



NEW HAMPSHIRE DEPARTMENT OF EDUCATION

Title I, Part A

Program Onsite Review Guide School Year 2010-2011

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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. The inclusion of specific examples of effective practices would be most helpful;
- **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 Title I Program Review activities, 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.).

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

Since one of our goals during the visit is to leave with a strong sense of what your Title I Program is like we prefer to:

1. **observe** all or as many Title I staff as possible in various grade levels who provide pullout or in classroom services
2. **interview** all or as many Title I staff as possible.

If Title I delivers services in both pull-out and in classrooms, then it is imperative that the NH DOE Title I Consultant(s) observe each mode of delivery. If Title I delivers services in a non-public school, they should 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 long. Interview times will also vary depending on availability and whether or not interviews are on an individual or group basis. Group interviews are preferred. The Title I Project Manager may or may not be present during the interviews.

General Education Staff Interviews

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: if an observation was done in a teachers classroom, that teacher should have first priority to be interviewed); and
2. In Title I Schoolwide Schools, at least one general education staff person who can speak to the quality of the school's reform efforts as they relate to all students reaching high standards. Be sure to include individuals who teach special populations.
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

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.

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.

A **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 compliance issues and recommendations.

If the **Onsite Review Final Report** identifies any noncompliance items, the district will have 45 business days from the receipt of the report to submit a corrective action plan. **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 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 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 noncompliance noted in the **Onsite Review Final Report** (Document # 7).

Document # 2: TITLE I PROGRAM REVIEW CRITERIA for 2010-2011 School Year

*Addressing selected federal statutory requirement pursuant to the **No Child Left Behind Act of 2001**
To be completed during the onsite visit.*

District Name: _____

Date of Monitoring Visit: _____

NHDOE Monitor's Name: _____

DISTRICT LEVEL DOCUMENTATION	Compliance Status	Evidence of Compliance
Title I District Plan Components		
A1. The LEA has published an annual report card to include information regarding: <ol style="list-style-type: none"> 1. Assessment 2. Accountability 3. "Highly Qualified" requirements. 	<input type="checkbox"/> Yes <input type="checkbox"/> No	
A3. In response to the Parent Right-to-Know requirements, the district: <ol style="list-style-type: none"> 1. informed parents of a process to seek information, and 2. provided information about the status of teachers not meeting HQT standards to all parents in a timely manner. 	<input type="checkbox"/> Yes <input type="checkbox"/> No	
A5. The district has on file a copy of the NH Department of Education Title I Complaint Policy and has incorporated formal complaint procedures in the event of a Title I complaint.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Highly Qualified Staff		
B5. The principal of each Title I school has attested to the LEA, annually, in writing, as to whether the school is in compliance with the High Quality Teacher/Paraprofessional requirements.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Targeted Assistance Schools		<input type="checkbox"/> NA
C3. Each targeted assistance school follows the process and procedures for selecting the most academically needy students as outlined by the LEA and approved by the State as part of its Consolidated Application for funds. The selection sheets, submitted as part of the application, are being used at each Title I school site. The process is being documented. For each subject area and grade level served records include: (1) the list of students working below grade level ranked by academic need; (2) justifications for not including individual students; (3) selection sheets that have a numerical sum; and (4) documentation of assessment scores.	<input type="checkbox"/> Yes <input type="checkbox"/> No	

DISTRICT LEVEL DOCUMENTATION	Compliance Status	Evidence of Compliance
C5. The Title I program uses instructional strategies that are coordinated with the day-to-day practice in the school/classroom. Meeting documentation is required.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
C8. Title I staff are given non-Title I duties in the same proportion of total work time as those for similar non-Title I personnel.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
C13. Instructional supervision for Title I non-certified staff has been provided as detailed in the Title I Consolidated Application. Meeting documentation is required.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Title I Schoolwide Program Schools		<input type="checkbox"/> NA
D3. The school has completed a comprehensive needs assessment at least once every three years and has submitted to the NH Dept. of Education an updated Title I Schoolwide Program Plan.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
D5. The Schoolwide Program plan includes a list of State, local, and other federal programs that are included in the Schoolwide Program.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
D6. The Schoolwide Program plan has been made available to the entire LEA, parents, and the public.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
D10. Instructional supervision for Title I non-certified staff has been provided as detailed in the Title I Consolidated Application. Meeting documentation is required.	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Parent Involvement		
<p>E2-A. The LEA has distributed and periodically updated its written <u>School Parent Involvement Policies</u> to parents of Title I participants. The school's Parent Involvement Policy includes at a minimum how the school will do the following:</p> <ul style="list-style-type: none"> • Convene an annual meeting; • Offer a number of flexible meetings; • Involve parents in an organized, ongoing, and timely way; • Coordinate with other parental involvement programs; • Conduct an annual evaluation of parental involvement activities; • Educate teachers and other staff on the importance of parental involvement; • Ensuring that information is sent to parents in an understandable format; and • Integrating Title I Part A parent involvement with other programs. 	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<p>E2-B. The LEA has distributed and periodically updated its written <u>District Parent Involvement Policies</u> to parents of Title I participants. The district's Parent Involvement Policy includes at a minimum how the district will do the following:</p> <ul style="list-style-type: none"> • Involve parents in joint development of the Title I Plan Provisions, and the process of school review and improvement; • Provide the coordination, technical assistance, and planning to assist Title I schools in implementing effective parent involvement activities; • Build's the schools' and parents' capacity for strong parental involvement; • Coordinate and integrate the Title I parental involvement strategies with other programs' parental involvement strategies; • Conduct with the involvement of parents, an annual evaluation of the content and effectiveness of the parent involvement policy; and • Involve parents in the activities of the schools. 	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<p>E3. Each Title I participating school has held an annual meeting to inform parents of participating children about the Title I program. The meeting has been documented with minutes, agendas, sign-in lists, etc.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	

DISTRICT LEVEL DOCUMENTATION	Compliance Status	Evidence of Compliance
E6. The LEA has conducted at the school level, with the involvement of parents, an annual evaluation of the content and effectiveness of the Parent Involvement Policy to determine whether there has been increased participation and whether there are barriers to greater participation by parents who are disabled, LEP, are of any racial or ethnic minority background or have limited literacy .	<input type="checkbox"/> Yes <input type="checkbox"/> No	
E9. Each Title I participating school disseminated a School-Parent Compact which defines the goals and expectations of schools and parents as partners in the effort to improve student achievement.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
E13. If parents of Title I students expressed an interest, they have 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 their children, or other topics of their interest. Documentation may include: surveys, documentation of trainings, agendas, sign-in sheets, announcements, newsletters.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Fiscal Responsibilities		
F2. Time and effort reports are kept for staff that have Title I and non-Title I responsibilities. The LEA has procedures for determining that the Title I program has been charged appropriately for time spent on Title I duties.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	
F4. If equipment was purchased with Title I funds, the district has: 1) added equipment to current Title I Equipment Inventory; 2) labeled equipment as Title I Property; 3) a process to track the equipment when moved from designated area or off school site; and 4) assured that equipment is used primarily (not less than 90% of time) by Title I students. (F4-4 applies to TAS only.)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	

DISTRICT LEVEL DOCUMENTATION	Compliance Status	Evidence of Compliance
F8-A. If applicable, the district has set-aside funds for children and youth who reside in group homes or institutions for neglected students and funds have been used appropriately.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	
F8-B The district has documented discussions (involving at least the Title I Project Manager and the Homeless Coordinator) regarding the homeless set aside funding needs, planning for use of funds and outreach efforts.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	
F14. The district has on file a copy of its annual Title I Comparability Report and has maintained a copy of all the back-up data used as part of this report. (This is applicable to only those LEAs with multiple attendance areas.)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	
Private Schools		<input type="checkbox"/> NA
G1. The LEA has had informed discussion with private school officials prior to the LEA making any decisions that would affect the private school students' opportunity for participation. Documentation may include such things as agendas, sign-in sheets, minutes of meeting and letters to private school officials.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
G6. The private school students who are served reside in school attendance areas that are being served by Title I.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
G10. The LEA regularly supervises the provision of Title I services at each of its participating private schools.	<input type="checkbox"/> Yes <input type="checkbox"/> No	

DISTRICT LEVEL DOCUMENTATION	Compliance Status	Evidence of Compliance
Schools in Need of Improvement		<input type="checkbox"/> NA
<p>H3. The LEA has sent a letter to all parents explaining the reasons of the identification that includes:</p> <ol style="list-style-type: none"> 1. how the school compares academically to other schools in the LEA and the State; 2. why the school has been identified – including the level of improvement (SINI Year 1, 2, 3 etc.) and if the school is in “corrective action” or “restructuring”; 3. what the school is doing to address the achievement problem, 4. what the LEA and SEA are doing to help the school to address the achievement problem; 5. how parents can be involved in addressing the achievement problem (with inviting language); 6. if applicable, information on parents’ options to transfer their child to another school (public school choice), by providing: <ul style="list-style-type: none"> • a form for parents/guardian requesting school choice, • comparative data for these schools was offered to assist in the decision making, • information regarding transportation to and from choice schools was offered, • a time frame for parents/guardians to make the decision is provided, 7. if applicable, SES information was provided to parents/guardians of eligible students (all student that are eligible for free and reduced lunch programs). 	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<p>H5-A. If the school has been identified as “In Need Of Improvement”, the school has set-aside 10% of its Title I allocation for professional development.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<p>H5-B. If the district has been identified as “In Need Of Improvement”, the district has set-aside 10% of its Title I allocation for professional development.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	

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 weaknesses?
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?

If applicable, ask questions regarding public school choice and SES.



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 weaknesses?
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?

Specific Questions for Building 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 receiving all of the Title I dollars budgeted for your school? If not, why not? *(This applies to Multiple Attendance Areas only.)*
4. 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 weaknesses?
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 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 weaknesses?
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?

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.

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 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 Issues 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	
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>	

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 Issues:

Recommendations:

Additional Comments:

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

Attachment A

Title I Part D, Subpart 2 – Neglected and Delinquent Compliance Document

If the LEA/district supports a neglected and/or delinquent organization through the use of Title I, Part A and/or Title I, Part D (subpart 2), the following information must be provided during the Title I, Part A onsite.

LEA Neglected and/or Delinquent Contact (usually the Title I Project Manager): _____

Neglected and/or Delinquent Organization Name: _____

Neglected and/or Delinquent Organization Contact person: _____

Evidence must be provided of the following:

- Neglected and/or delinquent contact is established at the LEA
- A memorandum of understanding between the district and the neglected and/or delinquent organization
- Liaison has regular communication with the organization contact-including conversations regarding decisions for use of funds
- Annual evaluations of the neglected and/or delinquent programs are conducted
- Information from the evaluation is used to influence future planning of programs and funding use

NHDOE Staff conducting the onsite:
Date of On-Site Review:
Status—Implementation <div style="text-align: center; margin-top: 10px;"><input type="checkbox"/> Acceptable <input type="checkbox"/> Incomplete</div>

Comments: _____ _____ _____

Attachment B
New Hampshire Dept. of Education
McKinney-Vento Homeless Education
2010-2011 Monitoring Document
Sub-grant/Non-sub-grant LEAs

1. Statute Implementation (sub-grant and non-sub-grant LEAs)

Local Education Agencies implement the LEA requirements of MV regardless of receipt of a sub-grant. (Refer to McKinney Vento Act 2001 or Guidance Document 2004 and Liaison Toolkit for complete LEA responsibilities)

Evidence:

- Liaison is appointed by LEA .
- Liaison participates in training opportunities provided by the SEA.
- Liaison conducts awareness training on a regular basis.
- Posters, brochures, notices are posted and distributed on the education rights of homeless students. Outreach efforts are recorded.
- LEA provides written notification to parents/guardians for placement decisions contrary to the request of parent/guardian .
- Local policies and practices identified as barriers have been reviewed and revised.
- Records that transportation is provided upon request to school of origin.
- LEA has local policy/plan to ensure meeting needs of homeless students as required by state and federal statute. **Provide a copy of the local homeless policy (this may include the local dispute process)**

Liaison Name:
Date of On-Site Review:
Status—Implementation
<input type="checkbox"/> Acceptable <input type="checkbox"/> Incomplete

Comments:

McKinney-Vento Homeless Education

3. Title I/McKinney-Vento (All LEAs in receipt of Title I funds)

LEA complies with comparable Title I Part A services for homeless students not attending Title I schools.

Evidence includes:

- Title I set-aside amount is appropriate based on the number of anticipated homeless students.
- Use of set-aside funds for students in homeless situations is identified.
- Title I plan includes clear collaboration with McKinney-Vento.
- Documentation available that demonstrates collaboration between Title I and homeless liaison.

Title I Project Manager and Local Liaison Names
Date of On-Site Review
Status – Compliance with Title I/Homeless Education collaboration requirements <input type="checkbox"/> Acceptable <input type="checkbox"/> Incomplete

Comments: _____ _____ _____ _____ _____

McKinney-Vento Homeless Education

4. Dispute Resolution (ALL LEAs)

LEA has a process to provide prompt resolution of disputes.

Evidence includes:

- Copy of local dispute process. **Provide a copy to the evaluator.**
- Liaison demonstrates knowledge and understanding of local and state dispute processes.
- Liaison describes how assistance is provided to families and youth with the dispute process.
- Documentation that disputes are investigated and resolved in timely manner.

Liaison Name
Date of On-Site Review
Status - Dispute Process <input type="checkbox"/> Acceptable <input type="checkbox"/> Incomplete

Comments:

McKinney-Vento Homeless Education

5. Data Collection (ALL LEAs)

The LEA collects information on homeless children and youth, reports information as requested by SEA, and includes homeless students in statewide assessments.

Evidence includes:

- Identification of homeless children and youth by grade and temporary residence.
- Documentation/record of identified homeless students and services provided.
- Data are included as required in i4see reported to SEA.
- Homeless students are included in statewide assessments.
- Results of statewide assessments (homeless students) are reported as required to the SEA (sub-grant LEAs).
- Local educational barriers are identified (sub-grant LEAs)

Liaison/Sub-grant Project Manager Name (s)
Date of On-Site Review
Status – Data Collection <input type="checkbox"/> Acceptable <input type="checkbox"/> Incomplete

Comments: _____ _____ _____ _____ _____
