Federal Program Compliance Division
Program Monitoring Validations

Title I, Part A
LEA Plan – Required Descriptions

Legal Disclaimer

1. This presentation is intended solely to provide general information and guidance to Texas LEAs, ESCs, non-profit subgrantees, and participating Private Schools receiving equitable services. The content in this presentation reflects the Texas Education Agency's current understanding of statute and applicable federal guidance.

2. The content of this presentation is subject to change as a result of future guidance and or other updates provided by federal agencies with regulatory oversight of these programs.

3. This presentation does not constitute legal advice, and entities are, therefore, advised to seek legal counsel regarding the information and guidance provided in this presentation before acting upon the information provided.

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Documentation Requested

Documenting overall compliance for a program requirement may require several forms of documentation to be maintained locally and available upon request by TEA and/or an auditor.

To ensure overall compliance with program requirements, LEAs should refer to the Program Guide and/or other program-related resources that reference the multiple forms of documentation required to be maintained locally.

The documentation requested for submission during the validation process may not include all forms of documentation that are required to be maintained locally.

Today's Agenda

- **Title I, Part A – LEA Plan – Required Descriptions**

  - **Program Requirement**

  - **Acceptable Documentation**

  - **Past Validation Issues**

  - **Examples**

  - **Resources Available**

LEA Plan – Required Descriptions

Documentation Required – LEA Plan Item 1.1

LEA Title I, Part A Program Plan showing evidence that the LEA has incorporated the required descriptions

Acceptable Documentation

- The relevant pages of the LEA's Title I, Part A Program Plan (or District Improvement Plan) for the specified school year that include the statutorily required descriptions.

LEA Plan – Required Descriptions

1. Student Progress Monitoring and Supports

How the LEA will monitor students' progress in meeting the challenging State academic standards by [Section 1112(b)(1)]—

- 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 who 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.

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.

LEA Plan – Required Descriptions

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.

LEA Plan – Required Descriptions

3. School Improvement and Support Activities

The LEA Plan shall include how the LEA will carry out its School Improvement activities and 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.)

LEA Plan – Required Descriptions

4. Measure of Poverty

The LEA Plan shall include the measure of poverty that will be used to select school attendance areas. Statute allows LEAs to select from the following measures of poverty:

- Children, ages 5 through 17, inclusive, in poverty counted in the most recent census data approved by the Secretary of Education;

- Children eligible for free and/or reduced-price lunches under the National School Lunch Act; [Note: The Community Eligibility Provision is a method of qualifying students for the National School Lunch Program and can be used to establish a campus's low-income percentage.]

- Children in families receiving assistance under Title IV, Part A of the Social Security Act (Temporary Assistance to Needy Families, or TANF);

- Children eligible to receive medical assistance under the Medicaid program; or

- A composite of any of the above measures.

LEA Plan – Required Descriptions

5. Nature of Programs

The LEA Plan shall describe 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.

LEA Plan – Required Descriptions

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 the Title I, Part A Program Guide for additional detailed information.)

LEA Plan – Required Descriptions

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 the Title I, Part A Program Guide for additional detailed information.)

LEA Plan – Required Descriptions

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.

LEA Plan – Required Descriptions

9. Identification of Eligible Children – Targeted Assistance Program

If an LEA has schools operating a Targeted Assistance program, the LEA Plan shall include the criteria that teachers and school leaders, in consultation 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 the Title I, Part A Program Guide for additional detailed information regarding student eligibility in a Targeted Assistance program.)

- For grades 3-12: Multiple, educationally related, objective criteria (such as benchmark tests or STAAR assessments)

- For grades PK-2: Multiple criteria that are age-appropriate. This could include teacher checklists.

LEA Plan – Required Descriptions

10. Middle to High School/High School to Postsecondary Transitions

If an LEA has middle school 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...

- 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.

LEA Plan – Required Descriptions

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.

LEA Plan – Required Descriptions

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)] –

- 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.

LEA Plan – Required Descriptions

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)] –

- 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.

NOTE: Any LEA reservations of Title I, Part A funds that have not been addressed in the previous descriptions should be included in this section.

LEA Plan – Required Descriptions

Documentation Required – LEA Plan Item 1.1
LEA Title I, Part A Program Plan showing evidence that the LEA has incorporated the required descriptions

Issues that may result in an "Improvement Needed" status

- Auditable documentation was not submitted.

- Documentation submitted does not include the required descriptions.

- Documentation is not for the school year specified in the validation.

LEA Plan – Required Descriptions – Issues Found

- Descriptions not identified
- Descriptions not descriptive

Non-compliant Example

2. Comprehensive Support Strategy Description	Person(s) Responsible	Funding Source	Timeline:	Evidence of Implementation:	Expected Result/Impact:
Fund small class-size ELAR teaching positions for continued focus on individualized instruction. * T1 school-wide program will provide support to all students in ELAR. * State comp ed funds will be provide intensive, and accelerated instruction.	Executive Director, CFO, Human Resources	ESSA Title I, Part A $63,000 State Comp Ed $55,000	Annually	Job Descriptions; duty schedules; student rosters	Improved student performance in coursework and EOC assessments

Formative Reviews:			
November	January	March	Summative Review June:
Positions filled at each campus	A teacher retired; vacancy posted	Students continue to demonstrate growth	Recruitment underway for a F/T certified teacher for one campus; on average, 50% of students performed at Meets. (2-Continue/Modify until qualified teacher is hired)

Objective 1.3: Increase student academic achievement in Math resulting in 50% first-time testers and 40% of re-testers at Meets Levels on STAAR End-Of-Course (EOC) assessments.

Evaluation Sources: Formative and interim assessment data, final grades, STAAR EOC results

1. Comprehensive Support Strategy Description	Person(s) Responsible	Funding Source	Timeline:	Evidence of Implementation:	Expected Result/Impact:
Fund small class-size teaching positions in Math for continued focus on individualized instruction. * T1 school-wide program will provide support to all students in ELAR. * State comp ed funds will be provide intensive, and accelerated instruction.	Executive Director, CFO, Human Resources	ESSA Title I, Part A $63,000 State Comp Ed $57,000	Annually	Job Descriptions; duty schedules; student rosters	Improved student performance in coursework and EOC assessments

Formative Reviews:			
November	January	March	Summative Review June 2024:
Positions filled at each campus	Instructional coaching underway	Instructional coaching underway	49.5% of testers achieved Meets in the Spring EOC. Additional coaching is needed on strategies specific to Algebra I (2-Continue/Modify)

- LEA highlighted two activities funded with Title I, Part A
  - No indication of which descriptor
  - No other indication in plan

Compliant Example

1	■ ISD will implement a well-rounded education program for all students including low-income and minority students to have access to a high-quality education. The district will identify students using data from previous assessments in STAAR, IXL, Benchmarks to place them in small group tutorial instructional settings. Once identified the district will provide small group remediation and tutorial within the school day using TEKS-based instruction by certified teachers.
2	■ ISD hires teachers who are certified or in an alternative teacher certification program or have a degree. We also hire non-certified teachers according to ■ ISD District of Innovation handbook and permissible hiring practices. Also, identified teachers in high need content areas will be provided professional development opportunities.
3	Does not apply to ■ ISD ■ ISD is not currently under any school improvement
4	■ ISD identifies low income students ages 5-18 by using the free and reduced lunch form, TANF and Medicaid forms. There are proactive protocols for the attendance process. When students are absent more than one day, the district contacts the parents, sends letters home, and conducts home visits and wellness checks.
5	All district wide programs will target interventions and supplement resources that will be utilized to close the gap and continue to support student progress with the use of Title I funds.
6	■ ISD will provide homeless children and youth with the services to support enrollment, academics and student success by identifying homeless students through registration forms including student residency questionnaires and free and reduced lunch forms. The district liaison contacts parents and guides them through the intake process.
7	■ ISD will implement effective parent and family engagement practices and strategies by having parent and family engagement programs and events throughout the school year. These programs have strategies targeting EB and migrant students.

- LEA listed all 13 required descriptors
  - Indicated N/A where needed

LEA Plan – Required Descriptions – Issues Found

- Descriptions not descriptive

  - Example:

    - Requirement: 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.

    - LEA Plan Description: 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.

TEA

LEA Plan – Required Descriptions – Issues Found

- Turn this into a good description by specifying HOW!

  - LEA Plan Description: 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 ==by doing the following:==
    - ==----==
    - ==----==
    - ==----==

Resources and Support

2025-2026 Program Monitoring Validations Process Online Resources

- **Overall Process Resources**
  - 2025-2026 PMV Process Handbook
  - Instructions for Submitting Documentation, Training Video, and Training Slides
  - Navigating the Smartsheet WorkApp System Video

- **Program-Specific Resources**
  - Guidance Documents for each Program/Requirement
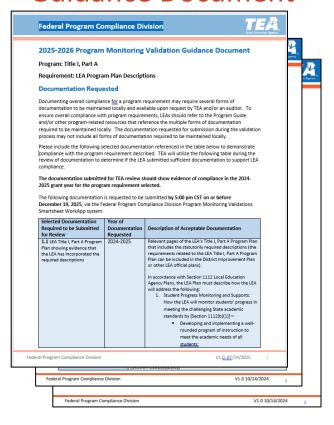 - Training Videos and Training Slides for each Program/Requirement

ESSA Program Monitoring Validations Webpage

ESSA Program Monitoring Validations Webpage

Guidance Document

Training Slides

Training Video

- Education Service Center (ESC) Support

  - Complimentary technical assistance and training are available from each regional ESC

  - ESC Contacts for each regional center are located towards the bottom of the TEA Title I, Part A webpage

Contact Information

Vivian Smyrl

Texas Education Agency

Vivian.Smyrl@TEA.Texas.gov

512-936-9216

Federal Program Compliance Division

ESSASupport@TEA.Texas.gov