



NEW HAMPSHIRE DEPARTMENT OF EDUCATION

Title I, Part A

Program Onsite Review Guide School Year 2016-2017

Contact Information

Jane Waterhouse	Title I Regional Consultant	271-7382	Jane.Waterjouse@doe.nh.gov
Joey Nichol	Title I Regional Consultant	271-6087	Kathryn.Nichol@doe.nh.gov
Cynthia Proulx	Title I Regional Consultant	271-3145	Cynthia.Proulx@doe.nh.gov
Mary Bubnis	Title I Regional Consultant	271-3889	Mary.Bubnis@doe.nh.gov
Deborah Fleurant	Title I Regional Consultant	271-3838	Deborah.Fleurant@doe.nh.gov
Dr. Lynda Thistle-Elliott	Homeless Education and Part D	271-3840	Lynda.ThistleElliott@doe.nh.gov
Christopher Motika	Administrator Bureau of Integrated Programs	271-6052	Christopher.Motika@doe.nh.gov

Introduction

The following information and related documents provide guidance to districts in preparing for the Title I Program Review. A set of numbered documents is referenced below and included in this information package. The **Title I Project Manager's Checklist** (Document #1) provides a general overview of tasks to be completed.

Things to Do Prior to the Onsite Visit

In order to assist the Department in determining the scope of the Title I program, the district is required to submit the following to the Department no later than two weeks prior to the visit:

- **Program Abstract** that describes Title I program activities in simple terms. In this abstract, the district should describe the strengths of its Title I program and practices. Please include specific examples of effective practices and their impact on student learning;
- **Interview and Observation Schedule** and
- **Area Map and/or Driving Directions** to all the sites to be visited.

The following documents should be completed prior to the onsite and available at the onsite to assist in the review.

- **Title I Program Review Criteria** (Document # 2) that includes federal standards used by the Department in conducting your Title I Program Review, as well as a list of the required documentation to be maintained by the district for each compliance criterion
- **Documentation Required at Onsite** (Document # 4) Optional to review documentation prior to the onsite as determined by NHDOE contact and Title I project manager. Documentation can be sent electronically at least 2 week prior to visit or delivered to the Title IA Consultant at the DOE.

Onsite Interviews and Observations

Working with your NHDOE Title I Consultant, the Title I Project Manager is responsible for scheduling all interviews and observations. The **Onsite Visit Interview and Observation Schedule** must be returned to the Department for approval at least two weeks prior to the visit. **Classroom or Pull-Out Lesson Plan** (Document # 4) and, **Student Folder Checklist** (Document # 6) must be available on the day of the onsite.

Title I Staff to be Interviewed/Observed

Our goal is to have a strong sense of the overall coherence and impact of your Title I program. To accomplish this goal we will:

1. **observe** a representative sampling of Title I staff in various grade levels who provide pullout and in class services
2. **interview** all or as many Title I staff as possible.

If your Title I program delivers both pull-out and in classrooms services, your NH DOE Title I Consultant(s) is required to observe each mode of delivery. If Title I delivers services in a non-public school, they must be part of the interview and observation schedule. Observations and interviews need not be long. Depending on the number of observations necessary to see each grade level, observations could range from 15 to 20 minutes in length. Interview times will also vary depending on availability and number of interviews (i.e. individual vs groups). Group interviews are preferred when possible. It is highly recommended that your Title I Project Manager be present during the interviews when possible.

General Education Staff Interviews (representative sample)

Please select for each Title I school in the district:

1. At least one general education staff member where the Title I program is provided in his/her classroom (Note: teachers who are observed should be prioritized for interviews)and
2. In Title I Schoolwide Schools, at least one general education staff person who can speak to the quality of the school's innovation efforts as they relate to all students reaching high standards. Be sure to include individuals who teach special populations and address your gap areas.
3. **If applicable**, at least one general education staff member whose Title I students are provided services outside of his/her classroom.
4. Group interviews are preferred.

Parent Interviews

1. Group interviews are preferred.
2. Please have parent representation with students from as many grade levels as possible.
3. Share the sample questions with parents prior to the interview
4. Share the sample questions with parents prior to the interview.

Homeless and Foster Care Liaisons Interviews

1. To review the Homeless and Foster Care programs.
2. Homeless questions to be reviewed are on page 24 of this guide.

School District Documentation

The Department requests that certain documentation regarding the district's Title I programs and services be available during the onsite. The NH DOE Title I Consultant(s) will rely upon the district's current Title I Application for much of their basic information concerning the program. The NH DOE Title I Consultant(s) should be informed of any changes not reflected in the grant application currently being implemented. The relationship between the application on file and the actual program will be reviewed as part of the onsite visit. Please refer to **Documentation Required at Onsite** (Document # 2) for a list of documents that should be available during the onsite. The Department recommends that the district **set-aside an hour** to be able to review this documentation. Documentation may also be reviewed prior to the onsite as determined by NHDOE contact and Title I project manager.

Exit Meeting and Final Report

An informal exit meeting will be held for the Superintendent, Title I Project Manager and other staff of his/her choosing to summarize general findings of the visit at the close of the final day.

An **Onsite Review Final Report** (Document # 7) will be forwarded to the Superintendent within approximately 45 business days of the onsite visit. In this report the NH DOE Title I Consultant will identify program strengths, compliance concerns and recommendations.

If the **Onsite Review Final Report** identifies any compliance concerns, the district will have 45 business days from the receipt of the report to submit an action plan to address the concerns. **Failure to comply with this section will result in a hold of all Title I funds until resolved.**

Document # 1: Title I Project Manager's Checklist

The following checklist will assist the Title I Project Manager in working with the Department to plan and implement the Onsite Program Review.

PRIOR TO:

- [] Arrange orientation meeting(s) to inform Title I staff and other personnel involved in the visit about the Program. Review dates, purpose, procedure, how staff will participate, etc.
- [] Schedule interviews and prepare interview rosters and observation schedules and submit to DOE 2 weeks prior to the visit. Observations and interviews should be representative of grade levels and services provided. Interviews should also include:
 - Title I personnel
 - Classroom teachers of Title I students
 - Title I parent representatives
 - Principal
 - Central officeObservations should include representative of as many Title I staff as reasonable and at various grade levels.
- [] Complete a program abstract and submit to DOE 2 weeks prior to the visit;
- [] Submit to DOE 2 weeks prior to the visit, an area map and/or driving directions to all sites to be visited; and
- [] Organize and label all local Title I program documentation requested to be available for the review. Refer to **Documentation Required at Onsite** (Document # 2) for all the details.
- [] Collect lesson plans for all observations and have ready the day of the visit.
- [] Review Title I students' folders for completeness. Refer to **Student Folder Checklist** (Document # 6.) Select 2-5 folders **per site** to be reviewed during the onsite.

VISIT:

- [] Dedicate a minimum of one hour to review **Title I Program Review Criteria** (Document # 2).
- [] Be available throughout the onsite visit to answer questions, clarify data, and generally facilitate the program review process.

AFTER RECEIPT OF FINAL REPORT:

- [] Meet with staff and Title I parent/family representatives to discuss the **Onsite Review Final Report** (Document # 7) and involve them in planning any required corrective actions.
- [] Work with district staff in addressing any compliance concerns in the **Onsite Review Final Report** (Document # 7).

Document # 2: Title I Monitoring Document

District: _____

School(s): _____

Date: _____

Monitoring Level: Title I Self-Monitoring On-Site Title I Visit

Program Type(s): Targeted Assistance (page 6-7) School wide (page 8-9)

Grade Levels Served: _____

Title I Staff: Number Certified: _____ **FTE:** _____ **Number Paraprofessionals:** _____ **FTE:** _____

Area(s) Supported by Title I: Reading Writing Title I Preschool
 Science Math Reading Recovery
 Other: Please Specify: _____

Type of Title I Service: Pull out In-class Combination
 Extended Day Summer School

Private School(s): No Yes (page 9) **Number:** _____ **Number participating:** _____

Private School name(s) _____

Please note documentation is not required, but may be requested to support this Monitoring Visit at a later date

District/School: _____

Date: _____

ALL TITLE I SCHOOLS

SECTION	CRITERIA	EXAMPLES OF EVIDENCE	YES NO NA	ADDITIONAL NOTES
	COMPARABILITY			
§1120A(c)	District must have evidence of compliance with the comparability requirements on file.	<ul style="list-style-type: none"> • Comparability worksheet • Personnel records to validate FTE and funding source 	Y N NA	
	ELIGIBLE SCHOOLS			
§1113(3)(A)(B)	Only eligible schools are being served.	<ul style="list-style-type: none"> • Documentation demonstrating selections of schools for Title I by rank order of poverty • District eligibility data for free and reduced lunch for public and private school students 	Y N NA	
	FINANCIAL MANAGEMENT			
1118(a)(3)(A)	If Title I grant is \$500,000 or more, the district has reserved 1% for parent involvement activities.	<ul style="list-style-type: none"> • Title I Budget / Expenditures 	Y N NA	
§1120A(b)(1)	Title I funds are used only to supplement, <u>not</u> to supplant the amount of funds available from non-federal sources Split funded or part-time personnel	<ul style="list-style-type: none"> • REQUIRED: Time sheets or work logs are maintained for ALL staff paid from federal sources. • Split-funded time sheets (if applicable) • Student and teacher schedules • Most recent comparability forms 	Y N	
	Equipment purchased with Title I funds is used primarily by Title I students. Equipment is labeled, inventoried and tracked.	<ul style="list-style-type: none"> • Title I equipment inventory • Labeled equipment as Title I property • Tracking procedure when moved from designated area or off site 	Y N	

SECTION	CRITERIA	EXAMPLES OF EVIDENCE	YES NO NA	ADDITIONAL NOTES
	Title I PROGRAM PLAN			
§1115	Application reflects current Title I program.	<ul style="list-style-type: none"> Teacher interviews Copy of Title I program plan, including school components and District Plan Provisions (as listed in the Title IA Grant Application). The district has on file a copy of the local Due Process policy and the State Title I Complaint Policy. These are to be used in the event of a formal Title I complaint. 	Y N	
	HIGHLY QUALIFIED STAFF			
§1114(B)(1)(C)	Highly qualified staff provides instruction.	<ul style="list-style-type: none"> Current NH teaching Certification 	Y N	
	PARAPROFESSIONAL – Highly Qualified			
§1119	<p>Targeted Assistance Schools: Paraprofessionals funded through Title I in Targeted Assistance Schools must hold proper paraprofessional certification</p> <p>Schoolwide Schools: All paraprofessionals in schoolwide Schools must hold proper certification regardless of their funding source.</p>	<ul style="list-style-type: none"> Documentation of Highly Qualified No grace period for certification All paras in schoolwide Schools meet the ESEA requirements, documentation available. 	Y N NA	
	PARENT INVOLVEMENT			
§ 1118(b)(1)	The district has a Title I parent involvement policy that meets the requirement of legislation	<ul style="list-style-type: none"> Title I Parent Involvement Policy 	Y N	
§ 1118(b)(1)	The Title I school has a policy that meets the requirements of legislation. (Note: the school and district policy may be one and the same if the requirements of both sections are included.)	<ul style="list-style-type: none"> Title I Parent Involvement Policy is distributed to all Title I parents annually 	Y N	
§ 1118(d)	Parent-School Compacts have been jointly developed with parents	<ul style="list-style-type: none"> Title I Parent-School compact 	Y N	
§ 1118(c)(1)	Convene an annual meeting to which all parents of participating children shall be	<ul style="list-style-type: none"> Annual Title I meeting agendas All parents of Title I students invited 	Y N	

	invited and encouraged to attend. The meeting will inform parents of their school's participation in Title I and parents' right to be involved.	<ul style="list-style-type: none"> • Meeting sign-in sheets. • Meeting is held at multiple times or at a time convenient for parents. • Meeting may be held in conjunction with other school meetings with time dedicated to the Title I requirement 		
SECTION	CRITERIA	EXAMPLES OF EVIDENCE	YES NO NA	ADDITIONAL NOTES
	Parents Right-to-Know			
§ 1111(h)(6)	District provides annual notification of their "right-to-know" about teacher qualifications.	<ul style="list-style-type: none"> • Documentation of this notification • Copies of newsletter where notification is given annually 	<p>Y N</p> <p>Y N</p> <p>Y N NA</p>	
§ 1118(f) §1118(e)(5)	Information has been provided to parents in a language and form they can understand.	<ul style="list-style-type: none"> • Samples of communication • Newsletters to parents • Bilingual communications • Communication free of educational jargon 	Y N	
§ 1118(e)(1)	Assistance is provided to parents in understanding topics such as local academic standards and assessments, monitoring their child's progress and how to work with educators to improve achievement of their child.	<ul style="list-style-type: none"> • Report cards • Progress Report • Newsletters • Information provided to parents concerning standards and assessments 	Y N	
§ 1118(e)(2)	Materials and training provided to help parents work with their children to improve achievement.	<ul style="list-style-type: none"> • Parent Literacy Night • Open House for all parents • Parent Information • Parent/Student Activity sheets • Brochures for Parent about working with their children at home 	Y N	

SECTION	CRITERIA	EXAMPLES OF EVIDENCE	YES NO NA	ADDITIONAL NOTES
§ 1118(e)(3)	The school educates staff with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.	<ul style="list-style-type: none"> • Parent Night (All school or Title I) 	Y N	
§ 1118(e)(4)	Where appropriate, the school coordinates and integrates parent involvement programs and activities with Head Start, Even Start, and public preschool and other programs that encourage and support parents in more fully participating in the education of their children.	<ul style="list-style-type: none"> • Use of multiple funding sources to support a coordinated parent involvement program • Communication with other programs 	Y N	
PROGRAM EVALUATION				
§ 1118(a)(2) § 1112(d) § 1112(e)(3)	<p>District has a system in place for annually evaluating the Title I program.</p> <p>Parents and staff are included in the review process for the purpose of suggesting potential programming needs and/or changes.</p>	<ul style="list-style-type: none"> • A process for analyzing data • Surveys (parents, student, teachers, administrators), linked to student proficiency or school needs assessment. • A documented evaluation process • List of participants in evaluation process • Copy of previous program evaluation 	Y N	
COORDINATION OF SERVICES				
§1115(c)(1)(D)	Title I Services are coordinated and integrated with the regular classroom, with other agencies providing services and with other federal, state and local programs.	<ul style="list-style-type: none"> • District practices and procedures 	Y N NA	
§1112(b)(O)	Homeless Students: LEAs are required to set-aside funds to assist homeless students.	<ul style="list-style-type: none"> • Documentation of Title I funds are set-aside to assist homeless 	Y N NA	
	Students in Foster Care: Every Student Succeeds Act of 2015 Foster Youth and Juvenile Justice Provision	<ul style="list-style-type: none"> • How are services coordinated with Every Child Succeeds Act of 2015 Foster Youth and Juvenile Justice Provisions? • How will the district help students in 	Y N NA	

		<ul style="list-style-type: none"> • foster care remain in their school of origin unless it is in their best interest to change schools. • How will the district ensure that when a change in school placement is necessary, students in foster care are immediately enrolled, even if they lack records typically required for enrollment; requiring the enrolling school to contact the prior school to obtain the student's records? • How will the district appoint a liaison to work with child welfare agencies regarding transportation needs for students in foster care? • How will the district provide disaggregated data on foster youth? 		
SECTION	CRITERIA	EXAMPLES OF EVIDENCE	YES NO NA	ADDITIONAL NOTES
	STANDARDS, ASSESSMENTS AND ACCOUNTABILITY			
§1111(b)(1)(B) §1111(b)(1)(e)	Students receiving services in Title I are held to the same standards and expectations as all other students.	<ul style="list-style-type: none"> • Alignment documents • Curriculum mapping • Lesson plans 	Y N	
§1115(a) §1115(b)	Summer School follows all regulations pertaining to eligibility and student participation in Targeted Assistance programs. Coordinates with regular Title I program.	<ul style="list-style-type: none"> • A written selection process is available • Written procedures for assessment • Parent notification, acceptance or refusal of service • Teacher and student schedules 	Y N NA	

TARGETED ASSISTANCE SCHOOL (TAS)

SECTION	CRITERIA	EXAMPLES OF EVIDENCE	YES NO NA	ADDITIONAL NOTES
	IDENTIFICATION & SELECTION -ELIGIBLE PARTICIPANTS			
§1115(b)(1)(B)	For preschool through second grades, multiple developmentally appropriate measures, which may include teacher judgment and parent interviews, are used to identify children in greatest need.	<ul style="list-style-type: none"> A written selection process is available for K-2 students, including rank order of students at each grade level. 	Y N NA	
§1115(b)(1)(B)	For grades three and above, multiple educationally related, objective criteria and uniform procedures are used to identify and select students in greatest need for program participation.	<ul style="list-style-type: none"> A written selection process is available for grades 3 and above including rank order of students at each grade level. 	Y N NA	
§1115	Parents are notified of child's eligibility to participate in Title I services. Title I, Part A Policy Guidance	<ul style="list-style-type: none"> Parent notification 	Y N NA	
§1115(c)(2)(B)	Procedures have been developed to enable children to enter and exit the program throughout the school year.	<ul style="list-style-type: none"> Written procedures for both entering and exiting the program 	Y N NA	
	TITLE I FUNDED PERSONNEL			
§1115(d)(2)	Title I funded personnel are assigned to supervisory duties only if similarly situated district personnel are also assigned duties.	<ul style="list-style-type: none"> Duty roster or schedules 	Y N NA	
§1115(a)	Resources such as staff, materials and equipment funded by Title I are used only for children participating in the Title I program.	<ul style="list-style-type: none"> Inventory 	Y N NA	
§1115(b)(2)(D)	Instruction provided through Title I is coordinated with the regular classroom.	<ul style="list-style-type: none"> Coordination of services 	Y N NA	
§1115(b)(3)	Title I funds are <u>not</u> used to provide services otherwise required by law to be made available.	<ul style="list-style-type: none"> Description and schedules of services Instruction is supplemental to the required classroom instruction Title I services remain supplemental to regular LEA/school program. 	Y N NA	

SECTION	CRITERIA	EXAMPLES OF EVIDENCE	YES NO NA	ADDITIONAL NOTES
§1115(c)(1)(C)	The district implements instructional strategies that are based on Scientifically Based Research (SBR) that: Give primary consideration to extended learning time; Help provide an accelerated, high quality curriculum; and Minimize the removal of students from the classroom during regular hours/instructional time	<ul style="list-style-type: none"> • List of criteria used • Students do not miss any of the regular classroom instruction. 	Y N NA	
§1120A(b)(1)	Title I funds are used only to supplement, <u>not</u> to supplant the amount of funds available from non-federal sources	<ul style="list-style-type: none"> • Program description reflects that Title I services remain supplemental to regular LEA/school program. • Student s' schedules demonstrate that students do not miss any of the required classroom instruction. • Teachers' schedules reflect FTE indicated on Title I application. • Split-funded personnel time sheets • Most recent comparability forms 	Y N	

TITLE I SCHOOLWIDE PROGRAMS (SWP)

SECTION	CRITERIA	EXAMPLES OF EVIDENCE	YES NO NA	ADDITIONAL NOTES
	SCHOOLWIDE PROGRAMS			
§1114(b)(1)(A)	A comprehensive needs assessment of the entire school based on student performance has been conducted.	<ul style="list-style-type: none"> Needs assessment results or school profile 	Y N NA	
§1114(b)(1)(B)	Effective methods and strategies that are based on scientific based research and proven to be effective in raising student achievement are used	<ul style="list-style-type: none"> Review of effective strategies used 	Y N NA	
§1114(b)(1)(D)	High quality and continuous professional development is provided for teachers, Para educators, and where appropriate, for other staff and parents.	<ul style="list-style-type: none"> Record of professional development activities 	Y N NA	
§1114(b)(1)(E)	The program provides strategies to attract highly qualified teachers	<ul style="list-style-type: none"> Hiring incentives Mentoring programs 	Y N NA	
§1114(b)(1)(F)	The program provides for meaningful involvement of parents and local community in planning and implementation	<ul style="list-style-type: none"> Parent and community involvement communications 	Y N NA	
§1114(b)(1)(G)	Strategies and activities assist preschool children to transition from early childhood programs have been addressed. Transitions strategies have been addressed for other levels as appropriate for this school such as Elementary to Middle School Middle School to High School.	<ul style="list-style-type: none"> Evidence of transition activities Plans for assisting preschool children in the transition from early childhood programs such as Head Start, State-funded preschool program, etc. Other district transition strategies, before kindergarten round up, home visits, placement programs. Transition strategies from Preschool to Elementary grades, Elementary to Middle School, or Middle School to High School. (where applicable to this School) 	Y N NA	

SECTION	CRITERIA	EXAMPLES OF EVIDENCE	YES NO NA	ADDITIONAL NOTES
§1114(b)(1)(I)	Intensive Programs: Timely, additional assistance is provided at the school level to students who are experiencing difficulty mastering the local standards.	<ul style="list-style-type: none"> • Activities and programs at the school level to ensure that students having difficulty mastering proficient and advanced levels of the academic achievement are provided with effective, timely additional assistance. • School practices and procedures • Description of intensive programs • Teachers & students schedule 	Y N NA	
§1114	An annual evaluation process takes place each year for the purpose of planning, developing, revising, and review of the Title I Schoolwide program.	<ul style="list-style-type: none"> • Description of the evaluation process • Date(s) of review • List of participants • Meeting minutes 	Y N NA	
§ 1114 § 1118	Parents are a part of the planning and review committee.	<ul style="list-style-type: none"> • List of team members • includes administrators, Title I staff, classroom teachers, and parents 	Y N NA	
§1114 §1118(d)	Parent-School Compacts have been jointly developed with parents. Compacts are used with <u>all</u> students in a Title I Schoolwide School (ALL students)	<ul style="list-style-type: none"> • Title I Parent-school compact used with all students in the school • Meeting minutes 	Y N NA	
§1114 §1118(d)	Title I Parent Involvement Policy for the School level is distributed to <u>all</u> parents. (ALL parents) Parents are a part of reviewing the Title I Parent Involvement Policy annually.	<ul style="list-style-type: none"> • Dates of review • List of parents participating in the review. 	Y N NA	

TITLE I PRIVATE SCHOOL SERVICES

SECTION	CRITERIA	EXAMPLES OF EVIDENCE	YES NO NA	ADDITIONAL NOTES
	PRIVATE SCHOOLS			
§1120(b)(2)	Prior to the submission of the Title I application, a meeting of the public and private school administrators must be held to discuss services to be provided to the private school, private student eligibility for Title I services, and evaluation of the Title I services provided to the private school. Documentation of the meeting is required.	<ul style="list-style-type: none"> • Records of meetings, correspondence including who was present • Written documentation if services declined • Title I Administrator interview • A documented evaluation process • List of participants in evaluation process • Title I app reflects services provided 	Y N NA	
§1120(b)(2)	The identification and selection of students to receive services uses criteria appropriate to the private school.	<ul style="list-style-type: none"> • Private or public school needs assessment. 	Y N NA	
§1118(a)(1)	Parents of private school students are included in Title I parental involvement activities.	<ul style="list-style-type: none"> • Announcements, notices of meetings 	Y N NA	
§1120(d)	Title I teachers serving private school students are employees of the public school.	<ul style="list-style-type: none"> • Accounting records, teacher rosters • Teacher contract 	Y N NA	
§1120(d)	The control of funds and materials and equipment purchased with Title I funds is with the public agency.	<ul style="list-style-type: none"> • Title I inventory, financial records 	Y N NA	
§1120	Only eligible students receive services. Students receiving Title I service reside in eligible attendance center. Documentation of low-income student information from private school Schools	<ul style="list-style-type: none"> • Records document participating nonpublic students are residents of an eligible school attendance center. • Record of method for documenting poverty data. 	Y N NA	

**Document # 3A:
Interview Questions for Parents**

Below are potential questions that may be asked. Not all these questions will be asked. It is up to the school district to organize a time at which the following groups can be interviewed. These interviews may be held individually or in a group at the discretion of the school district.

General Questions

1. What is your role in regards to the Title I program?
2. In your opinion, what are the strengths of the Title I program?
3. What are the challenges?
4. How does your school/district demonstrate support for Title I?

Specific Questions for PARENTS/Guardians:

1. Tell me about your child's educational needs and if the Title I program is helping address those needs? If yes, how?
2. To what professional development activities have you been invited?
3. What kinds of strategies have you been given to assist you in helping your child with his/her schoolwork?
4. What is the most beneficial thing about your school's Title I Program to you and your family?
5. What could your school do to improve the Title I Program?
6. Have you been invited to an annual meeting for Title I? Did you attend?
7. Have you been notified of your right to ask about the professional qualifications of your child's teacher(s)?
8. Have you been involved in the writing of or revision of the district and school Title I Parent Involvement Policy?
9. Have you had the opportunity for regular meetings on the following topics: how to support student learning, parenting, opportunities to share experiences with other parents, and participate as appropriate in decisions relating to the education of your children?
10. Are you aware of the Parent-Student-Teacher compact?
11. Have you participated or been offered the opportunity to participate in an annual evaluation of the Title I program in your child's school?

NOTES:

**Document # 3B:
Interview Questions for Central Office and Building Principals**

Below are potential questions that may be asked. Not all these questions will be asked. It is up to the school district to organize a time at which the following groups can be interviewed. These interviews may be held individually or in a group at the discretion of the school district.

General Questions

1. What is your role in regards to the Title I program?
2. In your opinion, what are the strengths of the Title I program?
3. What are the challenges?
4. How does your school/district demonstrate support for Title I?

Specific Questions for Central Office Personnel

1. How does the district actively support the efforts of Title I?
2. What are you hearing from the parents and school staff about the program?
3. Are there things that you have observed about the program that you think need changing?
4. What additional support would you like to receive from the NHDOE?
5. Are you involved in the annual evaluation of the Title I program, and the subsequent planning, developing, revising?

Specific Questions for School Principals

1. What is your role in regards to the Title I program?
2. What do you hear from teachers and parents about how the program is working?
3. Are you involved in the annual evaluation of the Title I program, and the subsequent planning, developing, revising?
4. Are you receiving all of the Title I dollars budgeted for your school? If not, why not? *(This applies to Multiple Attendance Areas only.)*
5. Are there changes you would like make to the program?

NOTES:

**Document # 3C:
Interview Questions for Classroom Teachers of Title I Students**

Below are potential questions that may be asked. Not all these questions will be asked. It is up to the school district to organize a time at which the following groups can be interviewed. These interviews may be held individually or in a group at the discretion of the school district.

General Questions

1. What is your role in regards to the Title I program?
2. In your opinion, what are the strengths of the Title I program?
3. What are the challenges?
4. How does your school/district demonstrate support for Title I?

Specific Questions for Classroom Teachers of Title I Students –

1. Describe how Title I supplements your instructions.
2. Are Title I strategies consistent with day-to-day practices in the classroom?
3. How often do you meet with Title I staff to guide the content of the program?
4. What is and is not working for you in how the program is being implemented?
5. Once a student is selected to receive Title I services, on average, how long does a student remain in the program?
6. What evidence exists to demonstrate that Title I assists in raising children's achievement?
7. What do you tell parents about the program? How involved are they in their child's education? Is Title I increasing parental involvement?
8. Are you involved in the annual evaluation of the Title I program, and the subsequent planning, developing, revising?
9. Are there more things that Title I can do to support students to meet high standards?

NOTES:

**Document # 3D:
Interview Questions for Title I Staff**

Below are potential questions that may be asked. Not all these questions will be asked. It is up to the school district to organize a time at which the following groups can be interviewed. These interviews may be held individually or in a group at the discretion of the school district.

General Questions

1. What is your role in regards to the Title I program?
2. In your opinion, what are the strengths of the Title I program?
3. What are the challenges?
4. How does your school/district demonstrate support for Title I?

Specific Questions for Title I Staff (Teachers and Paraprofessionals)

1. Are you ever concerned that the students you work with don't receive their basic instruction from the classroom teacher? (TAS Staff)
2. Was the lesson we saw today typical of what happens daily?
3. Do you work the same with all teachers, if not what makes it easier to work in some classrooms than others? Where are you most successful?
4. How do/would you handle things if/when teachers ask you to do something you are uncomfortable about?
5. What about your job makes it worthwhile?
6. What gets in the way of your being most effective with students?
7. Are there things you would want Title I to do differently?
8. In general, how do you think teachers feel about the program?
9. In general, how do you think parents feel about the program?
10. Are your professional needs being met?
11. Do you feel you have sufficient supervision and support in order to do your job well?
12. Are you involved in the annual evaluation of the Title I program, and the subsequent planning, developing, revising?

NOTES:

Document # 4:
Classroom or Pull-out Lesson Plan for Observations in TAS/SWP
This document is due the day of the onsite visit for in-class and pullout observations.

School Name: _____
Teacher: _____
Grade: _____ **Title I Group Size:** _____
Title I/SWP Staff: _____

I. Lesson Abstract
Summarize the lesson we are going to observe. Tell us what you expect the students to accomplish and how you will know if they have met your goal.

II. Classroom Environment
Describe what we will observe when we visit. Tell us what the classroom teacher, other adults in the room, and students (Title I and non-Title I) will be doing during this time?

III. General Information
Describe the scope of the lesson.

Why was this lesson chosen?

How does it relate to what is happening in the classroom and your current student needs?

IV. Additional Information
Add other information that you think would be helpful for us to know as we observe.

Maximum Observation Time – 20 minutes- Duplicate this document for each classroom to be observed.

<p>Document # 5: In-class and/or Pull-out Observation Instrument</p> <p>To be completed by NH DOE Title I Consultant(s) during the visit.</p>
--

School Name: _____

Teacher: _____

Grade: _____ **Title I Group Size:** _____

Title I /SWP Staff: _____

While observing the Title I program, the observer will rate observations using the following key:

1 = Not Evident 2 = Partially evident 3 = Evident N/A = Not Applicable

Observation Statement	Ratings			
	1	2	3	N/A
Program Climate - <u>Title I Staff</u>				
Teacher/Para knows students and address them by name.				
Teacher/Para shows respect for each student.				
Teacher/Para exhibit high expectations for each individual student.				
Teacher/Para maintains positive discipline.				
Teacher/Para provide feedback in a supportive manner.				
Program Instructional Delivery – <u>Title I Staff</u>				
Teacher/Para demonstrates content knowledge of assigned subjects.				
Teacher/Para’s time on task allows for completion of all planned activities.				
Teacher/Para uses resources effectively for instructional purposes.				
Teacher/Para uses a variety of instructional strategies to help all students understand the material.				
Teachers provide feedback to students.				
Teachers group students to meet/support their individual needs.				
<i>Students in TAS schools – (observation of Title I students)</i>				
<i>Students in SWP – (observation of all and/or subgroup)</i>				
Students are asking questions.				
Students are responding to questions.				
Students are encouraged to offer ideas.				
Students are working together.				
Students are providing peer support.				
Students are working independently.				
Students demonstrate initiative.				
Students’ responses/questions demonstrate an understanding of the material presented.				
Student work is of high quality.				
Compliance Concerns for TAS Only				
Teacher/Para is working with designated students				
Teacher/Para is not providing the student’s basic instruction.				

Document # 6:
Student Folder Checklist
To be completed by the Title I Project Manager prior to the onsite visit. 2-5 student folders <u>per site</u> will be reviewed for completeness.

SCHOOL	DISTRICT
---------------	-----------------

CONTENTS OF STUDENT FOLDER	CHECK IF INCLUDED
Student Referral/Selection Sheet	
Parent Permission Sheet <ul style="list-style-type: none"> • for testing – <i>required if given just for Title I</i> • for program participation – <i>required</i> • for use of children’s names and/or pictures in publications, news stories, etc - <i>optional</i> 	
Original or Copy of Student Assessment Results that were used to select the student	
Signed Parent, Student, Teacher Compacts	
Ongoing assessment results or reports on student progress	
Student Needs, Goals and Instructional Plan <i>(optional but highly recommended)</i>	
Title I Progress Reports <i>(optional but recommended)</i>	

The following items need to be available during the onsite visit. How and where this information is kept is at the discretion of the Title I Project Manager.

ADDITIONAL DOCUMENTATION that demonstrates that --	CHECK IF AVAILABLE
Instruction is coordinated with the classroom Teacher (to and from)	
Parents know their child’s academic standing and the Title I program responds to parents’ concerns.	
Title I Staff’s teaching schedules are accurate, reflect staff’s actual assignments and include instructional planning and supervision..	
Teacher/tutor lesson plans are complete and instructional planning is being done by only certified staff. (<i>Lesson plans may be kept for each student, for each grade level, for each classroom teacher or instruction group</i>)	

Homeless Interview Form

Document # 7:

Sample Onsite Review Final Report

TO: *Name of Title I Project Manager*
Name of Superintendent of Schools
FROM: *Name of Regional Title I Consultant*
RE: Title I Onsite Review Final Report
DATE:

Thank you for organizing a very successful onsite visit. We appreciated all the time and effort that went into the preparation for the review. Special thanks should go to _____ for making all the arrangements and submitting all the required documentation prior to the review. I would also like to thank you and all your staff for your willingness to share your thoughts about the Title I program and for all the time you set-aside to meet with us. We were able to develop a good understanding of what the Title I program looks like and how it operates in your district.

This final report is divided into two categories. They are as follows:

Compliance Concern:

Recommendations:

Additional Comments:

Please feel free to contact me with questions and concerns. I can be reached at (_____).