



North Dakota Department of Public Instruction

Meeting the Title I Requirements: Targeted Assistance Programs



Nita Wirtz

Assistant Director, Title I



Handouts for This Session

North Dakota Department of Public Instruction
Dr. Wayne G. Sanstead, State Superintendent
600 E. Boulevard Avenue, Dept. 201
Bismarck, ND 58505-0440

Meeting the Title I Requirements

11:10 a.m. – 12:10 p.m. (Targeted Assistance Programs)
3:50 p.m. – 4:50 p.m. (Schoolwide Programs)

Presenter: Nita Wirtz, Assistant Director, Title I

This session will focus on providing clarification of the general federal program requirements as well as those specific to Title I Part A, including



- Administrative Requirements
- Program Specific Requirements
- Samples of Requirement Submissions
- Questions and Answers

Resources Available to Assist You

Resource Name	Where to Access Information
Title I Monitoring Requirements (See sample document)	www.dpi.state.nd.us/title1/targeted/resource/m dpi.nd.gov/index.shtml
Title I Targeted Assistance Programs	www.dpi.state.nd.us/title1/targeted/index.shtml
Title I Schoolwide Programs	www.dpi.state.nd.us/title1/schoolwide/index.shtml
Title I Compliance Series	www.dpi.state.nd.us/title1/index.shtml
Title I Fast Fact Series – Targeted Assistance	www.dpi.state.nd.us/title1/targeted/general/fastfact/index.shtml
Title I Fast Fact Series – Schoolwide	www.dpi.state.nd.us/title1/schoolwide/fastfacts.shtml



North Dakota Department of Public Instruction
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Title I Self-Monitoring Guide for ND Private School Programs



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Standards

of ensuring that the
BIPAs
of North Dakota are

Title I Self-Monitoring Guide for ND Cooperative Agreement (Co-op) Schools



Title I – Helping Disadvantaged Children Meet High Standards

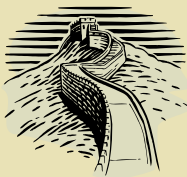
The purpose of this document is:
• To assist LEAs in implementing a self-monitoring for Title I as a means of ensuring that the
• Monitor the program to ensure compliance with the state and federal requirements
• To ensure the program is being administered in a timely manner
• To serve as a tool for reporting for external review by state, state or federal auditors and
• Others

September 2007



Points of Discussion

- Overview of Monitoring Process
- Administrative Requirements
- Title I Targeted Assistance Requirements
- Other Monitoring Reviews



Overview of Process

- How often are schools monitored?
- Is my district/school being monitored?





2007-2008 Monitoring List

Belcourt	Grand Forks	Leeds	New 8	St. John
Beulah	Harvey	Lewis and Clark	New Salem	Tappen
Bismarck	Hazen	Mandan	Oakes	Twin Buttes
Center-Stanton	Jamestown	Milnor	Pingree-Bunchanan	Wahpeton
Central Valley	Kenmare	Minto	Richardton-Taylor	West Fargo
Divide County	Lakota	Montefiore	Rugby	Williston
Eight Mile	LaMoure	Montpelier	Selfridge	Wing-Robinson
Grafton	Larimore	Napoleon	South Prairie	Wolford



Overview of Process



Monitoring Timeline

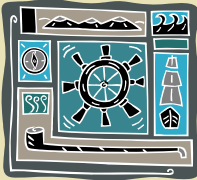
- Letter of notification (Fall)
- Schools assemble packet and mail it to state Title I office (Fall/Winter)
- Packet is monitored by DPI program staff (Winter)
- Follow-up letter of notification (Winter/Spring)
 - What are the types of responses?**
 - * Self-monitoring approved
 - * Approved with conditions
 - * Not approvable, further action needed



Overview of Process

Packet Contents and Assembly

- Labeling and marking sections
- Grouping sections
- Enclose examples



Administrative Requirements

Submit: School Board Minutes, Naming an Authorized Representative

- **Correct:** The XYZ School District approves the authorization of the superintendent, Mr. John Jones, as the authorized representative for the following federal programs: Title I, Title II Part A, Title II Part D, Title IV Part A, Title V Part A, Reaped funds, School Food Service, Comprehensive School Reform, Reading First, and Federal Vocation Program. Motions made by Smith, seconded by James, and motion carried unanimously.
- **Incorrect:** The XYZ School District approves the authorization of the superintendent, Mr. John Jones, as the authorized representative for the federal Title programs.



Administrative Requirements

Cooperative Agreements Notations

Submit: Board Minutes Regarding Cooperative Agreements

- Any cooperative agreements must include board minutes from each school district authorizing the cooperative agreement between school districts.



Administrative Requirements

Submit: School Board Minutes, Approving the Consolidated Application

- **Correct:** The XYZ School District motions to approve the consolidated application for Title I, Title II Part A, Title II Part D, Title IV Part A, Title V Part A, and Reaped funds. Motions made by Smith, seconded by James, and motion carried unanimously.
- **Note for Other Competitive Grants:** The XYZ School District motions to approve the competitive grant applications for Reading First and Comprehensive School Reform. Motions made by Smith, seconded by James, and motion carried unanimously.



Administrative Requirements

Submit: Business Manager's Report

- Funds and Expenditures
 1. Are expenditures allowable?
 2. Are expenditures approved, authorized activities on your district's application?
 3. Do your financial figures match those listed on the consolidated application and budget revisions that the state office has on record?
 4. Are all expenditures ordered and paid for within the fiscal year/grant period?



**** Purchase orders may be requested if discrepancies or questions arise!**



Administrative Requirements

Submit: Example Business Manager's Report

Sample Documentation – Submission #3 – Business Manager's Report

XYZ Public School District Accounting Ledger July 1 – June 30									
Title I - 01-70-000-261-1000									
Account Number	Account Description	Revised Budget	Expended During Current Month	Expenditures to Date	% of Budget	Balance at EOM	A/P Outstanding	P/O Outstanding	Unencumbered Balance
01-70-000-261-1000-110	Title I Professional Salary	\$30,533.71	\$0.00	\$29,811.00	97.65	\$722.71	\$0.00	\$0.00	\$722.71
01-70-000-261-1000-120	Title I Non-Professional Salary	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01-70-000-261-1000-210	Insurance Benefits	\$5,300.00	\$0.00	\$5,300.00	100.00	\$0.00	\$0.00	\$0.00	\$0.00
01-70-000-261-1000-220	Soc. Sec. – FICA	\$2,267.78	\$0.00	\$2,267.72	101.23	(\$27.94)	\$0.00	\$0.00	(\$27.94)
01-70-000-261-1000-230	ND Teachers Retirement	\$2,300.78	\$0.00	\$2,299.15	99.93	\$1.63	\$0.00	\$0.00	\$1.63
01-70-000-261-1000-900	Contracts/Professional Services	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01-70-000-261-1000-430	Maintenance	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01-70-000-261-1000-580	Travel	\$1,140.00	\$0.00	\$317.10	27.02	\$822.90	\$0.00	\$0.00	\$822.90
01-70-000-261-1000-600	Supplies/Materials	\$500.00	\$0.00	\$493.25	98.65	\$16.75	\$0.00	\$0.00	\$16.75
01-70-000-261-1000-730	Equipment	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00	\$0.00	\$0.00
01-70-000-261-1000-800	Dues/Registrations/ Fees	\$1,825.00	\$0.00	\$1,125.00	61.65	\$490.00	\$0.00	\$0.00	\$490.00
01-70-000-261-1000-900	Indirect Cost	\$118.28	\$0.00	\$0.00	0.00	\$118.28	\$0.00	\$0.00	\$118.28
Summary		\$43,785.55	\$0.00	\$41,841.22	95.10	\$2,144.41	\$0.00	\$0.00	\$2,144.41

*For this sample, the financial information in the Revised Budget section is to match those on file in the State Title I office.



Administrative Requirements

Submit: Any Contracts
Noted Under Object
Code 300

- Contracts that purchase professional and technical services for Title I.
- Submit a copy of the contract

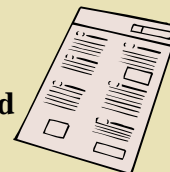


Administrative Requirements

Inventory

- Includes items over \$750 and any computers:
 1. Description
 2. Cost
 3. Serial number
 4. Date of purchase
 5. Location of items

**** Equipment and supplies must be labeled as purchased with federal Title funds!!!**





Administrative Requirements

Inventory

- Submission should be on inventory list

XYZ Public School District



Inventory of equipment purchased with Title I grant money as required by EDGAR 74.34.

Description of Equipment	Serial Number	Acquisition Date	Acquisition Cost	Location of Equipment
IMAC Computer	C050200195	8/3/2005	\$947.40	Title I Classroom
IMAC Computer	XB8270AACT9	1/1/2003	\$1,499.00	Title I Classroom
IMAC Computer	P11200BBKWH	1/1/2005	\$1,145.00	Title I Classroom
IMAC Computer	RN1310JFMT	9/24/2004	\$799.00	Title I Classroom
Compaq Computer	V221JYFZNC727	6/4/2005	\$500.00	Title I Classroom
Dell Laptop	2005-008372	7/15/2006	\$1,135.00	Title I Classroom



Administrative Requirements

Parent Notification Requirements Include:

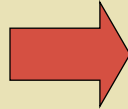
- *Parents' Right to Know Clause*
- Chart of Qualifications
- Four Week Notification (if applicable)
- School District Profile (a.k.a. School District Report Card)
- School AYP Report (notification and report)
- District AYP Report (notification and report)



Administrative Requirements

Submit: Four Week Notification (if applicable)

- Only if students are taught by staff that are not highly qualified for four consecutive weeks!



-Sample-
Notice of Teacher Status (4+ Weeks)

School: _____ Date: _____

Dear Parent or Guardian:

Our district's goal is to provide your child the best education possible by employing quality teachers and staff, providing challenging curriculum and materials, monitoring each student's academic achievement, and communicating regularly with parents. Under *No Child Left Behind* (NCLB) teachers must meet certain requirements if teaching for four or more consecutive weeks. They must have North Dakota certification and demonstrate competency in the subject matter for the grade level(s) and subjects they teach. These skills are necessary to help every child attain high academic and behavioral standards.

Our district is working to ensure all students are taught by teachers who meet the *NCLB* requirements, and when necessary, assist employed teachers in obtaining the necessary certification and skills for their positions. This notice is to keep you informed regarding the status of your child's teacher(s).

Currently, one of our teachers, _____ is authorized to teach in North Dakota but has not yet completed the process for complying with *NCLB* requirements and taught your child for four or more consecutive weeks in the following subject(s): _____

Teacher qualification statuses in this subject area:

_____ This teacher is currently teaching under an emergency or other provisional status.

_____ This teacher is currently involved in training and coursework to attain North Dakota licensing requirements and/or to continue learning curriculum and instruction strategies related to their grade level(s) and subject assignment(s).

It is your right to request further information regarding the qualifications of your child's teacher(s). If you wish to request such information, please contact:

Sincerely,



Administrative Requirements

Submit: School District Profile

Dear Parents and Patrons,

Every year, the **[Name]** Public School District, in cooperation with the North Dakota Department of Public Instruction, publishes an annual progress report on student achievement called the School District Profile. This profile is now available for your review. This report demonstrates the progress our students are making in terms of our challenging academic standards.

You may access the *School District Profile* for the **[Name]** School District on the Department of Public Instruction's website, www.dpi.state.nd.us/dpi/reports/profile/index.shtm. Simply select the **[Name]** School District and the most recent year to access the various reports available. If you prefer, the staff at your local school or our central office will assist you and provide a printed copy for you to review.

Administrative Requirements

OR Submit: One Letter
Explaining Both and
Include All the Reports

Sample AYP Letter- Made AYP

April 1, 2009

Dear Parent/Chairman,

As you may know, recent federal education legislation under the name "No Child Left Behind" (NCLB) is designed to ensure that all children have the opportunity to reach high state academic standards. As part of this process, parents are given new tools to help their children learn and to help improve schools so that they can help schools ensure that, indeed, no child is left behind. To help parents stay informed about their school, NCLB requires schools to describe success in terms of student achievement on state academic tests and to inform parents regarding the results of these tests.

Each school's test results are examined to determine whether or not schools have made Adequate Yearly Progress toward achieving the state's high academic achievement standards. Students who have reached "proficiency" or "advanced proficiency" on the North Dakota State Assessment have met the standards; students scoring "partially proficient" or "below" have not met the standard.

Regarding the North Dakota State Assessment, to make Adequate Yearly Progress, a school must have a certain percentage of students who score at the "proficient" and "advanced" level on the state test. Scores are then broken down into categories of students to try and make sure that all kids are meeting the standards. Again, if a certain percentage of students did not score at the "proficient" and "advanced" level, the school would be identified as not making Adequate Yearly Progress. By 2013-14, all schools will be required to score at the "proficient" and "advanced" level.

Included you will find our school's Adequate Yearly Progress Report. There are actually four specific criteria that the state reviews to determine if a school has made Adequate Yearly Progress. These four criteria include:

1. Whether the percentage of students in the composite and subgroup categories on the North Dakota State Assessment are proficient or advanced proficient.
2. Whether 95% of the students in total school as well as in each subgroup took the state assessment.
3. Whether the school has met the secondary indicator:
 - Elementary/Middle Schools - attendance rates.
 - High Schools - graduation rates.
4. Whether the school's achievement and participation rates have passed the test for statistical significance.

Currently our school is making Adequate Yearly Progress and we have NOT been identified as needing improvement. Please review the enclosed report which indicates that our school made Adequate Yearly Progress. We believe that our success has a great deal to do with our community and your parental support. Because we want to maintain these strong partnerships, as well as continue to make Adequate Yearly Progress, we are asking

District, School and
School AYP Reports

Administrative Requirements

Submit: Be Sure to also
Include Non-Title I
Buildings

Sample AYP Letter- Made AYP

April 1, 2009

Dear Parent/Chairman,

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Must Send Both!



Administrative Requirements

Submit: Dispute Resolution Policy

- Federal regulations require that each state adopt procedures for receiving and resolving disputes pertaining to any of the federal Title programs.
- If a parent, school personnel or any interested person wishes to file a complaint, the following process must be followed:

FEDERAL TITLE PROGRAM DISPUTE RESOLUTION POLICY

Federal regulations require that the state of North Dakota adopt procedures for receiving and resolving disputes pertaining to all federal Title programs. A complainant may include an investigation by the Department of Public Instruction (DPI) staff that will result in a determination of findings of facts, conclusions, and reasons for a final decision.

Any individual who believes that the _____ Public School District has violated the regulations or law governing the federal Title program should submit a detailed statement of facts supporting the allegation to the Superintendent of Schools. The Superintendent shall investigate the complaint and provide the individual with a written response within thirty (30) calendar days.

If an individual wishes to appeal the determination of the Superintendent of Schools, the individual should submit a written complaint sent via mail or email to:

Director of Specific Title Program
North Dakota Department of Public Instruction
800 E. Boulevard Avenue, Dept. 201
Bismarck, ND 58505-0440

The Superintendent shall provide the individual with the appropriate name and email address of the Director of the specific title program. Any complaint must include the following:

- The date,
- The name of school district, unit, or individual the complaint is against,
- The name, address and telephone number of the individual filing the complaint,
- A detailed description of the complaint, including specific facts,
- The signature of the person making the complaint.

When a written complaint is filed, the appropriate DPI Title Director will investigate and issue a written response within sixty (60) calendar days from the date the complaint is received.

Reconsideration
Once a response is received from DPI staff, the person making the complaint may submit a reconsideration request in writing to the State Superintendent within thirty (30) days of the Title Director's response. The State Superintendent will issue a final decision within thirty (30) days of the request for reconsideration.

If the complaint is not resolved to the satisfaction of the individual, the individual may forward the complaint to:

The Secretary of Education
U.S. Department of Education
833 New Jersey Avenue, NW
Washington, DC 20208

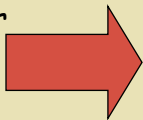
Other Federal Dispute Resolution Processes
Rules regarding dispute resolution between a school district and DPI regarding state or federal funds are outlined in chapter 87-20-01 of the North Dakota Century Code.



Administrative Requirements

Supplemental Programs with Title I Funding

- Extended Day Kindergarten
- Preschool
- Before/After School
- Summer School
- Other



Page 11

Supplemental Questionnaire on Additional Services Paid with Title I Funds (Submission #29)

It is the policy of the State Title I office when monitoring to include questions on all aspects of Title I programming. This supplemental questionnaire is for those schools utilizing Title I Part A funding to implement services in addition to the regular Title I program. These services may include, but are not limited to: Title I Summer School, Title I Preschool, Title I Before/After/Saturday programs, etc. If you are implementing one or more of these types of programs, please answer all questions listed below and return this form to the State Title I office.

Please include one copy per additional program being implemented.

SCHOOL DISTRICT:																					
SCHOOL:																					
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 70%;">Program Implemented:</th> <th style="width: 30%;">Total Number of Students in School:</th> </tr> <tr> <td><input type="checkbox"/> Title I Summer School Program</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Title I Kindergarten Program</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Title I Preschool Program</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Title I Reading First/Look-A-Like Program</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Title I Before or After School Program</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Title I Saturday School Program</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Other:</td> <td></td> </tr> </table>	Program Implemented:	Total Number of Students in School:	<input type="checkbox"/> Title I Summer School Program		<input type="checkbox"/> Title I Kindergarten Program		<input type="checkbox"/> Title I Preschool Program		<input type="checkbox"/> Title I Reading First/Look-A-Like Program		<input type="checkbox"/> Title I Before or After School Program		<input type="checkbox"/> Title I Saturday School Program		<input type="checkbox"/> Other:		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 70%;">Number of Students Served by Additional Title I Services:</th> <th style="width: 30%;">Total Number of Students in School:</th> </tr> <tr> <td></td> <td></td> </tr> </table>	Number of Students Served by Additional Title I Services:	Total Number of Students in School:		
Program Implemented:	Total Number of Students in School:																				
<input type="checkbox"/> Title I Summer School Program																					
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<input type="checkbox"/> Title I Preschool Program																					
<input type="checkbox"/> Title I Reading First/Look-A-Like Program																					
<input type="checkbox"/> Title I Before or After School Program																					
<input type="checkbox"/> Title I Saturday School Program																					
<input type="checkbox"/> Other:																					
Number of Students Served by Additional Title I Services:	Total Number of Students in School:																				
<p>PLEASE provide a brief description of the additional services offered with Title I funds (i.e. picture a picture of what a typical day looks like):</p>																					
<p>Targeted Assistance Programs Only – please describe your selection process for these services and include information on the criteria used:</p>																					
<p>How often are students served by this program (daily, three times per week, etc.):</p>																					
<p>How long do they receive services from this program (30 minutes, 30 minutes, 1 hour, etc.):</p>																					



Administrative Requirements

DISTRICTS WITH PRIVATE SCHOOLS ONLY

Submit: Private School Consultation Documentation



- Indicates that formal meeting or correspondence has taken place between the public district and the private school.



Administrative Requirements

DISTRICTS WITH PRIVATE SCHOOLS ONLY

Submit: Private School Budget



- Districts must track a separate building budget that is signed and approved by the private school officials.



Targeted Assistance

Submit: Assurance of Time

- Bi-annual Requirement

*North Dakota Department of Public Instruction
Dr. Wayne G. Sanstead, State Superintendent
600 E. Boulevard Avenue, Dept. 201
Bismarck, ND 58505-0440*

Template for Assurance of Time

From _____ to _____
(Start Date) (End Date) (Employee Name)

spent _____ of her time on Title I, Part A instructional activities as evidenced
(FTE)

by the enclosed schedule.



Targeted Assistance

Aide/Paraprofessional Requirements

- Direct supervision
- Not responsible for sole instruction
- Meets requirements of NCLB
- Obtained Paraprofessional Certificate of Completion
- Allowable duties





Targeted Assistance Responsibilities

Student Selection

- Objective, uniform, and educationally related criteria
- Multiple criteria
- Uniformly applied to all students
- Can vary per grade level
- Student selection worksheet
- Teacher referral form
- Rank students according to need
- Student caseload



Targeted Assistance Responsibilities

Submit: List of Eligibility Criteria by Grade Level

Expand of Criteria

Examples include:

- Students who receive a low score on the NWEA Assessment.
- Students receiving a grade of "C" or lower on their report card in reading.

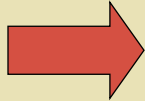
Grade	Criteria
Kindergarten	_____
First Grade	_____
Second Grade	_____



Targeted Assistance Responsibilities

Submit: Supplemental Caseload Questionnaire

- Number of students served is referred to as caseload.
- Average caseload is 25-35 students.
- Over 45 students is an issue.



Page 3

Supplemental Questionnaire on Title I Caseload (Submission #15)

Often questions regarding a Targeted Assistance caseload due the self-monitoring review. It is the policy of the State Title I office to gain further insight into the issue. This supplemental questionnaire was developed to gain further information about the Title I caseload at your school. The caseload refers to the number of students served within your Title I Targeted Assistance program as identified through your student selection process. Please answer all questions listed below and return this form to the State Title I office as part of your self-monitoring submission.

School District	
School	
The Title I caseload is determined by adding together the total number of Title I students served within your program as determined by your student selection process. Please note that if a student is served in math and reading, then they count twice for the caseload numbers, once for each subject.	
TOTAL NUMBER OF STUDENTS IN SCHOOL	
NUMBER OF STUDENTS SERVED IN TITLE I READING	
NUMBER OF STUDENTS SERVED IN TITLE I MATH	
TOTAL TITLE I CASeload NUMBER	

PLEASE describe your student selection process and include information on the criteria used:

PLEASE indicate how you determine your maximum caseload of Title I students:

How often are students served in your Title I program (daily, three times per week, etc.):

How long do they receive Title I services for (20 minutes, 30 minutes, 1 hour, etc.):

What is the group size of the Title I services (one on one, 2-3 students, 4-5 students, etc.):

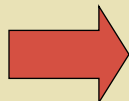


Targeted Assistance Responsibilities

Parent Permission Notations

- Documentation of Rejecting Services
- Only Serve Students Selected

Submit Parent Permission Letter



Parent Notification – Upper Elementary

Dear Parents,

Your child, _____, has been selected for Title I services.

The goal of the Title I program is to assist your child in developing and expanding the reading, language arts, and math skills taught in the classroom. Please note, these services are provided in addition to the regular instruction your child is receiving in the classroom.

Please feel free to contact the school if you have any questions regarding your child's participation in the Title I program.

Yes, I grant permission for my child to receive Title I services.

No, I decline Title I services for my child.

Parent Signature _____ Date _____

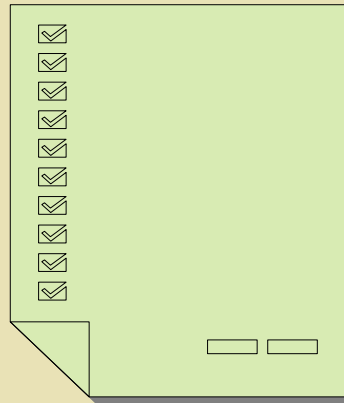
Please note: Unless the school receives your signature declining services, your child will be immediately served by Title I.

Please return this permission slip by September 30.



Targeted Assistance Responsibilities

◆ Release of Services



Targeted Assistance Responsibilities

Supplement not Supplant Notations

- Greater instructional intensity and opportunity to learn

- Pre-teach, re-teach, or post-teach skills being presented in the classroom

- Title I instruction is extension classroom services

- Primary instruction is from regular classroom teacher

- Title I is above and beyond the primary instruction



Targeted Assistance Responsibilities

Can I Help Non-Title I Students?

- Non-Title I students may only be served on an incidental basis.
- Can't just have as needed students that are not on eligibility list.
- For instance, it is illegal for a Title I teacher to work with a particular reading group on a regular basis.



Targeted Assistance Responsibilities

Communication with Classroom Teachers

- Documented communication. (meetings, weekly lesson plans, emails...)
- Alignment between Title I services and classroom instruction.
- Reinforces supplemental instructional approaches.

Submit: Classroom Communication Sheets





Targeted Assistance

Annual Review Notations

- Held in spring.
- Official meeting.
- All programmatic aspects evaluated.
- Disseminate results to parents.
- Results impact future programming.



Targeted Assistance

Submit: Annual Review

- Notification or agenda
- Dissemination results to parents

**Minutes for the
Title I Annual Review Meeting**

Date/Time of the Meeting: _____

Persons in Attendance at the Meeting:

Name	Position

OUTLINE OF ITEMS FOR DISCUSSION:

1.) Student Selection Process

- What is the student selection process? Are students in all grades selected under the same criteria, or are there differences?
- Do teachers feel that it accurately selected those students most in need of additional assistance?
- Does the Title I teacher feel that it accurately selected those students in need of additional assistance?
- Any suggestions for changes to the process?

Teacher & Title I Communication

- Did teachers fill out the communication form or complete some other type of communication with the Title I teacher each week?
- Are there suggestions for a better method of communication?

1



Targeted Assistance

Submit: Annual Review

- Dissemination results to parents

Dear Parents...

Title I Teacher



Targeted Assistance Responsibilities

Student Progress

- Parents informed of child's progress
- Information is from portfolio's maintained on each Title I student
- Report reflecting progress
- Distributed to parents a minimum of twice yearly
- May include suggestions for parents to help their children
- Done through assessments in each subject area
- May be subjective, objective or combination
- May be different at various grade levels

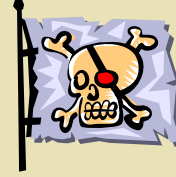


Targeted Assistance Responsibilities

Parental Involvement - District Policy

AND

Parental Involvement - School Policy



- Aligned to NCLB requirements.
- Distributed annually.
- Summarizes what parents can expect if they choose to have their child participate in the Title I program.



Targeted Assistance Responsibilities

Submit: Parental Involvement Policies

- District
 - School
- OR
- District/School



**Title I District - School
Parental Involvement Policy
TEMPLATE**

PART I. DISTRICT EXPECTATIONS

Each school district must establish the district's expectations for parental involvement. (Section 1113(b)(2), ESEA.)

The name of school district agrees to implement the following statutory requirements:

- The school district will put into operation programs, activities, and procedures for the involvement of parents in all of its schools with Title I programs. These programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school district will work with its schools to ensure that the required school-level parental involvement policies meet the Title I requirements, and include, as a component, a school-parent compact.
- The school district will incorporate this district-wide parental involvement policy into its district plan.
- In carrying out the Title I parental involvement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with children with limited English proficiency, parents with children with disabilities, and parents of migratory children, including providing information and school reports in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- If the district plan for Title I is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the Department of Public Instruction.
- The school district will involve the parents of children served in Title I schools in decisions about how the use percent of Title I funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the use percent reserved goes directly to the schools. (Only applicable for districts with Title I allocations greater than \$500,000.)
- The school district will be governed by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition:
Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
(A) that parents play an integral role in assisting their child's learning;



Targeted Assistance Responsibilities

Annual Parent Meeting Notations

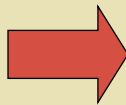
- Held in the fall.
- Separate from annual review meeting.
- Informs parents about the Title I program.
- Inform parents of their right to be involved.
- Documentation of this meeting must be kept on file.
- May be coordinated with other meetings, conferences, an open house, or other school events.



Targeted Assistance Responsibilities

Submit: Annual Parent Meeting Information

- Notice
- Agenda
- OR
- Packet



-Sample-

Invitation to Participate: Title I Parent Involvement and Program Meeting

[Date]

Dear Title I Parent or Guardian:

Your child's academic success is directly related to your involvement in his or her education and communication with our staff. By working together, we can provide the best possible educational experience for your child.

Your child currently receives or is eligible to receive Title I services. We would like to invite you to a meeting to discuss the Title I program in our school.

At this meeting, we will also explain the requirements of Title I and provide a description of all services related to school and parent activities, including:

- ✓ Distributing and discussing our parent involvement policy;
- ✓ Discussing our curriculum, assessments, and the proficiency levels students are expected to attain;
- ✓ Informing you of the services available to eligible students and parents;
- ✓ Seeking suggestions for improving student academic achievement;
- ✓ Discussing AYP; and
- ✓ Explaining your right to be involved in the Title I program.

In our ongoing effort to improve, later in the year, we will also conduct an annual evaluation to determine the effectiveness of our parent involvement component of our Title I program. This annual evaluation determines:

- ✓ How the policy's implementation has contributed to our students' academic progress in achieving ID content and performance standards;
- ✓ The identification of our programs' strengths and areas for improvement;
- ✓ The removal of any barriers preventing parents from participating as partners in their child's education; and
- ✓ Title I program effectiveness.

We will hold our annual meeting on _____ (time, date) at _____ (location). We will hold additional meetings throughout the school year and set these meeting dates at this initial meeting.

Please join us in this worthwhile meeting. If you would like additional information, please contact:

Sincerely,



Targeted Assistance Responsibilities

Opportunities to Train Parents

- Training for parents to become better partners in their child(ren)s education.
- Methods sent home should compliment students' needs.




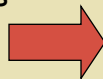
Resources for Title I Teachers: Meeting the Requirement to Provide Training Opportunities for Parents is available online at www.dpi.state.nd.us/title1/targeted/require/parent/booklet.pdf.



Targeted Assistance Responsibilities

Submit: Monthly Opportunities to Train Parents. This may be done through:

- Newsletters
- Mailings
- Brochures
- Workshops



PARENT AND FAMILY INVOLVEMENT RESOURCES
10/99

WEB SITES

Parents Soup
<http://www.parentsoup.com/>
Includes a variety of topics for parents with children of all ages such as "Do Your Homework!" "Tans to Potty!", "School Reports"

NPIN (National Parent Information Network)
<http://npi.net.org/uk/cibn/cibn.html>
The purpose of NPIN is to provide information to parents and those who work with parents and to foster the exchange of parenting materials. Materials included full text on NPIN have been reviewed for reliability and usefulness. Publications, brochures, and other materials that are merely listed on NPIN may not have been reviewed and are included for informational purposes only.

CDF's (Children's Defense Fund) Parent Resource Network
<http://www.kidinfo.org/cdf/cdf.html>
Good list of other web site resources with information on parenting education and skills.

FAMILY.COM
<http://family.com/>
Fun ideas for families to do together as well as tips for parents. Some topics included are "How to negotiate with kids", "Help kids get their exercise", and Promote kindness at school"

STRONG FAMILIES, STRONG SCHOOLS
<http://npi.net.org/cibn/cibn.html>
Based on *Strong Families, Strong Schools*, written by Jennifer Eillen and Oliver Moles, for the national family initiative of the U.S. Department of Education. This web provides a review of the past 20 years of key research findings on the importance of involving



Targeted Assistance Responsibilities

School-Parent Compact

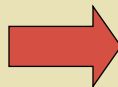
- Aligned to NCLB requirements
- Distributed annually
- Outlines how all members of the school share in the responsibility for learning

Students	Principals
Parents	Administrators
Teachers	Community Members
- Disseminated to Title I parents
- Document how it was distributed



Targeted Assistance Responsibilities

Submit:
School/Parent Compact



School-Parent Compact TEMPLATE

Each school receiving funds under Title I of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents. The compact must outline how parents, the school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards.

SCHOOL-PARENT COMPACT

The name of school and the persons of the union participating in activities, services, and programs funded by Title I agree that this compact outlines how they will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during the school year school year.

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities:

The name of school will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enable the participating children to meet the State's student academic achievement standards as follows:
[[Describe how the school will provide high-quality curriculum and instruction, and do so in a supportive and effective learning environment.]]
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, these conferences will be held:
[[Describe when the parent-teacher conferences will be held.]]



Targeted Assistance Responsibilities

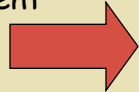
Annual Assessment of Parental Involvement

- Conducted at the end of the school year.
- An opportunity for parents to provide feedback on the Title I program and parental involvement components.
- Often done through a survey.
- Documentation must be kept on file.
- Results used at the annual review.



Targeted Assistance Responsibilities

Submit: Annual Assessment of Parental Involvement



Parent Survey – Upper Elementary School	
Parent Name (Optional) _____	Date _____
1. I understand why my child is in need of Title I services.	Yes <input type="checkbox"/> No <input type="checkbox"/>
2. I feel that I am welcomed to be involved in the Title I program.	<input type="checkbox"/> <input type="checkbox"/>
3. There are opportunities for expressing my satisfaction/dissatisfaction with the Title I program.	<input type="checkbox"/> <input type="checkbox"/>
4. I have attended the Title I parent meeting in the fall of the year.	<input type="checkbox"/> <input type="checkbox"/>
5. This meeting was informative and helpful.	<input type="checkbox"/> <input type="checkbox"/>
6. I have been provided with information about how I can help my child with his/her schoolwork.	<input type="checkbox"/> <input type="checkbox"/>
7. I have been informed about my child's progress throughout the school year.	<input type="checkbox"/> <input type="checkbox"/>
8. What aspects of the Title I program have been most helpful for your child?	_____ _____ _____
9. What recommendations do you have in regard to the Title I program?	_____ _____ _____
10. What type of training program would you like to see the school provide for parents?	_____
Health awareness _____ Parenting skills _____ ESL courses _____	
GED courses _____ Nutrition _____ Assisting with homework _____	
Other (please specify) _____	
Please return this survey by May 15.	



Targeted Assistance Requirements

Six Traits of Parental

Parenting	Learning at Home
Communicating	Decision Making
Volunteering	Collaborating with Community

Coming in 2008!

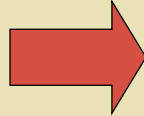


Targeted Assistance

Scientifically-Based Research

- The *No Child Left Behind* Act uses the phrase "scientifically based research" one hundred and eleven times.
- Educators are to use research to guide planning and instruction.
- Title I programs must *use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school* (Section 1115,c(1)c).

Targeted Assistance



Submit: Documentation of Scientifically Based Research

- List of Items and Research

North Dakota Department of Public Instruction
State Title I Office

How to Document Research Based Instruction
SAMPLE

This book, How to Document Research Based Instruction, may be used by school personnel to document how the programs and teaching strategies employed at the school are driven by research based instruction as required by the NCLB Act.

Title I Teacher: Ms. Teacher School Year: 2005-2006

Category	Supplemental reading instructional strategies, that are research based, used in Title I to assist Title I students.	Evidence of Research Based Practices
READING	<ul style="list-style-type: none"> Phoneme Identification Direct Vocabulary Instruction K-12 Chart 	<ul style="list-style-type: none"> Vaughn, S. & Linan-Thorne, S. (2004). Research-Based Methods of Reading Instruction: Grades K-3. ASCD Alexandria, VA. Stahl, S. A. (1995). Three principles of effective vocabulary instruction. <i>Journal of Reading</i>, 29, 582-588. Ogde, D. (1988). K.W.L.: A teaching mode that develops active reading of expository text. <i>The Reading Teacher</i>, 39, 564-570.
MATHEMATICS	<ul style="list-style-type: none"> Use of Manipulatives Developing Verbal Skills to Communicate Ideas Graphic Organizers 	<ul style="list-style-type: none"> Groves, D.A. & Cebulla, K.J. (2003). Improving Student Achievement in Mathematics, Part I: Research Findings. Baker, Woodward & Dixon. (2001). Effects of Reform-Based Mathematics Instruction on Low Achievers in Five Third-Grade Classrooms. <i>The Elementary School Journal</i>, 101, p. 543. Martens, R., Rickering, D. & Peltola, J. (2001). Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement. p.75.
OTHER	<ul style="list-style-type: none"> Supplemental strategies, that are research based, used in Title I to assist Title I students. After School Programming - One-on-One Tutoring Parent Involvement Through Our Summer School Program 	<ul style="list-style-type: none"> Miller, K. & Snow, D. (2004). <i>Intervention perspectives: Out-of-school time programs for at-risk students.</i> Austin, TX: Mid-continent Research for Education and Learning. CCSSO. (2005). <i>Summer Learning Opportunities in High Poverty Schools.</i>

Other Monitoring Reviews

Monitoring for NCLB Requirements



- Title I Self-Monitoring Process
- Adequate Yearly Progress (schools and districts)
- *Parents' Right to Know Clause*
- Program Improvement Notifications (schools and districts)
- Aide/Paraprofessional Qualifications in Title I Schools



How Do I Keep Informed?

Title I Resources

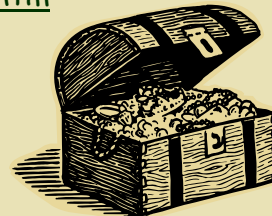
- Title I monthly newsletters
- Title I website
- Title I meetings
- Regional workshops/spring meetings
- IVN sessions
- Update memos and mailings



Still Need Further Help?

Sample Self-Monitoring Packet

- Entire packets with examples of all required documentation will be available on the Title I website!
- <http://www.dpi.state.nd.us/title1/targeted/resource/monitor/index.shtm>





Questions

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ND Department of Public
Instruction

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