“Title I, the largest single federal investment in education, now provides $10.3 billion annually (an increase of $1.6 billion over last year’s appropriation) to school systems across the country to improve educational outcomes for students at risk of educational failure.”

**Schoolwide Programs** (60% of funds)

“Schoolwide programs form the centerpiece of the ESEA’s new vision... A schoolwide program school may now use its Title I, Part A funds coupled with other Federal education funds to upgrade the school’s entire educational program, rather than to target services only on identified children.”

A schoolwide program must have the following eight characteristics:

1. A schoolwide needs assessment comparing student performance with state standards.
2. Schoolwide reform strategies using instruction proven to be effective, while also providing special services for target populations.
3. All staff will be highly qualified.
4. Professional development for all staff, but especially educational staff.
5. Strategies to get parents and guardians more involved.
6. Strategies to ease the transition from early childhood programs into elementary school.
7. Teachers are included in the decision-making process.
8. Any students who have difficulty meeting state standards will be given “effective, timely additional assistance.”

**Targeted Assistance Programs**

Targeted assistance programs can only use Part A funds for programs that target children with the greatest need.

Additionally, “Part A funds must be used for services that supplement, and do not supplant, the services that would be provided, in the absence of the Part A funds, from non-Federal sources.”

A targeted assistance program must have the following eight characteristics:

1. Help children in the target group meet the state performance standards.
2. Use “effective means for improving achievement.”
3. Incorporate planning for the target group into existing plans and structure.
4. Provide instruction that gives student more chances to learn, provides “an accelerated, high-quality curriculum,” and allows students to stay in mainstream classes whenever possible.
5. “Coordinate with and support the regular education program.”
6. Use highly qualified staff.
7. Provide professional development opportunities for those working with participating children.
8. Strategies to get parents and guardians more involved.
Recent Changes to Title I

# Increased emphasis on extended learning opportunities. The new bill calls for increases in the amount and quality of learning time, through extended school-year, before-, and after-school programs, summer programs, and other opportunities that enhance the school-day curriculum.

# Coordination of services and programs serving the same population. ESEA strengthens schools’ ability to use Title I funds for coordination of service and programs. Under the legislation, each program must coordinate and integrate federal, state, and local services and programs under ESEA (professional development for teachers, instruction for limited English proficient students, technology improvements, 21st Century Community Learning Centers and drug and violence prevention), nutrition programs, Head Start, adult education, vocational and technical education and job training... program developers could make the case for using Title I or other ESEA funds to support a coordinator who serves to integrate and coordinate the variety of activities and services for school-age children and youth.

# Increased parental involvement. Program developers can point to out-of-school time and community school initiatives as a means of engaging and involving parents, providing them with the support they need to help their children reach their full academic potential.

# Development of transition plans from early childhood programs to elementary school. Under the legislation, Title I schools must develop a plan to assist preschool children transitioning from early childhood programs, such as Head Start, Early Reading First, or a state-run preschool program, to local elementary schools. This provision, in addition to parental involvement, can help community school leaders make the case for more integrated services for families, including younger children.

Getting Funding through Title I, Some Examples:

Part A: “Provides local educational agencies (LEAs, or school districts) with extra resources to help improve instruction in high-poverty schools and ensure that poor and minority children have the same opportunity as other children to meet challenging State academic standards.”

- Getting Funded: “Allocations are based primarily on the number of poor children in each school district (LEA). LEAs receive a single combined allocation that is adjusted by the State under certain circumstances.”

- Special Notes: “LEAs must use between 5 and 10 percent, inclusive, of their Part A allocations for professional development aimed at ensuring that all teachers are highly qualified by the end of the 2005-06 school year (the requirement changes to a simple 5 percent floor in 2004).”
Section 1003 (g): Funding for “a new Assistance for Local School Improvement grant program to support school improvement activities under section 1116 of Part A of Title I.”

Getting Funded: Formula grants are made to States based on “current-year shares of funds received under Parts A, C, and D of Title I by the States, the Bureau of Indian Affairs, and the outlying areas.” States then make at least 95% of the funds received available to LEAs via competitive subgrants.

Part B, Subpart 2: “Authorizes the Secretary to make competitive awards for up to 6 years to support local efforts to enhance the early language, literacy, and pre-reading development of preschool-age children, particularly those from low-income families, through strategies and professional development that are based on scientifically based reading research.”

Getting Funded: LEAs eligible to receive subgrants under Part B, Subpart 1, as well as public and private organizations in the community of eligible LEAs can apply for these competitive grants.

Part B, Subpart 3: “Supports family literacy programs that integrate early childhood education, adult education, parenting education, and literacy activities for low-income families…”

Getting Funded: Federal to State “formula allocations are based on each State’s current-year share of Title I, Part A funds, with a minimum State allocation of the greater of $250,000 or ½ of 1 percent.” SEAs then “make competitive subgrants to partnerships of LEAs and other organizations, giving priority to proposals that target areas designated as empowerment zones or enterprise communities or that propose to serve families in other high-poverty areas.”

Special Notes: SEAs are allowed to reserve up to 6% of their allocation for program administration, technical assistance, development of evaluative indicators, and program improvement.

Part D: Provides “financial assistance to: (1) State educational agencies for educational services to neglected or delinquent children and youth under age 21 in State-run institutions for juveniles and in adult correctional institutions, and (2) local educational agencies for educational services to children and youth in local correctional facilities and to other at-risk populations.”

Getting Funded: Funds are given to States based on a formula (including per-pupil expenditures and count of children in State-operated institutions). The State then “makes subgrants to each state agency based on its proportionate share of the States adjusted enrollment count of neglected or delinquent children and youth.”

Part F: “Program to support the development, adoption, and implementation of comprehensive school reforms that are based on reliable research and effective practice and that will improve the academic achievement of children in participating schools.”

Getting Funded: Allocation uses a formula “based on each State’s prior-year share of Title I Basic Grants (Sec. 1124).” States then make competitive awards available to LEAs that receive funds under Title I, Part A, “with priority for LEAs planning to use funds in schools in improvement or corrective action under Title I.”
**Special Notes:** New changes have added two components to the nature of reforms required for funding: (1) requires scientific evidence behind reforms or strong evidence that the model would improve student performance and (2) requires support for school staff.

**Part H:** Creates a “new program to assist schools with high dropout rates to implement dropout prevention programs.” Funds will assist schools with high annual dropout rates receiving Title I, Part A funds by supporting programs for students in grades 6-12.

**Getting Funded:** “At appropriations levels of less than $75 million, authorizes competitive awards to States or LEAs. At appropriations levels between $75 million and $250 million, authorizes competitive awards to States. At appropriation levels of $250 million or more, authorizes formula grants based on each State’s prior-year share under Title I, Part A.” Within the State, competitive awards are made to eligible LEAs.

**Special Notes:** “Requires grantees to use funds to implement research-based, sustainable, and coordinated school dropout prevention and reentry programs. Identifies 10 allowable activities, including: professional development; reduction in pupil-teacher ratios; counseling and mentoring for at-risk students; and implementing comprehensive school reform models. Requires LEAs to provide technical assistance to any secondary school that receives program funds for two years and has not made progress toward lowering its dropout rate.”

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**References**


