Title I, Part A
Shared Service Arrangement: Compliance Meeting

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Agenda

- Overview/Purpose of Title I, Part A
- Region 10 Title I Website/Resources
- Shared Service Arrangement
- Comprehensive Needs Assessment
- 10 Schoolwide Components
- Campus Improvement Plan
- Parental Involvement Policy
- School-Parent Compact
- Annual Title I Parent Meeting
“The purpose of Title I, Part A is to ensure that all children, particularly low-achieving children in the highest poverty schools, have a fair, equal, and significant opportunity to obtain a high-quality education, and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.”

[Public Law 107-110, Section 1001]
Shared Service Arrangement

• Region 10 Fiscal Agent: financial & programmatic
• Grant applications, compliance reports, financial reports, and all other required documentation to the TEA
• Exempt from NCLB monitoring by TEA (ICRs)
• 2% fee from NCLB Title I allocation
• 55 ISDs $15 million 2013-2014
• TEA Validations – Campus Responsibility
A schoolwide program shall include the following components:

1. A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined in section 1309)

2. That is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(B)(1).
8 Areas of a CNA – 8 CNA Committees

- Demographics
- Student Achievement
- School Culture and Climate
- Staff Quality, Recruitment, and Retention
- Curriculum, Instruction, and Assessment
- Family and Community Involvement
- School Context and Organization
- Technology
Comprehensive Needs Assessments

- Access Resources and Tools: www.Region10.org/Title1

- Comprehensive Needs Assessment Tool

- Probing Questions

- Schoolwide Component #1

- Activity – Account for CNA in each CIP
10 Schoolwide Components

- Access Resources and Tools: www.Region10.org/Title1
- Electronic Copy and CD Distribution
- Review Example Documentation in CIP
- Activity – Account for all 10 SW Components in CIP
10 Schoolwide Components

1. **Comprehensive Needs Assessment** – centerpiece of the planning process and the pre-work for the campus improvement plan
2. **Reform Strategies** – amount and quality of learning time
3. **Instruction by Highly Qualified Teachers** – highly qualified and highly skilled
4. **High-Quality Professional Development** – based on needs assessment
5. **Strategies to Attract HQ Teachers** - recruitment and retention
6. **Strategies to Increase Parental Involvement** – regular, two-way, and meaningful communication and involvement
7. **Transition** - pre-school to kindergarten
8. **Teacher Decision-Making Regarding Assessments** – use of academic assessments to improve instruction and student performance.
9. **Effective and Timely Assistance to Students** – appropriate activities and interventions
10. **Coordination and Integration** – services and programs
Component #1 – Comprehensive Needs Assessment

- Systemic – Provides Structure
- Circular – On-going
- Organizational Strategy
- Drives the Campus Improvement Plan (the pre-work)

- Required by Federal Law (NCLB Section 1114)
- Legislated by TEC [11.252(a)(1-2)]
Component #2 – Schoolwide Reform Strategies

• Based on scientifically-based research

• Strengthen the core academic program

• Increase the quality and quantity of learning time

• Address the learning needs of all students
Component #3 – Highly Qualified Teachers /Paraprofessionals

- Core Teachers - includes art and music teachers
- Certified does not always mean Highly Qualified
- Sanctions are applied if 100% HQ is not met
- Options for Teachers: ExCET, TExES, HOUSE or combination

- Paraprofessionals – 2 yrs. of college, associate’s degree, or formal assessment
  - only those on a Schoolwide campus assisting with providing instruction or those paid by Title I funds on a Targeted Assistance campus
  - exceptions – translators, parental involvement specialists, non-instructional duties
Component #4 – Professional Development

• Professional development needs are determined by all stakeholders and based on student performance data
• Supports the campus vision and plan
• Scientifically, research based topics
• On-going with follow-up
Component #5 – Strategies to Attract & Retain Highly Qualified Teachers

Some questions to ask:

- To what extent are new teachers assigned to the most challenging students?
- What is the average retention of a teacher on a Title I campus?
- What is the rate at which teachers transfer to more affluent campuses?
- Schoolwide Plan must describe strategies it will use to attract and retain highly qualified teachers

IDEAS

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<thead>
<tr>
<th>Recruitment</th>
<th>Retention</th>
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<tbody>
<tr>
<td>Job Fairs</td>
<td>Mentoring</td>
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<tr>
<td>Multiple site job postings</td>
<td>Additional Certifications</td>
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<tr>
<td>Active/Current websites</td>
<td>Leadership Opportunities</td>
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Component #6 – Strategies to Increase Parental Involvement

- District/Campus Parent Involvement Policies in writing
- School-Parent Compacts
- Programs, activities, procedures, and evaluation should be planned and implemented in consultation with parents
- Hold annual Title I meeting to inform parents about the Title I program
- Provide communication in home language
- Staff Training
- Notification Requirements
Component #6 – Additional questions to consider

- Is our school welcoming to parents?
- How do we communicate with parents?
- Are school personnel trained in communicating with parents?
- How are we involving parents?
- Do we hold regular and flexible meetings to enable parents to give input?
- What is the literacy level of the parents? Do we need to consider offering family literacy services? Would this facilitate assistance to our children?
Goal is to provide a foundation for later academic success by capitalizing on a strong start:

- Do we communicate/collaborate with early education programs in regard to curriculum?

- How do we ensure smooth transitions?

- Do we offer parents an orientation to their child’s new setting?
Teachers **MUST** be included in the decisions and planning regarding use of assessments.

- What is the vehicle for input?
- What are some opportunities to discuss, analyze and revise decisions regarding student assessment?
- Do teachers need professional development in the area of assessment?

**Ideas for teacher input and decision-making:**
- Benchmark assessments
- Teacher observations
- Performance assessments
- Teacher-made assessments during grading periods
- Student inventories
Component #9 – Effective and Timely Assistance to Students

A campus operating a schoolwide program must:
• Identify students who need additional learning time to meet State standards
• provide them with timely, additional assistance that is tailored to their needs
• this assistance MUST be available to all students on the schoolwide campus who need it

Ideas for effective and timely assistance might include:

- Tutoring before/after school
- Saturday school
- Summer school
- Individualized group learning sessions
Component #10 – Coordination of Services and Programs

Campuses operating schoolwide programs are:

• expected and encouraged to use the flexibility available to them to integrate services and programs

• with the aim of upgrading the entire educational program

• helping all students reach proficient and advanced levels of achievement.
NCLB Parent Involvement Requirements

Parental Involvement Policy
School-Parent Compact
Annual Title I Meeting
NCLB Parent Involvement – A Guide

Notification
– Written Parental Involvement Policies
– School-Parent Compacts

Consultation
– Written Parental Involvement Policies
– Annual Evaluation of Parental Involvement Policies
– Written School-Parent Compact
– Title I, Part A Annual Meeting

Other
– Professional Development
NCLB Parent Involvement – A Guide

- Checklist and Guidance: [www.Region10.org/Title1](http://www.Region10.org/Title1)
- Review Law and Requirements
- Activity – Distribute Materials and Review each Campus Parental Involvement Policy for compliance
Parent Involvement Policy

• **Key Issues**
  – Jointly developed with parents
  – Build the school’s capacity for strong parental involvement
  – Includes strategies to assist parents to understand state standards, local assessments, and student progress
  – Includes strategies for parent training focused on helping parents work with their children at home
  – Includes strategies to educate teachers and staff to work with parents as partners
Documentation for Parent Involvement Policy

• Adequate Documentation
  – Development Process
    • Announcement/Invitation
    • Agenda (date, time, and location)
    • Sign-in sheet
      – Title of meeting
      – Date, time, location
      – Participants with role noted – must include parents
    • Meeting minutes/summary with date
    • Copy of distributed materials
    • Presentation materials, i.e., PowerPoint, handouts, etc.
  – Parent Involvement Policy (district and campus levels)
  – Documentation of distribution
School-Parent Compact

• It is a written agreement (commitment) indicating how all members of a school community –
  Teachers
  Parents
  Students

Agree to share responsibility for improved student achievement.
School-Parent Compact

- Resource Materials: www.Region10.org/Title1
- Distribute checklist and CD materials
- Activity – Review each School-Parent Compact for compliance
- What documentation would you need to have in place to pass a TEA Validation on the compact?
Fall Meeting – Issues that must be addressed:

- Briefly explain the school’s participation in Title I (schoolwide or targeted)
- Include in the discussion the Title I budget and program design
- Explain and distribute the Parent Involvement Policy and Compact
- Explanation of the school’s curriculum, information on academic assessments and expected proficiency levels
- Right of parents to become involved in the programs of the school and ways for them to do so
- Provide parents with schedule of training dates available throughout the year
- Distribute materials for home activities

* In the minutes, document any suggestions and responses from the parents.
Parental Involvement Meeting

Spring Meeting – Issues that must be addressed:

– Share the parent involvement goal for program planning for Title I parent involvement
– Share proposed changes in the program and/or budget for the upcoming year
– Parent consultation and evaluation
  • Review the Title I program (parents need to be involved in overall program evaluation)
  • Review written PI Policy
  • Distribute PI Survey
  • Allow time for Q & A
– Additional (optional)
  • Provide recommended reading lists for the summer
  • Discuss extended year learning opportunities (district and community)

* In the minutes, document any suggestions and responses from the parents.
Annual Title I Meeting

- Sample and Resources: [www.Region10.org/Title1](http://www.Region10.org/Title1)

- Review the sample template and discuss required information to disseminate
1. What are some specific areas of need that your LEA is experiencing?

2. How can Region 10 provide guidance and support?

3. How would you prefer to see the SSA support your LEA?
   a. Guest speakers
   b. Book Study
   c. Professional Learning Communities
   d. Cluster Meetings and Support
   e. Onsite Principal/Teacher Training in Title I operations
   f. Title I Principal Roundtable
Title I, SSA Contacts

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