



ARKANSAS DEPARTMENT OF EDUCATION

Title I Targeted Assistance Overview

The term “targeted assistance” signifies that services are provided to a select group of children—those identified as most at-risk of not meeting performance standards rather than provided for overall school improvement.

Targeted assistance programs are supplemental services programs for low-achieving students. Children in Grades 3 and above are identified for services on the basis of multiple, educationally related, objective criteria established by the school. Children from preschool through Grade 2 must be selected solely on the basis of criteria such as teacher judgment, interviews with parents, and other developmentally appropriate measures. The low-income “formula children” who generate the funds are not necessarily the same children who will receive the services. Once the money reaches the school, children are selected for services solely on the basis of **academic** need.

Eligible children are:

- Children who are most at risk of failing to meet performance standards.
- Children who are economically disadvantaged, children with disabilities, migrant children, and limited English proficient (LEP) children are eligible for services.
- Students who are eligible by virtue of status include:
- Children who participated in Head Start or Even Start at any time in the preceding two years.
- Children who received services under a program for youth who are neglected or delinquent under Title I, Part D at any time in the two preceding years.
- Children in a local institution for neglected or delinquent children or attending a community day program.
- Homeless children attending any school in the LEA.

Student Selection:

- Students are rank ordered on the basis of criteria.
- A student selection worksheet must be maintained at the site.
- If a site is unable to serve all students most at-risk, this information must be included on the worksheet.
- New students to the site must be included in the rank order list.

Criteria must also be generated to determine when a student may exit the Title I program. In addition, targeted assistance programs:

- Use Title I funds to serve only those students who have been identified as most at-risk;
- Are part of the comprehensive site plan; and
- Are reviewed on an on-going base and are revised as needed.

All schools operating a targeted assistance programs must have a written Title I targeted assistance site plan. **This is not your ACSIP plan.**

Components of a Targeted Assistance Program:

- Use Title I funds to assist identified students.
- Ensure Title I planning is incorporated into existing school planning.
- Use effective instructional strategies based on Scientifically Based Research.
- Coordinate and support the regular education program.
- Provide instruction by highly qualified teachers.
- Provide professional development.
- Provide strategies to increase parental involvement.
- Coordinate services and programs.

Effective Title I Targeted Assistance Programs:

- Meet all federal requirements.
- Are based on a comprehensive needs assessment.
- Implement strategies based on scientifically based research.
- Designed to increase student achievement.

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.

Supplement, Not Supplant - Title I Targeted Assistance schools must ensure that services provided by Title I personnel and all instructional materials for the Title I program, regardless of the model of delivery used, are supplemental. The supplementary service the Title I program provides exists solely to give the academically at-risk student more opportunities for instruction than the regular education provides. Therefore, funds may not be used as general aid to the regular classroom.

A comprehensive description of Targeted Assistance Schools (TAS) is provided within the USDE Policy/Guidance document "Targeted Assistance Schools."

http://www.ed.gov/legislation/ESEA/Title_I/target.html