

HOW FUNDING WORKS

TITLE I, PART A

TOOLKIT

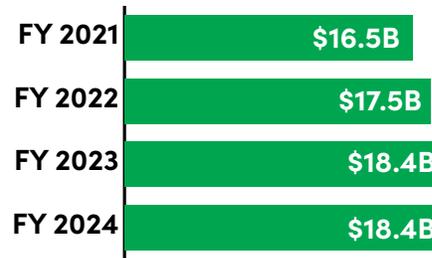
Title I, Part A of the Every Student Succeeds Act

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 serving children from low-income families. Title I is one of the U.S. Department of Education's (ED) flagship programs and is often one of its highest funded programs in any given year. This fact sheet provides basic information about the funding and major provisions of Title I. It also highlights opportunities where arts educators may use Title I funding to support their programs.

The purpose of Title I, Part A, as defined in law, is:

"To provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps."

TITLE I FUNDING



FUNDING TIMELINE

Every year Congress goes through the appropriations process, where government funding for the upcoming fiscal year is determined. The fiscal year begins October 1 and ends September 30 (e.g., FY2025 = October 1, 2024 – September 30, 2025). Funds appropriated in FY 2024 are received by schools for the 2024–25 school year.

How Title I Impacts the Arts

With ESSA's shift in focus from supporting "core subjects" to supporting a "well-rounded education," which includes subjects such as Dance, Media Arts, Music, Theatre, and Visual Arts, supporting the arts is now an eligible use of Title I funds. ESSA's shift in focus now allows for arts programs in Title I schools to access one of the highest funded ED programs for the purpose of providing a high-quality education and to close educational achievement gaps.

In its latest action to support arts advocates, ED released a [letter to Chief State School Officers](#) in October 2024, providing clarifying guidance around the eligibility of ESSA funds being used to support the arts. The letter highlights areas where federal funding can be used to support arts programs and encourages educators to use such funding to support and enhance equity-focused arts education.

Allowable Use of Funds – Supplement, not Supplant

Federal statute requires that activities funded by federal dollars "supplement, not supplant" non-federal funds (state and local funds). Federal funds must be used to add to, enhance, expand, increase, or extend programs. Federal funds cannot replace local and/or state dollars.

Supporting students' growth through funding sources that target and enrich arts education experiences through Title I

funding vary depending on the needs of the students and school. On the next page are funding examples to support student growth; however, this is only a selection of examples. School administrators and arts and music educators are encouraged to discuss other funding opportunities to support students' needs that may not be listed on the next page.



LINE ITEM	EXAMPLES OF ALLOWABLE USES
Instructional/ Professional/ Support Staff	<ul style="list-style-type: none"> Arts education positions, Teaching Artist Residency
Professional Development	<ul style="list-style-type: none"> PD opportunities for arts educators including but not limited to: <ul style="list-style-type: none"> » Local/state/national workshops, conferences Arts Integration Professional Development Training for working with special populations within arts education (Economically Disadvantaged Students, Special Ed Populations, Multilingual/Newcomer Learners)
Contracted Services	<ul style="list-style-type: none"> Instructors to support small groups or individual tutoring for students in art subjects Guest Teaching Artist/ Artist In Residency
Supplies and Materials	<ul style="list-style-type: none"> Arts Education Consumables: <ul style="list-style-type: none"> » Visual Art Consumables such as, but not limited to, paper, pencils, glue, clay, etc. » Music Consumables such as, but not limited to, reeds, valve oil, cork grease, etc. » Dance/Theatre Consumables such as, but not limited to, makeup kits, dance, tights, nude suits, etc. Musical instruments, sheet music, method books Props, individual makeup kits, lighting and design, costuming Dance shoes, Marley flooring, sprung/floating floor, mirrors
Software Purchases	<ul style="list-style-type: none"> Curriculum software to support arts-focused academic learning Digital Technology and Equipment, i.e., cameras, USB microphones, video cameras for theatre/ dance, cameras for photography, laptops for processing, etc.

**All funding opportunities must be connected to the schoolwide plan or targeted assistance program.*

Program Types

“SCHOOLWIDE PROGRAMS” (SEC. 1008)

Title I, Part A Schoolwide Programs embraces whole school reform to benefit all students in a high-poverty school. Schools are defined as “high poverty” when at least 40% of their 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 at the school, as well as parents and community members, MUST be included in the creation of the schoolwide plan.

- Note: Under a Schoolwide Program, 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).

“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 **the arts**.

All students in a targeted assistance school are ranked in terms of academic achievement across several areas, with the most weight being given to standardized test scores in reading and math. The students who rank the lowest in terms of achievement are served by the Targeted Assistance Title I funds.

ADDITIONAL RESOURCES: U.S. DEPARTMENT OF EDUCATION

[Title I Landing Page](https://bit.ly/USDOETitleI)
bit.ly/USDOETitleI

[Title I FAQ](https://bit.ly/USDOETitleIFAQ)
bit.ly/USDOETitleIFAQ

[Letter to Chief State School Officers on Arts Education](https://bit.ly/USDOEDearColleague)
bit.ly/USDOEDearColleague