**What is the Difference?**

# **Title I-A Targeted Assistance and Schoolwide Programs**

| **Item** | **Targeted Assistance** | **Schoolwide** |
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| **Overview** | * Title I-A services are provided to a **select group of children**.   + Children who are served are those who are identified as failing, or most as risk of failing, the state’s challenging academic standards. | * **All** staff, students, and resources are part of the SW Program.   + Must focus on the needs of low-achieving children and the most at risk of not meeting the state’s challenging academic standards. |
| **School Eligibility** | * All schools selected to receive funds through ranking and serving that are:   + ineligible for a schoolwide program,   + have not received a waiver from DEED to operate a schoolwide program, or   + choose not to operate a schoolwide program. | * Schools that in which not less than 40% of the children enrolled are from low-income families.   + A school in which less than 40% of the children are from low-income families may operate a SW program if the school receives a waiver from the DEED. * Schools operating a SW program must have a current SW Plan |
| **Eligible Students** | * Title I-A students are **identified** by the school as failing, or most at risk of failing, the meet the challenging state academic standards on the basis of **multiple**, educationally related, **objective criteria** established by the district and supplemented by the school. | * **All** students in the school are considered Title I-A students.   + All students are considered Title I-A, whether or not they receive supplemental education services. |
| **Service Delivery to Eligible Students** | * Title I-A teachers and paraprofessionals provide **targeted supplemental instruction and/or interventions** to targeted students. | * Any practices and staffing that **create high levels of academic achievement for all students** in the school. |
| **Examples of Services** | * Push-in and Pull-out Support * Expanded learning time * before- and afterschool programs, * summer programs and opportunities * Services to assist preschool children in the transition to elementary school programs * Providing professional development to personnel who work with targeted children * Implementing strategies to increase the involvement of parents of targeted children | * Expanded learning time * Counseling * School-based mental health programs * Specialized instructional support * Mentoring services * Preparation for and awareness of opportunities for postsecondary education and the workforce * A schoolwide tiered model to prevent and address behavior problems * Establish or enhance preschool programs * Strategies for assisting preschool children in the transition to elementary * Professional development * Recruit and retain effective teachers * Strategies to increase the involvement of parents |
| **Supplement, Not Supplant** | * A district shall demonstrate that the methodology used to allocate State and local funds to each school receiving assistance under this part ensures that such school receives all of the State and local funds it would otherwise receive if it were not receiving [Title I, Part A] assistance * Title I costs must still be allowable under the Title I program.   + Only benefit eligible students   + Necessary and Reasonable   + Costs permissible under Title I and ESSA generally | * A district shall demonstrate that the methodology used to allocate State and local funds to each school receiving assistance under this part ensures that such school receives all of the State and local funds it would otherwise receive if it were not receiving [Title I, Part A] assistance * Title I costs must still be allowable under the Title I program.   + Only benefit eligible students   + Necessary and Reasonable   + Costs permissible under Title I and ESSA generally |
| **Instructional Paraprofessionals** | Any instructional paraprofessional paid in whole or in part by Title I-A funds in a targeted assistance program.  Minimum Qualification Requirements for Title I-A Paraprofessionals   * Two years of college (at least 48-semester hour credits); or * Associate’s (or higher) degree; or * Meets the following three requirements: High school diploma or GED,   + Passed the state approved ParaPro assessment with a score of 459 **and**   + Completed the Paraprofessional Standards Checklist administered by a principal or district designated administrative staff member. | All instructional paraprofessionals working in a Title I-A school operating a schoolwide program.  Minimum Qualification Requirements for Title I-A Paraprofessionals   * Two years of college (at least 48-semester hour credits); or * Associate’s (or higher) degree; or * Meets the following three requirements: High school diploma or GED,   + Passed the state approved ParaPro assessment with a score of 459 **and**   + Completed the Paraprofessional Standards Checklist administered by a principal or district designated administrative staff member. |
| **Annual Review** | * Must **review,** on an ongoing basis, the **progress of targeted children** and revise the Targeted Assistance Program.   + The program must be reviewed and revised as necessary to help Title I-A children meet the state’s challenging academic standards. | * Must **review** the **progress of its schoolwide plan** on an ongoing basis.   + The plan must be reviewed and revised in order to help all children at the school meet the state’s challenging academic standards. |
| **Parent & Family Engagement** | Must comply with Title I-A requirements for parent and family engagement. | Must comply with Title I-A requirements for parent and family engagement. |