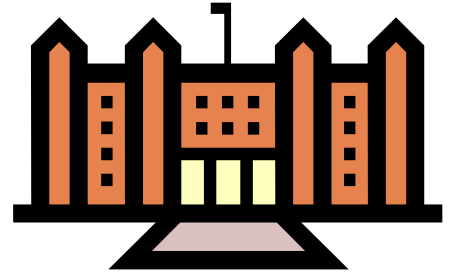


Targeted Assistance Programs

❖ Targeted Assistance Planning Categories ❖

There are five major categories to consider when engaged in Targeted Assistance planning:

- ❖ Eligibility,
- ❖ Scientifically research based strategies and extended learning opportunities,
- ❖ Highly Qualified Staff and Professional Development,
- ❖ Parent Involvement and Family Literacy, and
- ❖ Ongoing revision to ensure greatest opportunities for student achievement



Improving student achievement is the key issue of Targeted Assistance planning and the other factors are elements that influence student achievement.

❖ Questions to Address in Your Plan ❖

As you are composing your plan, make sure you can answer the following questions or have included the necessary documentation.

- ❖ How will the results of this plan be aligned to the ten must haves?
- ❖ What evidence, documentation, examples, activities, and strategies will you use to “convict” yourself of achievement in each of the components?
- ❖ What will the critical changes/differences in service delivery be and how will they be recognized?
- ❖ In a program review, what will an external reviewer see that will provide evidence of the plan operating effectively?



❖ Preparing and Submitting Your Plan ❖

1

General Guidelines

When preparing your plan it is helpful to think of it like a grant application. The fact is that the reader may not be acquainted with your school. Assume they do not know you, the school, community, or what all is involved. Provide as much information as is necessary to help the reader get a clear picture of eligible students and the services they will receive.

Be sure to include the evidence/documentation you will use to show your program is in compliance with the particular component, and how you will measure its success.

Creating your plan so that it is print ready and web accessible will increase its usefulness. As you collect and synthesize information, it will be useful to have a system of management that ensures ready access to data as well as the ability to retain the school's profile data over time for the purpose of documenting student growth, disaggregating by appropriate subgroups, updating the profile, and developing longitudinal analysis of trends.

2

Preparation Timeline

Plans must be updated each school year. Planning teams should leave enough time prior to the update deadline to collect evidence to support the plan's success, make changes as needed, create timelines for implementation, outline necessary professional development, meet with stakeholders to thoroughly explain the proposed plan, how it is different from before, and to answer any questions they may have, provide evidence of stakeholder input and approval, and obtain signatures of necessary officials evidencing acceptance of the plan.



3

Submitting Your Plan

Your plan should be submitted in the Consolidated Federal and State Grant Application (CFSGA) located at <http://apps.sde.idaho.gov/CFSGA/Home/Home> .

- All of the information contained in a plan submitted is subject to the provisions of the Idaho General Statutes (Public Records and Meetings and Freedom of Information Act (FOIA)).
 - The FOIA declares that except as provided by federal law or state statute, records maintained or kept on file by any public agency (as defined in the statute) are public records and every person has the right to inspect such records and receive a copy of such records.
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- Plans may be reviewed by Idaho’s State Department of Education at any time deemed necessary.
 - The State Department of Education reserves the right to require revisions of any plan submitted in order to meet the intent of Federal Law and Guidance prior to approving release of funds. Therefore, plans should represent the applicant’s best effort from both a technical and cost standpoint.
 - All programs must have a current plan on file within the building and district office prior to operating or receiving funds to support a Title I Targeted Assistance program.



❖ Detailed Outline of the Targeted Assistance Plan ❖

The following outline should be followed to ensure consistency and completeness and will assist reviewers in analyzing your information.

A targeted list must be developed to identify those who are most at risk academically.

A school receiving Title I funds and operating as a targeted assistance program selects eligible children by identifying those who are “failing, or most at risk of failing, to meet the state’s challenging student academic achievement standards on the **basis of multiple, educationally related, objective criteria**” .

Preschool children through grade 2 must be selected “solely on the basis of such criteria as teacher judgment, interview with parents, and developmentally appropriate measures.” Pencil and paper tests are considered inappropriate for this age group.

Multiple, educationally related, objective criteria (at least three) for students in grades 3 or higher may include State assessment scores, end of course grades, report card grades, teacher recommendation, etc.

Some groups of children are automatically eligible for Title I-A services.

Automatically Eligible:	
1.	Any child who received services from the following programs within the previous two years: <ul style="list-style-type: none"> ▪ Head Start ▪ Even Start ▪ Early Reading First program ▪ Title I preschool ▪ Migrant Education
2.	Any child who is homeless and attending any school served by the LEA.
3.	Any child attending a community day program or living in a state or local institution for neglected or delinquent children.

A sample eligibility form for grades preschool to 2 may look like this:

Name	Automatically Eligible (see chart above)	IRI	Teacher Recommendation	Parent Interview	Total Risk Points

A sample eligibility form for grades 3 and above may look like this:

Name	Automatically Eligible (see chart above)	ISAT	Grades	Other educational assessment	Other educational assessment	Total Risk Points

Students should be progressed monitored regularly. As students from the prioritized list improve they will be exited and new students identified most at-risk will be brought into the program and served. Students exited from the program should continue to be monitored.

The Targeted Assistance Plan is a part of the overall school improvement process.

Describe how your Targeted Assistance plan fits into the overall process of improving the school. Discuss and describe the planning model the school is using. Describe the make-up of the school leadership, planning, or advisory team. Be certain to describe how parents of students eligible for Title I services are both informed and included in the planning process.



Effective methods and instructional strategies are based on scientifically based research that strengthens the core academic program of the school.

In order to meet the needs of the populations you identified in your goals and objectives, you first need to select a comprehensive instructional program. Intervention programs must build on the comprehensive or core academic curriculum in the regular classroom.

Services must:

- Provide additional assistance which includes measures to provide sufficient information on which to base effective assistance
- Address specific identified academic needs

- Ensure that students' difficulties are identified on a timely basis
- Strengthen the core academic program in the school
- Be instruction delivered by highly qualified teachers
- Increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities
- Help provide an enriched and accelerated curriculum

As you select curriculum to use in the intervention program, search for materials that have:

1. **Explicit instructional strategies:** teachers must be provided with instructions on what and how to teach the material included in the selected program. This ensures consistency across classrooms and among teachers and teacher aides.
2. **Coordinated instructional sequences:** the curriculum builds upon previously acquired skills and reinforces progress.
3. **Ample practice opportunities:** children need a variety of types of practice from repeated trials, drill and practice to functional application of new knowledge in play and social settings.
4. **Aligned student materials:** assessment and curriculum, practice and activities and outcome measures must be internally consistent and be inter-related.



Primary consideration is given to extended learning time rather than within the regular school hours and that provides accelerated curriculum and applied learning.

Title I funds must be used to provide additional services to eligible students to help them meet the state's academic standards. In order for the time to be additional, it cannot be in place of other instruction that would or does occur within the regular school day. In other words, a student must receive, for example, reading instruction as part of the regular classroom instruction and ADDITIONAL reading instruction as Title I service.

Things to Consider:

- How and when will the program be delivered?
- How will the program be staffed and funded?
- What intervention will be used? (Refer to the Scientifically Based Research (SBR) requirements.)
- What other resources will contribute to the implementation and effectiveness of the program?

The program coordinates with and supports the regular education program and includes transition from early childhood programs.

Be sure your plan supplements, not supplants state and local funds.

In other words, money that a school would have received without Title I funds to pay for programs and reforms must still be used for these efforts, at the same level as it is distributed to schools not receiving Title funds.

If you are an elementary school, you need to provide evidence of collaborating with Even Start, Head Start, Early Reading First, pre-school, etc., when discussing how you will achieve your goal(s).

Instruction is provided by staff who have met the Title I Requirements and Professional Development is tied to student achievement.

Describe the number of teachers and other service providers you employ, plus their level of training and/or certification; it is often helpful to use some form of graphic (pie chart, etc.).

Include the number of staff who are trained in the use of the instructional program selected to achieve your goals and objectives. Further, note how teachers are supported, if necessary, by qualified paraprofessionals.



All professional development **must** be focused on meeting student academic achievement standards associated with your goal(s) to insure quality services for all children/students. You will also need to state how you plan to designate funds from your budget.

Strategies are included to increase parental involvement and family literacy.



You must include your new parent involvement policy and the instructions or action plan for implementation.

Remember: At least 1% of the total district allocation **MUST** be for authentic parent involvement (not family fun nights).

Building Capacity for Involvement

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each of the following must be addressed as part of your overall plan.

In accordance with the law, each school and district receiving Title I Funds:

- (1) Shall provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children;
- (2) Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement;
- (3) Shall educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;
- (4) Shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and



other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children;

- (5) Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand;
- (6) May involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training;
- (7) May provide necessary literacy training from funds received under this part if the local educational agency has exhausted all other reasonably available sources of funding for such training;
- (8) May pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- (9) May train parents to enhance the involvement of other parents;



- (10) May arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;

- (11) May adopt and implement model approaches to improving parental involvement;
- (12) May establish a district wide parent advisory council to provide advice on all matters related to parental involvement in programs;
- (13) May develop appropriate roles for community-based organizations and businesses in parent involvement activities; and
- (14) Shall provide such other reasonable support for parental involvement activities as parents may request.

ACCESSIBILITY

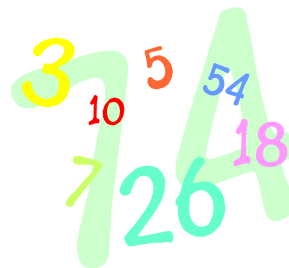
In carrying out the parental involvement requirements of this part, local educational agencies and schools, to the extent practicable, shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports in a format and, to the extent practicable, in a language such parents understand.



The plan specifically coordinates and integrates Federal, State, and local services and programs outlined by the law itself.

Decide how you will coordinate this collaboration and the types of agreements you form. Be sure to address any joint/collaborative trainings (include in professional development plan and designate funds to support) you may need.

You also need to include other reform strategies underway within the building, including: grant funds; special initiatives addressing violence prevention, nutrition, housing programs; Even Start; Head Start; adult education; vocational and technical education; and job training.



The plan is under ongoing review and revision to enable the eligible students to meet the State's Standards.

Your plan must include steps and timelines for:

- Reviewing, on an ongoing basis, the progress of participating children
- Revising the targeted assistance program
- If necessary, to provide additional assistance to enable such children to meet the State's challenging student academic achievement standards, such as
 - An extended school year
 - Before- and after-school services
 - Summer programs and opportunities
 - Training for teachers regarding how to identify students who need additional assistance, and
 - Training for teachers regarding how to implement student academic achievement standards in the classroom.

Careful research and attention to each of the above should provide a thorough picture of the assistance your school will provide for the students eligible to receive services in the Title I Targeted Assistance program. The intention is that the plan fit well into the overall school plan for ensuring all children have the opportunity to learn and succeed every day.

If you have any questions or need additional assistance as you put your plan together, please be certain to contact the Idaho State Department of Education.

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