

## Targeted Assistance Requirements - Title I

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**Sources:** No Child Left Behind Act, Section 1115 Title I Part A Policy Guidance, USDE, April 1996

**Key Words:** Title I Targeted Assistance

**Summary:** Title I Targeted Assistance definition, required components, delivery methods, clarification of in-class principles.

### Targeted Assistance Definition

Targeted Assistance programs are supplemental Title I services provided to a select group of eligible children—those identified as failing or most at risk of failing to meet the state’s standards for reading and/or mathematics that all children are expected to master. Two or more academically related criteria must be used to determine student eligibility for the program. Children must be ranked and served using a compilation of these criteria, from the highest- to lowest-risk child. Many school buildings develop a process with district input, to use a standardized test score and a standardized classroom teacher referral, completed independently and not based on a test score. For a Sample Student Selection Form, see CCIP Doc Library, under CCIP, Forms: <https://ccip.ode.state.oh.us/DocumentLibrary/ViewDocument.aspx?DocumentKey=916>. It is the district’s responsibility to identify academically at-risk students using state and local funds, not Title I funds.

Title I eligible buildings must have 35 percent or more low-income children or the same percent or more low-income children as the district’s average. Title I-eligible buildings that do not have at least 40 percent low-income children must use the Targeted Assistance program. Buildings that have 40 percent or more low-income children may implement either the Targeted Assistance or Schoolwide program.

Title I Targeted Assistance services offered by school districts include additional services beyond what is offered in the required curriculum. Typical services include: instruction/tutoring by a highly qualified teacher or instructional paraprofessional under the direct supervision of a highly qualified teacher; additional books and other supplies; additional equipment such as computers; increased parent involvement activities; and professional development for administrators, principals, teachers, parents, and instructional paraprofessionals in the Title I program or related to the program. See the Doc Library, under Financial Information, Fundable Activities, Title I-A, for other services Title I may fund.

### Required Targeted Assistance Components

According to the No Child Left Behind Act of 2001, Title I Targeted Assistance program must—

- Use Title I resources to help Title I children meet the state’s content and performance standards for reading and mathematics expected for all children.
- Ensure that planning for students served under Title I is incorporated into existing school planning.

- Use effective instructional strategies that are scientifically research based that strengthen the core academic program of the school. See the National Reading Panel’s Recommendations in the Doc Library, under Consolidated Application, Title I, Resources and Research:  
<http://www.nationalreadingpanel.org/Publications/helpingread.htm>.
- Review the U.S. Department of Education Web site’s proven methods that work:  
<http://www.ed.gov/nclb/methods/whatworks/edpicks.jhtml?src=rt>  
Review the National Center for Educational Accountability best practices:  
<http://www.nc4ea.org/index.cfm?pg=home&CFID=246561&CFTOKEN=25699060>
- Use effective strategies that give primary consideration to extended time strategies, such as extended school year, before- and after-school, and summer programs.
- Use effective strategies that minimize removing children from the regular classroom during regular school hours.
- Coordinate with and support the regular education program, including services to assist preschool children to transition to elementary school.
- Provide instruction by highly-qualified and trained professional staff. See ODE’s Highly Qualified Teacher Web site, including information on instructional paraprofessionals:  
<http://education.ohio.gov/Topics/School-Improvement/No-Child-Left-Behind/Highly-Qualified-Teacher-HQT-Toolkit-2013-2014>
- Provide opportunities for high quality professional development funded by Title I and other sources for teachers, principals, paraprofessionals, parents, and other staff who work with Title I children in Title I or regular education programs. Other than School Improvement, District Improvement, and Highly Qualified Teacher professional development (PD) set asides, Title I-paid PD must relate to Title I needs and be used for Title I teachers and regular classroom teachers who have Title I students in their classroom.
- Implement strategies to increase parental involvement in accordance with the Title I parent involvement requirements. See the Parent Engagement Packet in the CCIP Doc Library, under Parent, Consolidated Funding Application:  
<https://ccip.ode.state.oh.us/DocumentLibrary/ViewDocument.aspx?DocumentKey=1044>.
- Coordinate federal, state and local services, including: No Child Left Behind programs; violence prevention, nutrition, and housing programs; Head Start; adult education, vocational and technical education; and job training.

### **Other Targeted Assistance Requirements**

Title I Targeted Assistance programs must also--

- Coordinate Title I resources with other resources
- Review, on an ongoing basis, the progress of Title I children and revise the program, if necessary, to provide additional assistance to such children to meet the state’s standards.

Examples of additional assistance are extended school year; before- and after-school and summer programs; and training for teachers on how to identify students who need additional assistance and how to implement student academic achievement standards in the classroom.

### **Targeted Assistance Delivery Methods**

The school's needs assessment process determines which activities would be most beneficial to the children who are failing or most at risk of failing to meet the state's standards for reading/language arts or mathematics. A Targeted Assistance program must use effective instructional delivery methods 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. The historical delivery methods for Title I are described below with new restrictions for Pull Out and Replacement Class and a new clarification for In Class.

**Preschool-** A Title I-served school may use a portion of its building allocation to operate a preschool program for eligible children in its attendance area or the district may reserve an amount from the district's total Title I allocation (as a set aside) to operate a preschool for all eligible children in the district as a whole or to only Title I funded buildings. A Title I preschool must not have been funded previously by state or local sources. To be eligible, preschool children must be failing or most at risk of failing to meet the state's standards for reading and/or mathematics. They must be selected for Title I services solely on the basis of developmentally appropriate measures, such as written teacher assessment, documented and standardized interviews with parents, and preschool diagnostic results.

**Supplemental Kindergarten-** This is instructional time beyond the state-required kindergarten experience, not previously funded by state or local sources. Children must be selected for Title I services solely on the basis of developmentally appropriate measures, such as written teacher assessment, documented interviews with parents, and kindergarten diagnostic results.

**Extended Learning-** This is instruction outside of the traditional school day, such as before/after school, weekend classes, summer school, intercession or extended year classes. Title I extended learning programs must supplement and not replace the district's previously established programs, or programs required by state statute.

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. Targeted Assistance buildings must restrict Title I-funded summer school and other extended learning services to children found eligible for Title I services.

**Before/after school-** This is a form of extended learning instruction outside the traditional school day. See above.

**Teacher Mentoring/Coaching-** Title I students must always be present in the classroom for Title I to fund this method in a Targeted Assistance building. 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 children failing or most at risk of failing reading and/or mathematics. The mentor/coach also demonstrates to the classroom teacher how to use data to continuously evaluate Title I children's 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 entry year mentoring for new teachers. Entry year mentoring is required by law and therefore, cannot be paid by Title I.

**Computer Assisted Instruction-** This type of instruction, supplemental to the classroom instruction, is provided by means of a computer reading or mathematics program that is aligned with the state standards and the school's reading and/or mathematics curriculum, and coordinated with the regular classroom instruction. A teacher or instructional paraprofessional must be able to keep children on task, answer their questions and provide them guidance in completing the computer activities. Computer assisted programs can be beneficial when they assess the child's skills on a regular basis, provide immediate feedback and coach the child in the areas that need to be strengthened.

**In Class-** The historic model for the in-class method consists of Title I children integrated into the regular classroom but assigned a Title I teacher who works exclusively with them as the regular classroom teacher teaches the reading or mathematics lesson. Since the targeted assistance in-class method is often misunderstood, guiding principles are discussed below. Some of these further amplify the above-listed Targeted Assistance requirements.

- The in-class method, as all targeted assistance delivery methods, should be chosen to meet the specific needs of Title I children as identified by the building's Needs Assessment process and regular evaluation of children's progress in the program.
- In-class instruction, as all Title I targeted assistance instruction, is always supplemental to the classroom teachers. Title I instruction does not replace the regular classroom instruction defined by the curriculum; it is in addition to it.
- The children served through the in-class method are failing or the most at risk of failing reading and/or mathematics as determined by two or more educationally related criteria, such as teacher assessment/referral and standardized test results.
- The Title I in-class teacher works exclusively with Title I-eligible children.
- 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.
- No matter what targeted assistance method is used, it is recommended that the highest risk children be taught by the highest quality teachers.
- The Title I in-class teacher is constantly and actively involved in observing, assessing, helping Title I children during the regular classroom teacher's instruction.
- The in-class method does not look like a "pull-out session in the back of the classroom." Title I children are fully integrated and involved in the regular classroom instruction.

**Pull Out-** Schools using this method must ensure the implementation is consistent with scientifically based research and at-risk children are making significant progress with measurable results. Schools must give primary consideration to providing extended learning time that minimizes removing children from the regular classroom during regular school hour. Schools must also provide an accelerated and high-quality curriculum for the intervention. Needs assessment data and research, not teacher’s schedules, should determine if this method is used.

In a pull-out method, Title I eligible children are typically removed from the regular classroom and are tutored in small groups (usually 1-6) for 20 minutes or more by the Title I teacher in another location, often a resource room. Before children are pulled out of the classroom, they must receive the regular classroom instruction as defined by the curriculum.

**Replacement Class-** Title I schools using this method must ensure that the implementation is consistent with scientifically based research and at risk children are making significant progress with measurable results. Schools must give primary consideration to providing extended learning time that minimizes removing children from the regular classroom during regular school hours. Schools must also provide an accelerated and high-quality curriculum. Needs assessment data and research, not teacher’s schedules, should determine if this method is used. Children are found eligible by two or more academic, objective criteria.

A replacement class is made up of only Title I students to meet their special needs. It replaces all or part of the students’ regular reading and/or mathematics instruction. School must meet the three requirements that are explained below: 1) the replacement class teacher must be supplemental; 2) the class size must be less than 12 or half the average class size for the district, whichever is smaller; and 3) the length of the class must be 25 percent more than the average class time.

**1) Supplemental Teacher Requirement**

To assure the teacher is supplemental, complete the calculation  $[(A / B) \times (C / D) = E]$  for FTE contribution factor for each subject. See the example below.

| Subject Area | No. Minutes of Replacement Class Subject | No. Minutes/Day Full-Time Teacher Instruction | Number of Replacement Students | General Fund Average Class Size (not to exceed 25) | FTE Contribution Factor (Must be less than 1 FTE) |
|--------------|--|---|--------------------------------|--|---|
|              | (A /                                     | B )x  | (C /                           | D)   | =E  |
| Reading      |  |   |                                |  |   |
| Elementary   | 60                                       | 360   | 12                             | 24.4   | .8  |
| Secondary    |  |   |                                |  |   |
| Mathematics  |  |   |                                |  |   |
| Elementary   |  |   |                                |  |   |
| Secondary    |  |   |                                |  |   |

(A Divided by B)- Number of minutes per day one class session of the replacement session is taught in the regular education program divided by total number of minutes per day a regular education full-time teacher provides instruction. (Example: 60 minutes /360 minutes = .17)

(C Divided by D)-The total number of replacement project students from all replacement classes to be served in the replacement project divided by the average class size for the buildings in the replacement project. When computing the average class size, do not deduct replacement students. Average class size must be based upon regular program totals for each replacement project grade level and subject for all schools implementing replacement projects. An example of computing average class size for an elementary reading first grade replacement project in two schools is as follows:

- School A has 4 first grade reading teachers instructing 95 first grade students.
- School B has 3 first grade reading teachers instructing 76 first grade students.
- School A's 95 students plus school B's 76 students equal 171 first grade reading students.
- School A's 4 teachers plus school B's 3 teachers equal 7 first grade reading teachers.
- 171 students / 7 teachers = 24.4 regular reading program average class size.
- Replacement students divided by average class size= $12/24.4=.49$

(A/B) x (C/D) - Multiply the result of "A divided by B" and the result of "C divided by D."  
Example: (60 minutes/360 minutes = .17) x (12 students /24.4 students=.49) = .17 x .49 = .08 FTE

E=.08 FTE- This answer, the FTE contribution factor for the subject area in question, is acceptable because it is below 1 FTE. If the FTE contribution factor equals or exceeds 1.00, the LEA must use local funds for the amount of the FTE equaling or exceeding 1.00 for each subject area.

## 2) Size of Class Requirement

The replacement class size cannot exceed 1/2 of the average regular education class size for the district or 1/2 of the state class size requirement (1/2 of 25=12), whichever is smaller.

## 3) Length of Class Requirement

A replacement project must provide Title I services for a period of time that exceeds 125 percent of the time (computed on a per day, per month, or per year basis) that a particular student would spend, in the absence of Title I funds, receiving instructional service from a particular teacher who is paid with other than Title I funds. For example, if a child not in a Replacement Class spends 2 hours per day on reading, the reading Replacement Class must be two hours X 125 percent, or 2.5 hours long.

**Title I Substitute Teacher Assignments**

In accordance with ORC 3319.10, OAC 3301-25-01(E), & NCLB Section 1120, Title I substitute teacher assignments for both public and nonpublic schools shall be equitable and timely. The LEA must provide a teacher replacement and/or a substitute if the current service provider is not able to provide services for an extended period of time.

The nonpublic consultation process should include discussion and budget allowance for substitute cost which would encourage timely initiation of assigning a substitute to provide Title I services.

**Title I funded Teacher as a Substitute**

In accordance with NCLB Section 1120A (b) and Non-Regulatory Guidance Title I Fiscal Issues: Supplement, Not Supplant-Part C, Title I teachers for both public and nonpublic schools shall not be used as substitute teachers unless other funds are used to pay the Title I teachers their regular daily salary and Title I services are not interrupted.

**As a Rule:** Title I Targeted Assistance teachers should not be used as substitutes on a regular basis.