

17b. Targeted Assistance Schools

Statutory Requirement: Section 1115

Overview

The term “Targeted Assistance” means that Title I services are provided to a select group of children—those identified as failing, or most at risk of failing, to meet the state’s challenging academic achievement standards. The goal of a Targeted Assistance program is to improve teaching and learning to enable participants to meet the challenging state performance standards. A school with a Targeted Assistance program is one that receives Title I funds, yet is ineligible or has chosen not to operate a Title I Schoolwide program as described in Section 1114.

Student Eligibility

Eligible children are those identified as having the greatest need. They will also include children with one or more of the following characteristics.

- Students within the age criteria for a free public education-not older than 21.
- School-age children identified as failing, or most at risk of failing, to meet the state’s academic achievement standards on the basis of multiple, objective, educationally related criteria.
- Preschoolers identified solely on the basis of such criteria as teacher judgment, interviews with parents, and developmentally appropriate measures.
- Those who are economically disadvantaged, homeless, have disabilities, are migrant, or limited English proficient, are selected on the same basis as other children.
- Children who attended Head Start or Title I Preschool at any time in the preceding two years.
- Students who received services under Title I, Part C, Migrant Education, at any time in the preceding two years.
- Children in a local institution for neglected or delinquent children, or those attending a community day program for such children.
- Those who are homeless, regardless of the school they are attending in the district (public or private school). Title I complements Title X, Part C legislation on homeless children. The purpose is to remove barriers to those children’s access and success in school. (See *Title I Guidelines*, “Serving Special Populations: Homeless”)

Program Components

A Targeted Assistance program **must** include components to help participating children meet the state’s challenging student academic achievement standards expected for all children. These components will:

- Be based on effective means for improving student achievement.
- Ensure that planning for participating students is incorporated into existing school planning.
- Strengthen the core academic program through the use of effective, scientifically based instructional strategies.

Examples

1. Delivery models that give primary consideration to providing intensive extended learning time that is above and beyond what is normally available during the school day. Examples include extended day kindergarten, after-school homework programs, extended-week and/or extended-year programs.
2. Accelerated, high-quality curriculum, including applied learning, for example: rich mathematical story problems with real world applications.
3. Minimize removal of children from the regular classroom during regular school hours, to the extent possible.
 - Coordinate with and support the regular education program.
 - Provide services to assist preschool children in the transition from early childhood programs (For example: Head Start or state-run preschool programs to elementary school programs).
 - Use funds only for services that supplement, and do not supplant, the services that would be provided, in the absence of the Title I funds, from non-Federal sources.
 - Provide instruction by highly qualified teachers.
 - In accordance with Section 1119 (Teacher Quality), reserve sufficient funds to provide professional development for Title I teachers and paraprofessionals who do not meet the “highly qualified” criteria.
 - Provide strategies to increase parental involvement in accordance with Section 1118, such as family literacy initiatives, home visits, and family resource centers.
 - Coordinate and integrate federal, state, and local services and programs, including other Title programs, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.
 - Review the progress of participating children on an ongoing basis, and revise the program, as necessary, to provide additional assistance to children not making sufficient progress to meet the state’s challenging academic standards.
 - Integrate Title I staff into the regular school program as well as school planning and improvement efforts. Title I staff can:
 - 1) Participate in general professional development activities.
 - 2) Assume limited duties similar to non-Title I teachers, e.g., playground duty, bus duty, as long as the time spent on such duties does not exceed the assignments of non-Title I teachers.

Special Rules

Title I Targeted Assistance programs may:

- Provide health, nutrition, or other social services in a collaborative partnership with local service providers if a comprehensive needs assessment has been completed for eligible students (for example: counseling, mentoring, and other pupil services by Title I and/or pupil services staff).
- Title I services or materials may have “incidental benefit” for non-Title I children, but Title I children must be the intended population. One example of incidental benefit: in an integrated Title I service delivery model (vs. pullout), small groups supported by the Title I teacher could include non-Title I students in the group, if doing so would not reduce benefits to Title I students.

*Targeted Assistance Programs Differ From Schoolwide Programs
in Several Significant Respects*

- Title I funds are used in Targeted Assistance programs to provide services to eligible children identified as having the greatest academic need.
- Records must document that Title I funds are utilized for activities and services designed specifically to benefit Title I students.
- Prioritized lists are maintained showing the selection and placement of Title I students, along with any reasons for not including particular children