FY16 Targeted Assistance Programs Grants Application Workshop
Understanding Title I Targeted Assistance Programs: Goals

1) Ensure an understanding of basic SGSA, Title I and Title II principles and requirements

2) Support the development of high-quality plans via hands-on technical assistance from CPS Grants Team Portfolio Analysts’ and others

3) Ensure awareness of key dates, timelines and next steps
A Targeted Assistance Program (TAP) is a school that receives Title I, Part A funds but is ineligible to operate as a Schoolwide Program (SWP).

Title I TAP are applicable to schools that are first year recipients of Title I, or a first year Charter, Contract, SAFE, or ALOP school eligible for Title I, Part A funds.
Understanding Title I Targeted Assistance Programs: Title I Targeted Assistance Programs TAP

The term “targeted assistance” signifies that services are provided/focused to a select group of students

- Must identify students eligibility for services
- Delivery Models
- Eight required components
- Must use supplemental educational services and not “SUPPLANT”
Who are the eligible students?

- Children 21 or younger who are entitled to a free public education through grade 12; and children who are below grade level at the school

How to identify “eligible” children for Title I services within your school?

- Grades K-2; shall be selected based on the following three criteria’s 1) teacher recommendation, 2) parents/guardians interviews, and 3) developmentally appropriate measures. All criteria’s used must be documented

- Grades 3-12; shall be selected on the basis of multiple, educationally related, objective criteria established by the school. A minimum of two methods must be utilized and documented
Analyzing the schools student assessment results

- Identify students from the schools total population. Eligible children are failing, or most at risk of failing to meet the State’s challenging student academic achievement standards.

- Students should be rank ordered per their academic standing.

- Schools must prioritize student in an effort to provide a meaningful Title I supplemental program.

- Depending on the schools Title I allocation children having the greatest need, lowest performing, are eligible for services.

- What is a “Living List Document”? 
Remember, dollars determine quality and level of services

- Extended learning time
- Before-and-after school, and summer school
- In-class
- Pull-out
1. Use Program (Title I) resources to help participating students meet Illinois Learning Standards

2. Ensure planning for Title I students is incorporated into the schools planning & curriculum

3. Use effective methods and instructional strategies based on scientifically based research that strengthens the schools core academic program

4. Coordinate and support regular education programs, which may include services to assist preschool children to transition from early childhood programs to the elementary school program
5. Provide instruction by highly qualified teachers

6. Provide professional development with Title I funds, plus funds from other sources, for teachers, Principals, pupil services personnel, parents (of Title I students), and other staff who work with Title I students

7. Provide strategies to increase parent involvement (parents of students receiving Title I services only), e.g., training on State academic standards, how to monitor child’s progress, literacy and technology training.

8. Coordinate Federal, State, and local services and programs, e.g., violence prevention, nutrition programs, vocational and technical programs
Understanding Title I Targeted Assistance Programs: TAP Supplement Not Supplant

**Supplement**

- Title I funds may be used to employ staff to serve *only* those students who have been identified for Title I services.

- Records must be maintained documenting Title I funds are spent on activities for *only eligible and participating students*.

- School program funds are limited to the intent and purpose of the approved Title I grant.
During one year planning phase, a comprehensive plan is developed in consultation with a school support team. The following individuals:

- Parents
- Community members
- Teachers
- Principals
- PPS Personnel Technical assistance providers
- School staff
- Students (if a secondary school)
Title II, Part A: Purpose

- To increase student academic achievement by improving teacher & Principal quality and increasing the number of highly qualified teachers in the classroom

- Based on assessed needs the funds may be used for
  - professional development in core academic subjects
  - coaching & mentoring teachers & Principals, and
  - assist teachers to become highly qualified

- For class-size reduction teachers if identified in the needs assessment
Title II, Part A: Needs Assessment Requirement

- Federal regulations require schools utilizing Title II funds to complete an assessment of local needs for professional development and hiring.
- This needs assessment MUST be the basis for all Title II funded activities.
- The school must maintain documentation that “links” identified needs (based on data) and the allocation of Title II funds.
Appendix

Title I Targeted Assistance Programs and Title II
A school with a TAP, in addition to a school day program, runs an after school program for Title I students. With Title I funds, it wants to pay the salary of a Title I teacher, supplemental instructional materials and iPads for Title I students to use in the program.

Are all these expense allowable? **YES**, all costs are supplemental and used for Title I teacher(s)/students only.
The TAP school wants to contract with a reading expert to provide onsite professional development on techniques and assessment tools to help low-achieving students meet high standards. The school would like all staff working with students receiving Title I services to participate in the training.

Is this allowable? **YES**, the school may pay a consultant/expert to come to the school to provide training that **addresses the needs of low-performing students**.
The school wants to purchase computer software with Title I funds to supplement its instructional program for Title I students. The school identified 60 Title I students for services. However, the software can accommodate 100 students at no additional charge. The school plans to allow non-Title I students to use the software.

Is this allowable? **NO,** in a TA program, Title I funds can **only** be used to benefit Title I students.
A Title I school with a TAP would like to install three Smart Boards in English language arts classes where the majority of students, 70%, are Title I.

Is this allowable? NO, Title I instructional equipment may benefit Title I students only. This is a high bar to meet per recordkeeping in a TAP. Advisable to fund with state/local funds.
A Title I school with a TAP would like to use Title I funds to hire a Math Coach, a Literacy Coach, and/or school counselor.

Is this allowable? **NOT** Advisable. The services of these Title I funded staff positions would have to be limited to serving Title I students only.

Requires significant record keeping
In a TAP school, Title I funds may be used to employ staff who serve *only* those students who have been identified as eligible for participation by being the most at-risk of not meeting Illinois State Standards.
Title I, Part A: Promoting Integration of Title I Funded Staff

- Participate in general professional development and school planning activities
- Assume limited duties that are assigned to similar staff who are not Title I funded, including duties beyond classroom instruction or that do not benefit Title I students. The amount of time spent on such duties is the same proportion of total work time to similar staff.
- **Cannot** use the supplemental position as a substitute
Title I funds are used only to supplement, and not supplant, state and local funds that would, in the absence of Title I funds, be spent on Title I students.

Title I funds may not take the place of (supplant) school services that are to be provided to all students.
Title I funds in a TAP school are used to provide services to eligible children identified as having the greatest academic need.

School records must document that Title I funds are utilized for activities and services designed specifically to benefit the identified Title I students.

Prioritized list are maintained showing the selection and placement of students identified for Title I services.
Title II Part A: Preparing, Training, and Recruiting High Quality Teachers and Principals
Who should be involved?

- Teachers, including Title I funded staff
- School administrators
- Paraprofessionals
- Guidance staff
- Parents
The schools assessment must include teachers and take into account the activities that will give teachers the means, including subject matter knowledge and teaching skill (pedagogy), and give Principals instructional leadership skills to help teachers to provide students with opportunities to meet State and local academic standards.
Title II, Part A Needs Assessment Components

- Description of the funded activities & how they align to the State’s content standards, State assessments, & the schools curricula tied to the standards.

- Description of how the funded activities are based on scientific research & an explanation as to why the activities are expected to improve student achievement.
Title II, Part A Needs Assessment Components

- Description of how the funded activities will have a substantial, measurable, & positive impact on student achievement; & how the activities will be used as a broader strategy to eliminate the achievement gap that separates low-income & minority students from other students

- Description of how the Title II funded activities will coordinate professional development with professional development activities provided through other Federal, State, & local funds
Title II, Part A funds shall be used to supplement, and not supplant, non-Federal funds that would otherwise be used for activities authorized under Title II, Part A.
Title II, Part A: Allowable Expenses

Allowable Activities

- High-quality professional development (PD)
  - Supplies and equipment only if necessary for funded PD’s
- Class-size reduction
- Retention of highly qualified teachers (mentoring programs)
- Recruiting of highly qualified teachers

Allowable Teacher Salaries

- Substitutes to release teachers for training
- Stipend to teachers for professional development outside of contract time
- Salaries of highly qualified teachers hired for the purpose of reducing class size
Title II, Part A: Salary, Supplies and Equipment Limitations

**Salary Limitation**

**Title II Part A:** The school must verify that Title II funded position(s), excluding, class size reduction teachers and substitutes must devote 100% of their Title II funded time to curriculum development & staff training only.

**Supplies & Equipment Limitation**

Title II, Part A funds does not permit the use of funds to purchase supplies and equipment that are not directly connected to the teachers’ professional development.
Applications are "due" **Monday, 07/27/15** and will be reviewed in the order received and should be submitted via Google Drive.

Applications submitted by 7/27/15 will have effective date of July 1, 2015.

Grants applications will be reviewed within 60 working days from date of submission.

**Once Approved**

- Funds may be expensed for activities only within the category in which they are allocated - no transfers/increases/decreases across categories.

**Amendments**

- Amendments should be limited to three times a year; 20th day, ISBE final allocations and/or beginning of second semester. Additionally, if you have a new expenditure or change greater than 20% or $1000 per cell.
Charter Funded Programs
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Questions about grants applications and allowable/not allowable expenses, contact your assigned Portfolio Analyst:
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