



| Report Status: | | FORMULA | | | | Report ID: | |
|--|-------------|--|-------------------------------|--|-----------------|---------------------------------------|-----------------|
|  | | Organization: Campus/Site: Vendor ID: | | County District: ESC Region: School Year: | | | |
| SAS#: | | Name of Grant Program | | | | | |
| General Information | | | | | | | |
| GS2110 – Contact Information | | | | | | | |
| Part 1: Organization Information | | | | | | | |
| Applicant | | | | | | | |
| Organization Name | | | | | | | |
| | | | | | | | |
| Mailing Address Line 1 | | | Mailing Address Line 2 | | City | State | Zip Code |
| | | | | | | | |
| Part 2: LEA Contacts | | | | | | | |
| Primary Contact | | | | | | | |
| First Name | | 30 of 30 | Initial | Last Name | 30 of 30 | Title 40 of 40 | |
| | | | | | | | |
| Telephone | Ext. | Fax | E-Mail | | 60 of 60 | Confirm E-Mail 60 of 60 | |
| | | | | | | | |
| Secondary Contact | | | | | | | |
| First Name | | 30 of 30 | Initial | Last Name | 30 of 30 | Title 40 of 40 | |
| | | | | | | | |
| Telephone | Ext. | Fax | E-Mail | | 60 of 60 | Confirm E-Mail 60 of 60 | |
| | | | | | | | |
| 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 | | | | | | | |

| | | | | | |
|---|--|--|--------------------------|---|---|
| Schedule Status: | | <Selection Process> | | Application ID: | |
|  | | Organization: Campus/Site: Vendor ID: | | County District: ESC Region: School Year: <Current Year> | |
| <Name of Grant Program> | | | | | |
| PR3001—Needs Assessment, Priorities, and Program Outcomes | | | | | |
| TEA Strategic Priorities #1 - #4 | | | | | Help |
| Purpose | | | | | |
| <p>After reviewing the relevant statewide data, meeting with the state's 20 regional Education Service Centers (ESCs), educators, parents, school board members, and employers, TEA named four Strategic Priorities that will benefit student outcomes:</p> <p>Strategic Priority #1: Recruit, Support, and Retain Teachers and Principals. Strategic Priority #2: Build a Foundation in Reading and Math. Strategic Priority #3: Connect High School to Career and College. Strategic Priority #4: Improve Low-Performing Schools.</p> <p>Schedule PR3001 collects data on student outcome-focused SMART goals, ESSA funds spent on Strategic Priorities, and implementation of TEA-recommended uses of ESSA funds guidance that LEAs included on Schedule PS3001 of the 2017-2018 ESSA Consolidated Application for Funding.</p> | | | | | |
| Part 1: Recruit, Support, and Retain Teachers and Principals | | | | | |
| Program Outcomes | | | | | |
| | Performance Measure (SMART Goal) from ESSA Consolidated Application for Federal Funding | Met Performance Measure | | | |
| 1. | | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| If LEA did not meet the one year performance measure (SMART Goal), insert one or more related, other indicators of <i>progress</i> toward meeting SMART goal. | | | | | |
| | | | | | |
| Did the LEA continue the performance measure (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? | | 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 in 2018-2019 below. | | | | | |
| | | | | | |
| 2. | | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| If LEA did not meet the one year performance measure (SMART Goal), insert one or more related, other indicators of <i>progress</i> toward meeting SMART goal. | | | | | |
| | | | | | |
| 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? | | 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 in 2018-2019 below. | | | | | |

| | | | | | | | | | |
|--|--|--------------------------|--------------------------|--------------------------|--------------------------|------------------------------------|--------------------------|----|--------------------------|
| | | | | | | | | | |
| Funds Budgeted for Strategic Priority #1 | | | | | | | | | |
| 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. | | | | | | | | | |
| | | | | | | | | | |
| Recommended Uses of Funds | | | | | | | | | |
| 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"/> | | | |
| Part 2: Build a Foundation in Reading and Math | | | | | | | | | |
| Program Outcomes | | | | | | | | | |
| | Performance Measure (SMART Goal) from ESSA Consolidated Application for Federal Funding | | | | | Met Performance Measure | | | |
| 1. | | | | | | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| If LEA did not meet the one year performance measure (SMART Goal), insert one or more related, other indicators of <i>progress</i> toward meeting SMART goal. | | | | | | | | | |
| | | | | | | | | | |
| Did the LEA continue the performance measure (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? | | | | | | 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 in 2018-2019 below. | | | | | | | | | |
| | | | | | | | | | |
| 2. | | | | | | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| If LEA did not meet the one year performance measure (SMART Goal), insert one or more related, other indicators of <i>progress</i> toward meeting SMART goal. | | | | | | | | | |
| | | | | | | | | | |
| 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? | | | | | | 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 in 2018-2019 below. | | | | | | | | | |

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|--|--|--------------------------|--------------------------|--------------------------|--------------------------|------------------------------------|--------------------------|----|--------------------------|
| | | | | | | | | | |
| Funds Budgeted for Strategic Priority #2 | | | | | | | | | |
| 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. | | | | | | | | | |
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| Recommended Uses of Funds | | | | | | | | | |
| Did the LEA implement a recommended use of ESSA funds for Strategic Priority #2, 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 #2 | Title I, Part A | Title I, Part C | Title I, Part D | Title II, Part A | Title III, Part A | Title IV, Part A | | | |
| High-Quality, Full-Day Prekindergarten Initiatives | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| High-Quality, Full-Day Prekindergarten Partnerships | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| K-Grade 2 Reading Interventionists and Intervention Teams | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| PK-Grade 3 Aligned Instructional Coaching | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| Middle School Matters | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| Math Blended Learning Programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| School Culture & Climate Initiatives | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| Part 3: Connecting High School to Career and College | | | | | | | | | |
| | Performance Measure (SMART Goal) from ESSA Consolidated Application for Federal Funding | | | | | Met Performance Measure | | | |
| 1. | | | | | | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| If LEA did not meet the one year performance measure (SMART Goal), insert one or more related, other indicators of <i>progress</i> toward meeting SMART goal. | | | | | | | | | |
| | | | | | | | | | |
| Did the LEA continue the performance measure (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? | | | | | | 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 in 2018-2019 below. | | | | | | | | | |
| | | | | | | | | | |
| 2. | | | | | | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| If LEA did not meet the one year performance measure (SMART Goal), insert one or more related, other indicators of <i>progress</i> toward meeting SMART goal. | | | | | | | | | |
| | | | | | | | | | |
| 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? | | | | | | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |

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|--|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------------|--------------------------|-----|--------------------------|----|--------------------------|
| Describe how the LEA reviewed and/or modified programs and activities to ensure the LEA will meet or make progress toward SMART goal in 2018-2019 below. | | | | | | | | | | | |
| | | | | | | | | | | | |
| Funds Budgeted for Strategic Priority #3 | | | | | | | | | | | |
| 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. | | | | | | | | | | | |
| | | | | | | | | | | | |
| Recommended Uses of Funds | | | | | | | | | | | |
| Did the LEA implement a recommended use of ESSA funds for Strategic Priority #3, 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 #3 | Title I, Part A | Title I, Part C | Title I, Part D | Title II, Part A | Title III, Part A | Title IV, Part A | | | | | |
| College- and Career-Ready School Models | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | |
| Advanced Placement (AP) International Baccalaureate (IB) Exam Reimbursement Programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | |
| Communities In Schools | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | |
| Part 4: Improve Low-Performing Schools | | | | | | | | | | | |
| | Performance Measure (SMART Goal) from ESSA Consolidated Application for Federal Funding | | | | | Met Performance Measure | | | | | |
| 1. | | | | | | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> | | |
| If LEA did not meet the one year performance measure (SMART Goal), insert one or more related, other indicators of <i>progress</i> toward meeting SMART goal. | | | | | | | | | | | |
| | | | | | | | | | | | |
| Did the LEA continue the performance measure (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? | | | | | | | | 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 in 2018-2019 below. | | | | | | | | | | | |
| | | | | | | | | | | | |
| 2. | | | | | | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> | | |
| If LEA did not meet the one year performance measure (SMART Goal), insert one or more related, other indicators of <i>progress</i> toward meeting SMART goal. | | | | | | | | | | | |
| | | | | | | | | | | | |
| 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? | | | | | | | | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |

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|--|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Describe how the LEA reviewed and/or modified programs and activities to ensure the LEA will meet or make progress toward SMART goal in 2018-2019 below. | | | | | | | | | | |
| | | | | | | | | | | |
| Funds Budgeted for Strategic Priority #4 | | | | | | | | | | |
| 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. | | | | | | | | | | |
| | | | | | | | | | | |
| Recommended Uses of Funds | | | | | | | | | | |
| Did the LEA implement a recommended use of ESSA funds for Strategic Priority #4, 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 #4 | Title I, Part A | Title I, Part C | Title I, Part D | Title II, Part A | Title III, Part A | Title IV, Part A | | | | |
| Redesign and Restart Low-Performing Schools | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | |
| Redesign and Restart Low-Performing Schools as Campus Charter | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | |
| Replicating Successful School Models | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | |
| School Improvement Partnerships | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | |
| Close and Consolidated Low-Performing Schools | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | |
| Part 5: LEA Locally-Identified Needs | | | | | | | | | | |
| | Performance Measure (SMART Goal) from ESSA Consolidated Application for Federal Funding | | | | | Met Performance Measure | | | | |
| 1. | | | | | | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> | |
| If LEA did not meet the one year performance measure (SMART Goal), insert one or more related, other indicators of <i>progress</i> toward meeting SMART goal. | | | | | | | | | | |
| | | | | | | | | | | |
| Did the LEA continue the performance measure (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? | | | | | | 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 in 2018-2019 below. | | | | | | | | | | |
| | | | | | | | | | | |
| 2. | | | | | | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> | |
| If LEA did not meet the one year performance measure (SMART Goal), insert one or more related, other indicators of <i>progress</i> toward meeting SMART goal. | | | | | | | | | | |
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|--|-----|--------------------------|----|--------------------------|
| 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? | 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 in 2018-2019 below. | | | | |
| | | | | |
| Funds Budgeted for Locally-Identified Needs | | | | |
| 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. | | | | |
| | | | | |


DRAFT


PR3099 – Private Nonprofit (PNP) School Services Compliance Report


| 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 | | | | | |
| | | | | | | |
| 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> | | | | | |
| | 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, or if NA is selected, the LEA must explain why the requirement is not applicable. | | | | | |
| | 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 |
| | | | |
| 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> | | |
| | <p>Explanation of Compliance Status:</p> <p>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, or if NA 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. | <p>Documentation of equitable services amount used and detailed explanation is available for all applicable participating programs.</p> <p>Note: For Title I, Part A = Amount listed on <2XXX-2XXX> ESSA Consolidated Application, PS3101 Part 1b.</p> | | |
| | <p>Explanation of Compliance Status:</p> <p>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.</p> | | |
| | 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. | <p>Documentation of equitable services administration amount used and detailed explanation is available for all applicable participating programs.</p> <p>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.</p> | | |
| | 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 |
| | | | |

| | | | | | |
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| Part 1: Estimated Expenditures from Title I, Part A, Funds Reserved at LEA Level | | | | | |
| | | | | | Expenditures |
| 1. | LEA Parental Involvement activities (Minimum 1% required if current-year entitlement exceeds \$500,000. At least 95% of the 1% must be allocated to Title I, Part A, campuses. This 95% of the 1% is over and above the regular Title I, Part A, campus allocation.) | | | | |
| 2. | Title I, Part A, Services to Eligible Private Nonprofit School Students , Not Including Administration | | | | |
| 3. | Preschool programs | | | | |
| 4. | Administration of Title I, Part A, programs (including administration of Title I, Part A, programs for eligible private school students and students at facilities for neglected and delinquent) | | | | |
| 5. | LEA Professional development activities | | | | |
| 6. | Services to Homeless Students Attending Campuses Not Served by Title I, Part A | | | | |
| 7. | Services to Students Residing in Local Facilities for the Neglected | | | | |
| 8. | Services to Students Residing in Local Facilities for the Delinquent | | | | |
| 9. | Transportation for Foster Care children | | | | |
| 10. | Other (Specify): | | | | |
| Part 2: Schoolwide Campus Programs | | | | | |
| 1. | Estimated Total Title I, Part A, Expenditures from Schoolwide Campus Budgets | | | | |
| Part 3: Targeted Assistance Campus Programs | | | | | |
| 1. | Estimated Total Title I, Part A, Expenditures from Targeted Assistance Campus Budgets | | | | |
| Total | | | | | |
| Total Title I, Part A, Estimated Expenditures for Parts 1 through 3 | | | | | |
| Part 4: Student Participation | | | | | |
| | Schoolwide Program | Targeted Assistance (TA) Program | Private Nonprofit Schools | Local Facilities for Neglected | |
| By Grade | | | | | |
| Ages 0-2 | | | | | |
| Ages 3-5 (not in PEIMS) | | | | | |
| 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 | | | | | |
| Total | | | | | |

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| Part 4: Student Participation (Continued) | | | | | |
| | | Schoolwide Program | Targeted Assistance (TA) Program | Private Nonprofit Schools | Local Facilities for Neglected |
| By Gender | | | | | |
| Male | | | | | |
| Female | | | | | |
| Total | | | | | |
| By Ethnicity | | | | | |
| American Indian/Alaskan Native | | | | | |
| Asian | | | | | |
| Black/African American | | | | | |
| Hispanic/Latino | | | | | |
| Native Hawaiian/Other Pacific Islander | | | | | |
| White | | | | | |
| Two or More Races | | | | | |
| Total | | | | | |
| Part 5: Program Implementation | | | | | |
| Requirement | | | | | Compliance Status |
| Program Coordination/Integration | | | | | |
| 1. | The LEA plan is developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d). [Section 1114 (b)(5)] | | | | <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A |
| A. If compliance status is Yes, check all that apply. Checking a box ensures the documentation is on file and readily available upon request: <input type="checkbox"/> Meeting agendas, sign-in sheets, and meeting notes from LEA planning process <input type="checkbox"/> LEA plan showing program descriptions and outlining use of funds <input type="checkbox"/> Other: | | | | | |
| B. If compliance status is No or N/A, complete the Explanation of Compliance Status: | | | | | |
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| 2. | The LEA coordinates and integrates services provided under this part with other educational services at the local educational agency or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. [Section 1112 (c)(4)] | | | | <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A |
| A. If compliance status is Yes, check all that apply. Checking a box ensures the documentation is on file and readily available upon request: <input type="checkbox"/> Meeting agendas and meeting notes from LEA planning process <input type="checkbox"/> LEA plan showing program descriptions and outlining use of funds <input type="checkbox"/> Other: | | | | | |
| B. If compliance status is N/A, select reason below. No other reason for N/A is acceptable. <input type="checkbox"/> The LEA does not receive Title I, Part C funds. | | | | | |
| C. If compliance status is No, complete the Explanation of Compliance Status: | | | | | |
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| Part 5: Program Implementation (Continued) | | | |
| Requirement | | Compliance Status | |
| Needs Assessment | | | |
| 3. | 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)] | | OYes ONo ON/A |
| A. If compliance status is Yes, check all that apply. Checking a box ensures the documentation is on file and readily available upon request: | | | |
| <input type="checkbox"/> Description of the campus's comprehensive needs assessment (CNA) process <input type="checkbox"/> Meeting agendas, meeting notes, sign-in sheets documenting the campus's CNA process <input type="checkbox"/> Campus Improvement Plan includes summary of CNA results and uses those results to determine program activities <input type="checkbox"/> Program evaluations from prior years are part of CNA process to determine effectiveness and to inform decisions concerning program implementation <input type="checkbox"/> Other: | | | |
| B. If compliance status is N/A, select reason below. No other reason for N/A is acceptable. | | | |
| <input type="checkbox"/> The LEA only operates Targeted Assistance programs. | | | |
| C. If compliance status is No, complete the Explanation of Compliance Status: | | 500 of 500 | |
| | | | |
| 4. | 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)] | | OYes ONo ON/A |
| A. If compliance status is Yes, check all that apply. Checking a box ensures the documentation is on file and readily available upon request: | | | |
| <input type="checkbox"/> Description of the LEA's selection criteria, which must be multiple, educationally related, objective criteria, except that children in preschool through grade 2 shall be selected solely on the basis of such criteria as teacher judgment, interviews with parents, and developmentally appropriate measures <input type="checkbox"/> Description of how the campus has supplemented the LEA's criteria, if applicable <input type="checkbox"/> Other: | | | |
| B. If compliance status is N/A, select reason below. No other reason for N/A is acceptable. | | | |
| <input type="checkbox"/> The LEA only operates Schoolwide programs. | | | |
| C. If compliance status is No, complete the Explanation of Compliance Status: | | 500 of 500 | |
| | | | |

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

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| Part 5: Program Implementation (Continued) | | | |
| Requirement | | Compliance Status | |
| Parental Involvement (Continued) | | | |
| 9. | The LEA shall educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. [Section 1116 (e)(3)] | | <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A |
| A. If compliance status is Yes, check all that apply. Checking a box ensures the documentation is on file and readily available upon request: | | | |
| <input type="checkbox"/> Training/meeting agendas, meeting notes that document content of training, sign-in sheets that show involvement of teachers, pupil services personnel, principals, and parents | | | |
| <input type="checkbox"/> Other: _____ | | | |
| B. If compliance status is No or N/A, complete the Explanation of Compliance Status: | | | 500 of 500 |
| | | | |
| 10. | The Title I, Part A Schoolwide plan is available to the LEA, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. [Section 1114 (b)(4)] | | <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A |
| A. If compliance status is Yes, check all that apply. Checking a box ensures the documentation is on file and readily available upon request: | | | |
| <input type="checkbox"/> Correspondence, newsletters, handbooks in languages used by parents at home | | | |
| <input type="checkbox"/> Documentation that translation/interpretive services provided at annual Title I, Part A meetings | | | |
| <input type="checkbox"/> Examples of information offered in multiple formats (i.e., hard copy, web-based, face-to-face meetings, etc.) | | | |
| <input type="checkbox"/> Other: _____ | | | |
| B. If compliance status is No or N/A, complete the Explanation of Compliance Status: | | | 500 of 500 |
| | | | |
| 11. | Each Title I, Part A campus provides to parents information that shows how the school's student's achievement on the State's academic assessments compared to students served by the local educational agency and the State. [Section 1111 (h)(2)(C)(ii)] | | <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A |
| A. If compliance status is Yes, check all that apply. Checking a box ensures the documentation is on file and readily available upon request: | | | |
| <input type="checkbox"/> Description of process by which each Title I, Part A campus distributes to individual parents information concerning the achievement level of their child(ren) on the required state assessments | | | |
| <input type="checkbox"/> Correspondence to parents distributing information concerning the achievement level of their child(ren) | | | |
| <input type="checkbox"/> Other: _____ | | | |
| B. If compliance status is No or N/A, complete the Explanation of Compliance Status: | | | 500 of 500 |
| | | | |
| 12. | At the beginning of each school year, a local educational agency shall notify the parents of each student that the parents may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teacher(s). [Section 1112 (e)(1)(A)] | | <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A |
| A. If compliance status is Yes, check all that apply. Checking a box ensures the documentation is on file and readily available upon request: | | | |
| <input type="checkbox"/> Correspondence, newsletters, handbook used to distribute information on right to request | | | |
| <input type="checkbox"/> Other: _____ | | | |
| B. If compliance status is No or N/A, complete the Explanation of Compliance Status: | | | 500 of 500 |
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| Part 5: Program Implementation (Continued) | | | | | |
| Requirement | | | | | Compliance Status |
| Program Evaluation | | | | | |
| 13. | The LEA has a written parent involvement policy and 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)] | | | | OYes ONo ON/A |
| A. If compliance status is Yes, check all that apply. Checking a box ensures the documentation is on file and readily available upon request: Selecting Yes ensures the LEA has a written parent involvement policy in place AND has evidence that it conducts an annual evaluation of that policy's content and effectiveness. If either of these elements are missing, select No and explain in the Explanation of Compliance Status section. | | | | | |
| <input type="checkbox"/> Copy of written parent involvement policy for the LEA <input type="checkbox"/> Meeting agendas, meeting notes, sign-in sheet documenting participation of parents in the annual evaluation of the content and effectiveness of the policy <input type="checkbox"/> Copy of annual evaluation <input type="checkbox"/> Other: | | | | | |
| B. If compliance status is No or N/A, complete the Explanation of Compliance Status: | | | | | 500 of 500 |
| <div>Part 6: Additional LEA Data (Optional)</div> <div>1000 of 1000</div> | | | | | |


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| Compliance Report | | | | | |
| PR1200 – Title I, Part C – Ed of Migratory Children | | | | | |
| Part 1: Intensive Reading and Math Instruction Offered to Priority for Service Students | | | | | |
| 1. | Enter the total number of Priority for Service (PFS) students identified in your district for the xxxx-xxxx school year. (This should be an unduplicated count.) | | | | |
| Part 2: Project SMART – Summer/Intersession Program | | | | | |
| 1. | Did the LEA have a center-based Project SMART Summer/Intersession program? | | | | <input type="radio"/> Yes <input type="radio"/> No |
| 2. | Did the LEA have a home-based Project SMART Summer/Intersession program? | | | | <input type="radio"/> Yes <input type="radio"/> No |
| Part 3: Other Instructional Migrant Summer Program | | | | | |
| Did the LEA have an Other Instructional Migrant Summer Program? | | | | | <input type="radio"/> Yes <input type="radio"/> No |
| 1. Provide the name of the scientifically based curriculum used. | | | | | 100 of 100 |
| 2. Provide the names of the pre/post assessment instruments used. | | | | | 300 of 300 |
| 3. Describe how the migrant summer program is supplemental to other summer programs offered by the district. | | | | | 300 of 300 |
| 4. Describe how the district evaluated the overall effectiveness of the migrant summer program. | | | | | 600 of 600 |
| Part 4: Estimated Expenditures from Title I, Part C Funds | | | | | |
| Only select the corresponding box if the LEA does not have the campus type. | | | | | |
| <input type="checkbox"/> Select this box if you have no secondary high school (grades 9-12). <input type="checkbox"/> Select this box if you have no middle school (grades 6-8)/junior high (grades 7-8). <input type="checkbox"/> Select this box if you have no elementary school (grades 1-6). <input type="checkbox"/> Select this box if you have no Early Childhood/School Readiness Program (EE-Kindergarten). <input type="checkbox"/> Select this box if you have no support services. | | | | | |
| Expenditures Related to Required Program Activities | | | | Funding Source | |
| | | | | MEP | Other |
| 1. | ID&R: Identify and recruit migrant 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. | NGS: Encode all required data into the New Generation System (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: Within the first grading period of the school year that the child who is eligible for migrant services is in the district, (1) determine individual needs for instructional and support services, (2) identify available resources and make referrals to address said needs, such as tutoring, WIC, HEP, dropout prevention program, (3) coordinate with entities to ensure that the child has access to the appropriate services, and (4) follow up to monitor and document progress. | | | | |
| 5. | Migrant Services Coordination: Coordinate with school staff and the Texas Migrant Interstate Program (TMIP) to ensure that migrant 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. | | | | |
| 6. | Secondary Students: (1) Coordinate with available programs offering options for credit accrual and recovery to ensure that migrant 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. Student participation must not interfere with core classes. (2) Ensure consolidation of partial secondary credits, proper course placement, and credit accrual for on-time graduation, including accessing and reviewing academic records from NGS. | | | | |

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| PR1200 – Title I, Part C – Ed of Migratory Children | | | | | |
| Part 4: Estimated Expenditures from Title I, Part C Funds (Continued) | | | | | |
| Expenditures Related to Planned Supplemental Activities | | | Funding Source | | |
| | | | MEP | Other | |
| 7. | Middle School Students: Coordinate with available mentoring programs or support organizations to develop students' learning and study skills and follow up to monitor and document progress. | | | | |
| 8. | Middle School Students: Provide coordination of resources by (1) contacting each student or family to establish the extent of student needs for homework assistance and tools, (2) collaborating with existing programs and organizations to coordinate student access to resources, and (3) providing students and parents with up-to-date and easy-to-understand information on how to access homework assistance when needed. | | | | |
| 9. | Middle School Students: Provide a presentation or information to school staff to increase their awareness of migrant middle school students' need for timely attention and appropriate interventions (according to local procedures in place) for academic and nonacademic problems or concerns. The presentation or information must include directions for non-MEP staff to notify MEP staff of referrals and interventions. | | | | |
| 10. | Middle School Students: Provide supplemental information to migrant parents on how to collaborate with school staff and how to access resources in order to provide timely attention and appropriate interventions for their middle school children. | | | | |
| 11. | Students in Grades 3-11: Coordinate with school staff and the Texas Migrant Interstate Program (TMIP) to ensure that migrant 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. | | | | |
| 12. | Early Childhood/School Readiness: Within the first 60 days of the school year that eligible preschool migratory children, ages 3-5, are in the school district, determine individual educational needs, and to the extent possible, coordinate with or provide services to meet the identified needs. (For example, Head Start, Even Start, Teaching and Mentoring Communities (TMC), or other early childhood programs.) | | | | |
| 13. | District Procedures: Develop and implement a set of procedures that outline (1) a variety of strategies for partial and full credit accrual for migrant 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. | | | | |
| 14. | 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. | | | | |
| 15. | Intrastate and Interstate Coordination: Designate and enter into NGS a district summer contact person who will be available throughout the summer months and will have access to migrant student records, such as course grades and immunizations. | | | | |
| 16. | Migrant Parent Advisory Council: Establish a district-wide Migrant Parent Advisory Council (PAC), composed of a majority of migrant parents, 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.) | | | | |
| 17. | Program Evaluation: Conduct an evaluation of your Migrant Education Program. | | | | |
| 18. | PEIMS Migrant Indicator Code: The Title I Migrant Coordinator will provide a list of migrant students or copies of Certificates of Eligibility (COEs) to be encoded into PEIMS with the Migrant Indicator Code. | | | | |


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| PR1200 – Title I, Part C – Ed of Migratory Children | | | | | |
| Part 4: Estimated Expenditures from Title I, Part C Funds (Continued) | | | | | |
| Expenditures Related to Planned Supplemental Activities (Continued) | | | | Funding Source | |
| | | | | MEP | Other |
| 19. | Secondary High School (Grades 9-12) (PFS = Priority For Service) | | | | |
| | | Population Served | | Population Served | |
| | | All Migrant | PFS | All Migrant | PFS |
| | Graduation Plan Support (Migrant Counselor or Specialized Staff) | <input type="checkbox"/> | <input type="checkbox"/> | Statewide Student Assessment Tutorials During Regular School Day | <input type="checkbox"/> <input type="checkbox"/> |
| | Credit Accrual - Alternative Methods | <input type="checkbox"/> | <input type="checkbox"/> | Reading Instruction by a Teacher | <input type="checkbox"/> <input type="checkbox"/> |
| | Credit Accrual - Other Computer-Assisted Instruction | <input type="checkbox"/> | <input type="checkbox"/> | Math Instruction by a Teacher | <input type="checkbox"/> <input type="checkbox"/> |
| | Credit Accrual - Tuition or Fees | <input type="checkbox"/> | <input type="checkbox"/> | Summer Programs - Project SMART | <input type="checkbox"/> <input type="checkbox"/> |
| | Extended-Day Tutoring | <input type="checkbox"/> | <input type="checkbox"/> | Summer Programs - Other (Specify): | <input type="checkbox"/> <input type="checkbox"/> |
| | Tutoring During Regular School Day | <input type="checkbox"/> | <input type="checkbox"/> | | |
| | Extended-Day Statewide Student Assessment Tutorials | <input type="checkbox"/> | <input type="checkbox"/> | Migrant Extracurricular Club | <input type="checkbox"/> <input type="checkbox"/> |
| | | | Other (Specify): | | <input type="checkbox"/> <input type="checkbox"/> |
| 20. | Middle School (Grades 6-8)/ Junior High (Grades 7-8) | | | | |
| | | Population Served | | Population Served | |
| | | All Migrant | PFS | All Migrant | PFS |
| | Extended-Day Tutoring | <input type="checkbox"/> | <input type="checkbox"/> | Summer Programs - Project SMART | <input type="checkbox"/> <input type="checkbox"/> |
| | Tutoring During Regular School Day | <input type="checkbox"/> | <input type="checkbox"/> | Summer Programs - Other (Specify): | <input type="checkbox"/> <input type="checkbox"/> |
| | Extended-Day Statewide Student Assessment Tutorials | <input type="checkbox"/> | <input type="checkbox"/> | | |
| | Statewide Student Assessment Tutorials During Regular School Day | <input type="checkbox"/> | <input type="checkbox"/> | Migrant Extracurricular Club | <input type="checkbox"/> <input type="checkbox"/> |
| | Reading Instruction by a Teacher | <input type="checkbox"/> | <input type="checkbox"/> | Migrant Retreat or Workshop | <input type="checkbox"/> <input type="checkbox"/> |
| | Math Instruction by a Teacher | <input type="checkbox"/> | <input type="checkbox"/> | Other (Specify): | <input type="checkbox"/> <input type="checkbox"/> |
| 21. | Elementary Students (Grades 1-6) | | | | |
| | | Population Served | | Population Served | |
| | | All Migrant | PFS | All Migrant | PFS |
| | Extended-Day Tutoring | <input type="checkbox"/> | <input type="checkbox"/> | Supplemental Instructional Support by a Teacher for Migrant 1 st Graders | <input type="checkbox"/> <input type="checkbox"/> |
| | Tutoring During Regular School Day | <input type="checkbox"/> | <input type="checkbox"/> | Summer Programs - Project SMART | <input type="checkbox"/> <input type="checkbox"/> |
| | Extended-Day Statewide Student Assessment Tutorials | <input type="checkbox"/> | <input type="checkbox"/> | Summer Programs - Other (Specify): | <input type="checkbox"/> <input type="checkbox"/> |
| | Statewide Student Assessment Tutorials During Regular School Day | <input type="checkbox"/> | <input type="checkbox"/> | | |
| | Reading Instruction by a Teacher | <input type="checkbox"/> | <input type="checkbox"/> | Other (Specify): | <input type="checkbox"/> <input type="checkbox"/> |
| | Math Instruction by a Teacher | <input type="checkbox"/> | <input type="checkbox"/> | | |

| | | | | | | |
|---|---|---|--------------------------|---|--------------------------|--------------------------|
| Report Status: | | <Selection_Process> | | Report ID: | | |
|  | | Organization: Campus/Site: Vendor ID: | | County District: ESC Region: School Year: | | |
| SAS#: ESSAAAXX | | | | | | |
| <Name of Grant Program> | | | | | | |
| Compliance Report | | | | | | |
| PR1200 – Title I, Part C – Ed of Migratory Children | | | | | | |
| Part 4: Estimated Expenditures from Title I, Part C Funds (Continued) | | | | | | |
| Expenditures Related to Planned Supplemental Activities (Continued) | | | | Funding Source | | |
| | | | | MEP | Other | |
| 22. | Early Childhood/School Readiness Program (EE-Kindergarten) | | | | | |
| | Population Served | | Population Served | | | |
| | All Migrant | PFS | All Migrant | | PFS | |
| | Center-based Program for 3- and 4-Year Olds (Specify): | <input type="checkbox"/> | <input type="checkbox"/> | Summer Programs - Project SMART | <input type="checkbox"/> | <input type="checkbox"/> |
| | | | | | | |
| | Home-based Program for 3- and 4-Year Olds (Specify): | <input type="checkbox"/> | <input type="checkbox"/> | Summer Programs - Other (Specify): | <input type="checkbox"/> | <input type="checkbox"/> |
| | | | | | | |
| | Supplemental Instructional Support by a Teacher for Migrant Pre-K or Kindergarten Students | <input type="checkbox"/> | <input type="checkbox"/> | Other (Specify): | <input type="checkbox"/> | <input type="checkbox"/> |
| 23. | Support Services | | | | | |
| | <input type="checkbox"/> To Meet Identified Needs for Academic and Nonacademic Support Services | | | Population Served | | |
| | | | | All Migrant | PFS | |
| | Clothing | | | <input type="checkbox"/> | <input type="checkbox"/> | |
| | School Supplies | | | <input type="checkbox"/> | <input type="checkbox"/> | |
| | Vision Screening (When Not Provided as Part of Foundation Program) | | | <input type="checkbox"/> | <input type="checkbox"/> | |
| | Hearing Screening (When Not Provided as Part of Foundation Program) | | | <input type="checkbox"/> | <input type="checkbox"/> | |
| | Other Health Support Services (Specify): | | | <input type="checkbox"/> | <input type="checkbox"/> | |
| | <input type="checkbox"/> To Facilitate Involvement of Migrant Parents | | | All Migrant | PFS | |
| | Childcare | | | <input type="checkbox"/> | <input type="checkbox"/> | |
| | Transportation | | | <input type="checkbox"/> | <input type="checkbox"/> | |
| | Light Snack | | | <input type="checkbox"/> | <input type="checkbox"/> | |
| | Registration for State and/or National Workshops and Conferences | | | <input type="checkbox"/> | <input type="checkbox"/> | |
| | Outreach Activities for Out-of-School Youth and Their Parents | | | <input type="checkbox"/> | <input type="checkbox"/> | |
| | <input type="checkbox"/> Other Support Services | | | All Migrant | PFS | |
| | Other (Specify): | | | <input type="checkbox"/> | <input type="checkbox"/> | |
| | Total | | | | | |
| Total Title I, Part C Estimated Expenditures for Part 4 | | | | | | |

| Report Status: | | <Selection_Process> | Report ID: |
|--|---|--|--|
|  eGrants Application TEXAS EDUCATION AGENCY | | Organization: Campus/Site: Vendor ID: | County District: ESC Region: School Year: |
| SAS#: ESSAAAXX | | | |
| <Name of Grant Program> | | | |
| Compliance Report | | | |
| PR1200 – Title I, Part C – Ed of Migratory Children | | | |
| Part 5: Program Implementation | | | |
| Requirement | | | Compliance Status |
| Program Coordination/Integration | | | |
| 1. | Did the LEA make adequate provisions for serving the unmet educational needs of preschool migrant children? [Section 1304 (b)(1) and (c)(4)] | | <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A |
| Explanation of Compliance Status: | | | 700 of 700 |
| 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, or if N/A is selected, the LEA must explain why the requirement is not applicable. | | | |
| | | | |
| Needs Assessment | | | |
| 2. | Did the LEA give service priority to migrant children who were failing or most at risk of failing to meet the State's content and performance standards and whose education has been interrupted during the regular school year? [Sections 1301(2), §1304(d)] | | <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A |
| Explanation of Compliance Status: | | | 700 of 700 |
| 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, or if N/A is selected, the LEA must explain why the requirement is not applicable. | | | |
| | | | |
| 3. | Did the LEA identify and address the educational needs of migrant children through a needs assessment and outline a comprehensive plan for the delivery of services? [Section 1306(a)(1)(A)-(G)] | | <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A |
| Explanation of Compliance Status: | | | 700 of 700 |
| 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, or if N/A is selected, the LEA must explain why the requirement is not applicable. | | | |
| | | | |
| Parental Involvement | | | |
| 4. | Did the LEA establish 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 1118] | | <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A |
| Explanation of Compliance Status: | | | 700 of 700 |
| 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, or if N/A is selected, the LEA must explain why the requirement is not applicable. | | | |
| | | | |
| Program Evaluation/Instructional Services | | | |
| 5. | Did the LEA evaluate and improve the effectiveness of the migrant program to enable all migrant students to meet the same challenging State content and performance standards that all Texas children are expected to meet? [Section 1304 (b)(1), (b)(2) and (c)(5)] | | <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A |
| Explanation of Compliance Status: | | | 700 of 700 |
| 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, or if N/A is selected, the LEA must explain why the requirement is not applicable. | | | |
| | | | |

| Report Status: | | <Selection_Process> | | Report ID: | |
|--|---|--|--|--|--|
|  | | Organization: Campus/Site: Vendor ID: | | County District: ESC Region: School Year: | |
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| <Name of Grant Program> | | | | | |
| Compliance Report | | | | | |
| PR1200 – Title I, Part C – Ed of Migratory Children | | | | | |
| Part 5: Program Implementation (Continued) | | | | | |
| Requirement | | | | Compliance Status | |
| Program Evaluation/Support Services | | | | | |
| 6. | Did the LEA evaluate all support services provided by the Migrant Education Program? [Section 1304 (b)(1), (b)(2) and (c)(5)] | | | | <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A |
| Explanation of Compliance Status: | | | | 700 of 700 | |
| 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, or if N/A is selected, the LEA must explain why the requirement is not applicable. | | | | | |
| | | | | | |
| 7. | Did the LEA use the support services evaluation results (as described in Line 6) to improve services to its migrant students? [Section 1304 (b)(1), (b)(2) and (c)(5)] | | | | <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A |
| Explanation of Compliance Status: | | | | 700 of 700 | |
| 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, or if N/A is selected, the LEA must explain why the requirement is not applicable. | | | | | |
| | | | | | |
| 8. | Did the LEA identify and recruit migrant children and youth 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)] | | | | <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A |
| Explanation of Compliance Status: | | | | 700 of 700 | |
| 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, or if N/A is selected, the LEA must explain why the requirement is not applicable. | | | | | |
| | | | | | |
| 9. | Did the LEA ensure interstate and intrastate coordination of services for migrant children to provide educational continuity through timely transfer of pertinent school records? [Section 1304(b)(3)] | | | | <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A |
| Explanation of Compliance Status: | | | | 700 of 700 | |
| 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, or if N/A is selected, the LEA must explain why the requirement is not applicable. | | | | | |
| | | | | | |

| Report Status: | | <Selection_Process> | Report ID: |
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| eGrants Application TEXAS EDUCATION AGENCY | | Organization: Campus/Site: Vendor ID: | County District: ESC Region: School Year: |
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| <Name of Grant Program> | | | |
| Compliance Report | | | |
| PR1200 – Title I, Part C – Ed of Migratory Children | | | |
| Part 5: Program Implementation (Continued) | | | |
| Requirement | | | Compliance Status |
| Use of Funds | | | |
| 10. | Did the LEA consolidate Title I, Part C funds in a schoolwide program? [Section 1304(c)(1)] | <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A | |
| Explanation of Compliance Status: | | | 700 of 700 |
| If Yes is selected, the LEA must submit a copy of the written approval from TEA, and in the box below, the LEA must provide a description of how the funds were only used to carry out activities authorized under the MEP. If N/A is selected, the LEA must explain why the requirement is not applicable. | | | |
| | | | |
| 11. | Did the LEA ensure that all MEP-funded services and activities were supplemental? [Section 1304(c)(2)] | <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A | |
| Explanation of Compliance Status: | | | 700 of 700 |
| 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, or if N/A is selected, the LEA must explain why the requirement is not applicable. | | | |
| | | | |
| 12. | Were all MEP-funded supplies, materials, and equipment used only for MEP activities and to the benefit of MEP students? [Section 1304(c)(1)] | <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A | |
| Explanation of Compliance Status: | | | 700 of 700 |
| 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, or if N/A is selected, the LEA must explain why the requirement is not applicable. | | | |
| | | | |
| 13. | Did all Title I, Part C staff who were split-funded with other funds maintain appropriate time and effort records? [EDGAR Cost Principles] | <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A | |
| Explanation of Compliance Status: | | | 700 of 700 |
| 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, or if N/A is selected, the LEA must explain why the requirement is not applicable. | | | |
| | | | |
| 14. | Did the LEA have local policies and procedures in place to ensure that migrant student records were requested and transferred in a timely manner? [Section 1304(b)(3)] | <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A | |
| Explanation of Compliance Status: | | | 700 of 700 |
| 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, or if N/A is selected, the LEA must explain why the requirement is not applicable. | | | |
| | | | |

| | | | |
|---|----------------|---------------------|--------------|
| Report Status: | | <Selection_Process> | Report ID: |
|  TEXAS EDUCATION AGENCY | Organization: | County District: | |
| | Campus/Site: | ESC Region: | |
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| Part 6: Additional LEA Data (Optional) | | 1000 of 1000 | |
| <div>DRAFT</div> | | | |

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TEXAS EDUCATION AGENCY

SAS#: ESSAAAXX

Organization:

Campus/Site:

Vendor ID:

County District:

ESC Region:

School Year:

<Name of Grant Program>

Printable Version

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Compliance Report

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

Save

Instructions

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

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

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

1000 of 1000


Part 2: Student Participation


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


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


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


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| | | | | | |
|---|---|--|--------------------|---|---------------------------------------|
| Report Status: | | <Selection_Process> | | Report ID: | |
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| Part 2: Student Participation (Continued) | | | | | |
| | | At-Risk Programs (subpart 2 only) | Neglected Programs | Juvenile Detention | Adult Corrections (subpart 1 only) |
| 3. | Age | *The sum of students must match the number of unduplicated students served. | | | |
| | 3-5 | | | | |
| | 6 | | | | |
| | 7 | | | | |
| | 8 | | | | |
| | 9 | | | | |
| | 10 | | | | |
| | 11 | | | | |
| | 12 | | | | |
| | 13 | | | | |
| | 14 | | | | |
| | 15 | | | | |
| | 16 | | | | |
| | 17 | | | | |
| | 18 | | | | |
| | 19 | | | | |
| | 20 | | | | |
| | 21 | | | | |
| | Total | | | | |
| 4. | Race/Ethnicity | *The sum of students must match the number of unduplicated students served. | | | |
| | Hispanic/Latino | | | | |
| | American Indian or Alaska Native | | | | |
| | Asian | | | | |
| | Black or African-American | | | | |
| | Native Hawaiian or Other pacific Islander | | | | |
| | White | | | | |
| | Two or More Races | | | | |
| | Total | | | | |
| 5. | Student Groups | *Students may be categorized as both having a disability and being English Learners (ELs), if both apply. Please place wherever appropriate. | | | |
| | Students with Disabilities (IDEA) | | | | |
| | English Learners (ELs) | | | | |


| | | | | | | | | | | | | | |
|--|--|---|--|--------------------|--|---|--|----------------------|--|---------------------------------------|--|--------------------|--|
| Report Status: | | <Selection_Process> | | | | Report ID: | | | | | | | |
|  | | Organization: Campus/Site: Vendor ID: | | | | County District: ESC Region: School Year: | | | | | | | |
| SAS#: ESSAAAXX | | | | | | | | | | | | | |
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| Part 3: Academic and Vocational Outcomes | | | | | | | | | | | | | |
| | | At-Risk Programs (subpart 2 only) | | Neglected Programs | | Juvenile Detention | | Juvenile Corrections | | Adult Corrections (subpart 1 only) | | | |
| Outcomes (once per student, only after exit) | | Unduplicated number of students who enrolled, or planned to enroll, in their local district school within 90 calendar days after exiting. A student may be reported only once, per program type. | | | | | | | | | | | |
| 1. # students who enrolled in their local district school within 90 calendar days after exit | | | | | | | | | | | | | |
| | | At-Risk Programs (subpart 2 only) | | Neglected Programs | | Juvenile Detention | | Juvenile Corrections | | Adult Corrections (subpart 1 only) | | | |
| Outcomes (once per student) | | Unduplicated number of students who attained the outcomes either while enrolled in the "In facility" column or in the "90 days after exit" column. A student may be reported only once across the two time periods, per program type. | | | | | | | | | | | |
| # of students who: | | In facility | | 90 days after exit | | In facility | | 90 days after exit | | In facility | | 90 days after exit | |
| 2. Earned a HSED | | | | | | | | | | | | | |
| 3. Obtained high school diploma | | | | | | | | | | | | | |
| | | At-Risk Programs (subpart 2 only) | | Neglected Programs | | Juvenile Detention | | Juvenile Corrections | | Adult Corrections (subpart 1 only) | | | |
| Outcomes (once per student per time period) | | In the "In facility" column, unduplicated number of students who attained academic and vocational outcomes while enrolled in the program/facility. In the "90 days after exit" column, unduplicated number of students who attained academic and vocational outcomes within 90 calendar days after exiting. If a student attained an outcome once in the program/facility and once during the 90 day transition period, that student may be reported once in each column. | | | | | | | | | | | |
| # of students who: | | In facility | | 90 days after exit | | In facility | | 90 days after exit | | In facility | | 90 days after exit | |
| 4. Earned high school course credits | | | | | | | | | | | | | |
| 5. Enrolled in HSED program | | | | | | | | | | | | | |
| 6. Accepted and/or enrolled in postsecondary education | | | | | | | | | | | | | |
| 7. Enrolled in job training courses/programs | | | | | | | | | | | | | |
| 8. Obtained employment | | | | | | | | | | | | | |


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

| Report Status: | | <Selection_Process> | | Report ID: | |
|---|---|--|--|--|--------------------------|
|  | | Organization: Campus/Site: Vendor ID: | | County District: ESC Region: School Year: | |
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| <Name of Grant Program> | | | | | |
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| Table of Contents | | PR2000 – Title I, Part D, Subparts 1 and 2 | | | Instructions |
| Part 6: Program Implementation | | | | | |
| Requirement | | | | | Compliance Status |
| Use of Funds – Subpart 1 (Continued) | | | | | |
| 5. | Did the State Agency maintain appropriate time and effort records for staff who were paid in whole or in part with Title I, Part D, Subpart 1 funds? [EDGAR Cost Principles] | | | | OYes ONo ON/A |
| A. If compliance status is Yes, check all that apply. Checking a box ensures the documentation is on file and readily available upon request: | | | | | |
| <input type="checkbox"/> List of staff paid with Title I, Part D, Subpart 1 funds, including percentage of time spent working in program <input type="checkbox"/> Documentation for charges to payroll, as required in the applicable EDGAR Cost Principles <input type="checkbox"/> Other: | | | | | |
| B. If compliance status is N/A, select reason below. No other reason for N/A is acceptable. | | | | | |
| <input type="checkbox"/> The State Agency has no staff paid out of Title I, Part D, Subpart 1. | | | | | |
| C. If compliance status is No, complete the Explanation of Compliance Status: | | | | | 500 of 500 |
| | | | | | |
| 6. | Does the State Agency have, for each campus that operates an Institution-wide Program under §1416, a comprehensive plan that meets the requirements of §1416? [Section 1416] | | | | OYes ONo ON/A |
| A. If compliance status is Yes, check all that apply. Checking a box ensures the documentation is on file and readily available upon request: | | | | | |
| <input type="checkbox"/> Institution-wide Program Plan for each campus operating such a program <input type="checkbox"/> Other: | | | | | |
| B. If compliance status is N/A, select reason below. No other reason for N/A is acceptable. | | | | | |
| <input type="checkbox"/> The State Agency has no campus that operates an institution-wide program under Title I, Part D, Subpart 1. | | | | | |
| C. If compliance status is No, complete the Explanation of Compliance Status: | | | | | 500 of 500 |
| | | | | | |
| 7. | Did the State Agency reserve not less than 15% and not more than 30% of its Title I, Part D, Subpart 1 entitlement for Transition Services, as described in §1418? [Section 1418] | | | | OYes ONo ON/A |
| A. If compliance status is Yes, check all that apply. Checking a box ensures the documentation is on file and readily available upon request: | | | | | |
| <input type="checkbox"/> Documentation supporting appropriate reservation of funds <input type="checkbox"/> Expenditure records related to transition services <input type="checkbox"/> Other: | | | | | |
| B. If compliance status is No or N/A, complete the Explanation of Compliance Status: | | | | | 500 of 500 |
| | | | | | |
| 8. | Did the State Agency evaluate the effectiveness of its Title I, Part D, Subpart 1 program at least once every three years and use the evaluation results, as well as longitudinal studies to make improvements to the subsequent program? [Section 1431] | | | | OYes ONo ON/A |
| A. If compliance status is Yes, check all that apply. Checking a box ensures the documentation is on file and readily available upon request: | | | | | |
| <input type="checkbox"/> Program effectiveness and longitudinal studies of its Title I, Part D, Subpart 1 program <input type="checkbox"/> Documentation of the comprehensive needs assessment process and program planning <input type="checkbox"/> Other: | | | | | |
| B. If compliance status is No or N/A, complete the Explanation of Compliance Status: | | | | | 500 of 500 |
| | | | | | |


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|--|---|--|--|
| Report Status: | | <Selection_Process> | Report ID: |
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| Table of Contents | PR2000 – Title I, Part D, Subparts 1 and 2 | | Instructions |
| Part 6: Program Implementation | | | |
| Requirement | | | Compliance Status |
| Use of Funds – Subpart 2 | | | |
| 9. | Did the LEA use Title I, Part D, Subpart 2 funds only for authorized purposes: To support the operation of local educational agency programs that involve collaboration with locally operated correctional facilities— <ol style="list-style-type: none"> to carry out high-quality education programs to prepare children and youth for secondary school completion, training, employment, or further education; to provide activities to facilitate the transition of such children and youth from the correctional program to further education or employment; and to operate programs in local schools for children and youth returning from correctional facilities, and programs which may serve At-Risk children and youth. [Section 1421] | | OYes ONo ON/A |
| A. If compliance status is Yes, check all that apply. Checking a box ensures the documentation is on file and readily available upon request: <input type="checkbox"/> LEA and/or campus plans that provide a description of the Title I, Part D, Subpart 2 program <input type="checkbox"/> Description and list of Program beneficiaries <input type="checkbox"/> Accounting records documenting Program expenditures <input type="checkbox"/> Other: | | | |
| B. If compliance status is No or N/A, complete the Explanation of Compliance Status: | | | 500 of 500 |
| 10. | Did the LEA maintain appropriate time and effort records for staff who were paid in whole or in part with Title I, Part D, Subpart 2 funds? [EDGAR Cost Principles] | | OYes ONo ON/A |
| A. If compliance status is Yes, check all that apply. Checking a box ensures the documentation is on file and readily available upon request: <input type="checkbox"/> List of staff paid with Title I, Part D, Subpart 2 funds, including percentage of time spent working in program <input type="checkbox"/> Documentation for charges to payroll, as required in the applicable EDGAR Cost Principles <input type="checkbox"/> Other: | | | |
| B. If compliance status is N/A, select reason below. No other reason for N/A is acceptable. | | | |
| <input type="checkbox"/> The LEA has no staff paid out of Title I, Part D, Subpart 2. | | | |
| C. If compliance status is No, complete the Explanation of Compliance Status: | | | 500 of 500 |
| 11. | Did the LEA operate a program of support for students returning from a facility for the delinquent to a school operated by the LEA? [Section 1422(b)] | | OYes ONo ON/A |
| A. If compliance status is Yes, check all that apply. Checking a box ensures the documentation is on file and readily available upon request: <input type="checkbox"/> Description of this program of support as part of the LEA plan or in its written agreement with the facility <input type="checkbox"/> Other: | | | |
| B. If compliance status is N/A, select reason below. No other reason for N/A is acceptable. | | | |
| <input type="checkbox"/> The LEA had more than 30% of students attending the school operated at the facility resided outside the area served by the LEA when they left the facility. | | | |
| C. If compliance status is No, complete the Explanation of Compliance Status: | | | 500 of 500 |
| Part 7: Additional LEA Data (Optional) | | | |
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|---|--|---|--------------------------------|---|--------------------------------|--|--|
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|  | | Organization: Campus/Site: | | County District: ESC Region: | | | |
| SAS#: <Program>AA<YY> | | Vendor ID: | | School Year: <Current Year> | | | |
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| Table of Contents | | PR3000 – Title II, Part A | | | Instructions | | |
| Part 1: Funding Transferability | | | | | | | |
| | | | | | | Help | |
| Did the LEA participate in the Funding Transferability program with Title II, Part A funds? | | | | | | <input type="radio"/> Yes <input type="radio"/> No | |
| Percentage of Title II, Part A Funding Redirected under Funding Transferability | | | | | | | |
| Fund Source | Alternative Uses of Funding | | | | | | |
| | Title I, Part A | Title I, Part C | Title I, Part D | Title III, Part A ELA | Title III, Part A Immigrant | Title IV, Part A | |
| Title II, Part A | % | % | % | % | % | % | |
| Amount of Title II, Part A Funding Redirected under Funding Transferability That Was Expended for the Following Activities | | | | | | | |
| Fund Source | Activity Expenditures | | | | | | |
| | Title I, Part A | Title I, Part C | Title I, Part D | Title III, Part A ELA | Title III, Part A Immigrant | Title IV, Part A | |
| Title II, Part A | | | | | | | |
| Part 2: Section 5211 - Rural Education Achievement Program (REAP) | | | | | | | |
| | | | | | | Help | |
| Did the LEA participate in REAP with Title II, Part A funds? Select No if the LEA is not eligible for REAP. | | | | | | <input type="radio"/> Yes <input type="radio"/> No | |
| 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 | % | % | % | % | % | | |
| 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 | | | | | | | |
| | | LEA | PNP | # of Staff | | | |
| 1. | Improving the instructional leadership capacity of principal supervisors to coach and develop principals | | | | | | |
| 2. | Improving the instructional leadership capacity of campus leaders (principals, assistant principals, other campus leaders) to coach and develop teachers | | | | | | |
| 3. | Develop teacher leadership to support teacher development and as a means of recruiting, supporting, and retaining effective teachers | | | | | | |
| 4. | Implement strategic compensation initiatives to reward, recruit, and retain effective teachers | | | | | | |
| 5. | Professional development that improves classroom instruction and student learning | | | | | | |
| 6. | Evidence-based class size reduction that leads to improved student learning | | | | | | |
| 7. | Other Allowable Activities (not included in questions 1-6 above) | | | | | | |

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| PR3000 – Title II, Part A | | | |
| Part 4: Program Implementation | | | |
| Requirement | | Compliance Status | |
| Program Coordination/Integration | | | |
| 1. | The LEA meaningfully consulted with teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (in an LEA that has charter schools) parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of Title II, Part A. (Section 2102[b][3][A]) | <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A | |
| Explanation of Compliance Status: | | 500 of 500 | |
| 2. | The LEA sought advice from the individuals and organizations described in the preceding subparagraph regarding how best to improve the LEA's activities to meet the purpose of Title II, Part A. (Section 2102[b][3][B]) | <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A | |
| Explanation of Compliance Status: | | 500 of 500 | |
| 3. | The LEA coordinated activities under Title II, Part A with other related strategies, programs, and activities being conducted in the community. (Section 2102[b][3][C]) | <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A | |
| Explanation of Compliance Status: | | 500 of 500 | |
| 4. | The LEA prioritized funds to schools served by the agency under Title I, Section 1111(d) and that have the highest percentage of children counted under Title I, Section 1124(c). (Section 2102[b][2][C]) | <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A | |
| Explanation of Compliance Status: | | 500 of 500 | |
| 5. | The LEA coordinated Title II, Part A, professional development activities with professional development activities provided through other federal, state, and local programs. (Section 2102[b][2][F]) | <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A | |
| Explanation of Compliance Status: | | 500 of 500 | |
| 6. | The LEA used data and ongoing consultation to continually update and improve Title II, Part A activities. (Section 2102[b][2][D]) | <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A | |
| Explanation of Compliance Status: | | 500 of 500 | |


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|---|--|---|--|---|---------------------|
| Report Status: | | <Selection_Process> | | Report ID: | |
|  | | Organization: Campus/Site: | | County District: ESC Region: | |
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| Part 5: Additional LEA Data (Optional) | | | | | 1000 of 1000 |
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| Schedule Status: | | <Selection_Process> | | Application ID: | |
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|  | | Organization: Campus/Site: Vendor ID: | | County District: ESC Region: School Year: | |
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| Table of Contents | | PR3002 – Title III, Part A | | | Instructions |
| 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 | | | |
| Part 3: Supplemental Activities with Title III - Immigrant Funds | | | | | |
| # | 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 | | | |
| Part 4: Bilingual Program Offered | | | | | |
| 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): | |
| Part 5: ESL Program Offered | | | | | |
| 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 | | | | | |


| Schedule Status: | | <Selection_Process> | Application ID: |
|---|---|--|--|
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| Table of Contents | PR3002 – Title III, Part A | | Instructions |
| Part 6: Teacher Information and Professional Development | | | |
| # | Teacher Information | Number of Teachers | |
| 1. | Type the number of all 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/Nonadministrative | | |
| 14. | Professional Development Provided to Community-Based Organization Personnel | | |
| Part 7: Program Implementation | | | |
| Requirement | | | Compliance Status |
| Needs Assessment | | | |
| 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 Yes is selected, the LEA/Fiscal Agent must list the source(s) of documentation it has readily available to submit to the agency to document compliance with the requirement. If No is selected, the LEA/Fiscal Agent must explain the reason for noncompliance, or if N/A is selected, the LEA/Fiscal Agent must explain why the requirement is not applicable. | | | |
| | | | |
| Parental Involvement | | | |
| 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 Yes is selected, the LEA/Fiscal Agent must list the source(s) of documentation it has readily available to submit to the agency to document compliance with the requirement. If No is selected, the LEA/Fiscal Agent must explain the reason for noncompliance, or if N/A is selected, the LEA/Fiscal Agent must explain why the requirement is not applicable. | | | |
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|---|--|--|--|
| eGrants Application TEXAS EDUCATION AGENCY SAS#: NCLBAAXX | | Organization: Campus/Site: Vendor ID: | County District: ESC Region: School Year: |
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| | | Instructions | |
| Part 7: Program Implementation (Continued) | | | |
| | | Requirement | Compliance Status |
| Administrative Costs - LEP Program | | | |
| 3. | Did the LEA/Fiscal Agent meet the statutory 2% limitation on administrative costs related to the implementation of the Title III, Part A program? [Section 3115(b)] | | <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A |
| | | Explanation of Compliance Status: 500 of 500 | |
| If Yes is selected, the LEA/Fiscal Agent must list the source(s) of documentation it has readily available to submit to the agency to document compliance with the requirement. If No is selected, the LEA/Fiscal Agent must explain the reason for noncompliance, or if N/A is selected, the LEA/Fiscal Agent must explain why the requirement is not applicable. | | | |
| 4. | When calculating administrative costs for the Title III, Part A program, did the LEA/Fiscal Agent include all appropriate administrative costs, including both indirect costs and direct costs such as administrative salaries? [EDGAR Cost Principles and Section 9201] | | <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A |
| | | Explanation of Compliance Status: 500 of 500 | |
| If Yes is selected, the LEA/Fiscal Agent must list the source(s) of documentation it has readily available to submit to the agency to document compliance with the requirement. If No is selected, the LEA/Fiscal Agent must explain the reason for noncompliance, or if N/A is selected, the LEA/Fiscal Agent must explain why the requirement is not applicable. | | | |
| 5. | Did the LEA/Fiscal Agent require third-party contractor(s) associated with the Title III, Part A program to break out administrative costs, which were included in the 2% limitation? [EDGAR Cost Principles and Section 9201] | | <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A |
| | | Explanation of Compliance Status: 500 of 500 | |
| If Yes is selected, the LEA/Fiscal Agent must list the source(s) of documentation it has readily available to submit to the agency to document compliance with the requirement. If No is selected, the LEA/Fiscal Agent must explain the reason for noncompliance, or if N/A is selected, the LEA/Fiscal Agent must explain why the requirement is not applicable. | | | |
| <div style="border: 2px solid red; border-radius: 50%; padding: 10px; width: fit-content; margin: 10px auto;"> Select N/A if you did not have any third party contractors </div> | | | |
| Use Of Funds - LEP Program | | | |
| 6. | Did all Title III, Part A staff who were split-funded with other funds maintain appropriate time and effort records? [EDGAR Cost Principles] | | <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A |
| | | Explanation of Compliance Status: 500 of 500 | |
| If Yes is selected, the LEA/Fiscal Agent must list the source(s) of documentation it has readily available to submit to the agency to document compliance with the requirement. If No is selected, the LEA/Fiscal Agent must explain the reason for noncompliance, or if N/A is selected, the LEA/Fiscal Agent must explain why the requirement is not applicable. | | | |
| <div style="border: 2px solid red; border-radius: 50%; padding: 10px; width: fit-content; margin: 10px auto;"> Select N/A if you did not have any split funded staff </div> | | | |
| 7. | Did the LEA/Fiscal Agent maintain 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)] | | <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A |
| | | Explanation of Compliance Status: 500 of 500 | |
| If Yes is selected, the LEA/Fiscal Agent must list the source(s) of documentation it has readily available to submit to the agency to document compliance with the requirement. If No is selected, the LEA/Fiscal Agent must explain the reason for noncompliance, or if N/A is selected, the LEA/Fiscal Agent must explain why the requirement is not applicable. | | | |

| Schedule Status: | | <Selection_Process> | Application ID: |
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|  | | Organization: Campus/Site: Vendor ID: | County District: ESC Region: School Year: |
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| Part 7: Program Implementation | | | |
| Requirement | | | Compliance Status |
| Administrative Costs - Immigrant Program | | | |
| 8. | When calculating administrative costs for the Title III, Part A- Immigrant program, did the LEA/Fiscal Agent include all appropriate administrative costs, including both indirect costs and direct costs such as administrative salaries? [EDGAR Cost Principles and Section 9201] | | <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A |
| Explanation of Compliance Status: If Yes is selected, the LEA/Fiscal Agent must list the source(s) of documentation it has readily available to submit to the agency to document compliance with the requirement. If No is selected, the LEA/Fiscal Agent must explain the reason for noncompliance, or if N/A is selected, the LEA/Fiscal Agent must explain why the requirement is not applicable. | | | 500 of 500 |
| Use Of Funds - Immigrant Program | | | |
| 9. | Did all Title III, Part A-Immigrant staff who were split-funded with other funds maintain appropriate time and effort records? [EDGAR Cost Principles] | | <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A |
| Explanation of Compliance Status: If Yes is selected, the LEA/Fiscal Agent must list the source(s) of documentation it has readily available to submit to the agency to document compliance with the requirement. If No is selected, the LEA/Fiscal Agent must explain the reason for noncompliance, or if N/A is selected, the LEA/Fiscal Agent must explain why the requirement is not applicable. | | | 500 of 500 |
| 10. | Did the LEA/Fiscal Agent maintain control of Title III, Part A-Immigrant program funds being used to provide equitable services to private school immigrant students and their teachers? [Section 9501(d)] | | <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A |
| Explanation of Compliance Status: If Yes is selected, the LEA/Fiscal Agent must list the source(s) of documentation it has readily available to submit to the agency to document compliance with the requirement. If No is selected, the LEA/Fiscal Agent must explain the reason for noncompliance, or if N/A is selected, the LEA/Fiscal Agent must explain why the requirement is not applicable. | | | 500 of 500 |
| 11. | Did the LEA's/Fiscal Agent's Title III, Part A-Immigrant-funded programs provide enhanced instructional opportunities for immigrant children and youth? [Section 3115(e)] | | <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A |
| Explanation of Compliance Status: If Yes is selected, the LEA/Fiscal Agent must list the source(s) of documentation it has readily available to submit to the agency to document compliance with the requirement. If No is selected, the LEA/Fiscal Agent must explain the reason for noncompliance, or if N/A is selected, the LEA/Fiscal Agent must explain why the requirement is not applicable. | | | 500 of 500 |


| | | | |
|---|----------------------------|---------------------|-----------------|
| Schedule Status: | | <Selection_Process> | Application ID: |
|  | Organization: | County District: | |
| | Campus/Site: | ESC Region: | |
| | SAS#: NCLBAAXX | Vendor ID: | School Year: |
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| Table of Contents | PR3002 – Title III, Part A | | Instructions |
| Part 8: Additional LEA Data (optional) | | | 1000 of 1000 |
| <div></div> | | | |


DRAFT

| | | | | | | | |
|--|--|--|------------------|-------------------------|---|--|-----------------|
| Report Status: | | <Selection_Process> | | Report ID: | | | |
|  | | Organization: | | County District: | | | |
| | | Campus/Site: | | ESC Region: | | | |
| | | SAS#: <Program>AA<YY> | | Vendor ID: | | School Year: <Current Year> | |
| <Name of Grant Program> | | | | | | | |
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| Table of Contents | | PR3107 – Title IV, Part A | | | Instructions | | |
| Part 1: Funding Transferability | | | | | Help | | |
| 1. Did the LEA participate in the Funding Transferability Program with Title IV, Part A funds? | | | | | <input type="radio"/> Yes <input type="radio"/> No | | |
| Percentage of Title IV, Part A Funding Redirected under Funding Transferability | | | | | | | |
| Fund Source | | Alternative Uses of Funding | | | | | |
| | | Title I, Part A | Title I, Part C | Title I, Part D | Title II, Part A | Title III, Part A | Title V, Part B |
| 2. | Title IV, Part A | % | % | % | % | % | % |
| Amount of Title IV, Part A Funding Redirected under Funding Transferability that was Expended for the Following Activities | | | | | | | |
| Fund Source | | Activity Expenditures | | | | | |
| | | Title I, Part A | Title I, Part C | Title I, Part D | Title II, Part A | Title III, Part A | Title V, Part B |
| 3. | Title IV, Part A | | | | | | |
| Part 2: Section 5211 - Rural Education Achievement Program (REAP) | | | | | Help | | |
| 1. Did the LEA participate in REAP with Title IV, Part A funds? Select No if the LEA is not eligible for REAP. | | | | | <input type="radio"/> Yes <input type="radio"/> No | | |
| Percentage of Title IV, Part A Funding Redirected under REAP | | | | | | | |
| Fund Source | | Alternative Uses of Funding | | | | | |
| | | Title I, Part A | Title II, Part A | | Title III, Part A | Title V, Part B | |
| 2. | Title IV, Part A | % | % | | % | % | |
| Amount of Title IV, Part A Funding Redirected under REAP that was Expended for the Following Activities | | | | | | | |
| Fund Source | | Activity Expenditures | | | | | |
| | | Title I, Part A | Title II, Part A | | Title III, Part A | Title V, Part B | |
| 3. | Title IV, Part A | | | | | | |
| Part 3: Expenditures for Use of Funds | | | | | | | |
| | Service | Description | | | Expenditure | | |
| 1. | Administration | Direct Administration Costs (Maximum of 2% of grant) | | | \$ | | |
| 2. | Activities to support well-rounded education opportunities | Provide all students with access to a well-rounded education (Minimum of 20% of grant if total allocation is over \$30,000) | | | \$ | | |
| 3. | Activities to support safe and healthy students | Improve school conditions for student learning (Minimum of 20% of grant if total allocation is over \$30,000) | | | \$ | | |
| 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 (Minimum of 20% of grant if total allocation is over \$30,000) | | | \$ | | |
| 5. | Technology Infrastructure | Purchasing devices, equipment and software applications in order to address readiness shortfalls (Maximum of 15% of funds used for technology; amount is also included in line 4) | | | \$ | | |


| Report Status: | | <Selection_Process> | Report ID: |
|---|--|-----------------------------|--|
| | | Organization: | County District: |
| | | Campus/Site: | ESC Region: |
| SAS#: <Program>AA<YY> | Vendor ID: | School Year: <Current Year> | |
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| Table of Contents | PR3107 – Title IV, Part A | | Instructions |
| Part 4: Program Implementation | | | |
| Requirement | | Compliance Status | |
| Needs Assessment | | | |
| 1. | If receiving less than \$30,000, did the LEA have a process to determine the program and/or LEA needs? [Section 4106 (e)(2)(F)] | | <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A |
| | | 1000 of 1000 | |
| A. If compliance is Yes, describe the process used to determine the program and/or LEA needs. | | | |
| | | | |
| Check all that apply. Checking a box ensures the documentation is on file and readily available upon request. | | | |
| <input type="checkbox"/> Surveys <input type="checkbox"/> Input of stakeholders, focus groups, advisory committees, district improvement teams <input type="checkbox"/> Locally-developed strategies <input type="checkbox"/> District identified data and reports <input type="checkbox"/> Other: _____ | | | |
| | | 1000 of 1000 | |
| B. If compliance status is No or N/A complete the Explanation of Compliance Status: | | | |
| | | | |
| 2. | If receiving \$30,000 or more, did the LEA conduct a comprehensive needs assessment tied to the three goals of Title IV, Part A? [Section 4106(a)(2) and (d)(1)(A-C)] | | <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A |
| | | 1000 of 1000 | |
| A. If compliance is Yes, check all that apply. Checking a box ensures the documentation is on file and readily available upon request. | | | |
| <input type="checkbox"/> Surveys <input type="checkbox"/> Agendas of focus groups <input type="checkbox"/> Copy of comprehensive needs assessment <input type="checkbox"/> Description of strategy used to collect data regarding the needs <input type="checkbox"/> District identified data related to students' access to effective program activities <input type="checkbox"/> Logic model to demonstrate a rationale for why an activity will address students' access to effective program activities <input type="checkbox"/> Schedule of stakeholder meetings; identified stakeholders and their titles; sign-in sheets; and documented outcomes of the meetings <input type="checkbox"/> Other: _____ | | | |
| | | 1000 of 1000 | |
| B. If compliance status is No or N/A complete the Explanation of Compliance Status: | | | |
| | | | |


| | | | |
|--|----------------------------------|----------------------------------|--|
| Report Status: | | <Selection_Process> | Report ID: |
| eGrants Application TEXAS EDUCATION AGENCY | | Organization: | County District: |
| | | Campus/Site: | ESC Region: |
| SAS#: <Program>AA<YY> | | Vendor ID: | School Year: <Current Year> |
| <Name of Grant Program> | | | |
| Printable Version | Program Description | | Save |
| Table of Contents | PR3107 – Title IV, Part A | | Instructions |
| Part 4: Program Implementation (Continued) | | | |
| Requirement | | | Compliance Status |
| 3. Did the LEA engage in timely and meaningful consultation with a broad range of stakeholders as part of their process in determining the targeted areas of improvement related to students' access to effective program activities? [Section 4106(c)(1-2)] | | | <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A |
| A. If compliance is Yes, check all that apply. Checking a box ensures the documentation is on file and readily available upon request. | | | |
| <input type="checkbox"/> Surveys <input type="checkbox"/> Agendas of focus groups <input type="checkbox"/> Other: _____ | | | |
| B. If compliance status is No or N/A complete the Explanation of Compliance Status: | | | 1000 of 1000 |
| | | | |
| 4. Did the LEA prioritize the distribution of funds to schools identified as one or more of the following? a) are among the schools with the greatest needs as determined by the LEA b) have the highest percentages or numbers of students from low-income families (as counted for purposes of the LEA's Title I, Part A grant) c) are identified for comprehensive support and improvement under Title I, Part A d) are implementing targeted support and improvement plans under Title I, Part A e) are identified as a persistently dangerous public elementary school or secondary school [Section 4106(e)(2)(A)(I-v) and (f)] | | | <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A |
| A. If compliance is Yes, list the intended program objectives and intended outcomes for the activities. | | | 1000 of 1000 |
| | | | |
| Check all that apply. Checking a box ensures the documentation is on file and readily available upon request. | | | |
| <input type="checkbox"/> District determined data and reports <input type="checkbox"/> District determined needs assessments and/or audit results <input type="checkbox"/> District determined evaluations and/or performance indicators <input type="checkbox"/> District action plan <input type="checkbox"/> Surveys and/or stakeholder input <input type="checkbox"/> Other: _____ | | | |
| B. If compliance status is No or N/A complete the Explanation of Compliance Status: | | | 1000 of 1000 |
| | | | |

| | | | | | |
|--|--|--|--|---|--|
| Report Status: | | <Selection_Process> | | Report ID: | |
|  | | Organization: Campus/Site: Vendor ID: | | County District: ESC Region: School Year: <Current Year> | |
| SAS#: <Program>AA<YY> | | | | | |
| <Name of Grant Program> | | | | | |
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| Table of Contents | | PR3107 – Title IV, Part A | | | Instructions |
| Part 4: Program Implementation (Continued) | | | | | |
| Requirement | | | | | Compliance Status |
| Implementation | | | | | |
| 5. | If receiving less than \$30,000, to which content area(s) did the LEA allocate funding? [Section 4106(e)(B-D), (F) and (f)] Select content area(s) that were allocated funding: <input type="checkbox"/> Activities to support well-rounded educational opportunities <input type="checkbox"/> Activities to support safe and healthy students <input type="checkbox"/> Activities to support effective use of technology | | | | |
| 6. | If receiving \$30,000 or more, did the LEA meet the required funding allocation for each content area as required by Title IV, Part A? [Section 4106(e)(2)(C-D)] | | | | |
| A. If compliance is Yes, check all that apply. Checking a box ensures the documentation is on file and readily available upon request. | | | | | <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A |
| <input type="checkbox"/> The academic and instructional goals of the program along with expected outcomes, timeline for implementing the program, and ways to evaluate the program <input type="checkbox"/> Data that reflects an increase for overall student access to programs, particularly students with disabilities, English learners, economically disadvantaged students, and students who are underrepresented and underserved <input type="checkbox"/> Other: | | | | | |
| B. If compliance status is No or N/A complete the Explanation of Compliance Status: | | | | | 1000 of 1000 |
| 7. | Did the LEA identify and implement programs that increase access to educational opportunities for all students, particularly students with disabilities, English learners, economically disadvantaged students, and students who are underrepresented or underserved? [Section 4107(a)(3)(C)(i-ii), (D) (i-ii), (J), and 4109 (a)(6)] | | | | |
| A. If compliance is Yes, check all that apply. Checking a box ensures the documentation is on file and readily available upon request. | | | | | <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A |
| <input type="checkbox"/> Data that reflects an increase for overall student access to program funded by the grant <input type="checkbox"/> Data that reflects an increase in access and participation for students with disabilities funded by the grant <input type="checkbox"/> Data that reflects an increase in access and participation for English learners funded by the grant <input type="checkbox"/> Data that reflects an increase in access and participation for students who are economically disadvantaged funded by the grant <input type="checkbox"/> Data that reflects an increase in access and participation for students who are underrepresented and underserved funded by the grant <input type="checkbox"/> Other: | | | | | |
| B. If compliance status is No or N/A complete the Explanation of Compliance Status: | | | | | 1000 of 1000 |

| | | | |
|--|----------------------------------|----------------------------------|--|
| Report Status: | | <Selection_Process> | Report ID: |
|  | | Organization: | County District: |
| | | Campus/Site: | ESC Region: |
| SAS#: <Program>AA<YY> | | Vendor ID: | School Year: <Current Year> |
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| Printable Version | Program Description | | Save |
| Table of Contents | PR3107 – Title IV, Part A | | Instructions |
| Part 4: Program Implementation (Continued) | | | |
| Requirement | | | Compliance Status |
| 8. Did the LEA implement the program with fidelity? [Section 4103(c)(2)(C)(ii) and 4106(e)(E)] | | | <input type="radio"/> Yes <input type="radio"/> No |
| A. If compliance is Yes, check all that apply. Checking a box ensures the documentation is on file and readily available upon request. | | | |
| <input type="checkbox"/> Professional development/training titles, agendas, dates, and related programs it supported and/or how the professional development addresses the goals of Title IV, Part A | | | |
| <input type="checkbox"/> The academic and instructional goals of the program along with expected outcomes, timeline for implementing the program, and ways to evaluate the programs/activities | | | |
| <input type="checkbox"/> Evidence of monitoring, auditing, and evaluating the programs/activities | | | |
| <input type="checkbox"/> Other: <input style="width: 150px;" type="text"/> | | | |
| B. If compliance status is No complete the Explanation of Compliance Status: | | | 1000 of 1000 |
| | | | |
| Program Evaluation/Assessment of Outcomes | | | |
| 9. Did the program effectively address the LEA's goals and objectives? [Section 4106(e)(1)(E)] | | | <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A |
| A. If compliance is Yes, check all that apply. Checking a box ensures the documentation is on file and readily available upon request. | | | |
| <input type="checkbox"/> The academic and instructional goals of the program along with expected outcomes, timeline for implementing the program, and ways to evaluate the program | | | |
| <input type="checkbox"/> Other: <input style="width: 150px;" type="text"/> | | | |
| B. If compliance status is No or N/A complete the Explanation of Compliance Status: | | | 1000 of 1000 |
| | | | |
| 10. Did the LEA periodically evaluate the effectiveness of the programs and/or activities based on the objectives and outcomes? [Section 4106(e)(1)(E)] | | | <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A |
| A. If compliance is Yes, check all that apply. Checking a box ensures the documentation is on file and readily available upon request. | | | |
| <input type="checkbox"/> District determined data | | | |
| <input type="checkbox"/> Brief description(s) of the effectiveness of the programs and/or activities | | | |
| <input type="checkbox"/> Other: <input style="width: 150px;" type="text"/> | | | |
| B. If compliance status is No or N/A complete the Explanation of Compliance Status: | | | 1000 of 1000 |
| | | | |
| Part 5: Additional LEA Data (Optional) | | | |
| | | | |

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

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| Schedule Status: | | <Selection_Process> | | Application ID: | |
|  SAS#: NCLBAAXX | | Organization: | | County District: | |
| | | Campus/Site: | | ESC Region: | |
| | | Vendor ID: | | School Year: | |
| <Name of Grant Program> | | | | | |
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| Table of Contents | | PR6200 – Title VIII, Sec 8532 School Choice Option | | | Instructions |
| Part 3: Program Implementation (Continued) | | | | | |
| Requirement | | | | Compliance Status | |
| Program Coordination/Integration (Continued) | | | | | |
| <p>2. The LEA notified parents that their student(s) may transfer and attend a safe public elementary or secondary school within the local educational agency, including a public charter school, for:</p> <ul style="list-style-type: none"> Students who are enrolled in a persistently dangerous school (Notification was made within 14 calendar days of the start of the school year.) Students who are victims of a violent criminal act (Notification was made within 14 calendar days of the incident.) <p>[Section 8532]</p> | | | | OYes ONo ON/A | |
| A. If compliance status is Yes, check all that apply. Checking a box ensures the documentation is on file and readily available upon request: | | | | | |
| <input type="checkbox"/> Copy of written notification procedure <input type="checkbox"/> List of campuses identified as Persistently Dangerous Schools. [If LEA has no campuses on PDS list, this serves as documentation that the LEA has met the part of this requirement related to PDS.] <input type="checkbox"/> Violent Criminal Acts are those reported TSDS/PEIMS. The LEA can access Discipline Reports available through the following link: https://tea.texas.gov/Reports_and_Data/Student_Data/Discipline_Data_Products/Discipline_Data_Products_Overview/ <input type="checkbox"/> Letters to parents of any student who has been affected by either of these circumstances, documenting the offer of the opportunity to transfer <input type="checkbox"/> Other: | | | | | |
| B. If compliance status is N/A, select reason below. No other reason for N/A is acceptable. | | | | | |
| <input type="checkbox"/> The LEA had no campuses identified as Persistently Dangerous schools and the LEA had no students who were victims of a violent crime. | | | | | |
| C. If compliance status is No, complete the Explanation of Compliance Status: | | | | 500 of 500 | |
| | | | | | |
| <p>3. If the LEA consolidates administrative funds for ESSA programs, the LEA does not use any other funds under the ESSA programs included in the consolidation for administration for the fiscal year of the consolidation.</p> <p>[Section 8203(c)]</p> | | | | OYes ONo ON/A | |
| A. If compliance status is Yes, check all that apply. Checking a box ensures the documentation is on file and readily available upon request: | | | | | |
| <input type="checkbox"/> Records showing consolidation of administrative funds, including names of programs included and amount of funds contributed by each program <input type="checkbox"/> Records showing that no other ESSA program funds were used for administrative costs during that grant year | | | | | |
| B. If compliance status is N/A, select reason below. No other reason for N/A is acceptable. | | | | | |
| This response will be compared with the ESSA Consolidated Federal Grant Application BS6001 – Budget Summary and Support – Part 1: Available Funding – Consolidated Administrative Funds. <input type="checkbox"/> The LEA does not consolidate administrative funds for ESSA programs. | | | | | |
| C. If compliance status is No, complete the Explanation of Compliance Status: | | | | 500 of 500 | |
| | | | | | |
| Part 4: Additional LEA Data (Optional) | | | | | |
| | | | | | |
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Schedule Status:

<Selection_Process>

Application ID:

eGrants Application

TEXAS EDUCATION AGENCY

SAS#: XXXXXXXXX

Organization:

Campus/Site:

Vendor ID:

County District:

ESC Region:

School Year:

<Name of Grant Program>

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Compliance Report

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PR6400 – Homeless Students Enrolled

Instructions

Part 1: Homeless Students Participation

1.

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

Yes

No

Part 2: Counts and Primary Nighttime Residency

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

Part 3: Additional LEA Data (Optional)


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| Report Status: | | <Selection_Process> | | Report ID: | |
|  TEXAS EDUCATION AGENCY SAS#: XXXXXXXX | | Organization: Campus/Site: Vendor ID: | | County District: ESC Region: School Year: | |
| Name of Grant Program | | | | | |
| Printable Version | | Compliance Report | | | Save |
| Exit | | PR6000 - Gun-Free Schools District Report | | | Instructions |
| | | | | Amendment # | Version # |
| | | | | | |
| LEA Report | | | | | Help |
| 1. | Will the LEA request any federal funds in xxxx-xxxx under the Elementary and Secondary Education Act, as amended? | | | | <input type="radio"/> Yes <input type="radio"/> No |
| 2. | Were any students found to have brought a firearm (as defined by Title 18 U.S.C., Section 921) to school? Include students even if expulsion was shortened or no penalty was imposed. | | | | <input type="radio"/> Yes <input type="radio"/> No |
| Additional LEA Data (optional) | | | | | 1000 of 1000 |
| | | | | | |
| Primary Contact | | | | | |
| First Name | | 30 of 30 | Initial | Last Name | 30 of 30 |
| | | | | | |
| Telephone | | Ext. | Fax | E-Mail | 60 of 60 |
| | | | | | |
| Copy - Copy Primary Contact information to Authorized Official. | | | | | |
| Certification and Incorporation Statement | | | | | |
| I hereby certify that the information contained in this report is, to the best of my knowledge, correct and that the local education agency named above has authorized me as its representative to submit this data. I further certify that reported program activities were conducted in accordance with all applicable Federal and State laws and regulations, application guidelines and instructions, the Provisions and Assurances, Debarment and Suspension, Lobbying Requirements, Special Provisions and Assurances, and the schedules of the approved application for funding. | | | | | |
| Authorized Official | | | | | |
| First Name | | 30 of 30 | Initial | Last Name | 30 of 30 |
| | | | | | |
| Telephone | | Ext. | Fax | E-Mail | 60 of 60 |
| | | | | | |
| Submitter Information | | | | | |
| First Name | | | Last Name | Approval ID | Submit Date and Time |
| | | | | | |
| Only the legally responsible party may submit this report. | | | | | Certify and Submit |
| | | | | | |
| Exit | | Printable Version | | Save | |

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| | | | | | | | | | | | | | | | | |
|--|---|--|---|---|---|---|---|---|---|---|----|---------------------|--------------------|-------------------|-----------------------|--|
| Report Status: | | <Selection_Process> | | | | | | | | | | Report ID: | | | | |
|  Organization: Campus/Site: SAS#: XXXXXXXX Vendor ID: | | County District: ESC Region: School Year: | | | | | | | | | | | | | | |
| Name of Grant Program | | | | | | | | | | | | | | | | |
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| Exit | | PR6100 - Gun-Free Schools Campus Report | | | | | | | | | | Instructions | | | | |
| | | | | | | | | | | | | Amendment # | | Version # | | |
| | | | | | | | | | | | | | | | | |
| Campus Report | | | | | | | | | | | | | | | | |
| 1. Complete and submit a Campus Report for each campus where a student who brought a firearm to school is enrolled. The LEA must submit a Campus Report for the campus of enrollment of any student who brings a firearm to any campus, even if the firearm is brought to a campus other than the student's campus of enrollment. | | | | | | | | | | | | | | | | |
| Campus Name: | | | | | | | | | | | | | | | | |
| Campus Number: | | | | | | | | | | | | | | | | |
| 2. For each grade level served on the campus, indicate the unduplicated number of students who were involved in an incident involving a firearm. Any student found to have brought or possessed a firearm at school should be reported even if the expulsion was shortened or no penalty was imposed. If the same student was involved in more than one incident that involves bringing or possessing a firearm at school, report that student once with the most severe result for that student. | | | | | | | | | | | | | | | | |
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Totals | | |
| Handgun | | | | | | | | | | | | | | | | |
| Rifle/Shotgun | | | | | | | | | | | | | | | | |
| More Than One Firearm | | | | | | | | | | | | | | | | |
| Other Firearm | | | | | | | | | | | | | | | | |
| Totals | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| Requirement: Section 37.007(e) of the TEC requires a one-year expulsion for a student who brings a firearm to school. | | | | | | | | | | | | | | | | |
| From the totals in #2 above, the following are unduplicated counts of students who are not children with disabilities (IDEA) involved in firearms and other outcomes of firearm incidents. | | | | | | | | | | | | | Number | | | |
| 3. | Students Who Received a One-Year Expulsion without Alternative Placement or Services | | | | | | | | | | | | | | | |
| 4. | Students Who Received a One-Year Expulsion with Alternative Placement or Services | | | | | | | | | | | | | | | |
| 5. | Students Who Received an Expulsion That Was Modified to Less Than One Year without Alternative Placement or Services | | | | | | | | | | | | | | | |
| 6. | Students Who Received an Expulsion That Was Modified to Less Than One Year with Alternative Placement or Services | | | | | | | | | | | | | | | |
| From the totals in #2 above, the following are unduplicated counts of students who are children with disabilities (IDEA) involved in firearms and other outcomes of firearms incidents. | | | | | | | | | | | | | Number | | | |
| 7. | Students Who Received an Expulsion That Was Modified to Less Than One Year and Who Received Services under IDEA | | | | | | | | | | | | | | | |
| 8. | Students Who Received a One-Year Expulsion That Was Not Modified and Who Received Services under IDEA | | | | | | | | | | | | | | | |
| From the totals in #2 above, the following are unduplicated counts of students who are not included in lines 3-8. | | | | | | | | | | | | | Number | | | |
| | | | | | | | | | | | | | | Special Education | Not Special Education | |
| 9. | Students Who Were Not Expelled and Who Were Removed for Other Reasons Such as Death, Withdrawal, or Incarceration | | | | | | | | | | | | | | | |
| 10. | Students Who Received Another Type of Disciplinary Action | | | | | | | | | | | | | | | |
| 11. | Students Who Received No Disciplinary Action | | | | | | | | | | | | | | | |
| Totals | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | Total (lines 3-11) | | | |

eGrants

TEXAS EDUCATION AGENCY

SAS#: XXXXXXXX

Organization:

Campus/Site:

Vendor ID:

County District:

ESC Region:

School Year:

Name of Grant Program

Printable Version

Compliance Report

Save

Exit

PR6100 - Gun-Free Schools Campus Report

Instructions

12. For each grade level served on the campus, indicate the number of **incidents**, not students, in which a student was found to have brought a firearm at school or possessed a firearm at school. Incidents should be reported even if the expulsion is shortened or no penalty is imposed.

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Totals |
|-----------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|--------|
| Handgun | | | | | | | | | | | | | | |
| Rifle/Shotgun | | | | | | | | | | | | | | |
| More Than One Firearm | | | | | | | | | | | | | | |
| Other Firearm | | | | | | | | | | | | | | |

Totals

| | | | | | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|

Primary Contact

First Name

30 of 30

Initial

Last Name

30 of 30

Title

40 of 40

Telephone

Ext.

Fax

E-Mail

60 of 60

Confirm E-Mail

60 of 60

Certification and Incorporation Statement

I hereby certify that the information contained in this report is, to the best of my knowledge, correct and that the local education agency named above has authorized me as its representative to submit this data. I further certify that reported program activities were conducted in accordance with all applicable Federal and State laws and regulations, application guidelines and instructions, the Provisions and Assurances, Debarment and Suspension, Lobbying Requirements, Special Provisions and Assurances, and the schedules of the approved application for funding.

Authorized Official

Copy

Click this button if the Authorized Official's contact information is the same as the Primary Contact information.

First Name

30 of 30

Initial

Last Name

30 of 30

Title

40 of 40

Telephone

Ext.

Fax

E-Mail

60 of 60

Confirm E-Mail

60 of 60

Submitter Information

First Name

Last Name

Approval ID

Submit Date and Time


Only the legally responsible party may submit this report.

Certify and Submit

Exit

Printable Version

Save

| | | | | | |
|---|--|--|----------------|--|---|
| Schedule Status: | | <Selection_Process> | | Application ID: | |
|  | | Organization: Campus/Site: Vendor ID: | | County District: ESC Region: School Year: | |
| SAS#: RLISAAXX | | | | | |
| <Name of Grant Program> | | | | | |
| | | | | | |
| Statutory Authority | | | | Amendment # | Version # |
| Elementary and Secondary Education Act (ESEA), as amended. [Sections 5221-5225] | | | | | |
| Part 1: Organization Information | | | | | |
| Organization Information | | | | | |
| Organization Name | | | | | |
| | | | | | |
| Mailing Address Line 1 | | Mailing Address Line 2 | | City | State Zip Code |
| | | | | | |
| Part 2: Applicant Contacts | | | | | |
| Primary Contact | | | | | |
| First Name | | 30 of 30 | Initial | Last Name | 30 of 30 Title 40 of 40 |
| | | | | | |
| Telephone | Ext. | Fax | E-Mail | | 60 of 60 Confirm E-Mail 60 of 60 |
| | | | | | |
| Secondary Contact | | | | | |
| First Name | | 30 of 30 | Initial | Last Name | 30 of 30 Title 40 of 40 |
| | | | | | |
| Telephone | Ext. | Fax | E-Mail | | 60 of 60 Confirm E-Mail 60 of 60 |
| | | | | | |
| Part 3: Fund Sources and Program Activities Used to Achieve Goals | | | | | |
| Help | | | | | |
| Goal 1 – Increased Student Academic Achievement | | | | | |
| Goal 2 – Decreased Dropout Rate | | | | | |
| Goal 3 – Other | | | | | |
| | | | | Goal 1 | Goal 2 Goal 3 Estimated Expenditure |
| 1. | Title I, Part A | | | <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> |
| 2. | Title II, Part A | | | <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> |
| 3. | Title III | | | <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> |
| 4. | Title IV, Part A | | | <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> |
| 5. | Parental Involvement Activities | | | <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> |
| Total | | | | | |
| | | | | Total Expenditures: | |
| Part 4: Additional LEA Data (optional) | | | | | |
| 1000 of 1000 | | | | | |
| | | | | | |
| Part 5: Report Submission Authorization | | | | | |
| Help | | | | | |
| Certification and Incorporation Statement | | | | | |
| I hereby certify that the information contained in this report is, to the best of my knowledge, correct and that the local education agency named above has authorized me as its representative to submit this data. I further certify that reported program activities were conducted in accordance with all applicable Federal and State laws and regulations, application guidelines and instructions, the Provisions and Assurances, Debarment and Suspension, Lobbying Requirements, Special Provisions and Assurances, and the schedules of the approved application for funding. | | | | | |
| Authorized Official | | | | | |
| Copy | Click this button if the Authorized Official's contact information is the same as the Primary Contact information. | | | | |
| First Name | | 30 of 30 | Initial | Last Name | 30 of 30 Title 40 of 40 |
| | | | | | |
| Telephone | Ext. | Fax | E-Mail | | 60 of 60 Confirm E-Mail 60 of 60 |
| | | | | | |
| Submitter Information | | | | | |
| First Name | | Last Name | | Approval ID | Submitted Date and |
| | | | | | |
| Only the legally responsible party may submit this report | | | | | |
| | | | | | Certify and Submit |