

## What is a Title I Targeted Assistance School?

The term "targeted assistance" signifies that the services are provided to a select group of children -- those identified as failing, or most at risk of failing; the goal of a targeted assistance school is to improve teaching and learning to enable participants to meet the challenging State performance standards that all children are expected to master. To accomplish this goal, a targeted assistance program must be based on effective means for improving achievement of participating children; use effective instructional strategies that give primary consideration to extended-time strategies, provide accelerated, high-quality curricula, and minimize removing children from the regular classroom during regular school hours; coordinate with and support the regular education program; provide instruction by highly-qualified and trained professional staff; and implement strategies to increase parental involvement.

A targeted assistance school differs from a schoolwide program school in several significant respects:

- Funds may be used in targeted assistance schools only for programs that provide services to eligible children identified as having the greatest need for special assistance.
- Funds must be used for services that supplement, and do not supplant, the services that would be provided, in the absence of the funds, from non-Federal sources.
- Records must be maintained that document that funds are spent on activities and services for only participating students.

## Essential Components of Targeted Assistance Programs

Title I has a clear goal--enabling participating children to achieve to challenging State content and performance standards. To meet this goal, **section 1115(c)** requires that each targeted assistance program include certain components that research suggests are essential to any high-functioning program.

Under Section 1115(c), a targeted assistance program includes the following 8 components. It must--

1. Use resources to **help participating children meet the State's student performance standards expected for all children**.

In order to do this, programs must:

2. Be based on **effective means for improving achievement** of children.

3. Ensure that **planning** for participating students is incorporated into existing school planning.

4. Use **effective instructional strategies** that--

- Give primary consideration to providing extended learning time such as an extended school year, before- and after-school, and summer programs and opportunities.
- Help provide an accelerated, high-quality curriculum.
- Minimize removing children from the regular classroom during regular school hours for Title I instruction.

5. **Coordinate with and support the regular education program**, which may include--

- Counseling, mentoring, and other pupil services.
- College and career awareness and preparation.
- Services to prepare students for the transition from school to work.
- Services to assist preschool children's transition to elementary school.

6. Provide instruction by **highly qualified staff**.

7. Provide **professional development** opportunities with Title I resources, and other resources, to the extent feasible, for administrators, teachers, and other school staff who work with participating children.

8. Provide strategies to increase **parental involvement**, such as family literacy services.