



4B

Schoolwide Program Elements

Audience: LEA and Title I Schoolwide Campuses

Dates: At least once in 2022-2023

Content: Schoolwide Program Elements Training

Time: Full day (at least 5 hours) to share content and offer hands on activities

4B

Schoolwide Program Elements

Training Outline – Element: Comprehensive Needs Assessment

- I. Overview of the Process
 - A. 5-step process referenced in the CCNA Toolkit

- I. Stakeholder Involvement Requirements

- I. Documenting the CNA Process
 - A. CNA Process Description
 - B. CNA Documentation
 - C. Documentation Tips

- I. Connecting the CNA to the Campus Improvement Planning Process

- I. CNA Resources

4B

Schoolwide Program Elements

Training Outline – Element: Schoolwide Program Plan

- VI. Overview of the Schoolwide Program Plan Requirements
 - A. Connecting the CNA to the Campus Improvement Planning Process
 - B. Stakeholder Involvement Requirements
 - C. Availability
 - 1. Understandable and Uniform Format
 - 2. Language(s) that parents can understand
 - D. Coordination & Integration
 - E. Required Descriptions

- VI. Documenting the Schoolwide Program Planning Process
 - A. CNA Process Description
 - B. Plan Documentation
 - C. Documentation Tips

- VI. Schoolwide Program Plan Resources

4B

Schoolwide Program Elements

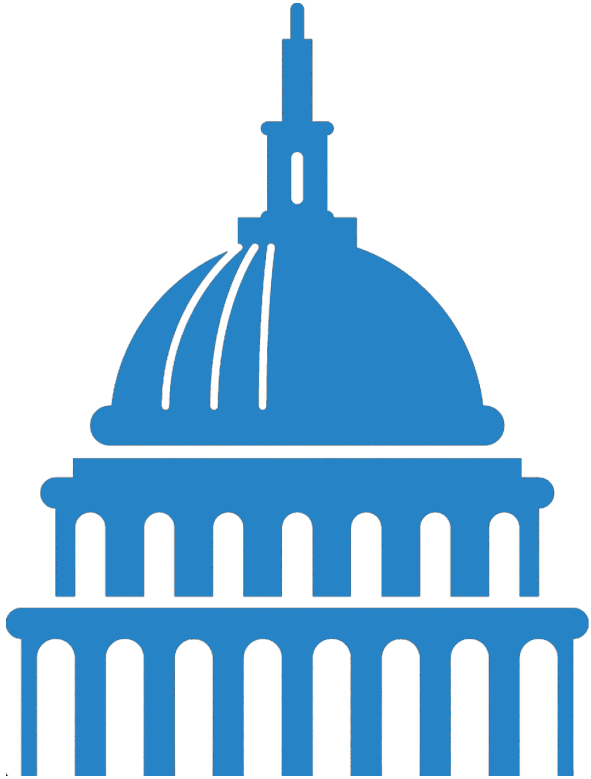
Training Outline – Element: Evaluation of Program Effectiveness

- IX. Evaluation Requirements
 - A. Monitoring Implementation
 - B. Annual Evaluation

- IX. Documenting the Evaluation of Program Effectiveness

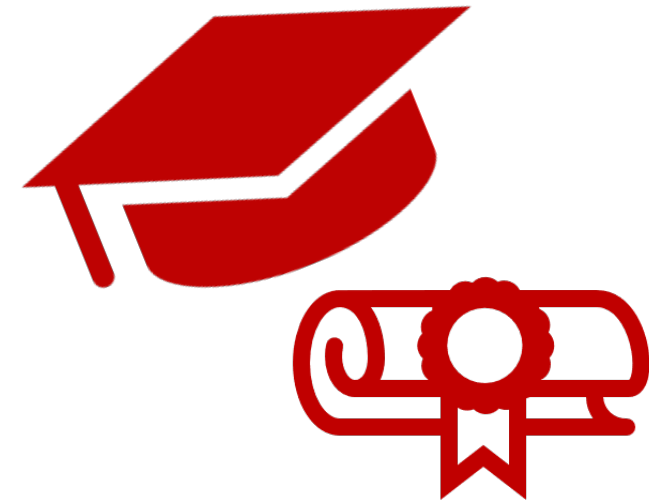
- IX. Resources

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]





LEA (Local Educational Agency)

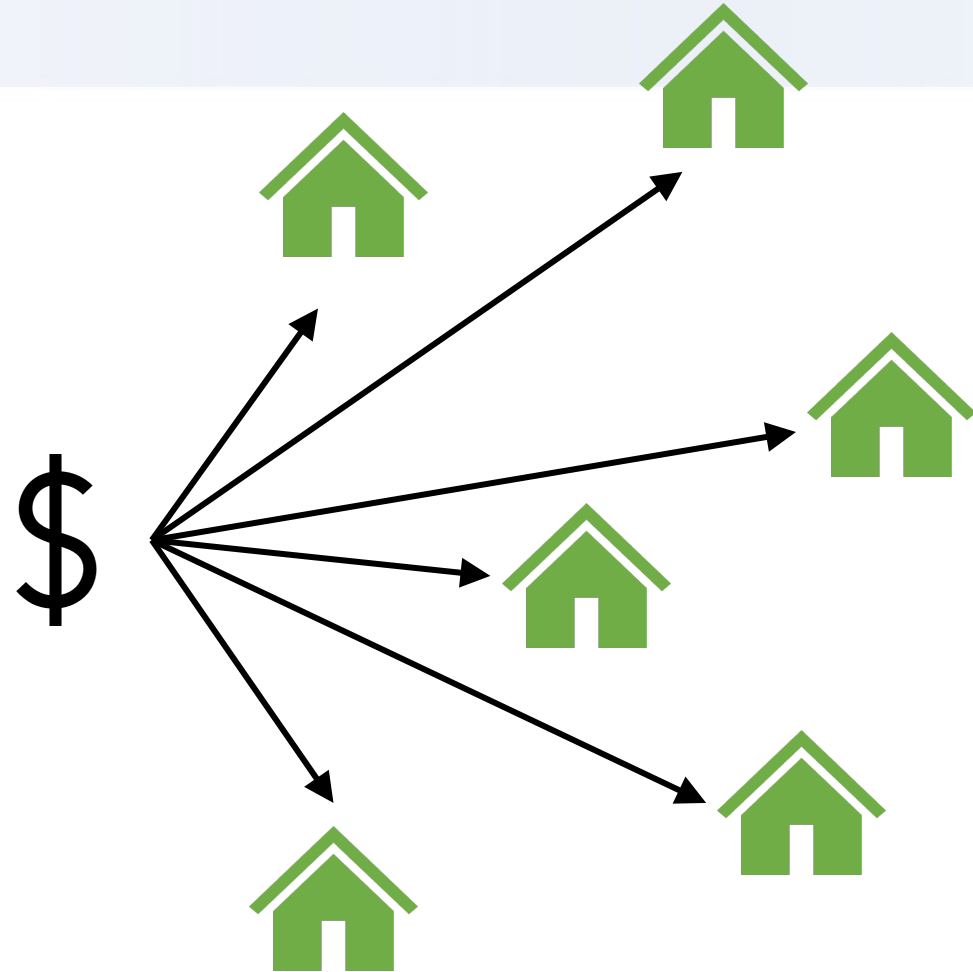
- Traditional School District
- Charter School System

Campus Based Programs

- Schoolwide Program
- Targeted Assistance Program

Campus-Based Program Required

- LEAs receiving Title I, Part A funds must operate either SW or TA programs
- Must make allocations to campuses based on number of low-income students. (Examples in Program Guide)





Schoolwide Program Campuses

- Campus poverty $\geq 40\%$
- All students are eligible for services



Schoolwide Program Elements

Section 1114 – Schoolwide Programs

Title I, Part A Campus Programs

Schoolwide (SW)

- Upgrade the entire education program to improve the achievement of the lowest achieving students
- Low-Income percentage of at least 40%

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

Eligibility Step
Additional Information:
% exceptions
SC5000 (virtual)

**Include snapshot of
SC5000**

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.

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

SAS# ESSAAA23
2022-2023 ESSA Consolidated Federal Grant Application

TEA Grant Opportunities

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](#)



ESSA Program-Specific Provisions and Assurances

Title I, Part A

PROGRAM-SPECIFIC AND ESSA PROVISIONS AND ASSURANCES

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

AUTHORIZED BY THE ELEMENTARY AND SECONDARY
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Department of Grant Compliance and Administration
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i
SAS# ESSAAA23
2022-2023 ESSA Consolidated Federal Grant Application

92

Total Items

5

Title I, Part A LEA Program Plan

9

Topic Areas

1

Title I, Part A LEA Program Plan

21

Pages

2

Pages



Schoolwide Program Campuses

- Campus poverty $\geq 40\%$
- All students are eligible for services



Schoolwide Program Elements

Section 1114 – Schoolwide 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)



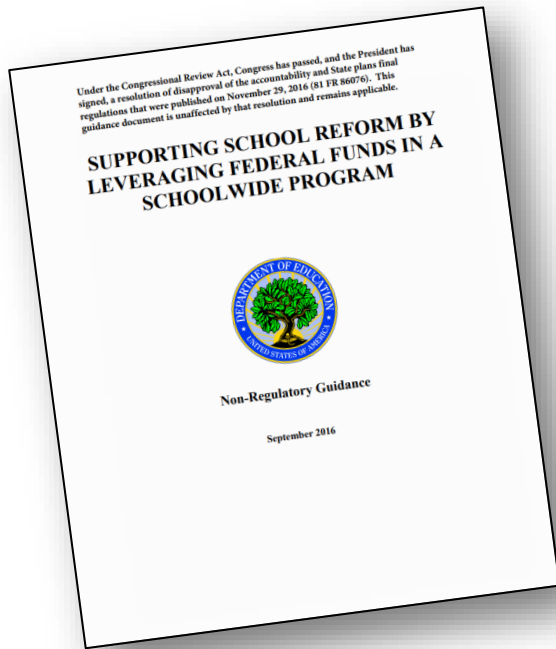
**Evaluation of Program
Effectiveness**
ESSA Section 1114(b)(3)

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

Introduce Multiple Data Sources

Showcase CCNA toolkit components

VIRTUAL IDEA

Jamboard - contribution from participants (8 areas broken down)

- Multiple measures of data
- Program collaboration

IN-PERSON

Gallery walk

Card sort activity in the room

(taken the multiple measures of data and put each one on a different card - samples from 8 areas)

Qualitative vs. Quantitative

Data-driven → what does that mean?

Documentation Required

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

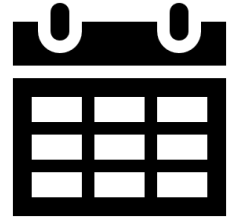


Acceptable Documentation

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.*

**YOUR LIST: What does
your stakeholder list look
like?**

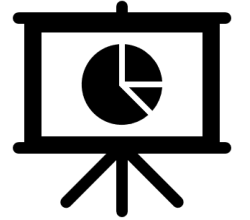
Areas Examined



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.

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

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.

Participants will indicate which components are required and which are best practice to include.

Checklist exemplar (after activity)

Redacted sample examples

Does this meet compliance?

Yes - do a dance

NO - what would need to be different?

Maybe - what could be done to get this into compliance?

Use your own document to assess if you are in compliance with the requirements.

Create a to-do list of what you would need to correct upon returning to the district/campus.

CCNA Toolkit exploration of templates that are available to meet compliance.



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



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



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)

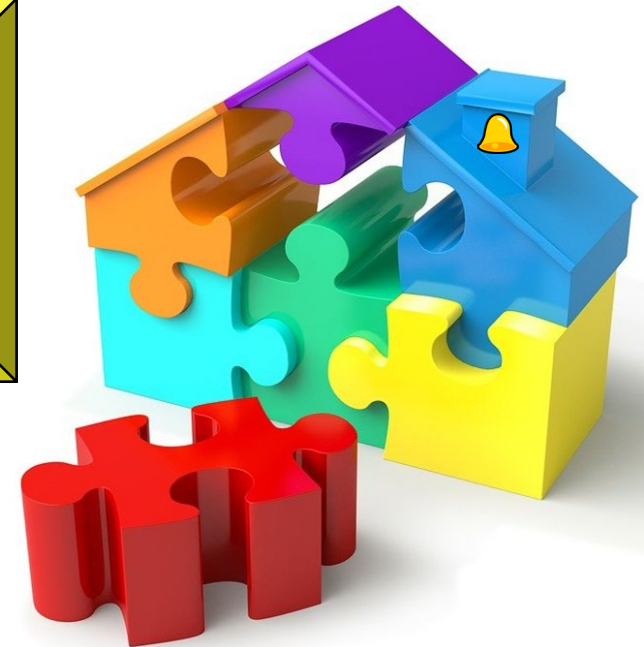
**Timeline for
Development**
1114(b)(1)(A)

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
- 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

Backward plan calendar Review of Continuous improvement cycle

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)]

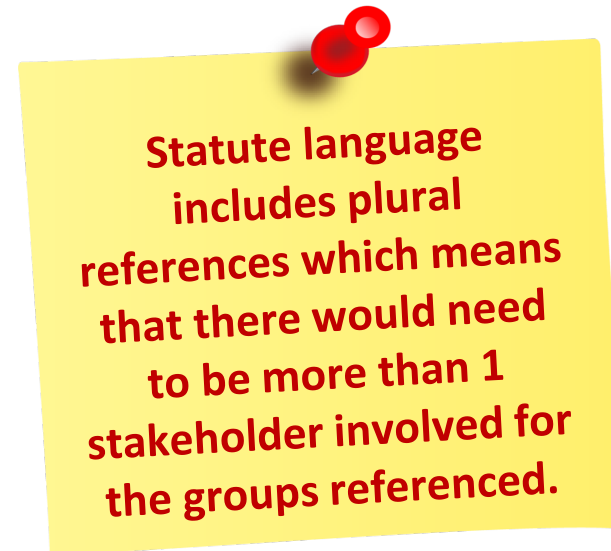


Schoolwide Program Campus Plan



Developed with the involvement of

- 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



**Side-by-Side with share out
on how to reach out, provide
evidence, and consult with
required**



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.



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






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.

Stakeholders
1114(b)(2)

Standard Documentation

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

**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.

Reference your own plan and compare to see if your CIP list of stakeholders is the same or aligned with the CIP stakeholder requirements



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



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

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



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)



How many clicks does it take to get plans?

Dive into you campus websites and determine if you can find your plans and are they translated into an understandable language.

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;



What are the differences between strategies/activities?

- Who is responsible for making this happen?**
- What will be needed to make this activity successful?**

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.

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

Campus Improvement Plan (CIP)

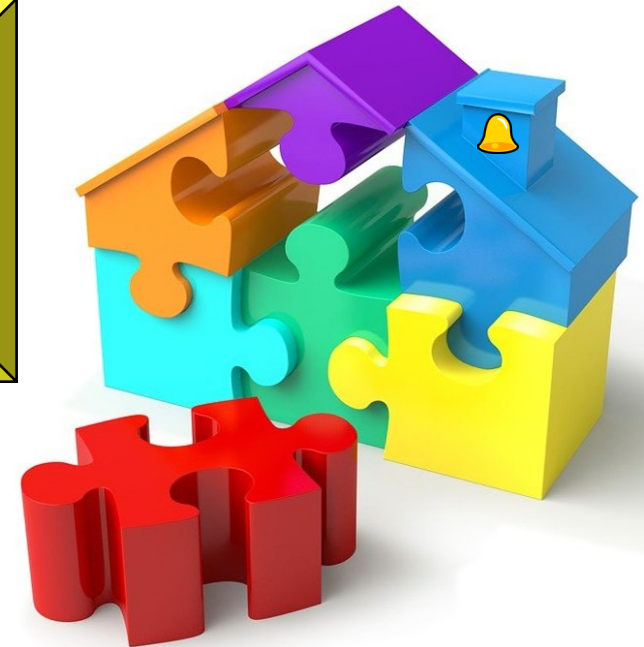
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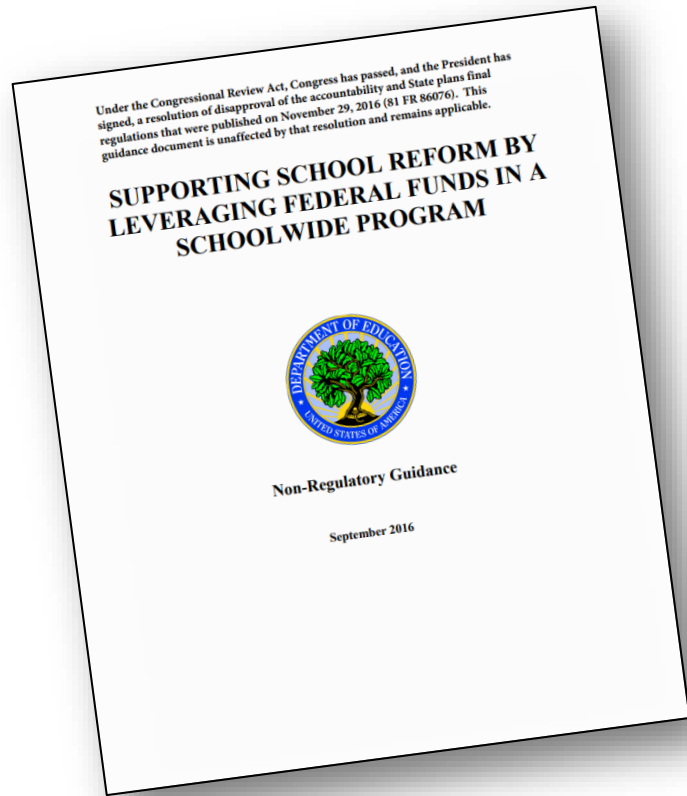
**Statutory
Required
Descriptions**
1114(b)(7)(A)





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





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)]



1

Monitoring Implementation

2

Annual Evaluation

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?

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)



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



Where do you find all of these great resources?

- [2019-2020 Title I, Part A - Final Campus Listing by LEA](#)
- [2019-2020 Title I, Part A - Final Campus Listing by Region](#)
- [Committee of Practitioners](#)
- [Community Eligibility Provision](#)
- [Comparability of Services](#)
- [Federal Report Card](#)
- [Foster Care and Student Success - Information Resources](#)
- [Maintenance of Effort](#)
- [Statewide ESSA Title I, Part A Capacity Building Initiative](#)
- [Statewide ESSA Title I, Part A Parent and Family Engagement Initiative](#)
- [Title I, Part A Distinguished Schools](#)
- [Title I, Part A Requirements for Paraprofessionals](#)
- [USDE Non-Regulatory Guidance: Supporting School Reform by Leveraging Funds in a Schoolwide Program](#)
- [2020-2021 Title I, Part A - Final Campus Listing by LEA](#)
- [2020-2021 Title I, Part A - Final Campus Listing by Region](#)



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 06/30/2022

[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 One Pager](#) Revised 05/15/2020

[Title I, Part A Requirements for Paraprofessionals One-Pager](#)

[Title I, Part A Requirements for Paraprofessionals Documentation Form](#) (PDF)

[Title I, Part A Requirements for Paraprofessionals Documentation Form](#) (Word)