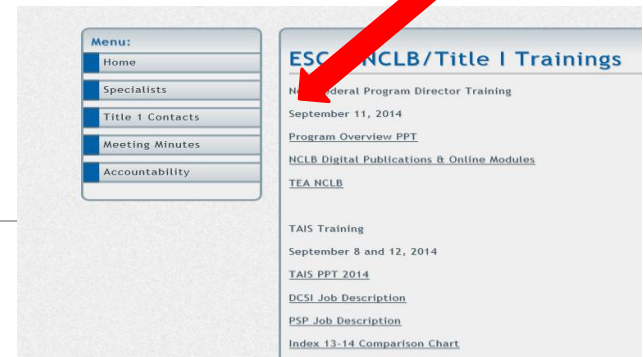


NCLB TITLE I, PART A CAMPUS RESPONSIBILITIES

Welcome!

Handouts for Today:

[http://www.nclb.esc2.net/NCLB
Title1Trainings.asp](http://www.nclb.esc2.net/NCLBTitle1Trainings.asp)



NOVEMBER 11, 2014

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Introduction

The purpose of Title I, Part A is to provide financial assistance to Local Education Agencies (LEAs) and campuses that serve high percentages or high numbers of economically disadvantaged children

- **These programs help ensure that the needs of children who are failing, or most at risk of failing to meet the state's challenging student academic standards and assessments are addressed**

Schoolwide Campus

Title I campuses with percentages of students from low-income families of at least 40% may use Title I funds, along with other federal, state and local funds and may operate a “schoolwide program” to:

Upgrade the entire educational program

Raise academic achievement for ALL students

Targeted Assistance

Title I campuses with less than 40% of students from low-income families or that choose not to operate a schoolwide program can operate a targeted assistance program

- **The campus identifies a select group of students who are failing, or most at risk of failing to meet the state's challenging academic achievement standards and designs an instructional program to meet their needs**

Monitoring Effectiveness

Federal law requires the Texas Education Agency (TEA) to monitor the operation of Title I, Part A programs

Title I, Part A campuses are also recommended to have a school support team (SST) consisting of two to three members, including a district level contact, to monitor program compliance, effectiveness, and most importantly how students served through the program are meeting the state and federal expectations for performance

Funding

TEA allocates Title I, Part A funds by using a statutory formula that the Census Bureau provides with LEA estimates of poor, school-age children

- **The most recent Census update and the annual update of neglected and foster home children are used for this calculation**

Funding

Title I, Part A funds are to be used to provide supplemental services.

- **These services must be “in addition to” the regular services normally provided by an LEA or campus for participating children**

Funding

Any program activity required by state law, State Board of Education (SBOE) rule, or local board policy may not be funded with Title I, Part A funds

In addition, state or local funds may not be decreased or diverted for other uses merely because of the availability of these funds

Funding

Campus Administration:

Must be knowledgeable about allowable and unallowable costs and the use of funds for Title I, Part A campus allocations

Must be knowledgeable about the campus budget and must have provided input on how funds are to be expended

Funding

Campus Administration:

Must also ensure that the funds allocated to the campus for parent involvement activities are expended to improve family and community engagement, i.e., parent involvement

Funding

Schoolwide Program:

- Title I, Part A funds must be supplemental (in addition to) the equitable amount of state and local funds allocated to the campus and used to **upgrade the *entire* educational program** on a schoolwide campus

Funding

Targeted Assistance Program:

Title I, Part A funds may only be used to meet the needs of children identified as being in greatest need of services

Students must be selected using multiple, educationally related, objective criteria established by the LEA

The program, activity, or strategy must be supplemental

Funding

Targeted Assistance Program:

- Records must be maintained that document that Title I, Part A funds are expended on activities and services for *only* Title I, Part A eligible children identified as having the greatest need for special assistance

Funding

Campus Expenditures:

Campus Administration must be able to respond appropriately to and maintain documentation for specific questions to determine if an expenditure would be allowable

Refer to page five of the resource for six questions that campus administrators need to be able to answer

Funding

The Title I, Part A Allowable and Unallowable Costs resource and the Fiscal Requirements resources provide additional information:

These resources are located at the following link:

<http://portal.esc20.net/portal/page/portal/NCLB/Publications.htm>

Highly Qualified Staff

Section 1119 of the Elementary and Secondary Act (ESEA) focuses on improving teacher and paraprofessional quality at the local level

Teachers are required to be highly qualified (HQ) if they are the Teacher of Record – providing direct instruction to students in any core subject area

Highly Qualified Staff

Core Academic Subject Areas:

- English
- Reading or language arts
- Mathematics
- Science
- Foreign languages
- Civics and government
- Economics, arts, history and geography

Highly Qualified Staff

Courses that are outside of the core academic subject areas (including some Career and Technical Education Courses and some Technology Application Courses) that are accepted by SBOE for graduation credit in a specific core academic subject area require the teacher of record to be highly qualified

Highly Qualified Staff

At the beginning of each school year, the district must notify the parents of each student attending any school receiving Title I, Part A funds that the parents may request information regarding the professional qualifications of the student's classroom teachers

- This is sometimes referred to as “The Right to Know” notification

Highly Qualified Staff

**“Right to Know”
Notification should
include:**

Whether the teacher has
met the state
qualifications and
licensing criteria

Whether the teacher is
teaching under an
emergency or other
provisional status

The type of degree
and certification
the teacher has

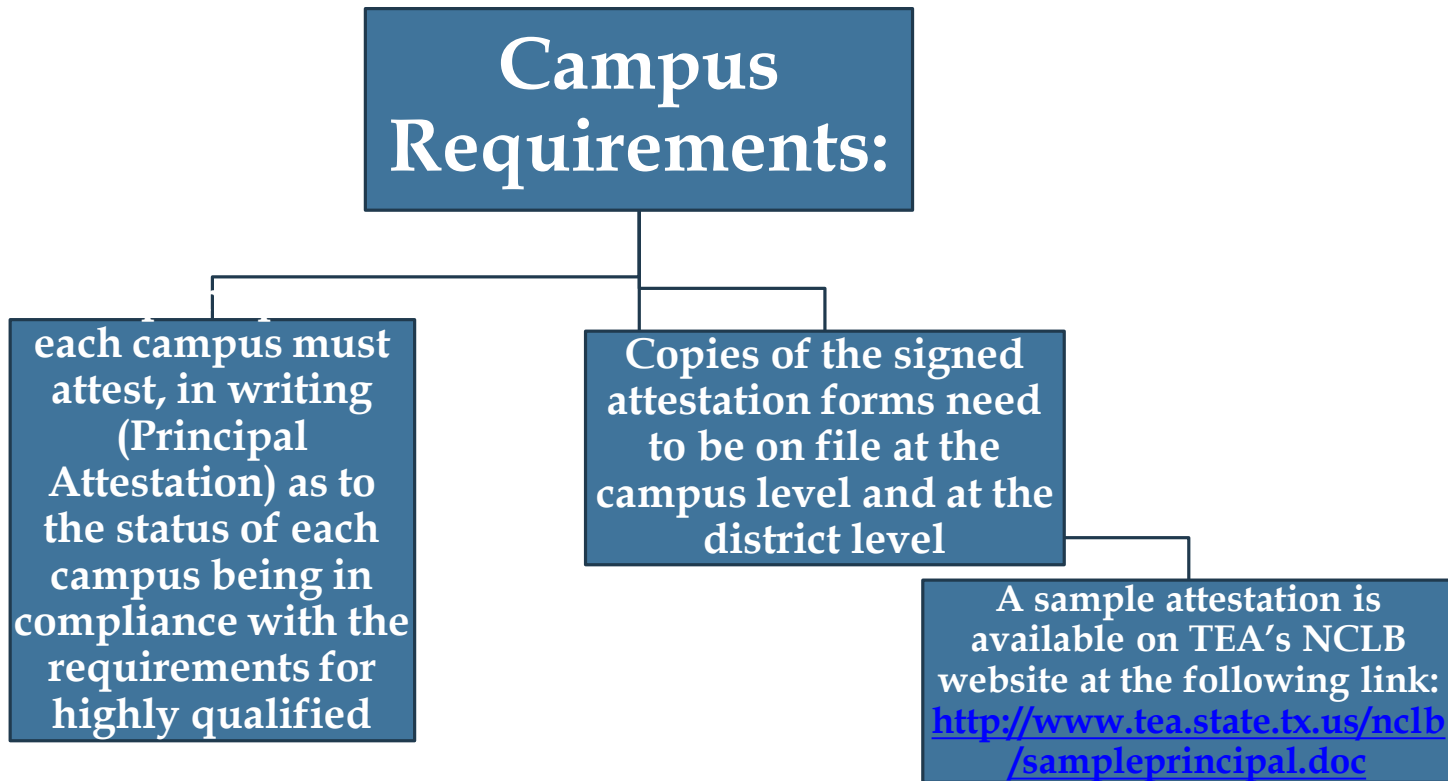
Whether the child
is provided
services by
paraprofessionals,
and if so, what
their
qualifications are

Highly Qualified Staff

Campus Requirements:

- **Campus administrators should work with district staff to hire highly qualified teachers in core academic subject areas. (This also applies to campuses not served with Title I, Part A funds if the district receives Title I, Part A for any of its campuses)**

Highly Qualified Staff



Highly Qualified Staff

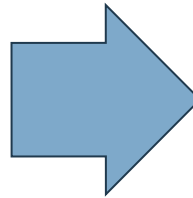
Campus Requirements:

If a campus does not have 100% core academic subject area classes taught by highly qualified teachers, the campus is required to complete a Highly Qualified Continuous Improvement Plan (HQTCIP) detailing actions that will be taken to assist the not HQ teacher in becoming highly qualified for that assignment

Templates for required Highly Qualified Plans are located on the TEA NCLB website at the following link:
http://www.tea.state.tx.us/index4.aspx?id=2147485439&menu_id=798

Highly Qualified Staff

must also provide
timely written notice
to the parent if the
parent's child has
been assigned or has



website at the following link:
http://www.tea.state.tx.us/index4.aspx?id=4749&menu_id=798

Highly Qualified Staff

Paraprofessionals Required to be Highly Qualified:

On a Title I Schoolwide campus - all paraprofessionals that perform instructional support duties must be HQ, without regard to whether the position is funded with federal, state, or local funds

On a Targeted Assistance campus - only paraprofessionals who perform instructional duties and *are funded through Title I, Part A* must be HQ

Highly Qualified Staff

To be HQ,
paraprofessionals who
perform instructional
duties in a Title I, Part A
program must:

Have completed 2 years of
study at an institution of
higher education (defined as
48 semester hours) or

Have obtained an associates
degree; or

Have met a rigorous
standard of quality and can
demonstrate, through a
formal state or local
assessment knowledge and
ability to assist in
instruction

Highly Qualified Staff

The campus principal must ensure that paraprofessionals who provide instructional support are working under the direct supervision of a highly qualified teacher

The campus and the district must have copies of the list of paraprofessionals and designated teachers

Highly Qualified Staff

The *NCLB Highly Qualified* Resource can provide additional information.

The resource is located at the following link:

<http://portal.esc20.net/portal/page/portal/NCLB/Publications.htm>

Comprehensive Needs Assessment and Planning

The Elementary Secondary Education Act (ESEA) statute requires that each funded program conduct a comprehensive needs assessment to determine priorities for the intended program recipients

- **Districts and campuses are required to use the results of the comprehensive needs assessment to develop the comprehensive plan and program**

Comprehensive Needs Assessment and Planning

For both Schoolwide and Targeted Assistance Campuses, the CNA should examine:

Performance of children in relation to state content and student performance standards

ALL students, as well as required subgroups: Economically Disadvantaged students, students from major racial and ethnic groups, students with disabilities, students with limited English proficiency, and Migratory students

Comprehensive Needs Assessment and Planning

A Title I, Part A campus plan should be:

Developed with the involvement of parents and other community members, and individuals who will carry out the plan (administrators, teachers)

Made available to the district, parents, and the public, and the information contained in the plan should be in an understandable and uniform format

Comprehensive Needs Assessment and Planning

The Comprehensive Needs Assessment resource can provide additional information.

The resource is located at the following link:

<http://portal.esc20.net/portal/page/portal/NCLB/Publications.htm>

Parent Involvement/Family and Community Engagement

Parents, families, educators, and communities form a partnership and are accountable for improving student achievement by fully participating in the education of all children

- **Partnership is defined as the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities**

Parent Involvement/Family and Community Engagement

Requirements for Parental Involvement Meetings:

- Convene an annual meeting at a convenient time
- All parents of participating children are invited and encouraged to attend
- Offer flexible meeting times (morning or evening)
- These parents are to be informed of their child's participation in Title I and of the parent's right to be involved

Parent Involvement/Family and Community Engagement

Campus requirements for parental involvement:

Parents must be informed about curriculum, assessment, and proficiency levels students are expected to meet

Campuses must provide assistance to parents, as appropriate, in understanding such topics as the state's academic content standards and the state and local academic content standards

Parent Involvement/Family and Community Engagement

Campus requirements for parental involvement:

Provide materials and training to help parents work with their children to improve their student's achievement (includes literacy training)

Coordinate, to the extent feasible and appropriate, with other programs – Head Start, Title III, etc. to discuss the developmental and other needs of individual children

Parent Involvement/Family and Community Engagement

Campus requirements for parental involvement:

Provide information related to school and parent programs, meetings and other activities in a language understandable by parents of participating children

Provide such other reasonable support for parental involvement activities that parents may request

Parental Involvement Policy

The PI Policy is required for each Title I funded LEA and campus

- It defines how the LEA or campus will meet parent involvement/family and community engagement requirements

Parental Involvement Policy

The Parental Involvement Policy:

Is developed with and distributed to parents of participating children

Is incorporated into the Title I, Part A campus plan

States how parents will be involved in planning, reviewing, and improving programs, including the parent involvement policy

Parental Involvement Policy

The Parental Involvement Policy:

Includes descriptions and explanations of curriculum, assessment, and proficiency expectations

Includes how the campus will be responsive to parents' requests to participate in their child's education

Parental Involvement Policy

The Parental Involvement Policy:

- Includes how parents may have input on the plan including submitting complaints if not satisfactory
- Builds capacity toward a strong parent, family, and community program
- Provides for annual evaluation of content and effectiveness including identification of barriers to participation by any particular ethnicities or economic groups

Parental Involvement Policy

When developing the campus parental involvement policy, campuses are required to address specific activities

Please refer to page 16 of the resource for these activities

Additional information and a PI Policy toolkit are also available at www.esc16.net (click on *Title I Statewide Initiative*, then *Publications*)

Campuses may also address additional activities.

School-Parent Compact

Each campus must develop a school-parent compact to clarify what families and schools will do to ensure that students reach high academic achievement standards

- **The requirement to develop the compact is applicable for all Title I Schoolwide and Targeted Assistance programs**

School-Parent Compact

The school-parent compact must be jointly developed by the campus with the involvement of parents of participating children. The school-parent compact should outline how parents, school staff, and students will share responsibility for improved student achievement

The compact will also outline the means by which the school and parents will build and develop a partnership to help children achieve high academic standards

School-Parent Compact

Each campus must ensure that the school-parent compact:

Describes the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment

Describes the ways in which all parents will be responsible for supporting their children's learning

School-Parent Compact

Each campus must ensure that the school-parent compact addresses the importance of ongoing communication between teachers and parents on a regular basis through, at a minimum:

- Annual parent-teacher conferences in elementary schools during which the compact shall be discussed in relation to the child's achievement

School-Parent Compact

Each campus must ensure that the school-parent compact addresses the importance of ongoing communication between teachers and parents on a regular basis through, at a minimum:

Frequent reports to parents on their children's progress

Reasonable access to staff

Opportunities to volunteer and participate in their child's class

Observation of classroom activities

Schoolwide Planning

Schoolwide Programs

Address the educational needs of economically disadvantaged students with comprehensive strategies for improving the *whole* school so every student achieves at high levels of academic proficiency

Do NOT have to identify particular children as being eligible for services

Schoolwide Planning

**A
Schoolwide
Plan should
be:**

- **Developed with the involvement from parents and other members of the community to be served and individuals who will carry out the plan**
 - **Teachers**
 - **Principals**
 - **Administrators**
 - **Administrators of other Title I programs**
 - **Pupil services personnel**
 - **Technical assistance providers**
 - **School staff**
 - **Secondary students *(if secondary campus plan)**

Schoolwide Planning

**Each schoolwide
program plan
must:**

**Describe how the
campus will
implement the ten
schoolwide
components**

**Describe how the
campus will use Title I,
Part A and other
resources to implement
program**

**Include a list of state and
LEA programs and other
federal programs that
will be included in the
schoolwide program**

Schoolwide Planning

**Each schoolwide
program plan must
also:**

- **Describe how the campus will provide individual assessment results in a language that parents can understand, including the interpretation of those results**

Schoolwide Planning

**The
Schoolwide
Program plan
must be:**

- **in effect during the campus' participation under Title I, Part A**
- **reviewed and revised annually**
- **made available to the LEA, parents, and the public**
- **in an understandable and uniform format**
- **provided in a language that the parents can understand**
- **developed in coordination with other programs**

Schoolwide Planning

The Schoolwide Plan must include the 10 Schoolwide Components for a Schoolwide Program

The 10 Schoolwide Components and their descriptions are listed on pages 19-22 of this resource

A toolkit for the
10 Schoolwide Components
is also located at
www.esc16.net
(click on *Title I Statewide Initiative*, then *Publications*)

Schoolwide Planning

The *Improvement Plans* resource is available to provide additional information on planning requirements for districts and campuses.

This resource is available at the following link:

<http://portal.esc20.net/portal/page/portal/NCLB/Publications.htm>

Targeted Assistance

Targeted Assistance Programs focus on children who are failing or most at-risk of failing to meet state standards using multiple, educationally related, and objective criteria

- **Criteria for serving students must be established for every grade that a student receives services under a Title I, Part A targeted assistance program**

Targeted Assistance

In grades PK-2,
children are
selected solely on
the basis of the
following criteria:

Teacher judgment

Interviews with
parents

Developmentally
appropriate
measures

Targeted Assistance

Targeted Assistance programs:

- Use effective methods and instructional strategies that are research based
- Strengthen the core academic program
- Improve achievement of children
- Give primary consideration to extended learning time
- Provide an accelerated, high-quality curriculum
- Minimize removing students from the regular classroom during regular school hours

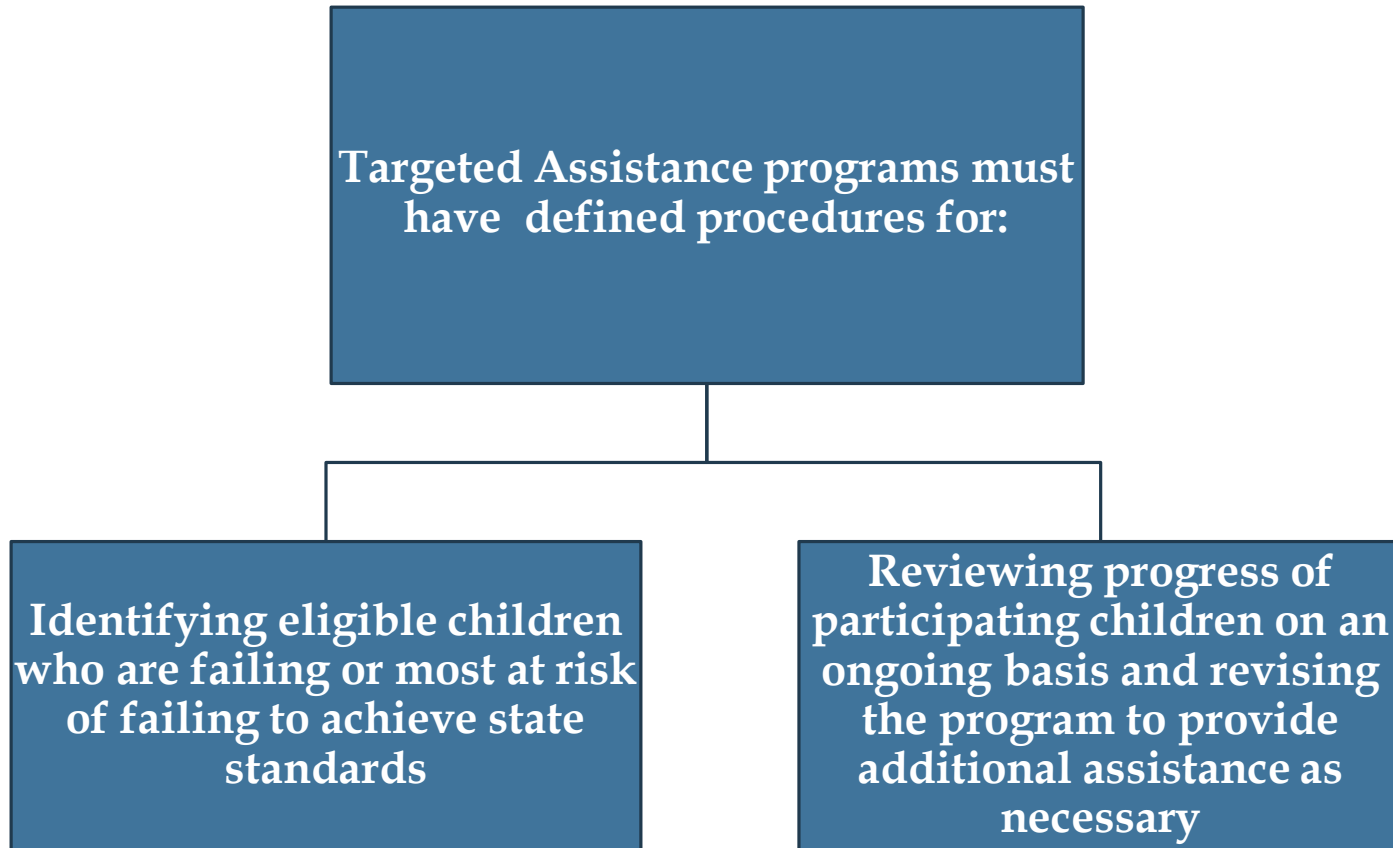
Targeted Assistance

In targeted assistance schools, professional development opportunities should be provided for:

Personnel

Parents who work with participating children either in the Title I, Part A program or the regular program (as appropriate)

Targeted Assistance



Targeted Assistance

Targeted assistance programs must be:

Coordinated with the regular school programs

Provided by Highly Qualified staff

Documented in a targeted assistance campus plan, which incorporates the 8 components of a targeted assistance program. (These 8 components are found on page 11 of this resource)

Homeless

Districts that receive Title I, Part A funds for any of the campuses in the district are required to set-aside or reserve Title I, Part A funds for homeless students on any campuses that are not served with T-I funds

The district makes the determination of the amount that is reserved for services to homeless students on non T-I campuses

Homeless

Title I, Part A funds set aside for homeless students can be used for any of the following:

To improve educational services for homeless children and youth by assisting them in meeting social and academic challenges

To provide homeless children and youth services needed to make a successful transition from their state of homelessness to school or employment

Homeless

Title I, Part A funds set aside for homeless students can be used for any of the following:

To prevent homeless youth from dropping out of school, and to provide a support system to ensure their continuing education

A student who is homeless and attending any campus served by the LEA is eligible for Title I, Part A services

Homeless

Homeless students who attend a non-Title I, Part A campus should receive Title I, Part A services through an LEA-level program provided through the required homeless set-aside

The LEA may also choose to set aside additional Title I funds to provide services to homeless students at its Title I campuses

Homeless

The LEA is required to identify a homeless liaison who is responsible for ensuring the identification, school enrollment, attendance, and opportunities for academic success of students in homeless situations

- **Information concerning specific requirements are also available at the Texas Homeless Education Office website :**
<http://www.utdanacenter.org/theo>

Other Requirements

Program	Evaluation Requirement
Title I, Part A	<p>The LEA will conduct an annual evaluation of programs assisted with Title I, Part A, funds and will use the findings of this and other evaluations in modifying and improving the program. Evaluation results are to be disaggregated within each LEA and campus by the following:</p> <ul style="list-style-type: none">• gender• major racial and ethnic group• English proficiency status• migrant status• students with disabilities as compared to nondisabled students• economically disadvantaged students as compared to students who are not economically disadvantaged. [P.L. 107–110, Section 1111(b)(3)(C)]

Resource: The NCLB Series **Program Evaluation Tool** can be found at www.esc20.net/nclb

Other Requirements

Program	Evaluation Requirement
Title I, Part A	<p>The LEA will conduct an annual evaluation of programs assisted with Title I, Part A, funds and will use the findings of this and other evaluations in modifying and improving the program. Evaluation results are to be disaggregated within each LEA and campus by the following:</p> <ul style="list-style-type: none">• gender• major racial and ethnic group• English proficiency status• migrant status• students with disabilities as compared to nondisabled students• economically disadvantaged students as compared to students who are not economically disadvantaged. [P.L. 107–110, Section 1111(b)(3)(C)]

Resource: The NCLB Series **Program Evaluation Tool** can be found at www.esc20.net/nclb

Other Requirements

The purpose of the tool is to provide LEAs and campuses with a systematic process to evaluate the impact of federal program funding

To evaluate the effectiveness and impact of federal programs on student achievement outcomes.

To assess the impact of federally funded strategies on campus performance objectives (CPOs).

To determine the degree to which program funds met the intended purposes.

To guide future program decisions.

Other Requirements

Results of the annual review of student data from all participating schools must be publicized and disseminated to parents, teachers, principals, schools, and the community

Each campus must inform parents and organizations of the existence and purpose of parent information and resource centers

Thank you!

Questions?



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