

**Federal  
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# Title I, Part A

**Targeted  
Assistance** and **Schoolwide  
Programs**

# Session Outcomes

By the end of this session, participants will be able to:

- Distinguish between a Title I schoolwide program (SWP) and a Title I program in a targeted assistance school (TAS)
- Understand the allowable costs for TAS and the allowable costs for SWP

# Types of Title I Programs

## Targeted Assistance

**Title I services are provided to a select group of children**

Children who are served are those who are identified as failing, or most at risk of failing, the state's challenging academic standards.

## Schoolwide

**All staff, students, and resources are part of the Title I schoolwide program**

The SWP must focus on the needs of low-achieving children and those most at risk of not meeting the state's challenging academic standards.

# Goals of Title I Programs

## Targeted Assistance

Improve teaching and learning to enable targeted students to meet challenging state performance standards

## Schoolwide

Generate high levels of academic achievement in core subjects for all students in a school

# How do I know if schools are TAS or SWP?

<input type="radio"/> District Poverty Average 33.05%	<input type="radio"/> 35% Rule	<input type="radio"/> Grade Span Grouping (Using District %)
<input type="radio"/> Fewer than 1,000 Students Exemption	<input type="radio"/> Grade Span Grouping (Using Grade Span %)	<input checked="" type="radio"/> Exemptions One School per Grade Span

Back

School	Grade Span	% Low Income	Exceptions	Eligibility	Program Type	Per Pupil Amount	Public Allocation	Private Allocation	Total Allocation
(0200) Tomahawk Hi	09-12	33.91		E	Targeted Assistance School	0.00	0.00	0.00	0.00
(0220) Tomahawk Mid	06-08	33.55		E	Targeted Assistance School	500.00	51,500.00	0.00	51,500.00
(0180) Tomahawk El	K4-05	32.19		E	Schoolwide	1,088.00	212,160.00	11,968.00	224,128.00

Allocated: 263,660.00 11,968.00 275,628.00

Available for Targeting (Includes Carryover): 275,950.00

Private School Equitable Participation Percentage: 3.56%

Remaining Available for Allocating: 322.00

Save

*Note: This is mock data.*

# Who are “Title I eligible” students?

## Targeted Assistance

**Title I students are identified through a multi-step process.**

Districts must use multiple, academic measures to identify students at risk.

Then districts rank students according to academic need.

## Schoolwide

**All students are Title I students.**

Students are not ranked for services.

All students are considered Title I, whether or not they receive supplemental educational services.

**What  
qualifies as  
“Title I”  
service  
delivery to  
students?**

**Targeted Assistance**

**Title I teachers and  
paraprofessionals  
provide targeted  
supplemental instruction  
and/or interventions to  
targeted students.**

**Schoolwide**

**Any practices and  
staffing that create high  
levels of academic  
achievement in core  
subject areas for  
all students  
in the school.**

A Venn diagram with two overlapping circles. The left circle is light blue and labeled 'Targeted Assistance'. The right circle is teal and labeled 'Schoolwide'. The overlapping area in the center is a darker blue and labeled 'Examples'. Inside the 'Examples' area, four items are listed: 'Push-in model', 'Pull-out model', 'Before/after school programs', and 'Summer school'. The right circle also contains a list of items: 'Class-size reduction', 'Upgrading curriculum', 'Formative assessments', 'Universal screeners', and 'PBIS'.

## Examples

**Targeted  
Assistance**

**Push-in model**

**Pull-out model**

**Before/after school  
programs**

**Summer school**

**Schoolwide**

Class-size reduction

Upgrading curriculum

Formative assessments

Universal screeners

PBIS



# Turn and Talk

A targeted assistance school wants to purchase adaptive software that adjusts the level of its content based on student responses. This software will only be used with students identified for Title I services. Can it be paid for with Title I funds?

It depends. In order for this to be allowed in a TAS, the software must be part of a viable instructional program which includes support from a highly qualified teacher or paraprofessional.

# What are the qualifications for staff providing Title I instructional services?

## Teachers

- Title I teachers must be highly qualified **at the time of hire**.
- Title I teachers must hold a valid license in the content area they are teaching.
  - Example: A teacher who holds an elementary license in regular education is qualified to teach in the core academic areas (Language Arts, Mathematics, Science, and Social Studies) in elementary grades.

# What are the qualifications for staff providing Title I instructional services?

## Teachers

- A 316 Reading License is required:
  - If the individual teaches more than one class of reading per day;
  - If the reading assignment is part of a Title I targeted assistance program; or
  - If the reading assignment is part of a reading intervention program (not part of a self-contained classroom).

# What are the qualifications for staff providing Title I instructional services?

## Teachers

- There is no separate elementary math license for math instruction or math coaching.
- If the individual is teaching high school math or coaching high school math teachers, the individual must hold a math license (400) in order to be considered highly qualified.

# What are the qualifications for staff providing Title I instructional services?

## Paraprofessionals

- Paraprofessionals provide instructional support services under the direct supervision of a highly qualified teacher.
- Paraprofessionals must hold a high school diploma **and**
  - Have completed two years of post-secondary education (48 credits) **or**
  - Have an associate's degree **or**
  - Have met a rigorous standard of quality and demonstrated knowledge of, and ability to assist in instruction in reading, writing or mathematics, or reading, writing or math readiness.

# What are the qualifications for staff providing Title I instructional services?

## Paraprofessionals

- Paraprofessionals must be highly qualified at the time of hire.
- Aides providing non-instructional support (clerical, personal care services, cafeteria/playground supervision) are not considered paraprofessionals.
- Staff who hold a Special Education Paraprofessional License are not necessarily considered highly qualified under ESEA.

# **What are the qualifications for staff providing Title I instructional services?**

## **Targeted Assistance**

Teachers and paraprofessionals funded by Title I must meet the highly qualified requirements of ESEA.

## **Schoolwide**

All teachers and paraprofessionals, regardless of funding source, must meet the highly qualified requirements of ESEA.

# What are the requirements for Parent Involvement?

**Written parent involvement policies at both the district and school level**

**Policies should:**

- Be developed jointly by district staff and parents;
- Be reviewed and updated annually;
- Detail the LEA's expectation for parent involvement; and
- Describe how the LEA will involve parents in the activities of the schools served under Title I.



# What are the requirements for Parent Involvement?

## Parents are involved in:

- Identifying needs;
- The implementation of programs and services; and
- The evaluation of programs and services supported by Title I.

# What are the requirements for Parent Involvement?

## Title I schools must:

- Host an annual school-level meeting;
- Discuss parent-school compacts; and
- Provide materials and training that help parents improve their children's academic achievement.

**Targeted Assistance**  
For parents of Title I students

**Schoolwide**  
For all parents

# Turn and Talk

A schoolwide program that implements RtI wants to hold a parent night and fund it with Title I funds. Is this allowed? If so, which parents can they invite?

Yes. A school may use Title I funds for a parent night because all students are considered Title I students.

The school may invite any or all parents, depending on the purpose of the meeting.

# Turn and Talk

A targeted assistance program that implements RtI wants to hold a parent night and fund it with Title I funds. Is this allowed? If so, can they invite all parents?

Yes, this is allowed.

The school may only invite parents of children served by Title I teachers/paraprofessionals.

# Turn and Talk

Can a targeted assistance school use Title I funds to hold the same parent event two nights in a row. One event for parents of Title I students and the second event for parents of students not participating in Title I?

**No. This would not be allowable, as the parents on the second night are not served by Title I.**

# Turn and Talk

What expenses for parent events may be paid for with Title I funds?

Expenses may include:

- Communication (flyers, postage, etc.)
- Translation and interpretation services
- Light snacks and general supplies
- Childcare
- Transportation for parents
- Stipends for professional and paraprofessional staff

**Targeted Assistance**

For parents of Title I students

**Schoolwide**

For all parents

# What are the requirements for Professional Development?

**LEAs must develop a high-quality professional development plan that is:**

- Based on the needs assessment
- Aligned to school and district goals
- Evaluated

***One-day or short-term workshops or conferences can only be considered high-quality professional development if they are part of a comprehensive plan and include follow-up activities.***

# Who can participate in Professional Development paid for with Title I funds?

## Targeted Assistance

Administrators, teachers, and other staff who work with Title I students

All school staff in targeted assistance schools may participate, if such participation will result in better addressing the needs of participating Title I students.

## Schoolwide

All school staff



**What  
Professional  
Development  
activities  
can be paid  
for with  
Title I funds?**

**Allowable professional development activities include:**

- In-house trainings by outside experts or qualified, trained staff, and follow-up planning by teams of instructional staff
- Outside conferences and trainings, and follow-up planning by teams of instructional staff
- Mentoring and coaching programs by facilitators and/or teams
- Data analysis and technology training
- Parent engagement strategies
- Training in strategies to instruct limited English proficient children and children with special needs