

ESSA Quick Reference Brief: Title I-A Plans for Targeted Assistance Programs

What the Law Says

The purpose of Title I, Part A is to provide all children significant opportunity to receive a fair, equitable, and high-quality education and help ensure that all children meet challenging academic standards. Title I-A provides financial assistance to districts and schools who serve a larger population of children from families experiencing poverty. By providing additional resources, the program is intended to help close the opportunity gaps and thus the achievement gap that some students experience.

As outlined in the Every Student Succeeds Act (ESSA) Title I-A funded schools may implement one of two approaches: 1) a School-wide Program or 2) a Targeted Assistance Program.¹ Using data gathered about student need and the eligibility criteria below, districts determine which schools to serve and whether they will employ a schoolwide or targeted assistance program.

Category	Targeted Assistance	Schoolwide
School Eligibility	Any school with a poverty level of 35% or the district's poverty average (whichever is lower).	Any school with a poverty level of at least 40%. A school with less than 40% poverty may request through ODE to conduct a schoolwide program.
Student Participation	Resources are directed to students meeting the established targeting criteria (i.e.; those most at risk of failing to meet State academic standards).	All students in the school have access to activities under a schoolwide plan.
Professional Development	Professional development with Title I-A funds focuses on staff that provide direct support to Title I students.	Title I-A funds can be used to provide professional development for all staff.
Planning and Evaluation	Plan includes a general description of targeted assistance school activities to support students identified as eligible for services. Plan includes criteria for student eligibility.	The schoolwide plan must be developed for reforming the total instructional program in the school. The plan is based on a comprehensive needs assessment ² and includes specific goals and strategies. Plan is reviewed annually with the input of families, and updated as needed.

¹ ESEA Sections 1114 and 1115

² ESEA Section 1114(a)(2)(A)

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Section 1115 of the Every Student Succeeds Act states that districts may provide program services to eligible children having the greatest need for special assistance through a targeted assistance program:

- in schools that are ineligible for a schoolwide program;
- in schools that have not received a waiver to operate a schoolwide program; or
- if the district chooses not to operate a schoolwide program.

What It Means

Any Title I-A school that does not operate a schoolwide program must operate a targeted assistance program. When implementing a targeted assistance program, the school uses Title I-A funds to provide additional supports to specifically identified students most at risk of failing to meet state standards. Targeted assistance schools must determine which students they will serve by identifying the students with the greatest need. **As a result, only the students identified are eligible to receive the services.**

Targeted Assistance Program Requirements

A targeted assistance program is designed to provide extra educational assistance beyond the regular classroom to students identified as having the greatest need for additional assistance. Each Title I-A funded school conducting a Targeted Assistance program **must have a plan on file to readily share** with families, community and the school district that includes **how students are identified** and a description of **services provided to eligible children**.

- **Identifying Students/Targeting Criteria** - Because Targeted Assistance School (TAS) programs serve specific students, TAS programs must establish criteria to determine student eligibility. A targeted assistance school generally identifies eligible children within the school on the basis of multiple, educationally related, objective criteria established by the district and supplemented by the school.

Only certain students may participate in Title I-A funded activities³ including:

- Students identified as failing, or most at risk of failing, to meet state standards, (based on academic need – not poverty)
- Students who participated in Head Start or a Title I-funded preschool program within the past two years
- Migrant students who have received services under Title I-C in the previous two years
- Children and youth in locally operated juvenile correctional facilities, including jails, detention centers, residential care facilities, and facilities involved in community day programs
- Children and youth experiencing homelessness

³ ESEA Section 1115(b)(1); ESSA Section 1115(c)

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- **Services provided/Instructional Strategies** - The TAS plan should include a description of the specific services targeted students receive and how the services of the targeted assistance program are **supplemental** for students (in addition to the regular core classroom instruction).⁴

In addition, TAS programs must:

- coordinate with and support the regular education program;⁵
- provide professional development for school personnel who work with eligible children;⁶
- implement strategies to increase parental involvement;⁷
- where appropriate, coordinate of other federal, state and local services;⁸ and
- provide an accelerated, high-quality curriculum and minimize the removal of children from the regular classroom during regular school hours for instruction.⁹

Examples of Title I-A funded activities **for eligible students** in a targeted assistance program include:

- Provide support in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history and geography
- [High dose tutoring](#)
- [Extended day/year/summer programs](#)
- Professional learning for school personnel who work with eligible children
- Mental health, social-emotional learning and counseling supports

Finally, schools implementing a Targeted Assistance program should have a process in place to **review the progress of eligible children on an ongoing basis**, and the program should be adjusted as necessary.¹⁰

Sharing the Plan

Parents must annually be informed of their school's participation in Title I-A and its requirements as well as their rights and opportunities to be involved.¹¹ Each Title I-A funded school conducting a Targeted Assistance program must have a plan on file and easily accessible **at the local level** to share with families, community and the school district.

⁴ ESEA Section 1115(b)(2)(B)

⁵ ESEA Section 1115(b)(2)(C)

⁶ ESEA Section 1115(b)(2)(D)

⁷ ESEA Section 1115(b)(2)(E)

⁸ ESEA Section 1115(b)(2)(F)

⁹ ESEA Section 1115(b)(2)(G)

¹⁰ ESEA Section 1115(b)(2)(G)(iii)

¹¹ ESEA Section 1114(b)(2)

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Plans are not required to be submitted to ODE. Rather, when a district is identified for monitoring, the district will submit the most recent copy of the plan along with additional school-level documentation [which can be found here](#):

- Title I-A Annual Meeting documentation
- Parent Engagement Plan (reviewed and revised with parent input annually)
- Parent-School Compact (reviewed and revised with parent input annually)
- Building Parent Capacity documentation
- Verification of staff qualifications
- Paraprofessional highly qualified documentation

Transitioning from a Targeted Assistance to Schoolwide Program

A school's population and circumstance may change over time in ways that makes a shifting to a schoolwide model more appropriate. Schools that wish to transition to schoolwide will need to take the following steps:

- 1. Conduct a comprehensive needs assessment.** Through the needs assessment, a school must consult with a broad range of community members, including parents, school staff, and others, and examine relevant academic achievement data to understand students' most pressing needs and their root causes. While the school must consider student performance on the state assessment, school leaders should also consider other data including enrollment counts, dropout rates, graduation rates, school demographics, classroom observations and/or surveys of students, teachers, parents and community attitudes and perceptions.¹²
- 2. Determine priorities.** Based on the needs assessment results, the school must identify at least 3 priorities for their Title I-A schoolwide plan.
- 3. Complete the [Schoolwide Plan Template](#) and submit it to ODE.** Each Title I-A funded school conducting a Schoolwide program must describe the components of its Title I-A plan including:
 - How the school will improve academic achievement throughout the school; ¹³
 - How the strategies the school will employ provide opportunities and address the learning needs of all students in the school ¹⁴; and
 - How the methods and instructional strategies that the school intends to use will

¹² ESEA Section 1114(b)(6)

¹³ ESEA Section 1114(b)(7)

¹⁴ ESEA Section 1114(b)(7)(A)(i), (iii)

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- strengthen the academic program in the school,
- increase the amount and quality of learning time, and
- help provide an enriched and accelerated curriculum, including programs and activities necessary to provide a well-rounded education.¹⁵

Questions for Reflection

1. Which students are receiving services? How are they benefiting from the additional support and how are the resources supplementing core instruction?
2. How are students identified for services?
3. How is our district monitoring the progress of students in our TAS schools and how are we evaluating the effectiveness of the programs?
4. How are principals and teachers involved in the development of the TAS program at the school(s) in which it will be implemented?
5. How are we engaging the parents of students participating in the TAS program?

Resources

- [ESSA Schoolwide Guidance](#) (USED)
- [Targeted Assistance Programs Technical Assistance Presentation](#) (USED)
- [Oregon Federal Funds Guide](#) (ODE)
- [Schoolwide and Targeted Assistance Planning web page](#) (ODE)

ODE Title I-A Program Contacts

- Jen Engberg jennifer.engberg@ode.oregon.gov
- Sarah Martin sarah.martin@ode.oregon.gov
- Lisa Plumb lisa.plumb@ode.oregon.gov
- Amy Tidwell amy.tidwell@ode.oregon.gov

¹⁵ ESEA Section 1114(b)(7)(A)(i), (iii)

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