

Federal Programs Directors Meeting

January 18, 2024

9:00 a.m. – 4:00 p.m.

Today's Agenda - Morning

- Welcome & Introductions
- Federal Programs Directors Needs Assessment Survey
- REACH/McKinney-Vento
- Title I, Part C
- PNP Equitable Services Compliance Requirements
- Title I, Part A
- Title II, Part A
- Title III, Part A
- Title IV, Part A



- TEA Approved Resources
- TEA Training Opportunities
- ESC Region 11 Sessions
- ACET Information
- Planning Ahead
- USDE Annual ESSER Reporting
- Questions & Answers
- Networking
- Lunch on Your Own
- **Afternoon** - *Optional* ESSER Reporting Work Session

Federal Programs Directors Needs Assessment Survey



[Beginning Needs Assessment](#)

ESC Region 11 Federal Programs Support

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Title I, Part D

PNP Equitable Services

Christie Miller

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Title I, Part A

Title II, Part A

Title IV, Part A

ESSER I, II, III

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[ESC Region 11 Federal Programs
website](#)



REACH/McKinney-Vento



Resources, Education, and Advocacy
for Children Experiencing Homelessness
EDUCATION SERVICE CENTER REGION 11

ESC Region 11 REACH Team



BROOKE Graham
FEDERAL PROGRAMS
TECHNICIAN



KELSEY COLLIER
PROGRAM INTERVENTIONIST



MADISON MULLINS
PROGRAM INTERVENTIONIST



GINI LOTT
PROGRAM SPECIALIST



MARIA COLLINS
PROGRAM LEAD FOR
LEARNING



LESLEY CATHEY
PROGRAM LEAD FOR
INTERVENTIONS



ASHLEY STEVENSON
COORDINATOR OF FEDERAL
PROGRAMS



Resources, Education, and Advocacy
for Children Experiencing Homelessness
EDUCATION SERVICE CENTER REGION 11

Comprehensive Services Overview

- Professional development
- Program implementation support
- Technical assistance
- McKinney-Vento Framework and Rubric
- Resource Fair
- Senior Guide
- Shared Services Agreement (SSA)
 - In-district professional development
 - Customized Professional development
 - Case management
 - District specific student support or resource fulfillment
 - Tools to monitor academic, attendance and behavior
 - Junior/Senior Day
 - Emergency clothing assistance

Title I, Part C (Migrant)

Migratory Students

Highly Mobile Students, Agriculture Work

January 18, 2024 | 9:00 a.m.



Our Team



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Identification



Who qualifies?

- 1. A migratory child is a student who moves (travels) with the family due to economic necessity from one school district to another.**
- 2. The child is under the age of 22 and lacks a U.S. high school diploma or certificate.**
- 3. The child is or has a parent/guardian who is a migratory agriculture worker/fisher.**



Family Survey

Collect Family Surveys for every student.

2023-2024 Family Survey









Today's Date: _____ District: _____ Campus: _____ Grade: _____

Student Name: _____ Date of Birth: _____

The Family Survey will identify students who may qualify for additional educational services based on a family member working in a temporary location for agriculture. In the state of Texas, all districts must assist in identification.

1. In the last three years, did you live/stay somewhere temporarily (for the weekend or longer) in order to work or look for work in AGRICULTURE? (Example: picking pecans or hauling hay)
 No Yes

2. Have you performed any of the jobs listed below (**temporarily** or **seasonally**) within the U.S.?
 No
 Yes (Please check all that apply below.)

 <input type="checkbox"/> Working with fruit, vegetables, grain, peanuts, cotton, wheat, sugar beets, farms, ranches, fields, vineyards	 <input type="checkbox"/> Working in a cannery, granary, or packing plant	 <input type="checkbox"/> Working on a dairy, temporarily	 <input type="checkbox"/> Baling and hauling hay
 <input type="checkbox"/> Working in a slaughter house	 <input type="checkbox"/> Working on a poultry farm or fishery	 <input type="checkbox"/> Working in a plant nursery or orchard; growing or harvesting trees	 <input type="checkbox"/> Building fence, farm/ranch welding, or other similar work, please explain:

Please complete below:

Parent 1/Guardian Name: _____ Parent 2/Guardian Name: _____

Home Address/Apt Name: _____
 Street City Zip

Telephone Numbers: _____

Mailing Address: (Check if same as home address) _____
 Street City Zip

The information provided below will be kept confidential.
 For School Use Only: Please email [all surveys to migrant@esc11.net](mailto:surveys@migrant@esc11.net).



2023-2024 Family Survey

Student Name: _____ District: _____ Campus: _____ Grade: _____

Student Name: _____ Date of Birth: _____

The Family Survey will identify students who may qualify for additional educational services based on a family member working in a temporary location for agriculture. In the state of Texas, an district must state in identification.

1. In the last three years, did you include someone temporarily (for the weekend or longer) in order to work on land for work in AGRI-CULTURE? (Temporary activities or hunting land)

No Yes

2. Have you performed any of the jobs listed below (temporarily or seasonally) within the U.S.?

No Yes (Please check all that apply below.)

Working with fruit, vegetables, grains, peanuts, cotton, wheat, sugar beets, hemp, soybeans, milk, turkeys	Working in a nursery, ground or parking lot	Working on a farm	Raising and handling
Working in a slaughter house	Working in a plant nursery or in-kind growing or harvesting trees	Building forms, ranch wedding or other similar work, please explain:	

Please complete below:

Parent 1 (Guardian) Name: _____ Parent 2 (Guardian) Name: _____

Home Address/Flat Name: _____ Street: _____ City: _____ Zip: _____

Telephone Numbers: _____

Mailing Address: Check if same as home address. Street: _____ City: _____ Zip: _____

The information provided below will be kept confidential. For about the only, please email glenn@msgrd.org



Form titled "Texas Education Agency Special Education Program Confirmation of Eligibility (CPE)" with various fields for student information, dates, and signatures.



MEP Recruitment Video

Migrant Educational Program



Recruitment Posters

Recruitment Posters

Are you interested in additional free educational resources for your student?

Scan this QR Code to find out if you qualify:



-  clothing
-  shoes
-  health needs
-  dental needs
-  counseling needs
-  extracurricular participation
-  university/college

Student Services



Creating Opportunities

**Supplemental
Student Services**

**Health Services
School Engagement
Language Development
Educational Support in the
Home
Credit Recovery/RTI
On-Time Graduation**



Seven Areas of Concern



Learn About the MEP



Free Online Course = Three (3) hours of CPE Credit

Hidden Figures: Understanding the Process for Identifying Migratory Students



→ [Start Here](#)



📁 [Modules](#)



🔄 [Canvas 101](#)



+ [More Questions?](#)



SSA LEAs with Identified Students:

Alvarado	Denton	Godley	Lake Worth	Northwest
Alvord	Dublin	Granbury	Lewisville	Stephenville
Arlington	Eagle Mt. Saginaw	H-E-B	Lingleville	Three Way
Cleburne	Everman	Joshua	Mansfield	Weatherford
Crowley	Fort Worth	Keene	Millsap	White Settlement
Decatur	Glen Rose	Keller	Mineral Wells	



Non-SSA LEAs with Identified Students

Aledo	Castleberry	International Leadership of Texas	Peaster	Uplift Preparatory
Burleson	Gainesville	Krum	Premier	Valley View
Callisburg	Huckabay	Little Elm	Trinity Basin	Newman



Why is it Beneficial to Find Migratory Families



High Focus Group- Domain III

High Focus Group:

- Economically Disadvantaged
- Current and Monitored (through year 4) Emergent Bilinguals
- Current Special Education
- Highly Mobile
 - Homeless
 - Fostercare
 - Migrant

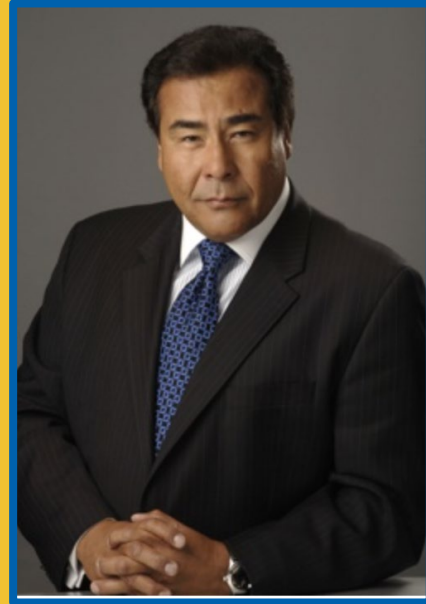
These student groups are evaluated if there are at **least 10** tests or graduates.



Beloved Migratory Story

“That’s why I’m here, to remind you that anything is possible if we overcome adversity.”

-John Quinones



Questions/Comments:



Federal Programs under the Every Student Succeeds Act (ESSA)

Every Student Succeeds Act (ESSA)

- Title I, Part A—Improving Basic Programs
- Title I, Part C—Education of Migratory Children
- Title I, Part D—Prevention and Intervention Programs for Children & Youth Who Are Neglected, Delinquent, or At Risk of Dropping Out
- Title II, Part A—Supporting Effective Instruction
- Title III, Part A—English Language Acquisition, Language Enhancement, and Academic Achievement
- Title IV, Part A—Student Support and Academic Enrichment Grants

ESSA Program Monitoring — Random Validations

The Federal Program Compliance Division administers a random validation monitoring process for ensuring that LEAs are in compliance with the requirements associated with the following ESSA programs/requirements.

- Title I, Part A—Improving Basic Programs
- Title I, Part A—Improving Basic Programs Supplement, Not Supplant
- Title I, Part C—Education of Migratory Children
- Title I, Part D, Subpart 2—Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
- Title II, Part A—Supporting Effective Instruction
- Title IV, Part A—Student Support and Academic Enrichment Grants
- Title V, Part B—Rural and Low-Income School Program
- Ed-Flex Waiver: Title I, Part A Schoolwide Program Eligibility
- Private School Equitable Services (PNP)
- Unsafe School Choice Option

TEA ESSA Program Monitoring Random Validations

PNP Equitable Services Requirements

Private School Equitable Services

- “Private school equitable services” refers to the process of **providing students, teachers, staff, and families at eligible private schools, fair access to federally funded education programs and services,** as appropriate.
- The process depends on a “timely and meaningful consultation” between LEAs and private school officials.

23-24 ESSA PNP Equitable Services

- **Reminders**

- **Private schools receive services only.** Funds do not flow to private schools or to facilities for the neglected and delinquent.
- As with children attending public schools, **Title I, Part A funds may not be used to identify those private school children who would be eligible to participate.** However, Title I, Part A funds **may be used to select participants** from those who are eligible and to determine specific educational needs of participating children.
- Services to private school children **may be provided in subject areas or grade levels that are different from those provided to public school students.**
- All activities involving private schools **must be supported by auditable documentation.**

23-24 ESSA PNP Equitable Services

- **Timely and Meaningful Consultation**

- What programs will the PNP participate in?
- How will needs be identified?
- What services will be offered?
- How, where, and by whom will the services be offered?
- How will the services be academically assessed, and how will that assessment be used to improve the services?
- What is the proportionate share of funds/services that are being offered to the PNP? How was that share calculated?
- All services and materials shall be secular, neutral, and non-ideological.
- All materials and equipment remain the property of the LEA and must be returned to the LEA at the end of the PNP's participation in Equitable Services.
- Services provided must be supplemental to what would be provided in the absence of ESSA Equitable Services.
- No facilities repair, remodeling, or construction
- ESSA equitable services cannot provide substitutes for PNPs.

ESSA PNP Equitable Services Resources

- [TEA Private School Equitable Services](#)
- [Private Nonprofit Program Guide](#)
- [ESSA Private School Equitable Services FAQs](#)
- [ESSA PNP Equitable Services Companion Guide for LEA Documentation](#)
- ESC 20 [Capacity Building Initiative](#)
- ESC 20 CBI [Private Nonprofit \(PNP\)](#)

Private Non-Profit School (PNP) Open House Meeting

The purpose of this meeting is to provide information concerning participation in ESSA Equitable Services for Private Non-Profit (PNP) schools.

February 20, 2024, 1:00 pm - 4:00 pm

Register here: [PNP Open House Meeting](#)



Title I, Part A

Improving Basic Programs

Intent and Purpose

The purpose of Title I, Part A funding is to provide **all children** with significant opportunity to receive a **fair, equitable, and high-quality education** and to **close educational achievement gaps**.

Title I, Part A Provisions and Assurances

- General Assurances
- Assurances Relating to Eligible School Attendance Areas
- Assurances Relating to the Title I, Part A Program Plan
- Assurances Relating to Schoolwide Programs
- Assurances Relating to Targeted Assistance Programs
- Assurances Relating to Parents' Right to Know
- Assurances Relating to Parental Involvement
- Assurances Relating to Coordination
- Assurances Relating to Private Schools

Local Education Agency Plan

To ensure that **all children** receive a high-quality education, and to **close the achievement gap** between children meeting the challenging State academic standards and those children who are not meeting such standards, **all LEAs that receive Title I, Part A funds are required to have an LEA Plan.**

The LEA may incorporate the LEA Plan requirements into the District Improvement Plan (DIP) that is required under the Texas Education Code.

Required Stakeholders

- Teachers,
- Principals,
- Other school leaders,
- Paraprofessionals,
- Specialized instructional support personnel,
- Charter school leaders (in an LEA that has charter schools),
- Administrators (including administrators of programs in other parts of Title I)

Required Stakeholders, cont.

- Other appropriate school personnel,
- Parents* of children in schools served under Title I, Part A, and
- Members of the community.*

Please note that TEC §11.251 specifies that **a parent who is an employee of the school district is not considered a parent representative on the district improvement plan committee. Likewise, **a parent is not considered a representative of community members** on the committee.*

Schoolwide Program Requirements

Each Title I, Part A Schoolwide Program is required to have the following 3 elements:

- Element 1: Comprehensive Needs Assessment*
- Element 2: Schoolwide Program Plan/Campus Improvement Plan (CIP)
- Element 3: Annual Evaluation of the Schoolwide Program Plan*

**Must be addressed in the Campus Improvement Plan*

Parent and Family Engagement Requirements

- LEA Written Parent and Family Engagement Policy
- Campus Written Parent and Family Engagement Policy
- LEA-Specific Parent and Family Engagement Responsibilities (Reservation of Funds)
- Campus-Specific Parent and Family Engagement Responsibilities (School-Parent Compact)
- LEA and Campus Parent and Family Engagement Responsibilities (Building Capacity for Involvement)
- Parents' Right to Know

Parents' Right to Know

- Teacher/Paraprofessional Qualifications
- Student Academic Achievement & Teacher Assignment
- Assessments
- Language Instruction Educational Program
- Parent Outreach – Parents of English Learners
- Armed Forces Recruiter Access to Students and Student Recruiting Information

Title I, Part A Fiscal Requirements

Maintenance of Effort – LEAs must **maintain** state and local **expenditures from one year to the next**; spend at least 90% of state and local funds for free public education as spent in the previous fiscal year

Title I, Part A Fiscal Requirements, cont.

Supplement, Not Supplant – LEAS must use Title I, Part A funds to supplement and not supplant nonfederal funds that would otherwise be used for allowable program expenditures.

LEAs meet the Supplement, Not Supplant requirement for Title I, Part A by having a **Title I-neutral methodology for distributing state and local funds to campuses**, or by qualifying for a **Statement of Exemption** from the methodology requirement.

Title I, Part A Fiscal Requirements, cont.

Comparability of Services – LEAs that receive Title I, Part A funds must use their state and local funds to **provide comparable services** at campuses receiving Title I, Part A funds and the campuses that are not receiving Title I, Part A funds.

Private School Equitable Services

- The LEA in which the child resides is responsible for providing eligible children enrolled in private schools the opportunity to receive services or benefits under Title I, Part A.
- The LEA shall reserve funds to provide any eligible private school student with comparable services, regardless of the location of the private school the student chooses to attend.

Guidance and Resources

[Collaborative Comprehensive Needs Assessment \(CCNA\) Toolkit](#)

[Title I, Part A Program Guide](#)

[Title I, Part A Use of Funds Reference Document](#)

[Title I, Part A Frequently Asked Questions](#)

Guidance and Resources, cont.

[Title I, Part A Web Resources](#)

[Statewide ESSA Title I, Part A Capacity Building Initiative](#)

[Statewide ESSA Title I, Part A Parent & Family Engagement Statewide Initiative](#)

[Supplement, Not Supplant Handbook](#)

Upcoming Title I, Part A Sessions

February 13, 2024, 9:00 a.m. - 4:00 p.m.

Title I, Part A Schoolwide Program Elements

Register: <https://bit.ly/3SBXfqA>

February 27, 2024, 9:00 a.m. - noon

Title I, Part A LEA Program Plan/DIP

Register: <https://bit.ly/47cahiU>

Title I Parent and Family Engagement – Session 2: Building Parent/Guardian and Family is More Than Building Relationships *(To Be Rescheduled)*

Upcoming Title I, Part A Sessions, cont.

March 28, 2024, 9:00 a.m. - noon

Title I Parent and Family Engagement – Session 3: The Content and Cycle of Written PFE Policies (LEA and School)

Register: <https://bit.ly/3FYS78C>

April 11, 2024, 9:00 a.m. - noon

Title I Parent and Family Engagement – Session 4: The PFE Program Evaluation and Annual Title I Meeting

Register: <https://bit.ly/3szkpTZ>

Title I, Part D
Prevention and Intervention Programs
for Children and Youth Who Are
Neglected, Delinquent, or At-Risk

Intent and Purpose

The purpose of Title I, Part D funds is to support programs that involve collaboration with **locally operated correctional facilities**:

- To carry out high-quality education programs to prepare children and youth for secondary school completion, training, employment, or further education;
- To provide activities to facilitate the transition of such children and youth from the correctional program to further education or employment; and
- To operate programs in local schools for children and youth returning from correctional facilities and programs that may serve at-risk children and youth.

Guidance and Resources

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

[Title I, Part D Program Guide](#)

[Title I, Part D Frequently Asked Questions](#)

[Best Practices for Using Title I, Part D, Subpart 2 Funds](#)

Title II, Part A

Supporting Effective Instruction

Purpose

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.**

Intent

The intent of Title II, Part A funding is to support educators in their work to **improve the overall quality of instruction** and ensure **equity of educational opportunity for all students**.

Areas of Focus

1. Recruiting and Retaining Effective Teachers and Principals
2. Professional Development and Educator Growth
3. Other Evidence-Based Activities

Meaningful Consultation

- **Timely** and **meaningful** stakeholder consultation is a critical requirement that can be found throughout the ESSA statute.
- Ensure processes and procedures include elements that document timely and meaningful stakeholder consultation in the processes associated with **planning, implementing,** and **evaluating** the Title II, Part A program.

Meaningful Consultation, cont.

- Are stakeholders involved in the planning processes on an **ongoing** basis?
- Are the planning processes tailored to **solicit meaningful input and feedback** from all stakeholders?
- Are there **outreach activities** for stakeholder input and feedback?

Meaningful Consultation, cont.

- Do the planning activities **include goal setting and development of ideas and activities** rather than just one-way communication for information sharing purposes?
- Is stakeholder engagement sustained with **stakeholders having the opportunity to participate in discussions at the decision-making, implementation, and evaluation stages** of the processes?

Meaningful Consultation, cont.

- Are **all the required stakeholders involved and in attendance at every step** of the planning process?
- Does the process have **enough time** built in for meaningful consultation?
- Are the planning activities part of a **process** rather than an event?

[Title II, Part A Program Guide](#)

Stakeholders Specified in Statute

- Teachers
- Principals
- Other school leaders*
 - “School leader” means a principal, assistant principal, or other individual who is responsible for the daily instructional leadership and managerial operations.
- Paraprofessionals (including organizations representing such individuals)

Stakeholders Specified in Statute, cont.

- Specialized instructional support personnel**
 - school counselors,
 - school language pathologists,
 - school librarians,
 - school nurses,
 - school psychologists,
 - school social workers, and
 - 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

Stakeholders Specified in Statute, cont.

- Charter school leaders (in an independent school district (ISD) that has in-district charter schools)
- Parents
- Community Partners
- Other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of Title II, Part A

Coordination

- To increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, **coordination of professional development activities** is a critical requirement of Title II, Part A.

Coordination, cont.

- LEAs are required to **coordinate professional development activities** authorized under Title II, Part A **with professional development activities provided through other federal, state, and local programs.**
- LEAs are required to **coordinate activities** authorized under Title II, Part A **with other related strategies, programs, and activities being conducted in the community.**

Prioritization of Funds

LEAs are required to prioritize funds to **schools identified for school improvement by TEA** [i.e., at campuses that are implementing comprehensive support and improvement activities and targeted support and improvement activities] and that have the **highest percentage of children counted under Title I, Part A.**

System of Professional Growth & Improvement

LEAs are required to have a system of professional growth and improvement, such as **induction** for teachers, principals, or other school leaders, opportunities for **building the capacity** of teachers, and opportunities to **develop meaningful teacher leadership**.

Private Nonprofit School Participation

LEAs are required to comply with the uniform provisions for **providing equitable services to private schools** as specified in Title XIII, Section 8501.

Alignment of Activities to the Challenging State Academic Standards

LEAs must ensure that the **activities to be carried out under Title II, Part A will be aligned with the challenging State academic standards**

Guidance and Resources

[Title II, Part A Use of Funds One Pager](#)

[Title II, Part A Frequently Asked Questions](#)

[Title II, Part A Program Guide](#)

[Supplement, Not Supplant Handbook](#)

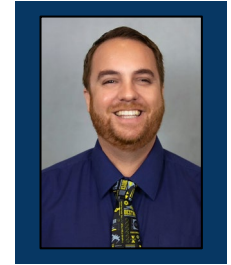
Title III, Part A

EL SUPPORT TEAM

- Federal & State Requirements
- ESSA Consolidated Grant Application and Compliance Report
- TIII, Part A ELA and TIII, Immigrant
- TIII Use of Funds
- TIII Parent, Family, and Community Engagement Activities
- Resources



Melanie Yocom, M.Ed.
Team Lead



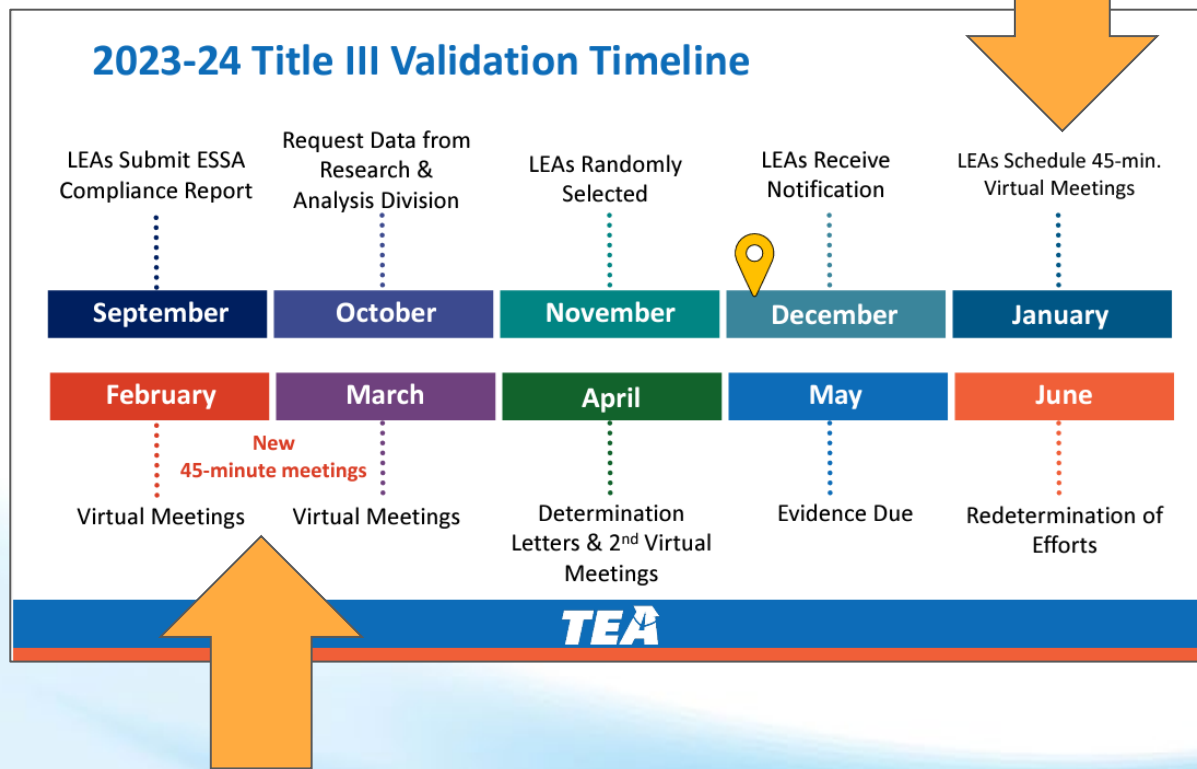
Gabriel Verrone, M.Ed.
Instructional Coach



Indhira Salazar, M.B.A.
EL Coach



TIII RANDOM VALIDATIONS



- 45-minute meetings
- A Title III ESC staff member will be present during all virtual meetings for LEA support.



TII RANDOM VALIDATIONS

Determination Letters

Determination Letters



- Sent to Superintendents on file
- Program leads and other virtual meeting participants cc'd
- Recommendations included in both versions of the letter

Determination Letter

Has Satisfied

- LEA files letter as closure to Title III Validation

Not Yet Satisfied

- 2nd Round of Virtual Meetings
- Evidence needs to be submitted by June 1st
- 2nd Determination Letter will be sent after reviewing evidence
- LEA may file letter as closure to Title III Validation

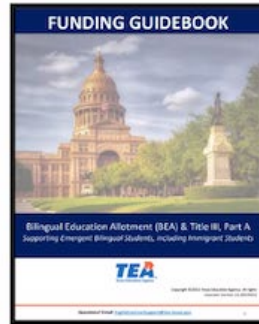
HELPFUL RESOURCES



[Title III FAQ](#)



[Txel.org](#)



[Funding Guidebook](#)



[Accountability & Compliance](#)



[Supplement, Not Supplant](#)



bit.ly/3AnKe9c



TEA EL SUPPORT

www.txel.org

The screenshot shows the homepage of the TEA EL Support website. At the top, there is a navigation menu with links for Home, What's new, Educators, Parents and Families, Community Partners, Calendar, and Quick links. A 'Subscribe Today!' button is located on the right. Below the navigation is the main header with the TEA logo and the text 'Supporting English Learners in Texas'. A search bar and a 'Select Language' dropdown menu are also present. The main content area features four circular images with corresponding text: 'Accountability & Compliance', 'LPAC', 'Professional Development', and 'Program Implementation'. Below this is a 'Featured Articles' section with three article cards. Each card includes a thumbnail image, a title, and a brief description. The first article is 'How can students learn online if they don't know the language? This city tackled the issue'. The second is 'How ELL Educators Can Collaborate and Co-Teach During COVID-19'. The third is 'Teachers struggle to recreate language-rich classes for English learners online'. At the bottom of the screenshot is a 'TEA Program Links' section.

Home | What's new | Educators | Parents and Families | Community Partners | Calendar | Quick links | [Subscribe Today!](#)

Supporting English Learners in Texas

Search: [Q](#) [Select Language](#) [Powered by Google Translate](#)

••••••••

- [Accountability & Compliance](#)
- [LPAC](#)
- [Professional Development](#)
- [Program Implementation](#)

Featured Articles

- [How can students learn online if they don't know the language? This city tackled the issue](#)
How several districts across one city assisted English learners with virtual or blended instruction, while discussing challenges and opportunities.
- [How ELL Educators Can Collaborate and Co-Teach During COVID-19](#)
A Q&A where two educator experts address practical tips that teachers can implement as they address collaboration and co-teaching focused on English learner support.
- [Teachers struggle to recreate language-rich classes for English learners online](#)
Ways teachers are assisting English learners and provides examples of English learner student work.

TEA Program Links



Title III, Part A FAQ

September 20, 2021



Title III, Part A Frequently Asked Questions (FAQ): Section Topics

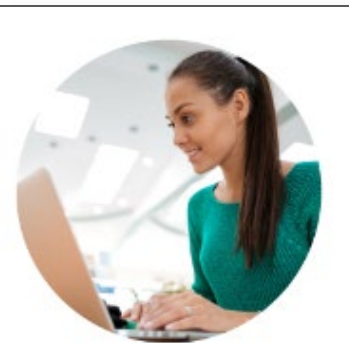
Table of Contents

- [General](#)
- [English Language Acquisition \(ELA\)](#)
- [Immigrant Students](#)
- [Additional Resource Links](#)

For information on English learner program services and instructional guidance detailing program implementation, see the [SY 20-21 English Learner Guidance](#) and [SY 20-21 English Learner Program Implementation Guidance](#) located on the [COVID-19 Support: Special Populations](#) webpage.



bit.ly/45ViJSX



[Leadership
Connection](#)



bit.ly/47Lmwnx



Introducing the new web app!

TXELead

For Leaders Who Support Emergent Bilingual Students in Texas


- ✓ Quick Access
- ✓ Mobile Friendly
- ✓ Relevant Information



www.txlead.org

[TXELead - App for Leaders](#)

Allows administrators and educators to have access to the important documents at their fingertips. Check out this [How To" video](#).



Username or Email Address

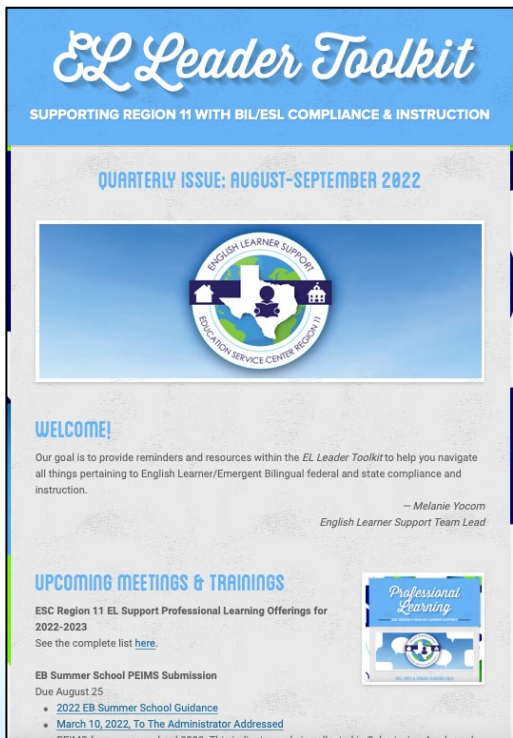
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 Remember Me 

bit.ly/44slzws




REGION 11 QUARTERLY COMPLIANCE NEWSLETTER



EL Leader Toolkit
SUPPORTING REGION 11 WITH BIL/ESL COMPLIANCE & INSTRUCTION

QUARTERLY ISSUE: AUGUST-SEPTEMBER 2022




WELCOME!

Our goal is to provide reminders and resources within the *EL Leader Toolkit* to help you navigate all things pertaining to English Learner/Emergent Bilingual federal and state compliance and instruction.

—Melanie Yocom
English Learner Support Team Lead

UPCOMING MEETINGS & TRAININGS

ESC Region 11 EL Support Professional Learning Offerings for 2022-2023
See the complete list [here](#).



EB Summer School PEIMS Submission
Due August 25

- 2022 EB Summer School Guidance
- March 10, 2022, To The Administrator Addressed

Sign up here:
<https://www.esc11.net/listserv>



Professional Learning

ESC REGION 11 ENGLISH LEARNER SUPPORT



bit.ly/3fKJyEs



TIII UPCOMING EVENTS



TEA EB DIVISION ZOOM MEETINGS



Live Meetings

2023-2024 Emergent Bilingual Support Division Zoom Meetings

TEA encourages one person from each district/charter represented to attend!

Please contact your local ESC panelist with questions before the EB Support Division Webinars.

Topic: EB Division Webinar
Date: Friday, February 2, 2024
Time: 9:00 a.m. – 11:00 a.m.
Resources: [2/2/24 Registration](#)

Topic: EB Division Webinar
Date: Friday, March 1, 2024
Time: 9:00 a.m. – 11:00 a.m.
Resources: [3/1/24 Registration](#)

Topic: EB Division Webinar
Date: Friday, April 5, 2024
Time: 9:00 a.m. – 11:00 a.m.
Resources: [4/5/24 Registration](#)

Topic: EB Division Webinar
Date: Friday, May 17, 2024
Time: 9:00 a.m. – 11:00 a.m.
Resources: [5/17/24 Registration](#)

Topic: EB Division Webinar
Date: Friday, June 7, 2024
Time: 9:00 a.m. – 11:00 a.m.
Resources: [6/7/24 Registration](#)



TIII EVENTS

TEA

27

2023-2024 Statewide T3 Engagement Series

Free opportunities for emergent bilingual families of school districts and open-enrollment charters



T3 SERIES
Virtual
Engagement Events
for
PARENTS and FAMILIES
of EB Students
Visit
www.tea.org/t3series



Tuesday, October 17, 2023
Parent Engagement
(9:00am – 11:00am)



Thursday, November 9, 2023
Family Engagement
(9:00am – 11:00am)



Tuesday, January 23, 2024
Community Engagement
(9:00am – 11:00am)



bit.ly/3ChLugx

LEA hosts a watch party

- The LEA registers by selecting the “Host Watch Party” option (more than one staff members if offering multiple language sessions).

LEA promotes the event

(EB parents & families district-wide).

- LEA does not register
- Parents register on their own and watch the session from home
- The LEA must request attendance records to TEA.

TEA



TIII EVENTS

2024 TITLE III SYMPOSIUM

JULY 14 - 16, 2024

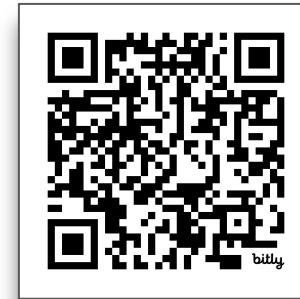
KALAHARI RESORTS & CONVENTIONS
ROUND ROCK, TEXAS



United **WE THRIVE**
*Celebrating and Supporting
Emergent Bilingual Students' Excellence*

Home Call for Proposals Registration Venue/Hotel Awards Recordings

Welcome Key Takeaways/ Objectives 2024 Focus Topics Symposium Schedule Day of Information



bit.ly/48nB9gy



THANK YOU

Melanie Yocom, M.Ed.
EL Support Team Lead

Gabriel Verrone, M.Ed.
Bil/ESL Instructional Coach

Indhira Salazar, M.B.A.
EL Coach

Need Technical Assistance?
Email us @ R11BILESL@ESC11.NET



Title IV, Part A Student Support and Academic Enrichment

Intent and Purpose

Title IV, Part A grants are designed to **improve the academic achievement of all students** by increasing the capacity of LEAs, schools, and communities to:

1. provide all students with access to a **well-rounded education,**
2. **improve school conditions** for student learning, and
3. improve technology to **enhance academic outcomes and digital literacy of students.**

Content Areas

1. Activities to Support **Well-Rounded Education**
2. Activities to Support School Conditions for Student Learning (**Support Safe and Healthy Students**)
3. Activities to Support the **Effective Use of Technology**

Required Consultation and Stakeholders

- Parents
- Teachers
- Principals
- Students
- School leaders
- Specialized instructional support personnel (school counselors, school social workers, and school psychologists; other qualified professional personnel, such as school nurses, speech-language pathologists, and school librarians)

Required Stakeholders, cont.

- Charter teachers, principals, and other school leaders, (for in-district charter schools)
- Others with relevant and demonstrated expertise in programs and activities
- Others with relevant and demonstrated expertise
- Local government representatives
- Community-based organizations
- Indian tribes or tribal organizations, when applicable

Program Requirements \geq \$30,000

Comprehensive Needs Assessment

Prioritize the Distribution of Funds to schools:

- Schools with the greatest needs
- Schools with the highest percentage/number of students from low-income families
- Schools identified for comprehensive support and improvement (under Title I, Part A)
- Schools implementing targeted support and improvement plans (under Title I, Part A)
- Schools identified as persistently dangerous

Program Requirements \geq \$30,000, cont.

Use no more than 20 percent of funds for:

Well-Rounded Education

Safe and Healthy Students

Use some portion of the remaining funds for:

Effective Use of Technology

Special Rule – an LEA may not use more than 15 percent of the portion of funds identified for the effective use of technology to purchase technology infrastructure, regardless of LEA allocation amount.

Private Nonprofit School Participation

LEAs are required to comply with the uniform provisions for **providing equitable services to private schools** as specified in Title XIII, Section 8501.

Supplement, Not Supplant

- The Supplement, Not Supplant requirement requires that funds be used to supplement, and not supplant, non-Federal funds that would otherwise be used for activities authorized under the program.
- This means that an LEA may not use funds to carry out activities that would otherwise be paid for with State or local funds.

Supplement, Not Supplant, cont.

In determining whether a particular use of funds would violate the non-supplanting requirement, LEAs should consider matters such as whether the cost involved is currently paid for using State or local funds or **whether the cost involved is for an activity that is required by State or local law.**

Supplement, Not Supplant, cont.

- Previously, some LEAs have supported some of the new state requirements with Title IV and Part A funds as supplemental activities and/or programs.
- Effective September 2023, many previously supported programs and activities with Title IV, Part A funds **will no longer be supplemental, if it is a state requirement.**
- For LEAs that are providing more than the required state mandates for an activity and/or program, it could be a supplemental activity.

Supplement, Not Supplant, cont.

- LEAs must follow ED Title IV, Part A federal requirements, consult with stakeholders, review TEA Title IV, Part A Use of Funds Criteria and the TEA Title IV, Part A Program Guide documents **to ensure supported programs and activities are supplemental, reasonable, necessary, allowable, and allocable.**
- What an LEA might have spent Title IV, Part A funds for during 2022-2023, may be supplanting in 2023-2024 due to new state laws.

Prohibition of ESEA funds for Weapons

- The **Bipartisan Safer Communities Act** was signed into law by President Biden on June 25, 2022.
- This law amends the Elementary and Secondary Education Act of 1965 (ESEA) to add a prohibition that **no funds under the ESEA may be used for the provision to any person of a dangerous weapon**, as defined in section 930(g)(2) of title 18, United States Code, **or training in the use of a dangerous weapon.**

LEA Special Data Collection for Public Reporting

TEA is required to collect and publicly report how all LEA Title IV, Part A, Subpart 1 funds are being expended per content areas by Federal Fiscal Year (FFY) and the degree to which progress has been made toward meeting program objectives and intended outcomes.

Initial and Final Progress Reporting

1. 2022-2023 Title IV, Part A, LEA Initial Progress on Program Objectives and Intended Measurable Outcomes (*submitted in March 2023*)
2. 2022-2023 Title IV, Part A, LEA Expenditures by Service and/or Content Area(s) (*submitted in December 2023*)
3. 2023-2024 Title IV, Part A, LEA Program Objectives and Intended Measurable Outcomes (*submitted in December 2023*)

2022-23 Title IV, Part A Carryover Reporting

- If 2022-2023 **Title IV, Part A funds are carried over into 2023-2024**, the LEA will need to report final progress.
- The final phase of progress reporting for LEAs that carried over TIVA funds into the 2023-2024 school year opens on October 1, 2024, and the due date for submitting the final progress report is **December 1, 2024**.

LEA Special Data Collection Resources

[FFY 2023 Handbook - Title IV, Part A Special Data Collection for Public Reporting](#)

[LEA Reporting Worksheet](#)

[Program Objectives and Intended Outcomes Presentation Training Slides](#)

[WorkApp Submission Instructions Slides](#)

Guidance and Resources

[Title IV, Part A Frequently Asked Questions](#)

[Title IV, Part A Program Guide](#)

[Title IV, Part A Use of Funds One Pager](#)

[Supplement, Not Supplant Handbook](#)

[Title IV, Part A ESC 14 School Safety Initiative](#)

Upcoming Title IV, Part A Sessions

July 23, 2024, 9:00 a.m. - noon

Title IV – Program Requirements: Objectives, Outcomes, & Evaluations

Register: <https://bit.ly/47mhGvU>

July 30, 2024, 9:00 a.m. - noon

Title IV – Compliance Requirements and Use of Funds

Register: <https://bit.ly/47xTqXx>

TEA-Approved ESSA Resources

Guidance and Resources

[TEA Statewide Training Series](#)

[Statewide ESSA Title I, Part A Capacity Building Initiative](#)

[Federal Programs Planner](#)

[Title I, Part A LEA Program Plan Toolkit](#)

[Campus Administrator Toolkit](#)

[CCNA Resource Toolkit](#)

[Title I, Part A Parent & Family Engagement Statewide Initiative](#)

Upcoming TEA Training Opportunities

Title I, Part A Newbie Virtual Training Series

The inaugural session of the Title I, Part A – Newbie Virtual Training Series will take place on **January 30, 2024**, from **10:00 – 11:00 a.m.**

Session 1 – Title I, Part A: Who’s Who and What’s What

Registration Link: [Newbies Series for Federal Programs: Title I, Part A: Who’s Who and What’s What](#)



Title I, Part A Compliance Academy

Dates and Locations:

February 22-23 at the Hyatt Regency in **Baytown, Texas**

Registration closes on February 6, 2024

April 8-9 at the Renaissance Dallas North Hotel in **Dallas, Texas**

Registration closes on April 4, 2024

Register here: [Title I, Part A Compliance Academy](#)



Statewide Training Series

- Virtual training opportunities related to federal grants administration
- Links to access the voice-over presentations and handouts are added after each training

[Statewide Training Series](#)

Other ESC Region 11 Sessions

Upcoming Sessions

May 9, 2024 • 9:00 a.m. - 12:30 p.m.

Federal Programs Directors' Meeting (In Person + Zoom)

Register at <https://bit.ly/471WLOV>

July 9, 2024 • 9:00 a.m. - noon

Welcome to Federal Programs! (Registration Coming Soon)

July 16, 2024 • 9:00 a.m. - 4:00 p.m.

ESSA Basics for New Federal Programs Staff (Registration Coming Soon)

Association for Compensatory Educators of Texas (ACET)

Spring 2024 Conference

April 2-5, 2024

**The Westin San Antonio North
9821 Colonnade Boulevard
San Antonio, TX 7823**

[Association For Compensatory Educators of Texas –
Serving State And Federal Program Administrators In
Texas \(acetx.org\)](#)

2024 Scholarship Applications

- ACET is proud to announce the availability of the 2024 NAFEPA (The National Association of Federal Education Programs) Scholarship Application.
- Nationwide, there are four scholarships, each worth a total of \$5000, distributed over two consecutive years (\$2500 each year).
- Each state selects one candidate to nominate for the national NAFEPA scholarship program.

Applications are due January 25, 2024

Please share this link with counselors so that they may share it with students:

<https://acetx.org/nafepa-scholarship-application/>

Planning Ahead for 2024-25 ESSA Consolidated Grant Application

Planning for 2024-25

- Comprehensive Needs Assessment (CNA) – **ongoing process to solicit stakeholder feedback**
- **Ongoing Consultation with Private Nonprofit Schools (PNP)**
- Current Year **Program Evaluations** (CIP, DIP, PFE)
- New Year Program Plan (LEA/District Improvement Plan)
- New Year School Schoolwide Program Plan (Campus Improvement Plan)

Planning for 2024-25

- Title I Annual Meetings
- New Year Parent and Family Engagement Policy (LEA/District)
- New Year Parent and Family Engagement Policy (Campus)
- Parent Consultation for LEA/District PFE Reservation
- School-Parent Compact Review
- Ed-Flex Waiver Considerations & Processes, if applicable
- Title I, Part A Campus Eligibility

Elementary and Secondary School Emergency Relief (ESSER)

USDE ESSER Annual Reporting

- LEAs with reports that have a status of “*Not Started*” will receive an automated email from SmartSheet **every Monday**.
- The online system for LEAs to complete this reporting requirement will close **Friday, February 16, 2024, at 11:59 p.m. CST.**

USDE ESSER Annual Reporting

TEA staff will be hosting office hours sessions to provide technical assistance for Year Four USDE ESSER Annual Performance Reporting:

- **Tuesdays, from 10-11 a.m.** (through February 13) – [Register Here](#)
- **Thursdays, from 2-3 p.m.** (through February 15) – [Register Here](#)

With the deadline quickly approaching, TEA will look at adding more Office Hours as needed.

USDE ESSER Annual Reporting

The timeline for Year Four ESSER Annual Performance Reporting is as follows (and is subject to change):

- **02/16/2024 at 11:59 pm CST:** Data collection tool closes for LEA submission.
- **04/2023:** TEA verifies data collection for quality and officially uploads into the USDE system.

TEA is currently contacting LEAs via automated emails with “**Update Requested: USDE ESSER _____ Report**” as the subject.

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