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AUTHOR Sinclair, Beth; Carroll, Janet  
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## ABSTRACT

This report summarizes data that address several aspects of the Elementary and Secondary Education Act's Title I program. It includes information on districts, schools and students served, range of instructional and support services provided, Title I staffing patterns, and schools' progress toward meeting performance standards as reported in Title I performance reports submitted by states in the U.S. The report illustrates the scope of the Title I program during two successive school years and identifies emerging trends in the design and implementation of the programs conducted in participating districts and schools nationwide. The document addresses the Title I Grants to Local Educational Agencies Program Part A. The Part A program provides federal financial assistance to eligible school districts and schools to aid their efforts in helping children meet challenging standards, with a particular emphasis on children who are at risk of not meeting such standards. Information is also provided on the Title I State Agency Program for Neglected or Delinquent Children and Youth, which provides free public education to children in institutions for neglected or delinquent children, in addition to educating juveniles through the age of 21 who are in adult correctional institutions. Data and state-by-state summary tables for 1996-1998 are provided. (RJM)

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State ESEA Title I Participation Information for 1997-1998

Final Summary Report

2000

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**State ESEA Title I Participation  
Information for 1997–98**

**Final Summary Report**

**Beth Sinclair, Westat  
Rockville, Md.**

**Janet Carroll, Consultant  
Providence, R.I.**

**Prepared for:  
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## Introduction to the Report

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The *State ESEA Title I Participation Summary Report for 1997–1998* summarizes data regarding several aspects of the Title I program including districts, schools and students served, range of instructional and support services provided, Title I staffing patterns, and schools' progress toward meeting performance standards as reported in Title I performance reports submitted by states. The purpose of the report is to illustrate the scope of the Title I program during two successive school years and to identify what might be emerging trends in the design and implementation of the programs conducted in participating districts and schools nationwide. The state-by-state tables that follow the text amplify the participation data and offer readers a detailed look at several aspects of the Title I program.

This report addresses the Title I Grants to Local Educational Agencies (LEAs) Program (Part A). The purpose of the Part A program is to provide federal financial assistance to eligible school districts and schools to assist them in their efforts to have children meet challenging standards, with a particular emphasis on children who are at risk of not meeting such standards. The Part A program can provide services to children as young as preschool and as old as high-school level. This report also presents information on the Title I State Agency Program for Neglected or Delinquent Children and Youth (State N or D), a program originally enacted in 1967 as part of the Elementary and Secondary Education Act (ESEA). The purpose of the State N or D program is to provide financial assistance for compensatory education to state agencies directly responsible for providing free public education to children in institutions for neglected or delinquent children and juveniles in adult correctional institutions. Juveniles in adult correctional institutions are eligible for Title I assistance until their twenty-second birthday.

The following sections present data and state-by-state summary tables for two school years, 1996–97 and 1997–98, from the Title I State Performance Reports. Data for 1997–98 were submitted by the states in 1999, and reviewed, edited, and verified to ensure completeness and accuracy. Despite this, for some items, states were not able to provide complete information and those instances are cited in the summary tables. ED is developing data verification procedures for reporting on program performance indicators under the Government Performance and Results Act (GPRA) to improve the quality of data submitted by states for Title I and other programs.

The 1997–98 achievement results are reported separately in *State Education Indicators with a Focus on Title I, 1999*. Refer to the Council of Chief State School Officers' Web site at: <http://www.ccsso.org>.

## Overview of Title I of the ESEA

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What is now Title I evolved from landmark legislation, the Elementary and Secondary Education Act (ESEA) of 1965. Title I of ESEA was the beginning of federal aid to the nation's elementary and secondary schools to compensate for the added costs of educating children from low-income families and to provide students with additional educational and cultural experiences not commonly available to disadvantaged children at that time. Research—then and now—has shown a high correlation between high poverty and low achievement.

The 1994 reauthorization of Title I of ESEA introduced a new federal approach built around a framework of standards-driven reform. The goal was to couple flexibility in the use of resources with attention to accountability for results. Specifically, under the reauthorized Title I, services are to be linked to the same rigorous state content and performance standards<sup>1</sup> that are expected of all children, and aligned assessments are to be used to measure students' progress toward meeting these standards. In addition, states must put in place a system of accountability designed to identify and assist schools that do not make adequate progress towards meeting the standards. Finally, the statute encourages high-poverty schools to develop schoolwide approaches to improving student performance and overall provides more opportunities for flexibility when implementing the Title I program. Each of these four areas is described in greater detail below.

*Standards and Assessments.* By the 1997–98 school year, each state was to have adopted challenging *content* standards in at least reading and math, that specify what all children are expected to know and be able to do. In addition, states are required to develop challenging *performance* standards that describe students' mastery of the content standards. The performance standards must include at least three levels of achievement and must apply equally to all students. Upon completing the development of standards, each state is required to submit to the Department evidence that standards are in place and that a rigorous process was used to adopt the standards. Final assessments, aligned to state content standards and used to measure the progress of schools in enabling students to meet the standards, are to be in place in the 2000-2001 school year.

*Accountability and Improvement.* Using a definition of adequate yearly progress developed by their respective state departments of education, districts must annually review the progress of each Title I school to determine whether the school is making adequate yearly progress toward enabling its students to meet state content standards. Schools that do not make adequately yearly progress for two consecutive years are to be identified for improvement. Corrective actions are to be taken in schools that continue to be low performing for three years after being identified for improvement. The improvement designation can be removed for schools that meet adequate yearly progress targets for two of the three years following the initial designation.

State definitions of adequate yearly progress are to link progress primarily to performance on the state's final assessment and may include additional measures such as dropout, retention, and/or attendance rates. Adequate yearly progress is to be defined in a manner that results in continuous and substantial yearly improvement of each Title I school and district. This improvement should be sufficient to achieve the goal of all children served under Title I, particularly economically disadvantaged and limited-English proficient children, meeting the State's proficient and advanced levels of performance. Until such time as states have their final assessments in place, states are to devise a procedure for identifying schools and districts in need of improvement that rely on accurate information about the continuous and substantial yearly academic progress of each school and school district.

Because the process for identifying schools and districts does not start from scratch when new assessments are implemented, schools and districts may be identified for improvement under different criteria—a transitional accountability criteria and an adequate yearly progress definition linked to the final assessment. States must identify for improvement any school or school district that has not made adequate yearly progress for two consecutive school years.

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<sup>1</sup> Content standards broadly define what a student should know and be able to do in a given subject area. Performance standards go on to define how well a student should perform in those subject areas to be considered advanced, proficient, or partially proficient.

*Schoolwide Programs.* High-poverty schools—those with at least 50 percent of their students from low-income families—are encouraged to develop schoolwide approaches to improving student performance. The rationale is that achievement in high poverty schools can best be increased by investing in strategies that will improve the quality of instruction throughout the school, rather than by providing additional services to a fraction of the study body. Schoolwide program approaches are those that are comprehensive in nature, upgrade the entire educational program for all students in the school, provide additional flexibility in the use of federal resources, and focus on results for low-performing students.

*Program Flexibility.* The 1994 reauthorization put in place provisions designed to provide schools and school districts with greater flexibility in their use of Title I funds. These provisions included schoolwide programs, waiver authority, reduction in regulations, and an increased range of allowable uses for funds.

These approaches seek to eliminate fragmentation of curriculum and instruction and to promote a coherent and systematic approach in high-poverty schools.

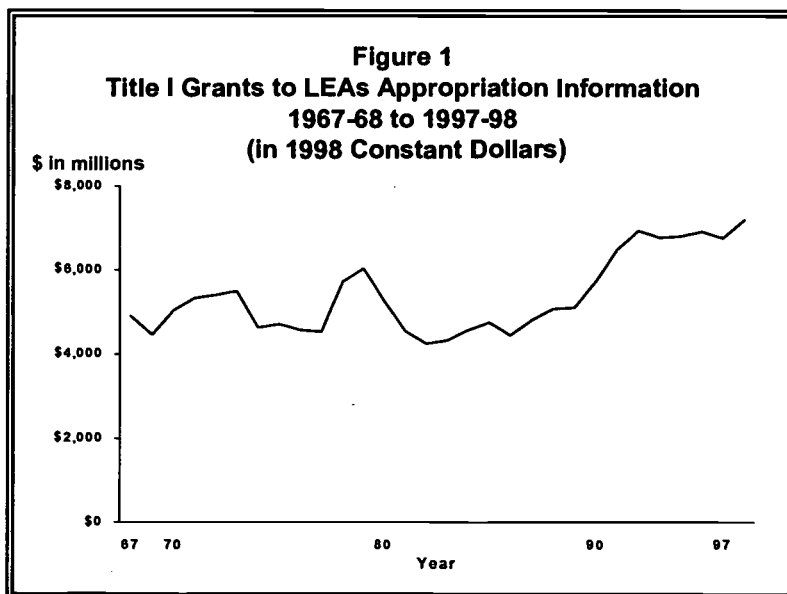
The reauthorized Title I program is part of a broader standards-based reform strategy in which Goals 2000 and the Elementary and Secondary Education Act programs generally (including other programs such as the Dwight D. Eisenhower Professional Development Program, the Technology Literacy Challenge Fund, Safe and Drug-Free Schools and Communities, and the Bilingual Education programs) focus together on improving schools' capacity to help all students reach challenging standards.

## Title I School and Local Educational Agency Information

Title I of the Elementary and Secondary Education Act (ESEA) represents the single largest investment in elementary and secondary education by the federal government. This federal aid program was funded in 1996–97 at approximately \$7.2 billion and in 1997–98 at almost \$7.8 billion. This single program represents almost half (48 percent) of funds appropriated to support elementary and secondary education. The vast majority of Title I funds (94 percent) were distributed to school districts under the Title I Grants to LEAs—Part A program.

When shown in constant dollars, funding for the Title I Grants to LEAs program increased in the late 1980s and leveled off in the 1990s. However, the funding level for this program increased again in 1997. (See Figure 1)

There are two funding formulas within the Part A program—Basic Grants and Concentration Grants. At \$6.2 billion for 1997–98, Basic Grants are the larger of the two funding streams. Basic Grants provide funds for school districts with at least 10 federal formula-eligible children, ages 5–17, who make up more than 2 percent of the overall enrollment count in that district. Concentration Grants go to districts in which the number of formula-



eligible children exceeds 6,500 or exceeds 15 percent of the district enrollment. Funds devoted to Concentration Grants amounted to \$1.0 billion in the 1997–98 school year. More than 90 percent of districts nationwide receive Title I funding. See Table 2a for state-by-state counts of participating school districts (LEAs).

## Targeted Assistance Schools (TAS) and Schoolwide Program (SWP) Schools

The Title I Grants to LEAs program provides services to students in schools under two basic program models. The first, targeted assistance, provides instructional and support services to specific students who are at the greatest risk of not meeting performance standards. Most TAS programs assist children with reading difficulties in the primary grades.

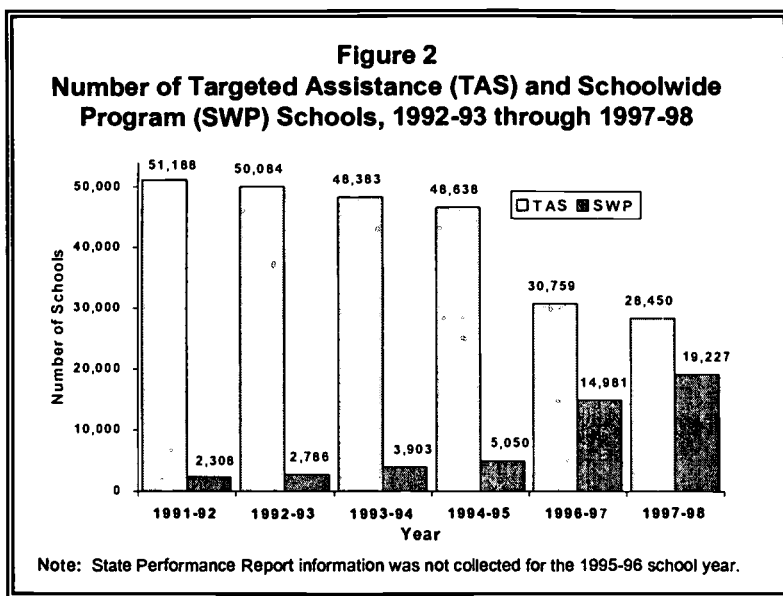
The TAS model is typically implemented in Title I-eligible schools that are not eligible to conduct schoolwide programs and do not have the highest poverty rates within the school district. The Title I legislation confers automatic eligibility for Title I assistance to any public school attendance area with at least a 35 percent poverty rate. Within TAS schools, students are identified to receive services based on individual need. In these schools, students generally receive additional instruction within the classroom or in a “pull out” setting where a subset of children receive services separate from their regular classroom instruction.

In 1997–98 TAS represented 60 percent of the schools served by Title I during that school year. As Figure 2 illustrates, however, the number of schools conducting targeted assistance models is declining while the number of schools conducting schoolwide programs is steadily increasing. See Table 1a for state-by-state counts of participating targeted assistance schools.

Under the schoolwide approach, Title I funds are used to upgrade entire school curriculums for all students in the school.

In order to qualify to conduct a schoolwide program, schools must have at least 50 percent of the students in the school from low-income families, unless the state or ED has approved a waiver request to lower the poverty threshold. While the statute provides several options for poverty data sources, student eligibility for free- or reduced-price lunches under the U.S. Department of Agriculture’s Child Nutrition Programs is the most frequently used measure.

In 1997–98, states reported that almost 48,000 schools participated in the Title I program. Of those, more than 19,000, or 40 percent, operated schoolwide programs. This figure represents an increase of 28 percent more than the number of schoolwide programs reported for 1996–97. The large increase in the number of schoolwide programs from 1994–95 to 1996–97 is due primarily to a change in the statute.





Prior to 1994–95, the threshold for participation as a schoolwide school was 75 percent. This threshold was reduced to 60 percent for 1995–96 and 50 percent for 1996–97. (See Figure 2 and Tables 1a and 1b)

As a result of these large increases, the overall number of students served by Title I has also increased significantly because schoolwide program participant counts include *all* students in the school.

## **School and School District Improvement**

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As noted earlier, the Title I statute requires districts to annually review the progress of each Title I school to determine whether the school is making adequate yearly progress toward enabling its students to meet state content standards. Schools that do not make adequately yearly progress for two consecutive years are to be identified for improvement. A school that is identified for improvement must (1) develop or revise its school plan in ways that have the greatest likelihood of improving student performance; (2) submit the new or revised plan to the district for approval; and (3) devote over two consecutive years, an amount equivalent to 10 percent of its annual Title I allocation, to professional development, or otherwise demonstrate that the school is effectively carrying out professional development activities.

Districts are to provide technical and other assistance to schools identified for improvement as they develop or implement their new or revised plans. States are to establish statewide systems of support to assist schools, including those identified for improvement. The system is to include school support teams consisting of persons with expertise in a variety of areas related to school improvement distinguished schools and distinguished educators. Upon request, states are to use this statewide system of support to provide technical assistance to schools farthest from meeting the state's challenging student performance standards.

Districts may take corrective actions in schools at any point after providing technical assistance and other remedies. However, districts must take corrective actions in schools that continue to be low performing (i.e. do not meet adequate yearly progress) for three additional years after being identified for improvement. Corrective actions may take many forms, consistent with state and local law. For example, a LEA could implement a new research-based curriculum, along with appropriate professional development, that offers substantial promise of improving educational achievement for low-performing students. Or, a LEA could require a school to implement a comprehensive school reform model. Other corrective actions available to LEAs include withholding funds or specifying their use; otherwise decreasing school-level decision-making authority; reconstituting the school staff; making alternative governance arrangements such as the creation of a public charter school; or authorizing students to transfer to other public schools served by the LEA.

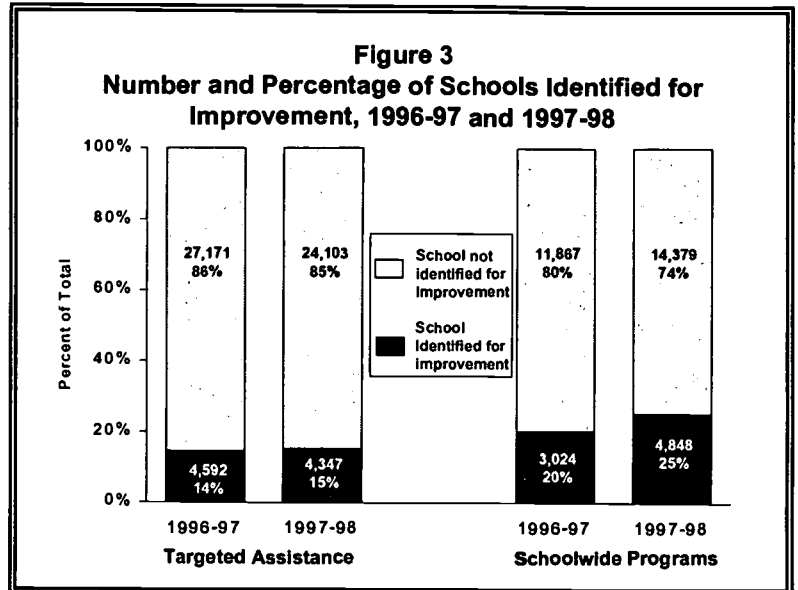
In the same manner that districts review the progress of schools, states are to annually review the progress of districts in enabling students to meet state academic content standards. Districts that do not meet adequate yearly progress targets for two consecutive years are to be identified for improvement. States may take corrective action in districts identified for improvement at any time after providing technical assistance and other remedies. Corrective action must be taken in districts that continue to be low performing (not meet adequate yearly progress targets) for four years after being identified for improvement.

## Schools Identified for Improvement

States reported that, overall, 19 percent of the nearly 48,000 schools that participated in the Title I program in 1997–98 were identified for improvement. When viewed separately, 25 percent of the higher-poverty schoolwide schools and 15 percent of targeted assistance schools were identified for improvement. All of these percentages represent an increase from the figures reported by the states for 1996–97. Tables 2b, 3a, and 3b provide a state-by-state illustration of the two-years of data, as well as footnotes to assist in the interpretation of the data.

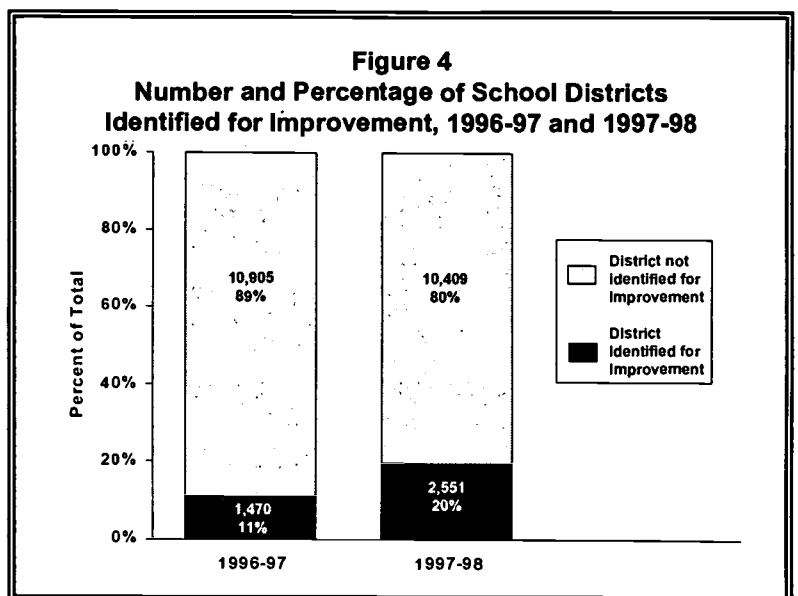
There is wide fluctuation in these data for both years.

Due to the varying identification standards and procedures among the states, caution should be used in drawing any national conclusions based on state totals of low performing schools. Possible explanations for significant increases include implementation of a new, more rigorous assessment and insufficient time for most schools identified in prior years to exit improvement because they must show improvement in two of three years to exit school improvement. The Department is in the process of gathering additional information that might explain the within-state fluctuations. This information will soon be released as a separate report on Low Performing Schools. (See Figure 3 and Tables 2b, 3a, and 3b)



## School Districts Identified for Improvement

In 1997–98, states reported that 12,960 school districts participated in the Title I Grants to LEAs program, a reduction of approximately 3 percent from the previous year. Among these districts, 2,551 were identified for improvement based on state-level criteria. This figure represents 20 percent of all Title I school districts. However, the 1996–97 and 1997–98 figures should be interpreted with caution. The large increase in the number of school districts identified for improvement between the two years does not necessarily indicate that greater numbers of school districts are failing to meet student needs. The criteria used to identify school districts for improvement are developed within each state and

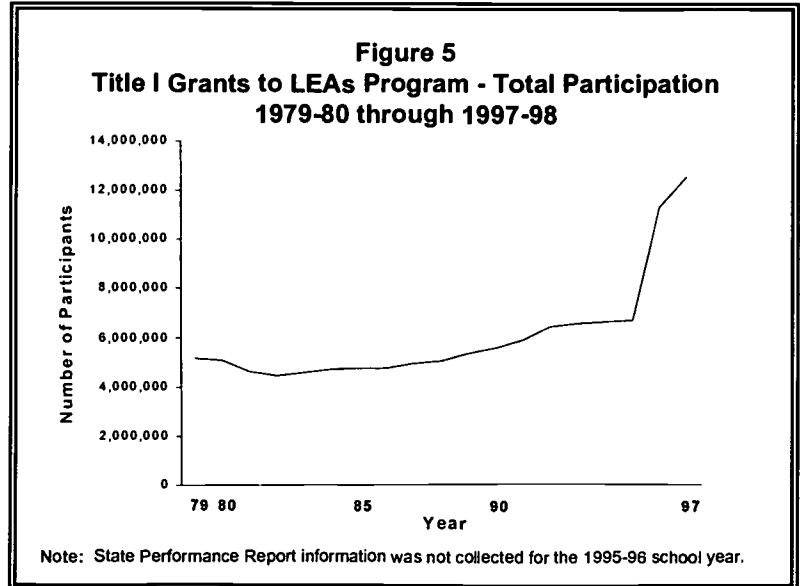


therefore are not consistent from state to state. In addition, ten states failed to provide this information for 1996–97 and six did not report for 1997–98. Much of the increase between these two years is due to more complete reporting. (See Figure 4 and Table 2a)

## Title I Student Participation

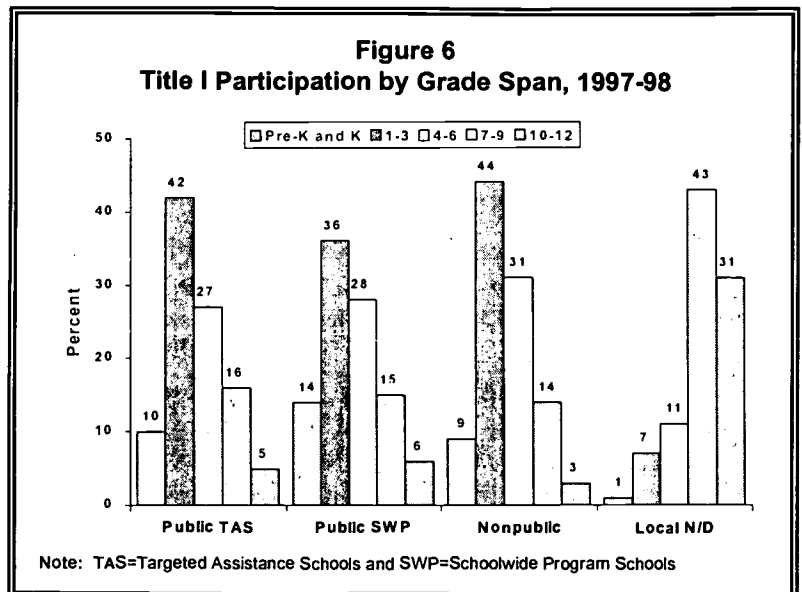
### Overall Participation Patterns

After earlier declines in the number of students participating in Title I (1980–1983), participation has steadily increased. This increase was particularly dramatic recently, due to increases in the number of schoolwide programs in which all students are program beneficiaries. The overall numbers of Title I participants increased to 12,524,079 in 1997–98. This represents an increase of 11 percent over the 1996–97 participation level of 11,294,693 students. Within this increase, participation of private school students exceeded the highest numbers served since the 1981–82 school year. (See Figure 5 and Tables 4 and 5)



### Grade Level Participation

Despite the significant increase in the number of participants in the Title I Grants to LEAs program, the participation rate by grade level was virtually unchanged from past years. Both public and nonpublic student participation was concentrated in the elementary grades, where literacy and numeracy assistance in the early grades is a common strategy.

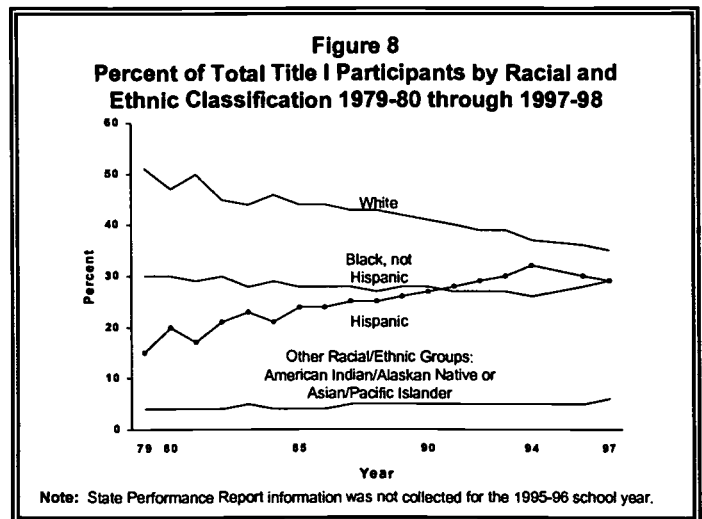
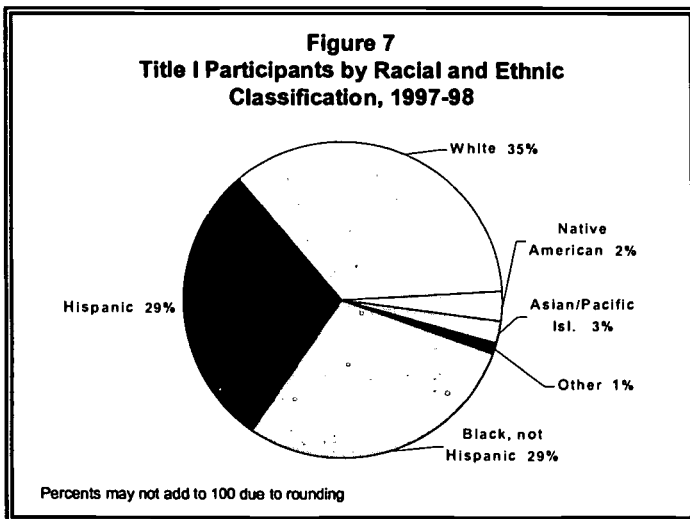


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Local neglected or delinquent (N or D)<sup>2</sup> participation was primarily in the secondary grades. The largest concentration of pre-kindergarten and kindergarten students was in public schoolwide schools. (See Figure 6 and Tables 6a and 6b)

## Racial and Ethnic Classification

In 1997–98, 35 percent of Title I participants were non-Hispanic whites and 29 percent were black non-Hispanic. Since 1979–80, the percentage of Hispanic Title I participants increased from 16 to 29 percent while the percentage of non-Hispanic white participants decreased from 53 to 35 percent and the percentage of black non-Hispanic participants decreased from 31 to 29 percent. The percentage of participants from other racial and ethnic groups including American Indian/Alaskan Natives and Asian/Pacific Islanders remained unchanged during this period. Caution in interpreting these demographics is necessary, however, because Arizona was unable to provide 1996–97 racial and ethnic classification data. (See Figures 7 and 8 and Tables 7 and 8)



## Special Populations Served by Title I

A significant proportion of Title I participants are students from special populations who are at risk of not meeting student performance standards. These special needs children include **students with disabilities** who represented 10 percent of the Title I participants, an increase from 9 percent in 1996–97. Seventeen percent of Title I participants were classified as **students with limited English proficiency**, the same overall percentage reported in 1996–97. One percent of Title I students in 1997–98 were identified as having been **homeless** at some time and 3 percent of Title I participants were children of **migratory** workers. All but two states reported data on the number of homeless children participating in Title I and the data for children classified as migrant was reported for all but four small states. Refer to Tables 9-12 for state-by-state participation information for these special populations.

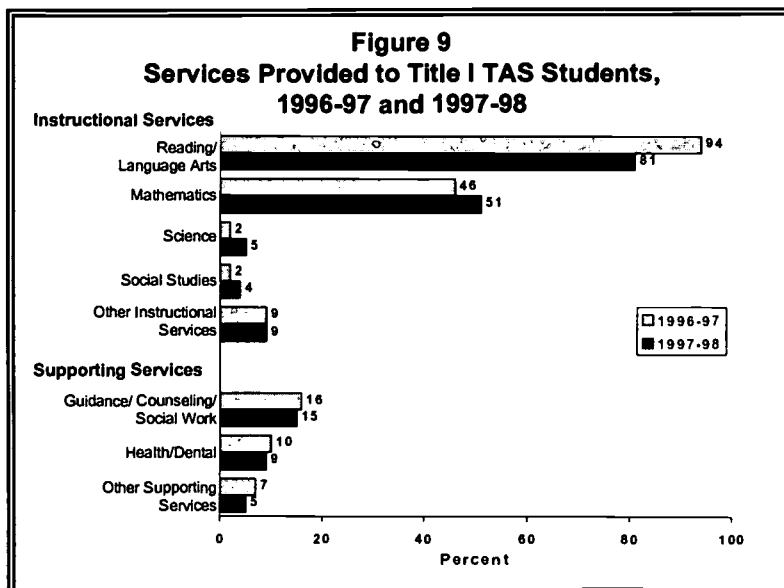
<sup>2</sup> The Local N or D program provides funding for services for children living in local institutions for neglected children. These services are provided by the school district and are to be comparable to the services provided to the students enrolled in the elementary and secondary schools in the district.

Caution in interpreting year-to-year changes, however, is advised. For example, one state reported a 1996–97 rate of 12 percent and a 1997–98 rate of 34 percent for Title I participants with disabilities. With the limited English proficiency data, four states were unable to provide information for this item for the 1996–97 school year and a fifth state was unable to report counts for 1997–98. Finally, the drop in the percentage of participants identified as homeless is due primarily to decreases in 4 states.

## Services Supported by Title I

### Instructional Services

The two years of service area data from the states indicate a slight shift in the proportion of students participating in three instructional areas. While the percentage of TAS students receiving reading/language arts assistance decreased from 94 percent in 1996–97 to 81 percent in 1997–98, the percentage of students receiving mathematics and science assistance increased slightly. The reader is advised that instructional services are reported *only* for participants in TAS schools, because schoolwide programs serve all students and upgrade the entire instructional program in those high-poverty schools. Additionally, the drop in the overall percentage of students receiving reading services was due primarily to a decrease in the reported number of participants receiving this service in California. (See Figure 9 and Table 13)



### Other Support Services

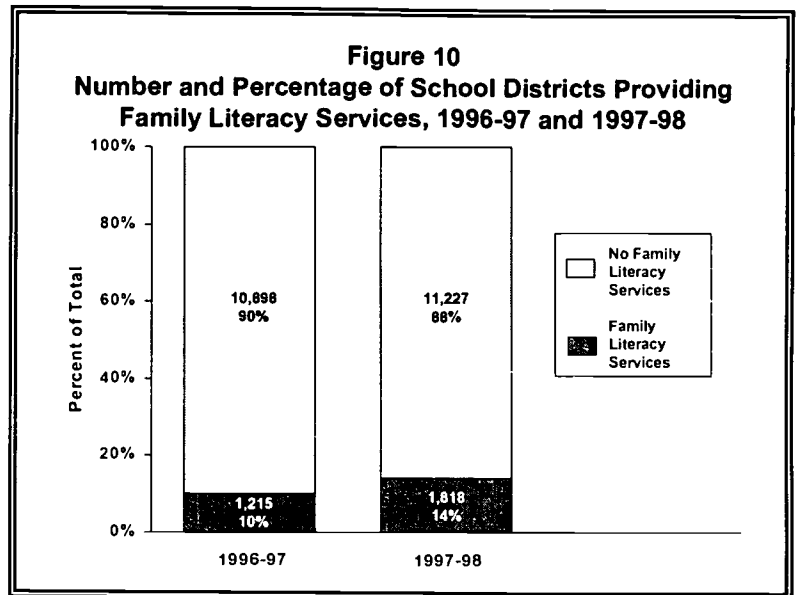
As in past years, small percentages of TAS students received Title I-funded support services. In 1997–98, 15 percent of students received Title I-supported guidance/counseling/social work, 9 percent received health/dental services, and 5 percent received other support services such as transportation, home visits, nutrition and clothing, and speech therapy. (See Figure 9 and Table 13)

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## Family Literacy Services

The Title I legislation provides authority for school districts to conduct literacy programs for parents of Title I students in an attempt to reach more adults with low literacy rates in collaboration with adult education program providers. Research continues to show a link between the education level of mothers and the achievement levels of their children.

Overall, in 1997–98, data from 50 states and the District of Columbia show an increase from 10 to 14 percent in the number of school districts providing Title I-supported family literacy. However, several states were unable to provide this information and some chose to use the number of Even Start programs in their state as a proxy. (See Figure 10 and Table 14)

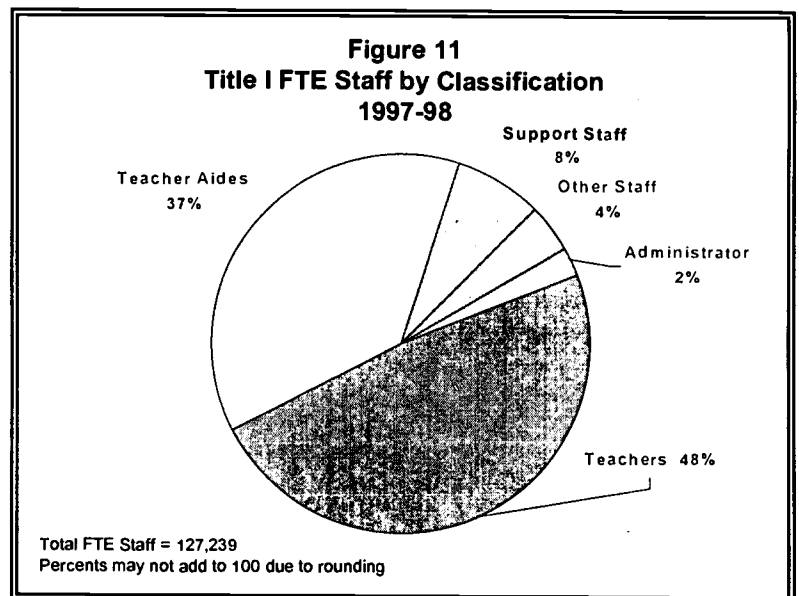


## Extended Time Instructional Programs

A key variable in the ability of districts, schools and students to achieve high performance standards is time. Research has shown that extended time instructional activities, such as before- and after-school programs, and summer programs that are of high quality and are linked to standards-based curriculum have the promise of increasing student achievement. In 1997–98, 49 states and the District of Columbia reported that there were 15,736 Title I extended time instructional programs in operation—a conservative increase of 15 percent more programs than those operated during the 1996–97 school year. Refer to Table 15 for by-state figures and note that several states did not report counts of extended time programs during the two-year period.

## Title I Staffing Patterns

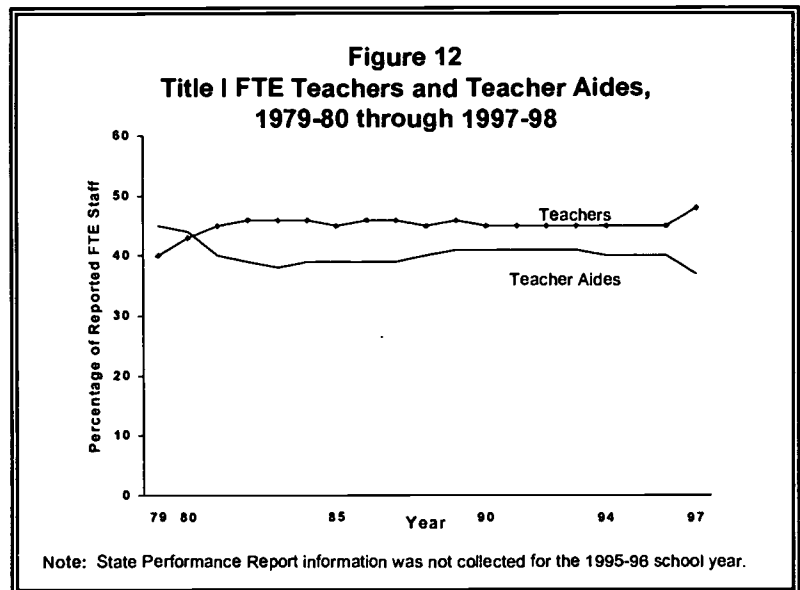
As part of the revised data collection instrument, states were asked to provide full-time equivalent (FTE) staffing information for targeted assistance schools only. The reasoning for this change was that in some schoolwide schools, the school would not be able to identify the staff members funded with Title I funds because the statute allows schoolwide schools to commingle the funding sources. However, approximately one-third of the states provided staff information for both



targeted assistance and schoolwide schools combined. A pair of columns in Table 16a provides the detailed information submitted by each state for both 1996–97 and 1997–98, with a note indicating that two states were unable to provide information for this data item.

Almost one-half (48 percent) of the staff funded by Title I in 1997–98 were teachers. This represents an increase in the proportion of FTE staff classified as teachers from 1996–97 and the first noticeable change in this proportion since 1981–82.

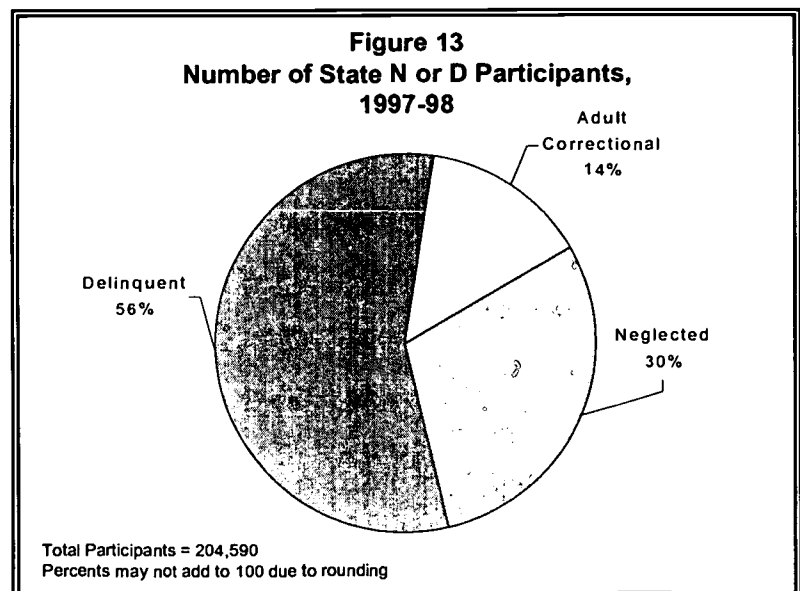
While 37 percent of the staff funded by Title I in 1997–98 were teacher aides, this represents a 3 percent decrease in the proportion of FTE staff classified as teacher aides from 1996–97. As with the Title I teaching force, this is the first notable change in the rate of staffing since the 1980s when teacher aides represented 45 percent of the Title I staff. Teachers and teacher aides made up 85 percent of the total staff funded by Title I dollars. This second proportion has not changed significantly since 1981–82. The FTE numbers of local administrators comprised a small proportion of staff (3 percent), a 13 percent decrease in the overall number of FTE administrators from the previous year. (See Figures 11 and 12 and Tables 16 and 17)



## Information on the Title I State Agency Program for Neglected or Delinquent Children and Youth

### Participation by Type of Institution

Data providers were asked to report the number of State Neglected (N) or Delinquent (D) participants receiving Title I services through each of three types of institutions: Neglected, Delinquent, and Adult Correctional. In 1997–98, 30 percent of State Agency N or D participants were classified as neglected, 56 percent were classified as delinquent and 14 percent were classified as adult correctional. (See Figure 13 and Table 18)



## **Institution-Wide Programs**

The 1994 reauthorization of ESEA expanded schoolwide eligibility to institutions and, as a result, many institutions now use Title I State N or D funds to provide services institution-wide to students in state-supported institutions, state-operated institutions, or community day programs. Only institutions serving neglected or delinquent participants are eligible; adult correctional institutions may not use the institution-wide option.

In 1997–98, 47 states, Puerto Rico, and the District of Columbia reported on their use of institution-wide programs. Among these states, 170 (or 16 percent) of the neglected and delinquent institutions provided services to students using the institution-wide option. (See Table 19)

## **Use of Title I State Administration Funds**

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The 1994 reauthorization of ESEA permitted states to consolidate their Title I administrative funds with other ESEA funds if they could demonstrate that more than half of their administrative resources were comprised of state funds. The program funds eligible for consolidation with Title I funds in 1997–98 were the Eisenhower Professional Development Program (Title II of ESEA), technology education (Title III of ESEA), Even Start (Title I-B of ESEA), Title I Migrant (Title I-C of ESEA), Neglected, Delinquent and Dropout Prevention (Title I-D of ESEA), the Safe and Drug Free Communities Program (Title IV of ESEA), the Innovative Strategies Program (Title VI of ESEA), and the Goals 2000 Program (Educate America Act). This change was in keeping with the idea that consolidated, rather than fragmented resources, would create a more coherent system of state leadership and oversight of the ESEA programs outlined above.

Starting with the 1996–97 school year, states were asked to report on their use of Title I state administrative funds that they do not consolidate with other ESEA administrative program resources. The states were asked to break out their administrative funds into three activities:

- basic program operation and compliance monitoring,
- statewide program services such as development of standards and assessments, curriculum development, and program evaluation, and
- technical assistance and other direct support to local educational agencies and schools.

Twenty-two states and the District of Columbia consolidate their administration funds and therefore did not report this information. Among the remaining 30 states, 52 percent of the state administration funds were used for basic program operation and compliance monitoring and 33 percent of the administrative funds were used for technical assistance. (See Table 20)



**Table 1a****Number of Targeted Assistance (TAS) Schools, by State, 1996-97 and 1997-98**

State	1996-97			1997-98		
	Number of Title I Schools	Number TAS Schools	Percent TAS Schools	Number of Title I Schools	Number TAS Schools	Percent TAS Schools
Alabama	789	345	44	788	303	38
Alaska	205	144	70	231	137	59
Arizona	778	422	54	737	386	52
Arkansas	799	543	68	789	431	55
California	4,166	2,544	61	3,865	1,079	28
Colorado	549	483	88	585	479	82
Connecticut	398	341	86	420	335	80
Delaware	112	109	97	108	96	89
District of Columbia	97	13	13	101	12	12
Florida	916	154	17	972	124	13
Georgia	987	660	67	1,024	570	56
Hawaii	117	53	45	129	27	21
Idaho	372	308	83	397	329	83
Illinois	2,305	1,788	78	2,710	2,140	79
Indiana	844	763	90	830	716	86
Iowa	799	744	93	776	689	89
Kansas	672	534	79	698	536	77
Kentucky	886	365	41	872	246	28
Louisiana	841	290	34	867	153	18
Maine	416	378	91	425	379	89
Maryland	269	126	47	406	167	41
Massachusetts	841	604	72	904	575	64
Michigan	1,964	1,500	76	1,849	1,296	70
Minnesota	887	784	88	833	681	82
Mississippi	670	224	33	670	158	24
Missouri	1,255	551	44	1,255	1,255	100
Montana	618	535	87	620	539	87
Nebraska	480	435	91	494	424	86
Nevada	91	63	69	90	52	58
New Hampshire	233	223	96	220	207	94
New Jersey	1,173	1,097	94	1,207	1,075	89
New Mexico	487	378	78	440	293	67
New York	2,593	2,113	81	2,779	2,047	74
North Carolina	974	486	50	1,021	449	44
North Dakota	281	265	94	283	264	93
Ohio	1,789	1,446	81	2,067	1,444	70
Oklahoma	1,079	281	26	1,122	565	50
Oregon	647	532	82	624	453	73
Pennsylvania	1,735	1,396	80	1,734	1,373	79
Rhode Island	138	112	81	134	86	64
South Carolina	477	139	29	495	96	19
South Dakota	380	322	85	372	301	81
Tennessee	738	407	55	743	337	45
Texas	3,923	1,071	27	4,017	807	20
Utah	255	184	72	242	166	69
Vermont	230	219	95	220	198	90
Virginia	699	601	86	729	574	79
Washington	905	721	80	933	661	71
West Virginia	471	287	61	459	201	44
Wisconsin	1,666	1,492	90	1,706	1,520	89
Wyoming	127	95	75	136	106	78
Bureau of Indian Affairs	173	3	2	173	0	0
Puerto Rico	1,358	1,086	80	1,376	913	66
<b>Total</b>	<b>46,654</b>	<b>30,759</b>	<b>66</b>	<b>47,677</b>	<b>28,450</b>	<b>60</b>

Notes: Missouri was unable to provide information on the number of schools broken out by TAS and SWP.

Substantial increases in the number of TAS schools were reported by Illinois, Maryland and Oklahoma. California, Hawaii, Kentucky, Louisiana, South Carolina, West Virginia and the Bureau of Indian Affairs reported substantial decreases in the number of TAS schools.

**Table 1b****Number of Schoolwide Program (SWP) Schools, by State, 1996-97 and 1997-98**

State	1996-97			1997-98		
	Number of Title I Schools	Number SWP Schools	Percent SWP Schools	Number of Title I Schools	Number SWP Schools	Percent SWP Schools
Alabama	789	444	56	788	485	62
Alaska	205	61	30	231	94	41
Arizona	778	356	46	737	351	48
Arkansas	799	256	32	789	358	45
California	4,166	1,622	39	3,865	2,786	72
Colorado	549	66	12	585	106	18
Connecticut	398	57	14	420	85	20
Delaware	112	3	3	108	12	11
District of Columbia	97	84	87	101	89	88
Florida	916	762	83	972	848	87
Georgia	987	327	33	1,024	454	44
Hawaii	117	64	55	129	102	79
Idaho	372	64	17	397	68	17
Illinois	2,305	517	22	2,710	570	21
Indiana	844	81	10	830	114	14
Iowa	799	55	7	776	87	11
Kansas	672	138	21	698	162	23
Kentucky	886	521	59	872	626	72
Louisiana	841	551	66	867	714	82
Maine	416	38	9	425	46	11
Maryland	269	143	53	406	239	59
Massachusetts	841	237	28	904	329	36
Michigan	1,964	464	24	1,849	553	30
Minnesota	887	103	12	833	152	18
Mississippi	670	446	67	670	512	76
Missouri	1,255			1,255		
Montana	618	83	13	620	81	13
Nebraska	480	45	9	494	70	14
Nevada	91	28	31	90	38	42
New Hampshire	233	10	4	220	13	6
New Jersey	1,173	76	6	1,207	132	11
New Mexico	487	109	22	440	147	33
New York	2,593	480	19	2,779	732	26
North Carolina	974	488	50	1,021	572	56
North Dakota	281	16	6	283	19	7
Ohio	1,789	343	19	2,067	623	30
Oklahoma	1,079	498	46	1,122	557	50
Oregon	647	115	18	624	171	27
Pennsylvania	1,735	339	20	1,734	361	21
Rhode Island	138	26	19	134	48	36
South Carolina	477	338	71	495	399	81
South Dakota	380	58	15	372	71	19
Tennessee	738	331	45	743	406	55
Texas	3,923	2,852	73	4,017	3,210	80
Utah	255	71	28	242	76	31
Vermont	230	11	5	220	22	10
Virginia	699	98	14	729	155	21
Washington	905	184	20	933	272	29
West Virginia	471	184	39	459	258	56
Wisconsin	1,666	174	10	1,706	186	11
Wyoming	127	32	25	136	30	22
Bureau of Indian Affairs	173	170	98	173	173	100
Puerto Rico	1,358	272	20	1,376	463	34
<b>Total</b>	<b>46,654</b>	<b>14,891</b>	<b>32</b>	<b>47,677</b>	<b>19,227</b>	<b>40</b>

Notes: Missouri was unable to provide information on the number of schools broken out by TAS and SWP. As a result, no percent SWP calculation is shown for Missouri and the overall percent SWP figure shown in this table is deflated.

**Table 2a**  
**Participating Title I Local Education Agencies (LEAs) Identified for Improvement, by State, 1996–97 and 1997–98**

State	1996–97			1997–98		
	Total Number	Number in Improvement	% in Improvement	Total Number	Number in Improvement	% in Improvement
Alabama	126	23	18	127	0	0
Alaska	48			50		
Arizona	321	28	9	261	26	10
Arkansas	312	44	14	312	27	9
California	876			744	154	21
Colorado	167	1	1	167	2	1
Connecticut	117	10	9	122	7	6
Delaware	21			22		
District of Columbia	1	1	100	1		
Florida	67			67		
Georgia	180			180	59	33
Hawaii	1			1		
Idaho	110	20	18	108	31	29
Illinois	806	14	2	808	13	2
Indiana	285			285		
Iowa	379	28	7	377	0	0
Kansas	302	65	22	302	63	21
Kentucky	175	77	44	174	141	81
Louisiana	66	1	2	66	0	0
Maine	188	58	31	189	48	25
Maryland	24	0	0	24	7	29
Massachusetts	247	23	9	267	101	38
Michigan	603	10	2	525	385	73
Minnesota	350	36	10	350	36	10
Mississippi	153	37	24	152	41	27
Missouri	520	477	92	520	436	84
Montana	309	35	11	306	29	9
Nebraska	320	60	19	307	47	15
Nevada	17	14	82	17	13	76
New Hampshire	130	0	0	130	2	2
New Jersey	460	40	9	460		
New Mexico	88	71	81	88	68	77
New York	645	61	9	650	49	8
North Carolina	117	0	0	117	0	0
North Dakota	207			204	0	0
Ohio	595			590	237	40
Oklahoma	542	38	7	534	81	15
Oregon	179	2	1	170	3	2
Pennsylvania	479	31	6	486	21	4
Rhode Island	37			36	36	100
South Carolina	91			86	11	13
South Dakota	389	10	3	176	8	5
Tennessee	139	7	5	138	17	12
Texas	1,010	4	0	1,004	5	0
Utah	40	0	0	40	0	0
Vermont	60			59	0	0
Virginia	133	46	35	132	46	35
Washington	286	93	33	276	93	34
West Virginia	55	0	0	55	10	18
Wisconsin	388	0	0	388	14	4
Wyoming	42	5	12	136	36	26
Bureau of Indian Affairs	173	5	3	173	148	86
Puerto Rico	1			1		
<b>Total</b>	<b>13,375</b>	<b>1,470</b>	<b>11</b>	<b>12,960</b>	<b>2,551</b>	<b>20</b>

Notes: The totals shown here do not reflect data from all states. In 1996–97, thirteen states did not submit information regarding the number of LEAs identified for improvement. This figure was reduced to eight states for 1997–98. Blank cells in this table indicate that the state did not report this information. The overall reduction in the number of Title I school districts is due primarily to changes in Arizona, California, Michigan, and South Dakota. Wyoming, on the other hand, reported a significant increase in the number of participating school districts.

**Table 2b**  
**Participating Title I Schools Identified for School Improvement, by State,**  
**1996-97 and 1997-98**

State	1996-97			1997-98		
	Total Number	Number in Improvement	% in Improvement	Total Number	Number in Improvement	% in Improvement
Alabama	789	248	31	788	26	3
Alaska	205	24	12	231	11	5
Arizona	778	42	5	737	107	15
Arkansas	799	101	13	789	53	7
California	4,166	330	8	3,865	1,307	34
Colorado	549	15	3	585	13	2
Connecticut	398	95	24	420	102	24
Delaware	112	29	26	108	39	36
District of Columbia	97	82	85	101	60	59
Florida	916	29	3	972	3	0
Georgia	987	236	24	1,024	537	52
Hawaii	117	37	32	129	77	60
Idaho	372	45	12	397	44	11
Illinois	2,305	93	4	2,710	62	2
Indiana	844	242	29	830	257	31
Iowa	799	28	4	776	28	4
Kansas	672	147	22	698	144	21
Kentucky	886	356	40	872	634	73
Louisiana	841	30	4	867	162	19
Maine	416	127	31	425	307	72
Maryland	269	59	22	406	31	8
Massachusetts	841	97	12	904	422	47
Michigan	1,964	641	33	1,849	1,048	57
Minnesota	887	98	11	833	103	12
Mississippi	670	129	19	670	108	16
Missouri	1,255	551	44	1,255	551	44
Montana	618	53	9	620	63	10
Nebraska	480	102	21	494	80	16
Nevada	91	64	70	90	62	69
New Hampshire	233	1	0	220	2	1
New Jersey	1,173	185	16	1,207		
New Mexico	487	394	81	440	182	41
New York	2,593	410	16	2,779	410	15
North Carolina	974	74	8	1,021	76	7
North Dakota	281	16	6	283	16	6
Ohio	1,789	680	38	2,067	450	22
Oklahoma	1,079	37	3	1,122	81	7
Oregon	647	29	4	624	9	1
Pennsylvania	1,735	215	12	1,734	204	12
Rhode Island	138	23	17	134	1	1
South Carolina	477	88	18	495	97	20
South Dakota	380	10	3	372	8	2
Tennessee	738	118	16	743	118	16
Texas	3,923	40	1	4,017	55	1
Utah	255	7	3	242	20	8
Vermont	230	14	6	220	10	5
Virginia	699	152	22	729	152	21
Washington	905	176	19	933	172	18
West Virginia	471	60	13	459	146	32
Wisconsin	1,666	139	8	1,706	211	12
Wyoming	127	23	18	136	36	26
Bureau of Indian Affairs	173	160	92	173	148	86
Puerto Rico	1,358	435	32	1,376	150	11
<b>Total</b>	<b>46,654</b>	<b>7,616</b>	<b>16</b>	<b>47,677</b>	<b>9,195</b>	<b>19</b>

**Notes:** The 1996-97 figures shown in this table for **Colorado, Idaho, Missouri, North Carolina, and Washington** used early 1997-98 figures as a proxy for 1996-97 and **New Jersey** was unable to provide 1997-98 information on the number of schools identified for improvement. Blank cells in this table indicate that the state did not report this information. Many states showed significant changes in the number of schools identified for improvement. **Arizona, California, Delaware, Georgia, Hawaii, Iowa, Kentucky, Maine, Massachusetts, Michigan, and West Virginia** showed increases while **Arkansas, District of Columbia, New Mexico, Ohio, Puerto Rico, Rhode Island, and the Bureau of Indian Affairs** showed decreases. The Department is in the process of gathering additional information that might explain the within-state fluctuations.

**Table 3a**

**Targeted Assistance Schools (TAS) in School Improvement, by State, 1996–97 and 1997–98**

State	1996–97			1997–98		
	Number of Schools	Number in Improvement	% in Improvement	Number of Schools	Number in Improvement	% in Improvement
Alabama	345	23	36	303	2	1
Alaska	144	15	4	137	7	5
Arizona	422	21	19	386	42	11
Arkansas	543	67	9	431	19	4
California	2,544	139	5	1,079	225	21
Colorado	483	12	2	479	11	2
Connecticut	341	58	53	335	57	17
Delaware	109	27	33	96	35	36
District of Columbia	13		60	12	7	58
Florida	154	0	0	124	0	0
Georgia	660	138	49	570	313	55
Hawaii	53	11	70	27	6	22
Idaho	308	45	4	329	41	12
Illinois	1,788	23	8	2,140	16	1
Indiana	763	211	61	716	188	26
Iowa	744	8	67	689	8	1
Kansas	534	110	25	536	103	19
Kentucky	365	166	76	246	161	65
Louisiana	290	10	22	153	4	3
Maine	378	109	48	379	285	75
Maryland	126	15	11	167	4	2
Massachusetts	604	46	82	575	152	26
Michigan	1,500	630	60	1,296	715	55
Minnesota	784	69	28	681	60	9
Mississippi	224	18	21	158	1	1
Missouri	1,255	551		1,255	551	44
Montana	535	22	44	539	27	5
Nebraska	435	97	21	424	65	15
Nevada	63	47	74	52	34	65
New Hampshire	223	1	0	207	2	1
New Jersey	1,097	125		1,075		
New Mexico	378	313	40	293	123	42
New York	2,113	226	25	2,047	226	11
North Carolina	486	20	12	449	7	2
North Dakota	265	9	58	264	5	2
Ohio	1,446	443	22	1,444	314	22
Oklahoma	581	6	11	565	22	4
Oregon	532	22	3	453	4	1
Pennsylvania	1,396	43	49	1,373	26	2
Rhode Island	112	23	0	86	1	1
South Carolina	139	9	24	96	2	2
South Dakota	322	10	1	301	7	2
Tennessee	407	29	24	337	22	7
Texas	1,071	6	2	807	4	0
Utah	184	5	20	166	5	3
Vermont	219	14	5	198	9	5
Virginia	601	96	36	574	96	17
Washington	721	120	30	661	90	14
West Virginia	287	31	40	201	44	22
Wisconsin	1,492	20	84	1,520	54	4
Wyoming	95	15	20	106	30	28
Bureau of Indian Affairs	3	3	28	0		
Puerto Rico	1,086	315	8	913	115	13
<b>Total</b>	<b>31,763</b>	<b>4,592</b>	<b>14</b>	<b>28,450</b>	<b>4,347</b>	<b>15</b>

**Notes:** The totals shown here do not reflect data from all states. For 1996–97, the District of Columbia was unable to provide the number of targeted assistance schools identified for improvement and two states (Missouri and Rhode Island) were unable to provide the information broken out by TAS and SWP. For 1997–98, Missouri was unable to provide the information broken out by TAS and SWP and New Jersey was unable to provide information on the number of schools identified for improvement. Blank cells in this table indicate that the state did not report this information.

**Table 3b**  
**Schoolwide (SWP) Schools in School Improvement, by State, 1996-97 and 1997-98**

State	1996-97			1997-98		
	Number of Schools	Number in Improvement	% in Improvement	Number of Schools	Number in Improvement	% in Improvement
Alabama	444	225	2	485	24	5
Alaska	61	9	5	94	4	4
Arizona	356	21	11	351	65	19
Arkansas	256	34	4	358	34	9
California	1,622	191	12	2,786	1,082	39
Colorado	66	3	2	106	2	2
Connecticut	57	37	17	85	45	53
Delaware	3	2	36	12	4	33
District of Columbia	84	82	58	89	53	60
Florida	762	29	0	848	3	0
Georgia	327	98	55	454	224	49
Hawaii	64	26	22	102	71	70
Idaho	64	0	12	68	3	4
Illinois	517	70	1	570	46	8
Indiana	81	31	26	114	69	61
Iowa	55	20	44	87	20	23
Kansas	138	37	19	162	41	25
Kentucky	521	190	65	626	473	76
Louisiana	551	20	3	714	158	22
Maine	38	18	75	46	22	48
Maryland	143	44	2	239	27	11
Massachusetts	237	51	26	329	270	82
Michigan	464	11	55	553	333	60
Minnesota	103	29	9	152	43	28
Mississippi	446	111	1	512	107	21
Missouri	-	-	44	-	-	-
Montana	83	31	5	81	36	44
Nebraska	45	5	15	70	15	21
Nevada	28	17	65	38	28	74
New Hampshire	10	0	1	13	0	0
New Jersey	76	60	-	132	-	-
New Mexico	109	81	42	147	59	40
New York	480	184	11	732	184	25
North Carolina	488	54	2	572	69	12
North Dakota	16	7	2	19	11	58
Ohio	343	237	22	623	136	22
Oklahoma	498	31	4	557	59	11
Oregon	115	7	1	171	5	3
Pennsylvania	339	172	2	361	178	49
Rhode Island	26	-	1	48	0	0
South Carolina	338	79	2	399	95	24
South Dakota	58	-	2	71	1	1
Tennessee	331	89	7	406	96	24
Texas	2,852	34	0	3,210	51	2
Utah	71	2	3	76	15	20
Vermont	11	0	5	22	1	5
Virginia	98	56	17	155	56	36
Washington	184	56	14	272	82	30
West Virginia	184	29	22	258	102	40
Wisconsin	174	119	4	186	157	84
Wyoming	32	8	28	30	6	20
Bureau of Indian Affairs	170	157	-	173	148	86
Puerto Rico	272	120	13	463	35	8
<b>Total</b>	<b>14,891</b>	<b>3,024</b>	<b>20</b>	<b>19,227</b>	<b>4,848</b>	<b>25</b>

Note: The totals shown here do not reflect data from all states. For 1996-97, the District of Columbia was unable to provide the number of targeted assistance schools identified for improvement and two states (Missouri and Rhode Island) were unable to provide the information broken out by TAS and SWP.

For 1997-98, Missouri was unable to provide the information broken out by TAS and SWP and New Jersey was unable to provide information on the number of schools identified for improvement.

**Table 4****Number and Percent of Title I Public, Private, and Local Neglected or Delinquent (N or D) Participants, by State, 1996–97 and 1997–98**

State	Public TAS				Public SWP			
	1996–97	% of Total	1997–98	% of Total	1996–97	% of Total	1997–98	% of Total
Alabama	45,007	19	38,088	15	191,652	80	222,340	85
Alaska	6,109	34	5,606	29	11,504	64	13,662	70
Arizona	41,857	20	49,480	19	165,812	79	201,897	79
Arkansas	54,149	39	44,050	28	82,976	60	111,142	71
California	895,873	43	818,098	39	1,144,621	56	1,235,577	59
Colorado	33,960	52	30,869	41	29,871	46	43,623	58
Connecticut	27,983	46	26,816	34	30,086	50	49,376	62
Delaware	8,630	78	5,508	100	1,723	16		
District of Columbia	7,863	17	4,056	8	37,600	80	45,143	86
Florida	22,331	4	13,259	2	539,099	95	598,649	97
Georgia	81,900	31	73,925	22	183,466	69	255,760	77
Hawaii	6,588	14	3,817	6	41,301	86	64,063	94
Idaho	36,533	99	21,073	52			18,436	46
Illinois	117,979	32	120,190	24	233,520	64	362,812	73
Indiana	65,158	64	60,330	56	33,099	33	43,708	40
Iowa	32,549	54	29,959	61	24,024	40	15,963	33
Kansas	24,124	33	23,639	30	45,678	62	52,084	65
Kentucky	44,562	18	31,826	11	203,269	81	247,207	88
Louisiana	25,424	8	19,476	6	283,969	86	311,773	91
Maine	18,304	83	16,921	71	3,528	16	6,715	28
Maryland	18,342	16	13,139	11	93,039	81	107,668	88
Massachusetts	41,241	27	37,984	17	109,315	70	174,931	78
Michigan	107,300	43	206,494	43	140,000	56	263,998	55
Minnesota	64,944	56	62,775	53	46,021	39	50,708	42
Mississippi	25,840	9	20,946	7	251,506	90	261,025	92
Missouri	153,408	97	161,526	96				
Montana	24,127	74	17,994	55	7,969	24	13,687	42
Nebraska	19,188	52	15,233	36	15,248	41	24,690	58
Nevada	11,890	45	8,950	28	13,153	50	22,078	68
New Hampshire	10,855	81	10,644	72	2,264	17	3,927	27
New Jersey	103,493	70	85,456	59	35,966	24	51,744	35
New Mexico	33,978	45	28,335	30	39,846	53	62,359	65
New York	294,456	43	266,529	37	349,381	51	416,067	58
North Carolina	40,023	16	34,190	12	211,149	84	256,525	88
North Dakota	15,916	97	11,994	59			7,760	38
Ohio	112,830	41	90,442	27	155,731	56	233,594	70
Oklahoma	52,386	28	48,336	25	134,692	72	144,583	75
Oregon	42,958	47	38,756	37	47,004	51	65,079	62
Pennsylvania	121,475	34	118,260	33	210,284	59	213,894	60
Rhode Island	14,531	91	4,158	26			10,585	65
South Carolina	11,655	5	7,442	4	201,242	94	199,418	96
South Dakota	12,875	61	10,348	47	7,884	37	11,154	51
Tennessee	43,860	22	36,039	16	150,112	76	188,542	81
Texas	92,432	6	65,487	4	1,541,537	94	1,711,993	96
Utah	25,713	51	20,710	38	24,980	49	33,795	62
Vermont	8,436	67	7,999	48	3,881	31	8,448	50
Virginia	44,267	46	40,432	35	48,795	51	72,471	63
Washington	57,540	38	52,362	31	92,761	61	117,180	68
West Virginia	22,162	31	17,575	21	47,696	68	65,290	78
Wisconsin	75,046	48	50,729	30	77,641	50	112,201	67
Wyoming	6,117	45	5,687	45	7,110	53	6,682	53
Bureau of Indian Affairs	320	1			46,941	99	50,241	100
Puerto Rico	214,135	59	152,956	42	129,817	36	196,129	54
<b>Total</b>	<b>3,520,622</b>	<b>28</b>	<b>3,186,893</b>	<b>25</b>	<b>7,529,763</b>	<b>67</b>	<b>9,058,376</b>	<b>72</b>

\* Less than 0.5 percent.

**Notes:** Percents (across) may not add to 100 due to rounding.

For 1996–97, four states (Idaho, Missouri, North Dakota, and Rhode Island) were unable to provide public participation figures broken out between TAS and SWP. This figure was reduced to two states (Delaware and Missouri) for 1997–98. For these states, all of their participants are reported under TAS and therefore the total TAS figure does include some SWP students.

**Table 4 (continued)**  
**Number and Percent of Title I Public, Private, and Local Neglected or Delinquent (N or D)**  
**Participants, by State, 1996-97 and 1997-98**

State	Private				Local N or D				Total		
	1996-97	% of Total	1997-98	% of Total	1996-97	% of Total	1997-98	% of Total	1996-97	1997-98	% Change
Alabama	505	*	417	*	1,185	*	1,390	1	238,349	262,235	10
Alaska	7	*	1	*	268	*	177	1	17,888	19,446	9
Arizona	1,978	1	2,110	1	1,431	1	2,799	1	211,078	256,286	21
Arkansas	624	*	611	*	288	*	340	*	138,037	156,143	13
California	20,771	1	29,453	1		1	8,434	*	2,061,265	2,091,562	1
Colorado	368	1	454	1	840	1	589	1	65,039	75,535	16
Connecticut	1,191	2	1,565	3	1,456	2	1,519	2	60,716	79,276	31
Delaware	752	7			0				11,105	5,508	-50
District of Columbia	1,745	4	3,181	7	85	6	225	*	47,293	52,605	11
Florida	2,386	*	2,727	*	1,637	*	2,213	*	565,453	616,848	9
Georgia	289	*	469	*	1,199	*	986	*	266,854	331,140	24
Hawaii	45	*	121	*	0	*	0	*	47,934	68,001	42
Idaho	70	*	162	*	131	*	483	1	36,734	40,154	9
Illinois	11,139	3	10,079	3	1,988	2	2,406	*	364,626	495,487	36
Indiana	1,507	1	2,239	2	1,753	2	1,720	2	101,517	107,997	6
Iowa	1,806	3	1,847	3	1,466	4	1,315	3	59,845	49,084	-18
Kansas	1,260	2	1,412	2	2,339	2	2,540	3	73,401	79,675	9
Kentucky	1,480	1	1,471	1	1,894	1	941	*	251,205	281,445	12
Louisiana	5,973	2	5,316	2	14,550	2	5,836	2	329,916	342,401	4
Maine	120	1	161	1	53	1	8	*	22,005	23,805	8
Maryland	1,336	1	1,221	1	1,503	1	744	1	114,220	122,772	7
Massachusetts	3,888	3	9,149	6	1,014	4	1,468	1	155,458	223,532	44
Michigan	2,700	1	4,464	2		1	1,648	*	250,000	476,604	91
Minnesota	3,829	3	3,940	3	1,809	3	2,069	2	116,603	119,492	2
Mississippi	2,025	1	2,087	1	726	1	486	*	280,097	284,544	2
Missouri	3,698	2	4,079	3	1,748	2	2,202	1	158,854	167,807	6
Montana	352	1	353	1	272	1	498	2	32,720	32,532	-1
Nebraska	1,301	4	1,346	4	1,311	3	1,476	3	37,048	42,745	15
Nevada	68	*	79	*	1,152	*	1,400	4	26,263	32,507	24
New Hampshire	116	1	120	1	126	1	90	1	13,361	14,781	11
New Jersey	6,974	5	6,444	4	1,391	4	2,131	1	147,824	145,775	-1
New Mexico	953	1	1,164	2	1,090	1	3,982	4	75,867	95,840	26
New York	27,655	4	30,639	4	9,409	4	6,587	1	680,901	719,822	6
North Carolina	594	*	164	*	408	*	254	*	252,173	291,133	15
North Dakota	513	3	406	2	57	2	114	1	16,486	20,274	23
Ohio	7,027	3	7,375	3	2,863	2	3,144	1	278,451	334,555	20
Oklahoma	246	*	329	*	391	*	771	*	187,715	194,019	3
Oregon	800	1	751	1	1,267	1	173	*	92,029	104,759	14
Pennsylvania	18,324	5	22,245	6	3,570	6	3,997	1	353,653	358,396	1
Rhode Island	1,420	9	1,448	9	78	9	84	1	16,029	16,275	2
South Carolina	141	*	121	*	672	*	694	*	213,710	207,675	-3
South Dakota	295	1	295	1	30	1	104	*	21,084	21,901	4
Tennessee	290	*	394	*	4,350	*	6,950	3	198,612	231,925	17
Texas	6,795	*	7,294	*	4,725	*	6,549	*	1,645,489	1,791,323	9
Utah	158	*	123	*	0	*			50,851	54,628	7
Vermont	247	2	247	2	0	1	54	*	12,564	16,748	33
Virginia	576	1	644	1	2,642	1	2,063	2	96,280	115,610	20
Washington	887	1	622	*	621	*	1,109	1	151,809	171,273	13
West Virginia	276	*	303	*	308	*	366	*	70,442	83,534	19
Wisconsin	3,322	2	4,595	3	129	3	77	*	156,138	167,602	7
Wyoming	143	1	127	1	82	1	45	*	13,452	12,541	-7
Bureau of Indian Affairs	0	*		*	0				47,261	50,241	6
Puerto Rico	16,625	5	16,707	5	412	5	489	*	360,989	366,281	1
<b>Total</b>	<b>167,590</b>	<b>1</b>	<b>193,071</b>	<b>2</b>	<b>76,719</b>	<b>2</b>	<b>85,739</b>	<b>1</b>	<b>11,294,693</b>	<b>12,524,079</b>	<b>11</b>

\* Less than 0.5 percent.

Note: Percents (across) may not add to 100 due to rounding.



**Table 5**  
**Title I Participation, Public, Nonpublic, Local Neglected or Delinquent (N or D),**  
**and Total—1979–80 to 1997–98**

Year	Public		% Diff	Private		% Diff	Local N or D	% Diff	Total	% Diff	
1979–80	4,973,708			189,114					5,162,822		
1980–81	4,862,308		-2	213,499		13			5,075,807	-2	
1981–82	4,434,447		-9	184,084		-14			4,618,531	-9	
1982–83	4,270,424		-4	177,210		-4			4,447,634	-4	
1983–84	4,381,975		3	190,660		8			4,572,635	3	
1984–85	4,528,177		3	184,532		-3			4,712,709	3	
1985–86	4,611,948		2	127,922		-31			4,739,870	1	
1986–87	4,594,761		*	137,900		8			4,732,661	0	
1987–88	4,808,030		5	136,618		-1			4,944,648	4	
1988–89	4,777,643		-	137,656		-	131,574		5,046,873	2	
1989–90	5,014,617		5	151,948		10	161,255	23	5,327,820	6	
1990–91	5,252,141		5	157,360		4	138,069	-14	5,547,570	4	
1991–92	5,594,718		7	163,329		4	145,572	5	5,903,619	6	
1992–93	6,042,849		8	171,239		5	182,398	25	6,396,486	8	
1993–94	6,198,095		3	177,243		4	178,942	-2	6,554,280	2	
1994–95	6,392,372		3	172,982		-2	106,467	-41	6,671,821	2	
1995–96+											
	Public TAS	% Diff	Public SWP	% Diff							
1996–97	3,520,622		7,529,762			167,590	-3	76,719	-28	11,294,693	69
1997–98	3,186,893	-9	9,058,376	20		193,071	15	85,739	12	12,524,079	11

\* Less than 0.5 percent.

+ No State Performance Report information was collected for the 1995–96 school year.

Table 6a

Title I Participants by Grade Span, Targeted Assistance (TAS), Schoolwide (SWP), Private, Local Neglected or Delinquent (N or D), and Total, 1996-97 and 1997-98

Grade Level	Public TAS			Public SWP			Private			Local N or D			Total		
	Number	% of Public TAS	% of Total	Number	% of Public SWP	% of Total	Number	% of Private	% of Total	Number	% of Local N or D	% of Total	Number	% of Overall	
<b>1996-97</b>															
Pre-K	48,354	1	18	214,596	3	81	558	0	0	633	1	0	264,141	2	
Kindergarten	276,840	8	25	817,709	11	74	8,930	7	1	1,383	2	0	1,104,862	10	
Grades 1-3	1,405,066	41	35	2,574,690	35	64	56,346	44	1	5,369	8	0	4,041,471	37	
Grades 4-6	989,203	29	30	2,226,005	30	68	39,747	31	1	9,685	14	0	3,264,640	30	
Grades 7-9	545,396	16	32	1,102,495	15	65	17,342	14	1	28,356	40	2	1,693,589	15	
Grades 10-12	167,103	5	28	398,655	5	68	3,599	3	1	20,440	29	3	589,797	5	
Ungraded	20,751	1	22	67,240	1	72	160	0	0	4,636	7	5	92,787	1	
<b>Total</b>	<b>3,452,713</b>	<b>100</b>	<b>31</b>	<b>7,401,390</b>	<b>100</b>	<b>67</b>	<b>126,682</b>	<b>100</b>	<b>1</b>	<b>70,502</b>	<b>100</b>	<b>1</b>	<b>11,051,287</b>	<b>100</b>	
<b>1997-98</b>															
Pre-K	49,104	2	16	249,903	3	83	1,074	1	0	234	0	0	300,315	2	
Kindergarten	264,482	8	21	996,324	11	78	15,061	8	1	1,025	1	0	1,276,892	10	
Grades 1-3	1,331,581	42	28	3,258,050	36	70	84,231	44	2	5,631	7	0	4,679,493	37	
Grades 4-6	868,257	27	25	2,580,536	28	73	59,349	31	2	9,069	11	0	3,517,211	28	
Grades 7-9	494,087	16	25	1,381,998	15	71	26,795	14	1	36,982	43	2	1,939,862	15	
Grades 10-12	172,169	5	23	539,771	6	73	5,232	3	1	26,382	31	4	743,554	6	
Ungraded	7,214	0	10	54,802	1	79	1,329	1	2	6,139	7	9	69,484	1	
<b>Total</b>	<b>3,186,894</b>	<b>100</b>	<b>25</b>	<b>9,061,384</b>	<b>100</b>	<b>72</b>	<b>193,071</b>	<b>100</b>	<b>2</b>	<b>85,462</b>	<b>100</b>	<b>1</b>	<b>12,526,811</b>	<b>100</b>	

Note: The figures shown in this table differ from figures shown in Table 4 because this table only includes the by-grade figures submitted by the states. State figures reported at the summary level (not broken out by grade) are included in Table 4 but are not included in this table.

**Table 6b  
 Title I Participants by Grade Span, Targeted Assistance (TAS), Schoolwide (SWP), Private, Local Neglected or Delinquent (N or D), and Total, 1996-97 and 1997-98**

	Year	Pre-K	% of Total	Elementary (K-6)	% of Total	Grades 7-9	% of Total	Grades 10-12	% of Total	Ungraded	% of Total	Total
Public TAS	1996-97	48,354	1	2,671,109	77	545,396	16	167,103	5	20,751	1	3,452,713
	1997-98	49,104	2	2,464,320	77	494,087	16	172,169	5	7,214	0	3,186,894
Public SWP	1996-97	214,596	3	5,618,404	76	1,102,495	15	398,655	5	67,240	1	7,401,390
	1997-98	249,903	3	6,834,910	75	1,381,998	15	539,771	6	54,802	1	9,061,384
Private	1996-97	558	0	105,023	83	17,342	14	3,599	3	160	0	126,682
	1997-98	1,074	1	158,641	82	26,795	14	5,232	3	1,329	1	193,071
Local N or D	1996-97	633	1	16,437	23	28,356	40	20,440	29	4,636	7	70,502
	1997-98	234	0	15,725	18	36,982	43	26,382	31	6,139	7	85,462
Total	1996-97	264,141	2	8,410,973	76	1,693,589	15	589,797	5	92,787	1	11,051,287
	1997-98	300,315	2	9,473,596	76	1,939,862	15	743,554	6	69,484	1	12,526,811

**Table 7**  
**Number and Percent of Title I Targeted Assistance (TAS) and Schoolwide (SWP)**  
**Participants by Racial or Ethnic Classification and State, 1996–97 and 1997–98**

State	Black, not Hispanic				Hispanic				White			
	1996–97	% of Total	1997–98	% of Total	1996–97	% of Total	1997–98	% of Total	1996–97	% of Total	1997–98	% of Total
Alabama	138,851	59	152,537	59	1,894	1	2,187	1	92,686	39	101,970	39
Alaska	1,549	9	1,523	8	664	4	664	3	5,417	30	5,744	29
Arizona			13,771	9			31,073	21			64,547	43
Arkansas	53,969	39	58,368	38	2,796	2	4,282	3	79,103	58	91,006	59
California	244,485	12	311,014	14	1,179,790	59	1,253,421	58	351,425	18	381,840	18
Colorado	5,727	9	6,182	8	29,706	46	34,280	45	27,252	42	32,367	43
Connecticut	18,210	31	25,449	33	21,579	37	27,292	36	16,917	29	21,563	28
Delaware	3,908	38	5,187	39	582	6	987	7	5,727	55	6,967	52
District of Columbia	40,391	90	44,604	91	3,923	9	3,901	8	136	*	135	*
Florida	230,284	41	244,078	40	107,588	19	116,476	19	214,341	38	239,126	39
Georgia	172,230	64	204,030	62	9,025	3	14,220	4	82,109	31	104,538	32
Hawaii	1,129	3	1,516	2	1,132	3	1,697	3	5,774	14	10,326	16
Idaho	239	1	257	*	8,658	24	7,975	11	26,775	73	28,179	38
Illinois	181,860	52	265,821	55	69,406	20	109,864	23	95,722	27	101,784	21
Indiana	26,681	27	27,203	26	4,769	5	6,246	6	65,071	66	68,424	66
Iowa	3,762	7	3,583	7	2,764	5	2,865	6	48,441	86	41,713	84
Kansas	9,500	14	13,228	17	14,953	21	12,157	16	42,581	61	44,554	59
Kentucky	30,904	13	35,857	13	1,415	1	1,825	1	208,284	85	238,312	85
Louisiana	204,620	65	194,621	59	2,779	1	15,881	5	104,067	33	115,037	35
Maine	220	1	160	1	88	*	387	2	21,404	97	22,721	95
Maryland	72,700	65	78,029	65	6,908	6	6,776	6	29,005	26	33,503	28
Massachusetts	29,434	20	49,731	23	47,552	32	62,931	29	62,995	42	77,698	36
Michigan	82,100	33	225,779	47	14,200	6	19,780	4	151,400	61	225,164	47
Minnesota	16,756	15	19,863	19	7,801	7	5,403	5	71,393	64	62,319	60
Mississippi	184,701	67	183,987	65	926	*	1,044	*	90,219	33	95,240	34
Missouri	25,179	8	13,770	8	4,017	1	2,614	2	264,429	88	142,968	87
Montana	234	1	216	1	834	3	823	3	21,686	68	21,245	67
Nebraska	5,916	17	7,028	18	4,090	12	4,998	13	22,433	65	25,731	64
Nevada	4,213	18	5,917	19	10,289	43	14,080	45	8,726	36	9,210	30
New Hampshire	486	4	331	2	259	2	576	4	12,427	93	13,929	93
New Jersey	56,229	38	56,836	36	42,720	29	50,123	32	44,241	30	45,433	29
New Mexico	1,862	2	1,987	2	42,977	57	53,614	59	15,493	20	17,463	19
New York	227,658	35	229,360	34	221,390	34	228,386	33	154,774	24	173,900	25
North Carolina	121,715	48	134,395	46	8,470	3	12,110	4	109,099	43	127,576	44
North Dakota	157	1	297	1	290	2	400	2	12,304	75	14,602	72
Ohio	102,655	37	119,438	37	8,706	3	10,109	3	161,805	58	188,367	58
Oklahoma	30,612	16	30,753	16	10,354	6	12,220	6	104,124	56	106,417	55
Oregon	4,837	5	6,406	6	14,257	16	17,469	17	62,419	69	72,082	69
Pennsylvania	141,980	43	137,566	41	32,226	10	36,628	11	149,760	45	141,856	43
Rhode Island	2,821	18	2,413	16	4,073	25	4,463	29	6,902	43	6,398	42
South Carolina	129,398	61	125,635	61	2,128	1	2,443	1	79,770	37	77,394	37
South Dakota	215	1	197	1	303	1	236	1	12,562	60	12,881	60
Tennessee	83,552	42	93,169	41	1,817	1	2,523	1	111,963	56	127,480	57
Texas	266,575	16	294,180	17	956,076	59	1,011,893	57	390,539	24	445,957	25
Utah	990	2	1,101	2	9,752	19	10,499	19	34,447	68	37,003	68
Vermont	119	1	392	2	73	1	111	1	11,852	96	15,203	95
Virginia	55,195	59	63,389	56	2,247	2	5,713	5	35,121	38	42,320	37
Washington	12,498	8	14,297	8	36,727	25	39,627	23	83,620	56	95,892	56
West Virginia	149	*	4,243	5	3,797	5	206	*	65,690	94	78,002	94
Wisconsin	61,544	41	67,235	41	11,743	8	17,462	11	67,290	45	69,260	43
Wyoming	185	2	234	2	1,244	11	1,438	12	9,490	82	9,198	77
Bureau of Indian Affairs	0	*	0	*	0	*	0	*	0	*	0	*
Puerto Rico	0	*	0	*	343,952	100	349,085	100	0	*	0	*
<b>Total</b>	<b>3,091,184</b>	<b>28</b>	<b>3,577,163</b>	<b>29</b>	<b>3,315,709</b>	<b>30</b>	<b>3,633,463</b>	<b>29</b>	<b>3,951,210</b>	<b>36</b>	<b>4,332,544</b>	<b>35</b>

\* Less than 0.5 percent.

Notes: Percents (across) may not add to 100 due to rounding. For 1996–97, Arizona was unable to provide information on the number of participants by racial or ethnic classification.

Eight states (Idaho, Illinois, Kansas, Louisiana, Massachusetts, Michigan, New Jersey, and Wyoming) had large shifts in the racial or ethnic breakout of their Title I population from 1996–97 to 1997–98.

**Table 7 (continued)**

**Number and Percent of Title I Targeted Assistance (TAS) and Schoolwide (SWP) Participants by Racial or Ethnic Classification and State, 1996-97 and 1997-98**

State	Asian/Pacific Islander		Am. Indian/Alaskan Native		Other		Total							
	1996-97	% of Total	1997-98	% of Total	1996-97	% of Total	1997-98	% of Total	1996-97	1997-98				
Alabama	1,179	*	1,106	*	2,011	1	2,551	1	38	*	83	*	236,659	260,434
Alaska	840	5	801	4	9,418	53	10,721	55	0	*	40	*	17,888	19,493
Arizona			2,362	2			38,236	25	0	*	476	*		150,465
Arkansas	813	1	944	1	408	*	511	*	36	*	81	*	137,125	155,192
California	192,832	10	167,225	8	14,504	1	19,969	1	0	*	38,025	2	1,983,036	2,171,494
Colorado	951	1	1,113	1	1,403	2	1,593	2	0	*	0	*	65,039	75,535
Connecticut	765	1	1,056	1	107	*	133	*	491	1	699	1	58,069	76,192
Delaware	110	1	153	1	26	*	29	*	0	*	0	*	10,353	13,323
District of Columbia	512	1	542	1	26	*	17	*	0	*	0	*	44,988	49,199
Florida	6,187	1	6,756	1	1,363	*	1,549	*	1,667	*	3,923	1	561,430	611,908
Georgia	2,379	1	3,390	1	234	*	433	*	1,218	*	3,074	1	267,195	329,685
Hawaii	28,110	70	43,493	68	158	*	282	*	3,997	10	6,432	10	40,300	63,746
Idaho	122	*	344	*	839	2	779	1	0	*	37,534	50	36,633	75,068
Illinois	3,542	1	4,142	1	484	*	1,029	*	485	*	362	*	351,499	483,002
Indiana	406	*	357	*	487	*	798	1	1,217	1	1,010	1	98,631	104,038
Iowa	679	1	668	1	932	2	652	1	0	*	276	1	56,578	49,757
Kansas	1,848	3	4,060	5	920	1	1,570	2	0	*	154	*	69,802	75,723
Kentucky	1,035	*	1,146	*	168	*	200	*	2,722	1	1,693	1	244,528	279,033
Louisiana	3,344	1	3,550	1	2,154	1	2,509	1	0	*	15	*	316,964	331,613
Maine	113	1	278	1	149	1	239	1	31	*	20	*	22,005	23,805
Maryland	2,042	2	2,012	2	444	*	487	*	0	*	0	*	111,099	120,807
Massachusetts	9,939	7	15,111	7	327	*	552	*	309	*	7,553	4	150,556	213,576
Michigan	900	*	6,128	1	1,400	1	4,820	1	0	*	2,273	*	250,000	483,944
Minnesota	9,642	9	9,768	9	5,162	5	6,018	6	0	*	0	*	110,754	103,371
Mississippi	698	*	1,136	*	351	*	368	*	451	*	196	*	277,346	281,971
Missouri	2,932	1	2,168	1	1,687	1	1,532	1	3,547	1	2,004	1	301,791	165,056
Montana	225	1	247	1	9,117	28	9,094	29	0	*	56	*	32,096	31,681
Nebraska	467	1	552	1	1,530	4	1,614	4	0	*	0	*	34,436	39,923
Nevada	893	4	862	3	907	4	950	3	15	*	9	*	24,043	31,028
New Hampshire	166	1	184	1	23	*	19	*	0	*	0	*	13,361	15,039
New Jersey	3,541	2	3,699	2	184	*	356	*	909	1	384	*	147,824	156,831
New Mexico	397	1	443	*	15,021	20	16,804	19	0	*	383	*	75,750	90,694
New York	30,763	5	41,466	6	4,187	1	3,493	1	5,065	1	5,991	1	643,837	682,596
North Carolina	2,362	1	2,899	1	7,751	3	11,058	4	1,774	1	2,677	1	251,171	290,715
North Dakota	119	1	179	1	3,559	22	4,682	23	0	*	0	*	16,429	20,160
Ohio	1,876	1	2,170	1	395	*	454	*	3,014	1	3,498	1	278,451	324,036
Oklahoma	1,136	1	1,215	1	36,014	19	40,755	21	859	*	564	*	186,099	191,924
Oregon	2,483	3	3,159	3	2,533	3	3,453	3	3,433	4	1,266	1	89,962	103,835
Pennsylvania	6,439	2	7,002	2	310	*	304	*	1,044	*	8,798	3	331,759	332,154
Rhode Island	2,175	14	2,034	13	58	*	53	*	0	*	0	*	16,029	15,361
South Carolina	1,056	*	875	*	470	*	461	*	75	*	13	*	212,897	206,821
South Dakota	259	1	96	*	7,745	37	7,846	37	0	*	52	*	21,084	21,308
Tennessee	925	*	1,206	1	129	*	158	*	78	*	246	*	198,464	224,782
Texas	17,250	1	21,312	1	3,529	*	4,138	*	0	*	45	*	1,633,969	1,777,525
Utah	2,336	5	2,586	5	3,326	7	3,316	6	0	*	0	*	50,851	54,505
Vermont	97	1	200	1	55	*	46	*	121	1	0	*	12,317	15,952
Virginia	785	1	1,705	2	189	*	183	*	101	*	144	*	93,638	113,454
Washington	9,549	6	11,322	7	7,395	5	8,404	5	0	*	237	*	149,789	169,779
West Virginia	158	*	179	*	53	*	65	*	11	*	0	*	69,858	82,695
Wisconsin	6,478	4	5,562	3	3,692	2	3,361	2	0	*	19	*	150,747	162,899
Wyoming	75	1	98	1	571	5	868	7	0	*	50	*	11,565	11,886
Bureau of Indian Affairs	0	*	0	*	47,261	100	50,241	100	0	*	20	*	47,261	50,261
Puerto Rico	0	*	0	*	0	*	0	*	0	*	0	*	343,952	349,085
<b>Total</b>	<b>363,930</b>	<b>3</b>	<b>391,061</b>	<b>3</b>	<b>201,166</b>	<b>2</b>	<b>269,753</b>	<b>2</b>	<b>32,708</b>	<b>*</b>	<b>130,375</b>	<b>1</b>	<b>10,957,907</b>	<b>12,334,359</b>

\* Less than 0.5 percent.

Notes: Percents (across) may not add to 100 due to rounding.

The number of participants shown in this table does not equal the figure reported in Table 4b because in some states, the total number of participants reported by racial or ethnic classification differs from the total number reported by grade.

For 1996-97, Arizona was unable to provide information on the number of participants by racial or ethnic classification.

Eight states (Idaho, Illinois, Kansas, Louisiana, Massachusetts, Michigan, New Jersey, and Wyoming) had large shifts in the racial or ethnic breakout of their Title I population from 1996-97 to 1997-98.

**Table 8****Number and Percent of Title I Participant by Racial or Ethnic Classification, 1979-80 through 1997-98**

Year	Native American/ Asian/Other			% of Total			Black, not Hispanic	% of Total	Hispanic	% of Total	White, not Hispanic	% of Total	Total Racial/Ethnic
1979-80	173,685			4			1,371,304	31	702,940	16	2,324,433	53	4,398,677
1980-81	186,120			4			1,299,725	31	859,108	20	2,049,795	49	4,208,628
1981-82	131,789			4			1,002,116	31	582,408	18	1,699,030	52	3,283,554
1982-83	138,721			4			1,040,510	31	730,699	22	1,558,123	47	3,329,332
1983-84	188,138			5			1,122,407	30	924,517	24	1,747,691	46	3,794,615
1984-85	174,870			4			1,252,817	30	898,994	22	1,962,436	48	4,114,247
1985-86	192,984			4			1,319,907	29	1,106,902	25	2,089,988	46	4,516,797
1986-87	199,585			4			1,301,106	29	1,144,865	25	2,054,588	46	4,500,559
1987-88	226,491			5			1,367,197	29	1,231,874	26	2,121,428	45	4,720,499
1988-89	227,938			5			1,368,893	28	1,275,526	27	2,165,591	45	4,810,010
1989-90	244,177			5			1,445,326	29	1,359,025	27	2,162,953	44	4,967,304
1990-91	256,746			5			1,487,977	29	1,439,549	28	2,183,894	43	5,111,420
1991-92	288,353			5			1,590,927	29	1,608,146	29	2,316,446	42	5,515,519
1992-93	314,162			5			1,682,765	28	1,823,057	31	2,412,572	41	5,918,394
1993-94	300,640			5			1,705,518	28	1,923,354	32	2,464,649	40	6,093,521
1994-95	312,665			5			1,712,631	27	2,103,346	33	2,466,949	39	6,282,926
1995-96+													
	Native Am/ Alaskan Native		Asian/ Pacific Islander		Other	*							
1996-97	201,166	2	363,930	3	32,708	*	3,091,184	28	3,315,709	30	3,954,210	36	10,958,907
1997-98	269,753	2	391,061	3	130,375	1	3,577,163	29	3,633,463	29	4,332,544	35	12,334,359

\* Less than 0.5 percent.

+ No State Performance Report information was collected for the 1995-96 school year.

**Note:** The number of participants shown in this table does not equal the figure reported in Table 5 because in some states, the total number of participants reported by racial or ethnic classification differs from the total number reported by grade.

**Table 9****Number and Percent of Total Public Targeted Assistance (TAS) and Schoolwide (SWP) Title I Participants with Disabilities, by State, 1996-97 and 1997-98**

State	1996-97			1997-98		
	Total Public SWP + TAS Participants	Total Students with Disabilities, TAS + SWP	Percent of Total	Total Public SWP + TAS Participants	Total Students with Disabilities, TAS + SWP	Percent of Total
Alabama	236,659	25,184	11	260,428	33,114	13
Alaska	17,613	2,850	16	19,268	3,505	18
Arizona	207,669	22,076	11	251,377	23,100	9
Arkansas	137,125	9,743	7	155,192	12,428	8
California	2,040,494	133,886	7	2,053,675	137,804	7
Colorado	63,831	5,501	9	74,492	6,971	9
Connecticut	58,069	6,781	12	76,192	7,573	10
Delaware	10,353	1,241	12	5,508	1,897	34
District of Columbia	45,463	1,871	4	49,199	3,392	7
Florida	561,430	118,628	21	611,908	132,045	22
Georgia	265,366	11,449	4	329,685	17,903	5
Hawaii	477,889	3,336	1	67,880	5,461	8
Idaho	36,533	3,451	9	39,509	2,398	6
Illinois	351,499	30,768	9	483,002	40,125	8
Indiana	98,257	15,914	16	104,038	15,292	15
Iowa	56,573	2,175	4	45,922	4,291	9
Kansas	69,802	5,788	8	75,723	6,319	8
Kentucky	247,831	28,556	12	279,033	38,459	14
Louisiana	309,393	24,377	8	331,249	27,665	8
Maine	21,832	1,560	7	23,636	2,187	9
Maryland	111,381	4,015	4	120,807	8,434	7
Massachusetts	150,556	22,869	15	212,915	34,276	16
Michigan	247,300	10,000	4	470,492	55,025	12
Minnesota	110,965	12,288	11	113,483	9,554	8
Mississippi	277,346	18,867	7	281,971	22,340	8
Missouri	153,408	10,836	7	161,526	13,906	9
Montana	32,096	2,343	7	31,681	3,469	11
Nebraska	34,436	4,272	12	39,923	5,238	13
Nevada	25,043	3,037	12	31,028	3,279	11
New Hampshire	13,119	1,168	9	14,571	1,427	10
New Jersey	139,459	3,197	2	137,200	3,564	3
New Mexico	73,824	5,636	8	90,694	8,547	9
New York	643,837	58,554	9	682,596	47,303	7
North Carolina	251,171	32,726	13	290,715	37,317	13
North Dakota	15,916	821	5	19,754	2,989	15
Ohio	268,561	13,238	5	324,036	13,344	4
Oklahoma	187,078	18,139	10	192,919	18,649	10
Oregon	89,962	10,746	12	103,835	14,411	14
Pennsylvania	331,759	23,472	7	332,154	21,616	7
Rhode Island	14,531	1,373	9	14,743	1,545	10
South Carolina	212,897	24,389	11	206,860	31,630	15
South Dakota	20,759	1,579	8	21,502	1,578	7
Tennessee	193,972	25,296	13	224,581	33,892	15
Texas	1,633,969	172,510	11	1,777,480	200,857	11
Utah	50,693	5,829	11	54,505	6,576	12
Vermont	12,317	1,332	11	16,447	724	4
Virginia	93,062	5,417	6	112,903	9,900	9
Washington	150,301	14,381	10	169,542	18,383	11
West Virginia	69,858	6,976	10	82,865	10,514	13
Wisconsin	152,687	12,241	8	162,930	13,524	8
Wyoming	13,227	1,124	8	12,369	1,414	11
Bureau of Indian Affairs	47,261	7,305	15	50,241	7,923	16
Puerto Rico	343,952	14,443	4	349,085	20,710	6
<b>Total</b>	<b>11,480,384</b>	<b>1,005,554</b>	<b>9</b>	<b>12,245,269</b>	<b>1,205,787</b>	<b>10</b>

**Notes:** The total number of students shown in this table is taken from the by-grade figures reported by the states. In this table, the figures for TAS and SWP are combined, as a small number of states were unable to provide this information separately. The figure shown for 1996-97 for Michigan is an estimate. Six states reported a large increase in the number of Title I students also identified as disabled—Delaware, Hawaii, Iowa, Michigan, Montana, North Dakota. One state (Vermont) reported a decrease in the number of these students.

Table 12

**Number and Percent of Total Public Targeted Assistance (TAS) and Schoolwide (SWP) Title I Participants Classified as Migrant, by State, 1996-97 and 1997-98**

State	1996-97			1997-98		
	Total Public Participants	Number of Migrant students	Percent of Total	Total Public Participants	Number of Migrant students	Percent of Total
Alabama	236,659	2,635	1	260,428	3,647	1
Alaska	17,613	3,916	22	19,268	4,758	25
Arizona	207,669	10,597	5	251,377	8,708	3
Arkansas	137,125	2,651	2	155,192	3,332	2
California	2,040,494	82,952	4	2,053,675	79,900	4
Colorado	63,831	1,243	2	74,492	1,654	2
Connecticut	58,069	1,517	3	76,192	1,813	2
Delaware	10,353	301	3			
District of Columbia	45,463	437	1	49,199	417	1
Florida	561,430	20,169	4	611,908	25,322	4
Georgia	265,366	7,486	3	329,685	2,591	1
Hawaii	477,889	NA	-	67,880	NA	-
Idaho	36,533	3,212	9	39,509	4,186	11
Illinois	351,499	42,293	12	483,002	12,481	3
Indiana	98,257	352	*	104,038	680	1
Iowa	56,573	269	*	45,922	497	1
Kansas	69,802	4,101	6	75,723	5,139	7
Kentucky	247,831	7,780	3	279,033	9,651	3
Louisiana	309,393	1,442	*	331,249	2,518	1
Maine	21,832	1,031	5	23,636	1,237	5
Maryland	111,381	3,979	4	120,807	81	*
Massachusetts	150,556	1,178	1	212,915	1,184	1
Michigan	247,300	3,614	1	470,492	3,975	1
Minnesota	110,965	1,346	1	113,483	449	*
Mississippi	277,346	1,526	1	281,971	1,012	*
Missouri	153,408	822	1	161,526	1,298	1
Montana	32,096	62	*	31,681	91	*
Nebraska	34,436	815	2	39,923	1,326	3
Nevada	25,043	204	1	31,028	296	1
New Hampshire	13,119	13	*			
New Jersey	139,459	183	*	137,200	278	*
New Mexico	73,824	1,403	2	90,694	1,229	1
New York	643,837	1,721	*	682,596	36,636	5
North Carolina	251,171	4,283	2	290,715	5,002	2
North Dakota				19,754	78	*
Ohio	268,561	52	*	324,036	2,945	1
Oklahoma	187,078	1,203	1	192,919	1,366	1
Oregon	89,962	6,292	7	103,835	8,785	8
Pennsylvania	331,759	687	*	332,154	1,114	*
Rhode Island	14,531	90	1	14,743	90	1
South Carolina	212,897	396	*	206,860	478	*
South Dakota	20,759	154	1	21,502	101	*
Tennessee	193,972	227	*	224,581	164	*
Texas	1,633,969	55,918	3	1,777,480	60,973	3
Utah	50,693	571	1	54,505	1,099	2
Vermont	12,317	65	1	16,447	154	1
Virginia	93,062	105	*	112,903	160	*
Washington	150,301	10,560	7	169,542	7,564	4
West Virginia	69,858	45	*	82,865	10	*
Wisconsin	152,687	229	*	162,930	188	*
Wyoming	13,227	66	*	12,369	28	*
Bureau of Indian Affairs						
Puerto Rico	343,952	15,236	4	349,085	16,452	5
<b>Total</b>	<b>11,417,207</b>	<b>307,429</b>	<b>3</b>	<b>12,174,949</b>	<b>323,137</b>	<b>3</b>

\* Less than 0.5 percent.

Notes: The total number of children shown in this table is taken from the by-grade figures reported by the states. In this table, the figures for TAS and SWP are combined, as a number of states were unable to provide this information separately. In 1996-97, the Bureau of Indian Affairs and North Dakota were unable to provide data for this item. Delaware, New Hampshire, and the Bureau of Indian Affairs failed to provide the data for 1997-98. For both years, the total number of public participants shown on this table does not include public participants from these states.

Several states reported substantial shifts in the number of Title I students also identified as migrant students. Increases were reported by New York, Ohio, Utah, and Vermont while Georgia, Illinois, Maryland, and Minnesota reported decreases.



**Table 13****Total Public Targeted Assistance (TAS) Title I Participants by Service Area, 1996-97 and 1997-98**

	1996-97		1997-98	
	Number	Percent of all Public TAS Title I Participants Served	Number	Percent of all Public TAS Title I Participants Served
<b>Instructional Services</b>				
Reading/Language Arts	3,310,449	94	2,573,973	81
Mathematics	1,607,580	46	1,622,531	51
Science	61,720	2	153,049	5
Social Studies	64,009	2	120,963	4
Other Instructional Services*	305,822	9	275,980	9
<b>Total Instructional Services (Duplicated Count)</b>	<b>5,349,580</b>		<b>4,746,496</b>	
<b>Supporting Services</b>				
Guidance/Counseling/Social Work	555,617	16	484,042	15
Health/Dental	358,469	10	298,366	9
Other Supporting Services**	251,499	7	174,397	5
<b>Total Supporting Services (Duplicated Count)</b>	<b>1,165,585</b>		<b>956,805</b>	
<b>Unduplicated Public TAS Participant Count</b>	<b>3,520,622</b>		<b>3,186,893</b>	

\* Other instructional services include preschool and early childhood classes, tutoring, basic skills, readiness, English as a Second Language (ESL) or bilingual classes, arts and recreational living classes, practical living, technology, and Spanish classes, among others.

\*\* Other supporting services include transportation, nutrition, speech therapy, clothing, media, field trips, home visits, job preparation, physical education, and nursing, among others.

**Table 14**  
**Number and Percent of LEAs Providing Family Literacy Services, by State,**  
**1996-97 and 1997-98**

State	1996-97			1997-98		
	Total Number of Title I LEAs	Number of LEAs Providing Family Literacy Services	Percent of Total	Total Number of Title I LEAs	Number of LEAs Providing Family Literacy Services	Percent of Total
Alabama	126	13	10	127	15	12
Alaska	48	5	10	50	9	18
Arizona	321	22	7	261	40	15
Arkansas	312	32	10	312	26	8
California	876	56	6	829	67	8
Colorado	167	16	10	167	17	10
Connecticut	117	4	3	122	5	4
Delaware	21	0	*	22	0	*
District of Columbia	1	1	100	1	1	100
Florida	67	28	42	67	30	45
Georgia	180	5	3	180	6	3
Hawaii	1	1	100	1	1	100
Idaho	110	22	20	108	24	22
Illinois				808	289	36
Indiana	285	23	8	285	11	4
Iowa	379	6	2	377	22	6
Kansas	302	7	2	302	32	11
Kentucky	175	66	38	174	66	38
Louisiana	66	17	26	66	36	55
Maine	188	4	2	189	1	1
Maryland	24	4	17	24	7	29
Massachusetts	247	43	17	267	47	18
Michigan	603	146	24	525	161	31
Minnesota	350	5	1	350	9	3
Mississippi	153	12	8	152	14	9
Missouri	520	9	2	520	7	1
Montana	309	13	4	306	15	5
Nebraska	320	2	1	307	1	*
Nevada	17	4	24	17	4	24
New Hampshire	130	2	2	130	51	39
New Jersey				460	5	1
New Mexico	88	7	8	88	15	17
New York	645	56	9	650	45	7
North Carolina	117	112	96	117	146	125
North Dakota	207	6	3	204	6	3
Ohio	595	28	5	590	14	2
Oklahoma	542	12	2	534	9	2
Oregon	179	25	14	170	40	24
Pennsylvania	479	8	2	486	13	3
Rhode Island	37	9	24	36	10	28
South Carolina	91	35	38	86	27	31
South Dakota	389	0	*	176	0	*
Tennessee	139	19	14	138	9	7
Texas	1,010	132	13	1,004	137	14
Utah	40	8	20	40	9	23
Vermont	60	47	78	59	67	114
Virginia	133	10	8	132	30	23
Washington	286	30	10	276	30	11
West Virginia	55	9	16	55	21	38
Wisconsin	388	5	1	388	12	3
Wyoming	42	3	7	136	66	49
Bureau of Indian Affairs	173	85	49	173	92	53
Puerto Rico	1	1	100	1	1	100
<b>Total</b>	<b>12,111</b>	<b>1,215</b>	<b>10</b>	<b>13,045</b>	<b>1,818</b>	<b>14</b>

\* Less than 0.5 percent.

Notes: In **Alaska, Minnesota, North Dakota, Tennessee** the number of Even Start programs is used in 1996-97 as a proxy for Family Literacy Services. In addition, in 1996-97 two states (**Illinois and New Jersey**) were unable to provide information for this data item. Therefore, the number of LEAs shown in this table does not reflect data from all states.

**Table 15**  
**Number of Extended Time Instructional Programs in Operation, by State,**  
**1996-97 and 1997-98**

State	1996-97	1997-98	Percent Change
Alabama	302	154	-49
Alaska	67	182	172
Arizona	487	399	-18
Arkansas	292	159	-46
California			
Colorado	118	142	20
Connecticut	40	65	63
Delaware	5		
District of Columbia	5	5	0
Florida		94	
Georgia	178	178	0
Hawaii	25	6	-76
Idaho	120	123	3
Illinois		385	
Indiana	616	521	-15
Iowa	36	167	364
Kansas	315	248	-21
Kentucky	0	107	-
Louisiana	3	3	0
Maine	122	149	22
Maryland		151	
Massachusetts	211	741	251
Michigan	529	1,323	150
Minnesota	505	505	0
Mississippi	245	279	14
Missouri		244	
Montana	153	168	10
Nebraska	22	35	59
Nevada	22	33	50
New Hampshire	113	141	25
New Jersey		168	
New Mexico	29	76	162
New York	1,149	1,891	65
North Carolina	126	128	2
North Dakota	59	64	8
Ohio	443	421	-5
Oklahoma	92	370	302
Oregon	446	280	-37
Pennsylvania	532	641	20
Rhode Island	10	19	90
South Carolina	194	187	-4
South Dakota	436	95	-78
Tennessee	267	329	23
Texas	3,935	2,565	-35
Utah	111	88	-21
Vermont	54	67	24
Virginia	242	396	64
Washington	45	52	16
West Virginia	365	414	13
Wisconsin	219	285	30
Wyoming	70	116	66
Bureau of Indian Affairs	140	153	9
Puerto Rico	193	224	16
<b>Total</b>	<b>13,688</b>	<b>15,736</b>	<b>15</b>

**Notes:** The total shown here does not reflect data from all states and therefore the total figures shown under represent the number of extended time instructional programs nation-wide. In 1996-97, six states (California, Florida, Illinois, Maryland, Missouri, and New Jersey) were unable to provide information for this data item. This figure was reduced to two states (California and Delaware) in 1997-98.

**Table 16**

**Title I-Funded Full-Time Equivalent (FTE) Staff, by State, 1996-97 and 1997-98**

State	Data includes information for:		Teachers			Teacher Aides		
	1996-97	1997-98	1996-97	1997-98	% Change	1996-97	1997-98	% Change
Alabama	TAS	TAS	570	1,233	116	589	463	-21
Alaska	TAS	TAS	68	35	-49	179	184	3
Arizona		TAS		394			650	
Arkansas	TAS/SWP Combined	TAS/SWP Combined	847	475	-44	1,871	857	-54
California	TAS/SWP Combined	TAS	2,791	8,615	209	11,170	12,786	14
Colorado	TAS/SWP Combined	TAS/SWP Combined	1,082	1,186	10	596	611	3
Connecticut	TAS	TAS	355	362	2	440	360	-18
Delaware	TAS/SWP Combined	TAS	98	126	29	189	179	-5
District of Columbia	TAS	TAS/SWP Combined	7	15	114	12	39	228
Florida	TAS/SWP Combined	TAS	3,005	1,304	-57	2,853	1,269	-56
Georgia	TAS/SWP Combined	TAS/SWP Combined	2,335	2,477	6	1,298	1,299	0
Hawaii	TAS	TAS	53	75	41	131	44	-66
Idaho	TAS	TAS	217	233	7	491	467	-5
Illinois	TAS/SWP Combined	TAS	6,511	5,667	-13	2,055	1,612	-22
Indiana	TAS	TAS/SWP Combined	1,016	990	-3	2,573	2,309	-10
Iowa	TAS/SWP Combined	TAS/SWP Combined	1,098	1,079	-2	163	152	-7
Kansas	TAS	TAS/SWP Combined	1,569	1,710	9	638	696	9
Kentucky	TAS/SWP Combined	TAS	1,969	496	-75	2,465	718	-71
Louisiana	TAS/SWP Combined	TAS	1,554	428	-72	2,767	725	-74
Maine	TAS	TAS	302	286	-5	669	645	-4
Maryland	TAS/SWP Combined	TAS/SWP Combined	350	677	93	571	893	56
Massachusetts	TAS	TAS/SWP Combined	1,037	792	-24	481	405	-16
Michigan	TAS	TAS	1,233	1,250	1	2,910	2,949	1
Minnesota	TAS/SWP Combined	TAS/SWP Combined	510	969	90	1,681	1,839	9
Mississippi	TAS	TAS	297	238	-20	447	291	-35
Missouri	TAS	TAS	1,872	2,199	17	1,070	1,049	-2
Montana	TAS	TAS	411	425	3	352	296	-16
Nebraska	TAS	TAS	388	374	-4	211	189	-11
Nevada	TAS	TAS/SWP Combined	132	84	-36	94	72	-23
New Hampshire	TAS/SWP Combined	TAS	202	236	17	281	291	4
New Jersey	TAS	TAS	2,118	3,096	46	617	846	37
New Mexico	TAS/SWP Combined	TAS	789	443	-44	874	545	-38
New York	TAS	TAS	5,276	4,227	-20	2,377	2,734	15
North Carolina	TAS	TAS	1,319	958	-27	629	441	-30
North Dakota	TAS/SWP Combined	TAS/SWP Combined	324	342	6	318	307	-3
Ohio	TAS/SWP Combined	TAS/SWP Combined	4,045	4,247	5	1,153	1,210	5
Oklahoma		TAS		1,063			510	
Oregon	TAS/SWP Combined	TAS	596	416	-30	872	696	-20
Pennsylvania	TAS	TAS/SWP Combined	2,275	2,567	13	1,096	1,082	-1
Rhode Island	TAS/SWP Combined	TAS/SWP Combined	197	145	-26	209	383	83
South Carolina	TAS	TAS/SWP Combined	189	141	-26	205	110	-46
South Dakota	TAS/SWP Combined	TAS	368	289	-21	242	206	-15
Tennessee	TAS/SWP Combined	TAS/SWP Combined	728	604	-17	711	574	-19
Texas	TAS	TAS	1,377	1,220	-11	1,367	928	-32
Utah	TAS/SWP Combined	TAS/SWP Combined	176	169	-4	980	927	-5
Vermont	TAS/SWP Combined	TAS	194	234	21	200	195	-2
Virginia	TAS	TAS	1,294	1,251	-3	632	673	6
Washington	TAS/SWP Combined	TAS	768	654	-15	24	25	4
West Virginia	TAS	TAS	617	432	-30	155	95	-39
Wisconsin	TAS	TAS	1,036	1,025	-1	449	488	9
Wyoming	TAS	TAS	156	153	-2	184	192	4
Bureau of Indian Affairs	TAS	TAS	7			9		
Puerto Rico	TAS/SWP Combined	TAS	5,526	3,403	-38	164	92	-44
<b>Total</b>			<b>61,254</b>	<b>61,507</b>	<b>0</b>	<b>52,714</b>	<b>47,596</b>	<b>-10</b>

Notes: The totals shown here for 1996-97 do not reflect data from all states. Arizona and Oklahoma were unable to provide information for this data item.

**Table 16 (continued)**

**Title I-Funded Full-Time Equivalent (FTE) Staff, by State, 1996-97 and 1997-98**

State	Administrators			Support Staff			Other Staff			Total*	
	1996-97	1997-98	% Change	1996-97	1997-98	% Change	1996-97	1997-98	% Change	1996-97	1997-98
Alabama	39	41	5	56	50	-10	41	30	-27	1,294	1,817
Alaska	4	5	31	28	7	-75	0	4		279	235
Arizona		25			60			27			1,156
Arkansas	100	41	-59	77	31	-60	64	83	30	2,960	1,487
California	374	766	105	1,907	2,562	34	1,661	2,034	22	17,902	26,763
Colorado	36	35	-4	19	23	22	12	67	455	1,746	1,921
Connecticut	16	13	-22	34	15	-57	76	27	-64	921	776
Delaware	13	11	-18	13	9	-35	19	7	-64	332	331
District of Columbia	0	0		1	1	0	2	2	0	22	57
Florida	104	55	-47	503	161	-68	217	162	-25	6,682	2,951
Georgia	126	125	-1	236	245	4	358	166	-54	4,353	4,312
Hawaii	0	0		0	0		4	2	-50	188	121
Idaho	21	25	18	7	24	238	27	13	-51	762	762
Illinois	355	391	10	168	635	278	628	250	-60	9,717	8,554
Indiana	66	72	9	260	260	0	95	143	50	4,010	3,774
Iowa	0	0		31	39	25	0	0		1,293	1,270
Kansas	50	55	10	63	69	9	43	2	-95	2,363	2,531
Kentucky	113		-100	139	20	-86	103	21	-79	4,790	1,254
Louisiana	145	52	-64	375	65	-83	233	179	-23	5,074	1,450
Maine	95	18	-82	8	23	190	14	0	-100	1,087	972
Maryland	18	48	167	35	239	584	260	225	-14	1,234	2,082
Massachusetts	65	58	-10	76	88	16	59	94	60	1,718	1,438
Michigan	113	115	2	243	246	1	147	148	1	4,646	4,708
Minnesota	47	42	-10	27	389	1,342	35		-100	2,300	3,240
Mississippi	27	17	-36	40	29	-28	33	22	-32	843	597
Missouri	31	51	65	26	65	151	89	5	-94	3,087	3,369
Montana	13	16	22	26	30	14	12	19	55	814	785
Nebraska	31	14	-55	27	13	-51	18	15	-19	676	605
Nevada	1	1	-20	0	0		1	1	30	228	158
New Hampshire	22	23	3	21	17	-21	27	40	50	553	606
New Jersey	98	80	-18	93	111	20	124	87	-30	3,051	4,220
New Mexico	24	21	-12	59	56	-5	56	25	-55	1,802	1,090
New York	142	152	7	350	259	-26	358	289	-19	8,504	7,661
North Carolina	44	47	8	33	43	31	47	50	5	2,071	1,539
North Dakota	18	35	94	0			0			660	684
Ohio	111	117	5	141	148	5	101	111	10	5,552	5,834
Oklahoma		81			91			22			1,767
Oregon	32	24	-24	56	1,703	2,941	56	21	-63	1,611	2,860
Pennsylvania	91	104	14	69	134	94	221	266	21	3,752	4,153
Rhode Island	9	6	-33	10	7	-26	173	25	-85	597	566
South Carolina	26	14	-47	26	6	-78	14	10	-29	460	280
South Dakota	6	2	-68	4	19	385	21	0	-100	642	516
Tennessee	125	94	-25	33	85	158	174	256	47	1,771	1,612
Texas	40	26	-35	104	53	-49	126	77	-39	3,014	2,304
Utah	22	22	1	36	34	-4	0	146		1,213	1,298
Vermont	16	12	-24	4	7	80	5	8	59	420	457
Virginia	77	70	-9	42	49	15	78	91	17	2,122	2,133
Washington	39	29	-25	1,199	876	-27	65	38	-42	2,095	1,622
West Virginia	117	25	-78	21	19	-12	25	22	-14	935	593
Wisconsin	25	25	0	34	32	-6	41	38	-8	1,585	1,607
Wyoming	9	16	72	9	14	50	7	6	-18	364	380
Bureau of Indian Affairs	1		-100	1		-100	1		-100	18	0
Puerto Rico	527	41	-92	1,038	441	-58	1,779	3	-100	9,034	3,980
<b>Total</b>	<b>3,624</b>	<b>3,156</b>	<b>-13</b>	<b>7,808</b>	<b>9,601</b>	<b>23</b>	<b>7,750</b>	<b>5,379</b>	<b>-31</b>	<b>133,147</b>	<b>127,239</b>

\* The figures in this column include the FTE staff reported by the states in all 5 staffing categories: Administrators, Teachers, Teacher Aides, Support Staff, and Other.

Note: Other staff include clerical, parent coordinator/liaison, bus driver, truant officer, health coordinator, and secretary. The totals shown here for 1996-97 do not reflect data from all states. Arizona and Oklahoma were unable to provide information for this data item.

**Table 17****Title I Full-Time Equivalent (FTE) Teachers and Teacher Aides 1979-80 through 1997-98**

Year	Teachers		Teacher Aides		Number of Total Staff
	Number	Percent of Total Staff	Number	Percent of Total Staff	
1979-80	77,782	40	86,826	45	194,403
1980-81	80,078	43	80,938	44	185,925
1981-82	74,786	45	67,536	40	167,748
1982-83	68,590	46	58,093	39	149,220
1983-84	68,627	46	57,479	38	150,277
1984-85	72,797	46	61,380	39	158,967
1985-86	69,014	45	59,058	39	151,936
1986-87	64,143	46	55,530	39	140,691
1987-88	65,668	46	56,078	39	143,675
1988-89	68,149	45	60,544	40	150,816
1989-90	68,554	46	61,282	41	149,275
1990-91	71,109	45	65,232	41	158,270
1991-92	77,344	45	69,806	41	171,830
1992-93	82,294	45	74,342	41	182,496
1993-94	85,565	45	77,811	40	192,165
1994-95	85,288	45	77,811	41	189,528
1995-96+					
1996-97**	61,253	46	52,715	40	133,148
1997-98	61,507	48	47,596	37	127,239

† No State Performance Report information was collected for the 1995-96 school year.

\*\* Starting with this reporting year, states were asked to report information for only Targeted Assistance (TAS) schools. In 1996-97, the information submitted by the states was nearly equally divided between those states which submitted information for TAS schools only and those which submitted information for TAS and Schoolwide (SWP) combined. For the 1997-98 reporting year, approximately two-thirds of the states reported data for TAS schools only.

Table 18

**Number of Neglected, Delinquent, and Adult Correctional Title I Participants, by State, 1996-97 and 1997-98**

State	Neglected				Delinquent				Adult Correctional				Total	
	1996-97	%	1997-98	%	1996-97	%	1997-98	%	1996-97	%	1997-98	%	1996-97	1997-98
Alabama	0	0	0	0	3,130	80	3,130	80	792	20	762	20	3,922	3,892
Alaska	0	0	0	0	288	91	288	91	29	9	29	9	317	317
Arizona	0	0	949	24	11,413	87	2,419	62	1,646	13	507	13	13,059	3,875
Arkansas	0	0	0	0	273	46	128	16	319	54	686	84	592	814
California	71,671	68	37,673	37	34,115	32	62,213	62	0	0	926	1	105,786	100,812
Colorado	0	0	0	0	226	100	275	67	0	0	138	33	226	413
Connecticut	164	8	134	7	621	31	615	33	1,241	61	1,115	60	2,026	1,864
Delaware	0	0	0	0	286	53	84	40	258	47	127	60	544	211
District of Columbia	85	3	225	15	793	29	274	19	1,850	68	974	66	2,728	1,473
Florida	0	0	0	0	288	9	424	13	2,931	91	2,915	87	3,219	3,339
Georgia	0	0	0	0	1,350	78	1,188	67	380	22	575	33	1,730	1,763
Hawaii	0	0	0	0	153	57	219	68	117	43	103	32	270	322
Idaho	131	23	255	35	370	64	410	56	79	14	66	9	580	731
Illinois	1,988	41	2,406	44	1,976	40	1,963	36	932	19	1,101	20	4,896	5,470
Indiana	164	9	162	12	1,633	91	1,222	88	0	0	0	0	1,797	1,384
Iowa	67	16	0	0	102	25	152	35	239	59	284	65	408	436
Kansas	444	33	432	28	792	59	988	65	103	8	103	7	1,339	1,523
Kentucky	55	2	109	11	2,224	85	285	30	352	13	572	59	2,631	966
Louisiana	0	0	1,406	23	1,817	100	4,626	77	0	0	0	0	1,817	6,032
Maine	0	0	0	0	181	82	476	92	41	18	40	8	222	516
Maryland	0	0	567	15	1,429	74	1,920	51	514	26	1,312	35	1,943	3,799
Massachusetts	1,014	60	1,272	43	536	32	1,297	44	132	8	393	13	1,682	2,962
Michigan	1,130	49	0	0	915	40	915	79	250	11	250	21	2,295	1,165
Minnesota	0	0	0	0	0	0	0	0	678	100	0	100	0	678
Mississippi	474	35	454	34	551	41	615	46	328	24	271	20	1,353	1,340
Missouri	1,632	52	1,764	47	789	25	1,268	34	710	23	695	19	3,131	3,727
Montana	0	0	0	0	198	79	242	81	54	21	56	19	252	298
Nebraska	153	10	277	18	1,155	78	1,088	72	173	12	150	10	1,481	1,515
Nevada	0	0	0	0	342	100	1,268	100	0	0	0	0	342	1,268
New Hampshire	92	10	104	11	793	90	841	89	0	0	0	0	885	945
New Jersey	0	0	569	19	745	52	1,650	57	697	48	700	24	1,442	2,919
New Mexico	36	2	44	6	1,831	92	517	76	116	6	116	17	1,983	677
New York	6,757	41	9,149	67	8,133	50	2,822	21	1,500	9	1,600	12	16,390	13,571
North Carolina	0	0	0	0	515	26	964	28	1,493	74	2,471	72	2,008	3,435
North Dakota	0	0	0	0	140	100	161	100	0	0	0	0	140	161
Ohio	0	0	0	0	2,224	56	2,335	56	1,758	44	1,845	44	3,982	4,180
Oklahoma	445	41	445	26	248	23	262	15	387	36	994	58	1,080	1,701
Oregon	870	39	796	34	1,225	55	1,372	59	136	6	153	7	2,231	2,321
Pennsylvania	336	23	351	22	709	48	747	48	434	29	474	30	1,479	1,572
Rhode Island	111	13	37	5	418	48	352	46	350	40	380	49	879	769
South Carolina	83	5	41	3	584	38	565	37	851	56	903	60	1,518	1,509
South Dakota	266	22	194	13	772	63	779	54	196	16	467	32	1,234	1,440
Tennessee	147	15	143	14	565	59	555	56	238	25	300	30	950	998
Texas	0	0	0	0	3,215	85	3,709	87	559	15	538	13	3,774	4,247
Utah	82	11	319	24	589	78	859	65	81	11	151	11	752	1,329
Vermont	115	53	72	27	15	7	42	16	88	40	150	57	218	264
Virginia	0	0	0	0	2,396	83	2,187	85	505	17	386	15	2,901	2,573
Washington	0	0	0	0	1,701	77	1,787	99	512	23	11	1	2,213	1,798
West Virginia	0	0	0	0	871	100	1,213	100	0	0	0	0	871	1,213
Wisconsin	0	0	0	0	1,864	81	16	1	426	19	2,133	99	2,290	2,149
Wyoming	0	0	0	0	324	100	192	100	0	0	0	0	324	192
Bureau of Indian Affairs	NA				NA				NA					
Puerto Rico	0	0	489	24	944	72	1,041	51	362	28	509	25	1,306	2,039
<b>Total</b>	<b>88,512</b>	<b>42</b>	<b>60,838</b>	<b>30</b>	<b>98,767</b>	<b>47</b>	<b>114,672</b>	<b>56</b>	<b>24,159</b>	<b>11</b>	<b>29,080</b>	<b>14</b>	<b>211,438</b>	<b>204,590</b>

Notes: The national figures for this portion of the program should be viewed with caution, as participants in California account for more than 50 percent of state N or D participants. Additionally, year-to-year trends tend to be a reflection of trends in California, rather than a reflection of trends in the nation as a whole. For Alaska, the figures shown under delinquent for 1996-97 actually represent neglected and delinquent participants combined.

**Table 19**

**Number of Institutions Participating in the State Agency Neglected or Delinquent (N or D) Program and the Number Operating Institution-Wide Programs, by State, 1996-97 and 1997-98**

State	Neglected Institutions		Delinquent Institutions		Total N or D Institutions		Number and Percent N and D Institution Wide				Adult Correctional	
	1996-97	1997-98	1996-97	1997-98	1996-97	1997-98	1996-97	Percent Institution-Wide	1997-98	Percent Institution-Wide	1996-97	1997-98
Alabama	0		1	1	1	1	1	100%	1	100%	6	6
Alaska			5		5		3	60%			1	
Arizona	0	20	18	27	18	47	17	94%	0	0%	12	1
Arkansas	0		1	1	1	1	4	400%	1	100%	3	5
California	176		53		229		163	71%				
Colorado			3	3	3	3	0	0%	0	0%		1
Connecticut	1	1	1	1	2	2	3	150%	3	150%	1	1
Delaware	0	0	1	1	1	1	5	500%			4	3
District of Columbia	2	2	2	2	4	4	1	25%	2	50%	1	1
Florida	0	0	2	2	2	2	2	100%	2	100%	11	10
Georgia	0		10	6	10	6	2	20%	2	33%	4	4
Hawaii	0		1	1	1	1	0	0%	0	0%	8	8
Idaho	10	11	7	12	17	23	2	12%	2	9%	1	1
Illinois	39	38	6	7	45	45	6	13%	7	16%	7	7
Indiana	1	1	6	4	7	5	0	0%	0	0%	0	0
Iowa	1		1	2	2	2	0	0%	0	0%	4	4
Kansas	9	6	4	4	13	10	1	8%	1	10%	1	1
Kentucky	4	6	30	10	34	16	7	21%	3	19%	9	14
Louisiana	0	21	4	39	4	60	0	0%	13	22%	0	0
Maine	0		1	1	1	1	1	100%	1	100%	1	1
Maryland	0	24	9	12	9	36	0	0%	0	0%	13	13
Massachusetts	71	55	16	71	87	126	1	1%	0	0%	4	10
Michigan	68	0	7	9	75	9	0	0%	9	100%	27	6
Minnesota	0											6
Mississippi	31	32	2	2	33	34	2	6%	2	6%	1	1
Missouri	58	71	21	46	79	117		0%	38	32%	12	15
Montana	0		1	1	1	1	0	0%	0	0%	1	1
Nebraska	1	1	2	2	3	3	0	0%	0	0%	1	1
Nevada	0	0	2	2	2	2	0	0%	0	0%	0	0
New Hampshire	5	5	6	10	11	15	0	0%	0	0%	0	0
New Jersey	10	10	13	18	23	28	0	0%	10	36%	8	10
New Mexico	1	1	2	2	3	3	0	0%	1	33%	1	1
New York	96	109	133	127	229	236	0	0%	0	0%	3	3
North Carolina	0		5	5	5	5	5	100%	5	100%	6	6
North Dakota	0		1	1	1	1	1	100%	1	100%	0	0
Ohio			8	8	8	8	6	75%	6	75%	7	7
Oklahoma	14	12	2	11	16	23	0	0%	0	0%	1	3
Oregon	22	45	31	14	53	59	0	0%	0	0%	6	1
Pennsylvania	1	1	10	7	11	8	0	0%	0	0%	15	6
Rhode Island	2	1	3	3	5	4	1	20%	2	50%	1	1
South Carolina	1	1	2	2	3	3	1	33%	1	33%	5	5
South Dakota	4	5	10	10	14	15	11	79%	15	100%	4	4
Tennessee	1	1	4	4	5	5	4	80%	4	80%	2	1
Texas	0	0	1	1	1	1	2	200%	1	100%	1	1
Utah	6	5	23	20	29	25	29	100%	28	112%	3	3
Vermont	3	2	1	1	4	3	0	0%	0	0%	1	1
Virginia		0	6	6	6	6	0	0%	8	133%	3	2
Washington	0	0	16	15	16	15	0	0%	0	0%	1	1
West Virginia	0	0	6	6	6	6	0	0%	0	0%	0	0
Wisconsin	0	0	4	4	4	4	0	0%	0	0%	4	4
Wyoming	0	0	2	2	2	2	2	100%	0	0%	0	0
Bureau of Indian Affairs	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Puerto Rico	0	1	1	1	1	2	2	200%	1	50%	1	1
<b>Total</b>	<b>638</b>	<b>488</b>	<b>507</b>	<b>547</b>	<b>1,145</b>	<b>1,035</b>	<b>285</b>	<b>25%</b>	<b>170</b>	<b>16%</b>	<b>206</b>	<b>182</b>



**Table 20**

**Use of Title I State Administration Funds, 1996-97 and 1997-98**

State	Funds Consol- idated	1996-97			1997-98		
		Basic Program Operation	State-wide Program Services	Technical Assistance	Basic Program Operation	State-wide Program Services	Technical Assistance
Alabama	Yes				25	10	65
Alaska							
Arizona	Yes						
Arkansas		55	10	35	60	20	20
California	Yes						
Colorado		54	6	40	54	8	38
Connecticut		64		36			
Delaware	Yes						
District of Columbia	Yes				75		25
Florida	Yes						
Georgia		35	15	50	7	36	20
Hawaii		48	15	37	48	15	37
Idaho	Yes						
Illinois		28	34	38	28	34	38
Indiana		66		34	67		33
Iowa		80	10	10	77	13	10
Kansas	Yes						
Kentucky		75		25	50	0	50
Louisiana		39	38	23	42	18	40
Maine					34	33	33
Maryland		96		4	93	0	7
Massachusetts	Yes						
Michigan		54		46	75	0	25
Minnesota	Yes						
Mississippi	Yes						
Missouri	Yes						
Montana		40	20	40	25	35	40
Nebraska		54	14	32	44	24	32
Nevada		35	10	55	35	10	55
New Hampshire					40	10	50
New Jersey	Yes						
New Mexico					80	10	10
New York	Yes						
North Carolina		15	4	81	25	10	65
North Dakota		75	10	15	75	5	20
Ohio		60	8	32	50	5	45
Oklahoma	Yes						
Oregon		50	6	44	31	15	54
Pennsylvania	Yes						
Rhode Island	Yes						
South Carolina		42	3	55	57	0	43
South Dakota	Yes						
Tennessee	Yes						
Texas	Yes						
Utah		60	10	30	60	8	32
Vermont		50	25	25	80	20	0
Virginia	Yes						
Washington	Yes						
West Virginia		62	8	30	72	9	19
Wisconsin	Yes						
Wyoming		37	37	26	37	37	26
Bureau of Indian Affairs		66	12	22	75	0	25
Puerto Rico		40	25	35	40	25	35
<b>Total</b>		<b>53</b>	<b>15</b>	<b>35</b>	<b>52</b>	<b>15</b>	<b>33</b>
<b>Number of States</b>	<b>23</b>	<b>26</b>			<b>30</b>		



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