

Targeted Assistance Programs

Section 1115 of the *Elementary and Secondary Education Act (ESEA) 1965*

WEBINAR

August 18, 2011

***Student Achievement and School Accountability Programs
Office of Elementary and Secondary Education***



Webinar Guidelines/Procedures

- All attendee phones are muted
- Questions may be submitted through the online chat function
- All questions asked during this webinar will be answered through a FAQ document to accompany this webinar and will be placed on SASA's webinar website.

Purpose of Today's Webinar

- Provide essentials of Targeted Assistance Programs operated by Title I *public schools*
- Share tips/examples of resources to better implement TA Programs
- Presenters: Nola Cromer and Danita Woodley



AGENDA

Program Implementation

- Program Design Tips
 - Write TA Plan, Identify Needs
 - Student Eligibility
 - Program Design
 - Components of TA Program
- Ways TA Program Can Serve Students
- Continuous Improvement

Fiscal Management/Oversight

- Use of Funds
- Unallowable Use of Funds
- RTI Programs
- Use of Personnel
- Evaluation of the Program
- Coordination of Resources

POLL QUESTION

Who is participating on the Webinar today -
What level do you represent ?

School

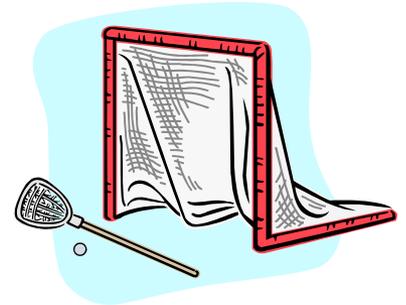
District

State

Other

Defining Targeted Assistance Programs

Goal: To improve teaching and learning to enable Part A participants to meet the challenging State performance standards that all children are expected to master.



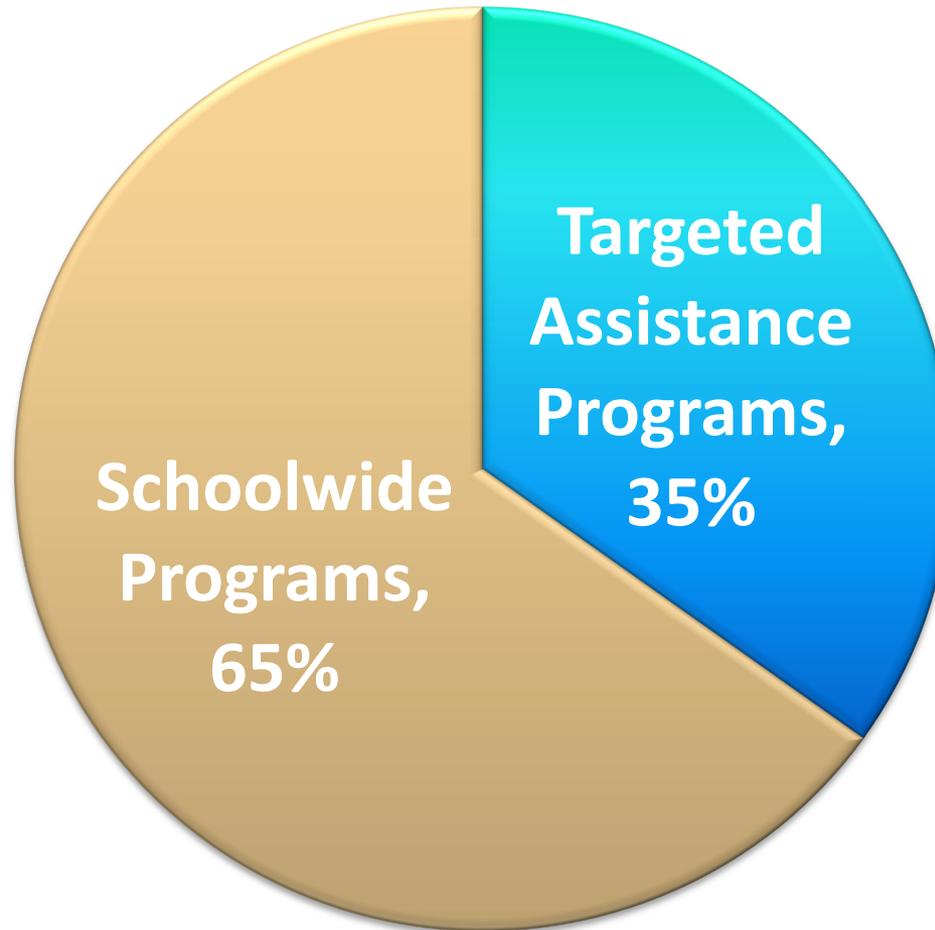
Program Operation

A Title I public school that operates a Targeted Assistance school program:

- Receives Part A funds but is ineligible or has chosen not to operate a Title I schoolwide program.
- Uses Title I funds to provide services to a select group of children--those identified as failing, or most at risk of failing, to meet the State's challenging content and student performance standards.

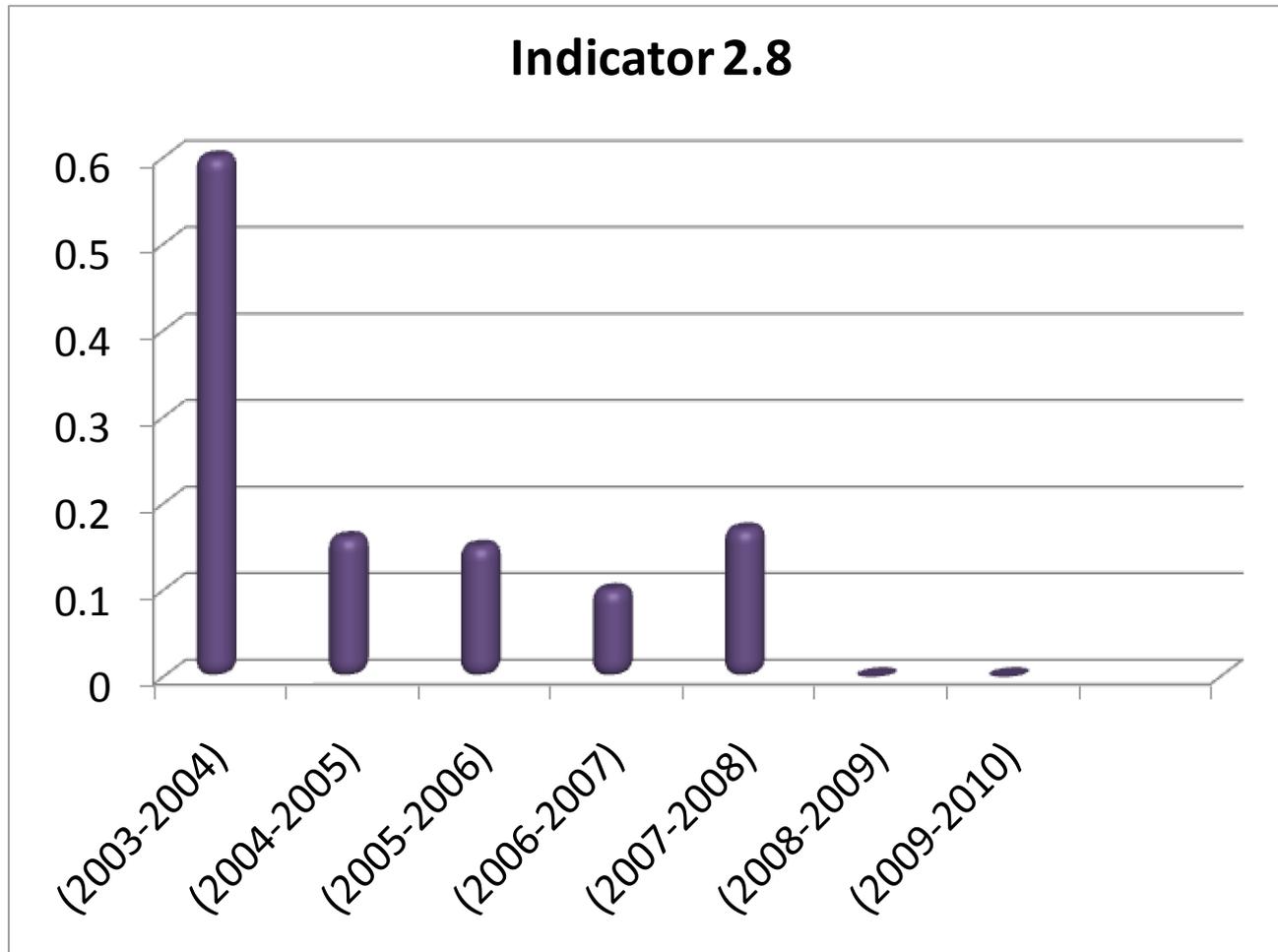
Background Data

Title I Programs: Schoolwide vs. Targeted Assistance



Source: CSPR Data SY2009-2010

Monitoring Findings



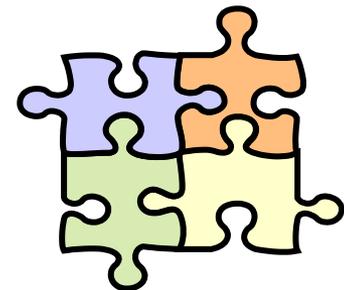
Title I Program Monitoring Indicators:
<http://www2.ed.gov/admins/lead/account/monitoring/index.html>

Tip Sheet : *Guiding Framework*

- *Step One*: Write TA Plan, Identify Needs
- *Step Two*: Select Students
- *Step Three*: Identify Program Design
- *Step Four*: Notify Parents (TA Components)
- *Step Five*: Use of Funds (Allowable, Unallowable)
- *Step Six*: Use of Personnel
- *Step Seven*: Timeline - Implement Program
- *Step Eight*: Evaluate Progress
- *Step Nine*: Coordinate/Allocate Resources
- *Step Ten*: Feedback/Make Changes as Needed

Identify Needs

- What is the scope/focus?
- On what content areas will the program focus?
- What grade level will be served?
- What method of service delivery will be used?



Student Eligibility

- Eligible students are students who are failing, or most at risk of failing, to meet the State's challenging student academic standards on the basis of multiple, educationally related, objective criteria.
- In targeted assistance programs, Title I, Part A funds are used to provide services to eligible students identified as having the greatest need for special assistance.

Student Eligibility

- Children not older than 21
- Children who are not yet at grade level
- Certain children considered at-risk of failing to meet State performance standards
- Children who participated in Head Start
- Children who received services for youth who are N/D

Program Design

- How will services be provided?
- Which program design model is most appropriate (pull out program, extended time, in-class)?
- Where will services be provided (in-class or after school)?
- What resources are needed?



Components of a TA Program

- Use program resources to help participating students meet standards
- Ensure that staff who provide academic services incorporate planning activities into existing school planning
- Use effective methods and instructional strategies that are based on scientifically based research
- Coordinate with the regular education program

Components of a TA Program

- Provide instruction by HQT
- Provide professional development opportunities for principals, teachers, paraprofessionals, parents, and others
- Provide strategies to increase parental involvement (e.g., section 1118)
- Coordinate and integrate Federal, State, and local services

Ways TA Programs Can Serve Students

- *Serving Students in Pull Out Settings*
- *Serving Students in the Regular Classroom*
- *Serving Limited English Proficient Students and Students With Disabilities*
- *Serving Students in Extended Year Programs*
- *Serving Students Using a Combination of Extended Time and Technology*



Continuous Improvement

- Ongoing Evaluation of effectiveness
- Evaluation results should be used to improve implementation to positively impact student achievement
- Facilitate ongoing evaluation and review of program progress to make adjustments to TA Plan
- *Are students meeting the State's academic standards?*
- *Is high-quality scientifically based research being conducted?*
- *Re-establish responsibilities, timelines and models needed to implement revised plan.*

POLL QUESTION

What is your SEA's/LEA's greatest challenge in implementing Targeted Assistance programs?

- Supplement not Supplant
- Selection Criteria
- Allowable/Unallowable Activities

Use of Funds

In Targeted Assistance programs, Title I Part A funds may only be used to:

- Meet the needs of eligible students having the greatest need for those services
- Provide services that supplement not supplant the services that would be required in the absence of Title I Part A funds from non-Federal sources

Use of Funds

In Targeted Assistance programs, Title I Part A funds generally pay for:

- Title I staff salaries, including fringe benefits
- Teaching materials, including such items as books, computers, and software for student use, workbooks, and supplies necessary to implement the Title I program, professional development activities, and parent involvement activities

Use of Funds

In Targeted Assistance programs, Title I Part A funds generally pay for:

- Professional development activities
- Parent involvement activities for parents and families (e.g., family literacy)

Use of Funds

Note:

The cost of training personnel not paid with Title I, Part A funds is allowable if the training is specifically related to the Title I program and is designed to meet the specific needs of Title I, Part A participants and supplements, rather than supplants, State and local training.

Use of Funds

The cost of purchasing equipment with Title I, Part A funds is allowable if the LEA has determined that:

1. The equipment is reasonable and necessary to effectively operate the Title I, Part A program
2. Existing equipment it already has is not sufficient and
3. Costs are reasonable

Use of Funds

Question: *What options does an LEA have in order to maximum use of equipment purchased with Title I, Part A funds for use in a targeted assistance program?*

- May share cost with other Federal, State, or local programs on a proportional basis
- May pay a reasonable user fee in proportion to use

Use of Funds

Question: *Are there circumstances under which Title I equipment may be used in non-Title I activities without paying a user fee or sharing costs?*

Yes, if certain standards are met.

Use of Funds

Standards

1. LEA must ensure and document that equipment is part of a Title I program designed to meet participants' needs
2. Equipment is reasonable and necessary to operate the Title I program without any regard to use in non-Title I activities
3. Title I program has been designed to make maximum use of the equipment
4. Use of equipment in non-Title I activities does not decrease the quality or effectiveness of the Title I services, increase the cost, or result in the exclusion of Title I children

Unallowable Use of Funds

Title I, Part A funds may not be used to:

- Identify at-risk students.
- Meet the needs of the school
- Provide the basic educational program.

*In general, the supplement not supplant requirement is intended to ensure that services provided with Title I funds are in addition to, and do not replace or supplant, services that students would otherwise receive.

Unallowable Use of Funds

LAU
Requirements

IEP

To avoid supplanting, a Title I school operating a targeted assistance program *may not* use Title I, Part A funds to meet Federal, State, or local law requirements for limited English proficient (LEP) children, or children with disabilities

Implementing RTI in TA Programs

RTI is a multi-level to maximize student achievement by providing support to students at risk for poor learning outcomes. The approach includes:

- Core instruction for all students
- Universal screening
- Increasingly intensive instructional interventions for students who need extra help and,
- Progress monitoring

Implementing RTI in TA Programs

Core Instruction for All Students

- All Students receive high-quality, research based core instruction in their regular classroom
- Since core instruction is provided to all students, this may not be paid for with Title I funds

Implementing RTI in TA Programs

Universal Screening

- School staff screen students by assessing the academic performance of all students during the school year to identify students who are struggling, and who may need specific interventions
- Screening that is conducted for all students may not be paid for with Title I funds.

Implementing RTI in TA Programs

Progress Monitoring

- Progress monitoring is a scientifically based practice that is used to assess students' academic performance and evaluate the effectiveness of instruction and instructional interventions
- Generally, Title I funds may be used to pay for progress monitoring if the progress monitoring is used to determine the response to an intervention that is supportable with Title I funds

Implementing RTI in TA Programs

Instructional interventions for Students Who Need Additional Help -

When results of screening or other data indicate that a student is struggling, an intervention to help with that specific problem is implemented.

- Title I may pay for as long as students are selected based on multiple educationally-related, objective criteria, AND
- The activity meets supplement not supplant requirements

Use of Personnel

- Targeted Assistance programs generally include teachers and paraprofessionals who have the primary responsibility of providing supplementary instructional services
- Early childhood professionals, parent liaisons, or other non-instructional personnel may be part of the program

Use of Personnel

- Generally, Attachment B.8.h(3) of OMB Circular A-87, requires that charges for the wages or salary of an employee who works solely on a single Federal program or cost objective must be supported by periodic certifications that the employee worked solely on that program or cost objective
- These certifications must be prepared at least semi-annually and must be signed by the employee or supervisory official having first-hand knowledge of the work performed by the employee

Use of Personnel

If an employee works on multiple activities or cost objectives, Attachment B.8.h(4), (5), and (6) of OMB Circular A-87 require the employee to prepare personnel activity reports or equivalent documentation to support a distribution of his or her salary or wages among the Federal programs or cost objectives

POLL QUESTION

What strategies, tools, and/or resources have you used to implement Targeted Assistance programs within your State/Region? Please share examples.

Evaluation of the Program

- To determine whether the program was effective in increasing the achievement of students meeting the State's academic standards
- To determine if the right services are being provided
- To verify, increase or change the impact of services for students

Evaluation of the Program

- To improve delivery strategies to be more efficient and effective
- To identify program strengths and weaknesses
- To assist district and school level leaders in making informed decisions

Evaluation of the Program

Success of Targeted Assistance Programs requires a review and evaluation of the program

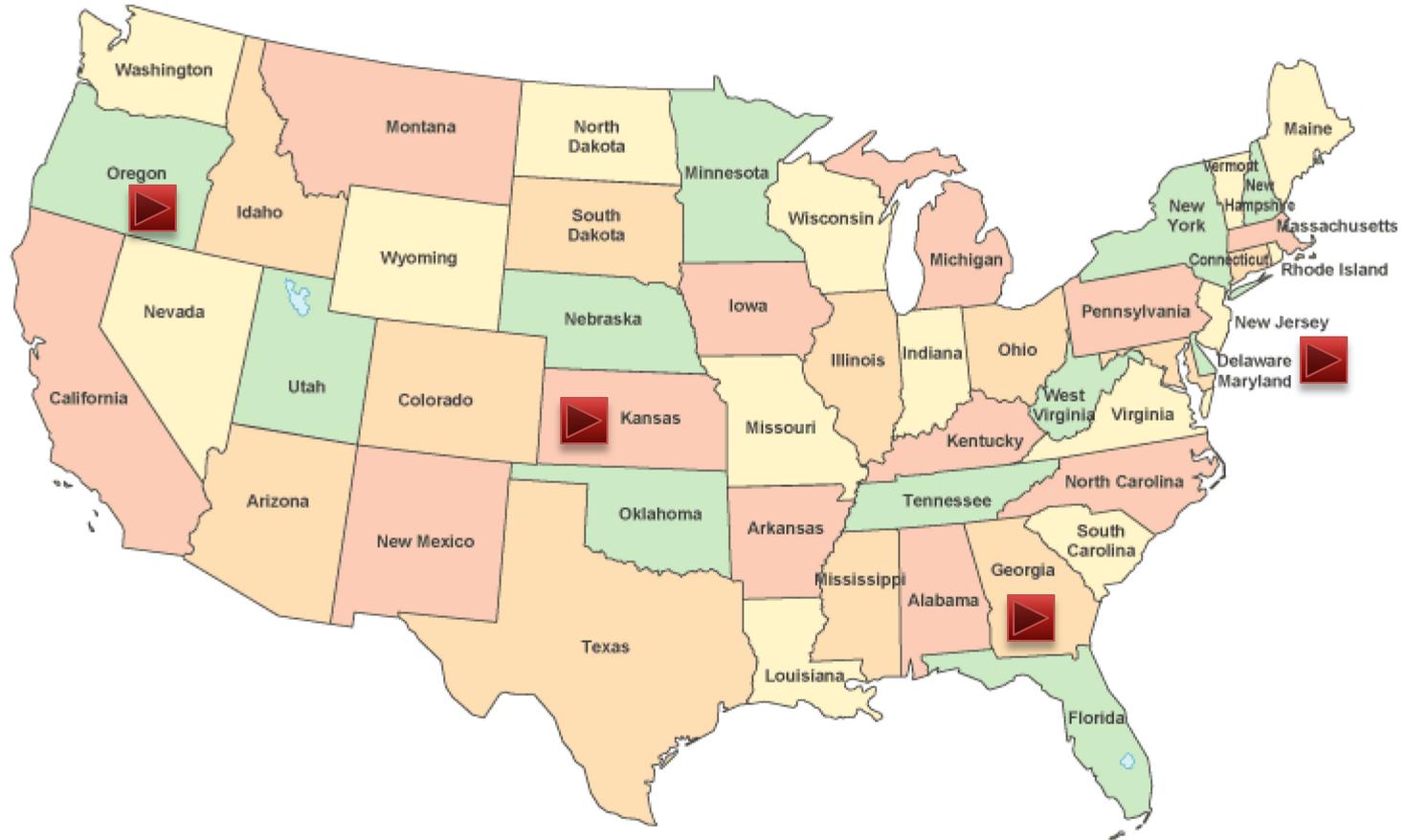
- Does the plan have a clear direction to the school as to what needs to be done?
- How does the school know the desired results have been achieved?
- Are the services and resources actually achieving the results expected?
- What is working and what can be improved?

Coordination/Allocation of Resources

Title I, Part A funds may be used in a targeted assistance program to coordinate and supplement services for LEP and children receiving Special Education services as well as to provide additional direct services to these children



Seek Additional Resources



Resources

ESEA Section 1115:

<http://www2.ed.gov/policy/elsec/leg/esea02/pg2.html#sec1115>

OMB Circular A-87:

<http://www.whitehouse.gov/omb/circulars/a087/2004/>

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