

<b>eGrants Application</b> TEXAS EDUCATION AGENCY <b>SAS#: NCLBAAXX</b>	<b>Organization:</b> <b>Campus/Site:</b> <b>Vendor ID:</b>	<b>County District:</b> <b>ESC Region:</b> <b>School Year:</b>
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**<Name of Grant Program>**

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**Part 1: Private Nonprofit School Participation**

Did private nonprofit schools participate?	<input type="radio"/> Yes <input type="radio"/> No
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**Consultation**

	Number
1. Participating Private Nonprofit Schools That Received Equitable Services	
2. Months the LEA Had Ongoing Consultation with the Private Nonprofit Schools	
<input type="checkbox"/> January <input type="checkbox"/> February <input type="checkbox"/> March <input type="checkbox"/> April <input type="checkbox"/> May <input type="checkbox"/> June <input type="checkbox"/> July <input type="checkbox"/> August <input type="checkbox"/> September <input type="checkbox"/> October <input type="checkbox"/> November <input type="checkbox"/> December	

**Inventory**

	<input checked="" type="checkbox"/> <b>Not Applicable</b>				
3. Position of the LEA Person Responsible for Maintaining Auditable Records and Labeling the LEA Material and Equipment Housed at the Participating Private Nonprofit Schools					
4. Dates Inventory Was Conducted at the Private Nonprofit Schools (At least one date is required)					
<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:25%; height: 20px;"></td> <td style="width:25%;"></td> <td style="width:25%;"></td> <td style="width:25%;"></td> </tr> </table>					

**Part 2: Estimated Expenditures from Title I, Part A, Funds Reserved at LEA Level**

	Expenditures
1. LEA <b>Parental Involvement</b> 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 <b>Private Nonprofit School Students</b> , Not Including Administration	
3. <b>Preschool</b> programs	
4. <b>Administration</b> 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 <b>Professional development</b> activities	
6. <b>Professional Development</b> if LEA Was Identified for <b>School Improvement</b> Excluding the Amount Expended in Line 5	
7. <b>School Improvement</b> Activities under P.L. 107-110, Section 1116 or 1117, Excluding the Amount Expended in Line 6	
8. Services to <b>Homeless Students</b> Attending Campuses Not Served by Title I, Part A	
9. Services to Students Residing in Local Facilities for the <b>Neglected</b>	
10. Services to Students Residing in Local Facilities for the <b>Delinquent</b>	
11. Other (Specify):	

**Part 3: Schoolwide Campus Programs**

1. Estimated Total Title I, Part A, Expenditures from <b>Schoolwide</b> Campus Budgets	
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**Part 4: Targeted Assistance Campus Programs**

1. Estimated Total Title I, Part A, Expenditures from <b>Targeted Assistance</b> Campus Budgets	
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**Total**

Total Title I, Part A, Estimated Expenditures for Parts 2 through 4	
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**Part 5: High-Quality Professional Development**

1. Total Number of Teachers in the LEA (inclusive of Title I campuses and non-Title I campuses)	
2. Number (Title I and non-Title I) Reported Above Who Participated in High-quality Professional Development Activities (as defined by P.L. 107-110, Section 9101) During 2012-2013	
3. Expenditure for Professional Development to Meet Highly Qualified Requirements for Teachers and the Qualification Requirements for Paraprofessionals under section 1119 (regardless of fund source)	



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**Part 6: Services Provided**

1.	Does the LEA provide family literacy services funded by Title I, Part A?	<input type="radio"/> Yes <input type="radio"/> No
2.	How many Title I, Part A, campuses (including both Targeted Assistance and Schoolwide) provided extended learning opportunity programs (before- and after-school programs, extended-day Kindergartens, Saturday and/or weekend programs, summer programs, and/or intersession programs)?	
3.	Types of Title I, Part A, services provided to homeless students: <input type="checkbox"/> Tutoring <input type="checkbox"/> Instructional Services to Accelerate Learning <input type="checkbox"/> School/Instructional Supplies <input type="checkbox"/> Other <input type="checkbox"/> Medical/Health Services <input type="checkbox"/> Before- or After-School Programs <input type="checkbox"/> Clothing	
4.	<b>Number of Students for the Following</b>	<b>Number of Students</b>
	A. Students with One or More Disabilities	
	B. Limited English Proficient	
	C. Migrant	

**Part 7: Federally Funded Staff on a Targeted Assistance Program**

1.	<b>Federally Funded Staff Assigned to a Targeted Assistance Program</b>	<b>Number of FTEs</b>
	A. Administrator	
	B. Teacher	
	C. Clerical Support Staff	



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Part 8: Student Participation

	Schoolwide Program	Targeted Assistance (TA) Program	Private Nonprofit Schools	Local Facilities for Neglected
By Grade				
Ages 0-2				
Ages 3-5				
Kindergarten				
Grade 1				
Grade 2				
Grade 3				
Grade 4				
Grade 5				
Grade 6				
Grade 7				
Grade 8				
Grade 9				
Grade 10				
Grade 11				
Grade 12				
Ungraded				
<b>Total</b>				
By Gender				
Male				
Female				
<b>Total</b>				
By Ethnicity				
American Indian/Alaskan Native				
Asian				
Black/African American				
Hispanic/Latino				
Native Hawaiian/Other Pacific Islander				
White				
Two or More Races				
<b>Total</b>				
By Type of Instructional Service – TA Only				
Reading/Language Arts				
Mathematics				
Social Studies				
Science				
Vocational/Career				
Other				
By Type of Support Service – TA Only				
Guidance/Counseling				
Health/Dental/Eye Care				
Other				

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**Part 9: Program Implementation**

Requirement	Compliance Status	Date
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**Program Coordination/Integration**

1.	The LEA coordinates and integrates Title I, Part A, services with other educational services in the LEA or individual school, such as Head Start, Even Start, Reading First, Early Reading First, and other preschool programs, and services for children with limited English proficiency or with disabilities, migratory children, neglected or delinquent youth, Indian children served under Part A of Title VII, homeless children, and immigrant children in order to increase program effectiveness, to eliminate duplication, and to reduce fragmentation of the instructional program. [P.L. 107-110, Section 1112(b)(1)(E)]	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	
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2.	The LEA coordinates Title I, Part A, services with Title I, Part C, services in order to increase program effectiveness, to eliminate duplication, and to reduce fragmentation of the instructional program. [P.L. 107-110, Section 1112(b)(1)(E)]	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	
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3.	For Title I, Part A, schoolwide program, the campus conducts a comprehensive needs assessment of the entire school. [P.L. 107-110, Section 1114(b)(1)]	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> N/A	
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4.	For a Title I, Part A, targeted assistance program, the LEA identifies students not older than age 21 who have the greatest need for special assistance and who are failing or most at risk of failing to meet the State's student academic achievement standards. [P.L. 107-110, Section 1115(b)]	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	
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5.	The LEA conducts a comprehensive needs assessment that includes an assessment of local needs for professional development and hiring. This assessment includes the participation of teachers, including Title I, Part A teachers, and takes into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and teaching skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet challenging state and local student academic achievement standards. [P.L. 107-110, Section 2122(c)(2)]	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	
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5.	The LEA conducts a comprehensive needs assessment that includes an assessment of local needs for professional development and hiring. This assessment includes the participation of teachers, including Title I, Part A teachers, and takes into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and teaching skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet challenging state and local student academic achievement standards. [P.L. 107-110, Section 2122(c)(2)]	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	
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**Part 9: Program Implementation (Continued)**

	Requirement	Compliance Status	Date
<b>Parental Involvement</b>			
6.	The LEA has a written parent involvement policy that is developed jointly with, agreed upon by, and distributed to, parents of participating students. [P.L. 107-110, Section 1118(a)(2)]	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	
	Explanation of Compliance Status:		500 of 500
7.	Each Title I, Part A, campus has a written parent involvement policy that is developed jointly with, agreed upon by, and distributed to parents of participating students. [P.L. 107-110, Section 1118(b)]	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	
	Explanation of Compliance Status:		500 of 500
8.	Each Title I, Part A, campus convenes an annual meeting to notify parents of their school's participation in the Title I program, to explain the program requirements, and to inform parents of their right to be involved. [P.L. 107-110, Section 1118(c)(1)]	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	
	Explanation of Compliance Status:		500 of 500
9.	The LEA has School-Parent compacts at each Title I, Part A, campus that outline how the parents, the entire school staff, and the students share the responsibility for improved student achievement and by what means the school and parents will build and develop a partnership to help children achieve the State's high standards. [P.L. 107-110, Section 1118(d)]	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	
	Explanation of Compliance Status:		500 of 500
10.	The Title I, Part A, LEA and campuses educate teachers, pupil services personnel, principals, and other staff members, with the assistance of parents, in the value and utility of the contributions of parents. [P.L. 107-110, Section 1118(e)(3)]	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	
	Explanation of Compliance Status:		500 of 500
11.	The LEA provides communications about the Title I, Part A, program in a format, and to the extend practicable, in a language that parents can understand. [P.L. 107-110, Section 1111 and 1118(e)(5) and (f)]	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	
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Part 9: Program Implementation (Continued)

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Parental Involvement (Continued)

12.	Each Title I, Part A, campus provides, to each individual parent, information on the level of achievement of the parent's child in each of the required state academic assessments. [P.L. 107-110, Section 1111(h)(6)(A-B)]	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	
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13.	Each Title I, Part A, campus provides timely notice, to each individual parent, if the child has been assigned to or taught by a teacher who is not highly qualified for four or more consecutive weeks. [P.L. 107-110, Section 1111(h)(6)(A-B)]	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	
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14.	The LEA ensures that parents of students in Title I schools are informed of their right to request and receive information on the qualifications of their children's teachers. [P.L. 107-110, Section 1111(h)(6)]	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	
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Program Evaluation

15.	The LEA has a written parent involvement policy and conducts, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy toward improving the academic quality of Title I, Part A, schools. [P.L. 107-110, Section 1118(a)(2)]	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	
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16.	The LEA academically assessed Title I, Part A, services provided to participating private schools as agreed upon during consultation, and these results were used to improve services to private schools. [P.L. 107-110, Section 1120(b)(1)(D); 9501(c)(1)(D)]	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	
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**Part 9: Program Implementation (Continued)**

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**Private Nonprofit Services**

17.	The LEA's consultation with participating private nonprofit school officials regarding the development and implementation of the Title I, Part A, program was timely and meaningful. It occurred before the LEA made any decision that affected the opportunities of eligible private school children, teachers, and other educational personnel to participate in the program, and continued throughout the implementation and assessment of program activities. [P.L. 107-110, Sections 1120(a), 1120(b)(2)]	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	
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**Highly Qualified Plan**

18.	The LEA publicly reported the annual progress of the LEA as a whole and of each of its campuses in meeting the highly qualified teachers requirements. [P.L. 107-110, Section 1119 (b)(1)(A)]	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	
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19.	The LEA has ensured that each campus has a highly qualified teacher plan that includes strategies to ensure that teachers who are not highly qualified in all core academic subject areas taught become highly qualified within a reasonable timeframe. [P.L. 107-110, Section 2122 (b)(10)]	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	
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20.	Does the LEA have on file for each Title I, Part A, campus, a written attestation signed by the principal stating that the principal understands the requirements of Section 1119 and the current status of his/her campus with respect to meeting those requirements? [P.L. 107-110, Section 1119(j)]	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	
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**Part 10: Additional LEA Data (Optional)**

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**Part 1: Private Nonprofit School Participation**

Did private nonprofit schools participate?  Yes  No

**Consultation** Number

1.	Participating Private Nonprofit Schools That Received Equitable Services	
2.	Months the LEA Had Ongoing Consultation with the Private Nonprofit Schools <input type="checkbox"/> January <input type="checkbox"/> February <input type="checkbox"/> March <input type="checkbox"/> April <input type="checkbox"/> May <input type="checkbox"/> June <input type="checkbox"/> July <input type="checkbox"/> August <input type="checkbox"/> September <input type="checkbox"/> October <input type="checkbox"/> November <input type="checkbox"/> December	

**Inventory**  Not Applicable

3.	Position of the LEA Person Responsible for Maintaining Auditable Records and Labeling the LEA Material and Equipment Housed at the Participating Private Nonprofit Schools	
4.	Dates Inventory Was Conducted at the Private Nonprofit Schools (At least one date is required)	

**Part 2: 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.)	
2.	Has the LEA offered any Intensive Reading and Math instruction to Priority for Service Students?	<input type="checkbox"/> Yes <input type="checkbox"/> No

	Intensive Reading Instruction Offered to Priority for Service Students - REGULAR SCHOOL YEAR			Intensive Math Instruction Offered to Priority for Service Students - REGULAR SCHOOL YEAR		
	1-2 hours per week	3-5 hours per week	More than 5 hours per week	1-2 hours per week	3-5 hours per week	More than 5 hours per week
Grade 3						
Grade 4						
Grade 5						
Grade 6						
Grade 7						
Grade 8						
Grade 9						
Grade 10						
Grade 11						
Grade 12						
Ungraded						
Out of School						
<b>Totals</b>						



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**Part 3: Project SMART – Summer/Intersession Term**

Does the LEA have a Project SMART Summer/Intersession term?  Yes  No

	Project SMART – Center-Based			Project SMART – Home-Based		
	1-2 hours per Day	3-5 hours per Day	More than 5 hours per Day	Less Than 1/2 Hour per Student Contact	1/2 -1 Hour per Student Contact	More than 1 Hour per Student Contact
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						
Out of School						
<b>Totals</b>						

**Part 4: Other Migrant Funded Summer Program Data (If Project SMART not implemented)**

Does the LEA have another Migrant Funded Summer Program?  Yes  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 funded 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 5: Key Migrant Education Program (MEP)-Funded Personnel**

Does the LEA have key MEP-Funded Personnel?  Yes  No

	Regular-Term		Summer-Term/Intersession	
	Headcount	FTE	Headcount	FTE
Administrators				
Teachers				
Counselors				
All Paraprofessionals				
Recruiters				
Records Transfer Staff				
<b>Totals</b>				
Qualified Paraprofessionals (from All Paraprofessionals above)				



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Part 6: Estimated Expenditures from Title I, Part C Funds

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

- Select this box if you have no secondary high school (grades 9-12).
- Select this box if you have no middle school (grades 6-8)/junior high (grades 7-8).
- Select this box if you have no elementary school (grades 1-6).
- Select this box if you have no Early Childhood/School Readiness Program (EE-Kindergarten).
- Select this box if you have no support services.

Expenditures Related to Required Program Activities		Funding Source	
		MEP	Other
1.	<b>ID&amp;R:</b> 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.	<b>ID&amp;R:</b> 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.	<b>NGS:</b> 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.	<b>Migrant Services Coordination:</b> 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.	<b>Migrant Services Coordination:</b> 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.	<b>Secondary Students:</b> (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.		
7.	<b>Middle School Students:</b> Coordinate with available mentoring programs or support organizations to develop students' learning and study skills and follow up to monitor and document progress.		
8.	<b>Middle School Students:</b> 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.	<b>Middle School Students:</b> 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.	<b>Middle School Students:</b> 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.	<b>Students in Grades 3-11:</b> 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.	<b>Early Childhood/School Readiness:</b> 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.)		



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Part 6: Estimated Expenditures from Title I, Part C Funds

Expenditures Related to Required Program Activities		Funding Source	
		MEP	Other
13.	<b>District Procedures:</b> 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.	<b>Interstate Coordination:</b> 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.	<b>Intrastate and Interstate Coordination:</b> 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.	<b>Migrant Parent Advisory Council:</b> 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.	<b>Program Evaluation:</b> Conduct an evaluation of your Migrant Education Program.		
18.	<b>PEIMS Migrant Indicator Code:</b> 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.		

Expenditures Related to Planned Supplemental Activities		Funding Source		
		MEP	Other	
19.	<b>Secondary High School</b> (Grades 9-12) (PFS = Priority For Service) (PNP = Private Nonprofit)			
		Population Served		
		All Migrant	PFS	PNP
	Graduation Plan Support (Migrant Counselor or Specialized Staff)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Credit Accrual - Alternative Methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Credit Accrual - Other Computer-Assisted Instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Credit Accrual - Tuition or Fees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Extended-Day Tutoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Tutoring During Regular School Day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Extended-Day Statewide Student Assessment Tutorials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Other (Specify):		<input type="checkbox"/>

20.	<b>Middle School</b> (Grades 6-8)/ <b>Junior High</b> (Grades 7-8)			
		Population Served		
		All Migrant	PFS	PNP
	Extended-Day Tutoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Tutoring During Regular School Day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Extended-Day Statewide Student Assessment Tutorials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Statewide Student Assessment Tutorials During Regular School Day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Reading Instruction by a Teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Math Instruction by a Teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Other (Specify):		<input type="checkbox"/>

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**Part 6: Estimated Expenditures from Title I, Part C Funds**

Expenditures Related to Planned Supplemental Activities					Funding Source				
					MEP	Other			
21.	<b>Elementary Students (Grades 1-6)</b>								
		Population Served				Population Served			
		All Migrant	PFS	PNP		All Migrant	PFS	PNP	
	Extended-Day Tutoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Supplemental Instructional Support by a Teacher for Migrant 1 <sup>st</sup> Graders		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Tutoring During Regular School Day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Summer Programs - Project SMART		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Extended-Day Statewide Student Assessment Tutorials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Summer Programs - Other (Specify):		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Statewide Student Assessment Tutorials During Regular School Day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
	Reading Instruction by a Teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Other (Specify):		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Math Instruction by a Teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
22.	<b>Early Childhood/School Readiness Program (EE-Kindergarten)</b>								
		Population Served				Population Served			
		All Migrant	PFS	PNP		All Migrant	PFS	PNP	
	Center-based Program for 3- and 4-Year Olds (Specify):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Summer Programs - Project SMART		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Home-based Program for 3- and 4-Year Olds (Specify):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Summer Programs - Other (Specify):		<input type="checkbox"/>	<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"/>	<input type="checkbox"/>	Other (Specify):		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23.	<b>Support Services</b>								
	<input type="checkbox"/> To Meet Identified Needs for Academic and Nonacademic Support Services					Population Served			
						All Migrant	PFS	PNP	
	Clothing					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	School Supplies					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Vision Screening (When Not Provided as Part of Foundation Program)					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Hearing Screening (When Not Provided as Part of Foundation Program)					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Other Health Support Services (Specify):					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/> To Facilitate Involvement of Migrant Parents					All Migrant	PFS	PNP	
	Childcare					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Transportation					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Light Snack					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Registration for State and/or National Workshops and Conferences					<input type="checkbox"/>	<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"/>	
	<input type="checkbox"/> Other Support Services					All Migrant	PFS	PNP	
	Other (Specify):					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Total</b>									
<b>Total Title I, Part C Estimated Expenditures for Part 6</b>									

## &lt;Name of Grant Program&gt;

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

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## Part 7: Program Implementation

	Requirement	Compliance Status	Date
<b>Program Coordination/Integration</b>			
1.	The LEA has made adequate provision for serving the unmet educational needs of preschool migrant children. [P.L. 107-110, Section 1304 (b)(1) and (c)(4)]	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
Explanation of Compliance Status:			500 of 500

## Needs Assessment

2.	The LEA gives service priority to migrant children who are 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. [P.L. 107-110, Sections 1301(2), §1304(d)]	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
Explanation of Compliance Status:			500 of 500
3.	The LEA identifies and addresses the special educational needs of migrant children through a comprehensive plan for needs assessment and service delivery. [P.L. 107-110, Sections 1306(a)(1)(A)-(G)]	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
Explanation of Compliance Status:			500 of 500

## Parental Involvement

4.	The LEA has established a parent advisory council (PAC) for the migrant program and has provided for appropriate consultation in the planning, implementation, and evaluation of the LEA's migrant program. [P.L. 107-110, Sections 1304(c)(3); 1306(a)(1)(B)(ii); and 1118]	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
Explanation of Compliance Status:			500 of 500

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Part 7: Program Implementation (Continued)

Requirement	Compliance Status	Date
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**Program Evaluation**

5.	The LEA evaluates and improves the effectiveness of the migrant program, where feasible, using the same approaches and standards that are used to assess the performance of students under Title I, Part C, specifically, to enable all migrant students to meet the same challenging State content and performance standards that all Texas children are expected to meet. [P.L. 107-110, Section 1204 (b)(1), (b)(2), and (c)(5)]	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
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Explanation of Compliance Status: 500 of 500

6.	The LEA academically assessed Title I, Part C services provided to participating private schools as agreed upon during consultation, and these results were used to improve services to private schools. [P.L. 107-110, Section 1120(b)(1)(D); 9501(c)(1)(D)]	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
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Explanation of Compliance Status: 500 of 500

**Private Nonprofit Schools**

7.	The LEA's consultation with participating private nonprofit school officials regarding the development and implementation of the Migrant program was timely and meaningful. It occurred before the LEA made any decision that affected the opportunities of eligible private school children, teachers, and other educational personnel to participate in the program, and continued throughout the implementation and assessment of program activities. [P.L. 107-110, Section 9501]	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
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Explanation of Compliance Status: 500 of 500

**Use of Funds**

8.	Did the LEA ensure that MEP funds not consolidated in a schoolwide program were only used to carry out activities authorized under the MEP? [P.L. 107-110, Section 1304(c)(1)]	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
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Explanation of Compliance Status: 500 of 500

9.	Did the LEA ensure that all MEP-funded services and activities were supplemental? [P.L. 107-110, Section 1304(c)(2)]	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
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**Part 7: Program Implementation (Continued)**

	Requirement	Compliance Status	Date
<b>Use of Funds (Continued)</b>			
10.	Did the LEA ensure that MEP-funded supplies, materials, and equipment were used only for MEP activities and to the benefit of MEP students? [P.L. 107-110, Section 1304(c)(1)]	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
Explanation of Compliance Status:			500 of 500
11.	Did the LEA ensure that appropriate time and effort records were maintained for staff who were split-funded with Title I, Part C and other funds? [OMB Circular A-87]	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
Explanation of Compliance Status:			500 of 500
12.	Did the LEA ensure that it maintained control of Title I, Part C program funds being used to provide equitable services to private school migrant students and their teachers? [P.L. 107-110, Section 9501; and 34 CFR 299.6]	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
Explanation of Compliance Status:			500 of 500
13.	Did the LEA ensure that migrant student records were requested and transferred in a timely manner? [P.L. 107-110, Section 1304(b)(3)]	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
Explanation of Compliance Status:			500 of 500

**Part 8: Additional LEA Data (Optional)** 1000 of 1000



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**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)			
6. Other Programs			
Total			

7. Please explain if not able to provide data on a facility or program: 1000 of 1000

**Part 2: Student Participation**

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.

Duplicated Count of Students Served: Number of students who benefited from Title I, Part D funding, including multiple enrollments. Count the number of admissions to a facility or program per student.

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

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





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Part 2: Student Participation (Continued)

		At-Risk Programs (subpart 2 only)	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections (subpart 1 only)	Other Programs
3.	<b>Age</b>	*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.	<b>Race/Ethnicity</b>	*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.	<b>Student Groups</b>	*Students may be categorized as both having a disability and being LEP, if both apply. Please place wherever appropriate.					
	Students with Disabilities (IDEA)						
	LEP						
	Total						



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**Part 3: Transition Services**

	At-Risk Programs (subpart 2 only)	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections (subpart 1 only)	Other Programs
1. Are facilities/programs able to collect data on student outcomes after exit?	(Yes indicates all or <u>some</u> facilities are able to track student outcomes after student leave the system. No indicates that no facilities are able to collect these data.)					
	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
2. Number of students receiving transition services that address further schooling and/or employment						
3. If No, please explain:						1000 of 1000

**Part 4: Academic and Vocational Outcomes**

	At-Risk Programs (subpart 2 only)	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections (subpart 1 only)	Other Programs
<b>In Facility</b>						
1. Enrolled in their local district school						
2. Earned high school course credits						
3. Enrolled in a GED program						
4. Earned a GED						
5. Obtained high school diploma						
6. Accepted and/or enrolled into postsecondary education						
7. Enrolled in job training courses/programs						
8. Obtained Employment						
<b>Within 90 Days After Exit</b>						
9. Enrolled in their local district school						
10. Earned high school course credits						
11. Enrolled in a GED program						
12. Earned a GED						
13. Obtained high school diploma						
14. Accepted and/or enrolled into postsecondary education						
15. Enrolled in job training courses/programs						
16. Obtained Employment						



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Part 5: Academic Performance of Long-Term Students: Reading

	At-Risk Programs (subpart 2 only)	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections (subpart 1 only)	Other Programs
1. Number of long-term students who tested below grade level upon entry (on pretest)						
2. Number of long-term students with incomplete pre and posttest (pretest only, posttest only, no pre nor posttest)						
3. Number of long-term student with complete pre and post test results (Sum of rows 4-7 in table below)						

Results on pre-and posttests for long-term students:

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



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Part 6: Academic Performance of Long-Term Students: Math

		At-Risk Programs (subpart 2 only)	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections (subpart 1 only)	Other Programs
1.	Number of long-term students who tested below grade level upon entry (on pretest)						
2.	Number of long-term students with incomplete pre and posttest (pretest only, posttest only, no pre nor posttest)						
3.	Number of long-term student with complete pre and post test results (Sum of rows 4-7 in table below)						

Results on pre-and posttests for long-term students:

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

**eGrants Application** Organization: County District:  
 TEXAS EDUCATION AGENCY Campus/Site: ESC Region:  
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Part 7: Program Implementation

Requirement	Compliance Status	Date
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Program Coordination/Integration – Subpart 2

1.	The district has on file a current written agreement between the LEA and applicable correctional facilities and alternative school programs serving children and youth involved in the juvenile justice system, which details the Title I, Part D, Subpart 2 program. [P.L. 107-110, Section 1423(2)]	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
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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"> <li>maintain and improve educational achievement;</li> <li>accrue school credits that meet State requirements for grade promotion and secondary school graduation;</li> <li>make the transition to a regular program or other educational program operated by a district;</li> <li>complete secondary school (or secondary school equivalency requirements) and obtain employment after leaving the facility; and,</li> <li>as appropriate, to participate in postsecondary education and job training programs.</li> </ul> [P.L. 107-110, Section 1431(a)]	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
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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 1120A without regard to the subject areas in which instruction is given during those hours. [P.L. 107- 110, Section 1415(b)]	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
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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? [P.L. 107-110, Section 1414(c)(2)]	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
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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? [OMB Circular A-87]	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
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? [P.L. 107-110, Section 1416]	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
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? [P.L. 107-110, Section 1418]	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
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 annually and use the evaluation results, as well as longitudinal studies to make improvements to the program? [P.L. 107-110, Section 1431]	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
Explanation of Compliance Status:		500 of 500	

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**Part 7: Program Implementation**

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**Use of Funds – Subpart 2**

9.	<p>Did the LEA use Title I, Part D, Subpart 2 funds only for authorized purposes:</p> <p>To support the operation of local educational agency programs that involve collaboration with locally operated correctional facilities—</p> <ol style="list-style-type: none"> <li>to carry out high-quality education programs to prepare children and youth for secondary school completion, training, employment, or further education;</li> <li>to provide activities to facilitate the transition of such children and youth from the correctional program to further education or employment; and</li> <li>to operate programs in local schools for children and youth returning from correctional facilities, and programs which may serve at-risk children and youth.</li> </ol> <p>[P.L. 107-110, Section 1421]</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
Explanation of Compliance Status:			500 of 500
10.	<p>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? [OMB Circular A-87]</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
Explanation of Compliance Status:			500 of 500
11.	<p>Does the LEA have a formal, written agreement with each local facility it serves under Title I, Part D, Subpart 2, and does the agreement address the program that will be provided by the LEA, as well as the responsibilities of the facility as described in §1425? [P.L. 107-110, Section 1425]</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
Explanation of Compliance Status:			500 of 500
12.	<p>Did the LEA operate a program of support for students returning from a facility for the delinquent to a school operated by the LEA? [P.L. 107-110, Section 1422(b)]</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
Explanation of Compliance Status:			500 of 500

**Part 8: Additional LEA Data (Optional)** 1000 of 1000

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Exit **PR3000 - Title II, Part A Report** Instructions

**Part 1: Funding Transferability** Help

Did the LEA participate in the Funding Transferability program with Title II, Part A, funds?  Yes  No

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

Fund Source	Alternative Uses of Funding			
Column A	Column B	Column C	Column D	Column E
	Title I, Part A	Title II, Part D	Title IV, Part A	Title V, Part A
Title II, Part A	%	%	%	%

**Amount of Title II, Part A, Funding Redirected under Funding Transferability That Was Expended**

Fund Source	Activity Expenditures			
Column A	Column B	Column C	Column D	Column E
	Title I, Part A	Title II, Part D	Title IV, Part A	Title V, Part A
Title II, Part A				

**Part 2: Section 6211 - Rural Education Achievement Program (REAP)** Help

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

**Percentage of Title II, Part A, Funding Redirected under REAP**

Fund Source	Alternative Uses of Funding					
Column A	Column B	Column C	Column D	Column E	Column F	Column G
	Title I, Part A	Title II, Part D	Title III	Title IV, Part A	Title IV, Part B	Title V, Part A
Title II, Part A	%	%	%	%	%	%

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

Applicable Fund Source	Activity Expenditures				
Column A	Column B	Column C	Column D	Column E	Column F
	Title I, Part A Targeted Assistance Programs	Title I, Part A Schoolwide Programs	Title II, Part D Technology-Related Activities	Title IV, Part A Drug and Violence Prevention Activities	Title V, Part A Innovative Programs Activities
Title II, Part A					

**Part 3: Private Nonprofit School Participation**

Did private nonprofit schools participate?  Yes  No

**Consultation** Number

1.	Participating Private Nonprofit Schools that Received Equitable Services	
2.	Months the LEA Had Ongoing Consultation With the Private Nonprofit Schools	
	<input type="checkbox"/> January <input type="checkbox"/> February <input type="checkbox"/> March <input type="checkbox"/> April <input type="checkbox"/> May <input type="checkbox"/> June <input type="checkbox"/> July <input type="checkbox"/> August <input type="checkbox"/> September <input type="checkbox"/> October <input type="checkbox"/> November <input type="checkbox"/> December	

**Inventory** Not Applicable

3.	Position of the LEA Person Responsible for Maintaining Auditable Records and Labeling the LEA Material and Equipment Housed at the Participating Private Nonprofit Schools	
4.	Dates Inventory Was Conducted at the Private Nonprofit Schools (At least one date is required)	

**Equitable Services**

5.	Indicate how the LEA calculated equitable services for Title II, Part A, to participating private nonprofit schools.
	<input type="radio"/> Amount of Title II, Part A, Funds Budgeted for Professional Development Activities for LEA Staff <input type="radio"/> Total Amount of Eisenhower Professional Development Programs and Class-Size Reduction Program Funds Expended for Professional Development Activities in School Year 2001-2002 [P.L. 107-110, Section 9501 (b)(3)]



**Name of Grant Program**

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**Part 4: Program Expenditures and Activities Participation**

		LEA	PNP	# of Staff		
1.	Recruiting, Hiring and Retention of Highly Qualified Teachers, Assistant Principals, and Pupil Services Personnel					
2.	Improving the Quality of the Teacher Workforce to Meet the Requirements of P.L. 107-110, section 1119					
3.	Class-Size Reduction					
4.	Improving the Quality of the Paraprofessional Workforce to Meet the Paraprofessional Qualifications under P.L. 107-110, section 1119					
5.	Professional Development in Core Academic Subject Areas					
6.	Title II, Part A, Funds Combined in One or More Title I, Part A Schoolwide Campus Budgets to Upgrade the Entire Educational Program at the Campus					
7.	Other Allowable Activities (not included in questions 1-6 above)					
8.	Number of Professional Development Activities by Core Academic Subject Area (unduplicated count)					
	English/Lang Arts	Reading	Mathematics	Science	Arts	
	Civics/Government	Economics	Foreign Language	History	Geography	

**Part 5: Program Implementation**

Requirement Compliance Status Date

**Program Coordination/Integration**

1.	The LEA coordinated the use of Title II, Part A, with Title I, Part A, funding to provide professional development for teachers and principals and other appropriate staff, for parental involvement and teacher/paraprofessional qualifications. [P.L. 107-110, Section 1112(b)(1)(D)]	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	
Explanation of Compliance Status:		500 of 500	
2.	The LEA coordinated with teachers, paraprofessionals, principals, other relevant school personnel, and parents in planning Title II, Part A, program activities and preparing the LEA application for funding. [P.L. 107-110, Section 2122(b)(7)]	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	
Explanation of Compliance Status:		500 of 500	
3.	The LEA coordinated professional-development activities funded under Title II, Part A, with professional-development activities funded under other Federal, State, and local programs. [P.L. 107-110, Section 2122(b)(4)]	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	
Explanation of Compliance Status:		500 of 500	

**Name of Grant Program**

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**Part 5: Program Implementation (Continued)**

Requirement	Compliance Status	Date
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**Program Coordination/Integration (Continued)**

**Needs Assessment**

<p>4. Based on an assessment of local needs for professional development and hiring, the LEA targeted Title II, Part A, funds to schools within the LEA that:</p> <ul style="list-style-type: none"> <li>(a) have the lowest proportion of highly qualified teachers,</li> <li>(b) have the largest average class size, or</li> <li>(c) are identified for school improvement under Title I, Part A.</li> </ul> <p>[P.L. 107-110, Section 2122(b)(3) and (c)]</p>	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	
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Explanation of Compliance Status:	500 of 500

**Private Nonprofit Services**

<p>5. The LEA's consultation with participating private nonprofit school officials regarding the development and implementation of the Title II, Part A, program was timely and meaningful. It occurred before the LEA made any decision that affected the opportunities of eligible private school teachers and other educational personnel to participate in the program, and continued throughout the implementation and assessment of program activities.</p> <p>[P.L. 107-110, Section 9501]</p>	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	
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Explanation of Compliance Status:	500 of 500

**Use of Funds**

<p>6. Teachers paid with Title II, Part A funds for class-size reduction meet the HQ teacher requirements.</p> <p>[P.L. 107-110, Section 2123(a)(2)(B)]</p>	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	
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Explanation of Compliance Status:	500 of 500

**Part 6: Additional LEA Data (Optional)** 1000 of 1000

**Name of Grant Program**

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**Part 1: Private Nonprofit School Participation - Limited English Proficiency (LEP)**

Did private nonprofit schools participate in LEP activities?  Yes  No

<b>Consultation</b>	<b>Number</b>
1. Participating Private Nonprofit Schools That Received Equitable Services	
2. Months the LEA Had Ongoing Consultation with the Private Nonprofit Schools	
<input type="checkbox"/> January <input type="checkbox"/> February <input type="checkbox"/> March <input type="checkbox"/> April <input type="checkbox"/> May <input type="checkbox"/> June <input type="checkbox"/> July <input type="checkbox"/> August <input type="checkbox"/> September <input type="checkbox"/> October <input type="checkbox"/> November <input type="checkbox"/> December	

**Inventory**  Not Applicable

3. Position of the LEA Person Responsible for Maintaining Auditable Records and Labeling the LEA Material and Equipment Housed at the Participating Private Nonprofit Schools					
4. Dates Inventory Was Conducted at the Private Nonprofit Schools (At least one date is required)					
<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:25%; height: 20px;"></td> <td style="width:25%;"></td> <td style="width:25%;"></td> <td style="width:25%;"></td> </tr> </table>					

**Part 2: Private Nonprofit School Participation - Immigrant**

Did private nonprofit schools participate in Immigrant activities?  Yes  No

<b>Consultation</b>	<b>Number</b>
1. Participating Private Nonprofit Schools That Received Equitable Services	
2. Months the LEA Had Ongoing Consultation with the Private Nonprofit Schools	
<input type="checkbox"/> January <input type="checkbox"/> February <input type="checkbox"/> March <input type="checkbox"/> April <input type="checkbox"/> May <input type="checkbox"/> June <input type="checkbox"/> July <input type="checkbox"/> August <input type="checkbox"/> September <input type="checkbox"/> October <input type="checkbox"/> November <input type="checkbox"/> December	

**Inventory**  Not Applicable

3. Position of the LEA Person Responsible for Maintaining Auditable Records and Labeling the LEA Material and Equipment Housed at the Participating Private Nonprofit Schools					
4. Dates Inventory Was Conducted at the Private Nonprofit Schools (At least one date is required)					
<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:25%; height: 20px;"></td> <td style="width:25%;"></td> <td style="width:25%;"></td> <td style="width:25%;"></td> </tr> </table>					

**Part 3: Teacher Language Proficiency**

<input type="checkbox"/> Spanish	<input type="checkbox"/> Vietnamese	<input type="checkbox"/> Urdu	<input type="checkbox"/> Korean	<input type="checkbox"/> Arabic	<input type="checkbox"/> Mandarin	<input type="checkbox"/> Cantonese	<input type="checkbox"/> N/A
<input type="checkbox"/> Other (Specify):	<input type="checkbox"/> Other (Specify):	<input type="checkbox"/> Other (Specify):					

**Part 4: Expenditures for Supplemental Language Instruction Educational Programs and Activities Implemented**

#	Focus Area	Expenditure Amount	
		LEA	PNP
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			



Organization:  
Campus/Site:  
Vendor ID:

County District:  
ESC Region:  
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<Name of Grant Program>

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**Part 5: Expenditures for Supplemental Professional Development Activities Implemented**

#	Focus Area	Expenditure Amount	
		LEA	PNP
1.	Supplemental Professional Development Activities		
Total Expenditures for Supplemental Professional Development Activities Implemented			

**Part 6: Supplemental Activities with Title III - Immigrant Funds**

#	Focus Area	Expenditure Amount	
		LEA	PNP
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 7: Bilingual Program Offered**

Did the LEA offer a bilingual program?  Yes  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"/>
Transitional Bilingual/Late Exit	<input type="checkbox"/> Spanish	<input type="checkbox"/>	Other (Specify):	<input type="checkbox"/>
Dual Language Immersion/Two-way	<input type="checkbox"/> Spanish	<input type="checkbox"/>	Other (Specify):	<input type="checkbox"/>
Dual Language Immersion/One-way	<input type="checkbox"/> Spanish	<input type="checkbox"/>	Other (Specify):	<input type="checkbox"/>

**Part 8: ESL Program Offered**

Did the LEA offer English as Second Language (ESL) programs?  Yes  No

Type of ESL Program Models	
<input type="checkbox"/> Content-Based ESL	
<input type="checkbox"/> Pull-Out ESL	
<input type="checkbox"/> Other (Specify):	

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**<Name of Grant Program>**

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**Part 9: Title III, Part A, Program Participation**

**LEP Program**

Students by Gender	Number
Male	
Female	

**Total**

	Total Students By Gender
--	--------------------------

Students by Ethnicity	Number
American Indian/Alaskan Native	
Asian	
Black/African American	
Hispanic/Latino	
Native Hawaiian/Other Pacific Islander	
White	
Two or More Races	

**Total**

	Total Students By Ethnicity
--	-----------------------------

Students by Grade														
PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total

**Immigrants**

1.	Type the unduplicated number of students who qualify as immigrants who are LEP.	
2.	Type the unduplicated number of students who qualify as immigrants who are non-LEP.	
Total LEP and Non-LEP Immigrant Students		

**Part 10: 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	

<b>Name of Grant Program</b>		
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**Part 11: Program Implementation**

Requirement	Compliance Status	Date
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**Needs Assessment**

1. The district has determined the needs for instruction in languages other than English and ensures that all teachers in Title III language instructional programs for LEP children are fluent in both English and any other language used for instruction, including having written and oral communication skills. [P.L. 107-110, Section 3116(c)]	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	
Explanation of Compliance Status:		500 of 500

**Parental Involvement**

2. The district implements an effective means of outreach to parents of LEP/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. [P.L. 107-110, Section 3302(e)]	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	
Explanation of Compliance Status:		500 of 500

**Private Nonprofit School Services**

3. The LEA's consultation with participating private nonprofit school officials regarding the development and implementation of the Title III, Part A program was timely and meaningful. It occurred before the LEA made any decision that affected the opportunities of the eligible private school children, teachers, and other educational personnel to participate in the program, and continued throughout the implementation and assessment of program activities. [P.L. 107-110, Section 9501]	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	
Explanation of Compliance Status:		500 of 500

**Administrative Costs - LEP Program**

4. Did the LEA adhere to the statutory 2% limitation on administrative costs related to the implementation of the Title III, Part A—LEP program? [P.L. 107-110, Section 3115(b)]	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	
Explanation of Compliance Status:		500 of 500
5. Did the LEA ensure that all appropriate administrative costs for the Title III, Part A—LEP program, including both indirect costs and direct costs such as administrative salaries, were included with calculating administrative costs? [34 CFR 80.3; and P.L. 107-110, Section 9201]	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	
Explanation of Compliance Status:		500 of 500



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Part 11: Program Implementation

Requirement	Compliance Status	Date
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Administrative Costs - LEP Program (Continued)

6. Did the LEA ensure that any third-party contracts associated with the Title III, Part A—LEP program required the contractor to break out administrative costs, which were included in the 2% limit?  
[34 CFR 80.3; and P.L. 107-110, Section 9201]

Yes  No  N/A

Explanation of Compliance Status:

500 of 500

Use of Funds - LEP Program

7. Did the LEA ensure that appropriate time and effort records were maintained for staff who were split-funded with Title III, Part A—LEP and other funds?  
[OMB Circular A-87]

Yes  No  N/A

Explanation of Compliance Status:

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8. Did the LEA ensure that it maintained control of Title III, Part A—LEP program funds being used to provide equitable services to private school ELL students and their teachers?  
[P.L. 107-110, Section 9501(d)]

Yes  No  N/A

Explanation of Compliance Status:

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**SAS#: NCLBAAXX**

**Name of Grant Program**

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**Part 11: Program Implementation**

Requirement	Compliance Status	Date
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**Administrative Costs - Immigrant Program**

9. Did the LEA adhere to the statutory 2% limitation on administrative costs related to the implementation of the Title III, Part A—Immigrant program? [P.L. 107-110, Section 3115(b)]	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	
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Explanation of Compliance Status:		500 of 500
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10. Did the LEA ensure that all appropriate administrative costs for the Title III, Part A—Immigrant program, including both indirect costs and direct costs such as administrative salaries, were included with calculating administrative costs? [34 CFR 80.3; and P.L. 107-110, Section 9201]	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	
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Explanation of Compliance Status:		500 of 500
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11. Did the LEA ensure that any third-party contracts associated with the Title III, Part A—Immigrant program required the contractor to break out administrative costs, which were included in the 2% limit? [34 CFR 80.3; and P.L. 107-110, Section 9201]	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	
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Explanation of Compliance Status:		500 of 500
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**Use of Funds - Immigrant Program**

12. Did the LEA ensure that appropriate time and effort records were maintained for staff who were split-funded with Title III, Part A—Immigrant and other funds? [OMB Circular A-87]	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	
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Explanation of Compliance Status:		500 of 500
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13. Did the LEA ensure that it maintained control of Title III, Part A—Immigrant program funds being used to provide equitable services to private school immigrant students and their teachers? [P.L. 107-110, Section 9501(d)]	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	
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Explanation of Compliance Status:		500 of 500
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Report Status:

<Selection\_Process>

Report ID:



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ESC Region:

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PR3002 - Title III, Part A

Instructions

Part 11: Program Implementation

Requirement

Compliance Status

Date

Use of Funds - Immigrant Program (Continued)

14. Did the LEA ensure that Title III, Part A—Immigrant-funded programs provided enhanced instructional opportunities for immigrant children and youth? [P.L. 107-110, Section 3115(e)]

Yes  No  N/A

Explanation of Compliance Status:

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Part 12: Additional LEA Data (Optional)

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<b>Name of Grant Program</b>
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<b>Compliance Report</b>
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<b>PR6200 - School Choice Option (Title IX, Sec 9532)</b>
---

<b>Part 1: LEA Report on Persistently Dangerous Schools</b>
---

1.	Did the LEA request any federal funds in <b>XX</b> under the Elementary and Secondary Education Act, as amended?	Yes		No
2.	Were any students transferred from any campus due to the school being identified as persistently dangerous?	Yes		No
3.	If yes, how many students transferred to another campus?			

<b>Part 2: Violent Criminal Incidents</b>
---

1.	Did the LEA have any violent criminal incidents on any campus in <b>XX</b> ?	Yes		No
2.	If "yes," how many violent criminal incidents occurred?			
3.	Did the LEA have a victimized student?	Yes		No
4.	Number of Victimized Students Whose Parents Requested a School Transfer under Section 9532			
5.	Number of Victimized Students Who Were Transferred to Another Campus under Section 9532			

<b>If the response to #5 is less than #4, explain the difference.</b>

6.	Number of Campuses <b>within</b> LEA Boundaries to Which Students Identified in Number 5 Above Transferred			
7.	Number of Campuses <b>outside</b> the LEA Boundaries to Which Students Identified in Number 5 Above Transferred			

<b>Part 3: Program Implementation</b>
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Requirement	Compliance Status	Date
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<b>Program Coordination/Integration</b>
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1. The district, as a condition of receiving funds under the No Child Left Behind Act, established and implements a policy requiring that: <ul style="list-style-type: none"> <li>- a student attending a persistently dangerous public elementary school or secondary school (as determined by the Texas Education Agency), or</li> <li>- 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,</li> </ul> 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. [P.L. 107-110, Section 9532]</p>	Yes    No    N/A	
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Explanation of Compliance Status:	500 of 500
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<b>eGrants Application</b> <small>TEXAS EDUCATION AGENCY</small> <b>SAS#: NCLBAAXX</b>	<b>Organization:</b> <b>Campus/Site:</b> <b>Vendor ID:</b>	<b>County District:</b> <b>ESC Region:</b> <b>School Year:</b>
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**Name of Grant Program**

**Compliance Report**

**PR6200 - School Choice Option (Title IX, Sec 9532)**

**Part 3: Program Implementation (Continued)**

Requirement	Compliance Status	Date
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**Program Coordination/Integration (Continued)**

2. The LEA notified parents that their students may transfer to a safe public school - at least within 14 calendar days of the start of the school year for students enrolled in a persistently dangerous school, or - generally, within 14 calendar days of the incident for students who are victims of a violent criminal act.  [P.L. 107-110, Section 9532]	Yes    No    N/A	
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Explanation of Compliance Status: 500 of 500

3. If the district consolidates administrative funds for NCLB programs, the district does not use any other funds under the NCLB programs included in the consolidation for administration for the fiscal year of the consolidation. [P.L. 107-110, Section 9203(c)]	Yes    No    N/A	
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Explanation of Compliance Status: 500 of 500

**Part 4: Additional LEA Data (Optional)** 1000 of 1000

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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**

Grade	Unduplicated Homeless Count		Unduplicated Number of Homeless Students at Any Time During the Year by Primary Nighttime Residency			
	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)						
<b>Total</b>						

**Part 3: Additional LEA Data (Optional)**

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