

Title I Program Review: Common Findings from FY16

School Improvement Grant Programs
July 2016

Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION



Title I program review monitoring process

- ★ 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
- ★ These reviews help ensure that all children in Massachusetts have a fair, equal, and significant opportunity to obtain a high-quality education



FY16 Title I program review

60 districts & charter schools reviewed

From zero to seven findings per district

1 finding per district on average



FY16 Title I program review – sample findings

FY16 Title I Program Review - Required Actions Following Desk Audit



Required Action:

✓	Yes (see below)	None at this time		
Criterion Number / Category	Finding	Required Action	Deadline for Submission of Evidence	
Parent / Guardian Communications 2B-1: Parent/Guardian Policies <ul style="list-style-type: none"> • District creates and distributes written district parent/guardian involvement policies • Parent/guardian involvement policies describe each served school's approach, commitments, and services offered to parents of Title I students (all students, in schoolwide programs) • Policies describe specific rights of parents and what information and meaningful activities are offered to parents so that they are well prepared to participate in their children's educational growth • District updates parent/guardian involvement policies periodically after evaluating their effectiveness 	District did not submit a parent involvement policy for each Title I served school. Only a district policy was submitted.	Submit copies of parent/guardian involvement policies for each Title I-served school in the district.	October 7, 2016	
Parent / Guardian Communications 2B-2: School-Parent Compacts <ul style="list-style-type: none"> • District creates and distributes school-parent compacts • School-parent compacts are agreements between the school (teachers) and the home (parents/guardians) that describe the responsibilities of each party, including the student, if desired • District updates school-parent compacts periodically after evaluating their effectiveness 	District did not provide a sample school-parent compact from each Title I school. A sample compact was provided for the elementary grades but not for middle school and high school grades.	Provide a copy of the middle school and high school parent compacts and evidence that they were distributed to participating families for the 2016-17 program year.	October 7, 2016	

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 report cards

and/or

Report cards do not include all required information to parents



Parent/guardian communications

Report card or report card overview distribution:

- ★ Via U.S. mail
- ★ Hard copies to parents
- ★ Electronically (should ensure electronic communication is preferred by parents, and provide hard copies if not)



Parent/guardian communications

Report card cover 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 – web resources

[Home](#) > [Government](#) > [Departments and Boards](#) > [Elementary and Secondary Education](#) > [A-Z Programs and Topics](#)
> [Accountability, Partnerships and Targeted Assistance](#) > [Reports](#) > [Report Cards](#)

Report Cards

By the [Elementary and Secondary Education](#)

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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.

Guidance

- [How to Prepare and Distribute 2014 District and School Report Cards](#)  2MB  1MB
- [Federal Non-Regulatory Guidance on State and Local Report Cards](#) 

Sample Notification Letters

- [Report Card, Right-to-Know, Accountability & Assistance Level \(English\)](#)  

<http://www.mass.gov/edu/government/departments-and-boards/ese/programs/accountability/reports/report-cards.html>



Parent/guardian communications

Finding

District submitted only district parent/guardian policy and not policies for each Title I school.



Parent/guardian communications

Family Engagement

- [District and School Family Engagement & Required Policies \(ESE Guidance\)](#)  
- [Massachusetts PIRC - Parent's Learning About Children's Education \(Family, School, & Community Partn](#)
- [U.S. Department of Education Parent and Family Engagement \(Resources aimed at parent and family eng](#)
- [The SEDL National Center for Family & Community Connections with Schools \(A Toolkit for Title I Parenta Collaborative Action Teams \(CATs\) Toolkit, Working Systemically: Engaging Family & Community\)](#)
- [Family-School Partnership Lab \(The Hoover-Dempsey & Sandler Model of Parental Involvement \(2005\)](#)

<http://www.mass.gov/edu/government/departments-and-boards/ese/programs/accountability/financial-support/title-i-and-other-federal-support-programs/title-i-part-a/program-design.html>



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 (from current school year) 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.



Parent/guardian communications

Provide a **limited sampling** of the following:

- ★ meeting agendas
- ★ workshop flyers
- ★ sign-in sheets
- ★ other documentation that helps parent/guardians understand the Title I program



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!



Parent/guardian communications

Finding

There is no indication that the parent/guardian involvement policies, including the school-parent/guardian compacts, were evaluated for their effectiveness.



Parent/guardian communications

- ★ Submit the **most current, dated copy** of the district's and each Title I school's parent/guardian involvement policies (including each school's school-parent /guardian compact)
- ★ Submit evidence that the district policy and each Title I school's policy has been reviewed by parents and necessary revisions have been made
- ★ Evidence can include relevant meeting agenda items, meeting notes, and written parental feedback



ANNUAL PARENT MEETING

October 3, 2011

8:45 AM

AGENDA

- Welcome
- Meet the Title I Staff
- What is Title I?
- Student Selection/Assessments
- **Group Discussion: Review and Update**
 - Parent Involvement Policy
 - Home-School Compact
- Future Parent Involvement Activities:



2010 TITLE I SURVEY
PARENT INVOLVEMENT POLICY & PROCEDURES

October 27, 2010

Dear Parents/Guardians of Title I students,

We need your assistance to gather input about the parent involvement policy for Title I. This policy is included in the Title I brochure. Please take a few minutes to fill out the survey. Comments are optional.

POLICY

2. Do you feel that the **policy** addresses and meets the needs of parents of Title I students?

- Well done Satisfactory Needs improvement (please specify below)
-

4. school-parent compact?

- Well done Satisfactory Needs improvement (please specify below)
-



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

Applies to schoolwide programs only

The schoolwide plan does not include the 10 required components of a schoolwide plan, including how the school is providing appropriate services in schoolwide programs for homeless students.



Program design & evaluation

Applies to schoolwide programs only

The schoolwide plan must demonstrate how schools in each district that is not reserving funds under Title I for homeless students is providing for appropriate services in schoolwide programs.



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 & management

Finding

Appropriate time and effort records were not submitted



Data collection & management

- ★ Stipends were not recorded in time & effort records
- ★ Time & effort records were not consistent with staff listed on Title I personnel list
- ★ Time & effort records were not signed
- ★ The wrong form was used
 - ★ Semi-annual for full-time staff
 - ★ Monthly records for split-funded staff
 - ★ Alternative system for split-funded staff who maintain a fixed work schedule



Sample Semi-Annual Certification

Employees who are supported solely by Title I

Employee

Position

School

Certification Period

to

OMB Circular A-87 requires employees who are compensated by federal grant dollars and work **solely** on a federal award to submit at least semi-annual certifications that the employee worked solely on that program.

OMB Circular A-87, Appendix B. Where employees are expected to work solely on a single Federal award or cost objective, charges for their salaries and wages will be supported by periodic certifications that the employees worked solely on that program for the period covered by the certification. These certifications will be prepared at least semi annually and will be signed by the employee or supervisory official having first hand knowledge of the work performed by the employee.

I, , certify that 100% of my work time from

(xx/xx/xxxx)

(beginning date)

to

(end date)

was spent on



Title I, Part A

duties and responsibilities.

employee signature

supervisor signature



ation

Sample Monthly Time & Effort Certification

Employees who work on multiple cost objectives and activities (irregular schedule)

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%. This 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.

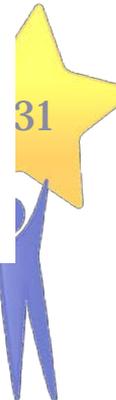
Name	Position	Activities		Signature
		% Title I	% Other	

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.

Supervisor's Signature

Supervisor's Title

Date



Sample Substitute System Certification & Schedule

Employees who work on multiple activities or cost objectives (fixed schedule)

Substitute System Time & Effort Certification (Employee with Fixed Schedule)

Employee	
Position	
School	

Certification Period to

Type of Schedule:

<input type="checkbox"/>	Daily
<input type="checkbox"/>	Weekly
<input type="checkbox"/>	Biweekly
<input type="checkbox"/>	Other _____

Program or Cost Objective	Distribution of Time
TOTAL	0%

I certify that I performed work consistent with the attached schedule and as distributed in the above percentages during the Certification Period.

Employee Signature

Date

I certify that I have firsthand knowledge that the above employee performed work consistent with the attached schedule and as distributed in the above percentages during the Certification Period.

Supervisor Signature

Date



Sample for Stipends & Payment for Additional Work

District	
School	
Payroll Month	

I certify that I have been working solely in activities supported by the Title I grant for the stipends listed below:

Name	Number of Hours	Rate	Stipend Amount	Signature

Supervisor's Signature

Supervisor's Title

Date



Opportunity & equal educational access

Finding

District did not provide evidence that offers of consultation were received by the private school officials at schools that eligible students attend.



Opportunity & equal educational access

Submit evidence of offers of consultation regarding service to each eligible private school listed on the non-public school participation worksheet of the district's application for the current school year. Evidence must show that offers were received by all eligible schools (e.g., signed confirmation or return receipt slips).



Name of private school: Bayberry Christian School

_____ would like to participate in the Title I program during 2011-12.

~~_____~~ does not want to participate in the Title I program during 2011-12.

Signature Jennifer A. Case

Position Head Teacher

Date 3/7/11

Phone Number (508) 428-9178

Bayberry Christian School
2736 Falmouth Road
Osterville, MA 02655



**U.S. Postal Service
CERTIFIED MAIL RECEIPT**

(Domestic Mail Only; No Insurance Coverage Provided)

9E12 7136
75952 7000
E700 0297
0002

Postage	\$.44
Certified Fee	2.80
Return Receipt Fee (Endorsement Required)	2.30
Restricted Delivery Fee (Endorsement Required)	
Total Postage & Fees	\$ 5.54



Sent To _____
Street, Apt. No. Academy of Early Learning
City, State, ZIP+4 465 Falmouth Road
Hyannis, MA 02601

PS Form 3800, May 2000 See Reverse for Instructions



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!



For more information

Title I Website: www.mass.gov/ese/titlei

Email: titlei@doe.mass.edu

Phone: 781-338-6230

