

A Title I schoolwide program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school with a poverty percentage of 40 percent or more in order to improve the achievement of the lowest-achieving students (ESEA section 1114(a)(1)).

Programs Requirements and Eligibility

Serving All Students

A school operating a schoolwide program does not need to identify particular students as eligible to participate (ESEA section 1114(a)(2)(A)(ii)). There are three basic components:

- Conducting a comprehensive needs assessment of the entire school, using academic achievement and perception data from school staff, parents, and others in the community.
- Preparing a comprehensive schoolwide plan that describes how the school will improve academic achievement overall, but particularly for the lowest-achieving students, by addressing the major problem areas identified in the comprehensive needs assessment.
- Annually reviewing the schoolwide plan, using data from State assessments, other indicators of academic achievement, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and increasing student achievement, particularly for the lowest-achieving students. Schools need to **revise the plan annually**, as necessary, to ensure continuous improvement.

Use of Funds

A school operating a schoolwide program may use Title I funds for any activity that supports the needs of students in the school as identified through the comprehensive needs assessment and articulated in the schoolwide plan (ESEA section 1114(b)). In implementing the schoolwide plan, a school must, among other things, use effective methods and instructional strategies that are based on evidence, provide instruction by highly-qualified teachers, provide high-quality, ongoing professional development, and increase parent involvement (ESEA section 1114(b)(1)). Specifics of the schoolwide plan, including evidence-based strategies and instructional methods used, are at the discretion of school and LEA officials.

Examples of Uses of Funds in a Schoolwide Program (Based on the Needs Assessment)

- Increased learning time
- High-quality preschool or full-day kindergarten
- Evidence-based strategies to accelerate acquisition of content knowledge for English learners
- Equipment, materials, and training needed to compile and analyze data to monitor progress, alert the school to struggling students, and drive decision making
- Devices and software that allow students to access digital learning materials and collaborate with peers and related training for educators
- Instructional coaches to provide high-quality, school-based professional development

Tools and Resources

USDE Guidance

Supporting School Reform by Leveraging Federal Funds in a Schoolwide Program: Information on program flexibility and common misconceptions related to schoolwide programs - July 2015
www2.ed.gov/policy/elsec/guid/eseatitleiswguidance.pdf

Title I Fiscal Issues: Information on how supplement not supplant operates and consolidating funds in a schoolwide program - February 2008
www2.ed.gov/programs/titleiparta/fiscalguid.pdf

Designing Schoolwide Programs: Details on conducting a comprehensive needs assessment, developing and implementing a schoolwide plan, and revising a schoolwide program - March 2006
www.ed.gov/policy/elsec/guid/designingswpguid.doc

CDE Website

www.cde.state.co.us/FedPrograms/ti/a_sw



- Evidence-based activities to prepare low-achieving students to participate successfully in advanced coursework
- School climate interventions (e.g., anti-bullying strategies, positive behavior intervention supports)
- Activities shown to be effective for increasing family and community engagement
- Family literacy programs

Supplemental Funds, Not Services

- A school operating a schoolwide program need not limit activities to services that are supplemental.

Consolidating Funds

- A school operating a schoolwide program may consolidate Federal, State, and local funds to better address the needs of students in the school

Reasonable and Necessary

- Is this a reasonable and necessary expense?

Program Reviews

- Although a schoolwide program school may use Title I funds to serve all students, there are protections to ensure that low-achieving students and historically underserved populations are not ignored. The very purpose of a schoolwide program is to upgrade the entire educational program of the school in order to raise the achievement of the lowest-achieving students (ESEA section 1114).
- A schoolwide program must provide effective, timely additional assistance to students who experience difficulty mastering the State's academic achievement standards (ESEA section 1114(b)(1)(I)).
- An LEA must ensure that each schoolwide program school receives a basic level of funds or resources from non-Federal sources to provide services that are required by law for students with disabilities and English learners before using Title I funds in the school (ESEA section 1114(a)(2)(B)). Federal funds must supplement funds the school otherwise receives; a schoolwide program school relies on the equitable distribution of non-Federal funds (ESEA section 1114(a)(2)(B)). The supplement not supplant requirement for a schoolwide program requires that the school receive all non-Federal funds it would receive if it did not receive Title I funds

Guiding Questions

What are the findings of a Comprehensive Needs Assessment?

To what degree does the schoolwide plan identify strategies that are research-based and proven to increase academic success?

What process was used to engage all stakeholders (administrators, teachers, parents, community members, etc.) to get an accurate and thorough assessment?

Where can I learn more?

- To view all CDE fact sheets, visit: www.cde.state.co.us/Communications/factsheetsandfaqs