

Title 1 Program Review

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I. Highly Qualified

Component I: Highly Qualified					
<p>The Local School System (LEA) designs and implements procedures that ensure the hiring and retention of qualified teachers and paraprofessionals and ensure that parents are informed of educator credentials as required.</p> <p>Sec. 1111 (h)(6)(A) Sec. 1119 (a)(1-2) (c)(1)</p>					
Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence/Comments
1a. All core content area teachers employed by the LEA are highly qualified.				<ul style="list-style-type: none"> ▪ List of teachers and their qualifications. ▪ Number of teachers who have met highly qualified. ▪ Number of teachers working toward becoming highly qualified. 	
1b. LEA has a system in place to ensure that all core content area teachers become highly qualified.				<ul style="list-style-type: none"> ▪ List of teachers not highly qualified. Plan, progress & projected date of completion. ▪ LEA Plan 	
2. All Instructional paraprofessionals supported by Title I are highly qualified.				<ul style="list-style-type: none"> ▪ List of paraprofessionals & their qualifications. ▪ Verify number of paraprofessionals who have met highly qualified requirements. ▪ AA Degree and/or local assessment 	
3. Parents are notified annually that they may request information regarding the professional qualifications of their child's teacher(s), and of paraprofessionals who provide instructional services to their children.				<ul style="list-style-type: none"> ▪ Copy of parent/guardian notification 	
4. Parents are notified if their child is assigned to or being taught for four or more consecutive weeks by a teacher who is not highly qualified in a core academic subject				<ul style="list-style-type: none"> ▪ Copy of dated letter of notification to parent/guardian 	

II. Parent Involvement

Component II: Parent Involvement					
The LEA and schools meet parental involvement requirements.					
Sec. 1118(a) – (h) Sec. 1111(c)(14) Sec. 1111(d) Sec. 1116(a)(1)(D)					
Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence/Comments
1. LEA has a written parental involvement policy and evidence that it is updated periodically.				<ul style="list-style-type: none"> ▪ Staff/Parent meeting agenda, memoranda, revisions. ▪ Website posting. 	
2. Schools receiving Title I funds have a written parent involvement policy/plan aligned with the LEA policy.					
3. LEA and schools have carried out the six requirements to build parents capacity to be involved in school:	n/a	n/a	n/a	*See 6 Parent Involvement Plan requirements below	
a. Provide assistance to parents in understanding the State's academic content standards and student academic achievement standards, State and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve student achievement;				<ul style="list-style-type: none"> ▪ Staff/Parent meetings, agendas, and sign-in sheets. 	
b. Provide materials and training to help parents work with their children to improve achievement, such as literacy and technology training.				<ul style="list-style-type: none"> ▪ Training materials, evaluations, agendas, calendar of events, etc. 	
c. Educate instructional staff, with parental assistance, in the value and utility of contributions of parents, how to reach out to and communicate with and work with parents as equal partners, implement and coordinate parent programs and build ties between parents and school;				<ul style="list-style-type: none"> ▪ Staff/Parent meetings, agendas, and sign-in sheets. 	

d. Coordinate and integrate parent involvement programs and activities with other programs (Head Start, Parents as Teachers, Early Reading First, and public preschool, parent resource centers), that encourage and support parents in more fully participating in the education of their children;			<ul style="list-style-type: none"> ▪ Training materials, evaluations, agendas, calendar of events, etc. ▪ Staff/Parent meetings, agendas, and sign-in sheets ▪ Memorandum of Understanding (MOU). 	
e. Sent information related to school and parent programs to parents in a format and language the parents could understand;			<ul style="list-style-type: none"> ▪ Translated documents such as fliers, letters, web site postings, etc. 	
f. Provide full opportunities for participation of parents of LEP students, students with disabilities, parents of migrant children.			<ul style="list-style-type: none"> ▪ Parent meetings, trainings, agendas, fliers, newsletters, and/or advertisements. 	
4. School parent involvement policies have been distributed to parents.			<ul style="list-style-type: none"> ▪ Parent meeting agendas ▪ Documentation shared or distributed 	
5. LEA has required schools to develop a written school-parent compact.			<ul style="list-style-type: none"> ▪ School-home compact ▪ Staff/Parent meeting agenda, memoranda. 	
6. Schools hold an annual meeting to inform participating parents about Title I programs.			<ul style="list-style-type: none"> ▪ Back-to-School Nights/Title I meetings. ▪ Agendas & attendance sheets of parent training. 	
7. LEA and schools have reviewed the effectiveness of school parental involvement activities.			<ul style="list-style-type: none"> ▪ Documentation such as Annual surveys and results, parent meetings, evaluations, and parent teacher conference evaluations. ▪ Agendas & attendance sheets of parent training. 	
8. LEA and schools have informed parents about the existence of a parent resource center, if one exists.			<ul style="list-style-type: none"> ▪ Documentation such as Copies of fliers, letters sent home, posted information on boards at schools, and translated documents. 	

III. LEA Improvement

Component III: LEA Improvement					
LEAs identified for improvement, corrective action, or restructuring have met the requirements of being so identified.					
Sec. 1116 (b)(1)(B) Sec. 1116 (b)(3) Sec. 1116 (b)(4)-(6) Sec. 1116 (b)(7)(C)(ii) Sec. 1116 (b)(14)(B)					
Requirements	Met	Not Met	N/A	Suggested Examples of Evidence of Implementation	Additional Evidence/Comments
1. The LEA notified parents if the LEA is identified for improvement or corrective action.				<ul style="list-style-type: none"> ▪ Copy of letter of notification to parents that states the LEA's status, the reasons for the identification, and how parents can participate in LEA improvement activities. 	<ul style="list-style-type: none"> ▪ Reviewers should ask how notifications were distributed to parents (newsletter, mailed letter, website, etc.).
2. The LEA has developed a district improvement plan using the core elements outlined in the state's district strategic planning framework, Leading for Learning!				<ul style="list-style-type: none"> ▪ Copy of LEA Improvement plan ▪ Evidence of school board approval of plan ▪ Information on participation in the development of the plan (IU staff, outside expert, teachers, administrators, parents, etc.) 	
3. The LEA has set aside 10% of the district's Title I allocation for professional development activities necessary to ensure that the LEA makes AYP.				<ul style="list-style-type: none"> ▪ Reservation of Funds page of eGrants application. ▪ Professional development plan and/or calendar outlining the activities to be conducted with set aside funds. 	<ul style="list-style-type: none"> ▪ If the LEA also has schools in improvement or corrective action, it is required to set aside 10% of the Title I building allocation for professional development. This amount can be used toward the LEA required set aside.

IV. School Improvement

Component IV: School Improvement					
Schools identified for improvement, corrective action, or restructuring have met the requirements of being so identified.					
Sec. 1116 (b)(1)(B) Sec. 1116 (b)(3) Sec. 1116 (b)(4)-(6) Sec. 1116 (b)(7)(C)(ii) Sec. 1116 (b)(14)(B)					
Requirements	Met	Not Met	N/A	Suggested Examples of Evidence of Implementation	Additional Evidence/Comments
1. The LEA notified all parents at the beginning of the school year if any schools are identified for improvement or corrective action. (See School Choice section and SES section for additional notification requirements.)				<ul style="list-style-type: none"> ▪ Copy of letter of notification to parents must include the schools' status, comparison with other schools, action plan, the reasons for the identification, and how parents can participate in school improvement activities. ▪ Verification of date of notification 	<ul style="list-style-type: none"> ▪ Reviewers should ask how notifications were distributed to parents (newsletter, mailed letter, website, etc.). ▪ If applicable, the notification must be provided in different languages.
2. The LEA has developed a 2-year school improvement plan using the core elements outlined in the state's strategic school improvement planning framework, Getting Results!				<ul style="list-style-type: none"> ▪ Copy of school Improvement plan ▪ Copy of Statement of Quality Assurance submitted to PDE with appropriate signatures. ▪ Information on participation in the development of the plan (IU staff, outside expert, teachers, administrators, parents, etc.) 	
3. Each school identified for improvement or corrective action must spend at least 10% of its Title I building allocation on professional development activities.				<ul style="list-style-type: none"> ▪ Professional development plan and/or calendar outlining the activities to be conducted with set aside funds. ▪ Sign-in sheets for professional development activities. ▪ Meeting minutes or agendas regarding scientifically based methods and strategies. 	
4. Each school identified for Corrective Action 1 or 2 involves parents in corrective actions taken to improve academic achievement.				<ul style="list-style-type: none"> ▪ Meeting agendas ▪ Parent notifications ▪ Meeting minutes 	

V. School Choice

Component V: School Choice					
The LEA ensures that requirements for public school choice are met.					
Sec. 1116 (b)(1)(D) and (E) Sec. 1112 (g)(4)					
Requirements	Met	Not Met	N/A	Suggested Examples of Evidence of Implementation	Additional Evidence/Comments
1. The LEA at the beginning of the school year notified parents of all students enrolled in the identified school of their option to transfer their children to another public school within the LEA that is NOT identified for improvement or corrective action.				<ul style="list-style-type: none"> ▪ Copy of letter of notification to parents that informs parents of school choice and the process to be used to exercise the option. ▪ Verification of date of parent notification. 	<ul style="list-style-type: none"> ▪ Reviewers should ask how notifications were distributed to parents (newsletter, mailed letter, website, etc.). ▪ This notice may be a part of the general school improvement notification or it may be a separate notice. ▪ If applicable, the notification must be provided in different languages.
2. The LEA implemented a priority system for satisfying school choice requests only when cost is above the 20% maximum of Title I.				<ul style="list-style-type: none"> ▪ Explanation or copy of policies regarding the prioritization that took place when granting school choice transfers. 	<ul style="list-style-type: none"> ▪ Limits on school choice cannot be imposed arbitrarily by the LEA for any reasons other than those associated with health and safety issues surrounding building capacity.
3. The LEA set aside, at a minimum, an amount equal to 5% of its Title I allocation to pay for costs associated with school choice.				<ul style="list-style-type: none"> ▪ Reservation of Funds page of eGrants application. ▪ Other financial documents to document state and local funds used to support school choice costs. 	<ul style="list-style-type: none"> ▪ LEAs must set aside a minimum of 5%, but do not have to exceed 20%.
4. The LEA maintains records regarding transfer requests (approved and denied), numbers of students transferring and the buildings accepting transferred students.				<ul style="list-style-type: none"> ▪ Appropriate records used to record school choice information. ▪ Choice data is entered in eGrants 	

VI. Supplemental Educational Services (SES)

Component VI: Supplemental Education Services (SES)					
The LEA ensures that requirements for the provision of Supplementary Educational Services (SES) are met.					
Sec. 1116 (e)					
Requirements	Met	Not Met	N/A	Suggested Examples of Evidence of Implementation	Additional Evidence/Comments
1. The LEA at the beginning of the school year notified parents of all low income (eligible) students of their option to obtain Supplemental Educational Services (SES) for their children and does not require additional requirements for participation.				<ul style="list-style-type: none"> ▪ Copy of letter of notification to parents that informs parents of the availability of SES and the process to follow to obtain it. ▪ Documentation to show that the state approved list of SES providers was also forwarded to parents and that parents had ample opportunity to choose a provider. ▪ Verification of date of notification. 	<ul style="list-style-type: none"> ▪ Reviewers should ask how notifications were distributed to parents (newsletter, mailed letter, website, etc.). ▪ This notice may be a part of the general school improvement notification or it may be a separate notice. ▪ If applicable, the notification must be provided in different languages. ▪ SES may not replace other school programs (Supplement vs. Supplant)
2. The LEA has correctly identified low income (eligible) students for SES and prioritized appropriately when determining participation only when cost is above the maximum amount of per pupil amount or 20% of Title I funding.				<ul style="list-style-type: none"> ▪ Low-income measure used to determine Title I building eligibility MUST be used to determine student eligibility for SES. ▪ Criteria for priority of services. 	
3. The LEA must enter into an agreement between the LEA, the provider and the parent of the participating child for carrying out SES.				<ul style="list-style-type: none"> ▪ Copies of contracts for each provider and student participating in SES. 	
4. The LEA maintains records regarding the numbers of students participating in SES, the buildings they attend and the providers used.				<ul style="list-style-type: none"> ▪ List of each school offering SES and the providers being used along with the number of students participating. ▪ SES data entered into eGrants. 	

VII. Schoolwide Programs

Component VII: Schoolwide Programs					
The LEA and schools develop schoolwide programs that use the flexibility provided to them by law to improve the academic achievement of all students in the school.					
Sec. 1114					
Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence/Comments
1. LEA provides guidance, technical assistance and support to schools developing schoolwide programs in the areas of needs assessment, comprehensive planning, implementation, and evaluation of a schoolwide program and requirements.				<ul style="list-style-type: none"> ▪ Evidence of the Planning Process and Technical Assistance. ▪ Initial Planning meeting agenda/list of participants. ▪ Whole-school orientation- agenda/list of participants. ▪ Planning Team roster and calendar of meetings. ▪ Plan approval. ▪ Budget Reports. Copy of schoolwide plans 	
<p>2. Schoolwide program plans include the ten required components, are reviewed and evaluated annually, and revised accordingly.</p> <p>1. Comprehensive Needs Assessment</p> <p>2. Schoolwide reform strategies</p> <p>3. Instruction by highly qualified staff</p> <p>4. High quality and ongoing professional development</p> <p>5. High-quality teachers to "high-need" schools</p>				<ul style="list-style-type: none"> ▪ Schoolwide agenda/minutes. ▪ School wide plan that includes goals. ▪ Completion of approved Generation 5 "Getting Results" School Improvement plan. (All required components are embedded in this plan.) ▪ Assessments ▪ Comprehensive Needs Assessment and a system of documentation. ▪ Identification of scientifically-based strategies to address needs. 	

<p>6. Parent Involvement 7. Transitioning preschool children 8. Teacher input in assessment decisions 9. Effective, timely and additional assistance to students having difficulty mastering proficient or advanced levels of academic achievement standards 10. Coordinated budget</p>				
<p>3. Indication of which program funds have been consolidated in the schoolwide program and how the intent and purposes of the individual programs consolidated are addressed.</p>			<ul style="list-style-type: none"> ▪ Financial reports. ▪ SWP 	

VIII. Targeted Assistance

Component VIII: Targeted Assistance					
The LEA targeted assistance programs meet all requirements.					
Sec. 1115					
Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence/Comments
<p>1. The LEA has established targeted assistance programs that address statutory purposes and meet requirements, including the following:</p> <ul style="list-style-type: none"> * using effective instructional methods and strategies that strengthen the core academic program of the school; * primary consideration to providing extended learning time for students served; * an accelerated high quality curriculum; and * Minimizing the removal of children from regular classroom during regular school hours. 				<ul style="list-style-type: none"> ▪ Identification of scientifically- researched based instructional models. ▪ School improvement plans. ▪ Team meetings, professional development, agendas, sign-in sheets, minutes, etc. ▪ School schedules and schedules for Title I staff and eligible students. ▪ Benchmarks of Title I students receiving supplemental instruction. 	
<p>2. LEA ensures that targeted assistance program planning coordinates with and supports the regular education program in schools.</p>				<ul style="list-style-type: none"> ▪ School Improvement Plan (identifies targeted assistance programs). ▪ Documentation of scheduled team meetings. 	
<p>3. LEA promotes the integration of staff supported with targeted assistance funds into the regular school program, including professional development.</p>				<ul style="list-style-type: none"> ▪ Staff schedules ▪ Documentation such as agenda for topics, sign-in sheets, etc. 	
<p>4. Selection for eligible students.</p>				<ul style="list-style-type: none"> ▪ Selection criteria process/multiple selection criteria. ▪ Teacher/parent recommendation ▪ Student roster. ▪ Assessment data of title I student 	

IX. Nonpublic Schools

Component IX: Nonpublic Schools					
The LEA provides Title I services to eligible children attending nonpublic schools.					
Sec. 1120 Sec. 9503 34 CFR Part 200 §200.62 – 200.67, 200.77 §200.77 (f) §200.78 (a)					
Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence/Comments
1. LEA has public school ranking charts with per-pupil allocations identified. (Equitable Services)				<ul style="list-style-type: none"> ▪ Financial reports, line items to private school children in budget. ▪ List of participating private schools ▪ Consolidated application 	
2. LEA has policies and procedures for provision of services to eligible children attending nonpublic schools.				<ul style="list-style-type: none"> ▪ Consolidated application Procedures 	
3. Consultation occurred between LEA and nonpublic school officials.				<ul style="list-style-type: none"> ▪ Copies of letters to private schools, agendas, meeting dates, participant lists/sign-in ▪ Consolidated application ▪ Record that services have been discussed 	
4. LEA regularly supervises the provision of Title I services to nonpublic children.				<ul style="list-style-type: none"> ▪ Staff evaluations, visits/communication ▪ Announcements/sign-in sheets for professional development and parent involvement opportunities 	

5. LEA is evaluating the Title I program serving nonpublic school students.			<ul style="list-style-type: none"> ▪ Needs assessments/survey ▪ Assessment data 	
6. Nonpublic school children, families and teachers are receiving equitable services.			<ul style="list-style-type: none"> ▪ Hired teachers to work with participating Title I students ▪ Announcements/sign-in sheets for professional development and parent involvement opportunities 	
7. The LEA has budgets that document appropriate set-asides.			<ul style="list-style-type: none"> ▪ Consolidated application ▪ Quarterly Reports/Final Expenditure Reports 	
8. The LEA has third party contract(s).			<ul style="list-style-type: none"> ▪ Name of Third Party Contractor ▪ Payroll sheets ▪ Written contract. ▪ Consolidated application 	
9. The LEA has complaint procedures for private school officials.			<ul style="list-style-type: none"> ▪ Copy of complaint procedures 	

X. Comparability

Component X: Comparability					
The LEA complies with the comparability provisions of Title I.					
Sec. 1120A (c)					
Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence/Comments
1. Title I Comparability Report comparing Title I schools to non-Title I schools reported to SEA annually in Pennsylvania and submitted by November 15.				<ul style="list-style-type: none"> ▪ Support Data housed at the LEA (individual school lists with staff names attached to the positions counted and excluded) ▪ Documentation maintained supports the report submitted by December 1st ▪ HR action documentation for any corrective actions taken ▪ District-wide salary schedules ▪ Policy ensuring equivalence among schools for personnel 	
				<ul style="list-style-type: none"> ▪ Policy ensuring equivalence among schools in the provision of curriculum materials and supplies. ▪ Records are maintained for 3 years. ▪ Written procedures to ensure that comparable services are provided. ▪ Articulated (written) process on the movement of staff during school year to meet the December 1st deadline 	