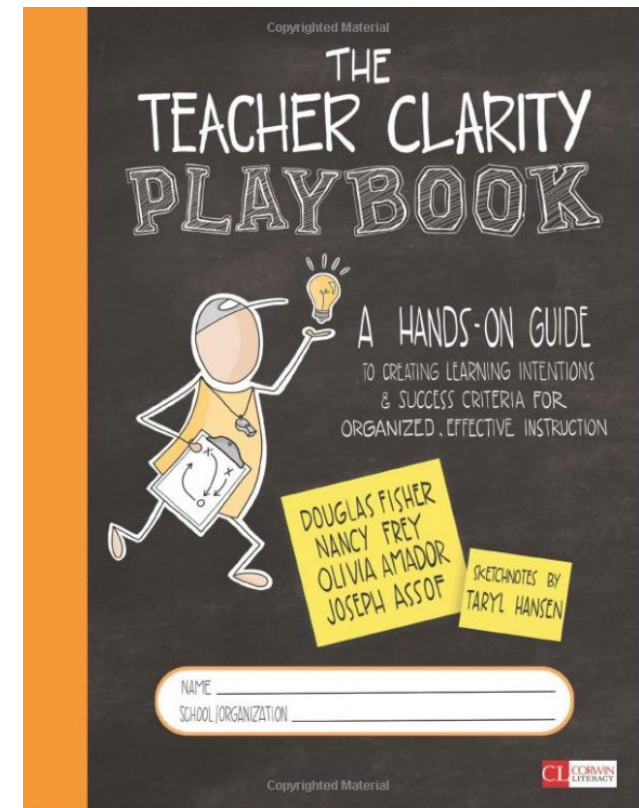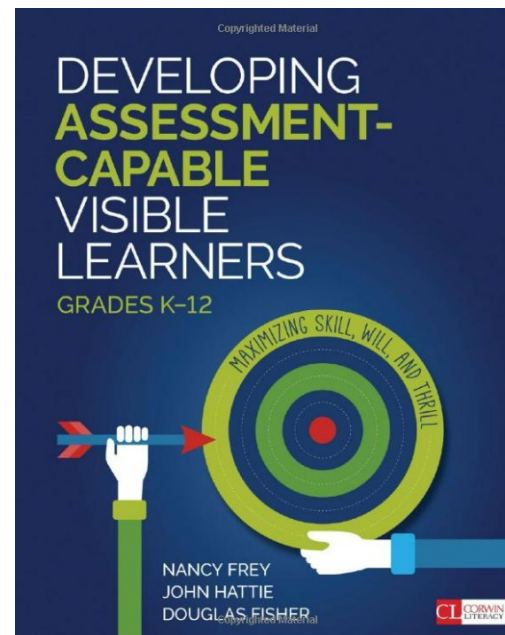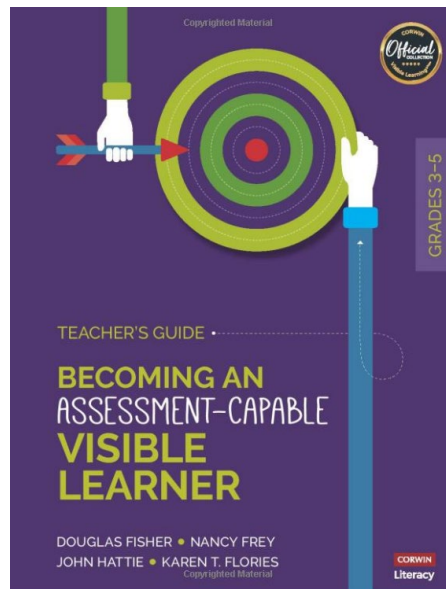
Components

- In-person preferred (virtual or a hybrid possible)
- LEA or School Instructional Team (i.e., Leadership Team, etc.)—should include building principal
- All-day sessions:
  - Tuesday, September 19, 2023
  - Wednesday, October 11, 2023
  - Wednesday, November 8, 2023
  - Wednesday, January 10, 2024
  - Wednesday, February 14, 2024
  - Tuesday, March 12, 2024
  - Tuesday, April 9, 2024

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CCSI Support is available:

- For the cost of subs
- For mileage in excess of 50 miles
- For hotel stays (there is a minimum travel requirement for this)
- Available to Title I or non-Title I schools

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Applying to join ACL

- ACL Application
- Due June 1, 2023 by 5:00 pm
- Notified by June 15, 2023
- Includes district-level sign-offs

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Cohort 4 Wins and Challenges

Falcon Ridge Elementary
Jordan School District

Teacher Clarity Area(s) of Focus:
Learning Intentions and Success Criteria

Early Wins:

Our teams have identified essential standards with the corresponding concepts & skills in the areas of ELA and Math.

Our teams have created Learning scales which include prerequisite skills and grade level skills for success in ELA and Math.

Next Challenge:

Helping each student determine "what am I learning?" "why am I learning it?" and "how will I know I have it?" as well as where they are in the learning process.

- Metacognition/Study skills/Motivation
- Feedback
- Goal setting

CLARITY QUESTIONS

What am I learning today?

Why am I learning this?

How will I know I learned it?

Testimonials

- Testimonial from Jenny Gagon, <u>Principal</u> at Canyon View Middle:

*Canyon View has had the opportunity to participate in the ACL/teacher clarity training this year and we are seeing positive results in a short amount of time. One of the ways this is benefitting our whole school is the team takes back their learning to their grade level groups to help each other apply teacher clarity to grade level standards to help them write and communicate learning objectives with clarity. Teachers are more intentional with their objectives and are stating them alongside rationale and success criteria often in classrooms (current data shows that during random observations over 60% of staff have adopted this as a regular practice this first year). In addition to data we are collecting on teacher clarity from teachers, we collect student data monthly and are seeing that about 70% of our students are aware of learning objectives while 50% can name a rationale and identify the success criteria. Being a part of the cohort helps schools push data collection. I feel our school will see these numbers grow to our school goal of over 80% consistently with ongoing support from this teacher clarity cohort. **Overall, we are seeing immediate results with our students just by having teachers attend these teacher clarity sessions. The ongoing support this cohort provides will help other schools improve overall practices and help their teams focus on ongoing school improvement.***

Testimonials

- Testimonial from a <u>Teacher</u> at Falcon Ridge:

*Students in my classroom also know where they are, where they are going and how to get there. This is especially true in writing. We went through the rubric and each student picked out something they could do better on their next writing. **100% of my students met their goal.** If the student knows where they are and where they want to be, they will get there. Moreover, **they are excited about achieving the next goal!** That is when true learning is taking place, when students oversee their own learning, assessment and proficiency.*

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Questions?

- What questions do you have?

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ESSER Funds Update / Reporting

- Jessica Kjar, USBE CARES Specialist

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  (801) 538-7870

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ESSER Funds Update / Reporting

Introduction

PURPOSE

In compliance with the U.S. Department of Education, each LEA that received ESSER and/or GEER funding from USBE is required to complete the following reporting package. This reporting requirement is due to the Utah State Board of Education by **April 7, 2023 at 5:00 PM MST**. Failure to respond to the survey by the stated due date may result in corrective action and potential withholding of state funds.

If you would like to download a full copy of the reporting tool to prepare your responses, you may do so here: *ESSER and GEER Reporting Tool SFY2022*

Click "NEXT" to continue to the survey.

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Susie Estrada

Family and Community Engagement Specialist

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June 1st and 2nd
in partnership with the Flamboyan Foundation,
USBE will be hosting a two-day training on
Family and Community Engagement.

If you would like more information or to be added
to my contact list, please email me at
susie.estrada@schools.utah.gov

Utah State
Board of
Education

21st Century Community Learning Centers (CCLC)

- Savannah Hunt, 21st CCLC Specialist

    savannah.hunt@schools.utah.gov

    (801) 538-7825

Utah State Board of Education

21CCLC Grant Competition 2023

Grant Overview:
The 21st CCLC Program is a competitive federal grant for Local Education Agencies (LEAs) and Community or Faith-Based Organizations (CFBOs) to serve students and their families attending schools with poverty levels of 40 percent or higher outside of regular school hours.

Authorized under Title IV, Part B, of the Elementary and Secondary Education Act (ESEA), the program's specific purposes are to:
1. provide opportunities for academic enrichment
2. offer students a broad array of additional services, programs, and activities
3. offer families of students served by community learning centers opportunities for literacy and related educational development

For more information contact Savannah Hunt

savannah.hunt@schools.utah.gov or 801-538-7825

Intergenerational Poverty (IGP) Afterschool Grant Competition

- Robert Palmer, IGP/Partnerships for Student Success
  robert.palmer@schools.utah.gov
  (801) 538-7629

Utah State Board of Education

Intergenerational Poverty (IGP) Grant Competition 2023

The Utah State Board of Education (USBE) has received state funding to be awarded through a competitive grant process for out-of-school programs that assist students affected by intergenerational poverty in achieving academic success. These grants are available to school districts and charter schools.

For LEAs that already have afterschool programs, grant funds may be used to augment the amount or intensity of services to benefit students affected by intergenerational poverty. For LEAs that do not have existing afterschool programs, grant funds may be used to establish quality afterschool programs.

The application process will be completed electronically through the Utah Grants Management System. Details regarding the grant requirements and the application process will be provided at the Bidders' Conference.

Questions may be directed to:

Robert.Palmer@schools.utah.gov or at (801) 538-7629

ESEA Programs Contact Information

Dr. Max Lang	ESEA and Related State Initiatives	(801) 538-7725
Becky Peters	Executive Secretary	(801) 538-7712
Tracy Vandeventer	Director UT Center for Continuous School Improvement	(801) 538-7590
Jeff Ojeda	Title I C Migrant, Title VII-B McKinney-Vento	(801) 538-7945
Merilee Wendell	Fiscal/Title V-B Rural Low-Income Schools	(801) 538-7977
Val Murdock	Title I Monitoring/DMI	(801) 538-7975
Tami Long	Fiscal Compliance Manager	(801)-538-7832
Dr. Christelle Estrada	Title III English Learners/Immigrants/Refugees	(801) 538-7888
Savannah Hunt	Title IV-B 21st CCLC	(801) 538-7825
Robert Palmer	IGP/Partnerships for Student Success	(801) 538-7629
Dr. Harold (Chuck) Foster	Title VI American Indian Education	(801) 538-7838
Susie Estrada	Parent/Family/Community Engagement	(385) 295-7891
Renee Medina	Office Specialist II	(801) 538-7704
Jessica Kjar	CARES Educational Specialist	(801) 538-7870
Armela Christiansen	CARES Administrative Secretary	(385) 295-7932
Benji Carrier	YIC Program Coordinator	(801) 538-7727
Dr. Kami Dupree	Title II Excellent Teaching and Leading	(801)-538-7923
Jodi Parker	Title IV-A Student Support and Academic Enrichment	(801-538-7734
Utah Grants Help Desk	utahgrants@schools.Utah.gov	(801)-538-7604

THANK YOU!!

Utah State Board of Education