



2020-2021 Random Validation Documentation Matrix
Federal Program Compliance Division
Title I, Part A

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| <p>Program Requirement</p> | <p>Schoolwide Program Campus Comprehensive Needs Assessment</p> <p>The Title I, Part A, schoolwide program is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. [Section 1114 (b)(6)]</p> | | | |
| <p>Type of Documentation Required</p> | <p>Description of the campus’s comprehensive needs assessment (CNA) process</p> | <p>Meeting agendas, meeting notes or minutes, sign-in sheets, and meeting materials documenting the campus’s CNA process</p> <p><i>Note: Due to COVID-19, documentation for virtual meetings is acceptable.</i></p> | <p>Campus Improvement Plan (CIP) includes a summary of CNA results and uses those results to determine program activities</p> | <p>Program evaluations from prior years are part of CNA process to determine effectiveness and to inform decisions concerning program implementation</p> |
| <p>Description of Acceptable Documentation</p> | <ul style="list-style-type: none"> • The description of the campus’s CNA process should be included in the CNA or Campus Improvement Plan (CIP). • The description should include: <ul style="list-style-type: none"> ○ the date(s) that the CNA was developed (if a new campus) or the date(s) that the CNA was reviewed and revised for the 2020-2021 school year, | <ul style="list-style-type: none"> • It is highly unlikely that a CNA process would take place in one meeting considering that the process should be comprehensive in nature. Therefore, an LEA should be prepared to share documentation from multiple meetings to establish compliance. • Documentation must be aligned with the documented description | <ul style="list-style-type: none"> • The CNA results summary included in the Campus Improvement Plan (CIP) should include the <ul style="list-style-type: none"> ○ identified areas of strength, ○ identified areas of need, and ○ prioritized needs. • The CIP should address the needs of all students in the school, but particularly the needs of | <ul style="list-style-type: none"> • Evidence to show compliance with the requirement includes, but is not limited to, CNA meeting agendas, meeting materials and meeting notes or minutes. |



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| | <ul style="list-style-type: none"> ○ list of stakeholders involved that includes the individuals by name and roles*, ○ areas examined, and ○ list of multiple data sources analyzed. <p>*Parents may not be LEA employees in order to fill the “parent” roles on the committee.</p> | <p>of the campus’s CNA process.</p> <ul style="list-style-type: none"> ● Meeting agendas and meeting materials (i.e. PowerPoint slides, handouts, etc.) should provide evidence that the CNA process described was followed. ● Meeting notes or minutes should provide evidence of meaningful** involvement of the stakeholders noted in the CNA process description. ● Sign-in sheets should include the date, stakeholder names, roles, and signatures of the stakeholders involved. <p>*Parents may not be LEA employees in order to fill the “parent” roles on the committee.</p> <p>**Meaningful involvement is described on Page 9 of the TEA Title I, Part A Program Guide.</p> | <p>those students who are at risk of not meeting the challenging State academic standards.</p> <ul style="list-style-type: none"> ● Program activities noted in the CIP should be based on the CNA results. | |
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| <p>Program Requirement</p> | <p>Campus Written Parent and Family Engagement Policy Each school served under Title I, Part A shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. [Section 1116(b)(1)]</p> | | | |
| <p>Type of Documentation Required</p> | <p>Copy of written parent involvement policy for the campus</p> | <p>Meeting agendas, meeting notes or minutes, meeting materials, sign-in sheet 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 <i>Note: Due to COVID-19, documentation for virtual meetings is acceptable.</i></p> | <p>Evidence of policy distribution to parents and family members of participating students</p> | <p>Evidence of availability to the local community</p> |
| <p>Description of Acceptable Documentation</p> | <ul style="list-style-type: none"> • The written policy describes how the campus will: <ul style="list-style-type: none"> ○ convene an annual meeting, at a convenient time, to which all parents of | <ul style="list-style-type: none"> • Meeting agendas, meeting notes or minutes, meeting materials (i.e. PowerPoint slides, handouts, etc.) and sign-in sheets should provide evidence that | <ul style="list-style-type: none"> • The campus must document how the Parent and Family Engagement Policy was distributed. • The campus must describe the method(s) of policy | <ul style="list-style-type: none"> • The campus must document how the Parent and Family Engagement Policy was made available to the local community. |



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| | <p>participating children shall be invited and encouraged to attend, to inform parents of their school’s participation under this part and to explain the requirements of this part, and the right of the parents to be involved. [Section 1116(c)(1)];</p> <ul style="list-style-type: none"> ○ offer a flexible number of meetings, such as meetings in the morning or evening. [Section 1116(c)(2)]; ○ address the importance of communication between teachers and parents on an ongoing basis through, at a minimum: Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as | <p>documents 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.</p> <ul style="list-style-type: none"> ● Sign-in sheets should include the date, stakeholder names, roles, and signatures of the stakeholders involved. | <p>distribution to parents and family members of participating students in their campus written parent and family engagement policy.</p> <ul style="list-style-type: none"> ● There are a variety of ways that a campus can distribute the policy to all parents and family members of participating students. It can be included in the Student Handbook that is distributed to parents, included on the campus/LEA website, direct mail, e-mail, placed in the local newspaper, provided at student registration, provided and explained at beginning of school year event, and/or discussed at parent-teacher conference. ● The campus’s documentation must also indicate the languages in | <ul style="list-style-type: none"> ● The campus must provide the locations it is made available to the local community in their campus written parent and family engagement policy. ● There are a variety of ways that a campus can make their PFE policy available to the local community. Campuses can post direct links to the PFE policy on its web site, make hard copies available to individuals in the local community upon request, publish it in the local newspaper, present it at a public school board meeting, make hard copies available for viewing in public locations and/or have the policy available at the front office of the campus. |
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| | <p>the compact relates to the individual child's achievement. [Section 1116(d)(2)];</p> <ul style="list-style-type: none"> ○ provide materials and training to help parents work with their children, such as literacy training and using technology. [Section 1116(e)(2)]; and ○ provide reasonable support for parental involvement activities under this section as parents may request. [Section 1116(e)(14)] <p><i>Written Parent and Family Engagement Policy</i> <i>Resources can be found on the Title I, Part A Parent and Family Engagement Statewide Initiative Website.</i></p> | | <p>which the Parent and Family Engagement Policy was distributed.</p> | |
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