

(A2) Title I, Part A Targeted School (TAS) Program Implementation Requirements

As a pass-through entity for Federal education funds, the Maine Department of Education (Maine DOE) has prepared this guidance document to assist Federal program subrecipients in adhering to the statutory requirements for the Title I, Part A.

The information provided in this document serves as general guidance being provided by the Maine DOE. Subrecipients under the Title I, Part A program should refer to the full text of the regulations which govern the use of these federal funds, which can be found at under the [Elementary and Secondary Education Act](#) and within the [Code of Federal Regulations](#).

Subrecipients of Federal funds are solely responsible for meeting all applicable Federal regulations.

Definition:

Targeted Assistance School (TAS) Program - A Title I, Part A eligible school that provides services to eligible children identified as having the greatest need for academic assistance. A school that receives Title I, Part A funds who does not apply to become schoolwide is automatically classified as running a Title I TAS program.

Statutory Requirements:

Elementary and Secondary Education Act: [Sec 1115](#)

State Guidance:

Per section 1115(b) and 1115(c) of ESEA statute, Title I eligible students in TAS program are identified by the school as failing, or most at risk of failing to meet challenging State academic standards based on multiple, educationally-related objective criteria, which may include programs, activities, and academic courses necessary to provide for a well-rounded education.

Per section 1115(c) of ESEA statute in the TAS program, a SAU will:

- Help provide an accelerated, high-quality curricula; (ESEA section 1115(b)(2)(G)(i))
- Minimize the removal of children from the regular classroom during regular school hours for instruction; (ESEA section 1115(b)(2)(G)(ii))
- On an ongoing basis, review the progress of eligible children and revise the targeted

assistance program, if necessary, to provide additional assistance to enable such children to meet the challenging State academic standards; and (ESEA section 1115(b)(2)(G)(iii))

- Establish multiple, educationally related, objective criteria to identify children in grades 3 and above as failing or most at-risk of failing to meet the challenging State academic standards and criteria, including objective criteria, to identify children from preschool through grade 2. (ESEA section 1115(b)(2)(G))

Relevant Documentation:

To demonstrate having met the statutory requirements outlined above, the SAU may provide the Maine DOE with the following type(s) of documentation:

- Documentation of the Title I, Part A TAS student identification process, including
 - Detailed written narrative of the Title I, Part A identification process.
 - Detailed written narrative of the Title I, Part A ongoing reviews of students' academic progress.
 - Updated lists of students served including criteria of selection, date of entry into the program, date of exit, and reason for exit (ie – academic exit, moved, dropped by parent request, etc). **Note: Please redact student names before submission.**
- Documentation of the Title I, Part A TAS services, including
 - Teacher schedule of those working with Title I students
 - Written narrative of the Title I, Part A services provided, including high quality curricula used
 - Detailed written narrative of how the SAU minimizes the removal of children from the regular classroom during regular school instruction for Title I, Part A programming.
- If the SAU runs a targeted program with additional features paid for with Title I funds, please include a written description of the various supports such as professional development, family involvement, behavior support, etc that is provided to support eligible children as well as any supporting documents such as agendas, notes, and/or materials.

Technical Assistance:

Please feel free to contact your [ESEA Regional Program Manager](#) at the Maine DOE if you have any questions relative to the contents of this document or the requirements for leveraging these Federal funds.