

Iowa Department of Education

TITLE I NARRATIVES FOR TARGETED ASSISTANCE

Note: The Title I Narratives for Targeted Assistance form must be completed in order for the Title I application to be approved.

For technical assistance on completing the Title I narratives, contact the Title I consultant for your district.

Once the Title I Narratives for Targeted Assistance form is selected from the Title I program menu, all narratives will automatically appear with space to enter your response.

- ✓ **TIP: You must enter some data in every narrative box in order to be able to save your responses.**

All LEAs, regardless of program type, will be required to complete this form in some manner. **Note:** If you offer a schoolwide program only, the user will be required to indicate the Title I services provided for question 1 and enter “Not applicable” in response to each of the other questions. This will allow the user to click the **Finish** button and receive the “District Finished” status in order for the Title I application to be completed..

The Title I Narratives for Targeted Assistance form must provide a complete and accurate description of the Title I program to be delivered during the current school year. Please provide a written response to each of the narrative questions.

- ✓ **TIP: Click Save often to avoid losing data.**

Eligibility criteria for grades 3 and above must be based on multiple educational related objective criteria.

Title I Narratives for Targeted Assistance Buildings

2014-2015

District not Updated

Comments (0)

Save

Finish

Close

IDENTIFICATION OF STUDENTS §1115(b)(1)(B) Eligible children are identified by the school as failing, or most at risk of failing, to meet the State's challenging student academic achievement standards on the basis of multiple, educationally related, objective criteria established by the local educational agency and supplemented by the school, except that children from preschool through grade 2 shall be selected solely on the basis of such criteria as teacher judgment, interviews with parents, and developmentally appropriate measures.

1. Title I services provided? Reading Math

2. Describe how students are selected to receive services, and include how students to be served are prioritized for service if there are more students who are eligible than available resources to serve them.

A. Reading

• Grades K-2

• Grades 3+

B. Math

• Grades K-2

• Grades 3+

3. Outline the Title I services that are provided to students. Reference the use of student data that supports the decision to offer specific Title I programming.

COORDINATION §1115(c)(1)(D), §1115(c)(1)(H) Each school shall coordinate with and support the regular education program, which may include services to assist preschool children in the transition from early childhood programs such as Head Start, or State-run preschool programs to elementary school programs; and coordinate and integrate Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

4. Describe the coordination of the Title I program with the regular education program, including as applicable early childhood programs, as well as Federal and State programs, including as applicable violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

PROGRAM EVALUATION §1115(c)(2)(B) Each school shall review, on an ongoing basis, the progress of participating children and revise the targeted assistance program, if necessary, to provide additional assistance to enable such children to meet the State's challenging student academic achievement standards, such as an extended school year, before- and after-school, and summer programs and opportunities, training for teachers regarding how to identify students who need additional assistance, and training for teachers regarding how to implement student academic achievement standards in the classroom. §1118(c)(3) Each school served under this part shall involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs.

5. Describe the process of reviewing the progress of participating children and revising the targeted assistance program to provide additional assistance to enable participating children to meet the State's standards. Describe how parents are included in this process.

PROFESSIONAL DEVELOPMENT §1115(c)(1)(F) In accordance with subsection (e)(3) and section 1119, provide opportunities for professional development with resources provided under this part, and, to the extent practicable, from other sources, for teachers, principals, and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff, who work with participating children in programs under this section or in the regular education program.

6. Describe the professional development provided with or supported by Title I funds. Include information on the use of SINA/DINA required set aside funds for professional development, as appropriate. (Districts that are not using, or not required to use, Title I funds for professional development may insert N/A.)

2014-2015 District not Updated

Comments (0) Save Finish Close

After all narratives are completed, the user must click the **Finish** button and receive the “District Finished” status for the Title I Narratives for Targeted Assistance form before selecting another screen.

✓ **TIP: Do NOT double-click the Finish button.**

Click the Schoolwide Operating Programs form to complete next..