

Identifying Eligible Title I Students in a Targeted Assistance Program

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Types of Title I Programs

- Targeted Assistance
 - Reading and Math
 - Only eligible students
- Schoolwide
 - All core subjects
 - All students are considered Title I eligible
 - All teachers are Title I teachers

Types of Instruction

- Pull out

- Must be taught by a certified teacher
- Must receive the same curriculum as non-Title I students
- Must be given extra assistance to master the material
- Not recommended

- Push in

- Uses the regular classroom teacher
- Team approach
- Highly-qualified paraprofessional or certified teacher
- Receives same curriculum as non-Title I students along with extra assistance
- Recommended format

Student Eligibility for Services

- Not older than 21 who are entitled to a free public education through grade 12
- Children who are not yet at the appropriate grade level for free public education
- Most at-risk of failing or failing to meet the state's academic achievement standards
- Most districts use 1 to 1.5 years behind grade level as a general rule for eligibility,
- Or scoring less than proficient on standardized tests

Student Selection

- Grades preK-2
 - Judgment of teachers
 - Interviews with parents
 - Other developmentally appropriate measures
- Grades 3-12
 - Multiple, educationally related, objective criteria
 - More than one
 - Must be an academic component
 - Not based on judgment

Automatic Eligibility

- These students are not subject to the multiple, educationally related objective criteria:
 - Children who participated in Head Start, Even Start, Early Reading First, or Title I preschool services;
 - Any child attending a community day program or living in a state or local institution for neglected or delinquent children;
 - Any student served in the previous two years under the Migrant Education Program; and
 - Any child who is homeless and attending any school served by the LEA.

Services to Students

- May not be enough resources to serve all students
- Prioritized List
- Specific grade levels, certain academic subjects, homeless/LEP/Neglected and Delinquent

Identifying Students

- May not use Title I dollars to identify an eligible pool of students, for example, testing an entire student population to determine which students are failing or at-risk of failing
- May use Title I dollars to select eligible students from a group of students
- Eligibility for Title I services is based upon need, not income level even though income level is used to calculate a school's Title I allocation

Parental Involvement

- Parents should to be informed that their child may need Title I services
- School should explain what Title I services are
- School should seek parental permission before beginning the process
- Should be given a survey to fill out to assist in the identification process
- School-Parent Compact
- Should meet regularly with parents during this process (before and after)

Progress Monitoring/Exiting

- Gather as much diagnostic information on each student as possible (additional testing if needed).
- Regular testing should be done to monitor progress
- Goal is to exit the program as soon as possible

Resources

- Here are the directions to get to some sample forms located on the OPI website
 - www.opi.mt.gov-> Programs-> Title Programs-> Title I Programs-> Title I Part A, Improving Basic Programs, click on the Title I Webinars and Resources Tab and then on the Title I Teacher Referral Forms Tab in the middle of the page

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