



ESEA Title I-A:

Targeted Assistance Plans



Targeted Assistance

What is a targeted assistance plan?

Targeted assistance plans use Title I, Part A funds to provide services to eligible students identified as having the greatest need for special assistance because they are failing or are at risk of failing to meet state academic standards.

How are targeted assistance plans different from schoolwide plans?

Schoolwide plans provide services to all students in an eligible school. Targeted assistance plans provide services only to identified children.

Which Schools?

Schools required to use targeted assistance plans for Title I-A funding:

1. Schools in their first year of operation
2. Schools with a poverty rate less than 40 percent

Which Students?

Eligible students are:

1. Children younger than age 21, enrolled in grades K-12, and
2. Children not at grade level performance



Targeted Assistance Programs

Targeted Assistance Programs serve eligible students by:

- a) using resources to help eligible children meet academic standards and academic courses necessary for a well-round education
- b) using methods and instructional strategies to strengthen the academic program of the school
- c) coordinating with and supporting the regular education program,
- d) providing professional development to teachers and school leaders
- e) implementing strategies to increase the involvement of parents of eligible children
- f) coordinating other Federal, State and Local programs
- g) assuring that the school will
 - i) help provide an accelerated, high-quality academic program,
 - ii) minimize the removal of children from the regular classroom
 - iii) review progress of eligible children on an ongoing basis

ESEA Section 1115(b)(2)



Targeted Assistance Programs - Expenditures

Targeted assistance schools may use Title I funds to:

- **Expand learning time** for eligible students, including before- and afterschool programs, and summer programs and opportunities;
- **Provide early intervening services** to eligible students or a **schoolwide multi-tiered system of supports** to address behavior problems, coordinated with similar activities and services carried out under IDEA;
- **Provide eligible students with extra supports** aligned to the school's regular education program, which may include services to **assist preschool children 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;
- Provide **dual or concurrent enrollment program** services to eligible children; and
- Implement strategies to **increase the involvement of parents** of eligible students, including family literacy.

Targeted assistance schools can also use Title I funds to provide eligible students with health, nutrition, and other social services that are not otherwise available to them if:

- The school has engaged in a comprehensive needs assessment and established a collaborative partnership with local service providers, if appropriate; and
- Funds are not reasonably available from other public or private sources.



1. Method for Identifying Students

- A stated and documented process for determining which students will receive Targeted Assistance because they are failing or at risk of failing to meet state academic standards because they are not at grade-level performance.

Guiding Questions

1. What grade level(s) will be served and the subject area(s) students will be targeted for support?
2. What is the criteria to select and rank students for targeted assistance service?
3. Does the process identify students that have the most need for service?
4. What is the timeline for identifying students?
5. How are new students assessed and ranked?



2. Targeted Assistance Program Schedule

- Describe how eligible students will be scheduled for the targeted assistance program.

Guiding Questions

1. When will the program be delivered?
2. Will eligible students receive daily support?
3. How will the program be delivered? (direct support, small group, blended or computer assisted)
4. How is it coordinated with the regular classroom schedule?



3. Process for Minimizing Students' Time Away from the Regular Classroom

- Describe how the LEA will provide an accelerated high quality curriculum and minimize the removal of children from the regular classroom during regular school hours for instruction. (Section 1115(b)(2)(G)(ii))
- ESSA explicitly authorizes the push-in model: *SIMULTANEOUS SERVICE*.—*Nothing in this section shall be construed to prohibit a school from serving students under this section simultaneously with students with similar educational needs, in the same educational settings where appropriate.* Section 1115 (e)

Guiding Questions

1. How will the schedule of service delivery be structured to integrate with the classroom schedule?
2. How can staffing be structured to minimize “pull out” time?



4. Supporting Eligible Students to Meet State Academic Standards and Providing a Well-Rounded Education

- Describe how the LEA help eligible children meet the challenging State academic standards, which may include programs, activities, and academic courses necessary to provide a well-rounded education. (Section 1115(b)(2)(A))
- The term “well-rounded education” means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience. (SEC. 8101. [20 U.S.C. 7801]DEFINITIONS)

Guiding Questions

1. What curriculum and instructional strategies are being used at the school to support students in meeting state academic standards?
2. What programs are being implemented to provide students with a well-rounded education?
3. How do the regular teachers and Title I teachers collaboratively plan?



5. Strengthening Academic Programs

- Describe the methods and instructional strategies that will be implemented to strengthen the academic program of the school through activities, which may include: (1) expanded learning time, before- and after- school programs, and summer programs and opportunities; and (2) a schoolwide tiered model to prevent and address behavior problems, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.). (Section 1115 (b)(2)(B)(i-ii))

Guiding Questions

1. What additional instructional programs and support will be administered?
2. What strategies will be used to increase academic progress?



6. Transition Activities

- Describe the strategies for coordinating with and supporting the regular education program, which may include services to assist preschool children in the transition from early childhood education programs such as Head Start, the literacy program under subpart 2 of part B of Title II, or State-run preschool programs to elementary school programs. (Section 1115(b)(2)(C))

Guiding Questions

1. How does the staff identify and plan transition activities?
2. What activities are in place for students to learn about transitioning to the next grade span?
3. How are these activities coordinated and what staff are responsible?



7. Service to All Eligible Children

- Describe the provisions that will be made to serve all eligible children including:
 - Economically disadvantaged,
 - Children with disabilities,
 - Migrant children or English Learners,
 - Neglected or Delinquent or Attending a Community Day Program,
 - Homeless, and
 - Children who, at any time in the 2 years preceding the year for which the determination is made, participated in a Head Start program, the literacy program under subpart 2 of part B of title II, or in preschool services under this title, is eligible for services under this part. (Section 1115(c)(2)(A-E))

Guiding Question

1. How does the school ensure that the aforementioned groups are included and are able participate in the targeted assistance program?



8. Professional Development Activities

- Describe how professional development will be provided with resources under this part, and, to the extent practicable, from other sources, to teachers, principals, other school leaders, paraprofessionals, and, if appropriate, specialized instructional support personnel, and other school personnel who work with eligible children in programs under this section or in the regular education program. (Section 1115(b)(2)(D))

Guiding Questions

1. What professional development activities are being implemented at the school?
2. How are professional development needs of the staff identified?
3. How often does professional development occur?
4. How will you measure the effectiveness of the professional development being offered?
5. How will the professional development support teachers to increase the achievement of targeted students?



9. Strategies to Increase Parent and Family Engagement

- Describe strategies that will be implemented to increase the involvement of parents of eligible children in accordance with 1116. (Section 1115(b)(2)(E))

Guiding Questions

1. What strategies are being implemented to increase the involvement of parents and families of targeted students?
2. What training is offered to parents of targeted assistance students to assist them in helping their child academically?
3. How will the school evaluate the parent and family engagement strategies and how will changes be implemented if they are not working?



10. Process for Reviewing Targeted Assistance Program

- Describe how the LEA will review on an ongoing basis, the progress of eligible children and revise the targeted assistance program under this section, if necessary, to provide additional assistance to enable such children to meet the challenging State academic standards. (Section 1115(b)(2)(G)(iii))

Guiding Questions

1. What is the process for reviewing and analyzing achievement data of the targeted assistance program?
2. How often is the data reviewed and who is involved in the process?
3. What type of data will be gathered from the review?
4. How will the data be used to improve the targeted assistance program?
5. How will the results of the review be communicated to parents and staff?



11. Coordination of Federal, State, Local Programs and Services

- Describe, if appropriate and applicable, the coordination and integration of Federal, State, and local services and programs, such as programs supported under this Act, 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 under section 1111(d). (Section 1115(b)(2)(F))

Guiding Questions

1. What programs and services are being coordinated to improve the academic achievement of students?
2. How will the coordination of these programs and services support the targeted assistance program?



12. Dual or Concurrent Enrollment

- Describe how funds will be used to support dual or concurrent enrollment program services to eligible children who are identified as having the greatest need for special assistance (secondary schools only, if appropriate). (Section 1115(f))
- **DUAL OR CONCURRENT ENROLLMENT PROGRAM.**—The term “dual or concurrent enrollment program” means a program offered by a partnership between at least one institution of higher education and at least one local educational agency through which a secondary school student who has not graduated from high school with a regular high school diploma is able to enroll in one or more postsecondary courses and earn postsecondary credit that— (A) is transferable to the institutions of higher education in the partnership; and (B) applies toward completion of a degree or recognized educational credential as described in the Higher Education Act of 1965 (20 U.S.C. 1001 et seq.). (SEC. 8101. [20 U.S.C. 7801]DEFINITIONS)

Guiding Questions

1. What partnerships have been established with career and technical organizations or institutions of higher education?
2. How will this partnership support eligible targeted assistance students and increase academics?
3. What resources will be required to support dual or concurrent programs (e.g., instructional resources, tuition, books)?



Identifying Eligible Students for Targeted Assistance

Targeted assistance schools must determine which students they will serve by identifying the students with the greatest need for assistance from among the following eligible groups:

- Students identified as failing, or most at risk of failing, to meet state standards;
- Students who participated in Head Start, or certain ESEA -funded preschool programs or literacy programs for young children, within the past two years (including Title I supported preschool);
- Migrant students;
- Neglected and delinquent students; and
- Homeless children.

Determination of students failing or at risk of failing must be made using **multiple, educationally related, objective criteria:**

- Multiple- more than one;
- Educationally related- must be an academic component to the criteria; and
- Objective- criteria cannot be based on teacher judgement or other subjective means.



Example of Ranking System for Selection Criteria

LEAs must determine a threshold or percentile of students that will qualify for the targeted assistance program because they are failing or at risk of failing. The scores from each assessment can be assigned a numeric value in order to evaluate student need. In this example, students scoring more total points have the most need for targeted assistance, and low total scores indicate students are not eligible for targeted assistance.

Assessment	Range	Value
Benchmark Reading Assessment	0-65%	3 points
	66-74%	1 point
	75%-100%	0 points
Curriculum Based ELA Assessment	0-75	1 point
	76-100	0 points
ELA PARCC	Level 1	5 points
	Level 2	5 points
	Level 3	2 points
	Level 4	2 points
	Level 5	1 point
Lexile Score	770L-1080L	2 points
	1081L-1350L	1 point



Example of Multiple Selection Criteria for Eligibility

Multiple Selection Criteria											
<ol style="list-style-type: none"> 1. Benchmark Reading Assessment 2. Curriculum Based ELA Assessment 3. ELA PARCC 4. Lexile Score 											
Student's Name	ELA PARCC		Lexile Score		Benchmark Reading Assessment		Curriculum Assessment		Total Score	Student Is Eligible for Targeted Assistance? (>6)	Reason if not receiving Targeted Assistance
	Data/ Score	Value	Data/ Score	Value	Data/ Score	Value	Data/ Score	Value			
Student A	Level 5	1	1280L	1	90	0	88	0	3	N	Ineligible
Student B	Level 3	2	850L	2	50	3	65	1	8	Y	Parent does not want child to receive service. Refusal on file.
Student C	Level 2	5	942L	2	62	3	70	1	11	Y	
Student D	Level 1	5	770L	2	25	3	30	1	11	Y	



Targeted Assistance Plans and Program Documentation

The targeted assistance plan and all Title I program documentation must be available at the school site and provided during OSSE's annual compliance monitoring and federal audits.

- Document the targeted assistance plan
- Document the process to identify students
- Identify students – keep the records of status or scores
- Keep records of parent communications
- Keep records of program implementation
- Keep expense documentation, including full personnel and payroll records



Prepare for a Schoolwide Plan Next Year

Year 1 is your LEA's first opportunity to perform the needs assessment and develop a schoolwide plan for next year, in the likelihood your school will be eligible to operate a schoolwide program based on its poverty level (> 40 percent).

Needs Assessment Requirements

- 1. Must be based on academic achievement information** about all students in the school
- 2. Help the school understand the subjects and skills** for which teaching and learning need to be improved
- 3. Identify the specific academic needs** of students and groups of students who are not yet achieving the state's academic standards
- 4. Assess the needs of the school** relative to each of the components of the schoolwide program

The comprehensive needs assessment must be developed with the involvement of parents and other members of the community to be served **and** the individuals (school leaders, teachers and support staff) who will carry out the schoolwide program plan. Document how those stakeholders were engaged.

Resource: [Designing a Needs Assessment for Title I Schoolwide Programs](#)



Other Resources

1. [OSSE Federal Funds Toolkit: ESEA and IDEA](#) – pages 29-29
2. [Elementary and Secondary Education Act](#): Section 1115
3. [OSSE Parent and Family Engagement Guidance](#)
4. [FY19 ESEA ConApp Webinar Presentation](#)