

Title I, Part A Schoolwide Program Elements

April 11, 2023 9:00am – 4:00pm

Today's presentation is based upon the best available information at this time. Federal grants programs are dynamic and USDE issues additional rulings and guidance on a regular basis. All information shared subject to change based on additional guidance from the TEA and USDE

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Christie Miller

Title I Specialist

Personal Mission Statement:

To support Federal Program Directors in Region 11 and enable them to establish high-quality, impactful educational programs in their districts

Contact Information:

cjmiller@esc11.net
(817) 740-3694

EDUCATION

B.A., Psychology

University of Southern California

TMATE Certification Program

Tarleton State University

EXPERIENCE

Director of Finance and Operations

Palacios ISD

Finance and Federal Programs

Kennedale ISD

Program Manager

Interwoven, Inc.

Project Manager

Selectica, Inc.

Operations Manager

Design Acceleration, Inc.

Second-Grade Teacher

Kennedale ISD

Third-Grade Teacher

Bosqueville ISD

Christie Miller
Federal Programs Team Lead
cjmiller@esc11.net
817-740-3694

We're all in this together!

- **Name**
- **District / LEA**
- **Title or Role – how long?**
- **Prior Federal Programs Experience**

Attendance – please enter your name in the chat

Please enter questions into chat, or feel free to unmute yourself for any questions or comments!

Association of Compensatory Educators of Texas

ACET Regional Director

Leigh Cook

Director of State & Federal Programs

Keller ISD

817-744-1296

leigh.cook@kellerisd.net

<https://www.acetx.org>

2023 ACET Spring Conference

April 26th-28th

April 25th – Preconference

San Marcos Conference Center

2023 ACET Fall Conference

October 25th-27th

October 24th – Preconference

Omni Mandalay Hotel, Las Colinas



Element 1: Comprehensive Needs Assessment

- **Process Overview**
 - CCNA Toolkit
- **Stakeholder Involvement Requirements**
- **Documenting the CNA Process**
 - CNA Process Description
 - CNA Documentation
 - Documentation Tips
- **Connecting the CNA to the Campus Improvement Planning Process**
- **CNA Resources**

Element 2: Schoolwide Program Plan

- **Connecting the CNA to the Campus Improvement Plan**
- **Stakeholder Involvement Requirements**
- **Availability**
 - Understandable and Uniform Format
 - Language(s) Parents Can Understand
 - Documentation Tips
- **Coordination and Integration**
- **Required Descriptions**
- **Documenting the Schoolwide Program Planning Process**
 - CNA Process Description
 - Plan Documentation
 - Documentation Tips
- **Schoolwide Program Plan Resources**

Element 3: Evaluation of Program Effectiveness

- **Evaluation Requirements**
 - Monitoring Implementation
 - Annual Evaluation
- **Documenting the Evaluation of Program Effectiveness**
- **Evaluation Resources**



Element 1: Comprehensive Needs Assessment

- Process Overview
 - CCNA Toolkit
- Stakeholder Involvement Requirements
- Documenting the Process
 - CNA Process Description
 - CNA Documentation
 - Documentation Tips
- Connecting the Campus Improvement Process
- CNA Resources

Element 2: Schoolwide Program Plan

- Schoolwide Planning Process
 - CNA Process Description
 - Plan Documentation
 - Documentation Tips
- Schoolwide Program Plan Resources

Element 3: Evaluation of Program Effectiveness

- Evaluation Requirements
 - Monitoring Implementation
 - Annual Evaluation
- Documenting the Evaluation of Program Effectiveness
- Evaluation Resources

Lunch?
Target: 12pm-1pm





1965

LBJ signs ESEA into law.

1968

Bilingual Education Act and new programs added.

1970

Congress adds "supplement, not supplant" language.

1971

Carter adds Schoolwide Title I Programs.

1988

Test scores become tied to improvement plans.

1994

Bush signs No Child Left Behind.

2002

Clinton introduces adequate yearly progress for schools.

Obama signs Race to the Top. In 2011, the administration begins allowing federal waivers.

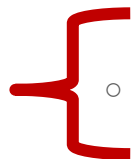
2015

Obama signs the bipartisan supported Every Student Succeeds Act.



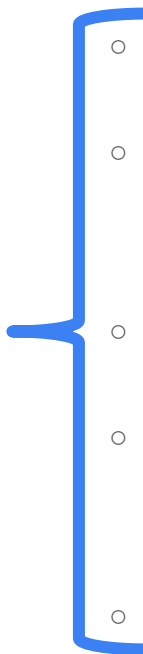
Every Student Succeeds Act (ESSA) Overview

Campus-Level
Focus



Title I, Part A – Improving Basic Programs

District-Level Programs



○ **Title I, Part C** – Education of Migratory Children

○ **Title I, Part D** – Prevention & Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At Risk of Dropping Out

○ **Title II, Part A** – Supporting Effective Instruction

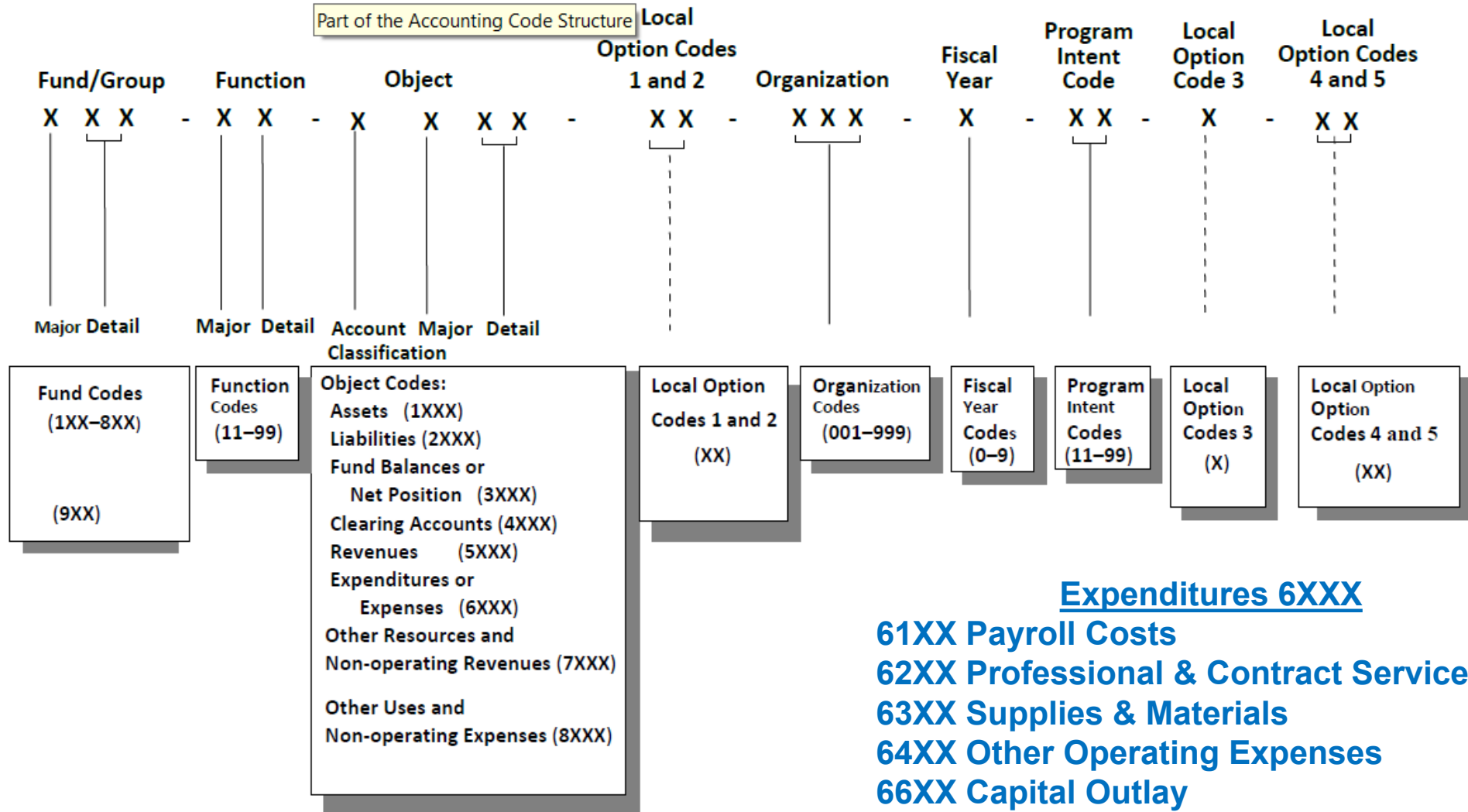
○ **Title III, Part A** – English Language Acquisition, Language Enhancement, and Academic Achievement

○ **Title IV, Part A** – Student Support and Academic Enrichment (SSAE)



Fund Codes Overview

The Accounting Code Structure



Fund Codes Overview

ESSA Program	LEA Fund Code	SSA Fund Code
Title I, Part A	211*	300*
Title I, Part C Migrant	212	301
Title I, Part D, Subpart 1	215	304
Title I, Part D, Subpart 2	211*	300*
Title II, Part A	255	342
Title III, Part A ELA	263**	350**
Title III, Part A Immigrant	263**	350**
Title IV, Part A	289***	379***

XXX-XX-XXXX.XX-XXX-XXXXXX
211-11-63XX.XX-001-2XXXXXX

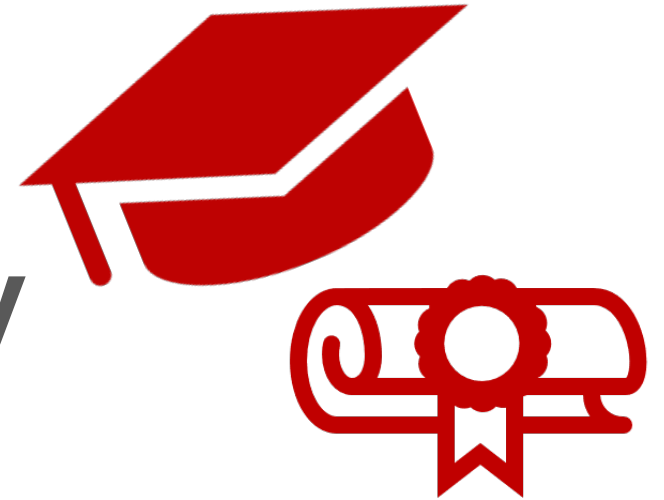
- [Financial Accounting and Reporting Appendices \(outlines fund codes\)](#)
- Get a copy of your local Fund Code table from your Finance Department!



ESSA & Title I, Part A

Every Student Succeeds Act (ESSA) - 2015

Title I, Part A – Improving Basic Programs Operated by Local Educational Agencies



“To provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.”
[Section 1001]



ESSA & Title I, Part A

LEA (Local Educational Agency)

- Traditional School District / ISD
- Charter School System

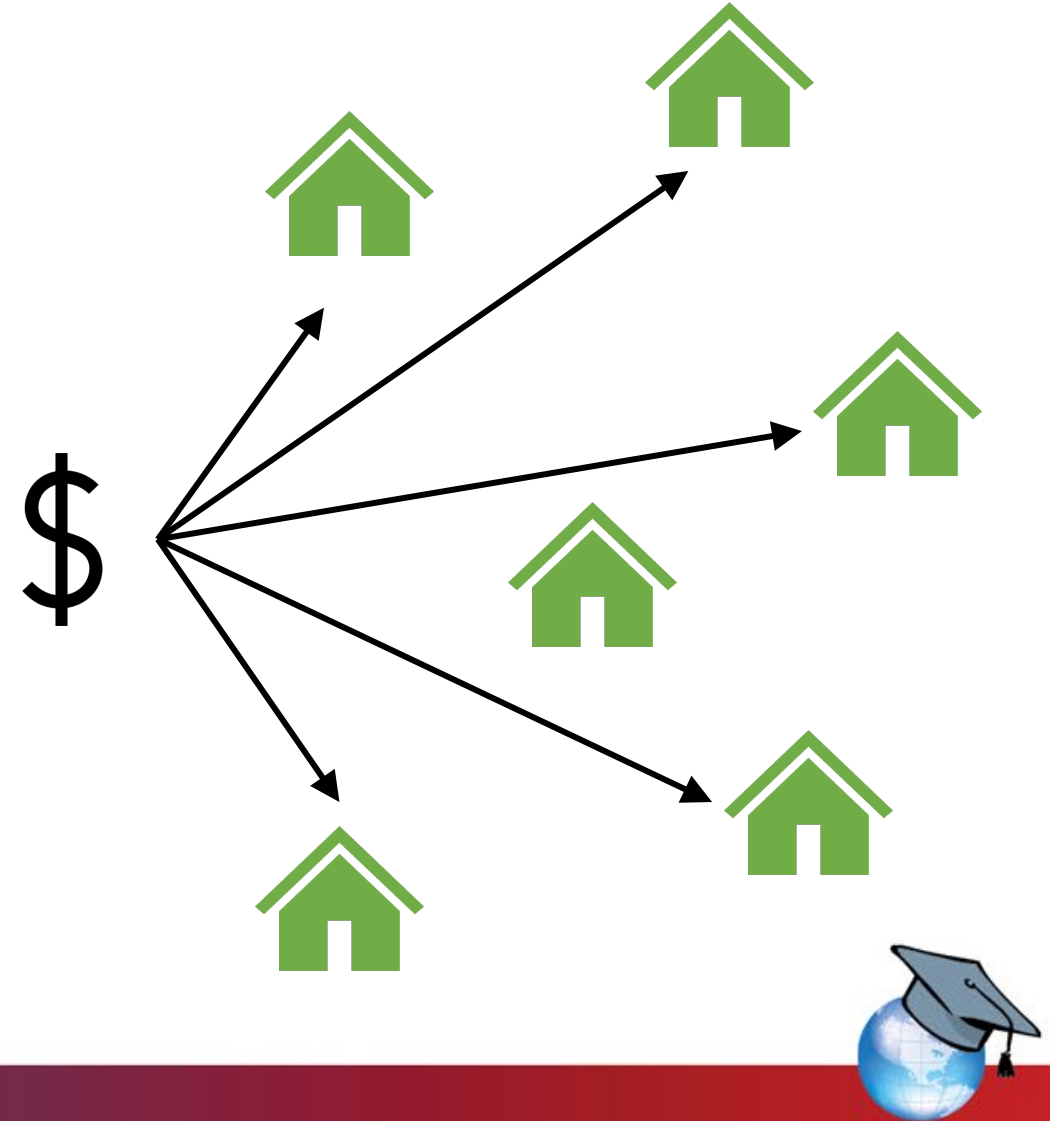
Title I, Part A Campus-Based Programs

- Schoolwide Program (SW)
- Targeted Assistance Program (TA)



Title I, Part A Campus-Based Programs

- LEAs receiving Title I, Part A funds must operate either schoolwide or targeted assistance campus programs
- LEAs must make allocations to campuses based on the number of low-income students (see examples in the Program Guide)



Title I, Part A Campus-Based Programs

Schoolwide (SW)

- Upgrade the entire education program to improve the achievement of the lowest achieving students
- Low-Income percentage of at least 40%
- One-Year planning process
 - Comprehensive Needs Assessment
 - Schoolwide Program Plan
 - Parent and Family Engagement Requirements

Targeted Assistance (TA)

- Services to eligible children identified as having the greatest need for special assistance.
- Ineligible for a schoolwide program or chose not to operate a schoolwide program
- Low-Income percentage of at least 35% or equal to or greater than the LEA low-income percentage



Title I, Part A Schoolwide Programs



Schoolwide Program Campuses

Campus poverty $\geq 40\%$

All students are eligible for services



Schoolwide Program Elements

Section 1114 – Schoolwide Programs



Title I-A Program Requirements - Statute

Every Student Succeeds Act (ESSA) - 2015

TITLE I

PART A—IMPROVING BASIC PROGRAMS OPERATED BY LOCAL EDUCATIONAL AGENCIES

Subpart 1—Basic Program Requirements

Sec. 1111. State plans.

Sec. 1112. Local educational agency plans.

Sec. 1113. Eligible school attendance areas.

Sec. 1114. Schoolwide programs.

Sec. 1115. Targeted assistance schools.

Sec. 1116. Parent and family engagement.

Sec. 1117. Participation of children enrolled in private schools.

Sec. 1118. Fiscal requirements.

Sec. 1119. Coordination requirements.

<https://www.congress.gov/114/plaws/publ95/PLAW-114publ95.pdf>



Title I, Part A Resources – TEA Grant Opportunities

TEA Grant Opportunities

PROGRAM-SPECIFIC AND ESSA PROVISIONS AND ASSURANCES

2022-2023 EVERY STUDENT SUCCEEDS ACT (ESSA)
CONSOLIDATED FEDERAL GRANT APPLICATION

AUTHORIZED BY THE ELEMENTARY AND SECONDARY
EDUCATION ACT OF 1965 (ESEA), AS AMENDED BY
EVERY STUDENT SUCCEEDS ACT (ESSA)

Department of Grant Compliance and Administration
Special Populations Division
1701 North Congress Avenue
Austin, Texas 78701

i
SAS# ESSAAA23
2022-2023 ESSA Consolidated Federal Grant Application

Application and Support Information

****Please note**** - This is ONLY a viewing copy of the application. If instruction above indicate that the application must be submitted electronically, the application will not be accepted by TEA via any other means.

[Errata 1](#)

[General and Fiscal Guidelines](#)

[General Provisions and Assurances](#)

[Debarment & Suspension Certification](#)

[Lobbying Certification](#)

[Program Guidelines](#)

[ESSA Program Specific Provisions and Assurances](#)

[PNP Equitable Svcs. Reservations](#)

[Sample Application](#)

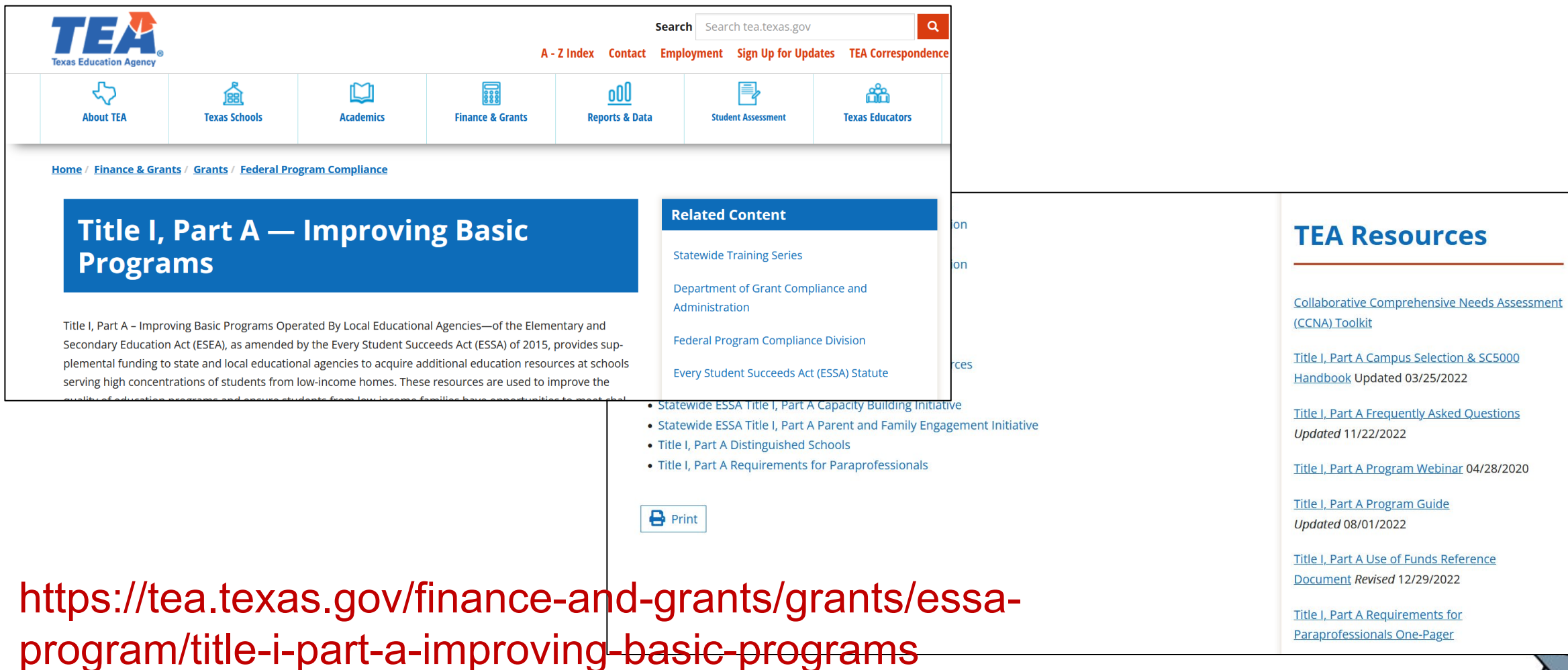
[Schedule SC5000 Guidance](#)

[Eligibility List for Section 5211--REAP](#)

<https://tea4avalonzo.tea.state.tx.us/GrantOpportunities/forms/GrantProgramSearch.aspx>



Title I, Part A Resources – TEA Website



The screenshot displays the TEA (Texas Education Agency) website. At the top, the TEA logo is on the left, and a search bar is on the right. Below the logo is a navigation menu with links: About TEA, Texas Schools, Academics, Finance & Grants, Reports & Data, Student Assessment, and Texas Educators. The main content area is titled "Title I, Part A — Improving Basic Programs". It includes a brief description of the program and a list of related content: Statewide Training Series, Department of Grant Compliance and Administration, Federal Program Compliance Division, and Every Student Succeeds Act (ESSA) Statute. A "Print" button is located below the list. On the right side, there is a "TEA Resources" section with links to various documents and updates, including the Collaborative Comprehensive Needs Assessment (CCNA) Toolkit, Title I, Part A Campus Selection & SC5000 Handbook, Title I, Part A Frequently Asked Questions, Title I, Part A Program Webinar, Title I, Part A Program Guide, Title I, Part A Use of Funds Reference Document, and Title I, Part A Requirements for Paraprofessionals One-Pager.

Title I, Part A — Improving Basic Programs

Title I, Part A – Improving Basic Programs Operated By Local Educational Agencies—of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA) of 2015, provides supplemental funding to state and local educational agencies to acquire additional education resources at schools serving high concentrations of students from low-income homes. These resources are used to improve the quality of education programs and ensure students from low-income families have opportunities to meet chal-

Related Content

- Statewide Training Series
- Department of Grant Compliance and Administration
- Federal Program Compliance Division
- Every Student Succeeds Act (ESSA) Statute

[Print](#)

TEA Resources

- [Collaborative Comprehensive Needs Assessment \(CCNA\) Toolkit](#)
- [Title I, Part A Campus Selection & SC5000 Handbook](#) Updated 03/25/2022
- [Title I, Part A Frequently Asked Questions](#) Updated 11/22/2022
- [Title I, Part A Program Webinar](#) 04/28/2020
- [Title I, Part A Program Guide](#) Updated 08/01/2022
- [Title I, Part A Use of Funds Reference Document](#) Revised 12/29/2022
- [Title I, Part A Requirements for Paraprofessionals One-Pager](#)

<https://tea.texas.gov/finance-and-grants/grants/essa-program/title-i-part-a-improving-basic-programs>



Elements of a Title I, Part A Schoolwide Program



**Comprehensive Needs
Assessment (CNA)**
ESSA Section 1114(b)(6)



**Schoolwide Program
Plan/Campus
Improvement Plan (CIP)**
ESSA Section 1114(b)



**Evaluation of Program
Effectiveness**
ESSA Section 1114(b)(3)



Comprehensive Needs Assessment (CNA)



**Comprehensive Needs
Assessment (CNA)**
ESSA Section 1114(b)(6)

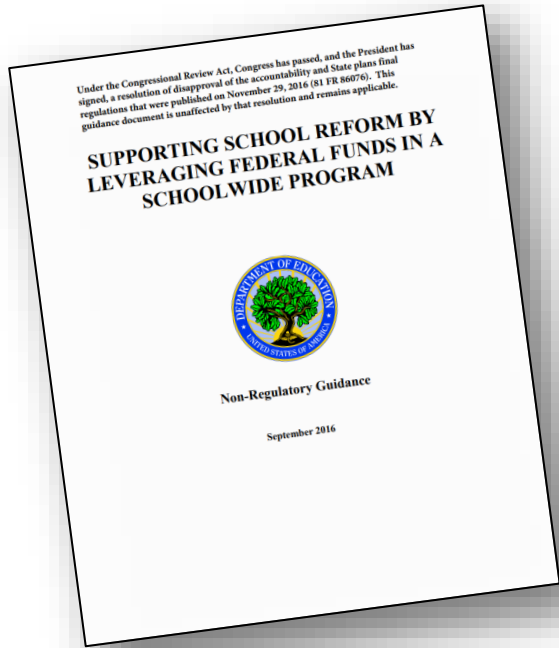


Schoolwide Program Element 1

Schoolwide Program (SW) Campus Comprehensive Needs Assessment (CNA)

The Title I, Part A, schoolwide program is based on a **comprehensive needs assessment of the entire school** that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency.
[Section 1114 (b)(6)]

Schoolwide Program (SW) Campus Comprehensive Needs Assessment (CNA)



Through the needs assessment, **a school must consult with a broad range of stakeholders, including parents, school staff, and others in the community**, and examine relevant academic achievement data to understand students' most pressing needs and their root causes. [Section 1114(b)(2); 34 C.F.R. § 200.26(a)].

Where necessary, a school should attempt to engage in **interviews, focus groups, or surveys**, as well as review data on students, educators, and schools to gain a better understanding of the root causes of the identified needs.

Comprehensive Needs Assessment (CNA)



**Areas of
Strength**

**Areas of
Need**

**Prioritized
Needs**

Need 1

Need 2

Need 3

Multiple Data Sources

Need 5

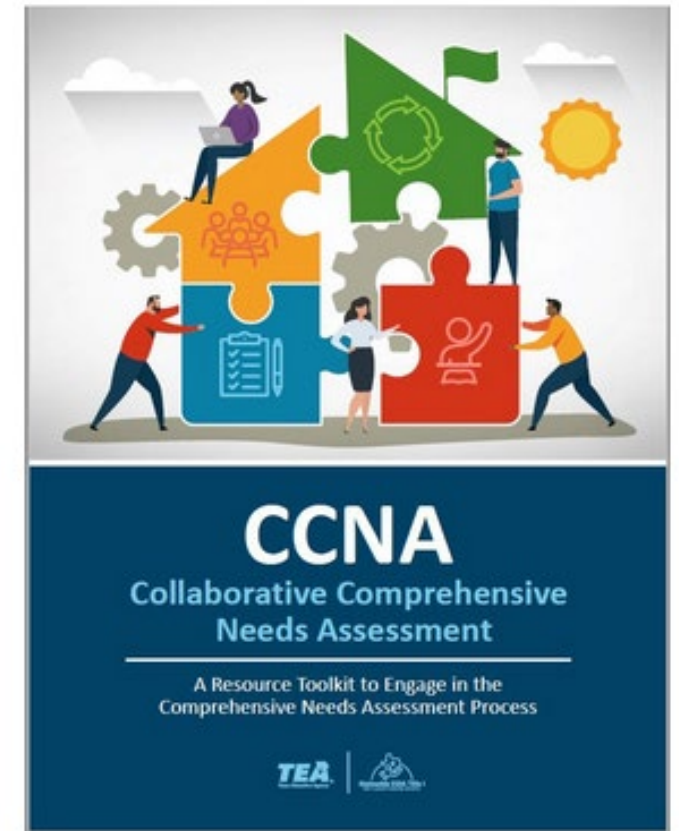
Multiple Data Sources

- https://jamboard.google.com/d/1pdz_DSeu-TCcebol2Jx_d8B23IHs3WvkhMd94wNJIMg/edit?usp=sharing
- **Sticky Notes:** Add your data source ideas to each category column
- **Pen:** Now, go back and put a **checkmark** in others' sticky notes that include sources you think would be useful for your CNA process.



CCNA Toolkit Resources

- [CCNA Toolkit](https://esc20.instructure.com/courses/605)
 - <https://esc20.instructure.com/courses/605>
- [Multiple Data Sources](https://esc20.instructure.com/courses/605/files/36457?wrap=1)
 - <https://esc20.instructure.com/courses/605/files/36457?wrap=1>



SW Campus Comprehensive Needs Assessment (CNA)

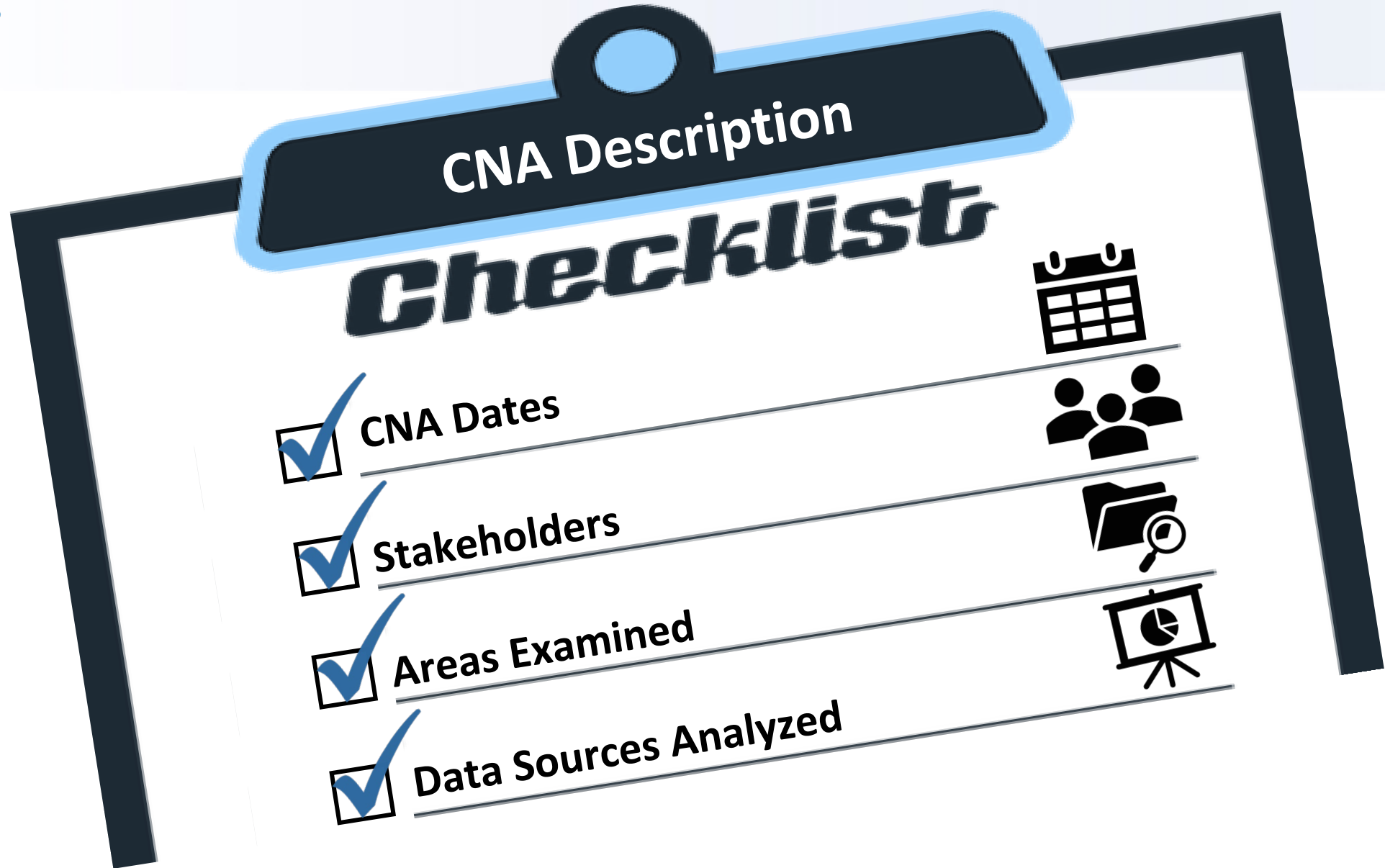
Documentation Required

Description of the campus's comprehensive needs assessment (CNA) process

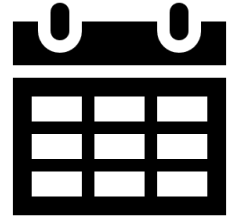


Acceptable Documentation

The relevant page(s) of the Comprehensive Needs Assessment or Campus Improvement Plan that include the description of the current school year campus's comprehensive needs assessment (CNA) process



CNA Dates



The date(s) that the CNA was developed (if a new campus) or the date(s) that the CNA was reviewed and revised for the most current school year

Stakeholders



List of stakeholders involved that includes the individuals by name and roles*

****Parents may not be LEA employees in order to fill the “parent” roles on the committee.***

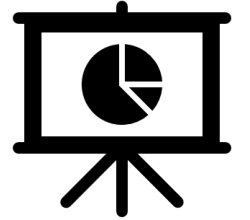
Areas Examined



List of the areas examined in the CNA process

For example, Curriculum & Instruction; Demographics; Technology; Parent, Family, and Community Engagement; School Culture, etc.

Data Sources Analyzed



List of the multiple data sources analyzed in the CNA process

For example, academic achievement; prior year program evaluations; student attendance; student discipline; college and career readiness, etc.

SW Campus Comprehensive Needs Assessment (CNA)

Documentation Required

Meeting agendas, meeting notes or minutes, and participant rosters documenting the campus's CNA process



Acceptable Documentation

- It is highly unlikely that a CNA process would take place in one meeting considering that the process should be comprehensive in nature. Therefore, an LEA should maintain documentation from multiple meetings (at least 2) to establish compliance.
- The documentation maintained should provide evidence that the CNA process described in the campus CNA description was followed.



Meeting Documentation Requested

Standard Documentation

✓ Meeting Agendas

✓ Meeting
Notes/Minutes

✓ Sign-In Sheets

Meeting Documentation

Documentation for virtual meetings is acceptable.



Given the increased use of virtual meeting environments, participant rosters that include the meeting title, meeting date, and stakeholder names and roles would be acceptable substitutes for the more traditional sign-in sheets. This eliminates the need of a participant signature.



Meeting Documentation	Meeting Title	Campus Name	Location	Date	Time	Stakeholder Names	Stakeholder Roles
Agenda	✓	✓	BP	✓	✓		
Notes/Minutes	✓	✓	BP	✓	✓	BP	BP
Participant Roster	✓	✓	BP	✓	✓	✓	✓*

**Parents may not be LEA employees in order to fill the “parent” roles on the committee.*

✓ = Required BP = Best Practice

Questions?



**Comprehensive Needs
Assessment (CNA)
ESSA Section 1114(b)(6)**



Schoolwide Program/Campus Improvement Plan (CIP)



**Schoolwide Program
Plan/Campus
Improvement Plan (CIP)
ESSA Section 1114(b)**



CNA (Element 1) ? CIP (Element 2)



Title I, Part A Schoolwide Program (SW)

- Title I, Part A funds
 - Activities/strategies that support the **needs of students**
 - Comprehensive ***Needs Assessment***
 - Schoolwide Program Plan (Campus Improvement Plan-CIP)
- Documentation Tip: Description of the CNA Process embedded in the SW Plan/CIP

Element 2: Title I, Part A Schoolwide Program Plan [Section 1114(b)]

Campus Improvement Plan (CIP)

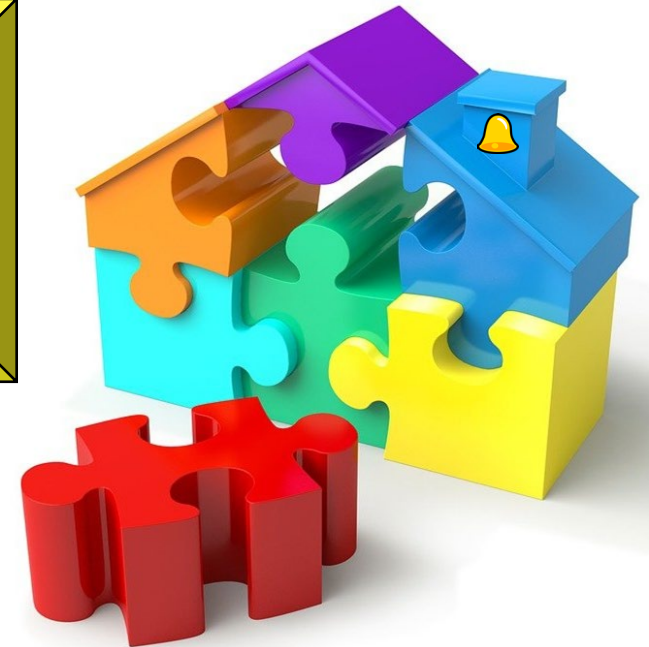
**Timeline for
Development**
1114(b)(1)(A)

Stakeholders
1114(b)(2)

**Plan Availability,
Format, and
Language**
1114(b)(4)

Plan Coordination
1114(b)(5)

**Statutory
Required
Descriptions**
1114(b)(7)(A)



Schoolwide Program Campus Plan

**Timeline for
Development
1114(b)(1)(A)**



- Comprehensive plan development
 - Living document!
 - BEFORE you spend Title I \$\$\$
- Developed during a 1-year period, unless– the LEA determines, in consultation with the school, that less time is needed to develop and implement the schoolwide program
- Resource: Campus CCNA Timeline Template
https://esc20.instructure.com/courses/605/pages/appendix-committee-documents-templates-and-samples?module_item_id=13548

Schoolwide Program Campus Plan

An eligible school operating a schoolwide program **shall develop a comprehensive plan** (or amend a plan for such a program that was in existence on the day before the date of the enactment of the Every Student Succeeds Act) that—is **developed with the involvement of parents** and other **members of the community** to be served and individuals who will carry out such plan, including **teachers, principals, other school leaders, paraprofessionals** present in the school, **administrators** (including administrators of programs described in other parts of this title), the **local educational agency, to the extent feasible, tribes and tribal organizations** present in the community, and, if appropriate, **specialized instructional support personnel, technical assistance providers, school staff**, if the plan relates to a **secondary school, students, and other individuals determined by the school**. [Section 1114 (b)(2)]

Stakeholders
1114(b)(2)




Schoolwide Program Campus Plan

- Parents;
- Other members of the community to be served;
- Individuals who will carry out such plan, including
 - Teachers,
 - Principals,
 - Other school leaders, and
 - Paraprofessionals present in the school;
- Administrators (including administrators of programs described in other parts of this title: Title I, Part C; Title I, Part D);
- The local educational agency, to the extent feasible
- Tribes and tribal organizations present in the community;
- If appropriate,
 - specialized instructional support personnel,
 - technical assistance providers,
 - school staff,
 - If the plan relates to a secondary school, students, and
 - Other individuals determined by the school

Stakeholders
1114(b)(2)

Statute language includes plural references which means that there would need to be more than 1 stakeholder involved for the groups referenced.



Schoolwide Program Campus Plan

Developed with the *involvement of*

- Parents;
- Other members of the community to be involved;
- Individuals who will carry out the plan, including:
 - Teachers,
 - Principals,
 - Other school staff, and
 - Parents and community members present in the Administrative Council.
- Other parts of this title: Title 1, Title 2, Title 3, Title 4, Title 5, Title 6, Title 7, Title 8, Title 9, Title 10, Title 11, Title 12, Title 13, Title 14, Title 15, Title 16, Title 17, Title 18, Title 19, Title 20, Title 21, Title 22, Title 23, Title 24, Title 25, Title 26, Title 27, Title 28, Title 29, Title 30, Title 31, Title 32, Title 33, Title 34, Title 35, Title 36, Title 37, Title 38, Title 39, Title 40, Title 41, Title 42, Title 43, Title 44, Title 45, Title 46, Title 47, Title 48, Title 49, Title 50, Title 51, Title 52, Title 53, Title 54, Title 55, Title 56, Title 57, Title 58, Title 59, Title 60, Title 61, Title 62, Title 63, Title 64, Title 65, Title 66, Title 67, Title 68, Title 69, Title 70, Title 71, Title 72, Title 73, Title 74, Title 75, Title 76, Title 77, Title 78, Title 79, Title 80, Title 81, Title 82, Title 83, Title 84, Title 85, Title 86, Title 87, Title 88, Title 89, Title 90, Title 91, Title 92, Title 93, Title 94, Title 95, Title 96, Title 97, Title 98, Title 99, Title 100.
- The local educational agency,
- Tribes and tribal organizations

STAKEHOLDER MEMBERS

STAKEHOLDER GROUP	TX ED. CODE	TITLE I SCHOOLWIDE	TITLE I TARGETED ASSESSMENT
PARENTS* <small>*this is plural; not an employee; not also "community member"</small>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
TEACHERS <small>Per TEC: 2/3 of professional staff = teachers; at least one SpEd teacher required</small>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PRINCIPALS	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
OTHER SCHOOL LEADERS* <small>principal, assistant principal, or other individual responsible for</small>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

See the Stakeholders Checklist by Program



- Parents;
- Other members of the community;
- Individuals who will carry out the plan:
 - Teachers,
 - Principals,
 - Other school personnel,
 - Participants present in the implementation process.
- Administrators (including administrators from other parts of this title: Title I, Title II, Title III, Title IV, Title V, Title VI, Title VII, Title VIII, Title IX, Title X, Title XI, Title XII, Title XIII, Title XIV, Title XV, Title XVI, Title XVII, Title XVIII, Title XIX, Title XX, Title XXI, Title XXII, Title XXIII, Title XXIV, Title XXV, Title XXVI, Title XXVII, Title XXVIII, Title XXIX, Title XXX, Title XXXI, Title XXXII, Title XXXIII, Title XXXIV, Title XXXV, Title XXXVI, Title XXXVII, Title XXXVIII, Title XXXIX, Title XL, Title XLI, Title XLII, Title XLIII, Title XLIV, Title XLV, Title XLVI, Title XLVII, Title XLVIII, Title XLIX, Title L, Title LI, Title LII, Title LIII, Title LIV, Title LV, Title LVI, Title LVII, Title LVIII, Title LIX, Title LX, Title LXI, Title LXII, Title LXIII, Title LXIV, Title LXV, Title LXVI, Title LXVII, Title LXVIII, Title LXIX, Title LXX, Title LXXI, Title LXXII, Title LXXIII, Title LXXIV, Title LXXV, Title LXXVI, Title LXXVII, Title LXXVIII, Title LXXIX, Title LXXX, Title LXXXI, Title LXXXII, Title LXXXIII, Title LXXXIV, Title LXXXV, Title LXXXVI, Title LXXXVII, Title LXXXVIII, Title LXXXIX, Title XLX, Title CLI, Title CLII, Title CLIII, Title CLIV, Title CLV, Title CLVI, Title CLVII, Title CLVIII, Title CLIX, Title CLX, Title CLXI, Title CLXII, Title CLXIII, Title CLXIV, Title CLXV, Title CLXVI, Title CLXVII, Title CLXVIII, Title CLXIX, Title CLXX, Title CLXXI, Title CLXXII, Title CLXXIII, Title CLXXIV, Title CLXXV, Title CLXXVI, Title CLXXVII, Title CLXXVIII, Title CLXXIX, Title CLXXX, Title CLXXXI, Title CLXXXII, Title CLXXXIII, Title CLXXXIV, Title CLXXXV, Title CLXXXVI, Title CLXXXVII, Title CLXXXVIII, Title CLXXXIX, Title CXLX, Title CLXI, Title CLXII, Title CLXIII, Title CLXIV, Title CLXV, Title CLXVI, Title CLXVII, Title CLXVIII, Title CLXIX, Title CLXX, Title CLXXI, Title CLXXII, Title CLXXIII, Title CLXXIV, Title CLXXV, Title CLXXVI, Title CLXXVII, Title CLXXVIII, Title CLXXIX, Title CLXXX, Title CLXXXI, Title CLXXXII, Title CLXXXIII, Title CLXXXIV, Title CLXXXV, Title CLXXXVI, Title CLXXXVII, Title CLXXXVIII, Title CLXXXIX, Title CLXXXX).
- The local educational agency, including:
- Tribes and tribal organizations;
- If appropriate,
 - specialized instructional support personnel,
 - technical assistance providers,
 - school staff,
 - If the plan relates to a secondary

Meaningful Stakeholder Input

- https://jamboard.google.com/d/1pdz_DSeu-TCcebol2Jx_d8B23IHs3WvkhMd94wNJlMg/edit?usp=sharing
- **Sticky Notes:** Add your ideas on getting stakeholder input to each category column.
- **Pen:** Now, go back and put a **checkmark** in others' sticky notes for ideas that you think would work for your campus.



Schoolwide Program Campus Plan

Stakeholders
1114(b)(2)

Documentation Required

Relevant page(s) of the current school year's Campus Improvement Plan (CIP) that include a list of stakeholders involved in the development of the plan



Acceptable Documentation

The stakeholder listing shall include the individuals by name and their roles for the required stakeholder groups they represent.

Schoolwide Program Campus Plan

Stakeholders
1114(b)(2)

Documentation Required

Relevant page(s) of the current school year's Campus Improvement Plan (CIP) that include a list of stakeholders involved in the development of the plan



Issues that may result in an "Improvement Needed" status in a Random Validation review of documentation

- Current year auditable documentation is not available
- Documentation maintained does not include the individuals by name
- Documentation maintained does not include the stakeholder roles for each of the individuals listed

Schoolwide Program Campus Plan

**Stakeholders
1114(b)(2)**

Documentation Required

Meeting agendas, meeting notes or minutes, and participant rosters/sign-in sheets for consultation meetings held during the campus planning process documenting the involvement of the statutory required stakeholders in the development of the schoolwide program plan



Acceptable Documentation

- It is highly unlikely that a CIP development and stakeholder consultation process would **take place in one meeting** considering that the process should be comprehensive in nature. Therefore, an LEA should maintain **documentation from multiple meetings** (at least 2) to establish compliance.
- The documentation maintained (meeting agenda, meeting notes or minutes, and participant rosters/sign-in sheets) should provide evidence that **the CIP stakeholders listed in the documentation referenced earlier were involved in the CIP development process.**



Meeting Documentation

Stakeholders
1114(b)(2)

Standard Documentation

- ✓ Meeting Agendas
- ✓ Meeting Notes/Minutes
- ✓ Sign-In Sheets

Meeting Documentation

**Stakeholders
1114(b)(2)**

Documentation for virtual meetings is acceptable.



Given the increased use of virtual meeting environments, participant rosters that include the meeting title, meeting date, and stakeholder names and roles would be acceptable substitutes for the more traditional sign-in sheets. This eliminates the need of a participant signature.



Meeting Documentation	Meeting Title	Campus Name	Location	Date	Time	Stakeholder Names	Stakeholder Roles
Agenda	✓	✓	BP	✓	✓		
Notes/Minutes	✓	✓	BP	✓	✓	BP	BP
Participant Roster	✓	✓	BP	✓	✓	✓	✓*

**Parents may not be LEA employees in order to fill the “parent” roles on the committee.*

✓ = Required

BP = Best Practice

Schoolwide Program Campus Plan

**Stakeholders
1114(b)(2)**

Documentation Required

Meeting agendas, meeting notes or minutes, and participant rosters/sign-in sheets for consultation meetings held during the campus planning process documenting the involvement of the statutory required stakeholders in the development of the schoolwide program plan



Issues that may result in an “Improvement Needed” status in a Random Validation review of documentation

- Current year auditable documentation is not available
- Documentation maintained does not reference the CIP development process
- Documentation maintained does not align with the list of stakeholders referenced
- Documentation maintained does not show evidence of the involvement and meaningful consultation of all statutory required stakeholders

Schoolwide Program Campus Plan

- The Plan is to be made available to
 - the LEA,
 - parents, and
 - the public
- The information contained in such plan shall be
 - in an understandable and uniform format,
 - and to the extent practicable, provided in a language that the parents can understand

**Plan Availability,
Format, and
Language**
1114(b)(4)



Schoolwide Program Campus Plan

Plan Coordination 1114(b)(5)

If appropriate and applicable, the schoolwide program plan is developed in coordination and integration with other

- Federal,
- State, and
- local services, resources, and
- programs, such as
 - programs supported under this Act,
 - violence prevention programs,
 - nutrition programs,
 - housing programs,
 - Head Start programs,
 - adult education programs,
 - career and technical education programs, and
 - schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d)



Schoolwide Program Campus Plan

**Statutory
Required
Descriptions
1114(b)(7)(A)**

The plan includes a description of the strategies that the school will be implementing to address school needs,

- including a description of how such strategies will—
 - ✓ provide opportunities for **all children**, including each of the subgroups of students (as defined in section 1111(c)(2)) to **meet the challenging State academic standards**;
 - ✓ use methods and instructional strategies that **strengthen the academic program** in the school, **increase the amount and quality of learning time**, and help **provide an enriched and accelerated curriculum**, *which may include programs, activities, and courses necessary to provide a well-rounded education*; and

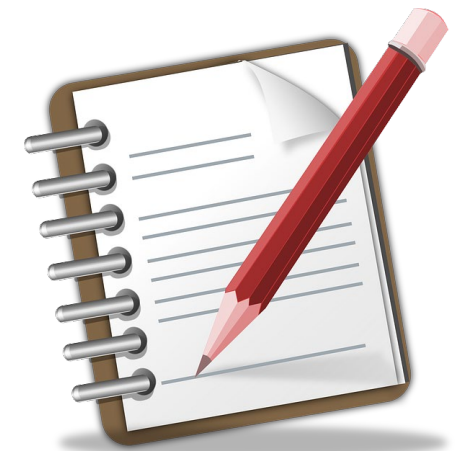


Schoolwide Program Campus Plan

**Statutory
Required
Descriptions
1114(b)(7)(A)**

The plan includes a description of the strategies that the school will be implementing to address school needs,

- including a description of how such strategies will— (continued)
 - ✓ address the needs of all children in the school, but **particularly the needs of those at risk of not meeting the challenging State academic standards**, through activities which **may** include—
 - ❑ counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other **strategies to improve students' skills outside the academic subject areas**;
 - ❑ **preparation for and awareness of opportunities for postsecondary education and the workforce**, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);

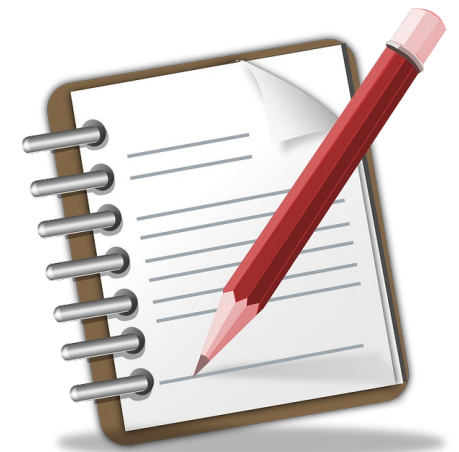


Schoolwide Program Campus Plan

**Statutory
Required
Descriptions
1114(b)(7)(A)**

The plan includes a description of the strategies that the school will be implementing to address school needs,

- including a description of how such strategies will—
 - ✓ address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which **may** include— (continued)
 - ☐ implementation of a schoolwide tiered model to prevent and address **problem behavior**, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);
 - ☐ professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects; and
 - ☐ strategies for assisting preschool children in the **transition from early childhood education programs to local elementary school programs**;



Schoolwide Program Campus Plan

**Statutory
Required
Descriptions
1114(b)(7)(B)**



If programs are consolidated, the plan includes the specific State educational agency and local educational agency programs and other Federal programs that will be consolidated in the schoolwide program.

Program Plan / CIP Template

- TEA will not prescribe a format or template for your Campus Improvement Plan – the LEA has discretion in regard to the format of the CIP.
- Title I Statewide Initiative – CIP Toolkit – coming soon
- For now, Region 15 Resources – Template and Checklist
https://drive.google.com/drive/folders/13KEPzYAgFjYX68d_1__cyJ0eakyl49xU



Questions?



**Schoolwide Program
Plan/Campus
Improvement Plan (CIP)
ESSA Section 1114(b)**

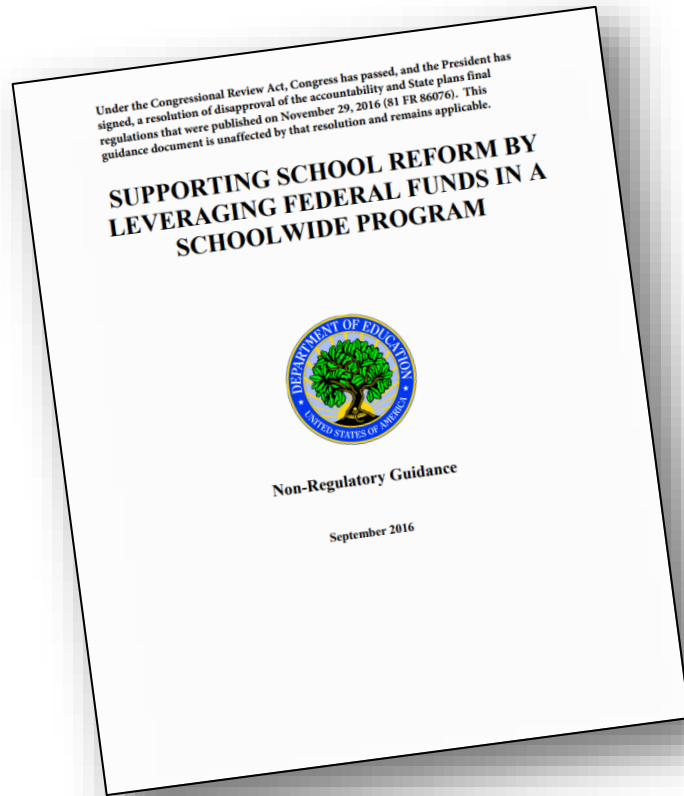


Evaluation of Program Effectiveness



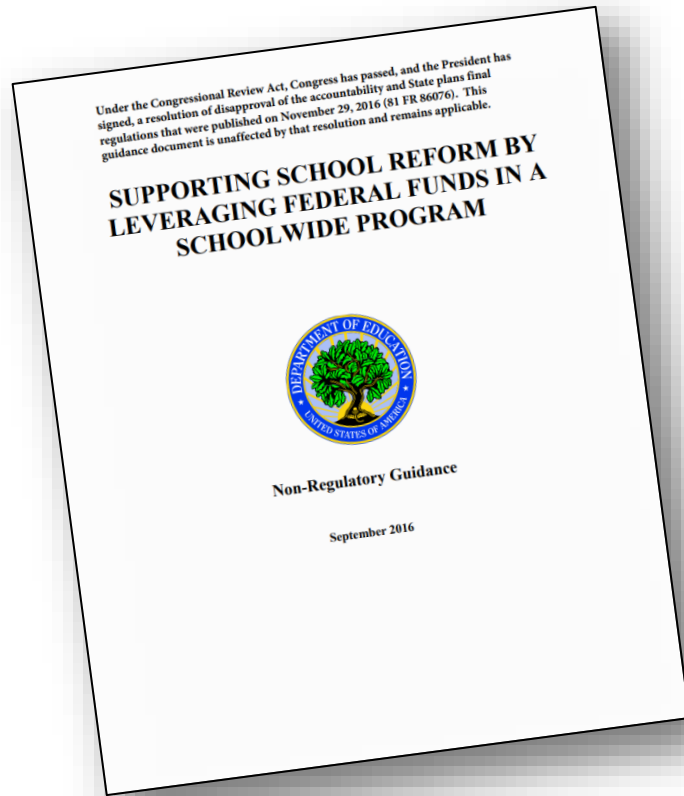
**Evaluation of Program
Effectiveness**
ESSA Section 1114(b)(3)





Schoolwide Program (SW) Campus Evaluation of Program Effectiveness

The **plan** and **its implementation** shall be **regularly monitored and revised as necessary** based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards. [Section 1114 (b)(3)]



Schoolwide Program (SW) Campus Evaluation of Program Effectiveness

The **plan** and its **implementation** shall be **regularly monitored and revised as necessary** based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards. [Section 1114 (b)(3)]

Schoolwide Program Evaluation of Program Effectiveness



1

Monitoring Implementation

2

Annual Evaluation

Schoolwide Program Evaluation Requirements

1

Monitoring Implementation

- To ensure that the plan results in progress toward addressing the needs of the school, **the plan should include benchmarks for the evaluation of program results**
- Document **implementation review** of the plan based on the benchmarks **at least semi-annually**
 - Best practice: quarterly

Look at the last 2-4 years of your plan, are you just rolling over your strategy and goals (potential root cause analysis if there haven't been changes)?

- **Are you rolling the evaluation into what you are doing for your CNA process?**
 - Did you start the new year with last year's evaluation?
- **Who was involved in the evaluation process?**

2

Annual Evaluation

- Document annual evaluation of the schoolwide program plan
 - Review and revise, as necessary
- Use data to determine if the schoolwide program has been **effective in addressing the major problem areas and, in turn, increasing student achievement**, particularly for the **lowest-achieving students**
 - Data
 - State assessments,
 - other student performance data, and
 - perception data

Bring your CIP – let's look at a strategy and determine how we would evaluate it?

Allowable Expenses – is this allowable, if so, then how would you measure effectiveness of that expenditure?

You already purchased something with Title I, Part A funds → how are you going to measure effectiveness?

Questions?



**Evaluation of Program
Effectiveness
ESSA Section 1114(b)(3)**



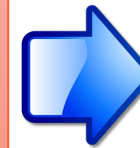
Elements of a Title I, Part A Schoolwide Program



**Comprehensive Needs
Assessment (CNA)**
ESSA Section 1114(b)(6)



**Schoolwide Program
Plan/Campus
Improvement Plan (CIP)**
ESSA Section 1114(b)



**Evaluation of Program
Effectiveness**
ESSA Section 1114(b)(3)

Thank you

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