

Title I in Wisconsin – An Overview



What is a Title I school?

- A Title I school is a school that receives Title I money, the largest single federal funding source for education.
- Title I began in 1965 with the passage of the Elementary and Secondary Education Act. Its intent is to help ensure that all children have the opportunity to obtain a high quality education and reach grade-level proficiency.
- Title I funds help students who are behind academically or at risk of falling behind. Services can include: professional development for Title I teachers, hiring teachers to reduce class size, tutoring, computer labs, parental involvement activities, purchase of materials and supplies, pre-kindergarten programs, and hiring paraprofessionals or others.

How is Title I funding determined?

- Title I is a federal entitlement program, or non-competitive formula fund, allocated on the basis of student enrollment for ages 5-17, census poverty and other data.
- The U.S. Department of Education distributes these funds to the State Education Agencies (SEA), in Wisconsin, the Department of Public Instruction. The SEAs, in turn, distribute the funds to Local Educational Agencies (LEAs) or school districts. Local school districts must allocate the funds to qualifying school campuses based on the number of low-income children in a school.

What are the state and federal standards for low-income students and schools in poverty?

- Low-income students are defined as those meeting free or reduced-price lunch criteria. Schools in poverty are defined by the percentage of low-income students.
- A Title I school must have:
 - A percentage of low-income students that is at least as high as the district's overall percentage; or
 - Have at least 35 percent low-income students (whichever is the lower of the two figures).

What happens to Title I schools that do not make Adequate Yearly Progress (AYP)?

- Title I schools not making AYP in the same subject (reading/language arts or mathematics) for two years in a row are identified as a Title I School Identified for Improvement (SIFI).
 - In the first and subsequent years of SIFI, the school must provide students with public school choice.
 - In the second and subsequent years of SIFI, schools must offer supplemental educational services (SES) to economically disadvantaged students who choose not to transfer.
 - In the third year of Title I SIFI, schools must take corrective actions, such as replacing school staff, extending the school year or school day, implementing a new curriculum, or changing the school's internal organizational structure.
 - In the fourth year of Title I SIFI, schools must plan for restructuring, as in the fifth year, schools must implement the restructuring plan consistent with State law.

How does No Child Left Behind affect Title I schools differently?

- Title I schools enter Title I SIFI and face sanctions if they consistently miss making AYP. Non-Title I schools that do not make AYP do not face sanctions, but must amend their School Improvement Plans to show how they will improve.
- Title I schools are required to notify parents of their rights to receive certain information about their child's teacher(s) and school.

Annual Title I A Key Timelines

Title I Coordinators will want to have these dates on their calendars to allow for sufficient time to complete and submit required applications or reports, or to plan for utilization of resources.

July 1: First day of the new fiscal year and the earliest date that any funds from the new fiscal year allocation may be expended.

June 30: the ending date of the fiscal year and while there are no limits to the numbers of budget revisions that can be made during the year, this is the last date for a budget revision to be made.

August 1: New Schoolwide Plans due to DPI.

August 30: ESEA Consolidated Plan submission due date.

August 30: Due date for the End of Year Report for the fiscal year ending on June 30, providing information on services and numbers served during the most recent completed school year.

September 30: Last day for submission of the final claim (PI 1086) for the previous funding year.

October 15: Latest date for submitting a letter of request for district's use of excess carryover that is over the allowable 15% level. Submissions after this date will not be accepted. Any funds not expended or encumbered through an approved carryover request will be returned to DPI.

November 30: Title I Comparability electronic or paper report (PI 1753) is to be submitted to DPI.

April 15: Plan ahead! Submit New Schoolwide Plan and Assurances (PI 9551) at the end of the planning year (latest date due for new schoolwide plans is August 1st of new fiscal year/first year of new schoolwide plan).

May-June: Submit paper documents and assurances for upcoming fiscal year. Conduct Private School Consultations or planning sessions.

May 30: Current fiscal year budget revisions must be submitted for transferring funds across Titles.

Determining Title I Eligibility

Rank order attendance areas based on the percentage (not number) of children from low-income families. Check all options.

75 Percent Rule	All attendance areas or schools with a poverty level of 75% must be served.	
District Poverty Average	All district schools are ranked in order of percentage of children from low income families. Schools in which the poverty average is equal to or greater than the poverty average for all schools in the district are eligible.	
Grade-Span Grouping (District Poverty)	Using district poverty average percentage, schools are ranked by grade span (elementary, middle, high school) in rank order as compared to district poverty average.	
Grade-Span Grouping (Grade Span Poverty)	Using grade span grouping poverty percentage, schools are ranked by grade span. The poverty percentages are compared only with other schools in their grade span. A district may choose to serve the highest poverty schools in any or all grade spans.	
35 Percent Rule	A district may serve any school attendance area or school in which at least 35 percent of the children are from low-income families. The normal rules of ranking [poverty percentage] schools apply.	
125 Percent Rule	When a Title I school building with less than 35% poverty is served, the per-pupil amount must be at least 125% or 1.25 times the district per-pupil amount. This calculation is based on the total allocation before set asides/Reservations are deducted. The 125% rule applies only when the district elects to serve any Title I school below a 35% poverty rate. Since higher poverty buildings must receive at least the same per-pupil expenditure amount as lower poverty buildings, this will require that each participating Title I school in the district receive at least 125% of the district per pupil expenditure.	
FORMULA:	$\$500,000 \div 2,500 =$	$\$200x$ $1.25\% = \$250$
	LEA Allocation divided by Number of Children from Low-Income Families equals the	\$ Per Pupil Amount Per Poverty counted Child times the 1.25% = Minimum Per Pupil Amount Per Poverty counted Child
Less than 1,000 Students Exemption	A district may serve all schools regardless of poverty percentage.	
One School per Grade Span Exemption	A district may serve all schools regardless of poverty percentage.	

About SAIPE

The U.S. Census Bureau's Small Area Income and Poverty Estimates (SAIPE) program provides annual estimates of income and poverty statistics for all states, counties, and school districts. The main objective of this program is to provide estimates of income and poverty for the administration of federal programs and the allocation of federal funds to local jurisdictions. In addition to these federal programs, state and local programs use the income and poverty estimates for distributing funds and managing programs.

The SAIPE program produces the following state and county estimates:

- total number of people in poverty
- number of children under age 5 in poverty (for states only)
- number of related children ages 5 to 17 in families in poverty
- number of children under age 18 in poverty
- median household income

In addition, in order to implement provisions of the No Child Left Behind Act of 2001, we produce the following estimates for school districts:

- total population
- number of children ages 5 to 17
- number of related children ages 5 to 17 in families in poverty

The estimates are not direct counts from enumerations or administrative records, nor direct estimates from sample surveys. Instead, for states and counties, we model income and poverty estimates by combining survey data with population estimates and administrative records. For school districts, we use the model-based county estimates and inputs from the decennial census and federal tax information to produce estimates of poverty. See the [Methodology](#) page for further details on the models and see [Information about Data Inputs](#) for details on the data sources.

Beginning with the SAIPE program's estimates for 2005, data from the [American Community Survey \(ACS\)](#) are used in the estimation procedure; all prior years used data from the Annual Social and Economic Supplements of the [Current Population Survey](#). Further details are given in a 2007 SAIPE report, [Use of ACS Data to Produce SAIPE Model-Based Estimates of Poverty for Counties](#) [PDF - 3.4M].

The U.S. Census Bureau, with support from other Federal agencies, originally created the SAIPE program to provide more current estimates of selected income and poverty statistics than the most recent decennial census. A brief history of the SAIPE program can be found on the [Origins of the Project](#) page. Prior to the creation of the SAIPE program the decennial census was the only source of income distribution and poverty statistics for households, families, and individuals if one needed data for "small" geographic areas, e.g., counties, cities, and other substate areas. The

ten-year span between the release of decennial census data left a large gap in information concerning fluctuations in the economic situation [PDF - 191k] of the nation and local areas.

With the full implementation of the ACS in January 2005, single-year direct survey estimates for counties and other areas with a population of 65,000 or more are available. Starting in December 2010, the ACS provides direct survey estimates for all counties and school districts, as well as for other small geographic areas (e.g., census tracts). For areas with populations less than 65,000, these direct survey estimates are based on 3-year or 5-year accumulations of ACS data, depending on population size of the area. Since modeling produces estimates with reduced sampling error, the SAIPE program will continue to produce single-year model-based estimates for all states, counties, and school districts.

What is the Small Area Income and Poverty Estimates (SAIPE)?

- The U.S. Census Bureau, with support from other Federal agencies, created the Small Area Income and Poverty Estimates (SAIPE) program to provide more current estimates of selected income and poverty statistics than those from the most recent census.
- This is used to calculate school district poverty levels and allocation of Title I funding.

<http://www.census.gov/did/www/saipe/about/index.html>