

# Program Proposals for 2017-2018 Academic School Year & Beyond



*Presented by: Sharon King-Dobson  
Supervisor of Special Services & Student Services*

## **SUPPLEMENTAL ACADEMIC SUPPORT SERVICES EAST RUTHERFORD TITLE I PROGRAM**

### **RATIONALE**

“The federal supplement not supplant provision requires that federal funds be used to augment the regular educational program. They must not be used to substitute for funds or services that would otherwise be provided during the time period in question. (Title I, Part A, Section 1120A(b)). This means that in a targeted assistance school, additional programmatic services must be provided to identified Title I students.” Targeted assistance schools must “demonstrate that they would not have provided the services in question with non-federal funds had the federal funds been unavailable” (New Jersey Department of Education Office of Title I Program Planning and Accountability).

Lyndhurst school district is a recipient of Title I funds. In order to demonstrate that we are complying with federal laws and guidelines, it is proposed that the school district implements a program that demonstrates our effectiveness in “supplementing” as opposed to “supplanting.” In addition to our current “push in” model that the district has implemented, it is proposed that the district provides after school academic support services for our most struggling learners in our Title I schools.

This after school program would provide supplemental academic support services to students who are lagging in subject areas such as English Language Arts and Mathematics.

### **COMPONENTS OF THE PROGRAM**

- ✚ Supplemental academic support services should be provided in English Language Arts and Mathematics
- ✚ The academic supports services should address common core state standards and the skills necessary to be equipped to sit the PARCC assessment
- ✚ Support services should be provided twice per week: Tuesdays and Thursdays for two hours each day. Students will therefore receive a total of 4 hours in supplemental services per week.
- ✚ The district should explore the use of Lumos learning materials during implementation of program
- ✚ Lumos provides online access to workbooks which makes learning and test preparation fun for students across all grade levels
- ✚ Lumos work materials are closely aligned with the common core state standards and the PARCC assessment

- ✚ During support services a half hour allowance should be made for students to begin and or complete homework individually or in groups. However, homework help/completion should not be the focal point of these sessions
- ✚ Ideally, the program should run from November to March
- ✚ September to October should be used to collect data and compile list of students who would be qualified for the after school program in the various Title I schools
- ✚ The student selection process for this program should reflect the multiple criteria guideline as outlined in Title I laws
- ✚ Teachers providing instruction in this program should receive the contracted pay rate for after school tutoring
- ✚ Posting for instructional positions should be done in a timely manner so that the selection process is deliberate and not rushed
- ✚ Student performance and delivery of service should be documented as is the norm during the regular instructional school day
- ✚ Students who are participating in this program should be allowed to have a snack. Snacks may be provided by the school district or students may be encouraged to bring their own
- ✚ Criteria should be developed for evaluating effectiveness of the program

According to an article authored by Deborah Perkins-Gough and published in "Educational Leadership" magazine,

"The research shows that young people benefit from consistent participation in well-run after-school programs. Studies of students who attend high-quality programs for a significant period of time show improvements in academic performance and social competence, including better grades, improved homework completion, higher scores on achievement tests, lower levels of grade retention, improved behavior in school, increased competence and sense of self as a learner, better work habits, fewer absences from school, better emotional adjustment and relationships with parents, and a greater sense of belonging in the community."

It is the hope that by implementing a well structured and well run supplemental academic support program, students will demonstrate some of the gains mentioned in the above findings.