PROGRAM COMPLIANCE SELF-CHECK GUIDE

EVERY STUDENT SUCCEEDS ACT

[Note: This version of the Program Compliance Self-Check will be in effect beginning with the 2025-2026 school year.]

Federal Program Compliance Division

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Change History

Version	Release Date	Program	Topic	Compliance Item (CI) and Summary of Change	Affected Page Number(s)
8.1	12/2025	Title I, Part A	LEA Program Plan	CI.1 – added statutory reference related to submission of parent comments disagreeing with plan.	2
8.1	12/2025	Title I, Part A	Parent and Family Engagement	CI.3 – added statutory reference related to adding Title I, Part A PFE campus policy requirements to existing plans.	4
8.1	12/2025	Title I, Part A	Parents' Right to Know	CI.1 – CI.5 -added statutory reference related to providing the documents in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand	8 – 12
8.1	12/2025	Title I, Part A	Parents' Right to Know	CI.5 – added statutory reference related to LEAs that do not operate a website	12
8.1	12/2025	Title I, Part A	Parents' Right to Know	CI.6 – added compliance item related to using funds under Title I, Part A to provide a language instruction educational program as determined under Title III	13
8.1	12/2025	Title I, Part A	Parents' Right to Know	CI.7 – added compliance item related to implementing an effective means of outreach to parents of English learners	14
8.1	12/2025	Title I, Part C	Program Coordination/Integration	CI.1 – Revised requirement to include all eligible migratory students, including	21 - 22

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				preschool children and migratory children who have dropped out of school. Added additional Strongest Documentation Recommended.	
8.1	12/2025	Title I, Part C	Priority for Service (PFS)	CI.1 – Added and revised Strongest Documentation Recommended.	22
8.1	12/2025	Title I, Part C	Local Needs Assessment (LNA)	CI.1 – Added and revised Strongest Documentation Recommended.	22 - 23
8.1	12/2025	Title I, Part C	Parent and Family Engagement	CI.1 – Added and revised Strongest Documentation Recommended.	23
8.1	12/2025	Title I, Part C	Parent and Family Engagement	CI.2 – Revised statutory reference. Added and revised Strongest Documentation Recommended.	24
8.1	12/2025	Title I, Part C	Program Evaluation	CI.1 – Added and revised Strongest Documentation Recommended.	24 - 25
8.1	12/2025	Title I, Part C	Program Evaluation	CI.2 – Added additional statutory reference. Added and revised Strongest Documentation Recommended.	25
8.1	12/2025	Title I, Part C	Identification and Requirement – Quality Control	CI.1 – Added additional statutory reference. Added and revised Strongest Documentation Recommended.	25 - 26
8.1	12/2025	Title I, Part C	Interstate/Intrastate Coordination: Records Transfer	CI.1 – Added and revised Strongest Documentation Recommended.	26
8.1	12/2025	Title I, Part C	Use of Funds	Removed a Compliance Self-Check Item related to funds expended on supplemental activities.	NA
8.1	12/2025	Title I, Part C	Use of Funds	CI.1 – Added and revised Strongest	26 - 27

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				Documentation Recommended.	
8.1	12/2025	Title I, Part C	Records Transfer: Data Quality	CI.1 – Added and revised Strongest Documentation Recommended.	27
8.2	3/2026	Title I, Part A	Basis for Admission or Exclusion	Added language specifying that a student shall not be admitted to, or excluded from, any federally assisted education program on the basis of a surname or language-minority status.	12

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Program Compliance Self-Check Guide

This document is intended to assist LEAs in completing the Program Compliance Self-Check sections of the ESSA Consolidated Compliance Report. It can also be used as a guide to LEAs as they determine what documentation to retain as they implement their programs.

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.

The compliance items listed are a selection of program compliance requirements for compliance reporting purposes and not an all-inclusive listing of all the requirements for a particular program. For a complete listing of all the program compliance requirements, please see the Program-Specific and ESSA Provisions and Assurances. Additional guidance concerning program requirements can be found in the respective Program Guides.

For questions or additional information, please contact us at ESSASupport@tea.texas.gov.

Compliance items are organized by topic within each of the following programs:

- Title I, Part A
- Title I, Part C— Education of Migratory Children
- Title I, Part D
- Title II, Part A
- Title III, Part A – ELA
- Title III, Part A – Immigrant
- Title IV, Part A
- Private Nonprofit (PNP) Equitable Services
- Unsafe School Choice Option

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Title I, Part A

- LEA Program Plan
- Parent and Family Engagement
- Parents' Right to Know
- Schoolwide Programs
- Supplement, Not Supplant
- Targeted Assistance Programs
- Campus Allocations
- LEA Reservations
- Coordination with Head Start/Other Early Childhood Programs

LEA Program Plan

Compliance Item 1:

The LEA Title I, Part A Program Plan has been developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (in an LEA that has charter schools), administrators (including administrators of programs in other parts of Title I), other appropriate school personnel, and with parents of children in schools served under Title I, Part A. [Section 1112(a)(1)(A)]
If the plan under section 1112 is not satisfactory to the parents of participating children, the local educational agency shall submit any parent comments with such plan when such local educational agency submits the plan to the State. [Section 1116(b)(4)]

Strongest Documentation Recommended:

- Copy of the LEA's Title I, Part A Program Plan (the requirements related to the LEA Title I, Part A Program Plan can be included in the District Improvement Plan or other LEA official plans) AND
- Meeting agendas, meeting minutes or notes, and documentation of attendance (i.e., sign-in sheets, electronic attendance rosters) documenting timely and meaningful stakeholder consultation in the development of the LEA Title I, Part A Program Plan AND
- Any other consultation documentation (i.e., surveys, correspondence) used to consult with the required stakeholder groups, if applicable.

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

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Compliance Item 2:

The LEA Title I, Part A Program Plan includes the statutory required descriptions noted in section 1112(b). [Section 1112(b)(1-13)]

Strongest Documentation Recommended:

- Copy of the LEA's Title I, Part A Program Plan that includes the statutory required descriptions (the requirements related to the LEA Title I, Part A Program Plan can be included in the District Improvement Plan or other LEA official plans)

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

Compliance Item 3:

The LEA shall periodically review and, as necessary, revise the Title I, Part A Program Plan. [Section 1112(a)(5)]

Strongest Documentation Recommended:

- Copy of the LEA's Title I, Part A Program Plan (the requirements related to the LEA Title I, Part A Program Plan can be included in the District Improvement Plan or other LEA official plans) AND
- Meeting agendas, meeting minutes or notes, and documentation of attendance (i.e., sign-in sheets, electronic attendance rosters) documenting annual review of the LEA Title I, Part A Program Plan.

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

Parent and Family Engagement

Compliance Item 1:

The LEA has a written parent and family engagement policy that is incorporated into the LEA's plan developed under section 1112 and establishes the LEA's expectations and objectives for meaningful parent and family involvement. [Section 1116 (a)(2)]

Strongest Documentation Recommended:

- Copy of LEA's written parent involvement policy that is incorporated into the LEA's Title I, Part A Program Plan developed under section 1112 (the requirements related to the LEA Title I, Part A Program Plan can be included in the District Improvement Plan or other LEA official plans).

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

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Compliance Item 2:

The LEA 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)]

Strongest Documentation Recommended:

- Meeting agendas, meeting invitations, meeting minutes or notes, and documentation of attendance (i.e., sign-in sheets, electronic attendance rosters) documenting participation of parents in the annual evaluation of the content and effectiveness of the policy AND
- Copy of annual evaluation

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

Compliance Item 3:

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 parents and the school. [Section 1116 (b)(1)]

If the school has a parent and family engagement policy that applies to all parents and family members, such school may amend that policy, if necessary, to meet the requirements of this subsection. [Section 1116(b)(2)]

If the local educational agency involved has a school district-level parent and family engagement policy that applies to all parents and family members in all schools served by the local educational agency, such agency may amend that policy, if necessary, to meet the requirements of this subsection. [Section 1116(b)(3)]

Strongest Documentation Recommended:

For each Title I, Part A campus—

- Copy of written parent and family engagement policy for each Title I, Part A campus that includes the method of policy distribution to parents and family members of participating students, evidence of availability to the local community, and the languages in which the policy is made available to parents; AND
- Meeting agendas, meeting minutes or notes, and documentation of attendance (i.e., sign-in sheets, electronic attendance rosters) documenting participation of parents in the development of the policy and periodic updates to the policy to meet the changing needs of parents and the school; AND
- Any other consultation documentation (i.e., surveys, correspondence) used to consult with parents in the development of the policy, if applicable; AND
- Evidence of policy distribution to parents and family members of participating students; AND

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- Evidence of availability to the local community.

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

Compliance Item 4:

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. (Note: TEA requires that the annual meeting be offered on more than one day and at more than one time, so that parents have more than one option to attend.) [Section 1116 (c)(1)]

Strongest Documentation Recommended:
For each Title I, Part A campus—

- Meeting invitations, agendas, meeting minutes or notes that document what was shared at the meeting, and documentation of attendance (i.e., sign-in sheets, electronic attendance rosters) documenting attendance of parents.

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

Compliance Item 5:

As a component of the campus-level PFE policy, each Title I, Part A campus has jointly developed with parents for all children served with Title I, Part A, a school-parent compact 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. Each compact shall—

1) **describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the challenging State academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and**
2) **address the importance of communication between teachers and parents on an ongoing basis through, at a minimum—**
    a. **parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;**
    b. **frequent reports to parents on their children's progress;**
    c. **reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and**

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d. ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

[Section 1116(d)]

Strongest Documentation Recommended:

For each Title I, Part A campus—

- Relevant pages of the campus PFE policies;
- Copy of the School-Parent Compact; AND
- Meeting agendas, meeting minutes or notes, and documentation of attendance (i.e., sign-in sheets, electronic attendance rosters) documenting parent participation in the development of the compacts; AND
- Any other consultation documentation (i.e., surveys, correspondence) used to consult with parents in the development of the compact, if applicable.

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

Compliance Item 6:

The LEA and each Title I, Part A campus shall provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children. [Section 1116(e)(1)]

Strongest Documentation Recommended:

For the LEA and for each Title I, Part A campus—

- Training/meeting agendas, meeting minutes or notes that document content of training, and documentation of attendance (i.e., sign-in sheets, electronic attendance rosters).

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

Compliance Item 7:

The LEA and each Title I, Part A campus shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement. [Section 1116(e)(2)]

Strongest Documentation Recommended:

For the LEA and each Title I, Part A campus—

- Training/meeting agendas, meeting minutes or notes that document content of training, and documentation of attendance (i.e., sign-in sheets, electronic attendance rosters)

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The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

Compliance Item 8:

The LEA and Title I, Part A campuses 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)]

Strongest Documentation Recommended:

For the LEA and each Title I, Part A campus—

- Training/meeting agendas, meeting minutes or notes that document content of training, documentation of attendance (i.e., sign-in sheets, electronic attendance rosters) that show evidence of attendance for teachers, specialized instructional support personnel, principals, other school leaders, and other staff, and evidence that the meeting/training was provided with the assistance of parents.

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

Compliance Item 9:

The LEA and each Title I, Part A campus shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. [Section 1116(e)(4)]

Strongest Documentation Recommended:

For the LEA and each Title I, Part A campus—

- Evidence of the coordination and integration of PFE activities with other programs, such as documentation of joint meetings and programs, including public preschool programs, parent resource centers, etc.

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

Compliance Item 10:

The LEA and each Title I, Part A campus shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. [Section 1116(e)(5)]

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Strongest Documentation Recommended:
For the LEA and each Title I, Part A campus—

- Relevant statement in the PFE policies concerning the availability of translations;
- Evidence of distribution.

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

Compliance Item 11:
The LEA and each Title I, Part A campus shall provide such other reasonable support for parental involvement activities under this section as parents may request. [Section 1116(e)(14)]

Strongest Documentation Recommended:
For the LEA and each Title I, Part A campus—

- Relevant statement in the PFE policies concerning the provision of such reasonable support;
- Evidence of such support having been provided, when requested.

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

Parents' Right to Know

Compliance Item 1:
At the beginning of each school year (or upon enrollment, if later), the LEA shall notify the parents of each student that the parents may request, and the LEA 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)]

The notice and information provided to parents under this subsection shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. [Section 1112(e)(4)]

Strongest Documentation Recommended:

- Official auditable correspondence, newsletter, website, or student handbook used to distribute information on right to request the professional qualifications of the student's classroom teacher(s).

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

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Compliance Item 2:

Each Title I, Part A campus shall provide parents of each student with information related to the level of achievement and, as applicable and available, academic growth of the student on each of the State academic assessments required under Title I, Part A. [Section 1112(e)(1)(B)(i)]

The notice and information provided to parents under this subsection shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. [Section 1112(e)(4)]

Strongest Documentation Recommended:

For each Title I, Part A campus—

- Official auditable correspondence distributing such information to parents; or
- Meeting documentation for parent/teacher conferences where such information was discussed.

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

Compliance Item 3:

Each Title I, Part A campus shall provide parents of each student timely notice that the student has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned. [Section 1112(e)(1)(B)(ii)]

The notice and information provided to parents under this subsection shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. [Section 1112(e)(4)]

Strongest Documentation Recommended:

For each Title I, Part A campus—

- Official auditable correspondence distributing such information to parents.

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

Compliance Item 4:

At the beginning of each school year (or upon enrollment, if later), the LEA shall notify the parents of each student that the parents may request, and the LEA will provide the parents on request (and in a timely manner), information regarding any State or local educational agency policy regarding student participation in any assessments mandated by section 1111(b)(2) and by the State or LEA, which shall include a policy, procedure, or parental right to opt the child out of such assessment, where applicable. [Section 1112(e)(2)(A)]

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The notice and information provided to parents under this subsection shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. [Section 1112(e)(4)]

Note: Under state law, there are no applicable opt-out options for state-mandated assessments. If the LEA administers local assessments that are required, and there is an applicable local policy, procedure, or parental right to opt the child out of such assessments, the information shall be included in the parent notification referenced above.

Strongest Documentation Recommended:

- Official auditable correspondence distributing such information to parents.

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

For information concerning the applicability of this compliance item, refer to the Title I, Part A Program Guide.

Compliance Item 5:

Each LEA that receives funds under this part shall make widely available through public means (including by posting in a clear and easily accessible manner on the LEA's website and, where practicable, on the website of each school served by the LEA) for each grade served by the LEA, information on each assessment required by the State to comply with section 1111, other assessments required by the State, and where such information is available and feasible to report, assessments required districtwide by the LEA, including—

1. **the subject matter assessed;**
2. **the purpose for which the assessment is designed and used;**
3. **the source of the requirement for the assessment; and**
4. **where such information is available—**
    a. **the amount of time students will spend taking the assessment, and the schedule for the assessment; and**
    b. **the time and format for disseminating results.**

[Section 1112(e)(2)(B)]

In the case of a local educational agency that does not operate a website, such local educational agency shall determine how to make the information described in subparagraph (A) widely available, such as through distribution of that information to the media, through public agencies, or directly to parents. [Section 1112(e)(2)(C)]

The notice and information provided to parents under this subsection shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. [Section 1112(e)(4)]

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Strongest Documentation Recommended:

- Evidence of relevant web posting.
- Or, if the LEA does not operate a website, evidence that the distribution is made to the media, through public agencies, or directly to parents.

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

Compliance Item 6

Each local educational agency using funds under Title I, Part A to provide a language instruction educational program as determined under Title III shall, **not later than 30 days after the beginning of the school year**, inform parents of an English learner identified for participation or participating in such a program, of—

(i) the reasons for the identification of their child as an English learner and in need of placement in a language instruction educational program;

(ii) the child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement;

(iii) the methods of instruction used in the program in which their child is, or will be, participating and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction;

(iv) how the program in which their child is, or will be, participating will meet the educational strengths and needs of their child;

(v) how such program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;

(vi) the specific exit requirements for the program, including the expected rate of transition from such program into classrooms that are not tailored for English learners, and the expected rate of graduation from high school (including four-year adjusted cohort graduation rates and extended-year adjusted cohort graduation rates for such program) if funds under this part are used for children in high schools;

(vii) in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child, as described in section 614(d) of the Individuals with Disabilities Education Act (20 U.S.C. 1414(d)); and (viii) information pertaining to parental rights that includes written guidance—

(I) detailing the right that parents have to have their child immediately removed from such program upon their request;

(II) detailing the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and

(III) assisting parents in selecting among various programs and methods of instruction, if more than 1 program or method is offered by the eligible entity.

[Section 1112(e)(3)(A)]

For those children who have not been identified as English learners prior to the beginning of the school year but are identified as English learners during such school year, the local educational agency shall notify the children's parents **during the first 2 weeks of the child being placed** in a language instruction educational program. [Section 1112(e)(3)(B)]

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The notice and information provided to parents under this subsection shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. [Section 1112(e)(4)]

Strongest Documentation Recommended:

- Copy of the notification sent to parents of students participating in the language education instructional program, detailing the required information.

If not applicable, the LEA assures that the following reason applies. No other reason is acceptable.

- The LEA did not use Title I, Part A funds to implement or supplement a language education Instructional program such as the one outlined in Title III.

Compliance Item 7

Each local educational agency receiving funds under this part shall implement an effective means of outreach to parents of English learners to inform the parents regarding how the parents can—

(I) be involved in the education of their children; and
(II) be active participants in assisting their children to—
(aa) attain English proficiency;
(bb) achieve at high levels within a well-rounded education; and
(cc) meet the challenging State academic standards expected of all students.

REGULAR MEETINGS.—Implementing an effective means of outreach to parents under clause (i) shall include holding, and sending notice of opportunities for, regular meetings for the purpose of formulating and responding to recommendations from parents of students assisted under this part or title III. [Section 1112(e)(3)(C)]

BASIS FOR ADMISSION OR EXCLUSION.—A student shall not be admitted to, or excluded from, any federally assisted education program on the basis of a surname or language-minority status. [Section 1112(e)(3)(D)]

The notice and information provided to parents under this subsection shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. [Section 1112(e)(4)]

Strongest Documentation Recommended:

- Evidence of the means of outreach to parents of English learners, detailing the required information.

If not applicable, the LEA assures that the following reason applies. No other reason is acceptable.

- The LEA did not use Title I, Part A funds to implement or supplement a language education Instructional program such as the one outlined in Title III.

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Schoolwide Programs

Compliance Item 1:

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)]

Strongest Documentation Recommended:

For each Title I, Part A Schoolwide Program campus—

- Description of the campus's comprehensive needs assessment (CNA) process that includes the date(s) that the CNA was developed (if a new campus) or the date(s) that the CNA was reviewed and revised for the current school year, list of stakeholders involved that includes the individuals by name and roles, areas examined, and a listing of the multiple data sources analyzed; AND
- Meeting agendas, meeting minutes or notes, and documentation of attendance (i.e., sign-in sheets, electronic attendance rosters) documenting alignment with the campus's CNA process description; AND
- Campus schoolwide program plan that includes a summary of CNA results and evidence of the use of those results to determine program activities (the requirements related to the campus schoolwide program plan can be included in the Campus Improvement Plan or other Campus official plans); AND
- Evidence that program evaluations of the schoolwide program plan from prior years (for the current year, if available, and prior year or for the last two years if the current-year program evaluation is not available) are part of the CNA process to determine effectiveness and to inform decisions concerning program implementation.

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

If not applicable, the LEA assures that the following reason applies. No other reason is acceptable.

- The LEA only operates Targeted Assistance Program campuses.

Compliance Item 2:

The Title I, Part A Schoolwide program 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)]

Strongest Documentation Recommended:

For each Title I, Part A Schoolwide Program campus—

- Campus schoolwide program plan showing evidence of coordination and integration documented with applicable program descriptions and outlining use of funds (the requirements related to the

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Campus schoolwide program plan can be included in the Campus Improvement Plan or other Campus official plans); AND
- Meeting agendas, meeting minutes or notes, and documentation of attendance (i.e., sign-in sheets, electronic attendance rosters) from the campus planning process showing evidence of coordination and integration.

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

If not applicable, the LEA assures that the following reason applies. No other reason is acceptable.
- The LEA only operates Targeted Assistance Program campuses.

Compliance Item 3:

An eligible school operating a schoolwide program shall develop a comprehensive plan (or amend a plan for such a program that was in existence on the day before the date of the enactment of the Every Student Succeeds Act) that—is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. [Section 1114(b)(2)]

Strongest Documentation Recommended:

For each Title I, Part A Schoolwide Program campus—
- Campus schoolwide program plan showing a listing of stakeholders involved in the development of the schoolwide program plan that includes the individuals by name and roles; AND
- Meeting agendas, meeting minutes or notes, and documentation of attendance (i.e., sign-in sheets, electronic attendance rosters) from the campus planning process that shows evidence of required stakeholders involvement in the development of the schoolwide program plan; AND
- Any other documentation (i.e., surveys, correspondence) used to involve the required stakeholder groups, if applicable.

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

If not applicable, the LEA assures that the following reason applies. No other reason is acceptable.
- The LEA only operates Targeted Assistance Program campuses.

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Compliance Item 4:

The Title I, Part A Schoolwide program 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)]

Strongest Documentation Recommended:

For each Title I, Part A Schoolwide Program campus—

- Evidence of plan availability to the LEA, parents, and the public which may include posted on the campus and/or LEA website, hard copy available at the campus front desk, public library, or other public place or hard copy made available at the request of the LEA, a parent, or the public; AND
- Evidence of plan availability in multiple languages, if applicable.

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

If not applicable, the LEA assures that the following reason applies. No other reason is acceptable.

- The LEA only operates Targeted Assistance Program campuses.

Compliance Item 5:

The LEA ensures that any services provided by nonprofit or for-profit external providers have expertise in using evidence-based or other effective strategies to improve student achievement. [Section 1114 (d)]

Strongest Documentation Recommended:

For each Title I, Part A Schoolwide Program campus that uses nonprofit or for-profit external providers—

- Evidence that such providers have expertise in using evidence-based or other effective strategies to improve student achievement

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

If not applicable, the LEA assures that the following reason applies. No other reasons are acceptable.

- The LEA only operates Targeted Assistance Program campuses.
- None of the LEA's Schoolwide Programs uses any nonprofit or for-profit external provider to implement any part of its Schoolwide Program.

Supplement, Not Supplant

Compliance Item 1:

The LEA has either a formal Supplement, Not Supplant Methodology for distributing State and local funds in order to ensure State and local funds are distributed to its campuses in a Title I-neutral manner; or, it has a formal Statement of Exemption. [Section 1118(b)]

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Strongest Documentation Recommended:

- Copy of SNS Methodology and summary page(s) from general ledger showing the total budget amount allocated to each campus, OR
- Copy of Statement of Exemption

Targeted Assistance Programs

Compliance Item 1:

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)]

Strongest Documentation Recommended:

- Description of the LEA's selection criteria (the criteria must be multiple, educationally related, objective criteria, except that children in preschool through grade 2 shall be selected solely on the basis of criteria, including objective criteria established by the LEA which may include teacher judgment, interviews with parents, or other developmentally appropriate measures); AND
- Description of how the campus has supplemented the LEA's criteria, if applicable

If not applicable, the LEA assures that the following reason applies. No other reason is acceptable.

- The LEA only operates Schoolwide Program campuses.

Compliance Item 2:

The LEA ensures that each of its campuses operating a Targeted Assistance Program has served those participating students identified as eligible by—

(A) using resources under this part to help eligible children meet the challenging State academic standards, which may include programs, activities, and academic courses necessary to provide a well-rounded education;

(B) using methods and instructional strategies to strengthen the academic program of the school through activities, which may include—

(i) expanded learning time, before- and after-school programs, and summer programs and opportunities; and

(ii) a schoolwide tiered model to prevent and address behavior problems, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act.

[Section 1115(b)(2)]

Strongest Documentation Recommended:

- Relevant pages from the Targeted Assistance campus plans detailing the types of programs, activities, and academic courses provided to eligible students with Title I, Part A resources; AND
- Relevant pages from the Targeted Assistance campus plans describing the methods and instructional strategies the campus(es) use to strengthen the academic program of the

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school through activities, which may include expanded learning time, before-and after-school programs, and summer programs and opportunities, as well as a tiered model to prevent and address behavior problems and early intervening services.

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

If not applicable, the LEA assures that the following reason applies. No other reason is acceptable.

- The LEA only operates Schoolwide Program campuses.

Compliance Item 3:

For a Title I, Part A targeted assistance program, the LEA ensures that it requires that staff paid with Title I, Part A funds spend no more than the same proportion of total work time on limited duties assigned to similar non-Title I personnel as the proportion that non-Title I staff spend on such duties. [Section 1115(d)(2)]

Strongest Documentation Recommended:

- Job descriptions of similar Title I and non-Title I-paid staff.
- Relevant Time and Effort documentation.

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

If not applicable, the LEA assures that one of the following reasons applies. No other reasons are acceptable.

- The LEA only operates Schoolwide Program campuses; or
- The LEA does not pay staff at any of its Targeted Assistance campuses with Title I, Part A funds.

Compliance Item 4:

For a Title I, Part A targeted assistance program, the LEA ensures that it uses Title I, Part A funds for "comprehensive services" only has after it has (a) engaged in a comprehensive needs assessment, and (b) funds are not reasonably available from other sources to provide such services. Comprehensive services include the following:

(i) the provision of basic medical equipment, such as eyeglasses and hearing aids;
(ii) compensation of a coordinator;
(iii) family support and engagement services;
(iv) integrated student supports; and
(v) professional development necessary to assist teachers, specialized instructional support personnel, other staff, and parents in identifying and meeting the comprehensive needs of eligible children

[Section 1115(e)(2)]

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Strongest Documentation Recommended:

- Relevant pages of the comprehensive needs assessment(s).
- Relevant Time and Effort documentation.

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

If not applicable, the LEA assures that one of the following reason applies. No other reasons are acceptable.

- The LEA only operates Schoolwide Program campuses; or
- The LEA does not use Title I, Part A funds at its Title I, Part A campus(es) for comprehensive services, such as
  - (i) the provision of basic medical equipment, such as eyeglasses and hearing aids;
  - (ii) compensation of a coordinator;
  - (iii) family support and engagement services;
  - (iv) integrated student supports; and
  - (v) professional development necessary to assist teachers, specialized instructional support personnel, other staff, and parents in identifying and meeting the comprehensive needs of eligible children

Compliance Item 5:

The LEA ensures that any services provided by nonprofit or for-profit external providers have expertise in using evidence-based or other effective strategies to improve student achievement. [Section 1115(h)]

Strongest Documentation Recommended:

For each Title I, Part A Targeted Assistance Program campus that uses nonprofit or for-profit external providers—

- Evidence that such providers have expertise in using evidence-based or other effective strategies to improve student achievement

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

If not applicable, the LEA assures that the following reason applies. No other reasons are acceptable.

- The LEA only operates Schoolwide Program campuses.
- None of the LEA's Targeted Assistance Programs uses any nonprofit or for-profit external provider to implement any part of its Targeted Assistance Program.

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Campus Allocations

Compliance Item 1:

The LEA has allocated Title I, Part A funds to eligible school attendance areas or eligible schools in rank order, on the basis of the total number of children from low-income families in each area or school. [Section 1113(c)(1)]

[Note: This compliance item is not applicable to LEAs that have fewer than 1,000 students or to LEAs that have only one campus.]

Strongest Documentation Recommended:

- Spreadsheet showing campus name, campus number, enrollment, number of low-income students, low-income percentage, per-pupil amount, and amount of total Title I, Part A campus allocation for all Title I, Part A served campuses.

  Note: Campus status, enrollment and low-income percentages should match what was reported on the most current SC5000.

- Relevant pages of General Ledger, showing that the Title I, Part A campus allocation amounts were budgeted for campuses.

Compliance Item 2:

If the LEA is serving any campus with less than 35% poverty, the per-pupil amount of funds allocated to each school attendance area or school shall be at least 125 percent of the per-pupil amount of funds a local educational agency received for that year under the poverty criteria described by the local educational agency in the plan submitted under section 1112. [Section 1113(c)(2)(A)]

[Note: This compliance item is Not Applicable for LEAs that only serve campuses that are 35% poverty or above and for LEAs that have a total enrollment of less than 1,000 students.]

Strongest Documentation Recommended:

- Spreadsheet showing calculation:
  - **LEA's Total Title I, Part A Allocation (before any reservations) ÷ Number of Public School and Private School Low-Income Children**
  - **Per-pupil amount X 1.25**
- Spreadsheet showing campus name, campus number, enrollment, number of low-income students, low-income percentage, 125% per-pupil amount, and amount of total Title I, Part A campus allocation for all Title I, Part A served campuses.

  Note: Campus status, enrollment, and low-income percentages should match what was reported on the most current SC5000 in the LEA's Consolidated Federal Grant Application.

- Relevant pages of General Ledger, showing that the 125% Title I, Part A campus allocation amounts were budgeted for all Title I, Part A campuses.

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LEA Reservations

Compliance Item 1:
An LEA shall reserve such funds as are necessary under Title I, Part A to provide services comparable to those provided to children in schools funded under this part to serve homeless children and youths, including providing educationally related support services to children in shelters and other locations where children may live. The share of funds shall be determined based on the total allocation received by the LEA; and prior to any allowable expenditures or transfers by the LEA. Funds reserved may be determined based on a needs assessment of homeless children and youths in the LEA, taking into consideration the number and needs of homeless children and youths in the LEA, and which needs assessment may be the same needs assessment as conducted under section 723(b)(1) of the McKinney-Vento Homeless Assistance Act [42 U.S.C. 11433(b)(1)]; and used to provide homeless children and youths with services not ordinarily provided to other students under this part, including providing funding for the homeless liaison and transportation to the school of origin.

Strongest Documentation Recommended:

- Worksheet showing how the amount of the homeless reservation was determined.

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

Coordination with Head Start/Other Early Childhood Agencies

Compliance Item 1:
The LEA has developed agreements with a Head Start agency(s) to increase coordination between the LEA and the agency and, if feasible, other entities carrying out early childhood education programs, and the LEA carries out the requirements in ESEA section 1119(b) to increase the coordination between the LEA and the Head Start (or similar) agency, including:

1. developing and implementing a systematic procedure for receiving records regarding such children, transferred with parental consent from a Head Start program or, where applicable, another early childhood education program;
2. establishing channels of communication between school staff and their counterparts (including teachers, social workers, and health staff) in such Head Start agencies or other entities carrying out early childhood education programs, as appropriate, to facilitate coordination of programs;
3. conducting meetings involving parents, kindergarten or elementary school teachers, and Head Start teachers or, if appropriate, teachers from other early childhood education programs, to discuss the developmental and other needs of individual children;
4. organizing and participating in joint transition-related training of school staff, Head Start program staff, and, where appropriate, other early childhood education program staff; and
5. linking the educational services provided by the LEA with the services provided by local Head Start agencies.

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Strongest Documentation Recommended:

- Copy of the agreement(s) with the Head Start agency and other similar entitles carrying out early childhood education programs.

If not applicable, the LEA assures that the following reason applies. No other reason is acceptable.

- The LEA has no Head Start agency or other entity carrying out early childhood education programs serving children who will attend the schools of the LEA.

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Title I, Part C—Education of Migratory Children

- Program Coordination/Integration
- Priority for Service
- Local Needs Assessment (LNA)
- Parent and Family Engagement
- Evaluation
- Identification and Recruitment
- Interstate/Intrastate Coordination
- Use of Funds
- Records Transfer

Program Coordination/Integration

Compliance Item 1:

The LEA/fiscal agent makes adequate provisions for serving the unmet educational needs of migratory children, including preschool children and migratory children who have dropped out of school, are identified and addressed through a full range of services that are available for migratory children from appropriate local, State, and Federal educational programs. [Section 1304(b)(1) and (c)(4)]

Strongest Documentation Recommended:

- Unique Student Count Report from TX-NGS showing the number of migratory children
- Documentation of efforts to provide services to migratory children not being served through other sources.
- Local needs assessment
- Emails
- Communication logs
- Documentation showing service coordination with other local, State, and Federal education programs
- Phone logs
- Emails
- Event invites
- Coordinated meeting agendas
- Evidence of service outreach activities

For preschool children:

- Unique Student Count Report from TX-NGS showing the number of preschool-aged migratory children
- Documentation showing the number of preschool-aged migratory children served by early childhood program (district-based program, home-based program, community preschool program, Head Start, etc.)

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- Documentation of efforts to provide services to preschool-aged migratory children not being served through other sources

If no preschool migratory children are identified by the LEA/fiscal agent during the current school year, the following documentation must be readily available upon request:

- Unique Student Count Report from TX-NGS showing no preschool-aged children were identified.

For Out-of-school Youth (OSY):

- OSY Student Profile Report from TX-NGS
- Out-of-school Youth Report from TX-NGS showing number of OSY;

If no OSY are identified by the LEA/fiscal agent during the current school year, the following documentation must be readily available upon request:

- Out-of-School Youth Report from TX-NGS showing no OSY were identified.

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

Priority for Service (PFS)

Compliance Item 1:

The LEA/fiscal agent gives service priority to migratory children who made a qualifying move within the previous 1-year period and who are failing or most at risk of failing to meet the challenging State academic standards or have dropped out of school. [Sections 1301(2), 1304(d)]

Strongest Documentation Recommended:

- Procedures for Prioritizing Services to PFS Students;
- Priority for Service (PFS) Report from TX-NGS;
- School System PFS Action Plan;
- Supplemental Program Count Report from TX-NGS listing supplemental services being provided to the PFS students; and
- Documentation that MEP-funded services are provided to the PFS students first.

If no PFS students are identified by the LEA/fiscal agent during the current school year, the following documentation must be readily available:

- PFS Report from TX-NGS showing no PFS students were identified.

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

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Local Needs Assessment (LNA)

Compliance Item 1:

The LEA/fiscal agent identifies and addresses the unique educational needs of migratory children through a needs assessment and outlines a comprehensive plan for the delivery of services. [Section 1306(a)(1)(A)-(G)]

Strongest Documentation Recommended:

- A completed version of the local needs assessment (LNA) tool that includes:
  - MEP Student Profile; and
  - LNA Action Plan;
- If applicable, a copy of the school system Collaborative Comprehensive Needs Assessment (CCNA), if it includes a Title I, Part C specific component;
- LNA Strategy Implementation Plan that shows consideration of the Texas Title I, Part C Service Delivery Plan (SDP) strategies; and
- District Improvement Plan pages that describe the MEP-funded activities according to SDP strategies to meet Measurable Program Objectives (MPOs).

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

Parent and Family Engagement

Compliance Item 1:

The LEA/fiscal agent has established a parent advisory council (PAC) for the Title I, Part C - Migratory Education Program (MEP) and provides an opportunity for appropriate consultation in the planning, implementation, and evaluation of the school system's migratory program. [Sections 1304(c)(3); 1306(a)(1)(B)(ii); and 1116]

Strongest Documentation Recommended:

- Evidence of migratory parent advisory council (PAC) meetings occurred and allowed for meaningful consultation with and input from parents of migratory children concerning the planning, implementation, and evaluation of the program.
  - Meeting agendas clearly outlining time for meaningful consultation took place;
  - Meeting notes/minutes; and
  - Attendance i.e., sign-in sheets, electronic attendance rosters.
- Evidence that meetings are offered at times that parents of migratory children could attend and meetings are conducted in a language that the parents could understand, or that translation is provided, as needed.

If no PAC has been established due to no participation, the following must be readily available:

- Evidence to show that efforts have been made to establish a PAC, but due to factors such as extreme geographical distance, low numbers of identified migratory families within the LEA, etc., a PAC was not established (i.e., Unique Student Count Report from TX-NGS).

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The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

Compliance Item 2:

The LEA/fiscal agent coordinates/provides training/resources to parents of migratory children on reading strategies; mathematics strategies; developmentally appropriate school readiness resources and strategies; and/or information and resources about college/career opportunities. [Section 1304(c)(1) and (c)(6)]

Strongest Documentation Recommended:

- Evidence of coordination with other school system programs for training and resources.
  - Meeting agenda and minutes between MEP school system staff and other program staff; and
  - Communication with other school systems programs requesting or coordinating training and resources for migratory parents.
- Evidence of coordination with other programs that can benefit migratory children and their families.
  - Coordination meeting agendas and minutes between MEP school system staff and other programs to discuss sharing needs and resources; and

- Evidence that training was offered to migratory parents and families.
  - Training agendas;
  - Documentation of attendance (i.e., sign-in sheets, electronic attendance rosters); and
  - Sample of material presented; or

  If no migratory children are identified by the LEA/fiscal agent during the current school year, the following documentation must be readily available upon request:
  - Unique Student Count Report from TX-NGS showing no migratory children were identified.

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

Program Evaluation

Compliance Item 1:

The LEA/fiscal agent evaluates and improves the effectiveness of the Title I, Part C – Migratory Education Program (MEP) to enable all migratory students to meet the same challenging State academic standards that all Texas children are expected to meet. [Section 1304 (b)(1), (b)(2) and (c)(5)]

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Strongest Documentation Recommended:

- Evidence that a Title I, Part C Evaluation was conducted.
  - Copy of the school system's Title I, Part C Evaluation
- Evidence of the Title I, Part C Evaluation Planning Meeting
  - Meeting agenda;
  - Meeting minutes; and
  - Attendance; or
  - Other supporting documentation to provide evidence of the Title I, Part C Evaluation Planning Meeting.

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

Compliance Item 2:

The LEA/fiscal agent uses the program evaluation results to improve services to its migratory students. [Section 1304 (b)(1), (b)(2) and (c)(5), 1306(a)(1)(C)]

Strongest Documentation Recommended:

- Evidence that evaluation results were considered to improve services to migratory children.
  - District Improvement Plan (DIP) pages addressing additional services offered to the migratory students based on the LEA MEP evaluation; or
  - List of improved services offered to the migratory students; or
  - Other documentation showing how results were used to improve services to migratory students.
- Evidence of the Title I, Part C Evaluation Planning Meeting
  - Meeting agenda;
  - Meeting minutes; and
  - Attendance; or
  - Other supporting documentation to provide evidence of the Title I, Part C Evaluation Planning Meeting.

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

Identification and Recruitment: Quality Control

Compliance Item 1:

The LEA/fiscal agent identifies and recruits migratory children and youth, including OSY, according to the specific timelines and guidance outlined in the Texas Manual for the Identification and Recruitment (ID&R) of Migratory Children to ensure the accuracy of such information. [Sections 1303(f), 1304(c)(7), 1309(2)-(5)]

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Strongest Documentation Recommended:

- Evidence of ID&R activities
  - Recruiter logs outlining the dates, times, and specific ID&R activities conducted by the recruiter; and
  - Reviewer logs showing quality control conducted by the reviewer; or
  - Other forms of supporting documentation that provide evidence of ID&R activities.
- Identification and Recruitment Plan showing ID&R efforts took place during the school year and summer within the school system and in the community.
- School System ID&R Quality Control Procedures

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

Interstate/Intrastate Coordination: Records Transfer

Compliance Item 1:

The LEA/fiscal agent ensures interstate and intrastate coordination of services for migratory children to provide educational continuity through the timely transfer of pertinent school records. [Section 1304(b)(3)]

Strongest Documentation Recommended:

- School system procedures for requesting or transferring migratory student records via MSIX, including the process for data accuracy.
- Evidence of Utilization of MSIX
  - Documentation of responses to MSIX Move Notifications; and
  - Documentation of responses to MSIX Data Requests (i.e., email notification from MSIX)
- Documentation if no Move Notifications and/or Data Requests were received via MSIX.

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The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

Use of Funds

Compliance Item 1:

The LEA/fiscal agent ensures all MEP-funded supplies, materials, and equipment are used only for MEP activities and to the benefit of MEP students. [Section 1304(c)(1)]

Strongest Documentation Recommended:

- District Improvement Plan pages showing the MEP-funded activities section.
- Documentation on the use of equipment
  - Logs on use of equipment; or
  - Other supporting documentation showing use of equipment; or
  - Documentation that MEP funds were not used for the purchase of equipment.

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- Evidence that only migratory children are the beneficiaries of MEP-funded supplies
  - TX-NGS Supplemental Program Count Report; or
  - Documentation that MEP funds were not used to purchase supplies.

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

Not applicable only for the following reason.

- MEP funds were used only for personnel performing MEP-related duties.

Records Transfer: Data Quality

Compliance Item 1:

The LEA/fiscal agent has local policies and procedures in place to ensure that migratory student records are requested and transferred in a timely manner. [Section 1304(b)(3)]

Strongest Documentation Recommended:

- Written procedures followed for sharing and/or obtaining migratory student records with/from other school systems and states.
- Evidence of Quality Control Procedures for ensuring data accuracy.
  - School system's Quality Control Procedures outlining the process to ensure migratory student data fidelity and accuracy; and
  - TX-NGS Quality Control Checklist completed by ESC.

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

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Title I, Part D

- Program Coordination/Integration - Subpart 2
- Use of Funds - Subpart 1
- Use of Funds – Subpart 2

Program Coordination/Integration - Subpart 2

Compliance Item 1:

The LEA has a formal, written agreement with each local facility it served under Title I, Part D, Subpart 2, and the agreement addresses the program provided by the LEA, as well as the responsibilities of the facility as described in Section 1425. [Section 1425]

Strongest Documentation Recommended:

- Copy of the formal written agreement between the LEA and each facility;
- Description of services provided by the LEA; AND
- Description of the facility responsibilities.

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

Compliance Item 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:

- **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 an LEA;**
- **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)]

Strongest Documentation Recommended:

- Copy of evaluation of Title I, Part D, Subpart 2 program showing program's impact in these areas

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

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Use of Funds - Subpart 1

Compliance Item 1:

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)]

Strongest Documentation Recommended:

- Documentation showing the number of hours added to educational program through Title I, Part D, Subpart 1.

The State Agency may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

Compliance Item 2:

In making Title I, Part D, Subpart 1 services available to children and youth in adult correctional institutions, the State Agency gives priority to children and youth who are likely to complete incarceration within a 2-year period. [Section 1414(c)(2)]

Strongest Documentation Recommended:

- Documentation related to selection of program participants, including an explanation of how priority is given to children and youth who are likely to complete incarceration within a 2-year period.

The State Agency may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

If not applicable, the State Agency assures that the following reason applies. No other reason is acceptable.

- The State Agency does not operate any adult correctional institutions.

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Compliance Item 3:

The State Agency maintains 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]

Strongest Documentation Recommended:

- List of staff paid with Title I, Part D, Subpart 1 funds, including percentage of time spent working in program;
- Documentation for charges to payroll, as required in the applicable EDGAR Cost Principles.

The State Agency may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

If not applicable, the State Agency assures that the following reason applies. No other reason is acceptable.

- The State Agency has no staff paid out of Title I, Part D, Subpart 1

Compliance Item 4:

The State Agency has, for each campus that operates an Institution-wide Program under §1416, a comprehensive plan that meets the requirements of §1416.

Strongest Documentation Recommended:

- Institution-wide Program Plan for each campus operating such a program.

The State Agency may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

If not applicable, the State Agency assures that the following reason applies. No other reason is acceptable.

- The State Agency has no campus that operates an institution-wide program under Title I, Part D, Subpart 1

Compliance Item 5:

The State Agency reserves 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 (a).

Strongest Documentation Recommended:

- Documentation supporting appropriate reservation of funds;
- Expenditure records related to transition services.

The State Agency may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

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Compliance Item 6:

The State Agency evaluates the effectiveness of its Title I, Part D, Subpart 1 program at least once every three years and use the results as well as well as longitudinal studies to make improvements to the subsequent program. [Section 1431]

Strongest Documentation Recommended:

- Program effectiveness and longitudinal studies of its Title I, Part D, Subpart 1 program;
- Documentation of the comprehensive needs assessment process and program planning.

The State Agency may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

Use of Funds - Subpart 2

Compliance Item 1:

The LEA uses 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—

1. **to carry out high-quality education programs to prepare children and youth for secondary school completion, training, employment, or further education,**
2. **to provide activities to facilitate the transition of such children and youth from the correctional program to further education or employment; and**
3. **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]

Strongest Documentation Recommended:

- LEA and/or campus plans that provide a description of the Title I, Part D, Subpart 2 program;
- Description and list of Program beneficiaries;
- Accounting records documenting Program expenditures.

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

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Compliance Item 2:

The LEA maintains 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]

Strongest Documentation Recommended:

- List of staff paid with Title I, Part D, Subpart 2 funds, including percentage of time spent working in program.
- Documentation for charges to payroll, as required in the applicable EDGAR Cost Principles.

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

If not applicable, the LEA assures that the following reason applies. No other reason is acceptable.

- The LEA has no staff paid out of Title I, Part D, Subpart 2.

Compliance Item 3:

The LEA operates a program of support for students returning from a facility for the delinquent to a school operated by the LEA. [Section 1422(b)]

Strongest Documentation Recommended:

- Description of this program of support as part of the LEA plan or in its written agreement with the facility

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

If not applicable, the LEA assures that the following reason applies. No other reason is acceptable.

- 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.

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Title II, Part A

- Alignment with Challenging State Academic Standards
- Meaningful Consultation
- Coordination
- Prioritization of Funds
- System of Professional Growth and Improvement

Alignment with Challenging State Academic Standards

Compliance Item 1:

The Title II, Part A activities carried out by the LEA/fiscal agent are aligned with the challenging State academic standards. [Section 2102(b)(2)(A)]

Strongest Documentation Recommended:

- Relevant pages of the District Improvement Plan; and
- Activity documents for Title II, Part A activities (See Title II, Part A Program Guide for examples.)

The LEA/fiscal agent may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

Meaningful Consultation

Compliance Item 1:

The LEA/fiscal agent meaningfully consults 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)]

Strongest Documentation Recommended:

- Relevant pages of the District Improvement Plan; and
- Stakeholder meeting agendas and minutes, sign-in sheets, materials used during consultation events (including program evaluation data), and copies of relevant surveys and their composite results.

The LEA/fiscal agent may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

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Compliance Item 2:

The LEA/fiscal agent seeks advice from the individuals and organizations described in Compliance Item 1, above, regarding how best to improve the LEA's activities to meet the purpose of Title II, Part A. [Section 2102(b)(3)(B)]

Strongest Documentation Recommended:

- Relevant pages of the District Improvement Plan; and
- Stakeholder meeting agendas and minutes, sign-in sheets, materials used during consultation events (including program evaluation data), and copies of relevant surveys and their composite results.

The LEA/fiscal agent may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

Compliance Item 3:

The LEA/fiscal agent uses data and ongoing consultation to continually update and improve Title II, Part A activities. [Section 2102(b)(2)(D)]

Strongest Documentation Recommended:

This documentation collectively should demonstrate that consultation occurred throughout the school year. For example, a minimum would be consultation for the beginning of the school year, one meeting or survey to ascertain program status or progress mid-year, and one meeting at the end of the year to evaluate the effectiveness of the Title II, Part A activities that were conducted. The documentation should show that this information is used to improve the program.

- Calendar of scheduled consultation meetings; and
- Agendas and minutes (dated); and
- Sign-in sheets or participant rosters; and
- If used, copy of handouts provided during consultation events;
- If used, copy of survey and its composite results.

The LEA/fiscal agent may have other documentation that potentially might show compliance.
In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

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Coordination

Compliance Item 1:

The LEA/fiscal agent coordinates Title II, Part A, professional development activities with professional development activities provided through other federal, state, and local programs. [Section 2102(b)(2)(F)]

Strongest Documentation Recommended:

- Official promotional materials showing coordination through other federal, state and local programs for applicable activities; and
- Relevant pages of the District Improvement Plan; and
- Coordination meeting agendas and minutes, sign-in sheets, materials used during coordination events, and/or surveys and their results; and
- Documentation showing use of funds in coordination through other federal, state and local programs.

The LEA/fiscal agent may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

Compliance Item 2:

The LEA/fiscal agent coordinates activities under Title II, Part A with other related strategies, programs, and activities being conducted in the community.
[Section 2102(b)(3)(C)]

Strongest Documentation Recommended:

- Official promotional materials showing coordination between the LEA and community partners for applicable activities; and
- Documentation showing use of funds in coordination with applicable community activities.

The LEA/fiscal agent may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

If not applicable, the LEA assures that the following reason applies. No other reason is acceptable.

- Title II, Part A activities pursued by the LEA did not exist within the community, making coordination impossible.

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Prioritization of Funds

Compliance Item 1:

The LEA/fiscal agent prioritizes Title II, Part A 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)]

Strongest Documentation Recommended:

- Documentation that shows Title II, Part A activities and their costs for each campus within the LEA, demonstrating prioritization to schools served by the LEA under Title I School Improvement and that have the highest percentage of low-income children.

The LEA/fiscal agent may have other documentation that potentially might show compliance.
In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

System of Professional Growth and Improvement

Compliance Item 1:

The LEA/fiscal agent has a system of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership. [Section 2102(b)(2)(B)]

Strongest Documentation Recommended:

- Relevant pages of the District Improvement Plan; and
- LEA professional development plan.

The LEA/fiscal agent may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

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Title III, Part A – ELA

- Needs Assessment
- Use of Funds
- Administrative Costs

Needs Assessment

Compliance Item 1:

The LEA/Fiscal Agent determines that all teachers serving in Language Instruction Education Programs (LIEPs) are fluent in both English and any other language used for instruction, including having written and oral communication skills. [Section 3116(c)]

Strongest Documentation Recommended:

- Documentation showing that teachers who are providing bilingual instruction are fluent in English and the other language used for instruction (e.g., hiring activities, lists provided by Human Resources of certified staff, etc.).

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

If not applicable, the LEA/Fiscal Agent assures that the following reason applies. No other reason is acceptable.

- The LEA/Fiscal Agent only offers an English as a Second Language (ESL) program.

Use of Funds

Compliance Item 1:

The LEA/Fiscal Agent provides and implements effective parent engagement activities to parents of English learners/immigrant students that are above and beyond other federal programs. [Section 3115(c)(3)(A)]

Strongest Documentation Recommended:

- Engagement Planning Tool: Phase 4: Communication of Outcomes
- Presentations (e.g., power point slides, presenter's notes, or handouts.)
- Meeting Agendas
- Sign-in Sheets
- Notification of activities (e.g., emails to parents, newsletters, or a flyer)

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

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Compliance Item 2:

The LEA/Fiscal Agent provide and implement effective family engagement activities to families of English learners/immigrant students that are above and beyond other federal programs. [Section 3115(c)(3)(A)]

Strongest Documentation Recommended:

- Engagement Planning Tool: Phase 4: Communication of Outcomes
- Presentations (e.g., power point slides, presenter's notes, or handouts.)
- Meeting Agendas
- Sign-in Sheets
- Notification of activities (e.g., emails to parents, newsletters, or a flyer)

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

Note: The State understands some examples of documentation listed may not be reasonable due to the size of the LEA/Fiscal Agent's EL population.

Compliance Item 3:

The LEA/Fiscal Agent provides and implements effective community engagement activities to parents of English learners/immigrant students and/or English learners that are above and beyond other federal programs. [Section 3115(c)(3)(A)]

Strongest Documentation Recommended:

- Engagement Planning Tool: Phase 4: Communication of Outcomes
- Presentations (e.g., power point slides, presenter's notes, or handouts.)
- Meeting Agendas
- Sign-in Sheets
- Notification of activities (e.g., emails to parents, newsletters, or a flyer)

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

Note: The State understands some examples of documentation listed may not be reasonable due to the size of the LEA/Fiscal Agent's EL population.

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Compliance Item 4:

The LEA/Fiscal Agent maintains appropriate time and effort records for all Title III, Part A – ELA split-funded staff. [EDGAR Cost Principles]

Strongest Documentation Recommended:

- List of staff paid with Title III, Part A – ELA funds, including percentage of time spent working in program and sufficient information to indicate the work or duties carried out, as appropriate;
- Documentation for charges to payroll, as required in the applicable EDGAR cost principle.

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

If not applicable, the LEA/Fiscal Agent assures that the following reason applies. No other reason is acceptable.

- The LEA/Fiscal Agent has no staff who are split-funded with Title III, Part A – ELA funds.

Compliance Item 5:

The LEA/Fiscal Agent maintains control of Title III, Part A – ELA program funds being used to provide equitable services to private school EL students and their teachers. [Section 9501(d)]

Strongest Documentation Recommended:

- Written procedures for approving and processing Title III, Part A – ELA expenditures related to services to private schools
- Accounting records showing the approved expenditures according to the LEA's written procedures.

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

If not applicable, the LEA/Fiscal Agent assures that the following reason applies. No other reason is acceptable.

- The LEA/Fiscal Agent had no agreement to provide equitable services to private schools with Title III, Part A – ELA funds.

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Administrative Costs

Compliance Item 1:

The LEA/Fiscal Agent meets the statutory 2% limitation on administrative costs related to the implementation of the Title III, Part A – ELA program. [Section 3115(b)]

Strongest Documentation Recommended:

- Title III, Part A -ELA budget documents detailing program and administrative costs

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

Compliance Item 2:

The LEA/Fiscal Agent has a policy in place if required to contract services with third-party contractor(s) associated with the Title III, Part A program to break out administrative costs, which are included in the 2% limitation. [EDGAR Cost Principles and Section 9201]

Strongest Documentation Recommended:

- Copies of any third-party contracts, requiring the break-out of administrative costs
- Title III, Part A – ELA budget documents detailing program and administrative costs, including the administrative costs from any third-party contracts.

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

If not applicable, the LEA/Fiscal Agent assures that the following reason applies. No other reason is acceptable.

- The LEA/Fiscal Agent has no third-party contractors associated with Title III, Part A program.

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Title III, Part A – Immigrant

- Administrative Costs
- Use of Funds

Administrative Costs

Compliance Item 1:

When calculating administrative costs for the Title III, Part A- Immigrant program, the LEA/Fiscal Agent includes all appropriate administrative costs, including both indirect costs and direct costs such as administrative salaries. [EDGAR Cost Principles and Section 9201]

Strongest Documentation Recommended:

- Detailed budget ledgers that include administrative costs

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

Use of Funds

Compliance Item 1:

The LEA/Fiscal Agent maintains appropriate time and effort records for all Title III, Part A – Immigrant split-funded staff. [EDGAR Cost Principles]

Strongest Documentation Recommended:

- List of staff paid with Title III, Part A – Immigrant funds, including percentage of time spent working in program and sufficient information to indicate the work or duties carried out, as appropriate
- Documentation for charges to payroll, as required in the applicable EDGAR cost principle

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

If not applicable, the LEA/Fiscal Agent assures that the following reason applies. No other reason is acceptable.

- The LEA/Fiscal Agent had no staff who are split-funded with Title III, Part A – Immigrant funds.

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Compliance Item 2:

The LEA/Fiscal Agent maintains 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)]

Strongest Documentation Recommended:

- Written procedures for approving and processing Title III, Part A – Immigrant expenditures related to services to private schools
- Accounting records showing the approved expenditures according to the LEA's written procedures

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

If not applicable, the LEA/Fiscal Agent assures that the following reason applies. No other reason is acceptable.

- The LEA/Fiscal Agent had no agreement to provide equitable services to private schools with Title III, Part A – Immigrant funds

Compliance Item 3:

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)]

Strongest Documentation Recommended:

- Description in the LEA and/or campus plans that shows how the Title III, Part A – Immigrant program enhances instructional opportunities for immigrant children and youth
- Evidence that the program beneficiaries are immigrant children and youth

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

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Title IV, Part A

Consultation: Stakeholders Input

Compliance Item 1:

The LEA engaged in a timely and meaningful consultation with a broad range of stakeholders as a part of their process in determining the targeted areas of improvement related to students' access to effective program activities. [ESSA, Title IV, Part A, Section 4106(c)]

Strongest Documentation Recommended:

- Dated agendas and/or ongoing meeting notes of stakeholder sessions, focus groups, advisory committees, and/or district improvement team meetings; **and**
- Participant rosters/sign-in sheets of stakeholder consultation meetings that align with submitted agendas/meeting notes and include all Title IV, Part A, required stakeholders.

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

Description of Programs and Activities

Compliance Item 2:

The LEA has a description of programs and activities funded with Title IV, Part A, to support the program objectives and intended outcomes related to a well-rounded education, safe and healthy students, and the effective use of technology. [Section 4106(e)(1)]

Strongest Documentation Recommended**:**

- Relevant pages of the most current LEA's District Improvement Plan (DIP) or other official auditable documentation providing a detailed description of how Title IV, Part A, funds will be used for activities supporting one of the content areas (well-rounded education, safe and healthy students, or the effective use of technology).

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

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Evaluation of Program Effectiveness

Compliance Item 3:

The LEA periodically evaluated the effectiveness of the Title IV, Part A, programs and/or activities based on program objectives and intended outcomes. [Section 4106(e)(1)]

Strongest Documentation Recommended:

- Relevant pages of the most current District Improvement Plan (DIP) or other official auditable documentation that provide a description which includes:
  1) LEA's Title IV, Part A, evaluation process; **and**
  2) How LEA will periodically evaluate effectiveness; **and**
  3) Title IV, Part A, program objective(s); **and**
  4) Title IV, Part A, intended outcome(s) of funded program(s) and/or activities.

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

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PNP Equitable Services

Timely and Meaningful Consultation

Compliance Item 1:

The LEA conducted timely and meaningful consultation with participating PNP school officials regarding the implementation of the ESSA programs according to ESSA Sections 1117 and/or 8501, as appropriate.

The consultation occurred before the LEA made any decisions that affect the opportunities of eligible PNP school children, teachers, and other educational personnel to participate in the program, and continue throughout the implementation and assessment of program activities.
[Section 1117(b)(1)(A), Sections 8501(A)(3) and 8501(A)(5)]

Strongest Documentation Recommended:

- agendas
- meeting minutes
- emails and/or
- other documentation of timely and ongoing consultation

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

LEA Maintained Control of PNP Inventory

Compliance Item 2:

LEA procedures were in place ensuring it maintained control of PNP technology, equipment, and supplies purchased for the equitable services program(s). [Sections 1117(d)(1) and 8501(d)(1)]

Strongest Documentation Recommended:

- LEA procedures that ensured it maintained control of technology, equipment, and supplies purchased for the PNP equitable services program(s); ***and***
- Copy of written policies and procedures regarding purchases of PNP technology, equipment, and supplies for equitable services; ***and***
- One (1) sample of dated agendas, consultation notes, and/or other documentation specifying LEA maintains control of PNP purchase(s) for equitable services; ***and***
- Inventory list of items purchased for PNP equitable services on one (1) participating private school campus for each participating ESSA program (i.e., supplemental property/equipment, materials, supplies, and devices such as laptops, 3-D printer, science/lab equipment, etc.,).

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The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

Equitable Services Amounts

Compliance Item 3:

The LEA documented the equitable services amounts used and provided a detailed explanation of the equitable services amounts provided to PNP officials for all applicable participating programs. [Section 1117(a)(4) and Section 8501(a)(4)]

Strongest Documentation Recommended**:**

- Documentation LEA informed PNP officials of fiscal requirements that include equitable services amounts for one (1) private school campus
  - (i.e., agenda, meeting minutes, LEA program summaries, timeline of professional development travel and PNP purchase requests, calendar of program services with equitable services amounts, or other documentation meeting requirement); ***or***
- Documentation LEA shared calculated equitable services amounts by program for one (1) PNP school campus
  - (i.e., LEA calculations by PNP campus and program level, calculation formulas per PNP campus, etc.); ***or***
- Written procedures and documentation that provided verification/tracked LEA PNP inventory purchases that include equitable services amounts for one (1) private school campus.

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

Equitable Services Administration Amounts

Compliance Item 4:

The LEA documented the equitable services *administration* amount used and provided a written explanation to all applicable participating programs.

Strongest Documentation Recommended:

- Documentation LEA informed PNP officials during consultation(s) of equitable services *administration* amount (if applicable) and how it was used
  - (i.e., amount/percentage of PNP funds appropriated, agenda, meeting minutes, third-party/Shared Services Agreement, calculated campus spreadsheet(s) indicating administration amounts, etc.).

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

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Unsafe School Choice Option

Program Coordination/Integration

Compliance Item 1:

The LEA, as a condition of receiving funds under the Every Student Succeeds Act, has established and implements a policy requiring that:

- **A student attending a persistently dangerous public elementary school or secondary school (as determined by the Texas Education Agency), or**
- **A student who becomes victims 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.

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]

Strongest Documentation Recommended:

- Copy of policy approved as per LEA policies and procedures;
- Documentation that any student who has been affected by either of these circumstances has been offered the opportunity to transfer.

Note: The LEA is required to have the policy regardless of whether 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 these contingencies. A charter school is school of choice but must provide other types of services to ensure the safety of the student.

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

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Compliance Item 2:

The LEA notifies 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:

- **Students who are enrolled in a persistently dangerous school (Notification is made within 14 calendar days of the start of the school year.)**
- **Students who are victims of a violent criminal act (Notification is made within 14 calendar days of the incident.) [Section 8532]**

Strongest Documentation Recommended:

- Copy of written notification procedure;
- 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.]
- Letters to parents of any student who has been affected by either of these circumstances, documenting the offer of the opportunity to transfer.

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

If not applicable, the LEA assures that the following reason applies. No other reason is acceptable.

- The LEA had no campuses identified as Persistently Dangerous schools and the LEA had no students who were victims of violent crime.

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