



National Association  
for Music Education

## How Funding Works – Title I

*“Improving Basic Programs Operated by State & Local Educational Agencies”*

### Title I, Part A of the Every Student Succeeds Act

Title I, Part A of the [“Every Student Succeeds Act”](#) (ESSA) contains some of the law’s oldest programs, which date back to the conception and passage of the original Elementary and Secondary Education Act (ESEA) in 1965. Programs within this section of the law focus on providing supplemental funds to schools in poverty, and assisting children of low-income communities. In ESSA, we see a major change in the language of the Title, focusing on improving ‘basic programs’ and supporting the entirety of schooling to create an improvement for children in poverty.

### Distribution and Eligibility of Funds

Distribution of Title I, Part A funds are distributed annually on a -formula basis (Title I, Part A, Subpart 2) based on U.S. Census poverty. Funds are allocated by the U.S. Department of Education- to each state and then to each district meeting poverty criteria through a complicated funding formula based on U.S. Census Poverty with greater weights for certain categories. Districts then allocate funds to eligible schools after determining district level set asides in rank order of poverty (usually using free/reduced lunch counts).

*It is important to note in ESSA, the School Improvement Grants (SIG) were eliminated and states are now required to reserve 4% to 7% of Title I, Part A funds to support school improvement.*

Once funds are received at a district and allocated based on poverty counts to the schools, the funds support one of two kinds of Title I programming: Schoolwide Title I schools or Targeted Assistance Title I schools. While the programs are occurring in schools of poverty, the emphasis, programmatically, is on serving students who are academically at risk – not who are poor.

### Title I, Part A of the Every Student Succeeds Act – “Schoolwide Programs” (Sec. 1008)

The Title I, Part A Schoolwide Program embraces whole school reform to benefit all students in a high-poverty school. Schools are defined as “high-poverty” when at least 40% of its enrolled students are from low-income families.

Schools under the program must create a “**Schoolwide Plan**” outlining their chosen whole school reform model. The chosen whole school reform model can include an emphasis on music/arts integration as a means by which to improve academic performance and student engagement for all students. In addition, under ESSA, Title I schoolwide plans can include information on activities in support of a well-rounded education, such as **music and arts**. Teachers of the school **MUST** be included in the creation of the schoolwide plan, as well as parents and community members.

- **Note:** *In a Schoolwide school, ALL students are Title I students. All teachers are Title I teachers. Intent is to fund the schoolwide plan using ALL funds available to the school (local, state, and federal).*

## Title I, Part A of the Every Student Succeeds Act – “Targeted Assistance Schools” (Sec. 1009)

The Title I, Part A Targeted Assistance Schools program provides focused, supplemental intervention programs to help academically struggling students. Under ESSA, the focused resources may, for the first time, include programs, activities, and academic courses necessary to provide a **well-rounded education** that includes **music**.

All students in a targeted assistance school are ranked order in terms of academic achievement using multiple metrics, but focused on state level achievement tests in reading and math. The students who rank the lowest in terms of achievement are served by the Targeted Assistance Title I funds.

- **Important:** Both *No Child Left Behind* and the *Every Student Succeeds Act* **frown** upon targeted assisted students being pulled from **well-rounded (includes music and arts)** classes to receive remedial education.
  - The law emphasizes on expanded learning time, and prefers students participate in remedial programs on weekends, before/after school, and summer.

Funding History for Title I to LEAs (in millions)			
FY 2016	FY 2017	FY 2018 (current year)	FY 2018 NAFME Request
\$14,910.00	\$15,460.00	<b>\$15,760.00</b>	\$15,460.00 (Authorized Level)