

2025-2026 Program Monitoring Validation Guidance Document

Program: Title I, Part A

Requirement: Schoolwide Program Plan Stakeholders

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 List of Stakeholders involved in plan development and revision	2024-2025	<p>Relevant pages of Campus schoolwide program plan (or campus improvement plan) showing a listing of stakeholders involved in the development of the schoolwide program plan that includes the individuals by name and roles.</p> <p>The list should include:</p> <ul style="list-style-type: none"> the individuals by name, and the stakeholder group/role* that each individual represents. <p>The required stakeholders include 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,</p>

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		<p>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.</p> <p>*Parents may not be LEA employees in order to fill the “parent” role.</p>
1.2 Evidence of stakeholder involvement	2024-2025	<p>Meeting agenda:</p> <ul style="list-style-type: none"> Documentation** aligns with the documented list of stakeholders involved. The meeting agenda from the campus planning process provides evidence that the required stakeholders were involved in the development of the schoolwide program plan. <p>** Documentation for virtual meetings is acceptable.</p>
1.3 Evidence of stakeholder involvement	2024-2025	<p>Meeting minutes or notes:</p> <ul style="list-style-type: none"> Documentation** aligns with the documented list of stakeholders involved. Meeting notes or minutes provide evidence that the required stakeholders were involved in the development of the schoolwide program plan. <p>** Documentation for virtual meetings is acceptable.</p>
1.4 Evidence of stakeholder involvement	2024-2025	<p>Sign-in sheets or attendance rosters:</p> <ul style="list-style-type: none"> Documentation** aligns with the documented list of stakeholders involved. Participant rosters and/or sign in sheets include the meeting title, meeting date, stakeholder names and roles of the stakeholders involved as noted in the list of stakeholders provided. Given the increased use of virtual meeting environments participant rosters that include the meeting title, meeting date, and stakeholder names and roles** would be acceptable substitutes for the more traditional sign-in sheets. This eliminates the need of a participant signature. <p>** Documentation for virtual meetings is acceptable.</p>

Instructions for Assembling Documentation

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

- a. Ensure that the PDF file contains the required documentation as described above.
- b. Do not submit extraneous documentation.
- c. 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.

Every Student Succeeds Act (ESSA) Citation & Statute Language	SCHOOLWIDE PROGRAM PLAN.—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 enactment of the Every Student Succeeds Act) that – [Section 1114(b)(2)] 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 related to a
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	secondary school, students, and other individuals determined by the school;
TEA ESSA Program-Specific Provisions & Assurances	<p>Assurances related to Schoolwide Programs (#3b):</p> <p>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 enactment of ESSA) that –</p> <p>Is developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers; principals; other school leaders; paraprofessionals present in the school; administrators, including administrators of other Title I programs; the LEA; tribes and tribal organizations present in the community; and if appropriate, specialized instructional support personnel, technical assistance providers, school staff, students (if the plan relates to a secondary school), and other individuals determined by the school.</p>
TEA Compliance Report Program Compliance Self-Check Item	<p>Campus Schoolwide Program Plan (#3):</p> <p>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)]</p>

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](#).