

## Guide to Answering Program Implementation Questions in Compliance Reports for 2009-2010

### Title I, Part A

ICR#	Program Implementation Question	Compliance Status Response
6	<p>1. The LEA coordinates and integrates Title I, Part A, services with other educational services in the LEA or individual school, such as Head Start, Even Start, Reading First, Early Reading First, and other preschool programs, and services for children with limited English proficiency or with disabilities, migratory children, neglected or delinquent youth, Indian children served under Part A of Title VII, homeless children, and immigrant children in order to increase program effectiveness, to eliminate duplication, and to reduce fragmentation of the instructional program. [P.L. 107-110, Section 1112(b)(1)(E)]</p>	<p>Examples of documentation that an LEA might be able to list in support of a compliance status of "Yes" include:</p> <ul style="list-style-type: none"> <li>• Meeting agendas, sign-in sheets, and meeting notes from LEA planning process</li> <li>• District plan showing program descriptions and outlining use of funds</li> </ul> <p>Given that most LEAs operate one or more other educational services or programs in addition to Title I, Part A and have one or more of the student populations described, it is highly unlikely that an LEA could justify a compliance status of "NA" in response to this question.</p>
111	<p>2. The LEA coordinates Title I, Part A, services with Title I, Part C, services in order to increase program effectiveness, to eliminate duplication, and to reduce fragmentation of the instructional program. [P.L. 107-110, Section 1112(b)(1)(E)]</p>	<p>Examples of documentation that an LEA might be able to list in support of a compliance status of "Yes" include:</p> <ul style="list-style-type: none"> <li>• Meeting agendas and meeting notes from LEA planning process;</li> <li>• LEA plan showing program descriptions and outlining use of funds.</li> </ul> <p>The only reason for this question to be marked "NA" would be that the LEA does not receive Title I, Part C funds.</p>
7	<p>3. For Title I, Part A, schoolwide program, the campus conducts a comprehensive needs assessment of the entire school. [P.L. 107-110, Section 1114(b)(1)]</p>	<p>Examples of documentation that an LEA might be able to list in support of a compliance status of "Yes" include:</p> <ul style="list-style-type: none"> <li>• Description of the campus's comprehensive needs assessment (CNA) process;</li> <li>• Meeting agendas, meeting notes, sign-in sheets documenting the campus's CNA process;</li> </ul>

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		<ul style="list-style-type: none"> <li>• Campus Improvement Plan includes summary of CNA results and uses those results to determine program activities;</li> <li>• Program evaluations from prior years are part of CNA process to determine effectiveness and to inform decisions concerning program implementation.</li> </ul> <p>The only reason this question would be marked “NA” would be that the LEA only operates Targeted Assistance programs under Title I, Part A.</p>
8	<p>4. For a Title I, Part A, targeted assistance program, the LEA identifies students not older than age 21 who have the greatest need for special assistance and who are failing or most at risk of failing to meet the State's student academic achievement standards. [P.L. 107-110, Section 1115(b)]</p>	<p>Examples of documentation that an LEA might be able to list in support of a compliance status of “Yes” include:</p> <ul style="list-style-type: none"> <li>• Description of the LEA’s selection criteria, which must be multiple, educationally related, objective criteria, except that children in preschool through grade 2 shall be selected solely on the basis of such criteria as teacher judgment, interviews with parents, and developmentally appropriate measures.</li> <li>• Description of how the campus has supplemented the LEA’s criteria, if applicable.</li> </ul> <p>The only reason this question would be marked “NA” would be that the LEA only operates Schoolwide programs under Title I, Part A.</p>
97	<p>5. The LEA conducts a comprehensive needs assessment that includes an assessment of local needs for professional development and hiring. This assessment includes the participation of teachers, including Title I, Part A teachers, and takes into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and teaching skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet challenging state and local student academic achievement standards. [P.L. 107-110, Section 2122(c)(2)]</p>	<p>Examples of documentation that an LEA might be able to list in support of a compliance status of “Yes” include:</p> <ul style="list-style-type: none"> <li>• Description of the campus’s comprehensive needs assessment (CNA) process, including an assessment of local needs related to professional development and hiring;</li> <li>• Meeting agendas, meeting notes, sign-in sheets documenting participation of teachers (including Title I, Part A teachers) in the campus’s CNA process.</li> </ul> <p>It is highly unlikely that an LEA could justify a compliance status of “NA” in response to this question.</p>

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9	<p>6. The LEA has a written parent involvement policy that is developed jointly with, agreed upon by, and distributed to, parents of participating students. [P.L. 107-110, Section 1118(a)(2)]</p>	<p>Examples of documentation that an LEA might be able to list in support of a compliance status of “Yes” include:</p> <ul style="list-style-type: none"> <li>• Copy of LEA’s written parent involvement policy;</li> <li>• Meeting agendas, meeting notes, sign-in sheets documenting participation of parents in the development of the policy;</li> <li>• Correspondence, newsletters, handbook used to distribute policy to parents;</li> <li>• Documents signed by parents acknowledging receipt of policy.</li> </ul> <p>It is highly unlikely that an LEA could justify a compliance status of “NA” in response to this question.</p>
11	<p>7. Each Title I, Part A campus has a written parent involvement policy that is developed jointly with, agreed upon by, and distributed to parents of participating students. [P.L. 107-110, Section 1118(b)]</p>	<p>Examples of documentation that an LEA might be able to list in support of a compliance status of “Yes” include:</p> <ul style="list-style-type: none"> <li>• Copy of written parent involvement policy for <u>each Title I, Part A campus</u>;</li> <li>• Meeting agendas, meeting notes, sign-in sheet documenting participation of parents in the development of the policies;</li> <li>• Correspondence, newsletters, handbook used to distribute policy to parents;</li> <li>• Documents signed by parents acknowledging receipt of policy.</li> </ul> <p>In order to answer “Yes,” <u>all</u> Title I, Part A campuses must have such a written parent involvement policy in place.</p> <p>If <u>any</u> Title I, Part A campus does not have such a policy, the response must be “No.”</p> <p>It is highly unlikely that an LEA could justify a compliance status of “NA” in response to this question.</p>

Guide to Program Implementation Questions—Title I, Part A

ICR#	Program Implementation Question	Compliance Status Response
12	<p>8. Each Title I, Part A, campus convenes an annual meeting to notify parents of their school's participation in the Title I program, to explain the program requirements, and to inform parents of their right to be involved. [P.L. 107-110, Section 1118(c)(1)]</p>	<p>Examples of documentation that an LEA might be able to list in support of a compliance status of "Yes" include:</p> <ul style="list-style-type: none"> <li>• For each Title I, Part A campus—Meeting invitations, agendas, meeting notes that document what was share at the meeting, sign-in sheets documenting attendance of parents.</li> </ul> <p>It is highly unlikely that an LEA could justify a compliance status of "NA" in response to this question.</p>
13	<p>9. The LEA has School-Parent compacts at each Title I, Part A, campus that outline how the parents, the entire school staff, and the students share the responsibility for improved student achievement and by what means the school and parents will build and develop a partnership to help children achieve the State's high standards. [P.L. 107-110, Section 1118(d)]</p>	<p>Examples of documentation that an LEA might be able to list in support of a compliance status of "Yes" include:</p> <ul style="list-style-type: none"> <li>• Copy of signed school-parent compacts for each Title I, Part A campus;</li> <li>• Meeting agendas, meeting notes, sign-in sheets documenting participation of parents in the development of the compacts;</li> </ul> <p>It is highly unlikely that an LEA could justify a compliance status of "NA" in response to this question.</p>
14	<p>10. The Title I, Part A, LEA and campuses educate teachers, pupil services personnel, principals, and other staff members, with the assistance of parents, in the value and utility of the contributions of parents. [P.L. 107-110, Section 1118(e)(3)]</p>	<p>Examples of documentation that an LEA might be able to list in support of a compliance status of "Yes" include:</p> <ul style="list-style-type: none"> <li>• Training/meeting agendas, meeting notes that document content of training, sign-in sheets that show involvement of teachers, pupil services personnel, principals, and parents.</li> </ul> <p>It is highly unlikely that an LEA could justify a compliance status of "NA" in response to this question.</p>
15	<p>11. The LEA provides communications about the Title I, Part A, program in a format, and to the extent practicable, in a language that parents can understand. [P.L. 107-110, Sections 1111, 1118(e)(5), and 1118(f)]</p>	<p>Examples of documentation that an LEA might be able to list in support of a compliance status of "Yes" include:</p> <ul style="list-style-type: none"> <li>• Correspondence, newsletters, handbooks in languages used by parents at home;</li> <li>• Documentation that translation/interpretive services provided at annual Title I, Part A</li> </ul>

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		<p>meetings;</p> <ul style="list-style-type: none"> <li>• Examples of information offered in multiple formats (i.e., hard copy, web-based, face-to-face meetings, etc.)</li> </ul> <p>It is highly unlikely that an LEA could justify a compliance status of "NA" in response to this question.</p>
16	<p>12. Each Title I, Part A, campus provides to each individual parent information on the parent's right to request information regarding the professional qualifications of his/her child's classroom teacher. [P.L. 107-110, Section 1111(h)(6)(A-B)]</p>	<p>Examples of documentation that an LEA might be able to list in support of a compliance status of "Yes" include:</p> <ul style="list-style-type: none"> <li>• Correspondence, newsletters, handbook used to distribute information on right to request.</li> </ul> <p>This is an LEA responsibility, although it may be that the LEA requires each Title I, Part A campus to notify the parents concerning their right to request information. It is highly unlikely that an LEA could justify a compliance status of "NA" in response to this question. Program implementation #15 is a duplication of #12. The LEA should provide the same answer to both questions. If the LEA answers "No" to these two questions, it will only count against the LEA once.</p>
17	<p>13. Each Title I, Part A, campus provides, to each individual parent, information on the level of achievement of the parent's child in each of the required state academic assessments. [P.L. 107-110, Section 1111(h)(6)(A-B)]</p>	<p>Examples of documentation that an LEA might be able to list in support of a compliance status of "Yes" include:</p> <ul style="list-style-type: none"> <li>• Description of process by which each Title I, Part A campus distributes to individual parents information concerning the achievement level of their child(ren) on the required state assessments;</li> <li>• Correspondence to parents distributing information concerning the achievement level of their child(ren).</li> </ul> <p>It is highly unlikely that an LEA could justify a compliance status of "NA" in response to this question.</p>
18	<p>14. Each Title I, Part A, campus provides timely notice, to each individual parent, if the child has been assigned to or taught by a teacher who is not highly qualified for four or more consecutive weeks.</p>	<p>Examples of documentation that an LEA might be able to list in support of a compliance status of "Yes" include:</p>

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	<p>[P.L. 107-110, Section 1111(h)(6)(A-B)]</p>	<ul style="list-style-type: none"> <li>• Description of monitoring and notification process that is triggered when a non-HQ teacher is assigned to teach a core academic class;</li> <li>• List of non-HQ teachers who were assigned to teach core academic subjects, number of days they taught those classes, list of students affected, and copies of letters sent in cases where number of days equals 4 or more consecutive weeks.</li> </ul> <p>It is highly unlikely that an LEA could justify a compliance status of “NA” in response to this question. Even if the LEA has 100% of its teachers reported as HQ, the LEA still needs to ensure that procedures are in place to comply with this requirement in the event that a non-HQ teacher is assigned to a core academic subject.</p>
96	<p>15. The LEA notifies parents of students in Title I schools of their right to request and receive information on the qualifications of their children's teachers. [P.L. 107-110, Section 1111(h)(6)]</p>	<p>Examples of documentation that an LEA might be able to list in support of a compliance status of “Yes” include:</p> <ul style="list-style-type: none"> <li>• Correspondence, newsletters, handbook used to distribute information on right to request.</li> </ul> <p>This is an LEA responsibility, although it may be that the LEA requires each Title I, Part A campus to notify the parents concerning their right to request information. It is highly unlikely that an LEA could justify a compliance status of “NA” in response to this question. Program implementation #15 is a duplication of #12. The LEA should provide the same answer to both questions. If the LEA answers “No” to these two questions, it will only count against the LEA once.</p>
10	<p>16. The LEA has a written parent involvement policy and conducts, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy toward improving the academic quality of Title I, Part A, schools. [P.L. 107-110, Section 1118(a)(2)]</p>	<p>Examples of documentation that an LEA might be able to list in support of a compliance status of “Yes” include:</p> <ul style="list-style-type: none"> <li>• Copy of written parent involvement policy for the LEA;</li> <li>• Meeting agendas, meeting notes, sign-in sheet documenting participation of parents in the annual evaluation of the content and effectiveness of the policy;</li> </ul>

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		<ul style="list-style-type: none"> <li>• Copy of annual evaluation.</li> </ul> <p>In order to answer “Yes,” the LEA must have a written parent involvement policy in place <b>AND</b> must have evidence that it conducts an annual evaluation of that policy’s content and effectiveness.</p> <p>If the LEA is missing either of these elements, the response must be “No.”</p> <p>It is highly unlikely that an LEA could justify a compliance status of “NA” in response to this question.</p>
21	<p>17. The LEA academically assessed Title I, Part A, services provided to participating private schools as agreed upon during consultation, and these results were used to improve services to private schools. [P.L. 107-110, Sections 1120(b)(1)(D) and 9501(c)(1)(D)]</p>	<p>Examples of documentation that an LEA might be able to list in support of a compliance status of “Yes” include:</p> <ul style="list-style-type: none"> <li>• Documentation of consultation process showing that the LEA discussed the assessment process with the private school officials</li> <li>• Documentation that the results of the assessment were used to improve services to private schools.</li> </ul> <p>The only reason an LEA could justify a compliance status of “NA” in response to this question would be that the LEA has no participating private non-profit schools.</p>
20	<p>18. The LEA’s consultation with participating private nonprofit school officials regarding the development and implementation of the Title I, Part A, program was timely and meaningful. It occurred before the LEA made any decision that affected the opportunities of eligible private school children, teachers, and other educational personnel to participate in the program, and continued throughout the implementation and assessment of program activities. [P.L. 107-110, Sections 1120(a), 1120(b)(2)]</p>	<p>Examples of documentation that an LEA might be able to list in support of a compliance status of “Yes” include:</p> <ul style="list-style-type: none"> <li>• Documentation of consultation process showing that it occurred before the LEA made any decisions that affected participation opportunities of eligible private school children or teachers.</li> <li>• Meeting notes showing that all required topics were included in the consultation:             <ul style="list-style-type: none"> <li>○ How the LEA will identify the needs of eligible private school children.</li> <li>○ What services the LEA will offer to eligible private school children.</li> <li>○ How and when the LEA will make decisions about the delivery of services.</li> </ul> </li> </ul>

ICR#	Program Implementation Question	Compliance Status Response
		<ul style="list-style-type: none"> <li>○ How, where, and by whom the LEA will provide services to eligible private school children.</li> <li>○ How the LEA will assess academically the services to private school children in accordance with §200.10 of the Title I regulations, and how the LEA will use the results of that assessment to improve Title I services.</li> <li>○ The size and scope of the equitable services that the LEA will provide to eligible private school children and, consistent with §200.64 of the Title I regulations, the proportion of its Title I funds that the LEA will allocate for these services and the amount of funds that the LEA reserves from its Title I allocation for the purposes listed in §200.77 of the Title I regulations.</li> <li>○ The method, or the sources of data, that the LEA will use (under §200.78 of the Title I regulations) to determine the number of private school children from low-income families residing in participating public school attendance areas, including whether the LEA will extrapolate data if a survey is used.</li> <li>○ The services the LEA will provide to teachers and families of participating private school children.</li> <li>○ Discussion of service delivery mechanisms the LEA will use to provide services; and</li> <li>○ Thorough consideration and analysis of the views of the private school officials on whether the LEA should contract with a third-party provider. If the LEA disagrees with the views of the private school officials on that issue, the LEA must provide in writing to those officials the reasons why the LEA has chosen not to use a third-party contractor.</li> </ul> <ul style="list-style-type: none"> <li>● <b>Documentation showing that consultation continued throughout the implementation and assessment of the program activities.</b></li> </ul> <p>The only reason an LEA could justify a compliance status of “NA” in response to this question would be that the LEA has no participating private non-profit schools.</p>
72	19. The LEA publicly reported the annual progress of the LEA as a whole and of each of its campuses in meeting the highly qualified teachers requirements. [P.L. 107-110, Section 1119 (b)(1)(A)]	<p>Examples of documentation that an LEA might be able to list in support of a compliance status of “Yes” include:</p> <ul style="list-style-type: none"> <li>● Documentation showing the date the required information was posted on the LEA’s website.</li> <li>● Documentation showing the date the required information was published in local media (i.e., newspaper, public information broadcast, etc.)</li> </ul>

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		<ul style="list-style-type: none"> <li>• Documentation showing the date the required information was reported at an open meeting of the local school board.</li> </ul> <p>It is highly unlikely that an LEA could justify a compliance status of “NA” in response to this question.</p>
73	<p>20. The LEA has ensured that each campus has a highly qualified teacher plan that includes strategies to ensure that teachers who are not highly qualified in all core academic subject areas taught become highly qualified within a reasonable timeframe. [P.L. 107-110, Section 2122 (b)(10)]</p>	<p>Examples of documentation that an LEA might be able to list in support of a compliance status of “Yes” include:</p> <ul style="list-style-type: none"> <li>• Copy of HQ plan for each campus, including strategies to ensure that all core academic subject teachers become HQ within a reasonable timeframe.</li> </ul> <p>It is highly unlikely that an LEA could justify a compliance status of “NA” in response to this question. Even if the LEA reports 100% HQ for all of its campuses, these plans still need to be in place so that they can be implemented in the event a campus must place a non-HQ teacher in a core academic classroom.</p>
19	<p>21. Does the LEA have on file for each Title I, Part A campus a written attestation signed by the principal stating that the principal understands the requirements of Section 1119 and the current status of his/her campus with respect to meeting those requirements? [P.L. 107-110, Section 1119(i)]</p>	<p>Examples of documentation that an LEA might be able to list in support of a compliance status of “Yes” include:</p> <ul style="list-style-type: none"> <li>• Copy of signed attestation for each Title I, Part A campus. Must be dated. Must be based on HQ data for current school year.</li> </ul> <p>It is highly unlikely that an LEA could justify a compliance status of “NA” in response to this question.</p>

Title I, Part C

ICR#	Program Implementation Question	Compliance Status Response
31	<p>1. The LEA has made adequate provision for serving the unmet educational needs of preschool migrant children. [P.L. 107-110, Section 1304 (b)(1) and (c)(4)]</p>	<p>Examples of documentation that an LEA might be able to list in support of a compliance status of “Yes” include:</p> <ul style="list-style-type: none"> <li>• Enrollment report from NGS showing number of preschool-aged migrant children;</li> <li>• Documentation showing number of children served by early childhood program (district-based program, Texas Migrant Council, Head Start, etc.)</li> <li>• Documentation of efforts to provide services to preschool-aged migrant children not being served through other sources.</li> </ul> <p>The only reason an LEA could justify a compliance status of “NA” in response to this question would be that the LEA has no preschool-aged migrant children identified in the New Generation System (NGS).</p>
32	<p>2. The LEA gives service priority to migrant children who are failing or most at risk of failing to meet the State's content and performance standards and whose education has been interrupted during the regular school year. [P.L. 107-110, Sections 1301(2), §1304(d)]</p>	<p>Examples of documentation that an LEA might be able to list in support of a compliance status of “Yes” include:</p> <ul style="list-style-type: none"> <li>• Priority for Services (PFS) Report from NGS;</li> <li>• <b>List of services being provided to PFS students</b></li> <li>• <b>PFS student progress records</b></li> <li>• Documentation that MEP-funded services are provided to the PFS students first.</li> </ul> <p>If the PFS students are already being served appropriately by other programs, such as Title I, Part A, the migrant service requirement may be met by providing migrant services coordination. In this case, the LEA should answer “Yes” and be prepared to provide appropriate documentation.</p> <p>The only reason that an LEA could justify a compliance status of “NA” in response to this question would be that it has no PFS children.</p>
33	<p>3. The LEA identifies and addresses the special educational needs of migrant children through a comprehensive plan for needs assessment and service delivery.</p>	<p>Examples of documentation that an LEA might be able to list in support of a compliance status of “Yes” include:</p> <ul style="list-style-type: none"> <li>• A completed version of the Texas MEP local</li> </ul>

	<p>[P.L. 107-110, Sections 1306(a)(1)(A)-(G)]</p>	<p>needs assessment tool;</p> <ul style="list-style-type: none"> <li>• A copy of the LEA’s Comprehensive Needs Assessment, if it includes a migrant-specific component.</li> <li>• Copy of PFS Action Plan;</li> <li>• Documentation showing that the LEA is conducting the activities approved on the PS3103 of the Consolidated Application for Funding.</li> </ul> <p>It is highly unlikely that an LEA could justify a compliance status of “NA” in response to this question.</p>
<p>34</p>	<p>4. The LEA has established a parent advisory council (PAC) for the migrant program and has provided for appropriate consultation in the planning, implementation, and evaluation of the LEA's migrant program. [P.L. 107-110, Sections 1304(c)(3); 1306(a)(1)(B)(ii); and 1118]</p>	<p>Examples of documentation that an LEA might be able to list in support of a compliance status of “Yes” include:</p> <ul style="list-style-type: none"> <li>• Agendas, meeting notes or minutes, sign-in sheets for migrant parent advisory council meetings;</li> <li>• Documentation that meetings were offered at times that migrant parents could attend, and that the meetings were conducted in a language that the parents could understand, or that translation was provided as needed.</li> <li>• Documentation that the meetings allowed for meaningful consultation with and input from migrant parents concerning the planning, implementation, and evaluation of the program.</li> </ul> <p>It is highly unlikely that an LEA could justify a compliance status of “NA” in response to this question.</p>
<p>35</p>	<p>5. The LEA evaluates and improves the effectiveness of the migrant program, where feasible, using the same approaches and standards that are used to assess the performance of students under Title I, Part C, specifically, to enable all migrant students to meet the same challenging State content and performance standards that all Texas children are expected to meet. [P.L. 107-110, Section 1204 (b)(1), (b)(2), and (c)(5)]</p>	<p>Examples of documentation that an LEA might be able to list in support of a compliance status of “Yes” include:</p> <ul style="list-style-type: none"> <li>• Copy of evaluation of program activities conducted under PS 3103, based on student performance.</li> </ul> <p>It is highly unlikely that an LEA could justify a</p>

		compliance status of “NA” in response to this question.
37	6. The LEA academically assessed Title I, Part C services provided to participating private schools as agreed upon during consultation, and these results were used to improve services to private schools. [P.L. 107-110, Section 1120(b)(1)(D); 9501(c)(1)(D)]	<p>Examples of documentation that an LEA might be able to list in support of a compliance status of “Yes” include:</p> <ul style="list-style-type: none"> <li>• Documentation of consultation process showing that the LEA discussed the assessment process with the private school officials</li> <li>• Documentation that the results of the assessment were used to improve services to private schools.</li> </ul> <p>The only reason an LEA could justify a compliance status of “NA” in response to this question would be that the LEA has no participating private non-profit schools.</p>
36	7. The LEA's consultation with participating private nonprofit school officials regarding the development and implementation of the Migrant program was timely and meaningful. It occurred before the LEA made any decision that affected the opportunities of eligible private school children, teachers, and other educational personnel to participate in the program, and continued throughout the implementation and assessment of program activities. [P.L. 107-110, Section 9501]	<p>Examples of documentation that an LEA might be able to list in support of a compliance status of “Yes” include:</p> <ul style="list-style-type: none"> <li>• Documentation of consultation process showing that it occurred before the LEA made any decisions that affected participation opportunities of eligible private school children or teachers.</li> <li>• Meeting notes showing that all required topics were included in the consultation: <ul style="list-style-type: none"> <li>○ how the needs of children and teachers will be identified;</li> <li>○ what services will be offered;</li> <li>○ how, where, and by whom the services will be provided;</li> <li>○ how the services will be assessed and how the results of the assessment will be used to improve those services;</li> <li>○ the size and scope of the equitable services;</li> <li>○ the amount of funds available for those services; and</li> <li>○ how and when the LEA will make decisions about the delivery of services.</li> <li>○ a thorough consideration and analysis of the views of the private school officials on the provision of contract services through potential third-party providers</li> </ul> </li> <li>• Documentation showing that consultation</li> </ul>

		<p>continued throughout the implementation and assessment of the program activities.</p> <p>The only reason an LEA could justify a compliance status of "NA" in response to this question would be that the LEA has no participating private non-profit schools.</p>
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Title I, Part D

ICR#	Program Implementation Question	Compliance Status Response
112	<p>1. The district has on file a current written agreement between the LEA and applicable correctional facilities and alternative school programs serving children and youth involved in the juvenile justice system, which details the Title I, Part D, Subpart 2 program. [P.L. 107-110, Section 1423(2)]</p>	<p>Examples of documentation that an LEA might be able to list in support of a compliance status of “Yes” include:</p> <ul style="list-style-type: none"> <li>• Copy of current written agreement</li> </ul> <p>It is highly unlikely that an LEA could justify a compliance status of “NA” in response to this question.</p>
40	<p>2. Title I, Part D, Subpart 2 data are collected, disaggregated, and evaluated to show the program’s impact on the ability of participants to:</p> <ul style="list-style-type: none"> <li>• maintain and improve educational achievement;</li> <li>• accrue school credits that meet State requirements for grade promotion and secondary school graduation;</li> <li>• make the transition to a regular program or other educational program operated by a district;</li> <li>• complete secondary school (or secondary school equivalency requirements) and obtain employment after leaving the facility; and,</li> <li>• as appropriate, to participate in postsecondary education and job training programs.</li> </ul> <p>[P.L. 107-110, Section 1431(a)]</p>	<p>Examples of documentation that an LEA might be able to list in support of a compliance status of “Yes” include:</p> <ul style="list-style-type: none"> <li>• Copy of evaluation of Title I, Part D, Subpart 2 program showing program’s impact in these areas.</li> </ul> <p>It is highly unlikely that an LEA could justify a compliance status of “NA” in response to this question.</p>

Title II, Part A

ICR#	Program Implementation Question	Compliance Status Response
113	<p>1. The LEA coordinated the use of Title II, Part A, with Title I, Part A, funding to provide professional development for teachers and principals and other appropriate staff, for parental involvement and teacher/paraprofessional qualifications. [P.L. 107-110, Section 1112(b)(1)(D)]</p>	<p>Examples of documentation that an LEA might be able to list in support of a compliance status of “Yes” include:</p> <ul style="list-style-type: none"> <li>• Description in LEA plan that includes training in parental involvement strategies and activities to help teachers and paraprofessionals meet HQ requirements, showing coordination between fund sources.</li> </ul> <p>The only reason an LEA could justify a compliance status of “NA” in response to this question would be that the LEA does not receive one of these fund sources.</p>
44	<p>2. The LEA coordinated with teachers, paraprofessionals, principals, other relevant school personnel, and parents in planning Title II, Part A, program activities and preparing the LEA application for funding. [P.L. 107-110, Section 2122(b)(7)]</p>	<p>Examples of documentation that an LEA might be able to list in support of a compliance status of “Yes” include:</p> <ul style="list-style-type: none"> <li>• Agendas, meeting notes or minutes, sign-in sheets for planning activities related to the development of the Title II, Part A program and application for funding, showing the participation of teachers, paraprofessionals, principals, other relevant school personnel, and parents.</li> </ul> <p>It is highly unlikely that an LEA could justify a compliance status of “NA” in response to this question.</p>
45	<p>3. The LEA coordinated professional-development activities funded under Title II, Part A, with professional development activities funded under other Federal, State, and local programs. [P.L. 107-110, Section 2122(b)(4)]</p>	<p>Examples of documentation that an LEA might be able to list in support of a compliance status of “Yes” include:</p> <ul style="list-style-type: none"> <li>• Description of professional development activities in LEA plan, showing coordination between fund sources.</li> </ul> <p>It is highly unlikely that an LEA could justify a compliance status of “NA” in response to this question.</p>
48	<p>4. If the LEA used funding under Title II, Part D, to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy, then the LEA integrated funding under Title II, Part A, for such professional development activities.</p>	<p>Examples of documentation that an LEA might be able to list in support of a compliance status of “Yes” include:</p> <ul style="list-style-type: none"> <li>• Description of professional development activities in LEA plan, showing coordination between fund sources.</li> </ul>

	[P.L. 107-110, Section 2122(b)(6)]	If the LEA can document that it did not use Title II, Part D funds to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy, then the LEA can mark this question “NA.”
43	<p>5. Based on an assessment of local needs for professional development and hiring, the LEA targeted Title II, Part A, funds to schools within the LEA that:</p> <p>(a) have the lowest proportion of highly qualified teachers,</p> <p>(b) have the largest average class size, or</p> <p>(c) are identified for school improvement under Title I, Part A.</p> <p>[P.L. 107-110, Section 2122(b)(3) and (c)]</p>	<p>To support a “yes,” an LEA should have documentation that shows how Title II, Part A funds were distributed to campuses using one or more of the required criteria.</p> <p>The only acceptable “NA” reasons are:</p> <ul style="list-style-type: none"> <li>• The LEA is a one-campus LEA (such as some charter schools and other small one-campus LEAs that are K-8 or K-12 LEAs all in one campus).</li> <li>• LEA has no schools in Title I SIP, all teachers are HQT on all campuses, <b>AND</b> all campuses have equal class sizes or all campuses have no significant differences in class-size.</li> </ul> <p>Note that simply being a single attendance area does NOT exempt an LEA from this requirement.</p>
46	<p>6. The LEA's consultation with participating private nonprofit school officials regarding the development and implementation of the Title II, Part A program was timely and meaningful. It occurred before the LEA made any decision that affected the opportunities of eligible private school teachers and other educational personnel to participate in the program, and continued throughout the implementation and assessment of program activities.</p> <p>[P.L. 107-110, Section 9501]</p>	<p>Examples of documentation that an LEA might be able to list in support of a compliance status of “Yes” include:</p> <ul style="list-style-type: none"> <li>• Documentation of consultation process showing that it occurred before the LEA made any decisions that affected participation opportunities of eligible private school children or teachers.</li> <li>• Meeting notes showing that all required topics were included in the consultation: <ul style="list-style-type: none"> <li>○ how the needs of children and teachers will be identified;</li> <li>○ what services will be offered;</li> <li>○ how, where, and by whom the services will be provided;</li> <li>○ how the services will be assessed and how the results of the assessment will be used to improve those services;</li> <li>○ the size and scope of the equitable services;</li> <li>○ the amount of funds available for those services; and</li> <li>○ how and when the LEA will make decisions about the delivery of services.</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>○ a thorough consideration and analysis of the views of the private school officials on the provision of contract services through potential third-party providers</li> <li>● Documentation showing that consultation continued throughout the implementation and assessment of the program activities.</li> </ul> <p>The only reason an LEA could justify a compliance status of “NA” in response to this question would be that the LEA has no participating private non-profit schools.</p>
95	<p>7. Teachers paid with Title II, Part A funds for class-size reduction meet the HQ teacher requirements. [P.L. 107-110, Section 2123(a)(2)(B)]</p>	<p>If the LEA or campus used Title II, Part A funds to pay teachers that were hired to reduce class size, or if the LEA has a Title I, Part A schoolwide campus that combined its Title II, Part A funds in its schoolwide campus budget, this question does apply. In order to answer “Yes,” the LEA must be able to list the following items as available documentation:</p> <ul style="list-style-type: none"> <li>● HQ documentation for all teachers on a Title I schoolwide campus;</li> <li>● HQ documentation for all teachers hired for class-size reduction purposes who are paid with Title II, Part A funds.</li> </ul> <p>An LEA would mark “NA” only if the LEA used no Title II, Part A funds to hire teachers for class-size reduction, <u>AND</u> the LEA had no Title I, Part A schoolwide campuses that combined Title II, Part A funds in the campus budget.</p>

Title II, Part D

ICR#	Program Implementation Question	Compliance Status Response
49	<p>1. The district coordinated activities under Title II, Part D, with technology-related activities carried out with funds from other Federal, State, and local programs. [P.L. 107-110, Section 2414(b)(6)]</p>	<p>Examples of documentation that an LEA might be able to list in support of a compliance status of “Yes” include:</p> <ul style="list-style-type: none"> <li>• Description of professional development activities in LEA plan, showing coordination between fund sources.</li> </ul> <p>It is highly unlikely that an LEA could justify a compliance status of “NA” in response to this question.</p>
50	<p>2. The LEA’s consultation with participating private nonprofit school officials regarding the development and implementation of the Title II, Part D, program was timely and meaningful. It occurred before the LEA made any decision that affected the opportunities of eligible private school children, teachers, and other educational personnel to participate in the program and continued throughout the implementation and assessment of program activities. [P.L. 107-110, Section 9501]</p>	<p>Examples of documentation that an LEA might be able to list in support of a compliance status of “Yes” include:</p> <ul style="list-style-type: none"> <li>• Documentation of consultation process showing that it occurred before the LEA made any decisions that affected participation opportunities of eligible private school children or teachers.</li> <li>• Meeting notes showing that all required topics were included in the consultation: <ul style="list-style-type: none"> <li>○ how the needs of children and teachers will be identified;</li> <li>○ what services will be offered;</li> <li>○ how, where, and by whom the services will be provided;</li> <li>○ how the services will be assessed and how the results of the assessment will be used to improve those services;</li> <li>○ the size and scope of the equitable services;</li> <li>○ the amount of funds available for those services; and</li> <li>○ how and when the LEA will make decisions about the delivery of services.</li> <li>○ a thorough consideration and analysis of the views of the private school officials on the provision of contract services through potential third-party providers</li> </ul> </li> <li>• Documentation showing that consultation continued throughout the implementation and assessment of the program activities.</li> </ul> <p>The only reason an LEA could justify a compliance status of “NA” in response to this question would be</p>

		that the LEA has no participating private non-profit schools.
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Title III, Part A

ICR#	Program Implementation Question	Compliance Status Response
54	<p>1. The district has determined the needs for instruction in languages other than English and ensures that all teachers in Title III language instructional programs for LEP children are fluent in both English and any other language used for instruction, including having written and oral communication skills. [P.L. 107-110, Section 3116(c)]</p>	<p>Examples of documentation that an LEA might be able to list in support of a compliance status of “Yes” include:</p> <ul style="list-style-type: none"> <li>• List of languages other than English in which the LEA provides instruction to LEP students.</li> <li>• Documentation showing that teachers who are providing bilingual instruction are fluent in English and the other language used for instruction. [See Title III Teacher Fluency section of Application Instructions for 2010-2011 for examples of methods for ensuring fluency.]</li> </ul> <p>An LEA may mark “NA” for this question if the LEA does not offer a bilingual program.</p>
55	<p>2. The district implements an effective means of outreach to parents of LEP/immigrant students to inform the parents of how they can be involved in the education of their children and be active participants in assisting their children to attain English proficiency, achieve at high levels in core academic subjects, and meet challenging State standards expected of all students. [P.L. 107-110, Section 3302(e)]</p>	<p>Examples of documentation that an LEA might be able to list in support of a compliance status of “Yes” include:</p> <ul style="list-style-type: none"> <li>• Documentation of activities conducted for parents of LEP/immigrant students that include the dissemination of information or discussion of at-home activities or strategies specifically related to how the parents can be involved in their children’s education and how they can support their children’s efforts to attain fluency in English.</li> </ul> <p>It is highly unlikely that an LEA could justify a compliance status of “NA” in response to this question.</p>
56	<p>3. The LEA’s consultation with participating private nonprofit school officials regarding the development and implementation of the Title III, Part A program was timely and meaningful. It occurred before the LEA made any decision that affected the opportunities of the eligible private school children, teachers, and other educational personnel to participate in the program, and continued throughout the implementation and assessment of program activities. [P.L. 107-110, Section 9501]</p>	<p>Examples of documentation that an LEA might be able to list in support of a compliance status of “Yes” include:</p> <ul style="list-style-type: none"> <li>• Documentation of consultation process showing that it occurred before the LEA made any decisions that affected participation opportunities of eligible private school children or teachers.</li> <li>• Meeting notes showing that all required topics were included in the consultation:</li> </ul>

		<ul style="list-style-type: none"><li>○ how children will be identified as limited English proficient (LEP) and by whom;</li><li>○ how the needs of children and teachers will be identified;</li><li>○ what services will be offered;</li><li>○ how, where, and by whom the services will be provided;</li><li>○ how the services will be assessed and how the results of the assessment will be used to improve those services;</li><li>○ the size and scope of the equitable services;</li><li>○ the amount of funds available for those services; and</li><li>○ how and when the LEA will make decisions about the delivery of services.</li><li>○ a thorough consideration and analysis of the views of the private school officials on the provision of contract services through potential third-party providers</li></ul> <ul style="list-style-type: none"><li>● <b>Documentation showing that consultation continued throughout the implementation and assessment of the program activities.</b></li></ul> <p>The only reason an LEA could justify a compliance status of "NA" in response to this question would be that the LEA has no participating private non-profit schools.</p>
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Title IV, Part A

ICR#	Program Implementation Question	Compliance Status Response
59	<p>1. Timely and meaningful consultation/collaboration occurs on an ongoing basis regarding the design and development of the district's SDFSC program. [P.L. 107-110, Section 4114(c)]</p>	<p>Examples of documentation that an LEA might be able to list in support of a compliance status of "Yes" include:</p> <ul style="list-style-type: none"> <li>• Agendas, meeting notes or minutes, sign-in sheets for planning activities related to the design and development of the Title IV, Part A program and application for funding, showing the participation of representatives of schools to be served (including private schools), teachers and other staff, parents, students, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals);</li> <li>• Similar documentation showing that the LEA consults on an ongoing basis with such representatives and organizations to seek advice on how best to coordinate with other related strategies, programs, and activities being conducted in the community.</li> </ul> <p>It is highly unlikely that an LEA could justify a compliance status of "NA" in response to this question.</p>
61	<p>2. The district adopts and carries out a comprehensive drug and violence prevention program. [P.L. 107-110, Section 4115(b)(1)]</p> <p>Note: The comprehensive program is not required to be fully funded with SDFSC funds. Comprehensive is defined as program activities provided for each grade level and for staff.</p>	<p>Examples of documentation that an LEA might be able to list in support of a compliance status of "Yes" include:</p> <ul style="list-style-type: none"> <li>• Description from LEA plan showing comprehensive drug and violence prevention program;</li> <li>• Documentation that program activities described in LEA plan have been implemented.</li> </ul> <p>It is highly unlikely that an LEA could justify a compliance status of "NA" in response to this question.</p>
62	<p>3. Title IV, SDFSC program activities are based on an assessment of objective data regarding the incidence of violence and illegal drug use in the schools and community.</p>	<p>Examples of documentation that an LEA might be able to list in support of a compliance status of "Yes" include:</p> <ul style="list-style-type: none"> <li>• Documentation that data related to incidences</li> </ul>

	<p>[P.L. 107-110, Section 4115(a)(1)(A)]</p>	<p>of violence and illegal drug use in the schools and community were included in the LEA's comprehensive needs assessment.</p> <ul style="list-style-type: none"> <li>• Documentation showing correlation between needs assessment results and the SDFSC program activities implemented.</li> </ul> <p>It is highly unlikely that an LEA could justify a compliance status of "NA" in response to this question.</p>
<p>59</p>	<p>4. Timely and meaningful consultation occurs with parents on an ongoing basis regarding the design and development of the district's SDFSC program. [P.L. 107-110, Section 4114(c)]</p>	<p>Examples of documentation that an LEA might be able to list in support of a compliance status of "Yes" include:</p> <ul style="list-style-type: none"> <li>• Agendas, meeting notes or minutes, sign-in sheets for planning activities related to the design and development of the Title IV, Part A program and application for funding, showing the participation of parents;</li> </ul> <p>It is highly unlikely that an LEA could justify a compliance status of "NA" in response to this question.</p>
<p>63</p>	<p>5. SDFSC programs, strategies, and activities implemented for youth are evaluated periodically to assess progress toward reducing violence and illegal drug use. [P.L. 107-110, Section 4115(a)(2)]</p>	<p>Examples of documentation that an LEA might be able to list in support of a compliance status of "Yes" include:</p> <ul style="list-style-type: none"> <li>• Documentation showing that the LEA evaluates its SDFSC programs, strategies, and activities periodically to determine their impact on the incidence of violence and illegal drug use in the schools and community.</li> </ul> <p>It is highly unlikely that an LEA could justify a compliance status of "NA" in response to this question.</p>
<p>64</p>	<p>6. All SDFSC programs and activities comply with the six (6) Principles of Effectiveness. These Principles state that programs/activities are:</p> <ul style="list-style-type: none"> <li>• based on an assessment of objective data from local evaluation activities regarding the incidence of violence and illegal drug use and related issues;</li> <li>• based on an established set of performance measures aimed at ensuring that the schools</li> </ul>	<p>Examples of documentation that an LEA might be able to list in support of a compliance status of "Yes" include:</p> <ul style="list-style-type: none"> <li>• Documentation showing how all of the LEA's SDFSC programs and activities meet each of these principles.</li> </ul> <p>It is highly unlikely that an LEA could justify a compliance status of "NA" in response to this question.</p>

	<p>and communities served have a safe, orderly, and drug- free learning environment;</p> <ul style="list-style-type: none"> <li>• based on scientifically based research demonstrating that the program to be used will reduce violence and illegal drug use;</li> <li>• based on an analysis of the data reasonably available at the time of the prevalence of risk factors, including high or increasing rates of reported cases of child abuse and domestic violence; protective factors, buffers, assets, or other variables in schools and communities;</li> <li>• developed and implemented with meaningful, ongoing consultation with parents;</li> <li>• evaluated periodically to assess their effectiveness in reducing violence and illegal drug use in the served schools with results being used to strengthen the program and made available to the public.</li> </ul> <p>[P.L. 107-110, Section 4115(a)(1)(A-E)]</p>	
60	<p>7. The LEA's consultation with participating private nonprofit school officials regarding the development and implementation of the SDFSC program was timely and meaningful. It occurred before the LEA made any decision that affected the opportunities of eligible private school children, teachers, and other educational personnel to participate in the program, and continued throughout the implementation and assessment of program activities. [P.L. 107-110, Section 9501]</p>	<p><b>Examples of documentation that an LEA might be able to list in support of a compliance status of "Yes" include:</b></p> <ul style="list-style-type: none"> <li>• <b>Documentation of consultation process showing that it occurred before the LEA made any decisions that affected participation opportunities of eligible private school children or teachers.</b></li> <li>• <b>Meeting notes showing that all required topics were included in the consultation:</b> <ul style="list-style-type: none"> <li>○ how the needs of children and teachers will be identified;</li> <li>○ what services will be offered;</li> <li>○ how, where, and by whom the services will be provided;</li> <li>○ how the services will be assessed and how the results of the assessment will be used to improve those services;</li> <li>○ the size and scope of the equitable services;</li> <li>○ the amount of funds available for those services; and</li> <li>○ how and when the LEA will make decisions about the delivery of services.</li> <li>○ a thorough consideration and analysis of the views of the private school officials on the provision of contract services through potential third-party providers</li> </ul> </li> </ul>

		<ul style="list-style-type: none"><li>• Documentation showing that consultation continued throughout the implementation and assessment of the program activities.</li></ul> <p>The only reason an LEA could justify a compliance status of "NA" in response to this question would be that the LEA has no participating private non-profit schools.</p>
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Title V, Part A

ICR#	Program Implementation Question	Compliance Status Response
66	<p>1. Title V program activities are based on credible, locally identified needs. [P.L. 107-110, Section 5133(b)(1)]</p>	<p>Examples of documentation that an LEA might be able to list in support of a compliance status of “Yes” include:</p> <ul style="list-style-type: none"> <li>• Copy of the LEA’s comprehensive needs assessment;</li> <li>• Documentation showing correlation between CNA and Title V, Part A program activities.</li> </ul> <p>It is highly unlikely that an LEA could justify a compliance status of “NA” in response to this question.</p>
67	<p>2. The district systematically consults with parents, teachers, administrators, and other appropriate school personnel (such as librarians, school counselors, and other pupil services personnel), in both public and participating private nonprofit schools, in designing, planning, and implementing the Title V program. [P.L. 107-110, Section 5133 (7)]</p>	<p>Examples of documentation that an LEA might be able to list in support of a compliance status of “Yes” include:</p> <ul style="list-style-type: none"> <li>• Agendas, meeting notes or minutes, sign-in sheets for planning activities related to the designing, planning, and implementation of the Title V, Part A program and application for funding, showing the participation of parents, teachers, administrators, and other appropriate school personnel in both public and participating private nonprofit schools;</li> </ul> <p>It is highly unlikely that an LEA could justify a compliance status of “NA” in response to this question.</p>
68	<p>3. Title V programs are evaluated annually, and the evaluation is used to make decisions about appropriate program changes for the subsequent year. [P.L. 107-110, Section 5133 (8)]</p>	<p>Examples of documentation that an LEA might be able to list in support of a compliance status of “Yes” include:</p> <ul style="list-style-type: none"> <li>• Documentation of evaluation process</li> <li>• Documentation that the results of the evaluation were used to make decisions about program changes for the following year.</li> </ul> <p>It is highly unlikely that an LEA could justify a compliance status of “NA” in response to this question.</p>
69	<p>4. The LEA’s consultation with participating private nonprofit school officials regarding the development and implementation of the Title V, Part A, program was timely and meaningful. It occurred before the</p>	<p>Examples of documentation that an LEA might be able to list in support of a compliance status of “Yes” include:</p>

	<p>LEA made any decision that affected the opportunities of eligible private school children, teachers, and other educational personnel to participate in the program and continued throughout the implementation and assessment of program activities. [P.L. 107-110, Section 5142(a)(1)]</p>	<ul style="list-style-type: none"> <li>• <b>Documentation of consultation process showing that it occurred before the LEA made any decisions that affected participation opportunities of eligible private school children or teachers.</b></li> <li>• <b>Meeting notes showing that all required topics were included in the consultation:</b> <ul style="list-style-type: none"> <li>○ how the needs of children and teachers will be identified;</li> <li>○ what services will be offered;</li> <li>○ how, where, and by whom the services will be provided;</li> <li>○ how the services will be assessed and how the results of the assessment will be used to improve those services;</li> <li>○ the size and scope of the equitable services;</li> <li>○ the amount of funds available for those services; and</li> <li>○ how and when the LEA will make decisions about the delivery of services.</li> <li>○ a thorough consideration and analysis of the views of the private school officials on the provision of contract services through potential third-party providers</li> </ul> </li> <li>• <b>Documentation showing that consultation continued throughout the implementation and assessment of the program activities.</b></li> </ul> <p>The only reason an LEA could justify a compliance status of “NA” in response to this question would be that the LEA has no participating private non-profit schools.</p>
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School Choice Option (Title IX, Sec. 9532)

ICR#	Program Implementation Question	Compliance Status Response
22	<p>1. The district, as a condition of receiving funds under the No Child Left Behind Act, established and implements a policy requiring that:</p> <ul style="list-style-type: none"> <li>• a student attending a persistently dangerous public elementary school or secondary school (as determined by the Texas Education Agency), or</li> <li>• a student who becomes a victim of a violent criminal offense, while in or on the grounds of a public elementary or secondary school that the student attends,</li> </ul> <p>is offered and allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school.</p> <p>Note: If another campus is not available within the LEA, the policy should provide for other types of services to ensure the safety of the student. In addition, the LEA is encouraged to attempt to secure a cooperative agreement with another LEA to accept transfers when reasonable and appropriate. [P.L. 107-110, Section 9532]</p>	<p>Examples of documentation that an LEA might be able to list in support of a compliance status of “Yes” include:</p> <ul style="list-style-type: none"> <li>• Copy of policy approved by the local board;</li> <li>• Documentation that any student who has been affected by either of these circumstances has been offered the opportunity to transfer.</li> </ul> <p>The LEA is required to have the policy regardless of whether it has any campuses identified as Persistently Dangerous or whether it has any students who have been a victim of a violent criminal offense at school.</p> <p>It is highly unlikely that an LEA could justify a compliance status of “NA” in response to this question.</p>
23	<p>2. The LEA notified parents that their students may transfer to a safe public school—</p> <ul style="list-style-type: none"> <li>• at least within 14 calendar days of the start of the school year for students enrolled in a persistently dangerous school, or</li> <li>• generally, within 14 calendar days of the incident for students who are victims of a violent criminal act.</li> </ul> <p>[P.L. 107-110, Section 9532]</p>	<p>Examples of documentation that an LEA might be able to list in support of a compliance status of “Yes” include:</p> <ul style="list-style-type: none"> <li>• Copy of written notification procedure;</li> <li>• List of campuses identified as Persistently Dangerous Schools. The PDS list is posted on TEA’s web site at: <a href="http://ritter.tea.state.tx.us/nclb/PDF/PersistDange rCamp.pdf">http://ritter.tea.state.tx.us/nclb/PDF/PersistDange rCamp.pdf</a> [If LEA has no campuses on PDS list, this serves as documentation that the LEA the part of this requirement related to PDS.]</li> <li>• Violent Criminal Acts are those reported under Public Education Information Management System (PEIMS) 425 Record Action Reason codes 17, 18, 19, 28, 30, 32, and 46. The LEA can access Discipline Reports available through the following link:</li> </ul>

		<p><a href="http://ritter.tea.state.tx.us/adhocrpt/index.html">http://ritter.tea.state.tx.us/adhocrpt/index.html</a></p> <p>[Select “Discipline Data Products,” “Discipline Reports,” “District Summary Reports,” and follow prompts to select district. Once the report is open, scroll down to “W—Reason Incident Counts.”] For any Reason Incident Count for 17, 18, 19, 28, 30, 32, or 46, where the victim was a student, the LEA would need to provide notification to the student’s parent concerning the right to transfer.</p> <ul style="list-style-type: none"> <li>• Letters to parents of any student who has been affected by either of these circumstances, documenting the offer of the opportunity to transfer.</li> </ul> <p>An LEA could justify a compliance status of “NA” in response to this question if BOTH of the following conditions apply:</p> <ul style="list-style-type: none"> <li>• The LEA has no campuses identified as Persistently Dangerous Schools, AND</li> <li>• The LEA had no students who were victims of a violent crime on campus. [See Discipline Reports, referenced above.]</li> </ul>
24	<p>3. If the district consolidates administrative funds for NCLB programs, the district does not use any other funds under the NCLB programs included in the consolidation for administration for the fiscal year of the consolidation. [P.L. 107-110, Section 9203(c)]</p>	<p>Examples of documentation that an LEA might be able to list in support of a compliance status of “Yes” include:</p> <ul style="list-style-type: none"> <li>• Records showing consolidation of administrative funds, including names of programs included and amount of funds contributed by each program;</li> <li>• Records showing that no other NCLB program funds were used for administrative costs during that grant year.</li> </ul> <p>The only reason an LEA could justify a compliance status of “NA” in response to this question would be that the LEA does not consolidate administrative funds for NCLB programs.</p>

ICR#	Program Implementation Question	Compliance Status Response
105	<p>1. Was the LEA's consultation with participating private nonprofit school officials regarding the development and implementation of the Title I, Part A—ARRA program timely and meaningful? Did it occur before the LEA made any decision that affected the opportunities of eligible private school children, teachers, and other educational personnel to participate in the program, and continue throughout the implementation and assessment of program activities? [P.L. 107-110, Sections 1120(a), 1120(b)(2)]</p>	<p><b>Examples of documentation that an LEA might be able to list in support of a compliance status of “Yes” include:</b></p> <ul style="list-style-type: none"> <li>• <b>Documentation of consultation process showing that it occurred before the LEA made any decisions that affected participation opportunities of eligible private school children or teachers.</b></li> <li>• <b>Meeting notes showing that all required topics were included in the consultation:</b> <ul style="list-style-type: none"> <li>○ How the LEA will identify the needs of eligible private school children.</li> <li>○ What services the LEA will offer to eligible private school children.</li> <li>○ How and when the LEA will make decisions about the delivery of services.</li> <li>○ How, where, and by whom the LEA will provide services to eligible private school children.</li> <li>○ How the LEA will assess academically the services to private school children in accordance with §200.10 of the Title I regulations, and how the LEA will use the results of that assessment to improve Title I services.</li> <li>○ The size and scope of the equitable services that the LEA will provide to eligible private school children and, consistent with §200.64 of the Title I regulations, the proportion of its Title I funds that the LEA will allocate for these services and the amount of funds that the LEA reserves from its Title I allocation for the purposes listed in §200.77 of the Title I regulations.</li> <li>○ The method, or the sources of data, that the LEA will use (under §200.78 of the Title I regulations) to determine the number of private school children from low-income families residing in participating public school attendance areas, including whether the LEA will extrapolate data if a survey is used.</li> <li>○ The services the LEA will provide to teachers and families of participating private school children.</li> <li>○ Discussion of service delivery mechanisms the LEA will use to provide services; and</li> <li>○ Thorough consideration and analysis of the views of the private school officials on whether the LEA should contract with a third-party provider. If the LEA disagrees with the views of the private school officials on that issue, the LEA must provide in writing to those officials the reasons why the LEA has chosen not to use a third-party contractor.</li> </ul> </li> <li>• <b>Documentation showing that consultation continued throughout the implementation and</b></li> </ul>

		<p>assessment of the program activities.</p> <p>The only reason an LEA could justify a compliance status of "NA" in response to this question would be that the LEA has no participating private non-profit schools.</p>
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ICR#	Program Implementation Question	Compliance Status Response
109	<p>1. Was the LEA's consultation with participating private nonprofit school officials regarding the development and implementation of the Title II, Part D—ARRA program timely and meaningful? Did the consultation occur before the LEA made any decision that affected the opportunities of eligible private school children, teachers, and other educational personnel to participate in the program, and did the consultation continue throughout the implementation and assessment of program activities? [P.L. 107-110,Section 9501]</p>	<p><b>Examples of documentation that an LEA might be able to list in support of a compliance status of “Yes” include:</b></p> <ul style="list-style-type: none"> <li>• <b>Documentation of consultation process showing that it occurred before the LEA made any decisions that affected participation opportunities of eligible private school children or teachers.</b></li> <li>• <b>Meeting notes showing that all required topics were included in the consultation:</b> <ul style="list-style-type: none"> <li>○ how the needs of children and teachers will be identified;</li> <li>○ what services will be offered;</li> <li>○ how, where, and by whom the services will be provided;</li> <li>○ how the services will be assessed and how the results of the assessment will be used to improve those services;</li> <li>○ the size and scope of the equitable services;</li> <li>○ the amount of funds available for those services; and</li> <li>○ how and when the LEA will make decisions about the delivery of services.</li> <li>○ a thorough consideration and analysis of the views of the private school officials on the provision of contract services through potential third-party providers</li> </ul> </li> <li>• <b>Documentation showing that consultation continued throughout the implementation and assessment of the program activities.</b></li> </ul> <p><b>The only reason an LEA could justify a compliance status of “NA” in response to this question would be that the LEA has no participating private non-profit schools.</b></p>