



# TITLE I, PART A QUICK REFERENCE GUIDE FOR NEW COORDINATORS

## The Purpose of Title I, Part A

- To increase the achievement of students, particularly those who are economically disadvantaged.
- To ensure all children have fair, equal, and significant opportunities to obtain a high quality education.
- To ensure children reach, at minimum, proficiency on challenging state standards and assessments.

## Allocating Funds to Eligible Public Schools

- All schools with a poverty rate above 75 percent must be served.
- After serving all schools above 75 percent poverty, LEAs may choose to continue serving schools in rank order of poverty (districtwide), or in rank order of poverty according to grade span.
- LEAs must use the same type of poverty data for all schools (e.g., free & reduced price lunch data).
- See the *Guiding Questions for Completing the Public School Eligibility Survey (PSES)* document for more information regarding the allocation process.

## Required Set-Asides

- **Parental Involvement** – Reserve one percent if the LEA’s total allocation is more than \$500,000. 95 percent of the one percent must be distributed to public schools.
- **Neglected and Delinquent** – No specific amount or percent reservation is required, but LEAs are required to reserve adequate funding for serving youth in this category.
- **Homeless Education** – LEAs are required to set-aside adequate funding for children who qualify as “homeless” under the McKinney-Vento Homeless Assistance Act.
- **Highly Qualified Requirements** – LEAs should reserve funds as necessary to meet and maintain the highly qualified requirements outlined in the No Child Left Behind Act.

## Equitable Services for Private School Students, Parents, and Teachers

- LEAs are required to provide equitable services to eligible private school students, their parents, and their teachers.
- These services must be developed in consultation with private school officials.
- Only students at private schools with official nonprofit status are eligible for Title I, Part A services.
- Eligibility is determined on the basis of multiple, educationally related, objective criteria.
- LEAs should reserve equitable shares for private schools for parental involvement, meeting and/or maintaining highly qualified requirements, and all LEA-wide activities.

## Schoolwide Programs

- Schools with 40 percent or more children from low-income families are eligible to operate a schoolwide program.
- In a schoolwide program, all students attending the school receive Title I services.
- Schools operating a schoolwide program can combine federal, state, local, and Title I funds to improve the school program.

## Targeted Assistance Programs

- Students are eligible for services if the school has identified the students as failing, or most at risk of failing, to meet the state's achievement standards based on certain criteria.
- Income status is not part of the eligibility criteria.
- Only students who receive services are counted as Title I students for reporting purposes.

## Fiscal Issues

- Title I dollars must be used to **supplement, not supplant** state and local funds. LEAs should always consider how the LEA would pay for an activity in the absence of Title I, Part A funds.
- **Comparability** is a fiscal "test" designed to measure the level of state and local funds and resources provided to a district's Title I and non-Title I schools. Districts must show that Title I schools receive an equal, if not greater, share of state and local funds than that provided to non-Title I schools.

## Parental Involvement Requirements

- LEAs and Title I schools must develop (with parents) a Parental Involvement Plan, which is a written document that describes how parental involvement activities will be implemented. These plans must be distributed to parents, and in a language they can understand.
- All Title I schools must convene an annual Title I, Part A meeting to explain Title I, Part A and inform parents of their right to be involved.
- Title I schools must jointly develop, with parents, a school-parent compact, which is a written agreement between the school and parents that describes the shared responsibility for improved student academic achievement.

## Parent Notifications

- **Four-Week Notification Letter** – Title I schools must notify parents when their child has been assigned, or has been taught for four or more consecutive weeks by a teacher who is not highly qualified.
- **Parent's Right-To-Know Letter** – Title I schools must inform parents of their right to request information about the professional qualifications of teachers.
- Schools must provide parents with an **individual student report** on their child's level of achievement on state assessments.
- **LEA Report Card** – must include information related to the data elements (assessment, accountability, and teacher quality) as it applies each school served by the LEA and the LEA as a whole.