



# An Overview of Title I, Part A Targeted Assistance



Title I Spring Administrative Meeting 2019  
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# SESSION OUTCOMES

By the end of this session participants will be able to:

- **Define** a “Targeted Assistance School Program” (TAS)
- **Understand** some key TAS requirements
- **Review** examples of strategies that can strengthen a TAS



# Where is TAS in the Law?

Elementary & Secondary Education Act (ESEA)  
Section 1115 of Title I and reauthorized under  
the Every Student Succeeds Act (ESSA), Section  
1115(b)(2)



# TARGETED ASSISTANCE SCHOOL PROGRAM (TAS)

A Targeted Assistance School Program provides materials & services using **Title I, Part A** funds:

- To a select group of students- **those failing, or most at risk of failing**, to meet state standards
- Resources and strategies are targeted to **eligible participating students** rather than in a Schoolwide Title I Program

# Key Steps To Identifying Targeted Assistance School Programs

- Each Local School System (LSS) identifies Title I (TI) Schools based on rank poverty order
- Once the school is identified, a multiple selection criteria is used to identify Targeted Assistance (TA) students for eligibility.

# Key TAS Requirements

- Records must be maintained that document that Title I, Part A funds are spent on activities and services for only Targeted Assistance (TA) **participating students**, and document which students received services
- TA students are served in a student to teacher ratio of no more than **8 to 1** (in a small group setting)



## Which children are served?



- **Only children identified as failing or most at risk of failing**



- **TAS funds *may not* provide services to all children in the school, or grade level**

# Some Methods and Strategies That Can Strengthen the TA Program

- Expanded learning time
- Before and after school programs
- Summer programs





# Methods and Strategies

- Push in or pull out services provided by a TA Teacher in coordination with the “classroom teacher of record” \***minimize the removal of children** from the “regular classroom”
- Review, on an ongoing basis, the progress of TA participants

# Things to Consider

- Experience of TA staff member(s) with providing interventions
- Identifying opportunities for TA Teachers to network and provide peer-to-peer sharing opportunities both within and outside of the LSS



# Parent & Family Engagement for TAS



At TA schools, TI Parent Involvement Funds should be used only for eligible, participating TA Families

# Coordinate with other Federal, State and local programs



- Title III
- Head Start
- Health Department
- Judy Center
- Nutrition programs
- Libraries, etc.

# How to Transition From an existing *TAS* to a *Schoolwide* (SW) Program

1. Discuss with MSDE POC the list of potential schools interested in transitioning to SW
2. LSS submits a letter to request consideration for TAS to begin planning to transition to SW to the MSDE TI Director
3. LSS receives approval or denial letter whether or not the TAS may begin the year of planning
4. TAS develops a plan to transition to SW with evidence of input and support from parents and community
5. TAS implements and maintains documentation during the year of planning to go SW with oversight from LSS

# How to Transition From *TAS* to a *Schoolwide* Program Continued

6. TAS presents documentation regarding readiness to go SW to LSS & receives approval or denial from LSS
7. LSS reviews, with their MSDE TI POC, the documentation from the year of planning to determine if the school is ready for approval to transition to SW
8. LSS receives an official letter of approval or denial to begin transition from the MSDE TI Director

# LSS LETTER OF REQUEST TO TRANSITION TO SW

<p>What needs to be included in my letter of request to transition to SW?</p>	<p>Can my request to transition to SW be denied?</p>
<ul style="list-style-type: none"><li>● School data</li><li>● Rationale to demonstrate readiness</li></ul>	<p>Yes, a request to transition to SW can be denied if sufficient evidence of a TAS's readiness to move to SW is not provided</p>

## Sample Timeline

<p>Summer 2019 &amp; then at least bi-monthly</p>	<p>Upon receiving an official approval letter for TAS to begin planning for transition from MSDE, <b>TAS brings together a SW Transition Team</b> to implement year of planning (including parent &amp; community leaders) to address all SW Components</p>
<p>Sept. 2019- May 2020</p>	<p>TA school <b>conducts and maintains documentation of implementation of year of planning</b> with oversight from LSS</p>



## Sample Timeline Continued

<p>March/ April, 2020</p>	<p><b>TAS presents documentation regarding readiness to go SW to LSS including evidence of stakeholder buy-in and receives approval or denial from LSS</b></p>
<p>May, 2020</p>	<p>If TAS is approved by LSS, <b>LSS reviews documentation of readiness with MSDE TI POC</b></p>

# TARGETED ASSISTANCE

