

MAKING TITLE 1 WORK FOR YOUR CHILDREN



Table of contents

What is Title 1 page 4

How Title 1 is Supposed to Work page 6

How Title 1 Really Works page 10

How to Organize a Title 1 Campaign page 13

2 APPENDIX

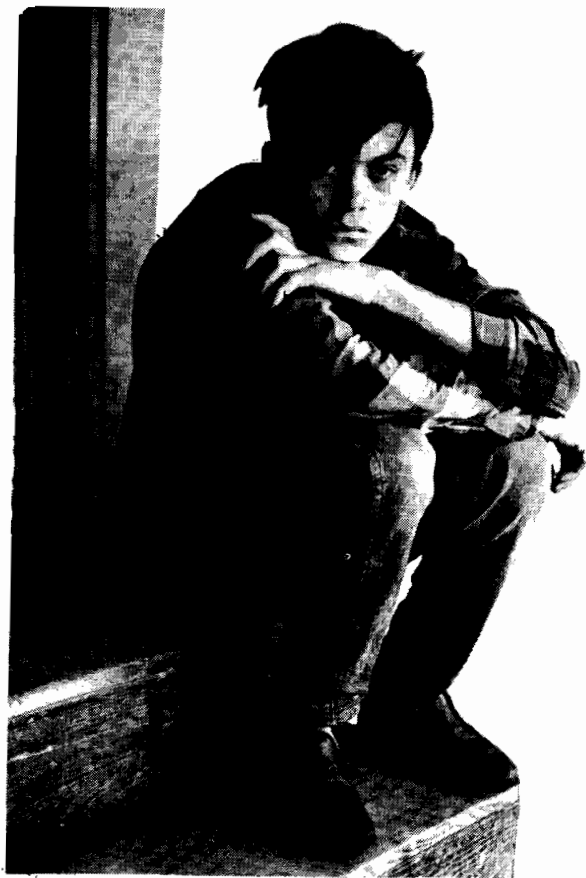
Important Quotes from Title 1 Law and Guidelines page 22

NWRO School Needs Form page 24

Sample flyer page 26

nwro october '70 and jan '71

with thanks to NEA and VISTA for the use of their photographs



Many poor children are educationally deprived. Educationally deprived means behind in school, or having a difficult time learning. Our children are not deprived because they are not bright but because they are HUNGRYand hungry children cannot learn. They are deprived because we can't afford to give them carfare and they are TIRED. . .and tired children cannot learn. They are deprived because they DO NOT HAVE PROPER CLOTHING. . .and children who don't have proper clothing cannot learn. They are deprived because we have no money and they DO NOT HAVE SCHOOL SUPPLIES . . .and children who don't have books, paper, pencils, and other important supplies that the schools don't supply cannot learn. 3

What is Title 1

Your School Board has money to meet your child's school needs.

- 4 It gets this money from the Federal Government through the Title 1 program. Title 1 is a part of the 1965 Elementary and Secondary Education Act. It provides money for any programs which will give a better education to "educationally deprived" children in poor school areas. This means special learning classes and teachers, but can also include "supportive services", such as clothing, transportation, medical and dental care, books, supplies, eye glasses, hearing aids and food programs.

Up until now, the Office of Education (OE) hasn't paid much attention to the Title 1 program. Many School Boards have been spending the money on fancy learning programs and fancy equipment like movie projectors and air conditioning. These things are important for education if your children can get to school in the first place, if they are well-clothed and healthy, and if they can read. But poor people know that their children aren't ready for the air conditioning and the movie projectors because they haven't even got clothes to wear to school or books to learn from. Your child has the right to get everything every other child in your school district gets in school. He also has the right to get special, extra, help from Title 1. But you will have to organize and fight to get it.

Start organizing today!

Some WROs have already started organizing and complaining about the way Title 1 money has been misused. They are changing things!

In Indianapolis, Indiana, the WRO put pressure on the Title 1 Co-ordinator to say that clothing is an educational need. He agreed! He gave them \$50 per child in the application. He also wrote into the application that they would have majority control on the Advisory Board. Now they can supervise all Title 1 spending and be sure that Title 1 works for the poor children of Indianapolis.

In Bakersfield, California, the School Board was running a Title 1 funded English language remedial reading program which was not helping the many Mexican Americans there. Parents got organized and demanded that program be changed to a bi-lingual one.

5

In Evansville, Indiana, the WRO decided their children needed more than just clothing. They got together and wrote a proposal that included books and breakfast. It was approved.

In Poplar, Montana, for five years the Brocton School District refused to apply for Title 1 money. The local Indians organized and went directly to the state Title 1 Co-ordinator. He set up a different funding program through a friendly School Board member. The people drew up their own project and it was accepted. Now they are making all the important decisions about the program and operating part of it.

Join the fight for poor children's rights!

How Title I is Supposed to Work

the money

6 All Title I money comes from the federal Government. It goes to every school district in the country that has ten or more poor people living in it. Congress decides how much money can be spent on Title I. The Office of Education divides the money among all U. S. counties by the number of poor people living there.

who gets it

All the children counted do not get the money. The School Board chooses school areas that have the most poor

children (target schools) and they choose children (5 to 17 yrs) in those schools who need the most help with their work (target children). The money follows the child, according to Title I regulations, so children who live in the area but who are bussed to other schools or go to private school, or have dropped out, are included.

the application

Once the amount of money is decided, local school boards can apply for it to the State Title I Co-ordinator. Every school district writes its own application to fit its own needs. The application is written for the school board by the Superintendent of Schools or the local Title I Co-ordinator. (The Title I Co-ordinators sometimes use other titles like Special Projects Director or Director of Federal Programs). They are supposed to take the advice

of school principals, the school board and an advisory board of parents.

what's in it

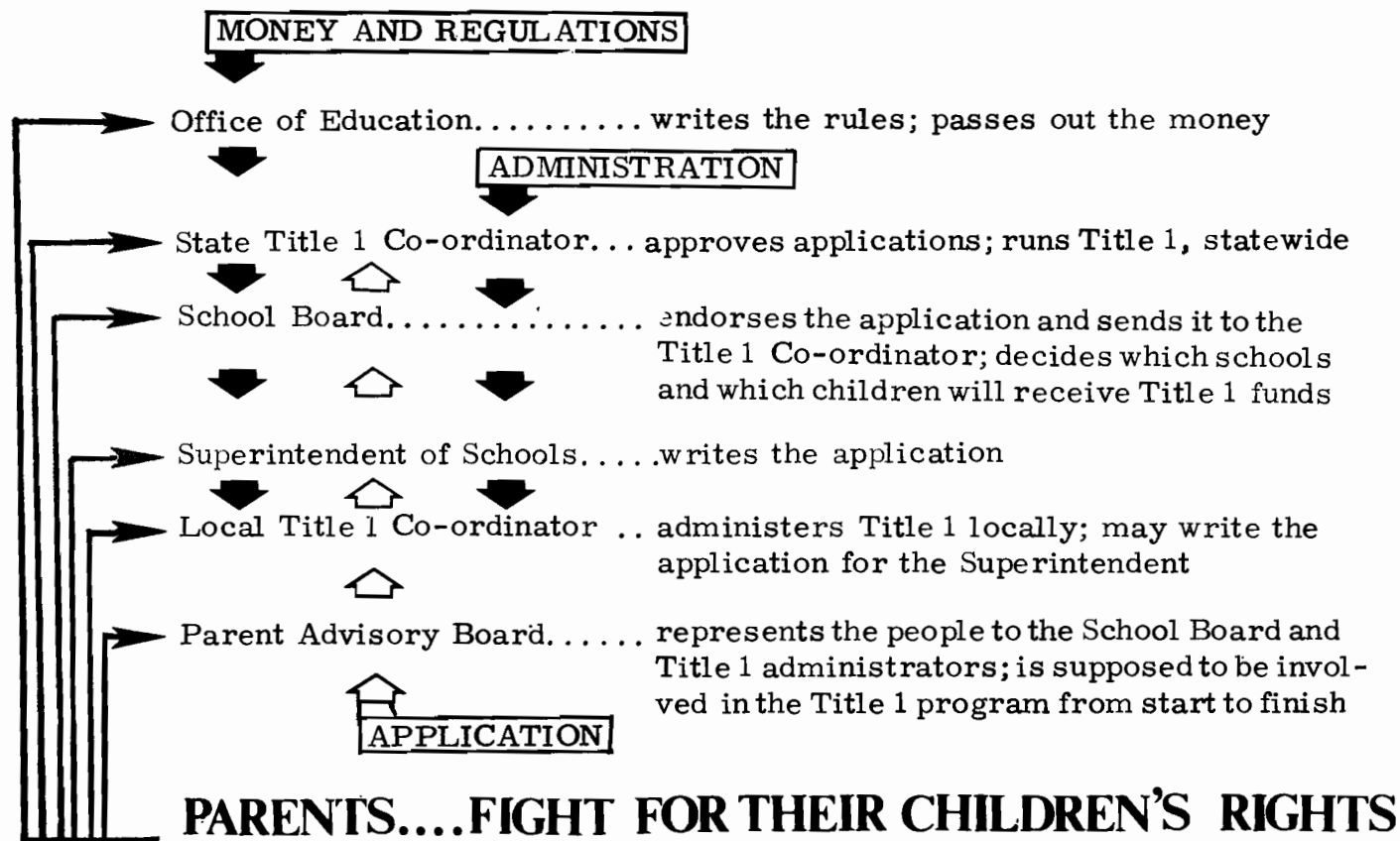
The School Board proposes a budget and programs which it thinks will help the children get a better education and catch up to their grade in school.

approval of application

When the application is ready, the School Board sends it to the State Title 1 Co-ordinator. He has to approve it before the district can get its money. The local CAP agent has to sign the proposal before the School Board sends it to the State Title 1 Co-ordinator, but it doesn't matter whether he approves it or not. His opinion has no power.

amendments

If a district doesn't apply for all the money at once, they can get it later by writing an amendment to the first application. For example, they might decide to have a summer program but might want to wait to see what the children's needs are at that time. So they leave some of the money for later. Writing an amendment is the same as writing the application. . . all the same people write it and all the same people must approve it. A Title 1 program may be changed by amendment at any time, before or after it has been approved. This means that even if the program for your district has been approved and you don't think it adequately meets the needs of your children, your WRO can fight to have it changed. 7



PARENTS...FIGHT FOR THEIR CHILDREN'S RIGHTS

How to tell if your child should be getting Title 1 benefits

1

Find out the average number of poor children in the schools in your district (a district in Title I is all the schools run by one school board). Is the number of poor children in your school the same as that average, or even more?

2

Is your child educationally deprived because he is behind grade level or because he is handicapped or because he is poor or because he is delinquent or because he can't speak much English

If you answered YES to any part of both questions 1 and 2, then your child should be getting Title 1 benefits. You should fight to see that he does !

How Title I Really Works

(How the Money is Misused)

10 The way that Title I was thought up and the way it really works are two different things. It was meant to help poor children in school, that is why the money goes to schools where there are large numbers of poor children. But because of bad administration and because of bad decisions made by the local School Boards, many poor children are not getting the help they need. The money is being spent on children who don't have as great a need and on programs that have little to do with poor children's basic educational needs.

wrong priorities

Poor children lose out because some School Boards choose movie projectors when the children really need

eyeglasses. In Atlanta County, Mississippi, Title I money was used to construct lagoons for sewage disposal.

Poor children lose out if the School Board neglects to count AFDC children in its application. When this happens, the money may not get to the school your children go to.

Poor children lose out because the law says the money should go to undereducated children in target schools, not just to the poor. In most districts, there are enough poor children for most of the money to go to them. But in richer districts, where the poor are a minority, poor children may be left out while slow-learning middle-

class children are helped. In Mississippi, there was a summer school program for ANY child that had not passed a grade in school. Poor children start off in school with greater needs than non-poor children. . . . these greater need should get first attention.

general aid

Poor children lose out when Title 1 money is used as "general aid". That means that Title 1 equipment, staff, or programs are being used on non-target schools or children. General aid is against Title 1 regulations. In Georgia, Title 1 was used to purchase a mobile curriculum center for non-Title 1 schools. This is illegal. In Indianapolis, Indiana, Title 1 money was used to buy data processing equipment in the central office of the local school system. This is illegal.

advisory board

Poor children lose out if there is no Parent Advisory Board or if the present one doesn't represent them. The law says there should be a board of parents helping the School Board make decisions about Title 1. The law says parents should be involved in the Title 1 program too.

11

supplanting

Poor children lose out when Title 1 is used to "supplant". That means it is providing the same thing that local money is providing in another school. Example: an art teacher. . . . local money should pay for art teachers in all the schools if it provides them in some. Or providing something the school had before it got Title 1 money (like a

school nurse....if local money paid for one before, it should keep on paying for one.) Another illegal use of Title 1 money is using it to provide something the school could get from some other program (like school lunches). Supplanting is against Title 1 regulations.

concentration

- 12 Poor children lose out because the Office of Education doesn't want to spread the money over too large a number of children because then they might not get very impressive results. But what happens to all the other children who really need help just as badly? OE believes in concentrating the money, spending a lot on just a few. NWRO believes in spreading the money to EVERYONE who is eligible. Concentration is still a rule in Title 1. You can fight

to get rid of it in your district, or you can fight to have it work for you by demanding that only those who turn in your WRO forms (for clothing or whatever else you demand) get Title 1.

Poor children lose out when no one is watching that Title 1 treats them fairly.

Poor children can win if you find out about Title 1 and fight for your children's rights!

How to Organize a Title I Campaign

People who have started fighting for their children's rights from Title I have been winning. Here are some organizing ideas to help you get started on your own Title I campaign. You will probably find it helpful to divide the organizing into two parts: first, behind the scenes, getting ready, and then in the streets, fighting.

Behind the Scenes

1

Form a Title I Strategy Committee

It can find out all the facts and develop support for what ever you decide to do around Title I (since Title I is run by the whole school district it is important for your committee to get together with any other WROs in your district.)

2

The Committee should learn the law.

The most important things for it to know about the Title I process are

back on pages 6 and 7. If they have further questions, they can get in touch with a local lawyer or call the NWRO national office: (202) 347-7727

3

The Committee should investigate Title I in your school district to see how the money has been used in the past and what plans, if any, have been made for the next year. It should

be looking for the kind of misuses and bad priorities that are listed on pages 10-12... general aid, supplanting, miscounting of the poor people in your district, non-existent or non-representative parents' advisory board, and concentration that continues to leave out eligible children that need help in school.

- 14 All the information the committee needs to find out about Title 1 can be gotten from the local Title 1 office which is probably in the Board of Education building.

You have a right to get all the information about Title 1 that you want. There is a rule in Title 1 that says everyone has the right to see and copy all documents that are related to it. That means regulations, guidelines for how to run the program, applications, budgets, etc. If you have

any trouble getting to see things, threaten to call a lawyer, or the State Title 1 Co-ordinator, or the Director of Compensatory Education at the Office of Education in Washington D. C. Have the director send you a copy of the regulation to present to your local Title 1 people.

Look through things first and then decide what you want copies of. Probably the most important things to have are the application (including application forms, a budget, and a program description) evaluations from past programs, amendments to the application or budget, and a list of who is on the advisory committee if there is one.

Be sure to check the equipment inventory; you may see some things you know are not so important, like data processors and air-conditioners.

Find out what the schedule is for meetings about Title 1, and for getting the proposal in to the various people that must approve it.

Check to see if there is any money left over from the year before. There usually is. There is a new rule which says that if a district's money isn't used up one year, the district can add it to their money the next year. This

is like extra money that you should be able to get for whatever you feel children need for school.

Send a delegate to visit target schools and non-target schools to talk to the teachers and principals about Title 1 in their school. Ask the same questions at both kinds of schools so you can compare and see if there are regular programs left out of target schools.

15

4

The Committee should decide what demands to make after it has finished investigating. Its decisions should be presented to the entire WRO membership for approval. Some suggestions of what to demand are listed below:

- * Demand that the low-income line for determining who gets Title 1 be set at \$5500, NWRO's Adequate Income level.
- * Demand WRO involvement in Title 1 decisions. NWRO is the largest organized representative of poor people. It has a legitimate right to represent their children's needs in school.

- * Demand to have a majority on the Parent's Advisory Board. . . .
but remember that being on the board shouldn't keep you from pressuring from the outside too. Putting you on the board may be the system's way of trying to tie your hands. Don't let them keep you away from the real work of fighting to get Title 1 money for the educational needs of your children.
- * Demand that the parent's advisory board be given some real power in setting priorities of the program and in supervising expenditures.
- * Demand supportive services: clothing, transportation, money, books and other school supplies, dental care, eyeglasses, hearing aids, school insurance, and money for graduation (as well as other expenses usually required by the school. Anything that helps your children get to school and do better there can be paid for by Title 1. All these services cannot be given to all the Title 1 children. The schools must determine which children need what. You can tell them what your child's needs are by turning in an NWRO school needs form (see page 24).
- * Demand that all children eligible for Title 1 learning programs be also eligible for supportive services, like health and supplies, even if they are not actively participating in a learning program.

- * Demand that WRO school needs forms be used to determine who gets the goods. This will encourage people to join Welfare Rights to have their children's needs met.
- * Demand that a voucher system be used for clothing and supplies and that the WRO can name the stores the vouchers will be used at.
- * Demand that the program be amended to accept your demands if the application has already gone through and you do not approve of its proposals.

17

5

The Committee should build support

At the same time that the committee is finding out about Title 1 in the school district, they can begin building community support. There are two kinds of support that you will want to have: support from the outside and support from new membership. Title 1 is a very good issue for finding new friends and new members because

everyone is interested in education. Friends you now have can help do some of the research and investigating for you. New Friends and old can put pressure on School Board members from their own area to support WRO's demands. Get endorsements from other local organizations for your demands. Try the PTA, churches, local politicians, councilmen. You might be able to get endorse-

ment from the local teacher's union. Remember, the School Board is a political group in most places and should respond to a lot of pressure from a lot of people.

18 Get lawyers to help you look at Title 1 documents and give legal support to your demands. If someone tells you that what you want to do is against the law, check with your lawyer and he may be able to find a law that says you can do it. NWRO's national office may be able to give you the name of a lawyer in your area that has already worked on Title 1.

NEW MEMBERSHIP

Poor people know what a bad deal their children get in school and they will be glad to link up with NWRO and fight for something better. Visit people's homes and explain what Title 1 is and that it

is meant for their children. Invite them to a meeting where you will talk more about NWRO and Title 1. Everyone who comes could join WRO and fill out school needs forms to present to the School Board when you are ready to hit the streets. Your WRO should have a copy of everybody's school needs form for their records. See the sample school needs form on page 24.

USING THE PRESS

Newspapers and radio and television news are very important tools for building membership and outside support. They get your message to the public: about your WRO, about how you think Title 1 money has been misused, and how you think it should be used. The people running Title 1 will be very surprised and not too happy to find their program in the news. Bad publicity can help make them shape up.

How to get PUBLICITY



- 1 Write a press release and send it to local newspapers, radio and TV stations, as well as the national news wire services, like Associated Press (AP) and United Press International (UPI). Be sure to include: WHAT is happening
WHEN it is happening
WHERE it is happening
WHY your WRO is taking action
HOW your WRO is connected to
NWRO actions nationwide
- 2 Be sure to put the name of your group, telephone number, and the name of the group member who will be your press spokesman at the top of your release. This will help reporters get in touch with you.
- 3 Call up local talk shows and tell about your WRO action.
- 4 The day of action, make sure someone is assigned to telephone the papers, radio and TV stations, and make sure that on-the-scene reporters get an accurate story. Be sure to have copies of the press release for reporters at the action.
- 5 Publicize your action and keep it going by distributing fact sheets and talking to welfare recipients on check day at check-cashing places, food stamp points, food distribution depots etc. asking them to come and fight for their rights.

taking action

In the Streets

Now you are ready for action
Here are some suggestions:

20

Have a public hearing. Invite old and new members, Friends, and reporters to come. Let everyone know what your demands are and what your plan of action is. Every city is different... the Title I people are co-operative in some places, bad in others. You'll have to decide who to hit first in your district. Here is one way of going at it.

Go to the School Board. Find out when they are meeting and go. School Board meetings are open to the public. You have a right to be there. Turn in your

clothing forms when you get to the meeting. Then insist that Title I be the first thing on the agenda of the meeting. They may say that it's too late to talk about Title I, that the application has already been finished, but you know that doesn't matter, you can get an amendment. Take over as many meetings as you have to in order to get your demands met. Decide before you go when you want a decision and what you'll do if they don't answer your demands.

Go to the Superintendent of Schools. He's the one who is supposed to write the application. Give him a list of your demands to put in that application. Sit-in, picket, put on whatever pressure you can think of until you see the "new" application. He doesn't have as much power as the School Board, but he'll make them get you off his back if you pressure him a lot.

Go to the schools themselves. Demonstrate. Have large numbers of your members visit target schools to observe Title 1 in action. Have a sit-in in the principal's office or picket outside the building.

Go to the Local Title 1 Co-ordinator

Use legal threats about misuses of Title 1 funds. Put pressure on. He is like the Superintendent... he may not have a lot of power except when he cries "help" to the School Board and makes it agree to your demands.

Go to the top If you have specific information about misuses of Title 1 money or lack of parent involvement or anything else wrong with the way Title 1 is being run, write letters of complaint to the top. Send copies to:

1. Local and State Title 1 Co-ordinators
2. the Director of Compensatory Educa-

tion (Office of Education, 400 Maryland Ave., Washington DC)

3. the Title 1 Staff (Office of Education, 400 Maryland Ave., Washington DC)
4. the press
5. NWRO's national office (1419 H St. NW, Washington, DC).

The national office can help put pressure on in Washington if these people don't answer quickly.

21

Once the decision is made, call a press conference to announce all the details of your victory. Send copies of your proposals and newsclippings to NWRO's national office so they can spread the good news.

Keep constant watch over Title 1 to make sure you are getting what you fought for. And keep organizing. Your victory can attract many new members who will want to get Title 1 benefits for their children too.

appendix

Important Quotes from Title 1 (law and guidelines)

TITLE 1 OF ESEA, 1965: PUBLIC LAW 89-10 and
TITLE 45, PART 116 OF THE CODE OF FEDERAL REGULATIONS
REVISED AND AMENDED AS OF NOVEMBER 28, 1968.

Each local educational agency shall provide for the maximum practical involvement of parents of educationally deprived children in the area to be served in the planning, development, operation, and appraisal of projects. (116.18 (f.))

22

"Educationally deprived children" means those children who have need for special educational assistance in order that their level of educational attainment may be raised to that appropriate for children of their age. The term includes children who are handicapped or whose needs for such special educational assistance result from poverty, neglect, delinquency, or cultural or linguistical isolation from the community at large. (116.1 (i.))

Each....project must be tailored to contribute particularly toward meeting one or more of the special educational needs of educationally deprived children and should not be designed merely to meet the needs of schools or of the student body at large in a school or in a specified grade in a school. (116.17 (g.))

No project under Title 1 of the Act will be deemed to have been designed to meet the special educational needs of the educationally deprived children unless the funds made available for that project are to be used to supplement, and not supplant State or local funds. (116.17 (h.))

Program guide #44: All proposals to provide health, nutrition, welfare and recreation services under Title 1 should be fully justified on the basis that the resources of other agencies are not adequate to meet high priority needs for these services.

The terms and provisions of each approved project shall be made available, by the State educational agency and by the affected local educational agency or agencies, for public inspection. (116.34 (d.))

23

If you can't get copies of these regulations from your local Title 1 Co-ordinator, write or call the NWRO national office.

The NAACP Legal Defense Fund (1028 Conn. Ave. NW, Washington, D. C.) has put out an organizing packet too: Title 1 in Your Community. They have also published a booklet on the misuses of Title 1. This booklet is called Is It Helping Poor Children? You might want to write and ask them if they have any copies available.

NWRO SCHOOL NEEDS FORM

.....name, address, phone number of WAD.

(fill out 1 for each child)

8

Name of child _____ Age _____
 Address _____ Grade _____
 School _____ Family Income \$ _____ AFDC _____

SCHOOL NEEDS

clothing:

- # _____
 _____ underpants
 _____ undershirts
 _____ slips
 _____ socks
 _____ pr. shoes
 _____ pr. sneakers
 _____ pr. boots
 _____ dresses
 _____ skirts
 _____ blouses
 _____ shirts
 _____ pants
 _____ sweaters
 _____ jacket
 _____ coat
 _____ raincoat

supplies:
 (✓ needs)

- _____ pencils
 _____ paper
 _____ notebooks
 _____ reading materials

other:

- _____ bus fare
 _____ eye care
 _____ dental care
 _____ hearing test
 _____ medical care
 _____ money to meet
 _____ compulsory school
 _____ expenses (gym
 _____ suits, etc.)

I know my child has problems in school because of inadequate clothing, supplies and medical care.

I know the school board has money from Title I (ESEA) to help my child do better in school.

I know the school board must listen to what the parents say about how they want the Title I money spent.

I demand the school board set aside adequate funds to meet the basic needs of my child to help him get to school and do better there.

(signature) _____

Date _____

Have the mothers fill out a small card for the WRO records too.
It might look like this:

Name _____	Date _____	
Address _____		
WRO _____		
CHILDREN IN SCHOOL		
name	age	grade
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Remind everyone that they only have to fill out forms for their schoolage children. They should be sure to fill out forms for any schoolage children that have dropped out, and where it says "grade" they should write "drop-out". These children have a right to Title 1 too.

Sample flyer..... telling people to
come to a WRO meeting about Title 1

6

24

Do your children need School Clothing?

OUR SCHOOL BOARD HAS TITLE 1 MONEY TO BUY
CLOTHING SO OUR CHILDREN CAN GET TO SCHOOL.
BUT WE'VE SEEN NONE OF IT. WHAT CAN WE DO?

COME TO THE MEETING!

MEETING

10:30 • Thursday,

March 14

Salvation Baptist Church

87 Oak St.

Lyle Hill



W.R.O.



National Welfare Rights Organization

1419 H Street, N.W.
Washington, D.C. 20005
(202) 347-7727

24



***TO PROTECT HER RIGHTS
LEARN YOURS!***

 ***Welfare Rights***