

Targeted Assistance Programs use effective, research-based instructional strategies that:

- ◇ Give primary consideration to providing extended learning time, such as an extended school year, before-and after-school programs, and summer opportunities.
- ◇ Provide students exposure to an accelerated high-quality curriculum.
- ◇ Minimize removing children from the regular classroom during the school day for Title I instruction.
- ◇ Ensure Title I, Part A funds are spent on activities and services for eligible participating children.

## Harford County Public Schools Title I Office

### *Title I at work for you!*

*Title I Targeted Assistance is a method of delivering supplementary Title I services to a specific population of students who were identified as failing, or furthest from meeting the state's challenging content and performance standards. The goal of a Targeted Assistance Program is to improve teaching to better support the learning of the participating students and enable them to meet the state's standards.*

*Students in a Targeted Assistance Program must be identified and served, on a priority basis, based on multiple, objective, and educationally-related criteria.*

*Criteria must also be generated in order to determine when a student can exit the Title I program..*

*Title I supplemental services can be delivered in a number of ways to eligible students, i.e., in-class instruction; pull-out instruction; and/or extended day, week, or year instruction.*

*Title I staff must be highly qualified and are responsible for providing supplemental services to identified students. Title I staff must coordinate with other school personnel and involve parents in the planning, implementation, and evaluation of the Title I program.*

To see the original documents...

Go to [hcps.org](http://hcps.org), click on Title I Schools under the Parents Tab and scroll down to "General Info"



**Proud to be Title I**

## Harford County Public Schools Title I Office

### Mission Statement:

The mission of Title I in Harford County Public Schools is to ensure academic achievement for at-risk students attending schools in high poverty areas.

### We Believe In:

- \* Implementing research-based instructional practice
- \* Utilizing additional resources in instruction
- \* Involving parents and community



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## HCPS Title I Targeted Assistance Schools

### Guidance for Targeted Assistance Programs:

The key components in the Targeted Assistance Program include coordination of students' educational programs and utilization of effective strategies for improving student achievement that are supplemental to the core educational programs.

### Strategies to enhance a Targeted Assistance Program in the classroom:

- ◆ Provide additional instructional time to identified Title I students;
- ◆ Enhance current supplemental programs being offered by serving more eligible students;
- ◆ Employ additional highly qualified Title I teachers to provide supplemental instruction;
- ◆ Expand on-going learning opportunities for staff working directly with identified Title I students through supplemental Professional Development.

### Title I Targeted Assistance Program's components must:

- ◆ Use Title I resources to help participating children meet the state's challenging student performance standards expected for all children.
- ◆ Be based on effective means for assessing student learning, monitoring progress, and improving achievement.
- ◆ Ensure that planning for participating students is incorporated into existing school planning.
- ◆ Provide instruction by "highly qualified" teachers.
- ◆ Provide opportunities for professional development for teachers, principals, and paraprofessionals, including, pupil services personnel, parents, and other staff working with participating children.
- ◆ Provide strategies to increase parental involvement, such as family literacy services for the parents of participating children.

### Supporting Parental Education and Involvement

#### The school will:

1. Use a variety of communication strategies to provide additional information to parents.
2. Hold parent meetings and activities regularly throughout the year to increase parental involvement.
3. Provide information to parents about volunteer opportunities.
4. Work with parents to create a School-Parent Compact, a plan for how parents, staff, and students share the responsibility for improved student academic achievement.
5. Provide an opportunity for parents to engage in decision-making processes regarding the school's Title I, Part A program.
6. Engage parents in an evaluation of parental involvement efforts.