

NCLB Title I, Part A and ESSA Schoolwide Program Requirements Side-by-Side

Possible NCLB, Title I, Part A Schoolwide Components Correlation*	Title I, Part (ESSA) Schoolwide Program Requirements
Element 1: Comprehensive Needs Assessment Campuses operating a schoolwide program must conduct a comprehensive needs assessment of the entire school	
SW #1 Comprehensive Needs Assessment CNA Focus Area(s): Demographics, Student Achievement	1.1 Campuses operating a schoolwide program must conduct a comprehensive needs assessment of the entire school that includes: <ul style="list-style-type: none"> • The academic achievement of students • The needs of students who are failing, or are at-risk of failing, to meet State standards • Barriers for educators, students and parents
SW #1 Comprehensive Needs Assessment	1.2 Needs to include date(s) that the CNA is developed/reviewed and/or revised

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Element 2: Campus Improvement Plan An eligible school operating a schoolwide program may use Title I funds for any activity that supports the needs of students in the school as identified through the comprehensive needs assessment and articulated in the schoolwide plan.	
SW #6 Strategies to increase parental involvement	2.1 involvement of: parents, community members, teachers, principal, other school leaders (as well as paraprofessionals, technology staff and special population representation) and includes a list of those individuals and their roles
SW #2 Reform Strategies SW #9 Effective and Timely Assistance to Students SW #10 Coordination and Integration of Federal, State, and local services and programs	2.2 Regular monitoring and revision (evaluation) as necessary based on student needs – provide dates and the list of those individuals and their roles
SW #6 Strategies to increase parental involvement	2.3 Available to the LEA, parents, and the public and the campus must include locations where the LEA will make the CIP available (post office, student handbook, parent meetings, and in an understandable and uniform format and, to the extent practicable, provided in a language that the CIP identifies that the parents can understand and indicate languages in which the CIP is distributed. (Simply putting on the LEA website does not meet this requirement. Should at least be two languages English and Spanish)
SW #1 Comprehensive Needs Assessment SW #2 Reform Strategies SW #9 Effective and Timely Assistance to Students SW #10 Coordination and Integration of Federal, State, and local services and programs	2.4 The school shall develop a Campus Improvement Plan that includes reform strategies to address school needs, including a description of how such strategies WILL: <ul style="list-style-type: none"> • Will provide opportunities for all children, including each of the subgroups of students to meet the challenging State academic standards; • Use methods and instructional strategies that strengthen the academic program in the school increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum which may include programs activates, and course necessary to provide a well-rounded education • Address the needs of ALL students in the school, but particularly the needs of those at risk or not meeting the challenging State academic standards.

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	<ul style="list-style-type: none"> • How the local educational agency will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education, if applicable (though not listed on the Random Validation elements, it is still a requirement for CIPs)

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<p align="center">Element 3: SWP School Parent and Family Engagement Requirements</p> <p>A campus that receives Title I, Part A funds must conduct outreach to all parents and family members and implement programs, activities, and procedures for the involvement of parents and family members in programs assisted under this part consistent with this section. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children</p>	
<p>SW #6 Strategies to increase parental involvement</p>	<p>3.1 School Parent and Family Engagement Policy: Campuses served under this part shall jointly develop with 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 following requirements</p> <ul style="list-style-type: none"> • Provide a list of the individuals and their roles who assisted with the development of Parent and Family Engagement Policy; If requested by parents, opportunities for regular meetings; and if the schoolwide program plan is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the LEA • The policy shall describe be made available to the local community (with examples) and updated periodically to meet the changing needs of parents and the school. • offer a flexible number of meeting such as meetings in the morning or evening; may provide, with funds provided by Title I, Part A, transportation, child care, or home visits, as such services relate to parental involvement (with an indications of dates, times, and locations of the PFE meetings; and involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part;
<p>SW #6 Strategies to increase parental involvement</p>	<p>3.2 Shared Responsibilities for High Student Academic Achievement Each campus served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and how the school and parents will build and develop a partnership to help children achieve the State's high standards. Such compact shall</p> <ul style="list-style-type: none"> • Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum—

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	<ul style="list-style-type: none"> ○ Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement; ○ Frequent reports to parents on their children's progress; ○ Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and ○ Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.
SW #6 Strategies to increase parental involvement	<p>3.3 Building Capacity for Involvement To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each campus and LEA assisted under this part shall:</p> <ul style="list-style-type: none"> ● provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as, State academic standards, State and local academic assessments, and how to monitor a child's progress and work with educators to improve the achievement of their children; ● provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training, using technology, and how to foster parental involvement ● educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents the value and utility of contributions of parents and how to reach out to, communicate with, and work with parents as equal partners ● how to implement and coordinate parent programs, and ● how to build ties between parents and the school and ● to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public pre-school programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; and

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	<ul style="list-style-type: none"> • ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand; and • provide such other reasonable support for parental involvement activities under this section as parents may request • to the extent practicable, provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and required school reports in a format and, to the extent practicable, in a language such parents understand.

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