A photograph of a female teacher with short dark hair and glasses, wearing a white t-shirt, sitting on the floor and reading a book to a group of young students. The students are also sitting on the floor, looking at the book. The background shows a classroom setting with bookshelves filled with books and blue storage bins.

Title II, Part A

**Supporting Effective Instruction – Program
Compliance Requirements**

Gerardo Ramirez – Federal Program Compliance

Participants will gain a better understanding of...



- ✓ Resources available;
- ✓ Program purpose;
- ✓ Focus areas;
- ✓ Allowable activities;
- ✓ Program compliance requirements;
- ✓ Documentation examples.

Resources Available...

- ✓ Program-Specific Provisions and Assurances;
- ✓ Title II, Part A Program Guide;
- ✓ Frequently Asked Questions;
- ✓ Use of Funds One-pager.



From the Grant Opportunities Tab



The screenshot shows the top navigation bar of the TEA website. The 'Grant Opportunities' link is highlighted with a red box and an orange arrow pointing to it. Other navigation links include Popular Applications, AskTED, ECOS for Educators, Secure Applications, TEAL Login, TSDS, and Help Desk. Below the navigation bar is a search bar and a row of links: A - Z Index, Contact, Employment, Sign Up for Updates, and TEA Correspondence. At the bottom is a row of seven menu items: About TEA, Texas Schools, Academics, Finance & Grants, Reports & Data, Student Assessment, and Texas Educators.

Popular Applications	AskTED	ECOS for Educators	Grant Opportunities	Secure Applications	TEAL Login	TSDS	Help Desk
	<input type="text" value="Search tea.texas.gov"/>						
A - Z Index		Contact	Employment	Sign Up for Updates	TEA Correspondence		
 About TEA	 Texas Schools	 Academics	 Finance & Grants	 Reports & Data	 Student Assessment	 Texas Educators	

Select Name of Grant Application



Universal Errata

Grants Administration

Competitive Grant Dates

Guidelines, Provisions, and Assurances

Forms for Prior Approval, Disclosure, and Justification

Budgeting Costs Guidance Handbook

Amending an Application

TEA Help Desk

TEA Grant Opportunities

This site is a central resource for all state and federal grants administered by TEA. Select an application name from the dropdown list of available grants, or use the dropdowns in the Search Options section below to locate a grant's Request for Application (RFA) and its specific program guidelines, application, due dates, and other important information. Additional resources and Universal Errata are linked in the sidebar. Please email questions about grants or grant funding to Grants@tea.texas.gov.

Available Grant Opportunities

Application Name : Select One

Search Options (Select options below)

Keyword(s) in Application Name (enclose text in quotes for exact match)

School Year

Program/Subject Area

Funding Type

Application Type

Submission Type

Search Results – Available Grant Opportunities

View

2022-2023 Principal Residency C

2021-2024 ESC Texas Tutoring S

2021-2023 Carl D. Perkins Comr

View	Name of Grant Application	Availability Date	Due Date	Application Type	Submission Type
	2020-2021 ESC Talent Management Implementation Grant 2	03/19/2021	04/19/2021	Discretionary Non-Competitive	PDF

Scroll to “Application and Support Information” Section

Application and Support Information

****Please note**** - This is ONLY a viewing copy of the application. If instruction above indicate that the application must be submitted electronically, the application will not be accepted by TEA via any other means.

[Errata 1](#)

[General and Fiscal Guidelines](#)

[General Provisions and Assurances](#)

[Lobbying Certification](#)

[Debarment and Suspension Certification](#)

[ESSA Program Guidelines](#)

[ESSA Program Specific](#)

[PNP Equitable Svcs. Reservations](#)

[Sample Application](#)

[Schedule SC5000 Guidance](#)

[Eligibility List for Section 5211--REAP](#)

[Title I, Part A - Campus Listing by LEA](#)

[Title I, Part A - Campus Listing by Region](#)





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PROGRAM-SPECIFIC AND ESSA PROVISIONS AND ASSURANCES

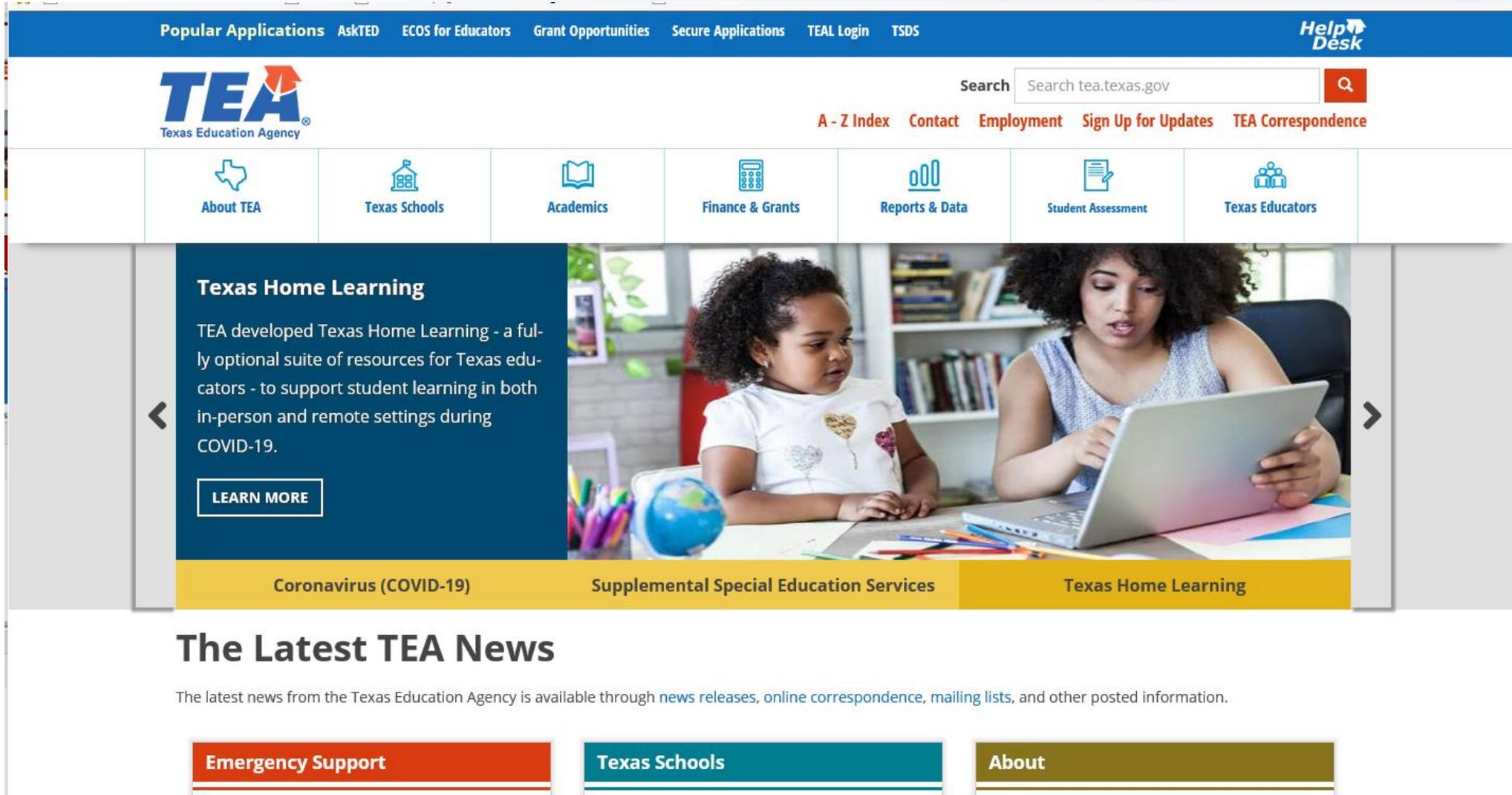
2022-2023 EVERY STUDENT SUCCEEDS ACT (ESSA)
CONSOLIDATED FEDERAL GRANT APPLICATION

AUTHORIZED BY THE ELEMENTARY AND SECONDARY
EDUCATION ACT OF 1965 (ESEA), AS AMENDED BY
EVERY STUDENT SUCCEEDS ACT (ESSA)

Department of Grant Compliance and Administration
Special Populations Division
1701 North Congress Avenue
Austin, Texas 78701

i
SAS# ESSAAA23
2022-2023 ESSA Consolidated Federal Grant Application

Title II, Part A Resources



Popular Applications [AskTED](#) [ECOS for Educators](#) [Grant Opportunities](#) [Secure Applications](#) [TEAL Login](#) [TSDS](#) **Help Desk**

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Texas Home Learning

TEA developed Texas Home Learning - a fully optional suite of resources for Texas educators - to support student learning in both in-person and remote settings during COVID-19.

[LEARN MORE](#)

[Coronavirus \(COVID-19\)](#) [Supplemental Special Education Services](#) [Texas Home Learning](#)

The Latest TEA News

The latest news from the Texas Education Agency is available through [news releases](#), [online correspondence](#), [mailing lists](#), and other posted information.

[Emergency Support](#) [Texas Schools](#) [About](#)

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- [Financial Integrity Rating System of Texas](#)

Texas Permanent School Fund

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- [Bond Guarantee Program](#)
- [Holdings](#)
- [Investment Policy](#)
- [IRS Notice](#)

Financial Compliance

- [Annual Financial and Compliance Reports \(AFRs\)](#)
- [Resource Guide \(FASRG\)](#)
- [School Health and Related Services](#)

Grants

- [Federal Program Compliance](#)
- [Federal Fiscal Monitoring](#)
- [Training and Other Resources](#)

State Funding

- [Excess Local Revenue](#)
- [Facilities Funding and Standards](#)
- [House Bill 3](#)
- [School District Expenditure Reports](#)
- [State Funding Reports and Data](#)
- [Summary of Finances - Reports](#)

[Emergency Support](#) [Texas Schools](#) [About](#)

<https://tea.texas.gov/finance-and-grants>



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Texas Schools



Academics



Finance & Grants



Reports & Data



Student Assessment



Texas Educators

Home / Finance & Grants / Grants / Federal Program Compliance

Federal Program Compliance

TEA's ESSA program compliance functions are provided primarily by the Federal Program Compliance Division (FPC), which administers most programs of the Every Student Succeeds Act (ESSA). FPC is a division of the Department of Grant Compliance and Administration (GCA).

COVID-19 and Federal Grant Funds

Visit the Department of Grant Compliance and Administration for information on the federal grants authorized in response to COVID-19.

Federal Program Compliance

The links below lead to information for each of the programs that the Federal Program Compliance Division administers.

[Title I, Part A—Improving Basic Programs](#)

[Title I, Part C—Education of Migratory Children](#)

[Title I, Part D—Prevention and Intervention for Delinquent, Neglected, and At-Risk Youth](#)

Grants

[Grants Administration](#)

[Federal Program Compliance](#)

[Compliance and Reporting](#)

[Federal Fiscal Monitoring](#)

[Training and Other Resources](#)

Related Content

[Statewide Training Series *New 04/06/2021*](#)

[Department of Grant Compliance and Administration](#)

[Every Student Succeeds Act \(ESSA\) Statute](#)

[ESSA Ed-Flex](#)

[ESSA Random Validation Monitoring](#)



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[Title I, Part C—Education of Migratory Children](#)

[Title I, Part D—Prevention and Intervention Services for Delinquent, Neglected, and At-Risk Youth](#)

[Title II, Part A—Supporting Effective Instruction](#)

[Title IV, Part A—Student Support and Academic Enrichment](#)

[Title V, Part A—Funding Transferability](#)

[Title V, Part B—Rural Education Initiative, or REAP / Subpart 2 - Rural and Low-Income School Program](#)

[Title VIII—ESSA Unsafe School Choice Option](#)

[ESSA Private School Equitable Services](#)

The following ESSA-related programs are administered in other divisions (click on each of the programs listed for program-specific information).

[Title III, Part A—English Language Acquisition, Language Enhancement, and Academic Achievement Act](#)

[Teacher Equity Plans - Texas Equity Toolkit](#)

Related Content

[Statewide Training Series](#) *New 04/06/2021*

[Department of Grant Compliance and Administration](#)

[Every Student Succeeds Act \(ESSA\) Statute](#)

[ESSA Ed-Flex](#)

[ESSA Random Validation Monitoring](#)

[ESSA State Plan](#)

[Recommended Use of ESSA Funds - TEA Strategic Priorities](#)

[Supplement, Not Supplant Handbook \(Version 4.0, posted 09/05/2019\)](#)

Division Resources

[Division Resources](#) *New 12/16/2021*

Contact Information

[Division Organization Chart](#)

Title II, Part A resources on web

Title II, Part A-Supporting Effective Instruction

The purpose of Title II, Part A is to increase student achievement consistent with the challenging State academic standards; improve the quality and effectiveness of teachers, principals, and other school leaders; increase the number of effective teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and provide low-income and minority students greater access to effective teachers, principals, and other school leaders. The intent of the funding is to support educators in their work to improve the overall quality of instruction and ensure equity of educational opportunity for all students.

The Texas Equity Plan and Texas Equity Toolkit is administered in the Division of Educator Support.



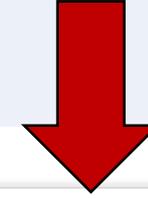
Related Content

- Statewide Training Series November 2020/06/2021
- Department of Grant Compliance and Administration
- Federal Program Compliance Division
- Every Student Succeeds Act (ESSA) Statute
- ESSA Ed-Flex
- ESSA Private School Equitable Services
- ESSA Random Validation Monitoring
- ESSA State Plan
- ESSA Unsafe School Choice
- Recommended Use of ESSA Funds - TEA Strategic Priorities
- Supplement, Not Supplant Handbook (Version 4.0, posted 09/05/2019)

Resources

[Title II, Part A Frequently Asked Questions /Updated 10/29/2021](#)

Title II, Part A resource links



Resources

[Title II, Part A Frequently Asked Questions / Updated 10/29/2021](#)

[Title II, Part A Program Webinar 04/28/2020](#)

[Title II, Part A Program Guide 10/29/2021](#)

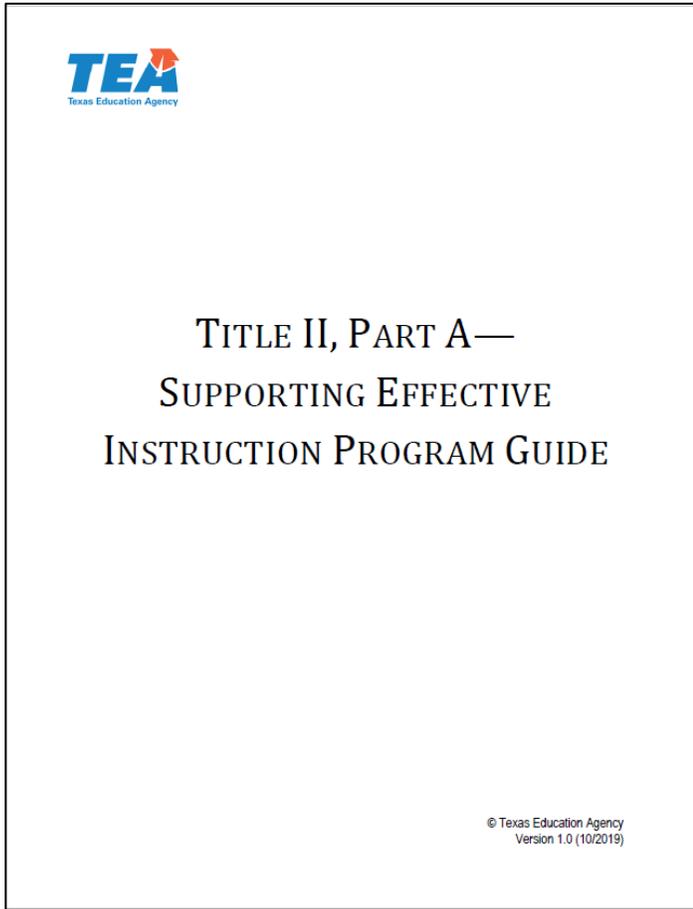
[Title II, Part A Use of Funds One Pager 10/29/2021](#)

[USDE Non-Regulatory Guidance on Title II, Part A](#)

Contact Information

For questions or additional information, please contact the Federal Program Compliance Division at ESSASupport@tea.texas.gov.

Title II, Part A Program Guide



Posted on the TEA
Title II, Part A Web Page

Program Guide
Page
References

The Purpose of Title II, Part A

- ✓ **Increase** Student Achievement
- ✓ **Improve** Educator Quality and Effectiveness
- ✓ **Increase** the Number of Effective Educators
- ✓ **Provide** Low-Income and Minority Students **Greater Access** to Effective Educators

Educator(s) = teachers, principals, and other school leaders

TEA

The Purpose of Title II, Part A

Authorized by the Elementary and Secondary Act (ESEA) as amended by the Every Student Succeeds Act (ESSA) of 2015. The purpose of Title II, Part A is to:

- Increase Student Achievement
- Improve Educator Quality and Effectiveness
- Increase the Number of Effective Educators
- Provide Low-Income and Minority Students Greater Access to Effective Educators



Educator(s) = teachers, principals, and other school leaders

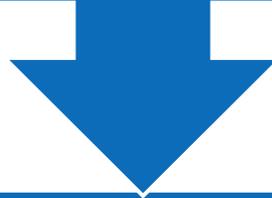
Intent of Funding

To support educators in their work to...

- ✓ improve the overall quality of instruction and
- ✓ ensure equity of educational opportunity for all students

Supplement, Not Supplant

[ESSA Section 2301]



“Funds made available under this title shall be used to supplement, and not supplant, non-Federal funds that would otherwise be used for activities authorized under this title.”

Supplement, Not Supplant Cont'd

In order to be supplemental...

Program activities must enhance, expand, or extend required activities.

- Resource: Supplement, Not Supplant Handbook (Pages 5-8)



Presumptions of Supplanting

- An auditor will presume that supplanting occurs if the federal funds—
 - Provide services required by State or local law;
 - Provide same services as those provided in prior school year with State or local funds;
 - Provide same services in Federal and non-Federal programs.

Resource:
Supplement,
Not Supplant

Handbook
(Pages 5-8)

Rebutting the Presumption of Supplanting

- The LEA is responsible for providing documentation to rebut a presumption of supplanting.
 - Documentation of rescission of funds or budget reduction.
 - Documentation that prior fund source is no longer available.

➤ Resource: Supplement, Not Supplant Handbook (Pages 5-8)

Traditional SNS Questions to Ask When Planning

- Is the activity/service required by state or local law?
- Did the LEA provide this activity/service in the prior year?
- What funds did the LEA use to provide the activity/service?
- Is the activity/service provided with federal funds to some recipients and with state/local funds to other recipients?
 - Resource: Supplement, Not Supplant Handbook (Pages 4-7)

For more information...

- Please refer to Supplement, Not Supplant Handbook in the Federal Program Compliance Division

COVID-19 and Federal Grant Funds

Visit the Department of Grant Compliance and Administration for information on the federal grants authorized in response to COVID-19.

Federal Program Compliance

The links below lead to information for each of the programs that the Federal Program Compliance Division administers.

- Title I, Part A—Improving Basic Programs
- Title I, Part C—Education of Migratory Children
- Title I, Part D—Prevention and Intervention for Delinquent, Neglected, and At-Risk Youth
- Title II, Part A—Supporting Effective Instruction
- Title IV, Part A—Student Support and Academic Enrichment
- Title V, Part A—Funding Transferability
- Title V, Part B—Rural Education Initiative, or REAP / Subpart 2 - Rural and Low-Income School Program
- Title VIII—ESSA Unsafe School Choice Option
- ESSA Private School Equitable Services

The following ESSA-related programs are administered in other divisions (click on each of the programs listed for program-specific information).

- Title III, Part A—English Language Acquisition, Language Enhancement, and Academic Achievement Act
- Teacher Equity Plans - Texas Equity Toolkit

Training and Other Resources

Related Content

Texas Federal Programs Parent and Family Engagement State Plan (05/06/2022)

Statewide Training Series (Updated 03/07/2023)

Department of Grant Compliance and Administration

Every Student Succeeds Act (ESSA) Statute

ESSA Ed-Flex

ESSA Random Validation Monitoring

ESSA Consolidated Compliance Reports Resources

ESSA State Plan

Recommended Use of ESSA Funds - TEA Strategic Priorities

Supplement, Not Supplant Handbook (Version 5.0, posted 04/20/2022)

Let's focus



TEA

Title II, Part A – Areas of Focus

- Recruit, Support, and Retain Effective Teachers and Principals;
- Professional Development/Growth;
- Other Evidence-Based Activities.

Title II, Part A- Areas of Focus Cont'd

Recruit, Support and Retain Effective Teachers and Principals

Educator Induction and Mentorship Programs

Teacher Leadership

School Principal Support

Educator Cultural Competence

Recruiting Qualified Individuals from Other Fields

Improving School Working Conditions

Recruiting, Hiring, and Retaining Effective Teachers in High-Need Schools



Professional Development

Sustained

Intensive

Collaborative

Data Driven

Personalized or based on information from an evaluation and support system and

Classroom- Focused

**Not an all-inclusive list*

High-Need Schools Defined

“High-need schools are low-income schools with high percentages of ineffective teachers and high percentages of students who do not meet the challenging State academic standards.”



High-Need Schools Allowable Activities



- ✓ Assistance screening candidates;
- ✓ Differential and incentive pay;
- ✓ Advancement opportunities;
 - Leadership;
 - Multiple career paths;
 - Pay differentiation;
- ✓ Induction and mentoring programs;
- ✓ Performance evaluation training;
- ✓ Auditing the quality of evaluation and support systems;
- ✓ Equity-based activities;
 - Incentives;
 - Job-embedded opportunities;
 - Teacher time banks;

Professional Development/Growth

- ✓ Assessments and Data Analysis;
- ✓ Career Readiness Education;
- ✓ Child Sexual Abuse Prevention;
- ✓ Early Childhood Instruction;
- ✓ Effectively Teaching Children with Disabilities;
- ✓ Effectively Teaching English Learners;

Professional Development/Growth Cont'd

- ✓ Evaluation and Support Systems;
- ✓ Evidence-Based Professional Development;
- ✓ Identification and Support of Gifted Students;
- ✓ School Library Programs;
- ✓ Supporting Students Affected by Trauma and/or Mental Illness;
- ✓ STEM-focused Professional Development;

Professional Development/Growth

- ✓ Wide range of allowable PD topics
- ✓ Critical LEA determinations:
 - Activity must be supplemental
(i.e., not required by state/local law.
Refer back to 3 presumptions of supplanting)
 - Activity must meet the statutory PD definition

Other Evidence-Based Activities

What is Evidence-Based?



Title II, Part A- Areas of Focus Cont'd

Other Evidence- Based Activities

Sec
8101(21)(A)

- i. demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on –
 - (I) *strong evidence* from at least one well-designed and well-implemented experimental study; or
 - (II) *moderate evidence* from at least one well-designed and well-implemented *quasi-experimental study*; or
 - (III) *promising evidence* from at least one well-designed and well-implemented correlational study with statistical controls for selection bias; or
- ii. *demonstrates a rationale* based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other *relevant outcomes*; and
- iii. includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

Other Evidence-Based Activities

As part of the planning process,

- Document why the LEA expects the activity to have a positive effect.
- Consider whether the LEA can replicate the results of the study.
- Consider whether the LEA implementing the activity in appropriate context.



Reducing Class Size

Is class-size reduction a Title II, Part A allowable use of funds and under what conditions?

It is allowable. **However**, the district must have evidence from research that shows that the class-size reduction for the grade, subject and number of students in question is actually effective.





Use of funds

Title II, Part A Use of Funds

1. **Supplement, Not Supplant**
2. **Prioritization of funds** for campuses in School Improvement and with high percentages of low-income students
3. **Activities and/or Resources**
 - a. Comprehensive Needs Assessment (highly recommended!)
 - b. District Improvement Plan
 - i. Alignment with challenging State academic standards
 - ii. Meaningful consultation and coordination
 - c. Reasonable
 - d. Necessary
 - e. Allocable
 - f. Allowable under Title II, Part A
4. **EDGAR Requirements**
5. **LEA Policies and Procedures**





Program Compliance



Title II, Part A Program Compliance Requirements

1- Alignment of Activities to the Challenging State Academic Standards

2- Meaningful Consultation

3- Coordination

4- Prioritization of Funds

5- System of Professional Growth and Improvement

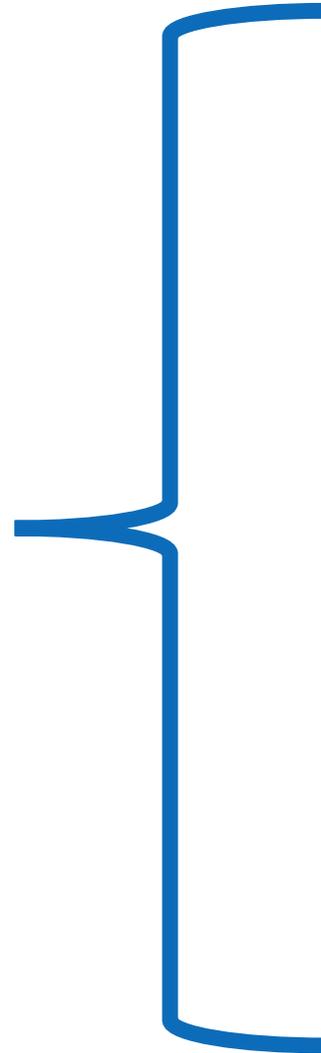
6- Private Nonprofit School Participation

1. Alignment of Activities to the Challenging State Academic Standards

- Title II, Part A program activities are required to be aligned to the challenging State academic standards.
- Establishing Program Requirement Compliance
- Include a statement in the District Improvement Plan that describes how the LEA will ensure that the activities to be carried out under Title II, Part A will be aligned with the challenging State academic standards.
- Retain related activity documentation.



Supporting Documentation Requirement #1



Pages with Statement in the District Improvement Plan:

- The District will recruit, employ, develop and retain highly qualified staff to maximize learning for all students [...] ensure that all staff meet high-quality standards as aligned with the State Academic standards and provide opportunities for professional growth through First-Year Teacher Academy, Second-Year Teacher Academy and Mentor Programs.

Sign-in Sheets;



Agenda;

Presentation.



Title II, Part A Program Compliance Requirements

1- Alignment of Activities to the Challenging State Academic Standards

2- Meaningful Consultation

3- Coordination

4- Prioritization of Funds

5- System of Professional Growth and Improvement

6- Private Nonprofit School Participation

2. Meaningful Consultation



- Planning
- Implementation
- Evaluation



Required Stakeholders

- ✓ 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

Other School Leaders [Sec. 8101(44)]

The term "school leader" means a principal, assistant principal, or other individual who is:

1. an employee or officer of an elementary school or secondary school, local educational agency, or other entity operating an elementary school or secondary school; **AND**
2. responsible for the daily instructional leadership and managerial operations in the elementary school or secondary school building.

For example, LEA central office staff meet the first part of the definition, but may not meet the second part. As a result, they are not identified as a 'school leader'.

Required Stakeholders

- ✓ 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

Specialized Instructional Support Personnel [Section 8101(47)(A)(i)]

- ✓ School Counselors
- ✓ School Social Workers
- ✓ School Psychologists
- ✓ School Nurses
- ✓ Speech Language Pathologists
- ✓ School Librarians
- ✓ Other qualified professional personnel involved in providing assessment; diagnosis; counseling; educational, therapeutic, and other necessary services (including related services) as part of a comprehensive program to meet student needs

Meaningful Consultation (Requirements)

- ✓ Seek Advice for Improvement of Activities
- ✓ Use Data and Ongoing Consultation to Update and Improve Activities



Meaningful Consultation Guiding Questions



- Are stakeholders involved in the planning processes on an ongoing basis?
- Are the activities associated with the meaningful consultation of stakeholders held at a variety of times to ensure attendance and engagement?
- Are the planning activities part of a process rather than an event?



Meaningful Consultation

- ✓ Seek our diverse perspectives within stakeholder groups
- ✓ Make stakeholders aware of past and current use of Title II, Part A funds
- ✓ Include analysis of effectiveness of current and proposed activities



What is good documentation?

- Description of the Consultation Process
 - “The LEA invites parents, teachers, school administrators, paraprofessionals, specialized support personnel, and community partners to participate in a collaborative committee process to ascertain the strengths and needs of the LEA/campus, to evaluate prior-year program results, and to consider the best use of program funds for the upcoming school year. The committee meets in the late spring to review sub-committee reports and survey results and to prioritize the LEA/campus needs. The committee meets mid-school year to check progress, and again at the end of the year to evaluate program results. Recommendations for adjustments may be made to improve the program at the mid-year point or at the end of the year.”

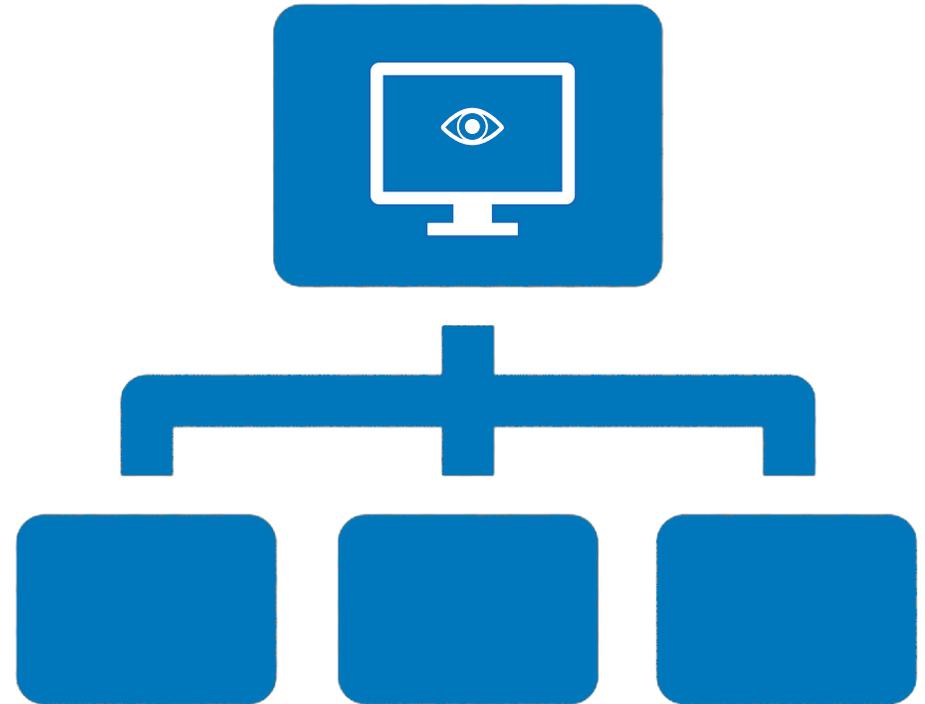
What supporting documentation opportunities do you see?

■ Description of the Consultation Process

- “The LEA invites parents, teachers, school administrators, paraprofessionals, specialized support personnel, and community partners to participate in a collaborative committee process to ascertain the strengths and needs of the LEA/campus, to evaluate prior-year program results, and to consider the best use of program funds for the upcoming school year. The committee meets in the late spring to review sub-committee reports and survey results and to prioritize the LEA/campus needs. The committee meets mid-school year to check progress, and again at the end of the year to evaluate program results. Recommendations for adjustments may be made to improve the program at the mid-year point or at the end of the year.”

Be on the lookout for....

- Is this process laid out in your District Improvement Plan?
 - If so, can it be improved?
- LEAs are required to seek advice from the required stakeholders.
 - An invitation is not the same as getting their feedback.
- What avenues can you think of to gather feedback and advice?



Title II, Part A Program Compliance Requirements

1- Alignment of Activities to the Challenging State Academic Standards

2- Meaningful Consultation

3- Coordination

4- Prioritization of Funds

5- System of Professional Growth and Improvement

6- Private Nonprofit School Participation

3. Coordination

Coordination with other federal, state, and local programs, and with other related strategies, programs, and activities being conducted in the community.

Benefits:

- Increase program effectiveness
- Eliminate duplication
- Reduce fragmentation of instructional program



How do I document?



Coordination is about establishing relationships with others and preventing working in silos.



Are there other programs, entities, community organizations that can assist with such activity?



Example: Cloudy ISD has a child advocacy center within its boundaries. Yearly, the center provides professional development for the LEA staff. In this example, the LEA is coordinating with community organizations in order to provide quality professional development that is targeted to their community needs as identified in their needs assessment and their DIP.



What other federal and state programs/initiatives can you think of that you could coordinate efforts in the Title II, Part A umbrella?

Title II, Part A Program Compliance Requirements

1- Alignment of Activities to the Challenging State Academic Standards

2- Meaningful Consultation

3- Coordination

4- Prioritization of Funds

5- System of Professional Growth and Improvement

6- Private Nonprofit School Participation

4. Prioritization of Funds



- To schools identified for school improvement under Section 1111
- To schools that have the highest percentage of low-income children
- ✓ Include a statement in District plan that describes how the LEA prioritized its Title II, Part A funds.

What is good documentation?



- **Description of Prioritization of Funds**
- “Because the LEA has no campuses identified for school improvement under Section 1111, the LEA focused the use of its Title II, Part A funds at campuses with the highest percentages of low-income students.”

What supporting documentation opportunities do you see?

- **Description of Prioritization of Funds**
- “Because the LEA has no campuses identified for school improvement under Section 1111, the LEA focused the use of its Title II, Part A funds at campuses with the highest percentages of low-income students.”



How do I document?



Is there a description of Prioritization of Funds in your District Improvement Plan?



“The LEA has two campuses identified for school improvement under Section 1111; however, because all the professional development needs of these campuses have been met through the Title I School Improvement Grant, the LEA has focused the use of its Title II, Part A funds at campuses with the highest percentages of low-income students.”



Things change. It is best practice to have a methodology developed in the event the LEA needs it and recognized in their District Improvement Plan.

Sample of Supporting Documentation

Campus Name	School Improvement (Y/N)	Poverty %	Title II, Part A
Campus A Elementary	N	76%	\$25,000
Campus B Middle	Y	70%	Needs met by SIG
Campus C Elementary	N	50%	\$25,000
Campus D Middle	Y	52%	Needs met by SIG
Campus E Elementary	N	45%	\$25,000
Campus F High School	N	42%	\$20,000
TOTAL	--	--	\$95,000

Title II, Part A Program Compliance Requirements

1- Alignment of Activities to the Challenging State Academic Standards

2- Meaningful Consultation

3- Coordination

4- Prioritization of Funds

5- System of Professional Growth and Improvement

6- Private Nonprofit School Participation

5. System of Professional Growth and Improvement

- LEAs are required to have a system of professional growth & improvement such as –
 - induction for teachers, principals, or other school leaders;
 - opportunities to build capacity of teachers;
 - opportunities to develop meaningful teacher leadership.
- ✓ Include a statement in District or Campus plan that describes the system of professional growth and improvement.



Title II, Part A Program Compliance Requirements

1- Alignment of Activities to the Challenging State Academic Standards

2- Meaningful Consultation

3- Coordination

4- Prioritization of Funds

5- System of Professional Growth and Improvement

6- Private Nonprofit School Participation

6. Equitable Services to Private Non-Profit Schools

As specified in ESSA, Section 8501



6. Equitable Services to Private Schools

Federal Program Compliance

The links below lead to information for each of the programs that the Federal Program Compliance Division administers.

[Title I, Part A—Improving Basic Programs](#)

[Title I, Part C—Education of Migratory Children](#)

[Title I, Part D—Prevention and Intervention for Delinquent, Neglected, and At-Risk Youth](#)

[Title II, Part A—Supporting Effective Instruction](#)

[Title IV, Part A—Student Support and Academic Enrichment](#)

[Title V, Part A—Funding Transferability](#)

[Title V, Part B—Rural Education Initiative, or REAP / Subpart 2 - Rural and Low-Income School Program](#)

[Title VIII—ESSA Unsafe School Choice Option](#)

[ESSA Private School Equitable Services](#)

The following ESSA-related programs are administered in other divisions (click on each of the programs listed for program-specific information).



[ESSA State Plan](#)

[Recommended Use of ESSA Funds - TEA Strategic Priorities](#)

[Supplement, Not Supplant Handbook \(Version 4.0, posted 09/05/2019\)](#)

Division Resources

[ESSA Compliance Reports - Resources](#) Updated 07/30/2020

[Program Webinars and Program Guides](#) Updated 05/22/2020

Frequently Asked Questions (FAQ) Documents by Program

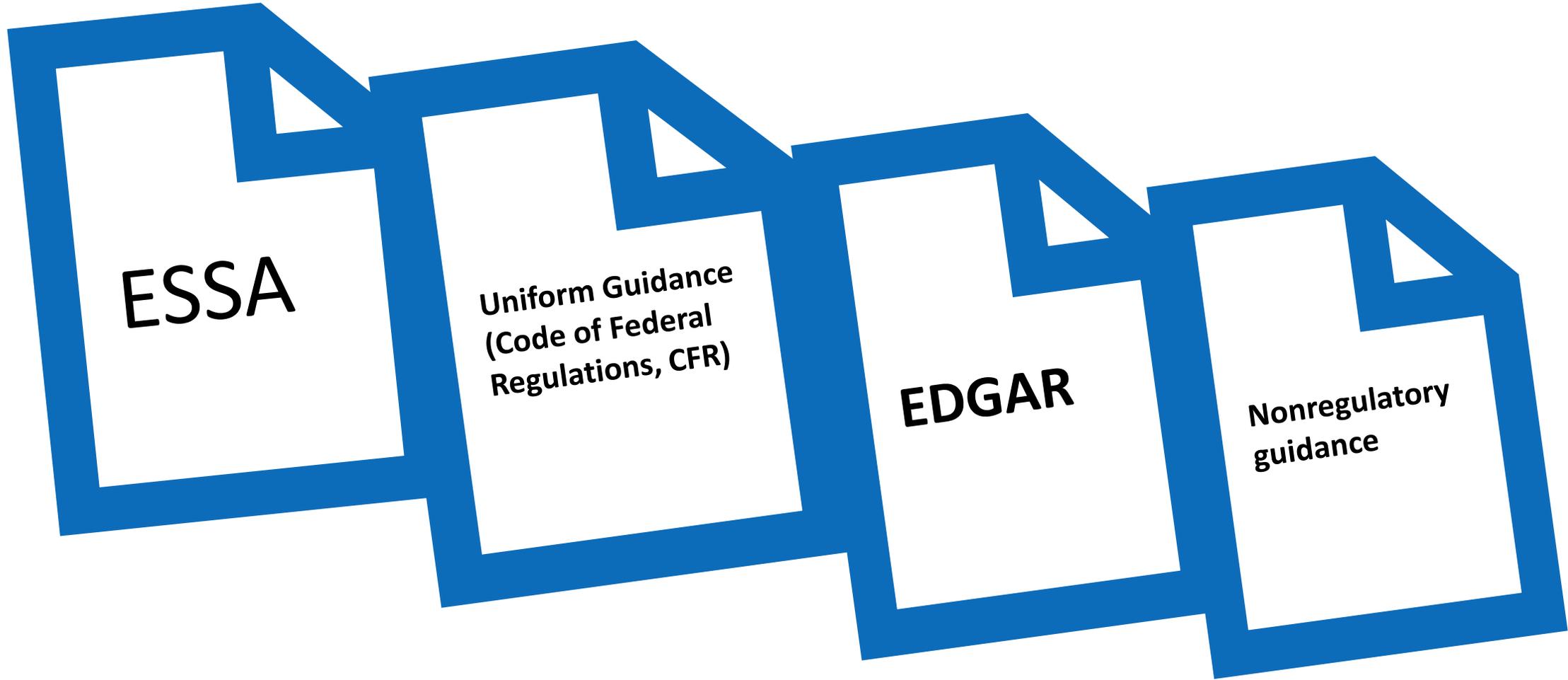
[Title I, Part A](#) Updated 02/26/2021



Program Compliance Monitoring



Compliance



Program Compliance Monitoring

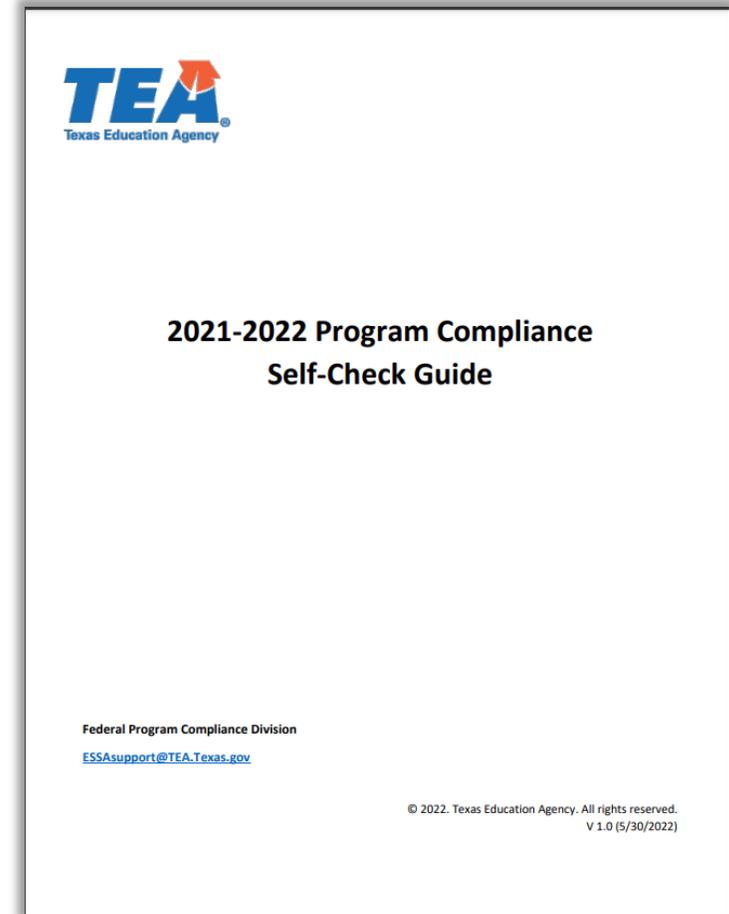
- ☑ Random Validations
- ☑ Compliance Report
- ☑ Program Compliance Self-Check

What is good documentation?

- ✓ Clear
- ✓ Concise
- ✓ Useful
- ✓ Organic to Process
- ✓ Contemporaneous

Program Compliance Self-Check Guide

- Document to help with the ESSA Consolidated Compliance Report.
- Compliance items are organized by topic.



Program Compliance Self-Check

- YES, NO, or Not Applicable
 - “Yes” means the LEA is in compliance and has all the documentation readily available. Any or all the documentation listed may be requested during a validation or an audit.
 - “No” means the LEA is not in compliance. The LEA will have space to explain how it will come into compliance for the following year.
 - “N/A” is only an option for some questions.

What is meant by in compliance?

- Report lists “Strongest Documentation Recommended”
- LEA may have other documentation that potentially might show compliance
 - 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.

What is meant by Not in compliance?

- LEAs is not meeting program requirement in the current reporting year.
- LEA describes the plan to meet compliance the following year.

Compliance Report PR3000 – Title II, Part A

Part 4: Program Compliance Self-Check

A. Alignment with the Challenging State Academic Standard

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

a. In Compliance

If in compliance, the LEA assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:

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

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.

b. Not In Compliance

If not in compliance, use the space below to describe how the LEA plans to come into compliance for the following year.

Where do I find this guide?

Visit the [Department of Grant Compliance and Administration](#) for information on the federal grants authorized in response to COVID-19.

Federal Program Compliance

The links below lead to information for each of the programs that the Federal Program Compliance Division administers.

- [Title I, Part A—Improving Basic Programs](#)
- [Title I, Part C—Education of Migratory Children](#)
- [Title I, Part D—Prevention and Intervention for Delinquent, Neglected, and At-Risk Youth](#)
- [Title II, Part A—Supporting Effective Instruction](#)
- [Title IV, Part A—Student Support and Academic Enrichment](#)
- [Title V, Part A—Funding Transferability](#)
- [Title V, Part B—Rural Education Initiative, or REAP / Subpart 2 - Rural and Low-Income School Program](#)
- [Title VIII—ESSA Unsafe School Choice Option](#)
- [ESSA Private School Equitable Services](#)

The following ESSA-related programs are administered in other divisions (click on each of the programs listed for program-specific information).

Related Content

[Texas Federal Programs Parent and Family Engagement State Plan](#)
(New 05/06/2022)

[Statewide Training Series](#)
(Updated 10/11/2022)

[Department of Grant Compliance and Administration](#)

[Every Student Succeeds Act \(ESSA\) Statute](#)

[ESSA Ed-Flex](#)

[ESSA Random Validation Monitoring](#)

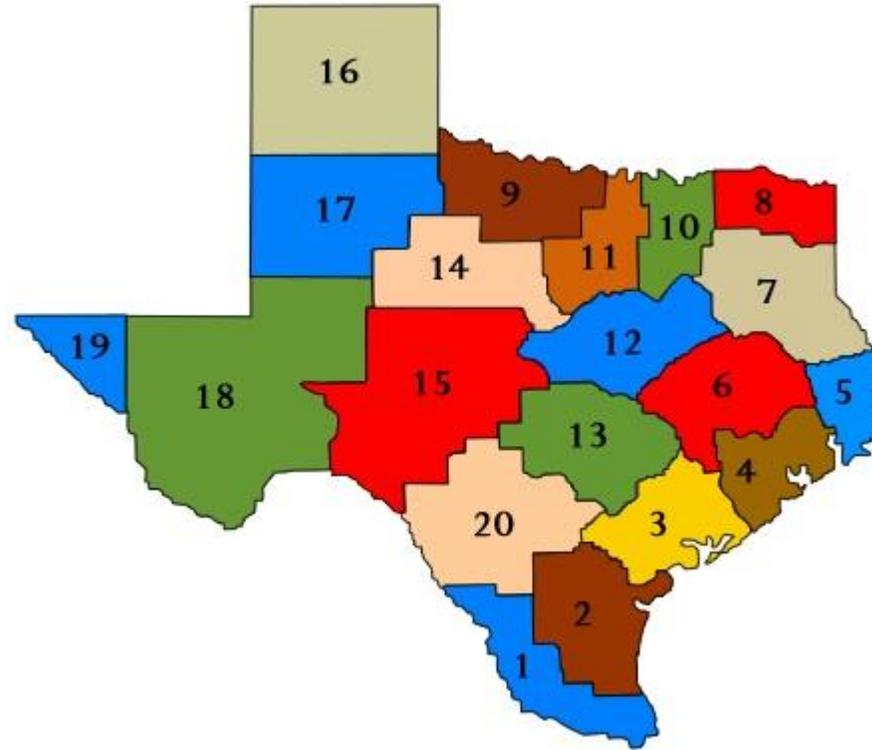
[ESSA Consolidated Compliance Reports Resources](#)

[ESSA State Plan](#)

[Recommended Use of ESSA Funds - TEA Strategic Priorities](#)

[Supplement, Not Supplant Handbook](#)
(Version 5.0, posted 04/20/2022)

Regional Education Service Centers



Federal Program Compliance Division



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