

# 2017-2018 ESSA Compliance Reports

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Department of Contracts, Grants and Financial Administration  
Texas Education Agency

March 28, 2018

Crown Plaza - Austin, Texas



# Navigating through eGrants Framework





## Critical Events

Critical Events Within Next 30 Days - Note: Submissions must be made by 5pm Central Time on the date specified

Grant Program	Event	Date
No Critical Events are scheduled for the next 30 days.		

## Grant Opportunity Pages

Grant Overview, Contacts, Calendar of Events, Program Guidelines

[2018-2019 Data Collections for Federal Funding](#)

[2018-2019 ESSA Consolidated Federal Grant Application](#)

[2017-2018 Data Collections for Federal Funding](#)

[2017-2018 ESSA Consolidated Federal Grant Application](#)

[2017-2018 Special Education - Residential Grant Application](#)

[2017-2018 Special Education Consolidated Grant Application](#)

[2017-2018 Special Education IDEA-B Discretionary Grant Application](#)

[2017-2018 Title I, 1003 – School Improvement Priority/Focus Grant Application](#)

[2017-2018 Title I, Part B Carl D Perkins Institutions Grant Application](#)

[2017-2018 Title I, Part C Carl D Perkins Career and Technical Education Act Grant Application](#)

[2017-2018 Title V, Part B Rural and Low-Income School Program Grant Application](#)

[2016-2017 Special Education Consolidated Grant Application](#)

[2016-2017 Title I, 1003\(a\) Priority and Focus School Grant Application](#)

[2016-2017 Title VI, Part B Rural and Low-Income School Program Grant Application](#)

[2015-2016 ESC State Gifted and Talented Grant Application](#)

[2015-2016 Special Education Consolidated Grant Application](#)

[2006-2007 Test Grant Application 10](#)





## Critical Events

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Compliance Reports

Grants

Special Collections

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Texas Education Agency  
1701 N. Congress Avenue

Equal Educational Opportunity  
ESCs

Governor's committee on People with  
Disabilities

State of Texas  
Texas Legislature





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## Compliance/Evaluation/Progress Reports

Report Description	Grant	Status	Amend	Due Date	ID
<a href="#">2016-2017 NCLB Private Nonprofit Participation Report</a>	2016-2017 NCLB Consolidated Federal Grant Application	Submitted	Amend	4/17/2017 5:00 PM	002054-027638-00-01
<a href="#">2016-2017 Gun-Free Schools - Campus Report</a>	2016-2017 NCLB Consolidated Federal Grant Application	Select Campus	Amend	6/27/2017 5:00 PM	002059-027638-00-01

## Consolidated Compliance Reports

Report Description	Grant	Status	Amend	Due Date	ID
<a href="#">2016-2017 NCLB Consolidated Compliance Report</a>	2016-2017 NCLB Consolidated Federal Grant Application	Submitted	Amend	6/27/2017 5:00 PM	002066-027901-00-01



# ESSA Consolidated Compliance Reports



# ESSA Consolidated Compliance Reports

Report	Program	Required
GS2110	Contact Information	All LEAs
PR3001	Needs Assessment, Priorities and Program Outcomes	All LEAs
PR3099	Private Nonprofit (PNP) School Services	All LEAs - except charter schools. Not available to ESCs.
PR1000	Title I, Part A	LEAs that Applied on Own or Fiscal Agents of an SSA
PR1200	Title I, Part C - Ed Migratory Children	LEAs that Applied on Own or Fiscal Agents of an SSA
PR2000	Title I, Part D, Subparts 1 and 2	LEAs that Applied on Own or Fiscal Agents of an SSA



# ESSA Consolidated Compliance Reports

Report	Program	Required
PR3000	Title II, Part A	LEAs that Applied on Own or Fiscal Agents of an SSA
PR3002	Title III, Part A	LEAs that Applied on Own or Fiscal Agents of an SSA
PR3107	Title IV, Part A	LEAs that Applied on Own or Fiscal Agents of an SSA
PR6200	Title VIII – School Choice Option	All LEAs
PR6400	Homeless Students Enrolled	All LEAs



# GS2110 – Contact Information

- ▶ Enter the contact information
  - Primary Contact
  - Secondary Contact
- ▶ Contact Information for each program is optional
- ▶ Required reports will become available when scheduled is saved and completed



## GS2110 – Contact Information

### Part 1: Organization Information

#### Applicant

Organization Name

Mailing Address Line 1

Mailing Address Line 2

City

State

Zip Code

### Part 2: LEA Contacts

#### Primary Contact

First Name	30 of 30	Initial	Last Name	30 of 30	Title	40 of 40
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Telephone	Ext.	Fax	E-Mail	60 of 60	Confirm E-Mail	60 of 60
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#### Secondary Contact

First Name	30 of 30	Initial	Last Name	30 of 30	Title	40 of 40
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Telephone	Ext.	Fax	E-Mail	60 of 60	Confirm E-Mail	60 of 60
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#### Additional Contacts – Provide only if your district has different contacts for each program

Program	Name	Telephone	Ext.	Email
Needs Assessment, Priorities and Program Outcomes				
Private Nonprofit (PNP) Schools				
Title I, Part A				
Title I, Part C				
Title I, Part D				
Title II, Part A				
Title III, Part A				
Title IV, Part A				
Title VIII				
Homeless Students				



# PR3001 – Needs Assessment, Priorities and Program Outcomes

- ▶ End of year reporting from the PS3001 in the 2017-2018 ESSA Consolidated Application for Federal Funding



# PR3001 – Needs Assessment, Priorities and Program Outcomes

- ▶ Each of the priorities are addressed
  - Part 1 – Recruit, Support, and Retain Teachers and Principals
  - Part 2 – Build a Foundation in Reading and Math
  - Part 3 – Connecting High School to Career and College
  - Part 4 – Improve Low-Performing Schools
  - Part 5 – LEA Locally-Identified Needs



# PR3001 – Needs Assessment, Priorities and Program Outcomes

- ▶ For each priority addressed LEA will need to provide
  - Program Outcomes – prepopulated from ESSA Consolidated Application for Federal Funding
  - Funds Budgeted
  - Recommended Uses of Funds

<b>Part 1: Recruit, Support, and Retain Teachers and Principals</b>								
<b>Program Outcomes</b>								
Did the LEA insert SMART goals aligned to Priority #1					YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
1.								
Did LEA meet the identified <u>one year</u> performance measure(s) (SMART Goals) listed in Part 1 of PS3001?					YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
If the LEA did not meet the <u>one year</u> performance measure(s) (SMART Goals), insert one or more related, other indicators of <i>progress</i> toward meeting each SMART goal that was not met.								
2.								
<input type="button" value="Add Line"/>				<input type="button" value="Remove Line"/>				
Did the LEA continue the performance measure(s) (SMART goal) in the 2018-2019 ESSA Consolidated Application?					YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
Did the LEA change ESSA-funded programs or activities in the 2018-2019 ESSA Consolidated Application based on progress toward meeting SMART goal(s)?					YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
Describe how the LEA reviewed and/or modified programs and activities to ensure the LEA will meet or make progress toward SMART goal(s) in 2018-2019 below.								
<b>Funds Budgeted for Strategic Priority #1</b>								
Did the LEA spend at least 90% of funds budgeted on Schedule PS3001 on activities aligned to this Priority?					YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
If the LEA answered no, explain how and why the budgeted amount differed from actual expenditures below.								
<b>Recommended Uses of Funds</b>								
Did the LEA implement a recommended use of ESSA funds for Strategic Priority #1, whether tied to a SMART goal or not? If yes, identify the federal funding program in the ESSA Consolidated Application that supported the recommended initiative.					YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
Strategic Priority #1	Title I, Part A	Title I, Part C	Title I, Part D	Title II, Part A	Title III, Part A	Title IV, Part A		
Instructional Leadership Development Focused on The Observation / Feedback Cycle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Principal Support and Supervision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Strategic Compensation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Teacher Leader / Master Teacher Programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		





Make connections



# 2017 – 2018 ESSA Consolidated Application – PS3001

**Part 1: Recruiting, Supporting, and Retaining Teachers and Principals (Required)** Help

**List of LEA's Identified Needs**

No needs identified. (If the LEA does not have identified needs in Parts 1-4, Part 5 must be completed)

1  Instructional leadership training and support provided to instructional staff that prepares this staff to move into instructional leadership roles (Instructional Coaches/Assistant Principals/Principals) within the district.

Add Line

Remove Line

**Funds Budgeted to Support TEA's Strategic Priorities**

Title I, Part A	Title I, Part C	Title I, Part D	Title II, Part A	Title III, Part A	Title IV, Part A
\$	\$	\$	\$ 3,000	\$	\$

**List of Programs or Activities to be Conducted**

List the specific programs or activities to be conducted which align to this Strategic Priority. Indicate whether the program or activity is new and include the amount of funds budgeted for each activity.

Program or Activity		Is this a new program or activity?	Amount Budgeted
1	<input type="checkbox"/> Aspiring Leaders Cohort-meets monthly or more often if needed	<input type="radio"/> Yes <input checked="" type="radio"/> No	\$ 3,000
<b>Total Funds Budgeted for Priority</b>			<b>1</b> \$ 3,000

Add Line

Remove Line

**Program Outcomes**

For each program area supporting this TEA Strategic Priority, describe the impact on student outcomes you expect to achieve with this federal ESSA funding. Describe the anticipated outcome, including performance measure, baseline data, program goal, and data sources.

ESSA Program		Performance Measure (SMART Goal)	Baseline Data	Goal (3-5 years)	Data Source(s)
#	Title II				
1	<input type="checkbox"/> Title II, Part A (Aspiring Leader Cohort)	The percentage of cohort participants applying for a leadership position within the district will increase from 43% to 55% by July 2018.	43%	70%	2017 teacher survey 2018 teacher survey 2018 review of leadership position applications





<b>Part 1: Recruit, Support, and Retain Teachers and Principals</b>								
<b>Program Outcomes</b>								
Did the LEA insert SMART goals aligned to Priority #1					YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
1.								
Did LEA meet the identified <u>one year</u> performance measure(s) (SMART Goals) listed in Part 1 of PS3001?					YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
If the LEA did not meet the <u>one year</u> performance measure(s) (SMART Goals), insert one or more related, other indicators of <i>progress</i> toward meeting each SMART goal that was not met.								
2.								
<input type="button" value="Add Line"/>				<input type="button" value="Remove Line"/>				
Did the LEA continue the performance measure(s) (SMART goal) in the 2018-2019 ESSA Consolidated Application?					YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
Did the LEA change ESSA-funded programs or activities in the 2018-2019 ESSA Consolidated Application based on progress toward meeting SMART goal(s)?					YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
Describe how the LEA reviewed and/or modified programs and activities to ensure the LEA will meet or make progress toward SMART goal(s) in 2018-2019 below.								
<b>Funds Budgeted for Strategic Priority #1</b>								
Did the LEA spend at least 90% of funds budgeted on Schedule PS3001 on activities aligned to this Priority?					YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
If the LEA answered no, explain how and why the budgeted amount differed from actual expenditures below.								
<b>Recommended Uses of Funds</b>								
Did the LEA implement a recommended use of ESSA funds for Strategic Priority #1, whether tied to a SMART goal or not? If yes, identify the federal funding program in the ESSA Consolidated Application that supported the recommended initiative.					YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
Strategic Priority #1	Title I, Part A	Title I, Part C	Title I, Part D	Title II, Part A	Title III, Part A	Title IV, Part A		
Instructional Leadership Development Focused on The Observation / Feedback Cycle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Principal Support and Supervision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Strategic Compensation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Teacher Leader / Master Teacher Programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		



# Contact Information for PR3099

Susan Patterson

Department of Contracts, Grants and  
Financial Administration

[Susan.Patterson@tea.texas.gov](mailto:Susan.Patterson@tea.texas.gov)

512-463-8992



# PR3099 – Private Nonprofit (PNP) Schools

- ▶ Report not available to charter schools or ESCs
- ▶ Part 1 – Total Schools within Boundaries
- ▶ Part 2 – Program Participation
  - School Participation
  - Number of participating PNP schools that received equitable services
  - Number of eligible PNP students that received equitable services



# PR3099 – Private Nonprofit (PNP) Schools

- ▶ Part 3 – Program Implementation  
Questions

Part 1: Total Schools within Boundary						
						<input type="checkbox"/> None within boundary
1.	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 boundary					
Part 2: Program Participation						
1.	Did PNP schools participate?					
	Title I, Part A	Title I, Part C	Title II, Part A	Title III, Part A LEP	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
2.	Number of participating PNP schools that received equitable services					
3.	Number of eligible PNP students that received equitable services					



Make connections



# 2017-2018 ESSA Consolidated Application – PS3099

Part 1: Private Schools Consultation					Help
1. Are any private nonprofit schools located within the LEA's boundaries?					<input type="radio"/> Yes <input type="radio"/> No
2. Does the LEA have any Title I, Part A eligible students attending private nonprofit schools outside the boundaries?					<input type="radio"/> Yes <input type="radio"/> No
3. Are any private nonprofit schools participating?					
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





Part 3: Program Implementation		
1.	<p>Did the LEA conduct timely and meaningful consultation with participating PNP school officials regarding the implementation of the program(s)?</p> <p>Note: The consultation must have occurred before the LEA made any decision that affected the opportunities of eligible PNP school children, teachers, and other educational personnel to participate in the program, and continued throughout the implementation and assessment of program activities.</p> <p>[Section 1117(b)(1) and Section 8501(c)(1)]</p>	
<p><b>Explanation of Compliance Status:</b></p> <p>For each program with participation, if <b>Yes</b> is selected, the LEA must list the source(s) of documentation it has readily available to submit to the agency to document compliance with the requirement. If <b>No</b> is selected, the LEA must explain the reason for noncompliance, or if <b>NA</b> is selected, the LEA must explain why the requirement is not applicable.</p>		
	Title I, Part A	Title I, Part C
	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA
	Title III, Part A LEP	Title III, Part A Immigrant
	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA
	Title II, Part A	Title IV, Part A
	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA





Make connections

# 2017-2018 PNP Affirmation

## Private Nonprofit School Participation

Select from the dropdown menu to indicate the method by which the PNP will receive program services. If the PNP is not participating in the grant program, select "Not participating."

Title I, Part A	Title I, Part C	Title II, Part A	Title III, Part A--EL	Title III, Part A--IMM	Title IV, Part A
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

## Timely and Meaningful Consultation/Equitable Program Design

For each grant program for which the PNP will receive services, the PNP official selects "Yes" or "No" to indicate both of the following:\*

- a. Timely and meaningful consultation with the LEA has occurred and is ongoing, **and**
- b. Program design is equitable with respect to eligible private school children.

Title I, Part A	Title I, Part C	Title II, Part A	Title III, Part A--EL	Title III, Part A--IMM	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





2.	<p>Did the LEA maintain local control of applicable program funds being used to provide equitable services to private school students and their teachers?</p> <p>[Section 1117(d) and Section 8501(d)]</p>		
Explanation of Compliance Status:			
<p>For each program with participation, if <b>Yes</b> is selected, the LEA must list the source(s) of documentation it has readily available to submit to the agency to document compliance with the requirement. If <b>No</b> is selected, the LEA must explain the reason for noncompliance, or if <b>NA</b> is selected, the LEA must explain why the requirement is not applicable.</p>			
Title I, Part A	Title I, Part C	Title II, Part A	
<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA	
Title III, Part A LEP	Title III, Part A Immigrant	Title IV, Part A	
<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA	



3.	Documentation of equitable services amount used and detailed explanation is available for all applicable participating programs.		
	Note: For Title I, Part A = Amount listed on <2XXX-2XXX> ESSA Consolidated Application, PS3101 Part 1b.		
	Explanation of Compliance Status:		
	For each program with participation, if <b>Yes</b> is selected, the LEA must list the source(s) of documentation it has readily available to submit to the agency to document compliance with the requirement. If <b>No</b> is selected, the LEA must explain the reason for noncompliance.		
	Title I, Part A	Title I, Part C	Title II, 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
Title III, Part A LEP	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	





4. Documentation of equitable services administration amount used and detailed explanation is available for all applicable participating programs.

Note: For Title I, Part A = Portioned equitable services amount listed on <2XXX-2XXX> ESSA Consolidated Application specifically for PNP schools in PS3101 Part 1d.

**Explanation of Compliance Status:**

For each program with participation, if **Yes** is selected, the LEA must list the source(s) of documentation it has readily available to submit to the agency to document compliance with the requirement. If **No** is selected, the LEA must explain the reason for noncompliance.

Title I, Part A	Title I, Part C	Title II, 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
Title III, Part A LEP	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





Make connections

# PR3002 – Title III, Part A

## ▶ Deletions

- PNP questions
- Expenditures for Supplemental Language Instruction Educational Programs and Activities Implemented – PNP expenditure amount
- Expenditures for Supplemental Professional Development Activities Implement – PNP expenditure amount
- Supplemental Activities with Title III – Immigrant Funds – PNP expenditure amount



# PR3002 – Title III, Part A

- Title III, Part A Program Participation
- Program Implementation questions related to PNP
- ▶ Changes
  - Revised Program Implementation questions
- ▶ Additions
  - None



Part 1: Expenditures for Supplemental Language Instruction Educational Programs and Activities Implemented		
#	Focus Area	Expenditure Amount
		LEA
1.	Supplemental Upgrades to Program Objectives and Effective Instruction Strategies	
2.	Supplemental Curricula, Instructional Materials, Educational Software, and/or Assessment Procedures	
3.	Supplemental Tutorials and/or Intensified Instruction	
4.	Supplemental Language Instruction Education Program That is Coordinated with Other Programs and Services	
5.	Supplemental Community Participation Program, Family Literacy Services, and/or Parent Outreach and Parent Training Activities	
6.	Supplemental Resources (Technology, Materials, Access to Electronic Networks, etc.) Incorporated into the Curricula and Educational Program	
7.	Other (Specify):	
Total Expenditures for Supplemental Language Instruction Educational Programs and Activities Implemented		
Part 2: Expenditures for Supplemental Professional Development Activities Implemented		
#	Focus Area	Expenditure Amount
		LEA
1.	Supplemental Professional Development Activities	
Total Expenditures for Supplemental Professional Development Activities Implemented		





Make connections

# 2017-2018 ESSA Consolidated Application – PS3106

Part 1: LEA Local Plan – Title III, Part A English Language Acquisition		Help
<b>A. Language Instruction Educational Programs and Activities</b>		
1.	Provide supplemental upgrades to program objectives and effective instructional strategies.	
<b>Measurable Objectives</b>		
<input type="checkbox"/>	Increase percentage of children attaining English proficiency	<input type="checkbox"/>
		Increase student academic achievement for English language learners
<b>Description</b>		300 of 300
2.	Provide or upgrade supplemental curricula, instructional materials, educational software, and/or assessment procedures.	
<b>Measurable Objectives</b>		
<input type="checkbox"/>	Increase percentage of children attaining English proficiency	<input type="checkbox"/>
		Increase student academic achievement for English language learners
<b>Description</b>		300 of 300
3.	Provide supplemental tutorials, academic or career and technical education, and/or intensified instruction.	
<b>Measurable Objectives</b>		
<input type="checkbox"/>	Increase percentage of children attaining English proficiency	<input type="checkbox"/>
		Increase student academic achievement for English language learners
<b>Description</b>		300 of 300
4.	Develop and implement supplemental effective preschool, elementary, or secondary language instruction educational programs that are coordinated with other programs and services.	
<b>Measurable Objectives</b>		
<input type="checkbox"/>	Increase percentage of children attaining English proficiency	<input type="checkbox"/>
		Increase student academic achievement for English language learners
<b>Description</b>		300 of 300



# 2017-2018 ESSA Consolidated Application – PS3106

Part 1: LEA Local Plan – Title III, Part A English Language Acquisition (continued)			Help
B. Professional Development			
The following professional development activities should be supplemental to any professional development trainings that fulfill state-mandated programs and activities.			
1. Description	300 of 300		
Purpose	Area of Effectiveness	Audience	
<input type="checkbox"/> Improve the Instruction and Assessment of ELLs	<input type="checkbox"/> Increase Children's English Proficiency	<input type="checkbox"/> Classroom Teachers	<input type="checkbox"/> Principals and other School Leaders
<input type="checkbox"/> Enhance the Ability To Understand and Use	<input type="checkbox"/> Substantially Increase Subject		







<b>Part 3: Supplemental Activities with Title III - Immigrant Funds</b>						
#	Focus Area	Expenditure Amount				
		LEA				
1.	Family Literacy, Parent Outreach, and Training					
2.	Provision of Tutorials, Mentoring, and Academic or Career Counseling					
3.	Basic Instructional Services That Are Directly Attributable to the Presence of Immigrant Children and Youth, Including Payment of Costs of Providing Additional Classroom Supplies, Costs of Transportation, or Such Other Costs					
4.	Activities Coordinated with Community-Based Organizations, Institutions of Higher Education, Private Sector Entities, or Other Entities to Assist Parents by Offering Comprehensive Community Services					
5.	Support for Personnel, Including Specially Trained Teacher Aides, to Provide Services for Immigrant Children and Youth					
6.	Identification and Acquisition of Curricular Materials, Educational Software, and Technologies					
7.	Other Instructional Services, Such as Programs of Introduction to the Educational System and Civics Education					
Total Expenditures for Instructional Activities Implemented						
<b>Part 4: Bilingual Program Offered</b>						
Did the LEA offer a bilingual program?						<input type="radio"/> Yes <input type="radio"/> No
Type of Bilingual Program Models		Other Languages of Instruction				
Transitional Bilingual/Early Exit	<input type="checkbox"/> Spanish	<input type="checkbox"/>	Other (Specify):		<input type="checkbox"/>	Other (Specify):
Transitional Bilingual/Late Exit	<input type="checkbox"/> Spanish	<input type="checkbox"/>	Other (Specify):		<input type="checkbox"/>	Other (Specify):
Dual Language Immersion/Two-way	<input type="checkbox"/> Spanish	<input type="checkbox"/>	Other (Specify):		<input type="checkbox"/>	Other (Specify):
Dual Language Immersion/One-way	<input type="checkbox"/> Spanish	<input type="checkbox"/>	Other (Specify):		<input type="checkbox"/>	Other (Specify):
<b>Part 5: ESL Program Offered</b>						
Did the LEA offer an English as Second Language (ESL) program?						<input type="radio"/> Yes <input type="radio"/> No
Type of ESL Program Models						
<input type="checkbox"/> Content-Based ESL						
<input type="checkbox"/> Pull-Out ESL						





Make connections

# 2017-2018 ESSA Consolidated Application – PS3106

Part 2: LEA Local Plan - Title III, Part A Immigrant		Help
1.	Family Literacy, Parent/Family Outreach, and Training Activities Designed to Assist Parents to Become Active Participants in the Education of their Children.	
	Description	300 of 300
2.	Provision of Tutorials, Mentoring, and Academic or Career Counseling for Immigrant Children and Youth.	
	Description	300 of 300
3.	Basic Instructional Services That Are Directly Attributable to the Presence of Immigrant Children and Youth, Including the Payment of Costs of Providing Additional Classroom Supplies, Costs of Transportation, or such Other Costs as Are Directly Attributable to Such Additional Basic Instructional Services.	
	Description	300 of 300
4.	Activities, Coordinated with Community-Based Organizations, Institutions of Higher Education, Private Sector Entities, or Other Entities with Expertise in Working with Immigrants, to Assist Parents of Immigrant Children and Youth by Offering Comprehensive Community Services.	
	Description	300 of 300
5.	Support for Personnel, Including Teachers and Paraprofessionals Who Have Been Specifically Trained or Are Being Trained to Provide Services to Immigrant Children and Youth.	
	Description	300 of 300





Part 6: Teacher Information and Professional Development		
#	Teacher Information	Number of Teachers
1.	Type the number of <u>all</u> of the certified/licensed teachers currently working in a bilingual/ESL assignment.	
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.)	
#	Type of Professional Development (PD) Activity	
3.	<input type="checkbox"/> Instructional Strategies for LEP Students	
4.	<input type="checkbox"/> Understanding and Implementation of Assessment of LEP Students	
5.	<input type="checkbox"/> Understanding and Implementation of LEP Standards and Academic Content Standards for LEP Students	
6.	<input type="checkbox"/> Subject Matter Knowledge for Teachers	
7.	<input type="checkbox"/> Alignment of the Curriculum in Language Instruction Educational Programs to LEP Standards	
8.	<input type="checkbox"/> Other (Specify):	
#	Participant Information	Number of Participants
9.	Professional Development Provided to Content Classroom Teachers	
10.	Professional Development Provided to LEP Classroom Teachers	
11.	Professional Development Provided to Principals	
12.	Professional Development Provided to Administrators/Other Than Principals	
13.	Professional Development Provided to Other School Personnel/ <del>Nonadministrative</del>	
14.	Professional Development Provided to Community-Based Organization Personnel	



Part 7: Program Implementation		
	Requirement	Compliance Status
<b>Needs Assessment</b>		
1.	Did the LEA/Fiscal Agent determine that all teachers in Title III language instructional programs for English learners are fluent in both English and any other language used for instruction, including having written and oral communication skills? [Section 3116(c)]	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A
	Explanation of Compliance Status:	500 of 500
	If <b>Yes</b> is selected, the LEA/Fiscal Agent must list the source(s) of documentation it has readily available to submit to the agency to document compliance with the requirement. If <b>No</b> is selected, the LEA/Fiscal Agent must explain the reason for noncompliance, or if <b>N/A</b> is selected, the LEA/Fiscal Agent must explain why the requirement is not applicable.	
<b>Parental Involvement</b>		
2.	Did the LEA/Fiscal Agent implement an effective means of outreach to parents of English learners/immigrant students to inform the parents of how they can be involved in the education of their children and be active participants in assisting their children to attain English proficiency, achieve at high levels in core academic subjects, and meet challenging State standards expected of all students? [Section 1112(e)(3)(C)]	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A
	Explanation of Compliance Status:	500 of 500
	If <b>Yes</b> is selected, the LEA/Fiscal Agent must list the source(s) of documentation it has readily available to submit to the agency to document compliance with the requirement. If <b>No</b> is selected, the LEA/Fiscal Agent must explain the reason for noncompliance, or if <b>N/A</b> is selected, the LEA/Fiscal Agent must explain why the requirement is not applicable.	



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# QUESTIONS

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