

2026-2027 Program Monitoring Validation Guidance Document

Program: Title III, Part A

Requirement: Evaluation of Program Effectiveness

Documentation Requested

Documenting overall compliance for a program requirement may require several forms of documentation to be maintained locally and available upon request by TEA and/or an auditor. To ensure overall compliance with program requirements, LEAs should refer to the Program Guide and/or other program-related resources that reference the multiple forms of documentation required to be maintained locally. The documentation requested for submission during the validation process may not include all forms of documentation required to be maintained locally.

Please include the following selected documentation referenced in the table below to demonstrate compliance with the program requirements described. TEA will utilize the following table during the review of documentation to determine if the LEA submitted sufficient documentation to support LEA compliance.

The documentation submitted for TEA review should show evidence of compliance in the 2025-2026 grant year for the program requirement selected.

The following documentation is requested to be submitted **by 5:00 pm CST on or before December 8, 2026**, via the Federal Program Compliance Division Program Monitoring Validations Smartsheet WorkApp system.

Selected Documentation Required to be Submitted for Review	Year of Documentation Requested	Description of Acceptable Documentation
1.1 Evaluation of Language Instruction Educational Program (LIEP)	2025-2026	Written program evaluation report that demonstrates whether the LIEP supported ELs in meeting English language proficiency standards and the challenging academic standards. Acceptable documentation includes: - Annual program evaluation report for the 2025-2026 school year, or - Annual program evaluation report for the 2024-2025 school year, if the 2025-2026 annual program evaluation report is not yet available or has not yet been presented to the board. The annual program evaluation report must include:

Selected Documentation Required to be Submitted for Review	Year of Documentation Requested	Description of Acceptable Documentation
		1) description of the programs and activities conducted with the funds and how such programs and activities supplement programs funded primarily with State or local funds; 2) number/percentage of English learners in the programs and activities who are making progress toward achieving English language proficiency; 3) number/percentage of English learners in the programs and activities attaining English language proficiency based on State English language proficiency standards; 4) number/percentage of English learners who exit; 5) number/percentage of English learners meeting challenging State academic standards for each of the 4 years after such children are no longer receiving services; 6) number/percentage of English learners who have not attained English language proficiency within 5 years of initial classification; 7) the academic progress in the language(s) of instruction for emergent bilingual (EB) students by bilingual and/or ESL program model; 8) the extent to which EB students are developing English proficiency by bilingual and/or ESL program model, including proficiency in the partner language for students participating in a dual language immersion program model; 9) the number of students who have been reclassified as English proficient and their continued academic progress after reclassification; and 10) the number of teachers and aides trained and the frequency, scope, and results of the professional development in approaches and strategies that support second language acquisition. In addition, for those school districts that filed in the previous year and/or will be filing a bilingual exception and/or ESL waiver in the current year, the annual district report of educational performance shall also reflect: 1) the number of teachers for whom a bilingual exception or ESL waiver was/is being filed; 2) the number of teachers for whom a bilingual exception or ESL waiver was filed in the previous year who successfully obtained certification; 3) the frequency and scope of a comprehensive professional development plan, and results of such

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		plan if a bilingual exception and/or ESL waiver was filed in the previous school year; and 4) the number of students under the bilingual exception and/or ESL waiver who were/are temporarily served with alternative methods Note: The annual evaluation report is required to be presented to the board of trustees by November 1 of each year.
1.2 Board Meeting Agenda	2025-2026	Board Meeting Agenda, where the program evaluation report was presented to the board. It is acceptable to submit a board meeting agenda for the 2024-2025 school year if the 2025-2026 annual program evaluation report has not yet been presented to the board. Note: The annual evaluation report is required to be presented to the board of trustees before November 1 of each year.
1.3 Board Meeting Minutes	2025-2026	Board Meeting Minutes of the board meeting where the program evaluation report was presented to the board It is acceptable to submit board meeting minutes for the 2024-2025 school year if the 2025-2026 annual program evaluation report has not yet been presented to the board. Note: The annual evaluation report is required to be presented to the board of trustees before November 1 of each year.

Instructions for Assembling Documentation

Assemble the requested material into **one PDF file**.

- Ensure that the PDF file contains the required documentation as described above.
- Do not submit extraneous documentation.
- When compiling the PDF file for submission, please ensure that—
 - the pages are not compressed or reduced in size;
 - any landscape pages are oriented with their right-hand edge at the top;

- the documentation pages included are **numbered consecutively in the lower right corner**. These page numbers, which may be handwritten if that is most convenient, should be referenced in the online WorkApp Details Form.

Note: Confidential information, including confidential information or personally identifiable information (PII) protected under the Family Educational Rights and Privacy Act (FERPA), should not be submitted in any Smartsheet forms, attachments, comments, or uploads. Smartsheet is not an approved system for storing confidential or FERPA-protected data. Uploading or sharing such information on an unapproved platform increases the risk of unauthorized disclosure. To help us maintain compliance and protect student information, ensure all submissions include only non-confidential data/documentation appropriate for the submission.

LEAs may reference the 2026-2027 Program Monitoring Validation Process Handbook for general information about the overall process (i.e., documentation submission instructions, documentation review process, and additional resources).

Resources

Each regional Education Service Center (ESC) is required to offer and provide technical assistance related to the program monitoring validation process. Please consult with ESC staff if there are questions or if additional information is needed. Regional ESC Federal Program staff information can be located at: [EB Portal - ESC Contacts](#).

The following resources are also available on the [TEA Program Monitoring Validations webpage](#):

- Program-Specific Training Video and Slides;
- Instructions for Submitting Documentation Training Video and Slides;
- Overview of the 2026-2027 Program Monitoring Validation Process Training Video, Slides, and Handbook

Statutory Requirement References

The requirement is referenced in the following documents.

Citation & Statute Language	LEA must: - Use Title III funds for effective approaches and methodologies for teaching ELs (ESEA §3115(a)); - Increase the English proficiency of ELs by providing effective language instruction educational programs that meet the needs of ELs and demonstrate success in increasing (A) English language proficiency; and (B) student academic achievement (ESEA §3115(c)(1)(A)-(B)); - Use Title III funds in ways that build its capacity to continue to offer effective language instruction educational programs that assist English learners in meeting challenging State academic standards (ESEA §3113(b)(3)(E));
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	- Include in its local plans for a Title III subgrant a description of the effective programs and activities that will be provided, including language instruction educational programs (ESEA §3116(b)(1)). - Each eligible entity that receives a subgrant from a State educational agency under subpart 1 shall provide such agency, at the conclusion of every second fiscal year during which the subgrant is received, with a report, in a form prescribed by the agency, on the activities conducted and children served under such subpart (ESEA §3121(a)(6); 20 USC §6841(a)-(c))
TEA Program-Specific Provisions & Assurances	Although the requirement is in the ESSA statute, it is currently not in the TEA ESSA Program-Specific Provisions & Assurances. The requirement will be added in the future.
TEA Compliance Report Program Compliance Self-Check Item	There are currently no compliance self-check items related to program effectiveness. Language will be added to reflect this federal requirement

Contact Information

For assistance with questions and/or additional information, please contact the Federal Program Compliance Division at ESSAsupport@TEA.Texas.gov. A directory of TEA program-specific staff contacts is also available: [Federal Program Compliance Division Program Staff Contacts](#).