

Title I Coordinator's Year at a Glance (sample)**August**

- Review and update student selection criteria sheet and student selection procedure for targeted assistance programs.
- Review and update parent/guardian notification materials (Accountability, parents' right to know letters, etc.). Distribute at the beginning of the school year.
- Review and revise parent and family engagement policies and/or plans in consultation with parents.
- Develop a system to collect and organize documentation related to the district's Title I program for state monitoring reviews.
- Update contact information with SEA, if needed.
- Finalize plan and budget and submit Federal ESEA Consolidated Application. Submit by due date.

September

- Ensure Title I schools have created rank-ordered student selection lists of Title I students in targeted assistance programs.
- Distribute the Written Notification of School Accountability Report. This should be done at the beginning of the school year, after the SEA official release.
- Collect school schedules of annual fall parent orientation meetings. These meetings should be conducted by the end of October.
- Review and update Title I personnel lists for each building.
- Send parent/guardian notification of parents' right to know.
- Review and finalize total enrollment and low-income data. Free/Reduced lunch data may be collected from any month within same year for Title I Rank and Serve process to determine within school allocations. (All other districts use October Free/Reduced lunch data for poverty.)
- Identify data collection method for comparability calculations.
- Establish a process for ongoing collaboration with the local homeless liaison for identifying homeless student needs and services as appropriate.
- Consult with participating facilities for neglected and delinquent youth to develop an evaluation of services.
- Consult with participating nonpublic schools for equitable services.
- Ensure all applicable parent notifications have been disseminated by direct and indirect means.
- Ensure all schools have Title I plans aligned to use of funds.

October

- Initiate planning process for new schoolwide programs, if applicable.
- Design evaluations for Title I funded parent and family engagement plans as well as professional development activities for impact on student learning.
- Collect and submit data for student participation, Title I Part A nonpublic school participation and Title I Part D neglected and delinquent programs.
- Submit requests to amend budgets, as needed.

•Review and update needs assessment and program evaluation procedures, as needed.
•Review and update school improvement plans for Title I schools with accountability status, if applicable.
•Send parent/guardian notification of parents' right to know.
•Conduct annual Title I meeting and collect evidence of the meeting.
•Submit grant claims or contract amendments, as needed.
November
•Consult with district staff on comparability requirements (list of Title I vs. non-Title I).
•Calculate comparability based on October data and make appropriate adjustments to Title I schools shown to be non-comparable.
•Ensure schools have documented the distribution of school-family compacts (e.g., copies of signed compacts, signatures of parents who have received the compact).
•Review and revise schoolwide or targeted assistance program plan, as needed.
•Monitor dissemination of district parent and family engagement policy and school-parent and family engagement plans.
December
•Review and update Time and Effort records for staff who work on multiple cost objectives.
•Submit requests to amend grants, as needed.
•Submit Comparability Report.
•Monitor implementation of parent and family engagement plans.
•Ensure methodology regarding supplement, not supplant is on file at the district.
•Submit grant claims or contract amendments, as needed.
January
•Submit requests to amend grants, as needed.
•Collect semi-annual certifications (1 of 2) for Title I personnel whose compensation is funded solely from Title I and for personnel using the substitute time and effort system.
•Establish a plan and timeline for working with other federal programs in the district to coordinate the consolidated application in the next year.
February
•Coordinate with early childhood programs to plan transition of preschool students.
•Consult with appropriate district staff on comparability requirements (e.g., staff assignments, staff/student ratios, and per pupil expenditures) for the next school year.
•Determine roles, responsibilities, and timeline of appropriate LEA representatives to determine comparability requirements.
•Submit grant claims or contract amendments, as needed.
March
•Use available data (e.g., economically disadvantaged, other low-income data, or a combination of poverty indicators) to determine eligible schools for Title I services (for next school year).

•Meet with school principals to collect information on use of funds to support Title I programs for the next funding application.
April
•Consult with the local homeless liaison to determine number of homeless students and amount of reservation of Title I funds for homeless students.
•Consult with eligible nonpublic schools and obtain affirmation of consultation with participating nonpublic school officials.
•Consult with local early childhood shareholders (Pre-K, Head Start, etc.) to coordinate early childhood services (Title I Pre-K) as appropriate.
•Conduct other shareholder consultations on the development of the district/school Title I plan. Shareholders include parents/families, nonpublic schools, homeless education programs, migrant education programs, English learner programs, school leadership teams.
•Coordinate services with local neglected or delinquent facilities, if applicable
•Submit grant claims or contract amendments, as needed.
May
•Review and update signed Time and Effort records for staff who work on multiple cost objectives.
•Conduct program evaluation and develop a summary of the results.
•Conduct needs assessment based on findings of program evaluation.
•Determine roles and responsibilities of appropriate district representatives to determine comparability requirements.
•Meet with district financial staff to reconcile fiscal issues prior to the end-of-year closeout.
June
•Review and update supplement, not supplant procedure, if needed.
•Review and update district parent and family engagement policy based on data (e.g., evaluations).
•Determine calculation methodology for comparability requirements.
•Review and update school-family compact.
•Submit grant claims or contract amendments, as needed.
July
•Review and collect signed Time and Effort records for staff who work on summer programs.
•Review and update school-family compact.
•Collect semi-annual certifications (2 of 2) for Title I personnel whose compensation is funded solely from Title I and for personnel using the substitute time and effort system.
•Submit final grant claims and status reports, as applicable for close out.
Ongoing

•Collect signed Time and Effort records for staff who work on multiple cost objectives. Update staff assignments as changes occur, such as new hires, reassignments, retirement, etc.
•Engage in family and community involvement. Maintain documentation of these activities (meeting agendas and notes, meeting notifications, sign-in sheets, etc.).
•Review and update school parent and family engagement policy based on data (e.g., evaluations).
•Review and update school-family compact.
•Title I director ensures funds for nonpublic schools are being spent in an appropriate manner (e.g., nonpublic school receives approval before spending funds, expenses are allowable).
•Attend informational sessions and professional development activities to stay current on best policies, practices, and research.
•Collect, analyze, and synthesize comprehensive needs assessment data.
•Submit contract amendments in grant system as needed.
•Regularly verify the financial status of Title I programs (e.g., approved allocation to participating schools, appropriate expenditure of current year's funds, etc.).
•Implement jointly developed school-family compact that outlines how families, the entire school staff, and students will share the responsibility for improved student achievement and the means by which the school and families will build and develop a partnership to help children achieve the state's high standards.
•Notify parents/guardians when their child has been assigned or has been taught for four or more consecutive weeks by a teacher who is not highly qualified, if applicable.
•Ensure funds for nonpublic schools are being spent in an appropriate manner (e.g., nonpublic school receives approval before spending funds, expenses are allowable).
•Conduct ongoing communication to participating nonpublic schools and oversight of services provided to eligible nonpublic school students and teachers.

<https://www.esenow.com/TI2/index.jsp?contentId=100201&chunkid=608556>

North Dakota Department of Public Instruction 2024