IDEA & Title I: A Symbiotic Relationship

Focus on Specific Learning Disabilities
Mutually beneficial

Mutually dependent

Interdependent

Symbiotic

Synergetic

Student-Focused

Student-centered

Collaborative

Mutually supportive

Linked

Concomitant
Areas of Interconnectedness

- Variety of assessment strategies employed for various purposes
- Comparable academic skill deficits identified
- Explicit, systematic instruction/intervention provided
- Provision of services that supplement, not supplant, general education -- reliance on effective first-best/core instruction
- Eligibility for services across the two systems
- Concurrent provision of services within an MTSS framework
Overview of Title I
Purpose of Title I

- ESEA programs provide financial and programmatic resources to supplement a local district’s efforts to increase academic achievement.

- Achieving performance measures is a key element of accountability.

- Ensuring that funds and activities are used in accordance with the law is another key element of accountability.
Title I, Part A funding is designed to provide additional educational assistance beyond the regular classroom to students at-risk of not meeting State academic achievement standards.

- Identification of students who are at-risk of not meeting state standards
- Intervention 2\textsuperscript{nd} or 3\textsuperscript{rd} dose of instruction
- Other additional supports
- Students meet state academic standards
## Targeted vs. Schoolwide

<table>
<thead>
<tr>
<th>Targeted Assistance</th>
<th>Schoolwide</th>
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<tbody>
<tr>
<td>Only identified students receive services</td>
<td>Title I funds used to upgrade the entire educational program</td>
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<tr>
<td>Submit data to Title I Interchange</td>
<td>Students not identified/reported to CDE</td>
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<tr>
<td>NCLB funded teachers must be HQ</td>
<td>ALL teachers must be HQ</td>
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<tr>
<td>Must involve teachers and parents of students served in the planning process</td>
<td>Must involve all teachers and parents in the planning process</td>
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Targeted assistance programs are designed to provide supplemental services \textit{only} to students that are identified as at-risk of failing to meet the state’s academic content standards (rather than upgrading the entire schoolwide instructional system).
Title IA – Targeted Assistance Program – Use of Funds

Title I funds in a Targeted Assistance Program *must* be used to:

- Implement effective, research-based methods and instructional strategies likely to accelerate student achievement for identified students
  - Accelerated learning delivered via high-quality curriculum
    - Interventions
    - Extended learning (e.g., summer, Saturdays, before- and after-school)
- Coordinate with and support the regular education program
  - Coordination may include transition support from early childhood programs and other academic shifts
Use Title I funds to upgrade the educational program of the entire school, with special attention to providing services to students identified as at-risk.

Particular attention is paid to low achieving children and those at risk for not meeting academic standards.
Examples of allowable costs:

- School counselor(s)
- Professional learning
- Progress monitoring tools
- Parent involvement activities
- Interventionists
- Before and after school programs
Overview of IDEA
Identify students with disabilities who meet the eligibility criteria for one of the 13 disability categories AND who cannot receive reasonable benefit from general education alone.

Provide special education (specially designed instruction) and related services as needed.

- Hearing Impairment, Including Deafness
- Multiple Disabilities
- Deaf-Blindness
- Autism Spectrum Disorder
- Orthopedic Impairment
- Other Health Impaired
- Traumatic Brain Injury
- Developmental Delay
- Serious Emotional Disability
- Intellectual Disability
- Specific Learning Disability
- Speech or Language Impairment
For a particular cost to be allowed, it must be an excess cost of providing special education and related services. Only allowable costs may be charged to IDEA Part B or Preschool Federal Funds.

When determining whether a cost is an excess cost, ask the following questions:
Allowable Use of Funds

- In the absence of special education needs, would this cost exist?
  - If the answer is...
    - YES – the cost is not allowed
    - NO – the cost may be allowed

- Is this cost also generated by students without disabilities?
  - If the answer is...
    - YES – the cost is not allowed
    - NO – the cost MAY be allowed

- If it is a child specific service, is the service documented in the student’s IEP (i.e., assistive technology device)?
  - If the answer is...
    - YES – the cost MAY be allowed
    - NO – the cost MAY NOT be allowed
For a particular cost to be allowed, it also must be NECESSARY and REASONABLE.

- A cost is necessary if it is specific to programming for students with disabilities.

- A cost is reasonable if it does not exceed what a district would normally incur in the absence of federal funds.
Federal Regs/Implementation of IDEA:

§ 300.206 Schoolwide programs under title I of the ESEA.

<This section of the IDEA Regulations (Federal Register) does spell out conditions under which IDEA funds may be used to support a Title I Schoolwide Program.>

In checking with our Exceptional Student Services fiscal supervisor, was informed that no AU is using IDEA funds in this way.

- issue with supplanting
- must track across all expenditures

must specify in narrative how provision of FAPE is ensured
Overlap of Services for Individual Students
Why focus on Specific Learning Disabilities?

- Largest disability category (4% of all students/40% of students with disabilities)
- Categorical eligibility for special education most directly related to deficits in academic achievement
- Probably greatest degree of interconnectedness with Title I of all the disability categories
The student is determined to have a Specific Learning Disability that prevents the child from receiving reasonable educational benefit from general education if a body of evidence demonstrates the following criteria are met: IDEA 34 C.F.R. § 300.309; ECEA 2.08(8)(b)

1. The child does not achieve adequately for the child’s age or to meet state-approved grade-level standards and exhibits significant academic skill deficit(s) in one or more of the areas identified below when provided with learning experiences and instruction appropriate for the child’s age or state-approved grade-level standards, and

2. The child does not make sufficient progress to meet age or state-approved grade-level standards in the area(s) identified when using a process based on the child’s response to scientific, research-based intervention.

Check all areas that meet both conditions:

- Basic Reading Skills
- Reading Fluency Skills
- Reading Comprehension
- Written Expression
- Mathematical Calculation
- Mathematical Problem Solving
- Oral Expression
- Listening Comprehension
SLD Eligibility: Other Factors

Team has determined that the learning problems in the area(s) indicated are not primarily the result of...

- Intellectual Disability
- Serious Emotional Disability
- Visual Impairment, including Blindness
- Hearing Impairment, including Deafness
- Orthopedic Impairment
- Cultural Factors
- Environmental or Economic Disadvantage
- Limited English Proficiency
The team has determined each of the following...

1. The **evaluation is sufficiently comprehensive** to appropriately identify all of the child’s special education and related services needs, whether or not commonly linked to the disability category.

2. The child **cannot receive reasonable educational benefit** from general education alone.

3. The child’s performance **is not due to**...
   - a lack of appropriate instruction in reading, including the essential components of reading instruction
   - a lack of appropriate instruction in math; and
   - limited English proficiency.
Referral of student by RtI/MTSS problem-solving team (including parent)...
- Initiated at any time for a student suspected of having a disability
- Evidence of significant skill deficit AND
- Evidence of insufficient progress when provided research-based intervention
- Apparent need for ongoing specially designed instruction & support

Referral by parent

Referral (by whomever) of student not currently being provided targeted/intensive intervention & the Administrative Unit (AU) proposes and/or agrees to proceed with the evaluation
It is difficult to ensure that a “sufficiently comprehensive” evaluation that relies only on assessment administered during the 60-day timeline for special education evaluation can occur.

It would typically take more time than that to obtain valid and reliable data that demonstrates “insufficient progress in response to scientific, research-based intervention.”

The availability of relevant assessment and progress monitoring data gathered by Title I service providers/interventionists (prior to special education referral) should have the impact of a more efficient and appropriate identification process.
Students Receiving Special Education Services are General Education Students First
“Multi-Tiered System of Supports…”

Whole-school, data-driven, prevention-based framework for improving learning outcomes for EVERY student through a layered continuum of evidence-based practices & systems
Multi-Tiered System of Support

Universal Instruction

Targeted Intervention

Intensive Intervention

PLUS

Specially Designed Instruction
(provided across the tiers)...
in the Least Restrictive Environment
according to IEP
Specially Designed Instruction (SDI) refers to adaptations to the content, methodology or delivery of instruction to...

- address the unique needs of the child that result from child’s disability,
- ensure access to the general education curriculum so that the child can meet the educational standards ...that apply to all children

(34 CFR §300.39(b)(3))

and

- are funded and guaranteed by IDEA and implemented via the individual educational plan (IEP) process.
A Conceptual Framework for MTSS

Core Instruction

Specially Designed Instruction

Increasingly intensive instructional interventions

High Need

Level of need for students to be successful in core instruction

Low Need

Students may receive services in all areas of the pyramid at any one point in time.
Layered Continuum of Supports

- Every student receives *Universal* supports
- Some students also receive *Targeted* supports
- Few students also receive *Intensive* supports
What do Title I services look like across the tiers?
George was a second-grader when he was referred to the building-level problem-solving team because of poor academic achievement in reading as evidenced, in part, by a lack of improvement on the interim assessments and the progress monitoring probes administered.

He was determined to be at risk for not meeting academic standards related to reading.

It was decided that he would receive targeted reading intervention.
As George was nearing the end of 3rd grade, he had been receiving targeted reading intervention from a Title I interventionist for over a year.

Because of George’s continued deficits in word-level reading skills (phonemic awareness, phonics, and decoding strategies), as well as his lack of positive response to focused/targeted intervention, the school’s problem-solving team suspected that George may have a disability (SLD, in particular).

The team referred him for special education evaluation.
As part of the evaluation process, existing data related to George’s response to the reading interventions that were being provided over the last year, was documented.

*This data was critical to building the body of evidence required to document whether the eligibility criterion, “insufficient progress in response to scientific, research-based intervention,” was met.*

The Evaluation/Eligibility Team determined that George has a Specific Learning Disability in the area of Basic Reading Skill.

George’s IEP goals specifically address the skill deficits reflected in the diagnostic/prescriptive assessments results administered as part of the special education evaluation.
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George participates fully in core/first-best instruction with some adaptations (outlined in his IEP) needed due to the nature of his disability.

He continues to receive targeted intervention via Title I with a small group of students who have similar reading deficits.

He also receives intensive intervention (specially designed instruction) provided by the special education teacher that is individualized to address the very specific deficits identified.
The content of these materials was developed under a grant from the Department of Education. However, this content does not necessarily represent the policy of the Department of Education and the endorsement by the Federal Government should not be assumed.