

# Blueprint for Compliance: Navigating Title I, Part A Monitoring and Self-Check Essentials

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# Presentation Check-in



- Select Event Name: 4/30/2026: Blueprint for Compliance - Navigating T1A Monitoring and Self-Check Essentials, presented by Vivian Smyrl
- Select Program: Title I, Part A
- Enter First Name and Last Name
- Enter Role (Position Title)
- Provide Email Address (Optional)
- Select LEA, ESC, or Other
  - LEA: Select LEA Name or Type LEA Name to find LEA Name
  - ESC: Select ESC Region Number
  - Other: Enter the name of your organization

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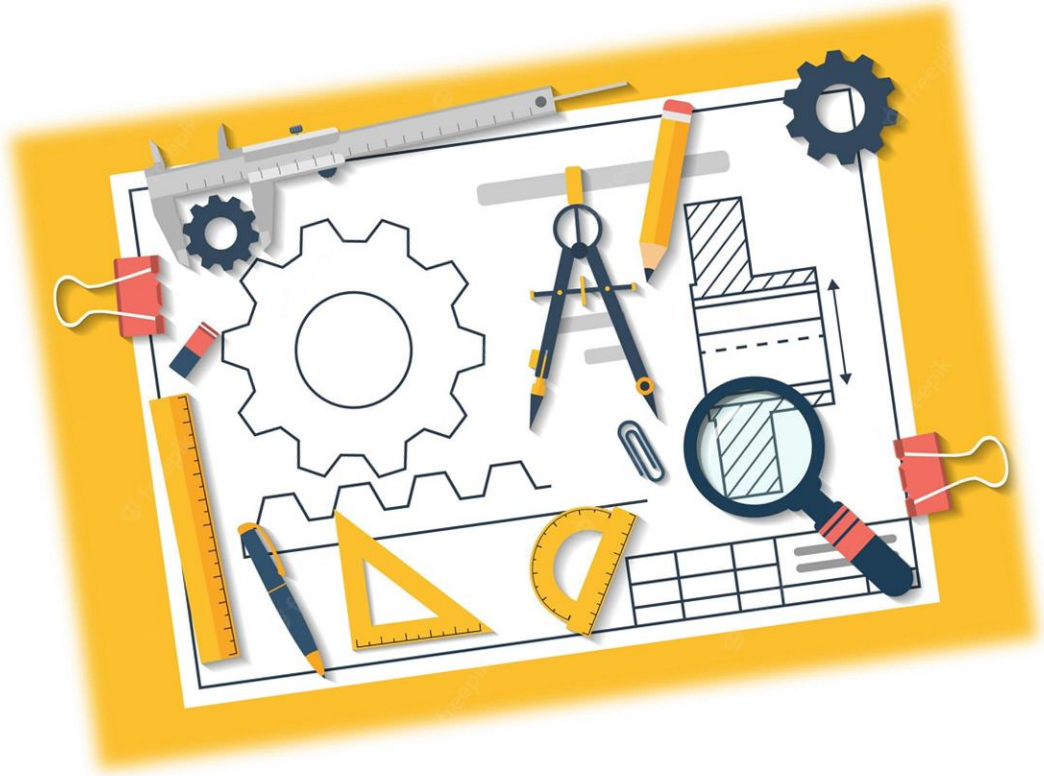
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# Today's Blueprint



- Self-Check Essentials
- Documentation 101
  - Meetings
  - Descriptions
  - Student Selection Criteria
  - LEA and Campus PFE Policies
  - Campus Allocations
  - SNS Methodology
- Q&A



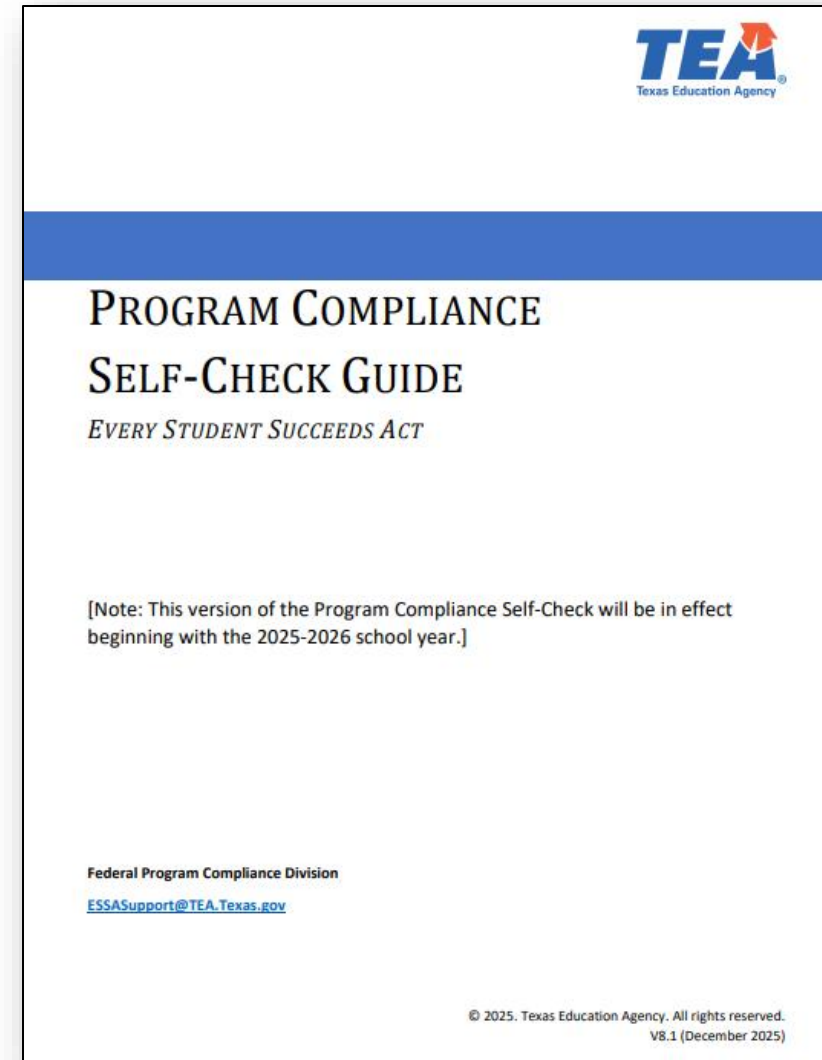
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# Self-Check Essentials

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## ESSA Consolidated Compliance Report Resources

- Compliance Report Mock-ups
- Instructions
- Self-Check Guide, v. 8.2



## Parents' Right to Know - Compliance Item 7

Each local educational agency receiving funds under this part shall implement an effective means of outreach to parents of English learners to inform the parents regarding how the parents can—

- (I) be involved in the education of their children; and
- (II) be active participants in assisting their children to—
  - (aa) attain English proficiency;
  - (bb) achieve at high levels within a well-rounded education; and
  - (cc) meet the challenging State academic standards expected of all students.

REGULAR MEETINGS.—Implementing an effective means of outreach to parents under clause (i) shall include holding, and sending notice of opportunities for, regular meetings for the purpose of formulating and responding to recommendations from parents of students assisted under this part or title III.

[Section 1112(e)(3)(C)]

**BASIS FOR ADMISSION OR EXCLUSION.—A student shall not be admitted to, or excluded from, any federally assisted education program on the basis of a surname or language-minority status. [Section 1112(e)(3)(D)]**

The notice and information provided to parents under this subsection shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. [Section 1112(e)(4)]

# Self-Check Essentials



The background of the slide is a blue-tinted image of a Texas state flag hanging in a classroom. The flag is the primary focus, with its white star and stripes clearly visible against the blue background. In the background, a classroom is visible with students sitting at desks, though they are out of focus.

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# Documentation 101: Assembling Complete Monitoring Documentation

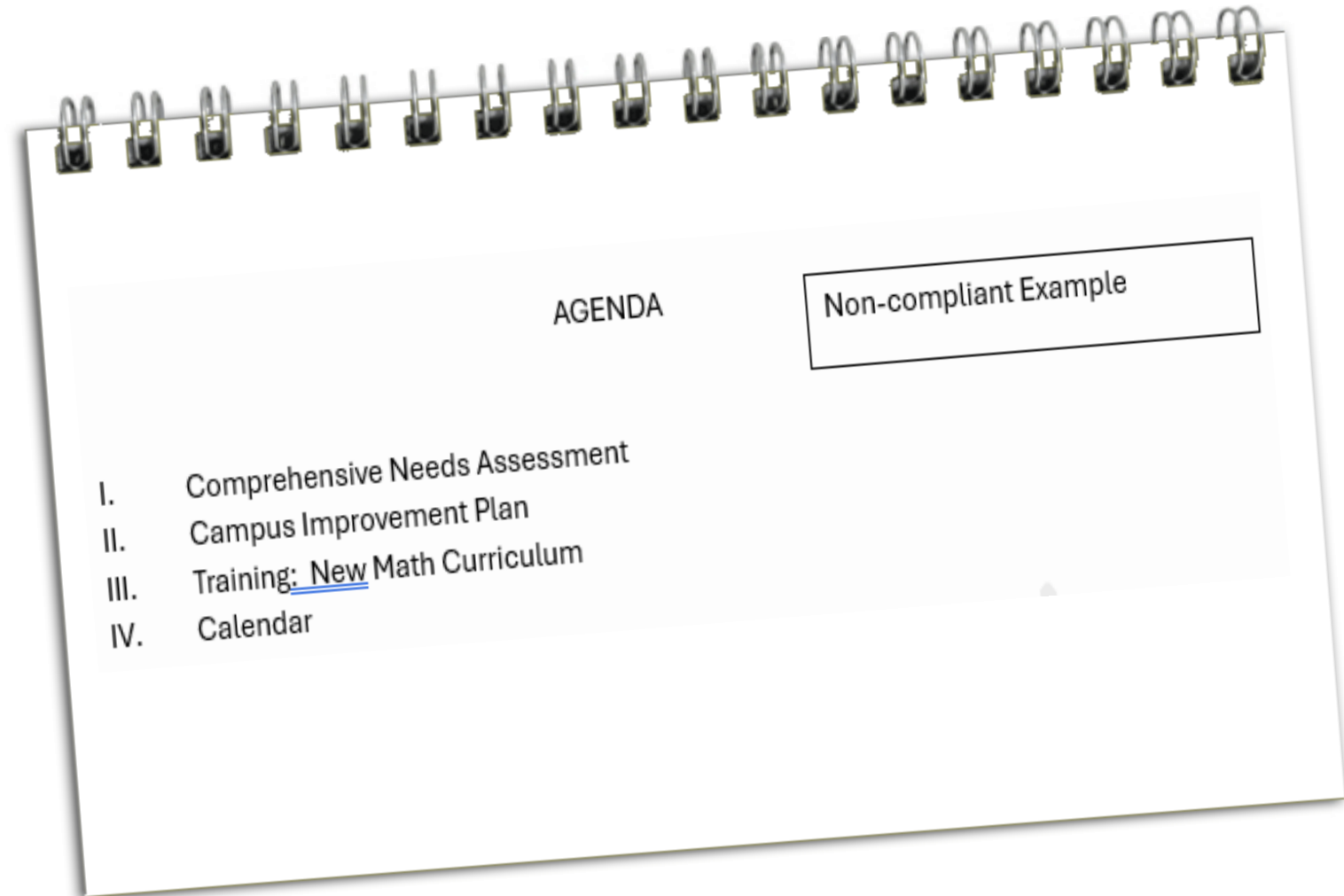
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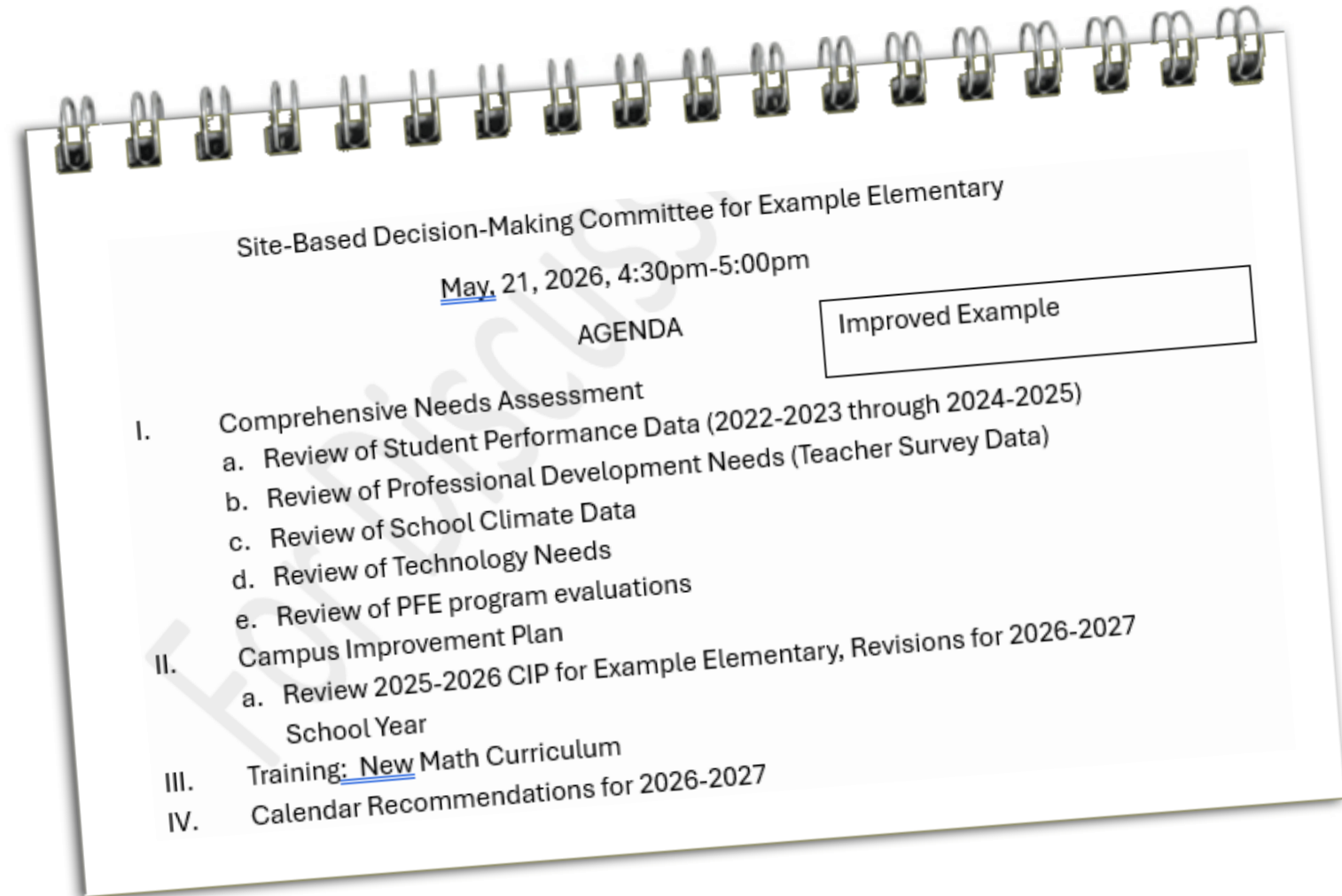
## Standard Documentation

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

# Meeting Documentation Required



# Meeting Documentation Required



## Site-Based Decision-Making Committee for Example Elementary

May 21, 2026, 4:30pm-5:00pm

### AGENDA

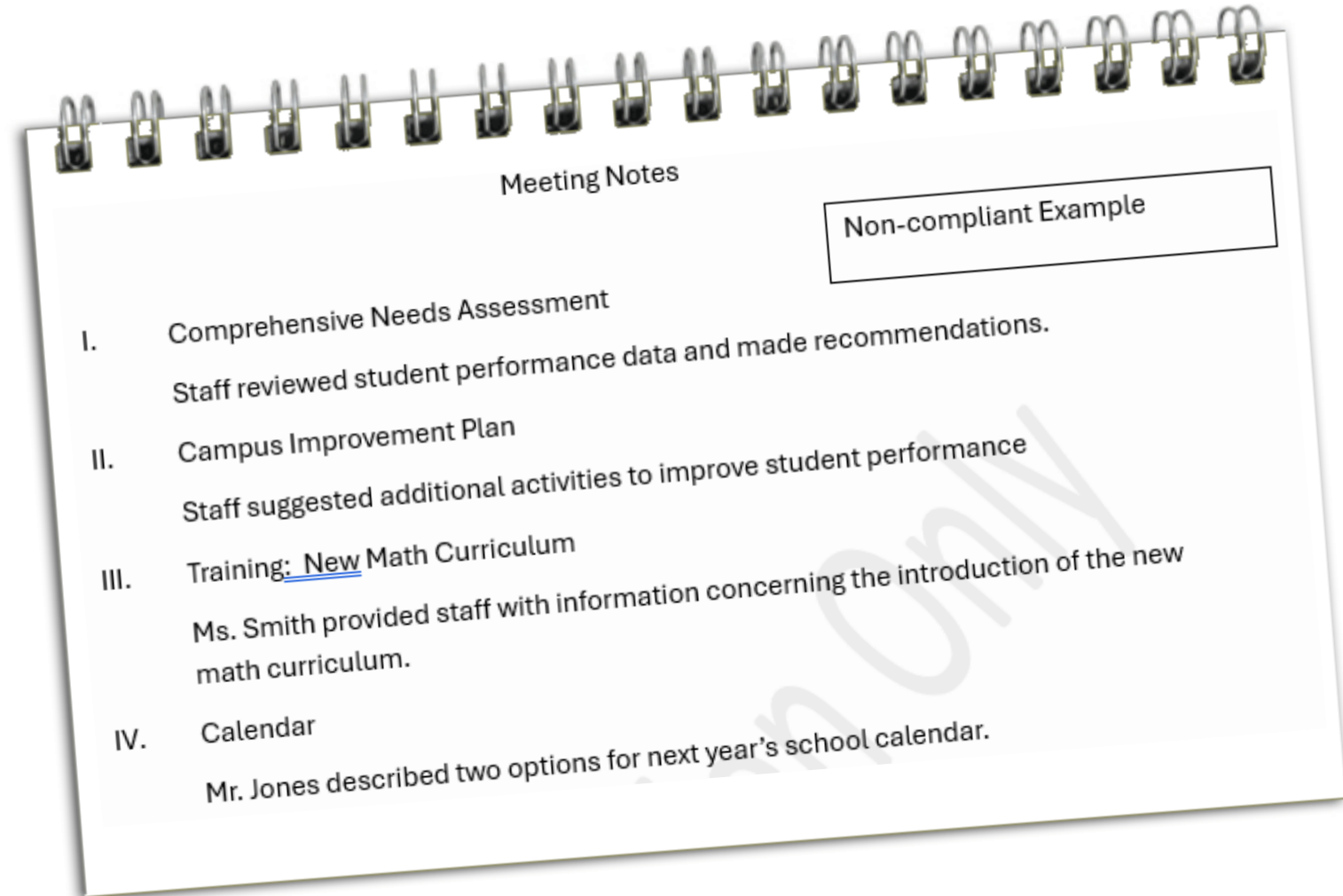
Improved Example

- I. Comprehensive Needs Assessment
  - a. Review of Student Performance Data (2022-2023 through 2024-2025)
  - b. Review of Professional Development Needs (Teacher Survey Data)
  - c. Review of School Climate Data
  - d. Review of Technology Needs
  - e. Review of PFE program evaluations
- II. Campus Improvement Plan
  - a. Review 2025-2026 CIP for Example Elementary, Revisions for 2026-2027  
School Year
- III. Training: New Math Curriculum
- IV. Calendar Recommendations for 2026-2027

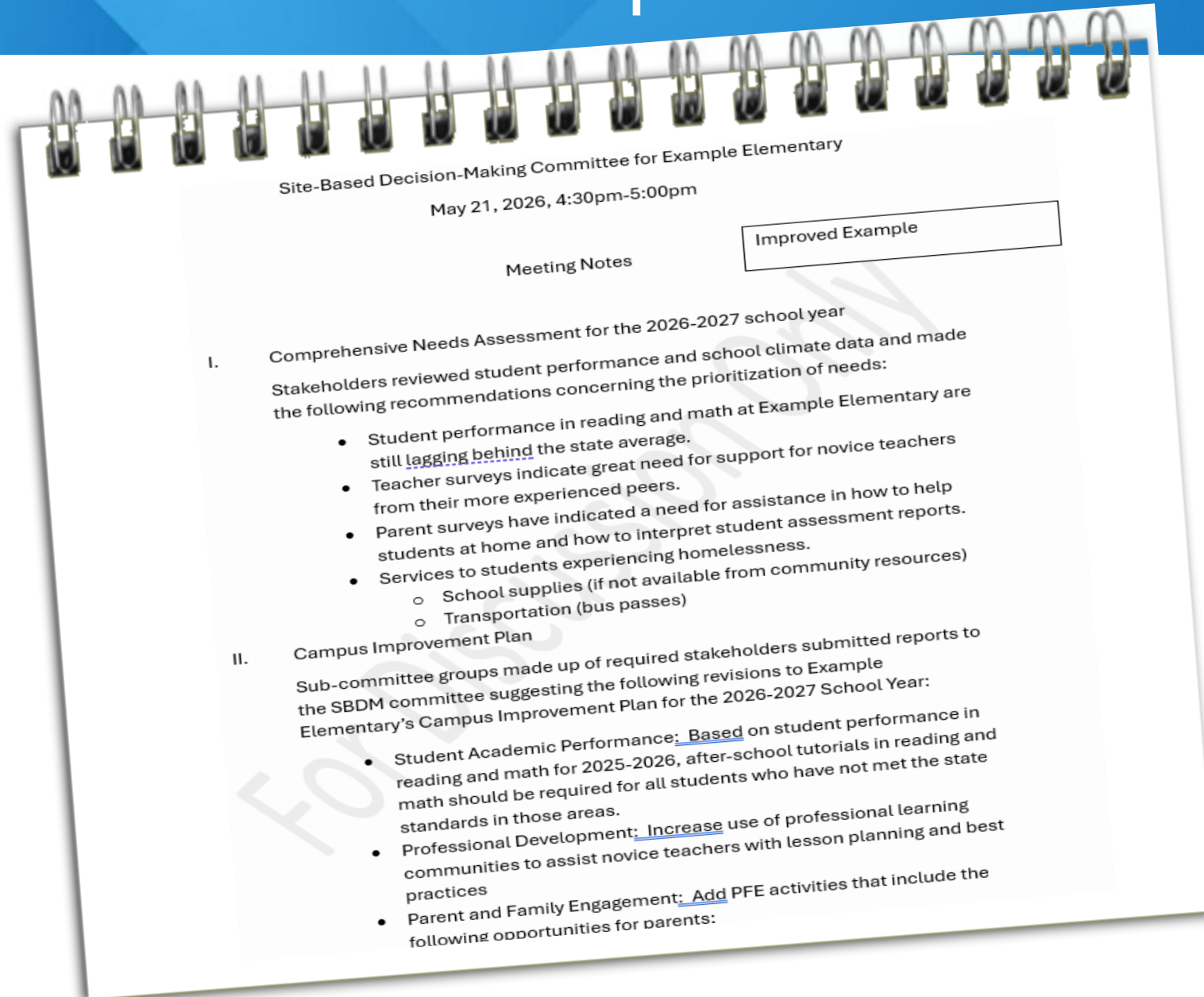


- Can you tell from the agenda what was to be discussed?
- Is the school year that the plan/policy/process reviewed for clearly noted?
- Was there a reasonable amount of time scheduled?
- Is the date in alignment with the meeting notes/minutes and sign-in sheet?

# Meeting Documentation Required



# Meeting Documentation Required





- Can you tell from the meeting notes/minutes what topics were discussed?
- Is the school year for the plan/policy/process reviewed clearly noted?
- Was there a reasonable amount of time scheduled?
- Is it clear that stakeholders had a genuine opportunity to provide input?
- Was input from additional input opportunities (surveys, sub-committee reports, etc.) noted?
- Is the date in alignment with the meeting notes/minutes and sign-in sheet?

# Meeting Documentation Required



# Meeting Documentation Required



Improved Example

Site-Based Decision-Making Committee for Example Elementary  
Sign-in Sheet for 5/21/2026

Name (Printed)	Role	Signature
Maria Garza	Principal	Maria Garza
Thomas Johnson	Assistant Principal	Thomas Johnson
Susan Crowley	Librarian	Susan Crowley
Arthur Morgan	Parent	Arthur Morgan
Sarah Armstrong	4 <sup>th</sup> grade Teacher	Sarah Armstrong
Martha Smith	2 <sup>nd</sup> grade Teacher	Martha Smith
Helen Adams	Parent	Helen Adams
Dana Delany	Paraprofessional	Dana Delany
Robert Hawkins	Special Education Teacher	Robert Hawkins
Eric Jones	Community Member	Eric Jones



- Can you tell from the sign-in sheet/participant roster who attended the meeting?
- Are the stakeholder roles for the participants clearly noted? [Note: Parent representatives cannot be LEA employees! TEC 11.251]
- If the documents being reviewed/revised were related to PFE, was the majority of the group doing the review parents of students at the relevant campus?
- Is the date in alignment with the meeting notes/minutes and sign-in sheet?



## Standard Documentation

- ✓ Descriptions

# T1A LEA Plan Descriptions Required



## Non-Compliant Example

Example:

Requirement: The LEA Plan shall describe how the LEA will ensure that all children receive a high-quality education and close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards.

LEA Plan Description: The LEA will ensure that all children receive a high-quality education and close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards.

# T1A LEA Plan Descriptions Required

Improved Example



- Turn this into a good description by specifying HOW!
- LEA Plan Description: The LEA will ensure that all children receive a high-quality education and close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards **by doing the following:**

- ---
- ---
- ---



## Standard Documentation

- ✓ Multiple, Educationally Related, Objective Criteria
- ✓ Cut points
- ✓ One list of students identified as most at risk

# T1A Targeted Assistance – Student Selection Criteria



## Targeted Assistance Campus—Student Selection Criteria

### Common issues –

- Criteria don't specify what the cut-point is [e.g., "below Grade level on State Assessment in Reading"]
- One or more criteria not educationally related:
- COVID
- "We serve all students in Grade 2 to help prepare them for the 3rd grade State Assessment test."

# T1A Targeted Assistance – Student Selection Criteria



Improved Example

## Targeted Assistance Campus—Student Selection Criteria Defined for 2023-2024

Grade	Assessment Tool	Assessment Date	Cut Score	Notes
PK	Circle	By Oct 11, 2023	*Rapid Letter Naming *Rapid Vocabulary *Phonological Awareness  <i>*If students have 3 out of the 3 domains red (needs support) = At Risk</i>	The score indicates an underdeveloped understanding and needs intervention
K	mCLASS MAP Math	By Oct 11, 2023	mCLASS Below 248 MAP Below 115	Below 10th national norms
1	mCLASS MAP Math	By Oct 11, 2023	mCLASS Below 318 MAP Below 137	Below 10th national norms
2	mCLASS MAP Math	By Oct 11, 2023	mCLASS Below 303 MAP Below 156	Below 10th national norms



## Standard Documentation

- ✓ LEA Policy
  - Policy Document
  - Parent Involvement in Review/Revision
- ✓ Campus Policy
  - Policy Document
  - Parent Involvement in Review/Revision



## Common issues found –

- Old statute is cited (No Child Left Behind; Improving America’s Schools Act) in policy and/or in other PFE materials;
- No mention of evaluating PFE program or using the PFE results;
- No mention of capacity building activities [Section 1116(e)]
- Not enough parents participating in the review/revision of the PFE policy;
- LEA employees cannot be parent representatives [TEC 11.251].
- Missing one or more of the LEA or campus PFE policy requirements;
- Wrong school year;
- Mismatched supporting documentation [agenda, meeting notes, sign-in sheets not for the same meeting];
- What is submitted is not a policy.



## Standard Documentation

- ✓ Spreadsheet calculating T1A campus allocations
- ✓ Pages from General Ledger

## Remember!!

- It's a Budget Process!!  
Not a review of expenditure data!
- Spreadsheet should contain all relevant data needed for calculation of campus amounts.
- Campus list, enrollment, and low-income data should match the SC5000.

# T1A Campus Allocation Documentation



Non-Compliant Example

Campus Name	Campus Number	Enrollment	Low-Income #	Low-Income %	Per Pupil Amount	Title IA Allocation
N [redacted] Elementary	102	510	352	69.00%	\$ 210.57	\$ 74,124.00
S [redacted] Elementary	103	286	249	87.00%	\$ 245.13	\$ 61,039.00
W [redacted] Elementary	104	1025	792	77.26%	\$ 205.38	\$ 162,667.00
R [redacted] Elementary	108	471	330	70.00%	\$ 222.40	\$ 73,395.00
F [redacted] Elementary	109	461	243	52.71%	\$ 212.96	\$ 51,751.00
C [redacted] Elementary	110	573	446	77.83%	\$ 204.86	\$ 91,368.19
[redacted] Junior High	044	1617	1282	79.28%	\$ 202.49	\$ 259,598.00



## Common issues with Campus Allocations:

- Campuses not served in rank order.
- Higher poverty campuses received lower per-pupil amounts.
- No correlation between amounts calculated and amounts budgeted in general ledger
- Title I campus indicated as served on SC5000, but no allocation received.
- Ledger reports not sorted and totaled by campus.



## Title I, Part A SNS Methodology

### Common issues:

- Methodology is not Title I-neutral. (i.e., extra state/local \$ given to non-Title I, Part A campuses)
- LEA states that it applies the presumptions of supplanting to Title I, Part A activities. (i.e., is it a state requirement?)
- Spreadsheet does not contain enough data to replicate the calculations for the state/local campus allocations.
- General ledger pages should be for fund code 199 or 420, not 211.
- General ledger pages do not provide budgets by campus.



## Standard Documentation

- ✓ Spreadsheet calculating state/local campus allocations
- ✓ Pages from General Ledger

The image features a large, semi-transparent Texas state flag in the foreground, positioned on the left side. The flag is blue with a white star in the upper left and a white vertical stripe on the right. The background is a blurred classroom scene with students at desks, all overlaid with a blue tint. Two thin white horizontal lines are positioned above and below the main title text.

# Documentation: Lessons Learned

# Documentation: Lessons Learned

- Having an agenda, meeting notes, and a sign-in sheet does not necessarily document compliance.
- Good documentation is intentional. It happens on purpose.
- Be aware of what you are trying to document as you create the agenda.
- If you have a sub-committee process, have them submit reports to the larger committee in writing.

# Documentation: Lessons Learned

- Descriptions should include “how,” not just “what.”
- Spreadsheets should include data necessary to replicate calculations.
- Reports from ledger should include totals by campus for the applicable fund code(s).

# Documentation 101



# Today's Presenter



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# Presentation Feedback



FPC - Feedback

- Select Event Name: 4/30/2026: Blueprint for Compliance - Navigating T1A Monitoring and Self-Check Essentials, presented by Vivian Smyrl
- Select Program: Title I, Part A
- Select a response for the training evaluation statements.
- Provide feedback for the open-ended items.
- Optional: Provide email address if you would like for a staff member to follow up with you regarding any additional feedback you may want to share.

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