

## Comparison of Schoolwide and Targeted Assistance Title I, Part A Programs

<i>Category</i>	<i>Schoolwide</i>	<i>Targeted Assistance</i>
School Eligibility	Poverty level must be at least 40%.	Must be Title I eligible school (poverty level at or above district average).
Program Purpose	A schoolwide program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school. It's primary goal is to ensure that all students, especially those who are low-achieving, demonstrate proficient and advanced levels of achievement on the state academic achievement standards.	A targeted assistance school assists participating children (those who meet eligibility criteria) in meeting the state's proficient and advanced levels of performance by using effective methods and instructional strategies based on scientifically based research.
Planning	Comprehensive Schoolwide Plan must be developed for reforming the total instructional program in the school. One year planning period generally required. Plan is reviewed annually and updated as needed.	Plan includes a general description of targeted assistance school activities to support students identified as eligible for services. Plan includes criteria for student eligibility. Review and revise as necessary.
Use of Funds	Title I funds are used to serve all students to meet the needs identified through the school's comprehensive needs assessment. All students are considered Title I students.	Title I funds are only used to directly support programs for eligible students.
Consolidating Funds	Title I funds are consolidated with other funds (federal, state, and local) to upgrade the entire educational program of the school.	Coordination with other programs is expected. Consolidating or commingling of funds is not allowed.
Supplement	Title I funds are used only to supplement <i>the amount of</i> funds from non-federal funding sources.	Title I funds used to provide programs that are in addition to, or supplement, the educational services that would be provided in the absence of Title I funding. Title I funds can be used to coordinate or supplement other sources.
Student Eligibility for Services	Schoolwide programs are not required to identify particular children as eligible to participate in services or to provide supplemental services to such children. The program should upgrade the achievement of all students, including low-achieving students.	Title I funds are used to provide services directly to eligible children who are failing or at risk of failing to meet the state's standards. Student eligibility is determined by multiple, educationally related, objective criteria. For pre-school to grade 2, teacher judgments, interviews with parents and other developmentally appropriate criteria may be used. In addition, the following students are automatically eligible: Head Start, Even Start, Migrant, N or D, or Homeless.

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Program Components	<p>A Schoolwide program must include the following components:</p> <ul style="list-style-type: none"> <li>• A comprehensive needs assessment of the entire school based on information on the performance of children in relation to the state content and performance standards.</li> <li>• Schoolwide reform strategies that provide opportunities for all children to meet the advanced and proficient levels of student performance, use effective instructional strategies, address the needs of all children in school, and are consistent with state and local plans.</li> <li>• Instruction by highly qualified teachers and strategies to attract highly qualified teachers.</li> <li>• Offer high quality, ongoing professional development for teachers and paraprofessionals (and where appropriate, pupil services personnel, parents, principals, and other staff).</li> <li>• Measures to include teachers in making decisions regarding the use of academic assessments.</li> <li>• Strategies to increase parental involvement (especially in helping their own children do well in school as well as involvement in the planning, implementation, and evaluation of the schoolwide program).</li> <li>• Plans for assisting preschool children in the transition from early childhood programs to local elementary programs.</li> <li>• Strategies to identify, and ensure timely assistance to, students who experience academic difficulties.</li> <li>• A description of how the school will use resources under Title I and other sources to implement the above components.</li> <li>• A listing of funding from other state and federal programs that will be included in the schoolwide program.</li> </ul>	<p>Each targeted assistance program must:</p> <ul style="list-style-type: none"> <li>• Use Title I resources to help participating children meet the state’s student performance standards expected for all children.</li> <li>• Ensure that planning for students in the targeted assistance program is incorporated into existing school planning.</li> <li>• Be based on effective strategies for improving achievement of children.</li> <li>• Use effective instructional strategies that give primary consideration to extended learning time; help provide an accelerated, high-quality curriculum; and minimize use of the pull-out model.</li> <li>• Coordinate with and support the regular educational program.</li> <li>• Provide instruction by highly qualified professional staff.</li> <li>• Provide opportunities for professional development for administrators and for teachers and other school staff who work with children in the targeted assistance program.</li> <li>• Provide strategies to increase parental involvement, especially in helping children do well in school.</li> <li>• Coordinate with other federal, state, and local services and programs.</li> </ul>

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School Personnel	School personnel are all supported by Title I funding in the schoolwide program and may assume any duties. Personnel are not required to sign Time and Effort reports indicating time spent on Title I or any other program. A semi-annual certification that staff worked on the single cost objective (the schoolwide program) is required.	School personnel who are paid with Title I funds work with Title I students for the time they are being paid through Title I funds. Some limited other duties may be included if it is in the same proportion with respect to similar personnel at the same school, or for general professional development, school planning, or collaborative teaching that directly benefits participating children. Time and effort reports are required to document the amount of time spent on Title I.
Paraprofessional Requirements	All paraprofessionals teaching in a Schoolwide School are considered to be Title I paraprofessionals and must meet the qualifications.	Only paraprofessionals paid directly with Title I funds must meet the paraprofessional qualifications.
School Improvement, Parent Involvement, & Professional Development	Schoolwide programs are subject to school improvement provisions, and must comply with Title I requirements for parent involvement and professional development.	Targeted Assistance school programs are subject to school improvement provisions, and must comply with Title I requirements for parent involvement and professional development. Professional development paid for with Title I funds may include any teachers that serve Title I students at some point in the day, not just those teachers paid with Title I funds.

Resources (available at [www.eed.state.ak.us/tls/TitleIA/](http://www.eed.state.ak.us/tls/TitleIA/) )

Designing Schoolwide Programs, Non-Regulatory Guidance, USDE, March 2006

Title I Fiscal Issues, Non-Regulatory Guidance, USDE, May 2006

Targeted Assistance Schools Policy Guidance (archived), USDE, April 1996