Agenda

- Title I program review process and resources
- How to organize and submit materials
- Common findings
Title I program review - process

- Official notification in summer (email July 18)
  - Coordinated program review schedule: http://www.doe.mass.edu/pqa/review/cpr/6yrcycle.html

- Timeline
  - Documents due in winter (December 18)
  - ESE report out in spring
  - Required actions due in fall (if there are findings)

- All desk-based (some will have one-day site visit)
Title I program review - web resources

Every six years, each school district in the Commonwealth is scheduled for a Coordinated Program Review of state and federal programs. Districts receiving Title I funds undergo a Title I program review in the same year they are scheduled for a Coordinated Program Review. The information below is arranged for the purpose of collecting & organizing documentation for program reviews; however, even if a district is not scheduled for a program review they may be of assistance in operating an effective Title I program.

2014-15 Program Review Materials

- 2014-15 Title I Program Review Procedures
- How to Organize & Submit 2014-15 Materials for Review by ESE Staff
- FY14 Common Title I Program Review Findings

Resources & Sample Documents by Tab

Fiscal Procedures

- Tab 1: Comparability Procedure
- Tab 2: Comparability Reporting Overview

Tab 3: Supplement, Not Supplant Policy and Procedure
- Tab 4: Documentation of Title I Expenditures per School Building

http://www.doe.mass.edu/apa/titlei/parta/review
Title I program review - procedures

Description of materials and required evidence

Guidance and sample documents are posted at www.doe.mass.edu/apr/titlei/parta/review/default.html.

Fiscal procedures

<table>
<thead>
<tr>
<th>Tab 1</th>
<th>Comparability procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Documentary evidence:</strong></td>
<td>Submit a dated copy of the district’s written comparability procedure for the current school year (SY2014-15).</td>
</tr>
<tr>
<td><strong>Required of:</strong></td>
<td>All districts except single school districts and districts with one school per grade span</td>
</tr>
</tbody>
</table>

Districts are required to use district funds to provide educational services in Title I schools that are comparable to the services provided in non-Title I schools. Each year Title I districts are required to demonstrate through appropriate documentation that they are in compliance with the Title I comparability requirements. The district’s comparability procedure should be in writing and state that comparability is an annual requirement. It should identify the office responsible for making the comparability calculations and sources of the data and should include the measure and process used to determine whether schools are comparable. The procedure should also include the district’s timeline for demonstrating comparability and how and when the district makes adjustments in school staffing when schools are not comparable. A sample procedure can be seen here.

<table>
<thead>
<tr>
<th>Tab 2</th>
<th>Comparability demonstration (updated annually)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Documentary evidence:</strong></td>
<td>Submit completed comparability forms (either the “traditional” forms A through D or the automated forms, which are recommended) for SY2014-15. Comparability forms for SY2014-15 will be available and posted at the beginning of the school year.</td>
</tr>
<tr>
<td><strong>Required of:</strong></td>
<td>All districts except single school districts and districts with one school per grade span</td>
</tr>
</tbody>
</table>
## Fiscal Procedures

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>EVIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCLB §1120A; 1114~1116</td>
<td>▪ Title I School Building Expenditures</td>
</tr>
<tr>
<td><strong>1-D</strong> Supplement, Not Supplant for Targeted Assistance Schools:</td>
<td>▪ Federal Grant Assurances Document (on file with the Department)</td>
</tr>
<tr>
<td>District/school demonstrates that Title I funds have been used for the</td>
<td>▪ Written “Supplement, Not Supplant” Policy and Procedures</td>
</tr>
<tr>
<td>express purpose of serving those students who were identified as being</td>
<td>▪ Student Selection Criteria and rank ordered list of Title I students</td>
</tr>
<tr>
<td>in greatest need of Title I assistance based on student selection</td>
<td>in Schoolwide program (if not a Schoolwide program)</td>
</tr>
<tr>
<td>criteria.</td>
<td></td>
</tr>
<tr>
<td>NCLB §1120A; 1114~1116</td>
<td></td>
</tr>
<tr>
<td><strong>1-E</strong> Supplement, Not Supplant for Schoolwide Program Schools:</td>
<td>▪ Federal Grant Assurances Document (on file with the Department)</td>
</tr>
<tr>
<td>District demonstrates that Title I funds in Schoolwide program school(s)</td>
<td>▪ Written “Supplement, Not Supplant” Policy and Procedures</td>
</tr>
<tr>
<td>are in addition to total amount of funds that would, in the absence of</td>
<td>▪ Comparability Report</td>
</tr>
<tr>
<td>Title I funds, be made available from state and local sources, including</td>
<td>▪ Additional District Records (as requested)</td>
</tr>
<tr>
<td>funds needed to provide services required by law for students with</td>
<td></td>
</tr>
<tr>
<td>disabilities and students with limited English proficiency.</td>
<td></td>
</tr>
<tr>
<td>NCLB §1120A; 1114~1116</td>
<td></td>
</tr>
</tbody>
</table>
Preparing documentation - steps

1. Collect your materials

2. Organize your materials by tab as outlined in the 2014-15 Title I Program Review Procedures document

3. Store your materials electronically using a flash drive or CD, or in a binder or file box

4. Submit your materials to ESE via mail or in person
Organize your materials by tab

**Fiscal procedures**
- Tab 1: Comparability procedure
- Tab 2: Comparability demonstration (updated annually)
- Tab 3: Supplement, not supplant policy and procedures
- Tab 4: Documentation of Title I expenditures per school building (current and prior year)

**Parent/guardian communications**
- Tab 5: District and school parent/guardian involvement policies
- Tab 6: School-parent/guardian compact (updated annually)
- Tab 7: Documentation of parent/guardian outreach and involvement
- Tab 8: Parent/guardian notification – report cards (updated annually)
- Tab 9: Parent/guardian notification – right-to-know (teacher not meeting “highly qualified” requirements)

**Program design and evaluation**
- Tab 10: Needs assessment procedure
- Tab 11: Program evaluation procedure
- Tab 12: Program evaluation summary, including private school service, if any (updated annually)
- Tab 13: Targeted assistance program plans (updated annually)
- Tab 14: Schoolwide program plans (updated annually)
- Tab 15: Accountability related required actions – levels 2-5 (site visit districts only)

**Data collection and management**
- Tab 16: Title I personnel lists
- Tab 17: Time and effort records (updated as completed)
- Tab 18: Student selection procedure in targeted assistance schools
- Tab 19: Title I targeted assistance program student selection criteria (updated annually)
- Tab 20: Rank-ordered student selection list of Title I students in targeted assistance program

**Opportunity and equal educational access**
- Tab 21: Offer of consultation to eligible private schools (updated annually)
- Tab 22: Affirmation of consultation with participating private school officials and description of services
- Tab 23: Third-party contracts
- Tab 24: Neglected or delinquent (N or D) facility coordination (updated annually)
Option 1: Flash drive or CD (preferred)

- All materials submitted together electronically - ESE will not accept mixed media (e.g., combination of paper and electronic files)
- File names clearly labeled by tab
- Save files in Microsoft Word, Excel or Adobe PDF format
- Include Microsoft Word file containing contact information
- Preparation will likely involve scanning some documents and converting them to PDF
Option 2: Binder

- Materials organized by tabbed dividers in three-ring binder.
- Outside of binder labeled with name of district
- Contact information easily located inside front of binder
- Multiple binders clearly labeled (e.g., 1 of 2, etc.)
Option 3: File box

- Materials organized by tabbed folders inside hanging folders
- Outside of box labeled with name of district
- Contact information easily located inside lid of box
- Multiple boxes clearly labeled (e.g., 1 of 2, etc.)
# FY14 Title I Program Review - Required Actions Following Desk Audit

## District Name

### Required Action:
- **Yes (see below)**
- **None at this time**

<table>
<thead>
<tr>
<th>Criterion Number / Category</th>
<th>Finding</th>
<th>Required Action</th>
<th>Deadline for Submission of Evidence</th>
</tr>
</thead>
</table>
| Fiscal Procedures  
1F-1: Supplement not Supplant | Supplement, not Supplant policy and procedures do not include procedure for dissemination to Title I staff. | Submit revised, dated copy of the district's Supplement, Not Supplant policy and procedures document that contains necessary elements for the 2014-15 school year. Sample available online at [http://www.doe.mass.edu/apa/titlei/parta/review/default.html](http://www.doe.mass.edu/apa/titlei/parta/review/default.html). | October 10, 2014 |
| Data Collection & Management  
4B-2: Time and Effort | District did not submit signed monthly Time and Effort records from split-time staff funded partly by Title I. | Submit appropriate, signed Time and Effort records for all Title I split-funded staff in the 2013-2014 school year. Guidance and resources available at [http://www.doe.mass.edu/apa/titlei/parta/program-design/default.html?section=TER](http://www.doe.mass.edu/apa/titlei/parta/program-design/default.html?section=TER). | October 10, 2014 |
FY14 Title I program review

69 districts & charter schools reviewed

From zero to nine findings per district

2 findings per district on average
Fiscal procedures

Finding

Supplement not supplant document does not include description of the means by which the policy is disseminated to personnel involved with Title I
Fiscal procedures

guidance and counseling services do not duplicate those that, in the absence of Title I funds, would be provided to all students and parents.

Schoolwide Programs
The district and/or schools will demonstrate that Title I funds supplement those funds that are required to be provided to the schoolwide program schools. Evidence includes: the school budget; the district budget; and back-up documentation demonstrating that the schools are receiving proper amount of funds for free public education, including funds for services for LEP and Special Education students.

Procedure for Dissemination
The Title I Director will disseminate this written policy and procedure to all building administrators in Title I buildings in the district. Following such dissemination, the Title I Director will meet with school administrators and all Title I-involved staff to ensure clear understanding of the concept of Supplement, Not Supplant and the procedures enacted to follow this policy.
Parent/guardian communications

Finding

District did not follow proper requirements for distribution of NCLB report cards

and/or

Report cards do not include all required information to parents
Parent/guardian communications

Report card distribution:

⭐ Electronically (should ensure electronic communication is preferred by parents, and provide hard copies if not)

⭐ Hard copies to parents

⭐ Via U.S. mail
Report Card Distribution Assurance

By signing this form, the district assures the following:

All families in all Title I schools in the district have been sent a copy of the report card or report card overview along with a cover letter, either by email or hard copy. Complete report cards are made available online.

District

Signature of district representative

Print name

Date
Parent/guardian communications

Report card letter required information:

⭐ Accountability and assistance level of the child's school and district
⭐ Reason for the level designation and explanation of what it means
⭐ School and/or district improvement activities and how parents can become involved
⭐ Information about right to know requirements
Report cards are critical tools for promoting accountability for schools, districts, and states by publicizing data about student performance and program effectiveness for parents, policy makers, and other stakeholders. Report cards help parents/guardians and the general public see where schools and districts are succeeding and where there is still work to do. States and districts receiving federal Title I funds must prepare and disseminate report cards to all parents/guardians.

To view a report card, use the report card search tool on the Department’s School and District Profiles website. District and school report cards can also be accessed by finding the organization’s profile on the School and District Profiles website and clicking the Accountability tab. A link to the report card will appear next to the district or school’s accountability report.

District & School Report Cards

Guidance

- How to prepare and distribute 2014 district and school report cards
- Federal Non-Regulatory Guidance on State and Local Report Cards

Sample Notification Letters

- Report Card, Right-to-Know, Accountability & Assistance Level (English)
Parent/guardian communications

Finding

District submitted only district parent/guardian policy and not policies for each Title I school
Parent/guardian involvement policies – web resources

Involving parents, guardians and families as full partners in the education of their children is a cornerstone of the Elementary and Secondary Education Act (ESEA). When families support learning, children are more successful in school and school success helps children become successful adults.

http://www.doe.mass.edu/apa/titlei/parta/family-engagement
Parent/guardian communications

Finding

Documentation of training or materials provided to parents of Title I participants was not provided; and/or documentation of annual Title I parent meeting was not provided
Parent/guardian communications

For each Title I school, submit the dated notice sent to parents informing them of the annual Title I meeting

Provide a **limited sampling** of evidence to show that the required communication and training was provided to parents/guardians of Title I students
Title I Breakfast

October 21, 2011

Welcome and Introductions

Parent Involvement Policy
Review 2012 updates based on feedback

School-Parent/Guardian Compact

Overview of Service Delivery and Materials

Mathematics- Grade 4 and Grade 5

Reading- Grade 4 and Grade 5

Parent Council

Question and Answer---Suggestions--- Feedback
Help your child be a better reader with 10 minutes daily!

Practice “Repeated Reading”

First, choose a book that’s not too hard. Here’s how:

- Find a passage with about 100 words
- Have your child read it aloud
- If there are more than 5 mistakes, it is too hard!

5 Easy Steps to Repeated Reading

1. Pick one page and read it with good phrasing and expression to your child
2. Reread the page together, saying the words at the same time (choral reading)
3. Reread it again taking turns with every other line (parent starts)
4. Reread it a second time switching lines (child starts)
5. Finally, have your child read it back to you!
Program design & evaluation

Finding

District did not submit a needs assessment procedure or the needs assessment procedure submitted did not meet requirements
Program design & evaluation

Districts are required to conduct annual needs assessments for each Title I school that include data on student achievement and input from parents and educators. The written procedures include a description of quantitative and qualitative data collected and analyzed, who is involved in the analysis, how priority needs are determined, and how school improvement planning relates to this process.
Program design & evaluation

Finding

District did not submit a written summary of the program evaluation, including strengths/ weaknesses and subsequent program changes.
Program design & evaluation

The program evaluation summary is a written summary of the procedures used to evaluate the Title I program in each Title I school, including private school service, if any, a list of strengths and weaknesses of the program as indicated by findings from data analysis, and description of any consequent program changes made.
Data collection and management

Finding

Appropriate time and effort records were not submitted
Data collection and management

- Stipends were not recorded in time & effort records
- Time & effort records were not consistent with staff listed on Title I personnel list or FY15 grant
- Use our sample templates!

Time & Effort Reporting

- Changes in Time & Effort Reporting: Additional Flexibility for Districts
- Annual Management Certification for Districts Choosing to Use the Substitute System
- Sample Time & Effort Certification Forms (updated December 2013)
- Federal Guidance on Time & Effort Reporting

http://www.doe.mass.edu/apa/titlei/parta/program-design/default.html?section=TER
Quick tips/reminders

★ Date everything
★ If multiple Title I schools in district, make sure required documents are submitted for EACH school
★ Read procedures manual carefully!
★ Use our samples
For more information

Title I program resources & monitoring process:

http://www.doe.mass.edu/apa/titlei/parta/review/

E-mail: titlei@doe.mass.edu

Phone: 781-338-6230