

Targeted Assistance vs. Schoolwide Title I-A Programs

Students Served:

Targeted Assistance Program: All students are screened using multiple educational objective criteria and those students determined to be failing or most at-risk of failing (rank order list to identify students to be served) are provided services. Except on an “incidental basis” Title I paid staff may not work with any students other than those on the rank order list.

Schoolwide Program: The needs of ALL students are addressed, particularly the needs of low-achieving children and those at risk of not meeting the State academic achievement standards. Any student at any time can receive intervention/enrichment that s/he needs. All students and all teachers in the building are considered Title I.

Services: Both programs use effective methods and instructional strategies based on research that strengthen the core academic program and include extended learning time, such as extended school year; before and after school, and summer programs.

Targeted Assistance Program: Intervention services are supplemental to the core instruction and directed only to those students on the rank order list. The program minimizes removing children from the regular classroom during regular school hours for intervention services.

Schoolwide Program: Reform strategies are incorporated into the over-all instructional program for the purpose of meeting the needs of all the students in the school, which includes those children who are low achieving and at risk and includes providing advance academic achievement to students who are beyond proficient. Schoolwide program includes activities to ensure that students who experience difficulty attaining the proficient or advanced levels of academic achievement standards are provided with effective, timely additional support.

Highly Qualified Teachers:

The Highly Qualified requirement will not apply during the 2016-2017 school year.

In a **targeted assistance program**, any staff paid with Title I funds must meet the highly qualified requirement. For example, an instructional Title I paraprofessional who does not meet the professional qualifications cannot be paid with Title I. Another example: An elementary teacher paid with Title I funds who supervises the paraprofessional must meet the elementary highly qualified requirements.

In a **schoolwide program**, all core academic teachers must meet the highly qualified requirements and all instructional paraprofessionals must meet the professional qualification requirements. Core academic teachers and instructional paraprofessionals who do not meet these requirements must be immediately reassigned. In some cases, Idaho schools have had to move from schoolwide to targeted assistance until which time the school could meet the high qualified requirements.

Professional Development:

In both a targeted assistance program and a schoolwide program, high quality and ongoing professional development activities must be provided for teachers, paraprofessionals, principals, and if appropriate, pupil services personnel, parents, and other staff in order help all students meet the State’s academic standards. In a **targeted assistance program**, this applies to staff paid with Title I funds. In a **schoolwide program**, this requirement applies to all instructional staff.

Professional development for teachers in a schoolwide program must also include activities regarding the use of academic assessments for making adequate yearly progress that will help teachers improve student achievement and the overall instructional program.

Parent Involvement: Both programs have parent involvement and right-to-know requirements as identified in Sec. 1118 under NCLB.

Schoolwide Program: Parents must be involved in the planning, review, and improvement of the schoolwide program plan and annual program evaluation.

Program Evaluation:

Targeted Assistance Program: Review on an ongoing basis the progress of participating children and revise the program as necessary.

Schoolwide Program: Annually evaluate the schoolwide program using data, including State's annual assessment data, to determine whether the SW program has been effective in increasing achievement of students in meeting State standards; and revise the plan based on the evaluation to ensure continuous improvement of students

Transition:

Schoolwide Program: Elementary programs must include plans for assisting preschool students in the successful transition from early childhood programs (Head Start, Even Start, Early Reading First, preschool programs under IDEA or State-run preschool) to the schoolwide program

Supplement not Supplant:

Targeted Assistance Program: Title I funds must be used to supplement, not supplant the specific services funded by state and local resources

Schoolwide Program: Federal funds must supplement the state and local resources the school would receive in the absence of Title I. There is no need to demonstrate that any particular Title I funded services is supplemental to state or locally funded services.