

Title I Part A

Improving Basic Programs Operated by Local Educational Agencies

Presentation for
New LEA Title I Directors
September 17, 2018

STUDENT SUPPORT SERVICES

ESEA FEDERAL PROGRAMS AND RELATED STATE INITIATIVES

UTAH STATE BOARD OF EDUCATION



Rebecca Donaldson, PhD

State Coordinator

Rebecca.Donaldson@schools.Utah.Gov

801-538-7869

Title I : Improving the Academic Achievement of the Disadvantaged

- The 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 a 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 and Delinquent

Goals of Title I Part A

- Title I, Part A provides approximately \$81 million (SFY19) to help higher-poverty schools in Utah provide supplemental educational services to meet the needs of economically- and educationally-disadvantaged students.
 - Help students achieve proficiency and growth on rigorous State academic standards (primarily 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 parent, family, and community engagement activities
 - Provide a well-rounded education for all students

Improving Student Achievement

- LEAs and Title I schools should implement evidence-based instructional 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



LEA Requirements

Annual Plan

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



LEA Title I Plan (Section 1112)

- LEA Title I Plan (district or charter school) must be annually submitted through the USBE online grants management system
 - FY19 plan in UCA; reimbursements through UtahGrants.gov
 - FY20 plan and reimbursements in UtahGrants.gov
- LEA Title I Plan must be developed with timely and meaningful consultation with key stakeholders:
 - Principals and other school leaders
 - Teachers
 - Parents of students served by Title I
 - Paraprofessionals
 - Specialized instructional support personnel
 - Charter school leaders, if applicable

LEA Title I Plan (Section 1112)

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

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

LEA Title I Plan Provisions (Section 1112)

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)

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 of homeless children
6. Identify strategies the LEA will use to implement effective parent and family engagement

LEA Title I Plan Provisions (Section 1112)

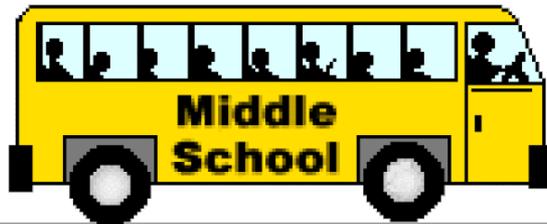
7. How the LEA will support, coordinate, and integrate services provided under Title I with other early childhood education programs, including the transition of children to local elementary programs
8. How teachers and school leaders in targeted assistance Title I schools will identify eligible children most in need of services
9. 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. 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
- Access to assessment and evaluation data

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 or State School Turnaround.
 - This notification must be sent annually until the school exits improvement status.



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%.
 - A charter school must have at least 10 low-income children by Federal definition.
 - 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 *as long as there are sufficient funds to provide the minimum amount of funding required to each school in rank order.*

Title I Eligibility Worksheet

Up and Coming School District: District Average Poverty: 47.3%

School	% Low Income	# Low Income	\$ Per Poverty Child	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		
Everett Elementary	19.6%	38		

Funding Schools: Equal vs. Equitable

SAMPLE LEA 1 PPA = \$1,400

1. $90\% \times 300 \times \$1400 = \$420,000$ SW
2. $80\% \times 280 \times \$1400 = \$392,000$ SW
3. $75\% \times 300 \times \$1400 = \$420,000$ SW
4. $70\% \times 600 \times \$1400 = \$840,000$ TA
5. $60\% \times 400 \times \$1400 = \$560,000$ SW
6. $55\% \times 280 \times \$1400 = \$392,000$ SW
7. $45\% \times 400 \times \$1400 = \$560,000$ SW

SAMPLE LEA 2 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. $60\% \times 250 \times \$675 = \$135,000$ SW
7. $55\% \times 260 \times \$675 = \$175,500$ 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 Schools

REQUIREMENTS

Targeted Assistance Schools

- Schools with less than 40% poverty, or in the first year as a Title I school, must use the Targeted Assistance model.
- Use Title I funds 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).

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
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 (ARL and APT teachers need to have passed Praxis).
- Paraprofessionals working in TA schools that are **paid with Title I funds** must meet the following requirements:
 - HS diploma plus one of the following:
 - Associate degree
 - 48 semester hours or 60 quarter hours of college credit
 - Passing score on the PRAXIS Parapro Exam or similar exam

Schoolwide 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 upgrade entire school 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. School Reform Strategies
 3. Activities to Ensure Mastery
 4. Coordination and Integration (Braiding) of Funds
- LEAs must submit the 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 (ARL and APT teachers need to have passed Praxis).
- Paraprofessionals working in SW schools must meet the following requirements:
 - HS diploma plus one of the following:
 - Associate degree
 - 48 semester hours or 60 quarter hours of college credit
 - Passing score on the PRAXIS Parapro Exam or similar exam
- In Schoolwide Title I schools, ALL instructional paraprofessionals must meet the same requirement, unless they meet one of the exceptions listed on slide 29.
- Services provided by paraprofessionals must be under the direct supervision of, and in 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 doesn't 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 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 both teachers 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 [on slide 35](#).
- Professional learning activities must be aligned to Utah's 8 Professional Learning Standards on slide 32.



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.

Improving Student Achievement

- Ensure Tier I core instruction is delivered by qualified teachers (based on State Licensing standards)
- Identify student learning needs through informal and formal assessments on an ongoing basis
- Provide targeted interventions for those students who need additional instructional help
- Provide enrichment for students
- Annually review school academic progress on the State's end of year assessments

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)

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

What Works is What Matters

- 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/guidance/useinvestment.pdf>

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.



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

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School Improvement

Max Lang, Ph.D.

School Improvement Specialist

Max.Lang@Schools.Utah.Gov

801-537-7725

Leslie Evans, M.Ed.

School Improvement Specialist

Leslie.Evans@Schools.Utah.Gov

801-568-7851

School Improvement (1003a)

- States may reserve up to 7% of the Title 1 federal allocation, 95% of that amount must be used to support schools identified as being in the lowest performing 5% of Title I schools, based on the Utah accountability system.
 - In FY 2019 the "hold-harmless provision" was reinstated for LEAs. Thus, it is no longer possible to set-aside 7%.
- This money funds Comprehensive Support and Improvement (CSI) interventions

Key Terms

1. Comprehensive Support and Improvement (CSI) Identification

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

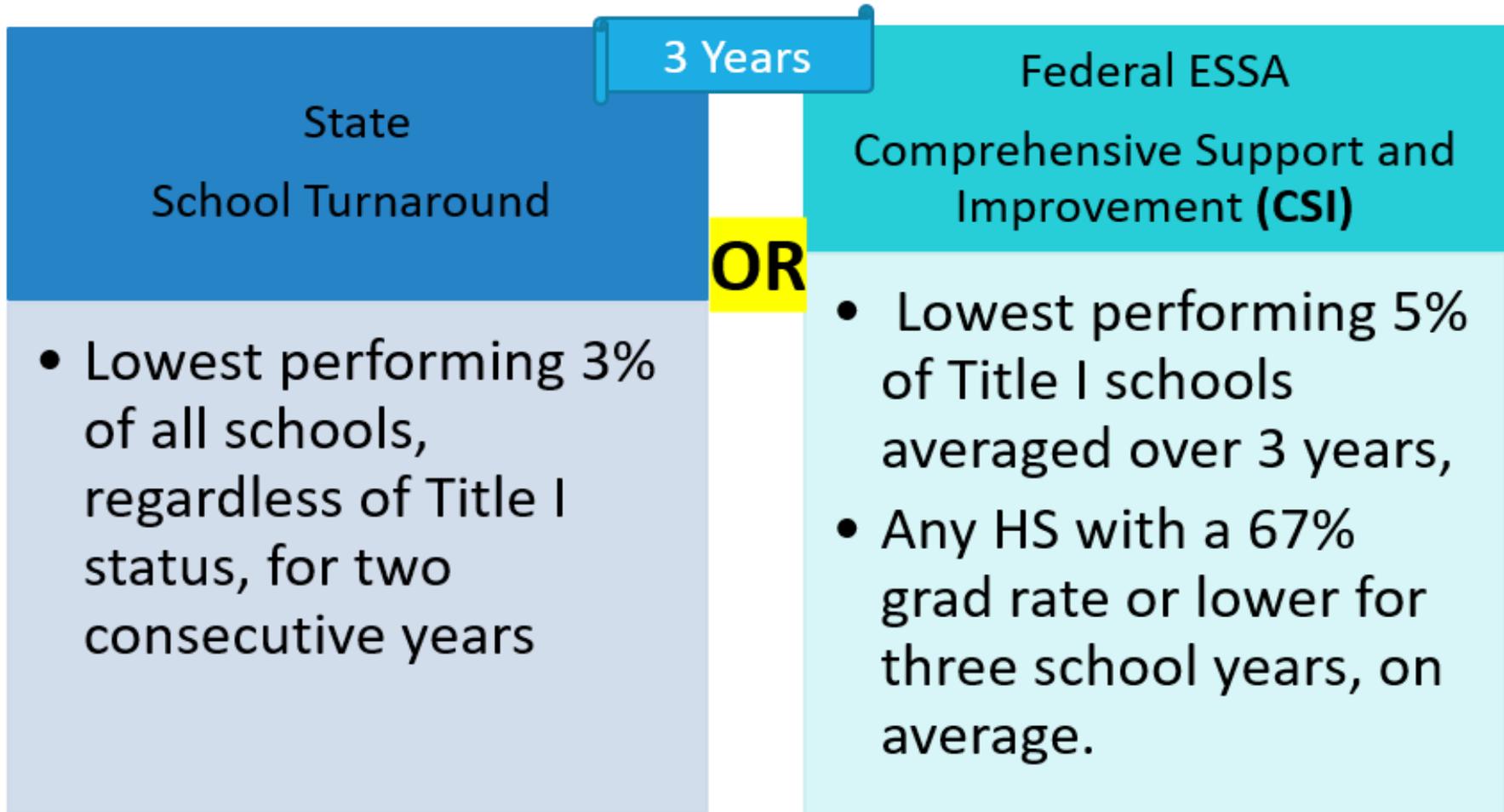
2. Targeted Support and Improvement (TSI) Identification

- 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

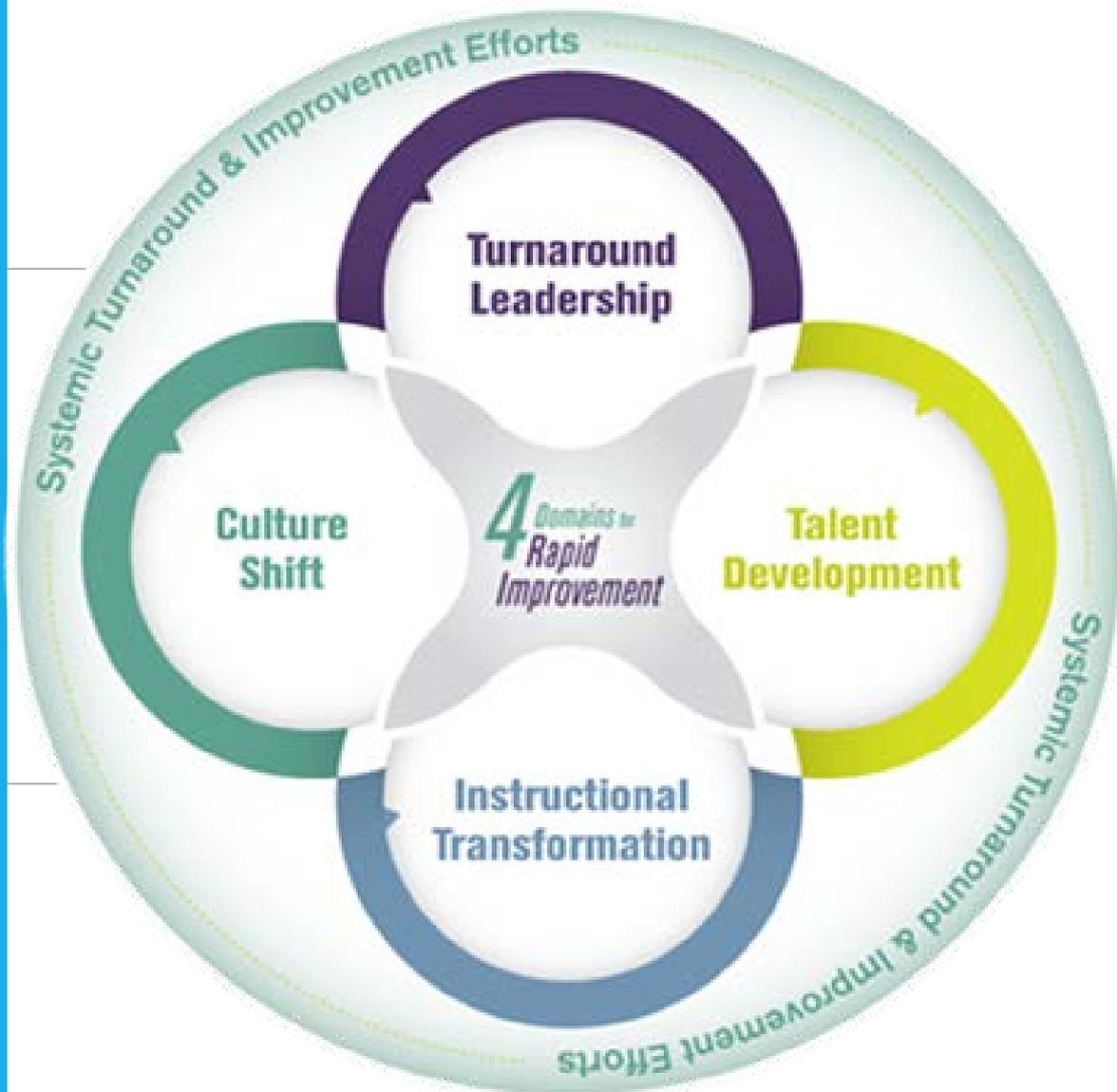
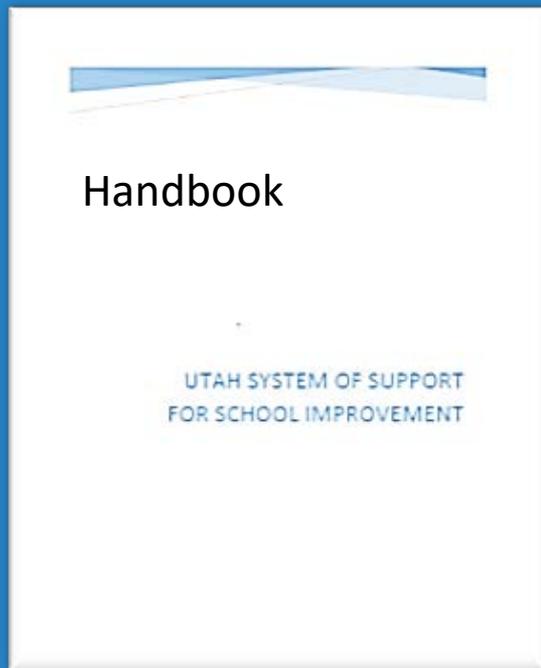
4. SB 234 - School Turnaround and Leadership Development Act

One Accountability System



Schools Will Not Be Double-Identified

4 Domains for Rapid Improvement



Continuous Improvement Cycle

1. Set the Direction
2. Needs Assessment and Root Cause Analysis
3. Create the Plan
4. Implement the Plan
5. Monitor the Plan
6. Adjust Course



Title I School Improvement Process

(Turnaround/CSI and TSI):

1. Notify parents of school's improvement status
2. Establish a school leadership team
3. Comprehensive needs assessment
4. Root cause analysis
5. Revise/develop a School Improvement Plan (SIP) based on results of needs assessment/root cause analysis
 - Include evidence-based practices
6. Conduct a Peer Review of the proposed SIP
7. Present SIP to local board
8. Submit CSI/Turnaround plans to USBE
9. Implement the SIP
10. Monitor and report school progress on a quarterly basis
11. Work with USBE School Improvement Team

Comprehensive Support and Improvement (CSI) – Identification Details and Timeline

Types of Schools	Description	Frequency of Identification	Initial year of identification
Lowest-Performing (Title I Schools)	Any Title I school performing in the lowest 5 percent of Title I schools for three years, on average.	Once every three years	2018-2019
Low High School Graduation Rate	Any high school in the State with a 4-year adjusted cohort graduation rate at or below 67 percent for three years, on average.	Once every three years	2018–2019
Chronically Low-Performing Student Group	Any Title I school with a consistently underperforming student group that does not improve within four years.	Annually	2022–2023
Additional Category	Any school performing in the lowest 3 percent of all schools for two consecutive years.	Annually	2018–2019

<https://www2.ed.gov/admins/lead/account/stateplan17/utconsolidatedstateplanfinal.pdf>

CSI – Exit Criteria in Brief

The school no longer meets the criteria for which the school was identified for the second and third years, consecutively, after identification (R277-920-8)

In other words, the school is no longer:

- Lowest performing 5% of Title I schools averaged over 3 years
- A High School with less than 67% grad rate for the 2nd and 3rd year in improvement, or by the end of the extension period (two consecutive years)

Federal ESSA Targeted Support and Improvement (TSI)

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

Student groups

- Economically disadvantaged students
- Students with disabilities,
- Students who are English learners
- Students by major racial and ethnic groups

4 years

Title I School Improvement Process (Turnaround/CSI and TSI):

1. Notify parents of school's improvement status
2. Establish a school leadership team
3. Comprehensive needs assessment
4. Root cause analysis
5. Revise/develop a School Improvement Plan (SIP) based on results of needs assessment/root cause analysis
 - Include evidence-based practices
6. Conduct a Peer Review of the proposed SIP
7. Present SIP to local board
8. Submit CSI/Turnaround plans to USBE
9. Implement the SIP
10. Monitor and report school progress on a quarterly basis
11. Work with USBE School Improvement Team

#8-11 NA for TSI Schools

TSI - Exit Criteria in Brief

TSI schools will exit when, for two consecutive years, the school no longer has student groups performing below the percentage of points associated with the lowest performing 5 percent of Title I schools in the state's accountability system.

Title I schools that do not exit will be identified for Comprehensive Support and Improvement (CSI) because the student groups will be deemed “chronically underperforming.”
2022-



Title I Fiscal Issues

Sandra Grant, Fiscal Specialist
Sandra.grant@schools.utah.gov
801-538-7844

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 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) 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)
 - 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 method to show that Title I schools have received all state, local, and other federal funds to which the school is entitled (**Comparability Report**).

Allowable Uses of Title I Funds

- Professional learning opportunities for teachers
- Supplemental textbooks and supplies
- Extended day/year programs
- Early childhood programs (pre-K)
- Full and/or extended day kindergarten
- Parent 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.
- The Planning Tool in the grants management system is a good way to determine which funds to braid to meet the LEA’s overall goals for improved student achievement.

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 month to be paid by the last day of the following month

LEA Fiscal Risk Assessment

- LEA risk will include, but not be limited to:
 - Auditing findings
 - Monitoring findings
 - Failure to submit required Assurances by July 1
 - Failure to complete annual plan and DMI by due dates
- 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 DMI is completed.

Reimbursement Requests

- Reimbursement Request covering the period up-to-and including June 30 expenses:
 - Due by the first week of July for State reporting purposes
- Reimbursement Request covering the period up-to-and including September 30:
 - Due by October 25th for Federal reporting purposes

Reimbursement Requests

- At least one reimbursement request *may* be audited each year based on risk
- Reimbursements will be put on HOLD if the DMI is not completed, both Annual and current Cycle
- Auditing of records or on-site monitoring may occur if the USBE determines the LEA is at risk.
 - Includes failure to meet deadlines,
 - Requests funds less than quarterly, and/or
 - Are allocated large sums of funds.

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 or 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 Schoolwide Title I schools an employee must work on the same activity in different program areas (e.g., tutoring students for Title I, Title III, and IDEA)

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
 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 show **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 more than one cost objective/code certification must include:

1. Employee name
2. Job Title/Description
3. FTE or total number of hours worked
4. Certification dates (month, days, year) – minimum of one month and a maximum of six (6) months
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 and have more than one cost objective/cost code
 - The LEA must have sufficient internal controls to ensure that the schedules are accurate
 - This certification may be used by auditors and USBE personnel for auditing 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 (may be in a format currently in use),
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, 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 a 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 pg. X in Title I Handbook).



LEA Monitoring & Technical Assistance

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



Monitoring as a slackline...

ESSA: Not your Father's ESEA

Gone are the days when the sole emphasis was on federal education program compliance. **Now, our focus has shifted to identifying and addressing the specific needs of the children who are beneficiaries of the programs funded by the Elementary and Secondary Education Act (ESEA).** While students in our schools face many challenges and barriers, we recognize that access to and involvement in integrated, innovative, and collaboratively designed programs leads to successful outcomes.

National Association of ESEA State Program Administrators

Annual Plan

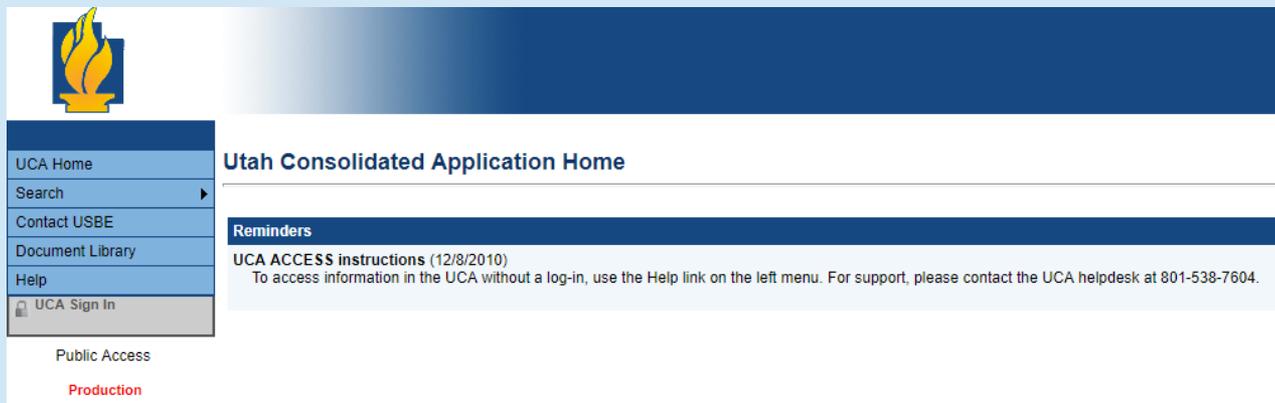
LEAs (*and Title I schools*)
must **plan first** and
then fund the plan!



Desktop Tools

Utah Consolidated Grants Application (UCA)

➤ Final year of use



Utah Consolidated Application Home

UCA Home
Search
Contact USBE
Document Library
Help
UCA Sign In

Reminders

[UCA ACCESS instructions \(12/8/2010\)](#)
To access information in the UCA without a log-in, use the Help link on the left menu. For support, please contact the UCA helpdesk at 801-538-7604.

Public Access
Production

To be completed by November 1st

Kellie Smith
kellie.smith@schools.utah.gov
801-538-7744

Desktop Tools (cont.)

Desktop Monitoring Instrument (DMI)



 **USOE Desktop Monitoring Instrument**

E-mail Address:

Password:

[Reset Password](#)
[First-time user? Accept Invitation](#)

If you have trouble logging in, please contact
dmi.helpdesk@schools.utah.gov

Training on November 8th, 12:30-3:30 PM
To be completed by December 1st

Renee Medina
renee.medina@schools.utah.gov
801-538-7704

Reports, Applications, & Monitoring

All local education agencies receiving Title I funds are required to annually submit to USBE:

- ❑ LEA Compliance & Assurance Checklist – Utah Grants
- ❑ Utah Consolidated Application (UCA)
- ❑ Desktop Monitoring Instrument (DMI)

LEA OVERVIEW
USOE Training District

Instruments (3)

Page size: 25

Name	Status
FEDERAL ANNUAL CORE - Schools Identified as LEA	In Progress
TITLE I - CYCLE 3 (18-19)	In Progress
TITLE I ANNUAL CORE TEMS (18-19)	In Progress

Reports, Applications, & Monitoring (cont.)

Desktop Monitoring Instrument (DMI)

1) Annual Core Instrument

- Copy of notification letter (Focus and Priority / CSI)
- Copy of Invitation to Consult (Equitable Services)
- [Sample Invitation](#)
- Equitable Services Checklist
- [Equitable Services Checklist](#)
- Documentation of a Title I Meeting
- Title I Comparability Report
- Supplement Not Supplant Methodology
- Time Effort Documentation
- [Sample Time Effort Documents](#)

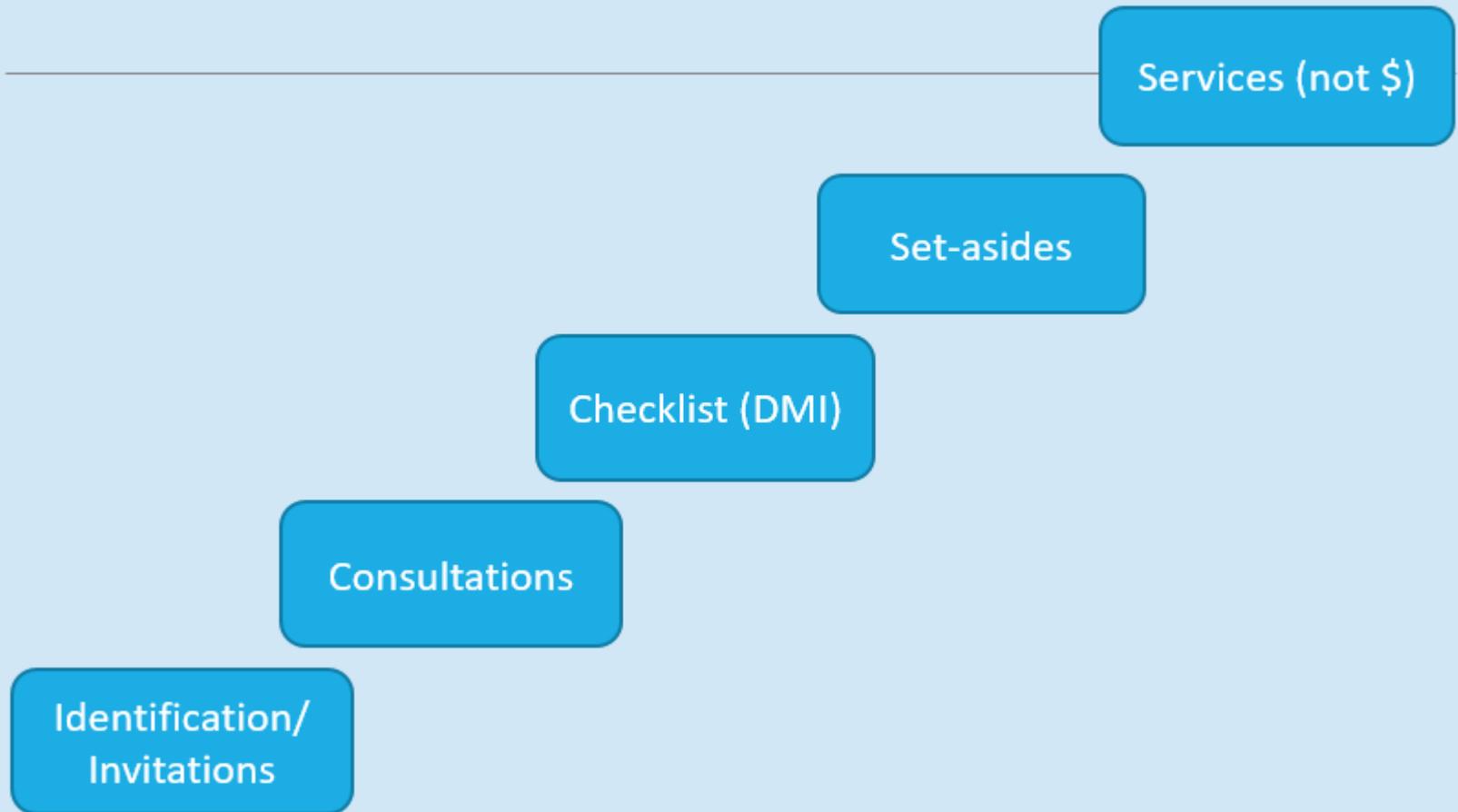
Reports, Applications, & Monitoring (cont.)

Desktop Monitoring Instrument (DMI)

2) **Cycle 3 (2018-19)**

- Parent & Family Engagement **LEA** Policy
- [LEA Policy Checklist](#)
- Parent & Family Engagement **School** Policy
- [School Policy Checklist](#)
- School-Parent/Family/Home Compact
- [Compact Checklist](#)
- [Sample Compact Elementary](#)
- [Sample Compact Secondary](#)

Equitable Services Requirements



Federal Programs and Related State Initiatives

Program Menu

Every Student Succeeds Act (ESSA)

Related State Initiatives

Title I Part A: Improving Basic Programs Operated by Local Educational Agencies (LEAs)

Title I, Part A: Monitoring and Compliance

Title I, Part A: School Improvement and School Turnaround

Title I, Part C: Migrant

Title I, Part D: Neglect

Title III: English Learn

Title IV, Part B: 21st Century Community Learning Centers

Title VI: American Indian Education

Title VII, Part B: McKinney-Vento Homeless Education

Contact Us

Title I, Part A: Monitoring and Compliance

Overview

Fiscal Year Schedules

Sample Time Effort Documents

Parent and Family Engagement

Title I Items to be Addressed Now

Annual Title I Meeting - Each Title I school is required to hold an “Annual Title I Meeting” at the beginning of the school year. A good time to hold this meeting is at back-to-school night or at SEPs when parents are in the building.

LEA Parent & Family Engagement Policy- Developed with input from parents. Share with public in a minimum of two ways.

School Parent & Family Engagement Policy - Developed with input from parents. Share with parents in a minimum of two ways.

School-Parent/Family Compact - Developed with input from parents and teachers. Share with parents in a minimum of two ways.

Parents Right to Know - Notify parents in a minimum of two ways that they have a right to know the professional qualifications of their children’s teacher(s).

Title I Items to be Addressed Now, cont.

Report Cards:

- **LEA Report Card** - As soon as the LEA report card becomes available, share it with parents & community in a minimum of two ways.
- **School Report Card** - As soon as the school report card becomes available, share it with parents in a minimum of two ways.
- **Schoolwide plan** - Make the SW plan (at least a one-page summary) available to parents in a minimum of two ways.

Ideas for Sharing Documents

Opening school
packet/handbook

LEA and school
websites

Make documents
available when
parents are in the
building (handout)

School newsletter

Parent bulletin
board

Local newspaper

Principal's bulletin

Announce at
required annual
Title I meeting

Charter board
minutes

Onsite Monitoring Visits

Onsite monitoring visit
for **new** LEAs held
during 2nd year

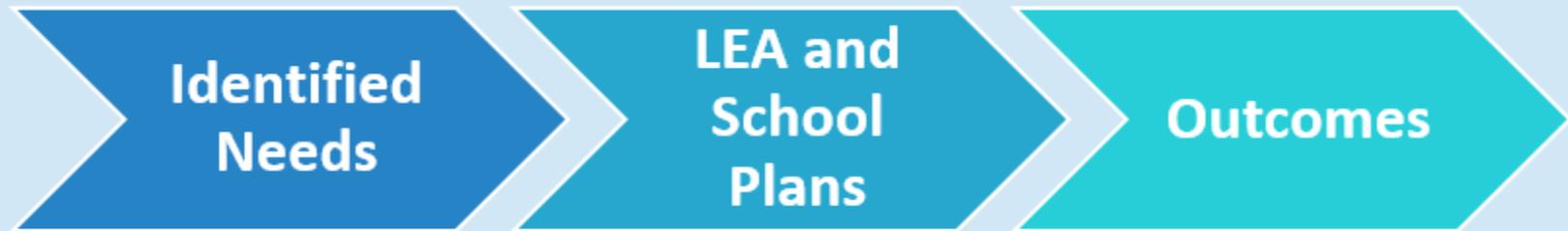
Regular onsite
monitoring schedule
(currently every 5
years)

Beginning with FY
2020, a two-pronged
approach that includes

(a.) a risk-based
assessment and

(b.) the need for a
periodic visit

Shift in Monitoring Focus



Technical Assistance



Persistence and Support



Wrap-up

REBECCA DONALDSON

If You Need Assistance

1. Sign-up on the Request Sheet to schedule an onsite technical assistance visit at your LEA office,
2. Sign-up on the Request Sheet to schedule an appointment with our staff here at the USBE office, or
3. Call or email us as often as needed.



We are always happy to help!



Contact Information

Dr. Rebecca Donaldson	Coordinator	(801) 538-7869
Becky Peters	Executive Secretary	(801) 538-7712
Dr. Max Lang	School Improvement/Turnaround	(801) 538-7725
Leslie Evans	School Improvement/Turnaround	(801) 538-7851
Murray Meszaros	Neglected & Delinquent	(801) 538-7870
Jeff Ojeda	Migrant & McKinney-Vento Homeless	(801) 538-7945
Sandra Grant	Fiscal/Reimbursements	(801) 538-7844
Val Murdock	Title I Monitoring	(801) 538-7975
Dr. Christelle Estrada	Title III/Immigrant/Refugees	(801) 538-7888
Kamille Sheikh 21 st CCLC		(801) 538-7825
Robert Palmer	Intergenerational Poverty & Partnerships	(801) 538-7629
Kellie Smith	Grants System Help Desk	(801) 538-7744
Dr. Harold (Chuck) Foster	American Indian Education	(801) 538-7838
Sheryl Ellsworth	Parent/Family/Community Engagement	(801) 538-7733
Daphne Prince	Office Specialist	(801) 538-7803
Renee Medina	Office Specialist	(801) 538-7704

THANK
YOU

The image features the words "THANK YOU" in a playful, bubbly font. Each letter is a different color and covered in small, colorful polka dots. The letters are arranged in two rows: "THANK" on top and "YOU" on the bottom. The letters have a glossy, 3D appearance with soft shadows underneath. A faint watermark "dreamstime" is visible in the background behind the letters.