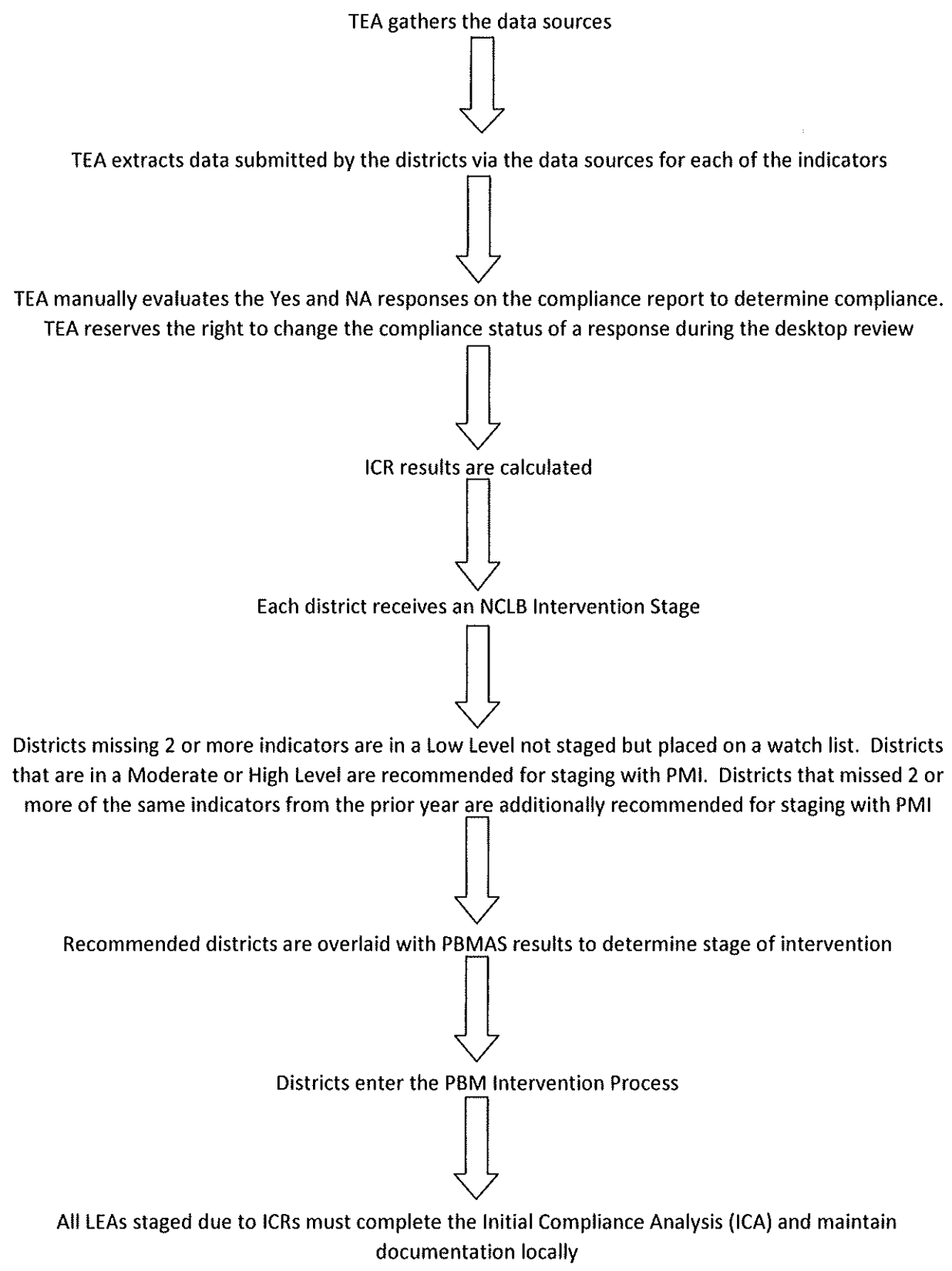
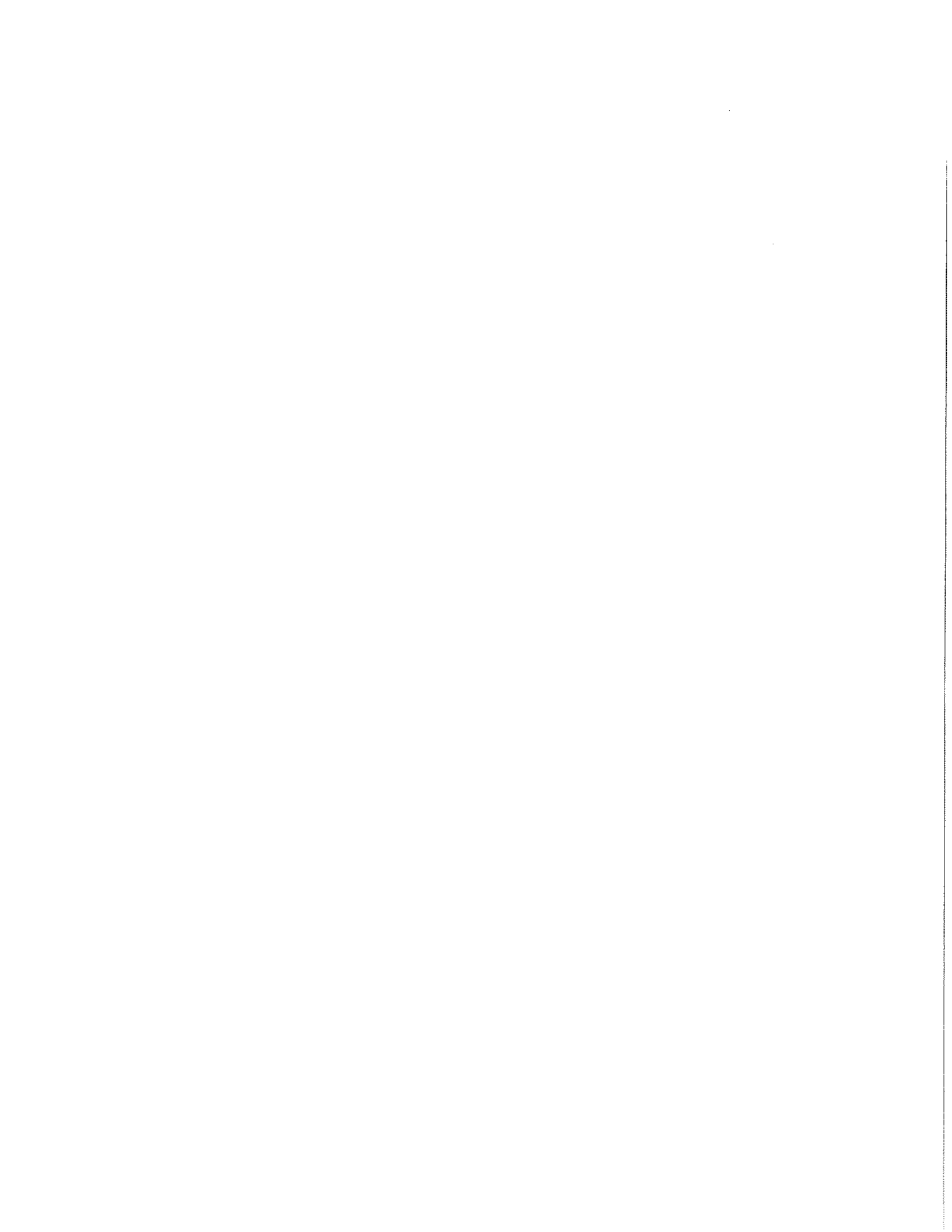


# How does the Initial Compliance Review (ICR) Process work?





**2015-2016  
Initial Compliance Review (ICRs)**

**Title I, Part A**

1.	Did the LEA coordinate and integrate 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)]
2.	Did each campus operating a Title I, Part A schoolwide program conduct a comprehensive needs assessment of the entire school? [P.L. 107-110, Section 1114(b)(1)]
3.	For each Title I, Part A targeted assistance program, did the LEA identify 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)]
4.	Did the LEA have a written parent involvement policy that is developed jointly with, and agreed upon by, and distributed to parents of participating students? [P.L. 107-110, Section 1118(a)(2)]
5.	Did the LEA conduct, 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)]
6.	Did each Title I, Part A campus have a written parent involvement policy that is developed jointly with, and agreed upon by, and distributed to parents of participating students? [P.L. 107-110, Section 1118(a)(2)]
7.	Did each Title I, Part A campus convene 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)]
8.	Did the LEA have 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 the means by which 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)]
9.	Did the LEA and its Title I, Part A 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)]
10.	Did the LEA provide 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, Section 1111 and Section 1118(e)(5) and (f)]
11.	Did the LEA ensure that parents of students in Title I schools are informed of their right to request and receive information on the qualifications of their children's teachers? [P.L. 107-110, Section 1111(h)(6)]
12.	Did each Title I, Part A campus provide, 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)]
13.	Did each Title I, Part A campus provide timely notice, to each individual parent, if the child was assigned to or taught for four or more consecutive weeks by a teacher who was not highly qualified? [P.L. 107-110, Section 1111(h)(6)(A-B)]
14.	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)]
15.	Was the LEA's consultation with participating private nonprofit school officials regarding the development and implementation of the Title I, Part A 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) and 1120(b)(2)]
16.	Did the LEA academically assess Title I, Part A services provided to participating private schools as agreed upon during consultation, and were these results used to improve services to private schools? [P.L. 107-110, Section 1120(b)(1)(D); 9501(c)(1)(D)]
17.	Did the LEA publicly report 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)]
18.	Did the district ensure that the campus highly qualified teacher plan included strategies to ensure teachers, who are not highly qualified in all core academic subject areas taught, become highly qualified in a reasonable timeframe? [P.L. 107-110, Section 2122(b)(10)]
19.	Did the LEA conduct a comprehensive needs assessment that included an assessment of local needs for professional development and hiring? This assessment must include the participation of teachers, including Title I, Part A teachers, and must take 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)]
20.	Did the LEA coordinate 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)]
67.	Did the LEA have a reservation for homeless students not attending a Title I, Part A campus?

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**Title I, Part C**

21.	Did the LEA make adequate provision for serving the unmet educational needs of preschool migrant children? [P.L. 107-110, Section 1304 (b)(1) and (c)(4)]
22.	Did the LEA give service priority to migrant children who were 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) and Section 1304(d)]
23.	Did the LEA identify and address the educational needs of migrant children through a needs assessment and outline a comprehensive plan for the delivery of services? [P.L. 107-110, Section 1306(a)(1)(A)-(G)]
24.	Did the LEA establish a parent advisory council (PAC) for the migrant program and provide opportunity 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]
25.	Did the LEA evaluate and improve the effectiveness of the migrant program 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 1304 (b)(1), (b)(2), and (c)(5)]
26.	Did the LEA conduct timely and meaningful consultation with participating private nonprofit school officials regarding the implementation of the migrant program? Note: The consultation must have 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]
27.	Did the LEA academically assess the Title I, Part C services provided to participating private schools as agreed upon during consultation? [P.L. 107-110, Section 1120 (b)(1)(D) and 9501(c)(1)(D)]
28.	Did the LEA consolidate Title I, Part C funds in a schoolwide program? [P.L. 107-110, Section 1304(c)(1)]
29.	Did the LEA ensure that all MEP-funded services and activities were supplemental? [P.L. 107-110, Section 1304(c)(2)]
30.	Were all MEP-funded supplies, materials, and equipment used only for MEP activities and to the benefit of MEP students? [P.L. 107-110, Section 1304(c)(1)]
31.	Did all Title I, Part C staff who were split-funded with other funds maintain appropriate time and effort records? [OMB Circular A-87, A-122, or A-21, as appropriate]
32.	Did the LEA maintain control of Title I, Part C program funds being used to provide equitable services to private school migrant students and their teachers? [P.L. 107-110, Section 9501; and 34 CFR 299.6]
33.	Did the LEA have local policies and procedures in place to ensure that migrant student records were requested and transferred in a timely manner? [P.L. 107-110, Section 1304(b)(3)]
34.	Title I, Part D, Subpart 2 data are collected, disaggregated, and evaluated to show the program's impact on the ability of participants to: <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 an LEA;</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. [P.L. 107-110, Section 1431(a)]</li> </ul>
68.	Did the LEA review Migrant Priority for Service student reports at least 9 months out of the year?
69.	Did the LEA that operated a Migrant-funded summer/intersession program encode summer/intersession enrollments in NGS?
70.	Did the LEA ensure PEIMS identification numbers are reported on NGS for every enrolled Migrant student?
71.	Did the LEA have Migrant ID&R and NGS staff trained annually as required by the State MEP?
72.	Did the LEA encode Graduation Plans for Migrant students in grades 9-12 in NGS?

**Title I, Part D**

35.	Was the State Agency's use of Title I, Part D, Subpart 1 funds supplemental to the regular education program? [P.L. 107-110, Section 1415(b)]
36.	In making Title I, Part D, Subpart 1 services available to children and youth in adult correctional institutions, did the State Agency give priority to children and youth who are likely to complete incarceration within a 2-year period? [P.L. 107-110, Section 1414(c)(2)]
37.	Did the State Agency maintain appropriate time and effort records for staff who are paid in whole or in part with Title I, Part D, Subpart 1 funds? [OMB Circular A-87]
38.	Does the State Agency have, for each campus that operates an institution-wide Program under §1416, a comprehensive plan that

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Initial Compliance Review (ICRs)**

	meets the requirements of §1416? [P.L. 107-110, Section 1416]
39.	Did the State Agency reserve not less than 15% and not more than 30% of its Title I, Part D, Subpart 1 entitlement for Transition Services, as described in §1418? [P.L. 107-110, Section 1418]
40.	Did the State Agency evaluate the effectiveness of its Title I, Part D, Subpart 1 program at least annually and use the evaluation results, as well as longitudinal studies to make improvements to the program? [P.L. 107-110, Section 1431]
41.	Did the LEA use Title I, Part D, Subpart 2 funds only for authorized purposes: To support the operation of local educational agency programs that involve collaboration with locally operated correctional facilities— (1) to carry out high-quality education programs to prepare children and youth for secondary school completion, training, employment, or further education; (2) to provide activities to facilitate the transition of such children and youth from the correctional program to further education or employment; and (3) to operate programs in local schools for children and youth returning from correctional facilities, and programs which may serve at-risk children and youth. [P.L. 107-110, Section 1421]
42.	Did the LEA maintain appropriate time and effort records for staff who are paid in whole or in part with Title I, Part D, Subpart 2 funds? [OMB Circular A-87]
43.	Does the LEA have a formal, written agreement with each local facility it serves under Title I, Part D, Subpart 2, and does the agreement address the program that will be provided by the LEA, as well as the responsibilities of the facility as described in §1425? [P.L. 107-110, Section 1425]
44.	Did the LEA operate a program of support for students returning from a facility for the delinquent to a school operated by the LEA? [P.L. 107-110, Section 1422(b)]

**Title III, Part A**

45.	Did the LEA determine 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)]
46.	Did the LEA implement 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)]
47.	Did the LEA conduct a timely and meaningful consultation with participating private nonprofit school officials regarding the development and implementation of the Title III, Part A program? Note: The consultation must have 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]
48.	Did the LEA meet the statutory 2% limitation on administrative costs related to the implementation of the Title III, Part A—LEP program? [P.L. 107-110, Section 3115(b)]
49.	When calculating administrative costs for the Title III, Part A – LEP program, did the LEA include all appropriate administrative costs, including both indirect costs and direct costs such as administrative salaries? [P.L. 107-110, Section 9201; and 34 CFR 80.3]
50.	Did the LEA require third-party contractor(s) associated with the Title III, Part A - LEP program to break out administrative costs, which were included in the 2% limit? [P.L. 107-110, Section 9201; and 34 CFR 80.3]
51.	Did all Title III, Part A – LEP staff who were split funded with other funds maintain appropriate time and effort records? [OMB Circular A-87]
52.	Did the LEA maintain control of Title III, Part A - LEP program funds being used to provide equitable services to private school ELL students and their teachers? [P.L. 107-110, Section 9501(d)]
53.	Place Holder
54.	When calculating administrative costs for the Title III, Part A – Immigrant program, did the LEA include all appropriate administrative costs, including both indirect costs and direct costs such as administrative salaries? [P.L. 107-110, Section 9201; and 34 CFR 80.3]
55.	Place Holder
56.	Did all Title III, Part A - Immigrant staff who were split-funded with other funds maintain appropriate time and effort records? [OMB Circular A-87]
57.	Did the LEA maintain control of Title III, Part A - Immigrant program funds being used to provide equitable services to private school immigrant students and their teachers? [P.L. 107-110, Section 9501(d)]

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58.	Did the LEA's Title III, Part A - Immigrant-funded programs provide enhanced instructional opportunities for immigrant children and youth? [P.L. 107-110, Section 3115(e)]
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**Unsafe School Choice, Private Non-Profit and All**

59.	Did the LEA establish and implement a policy requiring that the following students be offered and allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school: <ul style="list-style-type: none"> <li>• Any student attending a persistently dangerous public elementary school or secondary school (as determined by the Texas Education Agency), and</li> <li>• Any 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, is offered and allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school? [P.L. 107-110, Section 9532]</li> </ul>
60.	Did the LEA notify parents about the option to transfer to a safe public school: <ul style="list-style-type: none"> <li>• At least 14 calendar days prior to the start of school year for students enrolled in a persistently dangerous school, or</li> <li>• Within 14 calendar days of the incident for students who are victims of a violent criminal act? [P.L. 107-110, Section 9532]</li> </ul>
61.	If the LEA consolidates administrative funds for NCLB programs, did the LEA ensure that no additional funds under those programs were used for administration during the fiscal year? [P.L. 107-110, Section 9203(c)]
62.	Place Holder
63.	Did the LEA submit the NCLB Consolidated Compliance Report by the due date?
64.	Did the LEA report private nonprofit participation for applicable fund sources as approved in the NCLB Consolidated Application for Federal Funding?
65.	Did the LEA submit Title I, Part A PNP affirmations for the number of participating PNP reported on the NCLB Consolidated Application for Federal Funding?
66.	Did the LEA submit PNP Equitable Services Worksheets for the participating PNP reported on the NCLB Consolidated Application for Federal Funding?



## McKinney-Vento Homeless Education Updates October 29, 2015

### 84<sup>th</sup> Texas Legislative Session Updates:

- HB 1559 (TEC § 33.906) – Requires school campuses with a website to post information regarding local services and programs that assist homeless students.
- SB 1494 (TEC § 25.007) – Transition Assistance for Students Experiencing Homelessness.
- HB 679 (TGC § 2306.1101) – Mandates a statewide study on homeless youth (including migrant youth) and report to Legislature (to determine number of homeless youth, needs, current programs, funding, etc).
- HB 2398 (TEC § 29.0915 (a-3)) - A school district shall offer additional counselling and may not refer a student to truancy court if the truancy is a result of being homeless.

### TAC – SBOE Committee on Instruction, 9.11.15, Rule Changes (second reading and final adoption):

- 19 TAC Chapter 74, Curriculum Requirements, Subchapter C, §74.24, Credit by Examination
- 19 TAC Chapter 74, Curriculum Requirements, Subchapter C, §74.26, Award of Credit

### USDE – Announcement: [http://center.serve.org/nche/legis/title\\_ia.php](http://center.serve.org/nche/legis/title_ia.php)

- U.S. Department of Education Dear Colleague Letter provides additional detail regarding the Title I, Part A policy changes included in the Consolidated Appropriations Act of 2014 and continued under the Consolidated and Further Continuing Appropriations Act, 2015. (August 2015)

### USDE – New Resource:

- Resource Guide on Supporting Undocumented Students in High School and College:  
<http://www.ed.gov/news/press-releases/education-department-releases-resource-guide-supporting-undocumented-students-high-school-and-college>

### TEA PEIMS Data Standards, 100 Record, E1084, C192, UNACCOMPANIED-YOUTH-STATUS-CODE

- Texas Homeless Education Office - PEIMS 2015-16 Update, Fact Sheets  
<http://www.utdanacenter.org/theo/resources/factsheets.php>

### TEA TAA – Attendance, Admission, Enrollment Records and Tuition 2015-16:

- [http://tea.texas.gov/About TEA/News and Multimedia/Correspondence/TAA Letters/Attendance, Admission, Enrollment Records, and Tuition 2015-16/](http://tea.texas.gov/About%20TEA/News%20and%20Multimedia/Correspondence/TAA%20Letters/Attendance,%20Admission,%20Enrollment%20Records,%20and%20Tuition%202015-16/)

### Fall Professional Development Recap:

- Annual THN Ending Homeless Conference, Corpus Christi, TX, October 14-16, 2015
- National Dropout Prevention Network/Center Conference, San Antonio, TX, October 25-28, 2015

### Upcoming Professional Development:

- National Association For the Education of Homeless Children and Youth (NAEHCY) November 14-17<sup>th</sup> Phoenix, AZ, <http://www.naehcy.org/>
- November is National Runaway Prevention Month – Panel discussion about Youth Homelessness happening around the country via webcast on November 17, 1:00-4:30 pm. It will also be showing live in Dallas, TX, hosted by US Family Youth Services Bureau.

**Upcoming Webinars – Hosted by ESC Region 10: [www.region10.org/mvh](http://www.region10.org/mvh)**

- 10.30.15 - Homeless Liaisons: Roles and Responsibilities Webinar, 1:30-3:00 PM
- 11.11.15 – Foster Care Liaisons: Roles and Responsibilities Webinar, 1:30-3:00 PM
- 12.2.15 - Open Forum Homeless Education Webinar, 1:30-3:00 PM
- 1.11.16 – Serving Unaccompanied Homeless Youth in Schools, 1:30-3:00 PM
- 1.27.16 – MVH Accessing College for Highly Mobile Students, 1:30-3:00 PM