Title I, Part A Targeted Assistance Programs Overview

Overview

In all schools selected to receive Title I, Part A funds under the Elementary and Secondary Education Act of 1965 (ESEA) § 1113(c) that are ineligible for a school-wide program or that choose not to operate such a school-wide program, a local educational agency (LEA) serving such schools may use funds received under this part only for programs that provide services to eligible children identified as having the greatest need for special assistance.

Eligible children are children identified by the school as failing, or most at-risk of failing, to meet the state's challenging student academic achievement standards on the basis of multiple, educationally related, objective criteria established by the LEA and supplemented by the school. The requirement of "multiple means that selection of students must be based on at least two, if not more, criteria. The term "educationally related" means that there must be an academic component to the criteria. The term "objective" means that the criteria must not be based on teacher judgment or other subjective means. However, grades Kindergarten through second grade should be based on developmentally appropriate measures which may include a parent and/or teacher checklist.

Each targeted assistance Title I school will create a plan to assist the school and local educational agency to meet its responsibility to provide for all students identified and served in the targeted-assistance program the opportunity to meet the state's challenging student academic achievement standards.

Detailed programmatic and fiscal records must be maintained to document that Title I, Part A funds are spent on activities and services for only Title I, Part A participating students, their parents, and the teachers of the identified students.

Identification of Students

Schools with Targeted Assistance Programs must select students for the program, based on criteria they establish. Under law, the targeted assistance program is to provide services to students identified as having the greatest need for special assistance. The criteria for identifying students must be objective, educationally related, and include multiple measures. Each Targeted Assistance program may include the following criteria to select eligible students who are in greatest need of services:

- Students in public education through grade 12, but not older than 21.
- Students not old enough yet to attend district school but are old enough to benefit from an organized instructional program. (pre-K or Kindergarten)
- Students who are failing, or are at most risk of failing, to meet the state's student performance standards.

ESEA says the following students are automatically eligible for services:

- Students who participate in Head Start, in local institutions for neglected or delinquent, homeless, foster care, or are attending a community day program.
- Students who are economically disadvantaged, children with disabilities, migrant children, and
- English learners are eligible for services on the same basis as other children.
- Students from preschool through 2nd grade must be selected solely on the basis of such criteria as educator judgement, interviews with parents, and developmentally appropriate measures that determine which students are failing, and most at risk of failing state academic standards.

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Essential Questions

- How will the school identify students who have not met the state's challenging standards
- Compare the findings from your comprehensive needs assessment and the students identified for targeted assistance under your 2020-21 criteria?
- Did the criteria and data identify the students in most need of services, as reflected on the comprehensive needs assessment?
- For the 2020-21 school year, what criteria and data will be used to identify students for the Targeted Assistance Program?
- How will data be used to inform appropriate services for the student?
- How will you use student data to monitor progress? How often will student progress be formally reviewed?
- How will student data be used to determine if a student is ready to exit services?

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