

Title I, Part A - Targeted Assistance Schools

Purpose of Title I, Part A

Under the Every Student Succeeds Act (ESSA), the purpose of Title I is to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.¹

Targeted Assistance School Program

A targeted assistance school program is operated by those schools that are eligible and selected to receive Title I, Part A funds but that are ineligible to operate a schoolwide program, have not received a waiver from the State Education Agency (SEA) to operate a schoolwide program, or choose not to operate a schoolwide program. A local educational agency (LEA) serving such schools may use Title I funds only for programs that provide services to eligible students identified as having the greatest need for special assistance.²

Who is Eligible for Services in a Targeted Assistance School Program?

Eligible students are identified by the school as failing, or most at risk of failing, to meet the challenging State academic standards based on multiple objective, educationally-related criteria uniformly applied to all students at each grade level.³

Student eligibility for services in a targeted assistance Title I school is not restricted to only those students who are economically disadvantaged. LEAs should keep in mind the following regarding the student selection process:

- The selection criteria should be applied to all students at each grade level;
- Multiple criteria must be used to determine eligibility;
- Examples of criteria used for student selection may include reading, writing/language arts, and/or math assessments, report card grades, teacher referrals, etc. Students from preschool through grade two can be selected solely based on criteria such as teacher judgment, interviews with parents, and developmentally appropriate measures;
- The students must be ranked in priority order according to greatest need for services;
- Economically disadvantaged, English Learners, and migrant students are eligible on the same basis as all other students. Students in these groups may not be excluded just because they are receiving other services;
- While students with disabilities may qualify for Title I, a school may decide that the non-Title I services these students are receiving are sufficient to enable those students to meet the State's challenging standards. However, students may receive services from both special education and Title I simultaneously; and

- If a new student moves into the LEA, they must be selected and ranked in the same way as the other eligible students receiving services. The student must meet the new school’s criteria before receiving services, even if they received services in another school.

Students who are automatically eligible for services include:

- Participants of Head Start or Title I preschool services at any time within the previous two years;
- A child attending a community day program or living in a State or local neglected or delinquent institution;
- A child served in the previous two years under the Migrant Education program; or
- A child who is homeless and attending any school served by the local educational agency.⁸

Schools operating a targeted assistance school should maintain documentation of how students were determined eligible for services. Documentation may include updated lists of students served including the criteria by which students were selected, date of entry into the program, date of exit and reason for exit (e.g., academic exit, moved, dropped by parent request, etc.), and any other relevant data.

Components of a Targeted Assistance School Program

Targeted assistance school programs must use Title I funds to help eligible students meet the challenging State academic standards, which may include programs, activities, and academic courses necessary to provide for a well-rounded education.⁵ Targeted assistance school programs must:

- Help provide an accelerated, high-quality curriculum;
- Minimize the removal of students from the regular classroom during regular school hours for instruction provided by Title I;
- Review the progress of eligible students on an ongoing basis and revise the targeted assistance program, if necessary, to provide additional assistance to eligible students to meet State standards;
- Use effective methods and instructional strategies that rely on evidence-based research;
- Provide eligible students with extra supports aligned to the school’s regular education program, which may include services to assist preschool students in the transition from early childhood education programs to elementary school programs;
- Provide professional development to teachers, principals, other school leaders, paraprofessionals, and, if appropriate, specialized instructional support personnel, and other school personnel who work with eligible students; and
- Implement strategies to increase the engagement of parents and family of eligible students.⁴

Common Targeted Assistance School Program Delivery Methods

The school's needs assessment process determines which activities would be most beneficial to the students who are identified as failing, or most at risk of failing, to meet the challenging State academic standards. A targeted assistance school program must use effective instructional delivery methods that give primary consideration to extended-time strategies, provide accelerated, high-quality curricula, and minimize removing students from the regular classroom during the regular instructional day.⁷ Title I targeted assistance instruction is always supplemental and does not replace regular classroom instruction defined by the curriculum. The common delivery methods for Title I targeted assistance instruction are described below.

Extended Time/Extended Year Programs

This is instruction outside of the traditional school day, such as before/after school, weekend classes, summer school, intersession, or extended year classes. Methods that substitute one type of learning time for another within the traditional school day, such as pull-out or in-class instruction, are not considered extended-time instructional approaches.

Title I extended learning programs must supplement and not replace the school's previously established programs, or programs required by State statute. Targeted assistance school programs must restrict Title I-funded summer school and other extended learning services to students found eligible for Title I services.

Push-in

The push-in, also referred to as the in-class, method consists of Title I students integrated into the regular classroom with an assigned Title I teacher who works exclusively with those students as the regular classroom teacher provides the core instruction. There are several guiding principles that schools must be aware of when using the push-in method:

- The Title I in-class teacher works exclusively with Title I-eligible students;
- The targeted assistance in-class method is not team teaching;
- Before providing in-class and other methods of during-the-school day targeted assistance, the school must give priority to providing extended learning opportunities;
- The Title I in-class teacher is constantly and actively involved in observing, assessing, and helping Title I students during the regular classroom teacher's instruction; and
- The in-class method does not look like a pull-out session in the back of the classroom; Title I students must be fully integrated and involved in the regular classroom instruction.

Pull-out

The pull-out method provides instructional services for participating students in a different setting and at a different time than would be the case if those students were not receiving Title I services. Participating students pulled from the regular classroom receive additional services from the Title I staff. Title I instruction cannot take the place of instruction that is provided by the regular classroom teacher. In the pull-out method, Title I eligible students are typically removed from the regular classroom and are tutored in small groups (usually made up of one to six students) for twenty minutes or more by the Title I teacher in another location, often a

resource room. Before students are pulled out of the classroom, they must receive the regular classroom instruction as defined by the curriculum.

Teacher Mentor or Coach

Title I students must always be present in the classroom for Title I to fund this method in a targeted assistance school program. In this method, a Title I-funded teacher who is highly trained and experienced, such as a teacher who is a reading or mathematics specialist, provides the regular classroom teacher with pedagogic support, including modeling of instructional strategies and other professional advice, support, and guidance. The goal is to accelerate the learning of students failing or most at risk of failing to meet the State's standards. The mentor/coach also demonstrates to the classroom teacher how to use data to continuously evaluate Title I students' strengths and weaknesses, how to research instructional strategies to best teach the skills needed, how to implement the instructional strategies, and how to use short term assessments to constantly assess the child and chart their progress.

This type of Title I mentoring/coaching is not the same as first year mentoring for new teachers. First year mentoring, in excess of what is required by the Education Quality Standards (EQS) may be a possible allowable expense under Title II, Part A: Supporting Effective Instruction. For further information regarding the use of Title II, Part A funds please contact Megan Kinlock, State Title II Director at megan.kinlock@vermont.gov.

Preschool Programs

A Title I-served school may use a portion of its allocation to operate a preschool program for eligible students in its attendance area. In addition, the LEA may reserve an amount from the LEA's total Title I allocation to operate a preschool for all eligible students within the LEA. To be eligible, preschool students must be failing or most at risk of failing to meet the State's standards. They may be selected for Title I services solely based on developmentally appropriate measures, such as written teacher assessment, documented and standardized interviews with parents, and preschool diagnostic results. Services for preschoolers must be beyond the State required ten hours per week as required by ACT 166.¹¹

Coordinating Targeted Services with Other Programs and Supports

ESSA also encourages targeted assistance school programs to coordinate and integrate Federal, State, and local services and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and comprehensive support and improvement activities or targeted support and improvement activities.⁶

This coordination extends beyond student services and includes Title I staff as well. For example, to promote the integration of Title I staff into the regular school program and overall school planning and improvement efforts, such staff can:

- Participate in general professional development and school planning activities; and
- Assume limited duties that are assigned to similar personnel, including duties beyond classroom instruction, or that do not benefit participating students, so long as the

amount of time spent on such duties is the same proportion of total work time when compared to similar personnel at the same school.⁹

Allowable Uses of Title I, Part A

For a list of allowable spending uses, please see [Title I, Part A Allowable Uses](#).

Special Provisions

Comprehensive services are available using Title I, Part A funds in targeted assistance school programs if:

- Health, nutrition, and other social services are not otherwise available to eligible students in a targeted assistance school and such school, if appropriate, has engaged in a comprehensive needs assessment and established a collaborative partnership with local service providers;
- Funds are not reasonably available from other public or private sources to provide such services, then a proration of the funds provided by Title I, Part A may be used as a last resort to provide such services, including –
 - The provision of basic medical equipment, such as eyeglasses and hearing aids;
 - Compensation of a coordinator;
 - Family support and engagement services;
 - Integrated student supports; and
 - Professional development necessary to assist teachers, specialized instruction support personnel, other staff, and parents in identifying and meeting the comprehensive needs of eligible students.¹⁰

Citations

¹ ESSA Section 1001 [20 U.S.C. 6301] Title I Statement of Purpose

² ESSA Section 1115(a) [20 U.S.C. 6315] Targeted Assistance School Program

³ ESSA Section 1115(b) [20 U.S.C. 6315] Targeted Assistance School Program

⁴ ESSA Section 1115(b)(2) [20 U.S.C. 6315] Targeted Assistance School Program

⁵ ESSA Section 1115(b)(2)(A) [20 U.S.C. 6315] Targeted Assistance School Program

⁶ ESSA Section 1115(b)(2)(F) [20 U.S.C. 6315] Targeted Assistance School Program

⁷ ESSA Section 1115(b)(2)(G)(ii) [20 U.S.C. 6315] Targeted Assistance School Program

⁸ ESSA Section 1115(c)(2) [20 U.S.C. 6315] Targeted Assistance Schools, Eligible Children

⁹ ESSA Section 1115(d) [20 U.S.C. 6315] Integration of Professional Development

¹⁰ ESSA Section 1115(e)(2) [20 U.S.C. 6315] Special Rules

¹¹ [State of Vermont Act 166](#)

Contact Information:

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