

*NEVADA DEPARTMENT OF EDUCATION*  
*GUIDANCE DOCUMENT FOR*  
*Title I, Part A*



**Targeted Assistance Program  
Guidance**

Created by the Nevada Department of Education

Title I Team

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# Targeted Assistance Program

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## 1. Overview of Schoolwide Program

### 1.1. Introduction

Schools that are ineligible for a schoolwide program or choose not to operate a schoolwide program may use Title I funds only for programs that provide services to eligible children identified as having the greatest need for special assistance (ESEA , Section 1115). Eligible children are children identified by the school as failing, or most at-risk of failing, to meet Nevada’s challenging student academic achievement standards on the basis of multiple, educationally related, objective criteria established by the LEA and supplemented by the school. Each targeted-assistance Title I school will create a plan to assist the school and local educational agency to meet its responsibility to provide for all students identified and served in the targeted-assistance program the opportunity to meet the state’s challenging student academic achievement standards. Detailed programmatic and fiscal records must be maintained to document that Title I, Part A funds are spent on activities and services for only Title I, Part A participating students, their parents, and the teachers of the identified students.

### 1.2. Targeted Assistance Program Guidance from Nevada Department of Education

The plan for this model should be based on a needs assessment and aligned to overall school plans. In general, the plan describes how students will be selected for the targeted program and how the program will be implemented (e.g., reading, math, etc.). For most schools in Nevada, this can be accomplished as part of the School Performance Plan (SPP) process. TAS programs may only serve selected students. Costs associated with the program are only for those students identified and provided with services through the TAS program. A school must have a poverty rate of at least 35 percent in order to receive Title I-A funds. Schools with poverty rates below 40 percent MUST operate a TAS model. Under limited circumstances, an underperforming school with a poverty rate below 40 percent may apply for a waiver to operate a school wide program.

### **Program Components of Targeted Assistance School:**

1. Use Title I, Part A resources for supplemental programs to help participating Title I children meet the academic expectations all children are expected to meet.
2. Ensure that planning for students receiving Title I services are incorporated into existing school planning.
3. Use effective instructional strategies that are based on scientific research that:
  - Give primary consideration to providing extended learning time such as extended school year, before and after school, and summer programs;
  - Help provide an accelerated, high-quality curriculum; and
  - Minimize removing children from the regular classroom during regular school hours.
4. Coordinate with and support the regular educational program that may:
  - Include services to assist preschool children's transition to elementary school;
  - If funds are not available from other public or private sources, then funds may be used to provide health, nutrition and other social services if these needs of the targeted students are part of the comprehensive needs assessment; and as a last resort, funds can be used to provide basic medical equipment such as eyeglasses, hearing aids and professional development to assist staff in identifying and meeting the comprehensive needs of eligible children.
5. Provide professional development opportunities with Title I, Part A resources and to the extent practicable, other sources, for administrators, teachers and other school staff who work with participating children.
6. Provide strategies to increase parent involvement, such as family literacy services.
7. Coordinate and integrate Federal, State, and local services and programs, including violence prevention, nutrition programs, housing programs, Head Start, adult education, vocational and technical education and job training.

Once general planning for Title I funds is completed, a budget to support district and school plans must be developed using the Uniform Chart of Accounts (COA). Title I funds are budgeted and submitted in the Electronic Planning, Applications, Grants and Expenditures (ePAGE) system ePAGE link. Please see the Fiscal section for further guidance.

### **Annual Evaluation and Review of Targeted Assistance Schools:**

Title I regulations require that a school operating a targeted assistance program annually evaluate the implementation of, and results achieved by, the program. The evaluation must determine whether the program was effective in increasing the achievement of students in meeting the common core state standards, particularly those students who had been furthest from achieving the standards. The school must revise its plan as necessary based on the results of the evaluation to ensure the continuous improvement of student achievement. The intent of the evaluation is that schools conduct an annual review of the strategies in the targeted assistance program to determine if they are contributing to improvement in student achievement or increases in other activities like parental involvement or high quality professional development that lead to increases in student achievement. The school must decide whether the review will be conducted internally (by school staff) or externally (by a person or persons outside of the school such as district staff, regional educational laboratory, institution of higher education or any technical assistance provider). The decision should be made collaboratively between schools and their districts. Districts and schools are strongly encouraged to use outside reviewers when possible. The annual review should not only address student achievement but also teacher quality, parental involvement, coordination of funds and other components that directly and indirectly affect achievement. The annual review is designed to reveal areas of strength within the program and areas that need revision in order to better position the school to continue improving and making adequate yearly progress.

## **2. Targeted Assistance Program under ESEA**

### **2.1. Section 1115**

- (a) IN GENERAL. -- In all schools selected to receive funds under section 1113(c) that are ineligible for a schoolwide program under section 1114, have not received a waiver under section 1114(a)(1)(B) to operate such a schoolwide program, or 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 (c) identified as having the greatest need for special assistance.
- (b) TARGETED ASSISTANCE SCHOOL PROGRAM. -- 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 challenging State academic standards, each targeted assistance program under this section shall --

- (1) determine which students will be served;
- (2) serve participating students identified as eligible children under subsection (c), including by --
  - (A) using resources under this part to help eligible children meet the challenging State academic standards, which may include programs, activities, and academic courses necessary to provide a well-rounded education;
  - (B) using methods and instructional strategies to strengthen the academic program of the school through activities, which may include --
    - (i) expanded learning time, before- and after-school programs, and summer programs and opportunities; and
    - (ii) a schoolwide tiered model to prevent and address behavior problems, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);
  - (C) coordinating with and supporting the regular education program, which may include services to assist preschool children in the transition from early childhood education programs such as Head Start, the literacy program under subpart 2 of part B of title II, or State-run preschool programs to elementary school programs;
  - (D) providing professional development with resources provided under this part, and, to the extent practicable, from other sources, to teachers, principals, other school leaders, paraprofessionals, and, if appropriate, specialized instructional support personnel, and other school personnel who work with eligible children in programs under this section or in the regular education program;
  - (E) implementing strategies to increase the involvement of parents of eligible children in accordance with section 1116; and

## 2.1. Section 1115 (continued)

- (F) if appropriate and applicable, coordinating and integrating Federal, State, and local services and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d); and
- (G) provide to the local educational agency assurances that the school will --
  - (i) help provide an accelerated, high-quality curriculum;
  - (ii) minimize the removal of children from the regular classroom during regular school hours for instruction provided under this part; and
  - (iii) on an ongoing basis, review the progress of eligible children and revise the targeted assistance program under this section, if necessary, to provide additional assistance to enable such children to meet the challenging State academic standards.

### (c) 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
- (ii) 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 challenging State academic 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 criteria, including objective criteria, established by the local educational agency and supplemented by the school.

## 2.1. Section 1115 (continued)

### (2) CHILDREN INCLUDED. --

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

(B) HEAD START AND PRESCHOOL 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 program, the literacy program under subpart 2 of part B of title II, or in preschool services under this title, is eligible for services under this part.

(C) MIGRANT 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.

(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.

(d) INTEGRATION OF PROFESSIONAL DEVELOPMENT. -- 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.

(e) 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;

(iii) family support and engagement services;

(iv) integrated student supports; and

(v) professional development necessary to assist teachers, specialized instructional support personnel, other staff, and parents in identifying and meeting the comprehensive needs of eligible children.

(f) USE OF FUNDS FOR DUAL OR CONCURRENT ENROLLMENT PROGRAMS. -- A secondary school operating a targeted assistance program under this section may use funds received under this part to provide dual or concurrent enrollment program services described under section 1114(e) to eligible children under subsection (c)(1)(B) who are identified as having the greatest need for special assistance.

(g) PROHIBITION. -- Nothing in this section shall be construed to authorize the Secretary or any other officer or employee of the Federal Government to require a local educational agency or school to submit the results of a comprehensive needs assessment or plan under section 1114(b), or a program described in subsection (b), for review or approval by the Secretary.

(h) DELIVERY OF SERVICES. -- The services of a targeted assistance program under this section may be delivered by nonprofit or for-profit external providers with expertise in using evidence-based or other effective strategies to improve student achievement.

## 2.2. Required Elements

Each targeted assistance program must:

- Determine which students will be served.
- Serve participating students identified as eligible children, including by: 1) using resources to help children meet the challenging state academic standards, which may include programs, activities, and academic courses necessary to provide a well-rounded education; 2) using methods and instructional strategies to strengthen the academic program of the school through activities; 3) coordinating with and supporting the regular education program, which may include services to assist preschool children in the transition from early childhood education programs, the Title II literacy program, or state-run preschool programs to elementary school programs; 4) implementing strategies to increase the involvement of parents and eligible children; and 5) coordinating and integrating federal, state, and local services and programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and comprehensive support and improvement activities or targeted support and improvement activities (ESEA, as amended by Every Student Succeeds Act of 2015, Pub. L. No. 114-95, Sec. 1115(b)).

Additionally, a targeted assistance program must provide to the LEA assurances that the school will:

- Help provide an accelerated, high-quality curriculum;
- Minimize the removal of children from the regular classroom during regular school hours for instruction; and
- Review on an ongoing basis the progress of eligible children and revise the < targeted assistance program to provide additional assistance to enable children to meet the challenging state academic standards (ESEA, as amended by Every Student Succeeds Act of 2015, Pub. L. No. 114-95, Sec. 1115(b)(2)(G)).

## Appendix

### Appendix A: Frequently Asked Questions

TAS programs employs staff paid with Title I funds to serve only students identified as most at-risk of failing? Yes

TAS programs Utilizes multiple measures of student academic achievement to determine student eligibility? Yes

What are examples of services provided to eligible students: Pull-out instruction, In-class instruction, and Extended day, week, or year programming

What are Title I teachers responsible for? Providing extra services to identified student; Coordinating with other school personnel involved with identified students; and Involving parents

What are the qualifications for TAS Teachers and Paraprofessionals? Teachers must meet Nevada licensure requirements to be fully certified; Title I paraprofessionals must be highly Qualified; and Title I paraprofessionals are supervised by a highly qualified teacher.

How does a Targeted Assistance Program differ from Schoolwide Program? Title I funds are used to provide services to eligible students identified as having the greatest academic need. Records must dictate that Title I funds are utilized for activities and services designed specifically to benefit Title I students. Prioritized lists are maintained showing the selection and placement of Title I students.