

Federal Programs  
Title I, Part A  
Improving Basic Programs Operated by Districts (2011-2012)

Requirement/Evidence of Compliance	Yes	No	N/A
<ul style="list-style-type: none"> <li>• <b>Coordination and Integration</b> - 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.               <ul style="list-style-type: none"> <li>○ The LEA coordinates and integrates other educational services with services provided by Title I, Part A for the coordination activities.</li> </ul> </li> </ul>	X		
<ul style="list-style-type: none"> <li>• <b>Private Nonprofit Schools: Consultation</b> -The LEA consults with officials of private nonprofit schools in a timely and meaningful manner.               <ul style="list-style-type: none"> <li>○ The LEA contacts officials of all private nonprofit schools located within the LEA’s boundaries to determine if such schools want their students to participate in Title I, Part A services and evidence that students reside in attendance area and meet academic criteria.</li> <li>○ Evidence that the LEA maintains control of the Title I funds, materials, equipment, and property that support services to private school children.</li> <li>○ Consultation occurred before the LEA made decisions on services to eligible private nonprofit school students, and consultation continued throughout implementation and assessment of provided services.</li> </ul> </li> </ul>	X  X  X		
<ul style="list-style-type: none"> <li>• <b>Private Nonprofit Schools: Equitable Services</b> – The LEA provides equitable Title I, Part A services to eligible children attending private nonprofit schools.               <ul style="list-style-type: none"> <li>○ Expenditure reports for educational services for eligible private nonprofit school students.</li> <li>○ Evidence that the LEA has correctly calculated the amount of funds for equitable services to private school participants, their teachers, and families, including carryover as appropriate. Funds are reserved for: 1) Instructional Services; 2) Parental Involvement; 3) Professional Development.</li> </ul> </li> </ul>	X X		
<ul style="list-style-type: none"> <li>• <b>LEA Parent Involvement Policies and Practices</b> - The LEA has implemented programs, activities, and procedures for the involvement of parents in the Title I, Part A program. The programs, activities, and procedures are planned and implemented with meaningful input from parents of participating children. LEA notifies parents about: a) Campus Title I Program, b) School improvement Status, c) Public School Choice, d) SES, e) Teacher and paraprofessional qualifications, f) The assignment of a child to a teacher who does not meet highly qualified for four or more consecutive weeks.               <ul style="list-style-type: none"> <li>○ Parents have provided input into planning of all Title I, Part A programs, activities, and procedures for the involvement of parents.</li> <li>○ Parents have been provided information about Title I, Part A program, activities, campus rating, and procedures for the involvement of parents.</li> </ul> </li> </ul>	X  X		
<ul style="list-style-type: none"> <li>• <b>Campus Parent Involvement Policy</b> - Each Title I, Part A campus’s written parental involvement policy describes the means for (1) involving parents in the planning, review, and improvement of Title I, Part A programs; (2) providing parents of participating children timely information about title I, Part A programs; and (3) providing a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.               <ul style="list-style-type: none"> <li>○ The Title I, Part A campus parental involvement policy includes the required components.</li> <li>○ Parents have provided input into the development of the parental involvement policy.</li> </ul> </li> </ul>	X X		
<ul style="list-style-type: none"> <li>• <b>School-Parent Compacts</b> - School-parent compacts outline how the parents, the entire school staff, and the students share the responsibility for improved student achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state’s high standards.               <ul style="list-style-type: none"> <li>○ Compacts describe how parents will support their children’s learning, such as monitoring attendance, homework completion, and television watching; volunteer in their children’s classrooms; and participating as appropriate in decisions relating to the education of their children and the positive use of extracurricular time.</li> <li>○ School-parent compacts address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, parent-teacher conferences, frequent reports, and reasonable access to staff.</li> </ul> </li> </ul>	X  X		

Requirement/Evidence of Compliance	Yes	No	N/A
<ul style="list-style-type: none"> <li>• <b>NCLB Report Card</b> – No Child Left Behind Act (NCLB) requires that each LEA that receives Title I, Part A funds to disseminate specific LEA and campus level data to: 1) all LEA campuses, 2) all parents of all enrolled students, 3) to make the information widely available through public means such as posting on the internet, distribution through public agencies. <ul style="list-style-type: none"> <li>○ Report card includes: 1) Assessment results in the aggregate and disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and economically disadvantaged by performance level. 2) Shows two-year trend data for each subject and grade tested, with a comparison between annual objectives and actual performance for each student group, including the percentage of each group of students not tested. 3) Graduation rates for secondary school students. 4) Performance of school districts on adequate yearly progress measures. 5) Number and names of Title I schools identified for improvement. 6) Professional qualifications of teachers in the LEA, including the percentage of teachers teaching with emergency or provisional credentials and the percentage of classes in the LEA that are not taught by highly qualified teachers, including a comparison between high- and low-poverty schools.</li> </ul> </li> </ul>	X		
<ul style="list-style-type: none"> <li>• <b>Staff Development for Parental Involvement</b> - The district and campuses educate teachers, pupil services personnel, principals, and other staff members, with the assistance of parents, in the value and utility of contributions of parents. Staff members are to be educated in how to reach out to, to communicate with parents as equal partners; to implement and coordinate parent programs; and to build ties between parents and school. <ul style="list-style-type: none"> <li>○ Teachers, administrators, other staff members, and parents collaborate and coordinate planning efforts on program goals and objectives for staff development, and activities that will build ties between parents and school.</li> <li>○ Evidence that LEA and schools have carried out the six requirements to build parents’ capacity to be involved in school.</li> <li>○ Evidence that LEAs communicate with parents in multiple languages, in writing and orally, as appropriate.</li> </ul> </li> </ul>	X  X  X		
<ul style="list-style-type: none"> <li>• <b>Technical Assistance</b> - The LEA provides technical assistance to Title I, Part A campuses identified for school improvement to revise and implement their campus comprehensive plans. LEA provides information to parents with students on Title I, Part A campuses identified for school improvement. Campus leaders, including parents, revise and implement their campus comprehensive plans. <ul style="list-style-type: none"> <li>○ The LEA has provided technical or other assistance as the school develops, implements, or revises the campus plan, such as a joint planning meeting between the district and campus that addresses specific elements of student performance problems or other activities.</li> <li>○ LEA has provided appropriate information to parents.</li> <li>○ Evidence that Title I schools that have been identified for improvement have reserved at least 10 percent of their allocation for professional development activities.</li> </ul> </li> </ul>	X  X  X		
<ul style="list-style-type: none"> <li>• <b>Language and Form</b> - The LEA provides communications about the Title I, Part A program in a format and, to the extent practicable, in a language that the parents can understand. The LEA has a system for ensuring fair and prompt resolution of complaints. <ul style="list-style-type: none"> <li>○ Provisions are made to ensure that families with different language backgrounds are able to access important information as required.</li> <li>○ Evidence indicating that complaint procedures were implemented.</li> <li>○ Evidence that complaints referred to the SEA have been addressed, investigated, and resolved in a timely manner.</li> </ul> </li> </ul>	X  X  X		
<ul style="list-style-type: none"> <li>• <b>Campus Allocation</b> – The campus allocation amounts to eligible Title I, Part A campuses are in compliance with Title I, Part A allocation rules and regulations. <ul style="list-style-type: none"> <li>○ Title I, Part A funds were allocated correctly and only to campuses eligible for services.</li> <li>○ Date that LEA receives notification of its allocation from the SEA.</li> <li>○ The LEA serves campuses appropriately for either a Single Attendance Area or a Multiple Attendance Area.</li> </ul> </li> </ul>	X X X		
<ul style="list-style-type: none"> <li>• <b>Parent Notifications</b> - Each Title I, Part A campus provides to each individual parent information on 1) the parent’s right to request information regarding the professional qualifications of his or her child’s classroom teachers, 2) the level of achievement of the parent’s child in each of the required state academic assessments, and 3) timely notice of the child has been assigned or taught for four or more consecutive weeks by a teacher who is not highly qualified. <ul style="list-style-type: none"> <li>○ Each Title I, Part A campus provides notice to each parent that he or she may request information regarding the professional qualifications of the student’s classroom teachers and timely notice if the child has been assigned or taught for four or more consecutive weeks by a teacher who is not highly qualified.</li> </ul> </li> </ul>	X		

<ul style="list-style-type: none"> <li>○ Each Title I, Part A campus provides to each parent the level of achievement of his or her child on the state academic assessments.</li> </ul>	X		
Requirement/Evidence of Compliance	Yes	No	N/A
<ul style="list-style-type: none"> <li>● <b>Services to Homeless Students</b> - The LEA must provide Title I, Part A services to a student who is homeless and attending any school served by the LEA. <ul style="list-style-type: none"> <li>○ Evidence that all homeless children are served based on individual needs.</li> </ul> </li> </ul>	X		
<ul style="list-style-type: none"> <li>● <b>Schoolwide Program Supplement, Not Supplant</b> - A schoolwide program is receiving its fair share of state and local funds, ensuring the Title I, Part A funds are supplemental. <ul style="list-style-type: none"> <li>○ The LEA has distributed state and local funds fairly and equitably to all its campuses, including schoolwide program campuses, without regard to whether those schools are receiving Title I, Part A or other federal education funds.</li> </ul> </li> </ul>	X		
<ul style="list-style-type: none"> <li>● <b>Campus Comprehensive Plan on Schoolwide Campus</b> - The campus comprehensive plan of a schoolwide campus addresses the 10 components of a schoolwide program. The LEA ensures and provides guidance to schools developing schoolwide programs that use the flexibility provided to them by the statute to improve the academic achievement of all students in the school. <ul style="list-style-type: none"> <li>○ The campus comprehensive plan incorporates the following 10 components of a schoolwide program: <ol style="list-style-type: none"> <li>1) Comprehensive needs assessment of the entire school based on information that includes the achievement of children,</li> <li>2) Schoolwide reform strategies,</li> <li>3) Instruction by highly qualified staff,</li> <li>4) Opportunities for professional development,</li> <li>5) Strategies for attracting highly qualified teachers,</li> <li>6) Strategies to increase parental involvement,</li> <li>7) Plan for assisting preschool children in the transition from early childhood programs,</li> <li>8) Measures to include teachers in the decisions regarding the use of assessments,</li> <li>9) Provision of effective, timely, additional assistance provided to students who experience difficulty mastering the proficient or advanced levels of academic achievement standards,</li> <li>10) Coordination of federal, state, and local services and programs.</li> </ol> </li> <li>○ The campus comprehensive plan describes how the school will use Title I, Part A and other resources to implement the 10 components of a schoolwide program.</li> </ul> </li> </ul>	X		
<ul style="list-style-type: none"> <li>● <b>Targeted Assistance Program Supplement, Not Supplant</b> - The targeted assistance program is supplemental by (1) serving only children who are failing or are most at risk of failing to meet the state's challenging student academic performance standards, and (2) providing supplementary services designed to meet the special educational needs of the children who are participating and to support their achievement toward meeting the state's student academic performance standards that all children are expected to meet. <ul style="list-style-type: none"> <li>○ Only the students who are in the greatest need who meet the eligibility criteria as stated in the campus comprehensive plan are served on the targeted assistance campus.</li> <li>○ Supplementary services meet the special educational needs of the children.</li> </ul> </li> </ul>			X
<ul style="list-style-type: none"> <li>● <b>Student Identification</b> - For a targeted assistance program, the LEA identifies students not older than 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. <ul style="list-style-type: none"> <li>○ Identified students have the greatest need for special assistance.</li> <li>○ Children from preschool through Grade 2 are selected solely on the basis of such criteria as teacher judgment, interviews with parents, and developmentally appropriate measures.</li> </ul> </li> </ul>			X X

Requirement/Evidence of Compliance	Yes	No	N/A
<ul style="list-style-type: none"> <li>• <b>Campus Comprehensive Plan (CCP) on a Targeted Assistance Campus</b> - The campus comprehensive plan of a targeted assistance campus addresses the eight components of a targeted assistance program. The LEA ensures and provides guidance to schools developing targeted assistance programs. <ul style="list-style-type: none"> <li>○ The campus comprehensive plan incorporates the following eight components of a targeted assistance program: <ol style="list-style-type: none"> <li>1) Program resources are used to help participating children meet state academic achievement standards.</li> <li>2) Planning for identified students is incorporated into existing school planning.</li> <li>3) Effective methods and instructional strategies are based on scientifically based research that strengthens the core academic program.</li> <li>4) Each targeted assistance program is coordinated with and supports regular education programs.</li> <li>5) Instruction is provided by certified teachers.</li> <li>6) Opportunities for professional development are provided.</li> <li>7) Strategies to increase parental involvement are used.</li> <li>8) Federal, state, and local services and programs are coordinated with the targeted assistance program.</li> </ol> </li> <li>○ Evidence that the LEA has established targeted assistance programs that address statutory purposes and meet requirements including: <ol style="list-style-type: none"> <li>1) Using effective instructional methods and strategies that strengthen the core academic program of the school.</li> <li>2) Correctly identifying students for participation.</li> <li>3) Giving primary consideration to providing extended learning time for served students.</li> <li>4) Providing an accelerated, high-quality curriculum.</li> <li>5) Minimizing the removal of children from the regular classroom during regular school hours.</li> </ol> </li> <li>○ Evidence that the LEA ensures that targeted assistance program planning is coordinated with and supports the regular education program in the school.</li> <li>○ Evidence that the LEA promotes the integration of Title I staff with regular instructional staff in all activities.</li> </ul> </li> </ul>			<p style="text-align: center;">X</p> <p style="text-align: center;">X</p> <p style="text-align: center;">X</p> <p style="text-align: center;">X</p>
<ul style="list-style-type: none"> <li>• <b>Local Control of Funds</b> - The LEA has procedures and internal controls for effective and efficient grant management to ensure allowable use of program funds. <ul style="list-style-type: none"> <li>○ The program budget approved in the application aligns to the LEA budget ledger for the program.</li> <li>○ Business office personnel or other appropriate staff review vouchers/purchase orders submitted by the program staff for allowability under the authorizing program statute and for congruence with the approved budget.</li> </ul> </li> </ul>	<p style="text-align: center;">X</p> <p style="text-align: center;">X</p>		
<ul style="list-style-type: none"> <li>• <b>Local Uses of Funds</b> - The LEA uses program funds to provide educational assistance as described in the application for funding. LEA ensures Title I Comparability. <ul style="list-style-type: none"> <li>○ Program funds reserved for LEA-wide Title I activities are expended as appropriate.</li> <li>○ Program funds are expended for activities meeting Title I, Part A guidelines and indicated on the application for funding.</li> </ul> </li> </ul>	<p style="text-align: center;">X</p> <p style="text-align: center;">X</p>		
<ul style="list-style-type: none"> <li>• <b>Eligible Attendance Areas</b> - The LEA only uses program funds on eligible school attendance areas. <ul style="list-style-type: none"> <li>○ Evidence that program funds are only expended for eligible school attendance areas.</li> </ul> </li> </ul>	<p style="text-align: center;">X</p>		
<ul style="list-style-type: none"> <li>• <b>Reservation of Funds</b> – LEA must reserve funds that are reasonable and necessary to provide services comparable to those provided to children in participating school attendance areas to serve homeless children and children in local institutions for neglected and delinquent children. LEA must reserve funds for school choice and SES services. <ul style="list-style-type: none"> <li>○ Evidence that the LEA has reserved funds that are reasonable and necessary to provide services comparable to those provided to children in participating school attendance areas to serve homeless and neglected/delinquent children.</li> <li>○ Evidence that the LEA has reserved funds to provide, where appropriate, financial incentives and rewards to teachers who serve students in Title I schools identified for improvement, corrective action, or restructuring.</li> <li>○ Evidence that the LEA has reserved funds for school choice-related transportation.</li> <li>○ Evidence that the LEA, if appropriate, has reserved an amount equal to 20 percent of its Title</li> </ul> </li> </ul>	<p style="text-align: center;">X</p> <p style="text-align: center;">X</p> <p style="text-align: center;">X</p> <p style="text-align: center;">X</p>		

<p>I, Part A allocation for school choice and SES, assuming sufficient demand unless the LEA meets these requirements with non-Title I funds.</p> <ul style="list-style-type: none"> <li>○ Evidence that if demand from parents for transportation exceeds 5 percent, the LEA is spending at least 5 percent on transportation.</li> <li>○ Evidence that, if the LEA has reallocated funds reserved for choice-related transportation and/or supplemental educational services to other activities, the LEA has first assured the SEA that eligible children and their families have had adequate time to avail themselves of the opportunity to transfer to other schools or to receive supplemental educational services.</li> </ul>	X		
<p>Requirement/Evidence of Compliance</p>	Yes	No	N/A
<ul style="list-style-type: none"> <li>● <b>Standards</b> – LEA ensures 100% of students with disabilities are taking the regular assessment or an alternate assessment. LEA provides curriculum and/or test administration guides that inform educators about the inclusion of students with disabilities in regular assessments, with or without accommodations, or alternate assessments based on grade-level standards, or, if the State allows it, alternate assessments based on alternate achievement standards. LEA information on assessment and accountability reported to SEA is accurate. <ul style="list-style-type: none"> <li>○ Special Education and LEP children participate in state assessment.</li> <li>○ LEA provided training for testing to appropriate staff members.</li> </ul> </li> </ul>	X X		
<ul style="list-style-type: none"> <li>● <b>Assessment: Data Quality</b> – LEA must have procedures in place for ensuring data quality. <ul style="list-style-type: none"> <li>○ Evidence that LEA has written procedures for ensuring data quality.</li> <li>○ Evidence that LEA provides evidence indicating that written procedures for ensuring data quality were communicated to the LEA by the State and implemented.</li> </ul> </li> </ul>	X X		
<ul style="list-style-type: none"> <li>● <b>Highly Qualified Staff</b> – Teachers in core academic areas must meet highly qualified. Paraprofessionals working on a schoolwide campus or are funded out of Title I on a targeted assisted campus must meet highly qualified. <ul style="list-style-type: none"> <li>○ Evidence that Title I instructional paraprofessionals meet NCLB requirements.</li> <li>○ Evidence that core academic teachers meet NCLB requirements.</li> <li>○ Evidence that Title I instructional paraprofessionals perform their work under the direct supervision of a highly qualified teacher.</li> </ul> </li> </ul>	X X X		

Federal Programs  
Title I, Part C  
Education of Migratory Students

Requirement/Evidence of Compliance	Yes	No	N/A
<ul style="list-style-type: none"> <li>● <b>Needs Assessment and Service Delivery Plan</b> - The migrant-funded LEA identifies and addresses the special educational needs of migrant children through a comprehensive plan for needs assessment and service delivery. <ul style="list-style-type: none"> <li>○ Migrant-specific needs have been addressed in the district comprehensive plan.</li> <li>○ Input was provided by migrant parents, teachers, and administrators regarding consistent criteria for needs assessment.</li> </ul> </li> </ul>	X X		
<ul style="list-style-type: none"> <li>● <b>Migrant Services Coordination</b> - The migrant-funded LEA coordinates services to migrant children (ages 3-21) and their families. <ul style="list-style-type: none"> <li>○ The LEA’s migrant staff consistently monitors migrant students to ensure that their needs are being met by instructional and/or support services.</li> </ul> </li> </ul>	X		
<ul style="list-style-type: none"> <li>● <b>Early Childhood Education</b> - The migrant-funded LEA has made adequate provision for addressing the educational needs of preschool migrant children. <ul style="list-style-type: none"> <li>○ All preschool migrant children (ages 3-4) are served in early childhood programs offered by the LEA or other community agency.</li> </ul> </li> </ul>			X
<ul style="list-style-type: none"> <li>● <b>Records Transfer</b> - The migrant-funded LEA collects and updates all required enrollment, educational, health data and migrant student data on an intrastate and interstate basis. <ul style="list-style-type: none"> <li>○ Student enrollment, withdrawal, demographic, academic, and health data are updated and current.</li> </ul> </li> </ul>	X		
<ul style="list-style-type: none"> <li>● <b>Parent Involvement/Parent Advisory Council</b> - The migrant-funded 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. <ul style="list-style-type: none"> <li>○ The LEA has established a migrant PAC and is appropriately trained in roles and responsibilities and consulted in the planning, implementation, and evaluation of the migrant education program.</li> </ul> </li> </ul>	X		

Requirement/Evidence of Compliance	Yes	No	N/A
<ul style="list-style-type: none"> <li>• <b>Identification and Recruitment (ID&amp;R)</b> - The migrant-funded LEA carries out the identification and recruitment of migrant children (ages 0-21 inclusive) residing within its boundaries throughout the school year. <ul style="list-style-type: none"> <li>○ The migrant-funded LEA has assigned staff to carry out the identification and recruitment functions throughout the school year.</li> <li>○ The LEA verified certificates of eligibility by the end of February</li> </ul> </li> </ul>	X		
<ul style="list-style-type: none"> <li>• <b>Supplement, Not Supplant</b> - The migrant-funded LEA uses migrant funds only to supplement the amount of funds that would, in the absence of such federal funds, be made available from other federal, state, and local programs for the education of migrant pupils participating in migrant programs and not to supplant such funds. <ul style="list-style-type: none"> <li>○ The LEA's migrant staff are providing services above and beyond what is provided by the minimum foundation program.</li> <li>○ Percentage of time spent in the migrant-related duties is equivalent to the percentage of funds spent on the service(s).</li> <li>○ State and locally funded services are available to all students, including migrant children.</li> </ul> </li> </ul>	X		X
<ul style="list-style-type: none"> <li>• <b>Priority for Services</b> - The migrant-funded 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. <ul style="list-style-type: none"> <li>○ Migrant students listed as Priority for Services (PFS) are being provided migrant education program funded services before serving other migrant students are being served.</li> </ul> </li> </ul>			X
<ul style="list-style-type: none"> <li>• <b>Professional Development</b> - The migrant-funded LEA provided opportunities for professional development programs, including mentoring for teachers and other program personnel, as it relates to the migrant program. <ul style="list-style-type: none"> <li>○ Staff development topics are aligned to the needs of migrant students.</li> <li>○ Migrant education program staff attended migrant education program in compliance with required program timelines: ID&amp;R, Recruiter Certification, Recruiter Recertification, NGS, and NGS Academy. Other trainings available on a needs basis such as migrant services coordination and/or the Texas Migrant Education Program Conference, if offered.</li> </ul> </li> </ul>	X		
<ul style="list-style-type: none"> <li>• <b>Evaluation</b> - For migrant children in Grades 2-12, the migrant-funded 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 A, specifically, to enable all migrant students to meet the same challenging state content and performance standards that all children are expected to meet. <ul style="list-style-type: none"> <li>○ The LEA annually evaluates the effectiveness of the migrant program throughout the LEA.</li> </ul> </li> </ul>	X		
<ul style="list-style-type: none"> <li>• <b>Identification and Recruitment in Non-project Districts</b> - The non-migrant funded LEA has cooperated in carrying out the identification and recruitment of migrant students residing in the LEA. <ul style="list-style-type: none"> <li>○ The LEA has conducted active identification and recruitment efforts.</li> <li>○ If the LEA has not identified migrant students, there is evidence showing field recruitment activity, families visited, interview site, and miles traveled by the migrant recruiter.</li> </ul> </li> </ul>	X		
<ul style="list-style-type: none"> <li>• <b>Schoolwide Programs</b> - Before combining Title I, Part C funds into a schoolwide campus budget, the migrant-funded LEA ensures that it has met all of the identified needs of its migrant students. <ul style="list-style-type: none"> <li>○ The LEA has effectively met the identified needs of priority for services to migrant students before funds were combined into schoolwide campus budgets.</li> <li>○ The amount of state and local funds was not less than nonschoolwide schools due to the receipt of federal funds for the schoolwide program.</li> </ul> </li> </ul>	X		X
<ul style="list-style-type: none"> <li>• <b>Private Schools</b> - The migrant-funded LEA consults with officials of private schools in a timely and meaningful manner and provides or makes available equitable Title I, Part C migrant services to eligible migrant children attending private schools located within the LEA's geographic boundaries. <ul style="list-style-type: none"> <li>○ The LEA annually contacts officials of all private schools located within the LEA's boundaries to determine if such schools want their students to participate in Title I, Part C migrant services.</li> <li>○ The migrant-funded LEA uses migrant education program funds and property to provide migrant students in private schools with services that are secular, neutral, and nonideological.</li> <li>○ The migrant-funded LEA does not mingle nonfederal funds with funds used to provide services to migrant students in private schools.</li> </ul> </li> </ul>	X		X
<ul style="list-style-type: none"> <li>• <b>Migrant Summer School Program</b> – The Migrant funded LEA that receives additional migrant summer school funds operates its summer school program in accordance with its latest, as it appears on the current year's application, Summer School Amendment. <ul style="list-style-type: none"> <li>○ At least 90 percent of the migrant students projected to be served were actually served through the LEA's migrant summer school program.</li> <li>○ The LEA actually carried out the summer school program(s) and activities as specified on the application for funding.</li> </ul> </li> </ul>			X
			X



Federal Programs  
Title III  
Language Instruction for Limited English Proficient and Immigrant Students

Requirement/Evidence of Compliance	Yes	No	N/A
<ul style="list-style-type: none"> <li>• <b>LEP Instructional Program</b> - The LEA provides high-quality language instructional programs to limited English proficient students.               <ul style="list-style-type: none"> <li>○ The instructional program is designed to ensure that LEP students are meeting the same challenging State academic content and student academic achievement standards as all children are expected to meet.</li> <li>○ The instructional program is designed to develop English language proficiency.</li> <li>○ The program is based on scientifically based research.</li> </ul> </li> </ul>	X  X X		
<ul style="list-style-type: none"> <li>• <b>Parent Notification</b> – (a) LEAs receiving Title III funds shall, not later than thirty (30) days after the beginning of the school year, inform parents of their child’s participation in the program; or within two (2) weeks of student enrollment after the beginning of the school year if the child has not been identified for participation. (b) An LEA that has failed to make progress in AMAOs shall separately inform the parent(s) of such failure no later than thirty (30) days after such a failure occurs. (c) Information required to be provided under subsections (a) and (b) to the parent(s) shall be provided in an understandable, uniform format, and to the extent practical, in a language the parent(s) can understand.               <ul style="list-style-type: none"> <li>○ Each eligible entity using funds provided under this title to provide a language instruction educational program shall inform a parent or the parents of a limited English proficient child identified for participation in such programs.</li> </ul> </li> </ul>	X		
<ul style="list-style-type: none"> <li>• <b>Program Exit</b> – LEA must notify parents of the specific exit requirements for the program.               <ul style="list-style-type: none"> <li>○ Each LEA shall notify parents of the specific exit requirements for the program which shall include: the expected rate of transition from such programs into classrooms that are not tailored for limited English proficient children and the expected rate of graduation from secondary schools.</li> </ul> </li> </ul>	X		
<ul style="list-style-type: none"> <li>• <b>Monitoring after Program Exit</b> – LEAs must monitor the progress made by children in meeting challenging state academic content and student academic achievement standards for each of the two (2) years after the child is no longer receiving services under Title III.               <ul style="list-style-type: none"> <li>○ The LEA monitors student progress on state academic standards.</li> </ul> </li> </ul>	X		
<ul style="list-style-type: none"> <li>• <b>Staffing</b> – LEAs receiving Title III funds under section 3116 shall include in its plan a certification that all teachers in any language instruction educational program for limited English proficient children are fluent in English and any other language used for instruction, including having written and oral communication skills.               <ul style="list-style-type: none"> <li>○ Meet requirements for highly qualified under NCLB.</li> </ul> </li> </ul>	X		
<ul style="list-style-type: none"> <li>• <b>Professional Development</b> - The LEA provides high-quality professional development to classroom teachers, administrators, and other school or community-based organizations to improve instruction and assessment of limited English proficient students.               <ul style="list-style-type: none"> <li>○ Professional development activities are based on scientifically based research and have been provided to increase certified teachers, improve instruction and assessment, and enhance the ability of teachers.</li> <li>○ Professional development is of sufficient intensity and duration to ensure a positive and lasting impact on teacher’s performance in the classroom.</li> <li>○ Professional development enhances the ability of teacher to understand and use curricula, assessment, and instructional strategies for LEP students.</li> </ul> </li> </ul>	X  X X		
<ul style="list-style-type: none"> <li>• <b>Immigrant Instructional Program</b> - If the LEA receives Title III Immigrant funds, the LEA provides high-quality instruction to immigrant students.               <ul style="list-style-type: none"> <li>○ Documentation that one or more of the activities approved in the state application(s) are being implemented.</li> </ul> </li> </ul>			X
<ul style="list-style-type: none"> <li>• <b>Biennial Evaluation</b> – Each eligible entity that receives a sub-grant from a State Education Agency (SEA) under subpart one shall provide such agency, at the conclusion of every second fiscal year during which the sub-grant is received, with an evaluation in a form prescribed by the agency.               <ul style="list-style-type: none"> <li>○ Description of programs and activities conducted.</li> <li>○ A description of the progress made by the children in meeting challenging state academic content and student academic achievement standards for each of the two years after such children are no longer receiving services.</li> <li>○ The number and percentage of children in the programs and activities attaining English proficiency by the end of each school year.</li> </ul> </li> </ul>	X X  X		

Requirement/Evidence of Compliance	Yes	No	N/A
<ul style="list-style-type: none"> <li>• <b>Allowable Activities</b> – The LEA expends Title III funds to conduct activities in one or more of the following areas: 1) developing and implementing new language instruction education programs and academic content instruction programs, 2) carrying out highly focused innovative, locally designed activities to expand or enhance existing language programs, 3) implementing schoolwide programs, and 4) implementing programs for restructuring, reforming, and upgrading all relevant programs. LEAs may use no more than two percent of funds for administrative costs. <ul style="list-style-type: none"> <li>○ Title III funds are targeted for activities based on identified needs.</li> </ul> </li> </ul>	X		

**Federal Programs**  
**Title VI, Part A, Subpart 2**  
**Funding Transferability**

Requirement/Evidence of Compliance	Yes	No	N/A
<ul style="list-style-type: none"> <li>• <b>Alternate Uses of Funding</b> – An LEA not identified as in need of improvement or corrective action under Title I transferred no more than 50% of its formula allocation under Title II, Part A to supplement its allocation under its Title I, Part A allocation. <ul style="list-style-type: none"> <li>○ The LEA transferred no more than 50% of the applicable fund sources to one or more of the allowable alternative uses of funding as approved.</li> </ul> </li> </ul>			X

**Federal Programs**  
**Title VI, Part B, Subpart 1**  
**Section 6211 - REAP Flex**

Requirement/Evidence of Compliance	Yes	No	N/A
<ul style="list-style-type: none"> <li>• <b>Alternative Uses of Funding</b> – Eligible LEA's may transfer the following formula funds: Title II, Part A; Title II, Part D; Title IV, Part A and Title V, Part A to support the following federal programs: Title I, Part A; Title II, Part A; Title II, Part D; Title III; Title IV, Part A; and Title V, Part A. The LEA may expend the applicable fund sources(s) for allowable alternative activities. <ul style="list-style-type: none"> <li>○ Applicable fund sources have been redirected for allowable alternative activities as approved.</li> </ul> </li> </ul>	X		