



Massachusetts Department of Elementary and Secondary Education

75 Pleasant Street, Malden, Massachusetts 02148-4906 Telephone: (781) 338-3000

TTY: N.E.T. Relay 1-800-439-2370

MEMORANDUM

To: Title I, IIA, and IVA directors in districts participating in FY 2023 public school monitoring
From: Simone Lynch, Director of Federal Grant Programs
Date: May 17, 2023
Subject: Notice of FY 2023 ESSA (Titles I, IIA, and IVA) program monitoring required actions

Thank you for submitting materials for your district's FY23 federal grant program monitoring review. Our federal grant program staff have reviewed the materials your district submitted and, in certain cases, have requested and obtained additional documentation from your district.

Attached, please find a chart reflecting areas that require further action by the district. The columns on the right side of the chart indicate action(s) required by your district based on findings of the review and a timeline for submission of evidence.

The list of criteria used during the review process is available on the Department's website at: <http://www.doe.mass.edu/federalgrants/resources/monitoring/>.

Findings require submission of updated information by **October 13, 2023**. Details are included in the attached chart for your district. Please submit any required materials electronically to federalgrantprograms@mass.gov.

While the reviews were conducted with care, it is possible that we have overlooked information that you submitted on behalf of your district. If you believe this to be the case, or if you have any questions or concerns about the content of this memo, please contact us at federalgrantprograms@mass.gov or by telephone at 781-338-6230.

c: Superintendent or Charter School Leader



FY23 Federal Grants (Titles I, IIA, IVA) Monitoring – Required Actions East Bridgewater

Required Action:

✓ Yes (see below) None at this time

Criterion Number / Category	Finding	Required Action	Deadline for Submission of Evidence
All Federal Programs 1-E: Private School Outreach and Programming District consults with appropriate private school officials regarding services for eligible private school children, maintains written affirmation of consultation, provides equitable services, and evaluates Title I program serving eligible private school students	District did not provide evidence that offers of consultation were received by the private school officials at eligible private schools.	Submit evidence that spring distribution of offers of consultation for school year 2023-24 participation were received by eligible private schools.	October 13, 2023
All Federal Programs 1-G: Equitable Access to Excellent Educators The district works to identify and address any disparities that result in historically disadvantaged student groups being taught at higher rates than other students by lower rated, inexperienced, or out-of-field teachers. 1. How is the district closing any inequities in the rates at which low-income students, students of color, English learners, and students with disabilities are taught by lower rated, out-of-field, or inexperienced teachers? 2. How are plans to address these inequities based in local data	The district did not submit sufficient documentation related to identified gaps in equitable access to excellent educators. There is no evidence that the Title I family engagement policies are updated after evaluating their effectiveness.	Submit plans to address and resolve the specific equity gaps identified in the 3-year Student Learning Experience (SLE) report for the district. Submit evidence that Title I family engagement policies were distributed to participating families for each Title I school, providing opportunity for questions and input.	October 13, 2023
Title I Family Communications 3-B(1): Family/Guardian Engagement Policies District and schools develop jointly with, annually evaluate and update with, and distribute to families/guardians written family/guardian engagement policies and school-family/guardian compacts. • Family/Guardian engagement policies describe specific rights of families/guardians and the information and meaningful activities developed with families/guardians so the entire community is prepared to participate in student educational growth. Policies must also describe how families/guardians are involved in an annual evaluation of the effectiveness of the family/guardian engagement in improving academic achievement.			