

Title I Targeted Assistance Program Alternative Ideas to a Pullout Program

With the passage of the *No Child Left Behind* (NCLB) Act came increased expectations for schools to raise the academic achievement of all students, in particular those at-risk of not meeting the state standards. Title I services provided to struggling students must always be supplemental. This means that Title I students must have the benefit of receiving the same instructional time from the classroom teacher as all other students, as well as additional instructional time from the Title I teacher.

At recent U.S. Department of Education (USDE) trainings, concern has again been expressed regarding the pullout model of instruction. A common concern is that when a child leaves the classroom, they are missing something. Title I students struggle as it is to stay caught up. Often times, when they leave the room for Title I services, they miss out on instructions from the classroom teacher or seatwork time to get assignments done. The disruption that leaving the classroom and returning when another activity has begun can be very difficult for Title I students.

The USDE is in the process of updating their Title I targeted assistance program guidance. States have been informed that the new guidance will strongly promote Title I services that are supplemental in terms of providing students with more services **without decreasing instructional time within the classroom**. However we were also informed that the pullout model will still be an allowable service delivery model. The North Dakota State Title I office has created this guidance to assist schools that would like to look at alternatives to a pullout model and to provide ideas on other ways in which Title I targeted assistance funds could be utilized.

No matter how a school/district chooses to use Title I funding, targeted assistance programs must still fulfill all Title I requirements regarding student selection, parental involvement, and other pertinent requirements. Using alternative ideas does not dismiss meeting the requirements for a Title I school/district.

In this guidance, we have listed alternative ways to use Title I funds. Each idea is described in more detail within this document. Schools wishing to implement any of the services listed should read the detailed section for additional notes on programming issues, staff qualifications, and other requirements. Also note that some of these positions could be combined for optimal use of personnel and funds.

- ★ Title I Preschool Programs
- ★ Title I Extended Kindergarten Programs
- ★ Title I Before, After, and Saturday School Teacher
- ★ Title I Summer School Programs
- ★ Title I Coordinator
- ★ Title I Parent Coordinator
- ★ Title I Resource Specialist
- ★ Title I Reading/Math Coach
- ★ Title I Teacher for Struggling Students – In-class Model

★ Title I Preschool Programs

There is currently a national focus on preschool or early childhood education. A Title I preschool program is a program of educational services for eligible children who are below the age at which the school provides elementary education services. A Title I preschool program must be focused on raising the academic achievement of children so they are better prepared for school. In targeted assistance schools, staff could be hired with Title I funds to conduct a Title I preschool program. Schools would need to develop a student selection process to determine which preschool-age children are “at-risk” and would benefit from having early intervention services.

Staff Requirements: Preschool teachers paid with Title I funds would need to be elementary certified or have a degree in early childhood education. If this person works directly with students, they would also need to carry a Title I credential to provide direct services to identified struggling students during school hours.

Aides/paraprofessionals hired for a Title I preschool program would need to meet the Title I requirements specified in the NCLB act. Since aides/paraprofessionals must be under the direct supervision of a certified teacher, a Title I preschool program staffed entirely by aides/paraprofessionals is not allowed.

Districts/Schools Using This Option:

Just a few districts/schools in North Dakota are using a portion of their Title I funding to pursue preschool programs. Those that have pursued this option are finding wonderful results from the process. Please visit the Title I Preschool Program website to view a listing of these districts/schools. The website is located at <http://www.dpi.state.nd.us/title1/resource/aftrschl/index.shtm>.

★ Title I Extended Kindergarten Programs

Those students being served by the district that seem to be lagging behind in kindergarten skills may benefit from Title I extended-day kindergarten services. For example, regular kindergarten may be provided each day of the week for one-half day. Those students needing extra services may benefit from going to the regular kindergarten program and then participating in a Title I extended-day kindergarten for the second one-half day. Students participating in this program must be identified, through a selection process, as being most in need or struggling. Parents of all eligible students selected to participate must be informed that their child is eligible and parents must be given the opportunity to decline participation in the extended-day kindergarten program.

Staff Requirements: A teacher who is teaching the additional portion of the day for the Title I extended full-day kindergarten can meet the highly qualified provision in two ways:

1. The teacher can be licensed to teach Kindergarten by the Education Standards and Practices Board, or
2. Since this extended full-day kindergarten program is supplemental to the regular kindergarten program, the teacher can be a licensed elementary teacher with a Title I credential.

Aides/paraprofessionals would need to meet the Title I requirements for aides/paraprofessionals specified in the NCLB act. Since aides/paraprofessionals must be under the direct supervision of a certified teacher, a Title I extended day kindergarten program staffed entirely by aides/paraprofessionals is not allowed.

Districts/Schools Using This Option:

Just a few districts/schools in North Dakota are using a portion of their Title I funding to pursue extended kindergarten programs for identified students. Please visit the Title I Extended Day website to view a listing of these districts/schools. The website is located at <http://www.dpi.state.nd.us/title1/resource/aftrschl/index.shtm>.

★ Title I Before, After, and Saturday School Teacher

Increasing the instructional time for students through an extended-day school program is one approach that many schools are implementing to help meet the challenging goals of the NCLB Act. Students participating in these programs must be identified, through a selection process, as being most in need or struggling. Parents of all eligible students selected to participate must be informed that their child is eligible and parents must be given the opportunity to decline participation in the program. Services in these programs may be provided any time outside the regular school day.

Staff Requirements: A Title I before/after school program must be taught by personnel teaching within their area of licensure (i.e., the grade levels specified on the teaching license). However, it is not a requirement that teachers hold a Title I credential.

All aides/paraprofessionals hired for a Title I extended-day school program must meet the Title I requirements specified in the NCLB Act. The school district must ensure that all aides/paraprofessionals are under the direct supervision of certified teachers and that their role is to provide instructional support. An extended-day school program staffed only by aides/paraprofessionals is not allowed.

Districts/Schools Using This Option:

Many districts/schools in North Dakota use a portion of their Title I funding to pursue extended-day services. Please visit the Title I Extended-Day website at <http://www.dpi.state.nd.us/title1/resource/aftrschl/index.shtm> to view a listing of districts/schools doing an extended day program during the 2006-2007 school year.

★ Title I Summer School Programs

The North Dakota State Title I office has seen a dramatic increase in the number of schools opting to use their Title I funds for a Title I-paid summer school program. Students participating in this program must be identified through a selection process, as being most in need or struggling. Parents of all eligible students selected to participate must be informed that their child is eligible and parents must be given the opportunity to decline participation in the summer school program. Summer school services are an opportune way to provide at-risk students with additional instructional time.

Staff Requirements: A Title I summer school program must be taught by personnel teaching within their area of licensure (i.e., the grade levels specified on the teaching license). However, it is not a requirement that teachers hold a Title I credential.

All aides/paraprofessionals hired for a Title I summer school program must meet the Title I requirements as specified in the NCLB Act. The school district must ensure that all aides/paraprofessionals are under the direct supervision of certified teachers and that their role is to provide instructional support. A summer school program staffed only by aides/paraprofessionals is not allowed.

Districts/Schools Using This Option:

Many districts/schools in North Dakota use a portion of their Title I funding to pursue summer school programs. Please visit the Title I Summer School website at <http://www.dpi.state.nd.us/title1/targeted/index.shtm> to view a listing of districts/schools doing a summer school program during the 2006-2007 school year.

★ Title I Coordinator

Title I funds could be used to hire someone to coordinate the school's Title I program. In this scenario, the Title I position takes on a more administrative role. A coordinator may be responsible for administering all the requirements of the Title I programs such as: prepare the Title I section of the consolidated application, maintain written records and reports on the Title I program, coordinate professional development aimed to assist "at-risk" students, coordinate parental involvement activities and meetings, plan the annual review meeting, and prepare other Title I information for administration.

Staff Requirements: A person in this position will need to carry a valid Title I coordinator's credential.

Districts/Schools Using This Option:

For a list of districts that use Title I funds to employ a Title I Coordinator, please visit the Title I website at <http://www.dpi.state.nd.us/title1/targeted/require/read/new/coordinator.shtm>.

★ Title I Parent Coordinator

Parental involvement is a key component of the NCLB Act. Title I funds could pay for personnel to be employed as a Title I parent coordinator with the responsibility of providing resources to the parents of Title I students to help them assist their children at home. This person could coordinate trainings, research ideas, design materials, and coordinate all aspects of parental involvement within the Title I requirements.

Staff Requirements: There are no requirements for a person employed as a parent coordinator.

Districts/Schools Using This Option:

A few districts in North Dakota that employ a parent coordinator as part of their Title I program include the Minot Public School District and the Pettibone Elementary School.

★ Title I Resource Specialist

Title I funds could be used to hire someone to conduct research to provide ideas, lesson plans, strategies, and research-proven practices to assist your teachers in working with Title I students. Title I funds could be used to pay personnel to gather information, review research, and collect resources on effective research-based practices for teachers to assist Title I students.

Staff Requirements: A person in this position should be an educator. This person does not need to carry a Title I credential unless they will also be providing direct services to identified struggling students during school hours.

Districts/Schools Using This Option:

At this time, there are no districts/schools in North Dakota employing a resource specialist as part of their Title I program.

★ Title I Reading/Math Coach

Title I funds may be used to employ personnel in the position of a reading and/or math coach. In a targeted assistance program, this person would be limited to assisting teachers with strategies to work with identified Title I students. Coaches can provide information on strategies that can be used with Title I students and may also facilitate study groups with classroom teachers to discuss strategies and intervention ideas for Title I students. Due to the growing popularity of this type of program, the State Title I office is working to create additional guidance on the use of funds in this area.

Staff Requirements: A Title I credential (reading/math) is required for staff employed in this position.

Districts/Schools Using This Option:

All Reading First Schools employ a reading coach to assist teachers with strategies and reading services to struggling students. To see a list of schools with Reading First grants, please see the Title I Reading First website at <http://www.dpi.state.nd.us/title1/reading/index.shtm>.

There are a growing number of districts in North Dakota employing a math coach as part of their Title I program. These districts include: Fargo Public School District, Bismarck Public School District – Wachter Middle School, Jamestown Public School District, and the Devils Lake Public School District. One idea for small districts would be to pool their Title I funds to share a math coach to assist staff in a consortium of schools.

★ **Title I Teacher for Struggling Students – In-class Model**

One alternative to the pullout model is to use the in-class model of instruction. Title I staff using the in-class model can only provide direct services for identified Title I students during a time when classroom instruction is not taking place. With the in-class model, the Title I teacher can work unobtrusively with identified Title I students, compliment what the classroom teacher is doing, and less time is wasted getting to and from the Title I classroom.

Staff Requirements: This individual needs to carry a Title I credential if they provide direct services to identified struggling students during school hours.

Districts/Schools Using This Option:

Most Title I teachers use a combination of in-class and pullout models when providing services to Title I students. The Title I Targeted Assistance website provides many details on using both models within the Title I program and the advantages and disadvantages of each. For more details on this model of service, please see the Title I website at <http://www.dpi.state.nd.us/title1/targeted/index.shtm>, specifically see the bullet entitled, “Models of Delivery for your Title I Program.”