

<Name of Grant Program>

Compliance Report

PR3099 – Private Nonprofit (PNP) School Equitable Services

Part 1: Private Nonprofit Program Participation

A. Total Schools within Boundary

1. Indicate number of Private Nonprofit (PNP) schools within boundaries.

2. If LEA received Title I, Part A funds, indicate number of eligible PNP schools attended out of boundaries.

B. Did PNP schools participate?

Title I, Part A	Title I, Part C	Title II, Part A	Title III, Part A ELA	Title III, Part A Immigrant	Title IV, Part A
<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No

C. Number of Participating PNP Schools That Received Equitable Services

Title I, Part A	Title I, Part C	Title II, Part A	Title III, Part A ELA	Title III, Part A Immigrant	Title IV, Part A

D. Number of Eligible PNP Students That Received Equitable Services

Title I, Part A	Title I, Part C	Title II, Part A (# of staff)	Title III, Part A ELA	Title III, Part A Immigrant	Title IV, Part A

Part 2: Program Compliance Self-Check

Program Compliance

1. The LEA conducted timely and meaningful consultation with participating PNP school officials regarding the implementation of the ESSA programs according to ESSA Sections 1117 and/or 8501, as appropriate.

The consultation occurred before the LEA made any decisions that affect the opportunities of eligible PNP school children, teachers, and other educational personnel to participate in the program, and continue throughout the implementation and assessment of program activities. [Section 1117(b)(1)(A), Sections 8501(A)(3) and 8501(A)(5)]

If compliance status is **Yes**, the LEA assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:

- agendas
- meeting minutes
- emails
- attendance/sign-in sheets, and/or
- other documentation of timely and ongoing consultation

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

a. Title I, Part A

☐ Yes ☐ No

If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

<Name of Grant Program>

Compliance Report

PR3099 – Private Nonprofit (PNP) School Equitable Services

Part 2: Program Compliance Self-Check (continued)

b. Title I, Part C

☐ Yes ☐ No

If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

c. Title II, Part A

☐ Yes ☐ No

If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

d. Title III, Part A ELA

☐ Yes ☐ No

If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

e. Title III, Part A Immigrant

☐ Yes ☐ No

If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

f. Title IV, Part A

☐ Yes ☐ No

If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

2. LEA procedures were in place ensuring it maintained control of PNP technology, equipment, and supplies purchased for the equitable services program(s). [Sections 1117(d)(1) and 8501(d)(1); Code of Federal Regulations (CFR), Title 34, Section 76.661(a-d)]

If compliance status is **Yes**, the LEA assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:

- LEA procedures that ensured it maintained control of technology, equipment, and supplies purchased for the PNP equitable services program(s).

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

a. Title I, Part A

☐ Yes ☐ No

If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

<Name of Grant Program>

Compliance Report
PR3099 – Private Nonprofit (PNP) School Equitable Services**Part 2: Program Compliance Self-Check (continued)**b. **Title I, Part C**☐ Yes ☐ No

If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

c. **Title II, Part A**☐ Yes ☐ No

If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

d. **Title III, Part A ELA**☐ Yes ☐ No

If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

e. **Title III, Part A Immigrant**☐ Yes ☐ No

If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

f. **Title IV, Part A**☐ Yes ☐ No

If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

SAMPLE

<Name of Grant Program>

Compliance Report

PR3099 – Private Nonprofit (PNP) School Equitable Services

Part 2: Program Compliance Self-Check (continued)

3. The LEA documented the equitable services amounts used and provided a detailed explanation of the equitable services amounts provided to PNP officials for all applicable participating programs. [Section 1117(a)(4)(A-B) and Section 8501(a)(4)(A-B)]

If compliance status is **Yes**, the LEA assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:

- Documentation LEA informed PNP officials of fiscal requirements that include equitable services amounts for 1 private school campus
- (i.e., agenda, meeting minutes, LEA program summaries, timeline of professional development travel and PNP purchase requests, calendar of program services with equitable services amounts, or other documentation meeting requirement); or
- Documentation LEA shared calculated equitable services amounts by program for 1 PNP school campus (i.e., LEA calculations by PNP campus and program level, calculation formulas per PNP campus, etc.); or
- Written procedures and documentation that provided verification/tracked LEA PNP inventory purchases that include equitable services amounts for 1 private school campus

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

a. Title I, Part A

☐ Yes ☐ No

If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

SAMPLE

b. Title I, Part C

☐ Yes ☐ No

If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

c. Title II, Part A

☐ Yes ☐ No

If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

d. Title III, Part A ELA

☐ Yes ☐ No

If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

e. Title III, Part A Immigrant

☐ Yes ☐ No

If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

<Name of Grant Program>

Compliance Report

PR3099 – Private Nonprofit (PNP) School Equitable Services

Part 2: Program Compliance Self-Check (continued)

f. Title IV, Part A

☐ Yes ☐ No

If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

4. The LEA documented the equitable services administration amount used and provided a written explanation to all applicable participating programs.

If compliance status is **Yes**, the LEA assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:

- Documentation LEA informed PNP officials during consultation(s) of equitable services administration amount and how it was used (i.e., agenda, meeting minutes, 3rd-party/Shared Services Agreement, calculated campus spreadsheets, etc.).

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

a. Title I, Part A

☐ Yes ☐ No

If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

b. Title I, Part C

☐ Yes ☐ No

If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

c. Title II, Part A

☐ Yes ☐ No

If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

d. Title III, Part A ELA

☐ Yes ☐ No

If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

e. Title III, Part A Immigrant

☐ Yes ☐ No

If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

<Name of Grant Program>

Compliance Report

PR3099 – Private Nonprofit (PNP) School Equitable Services

Part 2: Program Compliance Self-Check (continued)

f. Title IV, Part A


☐ Yes ☐ No

If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

Part 3: Additional Information (optional)

Additional Information

SAMPLE

Schedule Status:	<Selection_Process>	Report ID: XXXXXXXXXXXXXXXXXXXX
 SAS#: XXXXXXXX	Organization: Campus/Site: Vendor ID:	County District: ESC Region: School Year:
<Name of Grant Program>		
Compliance Report PR3099 – Private Nonprofit (PNP) School Equitable Services		

The following mockup page shows how Part 2 looks when collapsed

Part 2: Program Compliance Self-Check

Part 2 Program Compliance Self-Check is hidden because the LEA has no eligible PNP schools.

SAMPLE

<Name of Grant Program>

Compliance Report
PR1000 – Title I, Part A

Part 1: Expenditures from Title I, Part A, Funds Reserved at LEA Level

Expenditures	
LEA Level Expenditures	Expenditures
1. Districtwide Parent and Family Engagement Activities for LEAs with current-year entitlement that exceeds \$500,000 (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. Districtwide Parent and Family Engagement Activities for LEAs with current-year entitlement of less than \$500,000	
3. Title I, Part A, Services to Eligible Private School Students , Not Including Administration	
4. Administration of Title I, Part A Programs for Eligible Private School Students	
5. Preschool Programs	
6. Administration of Title I, Part A, programs (including administration of Title I, Part A, programs for students at facilities for neglected and delinquent)	
7. LEA Professional Development Activities	
8. Services to Homeless Students	
9. Services to Students Residing in Local Facilities for the Neglected	
10. Services to Students Residing in Local Facilities for the Delinquent	
11. Foster Care Transportation	
12. Other (Specify): <input type="text"/>	
Part 1 Total Expenditures from Title I, Part A Funds Reserved at LEA Level	

Part 2: Expenditures from Title I, Part A Campus-Based Program Budgets

Expenditures	
Campus-Based Expenditures	Expenditures
1. Total Title I, Part A, Expenditures from Schoolwide Program Campus Budgets	
2. Total Title I, Part A, Expenditures from Targeted Assistance Program Campus Budgets	
Part 2 Total Expenditures from Title I, Part A Campus-Based Program Budgets	

Part 3: Public Schools Student Participation for Ages 0 - 2 and Ages 3 - 5 (not in PEIMS)

A. Age		
Participant Age	Title I, Part A Schoolwide Program	Title I, Part A Targeted Assistance (TA) Program
1. Ages 0-2		
2. Ages 3-5 (not in PEIMS)		
Total		

B. Gender		
Participant Gender	Title I, Part A Schoolwide Program	Title I, Part A Targeted Assistance (TA) Program
1. Male		
2. Female		
Total		

Schedule Status:

<Selection_Process>

Report ID: XXXXXXXXXX00000000X

eGrants
TEXAS EDUCATION AGENCY
SAS#: XXXXXXXXX

Organization:
Campus/Site:
Vendor ID:

County District:
ESC Region:
School Year:

<Name of Grant Program>

Compliance Report PR1000 – Title I, Part A

Part 3: Public Schools Student Participation for Ages 0 - 2 and Ages 3 - 5 (not in PEIMS) (Continued)

C. Ethnicity		
Participant Ethnicity	Title I, Part A Schoolwide Program	Title I, Part A Targeted Assistance (TA) Program
1. American Indian/Alaskan Native		
2. Asian		
3. Black/African American		
4. Hispanic/Latino		
5. Native Hawaiian/Other Pacific Islander		
6. White		
7. Two or More Races		
Total		

Part 4: Student Participation for Private Nonprofit Schools and Local Facilities for Neglected

A. Grade		
Participant Grade	Private Nonprofit Schools	Local Facilities for Neglected
Ages 0-2		
Ages 3-5		
Kindergarten		
Grade 1		
Grade 2		
Grade 3		
Grade 4		
Grade 5		
Grade 6		
Grade 7		
Grade 8		
Grade 9		
Grade 10		
Grade 11		
Grade 12		
Ungraded		
Totals		

B. Gender		
Participant Gender	Private Nonprofit Schools	Local Facilities for Neglected
1. Male		
2. Female		
Total		

Back

Printable Version

Save

<Name of Grant Program>

Compliance Report
PR1000 – Title I, Part A

Part 4 Student Participation for Private Nonprofit Schools and Local Facilities for Neglected (Continued)

C. Ethnicity		
Participant Ethnicity	Private Nonprofit Schools	Local Facilities for Neglected
1. American Indian/Alaskan Native		
2. Asian		
3. Black/African American		
4. Hispanic/Latino		
5. Native Hawaiian/Other Pacific Islander		
6. White		
7. Two or More Races		
Total		

Part 5: Program Compliance Self-Check

A. LEA Program Plan
<p>1. The LEA Title I, Part A Program Plan has been developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (in an LEA that has charter schools), administrators (including administrators of programs in other parts of Title I), other appropriate school personnel, and with parents of children in schools served under Title I, Part A. [Section 1112(a)(1)(A)]</p> <p>a. <input type="radio"/> In Compliance If in compliance, the LEA assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:</p> <ul style="list-style-type: none"> • Copy of the LEA's Title I, Part A Program Plan (the requirements related to the LEA Title I, Part A Program Plan can be included in the District Improvement Plan or other LEA official plans) AND • Meeting agendas, meeting minutes or notes, and documentation of attendance (i.e., sign-in sheets, electronic attendance rosters documenting timely and meaningful stakeholder consultation in the development of the LEA Title I, Part A Program Plan AND • Any other consultation documentation (i.e., surveys, correspondence) used to consult with the required stakeholder groups, if applicable. <p>The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.</p> <p>b. <input type="radio"/> Not in Compliance If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.</p> <div style="border: 1px solid black; height: 150px; width: 100%;"></div>

<Name of Grant Program>

Compliance Report
PR1000 – Title I, Part A

Part 5: Program Compliance Self-Check (Continued)**A. LEA Program Plan(Continued)**

2. The LEA Title I, Part A Program Plan includes the statutory required descriptions noted in section 1112(b).
[Section 1112(b) (1-13)]

a. ☐ In Compliance

If in compliance, the LEA assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:

- Copy of the LEA's Title I, Part A Program Plan that includes the statutory required descriptions (the requirements related to the LEA Title I, Part A Program Plan can be included in the District Improvement Plan or other LEA official plans).

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

b. ☐ Not in Compliance

If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

3. The LEA shall periodically review and, as necessary, revise the Title I, Part A Program Plan.
[Section 1112(a)(5)]

a. ☐ In Compliance

If in compliance, the LEA assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:

- Copy of the LEA's Title I, Part A Program Plan (the requirements related to the LEA Title I, Part A Program Plan can be included in the District Improvement Plan or other LEA official plans) AND
- Meeting agendas, meeting minutes or notes, and documentation of attendance (i.e., sign-in sheets, electronic attendance rosters) documenting annual review of the LEA Title I, Part A Program Plan.

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

b. ☐ Not in Compliance

If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

<Name of Grant Program>

Compliance Report
PR1000 – Title I, Part A

Part 5: Program Compliance Self-Check (Continued)**B. Parent and Family Engagement**

1. The LEA has a written parent and family engagement policy that is incorporated into the LEA's plan developed under section 1112 and establishes the LEA's expectations and objectives for meaningful parent and family involvement. [Section 1116 (a)(2)]
- a. ☐ In Compliance
If in compliance, the LEA assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:
- Copy of LEA's written parent involvement policy that is incorporated into the LEA's Title I, Part A Program Plan developed under section 1112 (the requirements related to the LEA Title I, Part A Program Plan can be included in the District Improvement Plan or other LEA official plans).

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

- b. ☐ Not in Compliance
If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

2. The LEA conducts, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all Title I, Part A schools served. [Section 1116 (a)(2)(D)]
- a. ☐ In Compliance
If in compliance, the LEA assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:
- Meeting agendas, meeting invitations, meeting minutes or notes, and documentation of attendance (i.e., sign-in sheets, electronic attendance rosters) documenting participation of parents in the annual evaluation of the content and effectiveness of the policy AND
 - Copy of annual evaluation

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

- b. ☐ Not in Compliance
If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

<Name of Grant Program>

Compliance Report
PR1000 – Title I, Part A

Part 5: Program Compliance Self-Check (Continued)**B. Parent and Family Engagement (Continued)**

3. 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 parents and the school.
[Section 1116 (b)(1)]
- a. ☐ In Compliance
- If in compliance, the LEA assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:
- For each Title I, Part A campus—
- Copy of written parent and family engagement policy for each Title I, Part A campus that includes the method of policy distribution to parents and family members of participating students, evidence of availability to the local community, and the languages in which the policy is made available to parents; AND
 - Meeting agendas, meeting minutes or notes, and documentation of attendance (i.e., sign-in sheets, electronic attendance rosters) documenting participation of parents in the development of the policy and periodic updates to the policy to meet the changing needs of parents and the school; AND
 - Any other consultation documentation (i.e., surveys, correspondence) used to consult with parents in the development of the policy, if applicable; AND
 - Evidence of policy distribution to parents and family members of participating students; AND
 - Evidence of availability to the local community.

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

- b. ☐ Not in Compliance

If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

<Name of Grant Program>

Compliance Report PR1000 – Title I, Part A

Part 5: Program Compliance Self-Check (Continued)

B. Parent and Family Engagement (Continued)

4. 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. (Note: TEA requires that the annual meeting be offered on more than one day and at more than one time, so that parents have more than one option to attend.) [Section 1116(D)(c)(1)]
- a. ☐ In Compliance
- If in compliance, the LEA assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:
- For each Title I, Part A campus—
- Meeting invitations, agendas, meeting minutes or notes that document what was shared at the meeting, and documentation of attendance (i.e., sign-in sheets, electronic attendance rosters) documenting attendance of parents

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

- b. ☐ Not in Compliance
If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

SAMPLE

5. 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)]
- a. ☐ In Compliance
- If in compliance, the LEA assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:
- For each Title I, Part A campus—
- Copy of the School-Parent Compact; AND
 - Meeting agendas, meeting minutes or notes, and documentation of attendance (i.e., sign-in sheets, electronic attendance rosters) documenting parent participation in the development of the compacts AND
 - Any other consultation documentation (i.e., surveys, correspondence) used to consult with parents in the development of the compact, if applicable.

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

- b. ☐ Not in Compliance
If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

<Name of Grant Program>

Compliance Report
PR1000 – Title I, Part A

Part 5: Program Compliance Self-Check (Continued)**B. Parent and Family Engagement (Continued)**

6. The LEA and Title I, Part A campuses 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)]

a. ☐ In Compliance

If in compliance, the LEA assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:

For each Title I, Part A campus

- Training/meeting agendas, meeting minutes or notes that document content of training, documentation of attendance (i.e., sign-in sheets, electronic attendance rosters) that show evidence of attendance for teachers, specialized instructional support personnel, principals, other school leaders, and other staff, and evidence that the meeting/training was provided with the assistance of parents

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

b. ☐ Not in Compliance

If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

SAMPLE

7. 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)]

a. ☐ In Compliance

If in compliance, the LEA assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:

- Official auditable correspondence, newsletter, website, or student handbook used to distribute information on right to request the professional qualifications of the student's classroom teacher(s).

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

☐ Not in Compliance

If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

<Name of Grant Program>

Compliance Report
PR1000 – Title I, Part A

Part 5: Program Compliance Self-Check (Continued)**C. Campus Schoolwide Program Plan**

1. 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)]
- a. ☐ In Compliance
If in compliance, the LEA assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:
- For each Title I, Part A Schoolwide Program campus—
- Description of the campus's comprehensive needs assessment (CNA) process that includes the date(s) that the CNA was developed (if a new campus) or the date(s) that the CNA was reviewed and revised for the current school year, list of stakeholders involved that includes the individuals by name and roles, areas examined, and a listing of the multiple data sources analyzed; AND
 - Meeting agendas, meeting minutes or notes, and documentation of attendance (i.e., sign-in sheets, electronic attendance rosters) documenting alignment with the campus's CNA process description; AND
 - Campus schoolwide program plan that includes a summary of CNA results and evidence of the use of those results to determine program activities (the requirements related to the campus schoolwide program plan can be included in the Campus Improvement Plan or other Campus official plans); AND
 - Evidence that program evaluations of the schoolwide program plan from prior years (for the current year, if available, and prior year or for the last two years if the current-year program evaluation is not available) are part of the CNA process to determine effectiveness and to inform decisions concerning program implementation.
- The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.
- b. ☐ Not in Compliance
If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.
-
- c. ☐ Not Applicable
If not applicable, the LEA assures that the following reason applies. No other reason is acceptable.
- The LEA only operates Targeted Assistance Program campuses.

<Name of Grant Program>

Compliance Report
PR1000 – Title I, Part A

Part 5: Program Compliance Self-Check (Continued)**C. Campus Schoolwide Program Plan**

2. The Title I, Part A Schoolwide program 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)]

a. ☐ In Compliance

If in compliance, the LEA assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:

For each Title I, Part A Schoolwide Program campus—

- Campus schoolwide program plan showing evidence of coordination and integration documented with applicable program descriptions and outlining use of funds (the requirements related to the Campus schoolwide program plan can be included in the Campus Improvement Plan or other Campus official plans) AND
- Meeting agendas, meeting minutes or notes, and documentation of attendance (i.e., sign-in sheets, electronic attendance rosters) from the campus planning process showing evidence of coordination and integration.

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

b. ☐ Not in Compliance

If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

SAMPLE

c. ☐ Not Applicable

If not applicable, the LEA assures that the following reason applies. No other reason is acceptable.

- The LEA only operates Targeted Assistance Program campuses.

<Name of Grant Program>

Compliance Report
PR1000 – Title I, Part A

Part 5: Program Compliance Self-Check (Continued)**C. Campus Schoolwide Program Plan (Continued)**

3. An eligible school operating a schoolwide program shall develop a comprehensive plan (or amend a plan for such a program that was in existence on the day before the date of the enactment of the Every Student Succeeds Act) that—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.[Section 1114 (b)(2)]

- a. ☐ In Compliance
If in compliance, the LEA assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:

For each Title I, Part A Schoolwide Program campus—

- Campus schoolwide program plan showing a listing of stakeholders involved in the development of the schoolwide program plan that includes the individuals by name and roles AND
- Meeting agendas, meeting minutes or notes, and documentation of attendance (i.e., sign-in sheets, electronic attendance rosters) from the campus planning process that shows evidence of required stakeholders involvement in the development of the schoolwide program plan; AND
- Any other documentation (i.e., surveys, correspondence) used to involve the required stakeholder groups, if applicable.

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement

- b. ☐ Not in Compliance
If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

- c. ☐ Not Applicable
If not applicable, the LEA assures that the following reason applies. No other reason is acceptable.
- The LEA only operates Targeted Assistance Program campuses

<Name of Grant Program>

Compliance Report
PR1000 – Title I, Part A

Part 5: Program Compliance Self-Check (Continued)**C. Campus Schoolwide Program Plan (Continued)**

4. The Title I, Part A Schoolwide program 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)]
- a. ☐ In Compliance
If in compliance, the LEA assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:
- For each Title I, Part A Schoolwide Program campus—
- Evidence of plan availability to the LEA, parents, and the public which may include posted on the campus and/or LEA website, hard copy available at the campus front desk, public library, or other public place or hard copy made available at the request of the LEA, a parent, or the public; AND
 - Evidence of plan availability in multiple languages, if applicable
- The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.
- b. ☐ Not in Compliance
If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.
-
- c. ☐ Not Applicable
If not applicable, the LEA assures that the following reason applies. No other reason is acceptable.
- The LEA only operates Targeted Assistance Program campuses.

D. Supplement, Not Supplant

1. 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)]
- a. ☐ In Compliance
If in compliance, the LEA assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:
- Copy of SNS Methodology and summary page(s) from general ledger showing the total budget amount allocated to each campus, OR
 - Copy of Statement of Exemption
- b. ☐ Not in Compliance
If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.
-

<Name of Grant Program>

Compliance Report
PR1000 – Title I, Part A

Part 5: Program Compliance Self-Check (Continued)

E. Targeted Assistance Program Eligibility	
1.	<p>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)]</p> <p>a. <input type="radio"/> In Compliance If in compliance, the LEA assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:</p> <ul style="list-style-type: none">• Description of the LEA's selection criteria (the criteria must be multiple, educationally related, objective criteria, except that children in preschool through grade 2 shall be selected solely on the basis of criteria, including objective criteria established by the LEA which may include teacher judgment, interviews with parents, or other developmentally appropriate measures); AND• Description of how the campus has supplemented the LEA's criteria, if applicable <p>b. <input type="radio"/> Not in Compliance If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.</p> <div style="border: 1px solid black; height: 60px; width: 100%;"></div> <p>c. <input type="radio"/> Not Applicable If not applicable, the LEA assures that the following reason applies. No other reason is acceptable.</p> <ul style="list-style-type: none">• The LEA only operates Schoolwide Program campuses.

Part 6: Additional Information (optional)

Additional information

<Name of Grant Program>

Compliance Report
PR1200 – Title I, Part C – Ed of Migratory Children

Part 1: Expenditures from Title I, Part C Funds**A. Campus Type**

1. Only select the corresponding box if the LEA does not have the campus type.

- ☐ Select this box if you have no Early Childhood/School Readiness Program (EE-Kindergarten).
- ☐ Select this box if you have no elementary school (grades 1-5 or grades 1-6 if grade 6 is clustered with elementary).
- ☐ Select this box if you have no secondary school (grades 6-12).
- ☐ Select this box if you have no Out of School Youth.

B. Program Activities and Expenditures

Expenditures Related to Required Program Activities	MEP Funds	Other Funds
1. ID&R: Identify and recruit migratory children and youth, including conducting annual residency verification and other Identification and Recruitment (ID&R) activities according to specific timelines, as outlined in the <i>Texas Manual for the Identification and Recruitment of Migrant Children</i> .		
2. ID&R: Conduct ID&R activities as outlined in the ID&R plan in the <i>Texas Manual for the Identification and Recruitment of Migrant Children</i> .		
3. TX-NGS: Encode all required data into the Texas New Generation System (TX-NGS) and conduct all required activities, as outlined in the <i>Manual for New Generation System (NGS) Data Management Requirements</i> .		
4. Migrant Services Coordination: Coordinate/provide support services that address the identified needs of migratory children (e.g., health services, food/nutrition, transportation/translating/interpreting).		
5. Migrant Services Coordination for OSY: Coordinate/provide needs-based services for Out of School Youth (OSY) with support and advocacy (e.g., graduation, high school equivalency, job readiness skills).		
6. Migrant Services Coordination: Coordinate with school staff and the Texas Migrant Interstate Program (TMIP) to ensure that migratory students who have failed any subject area of the statewide student assessment are accessing local, intrastate, and interstate opportunities available for summer statewide student assessment remediation.		
7. Secondary Students: Coordinate with available programs offering options for credit accrual and recovery to ensure that migratory secondary students are accessing opportunities available to earn needed credits and make up coursework which is lacking due to late arrival and/or early withdrawal.		
8. Professional Development: Coordinate professional development for MEP staff who provide needs-based supplemental reading instruction to migratory students.		
9. Professional Development: Coordinate professional development for MEP staff who provide needs-based supplemental mathematics instruction to migratory students.		
10. Early Childhood/School Readiness: Coordinate with other programs to provide migratory children ages 3-5 with access to school readiness services (e.g., Head Start, Even Start, Teaching and Mentoring Communities (TMC), or other early childhood programs).		
11. Early Childhood/School Readiness: Coordinate/provide support services (e.g., health services, transportation, translation/interpretation) for migratory children ages 3-5 (not in kindergarten) and their families (e.g., coordinate with early childhood agencies, community-based organizations).		

<Name of Grant Program>

Compliance Report
PR1200 – Title I, Part C – Ed of Migratory Children

Part 1: Expenditures from Title I, Part C Funds (continued)

B. Program Activities and Expenditures (continued)		
Expenditures Related to Required Program Activities	MEP Funds	Other Funds
12. District Procedures: Develop and implement a set of procedures that outline (1) a variety of strategies for partial and full credit accrual for migratory students with late entry and/or early withdrawal, and (2) saved course slots in elective and core subject areas, based on the district's history of student migration.		
13. Interstate Coordination: Utilize the Migrant Student Information Exchange System (MSIX) to promote interstate coordination and timely records exchange. Coordinate with the Texas Migrant Interstate Program (TMIP) during the summer months in order to serve students from Texas who may attend out-of-state summer migrant programs.		
14. Intrastate and Interstate Coordination: (1) Designate and enter into TX-NGS a district summer contact person who will be available throughout the summer months and will have access to migratory student records, such as course grades and immunizations. (2) Coordinate with receiving state MEP staff on migratory students' graduation needs requirements.		
15. Migrant Parent Advisory Council: Establish a district-wide Migrant Parent Advisory Council (PAC), composed of a majority of parents of migratory children, which provides meaningful consultation in the planning, implementation, and evaluation of local MEP activities and services. The members should follow PAC bylaws established by the district. (A region-wide Migrant PAC may be established where districts are members of a shared services arrangement (SSA) for the MEP.)		
16. Parental Engagement: Coordinate/provide training/resources to parents of migratory children on reading and mathematics strategies, school readiness, and graduation requirements and college/career opportunities.		
17. Program Evaluation: Conduct an evaluation of your Migrant Education Program.		
Expenditures Related to Planned Supplemental Activities	MEP Funds	Other Funds
18. Early Childhood/School Readiness Program (EE – Kindergarten)		
19. Elementary School (Grades 1-5 or grades 1-6 if grade 6 is clustered with elementary)		
20. Secondary School (Grades 6-12)		
21. Out of School Youth		
Total Title I, Part C Expenditures for Part 1		

<Name of Grant Program>

Compliance Report
PR1200 – Title I, Part C – Ed of Migratory Children

Part 2: Program Compliance Self-Check**A. Program Coordination/Integration**

1. The LEA makes adequate provisions for serving the unmet educational needs of preschool migratory children. [Section 1304 (b)(1) and (c)(4)]

a. ☐ In Compliance

If in compliance, the LEA assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:

- Enrollment report from TX-NGS (e.g., district or campus report) showing number of preschool-aged migratory children;
- Documentation showing number of preschool migratory children served by early childhood program (district-based program, home-based program, community preschool program, Head Start, etc.);
- Documentation of efforts to provide services to preschool-aged migratory children not being served through other sources.

If no preschool migratory children are identified by the LEA during the current school year, the following documentation must be readily available upon request:

- TX-NGS Unique Student Count Report showing no preschool-aged children were identified.

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

b. ☐ Not In Compliance

If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

SAMPLE

B. Priority for Services (PFS)

1. The LEA gives service priority to migratory children who made a qualifying move within the previous 1-year period and who are failing or most at risk of failing to meet the challenging State academic standards or have dropped out of school. [Sections 1301(2), §1304(d)]

a. ☐ In Compliance

If in compliance, the LEA assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:

- Priority for Service (PFS) Report;
- District PFS Action Plans

In addition, the following is required only for LEAs with PFS students:

- Supplemental Programs Count Report from TX-NGS which lists supplemental services being provided to the PFS students (Note: If the Supplemental Programs Report is submitted, the district must highlight the names of the PFS students);
- Documentation that MEP-funded services are provided to the PFS students first.

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

b. ☐ Not In Compliance

If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

<Name of Grant Program>

Compliance Report
PR1200 – Title I, Part C – Ed of Migratory Children

Part 2: Program Compliance Self-Check (continued)**C. Local Needs Assessment (LNA)**

1. The LEA identifies and addresses the unique educational needs of migratory children through a needs assessment and outline a comprehensive plan for the delivery of services. [Section 1306(a)(1)(A)-(G)]

a. ☐ In Compliance

If in compliance, the LEA assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:

- A completed version of the Texas MEP local needs assessment (LNA) tool;
- A copy of the LEA's Comprehensive Needs Assessment (CNA), if it includes a migrant-specific component;
- A copy of the LNA Action Plan;
- A copy of the District Improvement Plan showing the migrant-specific section; and
- Documentation showing how the LEA is conducting the activities approved on the PS3103 of the ESSA Consolidated Federal Grant Application.

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

b. ☐ Not In Compliance

If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

SAMPLE

D. Parent and Family Engagement

1. The LEA has established a parent advisory council (PAC) for the migrant program and provide opportunity for appropriate consultation in the planning, implementation, and evaluation of the LEA's migrant program. [Sections 1304(c)(3); 1306(a)(1)(B)(ii); and 1116]

a. ☐ In Compliance

If in compliance, the LEA assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:

- Agendas for migrant parent advisory council meetings;
- Meeting notes that capture meaningful consultation during migrant parent advisory council meetings;
- Minutes for migrant parent advisory council meetings;
- Documentation of attendance (i.e., sign-in sheets, electronic attendance rosters) for migrant parent advisory council meetings;
- Documentation that meetings are offered at times that parents of migratory children could attend, and that the meetings are conducted in a language that the parents could understand, or that translation is provided, as needed;
- Documentation that the meetings allow for meaningful consultation with and input from parents of migratory children concerning the planning, implementation and evaluation of the program.

If no PAC has been established due no participation, the following must be readily available:

- Documentation to show that efforts have been made to establish a PAC, but due to factors such as extreme geographical distance, low numbers of identified migratory families within the LEA, etc., a PAC has not established.

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

b. ☐ Not In Compliance

If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

<Name of Grant Program>

Compliance Report
PR1200 – Title I, Part C – Ed of Migratory Children

Part 2: Program Compliance Self-Check (continued)**D. Parent and Family Engagement (continued)**

2. The LEA coordinates/provides training/resources to parents of migratory children on reading strategies; mathematics strategies; developmentally appropriate school readiness resources and strategies; and/or information and resources about college/career opportunities. [Section 1304 (c)(1) and (c)(6)]

a. ☐ In Compliance

If in compliance, the LEA assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:

- Fidelity of Implementation (FSI) Tool section that addresses training and/or resources for parents;
- Evidence of Collaboration with other district programs;
- Training agendas, documentation of attendance (i.e., sign-in sheets, electronic attendance rosters), sample of material presented.

If no migratory children are identified by the LEA during the current school year, the following documentation must be readily available upon request:

- TX-NGS Unique Student Count Report showing no migratory children were identified.

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

b. ☐ Not In Compliance

If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

SAMPLE

E. Evaluation

1. The LEA evaluates and improves the effectiveness of the migrant program to enable all migratory students to meet the same challenging State academic standards that all Texas children are expected to meet. [Section 1304 (b)(1), (b)(2) and (c)(5)]

a. ☐ In Compliance

If in compliance, the LEA assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:

- Fidelity of Strategy Implementation (FSI) tool;
- Student surveys;
- Parent surveys;
- Staff Surveys;
- A copy of the migrant program evaluation conducted for activities approved on the PS3103 of the ESSA Consolidated Grant Application;
- Measurable Program Outcomes (MPOs) forms used.

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

b. ☐ Not In Compliance

If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

<Name of Grant Program>

Compliance Report
PR1200 – Title I, Part C – Ed of Migratory Children

Part 2: Program Compliance Self-Check (continued)**E. Evaluation (continued)**

2. The LEA uses the services evaluation results to improve services to its migratory students. [Section 1304 (b)(1), (b)(2) and (c)(5)]

a. ☐ In Compliance

If in compliance, the LEA assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:

- A copy of the revised District Improvement Plan showing the migrant-specific section with additional services offered to the migratory students;
- List of improved services offered to the migratory students;
- Any other document showing how the results were used to improve services to migratory students;
- Evaluation Planning Meeting Notes.

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

b. ☐ Not In Compliance

If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

F. Identification and Recruitment

1. The LEA identifies and recruits migratory children and youth, including OSY, according to the specific timelines and guidance outlined in the Texas Manual for the Identification and Recruitment of Migrant Children in order to ensure the accuracy of such information. [Section 1309(2)-(5)]

a. ☐ In Compliance

If in compliance, the LEA assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:

- Recruiter Logs;
- Reviewer Logs;
- Sample Record of Certificate of Eligibility (COE) Errors form.

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

b. ☐ Not In Compliance

If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

<Name of Grant Program>

Compliance Report
PR1200 – Title I, Part C – Ed of Migratory Children

Part 2: Program Compliance Self-Check (continued)**G. Interstate/Intrastate Coordination**

1. The LEA ensures interstate and intrastate coordination of services for migratory children to provide educational continuity through timely transfer of pertinent school records. [Section 1304(b)(3)]

a. ☐ In Compliance

If in compliance, the LEA assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:

- Emails
- Call logs
- MSIX Move Notification

If no migratory student records were requested during the school year, the following documentation must be readily available upon request:

- Documentation that shows why there was no request for records from another LEA or had no need for this type of service.
- TX-NGS Student Unique Count Report for the current school year.

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

b. ☐ Not In Compliance

If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

H. Use of Funds

1. The LEA consolidates Title I, Part C funds in a schoolwide program. [Section 1306(b)(4)]

a. ☐ In Compliance

If in compliance, the LEA assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:

- A copy of the written approval from TEA.

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

b. ☐ Not Applicable

If not applicable, the LEA assures that the following reason applies. No other reason is acceptable.

- LEA does not consolidate Title I, Part C funds on a schoolwide program.

<Name of Grant Program>

Compliance Report
PR1200 – Title I, Part C – Ed of Migratory Children

Part 2: Program Compliance Self-Check (continued)**H. Use of Funds (continued)**

2. The LEA ensures that all MEP-funded services and activities are supplemental. [Section 1304(c)(2)]

a. ☐ In Compliance

If in compliance, the LEA assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:

- District or campus improvement plans showing the migrant-specific section;
- Job descriptions for MEP-funded personnel;
- Copies of emails or phone logs showing efforts to ensure supplemental nature.

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

b. ☐ Not In Compliance

If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

3. All MEP-funded supplies, materials, and equipment are used only for MEP activities and to the benefit of MEP students. [Section 1304(c)(1)]

a. ☐ In Compliance

If in compliance, the LEA assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:

- District and campus improvement plans showing the migrant-specific section;
- Logs on use of equipment (Not required if MEP funds were used only for personnel performing MEP-related duties);
- List of participants (Not required if MEP funds were used only for personnel performing MEP-related duties).

If no supplies, material, or equipment have been requested during the school year, the following documentation must be readily available upon request:

- Documentation that shows why there has been no request for MEP-funded supplies, material, or equipment;
- TX-NGS Student Unique Count Report for the current school year.

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

b. ☐ Not In Compliance

If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

Schedule Status:

<Selection_Process>

Report ID: XXXXXXXXXXXXXXXXXXXX

eGrants
TEXAS EDUCATION AGENCY
SAS#: XXXXXXXX

Organization:
Campus/Site:
Vendor ID:

County District:
ESC Region:
School Year:

<Name of Grant Program>

Compliance Report
PR1200 – Title I, Part C – Ed of Migratory Children

Part 2: Program Compliance Self-Check (continued)

I. Records Transfer

1. The LEA has local policies and procedures in place to ensure that migratory student records are requested and transferred in a timely manner. [Section 1304(b)(3)]

a. ☐ In Compliance

If in compliance, the LEA assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:

- Written procedures followed for sharing and/or obtaining migratory student records with/from other districts and states;
- Records Request Form;
- Copies of e-mails concerning the sharing of student records, etc.

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

b. ☐ Not In Compliance

If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

SAMPLE

Part 3: Additional Information (optional)

Additional Information

Schedule Status:

<Selection_Process>

Report ID: XXXXXXXXXXXXXXXXX

eGrants
TEXAS EDUCATION AGENCY
SAS#: XXXXXXXXX

Organization:
Campus/Site:
Vendor ID:

County District:
ESC Region:
School Year:

<Name of Grant Program>

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

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

LEA Program/Facility Type			
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:			

Part 2: Student Participation

A. Student Served/Gender					
<p><u>Long Term Student Served</u>: students who have been in facility of program for at least 90 consecutive days.</p> <p><u>Unduplicated Count of Students Served</u>: number of unique students who benefited from the Title I, Part D funding. Count students only once, Even if they were admitted to the same facility or program multiple times.</p>					
	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					

<Name of Grant Program>

Compliance Report

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

Part 2: Student Participation (Continued)

B. Age					
Age (The sum of students must match the number of unduplicated students served.)	At-Risk Programs (subpart 2 only)	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections (subpart 1 only)
3-5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					
Total					

<Name of Grant Program>

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

Part 2: Student Participation (Continued)

C. Race/Ethnicity

Race/Ethnicity (The sum of students must match the number of unduplicated students served.)	At-Risk Programs (subpart 2 only)	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections (subpart 1 only)
1. Hispanic/Latino					
2. American Indian or Alaska Native					
3. Asian					
4. Black or African-American					
5. Native Hawaiian or Other pacific Islander					
6. White					
7. Two or More Races					
Total					

D. Student Groups

*Students may be categorized as both having a disability and being English Learners (ELs), if both apply. Please place wherever appropriate.

Student Groups	At-Risk Programs (subpart 2 only)	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections (subpart 1 only)
1. Students with Disabilities (IDEA)					
2. English Learners (ELs)					

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

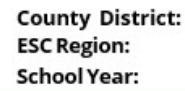
[illegible]

<Name of Grant Program>

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

Part 4: Academic Performance of Long-Term Students

A. 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)					
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					



Compliance Report

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

B. 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:					
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					

<Name of Grant Program>

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

Part 5: Program Compliance Self-Check**A. Program Coordination/Integration -Subpart 2**

1. The LEA has a formal, written agreement with each local facility it served under Title I, Part D, Subpart 2 [Section 1423], and the agreement addresses the program provided by the LEA, as well as the responsibilities of the facility as described in section 1425. [Section 1425]

a. ☐ In Compliance

If in compliance, the LEA assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:

- Copy of the written agreement between the LEA and each facility
- Description of services provided by the LEA, **AND** description of facility responsibilities

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

b. ☐ Not in Compliance

If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

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:

- 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 LEA;
- 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)]

a. ☐ In Compliance

If in compliance, the LEA assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:

- Copy of evaluation of Title I, Part D, Subpart 2 program showing program's impact in these areas

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

b. ☐ Not in Compliance

If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

<Name of Grant Program>

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

Part 5: Program Compliance Self-Check (continued)**B. Use of Funds – Subpart 1**

1. 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)]

a. ☐ In Compliance

If in compliance, the State Agency assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:

- Documentation showing the number of hours added to educational program through Title I, Part D, Subpart 1

The State Agency may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

b. ☐ Not in Compliance

If not in compliance, use the space below to describe how the State Agency plans to meet compliance the following year.

SAMPLE

2. 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)]

a. ☐ In Compliance

If in compliance, the State Agency assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:

- 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.

The LEA State Agency have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

b. ☐ Not in Compliance

If not in compliance, use the space below to describe how the State Agency plans to meet compliance the following year.

c. ☐ Not Applicable

If not applicable, the State Agency assures that the following reason applies. No other reason is acceptable.

- The State Agency does not operate any adult correctional institutions.

<Name of Grant Program>

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

Part 5: Program Compliance Self-Check (continued)**B. Use of Funds – Subpart 1 (continued)**

3. 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].

a. ☐ In Compliance

If in compliance, the State Agency assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:

- List of staff paid with Title I, Part D, Subpart 1 funds, including percentage of time spent working in program
- Documentation for charges to payroll, as required in the applicable EDGAR Cost Principles

The State Agency may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

b. ☐ Not in Compliance

If not in compliance, use the space below to describe how the State Agency plans to meet compliance the following year.

c. ☐ Not Applicable

If not applicable, the State Agency assures that the following reason applies. No other reason is acceptable.

- The State Agency has no staff paid out of Title I, Part D, Subpart 1.

4. 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?

a. ☐ In Compliance

If in compliance, the State Agency assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:

- Institution-wide Program Plan for each campus operating such a program

The State Agency may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

b. ☐ Not in Compliance

If not in compliance, use the space below to describe how the State Agency plans to meet compliance the following year.

c. ☐ Not Applicable

If not applicable, the State Agency assures that the following reason applies. No other reason is acceptable..

- The State Agency has no campus that operates an institution-wide program under Title I, Part D, Subpart 1.

<Name of Grant Program>

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

Part 5: Program Compliance Self-Check (continued)**B. Use of Funds – Subpart 1 (continued)**

5. 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?

a. ☐ In Compliance

If in compliance, the State Agency assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:

- Documentation supporting appropriate reservation of funds
- Expenditure records related to transition services

The State Agency may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

b. ☐ Not in Compliance

If not in compliance, use the space below to describe how the State Agency plans to meet compliance the following year.

6. 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 results as well as well as longitudinal studies to make improvements to the subsequent program? [Section 1431]

a. ☐ In Compliance

If in compliance, the State Agency assures that it has documentation showing compliance readily available upon request.

Strongest documentation recommended:

- Program effectiveness and longitudinal studies of its Title I, Part D, Subpart 1 program
- Documentation of the comprehensive needs assessment process and program planning

The State Agency may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

b. ☐ Not in Compliance

If not in compliance, use the space below to describe how the State Agency plans to meet compliance the following year.

<Name of Grant Program>

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

Part 5: Program Compliance Self-Check (continued)**C. Use of Funds – Subpart 2****1. 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—

1. to carry out high-quality education programs to prepare children and youth for secondary school completion, training, employment, or further education
2. to provide activities to facilitate the transition of such children and youth from the correctional program to further education or employment; and
3. 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]

a. ☐ In Compliance

If in compliance, the LEA assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:

- LEA and/or campus plans that provide a description of the Title I, Part D, Subpart 2 program
- Description and list of Program beneficiaries
- Accounting records documenting Program expenditures

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

b. ☐ Not in Compliance

If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

2. 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]**a. ☐ In Compliance**

If in compliance, the LEA assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:

- List of staff paid with Title I, Part D, Subpart 2 funds, including percentage of time spent working in program
- Documentation for charges to payroll, as required in the applicable EDGAR Cost Principles

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

b. ☐ Not in Compliance

If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

c. ☐ Not Applicable

If not applicable, the LEA assures that the following reason applies. No other reason is acceptable.

- The LEA has no staff paid out of Title I, Part D, Subpart 2.

<Name of Grant Program>

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

Part 5: Program Compliance Self-Check (continued)

C. Use of Funds – Subpart 2 (continued)

3. 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)]

a. ☐ In Compliance

If in compliance, the LEA assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:

- Description of this program of support as part of the LEA plan or in its written agreement with the facility

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

b. ☐ Not in Compliance

If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year..

SAMPLE

c. ☐ Not Applicable

If not applicable, the LEA assures that the following reason applies. No other reason is acceptable.

- 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.

Part 6: Additional Information (optional)

Additional information

<Name of Grant Program>

Compliance Report

PR3000 – Title II, Part A

Part 1: Funding Transferability

A. Participation

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

○ Yes

○ No

B. 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
Title II, Part A	%	%	%	%	%	%	%

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

Fund Source	Activity Expenditure						
	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
Title II, Part A							

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

A. Participation

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

B. Percentage of Title II, Part A Funding Redirected under REAP

Fund Source	Alternative Uses of Funding				
	Title I, Part A	Title III, Part A ELA	Title III, Part A Immigrant	Title IV, Part A	Title IV, Part B
Title II, Part A	%	%	%	%	%

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

Fund Source	Activity Expenditures				
	Title I, Part A	Title III, Part A ELA	Title III, Part A Immigrant	Title IV, Part A	Title IV, Part B
Title II, Part A					

Part 3: Program Expenditures and Activities Participation

Activities and Expenditures	
Activities	Expenditures
1. Recruit, Support and Retain Effective Teachers and Principals	
2. Professional Development/Educator Growth	
3. Other Evidence-Based Activities	
Total	

<Name of Grant Program>

Compliance Report PR3000 – Title II, Part A

Part 4: Program Compliance Self-Check

A. Alignment with the Challenging State Academic Standard

1. The Title II, Part A activities carried out by the LEA are aligned with the challenging State academic standards. [Section 2102(b)(2)(A)]

a. ☐ In Compliance

If in compliance, the LEA assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:

- Relevant pages of the District Improvement Plan;
- Activity documents for Title II, Part A activities (See [Title II, Part A Program Guide](#) for examples.)

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

b. ☐ Not In Compliance

If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

B. Meaningful Consultation

1. The LEA meaningfully consults 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)]

a. ☐ In Compliance

If in compliance, the LEA assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:

- Relevant pages of the District Improvement Plan;
- Stakeholder meeting agendas and minutes, sign-in sheets, materials used during consultation events (including program evaluation data), and copies of relevant surveys and their composite results.

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

b. ☐ Not In Compliance

If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

<Name of Grant Program>

**Compliance Report
PR3000 – Title II, Part A**

Part 4: Program Compliance Self-Check (continued)

B. Meaningful Consultation (continued)

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

a. ☐ In Compliance

If in compliance, the LEA assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:

- Relevant pages of the District Improvement Plan;
- Stakeholder meeting agendas and minutes, sign-in sheets, materials used during consultation events (including program evaluation data), and copies of relevant surveys and their composite results.

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

b. ☐ Not In Compliance

If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

SAMPLE

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

a. ☐ In Compliance

If in compliance, the LEA assures that it has documentation showing compliance readily available upon request.

Strongest Documentation Recommended:

This documentation collectively should demonstrate that consultation occurred throughout the school year. For example, a minimum would be consultation for the beginning of the school year, one meeting or survey to ascertain program status or progress mid-year, and one meeting at the end of the year to evaluate the effectiveness of the Title II, Part A activities that were conducted. The documentation should show that this information is used to improve the program.

- Calendar of scheduled consultation meetings;
- Agendas and minutes (dated);
- Sign-in sheets or participant rosters.
- If used, copy of handouts provided during consultation events;
- If used, copy of survey and its composite results.

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

b. ☐ Not In Compliance

If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

<Name of Grant Program>

Compliance Report
PR3000 – Title II, Part A

Part 4: Program Compliance Self-Check (continued)**C. Coordination**

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

a. ☐ In Compliance

If in compliance, the LEA assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:

- Official promotional materials showing coordination through other federal, state and local programs for applicable activities;
- Relevant pages of the District Improvement Plan;
- Coordination meeting agendas and minutes, sign-in sheets, materials used during coordination events, and/or surveys and their results;
- Documentation showing use of funds in coordination through other federal, state and local programs.

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

b. ☐ Not In Compliance

If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

SAMPLE

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

a. ☐ In Compliance

If in compliance, the LEA assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:

- Official promotional materials showing coordination between the LEA and community partners for applicable activities;
- Documentation showing use of funds in coordination with applicable community activities.

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

b. ☐ Not In Compliance

If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

c. ☐ Not Applicable

If not applicable, the LEA assures that the following reason applies. No other reason is acceptable.

- Title II, Part A activities pursued by the LEA did not exist within the community, making coordination impossible.

<Name of Grant Program>
Compliance Report PR3000 – Title II, Part A

Part 4: Program Compliance Self-Check (continued)

D. Prioritization of Funds

1. The LEA prioritizes Title II, Part A 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)]

a. ☐ In Compliance

If in compliance, the LEA assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:

- Documentation that shows Title II, Part A activities and their costs for each campus within the LEA, demonstrating prioritization to schools served by the LEA under Title I School Improvement and that have the highest percentage of low-income children.

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

b. ☐ Not In Compliance

If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

SAMPLE

E. System of Professional Growth and Improvement

1. The LEA has a system of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership. [Section 2102(b)(2)(B)]

a. ☐ In Compliance

If in compliance, the LEA assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:

- Relevant pages of the District Improvement Plan;
- LEA professional development plan.

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

b. ☐ Not In Compliance

If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

Part 5: Additional Information (optional)

Additional Information

Schedule Status:	<Selection_Process>	Report ID: XXXXXXXXXXXXXXXXXXXX
 <p>SAS#: XXXXXXXX</p>	<p>Organization:</p> <p>Campus/Site:</p> <p>Vendor ID:</p>	<p>County District:</p> <p>ESC Region:</p> <p>School Year:</p>
<Name of Grant Program>		
<p>Compliance Report</p> <p>PR3000 – Title II, Part A</p>		

The following mockup page shows how parts 3 and 4 look when they are collapsed

- Part 3: Program Expenditures and Activities Participation**
 Part 3 Program Expenditures and Activities Participation is hidden because the LEA redirected 100% of the Title II, Part A funds.
- Part 4: Program Compliance Self-Check**
 Part 4 Program Compliance Self-Check is hidden because the LEA redirected 100% of the Title II, Part A funds.

SAMPLE

<Name of Grant Program>

Compliance Report

PR3002 – Title III, Part A - ELA

Part 1: Supplemental Language Instruction Educational Programs and Activities Implemented

Supplemental Language Instruction Programs Activities	
Focus Area	Expenditures
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: Supplemental Parent, Family, and Community Engagement Activities Implemented

Supplemental Parent, Family and Community Engagement Activities	
Focus Area	Expenditures
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: Supplemental Professional Development Activities Implemented

Supplemental Professional Activities	
Focus Area	Expenditures
1. Supplemental Professional Development Activities	
Total Expenditures for Professional Development Activities Implemented	

Part 4: Language Instruction Education Programs

A. Programs Offered	
1. Did the LEA offer a newcomer program?	<input type="radio"/> Yes <input type="radio"/> No
2. Did the LEA offer an English as Second Language (ESL) program?	<input type="radio"/> Yes <input type="radio"/> No
3. What type of ESL Program Model was offered?	<input type="checkbox"/> Content-Based ESL <input type="checkbox"/> Pull-Out ESL
4. Did the LEA offer a bilingual program?	<input type="radio"/> Yes <input type="radio"/> No

<Name of Grant Program>

Compliance Report

PR3002 – Title III, Part A - ELA

Part 4: Language Instruction Education Programs (continued)

B. Type of Bilingual Program Models			
Type of Bilingual Program Models	Other Languages of Instruction		
1. Transitional Bilingual/Early Exit	<input type="checkbox"/> Spanish	<input type="checkbox"/> Other (Specify): _____	<input type="checkbox"/> Other (Specify): _____
2. Transitional Bilingual/Late Exit	<input type="checkbox"/> Spanish	<input type="checkbox"/> Other (Specify): _____	<input type="checkbox"/> Other (Specify): _____
3. Dual Language Immersion/Two-way	<input type="checkbox"/> Spanish	<input type="checkbox"/> Other (Specify): _____	<input type="checkbox"/> Other (Specify): _____
4. Dual Language Immersion/One-way	<input type="checkbox"/> Spanish	<input type="checkbox"/> Other (Specify): _____	<input type="checkbox"/> Other (Specify): _____

Part 5: Teacher Information and Professional Development

Teacher Information and Professional Development	
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 Compliance Self - Check

A. Needs Assessment
<p>1. The LEA/Fiscal Agent determines that all teachers serving in Language Instruction Education Programs (LIEPs) are fluent in both English and any other language used for instruction, including having written and oral communication skills. [Section 3116(c)]</p> <p>a. <input type="radio"/> In Compliance</p> <p>If in compliance, the LEA assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:</p> <ul style="list-style-type: none"> Documentation showing that teachers who are providing bilingual instruction are fluent in English and the other language used for instruction (e.g., hiring activities, lists provided by Human Resources of certified staff, etc.). <p>The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.</p> <p>b. <input type="radio"/> Not In Compliance</p> <p>If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.</p> <div style="border: 1px solid black; height: 100px; width: 100%;"></div>

<Name of Grant Program>

Compliance Report
PR3002 – Title III, Part A - ELA

Part 6: Program Compliance Self – Check (continued)**B. Use of Funds**

1. The LEA/Fiscal Agent provides and implements effective parent engagement activities to parents of English learners/immigrant students that are above and beyond other federal programs. [Section 3115(c)(3)(A)]

a. ☐ In Compliance

If in compliance, the LEA assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:

- Engagement Planning Tool: Phase 4: Communication of Outcomes
- Presentations (e.g., power point slides, presenter's notes, or handouts.)
- Meeting Agendas
- Sign-in Sheets
- Notification of activities (e.g., emails to parents, newsletters, or a flyer)

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

b. ☐ Not In Compliance

If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

2. The LEA/Fiscal Agent provides and implements effective family engagement activities to families of English learners/immigrant students that are above and beyond other federal programs. [Section 3115(c)(3)(A)]

a. ☐ In Compliance

If in compliance, the LEA assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:

- Engagement Planning Tool: Phase 4: Communication of Outcomes
- Presentations (e.g., power point slides, presenter's notes, or handouts.)
- Meeting Agendas
- Sign-in Sheets
- Notification of activities (e.g., emails to parents, newsletters, or a flyer)

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

Note: The State understands some examples of documentation listed may not be reasonable due to the size of the LEA/Fiscal Agent's EL population.

b. ☐ Not In Compliance

If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

<Name of Grant Program>

Compliance Report
PR3002 – Title III, Part A - ELA

Part 6: Program Compliance Self – Check (continued)

B. Use of Funds (continued)

3. The LEA/Fiscal Agent provides and implements effective community engagement activities to parents of English of learners/immigrant students that are above and beyond other federal programs. [Section 3115(c)(3)(A)]

a. ☐ In Compliance

If in compliance, the LEA assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:

- Engagement Planning Tool: Phase 4: Communication of Outcomes
- Presentations (e.g., power point slides, presenter's notes, or handouts.)
- Meeting Agendas
- Sign-in Sheets
- Notification of activities (e.g., emails to parents, newsletters, or a flyer)

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

Note: The State understands some examples of documentation listed may not be reasonable due to the size of the LEA/Fiscal Agent's EL population.

b. ☐ Not In Compliance

If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

SAMPLE

4. All Title III, Part A staff who are split-funded with other funds maintain appropriate time and effort records. [EDGAR Cost Principles]

a. ☐ In Compliance

If in compliance, the LEA assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:

- List of staff paid with Title III, Part A – ELA funds, including percentage of time spent working in program and sufficient information to indicate the work or duties carried out, as appropriate.
- Documentation for charges to payroll, as required in the applicable EDGAR cost principle.

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

b. ☐ Not In Compliance

If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

<Name of Grant Program>

Compliance Report
PR3002 – Title III, Part A - ELA**Part 6: Program Compliance Self – Check (continued)****B. Use of Funds (continued)**

5. The LEA/Fiscal Agent maintains control of Title III, Part A program funds being used to provide equitable services to private school EL students and their teachers. [Section 9501(d)]

a. ☐ In Compliance

If in compliance, the LEA assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:

- Written procedures for approving and processing Title III, Part A – ELA expenditures related to services to private schools
- Accounting records showing the approved expenditures according to the LEA's written procedures

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

b. ☐ Not In Compliance

If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

c. ☐ Not Applicable

If not applicable, the State Agency assures that the following reason applies. No other reason is acceptable.

- The LEA/Fiscal Agent had no agreement to provide equitable services to private schools with Title III, Part A – ELA funds

C. Administrative Costs

1. The LEA/Fiscal Agent meets the statutory 2% limitation on administrative costs related to the implementation of the Title III, Part A program. [Section 3115(b)]

a. ☐ In Compliance

If in compliance, the LEA assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:

- Title III, Part A -ELA budget documents detailing program and administrative costs

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

b. ☐ Not In Compliance

If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

<Name of Grant Program>

Compliance Report
PR3002 – Title III, Part A - ELA

Part 6: Program Compliance Self – Check (continued)

C. Administrative Costs (continued)

2. The LEA/Fiscal Agent has a policy in place if required to contract services with third-party contractor(s) associated with the Title III, Part A program to break out administrative costs, which are included in the 2% limitation. [EDGAR Cost Principles and Section 9201]

a. ☐ In Compliance

If in compliance, the LEA assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:

- Copies of any third-party contracts, requiring the break-out of administrative costs
- Title III, Part A – ELA budget documents detailing program and administrative costs, including the administrative costs from any third-party contracts.

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

b. ☐ Not In Compliance

If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

SAMPLE

Part 7: Additional Information (optional)

Additional Information

Schedule Status:

<Selection_Process>

Report ID: XXXXXXXXXXXXXXXXX

eGrants
TEXAS EDUCATION AGENCY
SAS#: XXXXXXXX

Organization:
Campus/Site:
Vendor ID:

County District:
ESC Region:
School Year:

<Name of Grant Program>

Program Description

PR3107 – Title IV, Part A

Part 1: Funding Transferability

A. Participation

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

☐ Yes ☐ No

B. 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
Title IV, Part A	%	%	%	%	%	%	%

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

Fund Source	Activity Expenditure						
	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
Title IV, Part A							

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

A. Participation

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

☐ Yes ☐ No

B. 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
Title IV, Part A	%	%	%	%	%

C. Amount of Title IV, Part A Funding Redirected under REAP That Was Expended for the Following Activities

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
Title IV, Part A					

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<Name of Grant Program>

Program Description

PR3107 – Title IV, Part A

Part 3: Expenditures and Use of Funds

Expenditures and Use of Funds		
Service	Description	Expenditures
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	\$
Total Expenditure (Lines 1-4)		\$
5. Technology Infrastructure	Purchasing devices, equipment and software applications in order to address readiness shortfalls (Portion of line 4 expenditure used for technology infrastructure)	\$

Part 4: Program Compliance Self-Check

Program Compliance Self-Check
<p>1. The LEA engaged in a timely and meaningful consultation with a broad range of stakeholders as a part of their process in determining the targeted areas of improvement related to student's access to effective program activities. [ESSA, Title IV, Part A, Section 4106(c) (1-2)]</p> <p>a. <input type="radio"/> In Compliance</p> <p>If in compliance, the LEA assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:</p> <ul style="list-style-type: none"> Agendas and/or ongoing meeting notes of stakeholder sessions, focus groups, advisory committees, and/or district improvement team meetings; and Submitted documentation of attendance (i.e., sign-in sheets, electronic attendance rosters) and ongoing meeting notes must include all required Title IV, Part A stakeholders <p>The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.</p> <p>b. <input type="radio"/> Not In Compliance</p> <p>If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.</p> <div style="border: 1px solid black; height: 100px; width: 100%;"></div>

<Name of Grant Program>

Program Description

PR3107 – Title IV, Part A

Part 4: Program Compliance Self-Check (continued)

Program Compliance Self-Check

2. The LEA has a description of programs and activities funded with Title IV, Part A to support the program objectives and intended outcomes related to a well-rounded education, safe and healthy students, and the effective use of technology. [Section 4106(e)(1)(A-D)]

a. ☐ In Compliance

If in compliance, the LEA assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:

- Relevant pages of the most current LEA's District Improvement Plan (DIP) or other official auditable documentation providing a detailed description on how Title IV, Part A funds will be used for activities supporting one of the content areas (well-rounded education, safe and healthy students, or the effective use of technology).

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

b. ☐ Not In Compliance

If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

SAMPLE

3. The LEA periodically evaluated the effectiveness of the Title IV, Part A programs and/or activities based on the objectives and outcomes. [Section 4106(e)(1)(E)]

☐ In Compliance

If in compliance, the LEA assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:

- Relevant pages of the most current District Improvement Plan (DIP) or other official auditable documentation that provide a description which includes:
 - 1) LEA's Title IV, Part A evaluation process;
 - 2) How LEA will periodically evaluate effectiveness;
 - 3) Title IV, Part A program objective(s); and
- Title IV, Part A intended outcome(s) of funded program(s) and/or activities; and
- Relevant documentation of attendance (i.e., sign-in sheets, electronic attendance rosters) and/or meeting agendas of stakeholder consultation meetings (with identified names and roles) pertaining to the evaluation of effectiveness in Title IV, Part A-funded activities and/or programs.

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

☐ Not In Compliance

If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

Schedule Status:

<Selection_Process>

Report ID: XXXXXXXXXXXXXXXXXXXX



Organization:
Campus/Site:
Vendor ID:

County District:
ESC Region:
School Year:

<Name of Grant Program>

Program Description
PR3107 - Title IV, Part A

Part 5: Additional Information (optional)

Additional Information

SAMPLE

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Schedule Status:

<Selection_Process>

Report ID: XXXXXXXXXXXXXXXXX

eGrants
TEXAS EDUCATION AGENCY
SAS#: XXXXXXXX

Organization:

Campus/Site:

Vendor ID:

County District:

ESC Region:

School Year:

<Name of Grant Program>

Compliance Report

PR3114 – Title III, Part A - Immigrant

Part 1: Expenditures for Supplemental Activities – Language Instruction Educational Programs

Language Instruction Educational Programs	
Focus Area	Expenditures
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

Supplemental Parent, Family and Community Activities	
Focus Area	Expenditures
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 Activities – Support for Personnel

Supplemental Activities	
Focus Area	Expenditures
1. Teacher Recruitment	
2. Teacher Training	
3. Paraprofessional Recruitment	
4. Paraprofessional Training	
Total Expenditures for Support for Personnel Activities Implemented	

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<Name of Grant Program>

Compliance Report
PR3114 – Title III, Part A - Immigrant

Part 4: Program Compliance Self - Check**A. Administrative Costs – Immigrant Program**

1. When calculating administrative costs for the Title III, Part A- Immigrant program, the LEA/Fiscal Agent includes all appropriate administrative costs, including both indirect costs and direct costs such as administrative salaries. [EDGAR Cost Principles and Section 9201]

a. ☐ In Compliance

If in compliance, the LEA assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:

- Detailed budget ledgers that include administrative costs

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

b. ☐ Not In Compliance

If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

SAMPLE

B. Use of Funds – Immigrant Program

1. All Title III, Part A-Immigrant staff who are split-funded with other funds maintain appropriate time and effort records. [EDGAR Cost Principles]

a. ☐ In Compliance

If in compliance, the LEA assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:

- List of staff paid with Title III, Part A – Immigrant funds, including percentage of time spent working in program and sufficient information to indicate the work or duties carried out, as appropriate
- Documentation for charges to payroll, as required in the applicable EDGAR cost principle

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

b. ☐ Not In Compliance

If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

<Name of Grant Program>

Compliance Report
PR3114 – Title III, Part A - Immigrant

Part 4: Program Compliance Self – Check (Continued)**B. Use of Funds – Immigrant Program (continued)**

2. The LEA/Fiscal Agent maintains 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)]

a. ☐ In Compliance

If in compliance, the LEA assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:

- Written procedures for approving and processing Title III, Part A – ELA expenditures related to services to private schools
- Accounting records showing the approved expenditures according to the LEA's written procedures

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

b. ☐ Not In Compliance

If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

c. ☐ Not Applicable

If not applicable, the State Agency assures that the following reason applies. No other reason is acceptable.

- The LEA/Fiscal Agent had no agreement to provide equitable services to private schools with Title III, Part A – Immigrant funds

3. The LEA's/Fiscal Agent's Title III, Part A-Immigrant-funded programs provides enhanced instructional opportunities for immigrant children and youth. [Section 3115(e)]

a. ☐ In Compliance

If in compliance, the LEA assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:

- Description in the LEA and/or campus plans that shows how the Title III, Part A – Immigrant program enhances instructional opportunities for immigrant children and youth
- Evidence that the program beneficiaries are immigrant children and youth

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

b. ☐ Not In Compliance

If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

Schedule Status:

<Selection_Process>

Report ID: XXXXXXXXXXXXXXXXXXXX

eGrants
TEXAS EDUCATION AGENCY
SAS#: XXXXXXXX

Organization:

Campus/Site:

Vendor ID:

County District:

ESC Region:

School Year:

<Name of Grant Program>

Compliance Report

PR3114 – Title III, Part A - Immigrant

Part 5: Additional Information (optional)

Additional Information

SAMPLE

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<Name of Grant Program>

Compliance Report

PR6200 – Title VIII, Sec 8532 School Choice Option

Part 1: Persistently Dangerous Schools & Criminal Incidents

A. LEA Report on Persistently Dangerous Schools

1. Were any students transferred from any campus due to the school being identified as persistently dangerous?

☐ Yes ☐ No

2. If yes, how many students transferred to another campus?

B. Violent Criminal Incidents

1. Did the LEA have any violent criminal incidents on any campus in <YYYY-YYYY>?

☐ Yes ☐ No

2. If "yes," how many violent criminal incidents occurred?

3. Did the LEA have a victimized student?

☐ Yes ☐ No

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.

6. If the response to #5 is less than #4, explain the difference.

7. Number of Campuses **within** LEA Boundaries to Which Students Identified in Line 5 Above Transferred

8. Number of Campuses **outside** the LEA Boundaries to Which Students Identified in Line 5 Above Transferred

SAMPLE

<Name of Grant Program>

Compliance Report
PR6200 – Title VIII, Sec 8532 School Choice Option

Part 2: Program Compliance Self-Check**A. 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:
- 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.

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]

a. ☐ In Compliance

If in compliance, the LEA assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:

- Copy of policy approved as per LEA policies and procedures;
- Documentation that any student who has been affected by either of these circumstances has been offered the opportunity to transfer.

Note: The LEA is required to have the policy regardless of whether 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 these contingencies. A charter school is school of choice but must provide other types of services to ensure the safety of the student.

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

b. ☐ Not In Compliance

If not in compliance, use the space below to describe how the LEA plans to come into compliance for the following year.

<Name of Grant Program>

Compliance Report
PR6200 – Title VIII, Sec 8532 School Choice Option

Part 2: Program Compliance Self-Check (continued)**A. Program Coordination/Integration (continued)**

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:

- Students who are enrolled in a persistently dangerous school (Notification was made within 14 calendar days of notification from TEA.)
- Students who are victims of a violent criminal act (Notification was made within 14 calendar days of the incident.)

[Section 8532]

a. ☐ In Compliance

If in compliance, the LEA assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:

- Copy of written notification procedure;
- 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.)
- Letters to parents of any student who has been affected by either of these circumstances, documenting the offer of the opportunity to transfer.

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

b. ☐ Not In Compliance

If not in compliance, use the space below to describe how the LEA plans to come into compliance for the following year.

SAMPLE

c. ☐ Not Applicable

If not applicable, the LEA assures that the following reason applies. No other reason is acceptable.

- The LEA had no campuses identified as Persistently Dangerous schools and the LEA had no students who were victims of a violent crime.

<Name of Grant Program>

Compliance Report

PR6200 – Title VIII, Sec 8532 School Choice Option

Part 2: Program Compliance Self-Check (continued)

B. ESSA - Administration Funds Consolidation

1. 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. [Section 8203(c)]

a. ☐ In Compliance

If in compliance, the LEA assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:

- Records showing consolidation of administrative funds, including names of programs included and amount of funds contributed by each program;
- Records showing that no other ESSA program funds were used for administrative costs during that grant year.

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

b. ☐ Not In Compliance

If not in compliance, use the space below to describe how the LEA plans to come into compliance for the following year.

SAMPLE

c. ☐ Not Applicable

If not applicable, the LEA assures that the following reason applies. No other reason is acceptable.

- The LEA does not consolidate administrative funds for ESSA programs. This response will be compared with the ESSA Consolidated Federal Grant Application BS6001 – Budget Summary and Support – Part 1: Available Funding – Consolidated Administrative Funds.

Part 3: Additional Information (optional)

Additional Information



SAS#: ESSAAA2

Organization: AUSTIN ISD
Campus/Site: N/A
Vendor ID: 1746000064

County District: 227901
ESC Region:13
School Year: 2021-2022

2021-2022 ESSA Consolidated Compliance Report**Compliance Report
PR6400 - Homeless Students Enrolled****Part 1: Homeless Students Participation and Primary Students Residency****A. Homeless Students Participation**

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

☐ Yes ☐ No

B. Counts and Primary Nighttime Residency

Grade	Unduplicated Homeless Count		Unduplicated Number of Homeless Students at Any Time During the Year by Primary Nighttime Residence			
	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
1. Age 0-2						
2. Ages 3-5 (Not Enrolled in PK or K)						
Total						

Part 2: Additional Information (optional)**Additional Information**