

FEDERAL – www.ed.gov

Title I: Improving the Academic Achievement of the Disadvantaged

The purpose of this title is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments. This purpose can be accomplished (**arts education applicability denoted in bold text**) by –

1. **ensuring that high-quality academic assessments, accountability systems, teacher preparation and training, curriculum, and instructional materials are aligned with challenging State academic standards so that students, teachers, parents, and administrators can measure progress against common expectations for student academic achievement;**
2. meeting the educational needs of low-achieving children in our Nation's highest-poverty schools, limited English proficient children, migratory children, children with disabilities, Indian children, neglected or delinquent children, and young children in need of reading assistance;
3. **closing the achievement gap between high- and low-performing children, especially the achievement gaps between minority and non minority students, and between disadvantaged children and their more advantaged peers;**
4. holding schools, local educational agencies, and States accountable for improving the academic achievement of all students, and identifying and turning around low-performing schools that have failed to provide a high-quality education to their students, while providing alternatives to students in such schools to enable the students to receive a high-quality education;
5. **distributing and targeting resources sufficiently to make a difference to local educational agencies and schools where needs are greatest;**
6. improving and strengthening accountability, teaching, and learning by using State assessment systems designed to ensure that students are meeting challenging State academic achievement and content standards and increasing achievement overall, but especially for the disadvantaged;
7. providing greater decision making authority and flexibility to schools and teachers in exchange for greater responsibility for student performance;
8. **providing children an enriched and accelerated educational program, including the use of schoolwide programs or additional services that increase the amount and quality of instructional time;**
9. **promoting schoolwide reform and ensuring the access of children to effective, scientifically based instructional strategies and challenging academic content;**
10. **significantly elevating the quality of instruction by providing staff in participating schools with substantial opportunities for professional development;**
11. coordinating services under all parts of this title with each other, with other educational services, and, to the extent feasible, with other agencies providing services to youth, children, and families; and
12. affording parents substantial and meaningful opportunities to participate in the education of their children.

[Section 1001.Statement of Purpose]

Title I schools traditionally suffer from a lack of access to sequential and quality arts education. Arts education is part of the core curriculum, and directly supports Title I's focus on meeting academic standards and providing a high-quality, 21st century education steeped in the 4 "Cs" (creativity, collaboration, communication & critical thinking).

Sample Title I uses:

- *Support Arts Coordinator and arts teacher positions.*
- *Support high school arts instruction meeting the UC and CSU graduation requirements.*
- *Implement long-range plan objectives such as professional development specifically in schools with a high percentage of Title I students.*
- *Support direct arts instruction in low-performing schools.*
- *Track the impact of arts education programs, specifically looking at student achievements.*
- *Implement professional development and partnership strategies outlined in the district arts education plan.*
- *Expand existing programming outside of the traditional school day in arts education for students in assistance programs.*

STATE - www.cde.ca.gov

Arts and Music Block Grant

- Originally funds were restricted to support the implementation of **sequential standards-aligned visual and performing arts instruction** in kindergarten and grades one through twelve, inclusive, for instructional programs operated by school districts, direct-funded charter schools, and county offices of education. It may also be used for **hiring of additional staff and for ongoing support of staff hired under the program, purchase of new or used materials, books, supplies and equipment, and implementing or increasing staff development opportunities to support standards-aligned arts and music instruction in grades K-12.**
- Currently, maximum spending flexibility allowed. This categorical is part of the state's 5-5-9 consolidations program, which represents flexed categorical programs with payments made in twelve installments to school districts. Arts and Music Block Grant (AMBG) is specifically part of "Consolidation #2 - District and Charter School Programs."

The funds are flexible, but still can be used to fund Arts Coordinator and arts teacher positions, purchase materials and equipment, provide staff professional development, and implement the district arts education plan.