

Targeted Assistance Record Keeping

The district should maintain records of the following items and have the documentation available in the event of an audit or monitoring. This is not meant to be an all-inclusive list, but rather provide guidance when it comes to documenting a targeted assistance program.

Targeted Assistance Record Keeping Checklist	
District Administration	
- Records of fiscal responsibility including allowable use of funds, reasonable and necessary, and alignment to intent and purpose of Title I program - Records retention for federal programs is to keep documentation for 3 year prior and current year. Best practice is to maintain records for five years - Documentation to carry out activities and strategies for required set-asides including parent and family engagement, neglected and delinquent, homeless, cooperative agreements, and nonpublic equitable services (optional foster care) - Time and Effort/Assurances Duty rosters for school staff and Title I teacher schedules - Personnel Educators must meet state licensing requirements for grade level and subject area. Paraprofessional must meet Title I paraprofessional certification requirements - Program narratives for all schools with targeted assistance programs including extended day services paid with Title I funds - Needs assessment data summary - Procedures and documentation to evidence district coordination with Head Start and other Early Childhood Programs including preschool transition. If using Title I funds for a preschool program, enrollment data must be completed in STARS - Accurate and timely reporting of enrollment data, Title I participation, staff reporting (MIS01/PER02), and other reports in STARS	
Parent Notifications and Staff Qualifications – Parents’ right to know	
- The notification to parents and family members of each student attending a school receiving Title I funds when they request information regarding the professional qualifications of the instructional staff - The compiled list of the qualifications of all teachers and paraprofessionals in the building - The timely notification to parents and family members of students taught for four continuous weeks by a teacher who does not meet state licensure requirements at the grade level/subject area in which the teacher is assigned	
Student Selection	
- A summary of the school’s student selection process, outlining the selection of students for Title I services, and the services provided - A list of the objective, educationally related, and uniformly applied student selection criteria used for each grade level served in reading and each grade level served in math - Documentation used for selection process preschool to grade 2: eligibility, participant list, and records of meetings with Title I staff in participating schools and/or preschool programs - A copy of selection procedures, student selection scoring worksheet, eligibility list, participant list of all schools with targeted assistance programs - A copy of the teacher referral for each grade level if teacher referral is a selection criterion for students in grade three and above (referral is based on objective information)	
Notification of Eligible Students	
- Documentation that after determining which students are eligible for Title I, parents and/or family members are informed their children are eligible and will receive services unless they decline services - Documentation that signatures are obtained from a parent or family member whenever a student is eligible for Title I services but declines to receive them	
Communication	
Documentation demonstrating communication with classroom teachers so the teaching in Title I coordinates with and supports the regular education programs	
Parent and Family Engagement	
- Copies of the meeting agenda, minutes, handouts, etc., to evidence the meeting occurred, explain the Title I program, and how parents can become involved - School-level parent and family engagement policy, records of meetings, training sessions, communication, and	

signed school-family compacts

- Agendas, invitations, or materials shared to evidence opportunities to train parents and families including information about building relationships and methods used at home to complement their child's education
- Documentation that at the end of each school year, parents and family members have the opportunity to assess the Title I parent and family engagement components
- Documentation of the Annual Review meeting including agenda, minutes, and notification to inform parents and family members summarizing the results

Reviewing Student Progress

- Student portfolio samples including ongoing assessment data
- Copies of Title I Progress Reports for each grade level and subject area served

Evidence-Based Research

- Copy of curriculum, instructional materials used in a project, research literature supporting selected programs
- Documentation to show evidence-based research in teaching practices and strategies used
- Documentation to indicate the level of evidence for interventions (strong, moderate, promising, or data that supports a rationale)