

Title I Schoolwide Guidance

INTRODUCTION

Title I schoolwide programs allow eligible schools to use Title I funds to support comprehensive reforms that improve the entire educational program of the school rather than only certain students in a targeted assistance program. Schoolwide programs, like targeted assistance programs, must use federal funds for supplemental activities. However, the rigid supplement, not supplant presumptions typically applied by auditors do not apply to schoolwide programs. This means that a school operating a schoolwide program needs only to show that it received the equitable amount of state and local funds in absence of the federal funds.

A school must take these steps and meet these conditions to operate a schoolwide program:

1. **Step One:** Determine if the school would benefit from operating a schoolwide program.
2. **Step Two:** Determine if the school meets eligibility criteria:
 - a. At least 40 percent of the student population is from low-income families (living below the poverty level); or
3. **Step Three:** Determine if the school needs to apply for a waiver:
 - a. If the school does not meet the 40 percent poverty threshold and it received a C or better in the Economically Disadvantaged subgroup category on the most recent report card, the school may apply for a one-year waiver.
4. **Step Four:** Conduct a comprehensive needs assessment with stakeholder input;
5. **Step Five:** Develop, with stakeholder input, a schoolwide plan and submit for approval.

SCHOOLWIDE BENEFITS

The benefits of schoolwide programs include the following:

- May use Title I funds to support the entire school, not just certain students (the use of the funds must be reasonable and necessary and allowable);
- Do not need to identify individual students for services; may serve all students;
- Do not need to demonstrate that individual activities and services are supplemental. For example, may use Title I funds for activity required by state law; may pay a teacher with Title I funds even if that educator previously was paid with local funds.

SCHOOLWIDE ELIGIBILITY

Title I schools with 40 percent or more low-income students are eligible for schoolwide programs. (Schools can use rounding and the feeder pattern to meet the requirement. For options, contact a consultant from the Ohio Department of Education's Office of Federal Programs.)

SCHOOLWIDE ELIGIBILITY WAIVER (NEW)

Certain schools below the 40 percent low-income threshold may apply for a one-year waiver from the Office of Federal Programs to operate a schoolwide program. To be considered for a one-year waiver from the 40 percent low-income threshold to operate a schoolwide program, the school must:

- Demonstrate that economically disadvantaged students previously have made sufficient improvement using reform strategies in a schoolwide program;
- Demonstrate a schoolwide reform plan that shows how it will use Title I and other resources to meet the needs of the school, based on the results of the Decision Framework and implementation of the Ohio Improvement Process to meet the planning year requirement;
- Complete the planning requirements outlined in ESSA section 1114(b);

- Provide a justification for implementing a particular schoolwide model, as well as an assurance that the school will ensure academic supports for its at-risk students;
- Received a C or better in the Economically Disadvantaged subgroup in the Gap Closing component from the most recent report card;
- Community schools in their first year of implementing Title I programs are ineligible to apply for waivers.

Special Note: Schools operating schoolwide programs before the 2017-2018 school year must amend and monitor their existing plans to reflect the schoolwide planning requirements of ESSA.

SCHOOLWIDE PLAN ELEMENTS

The schoolwide plan identifies the school's needs and explains which improvement strategies it will use to address them. In general, the school may then spend Title I funds to support the strategies identified in its plan. A schoolwide plan will remain in effect for the duration of a school's participation in Title I under these conditions:

1. **Comprehensive Needs Assessment:** A schoolwide plan is based on a comprehensive needs assessment of the entire school that considers the academic achievement of children, particularly children who are failing or at-risk of failing, to meet state standards and any other factors as determined by the district.
2. **Involvement of Stakeholders:** The schoolwide plan is developed with key stakeholder involvement.
3. **Coordination and Integration of Services and Resources:** The services and resources outlined in the plan are coordinated and integrate other federal, state and local services, resources and programs, if appropriate. These include programs supported under ESSA, as well as violence prevention, nutrition, housing, Head Start, adult education, career and technical education programs, and priority and focus schools receiving School Improvement 1003 funds.
4. **One-year period:** The schoolwide plan must be developed during a one-year period for schools not already operating schoolwide programs, unless the district consults with the school and determines that less time is needed to develop and implement the program.

Special Note: Districts involved in the Ohio Improvement Process have a building leadership team that has identified and prioritized the building needs using valid, timely, quantitative and qualitative data resulting from the building's Decision Framework. These districts, therefore, are eligible to move to schoolwide programs with a planning period of less than one year upon completion of the Schoolwide components in the CCIP.

5. **Regularly Monitored:** The school regularly monitors and revises its plan and implementation based on student needs, so it can provide all students opportunities to meet state standards.
6. **Publicly Available and Understandable:** The schoolwide plan must be available and understandable to the district, parents and the public.

Special Note: If a schoolwide school consolidates Title I funds with other funds, the plan also must specify the state, local and federal programs it will consolidate in the schoolwide program. Districts can use Title I funds to support comprehensive initiatives in a schoolwide school *even if Title I funds are not consolidated with other program funds.*

SCHOOLWIDE STRATEGIES

Using information from the comprehensive needs assessment, the schoolwide plan must describe the strategies the school will implement to address its needs, including a description of how the strategies will address the following:

1. Provide opportunities for all children, including each subgroup of students, to meet state standards.
2. Use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched, accelerated curriculum, which may include programs, activities and courses needed for a well-rounded education;
3. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting state standards, through activities which may include:

- Counseling, school-based mental health programs, specialized instructional support services, mentoring services and other strategies to improve students' skills outside the academic subject areas;
- Preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement or International Baccalaureate courses, dual or concurrent enrollment or early college high schools);
- Implementation of a schoolwide, tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act;
- Professional development and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments and to recruit and retain effective teachers, particularly in high-need subjects;
- Strategies for helping preschool children in the transition from early childhood education programs to local elementary school programs, as well as transitions from middle school to high school and to postsecondary education.

Special Note: Districts must review and revise schoolwide plans annually based on the effectiveness of the schoolwide program.

SCHOOLWIDE RESOURCES

- [USED Schoolwide Guidance 2016](#)
- [USED July 2015 Guidance](#)