

Title I Frequently Asked Questions

What is a Schoolwide program?

A Title I Schoolwide program is a method of delivering Title I services in eligible schools. It allows the school to address the educational needs of children living in impoverished communities with comprehensive strategies for improving the entire school so every student achieves high levels of academic proficiency.

Schoolwide programs have great latitude to determine how to organize their operations and allocate the multiple funding sources available to them. They do not have to identify particular children as eligible for services or separately track federal dollars. Instead, Schoolwide programs can use all allocated funds to increase the amount and quality of learning time. In this way, they can embrace a high-quality curriculum, according to a comprehensive plan that ensures all children meet the state's challenging academic standards.

Schoolwide programs serve all children in a school. All staff, resources, and classes are part of the overall Schoolwide program. The purpose is to generate high levels of academic achievement in core subject areas for all students, especially those students most in need. This purpose is achieved through:

- High quality instruction
- Comprehensive reform strategies and methods that are based on the use of scientifically based research
- Strategies and methods to improve teacher quality and professional development
- Consolidated use of funds

What are the advantages of becoming a Schoolwide program?

- When an entire school is the target of change, schools serving the most disadvantaged youth can achieve success.
- A Schoolwide program is built upon whole school reform strategies rather than separate, fragmented or add-on services.
- The whole school takes responsibility for the success of each student.
- Integration and coordination of efforts toward unified goals provide for greater success.

What are the eligibility requirements for Title I Schoolwide programs?

- The school's poverty level must be at least 40%.
- The school and district together decide the school should become a Schoolwide.
- High-quality assistance and support is available to the school.
- The district approves, (with external technical assistance provider recommendations) the school's Schoolwide plan. This plan is developed over a one-year period by a diverse group of stakeholders, including teachers, principals, pupil services personnel, external assistance providers, and parents and community members.

What is a Targeted Assistance program?

A Targeted Assistance program is one in which individual students are targeted to receive Title I services. Students are identified based on multiple, objective, educationally related criteria. Services may be delivered in a number of ways: in-class instruction; pull-out instruction; and/or extended day, week, or year instruction. Title I teacher(s) are responsible for providing extra services to identified children; coordinating with other school personnel involved with the children; and involving parents in the planning, implementation, and evaluation of the Title I program.

How are parents involved in the ESEA consolidated application?

The reauthorized Elementary and Secondary Education Act (ESEA), also known as the No Child Left Behind Act of 2001, requires schools to involve parents in school programs and in the education of their children. The following major ESEA parent-involvement requirements for schools and districts are addressed in DPI bulletin nos. 03.03 and 03.04

- Title I - Improving the Academic Achievement of the Disadvantaged
- Parent Involvement Policy for Schools and Districts
- District Parent Involvement Policy
- School Obligations
- School-Parent Compact
- School and District Responsibilities for Building Capacity for Parent Involvement
- Parental Information and Resource Centers (PIRCs)

Highly Qualified Teachers and Paraprofessionals

Must teachers be highly qualified to teach in a Title I Schoolwide school?

- Yes. All teachers in a Title I Schoolwide school must be highly qualified. Teachers funded by Title I funds must be highly qualified at the time of hire.

Title I Paraprofessional Requirements:

Must all paraprofessionals who work with students in a Title I program be highly qualified?

- All paraprofessionals hired after January 8, 2002, who work in a Title I targeted assistance program must be highly qualified at the time of hire. Paraprofessionals hired on or before January 8, 2002, had until January 8, 2006, to meet the highly qualified requirements.

How does a paraprofessional demonstrate highly qualified status?

In order to be highly qualified, a paraprofessional must hold a high school diploma and have completed two years of post-secondary education (48 credits) or 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.

- MRSD paraprofessionals may demonstrate competency of the aforementioned rigorous standard through the Work Keys Test.

Supplement Not Supplant

How can my district avoid supplanting when allocating Title I funds?

To determine if your district is in danger of supplanting when allocating Title I funds, ask the following questions:

- Does the district use Title I funds to provide services that the LEA is required to make available under state, local or another federal law?
- Does the district use Title I funds to provide services that it provided in the prior year with nonfederal funds?
- Does the district use Title I funds to provide services for children participating in a Title I program or in a Title I school that it provides with nonfederal funds to nonparticipating children or children in non-Title I schools?

If you answer yes to any of these questions your district is at risk of supplanting.

Resource: http://titleone.dpi.wi.gov/ttlone_faq