



Department of Grant Compliance and Administration Statewide Training Series

THANK YOU FOR JOINING US...THE TRAINING WILL BEGIN AT 10:00 AM.

Title II, Part A—Program Overview

Presented by the
Federal Program Compliance Division
August 24, 2021

Title II, Part A— Program Overview

Vivian Smyrl – Federal Program Compliance Division
August 24, 2021

Participants will gain a better understanding of...



- ✓ Resources available;
- ✓ Program purpose;
- ✓ Focus areas;
- ✓ Allowable activities; and
- ✓ Program compliance requirements of the ESSA Title II, Part A program.

Resources Available...



LINKS & RESOURCES

- ✓ Program-Specific Provisions and Assurances;
- ✓ Title II, Part A Program Guide;

From the Grant Opportunities Tab



The image shows the TEA website header with the 'Grant Opportunities' tab highlighted by a red box and an orange arrow pointing to it. The header includes a navigation bar with links to Popular Applications, AskTED, ECOS for Educators, Grant Opportunities, Secure Applications, TEAL Login, and TSDS. A Help Desk icon is also present. Below the navigation bar is a search bar with the placeholder text 'Search tea.texas.gov' and a search button. A row of links includes A - Z Index, Contact, Employment, Sign Up for Updates, and TEA Correspondence. At the bottom, a row of icons and labels represents various website sections: About TEA, Texas Schools, Academics, Finance & Grants, Reports & Data, Student Assessment, and Texas Educators.

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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 Grant

2021-2024 ESC Texas Tutoring Grant

2021-2023 Carl D. Perkins Comprehensive and Supportive Grant

2020-2021 ESC Talent Management Implementation Grant 2

2021-2022 ESC State Gifted and Talented Performance Standards Initiative

2021-2022 ESC Statewide Services for Students with Visual Impairments (SSVI)

2021-2022 ESC Texas Instructional Leadership (TIL) Lead Grant

2021-2022 ESC Texas Instructional Leadership (TIL) Mentorship Grant

2021-2022 ESC Title III, Part A Basic Services Grant

2021-2022 ESC Title IV Capacity Building State Initiative

2021-2022 ESC Title IV Mental and Behavioral Health Training and Support Grant

2021-2022 ESSA Consolidated Federal Grant Application

2021-2022 GEAR UP (GU) Technical Assistance Grant

2021-2022 IDEA-B Special Olympics Texas - UCS

2021-2022 Instructional Leadership Development Grant

2021-2022 Jira - Incident Management System (TIMS)

2021-2022 Legal Framework

2021-2022 Lone Star STEM Cycle 2 Year 2

2021-2022 Lone Star STEM Cycle 3 Year 2

2021-2022 Lone Star STEM Pilot Grant, Cycle 1, Year 3

2021-2022 Middle School Instructional Leadership Grant

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





ESSA Program-Specific Provisions and Assurances

Title I, Part C21

 General Assurances21

 General Fiscal Assurances22

 Assurances Relating to Comparability of Services22

 Assurance Relating to Schoolwide Programs23

 Program-Specific Assurances23

 Assurances Relating to Coordination [Section 1308(a)]27

 Assurance Relating to Continuation of Services [Section 1304(e)]27

 Assurances Relating to the Migrant Parent Advisory Council (PAC) and Parental Involvement [Section 1304(c)(3)]27

 Assurance Relating to Private Schools28

Title I, Part D, Subpart 128

Title I, Part D, Subpart 231

 Program Requirements for Correctional Facilities Receiving Title I, Part D, Subpart 2 Funds [Section 1425]32

Title II, Part A33

Title III, Part A- ELA36

PROGRAM-SPECIFIC AND ESSA PROVISIONS AND ASSURANCES

2020-2021 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

Accessing Division Resources

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[AskTED](#)
[ECOS for Educators](#)
[Grant Opportunities](#)
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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

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Division Resources from Main Page

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

Financial Compliance

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

Grants

[Grants Administration](#)
[Federal Program Compliance](#)
[Compliance Monitoring](#)
[Federal Fiscal Monitoring](#)
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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](#)

Texas Permanent School Fund

[Annual Reports](#)
[Bond Guarantee Program](#)
[Holdings](#)
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Emergency Support

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



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ESSA 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

TEA's [Coronavirus \(COVID-19\) Support and Guidance](#) page includes links the following FAQs, which include information related to federal funding and COVID-19:

[CARES Act Equitable Services FAQ](#): Provide informations about equitable services for students and teachers in private non-profit (PNP) schools.

[Federal Funding and Grants FAQ](#): Contains information on new flexibility/waivers received from USDE and includes a small section on CARES Act funding questions.

[COVID-19 and CARES Act Funding FAQ](#): Provides important information about potential COVID-19 related costs that may be eligible for reimbursement with the CARES Act LEA grant and how to be properly documenting those costs now to be prepared for when the grant is available.

ESSA Program Compliance

The links below lead to information for each of the programs that FPC administers.

Grants

[Grants Administration](#)

[ESSA Program Compliance](#)

[Compliance and Reporting](#)

[Federal Fiscal Monitoring](#)

[Training and Other Resources](#)

Related Content

[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 Strategies and Priorities](#)

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](#)



[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

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

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

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

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

[ESSA Private School Equitable Services](#) Updated 02/26/2021

Federal Program Compliance

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[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](#)

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Frequently Asked Questions (FAQ) Documents by Program

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

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

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











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

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

[ESSA Private School Equitable Services](#) Updated 02/26/2021

Federal Program Compliance Division Resources

(Click on the Icons Below to Access/Download the Resources Available)

ESSA Program	Program Guide	Program Webinar
Title I, Part A – Improving Basic Programs	 <i>Published 5/15/2020</i>	 <i>Published 4/28/2020</i>
Title I, Part C – Education of Migratory Children	 <i>Published 5/15/2020</i>	 <i>Published 4/28/2020</i>
Title I, Part D – Prevention and Intervention for Delinquent, Neglected, and At-Risk Youth	 <i>Published 5/15/2020</i>	 <i>Published 5/22/2020</i>
Title II, Part A – Supporting Effective Instruction	 <i>Published 5/4/2020</i>	 <i>Published 4/28/2020</i>
Title IV, Part A – Student Support and Academic Enrichment	 <i>Published 5/15/2020</i>	 <i>Published 4/28/2020</i>

TITLE II, PART A— SUPPORTING EFFECTIVE INSTRUCTION PROGRAM GUIDE

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Version 1.0 (10/2019)

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



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

1

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

Title II, Part A

“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.”

[ESSA Section 2301]

Supplement, Not Supplant

Title II, Part A

In order to be supplemental...

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

➤ Resource: Supplement, Not Supplant
Handbook (Pages 4-7)

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 4-7)

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 4-7)

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)

Title II, Part A – Areas of Focus

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

3-13

1. 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

3-7

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.”

3

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

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

3-5

2. Professional Development/ Growth

Activities that are...

- ✓ Sustained,
- ✓ Intensive,
- ✓ Collaborative,
- ✓ Job-Embedded,
- ✓ Data-Driven,
- ✓ Personalized or based on information from an evaluation and support system, and
- ✓ Classroom-focused

Rather than...

- ✓ Professional development that stands alone and
- ✓ Does not connect to a larger school-wide or individualized plan

8-9



2. 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

7-10



2. Professional Development/ Growth

- ✓ 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

10-12



2. 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

7-12

What is Evidence-Based?

3. Other Evidence-Based Activities

12

3. Other Evidence-Based Activities

What is Evidence-Based?

- 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

12

3. Other Evidence-Based Activities

What is Evidence-Based? – continued

- (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.

3. 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.

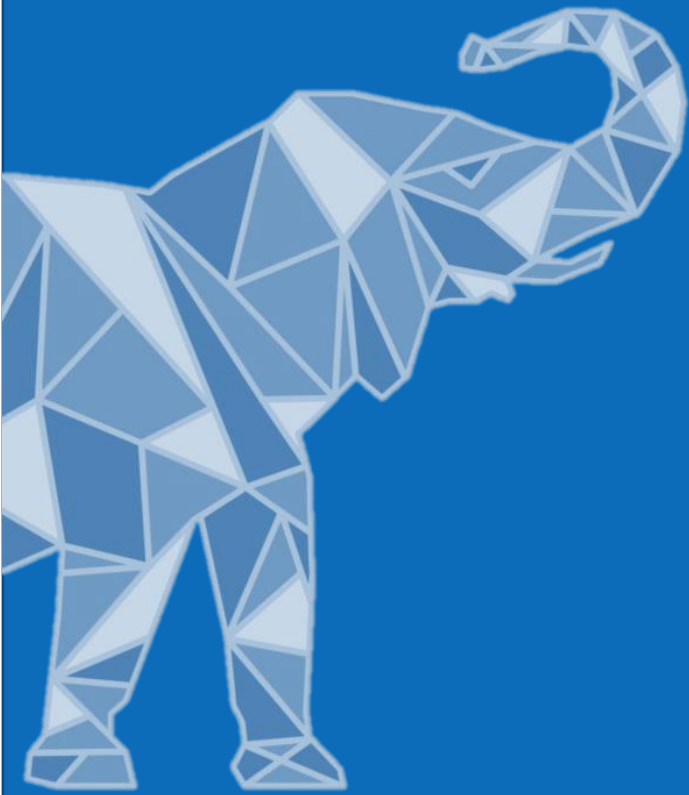
12-13

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.

13



The Elephant in the Room

Title II, Part A – Areas of Focus and Allowable Activities

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

3-13

Title II, Part A

Use of Funds

1. Supplement, Not Supplant

2. 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

3. EDGAR Requirements

4. LEA Policies and Procedures

30

Title II, Part A – Program Compliance Requirements--1

■ 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 activity documentation.

Title II, Part A – Program Compliance Requirements

2. Meaningful Consultation



- Planning
- Implementation
- Evaluation

15

Meaningful Consultation

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

15

Other School Leaders

[Section 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'.

15

Meaningful Consultation

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

15

Specialized Instructional Support Personnel

[Section 8101(47)(A)(i)]

- ✓ School Counselors
- ✓ School Nurses
- ✓ School Social Workers
- ✓ Speech Language Pathologist
- ✓ School Psychologists
- ✓ 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

15

Meaningful Consultation

Requirements



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

15

Meaningful Consultation Guiding Questions



Are stakeholders involved in the planning processes on an ongoing basis?

15

Meaningful Consultation Guiding Questions



Are the activities associated with the meaningful consultation of stakeholders held at a variety of times to ensure attendance and engagement?

15

Meaningful Consultation Guiding Questions



Are the planning activities part of a process rather than an event?

15

Meaningful Consultation

Recommended Strategies

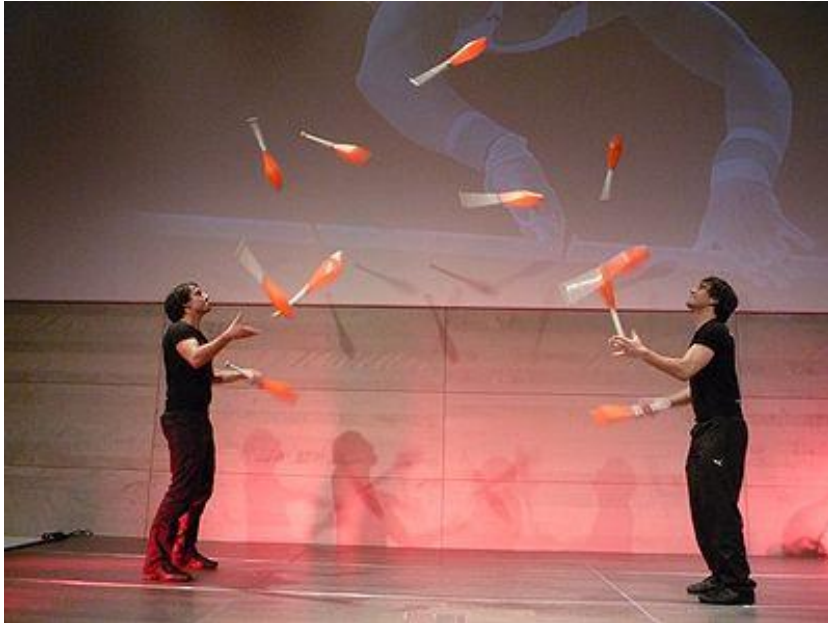


- ✓ Seek out diverse perspectives within stakeholder groups
- ✓ Make stakeholders aware of past and current uses of Title II, Part A funds
- ✓ Include analysis of effectiveness of current and proposed activities

17

Title II, Part A – Program Compliance Requirements

3. 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

18

Title II, Part A – Program Compliance Requirements

4. Prioritization of Funds.

- To schools identified for school improvement by TEA
- 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.



18-19

Title II, Part A – Program Compliance Requirements

5. System of Professional Growth and 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.

19

Title II, Part A – Program Compliance Requirements

6. Equitable Services to Private Non-Profit Schools

- As specified in ESSA, Section 8501



41

Title II, Part A – Program Compliance Requirements

6. Equitable Services to Private Non-Profit 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

2021-2022 Program Compliance Monitoring

- ✓ **Random Validations**
 - Process for 2021-22 being finalized

2021-2022 Program Compliance Monitoring

- ✓ **Random Validations**
 - Process for 2021-22 being finalized
- ✓ **Compliance Reports**
 - ESSA Consolidated Compliance Report
 - Program Implementation questions

Program Implementation Questions for 2021-22

Program Implementation Questions for 2021-2022

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.
- “N/A” is only an option for some questions.

Program Implementation Question 1

Program Implementation Question	All Required for Documentation for Compliance
Program Coordination/Integration	
<p>1. The Title II, Part A activities carried out by the LEA were aligned with the challenging State academic standards.</p> <p>[Section 2102(b)(2)(A)]</p>	<ul style="list-style-type: none">• Relevant pages of the District Improvement Plan• Activity documents for Title II, Part A activities

Program Implementation Question 2

Program Implementation Question	All Required for Documentation for Compliance
Program Coordination/Integration	
<p>2. The LEA meaningfully consulted 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.</p> <p>[Section 2102(b)(3)(A)]</p>	<ul style="list-style-type: none">• Relevant pages of the District Improvement Plan• 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

Program Implementation Question 3

Program Implementation Question	All Required for Documentation for Compliance
Program Coordination/Integration	
<p>3. The LEA sought advice from the individuals and organizations described in number 2 above regarding how best to improve the LEA's activities to meet the purpose of Title II, Part A.</p> <p>[Section 2102(b)(3)(B)]</p>	<ul style="list-style-type: none">• Relevant pages of the District Improvement Plan• 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

Program Implementation Question 4

Program Implementation Question	All Required for Documentation for Compliance
Program Coordination/Integration	
<p>4. The LEA used data and ongoing consultation to continually update and improve Title II, Part A activities.</p> <p>[Section 2102(b)(2)(D)]</p>	<p>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.</p> <ul style="list-style-type: none">• Calendar of scheduled consultation meetings• Agendas and minutes (dated)• 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.• If used, copy of handouts provided during consultation events• If used, copy of survey and its composite results

Program Implementation Question 5

Program Implementation Question	All Required for Documentation for Compliance
Program Coordination/Integration	
<p>5. The LEA coordinated Title II, Part A, professional development activities with professional development activities provided through other federal, state, and local programs.</p> <p>[Section 2102(b)(2)(F)]</p>	<ul style="list-style-type: none">• Official promotional materials showing coordination through other federal, <u>state</u> and local programs for applicable activities• Relevant pages of the District Improvement Plan• Coordination meeting agendas and minutes, sign-in sheets, materials used during coordination events, and/or surveys and their results• Documentation showing use of funds in coordination through other federal, <u>state</u> and local programs

Program Implementation Question 6

Program Implementation Question	All Required for Documentation for Compliance
Program Coordination/Integration	
<p>6. The LEA coordinated activities under Title II, Part A with other related strategies, programs, and activities being conducted in the community.</p> <p>[Section 2102(b)(3)(C)]</p>	<ul style="list-style-type: none">• Official promotional materials showing coordination between the LEA and community partners for applicable activities• Documentation showing use of funds in coordination with applicable community activities <p>Only one reason for N/A is acceptable:</p> <ul style="list-style-type: none">• Title II, Part A activities pursued by the LEA did not exist within the community, making coordination impossible.

Program Implementation Question 7

Program Implementation Question	All Required for Documentation for Compliance
Program Coordination/Integration	
<p>7. The LEA prioritized 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).</p> <p>[Section 2102(b)(2)(C)]</p>	<ul style="list-style-type: none">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, Section 1111(d) and that have the highest percentage of children counted under Title I, Section 1124(c) <p>Only one reason for N/A is acceptable:</p> <ul style="list-style-type: none">The LEA has documentation to show that they were able to provide the Title II, Part A activities at the Title I, Part A school(s) as part of their Title I, Part A program and/or other state/local programs and thus the LEA chose to use the Title II, Part A funds at their non-Title I, Part A campus(es)

Program Implementation Question 8

Program Implementation Question	All Required for Documentation for Compliance
Program Coordination/Integration	
<p>8. The LEA 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.</p> <p>[Section 2102(b)(2)(B)]</p>	<ul style="list-style-type: none">• Relevant pages of the District Improvement Plan• LEA professional development plan



Compliance Reports

- Question not included in compliance report for 2020-2021, but requirements still exist.
- LEAs will respond to all Program Implementation questions asked (likely for 2021-22).



Random Validations

- TEA will focus on one or two requirements when requesting documentation from the LEA in 2021-22.

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Thank You