



Title I, Part A (Title I) Executive Summary

IMPROVING THE ACADEMIC ACHIEVEMENT OF THE DISADVANTAGED

Introduction

The purpose of this title is to provide all children significant opportunity to receive a fair, equitable, and high-quality education and to close educational achievement gaps. Title I, Part A (Title I) of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards. Federal funds are currently allocated through four statutory formulas that are based primarily on census poverty estimates and the cost of education in each state. These formulas are Basic Grants, Concentration Grants, Targeted Grants, and Education Finance Incentive Grants (EFIG).

Grant Requirements

LEAs direct the Title I funds they receive to public schools with the highest percentages of children from low-income families. Title I is designed to help students served by the program to achieve proficiency on challenging state academic achievement standards. Only eligible public schools may receive these funds (ESEA Section 1113).

Service Delivery Models include Targeted Assistance & Schoolwide Programs

Unless a participating school is operating a schoolwide program, the school must focus Title I services on children who are failing, or most at risk of failing, to meet state academic standards. Title I schools with percentages of students from low-income families of at least 40% may use Title I funds, along with other Federal, State, and local funds, to operate a "schoolwide program" to upgrade the instructional program for the whole school.

Title I schools with less than the 40% schoolwide threshold, or that choose not to operate a schoolwide program, may operate a "targeted assistance program" in which the school identifies students who are failing, or most at risk of failing, to meet the State's challenging academic achievement standards. Targeted assistance schools design, in consultation with parents, staff, and district staff, an instructional program to meet the needs of those students. Both schoolwide and targeted assistance programs must use evidence-based strategies to improve student achievement and implement parental involvement activities.

Schools in which children from low-income families make up at least 40% of enrollment are eligible to use Title I funds for schoolwide programs that serve all children in the school.

Eligible Children Enrolled in Private Schools

LEAs also must use Title I funds to provide academic enrichment services to eligible children enrolled in private schools. Under Title I, LEAs are required to provide services for eligible private school students, as well as eligible public school students. In particular, ESEA Section 1117 requires a participating LEA to provide eligible children attending private elementary and secondary schools, their teachers, and their families with Title I services or other benefits that are equitable to those provided to eligible public school children, their teachers, and their families. These services must be developed in consultation with officials of the private

schools. The Title I services provided by the LEA for private school participants are designed to meet their educational needs and supplement the educational services provided by the private school.

Allowable Activities

Title I is designed to help students served by the program to achieve proficiency on challenging state academic achievement standards. The state reports achievement data regarding reading and mathematics.

As with prior law, SEAs, AEAs, LEAs and schools must spend Title I funds to supplement and not supplant (SNS) their state and local education spending. However, ESSA's method for testing compliance with this requirement is different than prior law. In general terms, this means that Title I funds should add to (supplement) and not replace (supplant) state and local funds. Prior to ESSA, supplement not supplant was tested by analyzing an individual Title I cost's compliance with "three presumptions of supplanting." Under ESSA, compliance with SNS will no longer be tested through individual Title I costs. Instead, LEAs must demonstrate that the methodology they use to allocate state and local funds to schools provides each Title I school with all of the state and local money it would receive if it did not participate in the Title I program. (section 1118(b)(2). This should expand Title I's options. Please note that every Title I cost must still be allowable and must be in alignment with the purpose of the law.

As with prior law, LEAs receiving more than \$500,000 in Title I funds must reserve 1% of their allocation for parent and family engagement, but ESSA clarifies LEAs may reserve more than 1% if they choose.

All districts must set aside funds whether or not homeless students have been identified. Districts shall reserve funds as necessary to serve homeless children and youth attending Title I and non-Title I schools (ESEA Section 1113(c)(3)(A)). Services must be reasonable and necessary.

Next Steps and Additional Guidance

The Department will hold webinars and on-site workshops to assist districts in completing their ESSA applications. For more information on Iowa's ESSA implementation and training schedule, including archived and upcoming webinars, see the [ESSA School Improvement Timeline](#).

Helpful links can be found below:

- [Public Law 114-95](#)
- [Iowa's ESSA Plan \(approved May 2018\)](#)
- [ESSA Non-Regulatory Guidance Fiscal and Equitable Service 11-21-2016](#)
- [Office of Management and Budget Uniform Grants Guidance](#)
- [Serving Homeless Students under Title I, Part A](#)
- [Letter regarding Title I, Part A reservation to serve homeless students](#) (July 30, 2018)
- [Homeless Student Guidance](#) (Updated March 2017)

For additional Title I, Part A guidance, see the Department's [Every Student Succeeds Act](#) webpage or contact Geri McMahan, at Geri.McMahan@iowa.gov.