

North Dakota Department of Public Instruction
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Title I Compliance Series

Issue: Models of Service Delivery

Applicable for:

- Targeted Assistance Schools



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WHAT DO TITLE I SERVICES LOOK LIKE?

All Title I schools must ensure that services provided by Title I personnel, regardless of the model of delivery used, are supplemental. Supplemental Title I services provide greater instructional intensity and opportunity to learn.

In Title I, there are several choices or instructional models of service delivery. They include pullout, in-class or extended day.

Title I services should be in addition to those services the school would already have in place. Title I teachers can teach the skills students are lacking, but they should not be working on primarily homework from the classroom. (If this is a problem, the Title I teacher could ask classroom teachers to fill out a "Skills This Week" worksheet.) If you are using the in-class model of Title I instruction, you should be able to document that you are not serving all children, but that you are focusing additional instruction on targeted students. Title I funds are not intended to be used as general aid to the regular classroom. All students must receive the primary instruction in all academic areas from their regular classroom teacher. In addition, Title I students receive instruction above and beyond that primary instruction from their Title I teacher.

Research offers no conclusive evidence of superiority for either the pullout model or alternative models.

The State Title I Office does not endorse one instructional delivery model over another. The primary responsibility for the choice of instructional models is at the school building level.

Many issues come into play when a school or Title I teacher is deciding which method of delivery to use. In order for the Title I teachers to be effective, they need to feel comfortable in the chosen method of delivery. Personalities of all teachers involved must be considered. Many times a combination approach may be appropriate. Teachers may choose to go into the classroom for some grades but pull students out in other grades. Pullout is usually necessary when using certain computer programs such as CCC or HOTS to provide supplementary instruction.

The model Title I room provides students an environment rich in print--including many books and other materials of all shapes as well as fiction materials. Title I classrooms should be rich in print materials, handmade stories, word lists, handmade charts, guides to story structure, etc., everywhere. Children can "read the walls" in the room. The use of Big Books, predictable books, books to check out, books brought from home, book sharing, story mentors, story retelling using sentence strips are just a few of the experiences that should be occurring in a Title I room.

In Title I, you should not:

- Take half the class or a reading group and instruct each day (supplanting).
- Take the whole class while the teacher leaves (supplanting), except for occasional demonstration lessons.
- Work on homework or classroom worksheets on a regular basis.
- Stand by students in the regular classroom while they do their class work. You are not responsible for keeping students on task during regular instruction. You are a certified Title I teacher and should be providing instruction (both basic and high order) that directly supplements the instruction from the classroom.

INSTRUCTIONAL MODELS OF SERVICE DELIVERY IN TITLE I

- ◆ Pullout
- ◆ In-class
- ◆ Extended day
- ◆ Extended year – summer programs

All schools must ensure that services provided by Title I personnel, regardless of the model of delivery used, are supplemental.

Title I services are supplemental in terms of greater instructional intensity and opportunity to learn.

Research offers no conclusive evidence for superiority of either the pullout model or alternative models.

The state Title I Office does not endorse one instructional delivery method over another. The primary responsibility for the choice of instructional models is at the school building level.

Many issues come into play when a school or Title I teacher is deciding which method of delivery to use. In order for the Title I teachers to be effective, they need to feel comfortable in the chosen method of delivery. Personalities of all teachers involved must be considered. Many times a combination approach may be appropriate. Teachers may choose to go into the classroom for some grades but pull students in other grades. Pullout is usually necessary when using certain computer programs such as CCC or HOTS to provide supplemental instruction.

IN-CLASS MODEL OF SERVICE DELIVERY

Title I funds are not intended to be used as general aid to the regular classroom. Even in the in-class model of instruction, Title I services must directly benefit targeted children who are eligible for the program. Title I teachers will be assessing Title I targeted students using multiple measures. Therefore, the time spent with those students must be intense enough to enable them to show progress.

The following are some possible characteristics or attributes of an in-class model of instruction:

- ◆ Small groups of Title I students are pulled together within the classroom setting to work on supplemental materials.
- ◆ Title I personnel teach demonstration lessons on areas of specialty to the entire classroom of students.
- ◆ Title I teachers work with targeted students one on one in the back of the classroom.
- ◆ Title I personnel work with regular classroom teachers in lesson planning to ensure that the Title I supplemental activities and strategies are aligned with the regular classroom lessons.
- ◆ Title I personnel work with targeted students during an independent work period to reinforce skills after the regular classroom teacher has just delivered a lesson.
- ◆ Title I teachers prepare additional/supplemental materials that Title I students can utilize for reinforcement as needed.

EXAMPLE: In-class Delivery Model

As an alternative to the traditional “pullout” program, an urban school district in Arizona with a diverse student population instituted an in-class delivery of additional services for Title I students. A Title I teacher works with small groups of children within a regular classroom. This structure minimizes disruption and negative labeling while it provides direct services to Title I students and maybe at times incidental assistance to their classmates who might need assistance on a particular concept.

In each Title I school, a Title I program facilitator (a certified teacher and in many cases a former Title I teacher) provides every classroom teacher with pedagogic support, including modeling instructional strategies and other professional advice, support, and guidance. Their goal is to help every teacher establish and maintain classroom learning conditions that stimulate and accelerate Title I students’ learning.

EXAMPLE: In-class Delivery Model

Second grade students in a regular classroom have been working on multiplication facts during their daily math period. After the regular classroom teacher delivered a lesson to the whole class on multiplication, students were given a worksheet to complete. The next day, students are given their worksheets back and asked to redo the problems that were incorrect. To reinforce the skill of multiplication, the Title I teacher pulls to the table in the back of the room, those Title I students who had several incorrect answers on that worksheet. As a group the Title I teacher and students review multiplication facts by using flashcards. The Title I students then redo the incorrect problems on the worksheet independently.

EXAMPLE: In-class Delivery Model

There are several Title I students in a particular reading group who have difficulty with vocabulary words and comprehension. The reading group meets daily for a half-hour with the regular classroom teacher. While the classroom teacher meets with a different reading group, the Title I teacher pulls the Title I students from the first reading group daily and pre teaches the lesson/story for the following day. The Title I teacher introduces key vocabulary words from the story and the group reads the story together. These students are receiving the same reading lesson as the other children in their group from the regular classroom teacher. However, they are also receiving additional supplemental instruction from the Title I teacher.

EXAMPLE: In-class Delivery Model

The Title I reading teacher returns home after attending a National Title I convention. At the convention, the teacher was introduced to several new innovative methods of teaching reading skills to children. The Title I teacher works with the classroom teacher to plan appropriate ways in which the Title I teacher can share this information. The Title I teacher provides several demonstration lessons to the entire classroom of students modeling teaching methods that were recommended by presenters from the national conference. Title I students, their classmates and the regular classroom teacher all benefit from this incidental opportunity to share innovative ideas.

If you decide to use the In-class Model of Instruction, please keep the following in mind:

- Ensure that you are more than an aide. You are certified and should be providing instruction (both basic and high order)
- You may instruct whole group periodically or on a demonstration basis
- Services must be supplemental
- There must be planning time scheduled for regular classroom teachers to meet with Title I Staff
- Just as in a pull-out program, services are directed to students who were found to be eligible for Title I. The Title I teacher has a student list and is accountable for these students' progress.

You may not:

- Take ½ class and instruct each day (supplanting)
- Take whole class while teacher leaves (supplanting)
- Constantly work on homework or classroom worksheets

ADDITIONAL CONSIDERATIONS FOR USING THE IN-CLASS DELIVERY MODEL

- In a targeted assistance school, the basic rule of thumb is that only eligible Title I students should be served on a regular basis.
- All students must receive the primary instruction in all academic areas from their regular classroom teacher. In addition, Title I students receive instruction above and beyond that primary instruction.
- Each Local Educational Agency decides what criteria to use to select students for Title I services. The criteria used must be uniform, objective and designed to identify disadvantaged students most in need of receiving supplemental assistance. Title I teachers determine their caseload. Criteria can be set so that many children are eligible for services. However, services need to be sufficient enough to enable each child to make progress. In addition, Title I teachers need to keep information on each child being served to document their progress. Title I teachers need to consider those aspects when determining their caseload.
- Primary teaching of lessons by Title I staff to all students can only be done on a demonstration/incidental basis in a targeted assistance school.
- Incidental inclusion allows for non-Title I students to be served on occasion when appropriate. However, services should be incidental in occurrence. It should be the exception, not the norm.
- Documentation must be kept individually for all children found to be eligible for Title I service to show whether these students are making adequate progress. A minimum of three assessment methods must be used for each child to document progress.
- If Title I teachers are meeting with a reading group, it should be to provide additional services from what they already received or will receive from the regular classroom teacher.
- Title I teachers using the in-class model are not to be used as regular classroom aides.
- All considerations noted pertain to Targeted Assistance schools. Regulations and considerations for schoolwide programs are completely different. Schoolwide programs serve all children, and services do not have to be supplemental.

North Dakota Department of Public Instruction

TITLE I FAST FACT SERIES

Issue: Instructional Models of Service Delivery in Title I

In Title I, there are basically four choices for instructional delivery models: 1) pull-out, 2) in-class, 3) extended day, or 4) extended year – summer programs. When choosing a delivery model keep in mind: all targeted assistance schools must ensure that services provided by Title I personnel, regardless of the model of delivery used, are supplemental. Research offers no conclusive evidence for superiority of either the pullout model or alternative models, and the State Title I office does not endorse one instructional delivery method over another. The primary responsibility for the choice of instructional models is at the school building.

Many issues come into play when a school or Title I teacher is deciding which method of delivery to use. In order for the Title I teachers to be effective, they need to feel comfortable in the chosen method of delivery. Personalities of all teachers involved must be considered. Many times, a combination approach may be appropriate. Teachers may choose to go into the classroom for some grades but pull students in other grades. Pullout is usually necessary when using certain computer programs to provide supplemental instruction. In addition, if schools choose to use a pull-out or in-class model during the day, they may also want to have an after school or summer school program as well.

➤ **The Pull-Out Model:**

PROS	CONS	CONSIDERATIONS
May allow individual teacher styles and philosophies to be used	Stigmatizing for some students	Ensure Title I students aren't pulled out during a time when the classroom teacher is providing instruction
Provides a special environment for students	Time wasted getting to and from Title I environment	If pulled out during seat work time, modify assignments so students are not penalized for going to the Title I room
More individualized attention to "targeted" students	Instruction is not always aligned to what's going on in the classroom	Ensure students are not regularly pulled out during "fun" time in the classroom (i.e., recess, gym, etc.) to avoid being penalized
Provides for a quieter, less disruptive environment	Less coordination and communication among staff	
Access to variety of computers, materials, and games to work with small groups of students	Students miss instruction that takes place in the classroom	

➤ **The In-Class Model:**

PROS	CONS	CONSIDERATIONS
All students know the Title I teacher	Title I teacher often treated as an aide	Ensure Title I identified students receive additional help
Can work unobtrusively with students	Requires extensive consultation and communication for joint planning and teaching	Schedule planning time with classroom teachers to ensure alignment of services
Title I teacher better understands children when observing them in a classroom setting	Many regular classroom teachers are not comfortable having someone else in the room	Ensure Title I students receive more services, not replacement services
Can better compliment what the classroom teacher is doing	Needs careful consideration to supplement not supplant services	
Less stigmatizing for students – discourages labeling	Needs careful consideration to focus instruction on "targeted" students	
Facilitates teacher relationships – more opportunities for collaboration and communication	Overcrowding in some classrooms – space availability within the classroom	
Learn other teaching styles and strategies (promotes collegiality)	Increases distractibility of students	

➤ **The Extended Day Model:**

Research has proven that after school programs can help to improve the academic performance of students. For more information on the extended day programs, please visit www.dpi.state.nd.us/title1/resource/aftrschl/index.shtm on the Title I website.

➤ **The Extended Year – Summer Programs Model:**

Summer school programs also contribute to raising academic performance. Many students regress during the summer with three months away from school. Summer school programs can be very beneficial in helping students to retain knowledge over the summer break, especially if conducted prior to the start of a new year. Title I funds may be used to implement a summer school program for Title I students. Guidance regarding a Title I summer school program is available at www.dpi.state.nd.us/title1/targeted/index.shtm on the Title I website.

If you have additional questions regarding this issue, please contact:

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TARGETED ASSISTANCE SCHOOLS -- SAMPLE SCENARIOS

A second grade classroom is studying a unit on dinosaurs. They are going to be writing their own dinosaur story in the regular classroom. The Title I teacher spends the week pre-teaching and preparing the Title I students in this second grade classroom for this activity. Both the regular classroom teacher and the Title I teacher have been reading the students a variety of books on dinosaurs to give the students a wealth of facts and ideas on what life was like during the era of dinosaurs. The Title I teacher pre-teaches and reinforces skills the students will need to write their stories independently in the classroom. The group creates a word bank of typical words they will use when writing their story. One day they write a class story together on chart paper. As they write the story together, the Title I teacher models using spacing between words, starting sentences with capital letters, and using the correct punctuation after a sentence. They discuss the importance of a story having a beginning, middle and an end to the story line. The group brainstorms possible topics or themes that would make a good dinosaur story. The Title I teacher goes into the classroom the day the kids write their stories to help answer questions, help spell certain words and provide encouragement to the students.

A third grade classroom is going to begin reading the book *Charlotte's Web*. The Title I teacher spends the preceding week pre-teaching the story. They read the story together in the Title I room. The Title I teacher pulls words from the story that the students may have difficulty reading. The group discusses their definition and plays flashcard games to master the words. The Title I teacher creates supplemental extension lessons to reinforce comprehension skills. When the students read the story in the regular classroom, they start with an advantage, their self-esteem is enhanced, and they are better able to keep up with the other students on activities done in the classroom.

A Title I teacher works with small groups of children within a regular classroom. This structure minimizes disruption while it provides direct services to Title I students. There are several Title I students in a particular reading group who have difficulty with vocabulary words and comprehension. The reading group meets daily for a half-hour with the regular classroom teacher. While the classroom teacher meets with a different reading group, the Title I teacher pulls the Title I students from the first reading group daily and pre-teaches the lesson/story for the following day. The Title I teacher introduces key vocabulary words from the story and the group reads the story together. These students are receiving the same reading lesson as the other children in their group from the regular classroom teacher. However, they are also receiving additional supplemental instruction from the Title I teacher.

TARGETED ASSISTANCE SCHOOLS -- SAMPLE SCENARIOS (continued)

A Title I room has two computers available for student use. Each student works with the Star Reading Program on the computer for a portion of the time spent in the Title I room. When not working on Star Reading, students will be working one-on-one with the Title I teacher on reading skills. The Title I teacher chooses skills that the student(s) are having the most difficulty with and aligns them to the classroom instruction. If a student is having difficulty with comprehension, the work will involve reading the science or social studies chapter for the day and using the strategy QUILT (Questioning and Understanding To Improving Learning and Thinking). The in-class model is also used during reading time on Monday and Wednesday morning. After the classroom teacher has provided the lesson and assignment, the Title I teacher provides support to the Title I student(s) by giving hints and reminders about the different strategies that were already taught in the Title I room.

A teacher has been assigned Title I responsibilities for grades 7-12 using a pull out method. The identified students come to the Title I room during their study hall. The main focus of this Title I program is to teach students study skills and organization strategies to help them succeed in the regular classroom. The first and last five minutes of the session are spent reviewing a five item checklist required of all participants.

- Were the students there on time?
- Did the students come with required materials?
- Did the students work productively?
- Did the students have their assignment books filled in?
- Did the students exhibit appropriate behavior during class?

They review the checklist at the beginning of class as a reminder. At the close of the day, they review the checklist again. Students receive points for each of the five items they do correctly. At the end of the week, students who earn 90% of the points that are available, are rewarded in some manner. At the beginning of each session, the teacher does a short study skills lesson. The students then work on their classroom assignments, incorporating the study skills strategies.

A Title I teacher uses the pull out method to work with small groups of Title I students. She reviews lesson plans from the elementary teachers to ensure that she is supplementing the classroom instruction. The Title I teacher's focus is to re-teach or pre-teach the same skills being taught in the classroom. A variety of strategies and methodologies which are essential to support the learning styles of individual children are utilized. These strategies are not limited to but include:

- Visual Activities
 - Auditory Activities
 - Kinesthetic Activities
 - Choral Reading
 - Tactile Activities
 - Technology Lessons
 - Music-incorporated Experiences
 - Multi-sensory Experiences (color, taste, smell)
 - Writing Experiences

By using a balance and variety of strategies, Title I students receive an optimal environment to learn.

Title I Targeted Assistance Program Alternative Ideas to a Pullout Program

With the passage of the *No Child Left Behind* (NCLB) Act came increased expectations for schools to raise the academic achievement of all students, in particular those at-risk of not meeting the state standards. Title I services provided to struggling students must always be supplemental. This means that Title I students must have the benefit of receiving the same instructional time from the classroom teacher as all other students, as well as additional instructional time from the Title I teacher.

At recent U.S. Department of Education (USDE) trainings, concern has again been expressed regarding the pullout model of instruction. A common concern is that when a child leaves the classroom, they are missing something. Title I students struggle as it is to stay caught up. Often times, when they leave the room for Title I services, they miss out on instructions from the classroom teacher or seatwork time to get assignments done. The disruption that leaving the classroom and returning when another activity has begun can be very difficult for Title I students.

The USDE is in the process of updating their Title I targeted assistance program guidance. States have been informed that the new guidance will strongly promote Title I services that are supplemental in terms of providing students with more services **without decreasing instructional time within the classroom**. However we were also informed that the pullout model will still be an allowable service delivery model. The North Dakota State Title I office has created this guidance to assist schools that would like to look at alternatives to a pullout model and to provide ideas on other ways in which Title I targeted assistance funds could be utilized.

No matter how a school/district chooses to use Title I funding, targeted assistance programs must still fulfill all Title I requirements regarding student selection, parental involvement, and other pertinent requirements. Using alternative ideas does not dismiss meeting the requirements for a Title I school/district.

In this guidance, we have listed alternative ways to use Title I funds. Each idea is described in more detail within this document. Schools wishing to implement any of the services listed should read the detailed section for additional notes on programming issues, staff qualifications, and other requirements. Also note that some of these positions could be combined for optimal use of personnel and funds.

- ★ Title I Preschool Programs
- ★ Title I Extended Kindergarten Programs
- ★ Title I Before, After, and Saturday School Teacher
- ★ Title I Summer School Programs
- ★ Title I Coordinator
- ★ Title I Parent Coordinator
- ★ Title I Resource Specialist
- ★ Title I Reading/Math Coach
- ★ Title I Teacher for Struggling Students – In-class Model

★ Title I Preschool Programs

There is currently a national focus on preschool or early childhood education. A Title I preschool program is a program of educational services for eligible children who are below the age at which the school provides elementary education services. A Title I preschool program must be focused on raising the academic achievement of children so they are better prepared for school. In targeted assistance schools, staff could be hired with Title I funds to conduct a Title I preschool program. Schools would need to develop a student selection process to determine which preschool-age children are “at-risk” and would benefit from having early intervention services.

Staff Requirements: Preschool teachers paid with Title I funds would need to be elementary certified or have a degree in early childhood education. If this person works directly with students, they would also need to carry a Title I credential to provide direct services to identified struggling students during school hours.

Aides/paraprofessionals hired for a Title I preschool program would need to meet the Title I requirements specified in the NCLB act. Since aides/paraprofessionals must be under the direct supervision of a certified teacher, a Title I preschool program staffed entirely by aides/paraprofessionals is not allowed.

Districts/Schools Using This Option:

Just a few districts/schools in North Dakota are using a portion of their Title I funding to pursue preschool programs. Those that have pursued this option are finding wonderful results from the process. Please visit the Title I Preschool Program website to view a listing of these districts/schools. The website is located at <http://www.dpi.state.nd.us/title1/resource/aftrschl/index.shtm>.

★ Title I Extended Kindergarten Programs

Those students being served by the district that seem to be lagging behind in kindergarten skills may benefit from Title I extended-day kindergarten services. For example, regular kindergarten may be provided each day of the week for one-half day. Those students needing extra services may benefit from going to the regular kindergarten program and then participating in a Title I extended-day kindergarten for the second one-half day. Students participating in this program must be identified, through a selection process, as being most in need or struggling. Parents of all eligible students selected to participate must be informed that their child is eligible and parents must be given the opportunity to decline participation in the extended-day kindergarten program.

Staff Requirements: A teacher who is teaching the additional portion of the day for the Title I extended full-day kindergarten can meet the highly qualified provision in two ways:

1. The teacher can be licensed to teach Kindergarten by the Education Standards and Practices Board, or
2. Since this extended full-day kindergarten program is supplemental to the regular kindergarten program, the teacher can be a licensed elementary teacher with a Title I credential.

Aides/paraprofessionals would need to meet the Title I requirements for aides/paraprofessionals specified in the NCLB act. Since aides/paraprofessionals must be under the direct supervision of a certified teacher, a Title I extended day kindergarten program staffed entirely by aides/paraprofessionals is not allowed.

Districts/Schools Using This Option:

Just a few districts/schools in North Dakota are using a portion of their Title I funding to pursue extended kindergarten programs for identified students. Please visit the Title I Extended Day website to view a listing of these districts/schools. The website is located at <http://www.dpi.state.nd.us/title1/resource/aftrschl/index.shtm>.

★ Title I Before, After, and Saturday School Teacher

Increasing the instructional time for students through an extended-day school program is one approach that many schools are implementing to help meet the challenging goals of the NCLB Act. Students participating in these programs must be identified, through a selection process, as being most in need or struggling. Parents of all eligible students selected to participate must be informed that their child is eligible and parents must be given the opportunity to decline participation in the program. Services in these programs may be provided any time outside the regular school day.

Staff Requirements: A Title I before/after school program must be taught by personnel teaching within their area of licensure (i.e., the grade levels specified on the teaching license). However, it is not a requirement that teachers hold a Title I credential.

All aides/paraprofessionals hired for a Title I extended-day school program must meet the Title I requirements specified in the NCLB Act. The school district must ensure that all aides/paraprofessionals are under the direct supervision of certified teachers and that their role is to provide instructional support. An extended-day school program staffed only by aides/paraprofessionals is not allowed.

Districts/Schools Using This Option:

Many districts/schools in North Dakota use a portion of their Title I funding to pursue extended-day services. Please visit the Title I Extended-Day website at <http://www.dpi.state.nd.us/title1/resource/afttrschl/index.shtm> to view a listing of districts/schools doing an extended day program during the 2006-2007 school year.

★ Title I Summer School Programs

The North Dakota State Title I office has seen a dramatic increase in the number of schools opting to use their Title I funds for a Title I-paid summer school program. Students participating in this program must be identified through a selection process, as being most in need or struggling. Parents of all eligible students selected to participate must be informed that their child is eligible and parents must be given the opportunity to decline participation in the summer school program. Summer school services are an opportune way to provide at-risk students with additional instructional time.

Staff Requirements: A Title I summer school program must be taught by personnel teaching within their area of licensure (i.e., the grade levels specified on the teaching license). However, it is not a requirement that teachers hold a Title I credential.

All aides/paraprofessionals hired for a Title I summer school program must meet the Title I requirements as specified in the NCLB Act. The school district must ensure that all aides/paraprofessionals are under the direct supervision of certified teachers and that their role is to provide instructional support. A summer school program staffed only by aides/paraprofessionals is not allowed.

Districts/Schools Using This Option:

Many districts/schools in North Dakota use a portion of their Title I funding to pursue summer school programs. Please visit the Title I Summer School website at <http://www.dpi.state.nd.us/title1/targeted/index.shtm> to view a listing of districts/schools doing a summer school program during the 2006-2007 school year.

★ Title I Coordinator

Title I funds could be used to hire someone to coordinate the school's Title I program. In this scenario, the Title I position takes on a more administrative role. A coordinator may be responsible for administering all the requirements of the Title I programs such as: prepare the Title I section of the consolidated application, maintain written records and reports on the Title I program, coordinate professional development aimed to assist "at-risk" students, coordinate parental involvement activities and meetings, plan the annual review meeting, and prepare other Title I information for administration.

Staff Requirements: A person in this position will need to carry a valid Title I coordinator's credential.

Districts/Schools Using This Option:

For a list of districts that use Title I funds to employ a Title I Coordinator, please visit the Title I website at <http://www.dpi.state.nd.us/title1/targeted/require/read/new/coordinator.shtm>.

★ Title I Parent Coordinator

Parental involvement is a key component of the NCLB Act. Title I funds could pay for personnel to be employed as a Title I parent coordinator with the responsibility of providing resources to the parents of Title I students to help them assist their children at home. This person could coordinate trainings, research ideas, design materials, and coordinate all aspects of parental involvement within the Title I requirements.

Staff Requirements: There are no requirements for a person employed as a parent coordinator.

Districts/Schools Using This Option:

A few districts in North Dakota that employ a parent coordinator as part of their Title I program include the Minot Public School District and the Pettibone Elementary School.

★ Title I Resource Specialist

Title I funds could be used to hire someone to conduct research to provide ideas, lesson plans, strategies, and research-proven practices to assist your teachers in working with Title I students. Title I funds could be used to pay personnel to gather information, review research, and collect resources on effective research-based practices for teachers to assist Title I students.

Staff Requirements: A person in this position should be an educator. This person does not need to carry a Title I credential unless they will also be providing direct services to identified struggling students during school hours.

Districts/Schools Using This Option:

At this time, there are no districts/schools in North Dakota employing a resource specialist as part of their Title I program.

★ Title I Reading/Math Coach

Title I funds may be used to employ personnel in the position of a reading and/or math coach. In a targeted assistance program, this person would be limited to assisting teachers with strategies to work with identified Title I students. Coaches can provide information on strategies that can be used with Title I students and may also facilitate study groups with classroom teachers to discuss strategies and intervention ideas for Title I students. Due to the growing popularity of this type of program, the State Title I office is working to create additional guidance on the use of funds in this area.

Staff Requirements: A Title I credential (reading/math) is required for staff employed in this position.

Districts/Schools Using This Option:

All Reading First Schools employ a reading coach to assist teachers with strategies and reading services to struggling students. To see a list of schools with Reading First grants, please see the Title I Reading First website at <http://www.dpi.state.nd.us/title1/reading/index.shtm>.

There are a growing number of districts in North Dakota employing a math coach as part of their Title I program. These districts include: Fargo Public School District, Bismarck Public School District – Wachter Middle School, Jamestown Public School District, and the Devils Lake Public School District. One idea for small districts would be to pool their Title I funds to share a math coach to assist staff in a consortium of schools.

★ **Title I Teacher for Struggling Students – In-class Model**

One alternative to the pullout model is to use the in-class model of instruction. Title I staff using the in-class model can only provide direct services for identified Title I students during a time when classroom instruction is not taking place. With the in-class model, the Title I teacher can work unobtrusively with identified Title I students, compliment what the classroom teacher is doing, and less time is wasted getting to and from the Title I classroom.

Staff Requirements: This individual needs to carry a Title I credential if they provide direct services to identified struggling students during school hours.

Districts/Schools Using This Option:

Most Title I teachers use a combination of in-class and pullout models when providing services to Title I students. The Title I Targeted Assistance website provides many details on using both models within the Title I program and the advantages and disadvantages of each. For more details on this model of service, please see the Title I website at <http://www.dpi.state.nd.us/title1/targeted/index.shtm>, specifically see the bullet entitled, “Models of Delivery for your Title I Program.”