
esc6
Dedicated to Serve
Fall Virtual Federal Programs
Director Meeting &
Title II LEA Program Requirements
#503280
October 27, 2022
9AM – 12 Noon
Thank you for joining us!
We will begin at 9AM.


Today's Agenda
01
Title IA LEA Requirements and Resources
02
Title I PFE Requirements and Resources
03
PNP Equitable Services and Resources
04
Random Validations and Resources
05
Upcoming Events & Reminders
06
Title II LEA Requirements and Resources
07
Q & A Session

Today's Norms

- We encourage everyone to be actively involved. Richer conversations occur when everyone engages in them, takes turns, listens, and has an open mind.
- Please limit distractions such as text messages, phone calls, emails, and in-office conversations.
- If you have a question or comment, please type it in the chat. We will check the chat throughout the session today.
- Have Fun!

Before we begin...

Let's Play a Game!
Hands Up or Hands Down?

Now let's change our names ...

Your Movie Star name is your pet's name and your mother's maiden name.

01

Title I A

Program & Compliance Requirements
LEA and Campus Resources

Identifying Eligible Campuses

1. Establish Overall Title I, Part A Eligibility
2. Select Program to Implement (SW or TA)



Campus Eligibility

- Determined by campus's low-income percentage (SC5000 in ESSA Application)
- Low income % is **greater than or equal to 35%, or**
- Low income % is less than 35%, but **meets or exceeds the LEA's total low income %**

Example:

- LEA's total low income % = 23%
- Campus's low income % = **24%**

Title I Eligible



TYPES OF TITLE I PROGRAMS (BRIEF OVERVIEW)

TARGETED ASSISTANCE PROGRAM

- Campuses with low-income percent of 35%-39% **OR**
- Campuses with low-income percent that meets or exceeds LEA's total low-income percent **OR**
- Transitioning to Schoolwide

May use Title I funds to serve only eligible students
(use multiple educationally-related objective criterion)

Eligibility criterion must be included in District Improvement Plan

SCHOOLWIDE PROGRAM

- Campuses with low-income percent of 40% or higher OR
- Campus received Ed-Flex Schoolwide eligibility programmatic waiver

May use Title I funds to upgrade entire education program
(all students on the SW campus are Title I eligible)

Most flexible Title I program

NOTE: PLEASE REFER TO GUIDANCE; THERE IS A LOT MORE TO CONSIDER WHEN DESIGNING PROGRAMS

Schoolwide Program Required Elements

1. **Comprehensive Needs Assessment**
   a. Collaborative Comprehensive Needs Assessment Toolkit (CCNA, Region 20 Title I Statewide Initiative)
   b. Needs assessment summary in CIP
2. **Campus Improvement Plan**
   a. Timeline for Development
   b. Stakeholders
   c. Plan Availability, Format, Language
   d. Plan Coordination
   e. Statutorily Required Descriptions
   ****ESSA application MUST be based upon CNA and CIP***
3. **Annual Evaluation**
   a. Monitoring Implementation is part of the evaluation process
   b. Results of the evaluation should be included in the next year's Campus Improvement Plan

All SW Elements can be found on pages 15-18 of the **Title I Program Guide**

Note: Parent and Family Engagement is not longer listed as the 3rd SW Element BECAUSE...

it is written into statute.

REQUIRED!

Campus Allocations

LEAs with total enrollment of LESS than 1,000 students:

- May serve (or not serve) any eligible campus without regard to low income %
- NOTE: "Single attendance districts" term NO LONGER USED (does not include one campus per grade span)
- Funds are allocated to campuses
- Campuses implement the campus level program

LEAs with total enrollment GREATER than 1,000 students:

- Greater than or equal to 35% low income (greater than or equal to 40% or waiver for SW)
- Must "Rank and Serve"
- Higher need / Highest priority eligible campuses = as much or more per pupil allocation



Highest Priority Eligible Campuses
Campus A – 86% → $425 PPA
Campus B – 84% → $425 PPA
Campus C – 77% → $415 PPA
Campus D – 75% → $410 PPA

Lower Priority Eligible Campuses
Campus E – 65% → $375 PPA
Campus F – 56% → $350 PPA

Lowest Priority Eligible Campuses
Campus G – 45% → $0 PPA

Ineligible Campuses
Campus H – 32% → $0 PPA
Campus I – 28% → $0 PPA

Title IA Requirements

13 Required Provisions (within LEA Plan)

In accordance with Section 1112 Local Education Agency Plans, the LEA Plan must describe how the LEA will address the following:

1. **Program Coordination**
2. **Reviews and Revisions**
3. **Teacher Quality**
4. **Measure of Poverty**
5. **Nature of Programs**
6. **Services to Homeless Children and Youth**
7. **Student Progress Monitoring and Supports**
8. **Meeting Academic Needs**
9. **Parent & Family Engagement Strategy** (see Parent and Family Engagement - LEA Responsibilities in the Program Guide)
10. **Parent Comments of Disagreement**
11. **Discipline Disproportionality**
12. **Other Proposed Use of Funds**
13. **Conditional Requirements**

Please refer to pages 4-7 of the Title I, Part A Program Guide.

Title IA Requirements

ESSA Required Assurances

The LEA Plan must ALSO include how the LEA will meet all of the ESSA Required Assurances.

Please refer to pages 7-8 of the Title I, Part A Program Guide.

Title IA Requirements

Allowable Use of Funds

Section 1118(b)(1):
"in the absence of such Federal funds"

- **Aligned to CNA need?**
- **Aligned to program goals?**
- **Activity will be evaluated?**
- **Reasonable, necessary, allocable, allowable?**
- **EDGAR**

Equity Plan in DIP

August 25, 2022
TTAA, District Equity Plans
No New Equity Plan submissions for 22-23.
"Plan" should be in your DIP.
Texas Equity Toolkit

LEA Reservation of Funds

Only Title I Campuses are allocated TIA funds.
Exception: *TIA funds (district reservations) for homeless children and youth DISTRICT WIDE*

Homeless Required Assurances

1. Equal access
2. Afforded the same education as provided to other children and youth
3. Review / Revise any laws, regulations, practices, or policies that may act as a barriers (enrollment, attendance, success in school)
4. Not separating students from the mainstream school environment on the basis of homelessness alone
5. Access to education / other services needed to meet the same challenging state student academic achievement standards as all students

LEA Policies & Procedures

LEA Policies and Procedures (examples, not all inclusive):

- Board Policy
- Accounting Procedures Manual
- Internal Control Procedures
- Travel Procedures

**The Most Restrictive Policies / Procedures: Required to be Followed*

Foster Care & Student Success

The LEA will collaborate with the state or local child welfare agencies to:

- Designate an employee to serve as the point of contact for the LEA
- Develop clear written procedures governing how transportation to the school of origin (when in their best interest) will be provided, arranged, and funded for the duration of their time in foster care.

Title IA Requirements

Paraprofessional TIA Requirements

Prior to providing services, must have a HS diploma or recognized equivalent AND one of the following requirements:

- ❑ Complete at least 2 yrs of study (48 sem hours of college coursework)
- ❑ Possess an associates degree or higher
- ❑ Meet a rigorous standard of quality / can demonstrate through a local assessment:
  - ❑ Knowledge / ability to assist in instructing in Rdg / Writing / Math
  - ❑ Knowledge /Ability to assist in instructing in reading readiness, writing readiness, math readiness

Paraprofessionals = Educational Aide (state requirements)

TIA Job Descriptions

100% funded by TIA?

- Job Description
- Assigned 100% to program / single cost objective
- FASRG coding

Substitute Time and Effort Reporting

Partially funded?

- Locally filed documentation (requirements met)
- Demonstrates funds charged to TIA = time spent on TIA activities

TIA Required Stakeholders

In order to comply with requirements under Title I, Part A, **Section 1111(a)(1)(A), as well as with the Texas Education Code (TEC) §11.251,** this plan must be developed and revised with meaningful consultation and input from required stakeholders.

Title IA Stakeholders

PROGRAM	Parents/ Guardians	Teachers	Paraprofessionals	Support Staff	Principals	Other School Leaders	Program Leads/Staff	Students	ESC Program Staff	Community-Based Organizations
Title I, Part A – Improving Basic Programs Operated by Local Educational Agencies	✓	✓	✓	✓	✓	✓	✓	✓ Secondary	✓ Technical Assistance Providers	✓

Note:

PLURAL!

Title IA Requirements

SNS Methodology or Exemption

- Required
- Updated annually
- On file for 22-23

SNS Handbook **LINK**

Drawdowns

Monthly, if not, quarterly

Current grant balances by recipient: **Website**

Federal Report Card

Each LEA that receives Title I, Part A funding is responsible for disseminating the State, LEA and campus-level report cards to:

1. All LEA campuses
2. Parents of all enrolled
3. The general public via widely available public means, such as posting on the internet, distribution to the media, or distribution through public agencies.

At a minimum, the LEA must:

- Post direct links to the State, LEA, and campus report cards on its website;
- Notify parents of all students about the availability of the report cards and the options for obtaining them;
- Provide appropriate translation (either oral or written) upon request;
- Make hard copies available to parents upon request; and
- Make hard copies available for viewing in public locations.

Title IA Fiscal Requirements

Maintenance of Effort

Are LEA state & local expenditures consistent (at least 90%) from year to year?

- ESSA MOE Handbook

Supplement, Not Supplant

Have Title I campuses received their fair share of state and local funds?

- SNS Handbook

Comparability

Among Title I campuses, are state and locally-funded services comparable?

- Comparability Handbook & Training Slides

Program Compliance
Title I, Part A

What is needed?

- LEA Program Plan (DIP) is developed with timely & meaningful consultation with TIA program stakeholders of the TIA campus.
- LEA Program Plan (DIP) will include all 13 Statutory Descriptions.
- LEA documentation will demonstrate the periodic review and, as necessary, revisions of the TIA Program Plan.
- Campus SW Program Plan will be based on the CNA of the entire school, with account taken on academic achievement of students at risk of failing or not meeting State academic standards, including any other factors determined in the LEA's Program Plan/DIP. CNA summary in the CIP should include CNA process description and consultation documentation, and should include the CNA results, what data sources were analyzed, and evidence of previous year and years program evaluations used to determine program effectiveness and to inform decisions for the coming year's program implementation.
- Campus SW Program Plan summary includes evidence of coordination and integration documented with applicable program descriptions that outline use of funds, and a list of all stakeholders/roles.
- The Campus Program Plan will be made available to the LEA, parents, and public. Distribution (plan of availability) should be noted, as per local policy, within the campus plan (i.e. campus/LEA website, hard copy at front desk, public library, other public location). The plan should also include statement(s) regarding availability in other languages. Evidence of availability in other languages would also need to be made available as English plan is.
- For Targeted Assistance Campuses, a description of the LEA's selection criteria should be summarized in the CIP. Must include multiple, educationally related, objective criteria, except that children in Preschool - grade 2 shall be selected solely on the basis of criteria, including objective criteria established by the LEA which may include teacher judgment, interviews with parents, or other developmentally appropriate measures; description of how the campus has supplemented the LEA's criteria.

Documentation (agendas, sign in sheets, meeting notes/minutes - dated, titled, names/roles, consultation documentation) will be housed locally.
Refer to examples of agendas, sign in sheets, notes/minutes, etc. in CCNA Toolkit (Appendix: Committee Documents, Templates, Samples).

Fiscal Compliance
Title I, Part A

What is needed?

- Ensure expenditures from TIA LEA Reserved funds are in check for final expenditure reporting.
- Ensure that budgets are drawn down without more than 15% left at the end of the cycle for carryover.
- SNS Methodology or Exemption is filed for the current fiscal year.
- Time and Effort are documented - match job descriptions for TIA funded employees.
- Internal controls and procurement policies are communicated; documentation reflects them.
- Per pupil amount for Title I campuses reflect needs and prioritization.
- ALL Title I funded activities and expenditures are reflected in the DIP and CIPs.
- Ensure that all Title I funded activities and expenditures are program allowable, allocable, reasonable, necessary and EVALUATED.
- Ensure that stakeholders (including parents) have engaged in planning for and using TIA funds as designated in the ESSA Application. Documentation housed locally should reflect this.

Documentation (agendas, sign in sheets, meeting notes/minutes - dated, titled, names/roles, consultation documentation) will be housed locally.
Refer to examples of agendas, sign in sheets, notes/minutes, etc. in CCNA Toolkit (Appendix: Committee Documents, Templates, Samples).

TIA District & Campus Requirement Reminders

	District		Campus
1	DIP Quarterly Review. Where are you with your activities? Survey stakeholders after your review.	1	CIP Quarterly Review. Where are you with your activities? Survey stakeholders after your review.
2	Ensure campuses have updated webpages to include required postings dated for 22-23.	2	Ensure required postings take less than 5 clicks to find from home page.
3	Ensure local internal control policies and procedures are well communicated.	3	If staff make purchase requests: *Is it in the CIP? Was it identified as a need for this year?*
4	**Conduct 1st quarter meetings with campuses to monitor spending and review all program documentation for the year thus far.	4	Monitor TIA budget: identified in CNA, planned in CIP (amends needed?) If changes needed, gather support to review with your district TIA administrator.

**Use the 21-22 ESSA Compliance Report to help your campuses maintain this year's compliance documentation.

Title IA Timely Reminders

21-22 PR9100 SIP District Compliance Report

Due November 5, 2022

- For districts that received TI 1003 School Improvement Grant funds for 2021-2022
- TEAL > Compliance Reports > 2021-2022 PR9100 SIP District Report

22-23 Title I 1003 School Improvement Grant

Due November 10, 2022

- September 13 TEA Update email
- Eligible districts are listed on the TEA Entitlements Page (scroll down to **"Title I 1003, School Improvement"** under ESSA Section)
- ADC required to be completed before application opens

22-23 RLIS Application in TEAL

Due November 15, 2022

- September 15, 20222 TEA Govdelivery email
- RLIS budget worksheet tab already created for you with entitlements (fee service member districts)
- Eligible districts are listed on the TEA Entitlements Page (scroll down to **"Title V - RLIS"** under ESSA section)
- ADC required to be completed before application opens

Title IA Action Items

- [ ] **CAD / CAF** due November 18.
- [ ] **SC9000 Annual Survey (TID)** due December 3.
- [ ] **LEA MOE Compliance Requirement** (ESSER) due Dec 9.
- [ ] Share **updated FASRG information** with your business staff.
- [ ] Monitor your ESSA drawdowns monthly.
- [ ] **Survey** parents / community after each event or policy/plan review.
- [ ] **Review Principal Checklists** with campus administrators.
- [ ] Ensure **"Parents Right to Know" letter** is sent to all whose children are served by an uncertified teacher for 4 consecutive weeks, anytime in the year.

Notes

- TIA Comparability of Services Requirement for 22-23 (Sept 29 TTAA email)
- SC9000, found under Special Collections in TEAL, is only available to eligible districts that serve children in local facilities for the Neglected / Delinquent (TID)
- MOE September 16 TTAA email
- Updated FASRG TTAA email / FASRG change document
- To monitor your drawdowns, click HERE (updated monthly early each month)
- Parents Right to Know Letter Template:
  - ENGLISH
  - SPANISH
- Principal TIA Checklist (share copy with campus administrators)
- District TIA Checklist (for district program administrators)

Title I, Part A Resources

ESSA Statute
Title I, Part A Website
TIA Campus Selection & SC5000 Handbook
Collaborative Comprehensive Needs Assessment (CCNA) Toolkit
Title I, Part A Program Guide / Webinar of Program Review
Title I, Part A FAQs
Title I, Part A Paraprofessional Requirements / State Certification requirements
TIA Paraprofessionals Requirements One Pager
TIA Paraprofessional LEA Documentation Form (PDF / WORD)
Non-Regulatory Guidance:
Within-LEA Allocations
Supporting School Reform/Leveraging Funds in a Schoolwide Program
Education for Homeless Children and Youths Program
Early Learning in the Every Student Succeeds Act
TEA Grant Resources webpage
Federal Report Card TEA website
Texas Equity Toolkit Website - District Equity Plans TTAA, August 25, 2022
Title V - Rural and Low Income (RLIS) website
TEA Grant Compliance and Administration Video Presentations
Supplement, Not Supplant Handbook (Version 5.0)
Title I, Part A Use of Funds One Pager
Recommended Use of ESSA Funds: TEA Strategic Priorities
ESSA Funding Reference Manual
Statewide ESSA Title I Part A Capacity Building Initiative Website
Statewide Training Series Website
Children in Foster Care: Transportation Procedures
Foster Care TEA website and Texas Resource Guide
TEA's Homeless Education website / Texas Homeless Education website (TEHCY)
Substitute Time and Effort Reporting Website
TEA Indirect Cost Rates Website
Comparability website / handbook
September 29, 2022 TTAA email - Upcoming LEA Deadline: TIA Comparability Requirement for 2023
TEA Finance and Grants webpage
TEA Entitlements webpage
Federal Program Compliance Division Website
Department of Grant Compliance and Administration Website
2022-2023 Title I and Title II Compliance Calendar

Any questions?

Open Mic or CHAT

02

Title I A PFE

LEA PFE Requirements:
Compliance Basics and Resources

Parent & Family Engagement

Title I PFE requirements are found in Section 1116 in statute

Region 16 Title I PFE
Statewide Initiative Website

Title IA PFE Requirements

- Annual Title I Meeting
- School-Parent Compact
- PFE Policies (LEA & Campus)
- Parents' Right to Know
- Reservation of Funds
- Building Capacity
- Annual Title I PFE Evaluation

Title I, Part A PFE
Annual Title I Meeting Requirements

What should be included?

FALL

Explanation of Title I, Part A Program
Title I, Part A Use of Funds
Rights of Parents to be Involved and How They Can Support Their Child's Learning
District and Campus Written Policy and School-Parent Compact
Explanation of Curriculum and Assessments
Annual Evaluation of Title I, Part A PFE Policy and Program
Parent-Teacher Conferences (required for elementary)
Parents Right to Request Teacher and Paraprofessional Qualifications

SPRING

District and Campus Written PFE Policies
Title I, Part A Funds
Additional Information

Annual Title I Meeting TOOLKIT

PFE Meetings One Pager

Annual Title I Meeting Powerpoint

Compliance
Annual Title I Meeting Requirements

What is needed?

- Meeting invitations, agendas, meeting minutes or notes that document what was shared at the meeting
- Documentation of attendance of parents
- Documentation that translation or interpretation was provided
- Evidence of provisions for childcare or transportation, if provided
- Offered more than one day and more than one time

Meeting Minutes Form
Sign-In Sheet Form

Title I, Part A PFE
School-Parent Compact

What should be included?

- The school's responsibility to provide high-quality curriculum and instruction
- Meeting the state's student academic achievement standards
- Ways in which parents will be responsible to support their child's learning
- The importance of frequent two-way communication
- The value of annual parent-teacher conferences (required in elementary schools)
- Frequent reports of student progress
- Reasonable access to school staff
- The opportunity for parents to observe and volunteer in their child's class

Compliance
School-Parent Compact

What is needed?

- Copy of the School-Parent Compact
- Meeting agendas, meeting minutes or notes, and documentation of attendance showing parent participation in the development of the compacts
- Any other consultation documentation used to consult with parents in the development of the compact, if applicable

Five Steps to Developing Compacts
Powerpoint

Let's Revive Our Compact
Powerpoint



Compact Checklist

Tips on Compacts

Title I, Part A PFE
DISTRICT PFE Policy

Explain HOW the DISTRICT will:

- Involve parents in the development of the district improvement plan
- Assist schools to implement family engagement activities to improve student performance
- Assist the schools and parents to build capacity
- Coordinate parental involvement activities

- Conduct, with parents, an annual evaluation of the content and effectiveness of the PFE policy in improving the academic quality of the schools
- Involve parents in the activities of the school

LEA PFE Policy Template

PFE Policy FAQ

PFE Policy Toolkit

Compliance
DISTRICT PFE Policy

What is needed?

- Copy of the LEA's written parent involvement policy that is incorporated into the LEA's Title I, Part A Program Plan (can be included in the DIP or other LEA official plans)
- Meeting agendas, meeting invitations, meeting minutes or notes, and documentation of attendance documenting participation of parents in the development of the policy
- Any other consultation documentation used to consult with parents in the development of the policy, if applicable
- Evidence of policy distribution to parents and family members
- In a language parents/families can understand

District PFE Policy Checklist

Title I, Part A PFE
CAMPUS PFE Policy

Explain HOW the CAMPUS will:

- Convene an annual meeting to describe the school's participation in a Title I, Part A program and the right of the parents to be involved
- Offer a flexible number of meetings and times
- Include parents in the planning, review, and improvement of the school policy
- Provide timely information about parent activities, a description and explanation of the school curriculum, forms of assessment and expected proficiency levels
- Include parents in the planning, review, and improvement of the school-parent compact

Compliance
CAMPUS PFE Policy

What is needed?

- Copy of written PFE policy for each Title I, Part A campus that includes the method of policy distribution to parents and family members of participating students, evidence of availability to the local community, and the languages in which the policy is made available to parents
- Meeting agendas, meeting invitations, meeting minutes or notes, and documentation of attendance documenting participation of parents in the development of the policy and periodic updates to the policy to meet the changing needs of parents and the school
- Any other consultation documentation used to consult with parents in the development of the policy, if applicable
- Evidence of policy distribution to parents and family members of participating students
- Evidence of availability to the local community

School PFE Policy Template

Title I, Part A PFE
Parents' Right to Know

Teacher Qualifications

Has the teacher met state licensing criteria for their teaching assignment?
Is the teacher teaching under emergency/provisional status?
Have licensing qualifications been waived?
What is their field of discipline?

Paraprofessional Qualifications

Is the child served by paraprofessional?
If so, what are their qualifications?

Parents must be notified if the student has been taught for four or more consecutive weeks by a teacher who does not meet the applicable state certification requirement at the grade level and subject area in which the teacher has been assigned.

Parents Rights in ESSA

Example Parent Notification
English/Spanish

Compliance
Parents' Right to Know

What is needed?

- Official auditable correspondence, newsletter, website, or student handbook used to distribute information on right to request the professional qualifications of the student's classroom teacher(s)

Parents should be notified at the beginning of each school year

Title I, Part A PFE
Reservation of Funds

Which LEAs?	How much must be reserved?	How should it be spent?
LEAs with a Title I, Part A allocation of more than $500,000 Including funds REAPed or Transferred into Title I LEAs with an allocation of less than $500,000 are not required to reserve funds for PFE	At least 1% of the full allocation Of the 1%, at least 90% must be spent at the campus level	Professional Development Outreach Information Dissemination Community Collaboration Other *Parents must be involved in making decisions*

Title I, Part A PFE
Building Capacity

Musts

- Provide assistance in understanding academic standards and how to monitor child's progress
- Provide materials and training to help parents work with children to improve achievement
- Educate teachers and relevant staff in the value and utility of working with parents
- Coordinate/integrate PFE programs, as feasible
- Ensure info related to school/parent programs, meetings, activities are provided in language and format understood
- Provide other reasonable support for PFE activities

Mays

- Involve parents in development of training for school staff
- Provide necessary literacy training
- Pay reasonable and necessary expenses associated with activities
- Train parents to enhance involvement of other parents
- Arrange school meetings at a variety of times
- Adopt and implement model approaches to improve parent involvement
- Establish districtwide parent advisory council
- Develop appropriate roles for community-based organizations and businesses in PFE activities

Link to Building Capacity One Pager

Building Capacity Powerpoint

Compliance
Building Capacity

What is needed?

- Training/meeting agendas, meeting minutes or notes that document content of training, documentation of attendance that shows evidence of attendance for teachers, specialized instructional support personnel, principals, other school leaders, and other staff, and evidence that the meeting/training was provided with the assistance of parents

Title I, Part A PFE
Annual Title I PFE Evaluation

What should be included?

- Identify barriers to greater participation of parents
- Identify needs of parents and family members to assist with learning of their children
- Strategies to support successful school and family interactions

Evaluation Toolkit

Compliance Evaluation

What is needed?

- Meeting agendas, meeting invitations, meeting minutes or notes, and documentation of attendance documenting participation of parents in the annual evaluation of the content and effectiveness of the policy
- Copy of annual evaluation

Title IA PFE Timely Reminders

October
Conduct Parent-Teacher Conferences - discuss school-parent compacts
Convene Title I, Part A Annual Parent Meetings for each TIA Campus

November
Register for the Statewide Parental Involvement Conference (December 8-10 in Frisco)
National Parent Involvement Day - November 17th (3rd Thursday of the month)

December
Attend Statewide Parental Involvement Conference (December 8-10 in Frisco)

Title IA PFE Action Items

- [ ] Gather compliance documentation for Annual Title I Meeting for all Title I campuses
- [ ] Gather compliance documentation for School-Parent Compacts for all Title I campuses
- [ ] Gather compliance documentation of LEA PFE Policy for all Title I campuses
- [ ] Gather compliance documentation of Campus PFE Policy for all Title I campuses
- [ ] Gather compliance documentation for Parents Right to Know
- [ ] Gather compliance documentation for Building Capacity
- [ ] Gather compliance documentation for PFE Meetings and Activities as they occur



APPLY HERE!

TIA PFE Resources

COMPLIANCE, COMPACT AND POLICY LINK
ANNUAL TITLE I MEETING LINK
22-23 PFE COMPLIANCE CALENDAR LINK
HOME AND SCHOOL PARTNERSHIP LINK
2022 PARENT INVOLVEMENT CONFERENCE WEBSITE
ESC 16 TITLE I PFE STATEWIDE INITIATIVE WEBSITE
BEST PRACTICES EXPO RECORDINGS AND HANDOUTS

SUBMIT YOUR PROMISING PRACTICES!!!

Any questions?

Open Mic or CHAT

03

Private NonProfit

Equitable Services:
Ongoing Consultations and Requirements Review

Private NonProfit

Equitable Services

LEAs are required to provide services which are designed to meet and supplement educational needs for eligible private school students

- Secular, neutral and non-ideological
- Equitable educational services compared to public school
- Provided in a timely manner
- Monitored and enforced by PNP Ombudsman

TEA PNP Equitable Services website

Private NonProfit

Title I, Part A Eligibility

Poverty Data

- Low income students attending eligible private schools generate funding
- LEA has final authority on poverty data collection method
- PS3099 Private School Services Schedule

Students Served

- Must **reside** in participating Title I, Part A public school attendance area
- Must have an educational need, as evidenced, by **multiple, educationally related, objective criteria**
- Only targeted students meeting selection criteria
- Poverty is not a criteria for receiving services

Private NonProfit

LEA Consultation Responsibilities

- **Initiate PNP Consultation Process**
- **Listen and Consider PNP Views**
- **Share Timelines and Due Dates**
- **Continue Ongoing *Documented* Consultation Meetings**

Compliance Documentation Needed:

- **Written Affirmation**
- **Results of Agreement**
- **Reason for Disagreement**
- **PNP Meeting Invitation(s)**
- **Meeting Agendas, Meeting Minutes, Emails, Sign-In Sheets**
- **PNP Due Dates and Timelines**
- **Follow-Up Summary and/or Meeting Notes**

Private NonProfit
Eligible Programs

ESSA Section 1117

Title I, Part A Equitable Services

ESSA Section 8501

Title I, Part C - Migrant

Title II, Part A - Supporting Effective Instruction

Title III, Part A - English Learners & Immigrants

Title IV, Part A - Student Support & Academic Enrichment

Title IV, Part B - 21st Century Community Learning Centers

Private NonProfit

Key Points to Remember:

- **The LEA in which the child resides is responsible for providing eligible children enrolled in private schools the opportunity to receive services or benefits under Title I, Part A.**
- **An LEA must allocate funds to a participating public school attendance area or school on the basis of the total number of children from low-income families, including low-income children attending private schools.**
- **A PreK ONLY campus is NOT eligible for equitable services**
- **Funds allocated to an LEA for equitable services must be obligated in the fiscal year the funds were received**

Private NonProfit

Key Points to Remember:

- *LEA must ensure it maintains control of technology, equipment, and supplies purchased for the PNP.
- Equipment and supplies may be placed in a private school for Title I purposes only and are able to be removed without remodeling the private school facility.
- LEA shall remove equipment and supplies if they are no longer needed for TIA purposes.
- LEA must solicit for private nonprofit school each year in at least two ways (whether it is known that a PNP is in district boundaries or not)

*Compliance Item



Private NonProfit

Not Allowable

- ➔ Services can NOT supplant the level of services that would, in the absence of the TItle I, A funds, be available.
- ➔ Funds are not for the needs of the private school or for the general needs of all the children enrolled in the private school.
- ➔ Repairs, minor remodeling, construction of private facilities are not allowable.
- ➔ Paying substitutes for private school teachers is not allowable.
- ➔ Operating a schoolwide program in private schools is not allowable.



Private NonProfit Action Items

- [ ] Document phone call/email ongoing consultation
- [ ] Update on use of funds - how much have they spent?

PNP Equitable Services Resources

ESSA Title I, Part A, Subpart 1, Section 1117 - Participation of children enrolled in private schools

Request for approval of participant support costs: PNP Equitable services FORM (PDF)

TEA ESSA / CARES / ESSER Private School Equitable Services webpage

TEA procedure for offering pnp equitable services

Affirmation of consultation form *(was due September 30)*

Any questions?

Open Mic or CHAT

04

Random Validations

Phase 1 - Review
Phase 2 - What To Expect

Random Validations Timelines

Phase 1

Programs:

- Title I, Part A - Improving Basic Programs
- **Title I, Part A - Supplement, Not Supplant (SNS)**
- Title I, Part C - Education of Migratory Children (MEP)
- **Title II, Part A - Supporting Effective Instruction**
- Title IV, Part A - Student Support and Academic Enrichment

Notifications: Oct 3, 2022
ESC Technical Support: Oct 3-17, 2022
Deadline to submit documentation: Oct 17, 2022
TEA staff complete preliminary reviews: Feb 3, 2023
LEA WorkApp contacts receive notification of validation results: March 14, 2023
ESC technical assistance for LEAs with Improvement Needed: March 14-Sept 28, 2023
Improvement Needed LEAs submit 23-24 documentation for same requirement: Sept 29, 2023

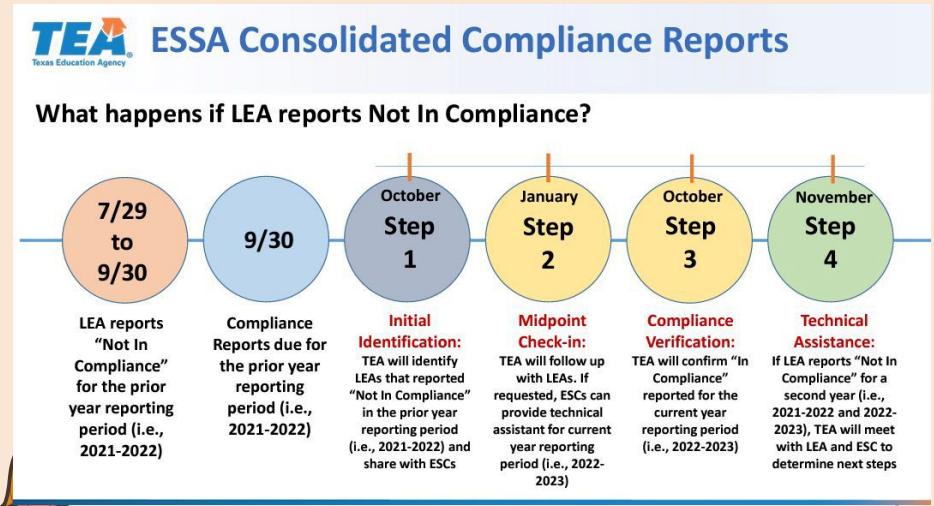
Phase 2

Programs:

- Title I, Part D - Prevention/Intervention for Delinquent, Neglected, & At-Risk Youth
- Title V, Part B - Rural and Low-Income Schools Program (RLIS)
- EdFlex - Title I, Part A Schoolwide Eligibility Waiver
- Private School Equitable Services (PNP)
- Unsafe School Choice Option (USCO)

Notifications: Nov 28, 2022
ESC Technical Support: Nov 28 - Dec 9, 2022
Deadline to submit documentation: Dec 12, 2022
TEA staff complete preliminary reviews: Feb 3, 2023
LEA WorkApp contacts receive notification of validation results: March 14, 2023
ESC technical assistance for LEAs with Improvement Needed: March 14-Sept 28, 2023
Improvement Needed LEAs submit 23-24 documentation for same requirement: Sept 29, 2023

Not in Compliance?



Random Validations Best Practices

1	Review all Program Provisions and Assurances to ensure the LEA and Campuses are in compliance with each program's requirements.
2	Review the 21-22 ESSA Compliance Report with campus administrators to ensure all documentation for THIS YEAR's meetings and events are readily available.
3	Maintain locally - all meeting agendas, minutes and notes, sign in sheets with names and roles included; ensure dates and times of meetings are on agenda and sign in sheets.
4	Ensure this year's DIP includes your TIA, TIIA, and all federal and state program PLAN summaries, and that references to all Required Provisions and Assurances are identified within the plan.
5	Review TEA's Random Validations website and resources: Training Slides, Training Videos, Handbooks

Random Validations Resources

TEA Random Validations Website
Phase I Timeline
Phase 2 Timeline
Title I A RValidations **SNS** Handbook / Slides
Title I A RValidations **CNA** Handbook / Slides
Title I A RValidations **SW Plan & CIP Stakeholders** Handbook / Slides
Title I A RValidations **Campus Written PFE Policy** Handbook / Slides
Title II A RValidations **Alignment w/State Standards** Handbook / Slides
Title II A RValidations **Meaningful Consultation** Handbook / Slides
Title II A RValidations **Prioritization of Funds** Handbook / Slides

Phase 2 Handbooks / Slides / Training Videos TBA
Will be linked in Title I Checklist, once available.

Any questions?

Open Mic or CHAT

05

Upcoming Events & Reminders

ESSA - Title IA - PFE - TID - PNP -
Foster Care - Homeless

2022 Fall Statewide Training Series

7 November	14 November	15 November	29 November
TItle I, Part A Improving Basic Programs for beginners	**Supplement, Not Supplant**	Back to Basics: LEA's Providing **Private NonProfit Equitable Services**	**Title II, Part A** Supporting Effective Instruction Program Overview for Beginners

October 11, 2022 News email from the Federal Program Compliance Division, TEA

Visit the Statewide Training Series webpage to register

Mark your calendar!

esc6 Dedicated to Serve

6 December	26 January	21 February	23 February
Special Programs Coordinated Meeting #503353 ZOOM Only (9AM to 12 noon)	Title I, Part A LEA Program Plan (DIP) #503346 ZOOM Only (9AM to 12 noon)	Special Programs Coordinated Meeting #503355 ZOOM Only (9AM to 12 noon)	Schoolwide Program Elements: CNA, CIP, Evaluation of Effectiveness #503304 Campus TEAMS IN PERSON ONLY (9AM to 4PM)

ESC6 22-23 PD Calendar

Mark your calendar!



Frisco Embassy Suites Hotel and Convention Center
2875 Parkwood Blvd
Frisco, Texas 75034
972-668-4500
Flow Hotel Information HERE

Click **HERE** for more information about the conference.



Mark your calendar!

PFE Best Practices Online Expo
Thursday, November 10th
9:00 - 10:15 AM

REGISTER HERE

Any questions?

Open Mic or CHAT



Welcome back from break!

Type in the chat your favorite or most memorable childhood Halloween costume.

06

Title II, Part A

LEA Program Requirements Review - FALL

Title II, Part A – Review Agenda

01 Title IA LEA Requirements and Resources

02 Title I PFE Requirements and Resources

03 PNP Equitable Services and Resources

04 Random Validations and Resources

05 Upcoming Events & Reminders

06 Title II LEA Requirements and Resources

07 Q & A Session

Title II Objectives

Participants will gain a better understanding of…

- ★ Title II Program Purpose
- ★ Title II Intent of Funding
- ★ Title II Allowable Activities
- ★ Title II Program Compliance Requirements
- ★ Title II Documentation Examples
- ★ Title II Resources Available

Purpose Of Title II, Part A

	Purpose
1	Increase Student Achievement
2	Improve Educator Quality and Effectiveness
3	Increase the Number of Effective Educators
4	Provide Low-Income and Minority Students Greater Access to Effective Educators

Educator(s) = teachers, principals, and other school leaders

Areas of Focus For Title II, Part A

Title II, Part A allowable activities included in the ESSA statute and n the Non-Regulatory Guidance from the U.S. Department of Education (issued on September 27, 2016) have been categorized into three areas of focus:

1	Recruit, Support, and Retain Effective Teachers and Principals
2	Professional Development / Growth
3	Other Evidence-Based Activities

Intent of Funding for Title II, Part A

To support educators in their work to...

1. Improve the overall quality of instruction
2. Ensure equity of educational opportunity for all students

Title II, Part A Follows Traditional SNS Guidelines

Supplement, Not Supplant

In order to be supplemental.....	Program activities must enhance, expand, or extend required activities.

Title II, Part A Follows Traditional SNS Guidelines

Supplement, Not Supplant
Questions to ask yourself...

- **Is the activity / service required by state or local law?** (If the answer is no, then you are supplementing your program. If it is required, it is not an allowable expense and would be supplanting.)
- **Did the LEA provide this activity/service in the prior year? If so, what funds were used to provide this activity/ service?** (If the answer is local or state funds, you can not use Federal funds this year to pay for it because that would be supplanting.)

Examples of Allowable Expenses for Title II, Part A

Recruit, Support, and Retain Effective Teachers and Principals

1	Educator Induction and Mentorship Programs
2	Teacher Leadership
3	School Principal Support
4	Educator Cultural Competence
5	Recruiting Qualified Individuals from other fields
6	Improving School Working Conditions
7	Recruiting, Hiring, and Retaining Effective Teachers in *High-Need Schools*

Professional Development

1	Sustained
2	Intensive
3	Collaborative
4	Data Driven
5	Personalized or based on information from an evaluation and support system and
6	Classroom-Focused

Disclaimer= Remember, SNS still applies. This is not an all-inclusive list.

What is the definition of "High-Need Schools"?

"High-need schools are low-income schools with high percentages of ineffective teachers and high percentages of students who do not meet the challenging State academic standards."

High-Need Schools Allowable Activities

- ✓ Assistance screening candidates
- ✓ Differential and incentive pay
- ✓ Advancement opportunities
  - Leadership
  - Multiple career paths
  - Pay differentiation
- ✓ Induction and mentoring programs
- ✓ Performance evaluation training
- ✓ Auditing the quality of evaluation and support systems
- ✓ Equity-based activities
  - Incentives
  - Job-embedded opportunities
  - Teacher time banks

Other Evidence-Based Activities

Other Evidence-Based Activities Sec 8101(21)(A)

i. demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on –

(I) strong evidence from at least one well-designed and well-implemented experimental study; or

(II) moderate evidence from at least one well-designed and well-implemented quasi-experimental study; or

(III) promising evidence from at least one well-designed and well-implemented correlational study with statistical controls for selection bias; or

ii. demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and

iii. includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

If you decide to plan an "other evidence-based" activity, remember to include these steps in the planning process...

1. Document why the LEA expects the activity to have a positive effect.
2. Consider whether the LEA can replicate the results of the study.
3. Consider whether the LEA is implementing the activity in appropriate context.

Reducing Class Size

Is class-size reduction a Title II, Part A allowable use of funds and under what conditions?

It is allowable. However, the district must have evidence from research that shows that the class-size reduction for the grade, subject and number of students in question is actually effective. (It can not be utilized to meet the state required class size limit. It must be above and beyond that requirement.)



Title II, Part A Use of Funds

1. Supplement, Not Supplant
2. Prioritization of funds for campuses in School Improvement and with high percentages of low-income students
3. Activities and/or Resources
    a. Comprehensive Needs Assessment (highly recommended!)
    b. District Improvement Plan
        i. Alignment with challenging State academic standards
        ii. Meaningful consultation and coordination
    c. Reasonable
    d. Necessary
    e. Allocable
    f. Allowable under Title II, Part A
4. EDGAR Requirements
5. LEA Policies and Procedures

Can we purchase this with Title II Funds? Is this an Allowable Expense?



Think & Share

How are your Title II funds allocated for this year?

Open Mic or CHAT

Title II, Part A Program Compliance Requirements

1	2	3
Alignment of Activities to the Challenging State and Academic Standards	Meaningful Consultation	Coordination
4	**5**	**6**
Prioritization of Funds	System of Professional Growth and Improvement	Private Nonprofit School Participation

1

Alignment of Activities to the Challenging State and Academic Standards

- **Include a statement in the District Improvement Plan that describes <u>how</u> the LEA will ensure that the activities to be carried out under Title II, Part A will be aligned with the challenging State academic standards.**
- **Retain related activity documentation.**

2

Meaningful Consultation

Who?

Required Title II, Part A Stakeholders:

- -Teachers
- -Principals
- -Other School Leaders
- -Paraprofessionals
- -Specialized Instructional Support Personnel
- -Charter School Leaders (if applicable)
- -Parents
- -Community Partners, AND
- -Other Organizations or Partners

What?

Content to Cover

- -Seek Advice for Improvement Activities
- -Use Data and Ongoing Consultation to Update and Improve Activities
- -Seek diverse perspectives
- -Make stakeholders aware of past and current use of Title II, Part A funds
- -Include analysis of effectiveness of current & proposed activities.

Where?

Locations

-District Level Activities need to be documented and discussed in a District Level Improvement Committee (such as a DAC)

-Campus Level Staff need to be represented at this DAC meeting as well, if funds are allocated to their campus.

*Remember that this does not have to be a stand-alone meeting.

When?

Timeline

-Planning (BOY or Prior to the upcoming school year)

-Implementation (Mid-Year)

-Evaluation (End of Year)

*Remember to hold consultation meetings at a variety of times to ensure attendance and engagement.

How?

Document!

-Include how the LEA will meaningfully consult with stakeholders in your DIP. (Describe your process.)

Documentation should also include:

- -Invitation to Meeting
- -Agendas
- -Sign-In Sheets (with roles)
- -Meeting Minutes showing input from stakeholders
- -Meeting Notes & materials shared

Sample Description of the Title II, Part A Consultation Process for the DIP

- "____ISD invites parents, teachers, school administrators, paraprofessionals, specialized support personnel, and community partners to participate in a collaborative committee process to ascertain the strengths and needs of the LEA/campus, to evaluate prior-year program results, and to consider the best use of program funds for the upcoming school year. The committee meets in the late spring to review sub-committee reports, survey results, and to prioritize the LEA/campus needs. The committee meets mid-school year to check progress, and again at the end of the year to evaluate program results. Recommendations for adjustments may be made to improve the program at the mid-year point or at the end of the year."

Smart School ISD

District Advisory Committee Meeting Agenda

Smart School ISD Administration Building: May 2, 2022, at 4:30pm

1. **Welcome by Superintendent**
2. **Introductions of all Committee Members**
3. **Review of Campus and District Data by Assistant Superintendent**
   a. Attendance Data
   b. Reading Data Review: I Station Data by Grade Levels, DRA Levels, and EOC Data
   c. Math Data Review: Study Island Data by Grade Levels, Unit Assessment Averages, and EOC Data
   d. Discipline Data by Grade Level
   e. Counseling Referral Data by Topic Area
   f. Parent & Community Survey Responses
   g. Smart School ISD Staff Survey Responses
4. **Review of ESSA Programs by Federal Programs Director**
   a. Title I, Part A: Funding Allocations for Previous Year and Current Year & Current Program Activities
   b. Title II, Part A: Funding Allocations for Previous Year and Current Year & Current Program Activities
   c. Title IV, Part A: Funding Allocations for Previous Year and Current Year & Current Program Activities
5. **ESSA Program Planning for the 2022-2023 school year**
   a. Stakeholder Input and opportunity for feedback for all ESSA Program areas (Title I Part A, Title II Part A, and Title IV Part A.) in an Open Forum / Round Table session
   b. Stakeholder Input and Opportunity for feedback for all ESSA Program areas (Title I Part A, Title II Part A, and Title IV Part A) though electronic survey (via Survey Monkey) after Round Table discussion.
6. **Closing Remarks by Superintendent**
7. **Next Committee Meeting Date:** July 26, 2022, at 4:30pm at Smart School ISD Administration Building
8. **Adjourn Meeting**

Sample Sign-In Sheet

Smart School ISD

District Advisory Committee Meeting

Smart School ISD Administration Building: May 2, 2022, at 4:30pm

Sign-In Sheet

Committee Member Name	Committee Member Role	Committee Member Signature
Suzy Someone	Principal of Smart Elementary	
Billy Organizer	Principal of Smart Secondary	
Bobby Joe	Assistant Principal of Smart Elementary	
Sally Sue	Teacher at Smart Elementary	
Johnny Smith	Teacher at Smart Secondary	
Kitty Kat	Dean of Instruction for Smart Secondary	
Tim Tall	Paraprofessional at Smart Elementary	
Julie Joyful	Paraprofessional at Smart Secondary	
Kara Cares	Counselor at Smart Elementary	
Allie Awesome	Nurse at Smart Elementary	
Henry Hilarious	Parent at Smart Secondary	
Rosie Reader	Librarian at Smart Secondary	
Haley Helpful	Parent at Smart Elementary	
Lacey Loving	Community Partner – CEO at Boys & Girls Club	
Fred Fantastic	Community Partner – Director at YMCA	
Molly Magical	Organization – Coordinator for A Time to Read	
Polly Praise	Partner – Youth Minister for Smart Church	

*Smart School ISD does not have a Charter School or Charter School Leader. *

Smart School ISD

District Advisory Committee Meeting Minutes

Smart School ISD Administration Building: May 2, 2022, at 4:30pm

Minutes taken by Mary Marvelous, Secretary to Superintendent

1. Mr. Superintendent welcomed the committee and thanked them for serving in this role. He reviewed the mission and vision of the district and the purpose of the committee. Then he led the committee to start introductions.
2. Each committee member stated their name, their role, and how many years they have been in the district or serving our community.
3. Mrs. Assistant Superintendent reviewed the following data with the committee. (Note: each committee member had a hard copy of the data as well as what was presented on the screen.)
    a. Attendance Data was reviewed. Kitty Kat, Dean of Instruction, voiced her appreciation for the attendance incentives that have been implemented. She has seen a direct correlation between an increase in attendance and an increase in those student's scores on their unit assessments.
    b. Reading Data was reviewed. Henry Hilarious, Parent at Smart Secondary, voiced his concern with the decrease in reading achievement scores in grades 2-5. He would like to see more professional development offered to elementary teachers in the areas of reading comprehension and DRA assessment training. Suzy Someone, Principal of Smart Elementary, agreed with Henry and will share her ideas later in the meeting.
    c. Math Data was reviewed, and it reflected an increase in scores from BOY to EOY in all grade levels. The committee was excited to see this growth. (No additional comments were given.)
    d. Discipline data was reviewed with the committee. Assistant Principal, Bobby Joe, stated the students were responding well the positive incentives and positive office referrals.
    e. Counseling Data was reviewed and revealed the topic most discussed was the need for school supplies, meals for families, and clothing for families who lost their jobs during COVID. Polly Praise, Youth Minister for Smart Church, stated she will work with the Youth Group Staff and have a school supply drive in August.
    f. Parent & Community Survey Responses were shared. During the summary, the Assistant Superintendent noted the common request from parents needing additional communication regarding how to help their child at home with Homework and wanting ideas on how to support their child with math, based on their grade level skills.
    g. Smart School Staff Survey Responses were shared. The staff feedback stated the extra curriculum day built into the calendar for instructional planning was helpful and lesson plans were developed with more detail and specificity due to extra planning time provided. The survey also stated the staff would like additional curriculum planning opportunities next school year if possible.
4. Federal Programs Director reviewed all ESSA Programs. She led the committee to highlight the funding sources in the previous year to the activity it supported so the committee can see the connection between the funding source and activity it supported. (Each committee member had a hard copy of the sections within the DIP that supported ESSA – Title I part A, Title II part A, and Title IV part A.
5. Federal Program Director facilitated the opportunity for committee stakeholder input and feedback based on data reviewed.
    a. Stakeholder Input in Open Forum:
        i. Principal of Smart Elementary, Suzy Someone, stated she would like to see additional professional development offered to her staff in the areas of reading comprehension and DRA Assessment Training. She has investigated the cost of DRA Training for her staff, and it will be $300 per person to attend a three-day training. She stated it would be best to attend during the summer months prior to school starting.
        ii. Haley Helpful, Parent of Smart Elementary, stated she would like to see the results of the DRA assessments shared with parents during the Parent Conference Day in October.
        iii. Kara Cares, counselor at Smart Elementary, stated she would like to see additional training and possibly an additional Crisis Counselor added to the staff in the district to support Crisis situations.
        iv. Johnny Smith, teacher at Smart Secondary, stated he contributes some of the math student success to the use and access of the Study Island program. He would like to see that program renewed for the upcoming school year to provide consistency to the students.
        v. Henry Hilarious, parent at Smart Secondary, stated he too liked Study Island for his child and appreciated that it is a program that his child can access at home.
    b. Stakeholder Input via Survey – all stakeholders were given a laptop and link to the Survey to provide additional input and suggestions for planning for the upcoming school year. All ESSA Programs (Title I part A, Title II part A, and Title IV Part A) were reviewed and given an opportunity for input and feedback. Stakeholders took approximately 15 min. to take the survey.
6. Closing remarks were made by Mr. Superintendent. He stated the results of the online survey will be emailed to all committee members to review by next week.

3

Coordination

- Include a statement in the District Improvement Plan that describes <u>how</u> the LEA provides Coordination with other federal, state, and local programs and with other related strategies, programs, and activities being conducted in the community.

Benefits of Coordination include: Increase in program effectiveness, Eliminates duplication within programs, and reduces fragmentation of the instructional program.

4

Prioritization of Funds

- LEAs must prioritize their TItle II, Part A Funds.

The top priority is for:

1. Schools identified for school improvement under section 1111
2. Schools that have the highest percentage of low-income children

- LEAs must include a statement in the District plan that describes how the LEA prioritized its Title II, Part A funds.

Sample Descriptions of Prioritization of Funds:

- "Because the LEA has no campuses identified for school improvement under Section 1111, the LEA focused the use of its Title II, Part A funds at campuses with the highest percentages of low-income students."

- "The LEA has two campuses identified for school improvement under Section 1111; however, because all the professional development needs of these campuses have been met through the Title I School Improvement Grant, the LEA has focused the use of its Title II, Part A funds at campuses with the highest percentages of low-income students."

Campus Name	School Improvement	Poverty %	Title II, Part A
Campus A Elementary	N	76%	$25,000
Campus B Middle	Y	70%	Needs met by SIG
Campus C Elementary	N	50%	$25,000
Campus D Middle	Y	52%	Needs met by SIG
Campus E Elementary	N	45%	$25,000
Campus F High School	N	42%	$20,000
Total Funds	- -	- -	$95,000

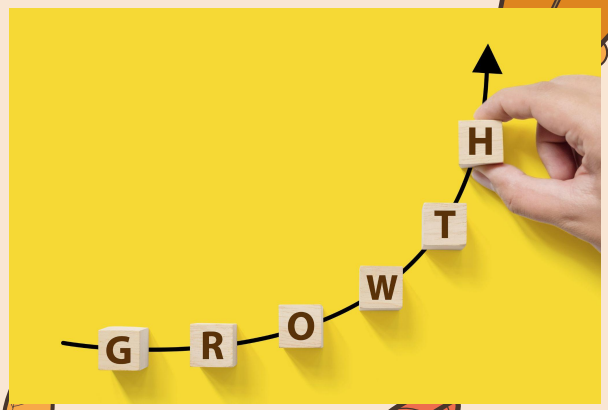
5

System of Professional Growth and Improvement

LEAs are required to have a system of professional growth & improvement such as –

- induction for teachers, principals, or other school leaders;
- opportunities to build capacity of teachers;
- opportunities to develop meaningful teacher leadership.

✓Include a statement in District or Campus plan that describes the system of professional growth and improvement.



6

Equitable Services to Private Non-Profit Schools

(As specified in ESSA, Section 8501)

PNP Resources

- Click **HERE** for the TEA PNP Website
- Click **HERE** for the TEA PNP Program Guide
- Click **HERE** for the TEA PNP FAQ



PNP Eligibility

Private Nonprofit (PNP) Equitable Services FAQ Document

*Q1: **Who is eligible to receive equitable services under Title II, Part A?**

*A1: Generally, only private school teachers, principals, and other school leaders (who meet the definition provided in ESEA section 8101(44)) are eligible to receive equitable services under Title II, Part A. However, other educational personnel, including paraprofessionals, may also receive equitable services consistent with a specific allowable uses of Title II, Part A funds. For example, under ESEA section 2103(b)(3)(I), Title II, Part A funds may be used for training for all school personnel in addressing issues related to school conditions for student learning such as safety, peer interactions, drug and alcohol abuse and chronic absenteeism.

Title VIII, Part F of the ESEA of 1965, as Amended by the ESSA: Equitable Services for Eligible Private School Children, Teachers, and Other Educational Personnel Non-Regulatory Guidance (March 30, 2022 – draft).

6

Equitable Services to Private Non-Profit Schools

Sample Workshop Cost

Cost is $100 per person

- After reviewing the agenda, the LEA needs to communicate to the PNP that they will pay for 75% of the cost, due to religious content being covered 25% of the time.
- Therefore, the LEA would cover $75 of the $100 per person cost. The PNP would have to contribute $25 to the cost.

Example of PNP Request for PD Workshop

Sample Workshop Agenda

8:00-10:00 - Classroom Management

10:00-12:00= Incorporating Prayer and Bible Verses into your daily Lesson Plans

12:00-1:00= Lunch Break

1:00-3:00 = Math Strategies for Teaching K-4

3:00-5:00= Reading Strategies for Teaching K-4

Title II, Part A Resources

1	2	3
TEA Title II, Part A Webpage	TEA Title II,Part A FAQ Document	TEA Title II, Part A Program Overview -YouTube Video
4	**5**	**6**
TEA Title II, Part A Program Webinar	TEA Title II, Part A Program Guide	TEA Title II, Part A Use of Funds One Pager

USDE Non-Regulatory Guidance on Title II, Part A

Any Title II questions?

Open Mic or CHAT

07

Q & A Session

Open Mic / CHAT

Any questions?

Open Mic or CHAT

Final Thoughts...

What system do you have in place to collect all the necessary Federal Program documentation during the year?

Examples of Systems:

- File Cabinet with Files for each campus and each program
- Binder with a tab for each campus
- Web-Based Folders (ex. Google Docs with Shared Folders or folders in district shared drive)
- Title I Crate or Similar Platform

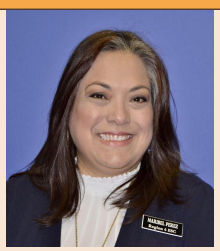
Your Title Team



Lauren Hodge
lhodge@esc6.net
936-435-8355



Kristie Pacher
kpacher@esc6.net
936-435-8208



Mari Perez
mperez@esc6.net
936-435-8233

Thank You!

esc6 Dedicated to Serve

CREDITS: This presentation template was created by **Slidesgo**, including icons by **Flaticon**, infographics and images by **Freepik**