

Iowa Department of Education

SELECTION OF SCHOOLS

Note: The Selection of Schools form must be completed in order to receive Title I funding.

For technical assistance on the Selection of Schools form, contact the Title I consultant for your particular AEA.

The data contained in the Selection of Schools form is used to determine Schools In Need of Assistance (SINA) that will be eligible to receive SINA funding and also to determine low-income buildings for the purpose of the teacher loan cancellation program. Therefore, the Selection of Schools form should annually be completed no later than **August 15**.

Note: Any changes made to the Selection of Schools form after August 15 with respect to Schools in Need of Assistance (SINA) receiving Title I service will not guarantee that building will receive a SINA allocation.

When completing this form, “Low-Income Criteria,” “Resident Children,” and “Rank Order” must all be completed. Choose the low-income criteria your LEA will use to determine low-income building percentage. Then determine how you will report the low-income percentages for buildings by total low-income percentage or by grade span. The most common data used for these categories is “Free and Reduced School Lunch,” “Attendance Area,” and “Low-Income Percentage.” **Note:** Data used in this section may be from any month during the previous school calendar year, but must be consistent across the school district.

An LEA must rank all of its school attendance areas (the geographic area from which the school district draws its children) according to their percent of poverty. An LEA must use the same measure of poverty for identifying eligible school attendance area; determining the ranking of each area; and determining the allocation for each area.

<p>LOW-INCOME CRITERIA used to identify and rank eligible attendance areas and determine building allocations:</p>	<p> <input type="radio"/> Free and Reduced School Lunch <input type="radio"/> Free Lunch Only <input type="radio"/> Other(describe): <input type="text"/> </p>
<p>Resident Children:</p>	<p> <input type="radio"/> Attendance Area <input type="radio"/> Enrolled </p>
<p>Rank Order:</p>	<p> <input type="radio"/> Low Income Percentage <input type="radio"/> Grades Span and Percentage </p>

LOW-INCOME CRITERIA

Select the source or sources of data that the agency uses to determine the number of low-income families. An LEA must select a poverty measure from the following options: children ages 5-17 in poverty as counted in the most recent census data; children eligible for free and reduced-price lunches; children in families receiving assistance under the State Temporary Assistance for Needy Families (TANF); children eligible to receive medical assistance under the Medicaid program; or a composite of any of the above measures. Each LEA must choose a single data source or combination of data sources as its school attendance area selection criterion. Documentation of data secured should be made part of the applicant agency’s Title I record, but need not be submitted to the State Title I office. However, the LEA should keep this information on file for possible inspection by auditors and the SEA staff. The most commonly used source of low-income data is the school district free and reduced price school lunch count.

RESIDENT CHILDREN

Please select either “Attendance Area” or “Enrolled” to indicate which most accurately reflects the data shown in the attendance table for “Resident Children by Attendance Area” and “Resident Children from Low-Income Families.” If school attendance centers within a school district have no official boundaries, the LEA may determine school attendance center low-income percentages using enrollment figures.

RANK ORDER OF ATTENDANCE AREAS

Please indicate whether the LEA is using low-income percentage or grade span and percentage to rank order attendance centers. Based on the choice selected, the attendance centers will be automatically sorted once all data is entered in the table and user clicks the **Finish** button. The most commonly used method is rank order by low-income percentage.

ATTENDANCE CENTER INFORMATION

Note: Data used in this section may be from any month during the previous school calendar year, but must be consistent across the district. Do not use official enrollment count data for this section.

The attendance center table should display all of the public attendance centers within the LEA. **Note: If a building is listed that has been closed within your school district or there is a new building in your LEA since the last school year that is not listed,** please contact the Title I office for assistance in correcting the listing of attendance centers for your district. Each year, each building must analyze its own student achievement data and make appropriate decisions about Title I services. Title I services should be based upon current conditions, not past traditions. However, Title I services must operate within the boundaries of Title I legislation. Funding is based on compliance with legislation. In

determining Title I service for the upcoming school year, ask questions such as: *Are we offering reading services and/or math services? Why?; What grade levels will be served? Why?; What will qualify a student for Title I services?*

Determine the Title I service status for each of the buildings listed and then complete all applicable columns. When entering data on the Selection of Schools form, it is best to tab through the columns to avoid errors in the automatic calculations. The user will need to complete the table for each attendance center including the status (select S, T or N), number of resident children, and number of resident children from low-income families. Schoolwide project buildings (Status = S) must have poverty above 40% and must have completed a year of planning and have been approved by the State Title I office. All other served buildings are considered targeted assistance (Status = T). A building not receiving Title I service should show status “N” for not served. Each building must have data for each public and private column. If a building is identified as providing targeted assistance service (Status = T), the number of students identified as eligible and the number served must be completed. For a schoolwide building (Status = S) do not complete eligible and served columns. The last column showing the grade levels served by Title I must be completed for all served buildings whether status is S or T.

Note: ALL COLUMNS MUST BE COMPLETED BEFORE APPLICATION CAN BE APPROVED!

Resident Children in Attendance Area (Include public and private school children)											Unduplicated Student Counts (public only) For Targeted Assistance Schools	Grade Levels Served by Title I	
All Resident Children by Attendance Area				Resident Children from Low-income Families			>= 75% are highlighted						
Blg. No.	Name of Attendance Center	Grade Levels Housed	Status (*)	Public	Private	Total	Public	Private	Total	Percent	Eligible	Served	Schools
0409	Elementary	K-05	T	165	22	187	75	4	79	42.2	49	49	1-3
0427	Preschool	PK-PK	N	22	0	22	7	0	7	31.8	0	0	-
0172	Middle School	06-08	T	279	19	298	62	4	66	22.1	26	26	6
0109	High School	09-12	N	234	14	248	49	2	51	20.6	0	0	-
0418	Elementary	K-05	N	150	10	160	37	3	40	25.0	0	0	-
Totals				850	65	915	230	13	243	26.6	75	75	1-3, 6

The information in all columns for **ALL** buildings in the LEA must be completed before application can be approved, even if Title I funds are not used in all buildings. **Exception:** “Eligible” and “Served” columns for schoolwide buildings. **Note:** To start entering data on the selection of schools table, click on the first entry field (for “public resident count”) of a school building record and tab through the entry fields as you enter, or change, the data in each cell. Do not use the mouse to get to the next entry field upon completing an entry, instead, use the tab key to get to the next entry field. Saving your data frequently is a good practice.

Column 1 – Building Number (Blg. No.)

The building numbers for each attendance center in the LEA are automatically entered on the Selection of Schools form. These numbers should match with information printed in the Iowa Educational Directory. The exception would be if a building has opened or closed in the LEA. If a building is listed that has been closed within your school district or there is a new building in your LEA since the last school year that is not listed, please contact the Title I office for assistance in correcting the listing of attendance centers for your district.

Column 2 - Name of Attendance Center

All public school attendance centers are listed automatically for the LEA. After selecting the rank order criterion being used, the attendance centers will be automatically sorted in rank order from highest to lowest according to low-income percentages. **Note:** If a building is listed that has been closed within your school district or there is a new building in your LEA since the last school year that is not listed, please contact the Title I office for assistance in correcting the listing of attendance centers for your district.

Column 3 - Grade Levels Housed

The grades housed in each center within the LEA will automatically be entered for each attendance center.

Column 4 - Status (*)

The default for this column is “N.” Please select the code that indicates whether an attendance center is (S) Schoolwide Program, (T) Targeted Assistance School, or (N) Not Served. (Refer to section on Definitions.) (O) Override by State – confer with Title I consultant regarding required documentation.

Note: Schoolwide programs require at least 40 percent low-income and a year of planning prior to implementation. A Schoolwide Program school is operated to serve all the students in the building while addressing the needs of low-achieving children and those most at risk of not meeting the State’s student academic achievement standards. The Title I services must be integrated into the whole school program in such a way that all students benefit in some way. A Targeted Assistance School is a program that targets services on specific, identified children. A student is eligible for services if he/she is failing, or most at risk of failing, to meet the State’s challenging student academic standards.

In selecting participating areas and schools, an LEA may 1) designate as eligible any school attendance area or school in which at least 35 percent of the children are from low-income families—i.e., the “35 percent rule”; 2) use Part A funds in a school that does not serve an eligible school attendance area if the percentage of children from low-income families enrolled in the school is equal to or greater than the percentage of such children in a participating school attendance area of the LEA; 3) elect not to serve an eligible school attendance area or school that has a higher percentage of children from low-income families (than a school that is served) if a) the school meets the Title I comparability requirements; b) the school is receiving supplemental funds from other State or local sources that are spent according to the requirements of Section 1114 or 1115 of NCLB; and c) the funds expended from such other sources equal or exceed the amount that would be provided under Title I, Part A; and 4) for one additional year only, designate and serve a school attendance area or school that is no longer eligible but was eligible and served in the preceding year.

Title I Service Delivery Models	
Targeted Assistance Programs	Schoolwide Programs
<ul style="list-style-type: none"> • Only eligible students are served in only Title I eligible buildings • 407 Targeted Assistance program buildings in 2013-2014 	<ul style="list-style-type: none"> • All students in the building are considered Title I students • 194 Schoolwide Program buildings in 2013-2014
<ul style="list-style-type: none"> • Written criteria for entering and exiting the program <ul style="list-style-type: none"> • PreK – 2 • Grades 3 and up • Clear performance standards • Available and provided to parents 	<ul style="list-style-type: none"> • Allocations remain the same whether a Targeted Assistance or Schoolwide Program (SWP) is offered • Resources from a variety of sources can be used to support a Schoolwide Program
<ul style="list-style-type: none"> • Grouping Practices <ul style="list-style-type: none"> • Pull-out • In-class • Combination of pull-out and in-class 	<ul style="list-style-type: none"> • All students in the building are considered Title I students • The Schoolwide Program requires a year of planning • During planning year, a future Schoolwide Program building must operate as a Targeted Assistance Program building
<ul style="list-style-type: none"> • Title I teacher responsibilities: <ul style="list-style-type: none"> • Working with identified students • Parent communication • Coordinating with classroom teachers 	<ul style="list-style-type: none"> • The Schoolwide Plan intended to improve the achievement of ALL students • The Schoolwide Plan identifies services to be provided

<ul style="list-style-type: none"> • Students records • Operate according to Title I regulations for the percentage of the day paid with Title I funds • Maintain time sheet or work log to document federal funding stream pay • Title I reading teachers must maintain a reading endorsement • No additional endorsement is required for Title I math teachers 	<ul style="list-style-type: none"> • Districts with more than one Schoolwide Program must submit a Schoolwide Plan for each building • The Schoolwide Plan must be specific to each building • The Schoolwide Plan must be reviewed and revised each year • The Schoolwide Plan must address homeless students • Each schoolwide building must have its own Schoolwide Program Planning and Evaluation team • New or revised Schoolwide Plans must be submitted to the State Title I office by September 15
<ul style="list-style-type: none"> • Title I Para-educators: <ul style="list-style-type: none"> • Work with identified students • Work under direct supervision of a Title I teacher • Be “highly qualified” • Maintain timesheet for less than full-time 	<ul style="list-style-type: none"> • Title I Para-educators: <ul style="list-style-type: none"> • Work under direct supervision of a Title I teacher • Be “highly qualified” regardless of funding stream

All Title I reading programs must implement “scientifically based reading research” programs. Programs must have the 5 areas of focus: phonics, phonemic awareness, vocabulary, fluency, comprehension.

Note: Title I services must operate within the boundaries of Title I legislation. The disbursement of Title I funding is based upon compliance with legislation.

In determining district buildings to provide Title I service, keep these rules in mind:

- ✓ All schools with 75% or above poverty must be served or document other funding sources
- ✓ Schools at or above 35% poverty may be served
- ✓ Schools at or above the district wide poverty percentage may be served.

Column 5 - Public - All Resident Children by Attendance Area

Enter, by attendance center, the number of children residing therein. This would include all resident children enrolled in other public schools, children housed in institutions in the LEA, children that are home-schooled, and dropouts. The column will automatically calculate the total number of resident public school children in the LEA.

GRADESHARING DISTRICTS need to enter the combined resident count for grade levels housed within district.

Note: Where applicable include special education children (i.e. special education students the LEA sends to programs in other LEAs, local neglected and delinquent children, children that are home-schooled, and dropouts that could be enrolled in the grade levels housed from both the LEA filing the application and LEAs entered in the whole-grade sharing agreement.

Column 6 - Private - All Resident Children by Attendance Area

Enter the number of children attending private schools that reside within each public school attendance center boundary. The column will automatically calculate the total number of resident private school children. **Note:** Accredited private schools within the LEA appear at the bottom of this form. If there are private schools within your LEA, you must reflect the appropriate numbers in this column.

Title I continues the requirement that an LEA provide equitable services to eligible children enrolled in private schools. Section 1113[c] of Title I requires an LEA to allocate funds to a participating school attendance area or school on the basis of the total number of children from low-income families, including low-income children attending private schools.

Thus, the LEA, in consultation with private school officials, must obtain the best available poverty data on private school children who reside in participating attendance areas. Because private school officials may have access to some sources of poverty information not easily accessible to public school officials, it is very important that public and private school officials cooperate in this effort. An LEA may count private school children from low-income families every year or every two years.

In collecting poverty data on private school children, the Title I statute gives an LEA flexibility to calculate the number of children who are from low-income families and attend private school. To obtain a count of private school children, an LEA may use:

1. The same poverty data it uses to count public school children.
2. Comparable poverty data from a survey of families of private school students that, to the extent possible, protects the families' identity. The LEA may extrapolate data from the survey based on a representative sample if complete actual data are not available.
3. Comparable data from a different source, such as scholarship applications so long as the income level for both sources is generally the same.
4. Proportional data based on the poverty percentage of each public school attendance area applied to the total number of private school children who reside in that area.
5. An equated measure of low income correlated with a measure of low income used to count public school children.

For further guidance in determining low-income private school children, see Title I Questions and Answers, Allocation of Title I Funds to School Attendance Areas and Schools section of this reference manual.

Column 7 - Total - All Resident Children by Attendance Area

Columns 5 and 6 will be automatically calculated to reflect the total number of resident children by attendance center. Column 7 will automatically calculate to reflect the total number of resident children in the LEA.

Column 8 - Public - Resident Children from Low-income Families

Enter, by attendance center area, the number of children from Column 5 that are from low-income families. The column will automatically calculate the total number of resident public school children from low-income families within the LEA.

Column 9 - Private - Resident Children from Low-income Families

Enter, by attendance center area, the number of children from Column 6 that are from low-income families. The column will automatically calculate the total number of resident private school children from low-income families. **Note:** Accredited private schools within the LEA appear at the bottom of this form. If there are private schools within your LEA, you must reflect the appropriate numbers in this column.

Column 10 - Total - Resident Children from Low-income Families

Columns 8 and 9 will be automatically calculated to reflect the total number of children that are from low-income families by attendance center area. Column 10 will automatically calculate to reflect the total number of public and private school students that are from low-income families.

Column 11 - Percent - 10/7

The low-income percentage for each attendance center area will be automatically computed to reflect the percent of low-income in Column 11 to the nearest tenth of a percent (e.g. 29.6). The box at the bottom of Column 11 will automatically enter the districtwide average low-income percentage by dividing the total of Column 10 by the total of Column 7. Those schools above the districtwide average are eligible to receive Title I funds. (Refer to section on Within District Targeting of Title I funds.)

✓ **TIP: Attendance centers with 75% or above poverty rate are mandatory centers, including middle and high**

schools, and must be served by Title I.

Only after an LEA has served all of its areas with a poverty rate above 75 percent may the LEA serve lower-ranked areas. The LEA has the option to (1) continue on with the district-wide ranking or (2) rank remaining areas by grade span groupings.

- The same district-wide poverty average must be used if the LEA selects option (1).
- For ranking by grade span groupings, the LEA may use (1) the district-wide poverty average or (2) the district-wide grade span poverty averages for the relevant grade span grouping.
- If an LEA has no school attendance areas above 75 percent poverty, the LEA may rank district-wide or by grade span groupings.
- An LEA's organization of its schools defines its grade span groupings. For example, if an LEA has elementary schools serving all elementary grades, middle schools, and high schools, the grade span groupings would be grades K-5, 6-8, and 9-12. To the extent an LEA has schools that overlap grade spans (e.g., K-8), the LEA should include a school in the grade span in which it is most appropriate.

Note: An LEA with an enrollment of less than 1,000 students or with only one school per grade span is not required to rank its school attendance areas.

Column 12 - Eligible - Unduplicated Student Counts (public only) for Targeted Assistance Schools

A student who is failing or most at risk of failing to meet locally determined educational standards is a student eligible for Title I services. Each LEA must develop a process for determining student eligibility. These determinations may be based upon teacher recommendation with documentation, parental input and developmentally appropriate measures for pre-kindergarten through grade 2. For grades 3 and above, use educationally objective criteria to determine eligible students. Using school district Title I selection criteria, enter the unduplicated number of public school students at each (T) Targeted Assistance School who are eligible for the Title I service being offered at that school. "Unduplicated" means that each student should be counted only once even if that student is eligible to receive Title I service in more than one subject area. For example, Tommy is eligible to receive Title I reading and Title I math services. When computing the unduplicated student count, Tommy can only be counted as one child. **This column must be completed in order for the application to be approved.**

Column 13 - Served - Unduplicated Student Counts (public only) for Targeted Assistance Schools

Using the information in Column 12 enter the unduplicated number of public school students to be served at each (T) Targeted Assistance School. The number in Column 13 cannot be greater than the number in Column 12. "Unduplicated" means that each student should be counted only once even if that student receives Title I service in more than one subject area. For example, Tommy receives Title I reading and Title I math services. When computing the unduplicated student count, Tommy can only be counted as one child. **This column must be completed in order for the application to be approved.**

Column 14 - Grade Levels Served by Title I

Enter the grade levels at which students are receiving Title I service in each served building. For example, if Title I instruction is available in reading to students in primary grades only, enter "1-3" in column 14 opposite the name of that school.

PRIVATE SCHOOLS RECEIVING SERVICES

Section 1120 of NCLB and Section 200.63 of the Title I regulations mandate services for children in private schools under Title I of ESEA. In summary, the key provisions of the legislation stipulate that:

1. Any district serving a private school must complete the Selection of Schools, Statement of Agreement, and Within District Targeting Funds forms on the electronic Title I application. The completion of the Within District Targeting Funds form determines the amount of funds available to provide Title I services to eligible students in the private

school. **NOTE:** Districts must use the updated formula calculations for the Within District Targeting Funds form. (See the pink section in this reference manual.)

2. Timely and meaningful consultation between public and private school officials must be held to discuss services to be provided in the private school, private school student eligibility for Title I services, and evaluation of the Title I services provided to the private school. Documentation of the meeting is required (agenda, notes, e-mails). **NOTE:** In the case of declined services, a signed document or e-mail must be maintained in the Title I file.
3. Private schools are not Title I schools. Title I **instructional** services in private schools are provided by the LEA to private school children who reside in a participating public school attendance area/s and who are in the greatest educational need of those services. Poverty is not a criterion for receiving Title I services.
4. Title I funds for service in a private school are based on the documented student poverty count in the private school.
5. Title I services in a private school must be equitable to those provided in the public school – as funds described above allow.
6. Instruction must be outside the regular classroom (pull-out program); may include extended learning time before and after school, summer school, family literacy/parent involvement activities or a combination of these services.
7. Services, materials and equipment must be secular, neutral, and supplemental in nature; and must be ordered by and paid for by the LEA.
8. Equipment and supplies purchased for use in a private school must be labeled “Title I”; are the property of the public school through which the Title I dollars flow; and under the direction of the LEA-employed Title I teacher.
9. The LEA is never allowed to pay or remit Title I money directly to the participating private school. The public school district is always the fiscal agent remaining in control of federal funds.
10. Multiple private schools in an LEA may pool funds and provide services as a single entity.
11. Public and private schools in the same LEA do not have to provide services to the same grade span group.
12. Title I services in a private school must operate as Targeted Assistance Programs. Schoolwide Programs in private schools are not allowed under the NCLB law.
13. Title I programs in private schools must be evaluated using a process similar to that of the public school programs.

Private Schools

School ID	Name	Grade Levels	Number of Children Enrolled Residing in Project Areas	Unduplicated Student Counts	
				Educationally Eligible	Served
8302	Private Grade School	PK-08	303	36	28
8310	Private High School	09-12	146	0	0
TOTALS			449	36	28

All accredited private school attendance centers in your school district and the grade levels of each center will automatically be displayed. You must complete the requested data for private schools receiving Title I service. Enter the number of children enrolled who reside in a participating Title I attendance center (these children must also be entered in the attendance center table). Determine the total number of private school children enrolled who are residing in project areas and enter in the appropriate column.

Private school children eligible to be served are children who reside in a participating public school attendance area and who are failing, or most at risk of failing, to meet student academic achievement standards based on the criteria in Section 1115(b) of the Title I statute. Enter the **unduplicated** number of children from each private school attendance center that are educationally eligible for the Title I service and, in the last column, the actual **unduplicated** number of private school children to be served. Each column will automatically calculate the total number of eligible private school students and the total number of those students served by Title I. **Note:** If data is completed under the private school section, then data must also be entered in the appropriate columns for the resident public school area in the attendance center table.

✔ **TIP: If the LEA is providing Title I service to a private school, the user must complete the Statement of Agreement and Within District Targeting of Funds forms in addition to the other required application forms.**

Note: Even if the private school declines Title I services, the Statement of Agreement and Within District Targeting of Funds forms **MUST** be completed.

When all information is complete for the Selection of Schools form and the **Finish** button is clicked, the program will calculate totals and perform validation edits. If required information is missing, the user must fix all errors appearing in RED. The user must verify the YELLOW warning errors. A yellow highlight is simply a reminder to check your work. The warning errors can be bypassed if the data entered is correct. After all errors are corrected, the user must click the **Finish** button and will be returned to the Title I Home screen.

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

Click General Budget form to be completed next.