

A. An educationally deprived child under this Title is one whose educational achievement is below normal expectancy for his age and grade and who lives in poor social and economic conditions. The term also includes those children who are handicapped because of physical, mental, or emotional impairment.

Studies made in recent years have shown a high correlation between low educational achievement and low family income. We know also that there is a strong correlation between low income and conditions of juvenile delinquency, high dropout rates, and destructive home environment. Low family income is, therefore, one broad indicator of educational deprivation and will be the basis for the designation of target areas for which programs will be developed to meet specific educational deficiencies.

14. Q. Will the Commissioner of Education prescribe programs which local districts may adopt?

A. No. Subject to the approval of the State educational agency, the local educational agency is given wide latitude in the selection of programs that meet the requirements of the Act and the regulations of the Commissioner. The programs must be designed to meet the deficiencies of educationally deprived children and must show promise of educational success.

Examples of the types of programs which local agencies might adopt were given in the testimony and Committee Reports on the Act, but they were not intended to place a limitation on the range of choice which a local agency will have. Emphasis will be placed on local innovation and initiative.

15. Q. There has been much recent discussion of the learning potential of the young child. Can the money in Title I be used for preschool programs?

A. Yes. Preschool programs are specifically authorized under Title I, Section 201, but local educational agencies are not expected to concentrate on this approach to the exclusion of all others. There are a number of reasons for not doing so: (1) these programs require specially trained teachers who are in short supply; (2) it would be inequitable to ignore the millions of children now in the educational system when there are programs which can help them; and (3) the effect of good preprimary programs might be lost if the child is later placed in a substandard regular program. A balanced program within the limits of available funds may offer a better possibility for ultimate success in countering the effects of economic and educational deprivation.

16. Q. Is it mandatory that every school district receiving funds under Title I provide programs for the benefit of the educationally deprived children in nonpublic schools?

A. The law states that "to the extent consistent with the number of educationally deprived children in the school district of the local educational agency who are enrolled in private elementary and secondary schools, such agency . . . [must make] provision for including special educational services and arrangements (such as dual enrollment, educational radio and television, and mobile educational services and equipment) in which such children can participate; . . ."

17. Q. Does Title I authorize the use of Federal funds for the payment of salaries of nonpublic school teachers?

A. No. The use of funds for this purpose is prohibited.

18. Q. May Title I funds be used to transport nonpublic school pupils to public schools in order that they may participate in shared time or dual enrollment programs?

A. Yes, if necessary to provide for the participation of children in nonpublic schools.

19. Q. Can the Title I funds be used for construction of school buildings?

A. The Act is not designed to relieve present or anticipated classroom shortages. Where lack of minimum classroom facilities is the major obstacle to conducting educational programs for low-income children, limited classroom construction could be carried out under Title I.

20. Q. Can funds under this Title be used to raise teacher's salaries?

A. Title I funds cannot be used for a program of general salary increases. However, salary increases may be justified under certain circumstances to meet the needs of educationally deprived children in areas of high concentration of children from low-income families. For example, if a school board believes that certain teaching stations demand higher salaries because of the concentration of need there, then salary increases for those jobs might well be part of the school district's plan.

21. Q. How will the degree of success of the programs be determined?

A. This legislation breaks new ground in education by requiring that reports on the educational achievement of students under approved programs be made