

## SETTING UP A TARGETED ASSISTANCE PROGRAM

### **Step One: Identify Needs**

#### **Guiding Questions:**

1. *What is the scope/focus?*
2. *On what content areas will the program focus?*
3. *What grade(s) will be served?*
4. *What method of service delivery will be used?*

#### **Needs Assessment:**

A school must conduct a comprehensive needs assessment as a part of its continuous improvement plan to determine priority needs. Based on these priority needs, the Title I focus area(s) is determined.

### **Step Two: Selecting Students**

**Eligible Population:** The eligible population for Title I services are:

- Children not older than age 21 who are entitled to a free public education through grade 12; and
- Children who are not yet at a grade level at which the local educational agency provides a free public education.

**Eligible Children:** From the population described above, a targeted assistance school identifies children eligible for Title I services who are:

- Children identified by the school as failing, or most at risk of failing, to meet the State's challenging student academic achievement standards;
- Children from preschool through grade 2 selected solely on the basis of criteria such as teacher judgment, interviews with parents, and developmentally appropriate measures;
- Children who are economically disadvantaged, children with disabilities, migrant children, or limited English proficient children are eligible for Title I services on the same basis as other children selected to receive Title I services;
- Children who, at any time in the two years preceding the year for which the determination is made, participated in a Head Start, early childhood education program, or in preschool Title I services;
- Children who, at any time in the two years preceding the year for which the determination is made, received services under the migrant program;
- Children in a local institution for neglected or delinquent children and youth or attending a community day program for such children;
- Children who are homeless and attending any school served by the local educational agency.

A sample eligibility list for Title I, Part A services in a targeted assistance school can be found below.

#### **Sample Student Eligibility List for Title I, Part A, Services in a Targeted Assistance School**

Name of School:

Title I Focus Content Area:

**Directions:** List the names of all students who scored or are performing at a novice or apprentice level in the content area on which Title I services will focus. Economically disadvantaged, disabled, migrant, and limited English proficient students are eligible on the same basis as other children. Remember to include those students who are classified as homeless, who received Head Start services within the last two years or are in a neglected or delinquent institution. A ranking sheet for the content area is then used to determine those students with the greatest need for assistance that will be served by Title I.

NAME	AGE/GRADE	NAME	AGE/GRADE

**Student Selection for Title I Services:** From the eligible children, a targeted assistance school selects children for Title I services on the basis of multiple, educationally related, objective criteria established by the district and supplemented by the school.

- Classroom teachers rate only the eligible students in the focus area identified by the needs assessment.
- Revise the ranking sheet for different ability levels and to fit the school's needs. (Sample ranking sheets can be found below.)
- Developmental checklists or other screening instruments may be substituted for the ranking sheets in order to assess the needs of kindergarten-grade 2 students more effectively. These checklists may include such criteria as teacher judgment, interviews with parents, and developmentally appropriate measures.
- The children who are in greatest academic need of assistance are provided Title I services. Each school should keep this data on file. The district Title I coordinator should keep a copy of the school's student ranking data.

**Sample 1: Ranking of Eligible Students in a Targeted Assistance School**

SCHOOL: \_\_\_\_\_ TEACHER: \_\_\_\_\_ GRADE: \_\_\_\_\_

INSTRUCTIONAL AREA: Reading/Language Arts

Rank child in each column using the following ranking scale:

- 1 – very low
- 2 – low
- 3 – low average
- 4 – average
- 5 – above average

Name of eligible child	Age or grade level	Sense of purpose for reading	Word recognition and analysis	Vocabulary or background for required tasks	Comprehension of written materials	Range of reading strategies	Awareness of audience and/or purpose in writing	Total *Lowest total is greatest academic need

Other criteria such as diagnostic tests may be added. The criteria should include reading in the content areas.

**Sample 2: Ranking of Eligible Students in a Targeted Assistance School**

SCHOOL: \_\_\_\_\_ TEACHER: \_\_\_\_\_ GRADE: \_\_\_\_\_

INSTRUCTIONAL AREA: Mathematics

Rank child in each column using the following ranking scale:

- 1 – very low
- 2 – low
- 3 – low average
- 4 – average
- 5 – above average

Name of eligible child	Age or grade level	Selection and application of procedures	Computation and operational procedures	Problem solving strategies	Reasoning skills	Concept development; number sense; geometry; measurement; other math content areas	Explanation that has sufficient details	Total *Lowest total is greatest academic need

Other criteria such as diagnostic tests may be added.

*Note: Title I funds may not be used to provide services that are otherwise required by law to be made available to children in a targeted assistance school. Title I funds may be used to coordinate or supplement such services.*

### **Step Three: Designing the Program**

#### **Guiding Questions:**

1. *How will services be provided?*
2. *Which program design model is most appropriate for my school/students based on needs (pullout program, extended time, in-class, or a combination of models)?*
3. *Where will services be provided (in-class or after school)?*
4. *What resources are needed?*

**In-class model:** The Title I, Part A funded personnel collaboratively teaches with the regular classroom teacher in order to directly benefit children identified for Title I, Part A services. The focus of collaboration is continuous interaction between classroom and Title I, Part A funded staff to provide appropriate instructional opportunities for all students.

The regular classroom teacher helps all children develop skills, concepts, and processes in a particular content area that will enable them to meet the academic expectations. The Title I, Part A funded teacher or paraprofessional supports and reinforces the skills and strategies with identified students. The two staff members work together to ensure identified students learn skills, strategies, and concepts that will enable them to be successful.

Suggestions for effective collaboration include:

- Regular and on-going collaborative planning between the regular classroom teacher and the Title I, Part A funded staff
- Building an atmosphere of mutual trust between staff members
- Creating a shared vision of how the staff can work together
- Agree upon the mechanics of working together
- Planning lessons that utilize the talents of the staff
- Planning lessons that provide extra benefits to low-achieving students
- Cooperatively solving problems that arise
- Assessing and addressing the special needs of individual students
- Flexibility in delivering Title I, Part A services

Title I, Part A funded staff may collaboratively teach with regular classroom teachers as long as the effort directly benefits participating children. Targeted students must always receive instruction from the regular classroom teacher. Pullouts may not be routinely scheduled and may not be the only service provided.

Title I, Part A services must supplement and support the regular educational program.

**Limited Pullout Programs:** ESSA requires instructional services to be provided by minimizing the removal of Title I, Part A participants from the regular classroom during the regular instructional day.

Schools must determine the needs of their identified students and then implement the most effective instructional strategies to meet those needs.

A limited pullout program provides instructional services for participating children in a different setting and at a different time than would be the case if those children were not participating in Title I, Part A. A limited pullout program meets the supplement, not supplant requirement if all of the following characteristics are met:

- The project is particularly designed to meet participants' special educational needs.
- The classroom teacher providing instructional services to participating Title I children continues to perform duties the teacher would be required to perform in the absence of Title I, Part A. These duties including planning the instructional program of the participating children, providing them with instructional services, and evaluating their progress.
- Paraprofessionals paid with Title I, Part A funds work closely with the regular classroom teacher. The classroom teacher is ultimately responsible for the instructional services to participating children in the absence of Title I, Part A.

Participating students pulled from the regular classroom are receiving additional services from the Title I, Part A staff. Title I, Part A cannot take the place of instruction that is provided by the regular classroom teacher. For example, a student receiving Title I, Part A services in reading cannot be pulled from the regular reading class to receive Title I, Part A services because Title I, Part A would then be taking the place of the regular classroom instruction. This is an example of supplanting.

#### **Step Four: Continuous Improvement/Program Evaluation**

Targeted assistance programs should be evaluated yearly, at a minimum. Things to consider include:

1. Does the plan have a clear direction for the school as to what needs to be done when reviewing the data of the student population?
2. How does the school know the desired results have been achieved?
3. Are the services and resources actually achieving the results expected?
4. What is working and what can be improved?
5. How will success be measured?
6. Are the content areas and targeted student populations experiencing growth?
7. Are students meeting the state's academic standards?
8. Is high-quality evidence-based research being conducted?

At the end of the review:

1. Re-establish responsibilities, timelines, and models needed to implement a revised plan.
2. Revise the targeted assistance plan as needed.

Go back to Step 1 using revised plan.