



Title I: What It Means to Parents and Students

Fall 2013

The Elementary and Secondary Education Act of 1965 (ESEA) provided a comprehensive plan to address the inequality of educational opportunities for economically underprivileged children. The *No Child Left Behind* Act, signed in January 2002, is the reauthorization of ESEA. *No Child Left Behind* authorizes grants to states and school districts (local educational agencies or LEAs). In return for these funds, states and school districts agree to provide services to children at risk. Title I schools and Title I programs are schools and programs that receive funds through a grant authorized in Title I of the *No Child Left Behind* Act. (Wrightslaw: No Child Left Behind)

What schools receive Title I funds?

All states accept Title I funds. Nationally, about 90 percent of school districts and 60 percent of schools receive these funds. Title I funds go to both schoolwide programs and targeted assistance programs.

- A schoolwide program “upgrades the entire educational program of a school with 40 percent or more of the children from low-income families.”
- A targeted assistance program “provides services to children identified as failing, or at risk of failing, to meet the State’s challenging student academic achievement standards.”

What do Title I funds do for Wyoming schools?

Title I funds are distributed by the State Educational Agency (the Wyoming Department of Education) to local educational agencies

- ✓ that have schools with high numbers of children from low-income families.
- ✓ that have schools which target individual students most at risk of not meeting the standards.

Title I supports local educational agencies in:

1. improving teaching by promoting effective instruction for at-risk children and for enriched and accelerated programs;
2. expanding opportunities for school-wide programs that serve all children;
3. encouraging school-based planning;
4. establishing accountability based on results;
5. promoting effective parental participation;
6. supporting coordination with health and social services agencies;
7. focusing resources on the schools with the highest percentage of students in poverty.

In what other ways do Title I funds help parents and children in Wyoming?

- The Migrant Education Program (MEP) is authorized under Part C of Title I. The MEP ensures that migrant workers’ children have access to the same free, appropriate public education, including public preschool education, provided to other children. The MEP provides formula grants to state education agencies to establish or improve programs of education for children of qualifying migrant workers. (Consultant: (307) 777-6224)
- The Wyoming Even Start Family Literacy Programs are federally funded projects designed to break the cycle of poverty and illiteracy by improving the educational opportunities of Wyoming’s low-income families. Using existing community resources, this unified family literacy program integrates early childhood education, adult literacy or adult basic education, and parenting education. (Consultant: (307) 777-3544)
- Educational services to children in local and state institutions for neglected or delinquent children and youth are authorized under Part D of Title I. The primary purpose is to provide these children the opportunity to meet the same challenging educational content standards that all children in the State will be expected to meet. (Consultant: (307) 777-6224)

Log on to the *No Child Left Behind* website at www.ed.gov/nclb for more information.

How do Title I funds benefit students?

- Improved basic programs in schools to ensure that all students are proficient in reading, math, and science by 2014.
- The adoption of high academic standards and annual academic assessments to determine if students, schools, and school districts are meeting their academic targets.
 1. Schools must provide reasonable adaptations and accommodations for students with disabilities
 2. Schools must test English language learners (students with limited English proficiency) every year to measure their oral language, reading, and writing skills.
- Use effective instructional strategies that
 1. Increase the amount and quality of learning time such as extended school year, before- and after-school, and summer school programs.
 2. Help provide an enriched and accelerated curriculum.
 3. Meet the educational needs of historically underserved populations.
- Instruction by highly qualified professional staff.
- Professional development for teachers, aides, pupil services personnel, parents, principals, and other staff to enable all children in the schoolwide program to meet the State's student performance standards.
- Strategies for assisting preschool children in the transition from early childhood programs, such as Head Start and Even Start, to local elementary school programs.
- Activities to ensure that students who experience difficulty mastering any of the State's standards during the school year will be provided with effective, timely additional assistance which must include:
 1. Measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
 2. To the extent the school determines it to be feasible using Title I, Part A funds, periodic training for teachers in how to identify difficulties and to provide help to individual students.
 3. For any student who has not met the standards, teacher-parent conferences.

How do Title I funds benefit parents?

- ✓ If the school district accepts Title I funds, the staff must consult with parents to develop a parent involvement policy to improve student academic performance.
- ✓ The district must evaluate the effectiveness of this parental involvement policy every year.
- ✓ The school must distribute this parent involvement policy to all parents and make the policy available to the community.
- ✓ Parents have the right to frequent reports about their child's progress, access to teachers, opportunities to volunteer and participate in their child's class, and to observe classroom activities.
- ✓ Parents have the right to know
 1. if the teacher is certified or licensed to teach certain grade levels and subjects
 2. if the child receives services from a paraprofessional, the qualifications of that paraprofessional.

There is a strong emphasis on parent-school partnerships throughout the development and implementation of the parent involvement policy of Title I. Development of a parental involvement policy is not a one-time thing. With the involvement of parents, local school districts must annually evaluate the effectiveness of their parental involvement policy in increasing parent participation and removing barriers to participation, such as limited English proficiency.

Schools are required to carry out a broad range of activities to help parents support their children's education:

1. have an annual meeting for parents
2. involve them in policy-making and implementation on an ongoing basis
3. help them develop the ability to participate in Title I decisions
4. provide them with school performance profiles
5. inform them about the state system of standards and assessments
6. provide for parent-teacher meetings for children who are falling behind.

Contact your local principal for more information or call the Parent Education Network, toll-free: 1-877-900-9736 or log on to www.wpen.net.

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