

Utah Title I Directors Spring 2020 Meeting

MARCH 10, 2020

USBE – BASEMENT WEST CONFERENCE ROOM

YOUTUBE: [HTTPS://WWW.YOUTUBE.COM/WATCH?V=HGROXTZYKHO](https://www.youtube.com/watch?v=HGROXTZYKHO)

Agenda

- 8:30 Welcome and Updates – Becky Donaldson
FY21 Preliminary Allocations – Tami Long
- 9:00 Trafficking in Persons Program – Allison Smith, Refugee and Immigrant Center
- 10:30 Break
- 10:45 Feedback Session on School Improvement Exit Criteria – Ann-Michelle Neal
- 11:30 School Fees Follow-up – Tamra Dayley
- 12:15 Family and Community Engagement – Sheryl Ellsworth
- 12:45 Wrap-up and Adjourn

What do we
want for our
children's
future?

How will children
benefit from our
actions?

What is our ROI?



Utah Title I 2019-2020

- Utah has 1,113 public schools
 - 31% (347) of schools are Title I Schools
 - 241 Schoolwide
 - 106 Targeted Assistance
- Utah has 541 TSI schools for 2019
 - 49% of all 1,113 Utah public schools are in TSI
 - 46% (251) of 541 TSI Schools are Title I Schools
 - 72% (251) of 347 Title I Schools are TSI Schools
- What can we do to reverse this trend?
- Data and Statistics is preparing files with individual student data that can be sent to your LEA Assessment Director through the secure file transfer process.



Title I



Education for the Disadvantaged
Improving the Academic Achievement of the Disadvantaged
Improving Basic Programs Operated by Local Educational Agencies

Purpose



To provide all children “significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps”

Planning



Title I plans, budgets, and expenditures at both the LEA- and school-level must support this purpose.

Budgeting



Remember...
Fund your plan!
Do not just plan for funds!

Leverage Funds to Increase ROI

What are we doing to ensure each student has equitable access to high-quality Tier I instruction to increase ROI?

Improve Tier 1 Instruction to Increase ROI

Almarode, J., Fisher, D., Frey, N., & Hattie, J. (2020). *The ON-YOUR-FEET GUIDE to Visible Learning: Assessment Capable Learners*. Thousand Oaks, CA: Corwin.

We...	So Our Learners...
Communicate learning intentions	Know what they are learning
Have challenging success criteria	Know what success looks like and are ready for the challenge
Teach learning strategies	Develop a toolkit that allows them to take ownership of their own learning
Monitor progress	Can monitor their own learning progress
Give effective feedback	Seek feedback and can adjust in their learning
Make our own learning visible to students	Can use this as a model for their own learning

Something To Think About...

“The single most consistently significant predictor of academic achievement for students with disabilities, despite the LEA, grade level, and content area, is the performance of general education students.”

~Malmgren et al. (2005)

Something to think about...

“Do we have the courage to reliably identify impactful teachers in schools, understand what they are doing, form a collective around them, and upscale that?”

~Dr. John Hattie

Use Evidence to Increase ROI

- Using the What Works Clearinghouse (WWC) to Find ESSA Tiers of Evidence: https://ies.ed.gov/ncee/wwc/Docs/multimedia/ESSA_508c_Infographic.pdf
- Understanding the Department of Education's Evidence Definitions (video): <https://ies.ed.gov/ncee/wwc/Multimedia/42>
- Using the WWC to Find Strong or Moderate Evidence (video): <https://ies.ed.gov/ncee/wwc/Multimedia/43>
- Evidence for ESSA Website, Center for Research and Reform in Education at Johns Hopkins University: <https://www.evidenceforessa.org/>
 - Reading, Math, Science, Writing
 - Social-Emotional
 - Attendance



ESSA Evidence Requirements



- Each school identified for CSI or TSI is required to implement at least one evidence-based intervention as part of its school support and improvement plan required in ESEA section 1111(d).
 - ESEA section 8101(21) defines “evidenced-based” as an activity, strategy, or intervention that meets one of four tiers: (1) strong, (2) moderate, (3) promising evidence of a statistically significant effect on improving student outcomes or other relevant outcomes, or (4) demonstrates a rationale that such intervention is likely to improve student outcomes or other relevant outcomes. Any of those tiers of evidence is permissible for an evidence-based intervention as part of a CSI or TSI improvement plan under ESEA section 1111(d).
- For more information on evidence-based interventions, see the Department’s non-regulatory guidance, “Using Evidence to Strengthen Education Investments:” <http://www2.ed.gov/policy/elsec/leg/essa/guidanceuseinvestment.pdf>.

ESSA Evidence Requirements, cont.

- The ESEA does not require section 1003(a) funds be used for evidence-based interventions or that a school receiving ESEA section 1003(a) funds implement additional evidence-based interventions beyond those in its school improvement plan required by ESEA section 1111(d).

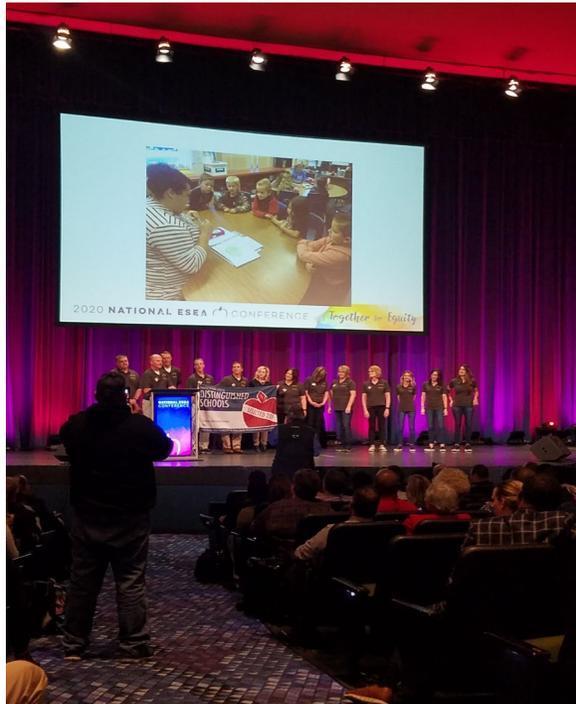
*However, if an LEA uses section 1003(a) funds to pay for an evidence-based intervention, activity, or strategy, ESEA section 8101(21)(B) requires that the evidence-based intervention, activity, or strategy meet the first three tiers of evidence (i.e., be based on strong, moderate, or promising evidence of a statistically significant effect on improving student outcomes or other relevant outcomes).

- 1003(a) funds may not be used for an intervention, activity, or strategy that demonstrates a rationale that such intervention is likely to improve student outcomes or other relevant outcomes.

2019 National ESEA Distinguished Schools

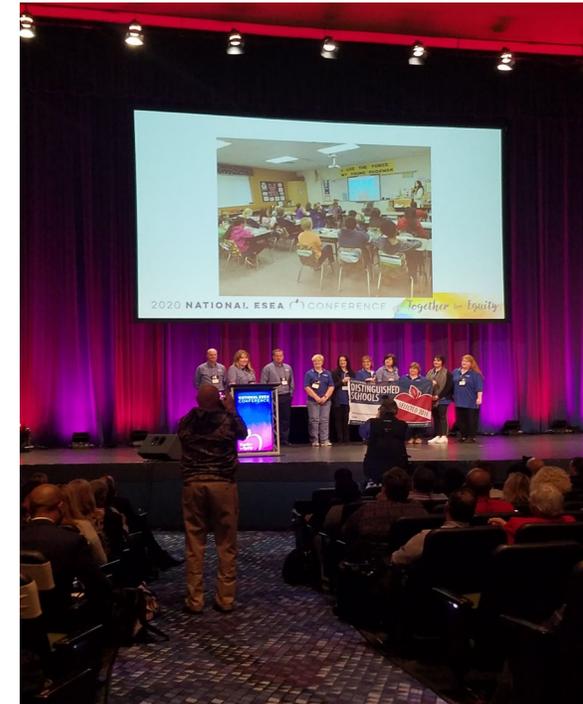
PAROWAN ELEMENTARY, IRON DISTRICT

CATEGORY 1



WESTMORE ELEMENTARY, ALPINE DISTRICT

CATEGORY 3



Title I Federal Updates and Information

New Resources



- Federal School Safety Clearinghouse: A joint effort of the U.S. departments of Education, Health and Human Services, Homeland Security, and Justice
 - <https://www.schoolsafety.gov/>
- National Association for Family, School, and Community Engagement (NAFSCE)
 - <https://nafsce.org/>
- Student and Teacher Discourse Moves (*see handout in folder*)
 - <http://stem4els.wceruw.org/resources/Student-and-Teacher-moves.pdf>
- Trauma-Informed SEL in the Classroom Toolkit
 - <https://www.transformingeducation.org/trauma-informed-sel-toolkit/>

Congress: Looking Ahead to 2021

- Passed FY20 budget deal prior to summer 2019 recess
 - Raised budget caps for FYs 2020 and 2021
 - Increased non-defense programs for FY 2020 by 4%
 - Suspended debt ceiling until July 2021
 - Budget Control Act expires in 2021 = No future threat of sequestration!
- No need to hammer out new budget deal should make process move more quickly
 - But likely may not pass appropriations bill before election
- If Congress has not made substantial progress on appropriations before end of September, expect long-term continuing resolution
 - Possibly through lame-duck session
 - May not have final FY2021 allocations until winter of 2021



Congressional Appropriations FFY20



Federal Fiscal Year 2020 (school year 2020-2021) Allocations

Program	FY 2019 (\$)	FY 2020 (\$)	Change (%)
Title I-A	15,859,802,000	16,309,802,000	2.8%
Title I-B	378,000,000	378,000,000	0.0%
Title I-D	47,614,000	47,614,000	0.0%
Title II-A	2,055,830,000	2,131,830,000	3.7%
Title III-A	737,400,000	787,400,000	6.8%
Title IV-B	1,221,673,000	1,249,673,000	2.3%
EHCY	93,500,000	101,500,000	8.6%

FFY20 Allocations (U.S. ED)

Fiscal Year 2020 (school year 2020-2021) allocations:

- December 12, 2019: U. S. Census Bureau released updated district LEA poverty estimates for FY 2020 Title I-A and Title II-A allocations for (*see spreadsheet in folder*)
- ED used the Census data released on December 12, 2019 (Census estimates for 2018) to calculate FY 2020 preliminary Title I-A allocations
- January 2020: ED released preliminary FY 2020 allocations for ESEA programs, except Title III-A.
- ED released preliminary FY 2020 Title III-A allocations on February 26, 2020

FFY20 Allocations (U.S. ED)

Fiscal Year 2020 (school year 2020-2021) preliminary Title I-A allocations:

- For Title I-A allocations an important factor to examine is each State's relative share of the total number of poverty children nationally
- An increase or decrease in a State's relative share compared to the prior year provides an early indication of the extent to which a State may experience a gain or loss of Title I-A funds for FY 2020

FFY20 Allocations (U.S. ED)

Fiscal Year 2020 (school year 2020-2021) preliminary Title I-A allocations:

- ED used State per-pupil expenditure (SPPE) data reported by States for school year 2017-2018 and the October 2018 non-Census formula counts to calculate FY 2020 preliminary Title I-A allocations
- The school year 2017-2018 SPPE data replace the school year 2016-2017 SPPE data that ED used to calculate FY 2019 allocations
- FY 2020 preliminary Title I-A allocations differ from FY 2019 Title I-A allocations due to the increase in the FY 2020 appropriation over FY 2019 and the availability of the new Census and SPPE data

FFY20 Allocations (U.S. ED)

Fiscal Year 2020 (school year 2020-2021) final Title I-A allocations:

- ED expects to release final allocations in June 2020 that will be the basis of the July 1 grant awards to SEAs
- Final allocations will differ from preliminary allocations primarily due to the availability of October 2019 non-Census formula counts

2020 decennial Census and future years' Title I-A allocations:

- 2020 Census data likely to first affect Census LEA poverty estimates for fiscal year 2022 (school year 2022-2023) allocations
- Census uses other data sources in the LEA poverty estimates that provide additional information regarding poverty in LEAs

Utah's FY2018 - FY2021 Title I-A Allocations

	SFY 2018 Funding Level	SFY 2019 Funding Level	SFY2020 Funding Level	SFY2021 Preliminary Estimate
Title I-A	\$87,840,059	\$81,377,646	\$81,618,825	\$81,915,076

LEA Preliminary Allocations for School Year 2020-2021

FISCAL YEAR 2021

A BUDGET FOR
AMERICA'S
FUTURE



BUDGET OF THE U.S. GOVERNMENT

OFFICE OF MANAGEMENT AND BUDGET | OMB.GOV

President's FFY2021 Federal Budget Proposal

Proposed FFY 2021 Budget (Funding for 2021-2022 School Year)

- Released February 10, 2020: **“A Budget for America’s Future”**
 - Represents an overall \$4.7 billion (8%) cut to federal education programs
 - Consolidates 29 major programs into one \$19.4 billion dollar block grant

“Elementary and Secondary Education for the Disadvantaged Block Grant” (*partial list*)

Title I Grants to LEAs *\$16.3 billion FFY20	Arts in Education
Migrant (Title I-C)	Regional Comprehensive Centers
Homeless (McKinney-Vento)	Full-Service Community Schools
Title II	Rural Education (RLIS and REAP)
Title III (English Language Acquisition)	Neglected and Delinquent (Title I-D)
Title IV-A and Title IV-B	School Safety
Javits Gifted and Talented	www.whitehouse.gov/wp-content/uploads/2020/02/budget_fy21.pdf

Proposed Federal K-12 Block Grant, cont.

The Elementary and Secondary Education for the Disadvantaged Block Grant consolidates most K-12 education formula and competitive grant programs into one \$19.4 billion formula grant program.

- Provides more flexibility, but less funding.
- SEAs would set-aside 5% of the total to support school improvement.
- Funds would be allocated using the same formulas as Title I grants to local educational agencies.
- States and LEAs could use the funds for any authorized purposes of the consolidated programs, while continuing to meet accountability and reporting requirements aimed at protecting students, supporting school improvement, and providing parents the information they need to make education decisions for their children.
- Prioritizes improving student achievement, reducing the federal role in education, and returning control over education decisions to state and local leaders, teachers, parents, and students.
- It would require rewriting ESEA to make legislative changes.

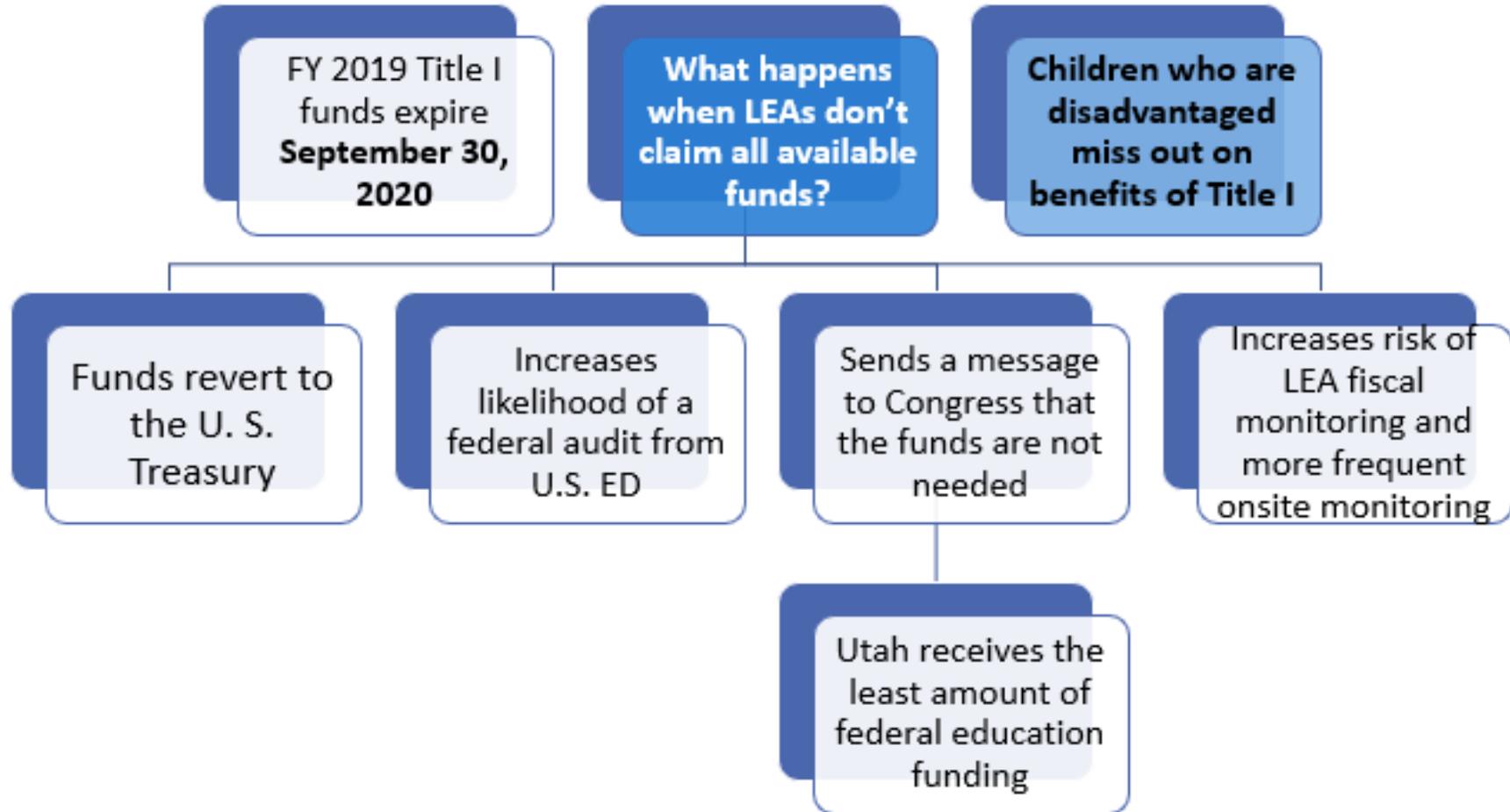
**29 K-12 Programs
included in the
proposed Elementary and
Secondary Education
of the Disadvantaged
(ESED) Block Grant**

Funding Summary

(In millions of dollars)

	2020 Enacted	2021 Request	2021 Change from 2020
21st Century Learning Centers.....	1,250	0	-1,250
Alaska Native Education.....	36	0	-36
American History and Civics Education.....	5	0	-5
Arts in Education.....	30	0	-30
Charter Schools.....	440	0	-440
Comprehensive Centers.....	52	0	-52
Comprehensive Literacy Development Grants.....	192	0	-192
Education Innovation and Research.....	190	0	-190
English Language Acquisition.....	787	0	-787
Full-Service Community Schools.....	25	0	-25
High School Equivalency Program.....	23	0	-23
Homeless Education.....	102	0	-102
Innovative Approaches to Literacy.....	27	0	-27
Javits Gifted and Talented.....	13	0	-13
Magnet Schools.....	107	0	-107
Migrant Education.....	375	0	-375
Neglected and Delinquent.....	48	0	-48
Native Hawaiian Education.....	37	0	-37
Promise Neighborhoods.....	80	0	-80
Ready-to-Learn Television.....	29	0	-29
Rural Education.....	186	0	-186
School Safety National Activities.....	105	0	-105
Statewide Family Engagement Center.....	10	0	-10
Student Support and Academic Enrichment Grants.....	1,210	0	-1,210
Supporting Effective Educator Development.....	80	0	-80
Supporting Effective Instruction State Grants.....	2,132	0	-2,132
Teacher Quality Partnerships.....	50	0	-50
Teacher and School Leader Incentive Grants.....	200	0	-200
Title I Grants to Local Educational Agencies.....	16,310	0	-16,310
Elementary and Secondary Education for the Disadvantaged Block Grant.....	0	19,354	19,354

Importance of Claiming All Funds



FY 2020 Fiscal Reminders

FY20 Title I funds cannot be claimed for reimbursement until:

- Any remaining FY19 funds have been claimed for reimbursement, **AND**
- The following FY20 documents have been submitted and approved:
 - Risk assessment, plan, budget, and required forms in Utah Grants
 - DMI Annual Core Items + DMI Cycle 4 Items
- FY 2019 funds expire September 30, 2020
- FY 2020 funds expire September 30, 2021

ED's Regulatory Agenda

- ESSA Study by ED
 - Comprehensive review and analysis by Institute of Education Sciences (IES) of ESEA Title I-A, Title II-A, Title III-A, Title IV-A , IDEA Part B
- IES will:
 - Collect a variety of financial information from a “nationally representative sample” of 400 school districts
 - Including budgets and expenditures and personnel and payroll data
 - Survey districts and school officials to examine issues such as the types of services and resources that are provided, coordination across programs, and use of flexibility by the districts and schools
 - Conduct nine site visits

ED's Regulatory Agenda

- ESSA Study by ED

- Main questions:

- How are federal funds being used?
 - Are States/districts using existing flexibilities?

- Preliminary surveys in May, data collection starting in September

- Smaller Government Accountability Office (GAO) Study

- Primary differences:

- Size/scale
 - Purpose/end use
 - Enforcement authority



School year 2020-2021

LOOKING AHEAD

Save the Dates



Summer System Conference

Wednesday-Thursday, July 29-30, 2020
Utah Valley Convention Center, Provo, UT



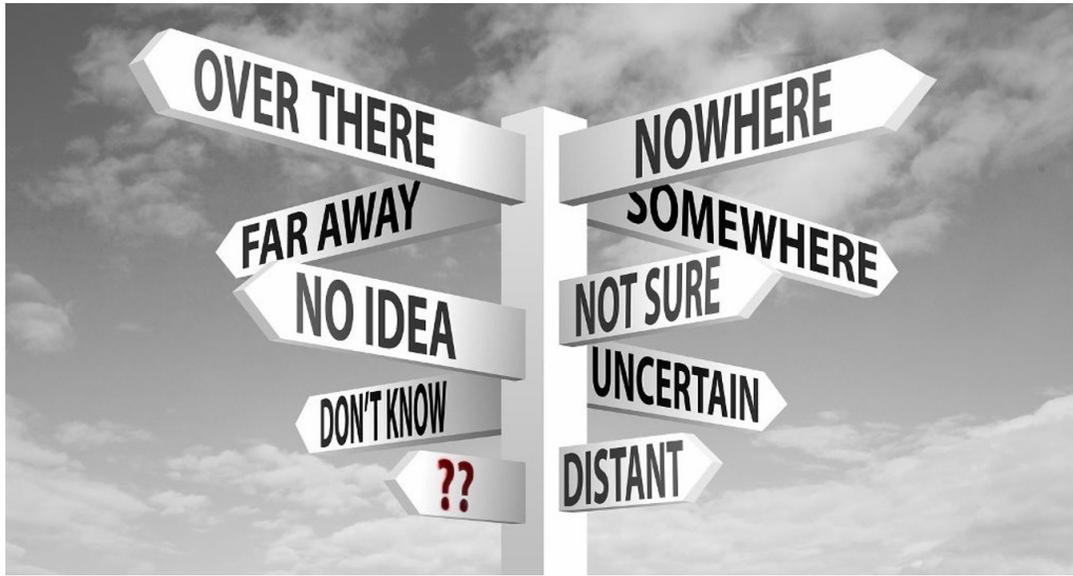
In her keynotes and workshops,
Tara Brown
award-winning educator,
trainer, speaker and author,
is passionate
about the power of connections
to shift attitudes, transform culture,
and unleash potential.

[Find out more about Tara](#)

Tara Brown
July 30 Keynote & Breakout

Dr. Linda Karges-Bone
July 29 Keynote & Breakout





Stay on the Road to Excellence

ESEA Programs and Related State Initiatives (ERSI) Contact Information

Dr. Rebecca Donaldson	ERSI Coordinator	(801) 538-7869
Becky Peters	Executive Secretary	(801) 538-7712
Dr. Max Lang	Title I School Improvement/ State Turnaround	(801) 538-7725
Leslie Evans	Title I School Improvement/State Turnaround	(801) 538-7851
Murray Meszaros	Title I-D Neglected & Delinquent	(801) 538-7870
Jeff Ojeda	Title I C Migrant, VII-B McKinney-Vento	(801) 538-7945
Sandra Grant	Fiscal/DMI/Title V-B Rural Low Income	(801) 538-7844
Val Murdock	Title I Monitoring/DMI	(801) 538-7975
Tami Long	Title I/Title III Fiscal Compliance Manager	(801)-538-7832
Dr. Christelle Estrada	Title III English Learners/Immigrants/Refugees	(801) 538-7888
Kamille Sheikh	Title IV-B 21 st CCLC	(801) 538-7825
Robert Palmer	IGP/Partnerships Student Success	(801) 538-7629
Dr. Harold (Chuck) Foster	Title VI American Indian Education	(801) 538-7838
Sheryl Ellsworth	Parent/Family/Community Engagement	(801) 538-7733
Renee Medina	Office Specialist	(801) 538-7704
Utah Grants	Help Desk	(801) 538-7604