

Title I Targeted Assistance Programs



JACKIE MANIA
DIRECTOR, TURNAROUND OFFICE
Jackie_Mania@sde.state.ok.us
(405) 522-3263

Goals



- Define “Targeted Assistance Program”
- Explain requirements under Section 1115
- Provide examples of strategies to use in Targeted Assistance programs
- Provide guidance on annual needs assessment process



Title I funds in a Targeted Assistance school must be used to improve the academic achievement of identified Title I students.



Targeted Assistance Overview

Targeted Assistance Programs:



The term “targeted assistance” signifies that services are provided to a select group of children-those identified as most at-risk of not meeting performance standards rather than provided for overall school improvement.

Targeted Assistance Programs:



Targeted assistance programs are supplemental services programs for low-achieving students and they use multiple objective educationally related criteria to rank order students.

Targeted Assistance Programs:



- Use Title I funds to serve only those students who have been identified as most at-risk;
- Are part of the comprehensive site plan; and
- Are reviewed on an on-going bases and are revised as needed.

NOTE:



The low-income “formula children” who generate the funds are not necessarily the same children who will receive the services. Once the money reaches the school, children are selected for services solely on the basis of **academic** need.

Effective Title I Targeted Assistance Programs:



- Meet all federal requirements.
- Are based on a comprehensive needs assessment.
- Implement strategies based on scientifically based research.
- Get results.



“The defining feature of a targeted assistance program is that Title I funds may only be used to benefit eligible Title I students and that benefit must be supplemental to what the child would have otherwise received in the regular classroom.”

- Title I Handbook



Designing a Targeted Assistance Program

Questions to Ask as a Planning Team



- Which students are eligible?
- Which program design model(s) is most appropriate?
- Who will provide the services?
- Where will services be provided?
- When will the services be provided?
- What resources are needed?

Student Selection



Who is Eligible?



- Children who are most at risk of failing to meet performance standards.
- Children who are economically disadvantaged, children with disabilities, migrant children, and limited English proficient (LEP) children are eligible for services.

Who is Eligible?



- Students who are eligible by virtue of status include:
 - Children who participated in Head Start or Even Start at any time in the preceding two years.
 - Children who received services under a program for youth who are neglected or delinquent under Part D at any time in the two preceding years.
 - Children in a local institution for neglected or delinquent children or attending a community day program.
 - Homeless children attending any school in the LEA.

How are Students Selected?



Children from preschool through Grade 2 must be selected solely on the basis of criteria such as teacher judgment, interviews with parents, and other developmentally appropriate measures.

How are Students Selected?



Children in Grades 3 and above are identified on the basis of multiple, educationally related, objective criteria established by the school.

Program Models



Program Design Models



- Pull-Out Program
- Extended Time
- In-Class Programs

Pull-Out Program



Prior to 1994, it was the most common model.

Students are removed from the regular classroom for a period of time and given remedial services.

Pull-Out Program



- Some negatives to this model
 - Students are sometimes stigmatized.
 - Often reduces the time students are in the regular classroom.
 - Programs are often not truly “supplementary.”

Example of a Pull-Out Program



Children in ABC Elementary are selected for the Math Recovery Program based on multiple criteria. In this program, 5-6 students at a time receive daily 30-minute lessons that incorporate a variety of math experiences. The Math Recovery teacher closely monitors progress and makes ongoing teaching decisions based on that student's current math skills.

Extended Learning Time



In 1994, the statute required targeted assistance programs to give “primary consideration to providing extended learning time.”

Extended Learning Time



- Extended learning time includes:
 - Extended school year;
 - Before and after school tutoring;
 - Summer school programs;
 - Additional preschool programs; and
 - Other opportunities.

Example of Extended Learning Time



Title I students at ABC Middle School can enroll in a four-week reading program during the summer months. Classes meet three hours a day, four days a week. Thematic studies provide a framework for reading and writing activities. The program's goals are to stimulate higher order thinking skills and increase reading competency.

Example of Extended Learning Time



Title I students at ABC High School have the option to attend intersession courses during fall break, winter break, and spring break. Intersession courses take place for three hours each day. Academic programs focus on enrichment activities.

In-Class Program



This model is an in-class model whereby the regular classroom teacher supervises a Title I teacher working with small groups.

In-Class Program



This strategy must be carefully designed and implemented. Merely providing a Title I paid teacher for a regular classroom to team teach for some Title I students and resulting in a smaller class size ratio is not permissible.

In-Class Program



Collaborative teaching must result in supplemental services to meet the needs of Title I students.

This model is most effective when it does not resemble a pull-out program at the back of the classroom.

Example of an In-Class Program



At ABC Elementary, the Title I teacher provides in-class support for identified children. Under the supervision of the regular classroom teacher, the Title I teacher works with small groups of identified Title I children. The Title I teacher also works as a facilitator modeling effective instructional strategies for the regular classroom teacher.

Questions to Ask as a Planning Team



- Who will provide services?
 - Classroom Teacher, Reading/Math Specialist, Interventionist
 - Must be highly qualified according to NCLB guidelines

Questions to Ask as a Planning Team



- Where will services be provided?
 - Regular Classroom
 - Title I Classroom
 - Library

Questions to Ask as a Planning Team



- When will services be provided?
 - Regular School Hours
 - Before School
 - After School
 - Intersession
 - Summer

Questions to Ask as a Planning Team



- What resources are needed?
 - Typical expenditures in a Title I targeted assistance program include teacher/paraprofessional salaries, books and materials.
 - Resources should be programmatic and must align with the Title I targeted assistance plan.
 - Resources must be allowable under Title I regulations.



Each Targeted Assistance Program must meet the requirements of Section 1115 and maintain supporting documentation for monitoring purposes.



Writing the Targeted Assistance Plan

Targeted Assistance Site Plan



All schools with targeted assistance programs must have a written Title I targeted assistance site plan.

Components of a Targeted Assistance Program



- Use Title I funds to assist identified students
- Ensure Title I planning is incorporated into existing school planning
- Use effective instructional strategies based on Scientifically Based Research
- Coordinate and support the regular education program
- Provide instruction by highly qualified teachers
- Provide professional development
- Provide strategies to increase parental involvement
- Coordinate services and programs

Title I Planning Team



- Title I targeted assistance plan should be developed and written by a planning TEAM.
- The Title I planning team should include administrators, Title I staff, parents of Title I students, and regular education teachers and support staff, as appropriate.
- The Title I planning team will be responsible for the annual review of the plan as well as the ongoing review of students and services.

Needs Assessment



- Conducted at least annually.
- Consists of data collection on students, teachers, parents and the community.
- Identifies strengths, weaknesses and critical needs of the Title I Program.
- Goals, action plans and expenditures in Title I Program align with results of the needs assessment.

Student Selection



- Students are rank ordered on the basis of criteria.
- A student selection worksheet must be maintained at the site.
- If a site is unable to serve all students most at-risk, this information must be included on the worksheet.
- New students to the site must be included in the rank order list.

Reform Strategies



- Based on scientifically based research.
- Strengthen the core academic program.
- Give primary consideration to extended learning time such as extended school year, before and after school, and summer opportunities.
- Provide an accelerated, high-quality curriculum.
- Minimize removing children from the regular classroom during regular school hours.

Transition Strategies



- Title I programs should coordinate with and support regular education programs.
- Effective transition strategies should be planned to provide a coherent and seamless education program for at-risk students.
- Guidance addresses transitions to elementary from early childhood, but activities are encouraged at all critical transition points.

Highly Qualified Teachers



- Teachers of core academic subjects must be highly qualified.
 - Bachelor's Degree + Subject Area Test
 - HOUSSE
- Instructional paraprofessionals at a Targeted Assistance site must be highly qualified.
 - 48 hours of college credit
 - OGET
 - ParaPro or Work Keys

Professional Development



- Professional development should be sustained and high quality.

<http://sde.state.ok.us/NCLB/pdf/Title1/ProfDevToolkit.pdf>

- Professional development should be provided to teachers, principals and paraprofessionals who work directly with identified students.

Parental Involvement



- Provide strategies in accordance with Section 1118
 - District Parental Involvement Policy
 - School Parental Involvement Policy
 - Annual Parent Meeting
 - Title I Planning Committee
 - Parental Input for Title I Funds
 - Shared Responsibility for Achievement
 - Building Capacity for Involvement

Coordination of Services



- Federal, state, and local programs should be integrated to ensure participating students achieve proficient or above on statewide assessments.
- Programs could include:
 - Title I, Part A
 - Title II
 - Title III
 - Title IV
 - Title VI

Components of a Targeted Assistance Program



- Guiding Questions regarding the eight required components can be found on the Oklahoma State Department of Education Web site:

<http://sde.state.ok.us/NCLB/pdf/Title1/TAGuidingQuestions.pdf>



Guiding Questions and Helpful Resources

Proposed Expenditures



- Is the proposed expenditure intended to raise identified students' achievement?
 - The more remote the benefit, the less justifiable the expense.
- Is the proposed expenditure included in the Title I application?
 - The district must seek approval from the state to change its application.
- Do the services duplicate services or materials provided to non-Title I students?

Proposed Expenditures



- Is the expense “reasonable and necessary”?
 - OMB Circular A-87 Cost Principles
- Is the expense allowable?
 - Typically Title I expenses in a targeted assistance school consist of additional assistance in reading/language arts and math.
 - Targeted assistance schools must follow the “supplement, not supplant” requirement.

Supplement, Not Supplant



- It is defined as follows:
 - An LEA may use Title I funds only to supplement, and to the extent practical, increase the level of funds that would, in the absence of Title I funds, be made available from non-Federal sources for the education of students participating in the Title I program. In no case may Title I funds be used to supplant—i.e., take the place of—funds from non-Federal sources.

Supplement, not Supplant (continued)



- To determine compliance with the Supplement, not Supplant regulation, sites should ask the following questions:
 - Is the program or activity to be funded required by state, local or another federal law?
 - Were the same programs or activities paid for with state and/or local funds in the previous years?
 - Are the same programs and activities offered to non-Title I students or at non-Title I schools and paid for with state/local funds?

*The answer to all three questions must be **NO** to be truly supplemental.*

Supplement, Not Supplant



- Another important aspect is that programs or activities provided to identified Title I students must be supplemental to the primary instruction of the school.
 - Title I programs cannot take the place of the regular education program.
 - Title I programs must be additional to the services or programs provided by the school to all its students.

Helpful Resources



- United States Department of Education Web site
<http://www.ed.gov/programs/titleiparta/index.html>
- Oklahoma State Department of Education Web site
<http://sde.state.ok.us/NCLB/Title1PartA.html>

Contact Information



Jackie Mania

Director, Turnaround Office

(405) 522-3263

Jackie_Mania@sde.state.ok.us