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# **Title I Record Keeping**

# Annual Record Keeping

## Targeted Assistance

| Item | Requirement  |
|------|--|
| TA01 | Parent Notification and Staff Qualifications                               |
| TA02 | Student Selection Criteria   |
| TA03 | Student Selection Worksheet  |
| TA04 | Eligible Students  |
| TA05 | Documentation Declining Title I Services                                   |
| TA06 | Documentation of Communication with Classroom Teachers                     |
| TA07 | Annual Meeting to Inform of Title I (held in fall)                         |
| TA08 | Opportunities to Train Parents and Family                                  |
| TA09 | School-Family Compact  |
| TA10 | Annual Assessment of Parent and Family Engagement                          |
| TA11 | Student Progress Report  |
| TA12 | Annual Review Meeting to Evaluate Title I Program (held in spring)         |
| TA13 | Annual Review Meeting Results - Shared with Parent and Family Stakeholders |
| TA14 | Evidence-Based Research  |

## Schoolwide

| Item | Requirement  |
|------|--|
| SW01 | Schoolwide Plan Stakeholder Consultation                           |
| SW02 | Schoolwide Plan Public Notification                                |
| SW03 | Parent Notifications and Staff Qualifications                      |
| SW04 | Parent Notification of Interactive Dashboard                       |
| SW05 | Comprehensive Needs Assessment                                     |
| SW06 | Evidence-Based Research Strategies                                 |
| SW07 | Schoolwide Reform Strategies                                       |
| SW08 | Coordination of Programs   |
| SW09 | Annual Meeting to Inform about Title I (held in fall)              |
| SW10 | Opportunities for Training Parents and Family Members              |
| SW11 | School-Family Compact  |
| SW12 | Annual Assessment of Parent & Family Engagement                    |
| SW13 | Annual Review Meeting to Evaluate Title I Program (held in spring) |
| SW14 | Annual Review Meeting Results - Shared with Parents                |
| SW15 | Class-Size Reduction   |

# Overview

- **Assurance**: An agency ensures continuous compliance
- **Requirement**: The rules and regulations mandated by federal and/or state law
- **Documentation**: Explains the type of submissions that are necessary to assure the monitoring requirements are met
- **Resource**: Provides current resources

# Submissions

- All documents need to be properly entered into STARS Federal Monitoring Report
- Folder Structure in STARS report (Targeted Assistance, District Admin, Schoolwide, Homeless, etc.)
- Submission window
  - **November 25 – January 20**

## Labeling and Submitting

Program Monitoring = **TA** or **SW**

Number Documents = **01**

Chronological Submissions = **SW01**

# TA01 and SW03

## Parent Notifications and Staff Qualifications

### Parent Notifications and Staff Qualifications Requirement

Title I schools must notify parents that they have the right to know the qualifications of the teaching staff and all paraprofessionals working with their child.

### Documentation

List of teacher and paraprofessional qualifications and notification letter.

# TA02 and TA03

## Student Selection

### TA02 Student Selection Criteria

#### Requirement

In a targeted assistance program, Title I law requires that a selection process take place to determine which students are eligible for Title I services. The selection process for Title I students must be based on objective, uniformly applied criteria given to all students at each grade level in all subject areas in which the students are being served.

Student eligibility for Title I services:

- Student selection criteria
- Rank in priority

### TA03 Student Selection Worksheet

#### Requirement

Schools must maintain a worksheet 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 school is able to serve all students selected for Title I services, the information should be included on the student selection worksheet. The worksheet should clearly list each of the criteria used to determine eligibility.

# SW01, SW02, and SW04



## Schoolwide Plan

### SW01 Schoolwide Plan Stakeholder Consultation

#### Requirement

Comprehensive plan is developed with the involvement of school personnel, parents, community members technical assistance providers, and other individuals determined.

### SW02 Schoolwide Plan Public Notification

#### Requirement

The schools comprehensive plan must be made available to the district, parents and the public. The plan should be in coordination and integration with other Federal, State, and local programs.

### SW04 Parent Notification of Interactive Dashboard

#### Requirement

All public schools receiving federal funds are required to send written correspondence to the parents of each child enrolled in the school regarding the schools Interactive Dashboard.

# TA04 and TA05

## Eligible Students/ Declining Services

### TA04 Eligible Students and TA05 Documentation Declining Title I Services

#### Requirement

In a targeted assistance program, Title I law requires only students who are determined eligible for Title I services are provided such services (ESSA Sec 1115, 1117). The district must have a process in place to identify eligible students in public and private schools. The district must provide services to private school students in an equitable manner based on educational need, and notify parents and families in a timely manner.

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

Services to private school students should begin at the same time as public school students.

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.



# TA06 and TA11

## Communication

### **TA06 Communication with Classroom Teachers Requirement**

Title I teachers must document communication with the classroom teachers so what is being taught during Title I services is directly aligned to the work being done in the classroom.

### **TA11 Student Progress Report Requirement**

Title I teachers are required to track the progress of all students served in the Title I program. They must use one or more assessment criteria to measure student progress.

# SW05, SW07, and SW08

## Schoolwide Components

### **SW05 Comprehensive Needs Assessment Requirement**

A comprehensive needs assessment is a required component of a schoolwide program. The assessment identifies the strengths and challenges in key areas that affect student achievement. Data should be continuously reviewed and documented more than once a year. The end of the year results are the evidence for the Schoolwide Annual Review.

### **SW07 Schoolwide Reform Strategies Requirement**

Title I schoolwide programs shall include opportunities for all children to meet the State's proficient and advanced levels of student academic achievements by using effective methods and instructional strategies that are scientifically researched to strengthen the core academic program.

### **SW08 Coordination of Programs Requirement**

The Title I schoolwide programs are expected to use flexibility available to integrate services to upgrade educational programming. A schoolwide program ensures coordination with other federal, state, and local services and programs.

# TA07 and SW09

## Annual Meeting to Inform about Title I Programs (Fall)

### Annual Meeting to Inform about Title I Programs (Fall) Requirement

A local educational agency may receive funding if such agency conducts outreach to all parents and family members for their participation. All programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

### Documentation

Documentation of all parent meetings should include minutes, agendas, and sign in sheets

- Description
- Goals
- Involvement
- Activities
- Methods
- Assessments
- Participation

# TA08 and SW10

## Opportunities to Train Parents and Families

### Opportunities to Train Parents and Families Requirement

Title I regulations require programs to provide opportunities for training parents to become partners in the education of their child.

### Documentation

Schools using narrative documentation must provide supporting evidence for all events and activities.

- Parenting
- Communication
- Volunteering
- Learning at home
- Decision making
- Collaborating with Community
  - Adult coursework training opportunities

# TA09 and SW11

## School-Family Compact

### School-Family Compact Requirement

Each school receiving funds under Title I of the ESEA must develop a written school-parent compact jointly with parents in Title I activities, services, and programs.

### Documentation

The compact should outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement.

# TA10 and SW12

## Annual Assessment of Parent and Family Engagement

### Annual Assessment of Parent and Family Engagement Requirement

At the end of each school year, Title I programs must assess the parent involvement component.

### Documentation

The local educational agency decides how the assessment may be conducted.

- Survey
- Phone Calls
- End of Year Meeting
- Assessment Questionnaire

# TA12 and SW13

## Annual Review Meeting to Evaluate Title I Program

### Annual Review Meeting to Evaluate Title I Program

#### 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.

A comprehensive schoolwide plan remains in effect as long as the school chooses to run a schoolwide program. The purpose for the annual review is to ensure that the plan is implemented as designed and has a positive effect on student achievement. Once updates are made, a form of notification must be available to all stakeholders.

#### Documentation

- Annual Review
- Components and Implementation
- Annual Surveys
- Goals
- Assessments
- Attendance
- Strategies and Activities

# TA13 and SW14

## Share Annual Meeting Results with Stakeholders

### Annual Review Meeting Results – shared with all stakeholders **Requirement**

Once meeting results and updates have been made, a report/notification must be written and available to all stakeholders (staff in the school, parents, and other community members). The report typically includes background information, the evaluation questions, a description of evaluation procedures and how the data was analyzed, findings, and a conclusion with recommendations. This notification can be done in a variety of ways (newsletter, mailing, parent meeting, etc.); however, the method used to notify parents must be documented.

### **Documentation**

#### Notification Letter

- Agenda
- Data
- Minutes
- Survey



# TA14 and SW06

## Evidence-Based Research

### Evidence-Based Research

#### Requirement

All Title I programs, both targeted assistance and schoolwide, must use evidence-based instructional strategies and methods.

#### Documentation

All schools that receive Title I funds must provide documentation as to how the programs and strategies they employ are evidence-based. Research that:

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

<https://www.nd.gov/dpi/districtschools/essa/evidence-based>

## Class-Size Reduction

### Class-Size Reduction Requirement

The district must be mindful that class-size reduction supported with Title II, Part A funds must be listed as a strategy to meet the district's prioritized needs as assessed by the district's annual needs assessment.

When using funds for class-size reduction, districts must show that there is evidence to suggest that reducing class size in the circumstance can have a positive impact on student achievement.

Title II, Part A funding can only be used to pay the salaries of qualified teachers to reduce class size.

### Documentation

- Class-size Reduction Worksheet
- Annual Review Meeting
  - Data
  - Agenda
  - Minutes



# **Wrap Up and Q & A**



NORTH DAKOTA  
**DEPARTMENT OF  
PUBLIC INSTRUCTION**

## **Resources**

- [\*\*NDDPI Website\*\*](#)
- [\*\*Federal Title Programs Monitoring\*\*](#)
  - [\*\*Targeted Assistance\*\*](#)
  - [\*\*Schoolwide\*\*](#)

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# **THANK YOU**