



Designing High Quality Targeted Assistance Programs

August 18, 2011

WEBINAR

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

Slide 3: PURPOSE/Introduction – Pat McKee

- Good afternoon and welcome to the 5th Webinar series hosted by the US Department of Education SASA office. My name is Patricia McKee, Acting Director of SASA. Today, Danita Woodley and Nola Cromer will facilitate this webinar with technology support from Molly Scotch. Before we begin, we ask that all attendees take this time to mute their telephones. All questions asked during this webinar will be answered through a FAQ document that will accompany this webinar and will be posted on SASA's Webinar Website, as a resource.
- The purpose of today's webinar is to basically 1) provide the essentials of Targeted Assistance programs that are operated in Title I schools and 2) share tips and examples of resources to assist you in implementing your Targeted Assistance programs. Today's presenters are Nola Cromer and Danita Woodley.
- 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 Targeted Assistance plan and are reviewed on an on-going basis, as needed for continuous improvement. During the school year 2009-2010, roughly 18,480 schools operated a Title I Targeted Assistance program. Although most schools implement schoolwide programs, the number of targeted assistance programs is significant. This topic is very important and we hope that the information is helpful to those who are responsible for implementing Targeted Assistance programs. Thank you for participating. At this time, I will turn it over to Danita Woodley who will cover program implementation.

Danita Woodley

- Good afternoon everyone and welcome to Targeted Assistance Programs Webinar World. Today's Webinar will provide an overview of the essentials of targeted assistance programs in public schools contained in section 1115 of Title I, Part A. To accomplish this, we will use a two pronged approach Part I) will cover program implementation, and Part II) will cover fiscal management and oversight. This webinar will also share resources that are available to assist States, schools districts, and schools in implementing Targeted Assistance programs and encourage participants to collaborate with other States to seek new and innovative tools to enhance their programs. To engage participants, we have included three poll questions that we ask that you respond to through the online screen.

SLIDE 4: AGENDA

- I will begin the first half this Webinar with a focus on 'Program Implementation.' This will include program design tips such as writing the Targeted Assistance Plan, identifying the specific needs, defining student eligibility, selecting the appropriate program design, walking through the required components of

a Targeted Assistance Program and continuous improvement tips. After which, Nola will cover fiscal management. At that time she will go into detail about the use of funds, unallowable use of funds, response to intervention programs, the use of personnel, evaluation methods, and the coordination of resources.

➤ **Slide 5- Poll Question #1: What level do you represent school, LEA or SEA?**

At this time we have a poll question that we would like you to answer, which should be located on the right side of your computer screen.

Slide 6: Defining Targeted Assistance Programs

- The goal of the Targeted Assistance programs is to basically improve teaching and learning to enable Part A participants to meet challenging State performance standards. In the spirit of the law as it is currently written, we encourage you to begin this process by formulating a Targeted Assistance Planning Team. The team may explore options and brainstorm ideas; however, keep the main goal in mind as you plan.

Slide 7: Program Operation

- In terms of program operation, a Title I public school that operates a Targeted Assistance program is one that receives Part A funds but is ineligible or has chosen not to operate a Title I schoolwide program and one that uses Title I funds to provide services to a select group of children – particularly those that are identified as failing or most at risk of failing to meet the State’s student performance standards.

Slide 8: Background Data

- Based on the consolidated state performance report data for the 2009-2010 school year, schoolwide programs outnumber Targeted Assistance programs; however, the number of Targeted Assistance programs is significant. During the school year 2009-2010, there were 65% of schools operating as schoolwide programs and 35% operated as Targeted Assistance programs. This equates to roughly 37,039 out of 55,519 SWPs, and 18,480 out of 55,519 TAPs.

Slide 9: Monitoring Findings

- For the purposes of this Webinar, we did a quick analysis of the Title I Part A monitoring reports and noted under Indicator 2.8 (Instructional Support): The SEA ensures that LEA targeted assistance programs meet all requirements under section 1115, the number of compliance issues plummeted from SY2003-2004 to SY2009-2010 where there were virtually no compliance issues relative to Targeted Assistance Programs for the States that were monitored during that cycle.
- For those of you who are new to the monitoring process, monitoring indicators for Title I Part A are posted online: <http://www2.ed.gov/admins/lead/account/monitoring/index.html> under Title I program monitoring, monitoring indicators. Indicator 2.8 is explained on page 48 of the SASA Monitoring Plan. The link is provided for you. With a few exceptions, overall States have a pretty good handle on Targeted Assistance Programs. To this end, this Webinar is designed as a refresher of section 1115.

Slide 10: Tip Sheet: Guiding Framework

- This slide outlines a guiding framework that could be used as a checklist as you design your Targeted Assistance programs. Step one begins with identifying the needs and ends with step ten: feedback and encourages you to make changes as necessary for continuous improvement.

Slide 11: Identify Needs

- In identifying the needs of students the Targeted Assistance Team can begin by asking what is the scope or focus of the program. What content areas will the program focus on? What grade level will be served? And what method of delivery will services be provided? These questions should be addressed thru an annual needs assessment process.

Slide 12: Student Eligibility

- Eligible students are those who are failing or most at risk of failing to meet the State academic standards on the basis of multiple educationally related 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.

Slide 13: Student Eligibility

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 all eligible for services.

How are students selected?

- Children from preschool through Grade 2 must be selected *solely* on the basis of criteria such as teacher observations, interviews with parents and other developmentally appropriate measures.
- Children in Grades 3 and above are identified on the basis of multiple, educationally related, objective criteria established by the school.

Students who are eligible by virtue of status:

- 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 preceding two years.
- Children in a local institution for neglected or delinquent children, and
- Homeless children attending any school in the LEA.

Slide 14: Program Design

- As you think through your program design, the Targeted Assistance Team may ask the following questions:
 - How will services be provided and *who* will provide these services? (Reading Specialist, Math Coach, Classroom Teacher – either way, they must be HQT)
 - Which program design model is most appropriate (pull out program, extended time, in-class)?
 - Where and when will services be provided (in-class, library, before/after school, summer)?
 - What resources are needed?

- As you think thru your program implementation, keep in mind, prior to 1994, the most common model used was ‘pull-out’ where students were removed from the regular classroom for a period of time and given remedial services. In 1994, the statute required targeted assistance programs to give primary consideration to providing extended learning time. Extended learning time may include: extended school year, before and after school tutoring, summer school programs, and other opportunities such as a class meeting three hours per day, four times a week focusing on thematic studies that provide a framework for reading and writing activities. The program goals could be to stimulate higher order thinking skills and increase reading competency. This is just one example.

Slide 15: Components of a Targeted Assistance Program

The next two slides list the statutory requirements of Targeted Assistance programs. Targeted Assistance programs must address the eight (8) components identified in section 1115 (c) (1) sections A-H of the ESEA. In other words, each public school that operates a Targeted Assistance program must:

- 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

Slide 16: Components of a Targeted Assistance 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) and
- Coordinate and integrate Federal, State and local services.

Slide 17: Ways Targeted Assistance Programs Can Serve Students

Targeted Assistance Programs may serve students in a number of ways such as:

- Students in a pull out setting
- Students in the regular classroom
- Students in extended year programs
- Limited English proficient students and students with disabilities, or
- Targeted Assistance programs may serve students using a combination of extended time and technology- Just to name a few examples.

Slide 18: Continuous Improvement

The planning team is encouraged to utilize data to engage in continuous improvement of your Targeted Assistance program.

- Ongoing evaluation of effectiveness – what’s working, what’s not working
- Use the evaluation results to improve implementation to positively impact student achievement
- Possible Guiding Questions:
 - Are students meeting the State’s academic standards?
 - Is high quality scientifically based research being conducted?
 - And finally, is it necessary to re-establish team responsibilities, timelines, and models needed to implement revised plans?

Slide 19-Poll Question #2: At this time we have another poll question that we would like you to respond to. It should take about 2 minutes. ***What is your SEA’s/LEA’s greatest challenge in implementing targeted assistance programs?***

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

Thank you for responding to our poll question. That concludes the program implementation portion of the Webinar. We will now transition to the fiscal portion of implementing Title I targeted assistance programs. My colleague Nola Cromer will now focus on fiscal management and oversight.

Nola Cromer

Slide 20: Use of Funds

This next slide reminds us that in targeted assistance programs, Title I, Part A funds may only be used to meet the needs of eligible participants, and that those services must be supplementary to those services that are required, such as the basic education program. Consequently, there must be sufficient local and State funding provided to each school operating a targeted assistance program to ensure that it has sufficient funding to operate in the absence of Federal funds.

Slide 21: Use of Funds

Title I funds in a targeted assistance programs typically pay for the salaries and fringe benefits of those Title I staff who are actually providing the Title I services. In addition, Title I generally pays for the other costs of

implementing the Title I program. These costs include the amounts for supplemental teaching materials, books, computers and software, and workbooks and supplies necessary to implement the Title I program

Slide 22: Use of Funds

Title I, Part A funds generally pay for professional development and parent involvement activities as well for the teachers and parents of the Title I participants.

Slide 23: Use of Funds

The cost of training personnel not paid with Title I funds is allowable, however, if the training meets two requirements – 1) it is specifically related to the Title I program and is designed to meet the specific needs of the Title I participants, and 2) it supplements training provided by the State and LEA.

Slide 24: Use of Funds

In a targeted assistance program, when considering the purchase of equipment, there are three requirements to consider: These requirements are in Circular A-87 and include: 1) that the equipment is necessary to operate the Title I program; 2) the LEA has determined that existing equipment that it already has is not sufficient; and 3)) that the costs are reasonable. A cost is reasonable if, in its nature and amount, it does not exceed that which would be incurred by a prudent person under the circumstances prevailing at the time the decision was made to incur the cost.

Slide 25: Use of Funds

What options does an LEA have to make maximum use of equipment purchased with Title I, Part A funds for use in a targeted assistance program? There are some options that an LEA has to increase flexibility in using equipment that has been purchased with Title I, Part A funds for use in a targeted assistance program. For example, it may share the cost with other Federal, State, or local programs that will also make use of the equipment on a proportional basis. Likewise, an LEA that wishes to use equipment purchased with Title I, Part A funds in non-Title I activities may pay a reasonable user fee to the Title I program for the portion of time the equipment is used in the non-Title I activities.

Slide 26: Use of Funds

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. The next slide discusses those standards.

Slide 27: Use of Funds

There are four standards that the LEA must meet when considering whether equipment purchased with Title I funds may be used for non-Title I activities. 1) LEA is able to document that the equipment is necessary to the implementation of the Title I program; 2) The equipment is necessary to operate the Title I program without

any regard to use in non-Title I activities. 3) The Title I program has been designed to make maximum use of the equipment. 4) The use of the equipment in non-Title I activities does not decrease the quality or effectiveness of Title I services, does not increase the cost, or result in exclusion of Title I children. For example, Title I computers are being used full-time except for one period per day. The Title I program cannot be redesigned effectively to use the computers in every period. Under these circumstances, the computers could be used for non-Title I activities during the period they are idle.

The next two slides discuss the unallowable use of Title I, Part A funds in targeted assistance programs.

Slide 28: Unallowable Use of Funds

Title I funds may not be used to identify at-risk students. However, once the pool of at-risk students has been established, Title I funds may be used to identify those students most in need and to identify their specific educational needs. Title I funds may not be used to meet the general needs of the school, or provide the basic education program.

Slide 29: Unallowable Use of Funds

Title I funds may not be used to meet Federal, State, or local requirements for limited English proficient students or students with disabilities. Children with disabilities and LEP children are eligible for Part A services on the same basis as other children who are selected for services. However, they are also entitled to services required by law because of their disability or their limited proficiency in English. To avoid supplanting, a targeted assistance school may not use Part A funds to provide the level of services necessary to meet Federal, State, or local law requirements for limited-English-proficient children or children with disabilities.

In the next five slides, we will discuss how Title I funds may be used in a Response To Intervention (or RTI) program operated in a Title I targeted assistance school.

Slide 30: Implementing RTI in Targeted Assistance Programs

RTI is typically a multi-level approach that provides support to students at risk for poor learning outcomes. The RTI approach usually includes core instruction for all students, universal screening, instructional interventions for those students who need extra help, and progress monitoring.

Slide 31: Implementing RTI in Targeted Assistance Programs

When we talk about core instruction for all students, we are usually referring to the basic education program that is provided to all students. Since core instruction involves all students and the basic education program, Title I funds may not be used to provide this tier of services.

Slide 32: Implementing RTI in Targeted Assistance Programs

In discussing universal screening, again, we are talking about all students in a school, and, consequently, in a targeted assistance school, Title I funds may not be used for this activity.

Slide 33: Implementing RTI in Targeted Assistance Programs

Progress monitoring assesses students' academic performance and the effectiveness of instruction and instructional interventions. This activity may be paid with Title I funds for interventions that are provided by Title.

Slide 34: Implementing RTI in Targeted Assistance Programs

Interventions may be provided in targeted assistance programs using Title I funds if the intervention is for those students who meet the multiple, educationally- related, objective criteria, and the intervention meets the supplement, not supplant requirements.

The next three slides discuss the use of personnel in targeted assistance programs.

Slide 35: Use of Personnel

Title I funds may be used to pay the salaries of those staff members who are actually providing the Title I services.

Slide 36: Use of Personnel

For those staff who are funded by Title I only, and who work in a targeted assistance program, OMB circular A-87 requires that these staff complete certifications at least semi-annually.

Slide 37: Use of Personnel

For those staff who work in a targeted assistance program and are paid partially by Title I, circular A-87 requires them to keep personnel activity reports, or pars.

Slide 38-Poll Question #3: This question is located in the chat box. What strategies, tools, resources have worked really well in implementing Targeted Assistance programs within your State/region? Please share specific examples.

Slide 39: Evaluation of the Targeted Assistance Program

A targeted assistance program should be evaluated to see:

- If it was effective

- If the right services are being provided and
- To determine if the services need to be changed in any way to be more effective.

Slide 40: Evaluation of the Targeted Assistance Program

Other ways that the evaluation may be helpful is in improving the delivery of strategies to be more efficient and effective, identifying both the strengths and weaknesses of the program, and informing decisions that the LEA will make in terms of modifying the program.

Slide 41: Evaluation of the Targeted Assistance Program

Questions that the LEA or school may pose as part of the evaluation –

- What data is available that addresses the effectiveness of the targeted assistance program?
- Are the services actually achieving the results expected?
- What is working and what can be improved?

Slide 42: Coordination of Resources

As school staff and others plan the Title I targeted assistance program, they should be mindful of coordinating with other services and programs. For example, based upon the needs of eligible Title I students, it may be appropriate to consider such activities as:

- Counseling,
- Mentoring, and other pupil services,
- College and career awareness and preparation,
- Services to prepare students for the transition from school to work, and
- Services to assist preschool children's transition to elementary school.

Part A funds may also be used to coordinate services provided under IDEA as well as to provide additional direct services to children. In particular, there is no prohibition from providing Title I services in the same subject area in which a child is receiving special education services or services to address limited-English proficiency. For example, a special education student being provided with special education services in reading that are sufficient to meet the requirements of [Part B of the Individuals with Disabilities Education Act \(IDEA\)](#) may also be provided Part A services in reading if the school identifies the student as being in greatest need of assistance for meeting the State's challenging content and student performance standards. The non-Part A services alone, however, must be sufficient to meet the requirements of Part B of IDEA.

Slide 43: Seek Additional Resources

There are a number of Targeted Assistance resources that are available from State to State. We encourage you to contact other States to seek additional resources, web sources, online tools and other resources that are being used to better implement your targeted assistance programs.

Slide 44: ED Resources

We have provided the resources that we currently have available – The links to ESEA section 1115 and OMB Circular A-87 are provided for your convenience.

Slide 45: Contact the Presenters

If you would like to contact the presenters after this presentation, feel free to email or call as – contact information is provided for your convenience.

Closing: Survey Monkey

Thank you for participating in the Targeted Assistance Programs Webinar today. Feel free to contact the presenters if you have additional questions. We hope that you find the information useful and we encourage you to complete a 5 minute survey at this time. The link is provided on your screen at:

<http://www.surveymonkey.com/s/QQ8D7DG>