



TITLE I

PRIVATE SCHOOL

SAMPLE DOCUMENTATION

P01 – P20

2016-2017

Sample Self-Monitoring Documentation for Private School Programs

Nationally, Title I receives a significant amount of funds from the federal government. The Office of Federal Title Programs is required by law to monitor local Title I programs to ensure compliance with procedures and regulations. The U.S. Department of Education (USDE) is clearly enforcing this regulation. It is the responsibility of the state to ensure that states, districts, and schools are held accountable in regard to Title I and *No Child Left Behind* (NCLB) regulations.

The purpose of this document is to provide assistance to schools and districts as they complete the Federal Title Programs monitoring process. This document walks through each requirement outlining details on the requirement itself, the documentation necessary, special alerts to take into consideration, and additional resources available. Below is a summary of each category.

“Requirements” Section

This section outlines the specific requirements mandated by the federal law, state law, or the Office of Federal Title Programs. This section provides an explanation of the requirements to assist schools in understanding the requirement’s rationale.

“Documentation” Section

This section explains the type of documentation that is necessary to adequately meet the monitoring requirement.



Correct: This symbol notes the correct type of documentation.



Incorrect: This symbol indicates incorrect documentation that is often used to evidence the requirement.

“Please Note” Section



This section offers relevant information relating to the requirement. This section may simply indicate that the requirement relates to other federal programs or outlines common issues we find regarding the submission or documentation.

“Resources” Section



This section outlines current resources available on the particular requirement.

Submission P01 – Inventory

Requirement

EDGAR 74.34 specifies the rules and regulations pertaining to the use of federal funds for permanent fixtures such as equipment and furniture. Title I programs must keep track of all items purchased with Title I funds, but those with a value of \$750 or more as well as ALL COMPUTERS (computers, monitors, iPads), TECHNOLOGY RELATED PURCHASES (cameras, iPods, SMART boards), and TITLE I FURNITURE (filing cabinets, bookshelves) must be inventoried more formally and will be reviewed during the Title I self-monitoring process.

The USDE has informed the Office of Federal Title Programs that **ALL COMPUTERS, TECHNOLOGY RELATED PURCHASES, and TITLE I FURNITURE** must be tracked on the inventory, no matter the purchase price. Therefore, if a district purchases a computer for \$500, a digital camera for \$350, an iPad for \$600, and a computer desk for \$250, these items must all be recorded on the inventory.

An equipment inventory must document the following:

1. Description of the equipment.
2. Serial number.
3. Acquisition date.
4. Acquisition cost.
5. Location of equipment.
6. Any disposition data (including date of disposal and sale price).

The district must also ensure that all materials, supplies, equipment, and furniture (non-consumable items) purchased with federal funds, no matter the value of the item, are labeled as purchased with federal Title funds. The equipment inventory will also be reviewed to see that all equipment is being used exclusively for Title I purposes.

All items must be kept on the Title I inventory for a minimum of five years. After five years, the items lose their identity as purchased with federal Title I funds and then belong to the district. The district has authority to use or dispose of the items as they see fit as long as it is recorded under disposition data.

All equipment purchased with Title I funds must be located in and kept in the Title I room and used exclusively by Title I staff and Title I students.

Documentation

See subsequent page

Please Note



Private school officials have no authority to obligate or receive Title I funds. Federal statute clearly states that the LEA must maintain control of Title I funds, materials, equipment, and property. No Title I funds may be paid or reimbursed to a private school.

Resources



Sample Documentation – Submission P01 – Inventory

Correct



XYZ Public School District

Inventory of items purchased with **Title I** grant money as required by EDGAR 74.34.
Equipment housed at XYZ Private School.

Description of Equipment	Serial Number	Acquisition Date	Acquisition Cost	Location of Equipment	Disposition Data
IMAC Computer	C050200195	8/3/2007	\$947.40	Title I Classroom	Transferred to district PK program 7-2012 (\$150)
IMAC Computer	XB8270AACT9	1/1/2011	\$1,499.00	Title I Classroom	
Computer Desk	P11200BBKWH	1/1/2011	\$250.00	Title I Classroom	
IMAC Computer	RN1310JFMT	9/24/2011	\$350.00	Title I Classroom	
Nikon Digital Camera	V221JYFZNC727	6/4/2010	\$450.00	Title I Classroom	
Dell Laptop	2005-008372	7/15/2011	\$450.00	Title I Classroom	
iPad	2011-0413	08/01/2013	\$600.00	Title I Classroom	

Incorrect – Not all information provided



Description of Equipment	Serial Number	Acquisition Date	Acquisition Cost	Location of Equipment	Disposition Data
IMAC Computer	C050200195		\$947.40	Title I Classroom	District office
IMAC Computer	XB8270AACT9	1/1/2011		Title I Classroom	

Incorrect – Located outside of Title I classroom



Description of Equipment	Serial Number	Acquisition Date	Acquisition Cost	Location of Equipment	Disposition Data
IMAC Computer	C050200195	1/1/2011	\$1,145.00	2 nd Grade Classroom	
IMAC Computer	XB8270AACT9	9/24/2010	\$799.00	Title I Classroom	

Submissions P02 & P03 – Time/Effort Documentation & Assurance

Requirement

The federal law requires all employees, including teachers, paraprofessionals, and other staff who are paid with federal funds, to document the time and effort they spend within that program. The portion of the federally paid salary should be reflective of the time and effort the individual has put forth for that federal program.

All individuals being paid with federal funds must document their time and effort, no matter what the percentage of time they are paid. An employee dedicating 5% of their time to a federal program must document their time and effort just as an individual employed 100% in a federal program would have to document their time and effort. The difference is the type of documentation that each employee would be required to submit.

Documentation

Documentation for this requirement varies based on the positions being funded with federal funds. For monitoring purposes, all individuals paid with federal funds must submit documentation of their time and effort through one of the options listed below:

- **Permanent Schedule** – A permanent schedule is most often used for teachers or individuals who are being paid with federal funds and hold a fixed schedule every day of the week. For instance, a Title I teacher’s schedule could document that he/she is being paid 100% with federal funds and 100% of his/her day is dedicated to Title I programming. A teacher who was 50% Title I and 50% reading coach could also use this method if his/her schedule were consistent, day after day. Permanent schedules should be on file and updated throughout the school year.
- **Semi-Annual Certification** – Districts who have fully-funded federal personnel or those that are partially funded with federal funds must have individuals submit an assurance every six months (at a minimum) documenting the amount of time they worked for each particular federal program. This certification should also include documentation of time spent on the federal program (such as a copy of daily planner, schedules, time sheets, daily logs). A sample assurance could state, “From January 1, 2015 to June 30, 2015, Jane Doe spent 100% of her time on Title I, Part A instructional activities as evidenced by the enclosed schedule.” – Signed by employee and their supervisor.
- **Daily Log** – Individuals who work less than 100% for a particular federal program and whose schedule changes from day to day have the option of logging their time spent in the federal program each day. For instance, a principal who is paid 75% from the district for principal duties and 25% from Title I to coordinate the district’s Title I program could keep a daily log of the time spent on principal duties versus Title I coordinator duties. An individual in this situation does not hold a fixed schedule as principal duties are irregular and cannot be scheduled. Daily logs must be signed by the employee and their supervisor.
- **Monthly Certification** – Individuals who are funded from multiple funding sources can document their time and effort through monthly documentation. For this method, an assurance including time documentation would be submitted monthly, or as indicated by the employees pay period (i.e., paid every two weeks, two week certification). A sample monthly assurance could state, “For the month of October 2014, Jane Doe spent 50% of her time on Title I, Part A instructional activities and 50% on general fund instructional activities as evidenced by the enclosed schedule.” – Signed by employee and their supervisor.

The type of documentation you will be responsible for depends on the type of position held. Use the chart below to determine the best form of documentation for your position.

Position	Permanent Schedule	Semi-Annual Certification	Daily Log	Monthly Certification
Title I Teacher (fixed schedule)	✓	✓		
Title I Teacher (variable schedule)			✓	✓
Data Coordinator			✓	✓
School Improvement/Schoolwide Coordinator			✓	✓
Reading/Math Coach (fixed schedule)	✓	✓		
Reading/Math Coach (variable schedule)			✓	✓
Class-size Reduction Teacher (fixed schedule)	✓	✓		
Preschool Teacher (fixed schedule)	✓	✓		
Title I Coordinator			✓	✓
Aides/Paraprofessionals (fixed schedule)	✓	✓		
Aides/Paraprofessionals (variable schedule)			✓	✓

See subsequent pages for Sample Time and Effort Logs and Assurances

Please Note

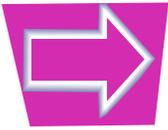


Title I staff serving private schools are employees of the public school district. Although their work may be done in a private school building, their supervision, evaluations, time/effort assurances, etc., are managed by the local public school district.

Resources



Sample Documentation – Submission P02 – Time/Effort Documentation – Permanent Schedule



A permanent schedule is most often used for teachers, paraprofessionals, or individuals who are being paid with federal funds and hold a fixed schedule every day of the week. For instance, a Title I teacher’s schedule could document that he/she is being paid 100% with federal funds and 100% of his/her day is dedicated to Title I programming. A teacher who was 50% Title I and 50% reading coach could also use this method if his/her schedule were consistent, day after day. Permanent schedules should be on file at the school and updated throughout the school year.

Teacher Name: XYZ Teacher **Public School Name:** XYZ Public School **Private School Name:** XYZ Private School
Position: 50% Title I Reading Specialist at the Private School and 50% Reading Coach at the Public School District (paid with district funds)

Time Slots	Students Worked With <small>(List names of students served during this time slot.)</small>	Subjects Covered <small>(Reading, math or other subject. Give description of skills in the subject area.)</small>	Grade Level of Student
8:30 – 9:00	XYZ Private School Students	Reading	Grade 4
9:00 – 9:30	XYZ Private School Students	Reading	Grade 3
9:30 – 10:00	XYZ Private School Students	Reading	Grade 2
10:00 – 10:30	XYZ Private School Students	Reading	Grade 1
10:30 – 11:00	XYZ Private School Students	Reading	Grades 5 & 6
11:00 – 11:30	All	Reading	Grade 3
11:30 – 12:00	All	Reading	Grade 2
12:00 – 1:30	Lunch and Prep		
1:30 – 2:00	All	Reading	Grade 1
2:00 – 2:30	All	Reading	Grade 4
2:30 – 3:00	All	Reading	Grades 5 & 6
3:00 – 3:30	Prep		

Sample Documentation – Submission P03 – Assurance – Semi-Annual Certification



Districts who have fully-funded federal personnel or those that are partially funded with federal funds must have each individual sign an assurance every six months (at a minimum) documenting the amount of time they worked for each particular federal program. This assurance must be kept on file and made available for monitoring purposes. This certification should also include documentation of time spent on the federal program (such as a copy of daily planner, schedules, time sheets, daily logs). A sample assurance could state, “From August 1, 2014 to December 15, 2014, Jane Doe spent 100% of her time on Title I, Part A instructional activities as evidenced by the enclosed schedule.” Logs must be signed by both the employee and supervisor. Signatures must be dated AFTER the last date of service.

Teacher Name: XYZ Teacher **Public School Name:** XYZ Public School **Private School Name:** XYZ Private School
Position: 50% Title I Reading Specialist at the Private School and 50% Reading Coach at the Public School District (paid with district funds)

This is to certify that I, _____, worked _____ of my time on _____
(Employee First and Last Name) (FTE %) (School & District)

Title I, Part A program performing instructional activities for the period of _____ to _____.
(Month/Day/Year) (Month/Day/Year)

*XYZ Teacher Signature

*XYZ Public School District Supervisor Signature

Date

Date

**Signatures must be dated AFTER the last date of service.*

Submissions P04, P05, P06, P07, & P08 – Student Selection

Requirement

Student eligibility for Title I services for private school children is determined by:

1. Residence in a participating public school attendance area, and
2. Educational need.

Poverty is not a criterion.

It is the district's responsibility to verify that the eligible private school children reside in participating public school attendance areas. This verification process must be documented.

Criteria for services are determined in consultation with private school officials. The district must establish multiple, educationally related, objective criteria to determine which private school children are eligible for Title I services, and within the eligible group, which children will be served.

After eligibility and criteria have been established, Title I law requires that a selection process take place to determine which of the eligible students are in need of Title I services. The selection process for Title I private school students must be based on multiple, educationally related, objective, uniformly applied criteria given to all Title I eligible students at each grade level in all subject areas in which the students are being served (i.e., reading, math, etc.). This information must be documented on a student selection worksheet. Children from preschool through grade two (2) are selected solely based on such criteria as teacher judgment, interviews with parents, and developmentally appropriate measures of educational need. Title I, Part A funding may not be used to identify private school children who are eligible to participate. However, Title I, Part A funds may be used to select participants from among those who are eligible and to determine the needs of the students.

Schools must maintain a worksheet that is used to compare the criteria gathered for each student in order to determine who will receive Title I services. After all data has been collected, students must be ranked in priority order according to greatest need for services. If the public school district is able to serve all students that are eligible and selected for Title I services, this information should be reflected on the student selection worksheet. The worksheet should clearly list each of the criteria used to determine eligibility.

Documentation

See subsequent pages

Please Note



Parent referral is never allowed, as it is not objective criteria to determine student eligibility.

If teacher referral is being used as selection criteria, the teacher referral form must be included in the submission.

Resources



Sample Documentation – Submission P04 – Student Selection Summary



XYZ Public School District Student Selection Summary For XYZ Private School Students

At the XYZ Public School District, student selection criteria are discussed in consultation with private school officials during the spring of each year. Several steps take place to determine student eligibility and selection. Each is outlined below:

- Step 1 – Student residence is reviewed for eligibility.
- Step 2 – Student grade level and public school services are reviewed for grade level eligibility.
- Step 3 – Student is added to the student selection form.
- Step 4 – Students are ranked according to selection criteria established in conjunction with the school.

Step 1 – Student residence is reviewed for eligibility.

The XYZ Public School District reviews and logs student residence to determine which students are potentially eligible to receive Title I services. Only those students residing in Title I eligible attendance areas are eligible for services. Student poverty is not a factor.

Step 2 – Student grade level and public school services are reviewed for grade level eligibility.

Next, the XYZ Public School District reviews the student's grade level to determine if Title I services are provided in the residing public school attendance area in that particular grade level. In order for students to be eligible for services, they would have to have the ability to receive Title I services in their grade level if they attended the public school.

Step 3 – Student is added to the student selection form.

After the XYZ Public School District has determined the student is eligible based on their residence and grade level, the student is added to our student selection form. The district established which multiple, educationally related, objective criteria will be used to determine which private school children will be eligible for Title I services. Again, this information must be shared and discussed with private school officials at the spring consultation.

Step 4 – Students are ranked according to selection criteria established in conjunction with the school.

Each of the student selection criteria is reviewed and scored. Students are then ranked and selected to receive services. Students are ranked according to priority, and those with the highest priority make up the Title I teacher's caseload. Only those students that rank a 3 or higher receive Title I services.

If students transfer during the school year after Steps 1 and 2 have been completed, the student is added to the student selection sheet. Criteria or services from previous schools is not taken into consideration. Students are continually added to the student selection process throughout the entire school year.

In addition to discussing selection issues and processes at the consultation meeting with private school officials, the public school district reviews our student selection process annually during the spring annual review meeting. If issues are noted regarding the selection process, they are addressed at this time.

Our student selection process outlines which students are most in need of services. By participating in the selection process, we determine which students receive services and which do not.

Sample Documentation – Submission P05 – Attendance Area Eligibility



XYZ Public School District

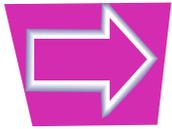
Worksheet to Determine Attendance Area Eligibility For XYZ Private School Students

The XYZ Public School District annually reviews the XYZ Private School’s student register to determine which students are residents of the district and reside in an eligible Title I school attendance area. The chart below reflects our documentation of this requirement.

As new students enroll in the private school, they are added to the Attendance Area Eligibility documentation to determine if the child is eligible to receive Title I services.

Student Name	Address	Public School Information	School Eligible for Title I? (Yes or No)	Student Grade Level	Title I Serves Grade Level at Public School? (Yes or No)	Eligible for Student Selection
XYZ Private School Student 1	123 Education Lane Anytown, ND 12345	XYZ Elementary School 1	Yes	6	No	No (Student would not get services if they attended the public school)
XYZ Private School Student 2	321 Education Lane Anytown, ND 12345	XYZ Elementary School 1	Yes	3	Yes	Yes
XYZ Private School Student 3	PO Box 987 Othertown, ND 98765	Other Title I School 1 (Outside XYZ District)	Yes	N/A	N/A	No (Outside district – district of residence responsibility)
XYZ Private School Student 4	889 Education Lane Anytown, ND 12345	XYZ Elementary School 2 (Non-Title I School)	No	N/A	N/A	No (Student would not get services if they attended the public school)
XYZ Private School Student 5	PO Box 987 Anytown, ND 12345	XYZ Elementary School 3	Yes	3	Yes	Yes

Sample Documentation – Submission P06 – Student Selection Criteria



XYZ Public School District Student Selection Criteria For XYZ Private School Students

The criteria established for the student selection process at the XYZ Public School District varies for each grade level. The criteria listed are unique to the grade levels served at the XYZ Private School.

Students are ranked in priority order based on the following criterion:

Kindergarten

- Reading – STAR early literacy scores, letter recognition, letter sounds
- Math – Kindergarten readiness mathematics assessment, number recognition, shape recognition

Grade 1

- Reading – STAR early literacy scores, Gates – MacGinitie reading score, Dolch sight words
- Math – Place value, addition and subtraction tables, tells time (nearest hour and half hour)

Grade 2

- Reading – Writing a basic sentence using proper mechanics and grammar, oral reading fluency, NWEA reading assessment
- Math – Money (identifies penny, nickel, dime, quarter), addition and subtraction of two digit numbers, NWEA math assessment

Grade 3

- Reading – Last theme test in reading, vowel sounds (short and long), NWEA reading assessment
- Math – Fractions (identifies basic fractions), basic geometry (shapes, angles, coordinates), NWEA math assessment

Grade 4

- Reading – Proper sentence and paragraph structure, classroom reading assessment, NWEA reading assessment
- Math – Classroom math assessment, STAR math assessment, NWEA math assessment

Grade 5

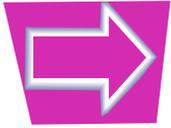
- Reading – NWEA reading assessment, classroom reading assessment, classroom grades
- Math – Classroom math assessment, NWEA math assessment, classroom grades

Grade 6

- Not eligible for selection as XYZ Public School District does not provide Title I services to any public school students in grade 6.

Teacher referral is taken into consideration when conducting the selection process; however, there are three separate criterion that a student must meet before teacher referral has any impact on whether or not the student receives Title I services. Enclosed you will find a copy of our teacher referral form.

Sample Documentation – Submission P07 – Teacher Referral Form (only submit if used by the school as selection criteria)



**XYZ Public School
Title I Teacher Referral Form
For XYZ Private School Students**

Teacher referral is taken into consideration when conducting the selection process; however, there are three separate criterion that a student must meet before teacher referral has any impact on whether or not the student receives Title I services.

Student Name XYZ Private School Student Grade 4
Teacher Name XYZ Private School Teacher Date August 31, 2014

- Rank overall student performance in classroom.

Above 70 percentile
 Between 50 to 70 percentile
 Below the 50 percentile

- Has the student ever repeated a grade?

Yes
 No

- Has the student been served by Title I in the past?

Yes
 No

- Based on the criteria listed above (select one)

I **do** recommend Title I services for this student
 I **do not** recommend Title I services for this student

Sample Documentation – Submission P08 – Student Selection Worksheet



XYZ Public School Title I Student Selection Worksheet For XYZ Private School Students

Below you will find the student selection worksheet for the XYZ Public School District used for XYZ Private School Students. We have included the selection worksheet for the private school students in grade 3 reading and math. Selection worksheets for each grade level are reflective of the unique student selection criteria for each grade level.

Classroom Teacher Name: XYZ Title I Teacher

Grade: 3

READING

Student Name	Proper Sentence and Paragraph Structure	Classroom Reading Assessment	NWEA Reading Assessment	Total	Rank
XYZ Private School Student 2	D (2 pts)	C (1 pt)	200 (2 pts)	5 pts	3
XYZ Private School Student 5	C (1 pt)	D (2 pts)	210 (2 pts)	5 pts	3

MATH

Student Name	Math Classroom Assessment	STAR Math Assessment	NWEA Math Assessment	Total	Rank
XYZ Private School Student 2	D (2 pts)	62 (1 pt)	180 (3 pts)	6 pts	3
XYZ Private School Student 5	C (1 pts)	50 (2 pts)	225 (1 pt)	4 pts	2

Submission P09 – Student Caseload

Requirement

In a Title I private school targeted assistance program, the number of students a teacher serves is referred to as the teacher's caseload.

The average caseload for a 1.0 FTE Title I teacher is 25-35 students. A caseload above 45 students is too many for one (1.0 FTE) teacher to oversee. However, very small caseloads may indicate a need to widen the selection criteria to make more students eligible for the program.

The Office of Federal Title Programs has developed a supplemental questionnaire to gain further insight on student caseload.

Documentation

See subsequent pages

Please Note



When a Title I teacher serves a particular student in multiple subject areas, that student would count multiple times in the caseload calculation. For instance, if a teacher served XYZ student in reading and in math, the student would count as “2” on the caseload.

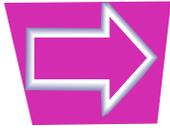
The reason the student is counted twice is because the amount of paperwork, assessments, portfolios, etc., doubles when the student is being served in both academic areas.

Resources



There are no resources specific to this submission.

Sample Documentation – Submission P09 – Student Caseload



The Office of Federal Title Programs has developed a supplemental questionnaire to gain further insight on student caseload.

Title I Issues Supplemental Questionnaire on Title I Caseload For XYZ Private School

School District XYZ Public School District		
School XYZ Private Elementary School		
<p><i>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.</i></p>	Total Number of Students in School:	50
	Number of Students Served in Title I Reading:	5
	Number of Students Served in Title I Math:	4
	Total Title I Caseload Number:	9
<p>Please indicate how you determine your maximum caseload of Title I students:</p> <p>Once a total score is assigned to each student in the class, students are ranked according to priority level. Those students who have a total score of 4-5 points receive the highest priority ranking, a “3” ranking. Those students who have a total score of 2-3 points receive a “2” ranking. Those who receive a total score of 1 point receive a “1” ranking. Those students who receive 0 points receive a “0” ranking. We will serve as many students as possible to fulfill our caseload of 25-35 students. Since we only have one .50 FTE in Title I, our maximum caseload is kept at 15 students.</p>		
<p>How often are students served in your Title I program (daily, three times per week, etc.)?</p> <p>Students identified for receiving Title I services are assisted daily (Monday through Friday) for each subject in which they are identified (reading and/or math).</p>		
<p>How long do students receive Title I services each day and how many days per week (20 minutes each day, 30 minutes every other day, 1 hour three times a week, etc.)?</p> <p>Students receive services for 30 minutes a day for each subject in which they are identified (reading and/or math).</p>		
<p>What is the group size of the Title I services (one-on-one, 2-3 students, 5-6 students, etc.)?</p> <p>Title I group size consists of 2-3 students and some one-on-one instruction for the neediest students.</p>		

Please provide a detailed description of your Title I program (i.e., paint a picture of how a typical day looks like).

Our Title I services begin at 7:30 am when any identified Title I student may come to the Title I resource area for extra assistance. This extra assistance is in addition to their time slot when regular Title I services are provided during school hours. The school day begins at 8:15 am when we serve two students in fifth grade (in-class model, reading/math). From 8:45 am to 9:15 am, we serve three students in second grade (in-class model, reading/math). Our third section of Title I begins at 9:30 am with two first grade students (pull-out model, reading/math). This is followed by serving three students in third grade at 10:00 am (pull-out model, reading/math). At 10:15 am, the fourth graders begin math work time, serving three students (pull-out model, reading/math). At 10:45 am, one fifth grade student comes for math services (pull-out model, reading/math). From 11:15-11:45 am, two first graders receive math services (pull-out model, reading/math).

Student progress is reviewed every four weeks. For students showing significant progress, a decrease in Title I services are offered for the next three to four weeks before they are formally released from Title I services.

Please justify the number of staff members you have hired with Title I funding and provide details on how each member contributes to your Title I program.

At this time, our Title I program serves a total of 9 students in the subjects of reading and math. In other years, this number has been as low as 5 and as high as 20 students, depending on student selection procedures and outcomes.

Submission P09 – Student Caseload

Requirement

In a Title I private school targeted assistance program, the number of students a teacher serves is referred to as the teacher's caseload.

The average caseload for a 1.0 FTE Title I teacher is 25-35 students. A caseload above 45 students is too many for one (1.0 FTE) teacher to oversee. However, very small caseloads may indicate a need to widen the selection criteria to make more students eligible for the program.

The Office of Federal Title Programs has developed a supplemental questionnaire to gain further insight on student caseload.

Documentation

See subsequent pages

Please Note



When a Title I teacher serves a particular student in multiple subject areas, that student would count multiple times in the caseload calculation. For instance, if a teacher served XYZ student in reading and in math, the student would count as “2” on the caseload.

The reason the student is counted twice is because the amount of paperwork, assessments, portfolios, etc., doubles when the student is being served in both academic areas.

Resources



There are no resources specific to this submission.

Sample Documentation – Submission P09 – Student Caseload



The Office of Federal Title Programs has developed a supplemental questionnaire to gain further insight on student caseload.

Title I Issues Supplemental Questionnaire on Title I Caseload For XYZ Private School

School District XYZ Public School District		
School XYZ Private Elementary School		
<p><i>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.</i></p>	Total Number of Students in School:	50
	Number of Students Served in Title I Reading:	5
	Number of Students Served in Title I Math:	4
	Total Title I Caseload Number:	9
<p>Please indicate how you determine your maximum caseload of Title I students:</p> <p>Once a total score is assigned to each student in the class, students are ranked according to priority level. Those students who have a total score of 4-5 points receive the highest priority ranking, a “3” ranking. Those students who have a total score of 2-3 points receive a “2” ranking. Those who receive a total score of 1 point receive a “1” ranking. Those students who receive 0 points receive a “0” ranking. We will serve as many students as possible to fulfill our caseload of 25-35 students. Since we only have one .50 FTE in Title I, our maximum caseload is kept at 15 students.</p>		
<p>How often are students served in your Title I program (daily, three times per week, etc.)?</p> <p>Students identified for receiving Title I services are assisted daily (Monday through Friday) for each subject in which they are identified (reading and/or math).</p>		
<p>How long do students receive Title I services each day and how many days per week (20 minutes each day, 30 minutes every other day, 1 hour three times a week, etc.)?</p> <p>Students receive services for 30 minutes a day for each subject in which they are identified (reading and/or math).</p>		
<p>What is the group size of the Title I services (one-on-one, 2-3 students, 5-6 students, etc.)?</p> <p>Title I group size consists of 2-3 students and some one-on-one instruction for the neediest students.</p>		

Please provide a detailed description of your Title I program (i.e., paint a picture of how a typical day looks like).

Our Title I services begin at 7:30 am when any identified Title I student may come to the Title I resource area for extra assistance. This extra assistance is in addition to their time slot when regular Title I services are provided during school hours. The school day begins at 8:15 am when we serve two students in fifth grade (in-class model, reading/math). From 8:45 am to 9:15 am, we serve three students in second grade (in-class model, reading/math). Our third section of Title I begins at 9:30 am with two first grade students (pull-out model, reading/math). This is followed by serving three students in third grade at 10:00 am (pull-out model, reading/math). At 10:15 am, the fourth graders begin math work time, serving three students (pull-out model, reading/math). At 10:45 am, one fifth grade student comes for math services (pull-out model, reading/math). From 11:15-11:45 am, two first graders receive math services (pull-out model, reading/math).

Student progress is reviewed every four weeks. For students showing significant progress, a decrease in Title I services are offered for the next three to four weeks before they are formally released from Title I services.

Please justify the number of staff members you have hired with Title I funding and provide details on how each member contributes to your Title I program.

At this time, our Title I program serves a total of 9 students in the subjects of reading and math. In other years, this number has been as low as 5 and as high as 20 students, depending on student selection procedures and outcomes.

Submissions P10 & P11 – Student Eligibility

Requirement

Title I law requires only students who are determined eligible for Title I services are provided such services.

After the public school district has determined which students are eligible for Title I services, a notification informing parents of their child's eligibility must be sent.

Schools may word the letter to indicate that Title I services will be provided whether or not the signed eligibility letter is returned to the school by the parents. However, if a parent refuses Title I services for their child, the parent's signature rejecting these services must be kept on file.

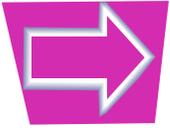
Documentation

See subsequent pages

Resources



Sample Documentation – Submission P10 – Student Eligibility Notification



Dear Parent or Guardian,

Your child, _____, has been selected to receive additional instruction through the XYZ Public School District’s Title I program served at the XYZ Private School.

The goal of the XYZ Private School in conjunction with the XYZ Public School District’s 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. Title I services are provided by a highly qualified teacher through one-on-one or small group instruction.

Please feel free to contact the XYZ Private School or the XYZ Public School District if you have any questions regarding your child’s participation in the Title I program.

Sincerely,

XYZ Public School District Title I Teacher

XYZ Public School Title I Supervisor

XYZ Private School Contact

Your child will immediately begin receiving Title I services. If you would like to decline services, please indicate so by signing and returning the bottom portion of this notification letter.

No, I decline Title I services for my child.

Parent/Guardian Signature

Date

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

Sample Documentation – Submission P11 – Student Eligibility Notification Rejecting Services



This year, the XYZ Public School District has not had any parents or guardians reject Title I services; however, if a parent or guardian does reject services, signatures are obtained and kept on file.

If parents request removal from Title I services after services already have begun, the following form is completed by the parent.

**XYZ Public School District
XYZ Private School
Title I Parent Request of Removal**

Based on the XYZ Public School District's student selection process, my child, _____ is eligible to receive Title I services at the XYZ Private School through the XYZ Public School District's Title I program.

However, I, as the parent/guardian, request to have my child removed from the Title I program.

Parent/Guardian Signature

Date

Submission P12 – Documenting Communication with Classroom Teachers

Requirement

Title I teachers must document communication with the classroom teachers so that what is being taught during Title I services is directly aligned to the work being done in the classroom. This is also a good time for the Title I teacher to remind classroom teachers that it is the Title I teacher's responsibility to supplement or enhance classroom instruction, not supplant or replace it.

Documentation

Documentation to meet this requirement varies across the state. Below is a list of ideas on how schools can document this requirement.

- Lesson Plans – Title I teachers can request lesson plans from cooperating teachers to assist in aligning, pre-teaching, and re-teaching subjects and content being taught in the regular classroom.
- Skills this Week – Title I teachers can request that classroom teachers highlight the main skills they will be teaching to the class in the upcoming week so the Title I teachers can align the curriculum accordingly. Samples are provided on the resources website listed below.
- Communication Form – Narrative communication forms can be completed by classroom teachers encompassing the skills and themes they will be teaching. Samples are provided on the resources website listed below.
- Reteach/Reinforce – Classroom teachers can outline specific skills for specific students that they would like Title I services to reteach or reinforce with the specific student. Samples are provided on the resources website listed below.

See subsequent page

Please Note



Many North Dakota schools are rural and close knit in nature. Often informal communication happens between staff continually throughout the day in the hall, lunchroom, staff lounge, etc. Informal communication cannot be used as documentation to meet this requirement unless the Title I teacher keeps a log of informal communication incidents and the results of the communication.

Resources



Sample Documentation – Submission P12 – Documenting Communication with Classroom Teachers



XYZ Public School District
Skills this Week
At XYZ Private School
Title I Weekly Communication of Lesson Planning

Classroom Teacher Name: XYZ Private School Teacher

Week of: September 5-9

Subject: Reading

Please share with us your basic lesson plans for the week emphasizing skills that will be taught in the regular classroom.

Thank you.

<i>MONDAY</i>	<i>TUESDAY</i>	<i>WEDNESDAY</i>	<i>THURSDAY</i>	<i>FRIDAY</i>
Setting, Plot, Character, Etc.	The <i>Cats of Tiffany</i> Story	Writing Sentences	Sentences	Paragraph Structure
Consonant Clusters	Homonyms	End Marks	End Marks	Homonym Review
	End Marks			

Classroom Progress Update:

<u>Title I Students</u>	<u>Current Grade/Comments</u>
XYZ Private School Title I student has been working at applying the skills taught in Title I to the classroom setting. Keep up the great work and new strategies!	

Submissions P13 & P14 – Annual Review Meeting and Parental Notification of Results

Requirement

Each year Title I programs are required to hold an annual review consisting of a formal meeting and then sending correspondence of the results of this meeting to participating Title I parents. It is recommended that this meeting be held in the spring of the school year. The purpose of this meeting is to review all the components of the Title I program. For a targeted assistance program, items included for discussion in the annual review should include:

- Student selection process
- Professional development for Title I personnel
- District and school parental involvement policy
- School-parent compact
- Review of annual assessment on parental involvement (parent survey)
- Parental involvement components
- Communication with classroom teachers
- Title I assessment methods
- Methods of Title I services (in-class, pull-out, before/after school, etc.)
- Curriculum
- Other items important to the operation of the Title I program

Title I teacher(s), Title I aide(s)/paraprofessional(s), an administrator, and several classroom teachers, as well as any other interested/involved staff members, typically attend the annual review meeting. Parents do not have to be invited to this meeting; however, parental input should come through the review of the annual assessment on parental involvement.

This meeting must be documented by an agenda, meeting date, and/or minutes of the meeting.

After this meeting has been held, the school must inform parents of the results of the annual review meeting. This can be done in a variety of ways (newsletter, mailing, parent meeting, etc.); however, the method used to notify parents must be documented.

It is required that public school district personnel be present at this meeting.

Documentation

See subsequent pages

Resources



Sample Documentation – Submission P13 – Annual Review Meeting Documentation



XYZ Public School District Title I Annual Review Agenda and Meeting Minutes Including Review of Title I Services to XYZ Private School

Date: Spring 2016

AGENDA

- Greeting by Principal
- Student Selection
- Title I Services
- Assessment Methods
- Title I Teacher and Classroom Teacher Communication
- Parental Involvement
- Title I Parent Survey Results
- Professional Development
- Title I Budget
- Questions or Concerns
- Adjourn

MEETING MINUTES

The XYZ Public School District's Annual Title I Review Meeting was held on May 11, 2015, at 7:30 am in the school's conference room. The meeting was led by the Title I staff and district Title I coordinator. Several private school staff members including classroom teachers, special education personnel, private school building principal and aides/paraprofessionals were present.

The purpose of our meeting was to review and discuss the current operation of our Title I program at the XYZ Private School and to determine if there were necessary changes for the upcoming school year. Discussion was held regarding the progress of Title I students being served this school year and to determine if similar services will continue in the subsequent school year. The assessment methods, methods of service, and Title I parental involvement practices and expectations were also discussed. Although school personnel did not have recommendations at the time of the meeting, Principal XYZ and the XYZ Private School representatives were tasked with collecting suggestions and recommendations through the end of the week.

We also discussed the Title I parent survey, which was sent to Title I parents to assess their opinions regarding the parental involvement component of our Title I program. Most of the surveys were returned and all had very positive comments.

Based on the review of the parent surveys and teacher discussion, we concluded that the Title I program was adequately addressing the needs of its Title I students.

Principal XYZ then shared the proposed Title I budget with the staff. Due to an increase in our allocation, we discussed providing additional Title I services to our middle school students during the next school year. There will be further discussion regarding this issue before any major decisions are made.

Sample Documentation – Submission P14 – Annual Review Parental Notification of Results



Fall 2016

Dear Title I Parents and Guardians,

The purpose of this letter is to inform you of the results of the XYZ Public School District's Annual Title I Review Meeting. The XYZ Public School District is responsible for administering and evaluating the Title I program at the XYZ Private School. This meeting was conducted with teachers and administration during the spring of 2016 and is held each school year.

During this meeting we discussed the merits of the Title I program at our private school, as well as any questions or concerns of classroom teachers or other XYZ Private School staff. The district also discussed the results of the annual survey of Title I parents at this meeting.

Enclosed are the Title I Annual Review agenda and minutes from our meeting last spring. If you have any questions or concerns regarding this information, please feel free to contact the school.

Sincerely,

XYZ Public School District Title I Teacher

XYZ Public School Title I Supervisor

XYZ Private School Contact

Submission P15 – Title I Progress Report/Title I Report Card

Requirement

It is up to the Title I teacher to monitor progress in all the grades they serve. A review of each Title I student's progress is conducted to assess whether or not students are making adequate progress through Title I services. A minimum of three assessment criteria is used to measure student progress. Title I teachers are required to track the progress of all students served in the Title I program. It is also important that they document the results of these assessments.

Please note:

- At least three different assessments must be used to record progress of all Title I students in each subject in which they receive Title I services (e.g., three assessments in reading, three assessments in math).
- These assessments may be objective or subjective. For example, the Title I teacher could use narrative progress reports as one assessment criterion.
- A portfolio must be maintained on each Title I student documenting the progress of each child and showing the three assessments being used.
- The assessments must be given to each student at least twice a year, preferably more often.
- Different assessment tools can be used at each grade level.
- Title I teachers are required to use three assessment measures in reading, and if serving students in math, three math assessment measures.
- Title I teachers must provide parents of all Title I students with their child's individual assessment results, minimally twice a year.
- The Title I assessment results are shared with parents in a written format, which is referred to as the Title I Report Card or Title I Progress Report.

Documentation

See subsequent pages

Resources



Sample Documentation – Submission P15 – Title I Progress Report/Title I Report Card Documentation – Math



This Title I Progress Report/Title I Report Card reflects information used to report on 4th grade math. Title I Progress Reports/Title I Report Cards are established for each grade level served by Title I, reflecting grade level appropriate assessments.

TITLE I MATH ASSESSMENT

Student: _____

School Year: _____ Grade: _____

Teacher: _____

STAR MATH

	Date	Math Grade	NWEA Math
____ Grade			
____ Grade			
____ Grade			

MATH TIMED TEST

	Possible number correct	Actual number correct	Percentage
Fall Quarter Date _____			
Winter Quarter Date _____			
Spring Quarter Date _____			

Narrative comments of student progress based on my observations of your child:

Sample Documentation – Submission P15 – Title I Progress Report/Title I Report Card Documentation – Reading



This Title I Progress Report/Title I Report Card reflects information used to report on 4th grade reading. Title I Progress Reports/Title I Report Cards are established for each grade level served by Title I, reflecting grade level appropriate assessments.

TITLE I READING ASSESSMENT

Student: _____

School Year: _____ Grade: _____

Teacher: _____

STAR READING

	Date	Reading Grade	NWEA Reading
____ Grade			
____ Grade			
____ Grade			

DIBELS ASSESSMENT

DIBELS Subtest			
Date Administered			
Score			
Benchmark Goal			

Narrative comments of student progress based on my observations of your child:

Submission P16 – Annual Parent Meeting

Requirement

Each year, Title I programs are required to host a meeting for parents to explain what the Title I program is and how parents can become involved in the Title I program. (This is different from the Annual Review meeting, which is also a requirement). At this meeting, the following issues must be addressed:

- Explain their school's participation in Title I
- Explain the Title I requirements
- Explain what participation in Title I programming means, including:
 - A description and explanation of the school's curriculum;
 - Information on the forms of academic assessment used to measure student progress; and
 - Information on the proficiency levels students are expected to meet.
- Explain the right of parents to become involved in the school's programs and ways to do so.
- Explain that parents have the right to request opportunities for regular meetings for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. The school must respond to any such suggestions as soon as practicably possible.

In order to keep parents informed, schools must invite all parents of children participating in Title I, Part A programs and encourage them to attend. In a schoolwide program, this means ALL parents should be invited; in a targeted assistance program, just those parents with children participating in Title I should be invited. Schools must also offer a flexible number of additional parental involvement meetings, such as in the morning or evening so that as many parents as possible are able to attend.

You must be able to document this meeting with minutes, agendas, sign-in sheets, etc. You may want to do more than the law requires for this meeting, especially if you often have problems with attendance.

Below are a few things to keep in mind regarding the Annual Parent Meeting:

- This can be an introduction to the Title I program, a workshop, a welcome night, etc.; the format is up to you. Preferably, this meeting occurs at the beginning or the fall of the school year.
- This meeting, whatever form it takes, must be documented with minutes.
- Is there two-way communication at this meeting, or is it the teacher/administrator giving information to parents about the program?
- Do you involve parents in the agenda? Do you try to get ideas from them on what this meeting should involve?

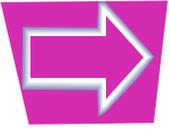
Documentation

See subsequent page

Resources



Sample Documentation – Submission P16 – Annual Parent Meeting Documentation



**XYZ Public School District
XYZ Private School**

Title I Reading and Math Annual Open House and Parent Meeting

November 14, 2014

5:00 – 6:00 p.m.

XYZ Private School Cafeteria

Dinner and Childcare Provided

Students are welcome when accompanied by a parent!

AGENDA

1. What is Title I? What are the Title I Requirements?
 - a. How does this impact my child?
 - b. How is qualification determined?
2. Student projects, activities, and curriculum
 - a. Computer based learning
 - b. Learning games
 - c. Samples of student books
 - d. Leapfrog checkout program
3. Assessments
 - a. How your child's progress is evaluated
 - b. What you can do at home
 - c. What children are expected to know and do
4. Samples of student selection process
5. How parents can be involved and opportunities for parents
6. Questions and Comments

HANDOUTS DISTRIBUTED TO PARTICIPANTS

- Ways to be involved in your child's education
- You can make a difference
- Website resources
- Additional services and resources

Submission P17 – Opportunities to Train Parents

Requirement

The Title I program should provide parents with opportunities to become partners with the school in promoting the education of the child at school and at home. This should include information about specific methods parents can use at home to complement their child's education.

This requirement could be evidenced by parent training sessions or workshops, copies of handouts and/or newsletters distributed to parents, and examples of information exchanged at parent-teacher conferences.

Documentation

Documentation to meet this requirement varies across the state. Below is a list of ideas on how schools can document this requirement.

- Newsletters – Title I programs can document their compliance with this requirement by submitting copies of newsletters disseminated to parents. Be sure to include the dates of when this information was shared with parents.
- Mailings – Title I programs can document this requirement by submitting copies of handouts, flyers, homework tips, and other information shared with parents during the school year. Be sure to include the dates of when this information was shared with parents.
- Meeting Minutes and Agendas – Some Title I programs offer training nights or events for parents. These training opportunities can be documented by meeting minutes, agendas, or attendance sheets.
- Summaries – Some Title I programs provide a summative format to meet this requirement. For this, they summarize each of the resources shared with parents, where the resources were obtained, the method of dissemination, and date of dissemination.

Please Note



Schools are encouraged to utilize the six different types of parental involvement, as outlined by Dr. Joyce Epstein of the John Hopkins University. The six types of parental involvement include:

- Parenting: Helping all families establish a home environment to support children as students.
- Communicating: Designing effective forms of school-to-home and home-to-school communication about school programs and children's progress.
- Volunteering: Recruiting and organizing parental help and support.
- Learning at Home: Providing information and ideas to families about how to help children at home with homework and other curriculum related activities.
- Decision Making: Including parents in the school's decisions and developing parent leaders and representatives in the school.
- Collaborating with Community: Identifying and integrating resources and services from the community to strengthen school programs, family practices, and student learning and development.

Resources



Submission P18 – Annual Assessment of Parental Involvement

Requirement

At the end of each school year, the Title I program must assess the involvement of parents in the Title I program. This assessment method must be documented so that it is available for review. Often, Title I teachers/coordinators choose to meet this requirement by administering a survey to Title I parents asking them to review the parental involvement plan, share how effective and realistic the plan was in its implementation, and offer suggestions for improvement.

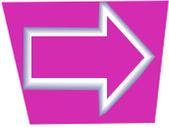
Documentation

See subsequent page

Resources



Sample Documentation – Submission P18 – Annual Assessment of Parental Involvement Documentation



XYZ Public School District XYZ Private School

Title I Parent Involvement Annual Evaluation

Dear Parents:

As partners in educating your child, we know the importance of a strong home-school bond. Please take time to respond to the following statements telling your feelings about the XYZ Public School District's Title I program. Add comments and suggestions you think will help improve your opportunities for involvement. The XYZ Private School or the XYZ Public School District will use this information to make programmatic changes for the future.

	1 = Agree	2 = Disagree	3 = No Opinion
1. I feel that I have had many opportunities to become involved in my child's Title I program.	1	2	3
2. I have been informed about my child's progress throughout the school year.	1	2	3
3. I have been invited to observe my child's group.	1	2	3
4. I have been given information about how I can help my child with his/her education.	1	2	3
5. The Title I meeting was informative and helpful.	1	2	3
6. I have been given opportunities to make suggestions regarding my child's program.	1	2	3
7. I have made suggestions, and they were accepted and handled in a friendly and serious manner.	1	2	3
8. I have been told that the Title I application and annual report have been reviewed by the school board and advisory council.	1	2	3

Overall Comments/Suggestions:

Submission P19 – Scientifically-Based Research (SBR)

Requirement

The basis behind scientifically-based research (SBR) is that some schools have been implementing lessons, materials, and curriculum that have been proven ineffective. In response to this, the federal government has addressed this issue through the NCLB Act. NCLB requires that **instructional materials or programs used in schools must be based on SBR.**

What is SBR? When an instructional program or practice is based on SBR, there must be consistent and reliable evidence that the particular program or practice has been proven effective.

The definition of SBR is research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs. This includes research that:

- Employs systematic, empirical methods;
- Involves rigorous data analyses;
- Relies on measurements that provide reliable and valid data;
- Uses experimental or quasi-experimental designs;
- Ensures that studies are clear and detailed to allow for replication; and
- Has been reviewed or accepted by independent experts.

What does this mean for Title I?

- All Title I programs, both targeted assistance and schoolwide, must use instructional strategies and methods that are based on SBR.
- All schools who receive Title I funds must provide documentation as to how the programs and strategies they employ are based on SBR.
- Title I paid staff who provide instruction in reading and/or math, as well as all staff teaching in a schoolwide program, must use instructional strategies and methods that are based on SBR.

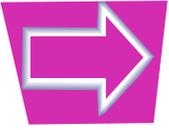
Documentation

See subsequent page

Resources



Sample Documentation – Submission P19 – Scientifically-Based Research Documentation



XYZ Public School District XYZ Private School How to Document SBR

Title I Teacher: XYZ Public School Title I Teacher

School Year: 2014-2015

Title I teachers are required to supplement instruction that is occurring in the regular classroom. Therefore, documenting that the general educational curriculum is research-based will also demonstrate that Title I teachers are meeting the SBR requirement.

Core Curriculum (i.e., District Reading Series, District Math Series used by general education teachers)

District Reading Series: Scott Foresman, 2012

District English Series: Harcourt, 2013

District Math Series: Saxon Math

Supplemental instructional strategies, that are research-based, used in the Title I program to assist Title I students.

<ul style="list-style-type: none">▪ Four Blocks▪ Preteaching▪ Reviewing▪ Reteaching▪ Study skills▪ Comprehension	<ul style="list-style-type: none">▪ Word attack skills▪ Mastery of math facts▪ Computational fluency▪ Problem solving▪ Critical thinking skills
---	---

Evidence of Scientifically-Based Research Practices

<ul style="list-style-type: none">▪ Direct vocabulary instruction▪ Systematic phonics instruction▪ Comprehension instruction▪ Phonemic instruction▪ Repeated oral reading▪ Fluency instruction▪ Scholastic Reading Skills Kit	<ul style="list-style-type: none">▪ STAR reading assessment▪ STAR early literacy assessment▪ STAR math assessment▪ Small group learning▪ Focus on meaning▪ Number sense▪ Use of manipulatives▪ NWEA assessments in reading and math
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Outlined below are research articles supporting the above curriculums, activities, etc.

[School must reference or include supporting documentation, research articles, websites, etc., that support the practices and curriculums listed above.]

Submission P20 – Supplemental Questionnaire on Additional Services Paid with Title I Funds

Requirement

Typically, Title I funds are used for student services during the regular school day to provide direct, remedial services to at-risk students.

However, some school districts choose to use their funds in other ways to provide services to students. These may include, but are not limited to:

- Title I Summer School Programming
- Title I Preschool Programming
- Title I Reading First Look-A-Like Programming
- Title I Before or After School Programming
- Title I Saturday School Programming
- Title I ELL Programming
- Title I Homeless Programming
- Title I N&D Programming

When school districts choose to use additional Title I funding to supplement their current Title I program, the Federal Title Programs office is required to monitor these initiatives.

Documentation

See subsequent page

Resources



Sample Documentation – Submission P20 – Supplemental Questionnaire on Additional Services Paid with Title I Funds



Title I Issues – Administrative Supplemental Questionnaire on Additional Services Paid with Title I Funds (if applicable, Submission P20)

When monitoring, it is the policy of the Federal Title Programs office 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 school 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 Federal Title Programs office.

Please include one copy per additional program being implemented.

School District: XYZ Public School District		
School: XYZ Private School Title I Program		
Program Implemented: <input type="checkbox"/> Title I Summer School Program <input type="checkbox"/> Title I Preschool Program <input type="checkbox"/> Title I Reading First Look-A-Like Program <input checked="" type="checkbox"/> Title I Before or After School Program <input type="checkbox"/> Title I Saturday School Program <input type="checkbox"/> Other	Total Number of Students in School:	100
	Number of Students Served by Additional Title I Services:	7
Please provide a detailed description of the additional services offered with Title I funds (i.e., paint us a picture of what a typical day looks like): Our Title I After School Program begins at 3:15 pm after students have been dismissed and busses have left. The students come into the Title I classroom to receive services. This After School Program is specifically for the upper elementary Title I students (grades 4-6). It is difficult to find time during the day to provide Title I services to these students so our three Title I teachers stay late for this program. Students attending receive remedial, supplemental instruction aligned to their regular classroom lessons.		
Targeted Assistance Programs Only – Please describe your student selection process for these services and include information on the criteria used: We select the 4-6 grade students based on the following selection criteria: classroom reading grades, NDSA scores, unit testing, and objective classroom teacher referral. Only those students who qualify and whose parents grant permission are served.		
How often are students served by this program (daily, three times per week, etc.) The services are provided three days a week (Tuesday, Wednesday, and Thursday).		
How long do they receive services from this program (20 minutes, 30 minutes, 1 hour, etc.) The Title I After School Program runs from 3:15 pm to 4:30 pm.		