

COMPLIANCE REPORT

INSTRUCTIONS

EVERY STUDENT SUCCEEDS ACT

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PR3099—Private Nonprofit (PNP) School Equitable Services Compliance Report Instructions

Use this schedule to provide annual data on LEAs providing equitable services by applicable programs to eligible PNP schools. Report data during the compliance report grant year.

Part 1: Total Schools Within Boundary

SPECIFIC INSTRUCTIONS

1. Type the total number of PNP schools located within district boundaries. Total should include PNP schools that are not participating.
2. If the district received Title I, Part A funds, type total number of eligible PNP schools attended out of boundaries.

Part 2: Program Participation

SPECIFIC INSTRUCTIONS

1. Indicate yes or no for each program area if one or more PNP schools participated during the compliance report grant year.
2. Type the number of participating PNP schools that received equitable services for each program area.
3. Type the number of eligible PNP students that received equitable services for each program area.

Part 3: Program Implementation

Review the [Program Implementation Guide](#).

SPECIFIC INSTRUCTIONS

1a. – 1f.

For each program participating, respond 'yes, no, or n/a' if the LEA conducted timely and meaningful consultation with participating PNP school officials regarding the implementation of each program.

- If 'yes' is selected, the LEA must list the source of documentation it has readily available to submit to the agency documenting compliance with the requirement.
- If 'no' is selected, the LEA must explain the reason for noncompliance.
- If 'n/a' is selected, the LEA must explain why the requirement is not applicable.

2a. - 2f.

For each program participating, respond 'yes, no, or n/a' if the LEA maintained local control of applicable program funds being used to provide equitable services to PNP students and their teachers.

- If 'yes' is selected, the LEA must list the source of documentation it has readily available to submit to the agency documenting compliance with the requirement.
- If 'no' is selected, the LEA must explain the reason for noncompliance.
- If 'n/a' is selected, the LEA must explain why the requirement is not applicable.

3a. – 3f.

For each program participating, respond 'yes, no, or n/a' if the LEA has documentation of the equitable services amount used along with detailed explanation available for applicable programs.

- If 'yes' is selected, the LEA must list the source of documentation it has readily available to submit to the agency documenting compliance with the requirement.
- If 'no' is selected, the LEA must explain the reason for noncompliance.
- If 'n/a' is selected, the LEA must explain why the requirement is not applicable.

4a. – 4f.

For each program participating, respond 'yes, no, or n/a' if the LEA has documentation of the equitable services administration amount used and detailed explanation available for applicable programs.

- If 'yes' is selected, the LEA must list the source of documentation it has readily available to submit to the agency documenting compliance with the requirement.
- If 'no' is selected, the LEA must explain the reason for noncompliance.
- If 'n/a' is selected, the LEA must explain why the requirement is not applicable.

PR1000—Title I, Part A

Use this form to provide compliance information for Title I, Part A. Use zeros when questions do not apply.

Report only those expenditures and activities paid with Title I, Part A, funding during the compliance report grant year. Funds utilized from other programs through REAP and Funding Transferability should be included in the expenditure amounts for Title I, Part A.

Part 1: Estimated Expenditures from Title I, Part A Funds Reserved at the LEA Level

Complete this part to report on the estimated expenditures from Title I, Part A, funds that are reserved at the LEA level for the current school year. If the LEA has obligated funds that are not actually expended, include a best estimate of what the total expenditure will be for each line.

SPECIFIC INSTRUCTIONS

1. Type the estimated expenditures for **parental involvement** activities. A minimum of 1% is required if the current-year entitlement exceeds \$500,000. At least 90% of this 1% must be allocated to Title I, Part A, campuses, over and above the regular Title I, Part A, campus allocation.
2. Type the estimated expenditures for Title I, Part A, services to eligible **private nonprofit school students**. Do not include administrative costs. Any administrative costs for these activities should be included in line #4. 0 is an acceptable response.
3. Type the estimated expenditures from Title I, Part A, funds for **preschool** programs. 0 is an acceptable response.
4. Type the estimated expenditures for **administration** of Title I, Part A, programs, including those for eligible private nonprofit school students and for students at facilities for the neglected and delinquent.
5. Type the estimated expenditures for LEA **professional development** activities.
6. Type the estimated expenditures for Title I, Part A, services to a **homeless students** regardless if they are served by a Title I, Part A campus or not. Do not include administrative costs. Any administrative costs for these activities should be included in line #4. 0 is an acceptable response.
7. Type the estimated expenditures for Title I, Part A, services to students residing in local facilities for the **neglected**. Do not include administrative costs. Any administrative costs for these activities should be included in line #4. 0 is an acceptable response.
8. Type the estimated expenditures for Title I, Part A, services to students residing in local facilities for the **delinquent**. Do not include administrative costs. Any administrative costs for these activities should be included in line #4. 0 is an acceptable response.
9. Type the estimated expenditures for Title I, Part A, transportation for **foster care children**. 0 is an acceptable response.
10. If you had other expenditures of Title I, Part A, funds for LEA-level activities that are not included, type the estimated expenditures and a description of the activities.

Part 2: Schoolwide Campus Programs

If your organization had at least one Schoolwide campus, as indicated in the **SC5000** of the ESSA Consolidated Grant Application, this part is available.

SPECIFIC INSTRUCTIONS

Type the estimated total Title I, Part A, expenditures from Schoolwide campus budgets.

Part 3: Targeted Assistance Campus Programs

If your organization had at least one Targeted Assistance campus, as indicated in the **SC5000** of the ESSA Consolidated Grant Application, this part is available.

SPECIFIC INSTRUCTIONS

Type the estimated total Title I, Part A, expenditures from Targeted Assistance campus budgets.

Total Title I Expenditures for Parts 1–3

This field shows the total Title I, Part A, estimated expenditures for **Parts 1-3**.

Part 4: Parental Involvement Activities (Required for LEAs with an Allocation of less than \$500,000)

This section is applicable to LEAs that were not required to reserve funds in Part 1 for parental involvement.

SPECIFIC INSTRUCTIONS

Enter the amount of Title I, Part A expenditures for Parental Involvement Activities that are **not** included in Part 1.1.

Part 5: Student Participation

Depending upon the responses in **Part 2** or on the **SC5000** of the ESSA Consolidated grant application, one or more of the columns in this part may be disabled. Complete the enabled columns to report on student participation in the programs and for the types of facilities.

For Schoolwide Program and Targeted Assistance (TA) Program, **only report students ages 0-2 and 3-5 (not in PEIMS) that received Title I, Part A services.** TEA will use the PEIMS data for students enrolled and identified as receiving Title I, Part A services.

SPECIFIC INSTRUCTIONS

Follow these instructions to complete this section:

1. Type the number of students who received Title I, Part A, services in each program.
2. Type the number of student participants **By Grade** who received Title I, Part A, services in each applicable program.

3. Type the number of male and female student participants who received Title I, Part A, services in each applicable program. The total under **By Gender** must match the total under **By Grade** for each program reported.
4. Type the number of student participants, by ethnicity, who received Title I, Part A, services in each applicable program. The total under **By Ethnicity** must equal the totals under **By Grade** and **By Gender** for each program reported.

Part 6: Program Implementation

Review the [Program Implementation Guide](#).

SPECIFIC INSTRUCTIONS

Complete this section to indicate your compliance with the program requirements:

1. For each program requirement listed, click **Yes**, **No**, or **N/A** to indicate whether you complied with the requirement.
2. If you clicked **Yes**, check to indicate the sources of documentation you have readily available to document compliance with the requirement. If some other situation applies, check **Other** and explain.
3. If you clicked **No** or **N/A**, type an explanation of your answer in the **Explanation of Compliance Status** box.
 - If you clicked **No**, explain the reason for noncompliance. Do not select **No** if a requirement is not applicable.
 - If you clicked **N/A**, explain why the requirement is not applicable.

Part 7: Additional LEA Data (Optional)

If you wish to provide additional information, space is provided for your convenience. If you selected Other for a type of service offered to homeless students, explain here.

PR1200—Title I, Part C Education of Migratory Children Report

Use this section to provide data on services to migratory children using Title I, Part C, funding. Use zeros when questions do not apply.

Funds utilized from other programs through Funding Transferability should be included in the expenditure amounts for Title I, Part C.

Part 1: Intensive Reading and Math Instruction Offered to Priority for Service Students

SPECIFIC INSTRUCTIONS

Type the unduplicated number of Priority for Service (PFS) students identified in your district for the school year. If no PFS students were identified, type 0.

Part 2: Project SMART—Summer/Intersession Term

SPECIFIC INSTRUCTIONS

Click **Yes** or **No** to indicate whether your organization offered a *center*-based Project SMART summer or intersessional term.

Click **Yes** or **No** to indicate whether your organization offered a home-based Project SMART summer or intersessional term. If you click **No** for both #1 and 2, **Part 2** collapses. Continue with **Part 3**.

Part 3: Other Instructional Migrant Summer Program

SPECIFIC INSTRUCTIONS

1. Click **Yes** or **No** to indicate whether your organization offered another instructional migrant summer program. If you click **No**, **Part 3** collapses. Continue with **Part 4**.
2. If you implemented another program, type the name of the scientifically based curriculum used for the program.
3. Type the names of pre- or post-assessment instruments used to evaluate the program.
4. Describe how the summer migrant program is supplemental to other summer programs offered by the district.
5. Describe how the district evaluated the overall effectiveness of the migrant summer program.

Part 4: Estimated Expenditures from Title I, Part C Funds

If your organization is not serving one or more of the types of campuses (or providing programs or support services) listed, check all the boxes that apply. Checking a box in this section disables the corresponding subsection in **Part 4**.

Expenditures Related to Required Program Activities

SPECIFIC INSTRUCTIONS

For each required program activity listed, type the estimated amount of Title I, Part C, funds expended from **MEP** and **Other** funding sources. If the response is 0, ensure documentation is in place to justify response. *Activities indicate Service Delivery Plan Strategies.

Expenditures Related to Planned Supplemental Activities

SPECIFIC INSTRUCTIONS

- For each applicable activity listed in each of the following sections by range of grades (e.g., Grades 6–12), check one or more of the following:
 - All Migrant** if funds were expended for all migrant students, including PFS students
 - PFS** if funds were expended for PFS students only
- *Indicates activities related to Service Delivery Plan strategies.
- If another activity for migrant or PFS students was conducted for a specific range of grades, type a description for **Other** and check the appropriate box or boxes.
- In the **Support Services** section, check the overall activities that were conducted. Then in those sections, check the appropriate boxes to show which specific services were provided to which population of students (migrant and PFS). If you check an overall activity, you must check at least one box for a specific service.
- If another support service for migrant or PFS students was conducted, check **Other Support Services**, type a description, and check the appropriate box or boxes.

Total

This field shows the total estimated expenditures for Title I, Part C, funds from MEP and other sources.

Part 5: Program Implementation

Review the [Program Implementation Guide](#).

SPECIFIC INSTRUCTIONS

Complete this section to indicate your compliance with the program requirements:

- For each program requirement listed, click **Yes**, **No**, or **N/A** to indicate whether you complied with the requirement.
- Type an explanation of your answer in the **Explanation of Compliance Status** box.

- If you clicked **Yes**, list the sources of documentation you have readily available to document compliance with the requirement. If a date box is provided, type the date of compliance with the requirement.
- If you clicked **No**, explain the reason for noncompliance. Do not select No if the requirement is not applicable.
- If you clicked **N/A**, explain why the requirement is not applicable.

Part 6: Additional LEA Data (Optional)

If you wish to provide additional information, space is provided for your convenience.

PR2000—Title I, Part D, Subparts 1 and 2

Use this schedule to provide annual data on Title I, Part D, Subparts 1 and 2. Use zeros when questions do not apply. Report only those expenditures and activities paid with Title I, Part D, funds during the compliance report grant year. Report unduplicated counts of students served.

Funds utilized from other programs through Funding Transferability should be included in the expenditure amounts for Title I, Part D.

See the definitions section at the end of these instructions for assistance in completing the form correctly.

Part 1: LEA Program/Facility Type as Defined by the USDE

In this section enter information about the number and type of programs or facilities as defined by the U.S. Department of Education (USDE) that are provided with Title I, Part D, funds. See the last section for a definition of facility types.

SPECIFIC INSTRUCTIONS

1. For each kind of facility or program, type the number of facilities or programs provided with Title I, Part D, funds.
2. For each kind of facility or program, type the number of facilities or programs provided with Title I, Part D, funds that are reporting data.
3. Type the average length of stay in the facilities or programs. If your organization has multiple facilities, the average length of stay may be counted on a weighted average. See the example below.

Take a student-level average by doing one of the following:

- Collecting the student-level data for all facilities and then taking the average
- Calculating a weighted average based on the number of students

Example for Weighting by Student Counts

Facility	Average Days	Number of Students (duplicated count per visit)	Total
1	101	100	10,100
2	11	80	880
3	270	50	13,500
4	179	100	17,900
Total		330	42,380

Multiply the average days by the number of students to get the totals. Add the **Number of Students** and **Total** columns.

Weighted average length of stay = 42,380 ÷ 330 students = 128 days average length of stay.

The average length of stay cannot exceed 365 days.

4. For any program and facility for which you are unable to provide data, type an explanation of what data is not provided in item #6.

Part 2: Student Participation

Use this section to detail student participation in programs or facilities using Title I, Part D, funds. See the text at the top of this part for definitions of long-term students, unduplicated count, and duplicated count of students.

SPECIFIC INSTRUCTIONS

1. Students Served

Follow these instructions to complete this section:

1. For each program or facility receiving Title I, Part D, funds, type the number of **long-term** students served. Count each student only once, even if admitted to a program or facility several times.
2. For each program or facility receiving Title I, Part D, funds, type the number of **unduplicated** students served. Count each student only once, even if admitted to a program or facility several times. This number for each program cannot be more than the number of long-term students served.

2. Gender

Type the number of participants by gender that your organization had in each program or facility during the compliance report grant year. The sum of both genders must match the number of **unduplicated** students served shown in section #1 for each program or facility.

3. Age

Type the number of participants for each program or facility during the compliance report grant year. The sum of students for each program must equal the total of **Unduplicated Students Served** for each program or facility.

4. Race/Ethnicity

Type the number of participants by ethnicity that participated in programs or facilities during compliance report grant year. The sum of students must equal the totals shown for **Unduplicated Students Served** for each program or facility.

5. Student Groups

In this section, students may be classified in either or both categories. Count where appropriate.

1. Type the number of students for each program or facility who have disabilities.
2. Type the number of students for each program or facility classified as English Learners (ELs).

Part 3: Academic and Vocational Outcomes

SPECIFIC INSTRUCTIONS

In Facility

1. For each facility or program, type the number of students who enrolled in their local district school while enrolled in the facility or program within 90 calendar days after exit.
2. Type the number of students who earned a high school equivalency diploma (HSED) while enrolled in the facility or program.
3. Type the number of students who earned a high school diploma while enrolled in the facility or program.
4. Type the number of students who earned high school course credits.
5. Type the number of students who enrolled in a HSED program while they were enrolled in the facility or program.
6. Type the number of students who accepted and/or enrolled in postsecondary education while enrolled in the facility or program.
7. Type the number of students who enrolled in job training courses/programs while enrolled in the facility or program.
8. Type the number of students who obtained employment while enrolled in the facility or program.

Within 90 Days After Exit

1. For each facility or program, type the number of students who enrolled in their local district school within 90 calendar days after exiting the program or facility.
2. Type the number of students who earned a high school equivalency diploma within 90 calendar days after exiting the program or facility.
3. Type the number of students who earned high school diploma within 90 calendar days after exiting the program or facility.
4. Type the number of students who earned high school course credits within 90 calendar days after exiting the program or facility.
5. Type the number of students who enrolled in a HSED program within 90 calendar days after exiting the program or facility.
6. Type the number of students accepted and/or enrolled in post-secondary education within 90 calendar days after exiting the program or facility.
7. Type the number of students enrolled in job training courses or programs within 90 calendar days after exiting the program or facility.
8. Type the number of students who obtained employment within 90 calendar days after exiting the program or facility.

Part 4: Academic Performance of Long-Term Students: Reading

SPECIFIC INSTRUCTIONS

1. For each program or facility, type the number of long-term students (students in a program or facility for at least 90 days) who tested below grade level in reading upon entry.
2. For each program or facility, type the number of long-term students with incomplete pre- and post-test reading results (that is, either no test or only one of the two).
3. Type the number of students with complete pre- and post-test reading results.
4. For each program or facility, type the number of students whose reading grade level decreased in grade level from the pre- to post-test exams.
5. For each program or facility, type the number of students whose reading grade level showed no change from the pre- to post-test exams.
6. For each program or facility, type the number of students whose reading grade level showed improvement of up to one full grade level from pre- to post-test exams.

7. For each program or facility, type the number of students whose reading grade level showed improvement of more than one full grade level from pre- to post-test exams.

Part 5: Academic Performance of Long-Term Students: Math

SPECIFIC INSTRUCTIONS

1. For each program or facility, type the number of long-term students who tested below grade level in math upon entry.
2. For each program or facility, type the number of long-term students with incomplete pre- and post-test math results (that is, either no test or only one of the two).
3. Type the number of students with complete pre- and post-test math results.
4. For each program or facility, type the number of students whose math grade level decreased in grade level from the pre- to post-test exams.
5. For each program or facility, type the number of students whose math grade level showed no change from the pre- to post-test exams.
6. For each program or facility, type the number of students whose math grade level showed improvement of up to one full grade level from pre- to post-test exams.
7. For each program or facility, type the number of students whose math grade level showed improvement of more than one full grade level from pre- to post-test exams.

Part 6: Program Implementation

Review the [Program Implementation Guide](#).

SPECIFIC INSTRUCTIONS

Complete this section to indicate your compliance with the program requirements:

1. For each program requirement listed in #1 -#11, click **Yes**, **No**, or **N/A** to indicate whether you complied with the requirement.
 - 1A-11A. If you clicked **Yes**, check to indicate the sources of documentation you have readily available to document compliance with the requirement. If some other situation applies, check **Other** and explain.
 - 1B-11B. If you clicked **No** or **N/A**, type an explanation of your answer in the **Explanation of Compliance Status** box.
 - If you clicked **No**, explain the reason for noncompliance. Do not select **No** if a requirement is not applicable.
 - If you clicked **N/A**, explain why the requirement is not applicable.

Part 7: Additional LEA Data (Optional)

If you wish to provide additional information, space is provided for your convenience.

Title I, Part D Program Definitions

At-Risk Programs (Subpart 2 only): Programs operated in local schools that target students who are at risk of academic failure, have a drug or alcohol problem, are pregnant or parenting, have

been in contact with the juvenile justice system in the past, are at least one year behind the expected age/grade level, have limited English proficiency, are gang members, have dropped out of school in the past, or have a high absenteeism rate.

USDE “At-Risk” Definition: When used with respect to a child, youth, or student, a school-aged individual who is at risk of academic failure, has a drug or alcohol problem, is pregnant or is a parent, has come into contact with the juvenile justice system in the past, is at least one year behind the expected grade level for the age of the individual, has limited English proficiency, is a gang member, has dropped out of school in the past, or has a high absenteeism rate at school.

Note: It is important USDE’s definition of “at-risk” is used when identifying which program/facility exists for the purposes of Title I, Part D, Subpart 2. The definition of “at-risk” is not the same as “at-risk” as defined by state law for Compensatory Education purposes. Although there may be similarities the students served under these definitions, please use USDE’s “at-risk” definition for the purposes of Title I, Part D, Subpart 2 programs.

Neglected Programs: A public or private residential facility, other than a foster home, that is operated primarily for the care of children and youth who have been committed to the institution or voluntarily placed there under applicable State law because of (1) abandonment, (2) neglect, or (3) death of their parents or guardians

Juvenile Detention: Shorter-term institutions that provide care to children who require secure custody pending court adjudication, court disposition, or execution of a court order, or care to children after commitment

Juvenile Corrections: A public or private residential facility other than a foster home that is operated for the care of children and youth who have been adjudicated delinquent or in need of supervision. Delinquent facilities include facilities for detention, juvenile corrections, and adult corrections.

Adult Corrections (Subpart 1 only): A facility in which persons, including youth under 21 years of age, are confined as a result of conviction for a criminal offense

Other Programs: Any other program, not defined above, which receives Title I, Part D, funds and serves non-adjudicated children and youth

HSED: High School Equivalency Diploma: The Texas Education Code, [Chapter §25.085](#), statute requires anyone under age 18 to attend school. The High School Equivalency Program (HSEP) allows students who are at risk of dropping out of high school to earn a high school equivalency credential. The TEA provides a [list of schools which operate a HSEP](#). See TEA webpage for more information on HSEPs: <https://tea.texas.gov/HSEP>.

Long-Term Students Served: Students who have been in a neglected or delinquent facility or program for at least 90 consecutive days.

Unduplicated Count of Students Served: Number of unique students who benefitted from Title I, Part D funding and are counted only once. (Even if they were admitted to the same facility or program multiple times).

PR3000—Title II, Part A

Use this schedule to report use of Title II, Part A funds. Use zeros when items do not apply. Report only those expenditures and activities paid with Title II, Part A funding during the compliance report grant year.

Funds utilized from other programs through REAP and Funding Transferability should be included in the expenditure amounts for Title II, Part A.

Part 1: Funding Transferability

Funding Transferability allows LEAs the ability to transfer a certain percentage of non-administrative funds allocated to them for allowable uses under Title I, Part A; Title I, Part C; Title I, Part D; Title III, Part A (ELA and Immigrant); Title IV, Part A; and Part V, Part B.

SPECIFIC INSTRUCTIONS

Click **Yes** or **No** to indicate whether you participated in the Funding Transferability program with Title II, Part A, funds. If you click **No**, **Part 1** collapses. Continue with **Part 2**.

Percentage of Title II, Part A, Funding Redirected under Funding Transferability

If you transferred funds out of Title II, Part A, type the percentage of those funds redirected into each fund source identified in columns **B**, **C**, **D**, or **E**. If you transferred funds out of Title II, Part A, type the percentage of those funds redirected into each fund source identified in the respective columns.

Note: The sum of all columns may not exceed 100%.

Amount of Title II, Part A Funding Redirected under Funding Transferability That Was Expended

If you transferred funds out of Title II, Part A, enter the dollar amount of those funds redirected into each fund source identified in the columns.

Part 2: Section 5211—Rural Education Achievement Program (REAP)

Rural Education Achievement Program (REAP) assists eligible LEAs in addressing academic needs more effectively by giving them greater flexibility in the use of limited Federal resources. The program is designed to address the unique needs of rural school districts that frequently lack the personnel and resources needed to compete effectively for Federal competitive grants and receive formula allocations in amounts too small to be effective in meeting their intended purposes. Only eligible LEAs can use the REAP option.

Note: If the totals under **Alternate Uses of Funding** in **Part 2** add up to 100%, or if the combined totals under **Alternate Uses of Funding** in **Part 2** and under **Funding Transferability** in **Part 1** add up to 100%, then **Parts 3** and **4** will be disabled.

SPECIFIC INSTRUCTIONS

Check **Yes** or **No** to indicate whether your organization participated in REAP with Title II, Part A funds. If you click **No**, **Part 2** collapses. Continue with **Part 3**.

Percentage of Title II, Part A, Funding Redirected under REAP

If you redirected funds out of Title II, Part A, type the percentage of those funds redirected into each fund source identified in the respective columns.

Note: The sum of all columns **may not** exceed 100%.

Amount of Title II, Part A, Funding Redirected under Funding Transferability That Was Expended for the Following Activities

If you redirected funds out of Title II, Part A, type the dollar amount of those funds redirected into each fund source identified in the respective columns.

Part 3: Program Expenditures and Activities Participation

SPECIFIC INSTRUCTIONS

If this part is enabled, follow these instructions to complete it:

1. If Title II, Part A funds were expended or encumbered for improving the instructional leadership capacity of principal supervisors to coach and develop principals:
 - In the LEA column, enter the amount of Title II, Part A funds expended or encumbered for this activity. Type 0 if no Title II, Part A funds were expended or encumbered.
 - In the # of Staff column, enter the number of staff for whom Title II, Part A funds were expended for this activity.
2. If Title II, Part A funds were expended or encumbered for improving the instructional leadership capacity of campus leaders (principals, assistant principals, other campus leaders) to coach and develop teachers:
 - In the LEA column, enter the amount of Title II, Part A funds expended or encumbered for this activity. Type 0 if no Title II, Part A funds were expended or encumbered.
 - In the # of Staff column, enter the number of staff for whom Title II, Part A funds were expended for this activity.
3. If Title II, Part A funds were expended or encumbered to develop teacher leadership to support teacher development and as a means of recruiting, supporting, and retaining effective teachers:
 - In the LEA column, enter the amount of Title II, Part A funds expended or encumbered for this activity. Type 0 if no Title II, Part A funds were expended or encumbered.
 - In the # of Staff column, enter the number of staff for whom Title II, Part A funds were expended for this activity.
4. If Title II, Part A funds were expended or encumbered to implement strategic compensation initiatives to reward, recruit and retain effective teachers:

- In the LEA column, enter the amount of Title II, Part A funds expended or encumbered for this activity. Type 0 if no Title II, Part A funds were expended or encumbered.
 - In the # of Staff column, enter the number of staff for whom Title II, Part A funds were expended for this activity.
5. Title II, Part A funds were expended or encumbered for professional development that improves classroom instruction and student learning:
 - In the LEA column, enter the amount of Title II, Part A funds expended or encumbered for this activity for the LEA. Type 0 if no Title II, Part A funds were expended or encumbered.
 - In the PNP column (if applicable), enter the amount of Title II, Part A funds expended or encumbered for this activity for participating PNP schools. Type 0 if no Title II, Part A funds were expended or encumbered.
 - In the # of Staff column, enter the total number of staff (LEA and PNP, as applicable) for whom Title II, Part A funds were expended for this activity.
 6. If Title II, Part A funds were expended or encumbered for evidence-based class size reduction that leads to improved student learning:
 - In the LEA column, enter the amount of Title II, Part A funds that were expended for this activity. Type 0 if no Title II, Part A funds were expended or encumbered.
 - In the # of Staff column, enter the number of staff for whom Title II, Part A funds were expended for this activity.
 7. If Title II, Part A funds were expended or encumbered for other allowable expenses (not included in the lines above) at your organization's campuses:
 - In the LEA column, enter the amount of Title II, Part A funds that were expended for this activity. Type 0 if no Title II, Part A funds were expended or encumbered.
 - In the # of Staff column, enter the number of staff for whom Title II, Part A funds were expended for this activity.

Note: If Title II, Part A funds were expended for staff salaries, then the program expenditures reported in lines **1–7** of **Part 3** must include the salary amount prorated to equal the staff person's time-and-effort distribution between the activities indicated.

Note: Please note that there is a misalignment between the PS3104 (Application) and this form. Use your best judgment in aligning the programmatic pieces. The following chart may be helpful in aligning the application information to the appropriate compliance report questions in Part 3.

PS3104 (18-19 Application)	PR3000 (18-19 Compliance Report)
1. Recruiting, hiring, and retaining effective teachers and principals	Questions 3, 4
2. Reducing class size to a level that is evidence-based to improve student achievement	Question 6
3. Providing high-quality training and personalized PD for teachers, instructional leadership teams and principals	Questions 1, 2, 3, 5
4. Developing feedback mechanisms to improve school working conditions and educator support	Question 1, 2, 3
5. Other	Question 7

Part 4: Program Implementation

Review the [Program Implementation Guide](#).

SPECIFIC INSTRUCTIONS

Complete this section to indicate your compliance with the program requirements:

1. For each program requirement listed, click **Yes**, **No**, or **N/A** to indicate whether you complied with the requirement.
2. Type an explanation of your answer in the **Explanation of Compliance Status** box.
 - If you clicked **Yes**, list the sources of documentation you have readily available to document compliance with the requirement. If a date box is provided, type the date of compliance with the requirement.
 - If you clicked **No**, explain the reason for noncompliance. Do not select No if a requirement is not applicable.
 - If you clicked **N/A**, explain why the requirement is not applicable.

Part 5: Additional LEA Data (Optional)

If you wish to provide additional information, space is provided for your convenience.

PR3002—Title III, Part A

Use this schedule to report on use of Title III, Part A, funds. Use zeros when questions do not apply. Report only those expenditures and activities paid with Title III, Part A, funding during the compliance report grant year.

Funds utilized from other programs through REAP and Funding Transferability should be included in the expenditure amounts for Title III, Part A.

Several of the parts in this form are collapsed or available based upon whether you applied for Title III, Part A, ELA or Title III, Part A, Immigrant funds on the Applicant Designation and Certification form.

Part 1: Expenditures for Supplemental Language Instruction Educational Programs and Activities Implemented

SPECIFIC INSTRUCTIONS

This part is applicable only if organization applied for Title III, Part A, ELA funding. Complete it as follows:

1. For each focus area, type your organization's Title III, Part A, ELA program expenditures in the LEA column.
2. If a Title III, Part A, ELA supplemental instructional activity implemented during the compliance report grant year is not listed, describe the activity in the space provided for **Other** and type the expenditures for LEA.

The expenditure amounts for LEA are totaled for you.

Part 2: Expenditures for Supplemental Professional Development Activities Implemented

SPECIFIC INSTRUCTIONS

This part is applicable only if organization applied for Title III, Part A, funding. Complete it as follows:

1. Type your organization's program expenditures in the LEA column.

The expenditure amounts for LEA are totaled for you.

Part 3: Expenditures for Supplemental Activities with Title III—Immigrant Funds

Note: Part 3 is only applicable if your organization applied for Title III, Part A, Immigrant funds in the compliance report grant year Consolidated Application for Federal Funding.

SPECIFIC INSTRUCTIONS

This part is applicable only if organization applied for Title III, Part A, Immigrant funding. Complete it as follows:

1. For each focus area, type your organization's program expenditures in the LEA column.

The expenditure amounts for LEA are totaled for you.

Part 4: Language Instruction Educational Programs

SPECIFIC INSTRUCTIONS

1. Click **Yes** or **No** to indicate whether the LEA offered a newcomer program.
2. Click **Yes** or **No** to indicate whether the LEA offered a bilingual program. If you click **No**, the rest of this part is disabled.

Check all applicable boxes to indicate the type of bilingual program models offered, as follows:

Note: For additional information on the types of language instruction educational program models offered, you can visit the [TEA Bilingual/ESL](#) webpage.

- Check applicable boxes to indicate the languages other than English used in programs.
 - If a bilingual program is offered in a language other than Spanish, check Other and type the language.
3. Click **Yes** or **No** to indicate whether the LEA offered an English as a Second Language (ESL) program. If you click **No**, the rest of this part is disabled. Continue on to **Part 5**.

Check all applicable boxes to indicate the type of ESL program models offered.

Note: For additional information on the types of language instruction educational program models offered, you can visit the [TEA Bilingual/ESL](#) webpage.

Part 5: Teacher Information and Professional Development

SPECIFIC INSTRUCTIONS

Teacher Information

1. Type the total number of certified/licensed teachers serving in a Language Instruction Educational Program (LIEP).
2. Type the number of teachers serving in a LIEP under a bilingual exception/or ESL waiver.
3. Type the estimated number of additional certified/ licensed teachers that will be needed for bilingual/ESL assignments in the next 5 years. (This number should be the total additional teachers needed for the next 5 years, not the number needed for each year. Do not include the number of teachers currently working in bilingual/ESL assignments.)

Part 6: Program Implementation

Review the [Program Implementation Guide](#).

SPECIFIC INSTRUCTIONS

Complete this section to indicate your compliance with the program requirements:

1. For each program requirement listed, click **Yes**, **No**, or **N/A** to indicate whether you complied with the requirement.
2. Type an explanation of your answer in the **Explanation of Compliance Status** box.
 - If you clicked **Yes**, list the sources of documentation you have readily available to document compliance with the requirement. If a date box is provided, type the date of compliance with the requirement.
 - If you clicked **No**, explain the reason for noncompliance. Do not select **No** if the requirement is not applicable.
 - If you clicked **N/A**, explain why the requirement is not applicable.

Part 7: Additional LEA Data (Optional)

If you wish to provide additional information, space is provided for your convenience.

PR3107—Title IV, Part A

Use this schedule to report use of Title IV, Part A, funds. Use zeros when items do not apply. Report only those expenditures and activities paid with Title IV, Part A, funding during compliance report grant year.

Part 1: Funding Transferability

Funding Transferability allows LEAs the ability to transfer a certain percentage of non-administrative funds allocated to them for allowable uses under Title I, Part A; Title I, Part C; Title I, Part D; Title II, Part A; Title III, Part A (ELA and Immigrant); and Title V, Part B.

SPECIFIC INSTRUCTIONS

Click **Yes** or **No** to indicate whether you participated in the Funding Transferability program with Title IV, Part A funds. If you click **No**, **Part 1** collapses. Continue with **Part 2**.

Percentage of Title IV, Part A Funding Redirected under Funding Transferability

If you transferred funds out of Title IV, Part A, type the percentage of those funds redirected into each fund source identified in the respective columns.

Note: The sum of all **may not** exceed 100%.

Amount of Title IV Part A Funding Redirected under Funding Transferability That Was Expended for the Following Activities

If you transferred funds out of Title IV, Part A, enter the dollar amount of expended funds that were redirected into each fund source identified in the respective columns.

Part 2: Section 5211-Rural Education Achievement Program (REAP)

Rural Education Achievement Program (REAP) assists eligible LEAs in addressing academic needs more effectively by giving them greater flexibility in the use of limited Federal resources. The program is designed to address the unique needs of rural school districts that frequently lack the personnel and resources needed to compete effectively for Federal competitive grants and receive formula allocations in amounts too small to be effective in meeting their intended purposes. Only eligible LEAs can use the REAP option.

Note: If the totals under **Alternate Uses of Funding** in **Part 2** add up to 100%, or if the combined totals under **Alternate Uses of Funding** in **Part 2** and under Funding Transferability in **Part 1** add up to 100%, then **Parts 3** and **4** will be disabled.

SPECIFIC INSTRUCTIONS

Check **Yes** or **No** to indicate whether your organization participated in REAP with Title IV, Part A, funds. If you click **No**, **Part 2** collapses. Continue with **Part 3**.

Percentage of Title IV, Part A Funding Redirected under REAP

If you redirected funds out of Title IV, Part A under REAP, type the percentage of those funds redirected into each fund source identified in the respective columns.

Note: The sum of all columns **may not** exceed 100%.

Amount of Title IV, Part A Funding Redirected under REAP That Was Expended for the Following Activities

If you redirected funds out of Title IV, Part A, for REAP, type the dollar amount of those funds redirected into each fund source identified in the respective columns.

Part 3: Expenditure for Use of Funds

SPECIFIC INSTRUCTIONS

Enter the estimated total Title IV, Part A expenditures by the following categories: 1) direct administrative cost, 2) well-rounded education, 3) safe and healthy students, 4) the effective use of technology, and 5) technology infrastructure. Enter the amounts in the respective columns.

Part 4: Program Implementation

Review the [Program Implementation Guide](#).

Respond to each question appropriately with **Yes**, **No**, or **N/A**. If the response is **N/A**, the LEA shall enter a descriptive narrative as an explanation.

Requirement 1: Needs Assessment

1. *If receiving less than \$30,000, did the LEA have a process to determine the program and/or LEA needs [Section 4106(e)(2)(F)]*

If the response to compliance is **Yes**, check each item listed that appropriately describes the data and/or documentation. "Other" allows the LEA to list and/or describe data and/or documentation not listed. All supporting data and/or documentation shall be readily available upon request.

If the response to compliance is **No** or **N/A**, the LEA shall enter a descriptive narrative to explain the reason for noncompliance.

2. *If receiving more than \$30,000, did the LEA conduct a comprehensive needs assessment tied to the three goals of the Title IV, Part A -[Section 4106(a)(2) and (d)(1)(A-C)]*

If the response to compliance is **Yes**, the LEA shall identify all data and/or documentation of the comprehensive needs assessment process and results. "Other" allows the LEA the opportunity to list and/or describe data and/or documentation not listed. All supporting data and/or documentation shall be readily available upon request.

If the response to compliance is **No** or **N/A**, the LEA shall enter a descriptive narrative as an explanation.

3. *Did the LEA engage in a timely and meaningful consultation with a broad range of stakeholders as a part of their process in determining the targeted areas of improvement related to student's access to effective program activities-[Section 4106(c)(1-2)]*

If the response to compliance is **Yes**, check each that applies. "Other" provides the LEA the opportunity to list and/or describe other processes used to engage stakeholders. All supporting data and/or documentation shall be readily available upon request.

If the response to compliance is **No** or **N/A**, the LEA shall enter a descriptive narrative as an explanation.

4. *Did the LEA prioritize the distribution of funds to schools identified as one or more of the following-[Section 4106(2)(A)(i-v) and (f)]*

- a) Are among the schools with the greatest needs as determined by the LEA
- b) Have the highest percentages or numbers of students from low-income families (as counted for purposes of LEA's Title I, Part A grant)
- c) Are identified for comprehensive support and improvement under Title I, Part A
- d) Are implementing targeted support and improvement plans under Title I, Part A
- e) Are identified as a persistently dangerous public elementary school or secondary school

If the response to compliance is **Yes**, check each that applies. "Other" provides the LEA the opportunity to list and/or describe other processes used to engage stakeholders. All supporting data and/or documentation shall be readily available upon request.

If the response to compliance is **No** or **N/A**, the LEA shall enter a descriptive narrative as an explanation.

Requirement 2: Implementation

1. *Did the LEA identified and implemented programs that increased access to educational opportunities for all students with disabilities, English learners, economically disadvantaged students, and students who are underrepresented or underserved?-[Section 4107(a)(3)(C)(i-ii), (D)(i-ii), (J) and 4109(a)(6)]*

If the response to compliance is Yes, check each that applies. [Supporting data and/or documentation should include the student populations that increased and the related program(s) or activities correlated to the increase]. "Other" provides the LEA the opportunity to list and/or to provide a description narrative as an explanation. All supporting compliance data and/or documentation shall be readily available upon request.

If the response to compliance is No or N/A, the LEA shall enter a descriptive narrative as an explanation.

Requirement 3: Program Evaluation

1. *Did the LEA periodically evaluate the effectiveness of the programs and/or activities based on the objectives and outcomes?-[Section 4106(e)(1)(E)]*

If the response to compliance is **Yes**, the LEA shall check all that applies. "Other" provides the LEA the opportunity to list and/or to provide a description narrative as an explanation. All supporting compliance data and/or documentation shall be readily available upon request.

If the response to compliance is **No** or **N/A**, the LEA shall enter a descriptive narrative as an explanation.

Part 5: Additional LEA Data (Optional)

If the LEA wishes to provide additional information, space is provided for your convenience.

PR6200—School Choice Option (Title VIII, Sec. 8532)

Use this form to report compliance with Title VIII, Section 8532. Use zeros when questions do not apply.

Part 1: LEA Report on Persistently Dangerous Schools

SPECIFIC INSTRUCTIONS

Complete this part to report on persistently dangerous schools.

1. Select **Yes** or **No** to indicate whether your organization requested any federal funds in the compliance report grant year under the Elementary and Secondary Education Act (ESEA), as amended.
2. Select **Yes** or **No** to indicate whether any students were transferred from any campus because the campus was identified as persistently dangerous. If you answer **No**, line #3 is disabled.
3. If you selected **Yes**, type the number of students who were transferred to another campus because the home campus was identified as persistently dangerous.

Part 2: Violent Criminal Incidents

SPECIFIC INSTRUCTIONS

Complete this part to report on incidents of violent crime.

1. Select **Yes** or **No** to indicate whether your organization had any violent criminal incidents on any campus during the compliance report grant year. If you select **No**, line #2 in this part is disabled.
2. If you selected **Yes**, type how many violent criminal incidents occurred.
3. Select **Yes** or **No** to indicate whether your organization had a victimized student. If you answer **No**, the rest of this part is disabled.
4. If you selected **Yes**, type the number of victimized students whose parents requested a school transfer under Section 8532.
5. Type the number of victimized students who transferred to another campus under Section 8532.

If fewer victimized students transferred than requested a transfer under Section 8532, type an explanation of the difference.

1. Type the number of campuses **within** your organization's boundaries to which victimized students transferred.
2. Type the number of campuses **outside** your organization's boundaries to which victimized students transferred.

Part 3: Program Implementation

Review the [Program Implementation Guide](#).

Complete this section to indicate your compliance with the program requirements:

1. For each requirement of the program listed, click Yes, No, or NA to indicate whether you complied with the requirement.
2. If you clicked Yes, check the boxes to indicate the sources of documentation you have readily available to document compliance with the requirement.
3. If you clicked No or N/A, type an explanation of your answer in the Explanation of Compliance Status box.
 - If you clicked No, explain the reason for noncompliance. Do not select No if a requirement is not applicable.
 - If you clicked NA, explain why the requirement is not applicable.

Part 4: Additional LEA Data (Optional)

If you wish to provide additional information, space is provided for your convenience.

PR6400—Homeless Children and Youth Served by the Texas Support for Homeless Education Program (TEXSHEP) Grant

The McKinney-Vento Homeless Assistance Act, Subtitle VII-B, is a federally funded program reauthorized by Title IX, Part A, of the Every Student Succeeds Act (42 U.S.C. 11431 et seq; hereafter the McKinney-Vento Act)

This report collects the unduplicated counts of homeless children and youth served by the McKinney-Vento TEXSHEP grant who are in the following age group and who are not reported in PEIMS as homeless for:

Students Ages:

- 0-2
- 3-5 (Not Enrolled in PK or K)

Note: Data collection for students who are enrolled in an LEA and reported as homeless in PEIMS will be collected in the PEIMS/TSDS 40100 Student Basic Information Sub-Category.

Part 1: Homeless Students Participation

SPECIFIC INSTRUCTIONS

Click **Yes** or **No** to indicate whether the LEA provided services to homeless children and youth through the McKinney-Vento TEXSHEP grant administered by Region 10.

- If you answered **No**, you do not need to complete Part 2.
- If you answered **Yes** to Part 1, it is required to complete and submit Part 2 of this report.

Part 2: Counts and Primary Nighttime Residency

SPECIFIC INSTRUCTIONS

If you answered **Yes** to Part 1, you must provide the information requested in Part 2.

This report collects the unduplicated counts of homeless children and youth served by the McKinney-Vento TEXSHEP grant who are in the following age group and who are not reported in PEIMS as homeless for:

Students Ages:

- 0-2
- 3-5 (Not Enrolled in PK or K)

1. Provide the total count of homeless children and youth that were served by the McKinney-Vento TEXSHEP grant.
2. Provide the total count of homeless children and youth served by the McKinney-Vento TEXSHEP grant reported as an unaccompanied youth.

3. For each Primary Nighttime Residence category, input the number of homeless students served by the McKinney-Vento TEXSHEP grant.

Additional Guidance

In each grade level, the sum of:

- Number of Homeless Children and Youth Shelters
- Number of Homeless Children and Youth Doubled -Up
- Number of Homeless Children and Youth Unsheltered
- Number of Homeless Children and Youth Hotels/Motels

MUST equal the Total Number of Homeless Children and Youth served by the McKinney-Vento TEXSHEP grant.

Part 3: Additional LEA Data (Optional)

Use this space to describe any inconsistencies or unusual circumstances encountered.

GS2110 – Contact Information

Use this form to provide contact information for the program.

Part 1: Organization Information - Applicant

1. Verify the name of the organization. If the application is from an open enrollment charter school, verify the name of the charter holder.
2. Verify the mailing address for the organization or charter holder. If the name or address is incorrect, notify the program contact.

Part 2: LEA Contacts

1. Select the appropriate primary and secondary contacts from dropdown menu. The contact information will populate on the form.
2. If Contact is not list, click on Add New Contact. Be sure to save the form as this will redirect you to the Contacts Page on eGrants.

Additional Contacts

If your organization has different contacts for each program, type the information for those contacts in the row for the appropriate program.

Certify & Submit

To certify the submitted data and reported activities, the authorized official submitting the data must complete this section certifying that the information is correct.

SPECIFIC INSTRUCTIONS

1. Select Contact from dropdown menu. The contact information will populate on the form.
2. If Contact is not list, click on Add New Contact. Be sure to save the form as this will redirect you to the Contacts Page on eGrants.
3. Click Certify and Submit to submit the reports.

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