

DIFFERENCES BETWEEN TITLE I TARGETED ASSISTANCE AND SCHOOLWIDE PROGRAMS

Although many similarities exist between Title I Targeted Assistance and Schoolwide programs, there are also significant differences. It is especially important that schools that have recently moved or are moving from Targeted Assistance to Schoolwide be aware of these differences and address them as they develop school Title I plans and submit information to the district for the Consolidated Application.

Targeted Assistance	Both	Schoolwide
Student identification is made that renders them eligible or ineligible for services. Students identified as most at risk of not meeting state academic standards are served.		All students can receive additional services. No student identification is made that renders them eligible or ineligible for services. Students identified as most at risk are given additional assistance.
		Plan must be based on a comprehensive needs assessment.
	Plans and programs employed must be based on scientifically-based research and must strengthen the core academic program of the school	
Program targets resources only to those students most at-risk academically in reading and/or math.		Program promotes improved instruction for all students and constitutes comprehensive school reform
Professional development with Title I funds focuses on staff who provide direct support to Title I students and is aligned with these students' needs.	Professional development must be aligned with Title I program goals.	Title I funds are used to provide professional development for all staff to support all students
The program is not contingent on school's poverty rate.		Unless a waiver is granted, only schools with a poverty rate of 40% or more may operate a schoolwide program.
Title I funds are used to support additional instruction.	School must provide additional learning time for students who have been identified as most at risk of not meeting reading and/or math standards.	Title I funds may be merged with Federal, State, and local funds to support additional instruction.
Careful accounting must show that funds otherwise received from non-Title I sources are not replaced with Title I funds.		Districts must show that overall the level of educational services is higher in schools with Title I funds than services would be without federal money. Schoolwide plan must align with budget expenditures.
Students are to be pulled from the regular educational setting as little as possible. After-school and summer classes should be considered.		Since the program serves all students, there may be a need to pull students from the regular educational setting to receive the benefits of the federal money, but pull-out should be as minimal as possible.

On-going progress-monitoring must be in place to identify students most at-risk and eligible for services.	On-going monitoring of student progress is necessary to determine intervention program modifications.	A comprehensive needs assessment helps identify how services will be delivered. Teachers are involved in analysis of academic assessments.
Title I services are a part of the overall school planning process and are considered whenever new school plans are developed.		A formal and comprehensive plan must be developed for each school on a schoolwide plan, outlining how both school and Title I resources will be used to meet the identified needs.
	Plan must coordinate and integrate Federal, State, and local services and programs.	
Parents must be notified of students' eligibility for Title I services		No parent notification of additional services to students is necessary.
Title I teachers and paraprofessionals must be highly qualified.		All content teachers and paraprofessionals, including Special Education staff, must be highly qualified.
	Emphasis is placed on parental involvement and family literacy. Parent-School Policy/ Compact must be developed.	Parents are involved in plan development, revision, and review.
	Program must facilitate transition from early-childhood programs to school.	

School Plans and the District Consolidated Application

School plans should reflect the actions to be taken by school staff that comply with Title I federal requirements and meet the needs of students. While many of the actions taken by Targeted Assistance schools are the same as those taken by Schoolwide, there are significant differences between the two programs, as indicated by the chart above. Some examples are:

- **Targeted Assistance** programs should focus primarily on the quality instruction provided by the Title I teacher, either working with a small group of eligible students within the classroom or in a pull-out program. The description of the **Targeted Assistance** program must address effective scientifically research-based instructional methods and strategies that strengthen the core academic program of the school and align with general classroom instruction/curriculum.
- **Schoolwide** programs should focus primarily on meeting the needs identified in the comprehensive needs assessment. The description of the **Schoolwide** program must address effective scientifically research-based instructional methods and strategies that strengthen the core academic program of the school.

- **Targeted Assistance** programs should involve parents to the extent possible in program planning and evaluation, but the focus should be on their involvement in the Title I student's education, required parent involvement activities, and family literacy.
- **Schoolwide** programs must provide evidence of whole-staff and parent involvement in program planning and evaluation, as well as academic involvement, required parent involvement activities, and family literacy.
- Professional development with **Targeted Assistance** funds is used for staff that support Title I students and is aligned with Title I students' needs.
- Professional development in **Schoolwide** programs is for all staff to support all students and is described in the Schoolwide plan.

How might these differences be reflected in the Consolidated Application?

Instructional Delivery

- **Targeted Assistance** programs should focus primarily on the quality instruction provided by the Title I teacher, either working with a small group of eligible students within the classroom or in a pull-out program. The description of the **Targeted Assistance** program must address effective scientifically research-based instructional methods and strategies that strengthen the core academic program of the school and align with general classroom instruction.

Example:

In addition to the literacy block within the classroom, Title I students will receive an 30-40 minutes of additional intensive one-on-one or small-group reading instruction using research-based literacy intervention materials. These intervention programs were selected by Title I and classroom teachers after a review of research on effective reading intervention programs

- Kindergarten: Lindamood Bell, Zoo Phonics.
- 1st grade: Lindamood Bell, Read Well, and Read Naturally
- 2nd and 3rd grade: PALS, Lindamood-Bell, Horizons, and Read Naturally
- 4th and 5th grade: Scholastic Read 180.

These resources will be purchased with Title I Targeted Assistance funds.

High needs students requiring intensive intervention:

Grades 2 and above: Orton-Gillingham, Wilson Reading

These resources will be purchased with school funds.

- **Schoolwide** programs should focus primarily on meeting the needs identified in the comprehensive needs assessment. The description of the **Schoolwide** program must address effective scientifically research-based instructional methods and strategies that strengthen the core academic program of the school. The program description must show that it promotes improved instruction for all students and constitutes a comprehensive (whole-school) school reform that implements scientifically-research-based strategies and methods at every grade to meet student needs.

Example:

Teachers provide additional in-class small group instruction for both reading and math for students who are not on grade level. For students who are still not making adequate progress in the regular classroom, before- and after-school tutoring, and Summer School are offered. Students also receive additional support during the school day and in summer school through Lexia, a computer-based program that reinforces reading skills.

District teams of teachers have met over the past four years and analyzed core and intervention programs. After holding school-based discussion groups regarding the materials, a district selection of core programs was made. The district funded the core programs; teachers in Title I schools have selected supplemental and intervention programs that they determined best met the needs of their students. The research-based programs that are funded through Title I are Lindamood-Bell Visualizing and Verbalizing, the Horizons Reading Intervention Program (new in 09), and Language!.

Parental Involvement

Targeted Assistance programs should involve parents to the extent possible in program planning and evaluation, but the focus should be on their involvement in the Title I student's education, required parent involvement activities, and family literacy.

Example:

Title I, CPP and the District coordinate efforts for Parent Involvement that include parent workshops, winter and spring events, and a classroom volunteer program. A parent night is offered each semester focusing on services provided through Title I and how to support student learning. For example, training is provided to parents on how to read to and with their children. Information is provided in the home language for parents with limited English proficiency or an interpreter is provided. The Title I program also provides a Home Reading and Math Program in which students are provided quality literature and parents are provided with guides explaining how to discuss features of the text with their children. In addition, to increase parent volunteerism, each classroom has a collection of books that can be read to children by parents either in classrooms or at home. Title I and classroom teachers and parents can communicate daily, if necessary, through the journal that is returned daily to school by the student.

- **Schoolwide** programs must provide evidence of whole-staff and parent involvement in program planning and evaluation, as well as academic involvement, required parent involvement activities, and family literacy.

Example:

Parents are an integral part of our school improvement planning process. They meet quarterly with the principal and our school leadership team to examine data on the degree to which the goals identified in our schoolwide Title I plan (which is also our school improvement plan) are being met. Together, we make revisions and take suggestions for program improvement to the entire staff.

This group also makes suggestions for professional development activities for teachers and family literacy activities for parents. This year these included training in differentiation strategies and a book study on Sousa's *How the Brain Learns to Read* and English Language classes for parents. We also offered a parent night each semester focusing on how to support student learning at home. For example, training is provided on how parents can read to and with their children.

Parents will be invited to meet with teachers on the early-release days when they examine curriculum alignment issues. While we recognize that the afternoon time frame restricts parent participation, we feel that the perceptions of those who do attend will be very helpful. In addition, we solicit and encourage Title I parent participation on all district committees.

Professional Development

- Professional development in **Targeted Assistance** Programs focuses on staff that provide direct support to Title I-eligible students. The school's professional development activities are based on areas of need identified through analysis of Title I student achievement data and teacher surveys. All professional development activities adhere to the Colorado Staff Development Council's Framework for School Focused Professional Development.

Example:

We provide training for our Title I teachers in differentiation of instruction and meeting the needs of minority and second language students using researched-based interventions. Our BOCES has scheduled monthly training sessions which our teachers will attend. Our Title I teachers will share information on these trainings with all staff at one faculty meeting a month.

- Professional development in **Schoolwide** programs is for all staff to support all students. The school's professional development activities are based on areas of need identified through analysis of student achievement data and teacher surveys. All professional development activities adhere to the Colorado Staff Development Council's Framework for School Focused Professional Development.

Example:

Activities are job-embedded and content focused. They support learning communities and promote systemic change. We will provide training in differentiation of instruction during Teacher Inservice Days in August, with follow-up training once a month on early-release Wednesdays. We will also hold a book study during the second semester on Sousa's *How the Brain Learns to Read*.

IS YOUR SCHOOL READY TO GO SCHOOLWIDE?

The questions below are designed to assist you in determining whether your school is ready to plan and implement a schoolwide Title I program. If the answer to all or most of these questions is “yes,” you are ready to begin planning for a schoolwide Title I program.

1. Is your school’s poverty rate at least 40%?
2. Has a comprehensive assessment of needs been conducted (as outlined in NCLB section 1114) -- or have sufficient resources been set aside to conduct a comprehensive needs assessment?
3. Are school administrators committed to the involvement of teachers and parents in Title I program planning and evaluation of program effectiveness?
4. Are school administrators willing to budget sufficient time and resources to allow for team planning and collaboration? (This is very important. Planning and implementing an effective schoolwide program takes time!)
5. Are there effective staff decision-making and consensus building models in place? Are decisions based on a shared vision of higher student achievement?
6. Are all staff members (including ESL, Special Ed., P.E. Music, etc.) willing to spend time looking at all aspects of the school operation and willing to make changes to meet the academic needs of children?
7. Has a leadership team with representatives of all stakeholders been formed?
8. Are classroom teachers ready and willing to rethink current practices and to modify instruction to meet the academic needs of most children?
9. Are Title I teachers and paraprofessionals ready and willing to rethink how services will be delivered to students and teachers?
10. Are all core content teachers and paraprofessionals, including those in the special education program, highly qualified?
11. Has the staff analyzed current instructional resources (programs and materials) to insure that they are sufficient to enable teachers to adequately meet the academic needs of most students -- or is there a plan in place for evaluation of the adequacy of instructional resources?
12. Is there a plan in place to meaningfully involve parents in Title I schoolwide program planning and evaluation?