

17c. Comparison of Targeted Assistance and Schoolwide Programs

Sections 1115 and 1114

	Targeted Assistance Program	Schoolwide Program
Program Design	Traditional model introduced in 1965 with first authorization of Elementary and Secondary Education Act (ESEA)	Introduced in 1978, with restrictions, many of which were dropped in 1994, leading to widespread adoption
Student Selection	Identify participants using educationally related, objective, and uniformly applied criteria; exclusively serve children with greatest academic needs in targeted area, e.g., reading or mathematics	Not required to identify particular children as eligible-serves all children in school, but lowest achieving must receive special attention.
Students Served	Exclusively serves children with greatest academic need	Serves all children in school, but lowest-achieving must receive special attention
Use of Funds	Federal funds tracked to eligible services	Federal funds merged with school's overall budget
Supplement Not Supplant	Title I services must be <i>supplementary</i> to regular services, i.e. services that would be offered in the absence of Title I	Title I funds must be supplementary, but may fund any types of services
Integration of Staff	Individual staff members identified as "Title I staff" and may only serve Title I children	All staff are "Title I staff" and may serve any child; no one designated as "Title I Teacher"
Education Program	Title I services must be closely integrated with regular services	Schoolwide plan must govern all school activities
Program Models	Emphasis in current legislation on in-class and extended time; traditionally used "pull out" model	May use any model, but emphasis should be on strengthening core academic program of school
Eligible Schools	Must serve an eligible Title I school attendance area.	Must have a poverty level of at least 40 percent and receive Title I funding.
Allowable Expenditures	Funds used to support programs for eligible children, i.e., children who are failing, or at risk of failing, to meet the state's standards.	Funds used to upgrade entire educational program based on the school-comprehensive needs assessment will determine services offered.
Staff Responsibilities & Assignments	Administrators and Title I teachers paid with Title I funds responsible for making sure that regulations are met.	No comparable provisions due to no distinctions between staff paid with Title I funds and those who are not. All staff support the schoolwide program and there is no one labeled a "Title I Teacher".

	Targeted Assistance Program	Schoolwide Program
Supplement Not Supplant Student Services	Must use Title I funds only to supplement and in no case supplant the amount of funds that, in the absence of Title I funds, would be made available from non-federal funds.	A schoolwide program may use Title I funds to supplement the amount of funds that would otherwise be available from non-federal sources for the school. A schoolwide program, however, is not required to provide supplemental services to particular children (a schoolwide program may use Title I funds to serve any and all children in the school).
Annual Review	Must review on an ongoing basis the progress of participating children and revise the Title I program as necessary to help Title I kids meet the state's standards.	Must review the progress of its schoolwide plan on an ongoing basis and revise the plan in order to help ALL children at the school meet the state's standards.
Parent Involvement	Must comply with Title I requirements for parent involvement including parent notification of Right to Know provisions.	Must comply with Title I requirements for parent involvement including parent notification of Right to Know provisions.
Professional Development	Must provide opportunities for teachers, principals, paraprofessionals, and if appropriate, parents and other staff; regular classroom teachers who work with targeted students can participate in Title I sponsored professional development; special requirements for professional development in Schools Identified for Improvement	Must allocate sufficient resources in order to effectively provide high quality, ongoing professional development for teachers, principals, and if appropriate, parents and other staff; special requirements for professional development in Schools Identified for Improvement

Source: 01.05 Title I Monitor