

# Title I Basics

Title I is the largest federal education program. Its intent is to help ensure that all children have the opportunity to obtain a high quality education and reach proficiency on challenging State academic content and performance standards.

Title I began with the passage of the Elementary and Secondary Education Act (ESEA) of 1965 and has since been amended by Every Student Succeeds Act (ESSA), which provided federal funding for high-poverty schools to help students who are behind academically and at risk of falling behind. Services can include hiring teachers to reduce class size, tutoring, purchase of instructional equipment, materials and supplies, parental involvement activities, professional development, pre-kindergarten programs, and hiring teachers and paraprofessionals.

Funding supports Title I School-wide Programs and Targeted Assistance Programs, depending on the level of students that receive free and reduced-price lunch in the school and how the school wants to function. School-wide programs are in schools that have at least a 45% poverty level in elementary schools and 55% poverty rate in secondary schools, based on the number of who are identified as Direct Certification. These schools have also gone through a one-year planning process. School-wide programs have flexibility in using their Title I funds, in conjunction with other funds in the school, to upgrade the operation of the entire school. School-wide programs must conduct a comprehensive needs assessment, identify and commit to specific goals and strategies that address those needs, create a comprehensive plan, and conduct an annual review of the effectiveness of the school-wide program that is revised as needed.

School-wide programs:

- plan for comprehensive, long-term improvement.
- serve all students with state licensed and certified teachers and high quality paraprofessionals.
- provide continuous learning for staff, parents, and the community.
- use evidence-based practices to develop and implement enriched instruction for all students.
- use inclusive approaches to strengthen the school's organizational structure.
- consolidate resources to achieve programs goals.
- engage in continuous self-assessment and improvement.

Targeted Assistance Programs:

- use Title I funds to focus on helping eligible students identified as having the greatest educational need.
- use multiple criteria to target these students.
- school staff determines which services and activities will be provided to which student.
- funding is limited to eligible (targeted) students and the teachers who work with them.
- professional development and parental and family engagement activities are provided to the staff and families of the targeted students.
- Non-targeted students are not eligible to receive services in a Targeted Assistance Program.

## Components of a Title I School

1. All Title I schools must complete a **comprehensive needs assessment** that drives all aspects of school operations.
2. **School reform strategies** must be implemented to address the identified needs.

3. According to the criteria set by ESSA, all instructional staff must meet the **state licensure and certification requirements**, including paraprofessionals being **highly qualified**.
4. There must be **high quality and ongoing professional development** for staff to address the needs of the school.
5. There must be strategies in place to **recruit qualified teachers** and **place them** in areas of greatest need.
6. **Family Engagement** is a critical and integral part of day-to-day operations in a Title I school.
7. Strategies are in place to aid in the **transitions** between academic grade levels, as well as school levels, i.e., pre-school to kindergarten, elementary to middle school, and middle school to high school.
8. **Teachers are actively involved in the use of assessments** and instructional decisions are driven by data analysis.
9. Title I schools develop specific **instructional activities for students identified with the greatest needs**.
10. Title I schools **coordinate and integrate resources** and services from federal, state, and local sources.