



Handbook for Title I Directors

Year at a Glance

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Accountability Information & Tools	(781) 338-3550	esea@doe.mass.edu	http://www.mass.gov/edu/government/departments-and-boards/ese/programs/accountability/reports/school-and-district-reports.html

About this Handbook

This *Handbook for Title I Directors* is intended to assist public school district Title I directors in managing their Title I programs throughout the school year. The handbook is meant to serve as a resource for Title I directors as they plan their year.

Please use the Massachusetts Department of Elementary and Secondary Education's Title I [website](#), Non-Regulatory [Guidance](#) from the U.S. Department of Education, and technical assistance sessions and conference calls as resources to further enhance your knowledge of Title I. The handbook is organized into categories that mirror the Title I 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.

Family Engagement Communications: Contains information related to involving families as partners in the education of their children, and related timelines for conveying time-sensitive information to families about accountability, teacher qualifications, and family engagement.

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 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 program: 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 families in the planning, implementation, and evaluation of the Title I program.

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 children who are disadvantaged. 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 such students 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, the Massachusetts Department of Elementary and Secondary Education (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, ESE 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 www.mass.gov/ese/titlei.
2. Read your district's most recent Title I grant application and supporting materials, including the Title I Narrative, District Reservation worksheet, School Funding worksheet, and budget.
3. Read the accountability reports for your district and its schools for the most recent year. Accountability determinations are available on the Department's School and District [Profiles](#) website. For more information, Title I directors can review the Department's guidance entitled "[School Leaders' Guide to the Accountability Determinations](#)."
4. Visit your Title I schools often. Familiarize yourself with their improvement plans and procedures for student selection, service delivery, and family engagement activities.
5. 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.
6. Read your district's policies governing family engagement, data collection and use, professional development, and the dissemination of annual notices to families (e.g., Report Cards and Parents' Right-to-Know).

Hints for Organization and Record Keeping

1. Set up your files using the Department's Title I Program Review areas ([see website](#)) as an organizational framework. Keep current documents that will serve as evidence for each area.
2. Maintain updated lists of students served in targeted assistance programs (if applicable), 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.).
3. Keep current copies of schoolwide and targeted assistance program plans on file at the district office.

Activities

1. Confirm the district Directory Administrator has provided your current contact information to ESE. **ESE communicates to Title I directors primarily through email so it is imperative that we have your correct email address so that you receive important messages from our office.** See the current list of [Directory Administrators](#) by district. Please note that only one person can be listed as the Title I director.
2. Attend ESE sponsored Title I technical assistance sessions and participate in other activities related to Title I matters such as webinars, regional networking meetings, and conference calls. Materials from recent technical assistance sessions are posted to the [website](#).
3. Consider taking advantage of networking opportunities external to the Department, including: the Council of Administrators of Compensatory Education (CACE) and the U.S. Department of Education's Title I Director listserv.

Title I Monthly Emails

On the first Tuesday of each month, the ESE Title I Office sends a monthly email to all Title I directors (make sure your contact information is up to date in Directory Administration). The goal of these emails is to provide you with both timely reminders of Title I-related responsibilities and guidance to help you meet those responsibilities. Each email will be followed by a conference call Q&A the next day, where directors can ask questions regarding the content of the email, or any other Title I-related issues.

Year-at-a-Glance: August – November

August	September	October	November
Review and update student selection criteria sheet and student selection procedure for Targeted Assistance programs	Update comparability procedure and make determination of comparability by end of November	Attend ESE’s Title I Statewide Conference	Ensure home-school compacts are distributed
Submit Final Financial Report (FR-1) to Grants Management (for ESEA grants ending in June)	Review and update family notification of parents’ right-to-know; ensure they are sent in the fall	With assistance of business manager, document Title I expenditures per school building for the current and prior school years	If scheduled for a Coordinated Program Review, organize documentation related to the district's Title I programs for Title I Program Review
	Ensure Title I schools have created rank-ordered student selection lists of Title I students in targeted assistance programs, set up files, notified families and implemented Title I services	Design evaluations for district and school family engagement activities	
	Review and update Title I personnel lists by building	Review and update needs assessment and program evaluation procedures as needed	
	Review system wide school enrollment based on the district's Student Information Management System (SIMS) October 1 Collection	Review and update school improvement plans for Title I schools with accountability status; and schoolwide program plans if applicable	
	Participate, as needed, in submission of EPIMS data	Design evaluations for Title I funded professional development activities for impact on student learning	
		Conduct annual Title I fall family orientation meeting	
		Initiate planning for new schoolwide programs, if applicable	

Year-at-a-Glance: December – March

December	January	February	March
Receive copy of annual survey of community residential and 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 and 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	Consult with eligible private schools and obtain affirmation of consultation with participating private school officials
Distribute Report Cards or Report Card Overviews	Collect semi-annual certifications (1 of 2) for Title I personnel whose compensation is funded solely from Title I and for personnel using the substitute time and effort system (see Time and Effort guidance here)		Coordinate services with local neglected or delinquent facilities (if applicable)
			Use available data (e.g., economically disadvantaged, other low-income data, or a combination of poverty indicators) to determine eligible schools for Title I services (for next school year)

Year-at-a-Glance: April – July

April	May	June	July
Begin collecting Title I data for submission via the Department's Title I Data Collection Application on the ESE Security Portal in July	Conduct program evaluation and 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 or if the district is using the substitute time and effort system.	Submit Title I grant application
	Conduct needs assessment based on findings of program evaluation	Review and update supplement, not supplant policy and procedure, if needed	Submit Title I data (for previous fiscal year) via the Department's Title I Data Collection Application on the ESE Security Portal
	Calculate amount of current year funds that will be left unspent by 6/30. Work with business manager to complete multi-year delegation form	Review and update district family engagement policy based on data (e.g., evaluations)	
	Attend ESE's Title I Statewide Conference	Review and update home-school compact	

Year-at-a-Glance: Ongoing

- Submit requests to [amend](#) grants, as needed
- Collect signed time and effort records monthly for split funded staff (if the district wants to consider a substitute method for time and effort reports, visit the [website](#) under the topic heading Time & Effort Reporting for more information)
- Confirm the district’s Directory Administrator has provided ESE with current contact information for the Title I Director of the district

Fiscal Procedures

Overview

Title I funds are intended to provide supplemental funds for instructional and other academically-related services for students at-risk for not meeting State academic standards. Title I funds are intended to 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	Submit Final Financial Report (FR-1) to Grants Management (for ESEA grants ending June 30)
September	Update comparability procedure and make determination of comparability by end of November
October	With assistance of business manager, document Title I expenditures per school building for the current and prior school years
May	Districts will complete the multi-year delegation form, identifying the amount of current year funds that will be expended after June 30
June	Review and update supplement, not supplant policy and procedure, if needed
July	Submit district’s Title I grant application to ESE
Ongoing	Submit requests to amend grants, as needed Meet regularly with the Business Manager to verify financial status of Title I programs (e.g., approved allocation to participating schools, appropriate expenditure of current year's funds, ensuring Year 2 funds are spent etc.)

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.

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 and guidance, visit the [website](#) under the topic heading Comparability.

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, and not supplant or replace, regular non-Federal funds. For information and guidance, visit the [website](#) under the topic heading Supplement, Not Supplant.

Title I Grant Application: Districts typically receive notice of their final Title I allocations in June or July for each upcoming school year. For instructions, resources, and samples intended to assist Title I directors in completing their Title I Grant Application, look at the Title I RFP posted on the [Grants](#) webpage.

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. 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 district business manager. For more information, see the Grants procedural [manual](#).

Unspent Title I Funds: Under ESEA 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. At least 85% of a district’s Title I, Part A allocation must be encumbered by September 30 of the following year. When a district has current year funds that will not be expended by June 30, a multi-year delegation form will indicate approximately how much money will be carried forward into the subsequent year. For more information, visit the [website](#) under the topic heading Carryover.

Amendments: Throughout the year, the district may file grant amendments to ensure resources are allocated to support high student achievement. Amendments can be submitted for the current fiscal year up to May 31 or one month prior to the end date of the grant project. Please note that an amendment has to be submitted and approved *before* the district takes action on the proposed changes. For more information, visit the [Grants](#) webpage.

Family Engagement and Communications

Overview

Involving families as full partners in the education of their children is a cornerstone of ESEA. When families support learning, children are more successful in school and school success helps children become successful adults. The district must provide opportunities for families to be actively involved in the planning, implementation, and review of school and district Title I programs. The district must also maintain written school and district family engagement policies that are developed and annually reevaluated with, agreed upon, and distributed to families of participating children. The ESE [website](#) contains many resources centered on family engagement.

Year at a Glance	
September	Review and update parents’ right-to-know notification; ensure they are sent in the fall (note: this can be included as part of the report card overview the district is already sending. See the report card section of the website for examples on how to combine them). Ensure Title I schools have targeted students, set up files, notified parents, and implemented targeted assistance services (in targeted assistance Title I schools)
October	Design evaluations for district and school family engagement activities Ensure each Title I school has provided an informational meeting about the Title I program for families
November	Ensure home-school compacts are distributed Ensure each Title I school has published for a listing of the opportunities available for families to build their capacity to be actively involved in the children’s’ education
December	Distribute Report Cards or Report Card Overviews
June	Review and update district family engagement policy based on data (e.g., evaluations) Review and update school family engagement policy based on data (e.g., evaluations) Review and update school – parent/guardian compact
Ongoing	Engage in family and community outreach and involvement. Maintain documentation of these activities (keep records of meeting agendas, meeting notes, meeting notifications, sign-in sheets, etc.). Implement jointly developed home-school compact that outlines how families, the entire school staff, and students will share the responsibility for improved student academic achievement, and the means by which the school and families will build and develop a partnership to help children achieve the State's high standards Notify families when their child has been assigned or has been taught for four or more consecutive weeks by a teacher who does not meet state licensure requirements, if applicable

Parent Notifications: Districts receiving Title I funds prepare and disseminate annual Report Cards (or Report Card Overviews) for the district and each of its schools containing certain information related to assessment, accountability, and teacher quality. Moreover, the district annually notifies the families of each student attending any Title I school that they may request information regarding certain professional qualifications of the student’s classroom teachers, and notify families when their child has been Massachusetts Department of Elementary and Secondary Education

assigned or has been taught for four or more consecutive weeks by a teacher who does not meet state licensure requirements. For more information visit the report card section of the [website](#).

District and School Family Engagement Activities: Districts and schools must involve families of students served by Title I funds in a targeted assistance program or—in a schoolwide program—the families of all students in the school. For more information, see the [website](#) under the topic heading Family Engagement.

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 all eligible students. Each year, the Title I director must, in conjunction with other applicable district staff, evaluate the effectiveness of Title I activities using multiple data sources to ensure the funds are being invested in the most effective way possible.

Year at a Glance	
October	Review and update needs assessment and program evaluation procedures as needed Review and update school improvement plans for Title I Schools with accountability status; and 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 in the following year, if applicable
February	Coordinate with early childhood centers to plan transition of preschool students
May	Conduct program evaluation and write a summary of that evaluation Conduct needs assessment based on findings of program evaluation
Ongoing	Attend information sessions and professional development activities to stay current on best policies, practices, and research

Program Evaluation: Evaluations must be 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, see the [website](#) under the topic heading Program Evaluation.

Needs Assessment: The district and its schools must use a systematic process to establish priorities for action and decisions about the allocation of resources (e.g., people, materials, time) for the efficient and effective use of your limited resources, including Title I funds. More information can be found in the Conditions for School Effectiveness [Research Guide](#).

Targeted Assistance and Schoolwide 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 program and make adjustments to changing student needs. For more information on Title I programs, visit the [website](#) under the topic headings targeted assistance Programs and schoolwide Programs.

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 the [website](#) under the topic heading Preschool Programs.

Evidence-based Practices: ESEA requires states and districts to implement activities, strategies, and interventions (collectively referred to as "interventions") that have demonstrated evidence of effectiveness. Evidence-based practices refer to interventions for which there is evidence of significant positive impact that can be found in published research papers, literature reviews, or ESE

research briefs and white papers. Alternately, evidence-based practices can be those local practices that a district has previously instituted, measured and found to be effective.

Data Collection and Management

Overview

Title I is intended to provide supplemental funds for targeted services for at-risk students that add to the resources already available to them. Therefore, federal funds cannot 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 and update student selection criteria sheet and student selection procedure for Targeted Assistance programs
September	Review and update Title I personnel lists by building In Targeted Assistance programs, ensure Title I schools have created rank-ordered student selection lists of Title I students being served, set up files, notified parents, and implemented targeted assistance services Review system wide school enrollment based on the district's Student Information Management System (SIMS) October 1 Collection Participate, as needed, in development and submission of EPIMS data
November	If scheduled for a Coordinated Program Review, organize documentation for Title I Program Review
December	Receive copy of annual survey of community residential and 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, if applicable
January	Collect semi-annual certifications (1 of 2) for Title I staff whose compensation is funded solely from Title I. Districts that operate under the substitute system of collection can collect semi-annual certifications for split funded staff as well. For more information on the substitute system, see the website under the topic heading Time & Effort Reporting.
March	Use available data (e.g., economically disadvantaged, other low-income data, or a combination of poverty indicators) to determine eligible schools for Title I services for the upcoming school year
April	Begin collecting Title I data for submission via the Title I Data Collection Application on ESE's Security Portal in July
June	Collect semi-annual certifications (2 of 2) for Title I staff whose compensation is funded solely from Title I. Districts that operate under the substitute system of collection can collect semi-annual certifications for split funded staff as well. For more information on the substitute system, see the website under the topic heading Time & Effort Reporting.
July	Submit Title I data (for previous fiscal year) via the Title I Data Collection Application on ESE's Security Portal
Ongoing	Collect signed time and effort records for split-funded staff. This is done monthly if not using the substitute system. Ensure the district's Directory Administrator maintains current contact information with ESE for the district Title I Director

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 the [website](#) under the topic heading Time & Effort Reporting.

Student Selection Criteria: Each district must have a procedure outlining the process used in targeted assistance schools to identify students 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 the [website](#) under the topic heading Targeted Assistance Programs.

Title I Data: The Department is required to collect certain information and data from all districts receiving Title I funds on an annual basis.

Title I Personnel Lists: Districts must maintain a list of all Title I instructional personnel in the district. For more information and samples, visit the program review section of the [website](#) and see Tab 16.

Title I Program Review: 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 Title I funds are being spent in the most effective manner possible and that programs adhere to all Title I statutory and regulatory requirements. For more information, visit the Program Review section of the [website](#).

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, family engagement, 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. Note this outreach is not required of charter schools or vocational and technical schools.

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 and obtain affirmation of consultation from participating private school officials (keep documentation of outreach to private schools) for upcoming school year, if applicable Coordinate services with local neglected or delinquent facilities, if applicable
May	Conduct a program evaluation of the Title I program in private schools for the just completed school year
Ongoing	Title I director ensures funds for private schools are being spent in an appropriate manner (e.g. private school receives approval before spending funds, expenses are allowable)

Offer of Consultation to Eligible Private Schools and Affirmation of Consultation and Agreement 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, family engagement, or materials and supplies (on loan from the public schools), that are equitable to those provided to eligible public schools. For more information, visit the website under the topic heading [Private School Services](#) as well as private school information under [ESSA](#).

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 the N/D section of the [website](#).