




Report Status:		FORMULA				Report ID:	
		Organization: Campus/Site: SAS#:		County District: ESC Region: School Year:			
		Vendor ID:					
Name of Grant Program							
General Information							
GS2110 – Contact Information							
Part 1: Organization Information							
Applicant							
Organization Name							
Mailing Address Line 1		Mailing Address Line 2		City	State	Zip Code	
Part 2: LEA Contacts							
Primary Contact				Select Contact:		<input type="text"/> ▼ or Add New Contact	
First Name		Initial	Last Name	Title			
Telephone	Ext.	E-Mail					
Secondary Contact				Select Contact:		<input type="text"/> ▼ or Add New Contact	
First Name		Initial	Last Name	Title			
Telephone	Ext.	E-Mail					
Additional Contacts – Provide only if your district has different contacts for each program							
Program	Name		Telephone	Ext.	Email		
Private Nonprofit (PNP) Schools							
Title I, Part A							
Title I, Part C							
Title I, Part D							
Title II, Part A							
Title III, Part A							
Title IV, Part A							
Title VIII							
Homeless Students							


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Printable Version		Compliance Report			Save
Table of Contents		PR1000 – Title I, Part A			Instructions
Part 1: Estimated Expenditures from Title I, Part A, Funds Reserved at LEA Level					
					Expenditures
1.	LEA Parental Involvement activities (Minimum 1% required if current-year entitlement exceeds \$500,000. At least 90% of the 1% must be allocated to Title I, Part A, campuses. This 90% of the 1% is over and above the regular Title I, Part A, campus allocation.)				
2.	Title I, Part A, Services to Eligible Private Nonprofit School Students , Not Including Administration				
3.	Preschool programs				
4.	Administration of Title I, Part A, programs (including administration of Title I, Part A, programs for eligible private school students and students at facilities for neglected and delinquent)				
5.	LEA Professional development activities				
6.	Services to Homeless Students				
7.	Services to Students Residing in Local Facilities for the Neglected				
8.	Services to Students Residing in Local Facilities for the Delinquent				
9.	Transportation for Foster Care children				
10.	Other (Specify):				
Part 2: Schoolwide Campus Programs					
1.	Estimated Total Title I, Part A, Expenditures from Schoolwide Campus Budgets				
Part 3: Targeted Assistance Campus Programs					
1.	Estimated Total Title I, Part A, Expenditures from Targeted Assistance Campus Budgets				
Total					
Total Title I, Part A, Estimated Expenditures for Parts 1 through 3					
Part 4: Parental Involvement Activities (required for LEAs with an allocation of less than \$500,000)					
					Expenditure
1.	Total Title I, Part A expenditure on Parental Involvement Activities not included in Part 1.1				
If expenditure is 0, please provide explanation:					500 of 500


Part 5: Student Participation (Public Schools)		
By Age	Title I, Part A Schoolwide Program	Title I, Part A Targeted Assistance Program
Ages 0-2		
Ages 3-5 (Not in PEIMS)		


Total		
By Gender		
Male		
Female		
Total		
By Ethnicity		
American Indian/ Alaskan Native		
Asian		
Black/African American		
Hispanic/Latino		
Native Hawaiian/Other Pacific Islander		
White		
Two or More Races		
Total		


SAMPLE


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Part 6: Student Participation (Private Nonprofit Schools and Local Facilities for Neglected)					
	Private Nonprofit Schools		Local Facilities for Neglected		
By Grade					
Ages 0-2					
Ages 3-5					
Kindergarten					
Grade 1					
Grade 2					

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Grade 3					
Grade 4					
Grade 5					
Grade 6					
Grade 7					
Grade 8					
Grade 9					
Grade 10					
Grade 11					
Grade 12					
Ungraded					
Total					
By Gender					
Male					
Female					
Total					
By Ethnicity					
American Indian/Alaskan Native					
Asian					
Black/African American					
Hispanic/Latino					
Native Hawaiian/Other Pacific Islander					
White					
Two or More Races					
Total					

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Part 7: Program Implementation					
Requirement					Compliance Status
Program Coordination/Integration					
1.	The LEA plan is developed in coordination and integration with other Federal, State, and local services, resources, 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 schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d). [Section 1114 (b)(5)]				<input type="radio"/> Yes <input type="radio"/> No
A. If compliance status is Yes, check all that apply. Checking a box ensures the documentation is on file and readily available upon request:					
<input type="checkbox"/> Meeting agendas, sign-in sheets, and meeting notes from LEA planning process <input type="checkbox"/> LEA plan showing program descriptions and outlining use of funds					

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<input type="checkbox"/> Other:					
B. If compliance status is No, complete the Explanation of Compliance Status:					500 of 500
<div>2.</div> <div> The LEA coordinates and integrates services provided under this part with other educational services at the local educational agency or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. [Section 1112 (c)(4)] </div> <div> <input type="radio"/> Yes <input type="radio"/> No </div>					
A. If compliance status is Yes, check all that apply. Checking a box ensures the documentation is on file and readily available upon request: <div> <input type="checkbox"/> Meeting agendas and meeting notes from LEA planning process <input type="checkbox"/> LEA plan showing program descriptions and outlining use of funds <input type="checkbox"/> Other: </div>					
B. If compliance status is No, complete the Explanation of Compliance Status:					500 of 500
<div>Needs Assessment</div> <div> <div>3.</div> <div> 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)] </div> <div> <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A </div> </div> <div> A. If compliance status is Yes, check all that apply. Checking a box ensures the documentation is on file and readily available upon request: <div> <input type="checkbox"/> Description of the campus's comprehensive needs assessment (CNA) process <input type="checkbox"/> Meeting agendas, meeting notes, sign-in sheets documenting the campus's CNA process <input type="checkbox"/> Campus Improvement Plan includes summary of CNA results and uses those results to determine program activities <input type="checkbox"/> Program evaluations from prior years are part of CNA process to determine effectiveness and to inform decisions concerning program implementation <input type="checkbox"/> Other: </div> </div> <div> B. If compliance status is N/A, select reason below. No other reason for N/A is acceptable. <div> <input type="checkbox"/> The LEA only operates Targeted Assistance programs. </div> </div> <div> C. If compliance status is No, complete the Explanation of Compliance Status: 500 of 500 </div>					
<div>Part 6: Program Implementation (Continued)</div> <div>Requirement</div> <div>Compliance Status</div> <div>Needs Assessment (Continued)</div> <div> <div>4.</div> <div> For a Title I, Part A targeted assistance program, the LEA identifies children not older than age 21 who are entitled to a free public education through grade 12; and children who are not yet at a grade level at which the local educational agency provides a free public education. [Section 1115 (c)(1)(A)] </div> <div> <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A </div> </div> <div> A. If compliance status is Yes, check all that apply. Checking a box ensures the documentation is on file and readily available upon request: <div> <input type="checkbox"/> Description of the LEA's selection criteria, which must be multiple, educationally related, objective criteria, except that children in preschool through grade 2 shall be selected solely on the basis of such criteria as teacher judgment, interviews with parents, and developmentally appropriate measures <input type="checkbox"/> Description of how the campus has supplemented the LEA's criteria, if applicable <input type="checkbox"/> Other: </div> </div> <div> B. If compliance status is N/A, select reason below. No other reason for N/A is acceptable. <div> <input type="checkbox"/> The LEA only operates Schoolwide programs. </div> </div> <div> C. If compliance status is No, complete the Explanation of Compliance Status: 500 of 500 </div>					

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Parental Involvement			
5.	The LEA has a written parent and family engagement policy that is incorporated into the local educational agency's plan developed under section 1112, establish the agency's expectations and objectives for meaningful parent and family involvement. [Section 1116 (a)(2)]		<input type="radio"/> Yes <input type="radio"/> No
A. If compliance status is Yes, check all that apply. Checking a box ensures the documentation is on file and readily available upon request:			
<input type="checkbox"/> Copy of LEA's written parent involvement policy <input type="checkbox"/> Meeting agendas, meeting notes, sign-in sheets documenting participation of parents in the development of the policy <input type="checkbox"/> Correspondence, newsletters, handbook used to distribute policy to parents <input type="checkbox"/> Documents signed by parents acknowledging receipt of policy <input type="checkbox"/> Other:			
B. If compliance status is No, complete the Explanation of Compliance Status:			500 of 500
6.	Each school served 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. 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 parent and the school. [Section 1116 (b)(1)]		<input type="radio"/> Yes <input type="radio"/> No
A. If compliance status is Yes, check all that apply. Checking a box ensures the documentation is on file and readily available upon request:			
Selecting Yes ensures all Title I, Part A campuses have a written parent involvement policy in place. If any campus does not have a policy, select No and explain in the Explanation of Compliance Status section.			
<input type="checkbox"/> Copy of written parent involvement policy for each Title I, Part A campus <input type="checkbox"/> Meeting agendas, meeting notes, sign-in sheet documenting participation of parents in the development of the policies <input type="checkbox"/> Correspondence, newsletters, handbook used to distribute policy to parents <input type="checkbox"/> Documents signed by parents acknowledging receipt of policy <input type="checkbox"/> Other:			
B. If compliance status is No, complete the Explanation of Compliance Status:			500 of 500
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Part 6: Program Implementation (Continued)			
Requirement			Compliance Status
Parental Involvement (Continued)			
7.	Each Title I, Part A campus convenes an annual meeting, at a convenient time, to which all parents of 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(D)(c)(1)]		<input type="radio"/> Yes <input type="radio"/> No
A. If compliance status is Yes, check all that apply. Checking a box ensures the documentation is on file and readily available upon request:			
<input type="checkbox"/> For each Title I, Part A campus—Meeting invitations, agendas, meeting notes that document what was shared at the meeting, sign-in sheets documenting attendance of parents <input type="checkbox"/> Other:			
B. If compliance status is No, complete the Explanation of Compliance Status:			500 of 500
8.	The LEA has School-Parent compacts at each Title I, Part A campus that outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. [Section 1116 (d)]		<input type="radio"/> Yes <input type="radio"/> No
A. If compliance status is Yes, check all that apply. Checking a box ensures the documentation is on file and readily available upon request:			
<input type="checkbox"/> Meeting agendas, meeting notes, sign-in sheets documenting participation of parents in the development of the compacts			

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<div><input type="checkbox"/> Other:</div> <div>B. If compliance status is No, complete the Explanation of Compliance Status:500 of 500</div>			
9. The LEA shall educate teachers, specialized instructional support personnel, principals, and other school leaders, and other 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. [Section 1116 (e)(3)]			
<div>OYes ONo</div>			
A. If compliance status is Yes, check all that apply. Checking a box ensures the documentation is on file and readily available upon request:			
<div><input type="checkbox"/> Training/meeting agendas, meeting notes that document content of training, sign-in sheets that show involvement of teachers, pupil services personnel, principals, and parents</div>			
<div><input type="checkbox"/> Other:</div>			
B. If compliance status is No, complete the Explanation of Compliance Status:500 of 500			
10. The Title I, Part A Schoolwide plan is available to the LEA, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. [Section 1114 (b)(4)]			
<div>OYes ONo</div>			
A. If compliance status is Yes, check all that apply under both Plan Availability and Languages:			
<div>Plan Availability</div> <div><input type="checkbox"/> Campus</div> <div><input type="checkbox"/> Central office</div> <div><input type="checkbox"/> Website</div> <div><input type="checkbox"/> Other:</div>			
<div>Languages</div> <div><input type="checkbox"/> English</div> <div><input type="checkbox"/> Spanish</div> <div><input type="checkbox"/> Vietnamese</div> <div><input type="checkbox"/> Other:</div>			
B. If compliance status is No, complete the Explanation of Compliance Status:500 of 500			
Part 6: Program Implementation (Continued)			
Requirement		Compliance Status	
Parental Involvement (Continued)			
11. Each Title I, Part A campus provides to parents information that shows how the school’s students’ achievement on the State’s academic assessments compared to students served by the local educational agency and the State. [Section 1111 (h)(2)(C)(ii)]			
<div>OYes ONo</div>			
A. If compliance status is Yes, check all that apply. Checking a box ensures the documentation is on file and readily available upon request:			
<div><input type="checkbox"/> Description of process by which each Title I, Part A campus distributes to individual parents information concerning the achievement level of their child(ren) on the required state assessments</div>			
<div><input type="checkbox"/> Correspondence to parents distributing information concerning the achievement level of their child(ren)</div>			
<div><input type="checkbox"/> Other:</div>			
B. If compliance status is No, complete the Explanation of Compliance Status:500 of 500			
12. At the beginning of each school year, a local educational agency shall notify the parents of each student that the parents may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student’s classroom teacher(s). [Section 1112 (e)(1)(A)]			
<div>OYes ONo</div>			
A. If compliance status is Yes, check all that apply. Checking a box ensures the documentation is on file and readily available upon request:			
<div><input type="checkbox"/> Correspondence, newsletters, handbook used to distribute information on right to request</div>			
<div><input type="checkbox"/> Other:</div>			
B. If compliance status is No, complete the Explanation of Compliance Status:500 of 500			
Program Evaluation			

Instructions

Supplement, Not Supplant	
14.	<div> <div> The LEA has either a formal Supplement, Not Supplant Methodology for distributing State and local funds in order to ensure that each Title I campus receives all of the State and local funds that it would receive in the absence of Title I funds; or, it has a formal Statement of Exemption. [Section 1118(b)] </div> <div> <input type="radio"/> Yes <input type="radio"/> No </div> </div>
A. If compliance status is Yes, check all that apply. Checking a box ensures the documentation is on file and readily available upon request:	
<input type="checkbox"/> Copy of SNS Methodology and summary page(s) from general ledger showing the total budget amount allocated to each campus.	
<input type="checkbox"/> Copy of Statement of Exemption	
B. If compliance status is No, complete the Explanation of Compliance Status:	
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eGrants Application

TEXAS EDUCATION AGENCY

SAS#: ESSAAAXX

Organization:

Campus/Site:

Vendor ID:

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School Year:

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PR2000 – Title I, Part D, Subparts 1 and 2

Instructions

Part 1: LEA Program/Facility Type as Defined by USDE

LEA Program/Facility Type	Number of Programs/Facilities	Number of Programs/Facilities Reporting Data	Average Length of Stay (days)
1. At-Risk Programs (subpart 2 only)			
2. Neglected Programs			
3. Juvenile Detention			
4. Juvenile Corrections			
5. Adult Corrections (subpart 1 only)			
Total			

6. Please explain if not able to provide data on a facility or program:

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Part 2: Student Participation

Long Term Students Served: students who have been in facility or program for at least 90 consecutive days.

Unduplicated Count of Students Served: number of unique students who benefited from Title I, Part D funding. Count students only once, even if they were admitted to the same facility or program multiple times.


	At-Risk Programs (subpart 2 only)	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections (subpart 1 only)
1. Student Served					
Long Term Students Served					
Unduplicated Students Served					
2. Gender	*The sum of students must match the number of unduplicated students served.				
Male					
Female					
Total					

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Part 2: Student Participation (Continued)

	At-Risk Programs (subpart 2 only)	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections (subpart 1 only)
3. Age	*The sum of students must match the number of unduplicated students served.				
3-5					

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7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					
Total					
4. Race/Ethnicity		*The sum of students must match the number of unduplicated students served.			
Hispanic/Latino					
American Indian or Alaska Native					
Asian					
Black or African-American					
Native Hawaiian or Other pacific Islander					
White					
Two or More Races					
Total					
5. Student Groups		*Students may be categorized as both having a disability and being English Learners (ELs), if both apply. Please place wherever appropriate.			
Students with Disabilities (IDEA)					
English Learners (ELs)					
Page 2 of 8					
Part 3: Academic and Vocational Outcomes					
	At-Risk Programs (subpart 2 only)	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections (subpart 1 only)
Outcomes (once per student, only after exit)		Unduplicated number of students who enrolled, or planned to enroll, in their local district school within 90 calendar days after exiting. A student may be reported only once, per program type.			
1.	# students who enrolled in their local district school within 90 calendar days after exit				


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		At-Risk Programs (subpart 2 only)		Neglected Programs		Juvenile Detention		Juvenile Corrections		Adult Corrections (subpart 1 only)	
Outcomes (once per student)		Unduplicated number of students who attained the outcomes either while enrolled in the "In facility" column or in the "90 days after exit" column. A student may be reported only once across the two time periods, per program type.									
# of students who:		In facility	90 days after exit	In facility	90 days after exit	In facility	90 days after exit	In facility	90 days after exit	In facility	90 days after exit
2. Earned a HSED											
3. Obtained high school diploma											
		At-Risk Programs (subpart 2 only)		Neglected Programs		Juvenile Detention		Juvenile Corrections		Adult Corrections (subpart 1 only)	
Outcomes (once per student per time period)		In the "In facility" column, unduplicated number of students who attained academic and vocational outcomes while enrolled in the program/facility. In the "90 days after exit" column, unduplicated number of students who attained academic and vocational outcomes within 90 calendar days after exiting. If a student attained an outcome once in the program/facility and once during the 90 day transition period, that student may be reported once in each column.									
# of students who:		In facility	90 days after exit	In facility	90 days after exit	In facility	90 days after exit	In facility	90 days after exit	In facility	90 days after exit
4. Earned high school course credits											
5. Enrolled in HSED program											
6. Accepted and/or enrolled in postsecondary education											
7. Enrolled in job training courses/programs											
8. Obtained employment											
<div>SAMPLE</div>											
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Part 4: Academic Performance of Long-Term Students: Reading											
		At-Risk Programs (subpart 2 only)		Neglected Programs		Juvenile Detention		Juvenile Corrections		Adult Corrections (subpart 1 only)	
1. Number of long-term students who tested below grade level upon entry (on pretest)											
2. Number of long-term students with incomplete pre and posttest (pretest only, posttest only, no pre nor posttest)											

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3.	Number of long-term students with complete pre and post test results (Sum of rows 4-7 in table below)				
Results on pre-and posttests for long-term students:					
4.	Number of long-term students who showed negative grade level change from the pre-to posttest exams				
5.	Number of long-term students who showed no change in grade level from the pre-to posttest exams				
6.	Number of long-term students who showed improvement of up to one full grade level from the pre to posttest exams				
7.	Number of long-term students who showed improvement of more than one full grade level from the pre-to posttest exams				
SAMPLE					
Page 4 of 8					
Part 5: Academic Performance of Long-Term Students: Math					
	At-Risk Programs (subpart 2 only)	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections (subpart 1 only)
1.	Number of long-term students who tested below grade level upon entry (on pretest)				
2.	Number of long-term students with incomplete pre and posttest (pretest only, posttest only, no pre nor posttest)				
3.	Number of long-term students with complete pre and post test results (Sum of rows 4-7 in table below)				
Results on pre-and posttests for long-term students:					


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4.	Number of long-term students who showed negative grade level change from the pre-to posttest exams				
5.	Number of long-term students who showed no change in grade level from the pre-to posttest exams				
6.	Number of long-term students who showed improvement of up to one full grade level from the pre to posttest exams				
7.	Number of long-term students who showed improvement of more than one full grade level from the pre-to posttest exams				

SAMPLE

Part 6: Program Implementation	
Requirement	Compliance Status
Program Coordination/Integration – Subpart 2	
1.	Did the LEA have a formal, written agreement with each local facility it served under Title I, Part D, Subpart 2 and did the agreement address the program that was provided by the LEA, as well as the responsibilities of the facility as described in §1425? [Section 1425]
A. If compliance status is Yes, check all that apply. Checking a box ensures the documentation is on file and readily available upon request: <input type="checkbox"/> Copy of the written agreement between the LEA and each facility, AND description of services provided by the LEA, AND description of facility responsibilities <input type="checkbox"/> Other:	
B. If compliance status is No or N/A, complete the Explanation of Compliance Status:	
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2.	Title I, Part D, Subpart 2 data are collected, disaggregated, and evaluated to show the program's impact on the ability of participants to: <ul style="list-style-type: none"> maintain and improve educational achievement; accrue school credits that meet State requirements for grade promotion and secondary school graduation; make the transition to a regular program or other educational program operated by a district; complete secondary school (or secondary school equivalency requirements) and obtain employment after leaving the facility; and, as appropriate, to participate in postsecondary education and job training programs. [Section 1431(a)]				OYes ONo ON/A
A. If compliance status is Yes, check all that apply. Checking a box ensures the documentation is on file and readily available upon request: <input type="checkbox"/> Copy of evaluation of Title I, Part D, Subpart 2 program showing program's impact in these areas <input type="checkbox"/> Other:					
B. If compliance status is No or N/A, complete the Explanation of Compliance Status: <div>500 of 500</div>					
Use of Funds – Subpart 1					
3.	Was the State Agency's use of Title I, Part D, Subpart 1 funds supplemental to the regular education program? According to statute, a Title I, Part D, Subpart 1 program that supplements the number of hours of instruction students receive from State and local sources shall be considered to comply with the supplement, not supplant requirement of section 1118 without regard to the subject areas in which instruction is given during those hours. [Section 1415(b)]				OYes ONo ON/A
A. If compliance status is Yes, check all that apply. Checking a box ensures the documentation is on file and readily available upon request: <input type="checkbox"/> Documentation showing the number of hours added to educational program through Title I, Part D, Subpart 1 <input type="checkbox"/> Other:					
B. If compliance status is No or N/A, complete the Explanation of Compliance Status: <div>500 of 500</div>					
4.	In making Title I, Part D, Subpart 1 services available to children and youth in adult correctional institutions, did the State Agency give priority to children and youth who are likely to complete incarceration within a 2-year period? [Section 1414(c)(2)]				OYes ONo ON/A
A. If compliance status is Yes, check all that apply. Checking a box ensures the documentation is on file and readily available upon request: <input type="checkbox"/> Documentation related to selection of program participants, including an explanation of how priority was given to children and youth who were likely to complete incarceration within a 2-year period <input type="checkbox"/> Other:					
B. If compliance status is N/A, select reason below. No other reason for N/A is acceptable. <input type="checkbox"/> The State Agency does not operate any adult correctional institutions.					
C. If compliance status is No, complete the Explanation of Compliance Status: <div>500 of 500</div>					
Page 6 of 8					
Part 6: Program Implementation					
Requirement					Compliance Status
Use of Funds – Subpart 1 (Continued)					
5.	Did the State Agency maintain appropriate time and effort records for staff who were paid in whole or in part with Title I, Part D, Subpart 1 funds? [EDGAR Cost Principles]				OYes ONo ON/A
A. If compliance status is Yes, check all that apply. Checking a box ensures the documentation is on file and readily available upon request: <input type="checkbox"/> List of staff paid with Title I, Part D, Subpart 1 funds, including percentage of time spent working in program <input type="checkbox"/> Documentation for charges to payroll, as required in the applicable EDGAR Cost Principles <input type="checkbox"/> Other:					
B. If compliance status is N/A, select reason below. No other reason for N/A is acceptable. <input type="checkbox"/> The State Agency has no staff paid out of Title I, Part D, Subpart 1.					
C. If compliance status is No, complete the Explanation of Compliance Status: <div>500 of 500</div>					

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Table of Contents		PR2000 – Title I, Part D, Subparts 1 and 2			Instructions
6.	Does the State Agency have, for each campus that operates an Institution-wide Program under §1416, a comprehensive plan that meets the requirements of §1416? [Section 1416]				OYes ONo ON/A
A. If compliance status is Yes, check all that apply. Checking a box ensures the documentation is on file and readily available upon request:					
<input type="checkbox"/> Institution-wide Program Plan for each campus operating such a program					
<input type="checkbox"/> Other:					
B. If compliance status is N/A, select reason below. No other reason for N/A is acceptable.					
<input type="checkbox"/> The State Agency has no campus that operates an institution-wide program under Title I, Part D, Subpart 1.					
C. If compliance status is No, complete the Explanation of Compliance Status: 500 of 500					
7.	Did the State Agency reserve not less than 15% and not more than 30% of its Title I, Part D, Subpart 1 entitlement for Transition Services, as described in §1418? [Section 1418]				OYes ONo ON/A
A. If compliance status is Yes, check all that apply. Checking a box ensures the documentation is on file and readily available upon request:					
<input type="checkbox"/> Documentation supporting appropriate reservation of funds					
<input type="checkbox"/> Expenditure records related to transition services					
<input type="checkbox"/> Other:					
B. If compliance status is No or N/A, complete the Explanation of Compliance Status: 500 of 500					
8.	Did the State Agency evaluate the effectiveness of its Title I, Part D, Subpart 1 program at least once every three years and use the evaluation results, as well as longitudinal studies to make improvements to the subsequent program? [Section 1431]				OYes ONo ON/A
A. If compliance status is Yes, check all that apply. Checking a box ensures the documentation is on file and readily available upon request:					
<input type="checkbox"/> Program effectiveness and longitudinal studies of its Title I, Part D, Subpart 1 program					
<input type="checkbox"/> Documentation of the comprehensive needs assessment process and program planning					
<input type="checkbox"/> Other:					
B. If compliance status is No or N/A, complete the Explanation of Compliance Status: 500 of 500					
Page 7 of 8					
Part 6: Program Implementation					
Requirement					Compliance Status
Use of Funds – Subpart 2					
9.	Did the LEA use Title I, Part D, Subpart 2 funds only for authorized purposes: To support the operation of local educational agency programs that involve collaboration with locally operated correctional facilities— <ol style="list-style-type: none"> to carry out high-quality education programs to prepare children and youth for secondary school completion, training, employment, or further education; to provide activities to facilitate the transition of such children and youth from the correctional program to further education or employment; and to operate programs in local schools for children and youth returning from correctional facilities, and programs which may serve At-Risk children and youth. [Section 1421]				OYes ONo ON/A
A. If compliance status is Yes, check all that apply. Checking a box ensures the documentation is on file and readily available upon request:					
<input type="checkbox"/> LEA and/or campus plans that provide a description of the Title I, Part D, Subpart 2 program					
<input type="checkbox"/> Description and list of Program beneficiaries					
<input type="checkbox"/> Accounting records documenting Program expenditures					
<input type="checkbox"/> Other:					
B. If compliance status is No or N/A, complete the Explanation of Compliance Status: 500 of 500					

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		Organization:		County District:	
SAS#: ESSAAAXX		Campus/Site:		ESC Region:	
		Vendor ID:		School Year:	
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Printable Version		Compliance Report			Save
Table of Contents		PR2000 – Title I, Part D, Subparts 1 and 2			Instructions
10.	Did the LEA maintain appropriate time and effort records for staff who were paid in whole or in part with Title I, Part D, Subpart 2 funds? [EDGAR Cost Principles]				OYes ONo ON/A
A. If compliance status is Yes, check all that apply. Checking a box ensures the documentation is on file and readily available upon request:					
<input type="checkbox"/> List of staff paid with Title I, Part D, Subpart 2 funds, including percentage of time spent working in program					
<input type="checkbox"/> Documentation for charges to payroll, as required in the applicable EDGAR Cost Principles					
<input type="checkbox"/> Other:					
B. If compliance status is N/A, select reason below. No other reason for N/A is acceptable.					
<input type="checkbox"/> The LEA has no staff paid out of Title I, Part D, Subpart 2.					
C. If compliance status is No, complete the Explanation of Compliance Status: 500 of 500					
11.	Did the LEA operate a program of support for students returning from a facility for the delinquent to a school operated by the LEA? [Section 1422(b)]				OYes ONo ON/A
A. If compliance status is Yes, check all that apply. Checking a box ensures the documentation is on file and readily available upon request:					
<input type="checkbox"/> Description of this program of support as part of the LEA plan or in its written agreement with the facility					
<input type="checkbox"/> Other:					
B. If compliance status is N/A, select reason below. No other reason for N/A is acceptable.					
<input type="checkbox"/> The LEA had more than 30% of students attending the school operated at the facility resided outside the area served by the LEA when they left the facility.					
C. If compliance status is No, complete the Explanation of Compliance Status: 500 of 500					
Part 7: Additional LEA Data (Optional)					1000 of 1000

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eGrants Application

TEXAS EDUCATION AGENCY

Organization:

Campus/Site:

SAS#: <Program>AA<YY>

Vendor ID:

County District:

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School Year: <Current Year>

<Name of Grant Program>

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PR3000 – Title II, Part A

Instructions

Part 1: Funding Transferability

Help

1. Did the LEA participate in the Funding Transferability program with Title II, Part A funds?

Yes

No

Percentage of Title II, Part A Funding Redirected under Funding Transferability

Fund Source	Alternative Uses of Funding						
	Title I, Part A	Title I, Part C	Title I, Part D	Title III, Part A ELA	Title III, Part A Immigrant	Title IV, Part A	Title V, Part B
2. Title II, Part A	%	%	%	%	%	%	%

Amount of Title II, Part A Funding Redirected under Funding Transferability That Was Expended for the Following Activities

Fund Source	Activity Expenditures						
	Title I, Part A	Title I, Part C	Title I, Part D	Title III, Part A ELA	Title III, Part A Immigrant	Title IV, Part A	Title V, Part B
3. Title II, Part A							

Part 2: Section 5211 - Rural Education Achievement Program (REAP)

Help

1. Did the LEA participate in REAP with Title II, Part A funds? Select No if the LEA is not eligible for REAP.

Yes

No

Percentage of Title II, Part A Funding Redirected under REAP

Fund Source	Title I, Part A	Title III, Part A ELA	Title III, Part A Immigrant	Title IV, Part A	Title IV, Part B
2. Title II, Part A	%	%	%	%	%

Amount of Title II, Part A Funding Redirected under REAP that was Expended for the Following Activities

Fund Source	Title I, Part A	Title III, Part A ELA	Title III, Part A Immigrant	Title IV, Part A	Title IV, Part B
3. Title II, Part A					

Part 3: Program Expenditures and Activities Participation

	LEA	PNP	# of Staff
1. Improving the instructional leadership capacity of principal supervisors to coach and develop principals			
2. Improving the instructional leadership capacity of campus leaders (principals, assistant principals, other campus leaders) to coach and develop teachers			
3. Develop teacher leadership to support teacher development and as a means of recruiting, supporting, and retaining effective teachers			
4. Implement strategic compensation initiatives to reward, recruit, and retain effective teachers			
5. Professional development that improves classroom instruction and student learning			
6. Evidence-based class size reduction that leads to improved student learning			
7. Other Allowable Activities (not included in questions 1-6 above)			

Part 4: Program Implementation

Requirement

Compliance Status

Program Coordination/Integration

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Report Status:

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TEXAS EDUCATION AGENCY

Organization:

Campus/Site:

SAS#: <Program>AA<YY>

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<Name of Grant Program>

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PR3000 – Title II, Part A

Instructions

1. The LEA meaningfully consulted with teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (in an LEA that has charter schools) parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of Title II, Part A.
(Section 2102[b][3][A])

Yes

No

N/A

Explanation of Compliance Status:

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2. The LEA sought advice from the individuals and organizations described in the preceding subparagraph regarding how best to improve the LEA's activities to meet the purpose of Title II, Part A.
(Section 2102[b][3][B])

Yes

No

N/A

Explanation of Compliance Status:

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3. The LEA coordinated activities under Title II, Part A with other related strategies, programs, and activities being conducted in the community.
(Section 2102[b][3][C])

Yes

No

N/A

Explanation of Compliance Status:

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4. The LEA prioritized funds to schools served by the agency under Title I, Section 1111(d) and that have the highest percentage of children counted under Title I, Section 1124(c).
(Section 2102[b][2][C])

Yes

No

N/A

Explanation of Compliance Status:

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5. The LEA coordinated Title II, Part A, professional development activities with professional development activities provided through other federal, state, and local programs.
(Section 2102[b][2][F])

Yes

No

N/A

Explanation of Compliance Status:

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6. The LEA used data and ongoing consultation to continually update and improve Title II, Part A activities.
(Section 2102[b][2][D])


Yes

No

N/A


Explanation of Compliance Status:


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	Organization:		County District:	
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Part 5: Additional LEA Data (Optional)		Page 2 of 3 1000 of 1000




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Printable Version		Compliance Report		Save	
Table of Contents		PR3002 – Title III, Part A - ELA		Instructions	
Part 1: Expenditures for Supplemental Language Instruction Educational Programs and Activities Implemented					
#	Focus Area				Expenditure Amount LEA
1.	Supporting development and implementation of LIEPs				
2.	Enhancing existing LIEPs and programs for restructuring and reforming schools with English learners				
3.	Supporting implementation of school wide programs				
4.	Supporting the development and implementation of preschool programs				
5.	Improving LIEPs by upgrading curricula, instructional materials, software and assessment procedures				
6.	Improving instruction of English learners with disabilities				
7.	Providing tutorials, career and technical education				
8.	Offering programs to help English learners achieve success in post-secondary education				
Total Expenditures for Supplemental Language Instruction Educational Programs and Activities Implemented					
Part 2: Expenditures for Supplemental Parent, Family, and Community Engagement Activities Implemented					
#	Focus Area				Expenditure Amount LEA
1.	Parent outreach and trainings				
2.	Family literacy services and/or family outreach and trainings				
3.	Community participation programs				
Total Expenditures for Supplemental Engagement Activities Implemented					
Part 3: Expenditures for Supplemental Professional Development Activities Implemented					
#	Focus Area				Expenditure Amount LEA
1.	Supplemental Professional Development Activities				
Total Expenditures for Professional Development Activities Implemented					
Part 4: Language Instruction Educational Programs					
1.	Did the LEA offer a newcomer program?				<input type="radio"/> Yes <input type="radio"/> No
2.	Did the LEA offer a bilingual program?				<input type="radio"/> Yes <input type="radio"/> No
Type of Bilingual Program Models					
Transitional Bilingual/Early Exit		<input type="checkbox"/> Spanish	<input type="checkbox"/> Other (Specify):		<input type="checkbox"/> Other (Specify):
Transitional Bilingual/Late Exit		<input type="checkbox"/> Spanish	<input type="checkbox"/> Other (Specify):		<input type="checkbox"/> Other (Specify):
Dual Language Immersion/Two-way		<input type="checkbox"/> Spanish	<input type="checkbox"/> Other (Specify):		<input type="checkbox"/> Other (Specify):
Dual Language Immersion/One-way		<input type="checkbox"/> Spanish	<input type="checkbox"/> Other (Specify):		<input type="checkbox"/> Other (Specify):
3.	Did the LEA offer an English as Second Language (ESL) program?				<input type="radio"/> Yes <input type="radio"/> No
Type of ESL Program Models					
<input type="checkbox"/> Content-Based ESL					
<input type="checkbox"/> Pull-Out ESL					
Part 5: Teacher Information and Professional Development					


Schedule Status:		<Selection_Process>	Application ID:
		Organization: Campus/Site: Vendor ID:	County District: ESC Region: School Year:
SAS#: NCLBAAXX			
<Name of Grant Program>			
Printable Version		Compliance Report	Save
Table of Contents		PR3002 – Title III, Part A - ELA	Instructions
#	Teacher Information	Number of Teachers	
1.	Type the number of certified/licensed teachers serving in a Language Instruction Education Program (LIEP).		
2.	Type the estimated number of additional certified/licensed teachers that will be needed for bilingual/ESL assignments in the next 5 years. (This number should be the total additional teachers needed for the next 5 years, not the number needed for each year. Do not include the number of teachers currently working in bilingual/ESL assignments.)		
Part 6: Program Implementation			
Requirement		Compliance Status	
Use of Funds			
1.	Did the LEA/Fiscal Agent provide and implement effective parent engagement activities to parents of English learners/immigrant students that were above and beyond other federal programs? [Section 3115(c)(3)(A)]	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	
Explanation of Compliance Status:		500 of 500	
If Yes is selected, the LEA/Fiscal Agent must list the source(s) of documentation it has readily available to submit to the agency to document compliance with the requirement. If No is selected, the LEA/Fiscal Agent must explain the reason for noncompliance, or if N/A is selected, the LEA/Fiscal Agent must explain why the requirement is not applicable.			
2.	Did the LEA/Fiscal Agent provide and implement effective family engagement activities to families of English learners/immigrant students that were above and beyond other federal programs? [Section 3115(c)(3)(A)]	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	
Explanation of Compliance Status:		500 of 500	
If Yes is selected, the LEA/Fiscal Agent must list the source(s) of documentation it has readily available to submit to the agency to document compliance with the requirement. If No is selected, the LEA/Fiscal Agent must explain the reason for noncompliance, or if N/A is selected, the LEA/Fiscal Agent must explain why the requirement is not applicable.			
3.	Did the LEA/Fiscal Agent provide and implement effective community engagement activities to parents of English learners/immigrant students and/or English learners that were above and beyond other federal programs? [Section 3115(c)(3)(A)]	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	
Explanation of Compliance Status:		500 of 500	
If Yes is selected, the LEA/Fiscal Agent must list the source(s) of documentation it has readily available to submit to the agency to document compliance with the requirement. If No is selected, the LEA/Fiscal Agent must explain the reason for noncompliance, or if N/A is selected, the LEA/Fiscal Agent must explain why the requirement is not applicable.			

Requirement	Compliance Status
Part 7: Additional LEA Data (optional)	1000 of 1000


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Table of Contents	PR3002 – Title III, Part A - ELA			Instructions
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SAMPLE

Schedule Status:		<Selection Process>	Application ID:
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<Name of Grant Program>			
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Table of Contents	PRXXXX – Title III, Part A-Immigrant		Instructions
Part 1: Expenditures for Supplemental Activities – Language Instruction Educational Programs			
#	Focus Area	Expenditure Amount LEA	
1.	Identification and acquisition of curricular materials		
2.	Educational software and technologies		
3.	Tutorials		
4.	Mentoring		
5.	Academic or career counseling		
6.	Basic instructional services (including costs related to classroom supplies and transportation) that are directly attributable to the presence of immigrant children and youth		
7.	Other instructional services (e.g., programs of introduction to the educational system, civic education)		
Total Expenditures for Instructional Activities Implemented			
Part 2: Expenditures for Supplemental Activities – Parent, Family, and Community Outreach			
#	Focus Area	Expenditure Amount LEA	
1.	Parent outreach and trainings		
2.	Family literacy services and/or family outreach and trainings		
3.	Community participation programs		
Total Expenditures for Supplemental Engagement Activities Implemented			
Part 3: Program Implementation			
Use Of Funds - Immigrant Program (Continued)		Requirement	Compliance Status
1.	Did the LEA/Fiscal Agent maintain control of Title III, Part A-Immigrant program funds being used to provide equitable services to private school immigrant students and their teachers? [Section 9501(d)]		<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A
Explanation of Compliance Status:			500 of 500
If Yes is selected, the LEA/Fiscal Agent must list the source(s) of documentation it has readily available to submit to the agency to document compliance with the requirement. If No is selected, the LEA/Fiscal Agent must explain the reason for noncompliance, or if N/A is selected, the LEA/Fiscal Agent must explain why the requirement is not applicable.			
2.	Did the LEA's/Fiscal Agent's Title III, Part A-Immigrant-funded programs provide enhanced instructional opportunities for immigrant children and youth? [Section 3115(e)]		<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A
Explanation of Compliance Status:			500 of 500
If Yes is selected, the LEA/Fiscal Agent must list the source(s) of documentation it has readily available to submit to the agency to document compliance with the requirement. If No is selected, the LEA/Fiscal Agent must explain the reason for noncompliance, or if N/A is selected, the LEA/Fiscal Agent must explain why the requirement is not applicable.			
Part 4: Additional LEA Data (optional)			
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	Campus/Site:	ESC Region:	
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Table of Contents	PRXXXX – Title III, Part A-Immigrant		Instructions

SAMPLE

Report Status:		<Selection_Process>		Report ID:			
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<Name of Grant Program>							
Printable Version		Program Description			Save		
Table of Contents		PR3107 – Title IV, Part A			Instructions		
Part 1: Funding Transferability					Help		
1.	Did the LEA participate in the Funding Transferability Program with Title IV, Part A funds?				<input type="radio"/> Yes <input type="radio"/> No		
Percentage of Title IV, Part A Funding Redirected under Funding Transferability							
Fund Source		Alternative Uses of Funding					
	Title I, Part A	Title I, Part C	Title I, Part D	Title II, Part A	Title III, Part A ELA	Title III, Part A Immigrant	Title V, Part B
2.	Title IV, Part A	%	%	%	%	%	%
Amount of Title IV, Part A Funding Redirected under Funding Transferability that was Expended for the Following Activities							
Fund Source		Activity Expenditures					
	Title I, Part A	Title I, Part C	Title I, Part D	Title II, Part A	Title III, Part A ELA	Title III, Part A Immigrant	Title V, Part B
3.	Title IV, Part A						
Part 2: Section 5211 - Rural Education Achievement Program (REAP)					Help		
1.	Did the LEA participate in REAP with Title IV, Part A funds? Select No if the LEA is not eligible for REAP.				<input type="radio"/> Yes <input type="radio"/> No		
Percentage of Title IV, Part A Funding Redirected under REAP							
Fund Source		Alternative Uses of Funding					
	Title I, Part A	Title II, Part A	Title III, Part A ELA	Title III, Part A Immigrant	Title IV, Part B		
2.	Title IV, Part A	%	%	%	%	%	
Amount of Title IV, Part A Funding Redirected under REAP that was Expended for the Following Activities							
Fund Source		Activity Expenditures					
	Title I, Part A	Title II, Part A	Title III, Part A ELA	Title III, Part A Immigrant	Title IV, Part B		
3.	Title IV, Part A						
Part 3: Expenditures for Use of Funds							
	Service	Description			Expenditure		
1.	Administration	Direct Administration Costs			\$		
2.	Activities to support well-rounded education opportunities	Provide all students with access to a well-rounded education			\$		
3.	Activities to support safe and healthy students	Improve school conditions for student learning			\$		
4.	Activities to support effective use of technology	Activities to improve use of technology in order to improve academic achievement and digital literacy of all students			\$		
5.	Technology Infrastructure	Purchasing devices, equipment and software applications in order to address readiness shortfalls (Portion of line 4 expenditure used for technology infrastructure)			\$		
Total Expenditure (Lines 1-4)					\$		

Part 4: Program Implementation	
Requirement	Compliance Status
Needs Assessment	
1. If receiving less than \$30,000, did the LEA have a process to determine the program and/or LEA needs? [Section 4106 (e)(2)(F)]	<input type="radio"/> Yes <input type="radio"/> No
A. If compliance status is Yes, check all that apply. Checking a box ensures the documentation is on file and readily available upon request.	


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Printable Version	Program Description		Save
Table of Contents	PR3107 – Title IV, Part A		Instructions
<input type="checkbox"/> Input of stakeholders, focus groups, advisory committees, district improvement teams <input type="checkbox"/> Locally-developed strategies <input type="checkbox"/> LEA identified data and reports <input type="checkbox"/> Other: <input type="text"/>			
B. If compliance status is No, complete the Explanation of Compliance Status:			1000 of 1000
<div>2. If receiving \$30,000 or more, did the LEA conduct a comprehensive needs assessment tied to the three goals of Title IV, Part A? [Section 4106(a)(2) and (d)(1)(A-C)]</div> <div> <input type="radio"/> Yes <input type="radio"/> No </div>			
A. If compliance status is Yes, check all that apply. Checking a box ensures the documentation is on file and readily available upon request.			
<input type="checkbox"/> Copy of comprehensive needs assessment <input type="checkbox"/> Description of strategy used to collect data regarding the needs <input type="checkbox"/> LEA identified data related to students' access to effective program activities <input type="checkbox"/> Other: <input type="text"/>			
B. If compliance status is No, complete the Explanation of Compliance Status:			1000 of 1000
<div>3. Did the LEA engage in timely and meaningful consultation with a broad range of stakeholders as part of their process in determining the targeted areas of improvement related to students' access to effective program activities? [Section 4106(c)(1-2)]</div> <div> <input type="radio"/> Yes <input type="radio"/> No </div>			
A. If compliance status is Yes, check all that apply. Checking a box ensures the documentation is on file and readily available upon request.			
<input type="checkbox"/> Agendas of focus groups <input type="checkbox"/> Sign-in sheets <input type="checkbox"/> Meeting minutes <input type="checkbox"/> Other: <input type="text"/>			
B. If compliance status is No, complete the Explanation of Compliance Status:			1000 of 1000


Part 4: Program Implementation (Continued)

Requirement	Compliance Status
<div>4. Did the LEA prioritize the distribution of funds to schools identified as one or more of the following?</div> <div> a) are among the schools with the greatest needs as determined by the LEA b) have the highest percentages or numbers of students from low-income families (as counted for purposes of the LEA's Title I, Part A grant) c) are identified for comprehensive support and improvement under Title I, Part A d) are implementing targeted support and improvement plans under Title I, Part A e) are identified as a persistently dangerous public elementary school or secondary school [Section 4106(e)(2)(A)(i-v) and (f)] </div>	<input type="radio"/> Yes <input type="radio"/> No
A. If compliance is Yes, check all that apply. Checking a box ensures the documentation is on file and readily available upon request.	
<input type="checkbox"/> Copy of Comprehensive Needs Assessment (CNA)	

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eGrants Application TEXAS EDUCATION AGENCY		Organization: Campus/Site: SAS#: <Program>AA<YY> Vendor ID:	County District: ESC Region: School Year: <Current Year>
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Printable Version	Program Description		Save
Table of Contents	PR3107 – Title IV, Part A		Instructions
<input type="checkbox"/> District Improvement Plan (DIP) <input type="checkbox"/> Other: _____			
B. If compliance status is No, complete the Explanation of Compliance Status:			1000 of 1000
Implementation			
5.	Did the LEA identify and implement programs that increase access to educational opportunities for all students, particularly students with disabilities, English learners, economically disadvantaged students, and students who are underrepresented or underserved? [Section 4107(a)(3)(C)(i-ii), (D) (i-ii), (J), and 4109 (a)(6)]		<input type="radio"/> Yes <input type="radio"/> No
A. If compliance status is Yes, check all that apply. Checking a box ensures the documentation is on file and readily available upon request.			
<input type="checkbox"/> District Improvement Plan (DIP) <input type="checkbox"/> Other: _____			
B. If compliance status is No, complete the Explanation of Compliance Status:			1000 of 1000
Program Evaluation			
6.	Did the LEA periodically evaluate the effectiveness of the programs and/or activities based on the objectives and outcomes? [Section 4106(e)(1)(E)]		<input type="radio"/> Yes <input type="radio"/> No
A. If compliance status is Yes, check all that apply. Checking a box ensures the documentation is on file and readily available upon request.			
<input type="checkbox"/> Copy of annual evaluation <input type="checkbox"/> Other: _____			
B. If compliance status is No, complete the Explanation of Compliance Status:			1000 of 1000

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Part 5: Additional LEA Data (Optional)	1000 of 1000

Schedule Status:		<Selection_Process>		Application ID:	
		Organization: Campus/Site: Vendor ID:		County District: ESC Region: School Year:	
SAS#: NCLBAAXX					
<Name of Grant Program>					
Printable Version		Compliance Report			Save
Table of Contents		PR6200 – Title VIII, Sec 8532 School Choice Option			Instructions
Part 1: LEA Report on Persistently Dangerous Schools					
1.	Were any students transferred from any campus due to the school being identified as persistently dangerous?				OYes ONo
2.	If yes, how many students transferred to another campus?				
Part 2: Violent Criminal Incidents					
1.	Did the LEA have any violent criminal incidents on any campus in <YYYY-YYYY>?				OYes ONo
2.	If "yes," how many violent criminal incidents occurred?				
3.	Did the LEA have a victimized student?				OYes ONo
4.	Number of Victimized Students Whose Parents Requested a School Transfer under Section 8532				
5.	Number of Victimized Students Who Were Transferred to Another Campus under Section 8532				
If the response to #5 is less than #4, explain the difference.					
6.	Number of Campuses within LEA Boundaries to Which Students Identified in Number 4 Above Transferred				
7.	Number of Campuses outside the LEA Boundaries to Which Students Identified in Number 4 Above Transferred				
Part 3: Program Implementation					
Requirement				Compliance Status	
Program Coordination/Integration					
1.	The LEA, as a condition of receiving funds under the Every Student Succeeds Act, established and implements a policy requiring that: <ul style="list-style-type: none"> a student attending a persistently dangerous public elementary school or secondary school (as determined by the Texas Education Agency), or a student who becomes a victim of a violent criminal offense, while in or on the grounds of a public elementary or secondary school that the student attends, is offered and allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school. <p>Note: If another campus is not available within the LEA, the policy should provide for other types of services to ensure the safety of the student. In addition, the LEA is encouraged to attempt to secure a cooperative agreement with another LEA to accept transfers when reasonable and appropriate. [Section 8532]</p>				OYes ONo ON/A
A. If compliance status is Yes, check all that apply. Checking a box ensures the documentation is on file and readily available upon request: <p>The LEA is required to have the policy regardless if any campuses have been identified as Persistently Dangerous or if any students have been a victim of a violent criminal offense at school. The LEA is required to have policies in place that address both of these contingencies.</p> <p>A charter school is school of choice but has to be able to provide other types of services to ensure the safety of the student.</p> <p> <input type="checkbox"/> Copy of policy approved by the local board <input type="checkbox"/> Documentation that any student who has been affected by either of these circumstances has been offered the opportunity to transfer <input type="checkbox"/> Other: </p>					
B. If compliance status is No or N/A, complete the Explanation of Compliance Status:				500 of 500	
Page 1 of 2					
Part 3: Program Implementation (Continued)					
Requirement				Compliance Status	

Schedule Status:		<Selection_Process>		Application ID:			
 SAS#: NCLBAAXX		Organization: Campus/Site: Vendor ID:		County District: ESC Region: School Year:			
		<Name of Grant Program>					
		Printable Version		Compliance Report		Save	
Table of Contents		PR6200 – Title VIII, Sec 8532 School Choice Option				Instructions	
Program Coordination/Integration (Continued)							
<p>2. The LEA notified parents that their student(s) may transfer and attend a safe public elementary or secondary school within the local educational agency, including a public charter school, for:</p> <ul style="list-style-type: none"> Students who are enrolled in a persistently dangerous school (Notification was made within 14 calendar days of the start of the school year.) Students who are victims of a violent criminal act (Notification was made within 14 calendar days of the incident.) <p>[Section 8532]</p> <p>A. If compliance status is Yes, check all that apply. Checking a box ensures the documentation is on file and readily available upon request:</p> <p><input type="checkbox"/> Copy of written notification procedure</p> <p><input type="checkbox"/> List of campuses identified as Persistently Dangerous Schools. [If LEA has no campuses on PDS list, this serves as documentation that the LEA has met the part of this requirement related to PDS.]</p> <p><input type="checkbox"/> Violent Criminal Acts are those reported TSDS/PEIMS. The LEA can access Discipline Reports available through the following link: https://tea.texas.gov/Reports_and_Data/Student_Data/Discipline_Data_Products/Discipline_Data_Products_Overview/</p> <p><input type="checkbox"/> Letters to parents of any student who has been affected by either of these circumstances, documenting the offer of the opportunity to transfer</p> <p><input type="checkbox"/> Other: _____</p> <p>B. If compliance status is N/A, select reason below. No other reason for N/A is acceptable.</p> <p><input type="checkbox"/> The LEA had no campuses identified as Persistently Dangerous schools and the LEA had no students who were victims of a violent crime.</p> <p>C. If compliance status is No, complete the Explanation of Compliance Status: _____</p>					○Yes ○No ○N/A		
SAMPLE							
<p>3. If the LEA consolidates administrative funds for ESSA programs, the LEA does not use any other funds under the ESSA programs included in the consolidation for administration for the fiscal year of the consolidation.</p> <p>[Section 8203(c)]</p> <p>A. If compliance status is Yes, check all that apply. Checking a box ensures the documentation is on file and readily available upon request:</p> <p><input type="checkbox"/> Records showing consolidation of administrative funds, including names of programs included and amount of funds contributed by each program</p> <p><input type="checkbox"/> Records showing that no other ESSA program funds were used for administrative costs during that grant year</p> <p>B. If compliance status is N/A, select reason below. No other reason for N/A is acceptable.</p> <p>This response will be compared with the ESSA Consolidated Federal Grant Application BS6001 – Budget Summary and Support – Part 1: Available Funding – Consolidated Administrative Funds.</p> <p><input type="checkbox"/> The LEA does not consolidate administrative funds for ESSA programs.</p> <p>C. If compliance status is No, complete the Explanation of Compliance Status: _____</p>					○Yes ○No ○N/A		
Part 4: Additional LEA Data (Optional)							
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px 10px; background-color: #f0f0f0;">Table of Contents</div> <div style="border: 1px solid black; padding: 5px 10px; background-color: #f0f0f0;">Printable Version</div> <div style="border: 1px solid black; padding: 5px 10px; background-color: #f0f0f0;">Save</div> </div>							

eGrants Application

TEXAS EDUCATION AGENCY

SAS#: XXXXXXXX

Organization:

Campus/Site:

Vendor ID:

County District:

ESC Region:

School Year:

<Name of Grant Program>

Printable Version	Compliance Report	Save
Table of Contents	PR6400 – Homeless Students Enrolled	Instructions

Part 1: Homeless Students Participation

1.

Did the LEA provide services to homeless students through the McKinney-Vento Program (TEHCY)?

☐ Yes ☐ No

Part 2: Counts and Primary Nighttime Residency

	Unduplicated Homeless Count		Unduplicated Number of Homeless Students at Any Time During the Year by Primary Nighttime Residence			
Grade	Number of Homeless Students in McKinney Vento Program (TEHCY)	Number of Unaccompanied Youth	Number of Students in Shelters	Number of Students Doubled Up	Number of Students Unsheltered	Number of Students in Hotels/Motels
Age 0-2						
Ages 3-5 (Not Enrolled in PK or K)						
Total						

Part 3: Additional LEA Data (Optional)

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SAMPLE