

2021-2022  
ESSA CONSOLIDATED  
COMPLIANCE REPORT  
INSTRUCTIONS

*EVERY STUDENT SUCCEEDS ACT*

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# **GS2100 – Applicant Information**

Use this form to provide contact information for the program.

## **Part 1: Organization Information**

1. Verify the name of the organization. If the organization is from an open enrollment charter school, verify the name of the charter holder.
2. Verify the mailing address for the organization or charter holder. If the name or address is incorrect, notify the program contact.

## **Part 2.A and B: Applicant Contacts**

1. Select the appropriate primary and secondary contacts from dropdown menu. The contact information will populate on the form.
2. If Contact is not list, click on Add New Contact. Be sure to save the form as this will redirect you to the Contacts Page on eGrants.

## **Part 2.C: Additional Contacts (optional)**

If your organization has different contacts for each program, type the information for those contacts in the row for the appropriate program.

# **PR3099—ESSA Private Nonprofit (PNP) School Equitable Services Compliance Report Instructions**

## **Part 1: Private Nonprofit Program Participation**

Use this schedule to provide annual data on LEAs providing equitable services by applicable programs to eligible PNP schools. Report data during the compliance report grant year.

### **Part 1.A: Total Schools Within Boundary**

1. Type the total number of PNP schools located within district boundaries. Total should include PNP schools that are not participating.
2. If the district received Title I, Part A funds, type the total number of eligible PNP schools that students attended out of district boundaries.

### **Part 1.B: Did PNP Schools Participate?**

1. Indicate **Yes** or **No** for each program area if one or more PNP schools participated during the compliance report grant year.
2. If the LEA clicks **No** across all programs, Part 2 Program Compliance Self-Check collapses since the LEA has no eligible PNP schools.

### **Part 1.C: Total Number of Participating PNP Schools That Received Equitable Services**

1. Type the total number of participating PNP schools that received equitable services for each program area.

### **Part 1.D: Total Number of Eligible PNP Students That Received Equitable Services**

1. Type the total number of eligible PNP students that received equitable services for each program area.

## **Part 2: Program Compliance Self-Check**

If the LEA clicks **No** across all programs in Part 1.B, the Part 2 Program Compliance Self-Check section disables since the LEA has no eligible PNP schools.

Complete this section to indicate the LEA's compliance with the program requirements for each of the programs:

1. For each program requirement listed in Part 2, click **Yes** or **No** to indicate whether the LEA complied with the requirement for each program.
  - By selecting **Yes**, the LEA assures that it has documentation showing compliance readily available upon request by TEA and/or an auditor.
  - If **No** is selected, use the space provided to describe how the LEA plans to meet compliance the following year.

**Note: For Part 2, Self-Check #4, If the LEA did not use any *administration amounts* for equitable services in an applicable program, the LEA should click 'YES' and type 'Administration amounts were not used for PNP equitable services' in the comment box.**

## Part 3: Additional Information (optional)

Type any additional information applicable to the PR3099 Compliance Report in the comment box, if desired.

# PR1000—Title I, Part A

Use this form to provide compliance information for Title I, Part A. Use zeros when items do not apply.

Report only those expenditures and activities paid with Title I, Part A, funding during the compliance report grant year. Funds utilized from other programs through REAP and Funding Transferability should be included in the expenditure amounts for Title I, Part A.

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

Complete this part to report on the expenditures from Title I, Part A, funds that are reserved at the LEA level for the current school year. If the LEA has obligated funds that are not actually expended, include a best estimate of what the total expenditure will be for each line.

1. **Only LEAs with an entitlement that exceeds \$500,000 for the reporting period are required to enter expenditures on Line #1. 0 is an acceptable response for LEAs with a current-year entitlement that is \$500,000 or less.** Type the expenditures for districtwide **Parent and Family Engagement** activities.
2. **LEAs with a current-year entitlement that is \$500,000 or less that voluntarily chose to reserve funds for Districtwide Parent and Family Engagement activities enter expenditures on Line #2. 0 is an acceptable response.** Type the expenditures for districtwide **Parent and Family Engagement** activities.
3. Type the expenditures for Title I, Part A, services to eligible **private school students**. Do not include administrative costs. Any administrative costs for these activities should be included in line #4. 0 is an acceptable response if the LEA did not have PNP schools participating in the Title I, Part A program.
4. Type the expenditures for **administration** of Title I, Part A, programs for eligible **private school students**. 0 is an acceptable response.
5. Type the expenditures from Title I, Part A, funds for **preschool** programs. 0 is an acceptable response.
6. Type the expenditures for **administration** of Title I, Part A, programs, including those for students at facilities for the neglected and delinquent. Do not include expenditures here for administration of Title I, Part A programs for eligible private school students. Those expenditures should be included in line #4. 0 is an acceptable response.
7. Type the expenditures for LEA **professional development** activities. 0 is an acceptable response.
8. Type the expenditures for Title I, Part A, services to a **homeless students** regardless if they are served by a Title I, Part A campus or not. Do not include administrative costs. Any administrative costs for these activities should be included in line #6.
9. Type the expenditures for Title I, Part A, services to students residing in local facilities for the **neglected**. Do not include administrative costs. Any administrative costs for these activities should be included in line #6. 0 is an acceptable response.
10. Type the expenditures for Title I, Part A, services to students residing in local facilities for the **delinquent**. Do not include administrative costs. Any administrative costs for these activities should be included in line #6. 0 is an acceptable response.
11. Type the estimated expenditures for Title I, Part A, transportation for **foster care children**. 0 is an acceptable response.



12. If the LEA had other expenditures of Title I, Part A, funds for LEA-level activities that are not included, type the expenditures and a description of the activities.

### **Part 1 Total Expenditures from Title I, Part A, Funds Reserved at LEA Level**

This field autocalculates and shows the total expenditures for **Part 1 Lines 1-12**.

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

1. Type the total Title I, Part A, expenditures from **Schoolwide Program** campus budgets.
2. Type the 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**

This field autocalculates and shows the total expenditures for **Part 2 Lines 1 and 2**.

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

Depending upon the responses on the **SC5000** of the ESSA Consolidated grant application, one of the columns in this part may be disabled. Complete the enabled column(s) to report on student participation in the programs.

For Schoolwide Program and Targeted Assistance (TA) Program, **only report students ages 0-2 and 3-5 (not in PEIMS) that received Title I, Part A services**. TEA will use the PEIMS data for students enrolled and identified as receiving Title I, Part A services.

Follow the following instructions to complete this section:

- A. **Age:** For ages 0-2 and 3-5 (not in PEIMS), type the number of students who received Title I, Part A, services in each program.
- B. **Gender:** For ages 0-2 and 3-5 (not in PEIMS) reported under **Age**, type the number of male and female student participants who received Title I, Part A, services in each program. The total under **Gender** must match the total under **Age**.
- C. **Ethnicity:** For ages 0-2 and 3-5 (not in PEIMS) reported under **Age**, type the number of student participants by ethnicity. The total under **Ethnicity** must equal the totals under **Age** and **Gender**.

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

Depending upon the responses in **Part 1**, one or more of the columns in this part may be disabled. Complete the enabled column(s) to report on student participation in the programs. Please note that the student participation numbers that are entered in this part are only for Private Nonprofit Schools and/or Local Facilities for Neglected.

Follow the following instructions to complete this section:

- A. **Grade:** For the ages and grades listed, type the number of students who received Title I, Part A, services in each program.

- B. **Gender:** For the ages and grades reported under **Grade**, type the number of male and female student participants who received Title I, Part A, services in each program. The total under **Gender** must match the total under **Grade**.
- C. **Ethnicity:** For the ages and grades reported under **Grade**, type the number of student participants by ethnicity. The total under **Ethnicity** must equal the totals under **Grade** and **Gender**.

## Part 5: Program Compliance Self-Check

Complete this section to indicate the LEA's compliance with the program requirements:

1. For each program requirement listed in Part 5, click **In Compliance**, **Not In Compliance**, or **N/A** to indicate whether the LEA complied with the requirement.
  - By selecting **In Compliance**, the LEA assures that it has documentation showing compliance readily available upon request by TEA and/or an auditor.
  - If **Not In Compliance** is selected, use the space provided to describe how the LEA plans to meet compliance the following year.
  - **N/A** is only an option for some requirements and under the very specific circumstances that are listed, where applicable.

## Part 6: Additional Information (optional)

Type any additional information applicable to the PR1000 Compliance Report in the comment box, if desired.

# PR1200—Title I, Part C Education of Migratory Children Report

Use this section to provide data on services to migratory children using Title I, Part C, funding. Use zeros when questions do not apply.

Funds utilized from other programs through Funding Transferability should be included in the expenditure amounts for Title I, Part C.

## Part 1: Estimated Expenditures from Title I, Part C Funds

### Part 1.A: Campus Type

If your organization is not serving one or more of the types of campuses (or providing programs or support services) listed, check all the boxes that apply. Checking a box in this section disables the corresponding subsection in **Part B**.

### Part 1.B: Program Activities and Expenditures

#### Expenditures Related to Required Program Activities

For each required program activity listed in rows 1-17, type the expenditure amount of Title I, Part C, funds expended from **MEP** and **Other** funding sources. If the response is 0, ensure documentation is in place to justify response.

#### Expenditures Related to Planned Supplemental Activities

For each applicable activity listed in rows 18-21 type the expenditure amount of Title I, Part C funds from MEP or Other funding sources.

#### Total

This field shows the total expenditures for Title I, Part C, funds from MEP and other sources.

## Part 2: Program Compliance Self-Check

1. For each program requirement listed in Part 2, click **In Compliance**, **Not In Compliance**, or **N/A** to indicate whether the LEA complied with the requirement.
  - By selecting **In Compliance**, the LEA assures that it has documentation showing compliance readily available upon request by TEA and/or an auditor.
  - If **Not In Compliance** is selected, use the space provided to describe how the LEA plans to meet compliance the following year.
  - **N/A** is only an option for some requirements and under the very specific circumstances that are listed, where applicable.

## **Part 3: Additional Information (Optional)**

Type any additional information applicable to the PR1200 Compliance Report in the comment box, if desired.

# PR2000—Title I, Part D, Subparts 1 and 2

Use this schedule to provide annual data on Title I, Part D, Subparts 1 and 2. Use zeros when questions do not apply. Report only those expenditures and activities paid with Title I, Part D funds during the compliance report grant year. Report unduplicated counts of students served.

Funds utilized from other programs through Funding Transferability should be included in the expenditure amounts for Title I, Part D.

See the definitions section at the end of these instructions for assistance in completing the form correctly.

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

In this section enter information about the number and type of programs or facilities as defined by the U.S. Department of Education (USDE) that are provided with Title I, Part D, funds. See the last section for a definition of facility types.

1. For each kind of facility or program, type the number of facilities or programs provided with Title I, Part D, funds.
2. For each kind of facility or program, type the number of facilities or programs provided with Title I, Part D, funds that are reporting data.
3. Type the average length of stay in the facilities or programs. If your organization has multiple facilities, the average length of stay may be counted on a weighted average. See the example below.

Take a student-level average by doing one of the following:

- Collecting the student-level data for all facilities and then taking the average
- Calculating a weighted average based on the number of students

### Example for Weighting by Student Counts

Facility	Average Days	Number of Students (duplicated count per visit)	Total
1	101	100	10,100
2	11	80	880
3	270	50	13,500
4	179	100	17,900
<b>Total</b>		330	42,380

Multiply the average days by the number of students to get the totals. Add the **Number of Students** and **Total** columns.

**Weighted average length of stay =  $42,380 \div 330$  students = 128 days** average length of stay.

The average length of stay cannot exceed 365 days.

4. For any program and facility for which you are unable to provide data, type an explanation of what data is not provided in Part 6: Additional Information.

## Part 2: Student Participation

Use this section to detail student participation in programs or facilities using Title I, Part D, funds. See the text at the top of this part for definitions of long-term students, unduplicated count, and duplicated count of students.

### Part 2.A: Students Served/Gender

Follow these instructions to complete this section:

1. For each program or facility receiving Title I, Part D, funds, type the number of **long-term** students served. Count each student only once, even if admitted to a program or facility several times.
2. For each program or facility receiving Title I, Part D, funds, type the number of **unduplicated** students served. Count each student only once, even if admitted to a program or facility several times. This number for each program cannot be more than the number of long-term students served.
3. Type the number of participants by **gender** that your organization had in each program or facility during the compliance report grant year. The sum of both genders must match the number of **Unduplicated Students Served** shown in Part 2.A.1 for each program or facility.

### Part 2.B: Age

Type the number of participants by **age** that your organization had in each program or facility during the compliance report grant year. The sum of students for each program must equal the total of **Unduplicated Students Served** shown in Part 2.A.1 for each program or facility.

### Part 2.C: Race/Ethnicity

Type the number of participants by ethnicity that participated in programs or facilities during compliance report grant year. The sum of students must equal the totals shown for **Unduplicated Students Served** shown in Part 2.A.1 for each program or facility.

### Part 2.D: Student Groups

In this section, students may be classified in either or both categories. Count where appropriate.

1. Type the number of students for each program or facility who have disabilities.
2. Type the number of students for each program or facility classified as English Learners (ELs).

## Part 3: Academic and Vocational Outcomes

### Part 3.A: Outcomes (Once per student only after exit)

1. For each facility or program, type the number of unduplicated students who enrolled, or planned to enroll, in your local district within 90 calendar days after exit.

### Part 3.B: Outcomes (Once per student)

#### In Facility and within 90 days after exit

1. For each facility or program, type the number of **unduplicated** students who attained the outcomes while enrolled in the “In facility” or in the “90 days after exit” column. A student may be reported only once across the two time periods, per program type.
2. Type the number of students who earned a high school equivalency diploma (HSED).
3. Type the number of students who obtained a high school diploma.

### Part 3.C: Outcomes (Once per student per time period)

#### In Facility and within 90 days after exit

1. For each facility or program, type the number of **unduplicated** students who attained academic and vocational outcomes while enrolled in the program/facility or within 90 calendar days after exiting. If a student attained an outcome once in the program/facility and once during the 90 day transition period, that student may be reported once in each column.
2. Type the number of students who earned high school course credits.
3. Type the number of students who enrolled in a HSED program.
4. Type the number of students accepted and/or enrolled in post-secondary education.
5. Type the number of students enrolled in job training courses or programs.
6. Type the number of students who obtained employment.

## Part 4: Academic Performance of Long-Term Students

### Part 4.A: Reading

1. For each program or facility, type the number of long-term students (students in a program or facility for at least 90 days) who tested below grade level in reading upon entry.
2. For each program or facility, type the number of long-term students with incomplete pre- and post-test reading results (that is, either no test or only one of the two).
3. Type the number of students with complete pre- and post-test reading results.
4. For each program or facility, type the number of students whose reading grade level decreased in grade level from the pre- to post-test exams.
5. For each program or facility, type the number of students whose reading grade level showed no change from the pre- to post-test exams.
6. For each program or facility, type the number of students whose reading grade level showed improvement of up to one full grade level from pre- to post-test exams.

7. For each program or facility, type the number of students whose reading grade level showed improvement of more than one full grade level from pre- to post-test exams.

## Part 4.B: Math

1. For each program or facility, type the number of long-term students who tested below grade level in math upon entry.
2. For each program or facility, type the number of long-term students with incomplete pre- and post-test math results (that is, either no test or only one of the two).
3. Type the number of students with complete pre- and post-test math results.
4. For each program or facility, type the number of students whose math grade level decreased in grade level from the pre- to post-test exams.
5. For each program or facility, type the number of students whose math grade level showed no change from the pre- to post-test exams.
6. For each program or facility, type the number of students whose math grade level showed improvement of up to one full grade level from pre- to post-test exams.
7. For each program or facility, type the number of students whose math grade level showed improvement of more than one full grade level from pre- to post-test exams.

## Part 5: Program Compliance Self-Check

Complete this section to indicate the LEA's compliance with the program requirements:

1. For each program requirement listed in Part 5, click **In Compliance**, **Not In Compliance**, or **N/A** to indicate whether the LEA complied with the requirement.
  - By selecting **In Compliance**, the LEA assures that it has documentation showing compliance readily available upon request by TEA and/or an auditor.
  - If **Not In Compliance** is selected, use the space provided to describe how the LEA plans to meet compliance the following year.
  - **N/A** is only an option for some requirements and under the very specific circumstances that are listed, where applicable.

## Part 6: Additional LEA Data (Optional)

Type any additional information applicable to the PR2000 Compliance Report in the comment box, if desired.

## Title I, Part D Program Definitions

**At-Risk Programs (Subpart 2 only):** Programs operated in local schools that target students who are at risk of academic failure, have a drug or alcohol problem, are pregnant or parenting, have been in contact with the juvenile justice system in the past, are at least one year behind the expected age/grade level, have limited English proficiency, are gang members, have dropped out of school in the past, or have a high absenteeism rate.

**USDE “At-Risk” Definition:** When used with respect to a child, youth, or student, a school-aged individual who is at risk of academic failure, has a drug or alcohol problem, is pregnant or is a parent, has come into contact with the juvenile justice system in the past, is at least one year behind the expected grade level for the age of the individual, has limited English proficiency, is a gang member, has dropped out of school in the past, or has a high absenteeism rate at school.



**Note:** It is important USDE’s definition of “at-risk” is used when identifying which program/facility exists for the purposes of Title I, Part D, Subpart 2. The definition of “at-risk” is not the same as “at-risk” as defined by state law for Compensatory Education purposes. Although there may be similarities the students served under these definitions, please use USDE’s “at-risk” definition for the purposes of Title I, Part D, Subpart 2 programs.

**Neglected Programs:** A public or private residential facility, other than a foster home, that is operated primarily for the care of children and youth who have been committed to the institution or voluntarily placed there under applicable State law because of (1) abandonment,(2) neglect, or (3) death of their parents or guardians

**Juvenile Detention:** Shorter-term institutions that provide care to children who require secure custody pending court adjudication, court disposition, or execution of a court order, or care to children after commitment

**Juvenile Corrections:** A public or private residential facility other than a foster home that is operated for the care of children and youth who have been adjudicated delinquent or in need of supervision. Delinquent facilities include facilities for detention, juvenile corrections, and adult corrections.

**Adult Corrections (Subpart 1 only):** A facility in which persons, including youth under 21 years of age, are confined as a result of conviction for a criminal offense

**Other Programs:** Any other program, not defined above, which receives Title I, Part D, funds and serves non-adjudicated children and youth

**HSED:** High School Equivalency Diploma: The Texas Education Code, [Chapter §25.085](#), statute requires anyone under age 18 to attend school. The High School Equivalency Program (HSEP) allows students who are at risk of dropping out of high school to earn a high school equivalency credential. The TEA provides a [list of schools which operate a HSEP](#). See TEA webpage for more information on HSEPs: <https://tea.texas.gov/HSEP>.

**Long-Term Students Served:** Students who have been in a neglected or delinquent facility or program for at least 90 consecutive days.

**Unduplicated Count of Students Served:** Number of unique students who benefitted from Title I, Part D funding and are counted only once. (Even if they were admitted to the same facility or program multiple times).

# PR3000—Title II, Part A

Use this schedule to report use of Title II, Part A funds. Use zeros when items do not apply. Report only those expenditures and activities paid with Title II, Part A funding during the compliance report grant year.

Funds utilized from other programs through the Rural Education Achievement Program (REAP) and Funding Transferability should be included in the expenditure amounts for Title II, Part A.

## Part 1: Funding Transferability

Funding Transferability allows LEAs the option to transfer a certain percentage of non-administrative funds allocated for allowable uses under Title I, Part A; Title I, Part C; Title I, Part D; Title III, Part A (ELA and Immigrant); Title IV, Part A; and Title V, Part B.

### Part 1.A: Participation

Click **Yes** or **No** to indicate whether the LEA participated in the Funding Transferability program with Title II, Part A funds.

- If you click **No**, **Part 1** disables. Skip to **Part 2**.
- If you click **Yes**, proceed to Parts 1.B – 1.C.

### Part 1.B: Percentage of Title II, Part A Funding Redirected under Funding Transferability

If the LEA transferred funds out of Title II, Part A under Funding Transferability, type the percentage of those funds redirected into each fund source identified in the respective columns.

**Note:** The sum of all percentages entered in Part B **may not** exceed 100%.

### Part 1.C: Amount of Title II, Part A Funding Redirected under Funding Transferability That Was Expended for the Following Activities

If the LEA transferred funds out of Title II, Part A under Funding Transferability, type the dollar amount of expended funds that were redirected into each fund source identified in the respective columns.

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

Rural Education Achievement Program (REAP) assists eligible LEAs in addressing academic needs more effectively by giving them greater flexibility in the use of limited Federal resources. The program is designed to address the unique needs of rural school districts that frequently lack the personnel and resources needed to compete effectively for Federal competitive grants

and receive formula allocations in amounts too small to be effective in meeting their intended purposes. Only eligible LEAs can use the REAP option.

**Note:** If the totals under **Alternative Uses of Funding** in **Part 2.B** add up to 100%, or if the combined totals under **Alternative Uses of Funding** in **Part 2.B** and under **Funding Transferability** in **Part 1.B** add up to 100%, then **Parts 3** and **4** will be disabled.

## Part 2.A: Participation

Click **Yes** or **No** to indicate whether the LEA participated in the REAP with Title II, Part A funds.

- If you click **No**, **Part 2** disables. Skip to **Part 3**.
- If you click **Yes**, proceed to Parts 2.B – 2.C.

## Part 2.B: Percentage of Title II, Part A Funding Redirected under REAP

If the LEA redirected funds out of Title II, Part A, type the percentage of those funds redirected into each fund source identified in the respective columns.

**Note:** The sum of all columns **may not** exceed 100%.

## Part 2.C: Amount of Title II, Part A Funding Redirected under REAP That Was Expended for the Following Activities

If the LEA redirected funds out of Title II, Part A under REAP, type the dollar amount of those funds redirected into each fund source identified in the respective columns.

## Part 3: Program Expenditures and Activities Participation

If this part is enabled, follow these instructions to complete it:

In lines 1-3, type the amount of Title II, Part A funds that have been expended or encumbered for each Area of Focus.

## Part 4: Program Compliance Self-Check

Complete this section to indicate the LEA's compliance with the program requirements:

1. For each program requirement listed in Part 4, click **In Compliance**, **Not In Compliance**, or **N/A** to indicate whether the LEA complied with the requirement.
  - By selecting **In Compliance**, the LEA assures that it has documentation showing compliance readily available upon request by TEA and/or an auditor.
  - If **Not In Compliance** is selected, use the space provided to describe how the LEA plans to meet compliance the following year.
  - **N/A** is only an option for some requirements and under the very specific circumstances that are listed, where applicable.

## **Part 5: Additional Information (optional)**

Type any additional information applicable to the PR3000 Compliance Report in the comment box, if desired.

# PR3002—Title III, Part A – ELA

Use this schedule to report on use of Title III, Part A - ELA funds. Use zeros when questions do not apply. Report only those expenditures and activities paid with Title III, Part A - ELA funding during the compliance report grant year.

Funds utilized from other programs through REAP and Funding Transferability should be included in the expenditure amounts for Title III, Part A - ELA.

## Part 1: Supplemental Language Instruction Educational Programs and Activities Implemented

1. For each focus area, type your organization's Title III, Part A - ELA program expenditures in the LEA column.

The expenditure amounts for LEA are totaled for you.

## Part 2: Supplemental Parent, Family, and Community Engagement Activities Implemented

1. Type your organization's program expenditures in the LEA column.

The expenditure amounts for LEA are totaled for you.

## Part 3: Supplemental Professional Development Activities Implemented

1. Type your organization's program expenditures in the LEA column.

The expenditure amounts for LEA are totaled for you.

## Part 4: Language Instruction Educational Programs

### A. Programs Offered

1. Click **Yes** or **No** to indicate whether the LEA offered a newcomer program.
2. Click **Yes** or **No** to indicate whether the LEA offered an English as a Second Language (ESL) program. If you click **No**, the rest of this part is disabled.
  - Check all applicable boxes to indicate the type of ESL program models offered.
3. Click **Yes** or **No** to indicate whether the LEA offered a bilingual program. If you click **Yes**, complete section B. If you click **No**, the rest of this part is disabled. Continue on to **Part 5**.

**B. Types of Bilingual Program Models**

Check all applicable boxes to indicate the type of bilingual program models offered, as follows:

- Check applicable boxes to indicate the languages other than English used in programs.
- If a bilingual program is offered in a language other than Spanish, check Other and type the language.

**Note:** For additional information on the types of language instruction educational program models offered, you can visit the [TEA English Learner Support](#) webpage.

## Part 5: Teacher Information and Professional Development

### Teacher Information

1. Type the total number of certified/licensed teachers serving in a Language Instruction Educational 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

Complete this section to indicate the LEA's compliance with the program requirements:

1. For each program requirement listed in Part 6, click **In Compliance**, **Not In Compliance**, or **N/A** to indicate whether the LEA complied with the requirement.
  - By selecting **In Compliance**, the LEA assures that it has documentation showing compliance readily available upon request by TEA and/or an auditor.
  - If **Not In Compliance** is selected, use the space provided to describe how the LEA plans to meet compliance the following year.
  - **N/A** is only an option for some requirements and under the very specific circumstances that are listed, where applicable.

## Part 7: Additional Information (Optional)

Type any additional information applicable to the PR3002 Compliance Report in the comment box, if desired.

# PR3114—Title III, Part A—Immigrant

Use this schedule to report on use of Title III, Part A – Immigrant funds. Use zeros when questions do not apply. Report only those expenditures and activities paid with Title III, Part A, funding during the compliance report grant year.

Funds utilized from other programs through REAP and Funding Transferability should be included in the expenditure amounts for Title III, Part A.

## Part 1: Expenditures for Supplemental Activities - Language Instruction Educational Programs

1. For each focus area, type your organization's Title III, Part A - Immigrant expenditures in the LEA column.
2. If a Title III, Part A - Immigrant supplemental instructional activity implemented during the compliance report grant year is not listed, report the expenditure in line 7 under **Other**.

The expenditure amounts for LEA are totaled for you.

## Part 2: Expenditures for Supplemental Activities – Parent, Family and Community Outreach

1. For each focus area, type your organization's program expenditures in the LEA column.

The expenditure amounts for LEA are totaled for you.

## Part 3: Expenditures for Supplemental Activities – Support for Personnel

1. Type your organization's program expenditures in the LEA column.

The expenditure amounts for LEA are totaled for you.

## Part 4: Program Compliance Self - Check

Complete this section to indicate the LEA's compliance with the program requirements:

1. For each program requirement listed in Part 4, click **In Compliance**, **Not In Compliance**, or **N/A** to indicate whether the LEA complied with the requirement.
  - By selecting **In Compliance**, the LEA assures that it has documentation showing compliance readily available upon request by TEA and/or an auditor.
  - If **Not In Compliance** is selected, use the space provided to describe how the LEA plans to meet compliance the following year.
  - **N/A** is only an option for some requirements and under the very specific circumstances that are listed, where applicable.

## **Part 5: Additional Information (Optional)**

Type any additional information applicable to the PR3114 Compliance Report in the comment box, if desired.



# PR3107—Title IV, Part A

Use this schedule to provide annual data on Title IV, Part A, Subpart 1 funds. Use zeros when items do not apply. Report only those expenditures and activities paid with Title IV, Part A funding during compliance report grant year.

Funds utilized from other programs through Funding Transferability and the Rural Education Achievement Program (REAP) should be included in the expenditure amounts for Title IV, Part A.

## Part 1: Funding Transferability

Funding Transferability allows LEAs the option to transfer a certain percentage of non-administrative funds allocated for allowable uses under Title I, Part A; Title I, Part C; Title I, Part D; Title II, Part A; Title III, Part A (ELA and Immigrant); and Title V, Part B.

### Part 1.A: Participation

Click **Yes** or **No** to indicate whether the LEA participated in the Funding Transferability program with Title IV, Part A funds.

- If you click **No**, **Part 1** disables. Skip to **Part 2**.
- If you click **Yes**, proceed to Parts 1.B – 1.C.

### Part 1.B: Percentage of Title IV, Part A Funding Redirected under Funding Transferability

If the LEA transferred funds out of Title IV, Part A under Funding Transferability, type the percentage of those funds redirected into each fund source identified in the respective columns.

**Note:** The sum of all percentages entered in Part B **may not** exceed 100%.

### Part 1.C: Amount of Title IV, Part A Funding Redirected under Funding Transferability That Was Expended for the Following Activities

If the LEA transferred funds out of Title IV, Part A under Funding Transferability, type the dollar amount of expended funds that were redirected into each fund source identified in the respective columns.

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

Rural Education Achievement Program (REAP) assists eligible LEAs in addressing academic needs more effectively by giving them greater flexibility in the use of limited Federal resources. The program is designed to address the unique needs of rural school districts that frequently lack the personnel and resources needed to compete effectively for Federal competitive grants

and receive formula allocations in amounts too small to be effective in meeting their intended purposes. Only eligible LEAs can use the REAP option.

**Note:** If the totals under **Alternative Uses of Funding** in **Part 2.B** add up to 100%, or if the combined totals under **Alternative Uses of Funding** in **Part 2.B** and under **Funding Transferability** in **Part 1.B** add up to 100%, then **Parts 3** and **4** will be disabled.

## Part 2.A: Participation

Click **Yes** or **No** to indicate whether the LEA participated in the REAP with Title IV, Part A funds.

- If you click **No**, **Part 2** disables. Skip to **Part 3**.
- If you click **Yes**, proceed to Parts 2.B – 2.C.

## Part 2.B: Percentage of Title IV, Part A Funding Redirected under REAP

If the LEA redirected funds out of Title IV, Part A, type the percentage of those funds redirected into each fund source identified in the respective columns.

**Note:** The sum of all columns **may not** exceed 100%.

## Part 2.C: Amount of Title IV, Part A Funding Redirected under REAP That Was Expended for the Following Activities

If the LEA redirected funds out of Title IV, Part A under REAP, type the dollar amount of those funds redirected into each fund source identified in the respective columns.

## Part 3: Expenditures and Use of Funds

If this part is enabled, type the total Title IV, Part A expenditures per applicable category below:

1. Administration;
2. Activities to support well-rounded education opportunities;
3. Activities to support safe and healthy students;
4. Activities to support the effective use of technology; and
5. Technology infrastructure.

## Part 4: Program Compliance Self-Check

Complete this section to indicate the LEA's compliance with the program requirements:

1. For each program requirement listed in Part 4, click **In Compliance** or **Not In Compliance** to indicate whether the LEA complied with the requirement.
  - By selecting **In Compliance**, the LEA assures that it has documentation showing compliance readily available upon request by TEA and/or an auditor.
  - If **Not In Compliance** is selected, use the space provided to describe how the LEA plans to meet compliance the following year.

## **Part 5: Additional Information (optional)**

Type any additional information applicable to the PR3107 Compliance Report in the comment box, if desired.

# PR6200—School Choice Option (Title VIII, Sec. 8532)

Use this form to report compliance with Title VIII, Section 8532. Use zeros when questions do not apply.

## Part 1: Persistently Dangerous Schools & Criminal Incidents

### Part 1.A: LEA Report on Persistently Dangerous Schools

Complete this part to report on persistently dangerous schools.

1. Select **Yes** or **No** to indicate whether any students were transferred from any campus because the campus was identified as persistently dangerous. If you answer **No**, line #2 is disabled.
2. If you selected **Yes**, type the number of students who were transferred to another campus because the home campus was identified as persistently dangerous.

### Part 1.B: Violent Criminal Incidents

Complete this part to report on incidents of violent crime.

1. Select **Yes** or **No** to indicate whether your organization had any violent criminal incidents on any campus during the compliance report grant year. If you select **No**, line #2 in this part is disabled.
2. If you selected **Yes**, type how many violent criminal incidents occurred.
3. Select **Yes** or **No** to indicate whether your organization had a victimized student. If you answer **No**, the rest of this part is disabled.
4. If you selected **Yes**, type the number of victimized students whose parents requested a school transfer under Section 8532.
5. Type the number of victimized students who transferred to another campus under Section 8532.
6. If fewer victimized students transferred (#5) is less than requested a transfer (#4) under Section 8532, type an explanation of the difference.
7. Type the number of campuses **within** the LEA's boundaries to which victimized students transferred.
8. Type the number of campuses **outside** the LEAs boundaries to which victimized students identified in line 5 transferred.

## Part 2: Program Compliance Self-Check

Complete this section to indicate the LEA's compliance with the program requirements:

2. For each program requirement listed in Part 2, click **In Compliance**, **Not In Compliance**, or **N/A** to indicate whether the LEA complied with the requirement.
  - By selecting **In Compliance**, the LEA assures that it has documentation showing compliance readily available upon request by TEA and/or an auditor.

- If **Not In Compliance** is selected, use the space provided to describe how the LEA plans to meet compliance the following year.
- **N/A** is only an option for some requirements and under the very specific circumstances that are listed, where applicable.

## Part 3: Additional Information (Optional)

Type any additional information applicable to the PR6200 Compliance Report in the comment box, if desired.

# PR6400—Homeless Students Enrolled

The McKinney-Vento Homeless Assistance Act, Subtitle VII-B, is a federally funded program reauthorized by Title IX, Part A, of the Every Student Succeeds Act (42 U.S.C. 11431 et seq; hereafter the McKinney-Vento Act)

**This report collects the unduplicated counts of homeless children and youth served by the McKinney-Vento TEHCY grant who are in the following age group and who are not reported in PEIMS as homeless for:**

**Students Ages:**

**0-2**

**3-5 (Not Enrolled in PK or K)**

**Note:** Data collection for students who are enrolled in an LEA and reported as homeless in PEIMS will be collected in the PEIMS/TSDS 40100 Student Basic Information Sub-Category.

\*\*PR6400 instructions have been updated to reflect “homeless children and youth” anywhere “student” is used in the PR6400 report.

## Part 1: Homeless Students Participation and Primary Students Residency

### Part 1.A: Homeless Students Participation

Click **Yes** or **No** to indicate whether the LEA provided services to homeless children and youth through the McKinney-Vento TEHCY grant

- If you answered **No**, you do not need to complete Part 2.
- If you answered **Yes** to Part 1, it is required to complete and submit Part 2 of this report.

### Part 1.B: Counts and Primary Nighttime Residency

If you answered **Yes** to Part 1, you must provide the information requested in Part 2.

**This report collects the unduplicated counts of homeless children and youth served by the McKinney-Vento TEHCY grant who are in the following age group and who are not reported in PEIMS as homeless for:**

**Students Ages:**

**0-2**

**3-5 (Not Enrolled in PK or K)**

1. Provide the total count of homeless children and youth that were served by the McKinney-Vento TEHCY grant.
2. Provide the total count of homeless children and youth served by the McKinney-Vento TEHCY grant reported as an unaccompanied youth.

3. For each Primary Nighttime Residence category, input the number of homeless students served by the McKinney-Vento TEHCY grant.

### **Additional Guidance**

In each grade level, the sum of:

- Number of Homeless Children and Youth Shelters
- Number of Homeless Children and Youth Doubled-Up
- Number of Homeless Children and Youth Unsheltered
- Number of Homeless Children and Youth Hotels/Motels

MUST equal the Total Number of Homeless Children and Youth served by the McKinney-Vento TEHCY grant.

\*\*\*\*PR6400 instructions have been updated to reflect “homeless children and youth” anywhere “student” is used in the PR6400 report.

## **Part 2: Additional LEA Data (Optional)**

Use this space to describe any inconsistencies or unusual circumstances encountered.

# Certify & Submit

The “Certify and Submit” function is accessible from the Table of Contents page. There is a link on the upper right:

## 2021-2022 ESSA Consolidated Compliance Report

Due: 09/30/2022

Status: Draft

[View Errors](#)
[No Attachments](#)
[View/Print](#)
[Certify & Submit](#)

Grant Resources			
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Description	Required	Status	Last Update
<a href="#">General Information</a> <a href="#">GS2100 - Applicant Information</a>	*	Complete	04/21/2022 01:13 PM
<a href="#">Compliance Report</a> <a href="#">PR1000 - Title I, Part A</a>	*	New	

To certify the submitted data and reported activities, the authorized official submitting the data must complete this section certifying that the information is correct.

## SPECIFIC INSTRUCTIONS

1. In the bottom section of the “Certify and Submit” screen, select the appropriate Contact from dropdown menu. The contact information will populate on the form.
2. If appropriate Contact is not list, click on Add New Contact. Be sure to save the form as this will redirect you to the Contacts Page on eGrants.
3. Click Certify and Submit to submit the reports. Once the reports are submitted successfully, the status indication in the upper left will change to “Submitted.”