Collaborative Comprehensive Needs Assessment (CCNA) Frequently Asked Questions

Presented by the
Federal Program Compliance Division
September 15, 2021

CCNA

Collaborative Comprehensive Needs Assessment

A Resource Toolkit to Engage in the Comprehensive Needs Assessment Process

TEA
Texas Education Agency®

Statewide ESSA Title I
PART A CAPACITY BUILDING INITIATIVE

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TEA

General Questions
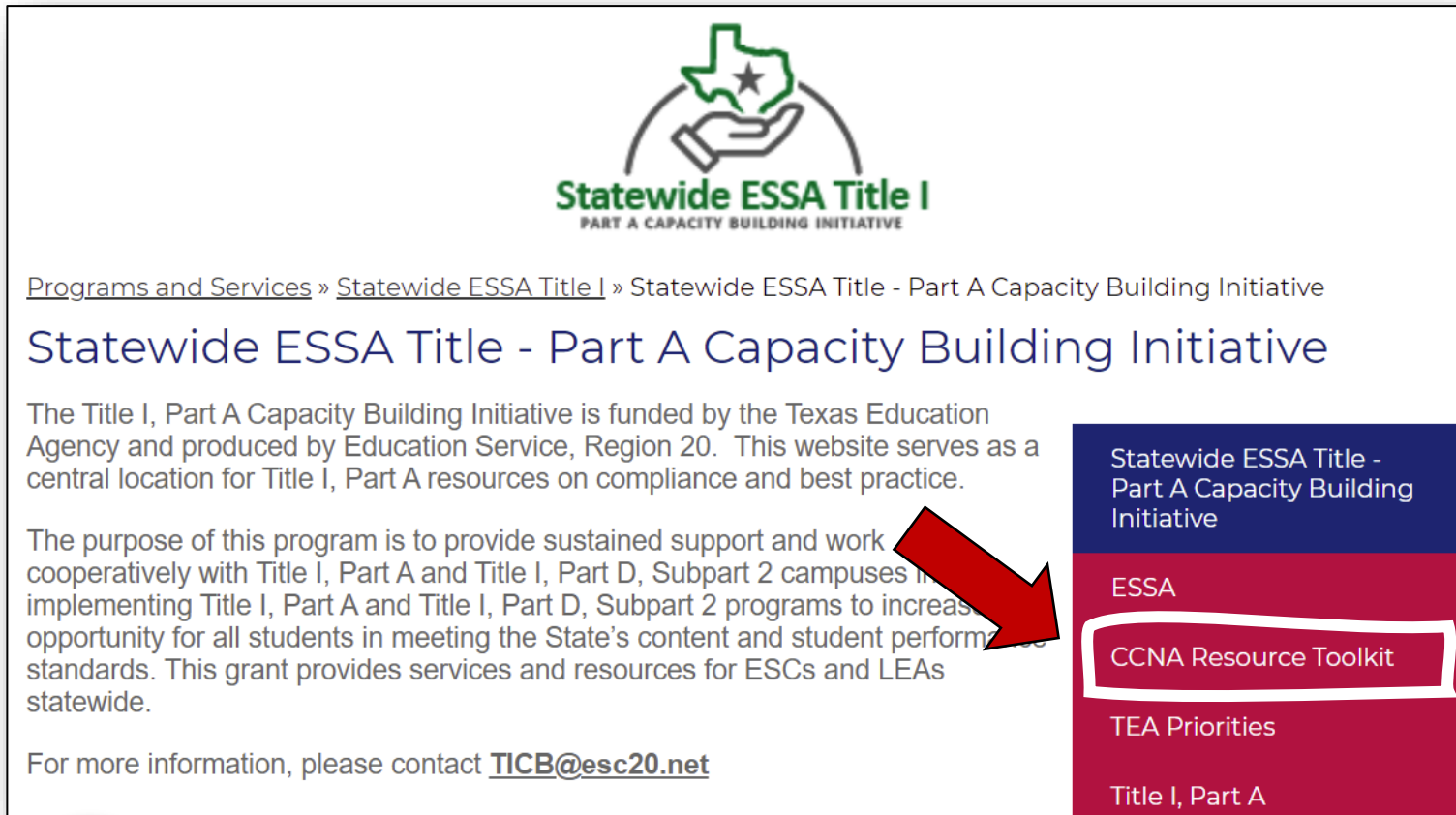
CCNA Frequently Asked Questions

Question:

Where can I access the toolkit?

Answer:

The toolkit can be accessed from the Statewide ESSA Title I, Part A Capacity Building Initiative website.

Programs and Services » Statewide ESSA Title I » Statewide ESSA Title - Part A Capacity Building Initiative

Statewide ESSA Title - Part A Capacity Building Initiative

The Title I, Part A Capacity Building Initiative is funded by the Texas Education Agency and produced by Education Service, Region 20. This website serves as a central location for Title I, Part A resources on compliance and best practice.

The purpose of this program is to provide sustained support and work cooperatively with Title I, Part A and Title I, Part D, Subpart 2 campuses implementing Title I, Part A and Title I, Part D, Subpart 2 programs to increase opportunity for all students in meeting the State's content and student performance standards. This grant provides services and resources for ESCs and LEAs statewide.

For more information, please contact TICB@esc20.net

- Statewide ESSA Title - Part A Capacity Building Initiative
- ESSA
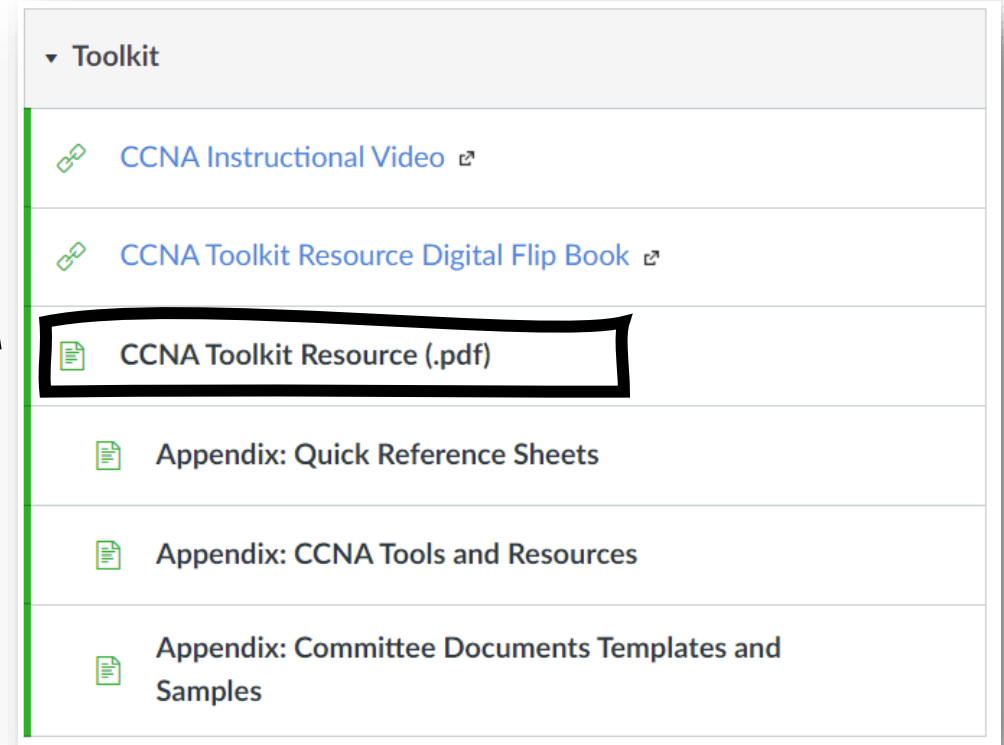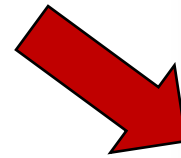- CCNA Resource Toolkit
- TEA Priorities
- Title I, Part A

CCNA Frequently Asked Questions

Question:

Is the toolkit downloadable and editable?

Answer:

The toolkit and resources are all downloadable and most of the resources are editable.

▼ Toolkit

🔗 CCNA Instructional Video ⬈

🔗 CCNA Toolkit Resource Digital Flip Book ⬈

📄 CCNA Toolkit Resource (.pdf)

📄 Appendix: Quick Reference Sheets

📄 Appendix: CCNA Tools and Resources

📄 Appendix: Committee Documents Templates and Samples

Appendix: CCNA Tools and Resources

CCNA Tools and Resources

Click here to view the resource

1. PowerPoint Presentation Templates

   a. LEA CCNA Process PowerPoint Presentation Template ⬇ (PPT File)

Click here to download and edit the resource

CCNA Frequently Asked Questions

Question: **If my LEA already has a process for conducting the CNA, is my LEA required to use the process and format outlined in the CCNA toolkit instead?**

Answer: No. The CCNA toolkit is a supplemental resource that LEAs and campuses can use to engage in the CNA process.

LEAs and campuses are not required to use the collaborative process and format outlined in the CCNA toolkit to conduct their CNA.

CCNA Frequently Asked Questions

Question: **Can my LEA use this process for only one of the program areas listed in the CCNA toolkit?**

Answer: Yes. An LEA may use this resource to meet their needs. If an LEA just wants to use the process outlined for one of its federal programs, it can do so.

CCNA Frequently Asked Questions

Question: Can my LEA adapt the CCNA process as it relates to the 8 focus areas referenced in the CCNA resource toolkit if we currently use the 4 multiple measures of data?

Answer: Yes. Keep in mind that the CCNA toolkit is a supplemental resource that LEAs and campuses can use to engage in the CNA process.

LEAs and campuses can adapt the process to meet their needs taking into consideration the various statutory requirements for each of the programs.

CCNA Frequently Asked Questions

Question: Is there an exemplar available for us to refer to? Perhaps a completed visual CCNA process product that we may use as a guide and ideas?

Answer: Templates and sample documents for the process are available in the Appendix section of the Toolkit. Each process should be tailored to meet the individual LEA's and campus' needs.

CCNA Frequently Asked Questions

Question: Have the Education Service Centers (ESCs) been trained in order to conduct turnaround training?

Answer: The ESCs already offer training and/or technical assistance related to the Comprehensive Needs Assessment process. The CCNA Toolkit is an optional resource that is now available for LEAs and ESCs to use as they seek to include requirements for multiple programs in a single collaborative process.

CCNA Frequently Asked Questions

Question: **Is there anything in the toolkit that specifically describes program requirements and restrictions to help during the collaboration?**

Answer: **The Program Summaries section of the Toolkit provides the requirements for each of the programs that are part of the collaborative process.**

CCNA Frequently Asked Questions

Question: **What do smaller and/or more rural districts do if they do not have enough stakeholders to make 8 separate committees?**

Answer: **The number of committees may vary based on the size and needs of the LEA/campus.**

CCNA Frequently Asked Questions

Question: Can the CCNA at the LEA level be turned around and included as part of individual campus needs assessments?

Answer: If an LEA analyzed data by campus, each campus could use the data as part of its comprehensive needs assessment process. However, if the LEA analyzed data for the District as a whole, individual campus needs might be masked.

CCNA Frequently Asked Questions

Question: How are parent and community stakeholders involved in the collaborative process?

Answer: The stakeholder groups listed can be found in the Program Summaries and Stakeholder Quick Reference Sheets in the Toolkit.

CCNA Frequently Asked Questions

Question: Should Title I campuses and other Title program representatives be on the Campus Improvement Committees?

Answer: The stakeholder groups listed can be found in the Program Summaries and Stakeholder Quick Reference Sheets in the Toolkit.

CCNA Frequently Asked Questions

Question: If an LEA uses funding transferability or REAP to transfer 100% of funds from Title II, Part A and Title IV, Part A into Title I, Part A, does the LEA conduct the CNA for all three of those programs or just under Title I, Part A?

Answer: A CNA would only be required for Title I, Part A.

CCNA Frequently Asked Questions

Question: During the CNA random validation, will TEA look for particular stakeholders such as 2 parents, 1 business/community member, etc?

Answer: To ensure program compliance, an LEA should ensure that the required stakeholders noted in the Toolkit by program are involved in the CNA process.
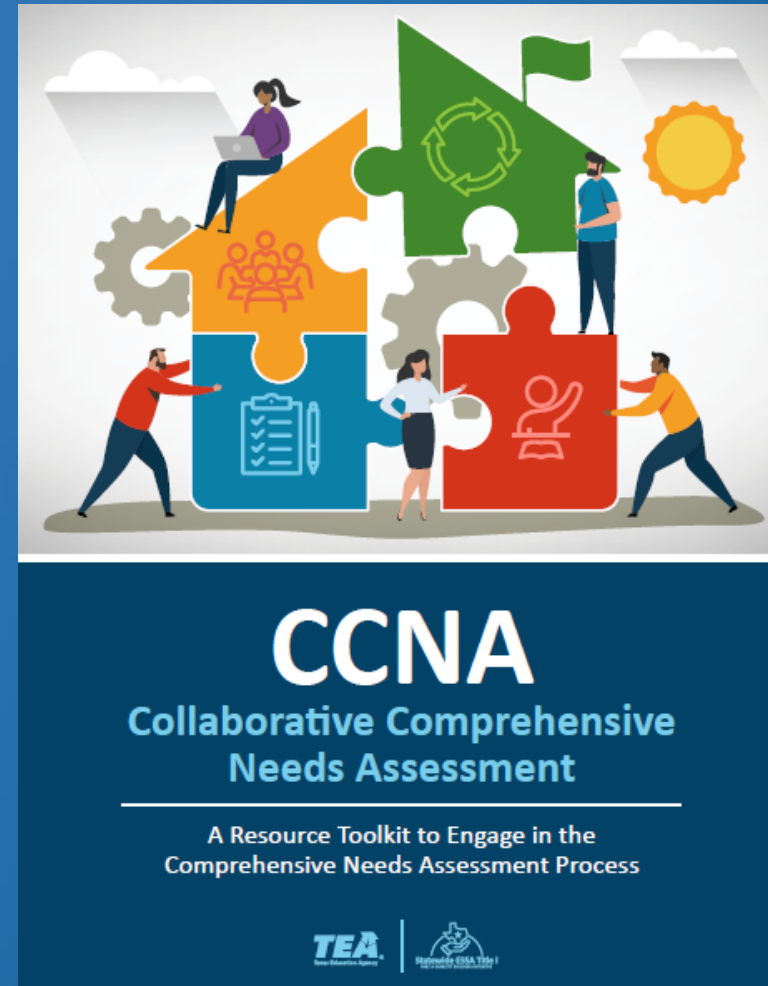
CCNA Frequently Asked Questions

Question: **As a fiscal agent, does the ESC SSA need to complete the CCNA for all program areas?**

Answer: **Please refer to the written agreement between the fiscal agent (SSA) and the LEA.**

Title IV, Part A Questions

CCNA Frequently Asked Questions

Program: **Title IV, Part A**

Question: **Is an LEA with a Title IV, Part A allocation of less than $30,000 required to conduct a comprehensive needs assessment (CNA)?**

Answer: **No. The ESSA statute, Section 4106(c)(1) does not require a CNA for LEAs with an allocation less than $30,000. However, it is best practice.**

CCNA Frequently Asked Questions

Program: Title IV, Part A

Question: Is the LEA required to receive stakeholder input through consultation meeting(s) if its Title IV, Part A allocation is less than $30,000?

Answer: Yes. An LEA that receives a Title IV, Part A allocation of any amount is required to seek input from all stakeholders before submitting the ESSA Consolidated Application and making program decisions.
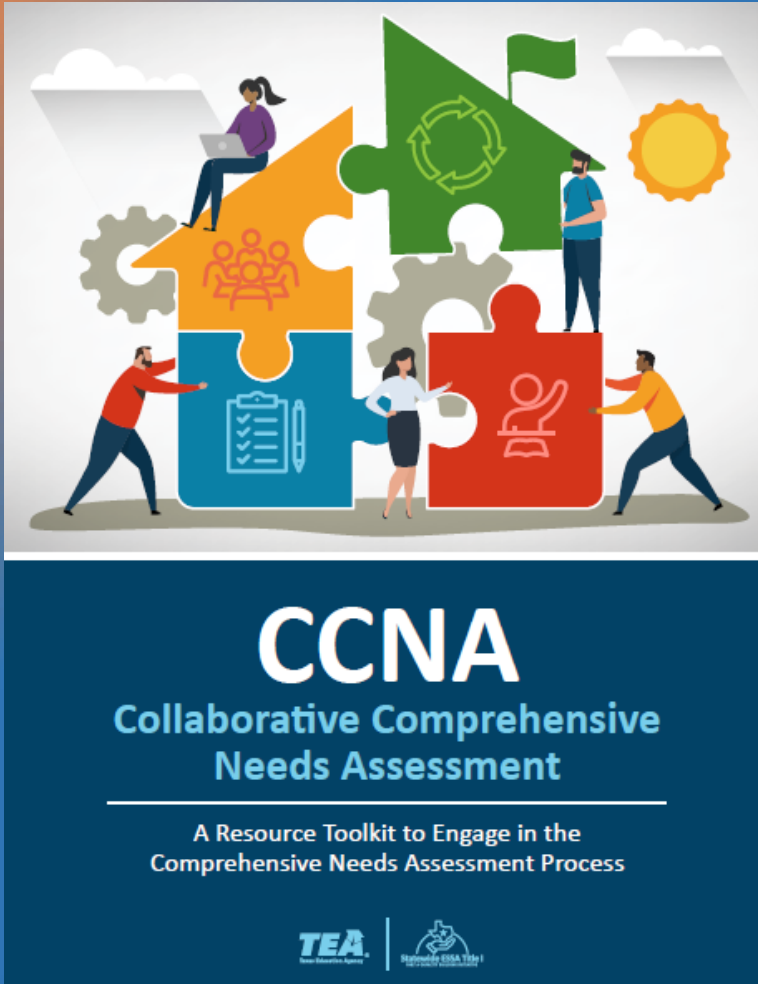
CCNA Frequently Asked Questions

Program: Title IV, Part A

Question: It is a requirement that LEAs include government officials in stakeholder consultation meetings. Does the statute define 'government officials?'

Answer: Yes. Government officials are defined in statute as local law enforcement, local juvenile court, local child welfare agency staff, or a local public housing agency representatives.

Collaborative Comprehensive Needs Assessment (CCNA)

Title III, Part A Questions

CCNA Frequently Asked Questions

Program: Title III, Part A

Question: Why is the CNA listed as *Strongly Recommended* for Title III, Part A?

Answer: The Title III, Part A CNA was previously cited as a *Statutory Requirement* under No Child Left Behind (NCLB), and is now not statutory required under the Every Student Succeed Act (ESSA).

CCNA Frequently Asked Questions

Program: Title III, Part A

Question: Can Title III, Part A funds be used to cover the cost of an interpreter for bilingual parents to fully engage in the CNA process?

Answer: No, the cost of an interpreter for parents to participate in the CNA process should be funded out of local/state funds. Schools are required to communicate information to parents in a language they can understand about any program, services, or activities that is called to the attention of parents who are proficient in English. An interpreter may be requested by parents whose child is not identified as an English learner.

CCNA Frequently Asked Questions
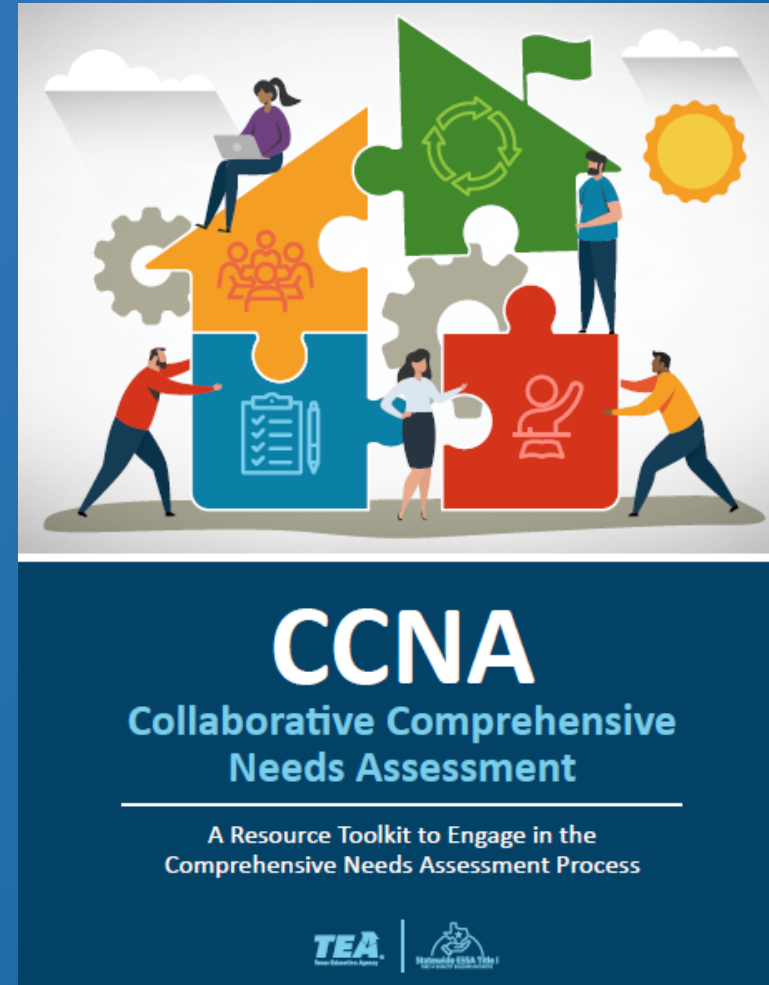
Program: Title III, Part A

Question: Can Focus Area Committee meetings count towards our Title III, Part A parent engagement requirement if we have parents of an English learner involved?

Answer: The LEA will need to determine if all parents of English learners across all grade-levels had equal opportunities to engage in the focus area committee meetings. In addition, the LEA would need to identify if the engagement activity met one of the following Title III purposes:

- increased English language skills;
- improved academic achievement; or
- helped parents become more active participants in the education of their children.

Title II, Part A Questions

Program: Title II, Part A

Question: Where in statute is a comprehensive needs assessment referenced for Title II, Part A purposes?

Answer: Historically, LEAs were required to conduct a needs assessment to engage key stakeholders under section 2122(c) of the ESEA, as amended by NCLB. While Title II, Part A of the ESEA, as amended by the ESSA, does not require the same formal needs assessment (although a needs assessment is required under other sections of ESEA), such an assessment may help ensure that Title II, Part A funds are used strategically, to maximize educator effectiveness and student outcomes.

CCNA Frequently Asked Questions

Program: Title II, Part A

Question: Does each specific training/PD session need to be stated in the CNA or can it be more general?

Answer: The level of specificity to be included in the comprehensive needs assessment related to specific training and professional development activities is a local decision as long as the LEA is able to provide documentation that establishes compliance.
LEAs are strongly recommended not to include vendor names and/or vendor-specific products. Instead, LEAs can include a general description of the service/activity.

CCNA Frequently Asked Questions

Program: Title II, Part A

Question: Should the comprehensive needs assessment be completed at the end of an academic year, at the beginning of an academic year, or after school starts?

Answer: The comprehensive needs assessment and initial improvement planning processes should be completed by the time the ESSA Consolidated Federal Grant Application is submitted.
By certifying and submitting the application, the LEA is agreeing to the Program-Specific Provisions and Assurances which include references to the comprehensive needs assessment and improvement planning processes.

CCNA Frequently Asked Questions

Program: Title I, Part C, Migrant Education Program

Question: Is the MEP Local Needs Assessment (LNA) going to be a part of the CCNA?

Answer: The data gathered as a result of the LNA process can be used to contribute to the collaborative process in the CCNA.

CCNA Frequently Asked Questions

Program: Title I, Part C, Migrant Education Program

Question: Does the MEP Local Needs Assessment have to be completed if there is now a CCNA?

Answer: The MEP LNA is used to identify the unique needs of migratory children in the LEA. It will not be replaced by the CCNA. However, the data gathered during the MEP LNA can be used to provide input during the CCNA collaborative process to ensure the migratory student needs are addressed.

CCNA Frequently Asked Questions

Program: Title I, Part C, Migrant Education Program

Question: How will the CCNA results be used to assist in determining the supplemental aspect of the Migrant Education Program?

Answer: The CCNA gives the profile for all students and will help identify the areas where MEP can be truly supplemental.

CCNA Frequently Asked Questions

Program: Title I, Part C, Migrant Education Program

Question: Does the Local Needs Assessment (LNA) Toolkit meet the requirements for CNA?

Answer: The LNA tool is aligned with the Statewide MEP CNA which is required to be conducted. The MEP CNA follows the recommendations from OME. TEA follows the guidance in OME's CNA Toolkit (2018).

Program: Title I, Part C, Migrant Education Program

Question: Does an LEA have to have separate Agendas/Sign-In Sheets for CCNA and LNA if they are hoping to have them at the same time?

Answer: No, if the meetings for the CCNA and the LNA are being conducted at the same time, separate agendas do not need to done as long as the LNA components or migrant specific topics are clearly articulated in the agenda. The sign-in sheets can include who the representatives are the MEP are in the column designated for roles.

Title I, Part A Questions
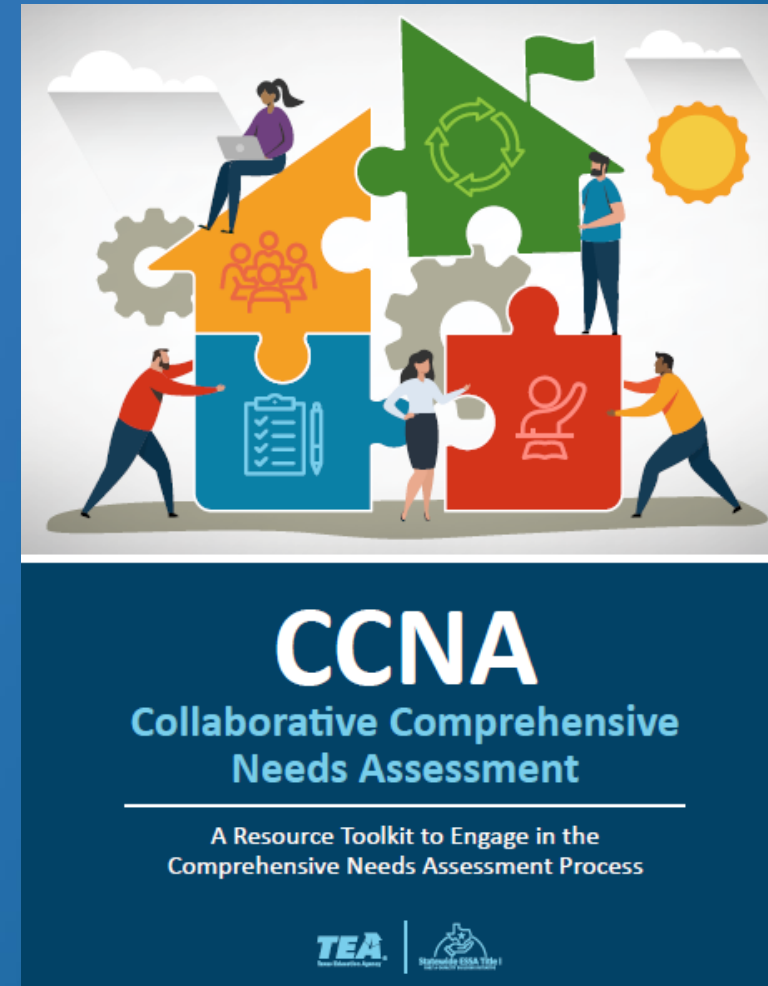
Program: **Title I, Part A**

Question: **Are the Title I, Part A stakeholders required to be involved in the CNA process the same for the development of the Campus Improvement Plan?**

Answer: ESSA Sec. 1114(b)(2) provides a list of required stakeholders for the development of the Campus Improvement Plan (CIP). Including the same stakeholders required for the CIP in the Comprehensive Needs Assessment (CNA) process will ensure that the same stakeholders are knowledgeable of the CNA results as they work to connect the CNA to the CIP development process. However, since a list of stakeholders for the CNA process are not listed in statute, the campus can determine which stakeholders to include in the CNA process.

A schoolwide campus should include a description of the campus's CNA process in the CNA or CIP. The description should include a list of involved stakeholders' names and roles. In the event that an LEA is selected for random validation, the LEA would need to submit documentation to show that the stakeholders listed in the description were involved in the CNA process.

CCNA Frequently Asked Questions

Program: Title I, Part A

Question: When should the CNA and District Improvement Plan/Campus Improvement Plan processes be completed as it relates to the Title I, Part A program?

Answer: The CNA, DIP and CIP processes should be completed prior to the certification and submission of the ESSA Consolidated Federal Grant Application. Each LEA shall periodically review and, as necessary, revise its plan per Sec. 1112(a)(5). Each schoolwide program campus shall regularly monitor and revise their plan as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards as per Sec. 1114(b)(3).

Program: Title I, Part A

Question: If my LEA/campus uses the process outlined in this toolkit for my Title I, Part A CNA, would my LEA/campus be in compliance with the Title I, Part A CNA statutory requirements?

Answer: Yes. However, as with any toolkit that has been developed for LEA/campus use, the process outlined in the toolkit must be implemented with fidelity. Additionally, the CNA documentation maintained locally and available to an auditor and/or TEA upon request must show evidence that the process was implemented with fidelity.

Contact Information

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TEA