

What schools/students are eligible for Title I?

Schools...

Schools in which the percentage of low-income families is at or above the district average are eligible for Title I services.

Schools will be identified as either:

1. Targeted assistance schools in which students are selected by specific criteria to participate in Title I; or
2. School-wide projects in which all students may participate in Title I services. Parents and educators decide how Title I will be used in a school-wide project.

Children residing in an eligible school attendance area are considered for participation regardless of their family's income.

Stanley-Boyd is a school-wide project.

Students...

Students enrolled in non-public schools who live in the attendance area of a Title I public school are eligible for Title I services. The same criteria will be used in selecting non-public school students for Title I programs. Instruction may take place in the non-public school building.

Title I funds may be used for preschool through 12th grade. The majority of school districts have traditionally used Title I funds for preschool and elementary grade programs. Current Title I guidelines encourage greater flexibility, creativity, and innovation in designing programs based on the student's specific needs.

"The home is the continuing, vital, coordinating center of children's education."

-Dorothy Rich
(Educator)

If you have any questions, contact your local Title I program.



Developed by
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Duplicate as needed.*

STANLEY-BOYD
SCHOOL DISTRICT



**Title I
Highlights**



**Partnership for
Student Success**



Families + Teachers Child Success



What is Title I?

Title I is a federally funded program under the Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB). The purpose of Title I is to enable all children to meet high academic standards. This is accomplished by providing meaningful and challenging opportunities for student learning.

Under the Title I legislation, schools and families form partnerships to help students who need support in meeting high academic standards. Congress has provided this financial assistance to qualifying school districts since 1964.

Parents are Involved

Parents are their child's first and most important teacher. Children learn language and numeracy by interacting with their parents. In addition, parents influence their child's educational attitudes, habits, and interests.

In Title I, parents and teachers build a close, cooperative partnership. Parents help to plan and review their school and district Title I program. Local involvement ensures that the program meets the needs of Title I students. Parents are also encouraged to participate in Title I family events that support the joy of learning together.

Teachers are Involved

Title I teachers design programs that involved children in a variety of learning experiences. ~~This flexible programming~~ takes place within the regular classroom or in a separate Title I classroom. Teachers provide specialized instruction to reinforce and supplement classroom learning.

Title I programs stress positive attitudes toward learning high academic standards. Title I teachers work with families to share strategies and techniques to help their children become more successful.

Students are Involved

In targeted assistance schools, children are selected to participate in Title I by parent and/or teacher recommendations, classroom performance, and test results. Due to limited funds, not all eligible students receive Title I instruction—only those in "greatest need" are served each year.

School-wide projects enhance programming in the total school community. All students may participate in Title I services.

Staff development is an essential component in all Title I programs. This assures that all children have highly qualified teachers. Parents and educators decide how Title I funds will be used.

Title I is a Partnership

Every district has a family involvement policy which outlines the ways families can be involved in their child's Title I program.

The family, the school, and the student also develop a compact outlining the role of each in the learning partnership. This shared responsibility increases the potential for student success.

"Parents, students, and teachers plan together and set goals to work together for student success."