

# Title I Quarterly Update

For District Staff Responsible for Title I Programs



Massachusetts Department of  
ELEMENTARY & SECONDARY  
EDUCATION

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## Introduction

The goal of this update is to provide you with timely reminders of your responsibilities under Title I and guidance to help you meet those responsibilities. This update spans the middle of the 2009-10 school year. You can anticipate the next one in mid-spring. As always, your feedback regarding the usefulness of these updates is encouraged.

Note that this update corresponds approximately to the activities described on page 8 of the *Title I: Year at a Glance* posted at [www.doe.mass.edu/titlei/year.html](http://www.doe.mass.edu/titlei/year.html).

## Fiscal Issues

### American Recovery and Reinvestment Act

Associate Commissioner Lynda Foisy announced on January 4, 2010 availability of district allocations for the second portion of American Recovery and Reinvestment Act (ARRA) Title I grant funds. Information and instructions can be found in the memorandum at: [www.doe.mass.edu/news/news.aspx?id=5233](http://www.doe.mass.edu/news/news.aspx?id=5233)

### Title I Grant Amendment Instructions

We sent a memorandum summarizing the instructions for amending the FY10 Title I budget workbook to Title I Directors in early January. ARRA Title I recipients who requested the waiver offered on required reservations for NCLB school choice, supplemental educational services (SES), and professional development spending must follow specific instructions when amending the ARRA grant to complete the waiver process. See: [www.doe.mass.edu/news/news.aspx?id=5234](http://www.doe.mass.edu/news/news.aspx?id=5234)

In early December, we sent a memorandum clarifying the federal No Child Left Behind (NCLB) funding requirements for supplemental educational services (SES) and school choice-related transportation and related grant amendment procedures. See: [www.doe.mass.edu/news/news.aspx?id=5163](http://www.doe.mass.edu/news/news.aspx?id=5163)

### Time and Effort Records

Districts are required to maintain "time and effort" records for all personnel funded through Title I funds. For personnel who are partially funded through Title I funds, you are required to collect signed records on a monthly basis. Personnel who are fully funded through Title I funds are required to sign records on a semi-annual basis (twice a year). By this time you should have collected, or should be in the process of collecting, the first set of signed semi-annual certifications for this school year.

Record stipends for stipended staff on semi-annual certifications or monthly reports, whichever is utilized for the particular employee. Alternatively, permitted documentation includes (1) a signed supplemental contract that stipulates Title I work activity, (2) sign-in attendance logs approved by the supervisor (e.g., pay for professional development activities), and (3) employee time/pay slips that specify "Title I" and are approved by the supervisor.

View archived Title I headlines including past Title I Quarterly Updates at: [www.doe.mass.edu/titlei/](http://www.doe.mass.edu/titlei/)

## Fiscal Issues (Continued)

### Budget Reconciliation and Spending Projections

To ensure accurate record keeping and appropriate expenditure of funds, we encourage you to reconcile your records with those of your business manager on a monthly basis. Now that you are at the halfway point of your program year, this is a good time to revisit spending plans, make financial projections, and plan for any carryover of FY10 funds into FY11, if needed.

### FY10 Carryover Grants (Using FY09 Funds)

In early December 2009 we notified all districts with unspent FY09 Title I, Part A funds of the amount of funds that may be carried over into the FY10 program year and sent the district Title I contact a district-specific carryover application.

As a reminder, guidance from the Massachusetts Department of Elementary and Secondary Education regarding Title I Carryover Funds can be located at:

[www.doe.mass.edu/titlei/fiscal/?section=carryover](http://www.doe.mass.edu/titlei/fiscal/?section=carryover)

## Title I Monitoring

### FY10 Title I Program Review – Materials due February 12, 2010

Each year Title I districts scheduled for a Coordinated Program Review (CPR) also undergo a Title I Program Review. The review, conducted every six years, provides the Department with information about the implementation of your Title I program. To see if your district is scheduled for an FY10 Title I Program Review, visit our website at: [www.doe.mass.edu/pqa/review/cpr/schedule.html](http://www.doe.mass.edu/pqa/review/cpr/schedule.html)

On December 7, 2009, we sent a notification to all districts scheduled for an FY10 review. All required documentation must be submitted to the Department for desk review by February 12, 2010. To facilitate the review, please be sure to organize your documentation in the prescribed format outlined on our website at: [www.doe.mass.edu/titlei/monitoring/](http://www.doe.mass.edu/titlei/monitoring/)

NEW FOR FY10: To assist districts in preparing their program review materials, we have developed a PowerPoint presentation entitled “How to organize and submit your SY 2009-10 materials for review by ESE staff.” The PowerPoint presentation along with other materials, including samples, is posted to the Title I Program Resources and Monitoring Process webpage at: [www.doe.mass.edu/titlei/monitoring/](http://www.doe.mass.edu/titlei/monitoring/)

*The materials and procedures related to Title I Program Review available at [www.doe.mass.edu/titlei/monitoring/](http://www.doe.mass.edu/titlei/monitoring/) are important resources that can be used by all districts to support and strengthen existing Title I programs.*

## Title I Monitoring (Continued)

### Common Title I Program Review Findings

Every year Department staff conduct desk-based program reviews of materials submitted by approximately 60 districts. While most districts provided evidence of appropriate Title I service provision, the review teams identified a number of areas for improvement that were common to multiple districts. Those areas are highlighted below. Sample materials, guidance, and other resources are available at: [www.doe.mass.edu/titlei/monitoring/](http://www.doe.mass.edu/titlei/monitoring/)

- **Supplement, not Supplant Policies and Procedures:** Each district must maintain a written supplement, not supplant policy, disseminate that policy to staff involved in providing Title I services, and ensure that all relevant staff understand the principle that Title I funds may only be used to supplement the state and local funds that would, in the absence of Title I funds, be spent on Title I-served children.
- **“Time & Effort” Documentation:** All districts receiving Title I funds are required to maintain auditable "time and effort" documentation that show how each Title I employee – whether fully or partially funded by Title I – spent his or her compensated time. Such documentation are written, after-the-fact (not estimated or budgeted) records of how the time was spent.
- **Program Evaluation:** Districts must annually conduct program evaluations for each Title I-served school (both Schoolwide and Targeted Assistance programs). Only by collecting data and evaluating programs for effectiveness can districts adjust their plans to use Title I funds most appropriately, efficiently and effectively. NOTE: Evidence that the district evaluates the Title I program serving eligible private school students must be included (if applicable).
- **Program Plans:** Whether conducting Schoolwide or Targeted Assistance programs, districts must describe their plans for providing appropriate services. Specific areas for improvement that were common to a number of the districts reviewed were:
  - Schoolwide program plans, or School Improvement Plans that incorporate Schoolwide plans, must indicate how the 10 required components of a Schoolwide program are addressed. In addition, Schoolwide plans should indicate how homeless students are being provided with appropriate services in Schoolwide programs.
  - Targeted Assistance plans should provide details regarding which students receive Title I services, in which grades, for which subject areas and describe how those services are provided.

*In May 2010 a team from the United States Department of Education (USED) is scheduled to review the Massachusetts Department of Elementary and Secondary Education's administration of the Title I program. USED expects to visit a select number of districts as part of the review. USED will notify us of districts to be visited in early spring. Visit [www.ed.gov/](http://www.ed.gov/) and type "Title I Monitoring" into the search box.*

## Title I Monitoring (Continued)

- **Parent/Guardian Communications, Policies, and Outreach:** Specific areas for improvement that were common to multiple districts were:
  - *Notice of parents/guardians right to know certain information about teacher qualifications.* On an annual basis, districts must notify all parents/guardians of children attending Title I-served schools of this right.
  - *Parent/Guardian Policies and School-Parent Compacts.* Districts must create, distribute, and regularly update parent/guardian policies and school-parent compacts for all Title I-served schools.
  - *Evidence of Parent/Guardian Outreach.* Districts must maintain evidence that each year Title I-served schools provide materials, training, and activities and conduct school-based meetings to help parents/guardians understand Title I services and how they can be involved with educators to monitor and improve their child's achievement. Meeting schedules, agendas, and sign-in sheets with appropriate descriptions and dates can serve as forms of evidence.

## 2009-2010 NCLB Report Cards

School and district report cards will be posted to the Department's School and District Profiles website in March. At that time, we ask that report cards be distributed to all parents/guardians prior to the end of the school year.

To view a district or school report card, go to the organization's Profile and click the "Accountability" tab. A link to the report card will appear next to the district or school's Adequate Yearly Progress (AYP) report. Because report cards for the current year are published in the spring, you may need to use the navigation arrow below the name of the organization to see the previous year's report card.

*Encourage parents/guardians to learn more about NCLB at [www.doe.mass.edu/nclb/parents.html](http://www.doe.mass.edu/nclb/parents.html)*

Report cards contain assessment, accountability, and enrollment data collected in the fall, and teacher quality data collected in early winter. In order to provide the most comprehensive picture of a school or district, report cards cannot be posted until districts have had their Education Personnel Information Management System (EPIMS) data certified, typically by mid-year. For more information, including distribution requirements and samples of parent/guardian notifications in multiple languages, visit: [www.doe.mass.edu/nclb/reportcard/](http://www.doe.mass.edu/nclb/reportcard/). Questions about report cards may be directed to [reportcards@doe.mass.edu](mailto:reportcards@doe.mass.edu)

## Supplemental Educational Services (SES) Data Collection

### Closing Out the 2008-09 Program Year

At the end of the school year in August, local school districts report data to the Department on student participation in Supplemental Educational Services (SES). Subsequent to that reporting, these data are shared with providers, who report information about student progress during the fall/winter. Districts recently completed the reporting of SY2008-09 student participation data to the Department via the SES Data Collection Application on the Security Portal. SES providers, including district providers, will soon begin reporting SY2008-09 attendance and achievement data to the Department.

At the end of January the Department will make available to each provider, including district providers, a Microsoft Excel roster containing participation data for each student reported as served by the provider in SY2008-09.

The provider downloads their roster from the Security Portal, enters information for each student served, and uploads the roster to the Department via the Security Portal. The following attendance and achievement information must be reported for each student served by the provider:

- Whether the student completed all contracted hours
- Location of Services
- Service Grouping
- How much progress the student made toward meeting the educational goals described in his/her SES Student Learning Plan, as measured by pre- and post-assessments

The provider uses drop-down menus to select the appropriate response to the questions. **These data are due to the Department by March 1, 2010.**

### Launching the 2009-10 Program Year

By now, most local school districts have entered into contracts/agreements with providers, and these providers have begun working with students. Since districts will be required to report data on student participation in SES to the Department at the end of the year, districts will shortly be able to use the SES Data Collection Application as a recordkeeping tool.

The roster of the students in your district who were eligible to receive SES for the current school year, as based on the October SIMS, will be imported into the application in February. At that time you will be able to input information for served students such as: provider, subject area, rate type, and start date.

To access the SES Data Collection Application, ask your Directory Administrator to assign you the "SES Data Collection role." A list of Directory Administrators by district is available at: [www.doe.mass.edu/infoservices/data/diradmin/list.aspx](http://www.doe.mass.edu/infoservices/data/diradmin/list.aspx)

### *Coming Soon! Supplemental Educational Services (SES) Handbook*

*The Department has developed the Technical Assistance Handbook for District Administrators and Providers of SES to assist districts and providers in building strong SES programs. It will be posted to the SES website at: [www.doe.mass.edu/ses](http://www.doe.mass.edu/ses)*

*NOTE: District providers are only required to report attendance and achievement data for the students served through the district's SES program. External providers report data for the students they served.*

### **Implementation of SES – A Reminder**

*By this time of year, the district should have provided a minimum of two enrollment windows that are of sufficient length to enable parents of eligible students to make informed decisions about requesting SES and selecting a provider. If you need additional information or assistance on this requirement, please contact the Department at [ses@doe.mass.edu](mailto:ses@doe.mass.edu).*

*Save time at the end of the year by using the SES Data Collection Application to maintain records on student participation in SES. These data will be due to the Department on August 31, 2010.*

*Send feedback and support questions about SES Data Collection to [sesproviders@doe.mass.edu](mailto:sesproviders@doe.mass.edu)*

## Title I and Arts Education

Last year U.S. Secretary of Education Arne Duncan released a letter to school officials and community leaders reminding them of the important role of arts education in a student's life. The letter, available at <http://www.doe.mass.edu/news/news.aspx?id=5039>, confirms that using Title I funds to support the arts in local schools for improving achievement of disadvantaged students is an allowable cost as part of a Schoolwide Title I program. There may be instances where the arts may be utilized to enhance Title I services in a Targeted Assistance program as well. These funds may be used to strategically invest in professional development centered on incorporating arts-based instructional practices into the classroom. Funds may also be used to develop collaborative partnerships with community resources to support an arts-based approach to the curriculum.

## Coordinating Services with Neglected/Delinquent Facilities

Some districts receive grants on behalf of children in Neglected/Delinquent community residential facilities (Title I, Part D Subpart 2 grants) within the district's geographic boundaries. This is a reminder that all Title I Part D Subpart 2 grant recipients must have on file **at the facility and in the affiliated school district** a 'formal agreement' as required by the U.S. Department of Education. The formal agreement spells out the programmatic and fiscal agreement between the facility and the school district, the latter acting as fiscal agent for grant funds. Spring is an appropriate time to review current agreements with local Neglected/Delinquent facilities and collaborate with them to establish agreements for the upcoming school year.

*You can find additional information including two sample formal agreements in Tab 17 of the 2009 – 10 Title I Program Review Areas at: [www.doe.mass.edu/titlei/monitoring](http://www.doe.mass.edu/titlei/monitoring)*

## Technical Assistance and Networking Opportunities

A range of technical assistance and networking opportunities are available for Title I Directors. In addition to a technical assistance and networking session sponsored by the Department this spring, the following organizations may also be of interest. Please contact them directly for more information.

- Council of Administrators of Compensatory Education (CACE): The Council of Administrators of Compensatory Education is a Massachusetts organization of, by and for district Title I administrators.
- Title I Dissemination Project: The Title I Dissemination Project facilitates the dissemination of information on promising practices through conferences, workshops, and technical assistance.

Information and links on these and other networking opportunities are available at: [www.doe.mass.edu/titlei/network.html](http://www.doe.mass.edu/titlei/network.html)

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*We expect to send information on the Spring Technical Assistance Session to all Title I Directors in late February.*

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## Title I Calendar at a Glance

### December

Submit requests to amend grants, as needed.

Collect signed Time & Effort records for split-funded staff.

Receive copy of annual survey of community residential & county house of correction facilities for Neglected or Delinquent (N or D) children that intend to apply for Title I funding for the following fiscal year.

### January

Submit requests to amend grants, as needed.

Collect signed Time & Effort records for split-funded staff.

Districts that have filed waivers to exceed the 15% carryover limitation from the previous school year will be reviewed & monies that remain in excess of 15% will be liable for return to ESE.

Collect semi-annual certifications (1 of 2) for Title I personnel whose compensation is funded solely from Title I.

### February

Submit requests to amend grants, as needed.

Collect signed Time & Effort records for split-funded staff.

Coordinate with early childhood centers to plan transition of pre school students.

### March

Submit requests to amend grants, as needed.

Collect signed Time & Effort records for split-funded staff.

Disseminate NCLB Report Cards to all parents.

Consult with eligible private schools & obtain affirmation of consultation with participating private school officials

Coordinate services with local neglected or delinquent facilities (if applicable)

Use available data (e.g., free & reduced lunch, other low-income data, or a combination of poverty indicators) to determine eligible schools for Title I services (for next school year).

*Learn more about these activities in [Title I: Year at a Glance](#), posted on the Department's website at [www.doe.mass.edu/titlei/year.html](http://www.doe.mass.edu/titlei/year.html)*



## Conducting Annual Title I Needs Assessments

Districts are required to conduct annual needs assessments for each Title I school (both Schoolwide and Targeted Assistance programs) that include data on student achievement relative to state standards and contain input from parents and educators. This is in addition to the required program evaluation. A needs assessment describes the systematic processes that districts and schools conduct in order to establish priorities for action and make appropriate decisions about the allocation of resources (e.g., people, materials, time, and fiscal, including all funds under NCLB). It includes a description of the quantitative and qualitative data collected and analyzed, who is involved in the analysis, how priority needs are determined, and how school improvement planning and documentation relate to this process. There is no single model or template for a needs assessment; the exact components will depend on a school or district's particular context. The general characteristics of a needs assessment are:

- Considers a range of needs and issues
- Includes information gathered from a variety of sources
- Employs the use of valid and reliable data to the maximum extent possible
- Meaningfully involves many individuals representing a range of knowledge, skills, and expertise
- Results in the development of goals and action plans
- Used as the basis for resource allocation
- Includes regular follow up and evaluation of plans and strategies

Additional information can be located at:

[www.doe.mass.edu/titlei/programs/needs.html](http://www.doe.mass.edu/titlei/programs/needs.html)

For Title I questions: [titlei@doe.mass.edu](mailto:titlei@doe.mass.edu) / 781-338-6230

For AYP-related questions: [ayp@doe.mass.edu](mailto:ayp@doe.mass.edu) / 781-338-3550

For SES-specific questions: [sesproviders@doe.mass.edu](mailto:sesproviders@doe.mass.edu) / 781-338-6328