

# North Dakota Department of Public Instruction TITLE I FAST FACT SERIES

## Issue: Supplement vs. Supplant in a Title I Schoolwide Program

### **Supplement, Not Supplant in a Targeted Assistance Title I Program**

In a Title I targeted assistance program, the “supplement not supplant” regulation means that Title I funds and Title I services must supplement and not supplant all regular school programming. In other words, a school may not use Title I funds to perform a service—such as paying all teachers a professional development stipend or buying classroom textbooks—that would normally be paid for with local or state dollars. All services provided by personnel paid with Title I funds must be supplemental in terms of providing additional instructional services for students identified for Title I services.

### **Supplement, Not Supplant in a Schoolwide Title I Program**

Section 1114 for schoolwide programs for Title I law under *No Child Left Behind* reads as follows:

(a)(2)(B) SUPPLEMENTAL FUNDS.—A school participating in a schoolwide program shall use funds available to carry out this section only to supplement the amount of funds that would, in the absence of funds under this part, be made available from non-federal sources for the school, including funds needed to provide services that are required by law for children with disabilities and children with limited English proficiency.

In a schoolwide program, supplementing is purely a fiscal analysis. A schoolwide program must use Title I funds to supplement the funds that are available from non-federal sources—i.e., to supplement district and state funds. At the same time, the schoolwide program is not required to demonstrate that the services provided supplement services regularly provided as long as the overall level of services is higher than it would be without federal dollars. In a schoolwide program it doesn't matter which service came from which funding source—federal, state, or local—as long as overall all students have access to more services.

Title I schoolwide funds may NOT be used toward expenditures that, in the past, have been paid for with state or local funds (e.g., teachers, administrators, textbooks, etc.). Rather, Title I funds should be used in ways that will allow you to provide more instructional services to your students than are available without Title I funding. All students should be able to benefit from these additional programs.

### **Schoolwide Programs and No Child Left Behind**

*No Child Left Behind* sets ambitious goals for raising student achievement in mathematics and reading. As you know, these are the same goals that have always been the purpose of the option of schoolwide programming—designing a school system where ALL students reach high academic standards in reading and mathematics. Schoolwide programs have an advantage to use their federal funds to support schoolwide initiatives toward reaching that goal.

Nationwide, Congress has appropriated a significant increase in Title I funding. The purpose of these additional Title I funds, is to help schools meet the ambitious student achievement goals set out in *No Child Left Behind* and in schoolwide programming. With the addition of an impending timetable, schools that hope to achieve 100% proficiency need to utilize their federal funds wisely and begin to implement programming that will raise student achievement scores. Therefore, schools need to spend Title I money wisely and within the regulations of Title I law.

### **Spending Title I Dollars in a Schoolwide Program**

As you know, the allocation of Title I dollars in a schoolwide program should be based on the results of ongoing data analysis at each school to determine what your school needs to raise academic achievement in reading and math. Below is a list of possible ways that a schoolwide program could spend additional Title I dollars to increase student achievement. If one of the ideas listed below matches well with your particular program, consider implementing one of these approaches:

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| <ul style="list-style-type: none"> <li>▪ Hiring additional teachers to reduce class size.</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Hiring a preschool teacher.</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Spending Title I dollars to get all staff highly qualified.</li> </ul>   |
| <ul style="list-style-type: none"> <li>▪ Hiring staff for a research-based, extended day program.</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Spending additional Title I dollars on effective supplemental services offered before or after the regular school day.</li> </ul>                                       | <ul style="list-style-type: none"> <li>▪ Paying all teachers stipends for participating in ongoing professional development beyond contract time.</li> </ul>  |
| <ul style="list-style-type: none"> <li>▪ Hiring a parent liaison to make sure that all students attend school regularly and parents are involved in their child's education.</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Hiring a data coordinator or school improvement coordinator to organize all improvement efforts.</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Extending a half day or three day a week kindergarten program to a full time program.</li> </ul>   |
| <ul style="list-style-type: none"> <li>▪ Implement a supplemental reading component to your core program to include all components of SBRR. The ND Reading First website has a state-approved list of programs found to be based on SBR that have a proven record of effectiveness.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Hiring staff instructional coaches who provide ongoing guidance to all staff members on implementing and improving research-proven instructional strategies.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Hiring a professional development technical assistance provider to guide schoolwide study groups, monitor instructional changes, and assist in data analysis.</li> </ul> |

If you have questions regarding this issue, please contact:

Department of Public Instruction  
State Title I Office  
600 E. Boulevard Ave., Dept. 201  
Bismarck, ND 58505-0440

Telephone: (888) 605-1951  
Fax: (701) 328-4770  
Website: [www.dpi.state.nd.us/title1/index.shtml](http://www.dpi.state.nd.us/title1/index.shtml)