

# Title 1

1. Two graphic organizers that provide an overview of the Who, What, When, Where, Why, and How of Title 1. The first is blank and may be used for the audience to take notes. The second is filled in with the highlights of our presentation.
2. **What:** Two overheads (graphic organizer and pie chart) on the 4 parts (A, B, C, D) of Title 1.
3. **When:** 5 graphs available. (Only the first two will definitely be used in the presentation.)
  - a. Bar graph: U. S. Department of Education: Distribution of Funds (in constant 1999 dollars). This graph shows two things:
    1. It shows an accurate comparison of how much money was spent per year by the Department of Education during the years of 1980 through 1999. The comparison is accurate because all the monetary figures have been adjusted for inflation. Without adjustment, it would not make sense to compare dollar amounts. For example, if a McDonald's hamburger cost 50 cents in 1980, and 10 million hamburgers were sold that year, then 5 million dollars were spent on hamburgers. If 10 million dollars were spent on McDonald hamburgers in 1999, but the hamburgers cost \$1 each, then the same number of hamburgers were bought in 1980 and 1999. To simply say that twice as much money was spent on hamburgers in 1999 than in 1980 would imply that twice as many hamburgers were bought. An accurate comparison would be based on what one gets for the money, not based on changing inflation rates. By putting the figures in "constant 1999 dollars," it is possible to see how much money was spent by the Department of Education in 1980 *if everything cost then what it costs today*.
    2. This graph also shows, within each individual bar, the breakdown of how the funds for an individual year were distributed.
  - b. Pie chart: U. S. Department of Education: Distribution of Funds in 1996. This graph uses the same data as from the previous bar graph. It takes the bar for 1996 and puts it into a pie chart. By percentage, it shows the breakdown of how the funds for 1996 were distributed by the Department of Education.
  - c. Bar graph: Comparison of Fund Allocations by the Department of Education (1965-1999). Because the data for this chart had not been adjusted for inflation, the dollar amounts spent per year could not be compared. However, it is still possible to compare the breakdown of how funds were distributed by the Department of Education through the years. Because the Elementary & Secondary Education Act of 1965 (ESEA) was passed in 1965, it did not become part of the fiscal budget until 1966. Generally speaking, the amount of the annual budget that has been allocated to Title 1 has remained fairly constant over the years. It has almost always been between 20 and 30% of the whole budget for the Department of Education.
  - d. 2 Pie charts: These two pie charts use the same data from the previous graph for the years 1970 and 1995. These pie charts compare how the Department of Education distributed its funds in 1970 versus in 1995. These pie charts, when looked at one after the other, show very clearly how much more of the whole budget is now spent on post-secondary education than was thirty years ago.

4. **Why:** Graphic organizer for Goals 2000, plus 3 pages from the Department of Education's web site that further explain the objectives of these 8 goals.

In a nutshell, Title 1 was created by the Elementary & Secondary Education Act of 1965 (ESEA). The act is required to be re-authorized every five years. When the act was re-authorized in 1988, President Bush called for a National Education Summit to convene. The purpose of the 1989 summit was to bring together state governors, business leaders, and educators to adopt a set of national education goals. In 1994, Congress had to re-authorize the act again. This time, however, Congress raised a lot of questions. They had been spending this money for almost 30 years. What were they getting for it? How was the money being used? Was there any accountability for how the money was being spent? Was the money actually helping disadvantaged children as it was intended? This time, Congress wanted some answers. They re-authorized the act through 1999 with several stipulations. They called for an Independent Review Panel to evaluate Title 1. They called for NAT1 (National Assessment of Title 1) reports to be published in 1996 and 1998. They required states to develop standards and assessments. They required special ed and ESL children to be included in those assessments. And they required the results of the assessments to be published. Assessments are generally done by way of standardized testing. Also in 1994, President Clinton signed the Goals 2000: Educate America Act. Goals 2000 is a list of 8 goals that Title 1 money is to help accomplish by the year 2000. A second National Education Summit convened in 1996, and a third in the fall of 1999. The purpose of both of these summits was to discuss state standards and assessments. A recommendation from the most recent summit is that there be the creation and implementation of a standardized curriculum to support the standardized testing.

5. **How:**
  - a. How Title 1 (Part A) Funds are Obtained (graphic organizer)
  - b. How Title 1 (Part A) Funds are Used (graphic organizer)
  - c. How Title 1 is Monitored and Assessed (2 pages)
6. List of Resources
7. List of Acronyms

## Title 1 Presentation

### **Intro:**

- We are going to provide an overview of the Who, What, When, Where, Why, and How of Title 1.
- The graphic organizer on the front page of your packet is filled out on the second page, but you may use the blank one for any notes you would like to take during our presentation.
- Our goal is for you to take away with you an idea of how broad the Title 1 program is.

### **Who, What, Where:**

- Overhead of filled-in 5 W's graphic organizer
- 2 overheads (graphic organizer & pie chart) on the 4 parts (A,B,C,D) of Title 1

### **When:**

- Overhead of filled-in 5 W's graphic organizer
- Overheads of bar graphs/pie charts for 1965-1999 budgets for Department of Education and Title 1

### **Why:**

- Overhead of graphic organizer for Goals 2000

### **How:**

- Overhead of Fund Allocation (triangles)
- Overhead of How funds are used (graphic organizer)
- 2 pages on monitoring/assessment (no overheads)

### **Conclusion:**

- Refer to the References page.

What am I?

When am I?

**Title 1**

Who am I?

Where am I?

How am I?

Why am I?

## What am I?

I am a federal aid program (currently over \$7 billion per year) that provides funds to schools in low-income communities. I am broken into four parts:

- Grants for Local Education Agencies (LEA) (Public and Private Schools)
- Even Start (Promoting Family Literacy)
- Migrant Education
- Programs for Neglected and Delinquent Children

## When am I?

1965: Elementary & Secondary Education Act of 1965 (ESEA) = Title 1 is established.

1981: Education Consolidation & Improvement Act of 1981 (consolidated 42 programs into 7)

1988: Augustus F. Hawkins-Robert T. Stafford Elementary & Secondary School Amendments of 1988 (reauthorized ESEA through 1993.)

1994: Improving America's Schools Act of 1994 (IASA) (reauthorized ESEA through 1999).

# Title 1

## Who am I?

I am for children who live in low-income communities and are at risk of failing to meet state academic standards.

I am for preschool and K-12 children (primarily elementary school age).

I am for more than 6 million students.

I am for parents to be more involved in their children's education.

## Where am I?

I am in almost every school district in the United States. I am in more than 45,000 schools across the country.

I am in schools with high concentrations of children from low-income families, and in local institutions for neglected or delinquent children.

## How am I?

How am I administered? OESE Office of Elementary and Secondary Education), CEP

How are my funds allocated? Basic & Concentration Grants based on formulas.

How are my funds used? Teachers, Books & Teaching Supplies, Equipment, Property, Schoolwide & Targeted Programs

How am I monitored? NATI (National Assessment of Title 1)

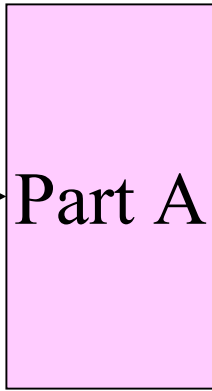
## Why am I?

My purpose is to provide additional academic instruction, support, and learning opportunities to help low-achieving children acquire knowledge and skills contained in challenging state curriculum and meet state academic standards for student performance.

My purpose is to support all of the Title 1 National Education Goals 2000.

My purpose is to distribute resources to where the needs are greatest.

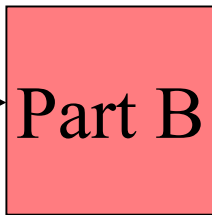
# Title 1



Local Education Agencies  
(Basic Grants, Concentration Grants)

Capital Expenses for Private School Children

Comprehensive School Reform Grants  
(additional assistance for school improvement)

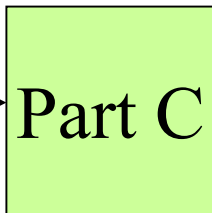


Even Start  
(family-centered education projects,  
family literacy training for parents)

State Education Agencies

Indian Tribal Organizations

Women's Prisons



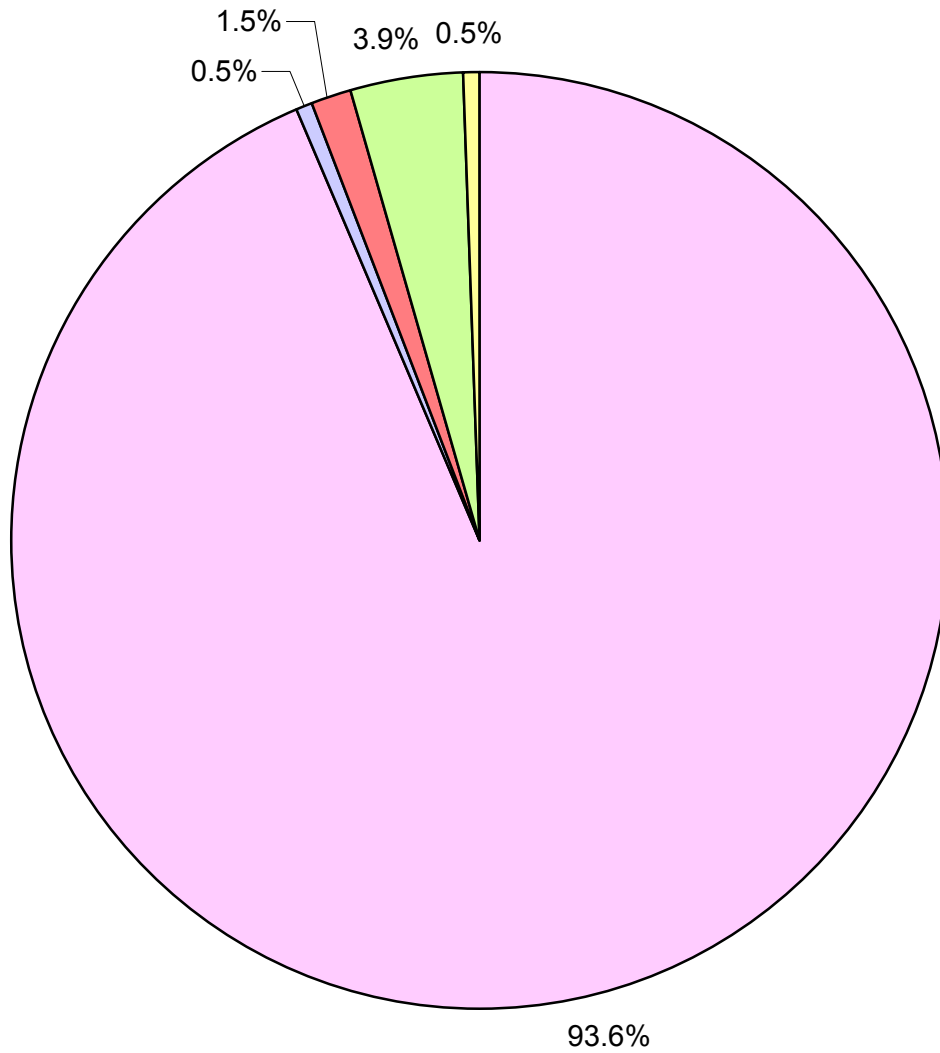
Education of Migratory Children



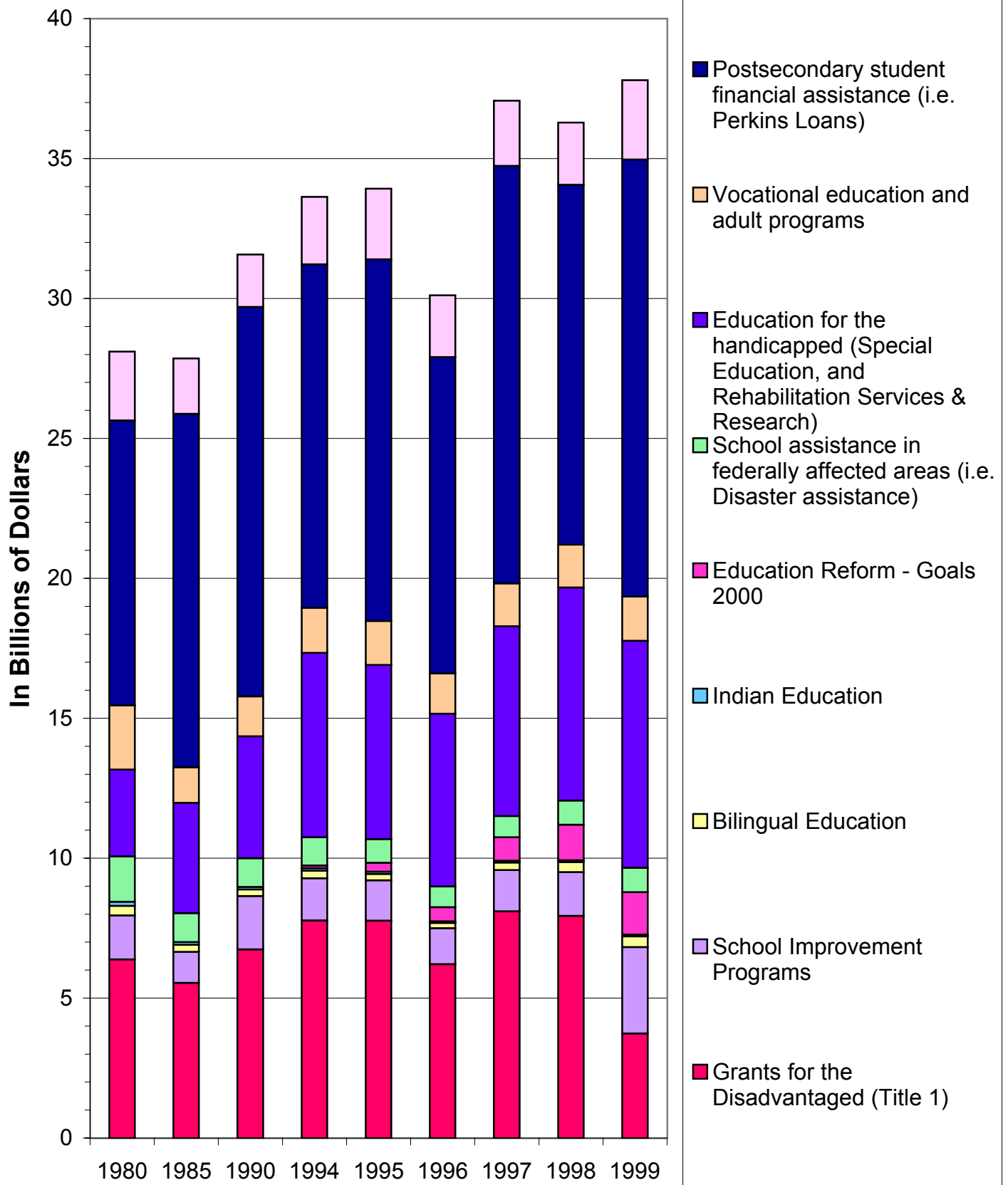
Prevention & Intervention  
Programs for Children who are  
Neglected, Delinquent, or  
At Risk for Dropping Out

**Distribution of 1995 Title 1 Funds (\$7,909,434,000)**

Part A (not Capital) \$7,400,000,000
Part A (Capital) \$41,434,000
Part B \$118,000,000
Part C \$310,000,000
Part D \$40,000,000

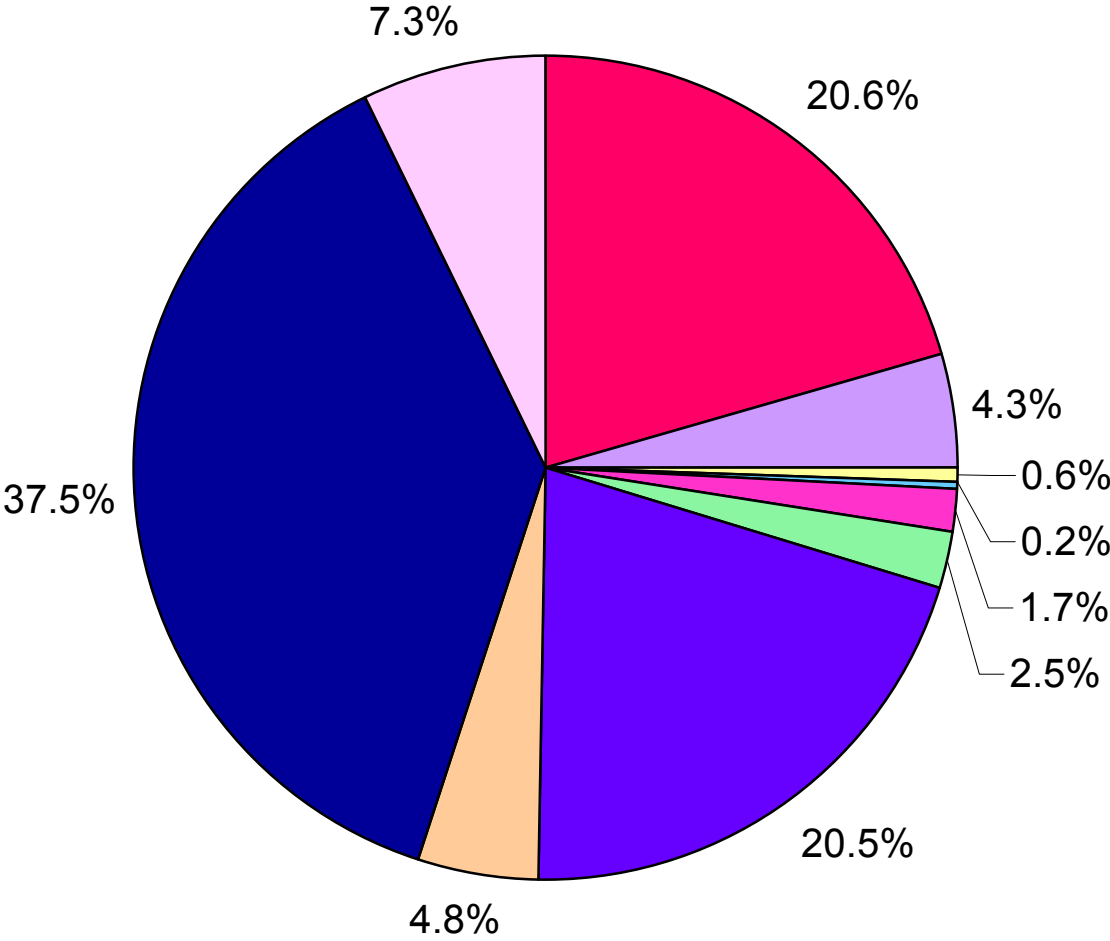


## U.S. Department of Education: Distribution of Funds (in constant 1999 dollars)



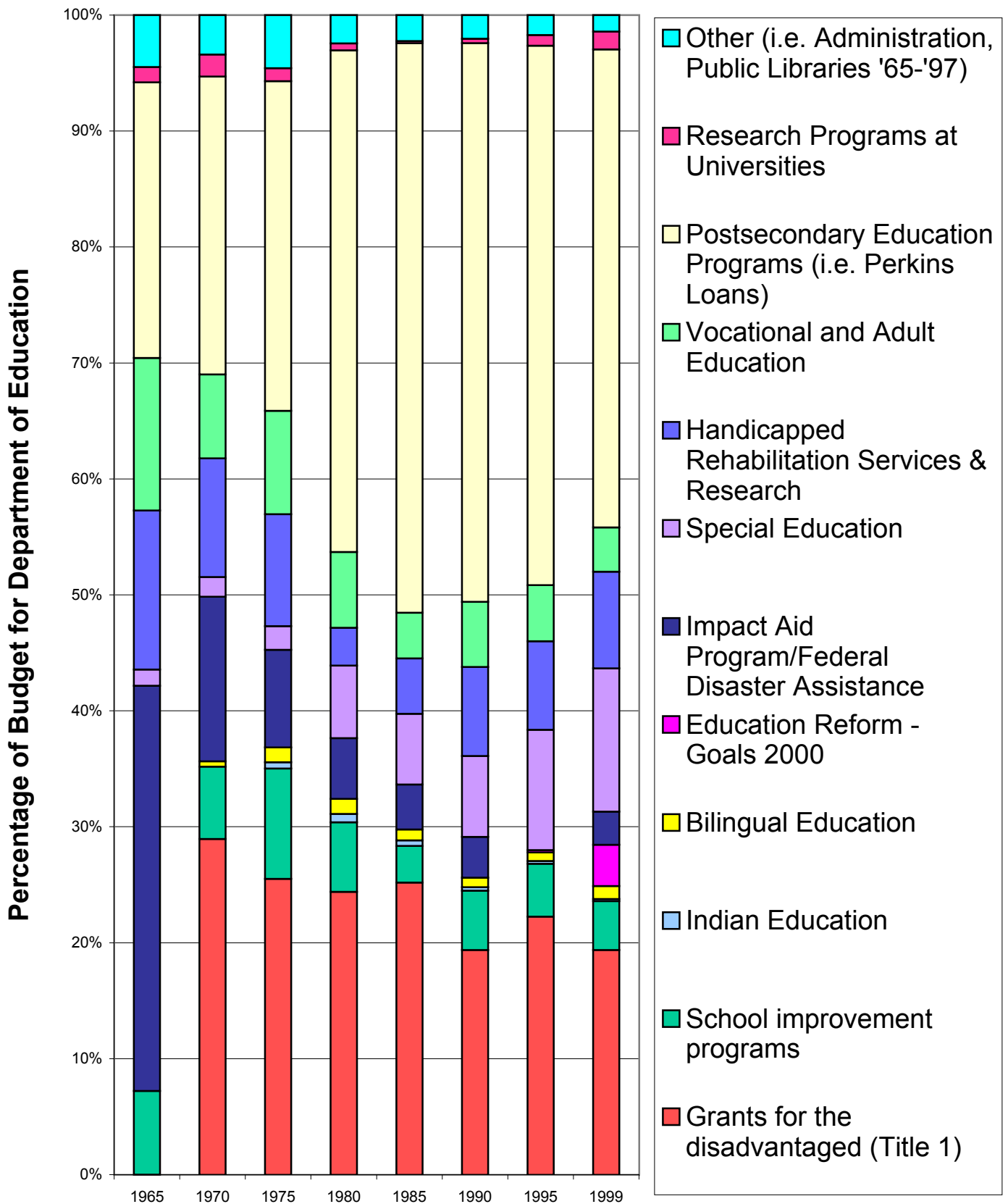


# U.S. Department of Education: Distribution of Funds in 1996 (in constant 1999 dollars)

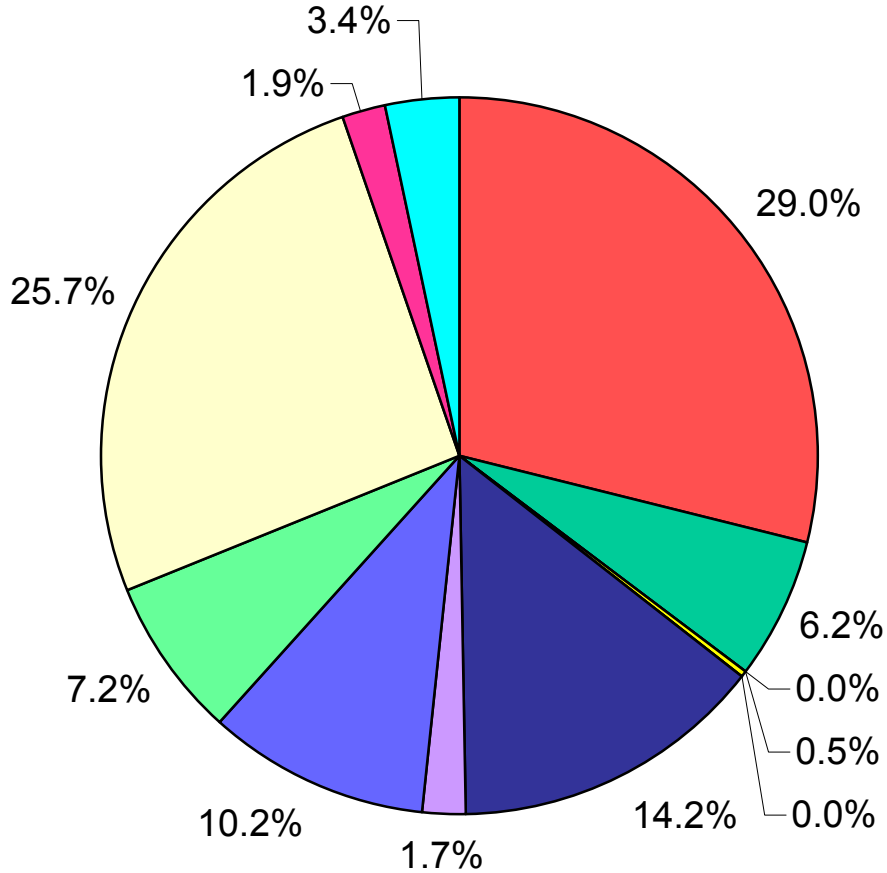


- Grants for the Disadvantaged (Title 1)
- School Improvement Programs
- Bilingual Education
- Indian Education
- Education Reform - Goals 2000
- School assistance in federally affected areas (i.e. Disaster assistance)
- Education for the handicapped (Special Education, and Rehabilitation Services & Research)
- Vocational education and adult programs
- Postsecondary student financial assistance (i.e. Perkins Loans)
- Other (i.e. administration, public libraries to '97)

## Comparison of Fund Allocations by the Department of Education (1965-1999)

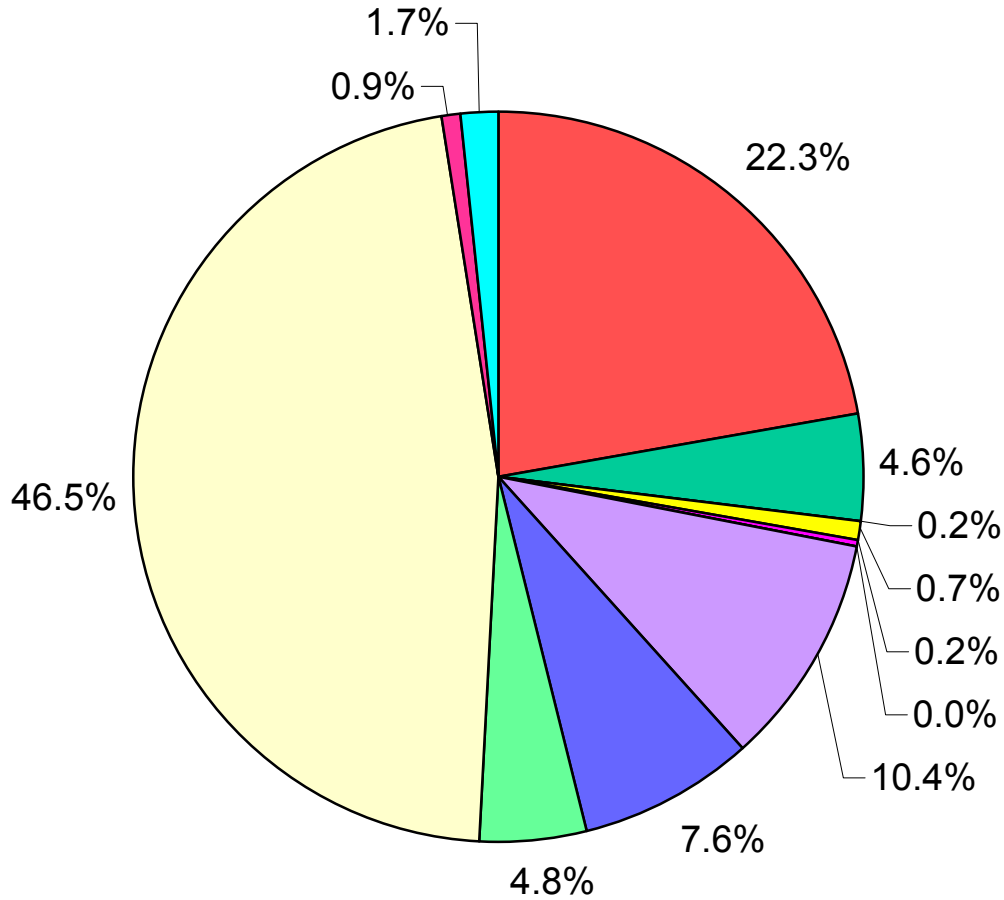


## 1970 Department of Education Allocation of Funds



- Grants for the disadvantaged (Title 1)
- School improvement programs
- Indian Education
- Bilingual Education
- Education Reform - Goals 2000
- Impact Aid Program/Federal Disaster Assistance
- Special Education
- Handicapped Rehabilitation Services & Research
- Vocational and Adult Education
- Postsecondary Education Programs (i.e. Perkins Loans)
- Research Programs at Universities
- Other (i.e. Administration, Public Libraries '65-'97)

## 1995 Department of Education Allocation of Funds



- Grants for the disadvantaged (Title 1)
- School improvement programs
- Indian Education
- Bilingual Education
- Education Reform - Goals 2000
- Impact Aid Program/Federal Disaster Assistance
- Special Education
- Handicapped Rehabilitation Services & Research
- Vocational and Adult Education
- Postsecondary Education Programs (i.e. Perkins Loans)
- Research Programs at Universities
- Other (i.e. Administration, Public Libraries '65-'97)

**1**

All Children in America will start school ready to learn.

**2**

The high school graduation rate will increase to at least 90%.

**4**

U.S. students will be first in the world in mathematics & science achievement.

**5**

Every adult American will be literate and will possess the knowledge & skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

**6**

Every school in the United States will be free of drugs, violence, and the unauthorized presence of firearms & alcohol, and will offer a disciplined environment conducive to learning.

**Title 1  
National  
Education  
Goals  
2000**

**7**

The nation's teaching force will have access to resources for the continuing improvement of their professional skills & the opportunity to acquire the knowledge & skills needed to instruct and prepare all American students for the next century.

**8**

Every school will promote partnerships that will increase parental involvement & participation in promoting the social, emotional, & academic growth of children.

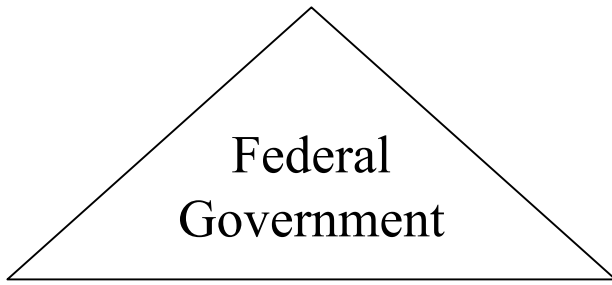
Goals 2000: Educate America Act signed into law by the President on March 31, 1994.

**3**

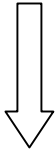
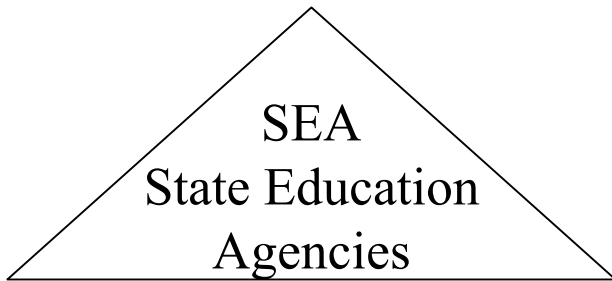
All students will leave grades 4,8, and 12 having demonstrated competency over challenging subject matter including English, Math, Science, Foreign Languages, Civics and Government, Economics, Arts, History, and Geography, and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our nation's modern economy.

# How Title 1 (Part A) Funds are Obtained

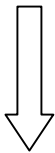
## A Three-Stage Process



**Stage 1:** Based on number of Formula-eligible children within a country (primarily comprised of census poverty children)



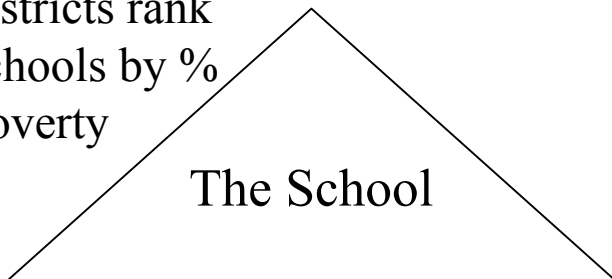
**Stage 2:** Based on State poverty data from census, free & reduced lunch programs, AFDC (welfare), and/or Medicaid



A. LEAs with at least 10 Formula children are eligible for **Basic Grants**.

B. LEAs with at least 6,500 Formula children, or more than 15% of total children in LEA, are eligible for **Concentration Grants**.

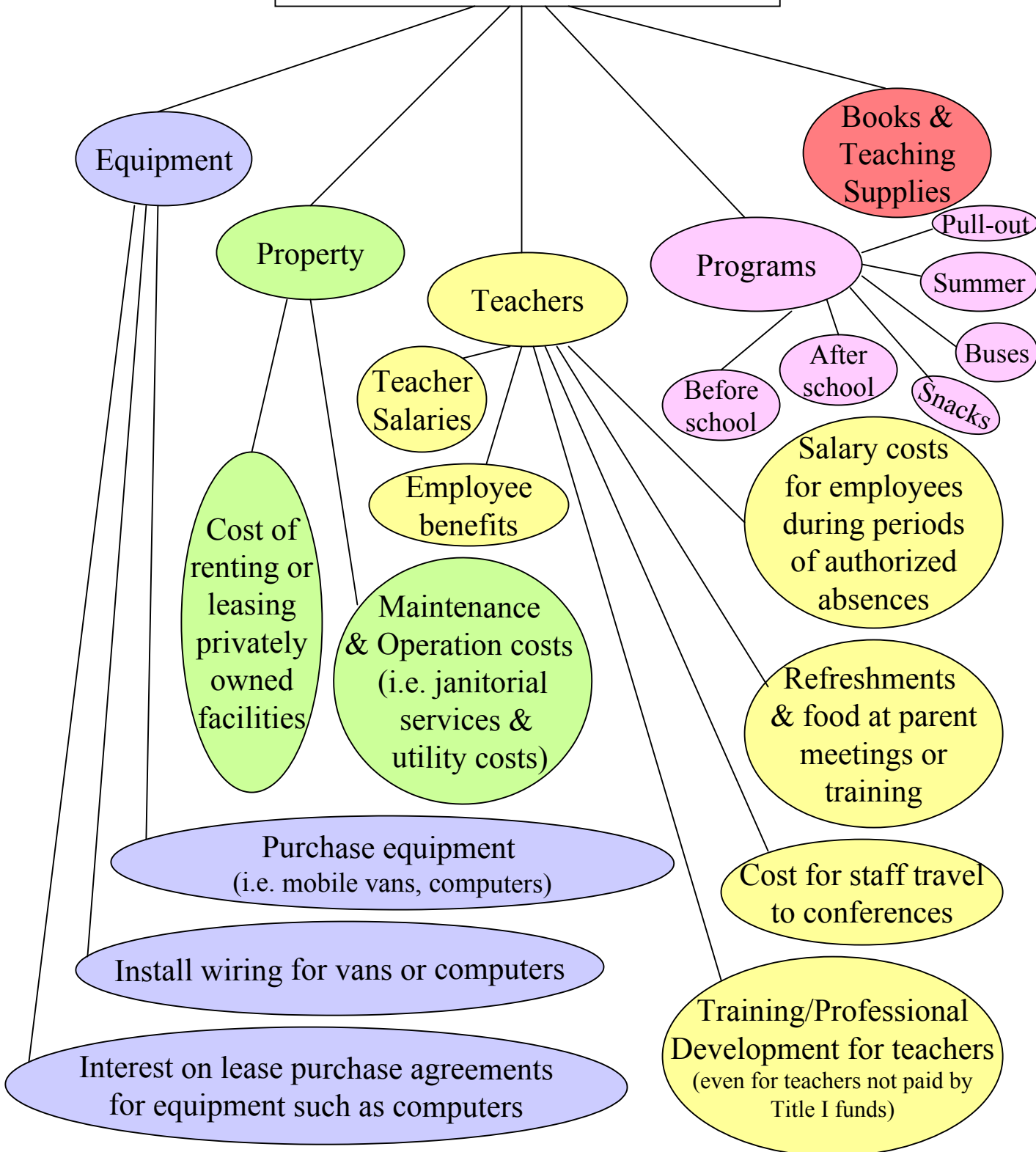
**Stage 3:**  
School districts rank schools by % poverty



**Schoolwide Programs:** >50% low income students

**Targeted Assistance Programs:** <50%

# Use of Title I (Part A) Funds



# The Monitoring and Assessment of Title 1

In 1994, when Congress reauthorized Title 1 (ESEA of 1965), it identified **key objectives** for the program, and mandated a national assessment of the program's performance in meeting those objectives. (*see next page for key objectives*)

## NATI = National Assessment of Title 1.

A **Title 1 Independent Review Panel** is required by ESEA. The panel, which has been combined with the Federal Impact on Reform Panel, includes representatives of state and local education agencies and private schools, principals and teachers, parents, education researchers, and policy experts. The panel convened in May 1995, met four times over the next year, and identified issues, reflective of the objectives mandated by Congress, for the NATI to address. (*see next page for issues identified by Independent Review Panel*)

## Congressional Mandates for the new (reauthorized) Title 1:

(<http://www.ed.gov/pubs/NatAssess/intro.html>)

1. NATI Assessment Reports (due January 1996 and January 1998):
  - Report describing progress of states, districts, and schools toward realizing key objectives of the reauthorized Title 1 program: Address issues identified by the Independent Review Panel.
  - A longitudinal evaluation of schools.
  - Study of the barriers to parent involvement.
  - Evaluation of services to migrant students in schoolwide programs.
2. Other legislation (requirements) for the new Title 1:
  - a. **State level:**
    - 1) States must develop or approve **standards and assessments** that will challenge all students to perform to higher levels.
    - 2) The standards approved by the state become those that apply to students served by the Title 1 program; the assessments that measure performance toward the standards become the yardstick for gauging the progress of Title 1 in districts and participating schools.
    - 3) The **inclusion of all children** (to the extent possible) **in appropriate assessments** is intended to hold school systems accountable for all children, whether or not they have limited-English-proficiency or disabilities.
    - 4) The **publication of the evidence of children's progress** is intended to motivate everyone involved to be more effective in supporting student learning.
  - b. **Local/School level:**
    - 1) High-poverty (>50%) schools can adopt **Schoolwide Programs** to upgrade curriculum and instruction throughout the entire school for the benefit of *all children (This is new.)* Schools are held accountable for the achievement of those children most at risk for school failure.
    - 2) In **Targeted Assistance Programs**, the new legislation de-emphasizes the pull-out model of instruction that schools typically used under the old law and encourages the use of strategies such as extended day (before and after school programs), extended year, and summer programs to increase learning time.
    - 3) Greater family and community involvement:
      - a) **Parent-school compacts** are required.
      - b) Parent involvement policies.



## **The New Title 1 (as of 1994)**

### **Key Objectives Identified by Congress**

- Ensure a focus on high standards for all children, including those at risk of failing to meet them.
- Provide children with an enriched and accelerated educational program.
- Promote school-wide reform, effective instructional strategies, and challenging content.
- Significantly upgrade the quality of curriculum and instruction.
- Coordinate services with other education, health, and social service programs.
- Afford parents meaningful opportunities to participate in the education of their children at home and at school.
- Distribute resources to where the needs are greatest.
- Improve Accountability
- Provide greater decision-making authority and flexibility to states, districts and schools in exchange for greater responsibility for student performance.

### **Issues Identified by the Title 1 Independent Review Panel in 1995-6**

- How is the law being implemented at the classroom, school, district, state, and federal levels? Data are needed with respect to:
  - High academic standards for all children
  - Assessment and evaluation
  - Support for enriching curriculum and instruction
  - Flexibility coupled with accountability for student performance
  - Targeting of resources to states and districts
  - Parent involvement and family literacy
- Are students learning more and doing better? Which students? Is there a greater increase in learning in sites with good implementation of the changes in the law? What are the factors influencing these changes?
- What are the effects of changes in the amount and distribution of resources?

# Resources

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**Statistics:** <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2000031>

(click on the chapter for Federal Programs – chapter 4)

Title: Education of Education Statistics, 1999

Release Date: March 28, 2000

Print Availability Date: April 27, 2000

Publication #: (NCES 2000031)

Authors: Thomas Snyder and Charlene Hoffman

Address: National Center for Education Statistics

555 New Jersey Avenue, NW

Room 315B, Capitol Place

Washington, DC 20208

(202)219-1688

Charlene\_Hoffman@ed.gov

<http://nces.ed.gov/edfin/faqs/title1.asp> (How are Title 1 funds obtained)

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**Assessment of Title 1 (NATI):** <http://www.ed.gov/pubs/NatAssess/intro.html>

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## **Administration of Title 1 Funds:**

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Mail: U.S. Department of Education

OESE, Compensatory Education Programs

400 Maryland Avenue, SW

Room 3W230, FOB6

Washington, DC 20202-6132

(202)260-0826

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**Title 1 Policy Guidance** (April 1996): [http://www.ed.gov/legislation/ESEA/Title\\_I/](http://www.ed.gov/legislation/ESEA/Title_I/)

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## **Goals 2000:**

<http://www.ed.gov/G2K/>

<http://www.ed.gov/legislation/GOALS2000/TheAct/sec102.html>

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## **1999 National Education Summit**

The entire briefing book from the summit (108 pages) may be obtained at:

[http://www.achieve.org/achieve/achievestart.nsf/a36f0172b9ca0296852566260060236f/578077012b891622852568200077be28/\\$FILE/briefingbook.pdf](http://www.achieve.org/achieve/achievestart.nsf/a36f0172b9ca0296852566260060236f/578077012b891622852568200077be28/$FILE/briefingbook.pdf)

or by going to: <http://www.achieve.org/achieve/achievestart.nsf/pages/summit> and then clicking on “1999 National Education Summit Archives,” and then “download entire briefing book.”

(Achieve, Inc. is an organization that was created as a result of the 1996 Summit to provide benchmarking and technical assistance services to states in their efforts at creating state standards and assessing them.)

Press Release from the White House: <http://www.ed.gov/PressReleases/09-1999/wh-0930a.html>

# Acronyms

AFDC	Aid to Families with Dependent Children (welfare)
CAI	Computer Assisted Instruction
CEP	Compensatory Education Programs
EDGAR	Education Department General Administrative Guidelines
ESEA	Elementary and Secondary Education Act of 1965
ESL	English as a Second Language
FTE	Full Time Equivalent
FY	Fiscal Year
GED	General Education Diploma
IDEA	Individuals with Disabilities Education Act
IASA	Improving America's Schools Act of 1994
LEA	Local Education Agency
LEP	Limited English Proficient
N or D	Neglected or Delinquent
OESE	Office of Elementary and Secondary Education
PPA	Per Pupil Allocation
PTO	Parent-Teacher Organization
SEA	State Educational Agency
SWP	Schoolwide Program
TAS	Targeted Assistance School