

February 3, 2014

TO THE ADMINISTRATOR ADDRESSED:

SUBJECT: Random Validation of Selected Program Requirements – School-Parent Compacts

The Division of Federal and State Education Policy at the Texas Education Agency is conducting a random validation of documentation associated with Title I, Part A, School-Parent Compacts. The following campuses have been selected for participation in this random validation through a computer-generated random process using the SC5000 - Campus Selection schedule in the 2013-2014 NCLB Consolidated Application for Federal Funding.

«District_Name»: «Campus» and «Campus_2»

Each campus that receives services under Title I, Part A of the No Child Left Behind Act of 2001 (NCLB) must develop a School-Parent Compact that outlines how parents, school staff, and students share the responsibility for improved academic achievement and how these actors will develop a partnership to promote student achievement as described in P.L. 107-110, Section 1118(d) of the ESEA as amended by NCLB.

To complete the validation, the local education agency (LEA) must download a copy of the School-Parent Compact checklist through the NCLB Reports Application on the TEA Secure Environment (TEASE). A checklist must be completed for each campus selected for the validation. Once completed, the LEA must upload the completed checklists through NCLB Reports. Instructions on how to download and upload documents on NCLB Reports are enclosed. Agency staff will review the checklist to determine whether it is sufficient to support your campus compliance with the requirement.

While participation is required of all campuses selected by the Agency, we do appreciate your part in this process, which has been vital in the U.S. Department of Education's acceptance of the state's monitoring system.

The deadline to submit documentation for this validation is close of business, **Monday, February 17, 2014**. Review of the documentation provided will be completed by close of business, **Monday, March 24, 2014**. Campus administrators will be notified of the validation results by close of business, **Monday, March 31, 2014**.

LEAs found by the Agency to have submitted insufficient documentation will be provided technical assistance by their regional Education Service Center (ESC). These LEAs will be required to resubmit the School-Parent Compacts in the 2014-2015 school year to ensure the program requirements are implemented correctly.

For more information or for questions concerning this validation process, please email Anita Villarreal at nclb@tea.state.tx.us.

Sincerely,

Gene Lenz, Director
Federal and State Education Policy
Enclosure
GL/ch

From: Villarreal, Anita
Sent: Wednesday, February 12, 2014 8:24 AM
To: XXXXXX
Subject: School Parent Compact Validation

Due to data error, <PREVIOUSLY SELECTED CAMPUS> was selected for the Title I, Part A School Parent Compact Validation. We are now correcting that error and are requesting that you address the School Parent Compact validation for <NEWLY ADDED CAMPUS> only.

Please upload appropriate documentation via the NCLB Reports application in TEASE by Monday, February 25, 2014.

We apologize for any inconvenience this may have caused.

Please contact Anita Villarreal at nclb@tea.state.tx.us if you have questions.

Thank you.
Anita

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**Title I, Part A
School-Parent Compact Checklist
2013-2014**

Each Title I, Part A school must jointly develop, with the parents of children served under Title I, Part A, a school-parent compact as a component of its written parental involvement policy. A school-parent compact is a written agreement between the school and the parents of children participating in Title I, Part A programs that identifies the activities that the parents, the entire school staff, and the students will undertake to share the responsibility for improved student academic achievement. In addition, the school-parent compact outlines the activities that the parents, school staff, and students will undertake to build and develop a partnership to help the children achieve to the State's high academic standards.

Campus No.			
District Name:			
Campus Name:			
Place an X in the appropriate column for each requirement.			
Yes	No	Not Utilized	Completion Date(s)
			Does the school have a current year school-parent compact? [PL 107-110 section 1118 (d)]
			Is the compact presented in a format and written in a language that parents/families can understand? (Is it user friendly?) [PL 107-110 Section 1118 (b)(1)]
			<i>English?</i>
			<i>Spanish?</i>
			<i>Other? (if yes, enter description below)</i>
			Was the school-parent compact jointly developed with parents/families? [PL 107-110 Section 1118 (d)]
			<i>Invitation to parents/families to attend meeting?</i>
			<i>Agenda for meeting?</i>
			<i>Sign-in sheet for meeting including name and title/position?</i>
			<i>Minutes of meeting?</i>
			<i>Other? (if yes, enter description below)</i>
			Was the school-parent compact distributed to parents/families? (Not all listed below are required but identify and document how the compact was distributed) [PL 107-110 (b)(1)]
			<i>Student Handbook?</i>
			<i>School or district website?</i>
			<i>Direct mail?</i>

**Title I, Part A
School-Parent Compact Checklist
2013-2014**

Campus No.			
District Name:			
Campus Name:			
Place an X in the appropriate column for each requirement.			
Yes	No	Not Utilized	Completion Date(s)
			<i>E-mail?</i>
			<i>Placed in newspaper?</i>
			<i>Provided at student registration?</i>
			<i>Provided and explained at "back to school" event?</i>
			<i>Discussed at parent-teacher conference?</i>
			<i>Other? (if yes, enter description below)</i>
			Does the school-parent compact outline how parents/families, school staff, and students share responsibility for improved student academic achievement? [PL 107-110 Section 1118 (d)]
			Does the school-parent compact outline how the school and parents/families will build and develop a partnership to help children achieve the State's high standards? [PL 107-110 Section 1118 (d)]
			Does the compact describe the school's responsibility to provide high-quality curriculum and instruction that enables children to meet the State's academic achievement standards? [PL 107-110 Section 1118 (d)(1)]
			Does the compact describe the school's responsibility to provide a supportive and effective learning environment that enables children to meet the State's academic achievement standards? [PL 107-110 Section 1118 (d)(1)]
			Does the compact describe the ways in which parents/families will be responsible for supporting their child's learning; such as: monitoring attendance, completing homework, volunteering in the classroom, participating in decision-making, use of extracurricular time? [PL 107-110 Section 1118 (d)(1)]

**Title I, Part A
School-Parent Compact Checklist
2013-2014**

Campus No.			
District Name:			
Campus Name:			
Place an X in the appropriate column for each requirement.			
Yes	No	Not Utilized	Completion Date(s)
			Does the compact address the importance of communication between teachers and parents/families on an ongoing basis? [PL 107-110 Section 1118 (d)(2)]
			Does the school conduct annual parent-teacher conferences in elementary schools during which the compact is discussed as it relates to a child's achievement? [PL 107-110 Section 1118 (d)(2)(A)]
			<i>Sign-in sheets for parent-teacher conference, with confirmation the compact was discussed during the conference?</i>
			<i>Other? (if yes, enter description below)</i>
			Does the school provide frequent reports to families on their child's progress? [PL 107-110 Section 1118 (d)(2)(B)]
			<i>What types of reports:</i>
			<i>Telephone logs?</i>
			<i>E-mail history?</i>
			<i>Home visits?</i>
			<i>Other? (if yes, enter description below)</i>
			<i>How frequently:</i>
			<i>Monthly?</i>
			<i>Bi-Annually?</i>
			<i>Annually?</i>
			<i>Other? (if yes, enter description below)</i>

**Title I, Part A
School-Parent Compact Checklist
2013-2014**

Campus No.			
District Name:			
Campus Name:			
Place an X in the appropriate column for each requirement.			
Yes	No	Not Utilized	Completion Date(s)
			Does the school provide reasonable access to staff including opportunities to volunteer and participate in the child's class and observation of classroom activities? [PL 107-110 Section 1118 (d)(2)(C)]
			<i>Sign-in sheets for parent participation, including name of parent, date and time, and type of activity?</i>
			<i>Other? (if yes, enter description below)</i>
			Does the school involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of the school-parent compact (at least annually)? [PL 107-110 Section 1118(C)(3)]
			<i>What tools were used to receive parent input?</i>
			<i>Surveys?</i>
			<i>Interviews?</i>
			<i>Meetings?</i>
			<i>Other? (if yes, enter description below)</i>

Additional Information (if needed)

The Nitty Gritty for 2014-2015 NCLB Consolidated Grant Application

Changes to the application

PS3101: Program Description Title I, Part A

Part 2: Funding Requirements for Districtwide Reservations.

Upon any funding entitlement adjustment, revisions may be needed as the "Reserved" amounts in Part 2 will fluctuate. Any district-level reservations will not align with manually reserved amounts indicated in the original application. (For example: The amount initially reserved for Part 2, line a was 1% to meet the required Parental Involvement reservation for an entitlement over \$500,000. But due to an increase for maximum entitlement, the reservation has fallen to 0.98%, thus line "a" will no longer meet the 1% required reservation and should be adjusted during an amendment.)

LEAs should remember to submit an amendment to update their PS3101 entitlement amount no later than the date final amendments are due.

Removed LEA and Campus School Improvement reservations and renumbered subsequent lines.

- Line f: REMOVED "LEA Identified for School Improvement"
- CHANGE: Renumbered Line h to Line f: *Services to Homeless Students*
- Line g: (REMOVED "School Improvement Activities")
- CHANGE: Renumbered Line i to Line g: *Services to Students Residing in Local Facilities for Neglected*
- CHANGE: Renumbered Line j to Line h: *Delinquent Services*
- CHANGE: Renumbered Line k to Line i: *Other (Specify)*

Table of Contents		PS3101 - Title I, Pt A & Title I, Pt D1		Instructions
Part 2: Funding Requirements				Help
Planned Reservation of Title I, Part A, Funds at the LEA Level				
			Entitlement Amount	
N/A	Activities Conducted with Reserved Funds	Reserved Funds Amount	Percentage	
a.	<input type="checkbox"/> Districtwide Parent Involvement Activities		%	
b.	<input type="checkbox"/> Title I, Part A, Services to Eligible Private School Students, Not Including Administration		%	
c.	<input type="checkbox"/> Preschool Program		%	
d.	<input type="checkbox"/> Administration of Title I, Part A, Programs (Including administration of Title I, Part A, programs for eligible private school students and students at facilities for neglected and delinquent)		%	
e.	<input type="checkbox"/> Districtwide Professional Development Activities		%	
f.	<input type="checkbox"/> Services to Homeless Students Attending Campuses Not Served by Title I, Part A		%	
g.	<input type="checkbox"/> Services to Students Residing in Local Facilities for the Neglected		%	
h.	<input type="checkbox"/> Services to Students Residing in Local Facilities for the Delinquent		%	
i.	<input type="checkbox"/> Other (Specify):		%	
Total		Total Reserved Funds	%	

PS3102: Program Abstract Title I, Part A & Title I, Part D2

CHANGE: Part 3: Planned Activities - Added a question for At-Risk Programs requiring a "Yes" or "No" response.

5. **At-Risk Programs:** Programs operated (through LEAs) that target students who are at risk of academic failure, have a drug or alcohol problem, are pregnant or parenting, have been in contact with the juvenile justice system in the past, are

at least 1 year behind the expected age/grade level, have limited English proficiency, are gang members, have dropped out of school in the past, or have a high absenteeism rate at school.

Is the LEA implementing an At-Risk program which utilizes Title I Part D Subpart 2 funds? Yes No

PS3109: Program Description REAP/Funding Transferability

CHANGE: Funding Transferability is no longer limited to 30% of applicable funds. LEAs may transfer 100% into Title I, Part A.

CHANGE: LEAs are no longer identified for improvement. Radio buttons for this confirmation have been removed.

SC5000: Title I, Part A Campus Selection

Once the LEA has completed all applicable information in the SC5000 and saves the schedule, the system will run a Per Pupil Amount (PPA) validation to check for possible errors. If errors are found in the PPA during the validation, a pop-up box will appear listing the line(s) where the error(s) occur and should be corrected. After clicking on the "View/Print Report" button, errors will also be highlighted on the PDF. LEAs will be able to save their application but in order to certify & submit the SC5000 PPA amounts must be in compliance.

If the LEA continues to have a PPA compliance error, and there are no other errors in the grant application, another pop-up box will appear notifying the grantee to provide a justification. After confirming the pop-up notice, a justification box will appear at the bottom of the SC5000 schedule. The LEA must provide a justification to support the Rank & Serve and/or identify their specific Grade-Span Groupings. At that point eGrants will allow them to Certify & Submit the application. **Note:** this does not mean that the PPA is approved or that it is accepted as submitted. A TEA Grants Administration negotiator will review and negotiate if necessary the SC5000 and the PPA until compliance has been met.

LEAs must make a concerted and good-faith effort to bring their SC5000 into compliance before using the justification box.

Printable Version		SC5000 - Title I, Part A Campus Selection					Save			
Table of Contents							Instructions		Print Report	
District Data										
Documentation of the Source of Low-income data must be maintained locally by the LEA and available to be submitted to TEA upon request.										
District Total Low-Income Percentage										
Campus Selection Data									Help	
Total Campus # Enroll.	Campus Low-Income %	Basis of Eligibility	Title I, Part A Campus Status	# Students Served on TA Campus	TA Prog Assur	SW Prog Assur	Other	Consolidated Funds	Per Pupil Amount	
1.					<input type="checkbox"/>	<input type="checkbox"/>				
Additional Justification									800 of 800	

BS6001: Program Budget Summary and Support

Part 3: Budgeted Costs

LEP Admin costs will be restricted to a 2% maximum under the Title III, Part A LEP column.

BS6101: Payroll Costs

"Other Positions" (starting with line 15) ensure the "Percent of Salary Paid Out of Each Grant" is indicated. In the justification section, provide the job description and responsibility. Justifications for new positions should include the effective start date. All positions should be supplemental and not fulfilling a federal, state, or local requirement.

CHANGE: For all "Other Positions" listed the LEA will be required to make the following certifications and assurances:

100% funded positions:

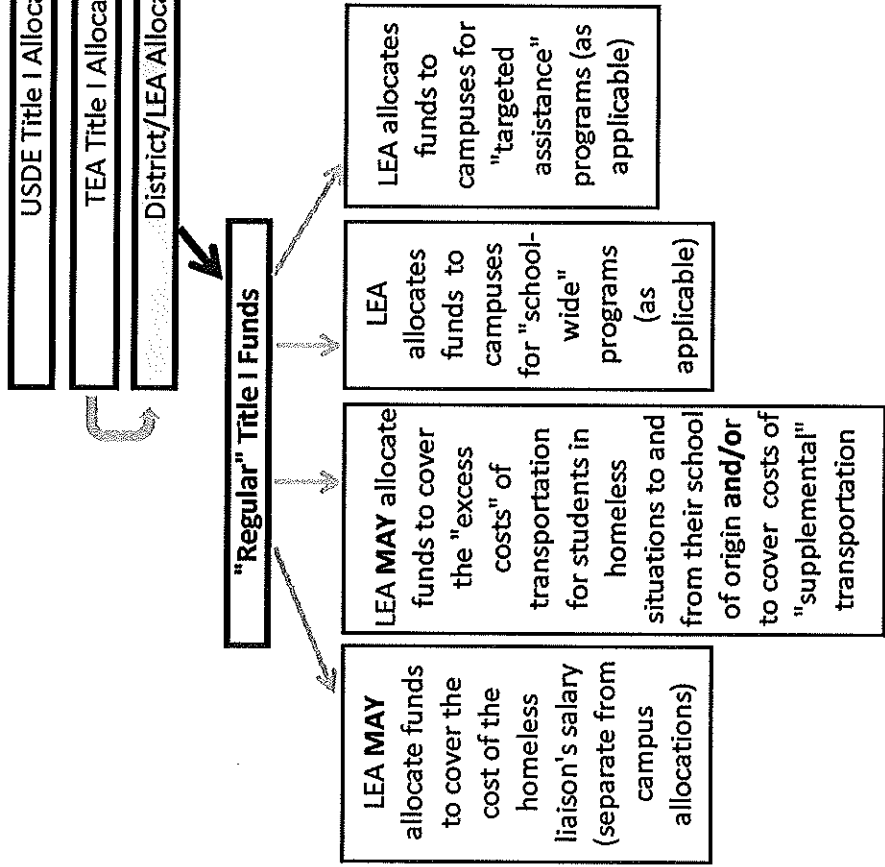
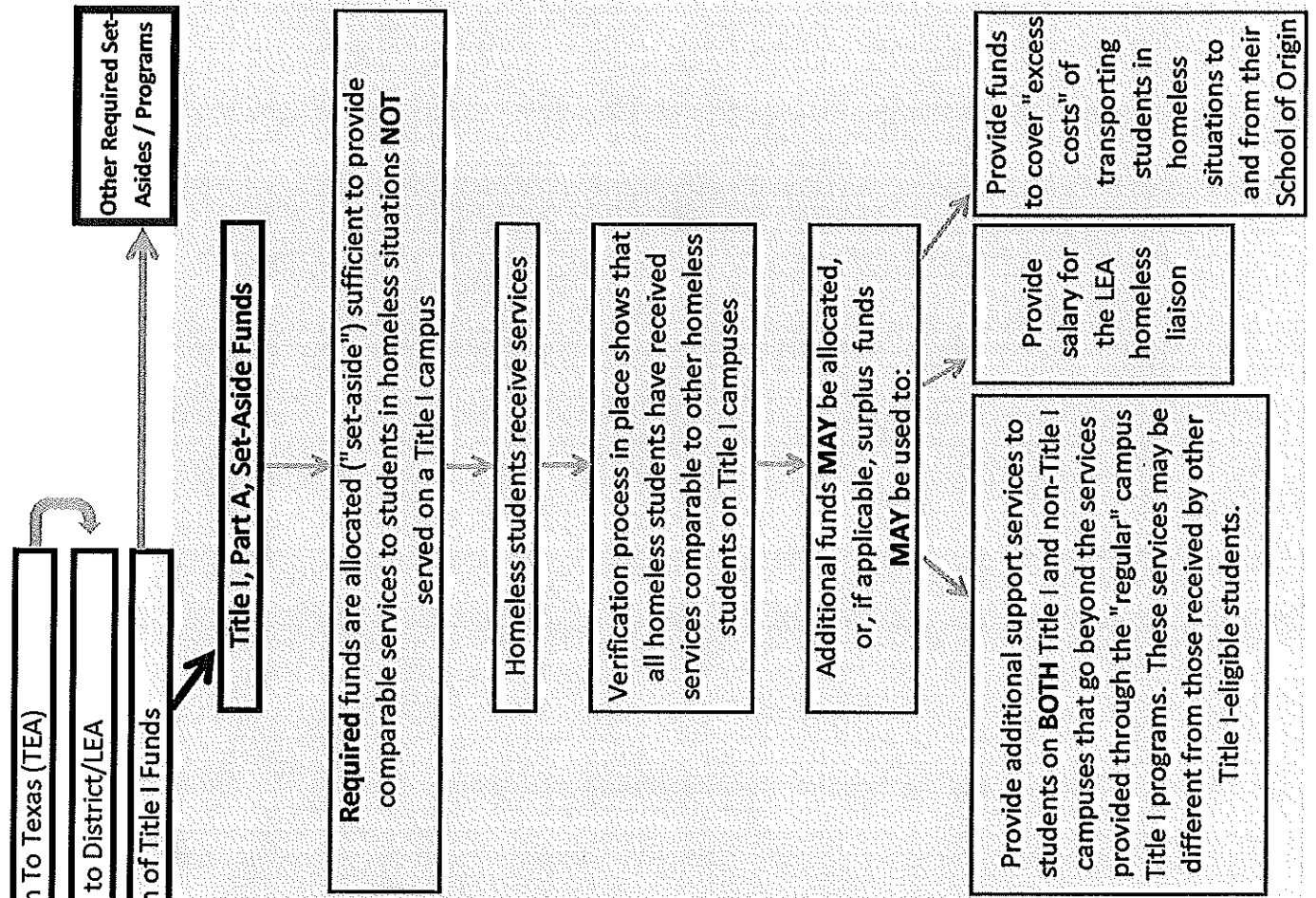
The grantee certifies the position and duties of this 100% grant-funded position are reasonable, necessary, allowable and allocable under the applicable federal fund source. The grantee further certifies that it is in compliance with the federal supplement, not supplant provision that the position and/or duties funded by this grant are not required by state law, SBOE rules, or local board policy. The grantee assures the position and duties meet the purpose, goals, and objectives of the federal fund source. Documentation must be maintained locally by the grantee that clearly demonstrates the allowable and supplemental nature of the positions and will provide such documentation to TEA upon request.

Partially funded positions:

The grantee certifies the federally funded portion of this position and duties of this are reasonable, necessary, allowable and allocable under the applicable federal fund source. The grantee further certifies that it is in compliance with the federal supplement, not supplant provision that the portions of this position and/or duties funded by this grant are not required by state law, SBOE rules, or local board policy. The grantee assures the position and duties meet the purpose, goals, and objectives of the federal fund source. Documentation must be maintained locally by the grantee that clearly demonstrates the allowable and supplemental nature of the positions and will provide such documentation to TEA upon request.

(6129/614X)										
15.	<input type="checkbox"/> Other Position				Number of Positions			TEA Use Only		
	<input type="checkbox"/> N/A							<input type="radio"/> Approved <input type="radio"/> Not Approved		
Percent of Salary Paid Out of Each Grant										
	Title I, Part A	Title I, Part C Migrant	Title I, Part D SubPart 1	Title I, Part D SubPart 2	Title II, Part A	Title II, Part D	Title III, Part A LEP	Title III, Part A Immigrant	Title IV, Part A-SDPSC	Title V, Part A
	%	%	%	%	%	%	%	%	%	%
Justification: (job description and responsibilities)										
500 of 500										
<input type="checkbox"/> Confirmation of Payroll Requirements: The grantee certifies the federally funded portion of this position and duties are reasonable, necessary, allowable and allocable under the applicable federal fund source. The grantee further certifies that it is in compliance with the federal supplement, not supplant provision that the portion of this position and/or duties funded by this grant are not required by state law, SBOE rules, or local board policy. The grantee assures the grant-funded portion of this position and duties meet the purpose, goals, and objectives of the federal fund source. Documentation must be maintained locally by the grantee that clearly demonstrates the allowable and supplemental nature of the position and will provide such documentation to TEA upon request.										
<input type="button" value="Add Other"/>					<input type="button" value="Delete Other"/>					

New Appropriations Guidelines for the Use of Title I / Title I, Part A, Set-Asides Funds for Fiscal Year 2014-15



[See notes on the back of this diagram.]

**New Appropriations Guidelines for the Use of
Title I / Title I, Part A, Set-Asides Funds for Fiscal Year 2014-15**

ADDITIONAL CONSIDERATIONS:

1. **IF** all campuses in an LEA are Title I campuses, then the LEA is **NOT** required to set aside funds under Title I, Part A, to provide students experiencing homelessness with comparable services. However, set-asides **MAY** still be allocated to provide for the homeless liaison's salary and/or the excess costs of School of Origin transportation.
2. LEAs where all campuses are Title I campuses are strongly encouraged to still allocate a Title I, Part A, Set-Aside in order to have the flexibility and resources available to address additional student needs engendered by homelessness that are not part of the foundational Title I program on the campuses.
3. LEAs should develop, implement, and amend campus plans and Title I programs for homeless interventions with the use of comprehensive needs assessments that include students in homeless situations.
4. Title I services and programs should be designed to help students experiencing homelessness take advantage of ALL the educational opportunities offered by the LEA. The US Department of Education has extensive guidance on the allowable and flexible uses of Title I funds for this purpose. A summary of the Title, Part A, provisions for serving students in homeless situations, with links to USDE and NCLB resource, visit:
<http://center.serve.org/nche/downloads/briefs/titlei.pdf>
5. An LEA should include the designated homeless liaison in all decisions regarding the Title I program and use of funds in order to most effectively impact the lives of children.

QUESTIONS?

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