TITLE I, PART A

Purpose
The purpose of Title I, Part A is to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps. The Title I, Part A is an ESEA program intended to:

▪ Ensure all children have the opportunity to obtain a high-quality education and reach proficiency on challenging state academic standards and assessments,
▪ Provide funding to supplement educational opportunities for students in higher poverty schools,
▪ Provide professional learning for school staff, and
▪ Implement other strategies for raising student academic achievement.

LEAs must reserve Title I, Part A funds for the following required activities:

▪ Services for students experiencing homelessness
▪ Services for children in local institutions for neglected students and delinquent students
▪ Parent and family engagement (required if the LEA receives $500,000 or more)
▪ Equitable services for eligible private school students (amounts depend on proportionate share)

North Dakota’s Title I, Part A Program Funds
North Dakota annually receives approximately $39 million in Title I, Part A funds. One percent or $400,000 of the award is reserved for state administration and seven percent of the award is reserved for school improvement (1003a). The remainder of the funds are allocated to LEAs through the Consolidated Application for federal Title Funds.

Using Title I Funds
Title I funds must carry out a variety of activities including, but not limited to:

▪ Developing and implementing plans to support and improve low-performing schools
▪ Providing services to homeless students
▪ Providing services to students in local institutions for neglected or delinquent children
▪ Ensuring the educational stability of students in foster care
▪ Developing policies and providing services to engage parents and families
▪ Providing services to eligible private schools
▪ Overseeing Title I interventions and services in Title I eligible schools

Title I funds support eligible students using one of two models:

▪ A schoolwide model which supports high poverty schools with flexibility to implement comprehensive school improvement strategies, not limited only to add-on services for certain students. In a schoolwide program all students and staff may participate in Title I-funded activities. Schools may use Title I to support any reasonable activity designed to improve the school’s educational program so long as it is consistent with the school’s comprehensive needs assessment. Schoolwide programs allow a school to consolidate its federal, state and local funds to upgrade the entire educational program.
A targeted assistance model, available to any Title I school that does not operate a schoolwide program. In a targeted assistance school, the school uses Title I funds to provide additional supports to specifically identified students struggling to meet state standards. Title I, Part A funds must be spent on supplemental activities to improve the academic achievement of eligible students.

Program components for both models include:

- Evidence-based interventions
- Needs assessment
- Stakeholder consultation
- Annual evaluation

Planning to Use Title I Funds

Dependent upon the school’s needs assessment, high impact funded activities may be used to support:

- High-quality preschool, full-day kindergarten, or transition from early learning services
- Recruitment and retention of effective teachers, particularly in high-need subjects
- Increased learning time (e.g., afterschool, summer school, or extended day programs)
- Providing professional learning to teachers, principals, school leaders, and paraeducators
- Evidence-based interventions to support at-risk learning (e.g., English learners)
- Activities designed to increase access and prepare students for success in high quality advanced coursework to earn postsecondary credit while in high school (e.g., Advanced Placement, early college high schools, and dual or concurrent enrollment programs)
- Career and technical education programs to prepare students for postsecondary education and the workforce
- Counseling, school-based mental health programs, mentoring services, and other strategies to improve students’ nonacademic skills that impact academic learning
- School climate interventions (e.g., anti-bullying strategies, positive behavior interventions)
- Equipment, materials, and training needed to compile and analyze student achievement data
- Evidence-based strategies intended to allow for early identification of students with learning or behavioral needs and to provide a tiered response based on those needs (including multi-tiered systems of support)
- High impact strategies shown to be effective at increasing family and community engagement
- Devices and software for students to access digital learning materials and collaborate with peers, and related training for educators (including accessible devices and software needed by students with disabilities)
- Programs to support improved economic, educational, health, safety, and other outcomes that address the issues of intergenerational poverty.
- District level administration of the Title I program which is necessary and reasonable

PLEASE NOTE: A district shall use federal funds received under Title I only to supplement the funds that would, in the absence of such Federal funds, be made available from State and local sources for the education of students participating in Title I, and not to supplant such funds.