TITLE I, PART A SCHOOLWIDE PROGRAM REQUIREMENTS AND REQUEST FOR WAIVER OF THE 40% POVERTY THRESHOLD

USBE Title I

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Table of Contents

Overview of Schoolwide Program 2
Introduction 2
Required Components of Schoolwide Programs 2
Developing a Schoolwide Plan 3
Annual Evaluation of Schoolwide Plan 5
Waiver Request 5
LEA Requirements for Waiver Requests of 40% Poverty Threshold 5
Justification for Waiver Request 5
Statement of Assurances 6
USBE Response to Waiver Requests 6
Appendix A: Title I Schoolwide Program Waiver Request 7
Appendix B: Schoolwide Program Waiver Request Example 8
Appendix C: Waiver Application Form Example 9
Appendix D: PDF Fillable Waiver Application Form 12

Schoolwide Title I Program

1. Overview of Schoolwide Program

1.1 Introduction

Operating a Schoolwide Title I Program (SWP) provides flexibility in the use of Title I, Part A funds. Under ESEA Section 1114, a local education agency (LEA) may consolidate and use Title I, Part A funds together with other federal, state, and local funds, in order to upgrade the entire educational program of a school with a poverty rate of at least 40 percent[1].

The Utah State Board of Education (USBE) Title I Coordinator may waive the 40 percent poverty threshold for SWPs for schools that have a minimum poverty threshold below 40 percent but not less than 35 percent upon waiver request and demonstration that a schoolwide program would best serve the needs of students. "A school that serves an eligible school attendance area in which less than 40 percent of the children are from low-income families, or a school for which less than 40 percent of the children enrolled in the school are from such families, may operate a schoolwide program under this section if the school receives a waiver from the State educational agency (SEA) to do so, after considering how a schoolwide program will best serve the needs of the students in the school served under this part in improving academic achievement and other factors[2]."

1.2. Required Components of Schoolwide Programs

A SWP is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school. The primary goal is to ensure that all students, particularly those who are at risk academically, attain proficient and advanced levels of achievement on challenging State academic standards. A SWP is founded on three core elements: (1) a comprehensive needs assessment to identify the school's strengths and challenges that impact student achievement; (2) a comprehensive SWP plan that includes clearly identified and specific goals, objectives, strategies, and interventions to address the challenges identified in the needs assessment; and (3) the annual review and evaluation of the plan to assess its effectiveness and make necessary revisions to ensure student success.

A SWP provides educational services to all students, improves practices that support student learning, and aligns resources to achieve a common goal: increased student achievement for all student groups. A school operating a SWP must have a current SWP plan. The SWP plan must include four required components:

- Component One: Comprehensive Needs Assessment[3]

[1] 20 USC 6314(a)(1)(A)
[2] ESSA Sec. 1114(a)(1)(B)
[3] ESSA Sec. 1114(b)(6)

- Component Two: Schoolwide Reform Strategies[4]
- Component Three: Activities to Ensure Mastery[5]
- Component Four: Coordination and Integration[6]

A school operating a SWP must retain documentation related to all four core components. All stakeholders should have access to the SWP. The SWP may be requested by the Utah State Board of Education (USBE)Title I staff for monitoring purposes.

Please see the Utah SWP Template for more information. The LEA or school may choose to use a different plan template; however, it must assure that all four required Title I SWP components are addressed.

2. Developing a Schoolwide Plan

Schools that are eligible to operate a SWP must spend a full school year engaging in activities required to develop the necessary components of the SWP Plan, including the following:

- A school operating a SWP may use Title I funds for allowable activities that support the needs of students as identified through the comprehensive needs assessment and identified in the SWP plan. To ensure that a school's comprehensive plan best serves the needs of those children who are failing, or are at-risk of failing, to meet State's challenging academic standards, the school must conduct a comprehensive needs assessment[7].

- The school must consult with a diverse range of stakeholders, including parents, school staff, and others in the community, and examine relevant academic achievement data to understand students' most pressing needs and the root causes of low performance[8].

- As appropriate and applicable, the SWP plan must be developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under the Elementary and Secondary Education Act (ESEA), programs to support students who are learning English, Individuals with Disabilities Act (IDEA), violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs (CTE), and schools implementing comprehensive support and improvement (CSI) activities or targeted support and improvement (TSI) activities[9].

[4] ESSA Sec. 1114(b)(7)(A)(i)-(ii)
[5] ESSA Sec. 1114(b)(7)(iii)
[6] ESSA Sec. 1114(b)(7)(B)
[7] ESEA Sec. 1114(b)(6)
[8] ESEA Sec. 1114(b)(2)
[9] ESEA Sec. 1114(b)(5)

- A comprehensive SWP plan must describe how the school will improve academic achievement throughout the school, but particularly for students who are academically at risk, by addressing the needs identified in the comprehensive needs assessment[10].

- The SWP plan must include a description of how the strategies the school implements will provide opportunities and address the learning needs of all students in the school, particularly the needs of the lowest-achieving students[11].

- The SWP must also contain descriptions of how the methods and instructional strategies that the school intends to use will strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, including programs and activities necessary to provide a well-rounded education[12].

- To ensure the SWP plan results in progress toward addressing the needs of the school, the SWP should include benchmarks for the evaluation of program results. The SWP plan must be evaluated annually, using data from the State's assessments, other student performance data, and perception data to determine if the SWP has been effective in addressing the identified areas of improvement and increased student achievement, particularly for the lowest-achieving students. Schools must annually revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement[13].

- The U.S. Department of Education has emphasized that a comprehensive SWP must include strategies for meeting (a) the educational needs of all students, including each group of students defined in ESEA[14] (i.e., students who are economically disadvantaged, students from major racial and ethnic groups, students with disabilities, and students who are English learners) and (b) addressing the needs of students who are failing or at risk of failing to meet the State's challenging academic standards.

LEAs must ensure that each SWP school receives all the state and local funds or resources it would receive if it were not a Title I school. If this does not occur, it is a violation of the Supplement Not Supplant (SNS) provisions of the Every Student Succeeds Act (ESSA). The LEA should provide services that are required by law for students with disabilities and students who are English Learners before using Title I funds in the school. An LEA operating a SWP must comply with all other applicable laws (i.e., civil rights laws; laws affecting the education of English Learners; and laws affecting the education of students with disabilities, such as the IDEA and Section 504 of the Rehabilitation Act of 1973). If a SWP consolidates Federal funds, it

[10] ESEA Sec. 1114(b)(7)
[11] ESEA Sec. 1114(b)(7)
[12] ESEA Sec. 1114(b)(7)(A)(ii)
[13] ESEA Sec. 1114(b)(3)
[14] ESEA Sec. 1111(c)(2)

must ensure that it meets the intent and purposes of each Federal program whose funds it consolidates.

3. Annual Evaluation Process for Schoolwide Programs

The school must evaluate annually the outcomes and the plan's implementation to determine:

- If the academic achievement of all students, and particularly of the school's low-achieving students, improved;
- If the goals and objectives contained in the plan were achieved; and
- If the plan is still appropriate as written.
- In addition, the SWP Plan must describe how the school will provide individual student assessment results, including the interpretation of those results, to parents of the students; and describe how the results of annual evaluation of the effectiveness of the SWP Plan will be used to make revisions to ensure continuous improvement of students in this SWP.

4. Request to Waive the 40 Percent Poverty Requirement

4.1 Requirements for Waiver Requests

Waivers should be made prior to April 15 for the school year that will begin the following year. Waivers must be addressed to the USBE Title I Coordinator. Requests must be based on the prior school year's free/reduced lunch (FRL) percentage, with the understanding the current school year's FRL percentage will be available after the October 1 count date and LEA's validation period. LEAs must review the current school year's FRL when it is available and revise waiver request(s) if applicable.

Waiver requests must include:

- Cover letter on LEA letterhead;
- Completed and signed Application for Schoolwide Poverty Threshold Waiver;
- Name of the school(s) for which the LEA is seeking a waiver;
- The current FRL percentage of the school(s) based on the USBE's Number of Free and Reduced Students by School Building Report as of October 1;
- Review of the required components and evaluation of the Title I SWP Plan; and
- Justification and explanation of how implementation of the SWP will best serve the needs of students at the school(s) in improving academic achievement and other factors.

4.2 Justification

The LEA must justify how a SWP approach will be more beneficial than a targeted assistance (TA) approach[15] in meeting the educational needs of all students, particularly those students most at risk of not meeting the State's challenging academic standards.

- Waiver Request (school's poverty percentage is less than 40 percent but not less than 35 percent)
- The LEA requests that the poverty percentage requirement be waived to allow the applicant school to operate a Title I Schoolwide program to better meet the needs of its students for the reasons stated in the justification section above. The request must include the school's current poverty percentage.

4.3 Statement of Assurances

The LEA has reviewed the SWP Plan for the school and can verify that the plan adequately addresses the required components of a SWP Plan and an annual evaluation process as outlined above.
LEA (Click here to enter text.)
School (Click here to enter text.)
Principal (Click here to enter text.)
Authorized Signatory (Click here to enter text.)
Title of Authorized Signatory (Click here to enter text.)
Date (Click here to enter text.)

4.4 USBE Response to Waiver Request

The USBE Title I Coordinator's waiver request decision will be sent via email to the LEA Title I director and uploaded in the Utah Grants Management System within 30 days of receipt of the request.

[15] ESSA Sec. 1115

Appendix A

Title I Schoolwide Program Waiver Request Criteria

The USBE Title I Coordinator will consider waiver requests for schools that have poverty rates that have fallen below the 40 percent poverty threshold requirement if the school's percent of students who are eligible to participate in free or reduced priced meals (FRL) is equal to or greater than 35 percent.

Section 1114(a)(1)(A) of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), requires a Title I school to have at least 40 percent poverty to be eligible to operate a schoolwide program. ESEA section 1114 (a)(1)(B) permits a State Education Agency (SEA) to waive the 40 percent poverty threshold requirement after considering how a schoolwide program (SWP) will best serve the needs of the students in the school while improving academic achievement. The Title I SWP justification, assurances, and waiver request is applicable only to Title I schools seeking a waiver of the 40 percent poverty threshold.

Instructions:
A. Review required components of a Title I Schoolwide Program Plan
B. Review annual evaluation requirements for Schoolwide Programs
C. Provide a complete response to justification question
D. Complete 40 percent poverty waiver request application
E. Sign and email a pdf copy of the completed application and cover letter to:

Rebecca Donaldson, PhD
Title I Program Coordinator
Student Support Services
Utah State Board of Education
250 East 500 South, PO Box 144200
Salt Lake City, UT 84114-4200
Rebecca.donaldson@schools.utah.gov

Appendix B

Example of a Schoolwide Program Waiver Request Cover Letter

Date

Rebecca Donaldson
Title I Coordinator
Utah State Board of Education
250 East 500 South, PO Box 144200
Salt Lake City, UT 84114-4200

Dear Dr. Donaldson,

During the 2018-2019 school year, [40.28%] of students qualified for the free/reduced lunch (FRL) program at [Name of school]. In the 2019-2020 school year, the percent of students who qualified for FRL at the school fell below 40% to [37.68%]. The school received Title I funds in the 2018-2019 school year to implement a schoolwide program (SWP).

[Name of LEA] requests that [Name of School] be allowed to continue its Title I SWP for one year to prevent a disruption of services to students. It is understood that this is a one-year provision and SWP services will not continue beyond the 2019- 2020 school year unless the percent of students eligible for FRL is equal to or greater than the required 40 percent FRL threshold.

The 40 percent FRL waiver for [Name of School] will allow the school to continue to fund an instructional coach. The coach will assist in increasing student achievement and teacher effectiveness by working closely with teachers throughout the year providing supports such as professional learning opportunities, co-teaching, and working with teachers to ensure lessons are driven by student data.

[Name of School] will be able to purchase and implement evidence-based reading and math intervention programs to provide supplemental instructional support to students who require Tier II interventions.

A copy of the Application for Schoolwide Poverty Threshold Waiver on behalf of above referenced school(s) is attached. Thank you for your consideration.

Sincerely,

Name
Title

Appendix C

Example of a Schoolwide Program Waiver Request Application School Year [2020-2021]

Title I, Part A Schoolwide Program Eligibility

Citation: Under Section 1114(a)(1)(B) of the Every Student Suceeds Act (ESSA), the State may waive the requirement that a school have at least 40 percent poverty to be eligible to operate a Schoolwide Title I Program (SWP).

Instructions: Complete this form to request a waiver of the 40 percent school poverty threshold requirement for Title I, Part A SWP eligibility. This annual waiver is required when the poverty rate of a Title I school that wishes to operate as a schoolwide program falls below 40 percent, but not below 35 percent.

Deadline: All applications must be submitted by **May 1** for the school year that will begin the following fall.

Send the completed Schoolwide Poverty Threshold Waiver to:

Rebecca Donaldson
Title I Coordinator
Utah State Board of Education
250 East 500 South, PO Box 144200
Salt Lake City, UT 84114-4200

Or

Email: rebecca.donaldson@schools.utah.gov

Name of School: Apple Tree Elementary

Name of LEA: Orchard District

Current Poverty Pecentage : 38.56%
(This should reflect latest October 1 FRL reported percentage).

Part 1: Waiver Rationale

Describe the need and rationale for this Schoolwide Poverty Threshold Waiver. Include why student needs cannot be met without a schoolwide program.

Apple Tree Elementary has operated a Schoolwide Title I Program since 2008. Due to recent changes in school boundaries, the percent of poverty dropped slightly to 38.56%. We feel that this is just a temporary drop. The school has leveraged its Title I, Part A funds with other fiscal and human resources to support all students in meeting rigorous State standards. Operating a SWP will allow the school to continue to fund .5 fulltime equivalent (FTE) of its instructional coach to support all teachers in designing and delivering instruction to meet student needs. It will also allow the school to provide additional instructional support for Tier II interventions in Reading/language arts and math.

Part 2: Schoolwide Plan

Attach a copy of the SWP Plan to be implemented during the waiver year. The submitted SWP Plan must have been produced after a full year of planning that included opportunity for parents and community stakeholder input, unless a shorter period has been previously authorized by USBE's Title I A Coordinator.

A copy of Apple Tree Elementary's revised SWP Plan is attached. The plan was evaluated at the end of the 2019-2020 school year and revised based on the results of students' academic achievement and growth.

Part 3: Local Assurances

1. Our SWP Plan is available to the LEA, parents, and all public stakeholders. It is in an understandable and uniform format and, to the extent practicable, provided in a language that the parent can understand.
2. The Title I SWP is coordinated with other federal, state, and local resources, services, and programs.
3. The SWP Plan was developed during a one-year period; or the LEA, in consultation with the school (and approval from the state Title I Program office), determined that less time was needed to develop and implement a schoolwide plan.
4. A comprehensive needs assessment of the entire school was conducted that takes into account the academic achievement of children, the challenging State academic standards, the needs of those children who are failing or are at-risk of failing to meet the challenging State academic standards, and any other factors as determined by the LEA.
5. Evidence-based strategies will be implemented to: (i) provide opportunities for all children, including each student group (as defined in the State's ESSA plan), to meet the challenging State academic standards; (ii) use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses

necessary to provide a well-rounded education; and (iii) address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

6. All teachers and paraprofessional working in a program supported with Title I funds are professionally qualified per State and ESEA definitions.
7. The SWP plan will remain in effect for the duration of the school's participation under Title I. We will regularly monitor and revise the SWP Plan (as necessary) to ensure that all students are provided opportunities to meet the challenging State academic standards.
8. We will annually submit a Schoolwide Poverty Threshold Waiver as required when the poverty rate of a Title I school that wishes to operate a SWP falls below 40 percent, but not below 35 percent.

Part 4: Certification

WE, THE UNDERSIGNED, HEREBY CERTIFY that, to the best of our knowledge and information, we have complied with all components in our Title I SWP and have developed our plan based on needs and strengths identified through a comprehensive analysis of current academic and non-academic data. We have built into our plan a process for evaluating whether the strategies implemented are resulting in improved academic achievement, and we will adhere to all assurances listed above.

Signature of School Principal: *Paul Principal* Date: 4/1/2020

Signature of LEA Title I Director: *Danielle Director* Date: 4/10/2020

Signature of Superintendent/Charter Executive Director: *M.S. Leader* Date: 4/5/2020

Appendix D

Schoolwide Program Waiver Request Application
School Year [ ]

Title I, Part A Schoolwide Program Eligibility

Citation: Under Section 1114(a)(1)(B) of the Every Student Suceeds Act (ESSA), the State may waive the requirement that a school have at least 40 percent poverty to be eligible to operate a Schoolwide Title I Program (SWP).

Instructions: Complete this form to request a waiver of the 40 percent school poverty threshold requirement for Title I, Part A SWP eligibility. This annual waiver is required when the poverty rate of a Title I school that wishes to operate as a schoolwide program falls below 40 percent, but not below 35 percent.

Deadline: All applications must be submitted by **April 15** for the school year that will begin the following fall.

Send the completed Schoolwide Poverty Threshold Waiver to:

Rebecca Donaldson
Title I Coordinator
Utah State Board of Education
250 East 500 South, PO Box 144200
Salt Lake City, UT 84114-4200

Or

Email: rebecca.donaldson@schools.utah.gov

Name of School:

Name of LEA:

Current Poverty Pecentage :
(This should reflect latest October 1 FRL reported percentage).

Part 1: Waiver Rationale

Describe the need and rationale for this Schoolwide Poverty Threshold Waiver. Include why student needs cannot be met without a schoolwide program.

Part 2: Schoolwide Plan

Attach a copy of the SWP Plan to be implemented during the waiver year. The submitted SWP Plan must have been produced after a full year of planning that included opportunity for parents and community stakeholder input, unless a shorter period has been previously authorized by USBE's Title I A Coordinator.

Part 3: Local Assurances

1. Our SWP Plan is available to the LEA, parents, and all public stakeholders. It is in an understandable and uniform format and, to the extent practicable, provided in a language that the parent can understand.
2. The Title I SWP is coordinated with other federal, state, and local resources, services, and programs.
3. The SWP Plan was developed during a one-year period; or the LEA, in consultation with the school (and approval from the state Title I Program office), determined that less time was needed to develop and implement a schoolwide plan.
4. A comprehensive needs assessment of the entire school was conducted that takes into account the academic achievement of children, the challenging State academic standards, the needs of those children who are failing or are at-risk of failing to meet the challenging State academic standards, and any other factors as determined by the LEA.

5. Evidence-based strategies will be implemented to: (i) provide opportunities for all children, including each student group (as defined in the State's ESSA plan), to meet the challenging State academic standards; (ii) use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and (iii) address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.
6. All teachers and paraprofessional working in a program supported with Title I funds are professionally qualified per State and ESEA definitions.
7. The plan will remain in effect for the duration of the school's participation under Title I. We will regularly monitor and revise the SWP Plan (as necessary) to ensure that all students are provided opportunities to meet the challenging State academic standards.
8. We will annually submit a Schoolwide Poverty Threshold Waiver as required when the poverty rate of a Title I school that wishes to operate a SWP falls below 40 percent, but not below 35 percent.

Part 4: Certification

WE, THE UNDERSIGNED, HEREBY CERTIFY that, to the best of our knowledge and information, we have complied with all components in our Title I SWP and have developed our plan based on needs and strengths identified through a comprehensive analysis of current academic and non-academic data. We have built into our plan a process for evaluating whether the strategies implemented are resulting in improved academic achievement, and we will adhere to all assurances listed above.

Signature of School Principal: **Date:**

Signature of LEA Title I Director: **Date:**

Signature of Superintendent/Charter Executive Director:

Date: