



Title I: Year at a Glance

A Handbook for Title I Directors
November 2008 WORKING DRAFT

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Title I, Part D Neglected or Delinquent Program School Improvement Support Grant	(781) 338-3535	ata@doe.mass.edu
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NCLB School Choice	(781) 338-3550	ayp@doe.mass.edu
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School & District Report Cards	(781) 338-3550	reportcards@doe.mass.edu

About this Handbook

Title I: Year at a Glance is intended to assist Title I directors in managing their Title I program throughout the school year. The handbook does not include all Title I activities; it is meant as a resource for busy Title I directors to plan their year. Please use the Department's Title I, NCLB, and AYP websites, Non-Regulatory Guidance from the U.S. Department of Education, and technical assistance sessions and conference calls as resources to complete your knowledge of Title I. The handbook is organized into categories that mirror the Title I / NCLB Program Review Areas.

Fiscal Procedures: Contains timelines related to the maintenance of documentation describing how Title I funds are spent and key dates related to the Title I Grant Application process.

Parent/Guardian Communications: Contains information related to involving parents as partners in the education of their children, and related timelines for conveying time-sensitive information to parents about accountability, teacher qualifications, and parent involvement.

Program Design and Evaluation: Lists suggested dates for conducting annual activities related to identifying needs, evaluating efficacy, and coordinating service delivery within schools.

Data Collection and Management: Contains information intended to assist Title I directors in key recordkeeping tasks.

Opportunity and Equal Educational Access: Gives information related to the coordination of services with local neglected or delinquent facilities, Title I preschool programs, and Horace Mann Charter Schools, if applicable.

Introduction to Title I

Title I Part A

Title I Part A provides federal dollars for supplemental educational opportunities for disadvantaged children who are most at risk of failing to meet the State's challenging content and performance standards. Title I gives districts the opportunity to create two types of school-based programs: Targeted Assistance and Schoolwide.

A **Targeted Assistance program** is one in which individual students in a school are targeted to receive Title I services based upon multiple, educationally related objective criteria. Title I teachers in Targeted Assistance schools are responsible for providing these services, coordinating with other school personnel as needed, and involving parents in the planning, implementation and evaluation of the Title I program.

A **Schoolwide program** permits an eligible school to use Title I funds in combination with State and local resources and most other federal education program funds to upgrade the entire educational program of the school to raise the academic achievement of all students.

Title I Part D

Two federal grant programs covered under Title I Part D (The Prevention and Intervention Program for Children and Youth Who Are Neglected, Delinquent, or At-Risk) assist the education of certain disadvantaged children. The goals of Title I Part D are: improving educational services for youth who are neglected, delinquent, and at-risk of involvement with the juvenile justice system so they have the opportunity to meet challenging State academic content and achievement standards; providing them with services to transition successfully from institutional settings to further schooling or employment; preventing youth from dropping out of school; and providing a support system to ensure the continued education of youth who either have dropped out or are returning from correctional facilities. Title I Part D pursues these goals through two programs: **Subpart 1** and **Subpart 2**.

The U.S. Department of Education allocates funds to Massachusetts through Subpart 1 based on the number of children and youth in State correction and youth detention facilities, and the State's average per-pupil educational expenditures. Once the allocation is determined, ESE makes subgrants to these agencies based on their proportionate share of the State's enrollment count of children and youth who are Part D-eligible.

The U.S. Department of Education allocates funds to Massachusetts through Subpart 2 based on the number of children and youth living in community residential and county houses of correction facilities as of October each year. In turn, the Department awards subgrants to eligible school districts by formula and administrators of Title I neglected or delinquent programs in such facilities apply for funds from local school districts.

Title I Director Support

Tips for New Title I Directors

1. Visit the Department's Title I website at <http://www.doe.mass.edu/titlei/>.
2. Read your district's most recent Title I grant application and supporting materials, including the budget, Form 1 (Identifying, Selecting, and Allocating Funds to Eligible Title I Schools), and Form 2 (Reservations/Allocations Worksheet).
3. Read the Adequate Yearly Progress (AYP) reports for your district and its schools for the most recent year. AYP reports are available on the Department's School and District Profiles website at <http://profiles.doe.mass.edu/>.
4. Review the Department's guidance entitled "School Leaders' Guide to the Adequate Yearly Progress (AYP) Reports" and "School and District Accountability Status and Required Actions" for the most recent year. These documents and other resources are available at <http://www.doe.mass.edu/sda/ayp>.
5. Visit your Title I schools often. Familiarize yourself with their improvement plans and procedures for student selection, service delivery, parent/guardian involvement, and highly qualified staff requirements.
6. Visit any private schools that may be participating in the Title I program and any local institutions or homes receiving Title I funds for neglected or delinquent youth. Familiarize yourself with the services being provided by the district for those students.
7. Read your district's policies governing parent/guardian involvement, data collection and use, professional development, and the dissemination of annual notices to parents (e.g., NCLB School Choice, Supplemental Educational Services, NCLB Report Cards, and Parents' Right-to-Know).

Hints for Organization and Record Keeping

1. Use this handbook and other resources to develop a calendar and process for collecting information and data throughout the year to ensure compliance and program quality.
2. Set up your files using the Department's Title I / NCLB Program Review Areas (<http://www.doe.mass.edu/titlei/monitoring/>) as an organizational framework. Keep current documents that will serve as evidence for each area.
3. Maintain updated lists of students served in Targeted Assistance programs, including criteria by which students were selected, date of entry into program, date of exit, and reason for exit (e.g., academic exit, moved, dropped by parent request, etc.). Keep current copies of Schoolwide and Targeted Assistance program plans on file at the district office.

Activities

1. Make sure your contact information for the Department is kept up-to-date by your district Directory Administrator, who is responsible for maintaining mandatory contact information for key personnel in the district. This information is entered into a database at the Department that is used for various mailings. A list of Directory Administrators by district is available at <http://www.doe.mass.edu/infoservices/data/diradmin/list.asp>.
2. Consider taking advantage of networking opportunities external to the Department, including: the Council of Administrators of Compensatory Education (CACE), the Massachusetts Title I Dissemination Project, and the U.S. Department of Education's Title I Director listserv. For details, visit: <http://www.doe.mass.edu/titlei/network.html>.
3. Attend Title I technical assistance sessions and participate in other activities related to Title I matters.

Quarterly Title I Updates

On a quarterly basis the Department emails updates to all Title I directors aimed at district staff responsible for overseeing district Title I programs. The goal of these updates is to provide you with both timely reminders of Title I-related responsibilities and guidance to help you meet those responsibilities, all in an easily accessible format. Check the Title I Headlines at <http://www.doe.mass.edu/titlei/> for current updates; for prior updates, visit the Title I News Archive at <http://www.doe.mass.edu/titlei/default.html?section=archive>.

Year-at-a-Glance: August - November

August	September	October	November
Review & update parent / guardian notification materials (NCLB Accountability Status, NCLB School Choice, & Supplemental Educational Services (SES)). Distribute no later than the beginning of the school year.	Update comparability procedure & make determination of comparability.	Submit requests to amend grants, as needed.	Submit requests to amend grants, as needed.
Collect signed Time & Effort records for split-funded staff.	Collect signed Time & Effort records for split-funded staff.	Collect signed Time & Effort records for split-funded staff.	Collect signed Time & Effort records for split-funded staff.
Review & update Principals' Written Attestation that all teachers of core academic subjects have met, or are working toward meeting, NCLB Title II-A Highly Qualified Teacher & Paraprofessional requirements.	Implement NCLB School Choice & SES. Providers must initiate services no later than thirty (30) days after receiving a final list of eligible students from the district.	Submit Final Financial Report (FR-1) to Grants Management (for NCLB grants ending in August)	Ensure Title I schools have created rank-ordered student selection lists of Title I students in Targeted Assistance programs, set up files, notified parents, & implemented targeted assistance services.
Review & update student selection criteria sheet & student selection procedure for Targeted Assistance programs.	Update contact information with your district Directory Administrator.	With assistance of business manager, document Title I expenditures per school building for the current & prior school years.	Ensure Home-School Compacts are collected.
Submit Title I data (for previous fiscal year) via the Department's Title I Data Collection Application on the ESE Security Portal.	Review & update Title I personnel lists by building.	Design evaluations for district & school parental involvement activities.	Update Targeted Assistance Program Plan.
		Review & update parent guardian notification of parents' right-to-know; ensure they are sent by October.	If scheduled for a Coordinated Program Review, organize documentation related to the district's Title I programs for Title I / NCLB Program Review.
		Review & update needs assessment & program evaluation procedures as needed.	
		Review & update school improvement plans for Title I Schools with accountability status; & Schoolwide program plans if applicable.	
		Design evaluations for Title I funded professional development activities for impact on student learning.	
		Review system wide school enrollment based on the district's Student Information Management System (SIMS) October 1 Collection	
		Participate, as needed, in development & submission of EPIMS data.	
		Conduct annual fall parent orientation meeting.	
		Initiate planning for new Schoolwide programs, if applicable.	

Year-at-a-Glance: December - July

December	January	February	March
Submit requests to amend grants, as needed.	Submit requests to amend grants, as needed.	Submit requests to amend grants, as needed.	Submit requests to amend grants, as needed.
Collect signed Time & Effort records for split-funded staff.	Collect signed Time & Effort records for split-funded staff.	Collect signed Time & Effort records for split-funded staff.	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.	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.	Coordinate with early childhood centers to plan transition of pre school students.	Disseminate NCLB Report Cards to all parents.
	Collect semi-annual certifications (1 of 2) for Title I personnel whose compensation is funded solely from Title I.		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).

April	May	June	July
Submit requests to amend grants, as needed.	Submit requests to amend grants, as needed.	Submit requests to amend grants, as needed.	Submit district's Title I grant application to the Department.
Collect signed Time & Effort records for split-funded staff.	Collect signed Time & Effort records for split-funded staff.	Collect signed Time & Effort records for split-funded staff.	
Collect Title I data for submission via the Department's Title I Data Collection Application on the ESE Security Portal.	Conduct program evaluation & write a summary of that evaluation.	Collect semi-annual certifications (2 of 2) for Title I personnel whose compensation is funded solely from Title I.	
	Conduct needs assessment based on findings of program evaluation.	Review & update supplement, not supplant policy & procedure, if needed.	
		Review & update district parent / guardian involvement policy based on data (e.g., evaluations).	
		Review & update school - parent/guardian compact.	
		Prepare to implement NCLB School Choice & SES for the following school year (if applicable).	

Fiscal Procedures

Overview

Title I funds, applied for on an annual basis, are intended to provide supplemental funds for targeted services for needy students that add to the resources already available for such students; as such, federal funds must not replace local and state funds for these purposes. As part of a state or federal audit, local officials may be required to provide evidence that Title I funds are provided over and above the resources that would normally be provided.

Year at a Glance

September	Update comparability procedure & make determination of comparability.
October	Submit Final Financial Report (FR-1) to Grants Management (for NCLB grants ending in August) With assistance of business manager, document Title I expenditures per school building for the current & prior school years.
January	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.
June	Review & update supplement, not supplant policy & procedure, if needed.
July	Submit district's Title I grant application to the Department.
Ongoing	Submit requests to amend grants, as needed. Verify financial status of Title I programs with Business Manager (e.g., approved allocation to participating schools & appropriate expenditure of current year's funds).

Maintenance of Effort: Districts are required to demonstrate that the level of state and local funding remains relatively constant from year to year in order to receive the district's full Title I allocation. This calculation is performed by the Department. For information and guidance, visit <http://www.doe.mass.edu/titlei/fiscal/?section=supplement>.

Comparability of Services: 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. For more information, visit http://finance1.doe.mass.edu/account/titlei_08.html.

Supplement, Not Supplant: To ensure that funds made available under Title I Part A are used to provide services that are in addition to the regular services normally provided by a school district for participating children, the district must use these funds to supplement, not supplant regular non-Federal funds. For information and guidance, visit <http://www.doe.mass.edu/titlei/fiscal/?section=supplement>.

Title I Grant Application: Districts typically receive notice of their final Title I allocations in June or July each year. Instructions, resources and samples intended to assist Title I directors in completing their **FY09 Title I Grant Application**, applied for as part of a coordinated budget workbook that includes NCLB Titles I, IIA, IID, III and IV. For more information, visit: <http://www.doe.mass.edu/nclb/grant/>.

Final Financial Report (FR1): At the conclusion of grant activities, the district submits a final financial report to the Department, accounting for the expenditure of funds received. Grants Management has developed a standard for collecting this information. The FR1 form should be submitted to Grants Management within sixty (60) days of the end date of the grant after all figures have been carefully reconciled with the city auditor, town accountant, or agency business manager. For more information, visit: http://finance1.doe.mass.edu/Grants/procedure/how_ma.html.

Carryover Funds: Under NCLB, no more than 15 percent of the Title I, Part A funds allocated to a district for any fiscal year may be carried over into the next fiscal year. Funds in excess of 15 percent must be encumbered and expended by September 30. For more information, visit: <http://www.doe.mass.edu/titlei/fiscal/?section=carryover>.

Amendments: Throughout the year, the district may file grant amendments to ensure resources are allocated to support high student achievement. For more information, visit: http://finance1.doe.mass.edu/Grants/procedure/how_ma.html.

Parent / Guardian Communications

Overview

Involving parents, guardians and families as full partners in the education of their children is a cornerstone of NCLB. When families support learning, children are more successful in school and school success helps children become successful adults. The district provides opportunities for parents to be actively involved in the planning, implementation and review of school and district Title I programs, and maintain written school and district parental involvement policies that are developed and annually reevaluated with, agreed upon and distributed to parents of participating children.

Year at a Glance	
August	Review & update parent / guardian notification materials (NCLB Accountability Status, NCLB School Choice, & Supplemental Educational Services (SES)). Distribute no later than the beginning of the school year.
September	Implement NCLB School Choice & SES. Providers must initiate services no later than thirty (30) days after receiving a final list of eligible students from the district.
October	Design evaluations for district & school parental involvement activities. Review & update parent guardian notification of parents' right-to-know; ensure they are sent by October.
November	Ensure <i>Home-School Compacts</i> are collected. Ensure Title I schools have targeted students, set up files, notified parents, & implemented targeted assistance services.
March	Disseminate NCLB Report Cards to all parents.
June	Review & update district parent / guardian involvement policy based on data (e.g., evaluations). Review & update school – parent / guardian compact. Prepare to implement NCLB School Choice & SES for the following school year (if applicable).
Ongoing	Engage in parent / guardian outreach & involvement & maintain documentation of these activities. Implement jointly developed home-school compact that outlines how parents, the entire school staff, & students will share the responsibility for improved student academic achievement, & the means by which the school & parents will build & develop a partnership to help children achieve the State's high standards.

Parent / Guardian Notifications: When a school is identified for improvement, corrective action, or restructuring, the district must promptly provide the parents or guardians of each student enrolled in the school an explanation of what the identification means, the reason(s) for the identification, how parents/guardians can become involved in addressing the academic issues that led to identification, and – for Title I schools – information on NCLB School Choice and supplemental educational services. Districts receiving Title I funds prepare and disseminate annual report cards for the district and each of its schools containing certain information related to assessment, accountability, and teacher quality. Moreover, the district annually notifies the parents/guardians of each student attending any Title I school that they may request information regarding certain professional qualifications of the student's classroom teachers. Sample parent/guardian notification letters are available at: <http://www.doe.mass.edu/titlei/monitoring/samples.html>.

NCLB School Choice: Under NCLB, the district offers all students enrolled in Title I schools identified for improvement, corrective action or restructuring the option to transfer to another public school served by the district that has not been identified for improvement. For more information, visit: <http://www.doe.mass.edu/nclb/choice.html>.

Supplemental Educational Services (SES): SES are additional, free, academic instruction designed to increase the academic achievement of students in schools in their second year of improvement, in corrective action or in restructuring under NCLB. For more information, visit: <http://www.doe.mass.edu/ses/>.

District and School Parent Involvement Activities: Districts and schools must involve parents/guardians of students served by Title I funds in a Targeted Assistance program or—in a Schoolwide program—the parents/guardians of all students in the school. For more information, visit: <http://www.doe.mass.edu/titlei/parents.html>.

Program Design and Evaluation

Overview

The Title I director ensures that each Title I program in the district is focused on high quality, standards-based teaching and learning for public school and eligible private school students. Through the provision of supports for teachers and students in Targeted Assistance and Schoolwide programs, and the collection of data on the efficacy and impact of those supports, the Title I director helps ensure enriched learning experiences for Title I eligible students.

Year at a Glance

October	Review & update needs assessment and program evaluation procedures as needed. Review & update school improvement plans for Title I Schools with accountability status; & Schoolwide program plans if applicable. Design evaluations for Title I funded professional development activities for impact on student learning. Initiate planning for new Schoolwide programs, if applicable.
November	Update Targeted Assistance Program Plan
February	Coordinate with early childhood centers to plan transition of pre school students.
May	Conduct program evaluation & write a summary of that evaluation. Conduct needs assessment based on findings of program evaluation.
Ongoing	Attend information sessions & professional development activities to stay abreast of current policies, practices & research.

Needs Assessment and Program Evaluation: The term "Needs Assessment" describes the systematic processes that the district and its 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 NCLB funds). For more information, visit: <http://www.doe.mass.edu/titlei/programs/needs.html>. Program evaluations are conducted at the end of a program year and are intended to measure the efficacy and impact of the district's Title I program. For more information and samples, visit: <http://www.doe.mass.edu/titlei/monitoring/>.

Schoolwide Plans and Targeted Assistance Program Plans: A Targeted Assistance program is one in which individual students in a school are targeted to receive Title I services, while a Schoolwide program permits an eligible school to use Title I funds in combination with State and local resources and most other federal education program funds to upgrade the entire educational program of the school. In both programs, school staff meets on an ongoing basis to monitor and evaluate the effectiveness of the programs and adjust them to changing student needs. For more information on Title I programs, visit <http://www.doe.mass.edu/titlei/programs>. For details on the requirements under these programs, visit <http://www.doe.mass.edu/titlei/monitoring/>.

Early Childhood Center Coordination: A schoolwide program must include plans for assisting preschool children in the transition from early childhood programs, such as Title I preschool, Head Start, Even Start, or Early Reading First, to local elementary school programs. Targeted assistance programs must coordinate with and support the school's regular education program, which may include services to assist preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or State-run preschool programs to elementary school programs. For details, visit <http://www.doe.mass.edu/titlei/students/?section=public>.

Scientifically-Based Research: NCLB requires states and districts to implement programs and practices with a proven track record of improving student academic achievement. For resources and information on identifying high quality programs and practices, visit: <http://www.doe.mass.edu/titlei/research.html>.

Data Collection and Management

Overview

Title I funds are intended to provide supplemental funds for targeted services for needy students that add to the resources already available for such students; as such, federal funds must not replace local and state funds for these purposes. As part of a state or federal audit, local officials may be required to provide evidence that Title I funds are provided over and above the resources that would normally be provided.

Year at a Glance	
August	Review & update student selection criteria sheet & student selection procedure for Targeted Assistance programs. Submit Title I data (for previous fiscal year) via the Department's Title I Data Collection Application on the ESE Security Portal. Review & update Principals' Written Attestation that all teachers of core academic subjects have met, or are working toward meeting, NCLB Title II-A Highly Qualified Teacher & Paraprofessional requirements.
September	Review & update Title I personnel lists by building. Update contact information with your district Directory Administrator.
October	Review system wide school enrollment based on the district's Student Information Management System (SIMS) October 1 Collection; participate, as needed, in development & submission of EPIMS data.
November	Ensure Title I schools have created rank-ordered student selection lists of Title I students in Targeted Assistance programs, set up files, notified parents, & implemented targeted assistance services. If scheduled for a Coordinated Program Review, organize documentation for Title I / NCLB Program Review.
December	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	Collect semi-annual certifications (1 of 2) for Title I personnel whose compensation is funded solely from Title I.
March	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).
April	Collect Title I data for submission via the Title I Data Collection Application on the ESE Security Portal.
July	Collect semi-annual certifications (2 of 2) for Title I personnel whose compensation is funded solely from Title I.
Ongoing	Collect signed Time & Effort records for split-funded staff.

Time and Effort Records: School districts are required to maintain auditable "time and effort" documentation that show how each Title I employee spent his or her compensated time. For more information and samples, visit:

<http://www.doe.mass.edu/titlei/fiscal/?section=time>.

Student Selection Criteria: Each district must have a procedure outlining the process used in Targeted Assistance schools to identify students failing, or most at-risk of failing to meet the State's challenging student academic achievement standards on the basis of multiple, educationally related objective criteria established by the district and supplemented by the school. For more information and samples, visit: <http://www.doe.mass.edu/titlei/monitoring/>.

Title I Data: The Department is required to collect certain information and data from all districts receiving Title I funds on an annual basis. The online Title I Data Application replaces the paper-based Performance and Achievement Report.

Title I Personnel Lists: Districts must maintain a list of all Title I instructional personnel in the district. For more information and samples, visit: <http://www.doe.mass.edu/titlei/monitoring/>.

Principals' Written Attestation: Principals of Title I schools must provide annual written attestation that all teachers of core academic subjects have met, or are working toward meeting, the NCLB Title II-A Highly Qualified Teacher and Paraprofessional requirements. For more information and samples, visit: <http://www.doe.mass.edu/titlei/monitoring/>.

Opportunity and Equal Educational Access

Overview

Districts are required to provide eligible children attending private elementary and secondary schools, their teachers, and their families with Title I services or other benefits, such as professional development, parent involvement, or materials and supplies (on loan from the public schools), that are equitable to those provided to eligible public school children, their teachers and their families.

The Title I director in a district in which a facility serving neglected or delinquent children is located reviews and approves Title I Part D Subpart 2 grant applications, and checks that the completed grant gives a comprehensive overview of the Title I services offered to students within the facility.

Year at a Glance

March	Consult with eligible private schools & obtain affirmation of consultation with participating private school officials Coordinate services with local neglected or delinquent facilities (if applicable)
Ongoing	

Offer of Consultation to Eligible Private Schools and Affirmation of Consultation with Participating Private School Officials: Districts are required to provide eligible children attending private elementary and secondary schools, their teachers, and their families with Title I services or other benefits, such as professional development, parent involvement, or materials and supplies (on loan from the public schools), that are equitable to those provided to eligible public school children, their teachers and their families. For more information, visit <http://www.doe.mass.edu/titlei/students/>.

Neglected or Delinquent Facility Coordination: Two federal grant programs covered under Title I Part D (The Prevention and Intervention Program for Children and Youth Who Are Neglected, Delinquent, or At-Risk) assist the education of certain disadvantaged children. Allocation notices are sent directly to public school districts with an eligible N/D facility located within their boundaries. Districts with N/D facilities must submit (a) documentary evidence of consultation with appropriate officials from N/D facilities regarding services for eligible children and (b) copies of formal agreements with N/D facilities, where appropriate, to deliver educational programs in local facilities that are comparable to programs in schools students would otherwise attend. For more information, visit <http://www.doe.mass.edu/titlei/students/>.