

Title I Schoolwide Programs Guidance

Title I, Part A programs are designed to help students with the greatest needs meet academic standards. These programs can provide supplemental customized instruction and curricula to help students take an active, engaged interest in learning.

A Title I, Part A Schoolwide Program (SWP) addresses the educational needs of children living in impoverished communities with comprehensive strategies for improving the whole school, so every student achieves high levels of academic proficiency. Schoolwide programs have great latitude to determine how to organize their operations and consolidate multiple funding sources available to them. For more information, refer to [Section 1114 of ESEA Statute](#).

How to Apply for Schoolwide Programming

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

- 1) Determine if the school would benefit from operating a schoolwide program
- 2) Determine if the school meets eligibility criteria
 - a. At least 40% of the student population is from low-income families (living below the poverty level); OR
 - b. If a school is below the 40% poverty threshold, the school may apply for a waiver
- 3) Conduct a comprehensive needs assessment with stakeholder input. Using a systemic method, such as root-cause analysis, the comprehensive needs assessment should identify the major problem areas the school needs to address, especially focusing on subgroups of students most at-risk of failing academic state standards
- 4) Review school policies and procedures, assess curriculum and instructional delivery models, and discuss the transition from a targeted assistance to schoolwide program
- 5) Complete the Schoolwide Plan
 - a. Examine the [Schoolwide Plan Rubric](#) to understand requirements
 - b. Complete [Comprehensive Needs Assessment/Schoolwide Plan](#) (which is currently the listed under “Template and Guidance” as Comprehensive Needs Assessment/SAU Consolidated Plan).
 - c. If applicable, complete the [Schoolwide Waiver](#).
- 6) Submit the Title I Schoolwide plan and supporting documents as referenced in the plan by **July 1** in order to be considered for schoolwide status for following school year.

Why Schoolwide?

- Allows flexibility in combining resources serving all students, as **all students and staff are considered part of the Title I program**.
- Specific students do not need to be identified as eligible for services.
- Promotes the coordination and integration of curriculum and instruction throughout the school.
- Uses inclusive approaches to strengthen the school’s organization structure and coherence.
- Allows the consolidation of resources to achieve program goals, especially in efforts to raise student achievement of those most at-risk of failing.

Potential Components of a Title I, Part A Schoolwide Program:

Component Category	Details
Math, ELA, Science, and other Course Support	Providing programs, activities, and coursework to meet challenging academic standards. (math, ELA, science, etc.)
Expanded Learning Time Afterschool Programs Summer Programs	Strengthening expanded learning time, afterschool program, and/or summer programs.
Behavior Support	Preventing and addressing behavior problems in tiered model and/or PBIS.
Counseling and Mental Health Support	Counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas.
Early Intervention	Strengthening early intervention services, coordinated with Individuals with Disabilities Education Act.
Head Start Transition	Assisting preschool children in the transition from early childhood education programs such as Head Start or state-run preschool programs.
Transition to Postsecondary	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 (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools).
Professional Development	Providing PD to teachers, paraprofessionals, principals, and/or other school leaders to improve student outcomes and to recruit and retain effective teachers, particularly in high-need subjects.
Parental Involvement and Family Engagement	Implementing evidence-based strategies to increase the involvement of parents of eligible children as outlined in ESEA statute, Section 1116.
Coordinating and Integrating Programs	Coordinating and integrating federal, state, and local services such as ESEA programs, violence prevention programs, nutrition programs, housing programs, adult education programs, CTE programs, comprehensive and/or targeted support activities.

Additional Resources:

- [USDOE Schoolwide Guidance](#)
- [Maine DOE Schoolwide Training](#)
- [Title I, Part A Spending Snapshot](#)