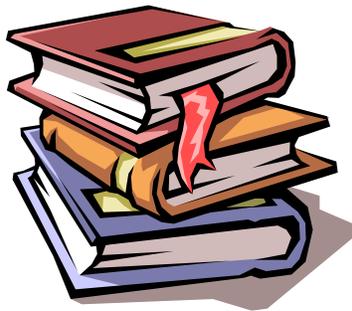


Title I

Self-Monitoring Guide

for ND Targeted

Assistance Programs



Title I – Helping Disadvantaged Children Meet High Standards

The purpose of this document is...

- To assist LEA's in implementing a self-monitoring for Title I, as a means of ensuring that the federal Title program is operated in compliance with the law and regulations.
- To ensure that programs are being carried out in an effective manner.
- To serve as a means of preparing for external reviews by local, state, or federal auditors and monitors.

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Title I Staff

Laurie Matzke
Director

lmatzke@nd.gov
701-328-2284

Gail Schauer
Assistant Director, Reading First

gschauer@nd.gov
701-328-2285

Nita Wirtz
Assistant Director, CSR
N & D and Paraprofessional Certificates

nwirtz@nd.gov
701-328-1876

Ann Ellefson
Assistant Director, Schoolwide
Program Improvement

allefson@nd.gov
701-328-2292

Sandy Peterson
Program Administrator, Migrant Education
Reading & Math Credentials

mpeterson@nd.gov
701-328-2170

Flo Hilzendeger
Program Administrator, Homeless

fhilzendeger@nd.gov
701-328-4646

Mary Neigum
Fiscal Officer

mneigum@nd.gov
701-328-2281

Missy Schiller
Administrative Assistant

mschiller@nd.gov
701-328-2254

Patty Carmichael
Administrative Assistant

pcarmichael@nd.gov
701-328-3264

Lauri Nord
Administrative Assistant

lnord@nd.gov
701-328-2282

Toll Free 1-888-605-1951

Title I Targeted Assistance Self-Monitoring Guide

Cover Page

Please complete the following information: (please print or type)

Contact Information

School District	
School	
Title I Authorized Representative	
Telephone Number	E-mail Address

Additional Contact Information

Name	
Title	
Telephone Number	E-mail Address

The following items must be included in your self-monitoring submission:

- Self Monitoring Guide – Targeted Assistance Programs – Cover Page
- Title I Issues – Administrative (including submissions #1 – #9)
- Title I Issues – Targeted Assistance Schools (including submissions #10 – #28)
- Supplemental Questionnaire on Title I Caseload (submission #15)
- Supplemental Questionnaire on Additional Services Paid with Title I Funds (Submission #29)

Please note:

*Each Title I teacher is to complete this document for each grade span served. If several Title I teachers teach the same grade span, K-6 reading for instance, only one monitoring document needs to be completed. Each Title I teacher should sign the monitoring document. On the other hand, if one teacher teaches Title I reading to grades K-3 and a different teacher teaches Title I reading to grades 4-6, then two monitoring documents must be completed.

**One monitoring document should be completed for each subject (i.e., reading, math). Schools have the option to incorporate this information into one monitoring document if it is clearly labeled throughout the submission.

Title I Targeted Assistance Self-Monitoring Guide

Title I Issues – Administrative

1) General

- I can assure that there are minutes of a school board meeting authorizing a representative for our Title I program. The meeting was held on _____. (Please submit a copy of the board meeting minutes and label as **Submission #1.**)
- I can assure that there are minutes of a school board meeting approving the consolidated application of Titles I, II-A, II-D, IV, V, and REAP. The meeting was held on _____. (Please submit a copy of the board meeting minutes and label as **Submission #2.**)
- I can assure that the most recent audit report is available for review.
Date of most recent audit: _____. Name of auditor or firm: _____.
- I can assure that the purchase orders and invoices are:
 1. Properly coded to the Title I program.
 2. Appropriate Title I expenditures.
 3. Incurred during the appropriate fiscal year.
 4. Current and available for review.
- I can assure that Title I funds are only spent on Title I allowable expenditures. (Please submit the business manager’s summary report for Title I funds for the current school year and label as **Submission #3.**)
- I can assure that there is an inventory list for our Title I program for purchases of \$750 and over. The list includes all five necessary components: description, cost, serial number, date of purchase, and location of items. (Please submit a copy of the Title I inventory and label as **Submission #4.**)
- I can assure that items purchased with Title I funds are labeled accordingly.

2) Parent Notification

- I can assure that we have documentation showing we have notified parents of each student attending any school receiving Title I funds that they may request information regarding the professional qualifications of the student’s classroom teachers (i.e., *Parents’ Right to Know Clause*).
Date sent: _____. (Please submit a copy of the notification and label as **Submission #5.**)
- I can assure that we have compiled a list of the qualifications of all teachers in the building and it is available to any parent requesting this information. (Please submit documentation of the list prepared for parents on teacher qualifications and label as **Submission #6.**)
- I can assure that we have notified parents that any students who are taught for four continuous weeks by a teacher who is not a “highly qualified” teacher will be notified in a timely manner.
- I can assure that we have informed parents and community members of the district/school report cards (a.k.a. School District Profile) and have provided an opportunity for individuals to review these reports.
Date sent: _____. (Please submit a copy of the report card notification and label as **Submission #7.**)

Title I Issues – Administrative (continued)

Parent Notification (continued)

- I can assure that we have informed parents and community members of the results of the SCHOOL'S Adequate Yearly Progress report, including specifically, whether or not the school made Adequately Yearly Progress. If they did not, specific information on any sanctions that must be implemented, including the opportunities for school choice and supplemental services, was included in the notification. Date sent: _____. (Please submit a copy of the notification as well as any additional AYP materials sent with this notice and label as **Submission #8.**)
- I can assure that we have informed parents and community members of the results of the DISTRICT'S Adequate Yearly Progress report, including specifically, whether or not the district made Adequately Yearly Progress. If they did not, specific information on any sanctions that must be implemented was included in the notification. Date sent: _____. (Please submit a copy of the notification as well as any additional AYP materials sent with this notice and label as **Submission #9.**)

4) Highly Qualified Staff Provision

- I can assure that we have documentation showing that all teachers supported in a Title I program hired after the first day of the first school year following the date of enactment are "highly qualified."
- I can assure that we have documentation showing how we are utilizing the 5% teacher quality set-aside funds mandated in the Title I regulations to ensure that all teachers are highly qualified by the end of the 2005-2006 school year.

Authorized Representative Signature	Date
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Title I

Targeted Assistance Self-Monitoring Guide

To be copied and completed by Title I Teachers for each grade span served.

Title I Issues – Targeted Assistance Schools

1) **Fixed Schedule**

- I can assure that all Title I teachers have a fixed schedule (in print) of daily duties. If they are paid from more than one source, they have a time log detailing the dates and hours worked/activities performed during each school day. (Please submit a copy of fixed schedules and/or time logs for each Title I teacher and label as **Submission #10**.)

2) **Aides**

- I can assure that Title I instructional aides work under the direct supervision of a Title I teacher who has the primary responsibility for providing the instructional services to eligible Title I students. (Please submit a copy of the schedule for each Title I aide/paraprofessional and label as **Submission #11**.)
- I can assure that Title I aides do not have their own caseload of students. Title I aides only further assist students who are also being seen by a certified Title I teacher.
- I can assure that all Title I instructional aides/paraprofessionals have met one of the following:
1. Completed at least two years of study at an institution of higher education,
 2. Obtained an associate's or higher degree, or
 3. Met a rigorous standard of quality, which includes an assessment of math, reading, and writing.
- I can assure that all Title I aides/paraprofessionals hold a Paraprofessional Certificate of Completion or a North Dakota teaching license.
- We can assure that all instructional aides'/paraprofessionals' duties are aligned to the law, which includes:
1. Providing one-on-one tutoring if such tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher.
 2. Assisting with classroom management (in a schoolwide setting only).
 3. Providing instructional assistance in a computer laboratory.
 4. Conducting parental involvement activities.
 5. Providing support in a library or media center.
 6. Acting as a translator.
 7. Providing instructional support services under the direct supervision of a Title I teacher.

3) **Student Selection Process**

(Please summarize your school's student selection procedure and label as **Submission #12** – one page limit.)

Student Selection Criteria

- I can assure that the criteria for eligibility for Title I services is objective, education-related, and uniformly applied. (Please submit a list of the student selection criteria used for each grade level and subject area and label as **Submission #13**.)
- I can assure that selection criteria for students in grades three and above is objective. Please note: The law does allow for subjective criteria to be used for grades K-2. (i.e., teacher referral)
- I can assure that the selection criteria are given to all students in any particular grade including economically disadvantaged, learning disabled, LEP, or migrant.
- I can assure that we use multiple selection criteria (i.e., more than one criteria) to determine eligibility for Title I services.

Title I Issues – Targeted Assistance Schools (continued)

Student Selection Process (continued)

Student Selection Worksheet

- I can assure that there is a student selection worksheet used to compare and document student data for the selection of who will receive services. The students are ranked in priority order, according to greatest need for services. (Please submit blank student selection worksheets for each grade level served and label as **Submission #14.**)
- I can assure that the student selection worksheet lists each of the criteria used so that it is easy to see that students were selected uniformly and fairly, using educationally related criteria.
- I can assure that economically disadvantaged, learning disabled, LEP, and migrant students are selected on the same basis as all other students. Professional staff does not exclude them just because they are receiving other services.
- I can assure that if a new student moves into the district, they are selected and ranked in the same way as the other eligible children receiving services. Even if they received services in another school, they must meet the criteria before receiving services. (For this reason, schools are discouraged from using the State Assessment as a selection criterion. It is best to use criteria that are readily available if a new student needs to be tested.)
- I can assure that the district is paying for all costs associated with the student selection process for Title I services. Any tests used in the selection process are not paid with Title I funding.

4) Caseload

- I can assure my caseload is between 25-35 students. (A caseload above 45 students is too many for one teacher to oversee. However, very small caseloads may indicate a need to widen the selection criteria to make more students eligible for the program.)
- I have attached the “Supplemental Questionnaire for Title I Program” to clarify any question regarding how I calculate my Title I caseload. (Please submit documentation and label as **Submission #15.**)

5) Eligible Students

- I can assure that after we have selected and ranked students, only students eligible for Title I services are served. Non-Title I students may only be served on an incidental basis.
- I can assure that after we have determined which students are eligible for Title I services, we inform the parents that their children are eligible and will be served unless they decline services. (Please submit documentation and label as **Submission #16.**)
- I can assure that I obtain parent signatures whenever a student is eligible for Title I services but is not going to receive them. (Please submit documentation and label as **Submission #17.**)

6) Supplementary Services

- I can assure that Title I services are supplementary or above and beyond the primary instruction delivered by classroom teachers.

7) Document Communication

- I can assure that we document communication with the classroom teachers so that the teaching done in Title I is directly aligned to the work being done in the classroom. (Please submit documentation and label as **Submission #18.**)

Title I Issues – Targeted Assistance Schools (continued)

8) *The Annual Review Meeting*

- I can assure that we review all components of the Title I program at the Annual Review meeting. This includes a review of the student selection process, professional development, the parental involvement components, teacher communication, assessment methods, and service methods/curriculum. Date of Annual Review meeting: _____. (Please submit documentation of the Annual Review meeting and label as **Submission #19.**)
- I can assure the Annual Review meeting is documented with an agenda and minutes.
- I can assure that we inform parents of the results of the Annual Review meeting. (Please submit documentation of how parents were informed and label as **Submission #20.**)

9) *Reviewing Student Progress*

- I can assure that we report on an individual student's progress in the Title I program. (Please submit a copy of Title I Progress Reports or Title I Report Cards for each grade level and subject area served and label as **Submission #21.**)
- I can assure that a minimum of three assessment criteria are used to measure each student's progress in each subject area (e.g., three assessments in reading, three assessments in math).
- I can assure that a portfolio is maintained on each Title I student documenting his/her progress and showing the three assessments being used.
- I can assure that the assessment results are reported on each student at least twice a year. Dates progress reports were sent to parents: _____, _____, _____ (twice minimally).
- I can assure that our Title I program reports the results of these assessments to parents in a written format, which is called the Title I Report Card or Title I Progress Report.

10) *Parental Involvement*

- I can assure that we send a letter informing parents that their child is eligible to receive Title I services.

The District Parental Involvement Policy:

- I can assure that we have a DISTRICT parental involvement policy, which is aligned to the requirements outlined in the *No Child Left Behind* (NCLB) Act. (Please submit documentation and label as **Submission #22.**)
- I can assure the district policy was distributed to all parents. Method of distribution: _____.
Date given to parents: _____.

The School Parental Involvement Policy:

- I can assure that we have a SCHOOL parental involvement policy, which is aligned to the requirements outlined in the *No Child Left Behind* (NCLB) Act. (Please submit documentation and label as **Submission #23.**)
- I can assure the school policy was distributed to all parents. Method of distribution: _____.
Date given to parents: _____.

The Annual Parent Meeting:

- I can assure that this Annual Parent meeting is different from the Annual Review meeting.
- I can assure that this meeting tells parents what the Title I program is and how their child will be assessed.
- I can assure that parents are informed that they have a right to be involved in the Title I program.
- I can assure that this meeting is documented with minutes or an agenda. (Please submit documentation and label as **Submission #24.**) Date of meeting: _____.

Title I Issues – Targeted Assistance Schools (continued)

Parental Involvement (continued)

Opportunities for Training Parents:

- I can assure that opportunities for training parents to become partners with the school in promoting the education of their child at school and at home are provided.
- I can assure that information about methods parents can use at home to complement the child's instruction is given. (Please submit documentation and label as **Submission #25.**)

The Parent-School Compact:

- I can assure that we have a parent-school compact, which is aligned to the requirements outlined in the *No Child Left Behind* (NCLB) Act. (Please submit documentation and label as **Submission #26.**)
- I can assure that it describes the responsibility of the school to help all students meet the State's performance standards.
- I can assure that it contains the ways each parent will be responsible for supporting student learning.
- I can assure that the compact describes the importance of ongoing communication between parents and teachers.
- I can assure that documentation is kept on file how the compact is distributed. Date compact was distributed: _____

Annual Assessment of Parental Involvement:

- I can assure that at the end of each school year, parents have the opportunity to assess the Title I parent involvement components (including the compact).
- I can assure that we document this assessment procedure. (Please submit documentation and label as **Submission #27.**)

11) Scientifically-Based Research

- I can assure that our Title I personnel employ scientifically-based research strategies in teaching practices. (Please submit documentation and label as **Submission #28.**)

*Title I Teacher Signature	Grade Span Taught	**Title I Subject(s)	Date

*Each Title I teacher is to complete this document for each grade span served. If several Title I teachers teach the same grade span, K-6 reading for instance, only one monitoring document needs to be completed. Each Title I teacher should sign the monitoring document. On the other hand, if one teacher teaches Title I reading to grades K-3 and a different teacher teaches Title I reading to grades 4-6, then two monitoring documents must be completed.

**One monitoring document should be completed for each subject (i.e., reading, math). Schools have the option to incorporate this information into one monitoring document if it is clearly labeled throughout the submission.

Supplemental Questionnaire on Title I Caseload (Submission #15)

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

School District:		
School:		
<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>	Total Number of Students in School:	
	Number of Students Served in Title I Reading:	
	Number of Students Served in Title I Math:	
	Total Title I Caseload Number:	
Please describe your student selection process and include information on the criteria used:		
Please indicate how you determine your maximum caseload of Title I students:		
How often are students served in your Title I program (daily, three times per week, etc);		
How long do they receive Title I services for (20 minutes, 30 minutes, 1 hour, etc.):		
What is the group size of the Title I services (one on one, 2-3 students, 5-6 students, etc.):		

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

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:

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

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

Please include one copy per additional program being implemented.

School District:		
School:		
Program Implemented: <input type="checkbox"/> Title I Summer School Program <input type="checkbox"/> Title I Kindergarten Program <input type="checkbox"/> Title I Preschool Program <input type="checkbox"/> Title I Reading First Look-A-Like Program <input type="checkbox"/> Title I Before or After School Program <input type="checkbox"/> Title I Saturday School Program <input type="checkbox"/> Other	Total Number of Students in School:	
	Number of Students Served by Additional Title I Services:	
Please provide detailed description of the additional services offered with Title I funds (i.e. paint us a picture of what a typical day looks like):		
Targeted Assistance Programs Only – Please describe your student selection process for these services and include information on the criteria used:		
How often are students served by this program (daily, three times per week, etc.):		
How long do they receive services from this program (20 minutes, 30 minutes, 1 hour, etc.):		