

Title I, Part A Targeted Assistance Program Resource

Title I Targeted Assistance Overview

The purpose of this Targeted Assistance Program Resource is to support districts in using their Title I, Part A funds effectively.

Title I funds in a Targeted Assistance school must be used to improve the academic achievement of identified Title I students.

Students must be identified based on multiple, objective, educationally related criteria. Criteria must also be generated to determine when a student may exit the Title I program. Title I supplemental services may be delivered in a number of ways, i.e., in-class instruction; pull-out instruction; and/or extended day, week, or year instruction.

Title I teacher(s) must be highly qualified and are responsible for providing supplemental services to identified students. Title I staff must coordinate with other school personnel and involve parents in the planning, implementation, and evaluation of the Title I program. Districts with private schools must consult with private school representatives before making final determinations about the use of Title I funds.

Included in this resource are some examples of Title I, Part A Targeted Assistance Program strategies, as well as potential advantages and considerations for each strategy. During the annual needs assessment process, consider these strategies as well as others for the development of the Title I, Part A program plan.

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IN THE CLASSROOM		
Strategy	Advantages	Considerations
1. Provide additional instructional time to identified Title I students	<ul style="list-style-type: none"> Increases amount of time students needing assistance experience high quality instruction 	<ul style="list-style-type: none"> May need to provide additional professional development to ensure consistency of instruction Design strategies and secure materials that provide supplemental support to students needing additional assistance Work directly with classroom teacher to create better conditions for success
2. Enhance current supplemental programs being offered by servicing more eligible students	<ul style="list-style-type: none"> Expands upon programs already in place Increases support available to Title I students 	<ul style="list-style-type: none"> Need for assessments to be clearly articulated when entering and exiting Title I programming
3. Employ additional highly qualified Title I teachers to provide supplemental instruction	<ul style="list-style-type: none"> Increases the amount of high quality instruction eligible students will experience Focuses support to yield accelerated results Can focus very specifically on learning needs of students 	<ul style="list-style-type: none"> Consider the availability of highly qualified teachers Examine sustainability Emphasize the coordination with classroom teacher May need to address collective bargaining agreements
4. Employ additional highly qualified Title I paraprofessional staff to provide supplemental instruction	<ul style="list-style-type: none"> Focuses instructional support to yield accelerated results 	<ul style="list-style-type: none"> Consider the availability of highly qualified para professionals May need on-going professional development Examine sustainability Emphasize the coordination with classroom teacher and Title I teacher May need to address collective bargaining agreements Need ability to work under direct supervision of a highly qualified classroom teacher

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PROFESSIONAL DEVELOPMENT		
Strategy	Advantages	Considerations
1. Expand <i>on-going learning opportunities for staff</i> working directly with identified Title I students	<ul style="list-style-type: none"> Increases effectiveness of Title I teachers and paraprofessionals 	<ul style="list-style-type: none"> May need staff member to oversee and coordinate initiatives Must evaluate effectiveness of professional development initiatives Invite parents of Title I students in targeted assistance programs to participate, as appropriate, in professional development funded by Title I Design staff development opportunities that specifically meet the learning needs of students who have been targeted for assistance
BEYOND THE SCHOOL DAY/YEAR		
Strategy	Advantages	Considerations
1. Provide <i>extended day instructional services</i> for identified Title I students	<ul style="list-style-type: none"> Assists identified Title I students with academics and/or homework Connects identified Title I students with school in a different setting and with different educators Design of program can meet individual needs of identified Title I students 	<ul style="list-style-type: none"> Requires highly qualified teacher(s) May need to hire different staff from those who interact with students throughout the day Consider transportation arrangements and costs Requires coordination with classroom teachers
2. Provide or expand <i>extended summer school core instructional time</i> for identified Title I students	<ul style="list-style-type: none"> Opportunity for Title I students to get extended learning time More intense and focused support can yield accelerated results Can focus very specifically on learning needs of Title I students 	<ul style="list-style-type: none"> Need to have high quality teachers Must be above and beyond school/district's regular summer school programming – supplemental in nature or Can be provided only for Title I students

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FAMILIES/COMMUNITY		
Strategy	Advantages	Considerations
1. Begin or expand family literacy programs for parents of identified Title I students	<ul style="list-style-type: none"> Provides necessary literacy training for parents to help parents work with their children to improve their school achievement 	<ul style="list-style-type: none"> Investigate Even Start/Family Literacy projects as models Requires family and community coordination
2. Offer family events focused on core instruction for parents of identified Title I students	<ul style="list-style-type: none"> Helps families interact with their children in these areas Reinforces positive attitudes and experiences in reading and mathematics Provides ways for families/caregivers to get to know each other over time 	<ul style="list-style-type: none"> Need to design plan to get diverse group of families attending, ie translators Provide support to parents/caregivers (i.e. transportation, childcare, food)
MATERIALS/RESOURCES		
Strategy	Advantages	Considerations
1. Purchase supplemental materials, supplies and software to enhance instruction for use with identified Title I students	<ul style="list-style-type: none"> Able to provide different and effective learning strategies Helps teachers become more proficient with use of technology that supports student learning 	<ul style="list-style-type: none"> Must build in professional development support for teachers May want to build into budget the opportunity to visit schools that are successfully using these strategies and technology Match purchases with current needs assessment to ensure expenditures are reasonable and necessary to implement Title I programs
2. Fund more Title I eligible schools or expand funding in current Title I schools	<ul style="list-style-type: none"> Serve more identified Title I students Can build on existing model 	<ul style="list-style-type: none"> Involve all stakeholders in setting up programming in additional schools Must follow program guidelines for per pupil allocations