

2025-2026 Program Monitoring Validation Guidance Document

Program: Title I, Part A

Requirement: LEA Program Plan Descriptions

Documentation Requested

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

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

The documentation submitted for TEA review should show evidence of compliance in the 2024-2025 grant year for the program requirement selected.

The following documentation is requested to be submitted **by 5:00 pm CST on or before December 19, 2025**, via the Federal Program Compliance Division Program Monitoring Validations Smartsheet WorkApp system.

Selected Documentation Required to be Submitted for Review	Year of Documentation Requested	Description of Acceptable Documentation
1.1 LEA Title I, Part A Program Plan showing evidence that the LEA has incorporated the required descriptions	2024-2025	<p>Relevant pages of the LEA's Title I, Part A Program Plan that includes the statutorily 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 should either label each description in the documentation or provide a crosswalk document that identifies the requirement and page # of where in the documentation submitted the requirement can be found for review.</p> <p>In accordance with Section 1112 Local Education Agency Plans, the LEA Plan must describe how the LEA will address the following:</p> <ol style="list-style-type: none"> Student Progress Monitoring and Supports: How the LEA will monitor students' progress in meeting the challenging State academic standards by [Section 1112(b)(1)]—

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		<ul style="list-style-type: none"> • Developing and implementing a well-rounded program of instruction to meet the academic needs of all students; • Identifying students who may be at risk for academic failure; • Providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and • Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning. <p>The LEA Plan shall describe how the LEA will ensure that all children receive a high-quality education and close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards.</p> <ol style="list-style-type: none"> 2. Teacher Quality: The LEA Plan shall describe how the LEA will identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. 3. School Improvement and Support Activities: The LEA Plan shall include how the LEA will carry out its School Improvement activities responsibilities if any campuses within the LEA are identified by TEA as Comprehensive Support and Improvement, Targeted Support and Improvement and/or Additional Targeted Support. (See Campus Accountability Interventions and Guidance for additional detailed information) 4. Measure of Poverty: The LEA Plan shall include the measure of poverty that will be used to select school attendance areas. (See the

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		<p>Campus Eligibility section of this Program Guide for additional detailed information.)</p> <ol style="list-style-type: none"> 5. Nature of Programs: The LEA Plan shall include the nature of the programs to be conducted under Schoolwide and Targeted Assistance programs and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs. 6. Services to Homeless Children and Youth: The LEA Plan shall describe the services the LEA will provide homeless children and youth to support the enrollment, attendance, and success of homeless children and youth in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act. (See the Services to Homeless Students section of this Program Guide for additional detailed information) 7. Parent and Family Engagement Strategy: The LEA Plan shall include the strategies the LEA will use to implement effective parent and family engagement. (See the Parent and Family Engagement – LEA Responsibilities section of this Program Guide for additional detailed information.) 8. Early Childhood Education Programs and Transition Plans: If applicable, the LEA Plan shall describe how the LEA will support, coordinate, and integrate services provided with Title I, Part A, with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs. 9. Identification of Eligible Children – Targeted Assistance Program: If an LEA has schools operating a Targeted Assistance (TA) program, the LEA Plan shall include the criteria that teachers and school leaders, in consultation

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		<p>with parents, administrators, paraprofessionals, and specialized instructional support personnel, will use to identify the eligible children most in need of services under Title I, Part A. (See the Targeted Assistance Programs – Student Eligibility section of this Program Guide for additional detailed information regarding student eligibility in a TA program.)</p> <p>10. Middle to High School/High School to Postsecondary Transitions: If an LEA has middle grades and/or high school grades, the LEA Plan shall describe how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including...</p> <ul style="list-style-type: none"> • coordination with institutions of higher education, employers, and other local partners; and • increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills. <p>11. Discipline Disproportionality: The LEA Plan shall include how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students.</p> <p>12. Coordination and Integration: If applicable, the LEA Plan shall include how the LEA will support programs that coordinate and integrate [Section 1112(b)(12)]</p> <ul style="list-style-type: none"> • Academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential

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		<p>learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and</p> <ul style="list-style-type: none"> • Work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit. <p>13. Other Proposed Uses of Funds: Any other information on how the LEA proposes to use funds to meet the purposes of this grant and that the LEA determines appropriate to provide, which may include how the LEA will [Section 1112(b)(13)]</p> <ul style="list-style-type: none"> • Assist schools in identifying and serving gifted and talented students; and • Assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

Instructions for Assembling Documentation

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

- Ensure that the PDF file contains the required documentation as described above.
- Do not submit extraneous documentation.
- When compiling the PDF file for submission, please ensure that—
 - the pages are not compressed or reduced in size;
 - any landscape pages are oriented with their right-hand edge at the top;
 - the documentation pages included are **numbered consecutively in the lower right corner**. These page numbers, which may be handwritten if that is most convenient, should be referenced in the online WorkApp Details Form.

School systems may reference the 2025-2026 Program Monitoring Validation Process Handbook for general information about the overall process (i.e., documentation submission instructions, documentation review process, and additional resources).

Resources

Each regional Education Service Center (ESC) is required to offer and provide technical assistance related to the program monitoring validation process. Please consult with ESC staff if there are questions or if additional information is needed. Regional ESC Federal Program staff information can be located on the right-hand side of the [Title I, Part A webpage](#) in the Contact Information section.

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

- Program-Specific Training Video and Slides;
- Instructions for Submitting Documentation Training Video and Slides;
- Overview of the 2025-2026 Program Monitoring Validation Process Training Video, Slides, and Handbook

Statutory Requirement References

The requirement is referenced in the following documents.

<p>Every Student Succeeds Act (ESSA) Citation & Statute Language</p>	<p>Section 1112(b): PLAN PROVISIONS.—To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards, each local educational agency plan shall describe—</p> <ol style="list-style-type: none"> 1. how the local educational agency will monitor students' progress in meeting the challenging State academic standards by— <ul style="list-style-type: none"> • developing and implementing a well-rounded program of instruction to meet the academic needs of all students; • identifying students who may be at risk for academic failure; • providing additional educational assistance to individual students the local educational agency or school determines need help in meeting the challenging State academic standards; and • identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning; 2. how the local educational agency will identify and address, as required under State plans as described in section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers;
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3. how the local educational agency will carry out its responsibilities under paragraphs (1) and (2) of section 1111(d);
4. the poverty criteria that will be used to select school attendance areas under section 1113;
5. in general, the nature of the programs to be conducted by such agency's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs;
6. the services the local educational agency will provide homeless children and youths, including services provided with funds reserved under section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the local educational agency is providing under the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.);
7. the strategy the local educational agency will use to implement effective parent and family engagement under section 1116;
8. if applicable, how the local educational agency will support, coordinate, and integrate services provided under this part with early childhood education programs at the local educational agency or individual school level, including plans for the transition of participants in such programs to local elementary school programs;
9. how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under section 1115, will identify the eligible children most in need of services under this part;
10. how the local educational agency will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable—
 - through coordination with institutions of higher education, employers, and other local partners; and
 - through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills;

	<p>11. how the local educational agency will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students, as defined in section 1111(c)(2);</p> <p>12. if determined appropriate by the local educational agency, how such agency will support programs that coordinate and integrate—</p> <ul style="list-style-type: none"> • academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and • work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit; and <p>13. any other information on how the local educational agency proposes to use funds to meet the purposes of this part, and that the local educational agency determines appropriate to provide, which may include how the local educational agency will—</p> <ul style="list-style-type: none"> • assist schools in identifying and serving gifted and talented students; and • assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.
TEA ESSA Program-Specific Provisions & Assurances	<p>Assurances Related to Title I, Part A Program Plan (#5):</p> <p>To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards, the LEA plan shall describe [Section 1112(b)]—</p> <p>a. How the LEA will monitor students' progress in meeting the challenging State academic standards by [Section 1112(b)(1)]— 1) Developing and implementing a well-rounded program of instruction to meet the academic needs of all students; 2) Identifying students who may be at risk for academic failure; 3) Providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and 4) Identifying</p>

	<p>and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning;</p> <p>b. How the LEA will identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers; [Section 1112(b)(2)]</p> <p>c. How the LEA will carry out its School Support and Improvement activities responsibilities under Section 1111(d)(1) and (2); [Section 1112(b)(3)]</p> <p>d. The poverty criteria that will be used to select school attendance areas under Section 1113; [Section 1112(b)(4)]</p> <p>e. The nature of the programs to be conducted under Schoolwide (Section 1114) and Targeted Assistance (Section 1115) programs and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs; [Section 1112(b)(5)]</p> <p>f. The services the LEA will provide homeless children and youth to support the enrollment, attendance, and success of homeless children and youth in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act; [Section 1112(b)(6)]</p> <p>g. The strategy the LEA will use to implement effective parent and family engagement under Section 1116; [Section 1112(b)(7)]</p> <p>h. If applicable, how the LEA will support, coordinate, and integrate services provided with Title I, Part A, with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs; [Section 1112(b)(8)]</p> <p>i. How teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a Targeted Assistance program under Section 1115, will identify the eligible children most in need of services under Title I, Part A; [Section 1112(b)(9)]</p> <p>j. How the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable [Section 1112(b)(10)]—</p> <p>1) Coordination with institutions of higher education, employers, and other local partners; and 2) Increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills;</p> <p>k. How the LEA will support efforts to reduce the overuse of discipline practice that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students; [Section 1112(b)(11)]</p> <p>l. If applicable, how the LEA will support programs that coordinate and integrate [Section 1112(b)(12)]—</p> <p>1) Academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills</p>
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	attainment important to in-demand occupations or industries in the State; and 2) Work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit; and m. Any other information on how the LEA proposes to use funds to meet the purposes of this grant and that the LEA determines appropriate to provide, which may include how the LEA will [Section 1112(b)(13)]— 1) Assist schools in identifying and serving gifted and talented students; and 2) Assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.
TEA Compliance Report Program Compliance Self- Check Item	The LEA Title I, Part A Program Plan includes the statutorily required descriptions noted in section 1112(b). [Section 1112(b) (1-13)]

Contact Information

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