6 facts about Title I

★ Title I serves more than 18 million students nationwide
★ Title I was initiated in 1965 as part of the War on Poverty
★ Title I serves students Pre-K through 12th grade
★ Title I is the single largest precollege federal education program
★ Title I students are found in almost every school district in the county
★ Title I is NOT just for low income students
Presentation topics

- Internal Control defined
- Time and effort reporting
- Auditing
- Allowable costs
- Procurement controls
- Inventory controls & equipment controls
- Tips for TI Directors & Business Managers
What is internal control?

A process designed to provide reasonable assurance that:

1) Transactions are properly recorded and accounted for;
2) Transactions are executed in compliance with laws and regulations; and
3) Funds, property, and other assets are safeguarded against loss from unauthorized use or disposition
Internal control principles

★ It is a process

★ It is established, maintained and monitored by people at levels

★ It must be cost effective

★ It is the responsibility of all employees
Internal controls

All recipients of federal funds must have controls that:

- Ensure federal money is spent correctly
  - Transactions properly recorded and accounted for

- Prove federal money is spent correctly
  - Transactions are executed in compliance with laws, regulations, and provisions of contracts or grants

- Safeguard property purchased with federal money
  - Funds, property, and other assets are safeguarded against loss from unauthorized use or disposition
Internal controls

- Purchase Orders: should indicate that an item or service was authorized prior to purchase
- Information on Invoices: should describe the item or service purchased and its designated purpose
- Payment of Invoices: should ensure that expenditures match agreed upon charges with purchase orders and vendor contracts
- Vendor Contracts – should document the activity or item being purchased
Internal controls

- Equipment records – should indicate up to date equipment lists, inventory lists with accurate location information and physical inventory at least once every two years

- Procedures to Draw Down Funds: should have procedures to draw down funds from ESE within the allowed time periods

- Title I Set-Asides: should show the allocation and distribution of funds from Title I set-asides
Internal controls

✓ Budget Process – should have financial information that compares actual expenditures to the amounts budgeted (Business Manager tracks)

✓ Grant workbook must align with budget expenditures – submit amendments as needed

✓ Payroll records / FTEs must / time & effort should all reconcile
Time and effort reporting

- Districts must maintain auditable "time and effort" records that show how each Title I employee spent his or her compensated time.
- Records are written, after-the fact (not estimated or budgeted).
- Time and effort records must be prepared by Title I staff with salary charged directly to:
  1. A federal award,
  2. Multiple federal awards, or
  3. To any combination of a federal award and other federal, state or local fund sources.
Time and effort reporting –
semi-annual reports

★ Full-time staff

★ Each district must maintain copies of signed semi-
annual certifications documenting that staff work
solely in activities supported by the Title I grant

★ See sample Title I Semi-Annual Certification Form
Time and effort reporting – monthly reports

★ Split-time staff – Work on Title I and other activities

★ Each district must submit documents that describe time spent on Title I and other activities

★ See sample Monthly Time and Effort Report for Split-Funded Staff
Time and effort reporting – stipends and other payments

- Stipends (and other supplemental contracts) must also be reported.
- Record stipends on semi-annual certifications or monthly reports, whichever is utilized for the particular employee.
- Alternatively, permitted documentation includes:
  - A signed supplemental contract that stipulates Title I work activity;
  - Sign-in attendance logs approved by the supervisor (e.g., pay for professional development activities, after school activities, etc); and
  - Employee time/pay slips that specify "Title I" and are approved by the supervisor
Title I Semi-Annual Certification

District: __________________________________________


I certify that I have been working solely in activities supported by the Title I grant for the semi-annual period indicated above.

<table>
<thead>
<tr>
<th>Name</th>
<th>School</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

This report is an after-the-fact determination of actual effort expended for the Title I program for the semi-annual period indicated above.

Title I Director’s Signature __________________ Date __________________
Title I Monthly Time and Effort Record for Split-Funded Staff

District: 

School: 

Payroll Month: 

Indicate the percentage of time you worked for the month charged to Title I and other program areas. The total must equal 100%. Then sign the form. The payroll month coincides with one or more pay periods. The record is an after-the-fact determination of actual effort expended for the payroll month and the signer has full knowledge of and can support 100% of these activities, if requested.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Activities</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>% Title I</td>
<td>% Other</td>
</tr>
</tbody>
</table>

This report is an after-the-fact determination of actual effort expended for the programs charged for the payroll period. The employees signing this record have full knowledge of and can support 100% of these activities.

<table>
<thead>
<tr>
<th>Supervisor’s Signature</th>
<th>Supervisor’s Title</th>
<th>Date</th>
</tr>
</thead>
</table>
Title I audits

What does the auditor look for?

- Deficiencies in internal controls
- Noncompliance with laws and regulations
- Questioned costs greater than $10,000
  - Unallowable costs
  - Undocumented costs
  - Unapproved costs
  - Unreasonable costs
What is an audit finding?

“Findings” are significant issues noted by the auditor that are disclosed in your audit report, which is a public record.

Your district must prepare a corrective action plan to resolve the issue.

Your district may be asked to repay questioned costs to the grantor agency.
Statistics on MA single audit findings

FY12 Commonwealth of Massachusetts Common Single Audit findings:

- 4% Use of funds
- 4% Unallowable costs
- 4% Procurement
- 11% Cash management
- 29% Time and effort
- 50% Reporting/recordkeeping
Allowable costs

★ To be allowable, a cost must:
  ★ Be reasonable for the performance of the award and be allowable in accordance with OMB Circular A-87.
  http://www.whitehouse.gov/omb/circulars_a087_2004/

★ All costs must be necessary and reasonable
  ★ Must be necessary for the performance or administration of the grant
  ★ Must follow sound business practice
  ★ Fair market prices
  ★ Act with prudence under the circumstances
  ★ Do I really need this?
  ★ Do I have the capacity to use what I am purchasing?
  ★ Did I pay a fair rate? Can I prove it?
Procurement
(the acquisition of goods & services)

Written policies and procedures

Common problems

★ No documentation
★ Invoice predates purchase order
★ Lack of description in contracts/invoices
★ Lack of approval over payment process
★ Inadequate segregation of duties
★ Conflicts of interest
Period of availability of federal funds

Controls should be in place to ensure grant funds are:

Encumbered/expended in accordance with the timelines of the respective grant agreement.
Inventory controls

LEA Title I Office & Title I school will maintain a current and accurate inventory record of equipment purchased with Title I funds (including purchases for private school services)

Inventory Listing should include equipment that is non-consumable with a life of more than one year
## Title I Equipment Inventory Control Procedure (for equipment purchased with Title I fund code only)

### Physical Inventory Listing

<table>
<thead>
<tr>
<th>Inventory Control Number</th>
<th>Fixed Asset Number</th>
<th>Item Description</th>
<th>Purchase Cost</th>
<th>Serial Number</th>
<th>Purchase Date</th>
<th>Person of Custody</th>
<th>Room Number Location</th>
<th>Condition of Item</th>
<th>Date of Reconciliation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

Inventory For: ____________________________

Organization (such as Office or School Location) ____________________________

---

Sample inventory control form
## LEA or School Fixed Asset Listing

<table>
<thead>
<tr>
<th>Fixed Asset Number</th>
<th>Item Description</th>
<th>Purchase Cost</th>
<th>Serial Number</th>
<th>Purchase Date</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>XYZ008</td>
<td>Desk</td>
<td>$1,174.50</td>
<td>ABC130</td>
<td>7/22/05</td>
<td>512-A</td>
</tr>
<tr>
<td>XYZ010</td>
<td>Computer</td>
<td>$1,453.82</td>
<td>ABC132</td>
<td>4/22/05</td>
<td>512-A</td>
</tr>
<tr>
<td>XYZ012</td>
<td>LapTop Computer</td>
<td>$1,610.22</td>
<td>ABC134</td>
<td>9/21/05</td>
<td>512-A</td>
</tr>
<tr>
<td>XYZ013</td>
<td>Computer</td>
<td>$1,475.00</td>
<td>ABC135</td>
<td>9/22/05</td>
<td>700-A</td>
</tr>
<tr>
<td>XYZ014</td>
<td>Computer</td>
<td>$1,500.00</td>
<td>ABC136</td>
<td>9/22/05</td>
<td>512-A</td>
</tr>
<tr>
<td>XYZ015</td>
<td>Computer</td>
<td>$1,400.00</td>
<td>ABC137</td>
<td>9/22/05</td>
<td>512-A</td>
</tr>
</tbody>
</table>
Equipment controls

Must have adequate controls to account for:

- Location of equipment
- Security of equipment
- Property records
  - Description, serial number, acquisition date, cost
- Physical inventory
  - Must be performed at least every two years
- Control systems to prevent loss, damage, and theft
Travel expense issues

- Documentation
- Purpose of travel
- Receipts
- Reasonable and necessary
Tips for T1 Directors & Business Managers

⭐ Gather and summarize grant information
⭐ Clean and organized records to give to auditors

⭐ Document your policies and procedures
⭐ Documentation drives quality and compliance

⭐ Know where to find the OMB Circular A-133. This supplement lists 14 areas of compliance that auditors are expected to review when performing an audit
⭐ [http://www.whitehouse.gov/omb/circulars/a133_compliance_supplement_2012](http://www.whitehouse.gov/omb/circulars/a133_compliance_supplement_2012)

⭐ Make sure the employees assigned to Title I understand the grant requirements to ensure compliance
Contact information

Website:  http://www.doe.mass.edu/apa/titlei
Email: titlei@doe.mass.edu
Phone: 781-338-6230
Title I Comparability Determinations & Reporting

Title I Technical Assistance Session
School Improvement Grant Programs
October 17, 2013

Massachusetts Department of ELEMENTARY & SECONDARY EDUCATION
Presentation topics

★ What is comparability – definition
★ Annual requirement
  ★ Written assurance (policy & procedures)
  ★ Comparability determinations
★ District policy & procedures for comparability
★ Comparability instructions & forms
★ Completion of forms
★ Submission of comparability reports to ESE
★ Questions/Comments
Comparability is a test of fairness

Schools receiving federal Title I funds must receive state and local funds comparable to the state and local funds given to non-Title I schools. In other words, Title I schools must be getting their fair share of state and local funds before they receive Title I funds. Title I funds, by law, are therefore supplemental to state and local funds.

Comparability is required by the No Child Left Behind Act of 2001.
Annual requirement

Written assurance

★ Massachusetts Department of Elementary and Secondary Education FY2012 Grant Assurances Document. Original to ESE and signed copy on file in the district

★ District wide salary schedule

★ Policy to ensure equivalence among schools in teachers, administrators, and other staff

★ Policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies

Timing

★ Use October student enrollment and October staffing data

★ If Title I schools are not comparable - staffing changes need to be implemented by November 30th
District policy & procedures for comparability

All districts must have written policies and procedures for complying with comparability requirements, documenting:

- Office responsible for written assurance
- Office responsible for making comparability calculations and measure and process used to determine whether schools are comparable
- District timeline for demonstrating comparability
- How and when district makes adjustments in schools that are not comparable

Resource:
http://www.doe.mass.edu/apa/titlei/parta/program-design/default.html?section=CP
Meeting comparability

★ LEAs must conduct calculations every year to demonstrate compliance because Title I, Part A allocations are made annually.

★ LEAs must keep comparability documentation on file for outside review.
Exemptions

- Schools with 100 or fewer students
- An LEA with only one school for each grade span
- A school with no comparison school in the same grade span grouping by enrollment size
What must be excluded

An LEA must exclude any resources paid for with federal or private funds.

(NCLB, Title I, Section 1120A)
Documentation

★ We encourage everyone to use the new comparability determination forms on the ESE website

★ **However**, the traditional forms are still available and an acceptable method of determining comparability
Comparability instructions & forms

New forms are easier to complete and automated. The only instructional staff to be listed / used are:

- EPIMS 1305 Principal
- EPIMS 1310 Assistant/Vice Principal
- EPIMS 2305 Teacher
- EPIMS 2310 Teacher – support content instruction
- EPIMS 2325 Long Term Substitute Teacher
- EPIMS 2330 Instructional Coach
- EPIMS 3329 Guidance Counselor

REMINDER: Include only staff paid from State and local funds. Exclude staff paid from Title I or other federal funds.
1305 Principal/headmaster/headmistress/head of school Performs the highest level of executive management functions in an individual school, a group of schools or units of a school system. Responsibilities include the administration of instructional programs, extracurricular programs, community relations, operation of the school plant, selection and evaluation of professional and support staff, and the coordination of staff and student activities.

1310 Deputy/associate/vice-/assistance principal Performs high-level executive management functions in an individual school, group of schools, or units of a school system. Primary duties include but are not limited to: 1) supervising student behavior; 2) handling specific assigned duties related to school management; 3) continuing curriculum and staff development; 4) working cooperatively with professional staff; 5) providing leadership in the instructional program; and 6) coordinating and/or arranging class schedules.

2305 Teacher Provides instruction, learning experiences, and care to students during a particular time period or in a given discipline.

2310 Teacher – support content instruction Provides supportive content instruction in the classroom. The students receiving services from these educators also receive direct content instruction in core academic areas from a teacher that needs to meet the Highly Qualified teacher requirements, and therefore these educators are not required to meet the highly qualified standard in the content area.

2325 Long Term Substitute Teacher An individual temporarily assigned to a specific teaching assignment for a minimum of 30 days.

2330 Instructional Coach Teacher that provides support to other teachers such as a mentor teacher.

3329 Guidance Counselor Guides individuals by assisting them in problem solving, decision making, discovering meaning, and articulating goals related to personal, education, and career development.
Automated form: detailed school data

Massachusetts Department of Elementary and Secondary Education

2010-11 Title I Comparability Documentation (Pilot Forms)

Detailed School Data

District Name:

Select a district

District Code:

White cells: Information may be changed/added
Yellow cells: Information must be entered
Green cells: Auto-calculated; cannot be changed

Please do not cut and paste

<table>
<thead>
<tr>
<th>School Information</th>
<th>Selecting Comparison Schools</th>
<th>Calculating Ratios</th>
<th>Comparability</th>
<th>Special Grouping</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Code</td>
<td>School Name</td>
<td>Grades Served</td>
<td>Grades Span</td>
<td>Title I Status NT=Non-TI SW=Schoolwide TA=Targeted Assistance TAP=School-wide planning CL=Closed</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
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<td></td>
</tr>
</tbody>
</table>

If Grade Span split option is applied, select school size (Smaller or Larger)
Automated form: comparison schools

Massachusetts Department of Elementary and Secondary Education

2010-11 Title I Comparability Documentation (Pilot Forms)
Summary of Comparison Schools by Gradespan
(Used as the comparison group(s) for Title I schools in 'Detailed School Data' worksheet.)

District Name:

<table>
<thead>
<tr>
<th>Gradespan</th>
<th>School Size (Smaller or Larger)</th>
<th>COMPARISON SCHOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>(Comparison schools may include Title I schools if there are no Non-Title I schools in the same gradespan)</td>
</tr>
<tr>
<td></td>
<td>Total # of Schools</td>
<td>Total Enrollment</td>
</tr>
<tr>
<td>-----------</td>
<td>--------------------</td>
<td>------------------</td>
</tr>
</tbody>
</table>
Automated Form: summary sheet

Massachusetts Department of Elementary and Secondary Education
2010-11 Title I Comparability Documentation (Pilot Forms)
Summary Sheet

District: ________________________________

Compiled by: __________________________
Name: ____________________ Title: ________
Phone: ___________ Email: ____________
Signature: ____________________________
Date: ________________

Summary of All Schools in District by Gradespan (Auto-calculated)

<table>
<thead>
<tr>
<th>Gradespan</th>
<th>School Size</th>
<th>Title I Schools</th>
<th>Non-Title I Schools</th>
<th>Total Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>Total State and Local FTE Count</td>
<td>Total State and Local FTE Count</td>
<td>Total State and Local FTE Count</td>
</tr>
<tr>
<td>Total</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
2010-11 Title I Comparability Documentation (Pilot Forms)

Staff Data By Individual School

District Name:

School Name: ___________________________ School Code: ___________________________

Title I Status: ___________________________

Select from the drop down lists by clicking in the yellow cells below.

This sheet is for grade span:

Grade Span Split Option Applied (Yes/No):

If Grade Span Split option applied, select school size:

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>State and Locally Funded School Staff</td>
<td>Grade Level or Function</td>
<td>Full Time Equivalent (FTE)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total = 0</td>
</tr>
</tbody>
</table>
ESE-generated report

- ESE uses a database to monitor district compliance with comparability.

- ESE will run a report in February (using prior year SIMS and EPIMS data) – districts in question will be asked to review staffing data and explain discrepancies or submit hard evidence of student to staff ratios.
Sample ESE automated report

### FY11 Title I Comparability Report
#### Woburn - District Summary

<table>
<thead>
<tr>
<th>GRADE SPAN</th>
<th>SIZE RANGE</th>
<th>TITLE I SCHOOLS</th>
<th>NON-TITLE I SCHOOLS</th>
<th>SCHOOLS NOT COMPARABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELEMENTARY GRADE SPAN</td>
<td>212 - 506</td>
<td>5</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>MIDDLE SCHOOL GRADE SPAN</td>
<td>511 - 557</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>SECONDARY GRADE SPAN</td>
<td>1359 - 1359</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

#### Woburn - Detailed Report

**ELEMENTARY GRADE SPAN**

<table>
<thead>
<tr>
<th>TITLE I SCHOOLS</th>
<th>GRADE SERVED</th>
<th>T1 STATUS</th>
<th>LOW INCOME</th>
<th>SPED</th>
<th>LEP</th>
<th>STUDENT ENROLLED</th>
<th>FTE</th>
<th>RATIO</th>
<th>If not comparable Mark 'X'</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clapp</td>
<td>K - 05</td>
<td>TA</td>
<td>10.0</td>
<td>11.8</td>
<td>6.8</td>
<td>370</td>
<td>23.3</td>
<td>15.9</td>
<td></td>
</tr>
<tr>
<td>Linscott-Dunford</td>
<td>K - 05</td>
<td>TA</td>
<td>26.0</td>
<td>13</td>
<td>8.3</td>
<td>223</td>
<td>15.9</td>
<td>14.0</td>
<td></td>
</tr>
<tr>
<td>Shamrock</td>
<td>PK - 05</td>
<td>TA</td>
<td>35.0</td>
<td>22.8</td>
<td>4.3</td>
<td>373</td>
<td>26.5</td>
<td>14.1</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>K - 05</td>
<td>TA</td>
<td>37.0</td>
<td>10.4</td>
<td>7.3</td>
<td>265</td>
<td>17.0</td>
<td>15.6</td>
<td></td>
</tr>
<tr>
<td>Altavilla</td>
<td>K - 05</td>
<td>TA</td>
<td>30.0</td>
<td>19.2</td>
<td>11.7</td>
<td>213</td>
<td>18.8</td>
<td>13.3</td>
<td></td>
</tr>
</tbody>
</table>

- **Total Students Enrolled:** 1444
- **Total FTE:** 101.5

**NON-TITLE I SCHOOLS**

<table>
<thead>
<tr>
<th>NON-TITLE I SCHOOLS</th>
<th>GRADE SERVED</th>
<th>NT</th>
<th>LOW INCOME</th>
<th>SPED</th>
<th>LEP</th>
<th>STUDENT ENROLLED</th>
<th>FTE</th>
<th>RATIO</th>
</tr>
</thead>
<tbody>
<tr>
<td>World</td>
<td>K - 05</td>
<td>NT</td>
<td>18.0</td>
<td>8.4</td>
<td>0.9</td>
<td>212</td>
<td>15.6</td>
<td>13.6</td>
</tr>
<tr>
<td>Reeves</td>
<td>PK - 05</td>
<td>NT</td>
<td>20.0</td>
<td>12.3</td>
<td>5.5</td>
<td>506</td>
<td>28.3</td>
<td>17.9</td>
</tr>
<tr>
<td>Wyman</td>
<td>K - 05</td>
<td>NT</td>
<td>18.0</td>
<td>10.9</td>
<td>3.6</td>
<td>220</td>
<td>15.7</td>
<td>14.0</td>
</tr>
</tbody>
</table>

- **Total Students Enrolled:** 958
- **Total FTE:** 59.5

- **Box Ratio:** 15.8

**Notes:**
- Grade Span with two or more Title I schools but no non-Title I schools. The ratio of the lowest incident of poverty is selected as the comparison group.
- The final ratio: Exclude students and FTEs with less than 100 students or only contains grades PK or K from calculation.
What if a school is not comparable?

LEAs must take immediate action to adjust school resources. Adjustments may involve:

- Moving Title I funds out of a school
- Replacing them with State or local funds
- Making staffing changes in a school
Contact information

Website:  http://www.doe.mass.edu/apa/titlei
Email:  titlei@doe.mass.edu
Phone:  781-338-6230