



## Schoolwide Plan Checklist

<b>Development and Implementation</b>	
<b>The schoolwide plan must be</b>	<input checked="" type="checkbox"/>
Developed during a one-year period unless the LEA determines, in consultation with the school, that less time is needed to develop and implement the schoolwide program.	
Developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan.	
Remain in effect while participating in Title I, Part A, and the plan and its implementation shall be regularly monitored and revised as necessary based on student needs.	
Made available to the LEA, parents, and the public.	
Available to stakeholders in an understandable and uniform format and, to the extent practicable, in a language that the parents can understand.	
Developed in coordination and integration with other Federal, State, and local services, resources, and programs, if appropriate and applicable.	
Based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards.	
<b>Components</b>	
<b>The schoolwide plan must</b>	<input checked="" type="checkbox"/>
Include opportunities for all children, including each of the subgroups of students to meet the challenging State academic standards.	
Include evidence-based 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.	
Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the State academic standards, through activities which may include	
◆ Counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas.	
◆ 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 while still in high school.	
◆ Implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).	
◆ Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects.	
◆ Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.	
Include, if programs are consolidated, the specific State educational agency and LEA programs and other Federal programs that will be consolidated in the schoolwide program.	

## Logic Model Resource Tool

Year \_\_\_\_\_

School: \_\_\_\_\_

<b>Inputs</b> Resources	<b>Outputs</b> Activities and Products	<b>Outcomes</b> <i>Short-term to Intermediate</i>	<i>Long-Term</i>
<b>Notes:</b>			

# Title I, Part A Application and Amendment Decision Tree Resource Tool

## DOE 150 Narrative Form

### What to include:

- (1) The educational need as identified in a school's comprehensive needs assessment (CNA) and schoolwide plan (SWP).
- (2) The approved activity, from Title I, Part A (TIPA) grant application, and implementation timeline for the cost.
- (3) The TIPA grant program goals and academic achievement data associated with the cost.

**Note:** The information provided on the DOE 150 should not duplicate the information provided on the DOE 151.

### Amendment Cost Considerations

### Additional Considerations

**Is the cost  
NECESSARY?**

Is the cost clearly aligned with an activity outlined in the **TIPA application**?

New line items need to align with an existing activity in the approved application.

Costs for **technology and supplies** need to align with an existing activity.

OR

For a **NEW** activity, is the cost clearly aligned with an activity and/or evidence-based strategy outlined in a school's **schoolwide plan**?

If a school is implementing a "**well-rounded**" program, as outlined in ESSA, the school must identify the need for a "well-rounded" program in their comprehensive needs assessment and outline the activities and evidence-based strategies that make up that program in their schoolwide plan.

How will the cost meet the intent and purpose of TIPA (i.e., **improving academic achievement**)?

If the cost is not approved will it hinder academic achievement? If no, then the cost is not necessary.

**Is the cost  
ALLOWABLE?**

Is the cost **supplemental** in nature?

**LEA-level costs** are still analyzed using the No Child Left Behind (NCLB) presumptions of supplanting. What funding source is used to make the same purchase at non-Title I schools?

Does the cost comply with local, state, and federal laws, regulations, and policies?

Salary differentials are **allowable** for staff providing instruction and whose salary are funded through TIPA. It is **unallowable** for any staff not originally funded through TIPA (e.g., administrators).

Is the cost being used to meet the requirements of another federal grant award?

TIPA funds may not be used to meet the unmet needs of another federal grant award (e.g., 21<sup>st</sup> Century, Title I, Part C).

How will the cost be **implemented and executed** during the allowed project period?

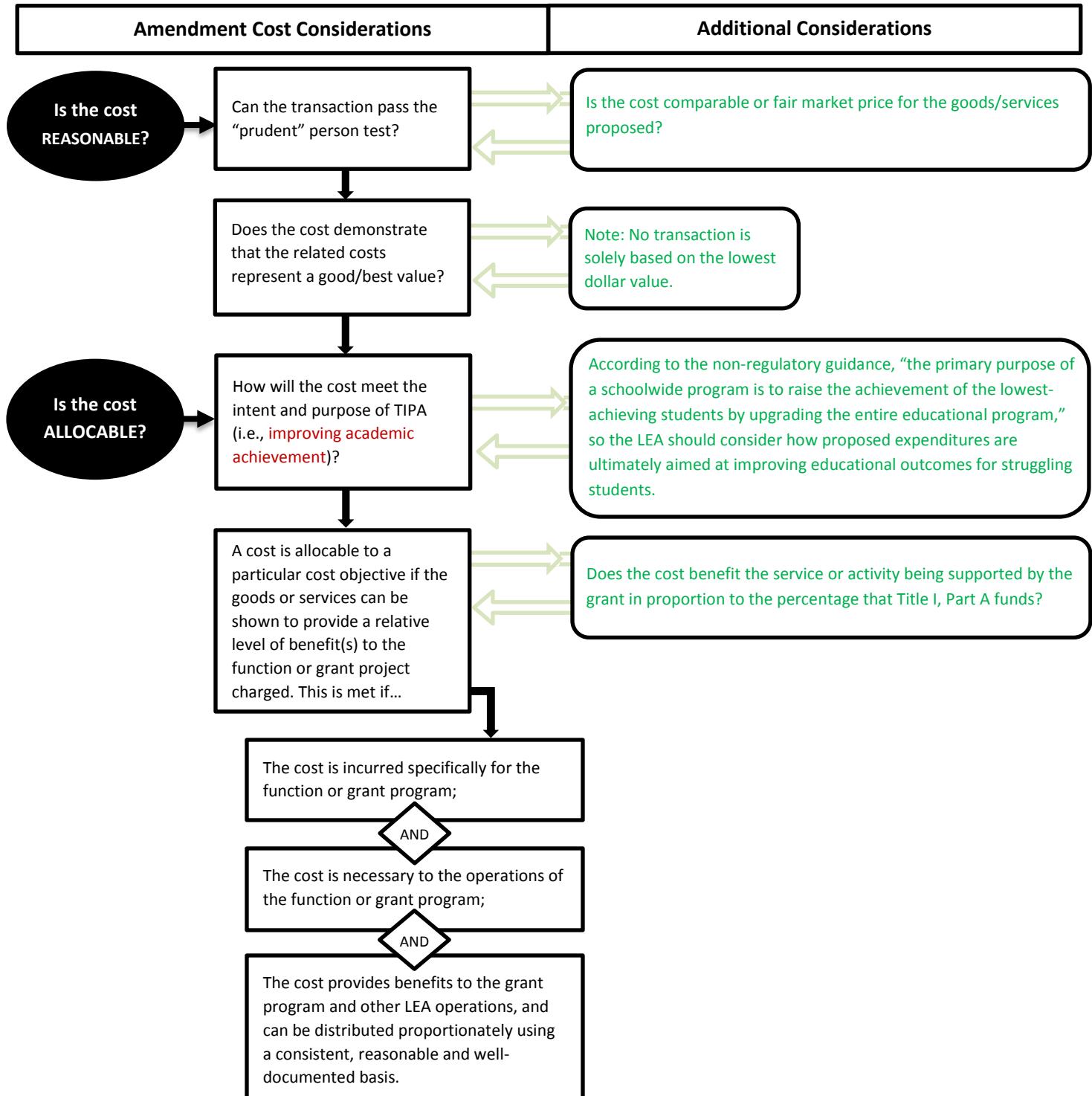
Each activity needs to be implemented and executed during the school year.

Costs for **out-of-state travel** requires prior approval from the program office.

# Title I, Part A Application and Amendment Decision Tree Resource Tool

## DOE 150 Narrative Form

Note: The information provided on the DOE 150 should not duplicate the information provided on the DOE 151.



# Title I, Part A Application and Amendment Decision Tree Resource Tool

## DOE 151 Budget Form

### What to include:

- (1) For existing line items, reference the budget line item number from the approved TIPA application budget.
- (2) Indicate if the cost is coded A, B-1, B-2, C, D, E, F, G, H-1, H-2, H-3, H-4, I, J, K, L, or M.
- (3) Indicate whether the line item is a school-level or LEA-level cost.

**Note:** The DOE 151 does not contain columns specific to TIPA because it is used by multiple programs.

### Amendment Cost Considerations

### Additional Considerations

#### Questions to Answer

Is the cost clearly aligned with the approved TIPA program budget and/or a separate DOE 151?

OR

For a NEW budget line item, is the cost clearly aligned with an activity and/or evidence-based strategy outlined in a school's schoolwide plan?

Is the cost a school-level or district-level purchase?

Is the cost associated with the LEA's certified roll forward?

Is the cost associated with one of the TIPA reservations?

The Account Title & Narrative column must include the line item number from the existing budget (e.g., line item #12).

How is the cost coded (i.e., N/A, A, B-1, B-2, C, D, E, F, G, H-1, H-2, H-3, H-4, I, J, K, L, or M?)

An increase in school allocations requires an amended PSES.

Any line items associated with the certified roll forward do not count towards the administrative cost cap (10% including indirect costs).

Total reservation amounts need to match the reservation amount in the approved TIPA application (e.g., if an LEA reserved \$97,000 for equitable services in the approved budget, then the lines coded H must match that amount after any amendments.)