

Section 8.4 Title I

Title I, Part A Program and Response to Intervention: The Georgia Student Achievement Pyramid of Interventions

How may Title I staff and funding be used to support Response to Intervention (RTI)?

The Title I program can be a part of RTI process regardless of whether the school operates a targeted assistance or schoolwide program. Schoolwide programs that consolidate federal funds have more flexibility in terms of how funding and staff can be used in the RTI process.

- In schoolwide programs consolidating federal funds, all of the school's resources, educational services, and personnel work together toward identified goals for raising student achievement. A Title I schoolwide school could adopt the RTI process as its research-based whole school reform strategy. In this scenario, any activity at the school that supports the implementation of the RTI process would be an allowable expenditure of Title I funds provided that the RTI process and its implementation are explained in the school's schoolwide plan.
- In a targeted assistance program, staff paid with Title I funds are encouraged to collaborate with other staff whenever possible. However, when a school operates a targeted assistance program, Title I funded staff provide services ONLY to students identified through the Title I student selection process. Schools must also ensure that Title I students receive supplemental instruction from a teacher who meets the highly qualified requirement. The supplemental instruction provided to Title I students must be above and beyond the standards-based classroom provided in Tier I of Georgia's Student Achievement Pyramid.
- Title I teachers can continue to be active in the RTI process as students move through Tiers II, III, and IV of Georgia's Student Achievement Pyramid. Although most Title I teachers work with small groups, they can work with individual students who have been identified as in need of intensive intervention. It is critical, however, to make certain that all students that work with the Title I teacher, regardless of their academic progress, have been identified as Title I students through the required student selection process.
- When considering use of Title I, Part A funds to support RTI in a Title I targeted assistance program, schools and districts must examine each of RTI's component parts: needs assessment, professional development, universal screening, goal setting and intervention identification, implementation of intervention, continuous progress monitoring, and evaluation. Under certain conditions, Title I, Part A funds may be used to support RTI.

Needs Assessment

Funding for the activities for needs assessment must come from a source other than Title I, Part A.

Professional Development

Funding for professional development that is not exclusively focused on helping at-risk students or is extremely expensive must come from a source other than Title I, Part A or have the cost shared between programs where appropriate.

Universal Screening

School districts must cover the costs of purchasing and administering student selection tools to identify students for Title I services.

Continued Progress Monitoring

Title I personnel should be included in any training on the tools used for progress monitoring as well as the universal screening assessment. If other federal programs (Reading First, Special Education, etc.) are sharing the cost of purchasing progress monitoring tools, then Title I funds could be used to pay a prorated share based on the number of students in the Title I program local or state funds are being used, Title I could not pay a portion since this would create a supplanting issue. Any expenditure that the district covers for non-Title I students must be covered by the district for Title I students.

Additional Information:

Additional information regarding this program can be found on the Georgia Department of Education Web site. The web address is below:

http://public.doe.k12.ga.us/tss_title_lea.aspx?PageReq=TSSTitleIA

Purpose of Title I Program:

Title I, Part A was established to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards.

Instructional Staff:

All teachers providing instruction in a program supported by Title I, Part A funding must complete all certification and highly qualified requirements as defined by the Georgia Professional Standards Commission (PSC).

Eligibility for Title I, Part A Services:

Schools serving students in grades K-12 are eligible for Title I, Part A funding if the percentage of children from low-income families is at least as high as the percentage of children from low-income families served by the local educational agency as a whole. There are two types of Title I, Part A programs: Targeted Assistance programs and Schoolwide programs.

- Schoolwide programs:
 - Not less than 40% of the children in the eligible school attendance area are from low-income families or not less than 40% of the children enrolled in the school are from low-income families.
 - All children in a schoolwide program are considered to be Title I students.
 - May consolidate and use Title I, Part A funds with other federal, State and local funds in order to upgrade the entire educational program of the schools.
- Targeted Assistance Programs:

- The eligible population for services is children not older than 21 who are entitled to a free public education through grade 12 and children who are not yet at a grade level at which the local educational agency provides a free public education.
- Eligible children from the eligible population 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 school. Children from preschool through grade 2 are selected solely on the basis of such criteria as teacher judgment, interviews with parents, and developmentally appropriate measures. Eligible children include:
 - Economically disadvantaged children, children with disabilities, migrant children or limited English proficient children.
 - Children 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 a Title I, Part A preschool.
 - Children who, at any time in the 2 years preceding the year for which the determination is made, received services under Title I, Part C.
 - Children in a local institution for neglected or delinquent children and youth or attending a community day program for such children.
 - Children who are homeless and attending any school served by the local educational agency.

The Student Selection Process:

Before a district integrates Title I services into its RTI model, there must be a clear definition of the RTI model. The definition should include a detailed description of the core educational program (Tier 1). It should specify the services that will be provided and the criteria to be used for determining placement in intervention, as well as, the projected duration of the intervention.

The intent of both the student selection process required by Title I and the universal screening component in RTI is to identify at-risk students who should be targeted for additional instruction. Since the RTI process does not suggest that only the universal screening data be used to identify appropriate interventions, the additional data used in the RTI process for initial progress monitoring can and should be used in the Title I student selection process to further identify students most in need of Title I services.

Instructional Delivery:

- Reduced class size
- Small group instruction
- Before and After school programs
- Co-teaching/inclusion
- Summer Remediation

Class size:

Class size for Title I, Part A must follow Appendix A of the class size rule. Additional information regarding class size can be reviewed by executing this link:

http://public.doe.k12.ga.us/_documents/doe/legalservices/160-5-1-.08.pdf