MASSACHUSETTS
Department of Elementary and Secondary Education

Wayland
(LEA Code: 0315)

ESSA Federal Grant Program Monitoring (I, IIA, and IVA)

Monitoring Outcomes Report

Issued: May 30, 2024
Last Updated: May 30, 2024

Federal Grant Programs Team

Resource Allocation Strategy and Planning Office

{signatureName}
{signatureDesignation}

Monitoring Outcomes Report

Criteria	Finding	Requirement Fulfilled	Required Action Resolved (if applicable)
1-A Title I Needs Assessment		Yes	
1-B Title IIA Needs Assessment		Yes	
1-D Submission of Annual ESSA Grant Application		Yes	
1-E Private School Outreach and Programming		Yes	
1-F Private School Participants		Yes	
1-G Equitable Access to Excellent Educators		Yes	
2-A Maintenance of Effort		Yes	
2-B Comparability of Services		Yes	
2-C Title I Supplement, Not Supplant		Yes	
2-D Supplement, Not Supplant for Targeted Assistance Schools		Yes	
2-F Reservation of Title I Funds		Yes	
3-A Title I Family/Guardian Notification		Yes	
3-B Title I Family/Guardian Engagement	Yes		11/04/2024
3-C Title I Family/Guardian Outreach and Involvement		Yes	
4-A Title I Evaluation		Yes	
4-C Title I Targeted Assistance Programs	Yes		11/04/2024
5-A Title I Selection and Allocation		Yes	
6-A Title I Student Access	Yes		11/04/2024
7-A Title IIA Allowable Activities		Yes	
7-B Title IIA Supplement, Not Supplant		Yes	

8-A Title IIA Allocating Funds		Yes	
9-A Professional Growth and Improvement		Yes	
10-A Title IIA Program Activities Evaluation		Yes	
11-A Title IIA Direct Administrative Costs		Yes	
11-B Title IVA Supplement, not Supplant		Yes	
12-A Title IVA Distribution of Funds		Yes	
13-A Title IVA Program Activities Evaluation		Yes	

3-B Title I Family/Guardian Engagement — Finding

Requirements

District and schools develop jointly with, annually evaluate and update with, and distribute to families/guardians written family/guardian engagement policies and school-family/guardian compacts.
• Family/Guardian engagement policies describe specific rights of families/guardians and the information and meaningful activities developed with families/guardians so the entire community is prepared to participate in student educational growth. Policies must also describe how families/guardians are involved in an annual evaluation of the effectiveness of the family/guardian engagement in improving academic achievement.
• School-family/guardian compacts are agreements between the entire school and the home (families/guardians) that describe the responsibilities of each party, including the student, if desired.

Legal Standards

ESEA §§1111-1112; §§1114-1116

Finding Description

The district did not submit evidence that the family/guardian engagement policy has been reviewed by families/guardians and revisions have been made in an updated policy. Evidence can include relevant meeting agenda items, meeting notes, and written feedback.

Required Action

Submit evidence that the family/guardian engagement policy has been reviewed by families/guardians and revisions have been made in an updated policy. Evidence can include relevant meeting agenda items, meeting notes, and written feedback.

Deadline for Submission of Evidence

Oct 11, 2024

4-C Title I Targeted Assistance Programs — Finding

Requirements

Targeted Assistance Programs:
District develops targeted assistance program plans that are coordinated with and support regular education program(s) in relevant schools. Title I staff must be integrated with regular instructional staff in all activities, and targeted assistance programs must:
1. Use effective instructional methods and strategies that strengthen the core academic program of the school;
2. Use multiple, educationally related, objective criteria to identify children failing, or most at risk of failing, to meet the state's academic achievement standards (children in grades PK-2 selected solely on the basis of such criteria as teacher judgment, interviews with parents, and developmentally appropriate measures);
3. Give primary consideration to providing extended learning time for served students;
4. Provide an accelerated, high-quality curriculum;
5. Minimize the removal of children from the regular classroom during regular school hours.

Legal Standards

ESEA §1115

Finding Description

The district submitted a Title I program selection procedure and student selection criteria that assign a weighted score for students with disabilities and English learners. Students with disabilities and English learners should not receive weighted consideration solely based on their status but should be given equal consideration for Title I services to their peers.

Required Action

Submit a revised and dated Title I student selection procedure for the 2024-25 school year. Submit a revised student selection criteria sheet for each subject and grade served in targeted assistance programs for the 2024-25 school year.

Deadline for Submission of Evidence

Oct 11, 2024

6-A Title I Student Access — Finding

Requirements

All Students:
District identifies as eligible for Title I services students with disabilities, English language learners, and homeless students using the same basis as other students selected to receive services. District ensures that all students have equal opportunity to be selected to receive services.

Legal Standards

ESEA §1115

Finding Description

The district submitted a Title I program selection procedure and student selection criteria that assign a weighted score for students with disabilities and English learners. Students with disabilities and English learners should not receive weighted consideration solely based on their status but should be given equal consideration for Title I services to their peers.

Required Action

Submit a revised and dated Title I student selection procedure for the 2024-25 school year. Submit a revised student selection criteria sheet for each subject and grade served in targeted assistance programs for the 2024-25 school year.

Deadline for Submission of Evidence

Oct 11, 2024