



MAINE DEPARTMENT  
OF EDUCATION

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# Title I Schoolwide Programming

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# Topics Covered in the Training

- Overview of Schoolwide Programming and Planning
- ESEA Application Program and Budgeting Process
- Schoolwide Consolidation
- Additional Title I Requirements
- Monitoring
- Available Resources and Guidance



# Takeaways for each Role:

- For School Leaders
  - Learn what it means to lead a schoolwide Title I Program, including students served, flexibilities, and requirements
  - Deepen knowledge around how to sustain school improvement efforts through Title I Schoolwide program/funding model
- For ESEA Coordinators
  - Understand key aspects of schoolwide to support principals and Business Managers
  - Understand how to complete the ESEA Application and maintain required documentation

# Key Components of Schoolwide Programming and Planning

What does it take to run a Schoolwide Program?  
How can a Schoolwide Program benefit my Title I School?

# The Intent and Purpose of Schoolwide

Title I Schoolwide Programs aim to boost achievement for *all* students in high-poverty schools by upgrading the entire school program and using federal funds to *supplement* other resources to ensure every student meets challenging standards.

The core idea is **comprehensive, school-wide reform**, not just targeted help for struggling students.

# Key Components of Title I Schoolwide Programs

- **Schoolwide Plan**

- Based on a Comprehensive Needs Assessment
- detailed, long-term plan to improve the *whole* school (shared vision for success)
- Schools must first analyze current performance and identify specific needs (data-driven)

- **Serves all students**

- special focus on the lowest-achieving students and subgroups, ensuring high quality instruction for all

- **Research-based strategies**

- Proven methods and programs to boost learning and reduce opportunity gaps

- **Parent and community engagement**

- Active involvement of families in school's goals and activities

- **Professional Development**

- Ongoing training for teachers and staff to help meet student needs

- **Funding Consolidation**

- Combining various sources to maximize impact

- **Continuous Evaluation**

- Regular assessment of programs and adjustment of plan when necessary

- **Eligibility and Maine DOE Approval**

- Submission of Schoolwide Plans and/or waiver for poverty threshold

Targeted Assistance Program	Schoolwide Program
<p><b>Specific students</b> are identified for Title I services.</p>	<p><b>All students</b> are Title I students and are eligible for services.</p>
<p>Program targets resources only to those <b>identified students</b> most at-risk academically.</p>	<p>Program promotes <b>improved instruction for all</b> students and constitutes comprehensive school reform.</p>
<p>Professional development with Title I funds focuses on <b>staff who provide direct support</b> to Title I service students and is aligned with these students' needs.</p>	<p>Title I funds are used to provide <b>professional development for all staff</b> to support all students.</p>
<p>Family Engagement activities are meant for <b>parents of students in the Title I program.</b></p>	<p>Family Engagement activities are meant for <b>all parents.</b></p>
<p><b>Teachers paid for with Title I funds</b> (and admin) are responsible in making sure regulations are met.</p>	<p><b>All staff support</b> the schoolwide program and there is no distinction between a Title I teacher and a non-Title I teacher.</p>

# Schoolwide Plan

# Schoolwide Plan Requirements

- Schoolwide plans must be based on school needs assessment that includes:
  - information on academic achievement of students in relation to state standards
    - particularly the needs of students failing to meet standards (subgroups identified in statute)
  - consultation of broad range of stakeholders
- Description of how the methods and instructional strategies will:
  - strengthen the academic program in the school
  - increase the amount of quality learning time
  - provide enriched/accelerated curriculum, including programs and activities necessary for a well-rounded education

# MMMS School Improvement Plans-CSI, ATSI, TSI

- For each identified school, the SAU must develop a plan that is reviewed and approved by the identified school(s) and the SAU. School improvement plans must:
  - Be informed by all indicators in the accountability system including student performance against state determined long-term goals,
  - Identify resource inequities (only CSI and ATSI identified schools) to be addressed through the implementation of the school improvement plan,
  - Include one or more evidence-based interventions,
  - Based on individual school needs assessments, and
  - Be created and implemented in partnership with stakeholders including principals and other school leaders, teachers, and parents.

# New Templates Available Online for CSI, ATSI, TSI and Schoolwide

- Combined SAU-level and school-level plans
  - Ideal for one school districts
  - Meets requirements for SAU CNA and school-level needs assessment and plans
- Separate SAU-level template and school-level templates
  - Ideal for SAUs with many schools who can then have one document with just SAU level plans and then separate school-level plans for each applicable school
- *Recommendation:* Spend some time transitioning to the new templates. It'll be more work now but less work later.

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### School-Level Needs Assessments and School-Level Plans (Schoolwide, CSI, ATSI, and TSI plans)

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# QuickSite Dashboard for Comprehensive Needs Assessment and School-Level Plans

- Data Platform that includes required data components for high-needs planning at SAU and school level.
  - Easier to analyze student data, especially comparing subgroups and vulnerable student populations
  - No longer requires copying and pasting of data points
  - Enables transparency, collaboration, and data analysis for school and SAU-level teams
- Title I Committee of Practitioners has reviewed the visualizations and the platform will be shared more broadly so all SAUs/Schools can utilize data for needs-assessment
- [Form for SAU Access to QuickSite](#)

# Students and Required Subgroups

## Accountability Subgroups per Title I Statute

- Economically Disadvantaged
- Major Racial/Ethnic Groups
- Children with Disabilities
- Multi-Lingual Learners

## Other students that Title I serves

- Students experiencing homelessness
- Migrant
- Neglected/Delinquent

# Research-Based Strategies, PD and Family/Community Engagement

- Documented within the SAU-level CNA and Schoolwide Plans are the strategies the SAU and schools are deploying to meet students' highest needs.
- This will include, per statute:
  - Professional Development aligned to high needs
  - Community and Family Engagement opportunities, events, and communications
  - Evidence-based interventions and/or instructional practices
  - Assessment practices and communication
  - Coordination of services

# Continuous Evaluation

- “Evaluate the implementation and results of the schoolwide program and revise the plan as necessary based on the results of the evaluation.”
- Ongoing review of student academic performance
  - Monitoring progress towards schoolwide goals
  - Using assessment data and other indicators
- Adjust instructional strategies, interventions, and supports based on results
- SAU and Schools should have a process for reviewing needs, updating plans, and maintaining this documentation **annually**

# Eligibility and “Applying” for Schoolwide Programming

- For TAS schools wanting to move to schoolwide, planning should begin the School year before the shift.
  - Programming looks different so beginning to talk, plan, and develop ideas with SAU administration and school leaders is essential
  - Go through the Comprehensive Needs Assessment process, and develop a robust schoolwide plan
  - Submit plans to the Maine DOE by July 1 to become schoolwide for the next School Year ([rita.pello@maine.gov](mailto:rita.pello@maine.gov))
  - Maine DOE reviews plans, ensures statutory requirements, and approves schoolwide status so the SAU can create a schoolwide project within the ESEA Consolidated application and run a Schoolwide program!

# ESEA Consolidated and Title I Schoolwide Flexibilities

How to ensure schoolwide programs are properly documented in the ESEA Consolidated Application every year? How does an SAU/school ensure they are leveraging flexibilities in schoolwide programs through the application process?

# ESEA Application Requirements for Schoolwide

- **Annual School Needs Assessment**
  - Stakeholders Involved in School Needs Assessment
  - Process description for how high needs were identified
    - Should include subgroups of students
  - High needs that were identified through needs assessment
  - School-Level Goals
- **Project Details**
  - Intent and Purpose Statements
  - Local Funding levels
- **Schoolwide Budget**

# Intent and Purpose of Meeting Titles: Flexibility in Schoolwide Spending

- **Intent and Purpose Statements**
  - Intent = Why the law/program exists
  - Purpose = What the program is designed to do
- When an intent and purpose statement is provided for a particular title, it is **signifying that the school does what the law and program is intended for and in essence, frees those funds for flexible use according to schoolwide plan.**
- Upcoming example: the school is utilizing both Title I and Title II funds in the schoolwide budget.
  - If the school facilitates Educator PD (and meets the intent and purpose of Title II), those funds are allowed to be spent on anything written into the schoolwide plan. They do not have to be used on Title II purposes.
- Schools can still spend funding according to Title, but schools are not obligated to do so if they meet the intent and purpose of the funding they are consolidating.
- Local funding details are there to document local/state budgets for federal supplement, not supplant provision.

# Schoolwide Funding Options

## Consolidation

- Funds remain in the title in which they were awarded
- Funds support any approved schoolwide expense that would be allowable under any Title, and **documented in the schoolwide plan**
- Expenses must be tracked under the Title that payment is being sought
- Intent and Purpose statements for each consolidated Title must be provided as evidence to enable consolidation

## Transferring

- Awarded funds are transferred from one title into another
  - For example, the Title II funds are transferred to Title I in the application
- Expenses are then tracked only for the Title that has funding
- Funds support any schoolwide expense regardless of Title allowability
- Title rules may trigger depending on funding threshold (\$50,000 or \$500,000 in Title I, for example)

# Schoolwide Funding: The Pros and Cons

## Consolidation

- Beneficial when titles must be retained, especially when providing equitable services with a non-public
- Beneficial when keeping Title I in a lower amount would mean less carryover and/or not triggering other spending rules

## Transferring

- Beneficial because it may be easier to keep track of which titles fund the projects/plan because they're all Title I
- Can still spend Title I funds on anything in the plan; but may trigger spending rules/carryover concerns

# Sample Schoolwide Budget (Consolidation)

Funding Source	Schoolwide Participant	Grant Project Amount	1000 - Personal Services - Salaries	2000 - Employee Benefits	3000 - Purchased Professional & Technical Services	5000 - Other Purchased Services	6000 - General Supplies	7000 - Property	8000 - Debt Service & Miscellaneous	9123 - Indirect Cost Recovery	Schoolwide	Total	Remaining
Title I, Part A: 1000 Regular Instruction	<input checked="" type="checkbox"/>	\$469,956.52	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00		\$0.00	\$0.00
Title I, Part A: 2100 Support Services - Student			\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00		\$0.00	
Title I, Part A: 2200 Support Services - Instruction			\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00		\$0.00	
Title I, Part A: 2300 General Administration			\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00		\$0.00	
Title I, Part A: 2700 Transportation			\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00		\$0.00	
Title I, Part A: Schoolwide											\$469,956.52	\$469,956.52	
Title I, Part A: Total			\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$469,956.52	\$469,956.52	
Title II, Part A: 1000 - Regular Instruction	<input checked="" type="checkbox"/>	\$17,033.98	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00		\$0.00	\$0.00
Title II, Part A: 2200 - Support Services - Instruction			\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00		\$0.00	
Title II, Part A: 2300 - General Administration			\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00		\$0.00	
Title II, Part A: 2500 - Central Services			\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00		\$0.00	
Title II, Part A: 2700 - Transportation			\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00		\$0.00	
Title II, Part A: Schoolwide											\$17,033.98	\$17,033.98	
Title II, Part A: Total			\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$17,033.98	\$17,033.98	
Total		\$486,990.50	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$486,990.50	\$486,990.50	\$0.00

# Transferring Example (on Allocations page)

Title IV is transferred into Title I and Title II

## Allocations

Regional School Unit - FY 2026 - ESEA Consolidated - Rev 2 - Allocations

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Allocation Type	(1) Title I, Part A CFDA: 84.010A	(2) Title I-D Sub 1 CFDA: 84.013A	(3) Title I-D Sub 2 CFDA: 84.010A	(4) Title II, Part A CFDA: 84.367A	(5) Title III, Part A CFDA: 84.365A	(6) Title III Fam Engage CFDA: 84.365A	(7) Title III Instruct CFDA: 84.365A	(8) Title III PD CFDA: 84.365A	(9) Title III, Imm	(10) Title IV, Part A CFDA: 84.424A	(11)
<b>Original</b>	\$575,143.35	\$0.00	\$0.00	\$57,774.55	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$57,456.62	
<b>Additional</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
<b>Released</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
<b>Total</b>	\$575,143.35	\$0.00	\$0.00	\$57,774.55	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$57,456.62	
Allocation Transfers	(1) Title I, Part A CFDA: 84.010A	(2) Title I-D Sub 1 CFDA: 84.013A	(3) Title I-D Sub 2 CFDA: 84.010A	(4) Title II, Part A CFDA: 84.367A	(5) Title III, Part A CFDA: 84.365A	(6) Title III Fam Engage CFDA: 84.365A	(7) Title III Instruct CFDA: 84.365A	(8) Title III PD CFDA: 84.365A	(9) Title III, Imm	(10) Title IV, Part A CFDA: 84.424A	(11)
<b>From Title II, Part A</b>	\$0.00	\$0.00		\$0.00		\$0.00	\$0.00	\$0.00			
<b>From Title III, Part A</b>					\$0.00	\$0.00	\$0.00	\$0.00			
<b>From Title IV, Part A</b>	\$34,456.62	\$0.00		\$23,000.00		\$0.00	\$0.00	\$0.00		(\$57,456.62)	
<b>Total</b>	\$609,599.97	\$0.00	\$0.00	\$80,774.55	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	

# Consolidating (on School Project Details page)

## Project Details

[Redacted] Municipal School Unit - FY 2026 - ESEA Consolidated - Rev 3 - [Redacted] - Farrington School [Redacted]

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A school operating a schoolwide program may use consolidated ESEA funds for any activity that supports the needs of students in the school as identified through the comprehensive needs assessment and articulated in the schoolwide plan. However, every school that consolidates schoolwide funding must meet the intent and purpose of each Title consolidated under the schoolwide plan. Based upon the Title funds leveraged at this schoolwide school, describe how the intent and purpose of each Title program will be addressed at the school.

Please note: Intent and Purposes statements may or may not be how the funds are actually being spent, but how the school is meeting the intent of the authorizing legislation for the contributing program(s).

### State / Local - Intent and Purpose Statement

\* **Directions:** In meeting the intent and purpose of State/Local, describe how the school meets state and local requirements to provide a free public education to all students.

[Redacted] fulfills Maine's obligation to provide a free, equitable public education by using state and local funds to: (1) deliver standards-aligned Tier 1 instruction in core subjects through research-based curricula (CKLA, Center for Collaborative Classroom, Illustrative Math); (2) ensure universal access for all students, including those with disabilities, English learners, and economically disadvantaged students; (3) support whole-child development through arts, physical education, counseling, and extracurricular programs; (4) maintain safe, operational facilities with transportation, nutrition, and technology services; and (5) provide targeted professional development to ensure staff meet certification requirements and implement evidence-based practices. These efforts align with Maine Learning Results and federal mandates to guarantee a well-rounded education for every student.

### Title I, Part A - Intent and Purpose Statement

\* **Directions:** In meeting the intent and purpose of Title I, Part A, describe how the school provides academic opportunities & interventions for students most at risk of failing to meet state standards.

[Redacted] School meets the legislative intent of Title I by using funds to provide equitable academic opportunities for students most at risk of failing to meet state standards through:

Multi-Tiered Systems of Support (MTSS) that integrate Science of Reading-aligned structured literacy (K-6), including:

Universal dyslexia screening and progress monitoring with evidence-based tools (e.g., DIBELS 8th, LETRS Phonics and Word Reading Survey)

High-quality Tier 1 core instruction using structured literacy curricula (Center for Collaborative Classroom with supplemental phonics programs).

**Title II, Part A - Intent and Purpose Statement** - (Check the box if the school has included Title II, Part A funds as part of its schoolwide plan.)

**Directions:** In meeting the intent and purpose of Title II, Part A, Describe how the school provides professional development, mentoring, evaluation, and/or instructional coaching for teachers, principals, and other school leaders.

The [Redacted] provides high-quality, research-based professional development, mentoring, and instructional coaching for teachers, principals, and other school leaders. Through targeted training (i.e. Science of Reading, Safety Care), ongoing evaluation, and collaborative coaching, staff receive the guidance and support needed to improve instructional practices, enhance leadership capacity, and positively impact student learning outcomes.

Consolidated Title II into their Title I plan. SAU wrote how the intent and purpose was met.

# Consolidating Title IV Example

**Title IV, Part A - Intent and Purpose Statement** - (Check the box if the school has included Title IV, Part A funds as part of its schoolwide plan.)

Directions: In meeting the intent and purpose of the Title IV, Part A program, describe how the school is (1) providing all students with access to a well-rounded education, (2) fostering student health and safety programs, and (3) increasing the effective use of technology to support classroom learning. **(Note: SAU's response must address all three (3) areas.)**

Title IV funds will strengthen [REDACTED] Well-Rounded Education, Safe and Supportive Learning Conditions, and Effective Use of Technology.

Activities include:

Well-Rounded Education: Multilingual family outreach, family engagement nights with various themes-STEM, robotics, 3D printing workshops that broaden student access to high-quality enrichment opportunities.

Safe & Supportive Conditions: Trauma-informed professional development (Safety Care), structured literacy training, and expanded community partnerships to provide wrap-around counseling and engagement supports.

Effective Use of Technology: Technology Director will provide support in the implementation of a new literacy screener and data-analysis tools to inform instruction and monitor progress.

# Consolidating Title IV Example

Example: Title IV Intent and Purpose Statement

- This school wants to enable flexible spending per their schoolwide program.
- They put Title IV funds into the schoolwide project to ensure they are meeting the intent and purpose (as written above). These practices are paid with local funds.
- Title IV funds consolidated can be used on anything outlined in the schoolwide plan that meets high needs.
- **The Title loses its identity** (programmatically) because the intent and purpose of the title is already met.

# Additional Title I Requirements

When facilitating Title I Schoolwide Programs, what will I be monitored on?  
What are additional requirements that our school/SAU needs to meet?

# Additional Title I Requirements to Consider

## Required Set-Aside Funding

- Homeless Students → amount reserved per SAU's CNA findings. Homeless students in the SAU can be supported regardless of Title I status of specific school.
- **Family Engagement** requirement for SAUs with \$500,000 in Title I, must spend 1% on Family Engagement activities outlined in statute

## Fiscal Carryover Rules

- Spend Title I Funds the year they are awarded because SAUs cannot carryover more than 15% once every three years.
- **Title I Supplement, Not Supplant**
  - Question within the application and requires SAUs to assure of neutral budgeting process or indicate exemption

# ESEA Monitoring Requirements

When Title I Schoolwide Programs are monitored at “Medium” or “High” level...

- SAUs will submit
  - **SAU Schoolwide Plans** to demonstrate that they meet all schoolwide programming and planning requirements
  - Evidence of **Neutral Budgeting Process** to meet supplement, not supplant requirements
  - Evidence of whole-school **Family and Community Engagement** activities and communications
    - Family Engagement Policy, School-Parent Compact, Parent’s Right to Know
  - Additional SAU, Fiscal and Title requirements that apply

# Supplement, Not Supplant

- Title I funds must be used to **supplement** the educational services a school would otherwise provide, **not supplant** (take the place of) services required by state law or local policies
- What SAUs must do
  - Use a **neutral, consistent methodology** to allocate state and local funds to all schools **before** adding Title I funds.
  - Ensure Title I schools are **not disadvantaged** in state/local funding compared to non-Title I schools.
- SAUs **do not** have to:
  - Prove each Title I cost is supplemental
  - Compare individual schools' spending line by line

# Available Resources and Guidance

- [Title I Spending Snapshot](#)
- [Family Engagement Statutory Requirements](#)
- [Title I Homeless Set-Aside & McKinney Vento](#)
- [Comprehensive Needs Assessment/School Level Plan Template](#)
- [Schoolwide Guidance](#)
- ESEA Monthly Updates and Office Hours (recorded)
- Regional Program Manager support
- Title I Technical Assistance
  - in-person
  - Zoom
- Join the Title I Committee of Practitioners
- [Data Warehouse](#)

# Q and A

What questions do you have about schoolwide programming?