

Title I Targeted Assistance Schools

If a school is selected to receive Title I funds and is ineligible for a schoolwide program, has not received a waiver to operate such a schoolwide program, or chooses not to operate a schoolwide program, then the school is a targeted assistance school. A local educational agency serving a targeted assistance school may use Title I funds only for programs that provide supplementary services to eligible children identified as having the greatest need for special assistance. Eligible children are:

- children not older than 21 who are entitled to free public education through grade 12; and
- children who are not yet at the appropriate grade level for free public education.

The school selects eligible children from this larger pool of students by identifying those who are failing, or most at risk of failing, to meet the state's challenging academic standards. The selection of eligible children should be based on criteria, including objective criteria, established by the LEA and supplemented by the school. Children who are economically disadvantaged, children with disabilities, migrant children or English learners are eligible for Title I services on the same basis as other children selected to receive services under this part.

Automatically eligible for services are migrant children; any child who participated in Head Start or Title I preschool services at any time within the previous two years; any child attending a community day program or living in a state or local institution for neglected or delinquent children; and any child who is homeless and attending any school served by the LEA.

Special rule: Title I funds may not be used to provide services that are otherwise required by law to be made available to children described above but may be used to coordinate or supplement such services.

The targeted assistance program shall serve participating, eligible students including by:

- using resources under this part to help eligible children meet the challenging state academic standards, which may include programs, activities, and academic courses necessary to provide a well-rounded education;
- using methods and instructional strategies to strengthen the academic program of the school through activities, which may include: expanded learning time, before- and after-school programs, and summer programs and opportunities; and a schoolwide tiered model to prevent and address behavior problems, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);
- coordinating with and supporting the regular education program, which may include services to assist preschool children in the transition from early childhood education programs such as Head Start, the literacy program under subpart 2 of part B of Title II, or state-run preschool programs to elementary school programs;
- providing professional development with resources provided under this part, and, to the extent practicable, from other sources, to teachers, principals, other school leaders, paraprofessionals, and, if appropriate, specialized instructional support personnel, and other
- school personnel who work with eligible children in programs under this section or in the regular education program;
- implementing strategies to increase the involvement of parents of eligible children in accordance with section 1116;

- if appropriate and applicable, coordinating and integrating federal, state, and local services and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d); and
- providing to the local educational agency assurances that the school will help provide an accelerated, high quality curriculum; minimize the removal of children from the regular classroom during regular school hours for instruction provided under this part; and on an ongoing basis, review the progress of eligible children and revise the targeted assistance program under this section, if necessary, to provide additional assistance to enable such children to meet the challenging state academic standards.

Use of Funds for Dual or Concurrent Enrollment Programs: A secondary school operating a targeted assistance program under this section may use funds received under this part to provide dual or concurrent enrollment program services described under section 1114(e) to eligible children under subsection (c)(1)(B) who are identified as having the greatest need for special assistance. Title I funds may be used for training teachers, tuition, fees, books and instructional materials, and transportation.

Delivery of Services: The services of a targeted assistance program under this section may be delivered by nonprofit or for-profit external providers with expertise in using evidence-based or other effective strategies to improve student achievement.

Necessary and Reasonable: All expenditures must be necessary and reasonable.