

TARGETED ASSISTANCE PROGRAMS



*Keeping the Process Compliant, Effective, and
User-Friendly*



ARKANSAS
DEPARTMENT
OF EDUCATION

Agenda

- Keeping the Process Compliant! What does the ESEA say about Targeted Assistance Programs?
- How are TA and SW programs different?
- Keeping the Process Effective!
- FAQs
- Keeping the Process User-Friendly! TA Application
- Questions/Comments

Keeping the Process Compliant!

What does the ESEA say about Targeted Assistance Programs?

Section 1115

SEC. 1115. Targeted Assistance Schools

a) IN GENERAL- In all schools selected to receive funds under section 1113(c) that are **ineligible for a schoolwide program** under section 1114, or that **choose not to operate** such a schoolwide program, a local educational agency serving such school may use **funds received under this part only for programs that provide services to eligible children** under subsection (b) identified as having the greatest need for special assistance.

The **GOAL** is to:

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

SEC. 1115. Eligible Children

(1) ELIGIBLE POPULATION-

(A) IN GENERAL- The eligible population for services under this section is —

- i. Children not older than age 21 who are entitled to a free public education through grade 12; and
- i. Children who are not yet at a grade level at which the local educational agency provides a free public education.

(B) ELIGIBLE CHILDREN FROM ELIGIBLE POPULATION- From the population described in subparagraph (A), eligible children are children identified by the school as failing, or most at risk of failing, to meet the State's challenging student academic achievement standards on the basis of multiple, educationally related, objective criteria established by the local educational agency and supplemented by the school, except that children from preschool through grade 2 shall be selected solely on the basis of such criteria as teacher judgment, interviews with parents, and developmentally appropriate measures.

SEC. 1115. Children Included

(A) IN GENERAL- Children who are economically disadvantaged, children with disabilities, migrant children or limited English proficient children, are eligible for services under this part on the same basis as other children selected to receive services under this part.

(B) HEAD START, EVEN START, OR EARLY READING FIRST CHILDREN- A child who, at any time in the 2 years preceding the year for which the determination is made, participated in a Head Start, Even Start, or Early Reading First program, or in preschool services under this title, is eligible for services under this part.

(C) PART C CHILDREN- A child who, at any time in the 2 years preceding the year for which the determination is made, received services under part C is eligible for services under this part.

(D) NEGLECTED OR DELINQUENT CHILDREN- A child in a local institution for neglected or delinquent children and youth or attending a community day program for such children is eligible for services under this part.

(E) HOMELESS CHILDREN- A child who is homeless and attending any school served by the local educational agency is eligible for services under this part.

SEC. 1115. Use of Funds

(3) SPECIAL RULE- Funds received under this part may not be used to provide services that are otherwise required by law to be made available to children described in paragraph (2) but may be used to coordinate or supplement such services.

Supplement vs. Supplant

A SEA or LEA shall use Federal funds received under this part only to supplement the funds that would, in the absence of such Federal funds, be made available from non-Federal sources for the education of pupils participating in programs assisted under this part, and not to supplant such funds.

[Title I, Part A Section 1120 A (b)]

What does supplanting mean?

- Substituting or replacing funds from **non-Federal sources** (State/local) for existing or previously existing instructional programs or non-instructional services
- Substituting or replacing funds from **other Federal/State funds required by law** for specific categories of students (e.g., Special Education)

What does the Supplement vs. Supplant Rule Say?

OMB Circular A-133 Compliance Supplement elaborates on instances when it is presumed that supplanting has occurred:

- **TEST 1: REQUIRED:** If the SEA or LEA uses federal funds to provide services that the SEA or LEA was required to make available under **other** federal, state, or local laws;
- **TEST 2: EQUIVALENCY:** If the SEA or LEA uses federal funds to provide services that the SEA or LEA provided with nonfederal funds in the prior year; **or**
- **TEST 3: NON-TITLE I PROGRAMS:** If the SEA or LEA used Title I, Part A funds to provide services for participating children that the SEA or LEA provided with nonfederal funds for non-participating children.

Exceptions to the Rule

An SEA or LEA may exclude supplemental state and local funds that were expended in any school or attendance area for programs that meet the **“intent and purposes”** of Title I, Part A.

(Amendment to 200.63, Exclusion of Supplemental State and Local Funds from Supplement, not Supplant effective 11/12/98)

- A program meets the intent and purposes of Title I, Part A if the program either—
 - Is implemented in a school in which the percentage of children from low-income families is at least 40 percent;
 - Is designed to promote schoolwide reform and upgrade the entire educational operation of the school to support students in their achievement toward meeting the State’s challenging academic achievement standards that all students are expected to meet;
 - Is designed to meet the educational needs of all students in the school, particularly the needs of children who are failing, or most at risk of failing, to meet the State’s challenging student academic achievement standards; and
 - Uses the State’s system of assessment under 34 CFR 200.2 to review the effectiveness of the program.
- Or—
 - Serves only students who are failing, or most at risk of failing, to meet the State’s challenging student academic achievement standards;
 - Provides supplementary services designed to meet the special educational needs of students who are participating in the program to support their achievement toward meeting the State’s student academic achievement standards; and
 - Uses the State’s system of assessment under 34 CFR 200.2 to review the effectiveness of the program.

Exceptions to the Rule *cont.*

- The presumptions of supplanting are rebuttable if the LEA or school can demonstrate that it would not have provided the services in question with non-Federal funds had the Federal Title I funds not been available.
- To rebut the presumption of supplanting the LEA or school would need to have detailed records to show that:
 - There was in fact a reduced amount or lack of State and local funds available to pay for this position.
 - The LEA made the decision to eliminate the position without taking into consideration the availability of Federal funding, along with the reasons for that decision—e.g., school board minutes.

SEC. 1115. Professional Development

(3) PROFESSIONAL DEVELOPMENT- Each school receiving funds under this part for any fiscal year shall devote sufficient resources to carry out effectively the professional development activities described in subparagraph (F) of subsection (c)(1) in accordance with section 1119 for such fiscal year, and a school may enter into a consortium with another school to carry out such activities.

SEC. 1115. Components of a Targeted Assistance School Program

1) IN GENERAL- To assist targeted assistance schools and local educational agencies to meet their responsibility to provide for all their students served under this part the opportunity to meet the State's challenging student academic achievement standards in subjects as determined by the State, each targeted assistance program under this section shall —

(A) Use such program's resources under this part to help participating children meet such State's challenging student academic achievement standards expected for all children;

(B) Ensure that planning for students served under this part is incorporated into existing school planning;

(C) Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that —

i) Give primary consideration to providing extended learning time, such as an extended school year, before- and after-school, and summer programs and opportunities;

(ii) Help provide an accelerated, high-quality curriculum, including applied learning; and

(iii) Minimize removing children from the regular classroom during regular school hours for instruction provided under this part;

How does the ESEA define Scientifically Based Research?

- (A) Research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs; and
- (B) Includes research that —
 - i. Employs systematic, empirical methods that **draw on observation or experiment**;
 - ii. Involves **rigorous data analyses** that are adequate to test the stated hypotheses and justify the general conclusions drawn;
 - iii. Relies on measurements or observational methods that provide **reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators**;
- i. Is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment experiments, or other designs to the extent that those designs contain within-condition or across-condition controls;
- ii. Ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and
- iii. **Has been accepted by a peer-reviewed journal or approved by a panel of independent experts** through a comparably rigorous, objective, and scientific review.

SEC. 1115. Components of a Targeted Assistance School Program

(D) Coordinate with and support the regular education program, which may include services to assist preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First or State-run preschool programs to elementary school programs;

(E) Provide instruction by highly qualified teachers;

(F) In accordance with subsection (e)(3) and section 1119, provide opportunities for professional development with resources provided under this part, and, to the extent practicable, from other sources, for teachers, principals, and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff, who work with participating children in programs under this section or in the regular education program;

(G) Provide strategies to increase parental involvement in accordance with section 1118, such as family literacy services; and

(H) Coordinate and integrate Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

SEC. 1115. Integration of Professional Development

(d) To promote the integration of staff supported with funds under this part into the regular school program and overall school planning and improvement efforts, public school personnel who are paid with funds received under this part may —

- (1) Participate in general professional development and school planning activities; and
- (2) Assume limited duties that are assigned to similar personnel who are not so paid, including duties beyond classroom instruction or that do not benefit participating children, so long as the amount of time spent on such duties is the same proportion of total work time as prevails with respect to similar personnel at the same school.

SEC. 1115. Special Rules

(1) SIMULTANEOUS SERVICE- Nothing in this section shall be construed to prohibit a school from serving students under this section simultaneously with students with similar educational needs, in the same educational settings where appropriate.

(2) COMPREHENSIVE SERVICES- If--

(A) health, nutrition, and other social services are not otherwise available to eligible children in a targeted assistance school and such school, if appropriate, has engaged in a comprehensive needs assessment and established a collaborative partnership with local service providers; and

(B) funds are not reasonably available from other public or private sources to provide such services, then a portion of the funds provided under this part may be used as a last resort to provide such services, including--

(i) the provision of basic medical equipment, such as eyeglasses and hearing aids;

(ii) compensation of a coordinator; and

(iii) professional development necessary to assist teachers, pupil services personnel, other staff, and parents in identifying and meeting the comprehensive needs of eligible children.

How are TA and SW programs different?

How is a TA School Different From a SW School?

	Targeted Assistance Programs	Schoolwide Programs
School Eligibility	At least 35% poverty, or the district-wide poverty level whichever is lower.	Schools with at least 40%.
Identification of Students	Districts must establish multiple, educationally related, objective criteria to identify students, or "Title I participants."	None. In fact, students should not be identified as "Title I" students.
Delivery of Services	Only the most educationally needy students or those being served in/by Head Start, Even Start, Early Reading First, migrant education, homeless, or neglected and delinquent.	All students in a schoolwide program are eligible.
Plans	Must include 8 required components.	Must include 10 required components.
HQ Teachers	All teachers must be HQ.	All teachers must be HQ.
HQ Paraprofessionals	All paras paid with Title I funds must be HQ and can only serve "Title I participants."	All instructional paras must be HQ regardless of funding source.
Parent Involvement	PI activities must be conducted for participating parents, and parents must receive statutorily required notifications.	PI activities for all parents, and all parent must receive statutorily required notifications.
PD	Only for Title-I funded teachers.	For all teachers.
Control of Property	District must ensure that only Title I Participating students using equipment or materials purchased with Title I funds, unless use by ineligible students does not interfere with Title I program and does not decrease value of equipment.	The district must maintain appropriate controls over equipment purchased with Title I funds.
Use of Funds	Funds are limited to uses that assist identified students.	Funds are flexible, subject to schoolwide program planning, depending on the extent to which Title I funds are consolidated with other funding sources.

Keeping the Process Effective!

Collaboration Between the School & LEA

Collaboration Process

Schools, in consultation with their districts, determine the uses of funds that best meet the needs of their students.

1. Funds are distributed to school based on number of children from low-income families in the school or school attendance area.
2. LEA shares allocation with school.
3. The school then selects the children to serve, based on those who are most in need of service *in the school* and on the amount of funds available.
 - LEAs establish general student eligibility criteria.
 - Schools may add school-level criteria and select those children in greatest need.
4. School will work with its district to determine how to use its Part A funds in ways that make the most sense for its students.

Steps of Targeted Assistance Process

Step 1

- Obtain district's criteria for selecting students.

Step 2

- Determine whether the school needs to add additional criteria.

Step 3

- Collaborate to start selecting eligible students.

Step 4

- Document this process, including criteria for selecting students.

Step 5

- Design TA plan **based on needs**, which must be in writing and on file at the school and LEA.

Step 6

- Distribute **draft of plan** to stakeholders, especially participating parents to give them an opportunity to comment.

Step 7

- Complete TA Application on ADE's website and submit to Title I Office for approval.

Step 8

- ADE will send approval letter indicating that TA requirements must be addressed in ACSIP.

Step 9

- Begin serving students with Title I funded resources.

Step 10

- Revise plan periodically as needed.

How are we going to identify students?

Preschool – 2nd Grade

Children from preschool through grade two must be selected solely on the basis of such criteria as:

- Teacher judgment; **and**
- Interviews with parents; **and**
- Developmentally appropriate measures that determine which children are failing, or most at risk of failing, to meet the State's challenging content and student performance standards.

3rd – 12th Grade

- At least **2** different objective criteria measures

School staff, in consultation with the LEA and based on a review of all the information available about the performance of eligible children, must use their best professional judgment in making these choices.

(Non-Regulatory Guidance, p. G-4204)

Objective Criteria

- Benchmarks
- DRA
- Grades
- Attendance Records
- Discipline Records
- STAR Reading/Math
- TLI scores

What TA program model are we going to use to meet our students' needs?

TA Instructional Models History & Overview

- Historically, to prevent supplanting accusations, Title I programs were designed to “pull out” Title I students.
- Students were provide additional services in a *segregated Title I only setting*.
- Practice was discouraged in favor of more integrated, “push-in” methods of instruction by the 1994 reauthorization of the Elementary and Secondary Education Act (ESEA) as Improving America’s Schools Act (IASA).
- Schools must show that additional resources were directed toward identified eligible beneficiaries.

✓ Extended Time Model

✓ In-class Model

✓ Pull-out Model

✓ Replacement Model

TA Instructional Model: Extended Time

- Extended Time Models extend instructional time by adding additional time during school day, week, or year.
 - Before- and after-school programs
 - Summer school programs
 - Saturday school programs
- Example from CA: Center is open 10 hours a day, Monday through Friday, and provides services during the summer, on holidays, and on teacher in-service days.
- Example from OR: More than 50 Title I-eligible students from non-public elementary schools enroll each summer in a four-to five-week reading program.

Question to Consider...

- Before/ After School
 - Do we have uncompromised time before/after school that will allow us to serve targeted students?
 - What will this program look like?
 - How many staff members will we need to successfully use this model?
 - What are strengths of using this model?
 - What are weaknesses or threats of using this model?

TA Instructional Model: In-Class

- In-Class Resource Models **do not** resemble a pull-out in the back of the classroom.
 - Example from MI: A teaching team is made up of a regular education, a special education, and a Title I teacher. The teachers collaborate to differentiate instruction and meet students “where they are.”
 - Example from Arizona: In collaboration with the regular classroom teacher, a Title I teacher or paraprofessional works with small groups of children, some of whom, at times, may be non-Title I. This structure minimizes disruption and negative labeling while it provides direct services to Title I students and incidental assistance to their classmates who might need assistance on a particular concept.

Incidental Inclusion

- A school may provide, on an incidental basis, Part A services to children who have not been selected to participate in the Part A program. This would be allowable only if the Part A program —
 - Is designed to meet the special educational needs of the children who are failing, or most at risk of failing, to meet the State's challenging student performance standards and is focused on those children; **and**
- This is acceptable as long as the inclusion of non-Title I, Part A children **does not**—
 - Decrease the amount, duration, or quality of Part A services for Part A children;
 - Increase the cost of providing the services; or
 - Result in the exclusion of children who would otherwise receive Part A services.

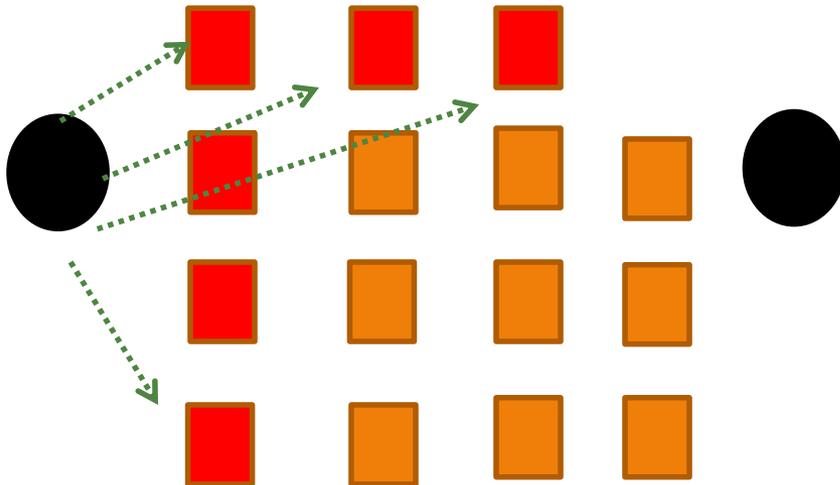
Audit Tip: Schools should be sure to keep records of incidental benefit. Readers should tread carefully in this area as auditors are wary of Title I funds being used to benefit non-Title I students.

Document, document, document!

In-Class Model

One Teach, One Assist

- One teacher leads the lesson and one teacher observes and assists students.



Strengths and Challenges

Strength

- Limited teacher planning
- Provides basic support to students with diverse needs

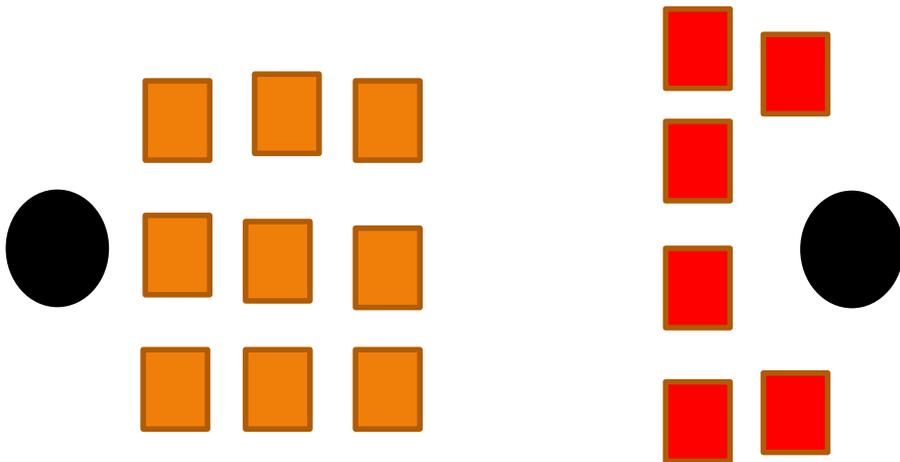
Challenges

- The “assist” teacher may feel like a less than a teacher if this model is abused
- Students may question the “assist” teacher’s authority

In-Class Model

Alternative Teaching

- One teacher works with a large group while the other teacher is working with a small group of students.
- Small groups can be pulled for pre-teaching, re-teaching, enrichment, interest groups, special projects, make-up work or assessment groups.



Strengths and Challenges

Strength

- All students, including Title I students, benefit from small group instruction.
- If the general education and Title I teachers alternate roles, equal status is maintained.

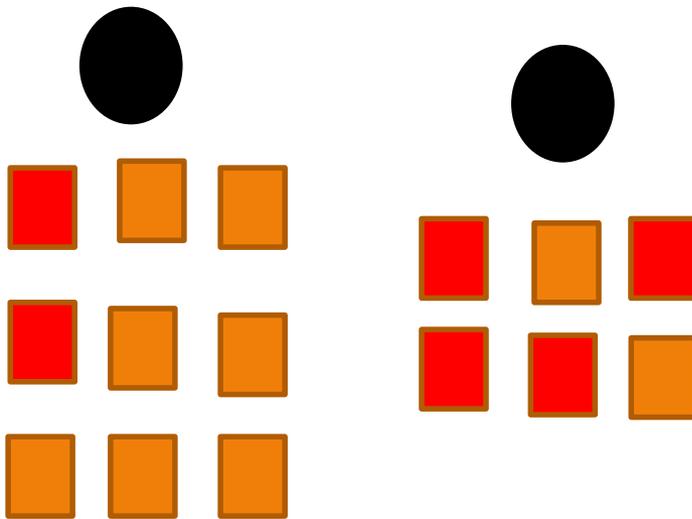
Challenges

- Title I students may feel stigmatized; however, teachers can switch roles or incidentally add a student that may need additional assistance.

In-Class Model

Parallel Teaching

- The class is divided. Both teachers plan instruction jointly and are teaching the same lesson at the same time to heterogeneous groups but



Strengths and Challenges

Strength

- Lowers student-teacher ratio
- Allows for increased student interaction and/or student to student interaction
- Allows the teacher to monitor individual student progress and understanding more closely

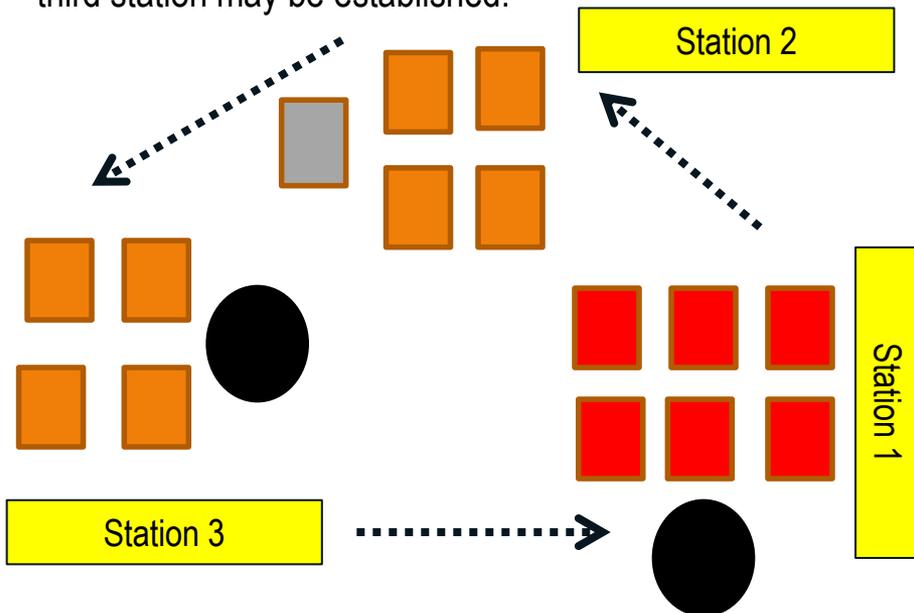
Challenges

- The general education and Title I teachers need to coordinate teaching so that students receive essentially the same instruction within the same amount of time.
- Noise levels may be high

In-Class Model

Station Teaching

- Teachers divide instructional content into several segments and present the content in separate stations around the classroom.
- With two stations, the general education and Title I teacher each teach their half of the content and then rotate with their group or switch groups*. Alternatively, both teachers may move between groups in order to provide support.
- If students are able to work independently with content, a third station may be established.



Strengths and Challenges

Strength

- Professional engagement
- Increase instructional intensity
- Individualization

Challenges

- Pacing
- Students need to work independently
- Noise level

Question to Consider...

- In Class Model

- ✓ How will we ensure that teachers work collaboratively to meet the needs of targeted students?
 - ☐ Common Planning Time
- ✓ What will this program look like in practice?
- ✓ How many staff members (teachers/paras) will we need to successfully use this model?
- ✓ What are strengths of using this model?
- ✓ What are weaknesses or threats of using this model?
- ✓ There will be some incidental use with the Title I teacher being in the general education classroom, how will we ensure that the inclusion of non-Title I students will not:
 - ☐ Decrease the amount, duration, or quality of Part A services for Part A children;
 - ☐ Increase the cost of providing the services; or
 - ☐ Result in the exclusion of children who would otherwise receive Part A services.

TA Instructional Model: Pull-Out & Replacement Programs

These models are not encouraged as a best practice; however, they are allowable.

Pull-Out Model

- Reading Recovery: This pull-out program lasts approximately 15-20 weeks and supplements regular classroom reading instruction. Once children complete the Reading Recovery program, they often need no further remediation in reading.
- Total Pull-Out: Students may leave the regular education classroom multiple times per week for reading and/or math instruction by Title I Teacher.

Replacement Model

- Provides Part A services for a period of time that exceeds 25 percent of the time — computed on a per day, per month, or per year basis—that a participating child would, in the absence of Part A funds, spend receiving instructional services from a teacher of a required or elective subject who is paid with other than Part A funds.
- Generally provided in a different classroom setting or at a different time than would be the case if these children were not participating in the Part A program and replace all or part of the course of instruction regularly provided to Part A participants with a program that is designed to meet participants' special educational needs.
- LEA must comply with specific FTE requirements.

How are we going to use our Title I funded resources to meet our students' needs?

Use of Funds in a TA Program

- Funds **can** be used for:
 - ✓ Instruction in any subject
 - ✓ Employee salary and benefits
 - ✓ Computer equipment
 - ✓ Instructional materials
 - ✓ Field trips
 - ✓ PD for staff that work with eligible students
 - ✓ After school and summer programs
 - ✓ Preschool programs
 - ✓ Parent liaisons
 - ✓ Technology
- Funds **cannot** be used to:
 - Identify children to receive Title I services
 - Construct school facilities
 - Purchase real estate
 - Pay the salaries of staff used primarily to substitute for regular classroom teachers.
 - Provides services by another federal, state, or local law
- Funds must only benefit identified students.*
- Material purchased using Title I fund—whether computers, workbooks, or crayons—can only be used by these specific students while they are receiving Title I services.*
- Schools should be careful not to mix Title I and non-Title I activities or funds.*
- Title I paid personnel must serve Title I students.*
- Funds can pay for comprehensive services.**

TA and Comprehensive Services

If health, nutrition, and other social services are not otherwise available to participating children in a targeted assistance school, and the school, if appropriate, has conducted a comprehensive needs assessment and established a collaborative partnership with local service providers, and if funds are not reasonably available from other public or private sources, then a portion of Part A funds may be used to provide these services, including —

- Provision of basic medical equipment, such as eyeglasses and hearing aids.
- Compensation of a coordinator.
- Professional development necessary to assist teachers, pupil services personnel, other staff, and parents in identifying and meeting the comprehensive needs of eligible children.

TA and Assignment of Personnel

To promote a coherent and well-coordinated program, Title I staff may:

- Assume **limited** duties that are assigned to similar personnel paid with other funds, including duties beyond classroom instruction or that do not benefit Part A participants, as long as the amount of time spent on the limited duties is the same proportion of total work time as that for similar personnel at the same school.
- Participate in general professional development and school planning activities.
- Collaboratively teach with regular classroom teachers if the collaborative teaching directly benefits participating children.

A school and LEA should ensure that the Part A program is not harmed!

Developing our Targeted Assistance Plan...

Identify Needs

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

Selecting an Instructional Model

Questions to consider...

- 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?

Ways Students Can Be Served:

- *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*

TA Program Requirements

1. Use the **program's resources** to help participating children meet the state's challenging student academic achievement standards expected for all children;
2. Ensure that **planning is incorporated into existing school planning**;
3. Use **effective methods and instructional strategies** that are based on scientifically based research that strengthens the core academic program of the school and that —
 - a) Give primary consideration to providing extended learning time, such as an extended school year, before and after-school, and summer programs and opportunities;
 - b) Help provide an accelerated, high-quality curriculum, including applied learning; **and**
 - c) Minimize removing children from the regular classroom during regular school hours for Part A instruction;
4. **Coordinate with** and **support** the regular education program;

TA Program Requirements

5. Provide instruction by highly qualified teachers and paraprofessionals paid in part of full with Title I funds;
6. Provide opportunities for professional development with resources provided under Part A, and, to the extent practicable, from other sources
7. Provide strategies to increase parental involvement, such as family literacy services; and
8. Coordinate and integrate Federal, State, and local services and programs, including programs supported under NCLB, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

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
- 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?

TA Questions

Question 1

What meetings must schools hold to inform parents about Title I, Part A programs and parental involvement?

- Each school served under Title I, Part A must convene an annual meeting, at a time convenient for parents to inform them of their school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements and the right of parents to be involved in those programs. In order to keep parents informed, schools must invite to this meeting all parents of children participating in Title I, Part A programs and encourage them to attend. Schools must offer a flexible number of additional parental involvement meetings, such as in the morning or evening so that as many parents as possible are able to attend. *[Section 1118(c)(1) and (2), ESEA.]*

Question 2

What time and effort certification requirements apply to Title I staff?

- The Office of Management and Budget Circular A-87 outlines two sets of requirements for maintenance of employee time and effort records depending on whether the employee works full time in the Title I program, or works on a combination of federal and non-federal programs.
- Employees working **exclusively** on Title I must certify on a **semi-annual basis** that he or she “worked solely on that program for the period covered by the certification.”
 - Must be signed by employee
 - Must be signed by supervisor
- Employees working on **multiple** cost objectives (more than one federal program or a combination of a federal and non-federal program) must maintain personal activity reports (PARSs) that accurately declare after the fact, the percentage of time the employee spent performing Title I and other duties. The PARS must:
 - Detail the actual time the employee spent on each activity
 - Account for the total activity for which the employee is compensated
 - Be completed at least monthly; and
 - Be signed by the employee

Question 3

Are special education students and English language learners automatically eligible?

- No. SWDs and ELLs are eligible for services on the same basis as other students.

Question 4

Can Title I funds be used to provide services to SWDs and ELLs?

Yes. However, if Title I services are provided, Title I funds **cannot** be used to replace SPED or ELL services or to provide funds for expenditures that are required by law for these students. This would be considered “supplanting.”

Question 5

Can Title I teachers collaborate with non-Title I teachers?

- Yes. Title I staff can collaborate with other teachers and may participate in professional development activities not explicitly related to Title I as long as the purpose of collaboration is to benefit eligible students.

Question 5

May Title I, Part A funds be used for professional development for teachers who are not part of the TA program and are not paid with Title I students?

- Yes. Non-Title I teachers may participate in Title I funded professional development activities so long as the training is related to the Title I program and is intended to enhance the educational program of the Title I students.

Question 6

Can Title I personnel be used as substitutes and be asked to cancel their own classes to do so?

- In targeted assistance schools, Title I personnel may be assigned substitute teaching responsibilities if similarly situated personnel at the same school site are assigned these duties. Before an LEA or school uses Title I personnel for substitute teaching, it must ensure that truly similarly situated personnel are also used for substitute teaching. For example, it would be unallowable to define “similarly situated” so narrowly that few other types of personnel would qualify and, as a result, Title I personnel would carry a disproportionate share of the substitute teaching responsibilities. Moreover, the Title I program must not be harmed in order for the Title I teacher to do substitute teaching. Title I classes cannot be cancelled. Title I personnel may serve as substitute teachers only during non-teaching periods—for example, during planning periods.

Question 7

Can a school use local fund to purchase computers for non-Title I students and Title I funds to pay for computers for Title I students?

- No. Using local funds to purchase computers for non-Title I students, while using Title I funds pay for computers for Title I students would be a violation of supplement not supplant. Title I services must be supplemental.

Question 8

How can Title I funds be used to supplement state and locally mandated summer school programs?

- For targeted assistance schools, Title I may provide additional services only to Title I students either during the summer session or for a period of time that would extend the summer session for additional days for Title I participants. Another possibility would be for Title I to supplement mandated Title I summer school with additional services in another subject area, as needed.

***Keeping the Process User-Friendly! TA
Application***



ARKANSAS DEPARTMENT OF EDUCATION

TITLE I TARGETED ASSISTANCE PROGRAM APPLICATION

If your school intends to go Schoolwide please download and print the Commitment to Schoolwide Planning Form and follow those instructions.

I. Demographics:		
District Name:	LEA#	School Year of Plan
School Name:	LEA#	

II. Select the Subject:	III. Select the Activity:
<input type="checkbox"/> English/Language Arts <input type="checkbox"/> Mathematics	<input type="checkbox"/> Summer School <input type="checkbox"/> Computer Assisted Instruction (CAI) <input type="checkbox"/> Extended School Day <input type="checkbox"/> Other _____

IV. Select the type of program that is used for this activity:
<input type="checkbox"/> In-class <input type="checkbox"/> Limited Pull-out <input type="checkbox"/> Extended Pull-out or Replacement <input type="checkbox"/> Extended School Day

V. Check below to indicate how teachers in consultation with parents, other staff, and administrators will identify students most in need of assistance that are failing or at risk of failing to meet the state's standards. (Section 1112 (b)(1)(H) and Section 1115 (b)(1)(B))
<input type="checkbox"/> Pre-K to Grade 2 (Include the three criteria below): <ul style="list-style-type: none">• Developmentally appropriate measure used: _____• Teacher judgment (attach instrument used)• Parent interview (attach instrument used)
<input type="checkbox"/> Grades 3 to 12 (Include at least two objective criteria): <ul style="list-style-type: none">• Objective criteria used: _____• Objective criteria used: _____• Objective criteria used: _____

This is one area that many schools fail to complete accurately. These guidelines must be followed when selecting students.

Targeted Assistance School's Assurances

By checking the box to the right, the district assures the school has been informed and agrees that:

District Name	School Year of Plan	Name of School	
_____	_____	_____	
1. Sufficient resources shall be devoted to carry out effectively the professional development activities described in subparagraph (F) of subsection (c) (1) in accordance with Section 1119 for such fiscal year, and a school may enter into a consortium with another school district to carry out such activities. (Section 1116 (e)(3))			<input type="checkbox"/>
2. Resources received under Title I will be coordinated with other resources, as allowed by law, to enable the children served to meet the state's proficient and advanced levels of achievement. (Section 1116 (c)(2)(A))			<input type="checkbox"/>
3. The progress of participating children shall be reviewed on an on-going basis and this activity will be revised, as necessary, to provide additional assistance to enable served children to meet the state's challenging student academic achievement standards, such as extended school year, before- and after-school and summer programs and opportunities. (Section 1116 (c)(2)(B))			<input type="checkbox"/>
4. The school is subject to the academic assessment and school improvement provisions of Section 1116 of the law. (Section 1116)			<input type="checkbox"/>
5. In a school improvement school, the school will spend not less than ten percent of the funds made available to the school under Section 1113 for each fiscal year that the school is in school improvement status for purposes of providing to the school's teachers and principal high-quality professional development. (Section 1116 (b)(3)(A)(ii))			<input type="checkbox"/>
6. Professional development necessary to assist teachers, personnel, other staff, and parents in identifying and meetings the comprehensive needs of eligible students. (Section 1116 (e)(2)(B)(ii))			<input type="checkbox"/>
7. The school shall be found to be in compliance with comparability requirements as required by the law. (Section 1120A (c)(1))			<input type="checkbox"/>
8. The school assures that paraprofessionals will meet the requirements of Section 1119 of the law and that the principal shall attest annually in writing to compliance with this section. (Section 1119)			<input type="checkbox"/>

Be certain to check assurances' boxes.

Signature of Superintendent _____ Date of Signature _____
(Signature certifies agreement to all assurances as indicated above)

Superintendent's signature is required.

Please mail completed application to the Division of Learning Services, Title I Office, Four Capitol Mall, Mall 81st #28, Little Rock, AR 72201

Title I Contacts

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