

(Student Advocacy Services – Federal Programs)

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The Legislature has requested the Board to make a report to the Public Education Appropriations Subcommittee on the programs and regulatory functions performed by Board staff during the upcoming 2016-17 school year. The Board is required to include an evaluation of which service functions could be passed on to local education agencies, regional service centers, or provided by the Board for a fee, and which service functions should remain at the state level.

On or before July 1, please send your Section's completed form to Cybil Prideaux by e-mail (Cybil.Prideaux@schools.utah.gov).

Short Description of Program or Initiative	Who is Mandating the program or Initiative? (Federal law, State law, Board rule, or Internal staff decision/LEA request)	Federal Citation, Utah Code Section, or Board Rule	Is the Program or Initiative considered Regulatory or Service Oriented
<p>Title I Part A: Improving the Academic Achievement of the Disadvantaged</p> <p>The Title I Part A program provides financial assistance each year to Local Educational Agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all students have equitable opportunities to meet challenging state academic standards. Title I funds are used to provide supplemental educational services and resources, above and beyond what is provided through state and local funding sources, to meet the needs of economically- and educationally- disadvantaged students.</p> <p>Title I Goals</p> <ol style="list-style-type: none"> 1. Assist students in achieving academic success; 2. Increase student performance in high poverty schools through schoolwide improvement; 3. Build teacher capacity through high-quality professional development; and 4. Provide high-quality family and parent engagement opportunities to assist parents in helping their students succeed academically. 	<p>Federal Law</p>	<p><i>Elementary and Secondary Education Act (ESEA) of 1965, as amended, Title 1, Part A; Public Law (PL) 97-110; 20 U.S.C. 6301-6339, 6571-6578; CFDA: 84.010 34 C.F.F. Section 200.</i></p> <p>Public Law (PL) 114-113 <i>The Consolidated Appropriations Act, 2016.</i></p> <p>Utah Constitution, Article X, Section 3, which vests general control and supervision of public education in the Utah State Board of Education.</p> <p>53A-1-901-904: Implementing Federal Programs.</p>	<p>Regulatory and Service Oriented</p> <p>Title I funding served 321 Utah Title I Schools during the 2015-2016 school year. This represents 75 Title I Targeted Assistance Schools and 246 Schoolwide Title I schools.</p> <p>83 Charter Schools received Title I funding along with 40 school districts representing 238 Title I schools.</p> <p>Approximately 125,000 students across the state of Utah are served by Title I-A.</p>

<p>Title I 1003(a) School Improvement</p> <p>Supplemental non-competitive Title I 1003(a) School Improvement grants are provided to Title I schools across the State that have been identified as the lowest-performing 15% of Title I schools.</p> <p>Priority Schools: The lowest-performing 5% of Title I schools are Title I Priority Schools. Priority schools are required to implement Utah’s Title I School Improvement process to improve student achievement including the implementation of evidence-based strategies to improve student achievement. USOE identified 16 Title I schools as Priority Schools in October 2015 based on two years of data. Title I Priority Schools are eligible for both competitive SIG and non-competitive Title I School Improvement Grants.</p> <p>Focus Schools: The next lowest-performing 10% of Title I schools are Title I Focus Schools. Any Title I high school with a 2-year average graduation rate less than 60% is also identified as a Focus School. Focus schools are required to implement Utah’s Title I School Improvement process to improve student achievement including the implementation of evidence-based strategies. Title I Focus Schools are eligible for both competitive SIG and non-competitive Title I School Improvement Grants. Utah is currently serving 33 Title I Focus Schools.</p> <p>Reward Schools: Title I schools that achieved the highest levels of student proficiency and those that achieved high levels of student growth are Title I Reward Schools. Title I Reward Schools are performing in the top 15% of Title I Schools in the state. In USOE October 2015, USBE recognized 48 Title I Reward Schools for their outstanding performance.</p>	<p>Federal Law</p>	<p>Sections 1003 and 1116 of the <i>Elementary and Secondary Education Act (ESEA) of 1965</i>, as amended, Title 1, Part A; 20 U.S.C. 6301-6339, 6571-6578.</p>	<p>Regulatory and Service Oriented</p> <p>16 Title I Priority Schools (6 charter schools, 10 schools from 5 districts)</p> <p>33 Title I Focus Schools (11 charter schools, 22 schools from 11 districts)</p> <p>48 Title I Reward Schools (13 charter schools, 35 schools from 20 districts)</p> <p>2 National Title I Distinguished Schools (1 urban and 1 rural)</p> <p>21 Title I Priority/Focus and School Turnaround Schools that will be implementing Academic Parent Teacher Teams (APTT). (3 charter schools, 18 schools from 8 districts)</p>
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<p>National Title I Distinguished Schools: Each year, Utah has the opportunity to select two Title I Reward Schools to represent the State as National Title I Distinguished Schools. USBE asks local superintendents and charter school administrators to nominate their Title I Reward schools for this honor. A selection committee reviews the nominations. The two identified schools are provided with a supplemental Title I grant to enable the school principal and a team of teachers from the school to travel to the National Title I Conference where they are recognized publically at an awards ceremony.</p> <p>Academic Parent Teacher Teams (APTT) Training: Title I School Improvement is collaborating with the State School Turnaround and Leadership Development initiative by providing the funding to support the 21 Title I schools in receiving high-quality, evidence-based professional development and on-site coaching from WestEd to implement APTT in the 2016-2017 school year.</p>			
<p>Title I 1003(g) Competitive School Improvement (SIG) Grants</p> <p>Section 1003(g) of Title I of the ESEA of 1965, provides grants to State Educational Agencies (SEAs) that SEAs use to make multi-year competitive subgrants to Local Educational Agencies (LEAs). Funds are awarded to LEAs that demonstrate the greatest need for the funds as well as the strongest commitment to use the funds to provide adequate resources in order to substantially improve the achievement of students in their lowest-performing schools.</p>	<p>Federal Law</p>	<p>Section 1003 of the <i>Elementary and Secondary Education Act (ESEA) of 1965</i>, as amended. CFDA Number: 84.377A</p>	<p>Regulatory and Service Oriented</p> <p>Utah currently has 9 very high-poverty Title I schools that are implementing significant SIG Transformational Model initiatives. Six of these schools are located in urban areas and 3 are in remote rural areas including 2 schools that</p>

			are located on the Navajo Reservation.
<p>Title I Part C: Migrant Education</p> <p>The term ‘migratory child’ means a child who is, or whose parent or spouse is, a migratory agricultural worker, including a migratory dairy worker, or migratory fisher, and who, in the preceding 36 months accompany such parent or spouse, in order to obtain, temporary or seasonal employment in agricultural or fishing work”</p> <p>Migrant Education funds support high quality education programs for migratory children and help ensure that migratory children who move among the states are not penalized in any manner by disparities among states in curriculum, graduation requirements, or state academic content and student academic achievement standards. MEP funds also ensure that migratory children not only are provided with appropriate education services (including supportive services) that address their special needs but also that such children receive full and appropriate opportunities to meet the same challenging state academic content and student academic achievement standards that all children are expected to meet. Federal funds are allocated by formula to SEAs, based on each state’s per pupil expenditure for education and counts of eligible migratory children, age 3 through 21, residing within the state.</p> <p>The goal of the MEP is to ensure that all migrant students reach challenging academic standards and graduate with a high school diploma (or complete a GED) that prepares them for responsible citizenship, further learning, and productive employment.</p>	Federal Law	<p><i>The Elementary and Secondary Education Act of 1965 ,Title I, Part C, as amended 20 U.S.C. 6391-6399; Section 1309. 24 Code of Federal Regulations (CFR) Section 200.</i></p>	<p>Regulatory and Service Oriented</p> <p>Eligible migrant students are currently served in 59 schools in 17 LEAs in both regular term and summer term projects. Approximately 1,100 students and their families are served by Title I Part C.</p>

<p>Title I Part D: Neglected and Delinquent</p> <p>Title I, Part D Provides allocations for SEA programs designed to serve the needs of students residing in state-funded facilities for neglected or delinquent children and youth where the average length of stay exceeds 30 days annually.</p> <p>These programs are supported in recognition that:</p> <ul style="list-style-type: none"> • A large percent of youth in the juvenile justice system have poor academic achievement and often drop out of school; • There is a strong correlation between academic failure and involvement in delinquent activities; and • The educational needs of at-risk youth in schools must be addressed in order to help reduce the dropout rate, involvement in delinquent activities, and recidivism. <p>Purposes:</p> <p>To improve educational services to children in local institutions for neglected or delinquent youth so that such children and youth have the opportunity to meet the same challenging State content standards and challenging State student performance standards that all children in the State are expected to meet;</p> <p>To provide such children and youth the services needed to make a successful transition from institutionalization to further schooling (including district programs and post-secondary education) or employment; and</p> <p>To prevent at-risk ND youth from dropping out of school, to provide dropouts and youth returning from</p>	<p>Federal Law</p>	<p><i>The Elementary and Secondary Education Act of 1965 ,Title I, Part D, as amended.</i> 34 C.F.R. Section 200.</p>	<p>Regulatory and Service Oriented</p>
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<p>institutions with a support system to ensure their continued education, and to help prevent students from engaging in activities that will result in students becoming (re)involved with the juvenile justice system.</p> <p>ND Programs:</p> <p>Carry out high-quality education programs ensuring students have opportunities to:</p> <ul style="list-style-type: none"> • Complete high school, • Earn a GED, • Earn short-term training, market-sensitive, employability certificates, • Pursue post-secondary education or training programs, and/or • Successfully transition to district educational programs and/or employment. 			
<p>Title III Part A: English Learner Services</p> <p>Title III, Part A is designed to improve the education of children and youths by helping them learn English and meeting challenging academic content achievement standards. Funds are distributed on a formula basis that takes into account the number of ELs in the state. Funds for immigrant students are distributed on a competitive basis and takes into account the number of immigrant students being served.</p> <p>The mission of Title III is to serve English Learners (ELs), Immigrants, and Refugees through collaboration with a wide range of partners to ensure that all facets of Title III legislation are supported for the purpose of preparing English Learners (ELs), Immigrant Students and Recently Arrived (Refugees) for Career, College and Life Readiness.</p>	<p>Federal Law</p>	<p><i>The Elementary and Secondary Education Act of 1965, Title III, as amended.</i></p> <p>34 CFR Section 3101-3102.</p> <p>53A-17a-135 Funds for EL Software</p> <p>R277-112 Prohibiting discrimination in Public Schools</p>	<p>Regulatory and Service Oriented</p> <p>Approximately 56,000 Utah students are served through Title III-A programs.</p>

		<p>R277-716 Alternative Language Services for Utah Students</p> <p>R277-716-4A(3) State ESL Endorsement requirements</p> <p>R277-716 WIDA training and implementation; SIOP training and implementation.</p>	
<p>Title IV B: 21st Century Community Learning Centers</p> <p>The 21st Century Community Learning Centers (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.</p> <p>Purposes:</p> <ol style="list-style-type: none"> 1. Provide opportunities for academic enrichment, including providing tutorial services to help students (particularly students in high-poverty areas and those who attend low-performing schools) meet State and local student performance standards in core academic subjects such as reading and mathematics; 2. Offer students a broad array of additional services, programs, and activities such as youth 	<p>Federal Law</p>	<p><i>The Elementary and Secondary Education Act of 1965, Title IV, Part B, as amended.</i></p> <p>CFR Section 200.</p>	<p>Regulatory and Service Oriented</p> <p>Currently, Utah has over thirty 21st Century Community Learning Center (CCLC) grants, serving over 100 individual school or community sites and over 25,000 students statewide.</p>

<p>development activities, drug and violence prevention programs, counseling programs, art, music, and recreation programs, technology education programs, and character education programs, that are designed to reinforce and complement the regular academic program of participating students; and</p> <p>3. Offer families of students served by community learning centers opportunities for literacy and related educational development.</p>			
<p>Title VII Part A: American Indian Education</p> <p>The Title VII Program is a Formula Grant Application funded through Elementary Secondary Education Act (ESEA) to those school districts who have a high concentration of American Indian/Alaskan Native students in their school districts. All federal funds are “flow-through” directly to LEAs.</p> <p>The purpose is to support the efforts of LEAs, Indian tribes and organizations, IHEs, and other entities to meet the unique educational and culturally related academic needs of American Indian and Alaskan Native students, so that such students can meet the same challenging state academic standards as all other students are expected to meet.</p>	Federal Law	<i>The Elementary and Secondary Education Act of 1965, Title VII, as amended. Subpart 1; 20 U.S.C. 7421-7429, 7491-7492</i>	Regulatory and Service Oriented Currently, there are approximately 7,500 students served through these funds.
<p>Title VII Part B: McKinney-Vento Homeless Education Act</p> <p>The McKinney-Vento Homeless Act (Section 725) defines "homeless children and youth" (school age and younger) as:</p> <p>1. Children and youth who lack a fixed, regular, and adequate nighttime residence, including children and youth who are:</p>	Federal Law	<i>The Elementary and Secondary Education Act of 1965, Title VII, Part B of The McKinney-Vento Homeless</i>	Regulatory and Service Oriented Serves approximately 12,000 students.

<ol style="list-style-type: none"> 2. Sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; 3. Living in motels, hotels, trailer parks, cars, public places, abandoned buildings, substandard housing, bus or train stations, camping grounds or similar settings due to the lack of alternative accommodations; 4. Living in emergency or transitional shelters; abandoned in hospitals; or awaiting foster placement. 5. Migratory children who qualify as homeless because they are living in circumstances described above. 6. Unaccompanied youth, including any youth not in the physical custody of a parent or guardian, such as runaways; throwaways, and school-age unwed mothers, living in homes for unwed mothers, who have no other housing available. 		<p><i>Assistance Act, as amended.</i></p> <p>34 C.F.R. Section 200.</p> <p>R277-616 Education for Homeless and Emancipated Students.</p>	
<p>Intergenerational Poverty Interventions Grant (IGP)</p> <p>In 2014, the Utah State Legislature passed Senate Bill (S.B.) 43, the IGP in Public Schools bill (sponsored by Senator Reid), which received an annual appropriation of \$1,000,000 for afterschool programming. Administered through the Utah State Board of Education, individual grants are made available to Local Education Agencies (LEAs) for new or existing afterschool programs that provide targeted services for students affected by intergenerational poverty. Through a competitive application process, six LEAs were awarded grants ranging from approximately \$34,000 to \$303,000.</p>	<p>State Law Board Rule</p>	<p>2014 Utah State Legislature Senate Bill (S.B.) 43, 53A-17a-171.</p> <p>R277-710 Intergenerational Poverty Interventions in Public Schools</p>	<p>Regulatory and Service Oriented</p>

<p>The six LEAs that received this funding include:</p> <ul style="list-style-type: none"> • American Preparatory Academy • Gateway Preparatory Academy • Grand School District • Granite School District • Ogden School District • Provo School District 			
<p>School Turnaround and Leadership Development (Established by SB 235 of the 2015 State Legislature)</p> <p>The School Turnaround and Leadership Development Act provides ongoing state funding for interventions in the lowest-performing 3% of public schools in the state.</p> <p>Twenty-five low-performing schools were identified in fall 2015. Identified schools are required to contract with one of 5 educational consulting firms that will provide services to the school over a 3-year period (including a planning year) to assist the school in developing a school turnaround plan designed to raise its school grade by at least one level. Additional schools will be identified on an annual basis.</p> <p>Principals of identified schools will be required to participate in a Leadership Development Program provided by the USBE.</p>	<p>State Law Board Rule</p>	<p>53A-1-1201 School Turnaround and Leadership Development Act</p> <p>R277-920 Implementation of the School Turnaround and Leadership Development Act</p>	<p>Regulatory and Service Oriented</p> <p>There are currently 26 School Turnaround Schools including 6 charter schools and 20 schools located in 8 districts. 16 of the schools are located in urban areas, 2 suburban, 7 rural, and 1 is an online school.</p>
<p>SB 67 Partnerships for Student Success Grant Program</p> <p>The 2016 Utah State Legislature passed Senate Bill 67, the Partnerships for Student Success Bill, which received an annual appropriation of \$2,000,000 for the purposes of creating a competitive grant program</p>	<p>State Law Board Rule</p>	<p>2016 Utah State Legislature Senate Bill (S.B.) 67, 53A-4-301.</p>	<p>Regulatory and Service Oriented</p>

<p>by which LEAs and community organizations apply for funding based on the formation of cross-sector partnerships that use data to align and improve efforts focused on student success. The first competition is underway, with a Bidders' Workshop scheduled for July 5 and the final grant applications due on September 1, 2016. A team of grant reviewers will read and score all applications and provide funding recommendations to the State Board of Education on October 6. Upon approval from the State Board, funding decisions will be available to all applicants and the public on October 10.</p>		<p>R277-924 Partnerships for Student Success Grant Program</p>	
<p>SB 14 American Indian and Alaskan Native Education State Pilot Program</p> <p>The 2016 Utah State Legislature passed Senate Bill 14, the American Indian and Alaskan Native Education State Plan Pilot Program. The grant provides \$250,000 annually for 5 years to assist LEAs in recruiting and retaining teachers and providing professional development to teachers who teach in schools that serve at least 29% American Indian and Alaskan Native students. The first competition has been completed and funds will be awarded by July 1, 2016 to one LEA.</p>	<p>State Law Board Rule</p>	<p>2016 Utah State Legislature Senate Bill (S.B. 14, 53A-31-404; 53A-1-401(3).</p> <p>R277-923 American Indian and Alaskan Native State Plan Pilot Program.</p>	<p>Regulatory and Service Oriented</p> <p>4 rural LEAs (representing 14 schools) are eligible to compete for these funds. Three LEAs submitted applications.</p>