



2022-23 Title I Targeted Assistance Diagnostic for
ACIP_08182022_10:10

2022-23 Title I Targeted Assistance Diagnostic for ACIP

Creekside Elementary School

Katie Daniel

1800 Richland Road
Auburn, Alabama, 36830
United States of America

Table of Contents

Instructions	3
2022-23 Title I Targeted Assistance Diagnostic for ACIP	4
ACIP Assurances	12
Parent and Family Engagement	14
Coordination of Resources - Comprehensive Budget	19
eProve™ strategies: Goals & Plans	20
Attachment Summary	21

Instructions

Title I Targeted Assistance schools must complete all of the following sections of this ACIP diagnostic:

- **Title I Targeted Assistance Diagnostic**
- **ACIP Assurances**
- **Parent and Family Engagement Diagnostic**
- **Coordination of Resources - Comprehensive Budget Diagnostic**
- **eProve™ strategies - Goals & Plans**

Parent Surveys must be done annually, but it can be done electronically in eProve or by paper.

2022-23 Title I Targeted Assistance Diagnostic for ACIP

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment conducted?

A committee of stakeholders which consists of administrators, parents, teachers, and school staff met to determine the program's plan and future program decisions. Annual surveys are sent to stakeholders regarding the Title 1 program. Survey topics include: communication, support given, and resources used.

2. Describe the process used to determine which students will be served. Eligible students should be those who are failing or most at risk of failing to meet the challenging State academic standards.

The process used to determine which students will be served includes a referral system where teachers are able to identify the greatest need among student body. In addition to a teacher referral, measures such as STAR Reading and Math, STAR CBM Reading, cumulative record data, and classroom grades help determine the students who are failing or most at risk of failing to meet State academic standards. Student information is discussed at Data, Support, and Intervention (DSI) meetings. Reports from STAR Reading and Math and STAR CBM Reading are analyzed by the DSI team. Students with the most critical need are the ones served by Title One.

3. For schools with Preschool through Grade 2: What criteria were used to identify young students who are failing or most at risk of failing to meet the state's challenging content and student performance standards?

Creekside Elementary School does not serve Preschool, Kindergarten, or Grade 1 students. However, for Grade 2, STAR Reading, STAR Math, STAR Early Literacy and STAR CBM Reading were used to identify young students who are failing or most at-risk of failing to meet State academic standards. STAR Early Literacy assesses early literacy and early numeracy skills. STAR Reading and Math assess reading, language, and math. While STAR CBM Reading assesses expressive nonsense words and passage oral reading fluency. Benchmark scores for these assessments help determine the students who need additional support.

Component 2: Services to Eligible Students

1. Describe what methods and instructional strategies will be used to ensure eligible children receive supplemental assistance that strengthen the academic program of the school. Such activities may include expanded learning time, before-and-after school programs, summer programs, tiered behavioral models that address behavior problems, and early intervening services coordinated with similar activities and services

carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) (Sec. 1115(b)(B)(i)(ii))

There are many methods and instructional strategies that will be used to ensure eligible children receive supplemental assistance. Title One services provide intensive, small-group intervention to help students who are performing below benchmark in reading and/or math. Students are provided with additional help for 30 minutes 4 times a week in reading and/or math. Programs such as: Phonics First, Heggerty's Bridge the Gap, Level Literacy Intervention (LLI), V-math, and Envision Math are used to provide additional support to students. Students needing behavior intervention will be given support in order to reach ideal H.A.W.K.S. behavior. In addition to support given during school hours, students are also able to receive after school tutoring and summer reading learning.

2. What were the established multiple and educationally related objective criteria that ensured the needs assessment process was consistently used to identify students by grade level and content area who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas? (Sec. 1115(b)(2))

The criteria form used to identify students who were failing or most at-risk of failing to meet state standards was developed by the DSI team. The form lists the following criteria: - whether student received Tier 2 or Tier 3 in the previous grade - if student has been retained in prior years - does student records show excessive absences (10 or more) - if student scored "urgent intervention" or "intervention" on STAR Reading and/or math - if student's reading or math grade is a D or F (3rd grade) or 2 NS (2nd grade checklist) - student has been identified as migrant, homeless, immigrant, EL - student's first year in America or score below 3.5 Reading on ACCESS. The DSI team takes the form into consideration when ranking students in most critical need.

3. Describe the process for determining student eligibility, indicating the ranking of students and cut-off scores. (Sec. 1115(C)(B))

The process used to determine which students will be served includes a referral system where teachers are able to identify the greatest need among the student body. In addition to a teacher referral, measures such as STAR Reading and Math, STAR CBM Reading, cumulative record data, and classroom grades help determine the students who are failing or most at risk of failing to meet State academic standards. Students are ranked according to the greatest need. Students who show a consistent deficiency and are performing below the 10th percentile rank on STAR Reading and Math, STAR CBM Reading require urgent intervention.

4. How are students with the greatest needs receiving services?

Students with the greatest needs are receiving services from their classroom teachers as well as from a Title 1 teacher, tutor, or instructional coach in a small group push in or pull out setting. These students receive core curriculum + additional instruction + additional intensive support. The Response to Intervention (RtI) model is used in the classroom along with intervention programs. Also, the

development of a Student Reading Improvement Plan (SRIP) will help target the reading skill(s) in which a student is deficient. Students are discussed at monthly DSI meetings. Adjustments can be made to interventions to best support students.

5. What are the multiple criteria by which students may exit the program?

The multiple criteria by which students may exit the program include student progress, ongoing information, student need, and teacher observation. Students exiting the program should be able to show progress toward their desired goal through data and teacher observation. Also, progress monitoring data should show achievement gaps closing and student consistently performing at/or above benchmark on formative and summative assessments. If a student is going to exit the Title 1 program, the DSI team decides on this and then parents are informed and notified.

6. Describe program resources used to help participating children meet the State's challenging academic standards. Resources may include programs, activities, and academic courses necessary to provide a well-rounded education? (Sec. 1115 (b)(A))

Program resources that are used to help participating children meet State standards include: S.P.I.R.E., Phonics First, LLI, and Envision and V-math math. S.P.I.R.E. is an intensive reading program that provides a multi sensory approach to reading. Phonics First is a reading system that provides phonics-based, direct instruction approach to teaching reading. LLI provides intensive small-group instruction to help students achieve grade-level expectations in reading. Envision and V-math is a math intervention program that provide students with additional opportunities to master math concepts and skills.

7. How is program planning for eligible students incorporated into the existing School Improvement Planning process?

Creekside Elementary School developed a 5-year strategic school plan. In this plan, one of our school's goals is to unpack grade level standards in order to deepen teacher and student understanding and to meet individual student needs across all subject areas. The Title 1 program supports this goal by providing interventions to our students who have the most academic need. Creekside Elementary School has a committee who monitors students progress towards this goal.

Component 3: Instructional Strategies

1. What evidence indicates effective methods and instructional strategies are in place at the school that help provide an accelerated, high-quality curriculum. (Sec. 1115) (b)(2)(G)(i))

The RtI model is used to show how well students are performing to classroom instruction using state academic standards. Tier 2 students receive intervention with their classroom teacher and Tier 3 students receive intervention with a pullout

teacher. These students are monitored on a regular basis through STAR Reading and Math, and STAR CBM Reading. The DSI team meets monthly to discuss whether a change needs to be made to student's intervention.

2. What evidence indicates that extended (supplemental) learning time helps an accelerated quality curriculum?

Title 1 provides additional instruction to students who are at-risk of meeting state academic standards. Reading and/or math are provided to these students based on their individual ability levels. These students are identified based on the needs shown on the multiple criteria sheet and by the decision of the DSI team. Our monthly DSI meetings help the team to see student growth.

3. What evidence is available to show how the school minimizes the removal of children from the regular classroom during regular school hours for instruction provided under this part (e.g. extended learning opportunities)? (Sec. 1115(2)(b)(2)(G)(ii))

Creekside Elementary School works hard to minimize the removal of children from the regular classroom. Push in and pull out are both utilized to help with this. With push in, the Title 1 teacher supports the classroom teacher by working with a small group of students needing reading and/or math support. Push in takes place inside of the student's classroom. For pull out, students are gone from the classroom for 30 minutes 4 days a week, during a time that will not interfere with core academics. Once a student has made sufficient progress towards meeting state academic standards, the DSI team decides if the student may exit out of the Title 1 program.

4. How does coordination with the regular classroom program occur, including transition strategies, which may include services to assist preschool children in the transition from early childhood programs to elementary school programs? (Sec. 1115(C)(b)(2)(C))

Each month, our DSI team meets to discuss Tier 2 and Tier 3 student progress and student data. STAR Reading and Math, STAR CBM Reading, classroom grades, and classroom assessments are looked at by the team. The Title 1 intervention schedule is planned with the DSI team to minimize loss of instructional time. In the Spring, transition meetings are held with our K-1 and 4-5 partner schools.

Component 4: High Quality and Ongoing Professional Development

1. How does the school provide professional development with resources provided under this part, and, to the extent practicable, from other sources, to teachers, principals, other school leaders, paraprofessionals, and if appropriate, specialized instructional support personnel, and other school personnel who work with eligible children in programs under this section or in the regular education program. (Sec. 1115)(b)(2)(D))

Our school plans and provides ongoing professional development throughout the school year and during the summer. Professional development opportunities are based on the current needs of teachers and can cover all subject areas, behavior management, diversity, technology, etc...

Component 5: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

1. Describe how the school provides opportunities for the most academically needy students to receive support and reinforcement of academic skills beyond the regular school day.

Students who need the most academic support are seen 4-5 times weekly in a small group setting. The multiple criteria sheets are placed in rank order which helps the DSI team determine the frequency in which the student is seen. Auburn City Schools has a close partnership with the Boys and Girls Club of Lee County, Esperanza House, Our House, faith-based organizations, city organization, etc... to help in meeting the needs of all our students.

2. Describe procedures used to address challenges for each group of Migrant, English Language Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless Students. (Sec. 1115(c)(2)(A-E))

To address the challenges of these students, our school provides additional support in math, reading, social skills, and homework. The DSI team monitors these students closely and discuss the needs of each child. Free and Reduced lunch application assistance is also provided within this group. The partnership that Auburn City Schools has with the Boys and Girls Club of Lee County, Esperanza House, Our House, faith-based organizations, city organization, etc... provides after school mentoring and homework help for each child within this group.

3. Special Populations as listed in the Carl D. Perkins Career and Technical Education Act of 2006 - Describe procedures used to address challenges for each group of individuals with disabilities, individuals from economically disadvantaged families (including foster children), individuals preparing for non-traditional fields, single parents (including single pregnant women), displaced homemakers, and individuals with limited English proficiency. (N/A for Elementary Schools)

N/A

4. How are students' individual needs being addressed through differentiated instruction in the classroom?

Students who are at-risk of meeting state academic standards are closely monitored through the RtI process. Data such as: STAR CBM Reading, STAR Reading and math, Heggerty's Bridge the Gap, classroom grades, and teacher observations are used to

identify those students who are below average. Teachers are then able to differentiate classroom instruction based off of the results from these data sheets. Classroom teachers have guided reading groups which are differentiated to meet individual learner needs. Teachers also use Phonics First which provides a phonics-based, direct instruction approach to reading. Heggerty's Bridge the Gap is a resource that can be used in Tier 1, 2, & 3 and focuses on phonemic awareness development.

Component 6: Coordination and Integration of Federal, State and Local Programs and Resources

NOTE: Not all schools receive all of the funding sources mentioned.

1. How does the Targeted Assistance program coordinate and integrate federal, state, and local services and programs to ensure that participating students achieve proficient or above on statewide assessments?

Many resources are provided by our school system, school community, and school. Students meet in small groups or one-on-one with the Title 1 teacher, instructional coach, classroom teachers, resource teachers, administrative staff, Auburn University lab and practicum students, and parent volunteers. These adult advocates help in meeting the needs of our diverse student population and in helping them become successful in their academic work.

2. List the State, Federal and local programs that are consolidated/coordinated in the Targeted Assistance program and describe how all programs and resources are coordinated and integrated toward the achievement of the Targeted Assistance goals.

(Sec. 1115(b)(3))

As a school system, State, Federal, and Local Programs are integrated within one another to meet the needs of all our students.

3. If appropriate and applicable, how does the school coordinate and integrate Federal, State, and local services and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d); (Sec. 1115(b)(2)(F)).

N/A

Component 7: Evaluation

1. How does the school evaluate the implementation of the Targeted Assistance program?

Our school evaluates the implementation of the Targeted Assistance program by surveys that are sent to parents, teachers, and students regarding the Title One program. The survey will have topics such as: school-home connection, parent learning, resources used, communication, support given, etc....This information will help guide future program decisions as well as school-wide initiatives. School stakeholders will also be able to meet and evaluate the Title One program.

2. How does the school evaluate the results achieved by the Targeted Assistance program using data from the State's annual assessments and other indicators of academic achievement?

Our school evaluates the results of the State's annual assessments through monthly DSI meetings held with teachers, administrators, the counselor, Title One teacher, and Instructional coach. The DSI team analyzes and disaggregates statewide assessment data of all students. In addition to looking at overall scores on statewide assessments, the DSI team also analyzes subtest skills to make data driven instructional plans. To provide a "picture" of the student, analysis is also given to STAR test scores and classroom grades with state assessments.

3. How does the school determine whether the Targeted Assistance program has been effective in increasing the achievement of students who are furthest from achieving the standards?

Our school is able to determine the effectiveness of the Targeted Assistance program through monthly DSI meetings. The team meets regularly and is able to analyze and disaggregate STAR Reading & Math, STAR CBM Reading, and statewide assessments of all students. Frequent progress monitoring is used in order to determine if the Title One students are making gains. Discussions at DSI and QAR meetings help focus on these results to determine whether a student continues or is dismissed from Title One based on the multiple criteria sheet.

4. What process is followed by the school to revise the plan on an ongoing basis, review the process of eligible children, and revise the targeted assistance program if necessary, based on the evaluation, to ensure continuous improvement of students in the Targeted Assistance program? (Sec. 1115(b)(2)(G)(iii))

To revise the plan or the targeted assistance program, a committee of teachers and parents meet to discuss future decisions of the program. Also, annual surveys, which are sent to parents, teachers, and students regarding the Title One program, helps to guide future program decisions. To review the progress of eligible children, the DSI team meets monthly to discuss student data and make decisions regarding academics, behavior, and/or other needs.

5. What objectives/critical initiatives did you change from your previous year's ACIP? Why did you delete or change these goals?

The objective/critical initiatives that we plan to keep from the previous year's ACIP are: providing students with the knowledge to maintain the safety of themselves and others as well as making curriculum and content standards meaningful to diverse learners. To create a safe environment, we will continue to conduct monthly safety committee meetings to evaluate and establish procedures used. This will ensure that we have a safe, healthy, and supportive school environment. In order to make curriculum meaningful to diverse learners, we will continue to develop lessons that are more culturally responsive, leading to higher engagement of students through various learning activities.

ACIP Assurances

Instructions:

By responding to the questions attaching evidence where required, the institution has verified whether it meets or does not meet each of the required ACIP Assurances.

1. The school's ACIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. (Sec. 1114, (b) (2))

Upload the signature page of your ACIP committee members. Upload any additional attachments if needed regarding your ACIP.

YES

NO

N/A

ATTACHMENTS

Attachment Name



Creekside's Strategic Plan



Strategic Plan Committee

2. The institution has a Parent and Family Engagement policy and plan as required in ESSA Section 1116, and ensures that all requirements in Section 1116 and 1112(e)(1)(A) (i)-(ii), Parents' Right-to-Know, are implemented systematically.

YES

NO

N/A

3. The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (ESSA Section 1116 (d) and was jointly developed with parents of participating students.

YES

NO

○ N/A

Parent and Family Engagement

1. Describe how the school will convene an annual meeting to inform parents of the school's participation in Title I and explain Title I requirements, including the 1% set-aside, and the right of parents involved. (Sec. 1116(c)(1))

Our annual Title One parent meeting was presented through Powerpoint. The Powerpoint presentation explained the school's participation in Title One, Title One requirements, the 1% set-aside, and the rights of parents involved. After reviewing the annual Title One Powerpoint presentation, parents completed a signature page.

2a. Describe how there will be a flexible number and format of parent meetings offered, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement.

There will be several parent meetings offered throughout the year. Literacy and math night would allow parents the opportunity to return to the school in the evening with their child and participate in reading and math activities.

2b. Describe how parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making).

Parents will be involved in the planning, reviewing, and improvement of the Title One program in various ways. A parent survey is sent each spring and parents are able to have their input in Title One decision making. Also, the parent meetings that are offered throughout the year will allow parents the opportunity to plan, review, and make decisions towards improving the Title One program.

2c. Describe how funds allocated for parent involvement are being used in the school. (Sec. 1116(c)(2)(3)).

Funds will be used to host family engagement activities. Funds are also being used for resources in which Title One parents can use for learning at home.

3. Describe how the school provides parents of participating children timely information in a uniform format and, to the extent practicable in a language they can understand, about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessments, and achievement expectations used, and, if requested by parents, opportunities for regular meetings to formulate suggestions and participate as appropriate in decisions related to the education of their children. (Sec. 1116(c)(4)(A)(B)(C))

Parents are informed of their child's participation in the Title One program and their child's achievement every 4 1/2 weeks and every 9 weeks. Parents are sent home information such as their child's growth score on STAR reading & math, STAR CBM Reading, and a progress monitoring report. The progress monitoring report shows the DSI committee's decision to continue the current intervention or make changes to it. This is based off the student's achievement. Parents meet for a district wide parent conference day where they are provided with information regarding their child's academic progress in their classroom as well as in Title One intervention. Parents are also able to request a parent conference at any time throughout the school year. The Title One teacher provides additional support during parent conferences when needed.

4. Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (How the School-Parent Compact is jointly developed with Title I parents; how it is used, reviewed, and updated). (Sec. 1116(d))

The School-Parent Compact is used to show how parents, students, and school staff will share responsibility for improved student academic achievement. Also, the means by which the school and parents will build and develop a partnership. The compact can be discussed, as it relates to the individual child's achievement, during parent-teacher conferences, PTO meetings, and parent nights.

5. Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan. (Sec. 1116(c)(5))

Annual surveys that are sent to parents allows them the opportunity to submit comments of concern with the Continuous Improvement Plan. From the survey, the strategic plan committee is able to reflect and make necessary changes. Parents are also able to request a conference to discuss their concerns with the Continuous Improvement Plan.

6a. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement.

Our school will build capacity for parental involvement by keeping parents current with their child's academic achievement. We will do this by sending progress reports to parents showing their child's academic strengths and areas of concern. We will continue our open door policy where parents can freely visit our school and be engaged in their child's classroom. Providing many opportunities for parents to come during the school day or after school hours for math and literacy night is another way in which we encourage parents to become equal partners.

6b. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall educate teachers, office personnel, and other school staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.

Our teachers, office personnel, and other school staff, with the assistance of parents, work together to become equal partners in education. Through weekly newsletters, emails, phone calls, progress reports, and report cards, teachers are able to build ties between parents and the school. Also, participating in after school activities, such as math and literacy night, helps teachers, parents, and students engage together in academic activities.

6c. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal 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.

There will be several parent meetings offered throughout the year. Literacy and math night would allow parents the opportunity to return to school in the evening with their child and participate in reading and math activities. The parent resource center will allow for parents to come to a central location and discuss the education of their child.

6d. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall 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.

All school correspondences including free and reduced lunch applications, report cards, academic reports, etc... are sent home in the student's home language. Our school district has parent liaisons who are able to communicate with parents, in their home language, the academic achievement of the student.

6e. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall provide such other reasonable support for parental involvement activities as parents may request.

Our teachers, office personnel, and other school staff, with the assistance of parents work together to become equal partners in education. Also participating in after school activities, such as math and literacy night, help teachers, parents, and students engage together in academic activities.

7. Describe how the school will ensure the provision for 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 school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand. (See ESSA Sec. 1117(f))

All school correspondences including free and reduced lunch applications, report cards, academic reports, etc... are sent home in the student's home language. Our school's DSI team, which includes our administrators, teachers, the counselor, the Title 1 teacher, and Instructional coach, monitors these students closely and discuss the needs of each child. Assistance is provided to the students and parents in this group. The partnership that Auburn City Schools has with the Boys and Girls Club of Lee County, Esperanza House, Our House, faith-based organizations, city organizations, etc... provides after school mentoring and homework help for each child within the group.

Coordination of Resources - Comprehensive Budget

Step 1: Download and complete the Comprehensive Budget Document under the Federal Programs tab found here <https://alsde.onlinehelp.cognia.org/>.

Step 2: Upload the completed Coordination of Resources - Comprehensive Budget document.

I have completed and uploaded the Coordination of Resources - Comprehensive Budget.

I have not completed and uploaded the Coordination of Resources - Comprehensive Budget.

ATTACHMENTS

Attachment Name



Creekside FY 2023 Budget

eProve™ strategies: Goals & Plans

The school has completed all components of its ACIP in eProve™ strategies.

Yes

No

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Creekside FY 2023 Budget		•
 Creekside's Strategic Plan		• 1
 Strategic Plan Committee		• 1