



SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE

SHERRI YBARRA, SUPERINTENDENT OF PUBLIC INSTRUCTION



Title I-A Schoolwide and Targeted Assistance Program Changes

New & Experienced Federal Programs Director's Meeting

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Title I-A Statement of Purpose

Every Student Succeeds Act

The purpose of this title is to provide all children significant opportunity to receive a fair; equitable, and high-quality education, and to close educational achievement gaps.

Section 1001 ESSA



Well-Rounded Education- **NEW**



Defines core academic subjects as English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.

Every Student Succeeds Act

Courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience (Sec. 8101(52))



Targeted Assistance School Program

Section 1115- Targeted Assistance Schools

To assist targeted assistance schools and local educational agencies (LEAs) 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;

Students served may include economically disadvantaged, children with disabilities, migrant children or English learners (EL- NEW term). Also eligible include children previously in Head Start, a child in a local institution for neglected or delinquent children and youth, a child who is homeless and attending any school served by the LEA.



Targeted Assistance School Program

(2) serve participating students identified as eligible children...

(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; (well-rounded- NEW term)

Eligible children are 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 LEA and supplemented by the school



Targeted Assistance School Program

(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 afterschool 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 (IDEA)

Using evidence-based (**NEW term**) or other effective strategies to improve student achievement.



Targeted Assistance School Program

(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

(NCLB & ESSA)



Targeted Assistance School Program

(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

(Idaho program title change- Now Division of Career-Technical Education) **NEW website** <https://cte.idaho.gov/>



Targeted Assistance School Program

(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.

(NCLB & ESSA)



Targeted Assistance School Program

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.

(NCLB & ESSA)



Targeted Assistance School Program

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.

(NCLB & ESSA)



TAS- Supplement not Supplant



Supplement not supplant: states and districts are prohibited from using federal funds to provide services or support activities for which state and/or local funds are currently used.

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Allows districts to use federal funds for non-schoolwide programs if they can demonstrate that the method used to allocate funds ensures the school receives all of the state and local funds it would have received absent Title I-A funds.

**US Dept. of Ed. is formulating final guidance in this area.*



Schoolwide Program

Section 1114- Schoolwide Program

No school participating in a schoolwide program shall be required to identify—

- (i) particular children under this part as eligible to participate in a schoolwide program; or
- (ii) individual services as supplementary

A school participating in a schoolwide program shall use funds available to carry out this section only to supplement the amount of funds that would, in the absence of funds under this part, be made available from non-Federal sources for the school, including funds needed to provide services that are required by law for children with disabilities and English learners. (English Learner- NEW term)



Schoolwide Program Plan – for ALL existing and new Schoolwide Programs

An eligible school operating a schoolwide program shall **develop a comprehensive plan, or amend an existing plan** before the enactment of ESSA

The plan-

- Is developed during a 1-year period unless the LEA determines less time is needed or the school develops amendments to its existing plan during the first year

(NCLB & ESSA)



Schoolwide Program Plan - for ALL existing and new Schoolwide Programs



A comprehensive plan for reforming the total instructional program in the school...

A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children...)

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Is based on a comprehensive needs assessment of the entire school, particularly the needs of those children who are failing, or at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the LEA



Schoolwide Program Plan – for ALL existing and new Schoolwide Programs

Includes a description of strategies the school will be implementing to address school needs, including how such strategies will

- provide opportunities for all children, including subgroups, to meet the challenging State academic standards
- use methods and instructional strategies that strengthen the academic program in the school, increase the amount of quality of learning time, and help provide an enriched and accelerated curriculum

Using evidence-based (**NEW term**) or other effective strategies to improve student achievement.



Schoolwide Program Plan – for ALL existing and new Schoolwide Programs

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- Includes a description of strategies the school will be implementing to address school needs, including how such strategies will
 - address the needs of all children in the school, but particularly the needs of those at risk through activities which may include ...



Schoolwide Program Plan – for ALL existing and new Schoolwide Programs



Counseling, pupil services,
and mentoring services

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Counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas



Schoolwide Program Plan – for ALL existing and new Schoolwide Programs



College and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies ...

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Preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school



Schoolwide Program Plan – for ALL existing and new Schoolwide Programs



Coordination and integration of Federal, State and local services and programs, including programs supported under this Act, violence prevention programs ...

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Implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (IDEA)



Schoolwide Program Plan – for ALL existing and new Schoolwide Programs



High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

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Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects



Schoolwide Program Plan – for ALL existing and new Schoolwide Programs



Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run pre-school program, to local elementary school programs.

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Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs



Schoolwide Program Plan – for ALL existing and new Schoolwide Programs



Developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators ..., and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such a school



Is developed with the involvement of parents and other members of the community, including teachers, principals, other school leaders, paraprofessionals, administrators, LEA, to the extent feasible, tribes and tribal organizations, and if appropriate, specialized instruction support personnel, technical assistance providers, school staff, students (secondary), and others



Schoolwide Program Plan – for ALL existing and new Schoolwide Programs

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Remains in effect for the duration of the school's participation under schoolwide, except that the plan and its implementation shall be *regularly* monitored and revised as necessary



Schoolwide Program Plan – for ALL existing and new Schoolwide Programs



Available to the LEA, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and to the extent practicable, provided in a language that the parents can understand

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Is available to the LEA, parents, and the public, and the information shall be understandable



Schoolwide Program Plan – for ALL existing and new Schoolwide Programs



If appropriate, developed in coordination with programs under Reading First, Early Reading First, Even Start, Carl D. Perkins Career and Technical Education Act of 2006, and the Head Start Act.

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If appropriate and applicable, is developed in coordination and integration with other Federal, State, and local services, resources, and programs



SWP- Use of Funds for Dual or Concurrent Enrollment **NEW**

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A secondary school operating a schoolwide program under this section may use funds received under this part to operate dual or concurrent enrollment programs that address the needs of low-achieving secondary school students and those at risk of not meeting the challenging State academic standards.



Schoolwide Program



PREKINDERGARTEN PROGRAM— A school that is eligible for a schoolwide program under this section may use funds made available under this part to establish or enhance prekindergarten programs for children below the age of 6 ...

PRESCHOOL PROGRAMS.—A school that operates a schoolwide program under this section may use funds available under this part to establish or enhance preschool programs for children who are under 6 years of age.



Schoolwide 40% waiver



Schools with 40% and higher levels of students from low-income families can operate a schoolwide program (some exceptions)

Every Student Succeeds Act

A school that serves an eligible school attendance area in which less than 40 percent of the children are from low-income families, or a school for which less than 40 percent of the children enrolled in the school are from such families, may operate a schoolwide program under this section if the school receives a waiver from the SEA, after taking into account how a schoolwide program will best serve the needs of the students in the school



Paraprofessionals Requirements



All Title I paraprofessionals must have a secondary school diploma or its recognized equivalent

- Completed two years of study at an institution of higher education OR
- Obtained an associate's (or higher) degree; OR
- Met a rigorous standard of quality and be able to demonstrate, through a formal State or local academic assessment, knowledge of and the ability to assist in instructing, reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness).



Paraprofessionals Requirements

Every Student Succeeds Act

1111(g)(2)(M) the State has professional standards for paraprofessionals working in a program supported with funds under this part, including qualifications that were in place on the day before the date of enactment of the Every Student Succeeds Act

- Completed two years of study at an institution of higher education OR
- Obtained an associate's (or higher) degree; OR
- Met a rigorous standard of quality and be able to demonstrate, through a formal State or local academic assessment, knowledge of and the ability to assist in instructing, reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness).





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