

ESSA

Every Student Succeeds Act



Title I, Part A Director's Handbook

Table of Contents

Introduction	4
How to Use This Handbook	4
Email Subscriptions	4
Getting Started with TEAL	4
Department of Contracts, Grants and Financial Administration	5
Title I, Part A Program Administration	5
Committee of Practitioners	5
Community Eligibility Provision	5
Ed-Flex Waivers	5
Title I, Part A Distinguished Schools	5
Title I, Part A - Improving Basic Programs	5
Divisions of Contracts, Grants and Financial Administration	6
Grants Administration Division	6
Federal Fiscal Compliance and Reporting Division	6
Federal Fiscal Monitoring Division	6
Department Functions	6
ESSA Private School Equitable Services	6
Federal Regulations	6
Hurricane Harvey Federal Grant Funding	6
The New EDGAR	6
EDGAR Frequently Asked Questions (FAQ)	6
TEA's EDGAR website	7
Substitute System of Time and Effort	7
Title I, Part A	7
Transition to ESSA	7
Travel Information and Guidance	7
Applying for a Grant	7
TEA Year in Advance - Competitive Grants	7
Three-Month Calendar	7
Allocation Amounts (State and Federal)	7
Available Grants	8
Competitive Review Process	8
Grants Assistance	8
New Grant Announcements	8

Private Nonprofit School Associations	8
Grants Awarded Data	8
Administering a Grant	8
Hurricane Harvey	8
Transition to ESSA	8
The NEW EDGAR	8
Prior Approval, Disclosure, & Justification Forms: EDGAR	9
Allowable Cost and Budgeting Guidance	9
Amendment Submission Guidance	9
Expenditure Reporting Guidance	10
General and Fiscal Guidance	10
Handbooks and Other Guidance	10
Provisions and Assurances	10
Federal Regulations	10
Compliance and Reporting	11
Survey of Federal Purchased Real Property	11
Federal Fiscal Reporting	11
IDEA Fiscal Compliance	11
Indirect Costs	11
ESSA Fiscal Compliance	11
Federal Fiscal Monitoring Division	12
Monitoring Reviews	12
Grant Reviews	12
Resources	12
Notice of Agency Policy	12
Training and Other Resources	12
The New EDGAR	12
Key Grant Concepts	12
Training Opportunities	13
Time and Effort	14
Federal Time and Effort Reporting Guidance Handbook	14
Substitute System of Time and Effort Reporting	14
Every Student Succeeds Act	15
TEA's ESSA Page	15
Basic Structure of ESSA	15
Title I, Part A Intent & Purpose	15
ESSA Statute (in its entirety)	15

Title I, Part A Organization (for reference)	15
Fiscal Requirements of Title I, Part A	16
Maintenance of Effort	16
Comparability	16
Supplement, Not Supplant	16
Basics of Coding	17
Contacts for Assistance	18
Department of Contracts, Grants and Financial Administration	18
Purchasing and Contracts Division	18
Grants Administration Division	18
Federal Fiscal Compliance and Reporting Division	18
Federal Fiscal Monitoring Division	18
To The Administrator Addressed Correspondence	18
TEA Help Desk	18
Statewide Initiatives Contacts	19
ESC Contacts:	20
Timelines	24
Monthly Federal Checklists	25
Glossary of Title I, Part A Related Terms	37

Introduction

This handbook was developed through a partnership between TEA and the ESCs. It is intended to be a resource to basic Title I-A program requirements, planning and compliance.

How to Use This Handbook

The first section of this handbook contains basic information that is intended to guide a Title I-A program director in the implementation of their program. Much of the content comes directly from TEA's website, though not in its entirety. This handbook is only intended to be a **starting place**. Links to TEA's website have been provided with the expectation that the reader will refer to TEA for specific guidance.

The last section of the handbook contains calendars, timelines and checklists. These include information that the writers of the toolkit had available upon publication. Please be aware that there may be additional requirements not captured in this handbook. Be diligent about reading notifications from TEA and your ESC regarding upcoming deadlines.

Email Subscriptions

Be sure to sign up for relevant email updates from TEA.

https://public.govdelivery.com/accounts/TXTEA/subscriber/new?topic_id=TXTEA_5

Getting Started with TEAL

https://tea.texas.gov/About_TEA/Other_Services/Secure_Applications/TEA_Secure_Applications_Information/

A Title I-A director will most likely need access to at least the TEASE/TEAL applications below. Begin by applying for a TEAL account, and then request access to the following:

- **eGrants**
Grant applications and compliance reporting
- **GFFC Reports**
Comparability Reports, Excessive Carryover Report, Indirect Cost Rate, ESSA Maintenance of Effort reports, Private NonProfit Affirmations
- **ESSA Reports**
Program Validations, Initial Compliance Review (ICR)
- **Expenditure Reporting (ER)**

Department of Contracts, Grants and Financial Administration

https://tea.texas.gov/Finance_and_Grants/Grants/

The Department of Contracts, Grants and Financial Administration (CGFA) oversees all phases of federal and state grants awarded to TEA grantees, including independent school districts, open-enrollment charter schools (known as local educational agencies, or LEAs), and education service centers, as well as other types of organizations, such as nonprofits.

Title I, Part A Program Administration

Committee of Practitioners

The statutory purpose of the Title I Committee of Practitioners (COP) is to review any state rules, regulations and policies relating to Title I of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act, to ensure they conform to the purposes of Title I. The COP must review and approve each change to said rules, regulations and policies.

Community Eligibility Provision

The Community Eligibility Provision (CEP) of the Healthy, Hunger-Free Kids Act of 2010 provides local educational agencies (LEAs) and schools in low-income areas with an alternative approach for operating school meal programs. Instead of collecting individual applications for free and reduced-price meals, the CEP allows LEAs and schools meeting the eligibility requirements to use information from other means-tested programs, including the Supplemental Nutrition Assistance Program (SNAP) and the Temporary Assistance Program for Needy Families (TANF).

Ed-Flex Waivers

By taking advantage of Ed-Flex, LEAs can design and implement programs in ways that best meet the needs of their students and communities. There are three types of waivers:

1. Statewide Administrative Waivers
2. Statewide Programmatic Waivers (includes Schoolwide Program waiver and Excess Carryover waiver)
3. Individual Programmatic Waivers

Title I, Part A Distinguished Schools

The National Title I Distinguished Schools Program recognizes schools that have consistently shown strong academic performances over a three-year period.

Title I, Part A - Improving Basic Programs

See ESSA and Title I, Part A below for more information.

Divisions of Contracts, Grants and Financial Administration

CGFA consists of three divisions, which perform the following duties.

1. [Grants Administration Division](#)
Allotment and award of grant funds as well as management of funds during the lifetime of the grant
2. [Federal Fiscal Compliance and Reporting Division](#)
Agency and grantee compliance with fiscal requirements governing the expenditure of grant funds and how those expenditures are reported to the state or US Department of Education (USDE)
3. [Federal Fiscal Monitoring Division](#)
Grantee compliance with federal fiscal requirements

Department Functions

[ESSA Private School Equitable Services](#)

Requirements under ESSA for providing equitable services to students and staff of private nonprofit schools, including complaint resolution through TEA's PNP ombudsman

[Federal Regulations](#)

Information on the Education Department General Administrative Regulations (EDGAR)

[Hurricane Harvey Federal Grant Funding](#)

Guidance on using federal grant funds to help mitigate effects of the Harvey disaster
[Hurricane Harvey Guidance and FAQ](#)

[The New EDGAR](#)

Administrative requirements that went into effect in Dec. 2014, when USDE adopted the Uniform Grants Guidance (Title 2 of the Code of Federal Regulations, or 2 CFR)

EDGAR: *Education Department General Administrative Regulations*

<http://tea.texas.gov/index2.aspx?id=25769821440>

EDGAR Frequently Asked Questions (FAQ)

TEA has developed the following preliminary guidance document applicable to all federally funded grant programs administered by the agency. Except where a question specifies a particular type of subgrantee, such as an education service center (ESC), all responses are intended for TEA subgrantees, primarily independent school districts (ISDs), charter schools, and ESCs.

TEA's EDGAR website

http://tea.texas.gov/Finance_and_Grants/Grants/Administering_a_Grant/The_New_EDGAR/

1. EDGAR FAQ
2. EDGAR training materials and presentations from TEA and ESC's
3. Federal Information Resources

Substitute System of Time and Effort

Guidance on how LEAs may implement a simplified system of time and effort reporting for their employees who work on multiple cost objectives. *See Time and Effort section below for more information.*

Title I, Part A

Program management office for the ESSA Title I, Part A grant *See ESSA and Title I, Part A below for more information.*

Transition to ESSA

Changes to the grant application and process under ESSA, with links to the strategic priorities TEA has defined for meeting the needs of Texas K-12 students under ESSA

Travel Information and Guidance

Current mileage, lodging, and meal reimbursement rates along with guidance on what expenses are allowable for reimbursement.

Search for Per Diem Rates: <https://www.gsa.gov/travel/plan-book/per-diem-rates>

Applying for a Grant

<https://tea.texas.gov/grants/>

TEA publishes grant applications electronically through the eGrants system and on paper. The process an applicant must follow to apply for funds is different for eGrants and paper applications.

TEA Year in Advance - Competitive Grants

The link below contains a chart that details the current competitive grants available.

<http://www.tea.texas.gov/WorkArea/DownloadAsset.aspx?id=51539619390>

Three-Month Calendar

TEA provides a 3 month calendar detailing grant-related milestone dates and activities.

Click link above to access the most recent calendar.

Allocation Amounts (State and Federal)

The link below provides current- and prior-year allocation amounts for each LEA eligible for a state or federal entitlement grant.

Note: Print out your entitlement page every time it is posted. TEA removes prior versions of the document each time it is updated within the same year.

[Entitlements, Grants Administration Division](#)

Available Grants

TEA posts all available grants on the [TEA Grant Opportunities](#) page, the central resource for state and federal grant opportunities that TEA administers.

Competitive Review Process

For detailed information regarding the competitive review process, review the [General and Fiscal Guidelines](#) available at the [TEA Grant Opportunities](#) page.

Grants Assistance

Submit questions about eGrants and paper applications online through the [TEA Help Desk](#).

New Grant Announcements

TEA posts announcements about new grants on the [TEA Correspondence](#) web page. Sign up for bulletin updates at the [Grants Administration and Federal Program Compliance \(GAFPC\)](#) mailing list to receive the latest information about new grants

Private Nonprofit School Associations

The Texas Private School Accreditation Commission has compiled a list of private nonprofit accrediting agencies. <https://www.tepsac.org/#/agencies>

Grants Awarded Data

https://tea.texas.gov/Finance_and_Grants/Grants/Grants_Awarded/Grants_Awarded_Data/

TEA publishes two types of information about awarded grants:

- Current fiscal information about grants that have already been awarded (including current grant balances by Recipient)
- Applications that have been selected for a competitive grant award

Administering a Grant

https://tea.texas.gov/Finance_and_Grants/Administering_a_Grant.aspx

Once you receive your grant funds, you begin the complex process of administering your grant. You must follow regulations that govern how to document changes you make to your program, how to properly budget and expend grant funds, and how to meet the requirements outlined in your grant agreement. TEA publishes various resources to assist you with the fiscal aspects of grant administration.

[Hurricane Harvey](#)

[Transition to ESSA](#)

[The NEW EDGAR](#)

Prior Approval, Disclosure, & Justification Forms: EDGAR

EDGAR requires LEAs to request approval from or provide justification to the state before taking certain actions involving grant funds that follow the EDGAR regulations. TEA has developed forms for LEAs to use.

- [Conflict of Interest Disclosure](#) (submit to TEA)
- [Inventory Disposition Request](#) (requires USDE approval at this time; however, submit to TEA for consideration)
- [Mandatory Disclosure](#) (submit to TEA)
- [Request to Add Program Income to Federal or State Grant Award and Expand Delivery of Programmatic Services*](#) (submit to TEA)
- [Request for Approval of Special or Unusual Costs*](#) (submit to TEA)
- [Request for Noncompetitive Procurement \(Sole-Source\) Approval](#) (submit to TEA)
- [Request for Other Noncompetitive Procurement Approval \(Not Sole Source\)](#) (submit to TEA)
- Participant Support Cost Forms
 - [Request for Approval of Participant Support Costs](#) (submit to TEA)
 - [Equitable services to private nonprofit schools](#) (keep locally; make available upon request)
 - [Parental involvement activities](#) (keep locally; make available upon request)
- Other Application-Related Forms
 - [Justification of Specific Expenditure: Hosting or Sponsoring of Conference](#) (keep locally; make available upon request)
 - [Justification of Specific Expenditure: Educational Field Trips](#) (keep locally; make available upon request)
 - [Justification of Specific Expenditure: Out-of-State Travel](#) (keep locally; make available upon request)
 - [ESSA Consolidated Administrative Funds for 2017-2018](#) (keep locally; make available upon request)

Allowable Cost and Budgeting Guidance

- [New EDGAR 2 CFR Part 200, Subpart E - Cost Principles](#)
(For grants awarded on or after December 26, 2014)
- [Budgeting Costs Guidance Handbook](#) -
This handbook will assist grant applicants completing the budget schedules of the application as well as grantees administering a program.

Amendment Submission Guidance

After TEA approves your grant application, you may need to change your approved program. In some cases, you must submit an amendment to the application, which TEA must approve. Refer to [When to Amend the Application](#).

Expenditure Reporting Guidance

To receive reimbursement for grant-related expenditures, grantees must submit their expenditure reports through the expenditure reporting (ER) system. Refer to the following guidance for help with expenditure reports:

- [Payment Requests Requiring Manual Approval](#)
- [Expenditure Reporting \(ER\) Reference and Training Manual](#)
- [TEA Payment Report Instructions Refund Information](#)
- [Request to Extend Expenditure Reporting Deadline](#)
- [Use of Expenditure Reporting to Receive Payments](#)

General and Fiscal Guidance

The General and Fiscal Guidelines are part of every request for application (RFA) that TEA publishes. Because these guidelines apply to all grants that TEA administers, all program directors should be familiar with them.

Handbooks and Other Guidance

The Grants Administration Division has developed the following guidance handbooks to assist grantees in administering their grants:

- [Grant Management Handbook](#)
- [Internal Controls Handbook](#)
- [Supplement, Not Supplant Handbook](#)
- [Federal Time and Effort Reporting Guidance Handbook for LEAs](#)
- [Budgeting Costs Guidance Handbook](#)

Provisions and Assurances

Depending on the grant program, various [provisions and assurances](#) may apply.

Federal Regulations

The Code of Federal Regulations details how statutory authority is to be interpreted. Title 34 of the Code of Federal Regulations (34 CFR), known as the [Education Department General Administrative Regulations \(EDGAR\)](#), pertains to TEA grants. With the incorporation of new OMB guidance into general federal regulation, EDGAR has been updated. The new EDGAR consists of multiple parts and regulations. For a complete description of the federal regulations that apply to federal education grant awards, visit [USDE's EDGAR website](#).

Compliance and Reporting

https://tea.texas.gov/Finance_and_Grants/Grants/Federal_Fiscal_Compliance_and_Reporting/Compliance_and_Reporting/

Federal grant programs include fiscal requirements to ensure that grant recipients spend funds in the manner specified by the grant program. If your organization receives funds from federal grant programs, you must adhere to these fiscal requirements. The Division of Federal Fiscal Compliance and Reporting oversees activities to determine whether organizations are in compliance.

In addition to compliance activities, the division also assigns indirect cost rates, reviews special education shared services arrangement configuration changes, and prepares reports on federal funding.

Refer to the division links listed below for more information on these activities.

[**Survey of Federal Purchased Real Property**](#)

[**Federal Fiscal Reporting**](#)

[**IDEA Fiscal Compliance**](#)

[**Indirect Costs**](#)

[**ESSA Fiscal Compliance**](#)

Federal Fiscal Monitoring Division

https://tea.texas.gov/Finance_and_Grants/Grants/Federal_Fiscal_Monitoring/Federal_Fiscal_Monitoring_Division/

The Federal Fiscal Monitoring Division is responsible for monitoring the expenditures of federal grant subrecipients to ensure federal funds are used for authorized purposes in compliance with federal statutes, regulations, and the terms and conditions of federal awards.

Monitoring Reviews

The objective of a monitoring review is to determine if a subrecipient of federal grant funds obligated and expended the grant funds in accordance with the approved grant application and applicable federal statutes and regulations.

Grant Reviews

A grant review is more comprehensive than a monitoring review. The objective of a grant review is to determine whether a subrecipient of federal grant funds is complying with applicable federal statutes and regulations and with grant requirements, including the uniform administrative requirements and cost principles for federal awards given in Title 2 of the Code of Federal Regulations (CFR), Part 200.

Resources

[Additional information](#) for subrecipients selected for a review.

[Statutory authority](#) for reviews.

Notice of Agency Policy

TEA conducts federal fiscal grant subrecipient monitoring and compliance reviews, and implements related enforcement actions, in accordance with its established policies and procedures. These policies and procedures incorporate best practices and standards that may be similar to common auditing standards, but the agency does not apply a specific set of external standards, such as the US Government Accountability Office's Generally Accepted Government Auditing Standards (Yellow Book), nor is it required to do so.

Training and Other Resources

https://tea.texas.gov/Finance_and_Grants/Grants/Training_and_Other_Resources/Training_and_Other_Resources/

The New EDGAR

(see above)

Key Grant Concepts

To successfully manage their grants, grantees must understand the fundamental ideas and processes of grant administration. The Division of Grants Administration has developed a set of [key grant concepts](#) to present that information to a wide range of grantees.

Training Opportunities

In addition to local educational agencies, nonprofit organizations receive grants from TEA. The Division of Grants Administration has developed targeted training for those grantees. Although this training was developed specifically for nonprofits, most of the topics covered apply to all grantees. *(See website link above for list of sessions)*

Time and Effort

Time and effort documentation is required when any part of the employee's salary is charged to the federal program or used as match for a federal program. Time and effort documentation serves as a receipt for payroll expenditures. In the General Provisions and Assurances that are part of every TEA grant agreement, grant applicants provide assurance that they will maintain records for any personnel whose salaries are prorated among different fund sources, unless the employee falls into one of the exception categories (described in the following section). For federally funded personnel, the General Provisions and Assurances further specify that the records must meet requirements defined in the applicable OMB circular.

The keeping of these records is known as "time and effort reporting." This handbook describes the federal time and effort reporting requirement, what LEAs must do to meet it, how to demonstrate compliance for an independent auditor or TEA monitor, and the consequences of noncompliance.

[Federal Time and Effort Reporting Guidance Handbook](#)

Substitute System of Time and Effort Reporting

Completing, submitting, and maintaining monthly documentation can be cumbersome for employees and local educational agencies (LEAs). To reduce that burden, the USDE has approved a substitute system. Under the substitute system, eligible employees of LEAs who apply for the Substitute System may submit semiannual certifications instead of monthly PARs.

Click the link below to learn more about:

1. District and Employee Requirements
2. Substitute System FAQ
3. List of Approved LEAs

https://tea.texas.gov/Finance_and_Grants/Grants/Administering_a_Grant/Substitute_System_of_Time_and_Effort_Reporting/

Every Student Succeeds Act

The Every Student Succeeds Act (ESSA) was signed by President Obama on December 10, 2015 and amends the 50 year old Elementary and Secondary Education Act (ESEA).

Some highlights of ESSA:

- Advances equity by upholding critical protections for high-need students
- Enhanced expectations for college and career preparation
- Ensures that statewide assessments provide information to educators, students, families and communities
- Supports evidence-based interventions
- Increases access to high-quality preschool
- Maintains accountability expectations for low-performing schools

ESSA became effective on July 1, 2017.

TEA's ESSA Page

https://tea.texas.gov/About_TEA/Laws_and_Rules/ESSA/Every_Student_Succeeds_Act/

Basic Structure of ESSA

(click hyperlinks to access USDE's Non-Regulatory Guidance)

- Title I, Part A Improving Basic Programs - *no Title I, Part A USDE guidance at this time*
 - [ESSA Fiscal Changes & Equitable Services Guidance](#)
 - [ESSA Schoolwide Guidance](#)
- Title I, Part C Education of Migratory Children
- [Title II, Part A Preparing, Training & Recruiting Teachers, Principals, Leaders](#)
- [Title III, Part A Language Instruction for English Learners](#)
- [Title IV, Part A Student Support & Academic Enrichment \(SSAE\)](#)

Note: For the purposes of this handbook, Title I, Part A will be the focus.

Title I, Part A Intent & Purpose

To provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.

ESSA Statute (in its entirety)

<https://legcounsel.house.gov/Comps/Elementary%20And%20Secondary%20Education%20Act%20Of%201965.pdf>

Title I, Part A Organization (for reference)

- Sec 1111: State Plans
- Sec 1112: LEA Plans
- Sec 1113: Eligible school attendance areas
- Sec 1114: Schoolwide Programs
- Sec 1115: Targeted Assistance schools
- Sec 1116: Parent & Family Engagement
- Sec 1117: Participation of children enrolled in private schools
- Sec 1118: Fiscal requirements
- Sec 1119: Coordination requirements

Fiscal Requirements of Title I, Part A

Maintenance of Effort

Maintenance of effort (MOE) requires local educational agencies (LEAs) to maintain their state and local expenditures at a specified level from one fiscal year to the next. If your organization receives a federal grant awarded under the Every Student Succeeds Act (ESSA), the MOE requirement specifies that you must spend at least 90% of state and local funds for free public education as you spent in the previous fiscal year. You must comply with MOE requirements in order to receive your full allocation for ESSA covered programs. A list of ESSA covered programs is available in the guidance handbook found on TEA's website..

https://tea.texas.gov/Finance_and_Grants/Grants/Federal_Fiscal_Compliance_and_Reporting/NCLB_Fiscal_Compliance/ESSA_LEA_Maintenance_of_Effort/

Comparability

Comparability of Services is a fiscal requirement for recipients of Title I, Part A funds under the Every Student Succeeds Act (ESSA). This requirement is an assessment of services provided at Title I, Part A and Non-Title I, Part A campuses. Local educational agencies (LEAs) that receive Title I, Part A funds must use their state and local funds to provide comparable services at their campuses receiving Title I, Part A funds and their campuses that are not receiving Title I, Part A funds.

https://tea.texas.gov/Finance_and_Grants/Grants/Federal_Fiscal_Compliance_and_Reporting/NCLB_Fiscal_Compliance/Title_I_Part_A_-_Comparability_of_Services_Requirement/

Supplement, Not Supplant

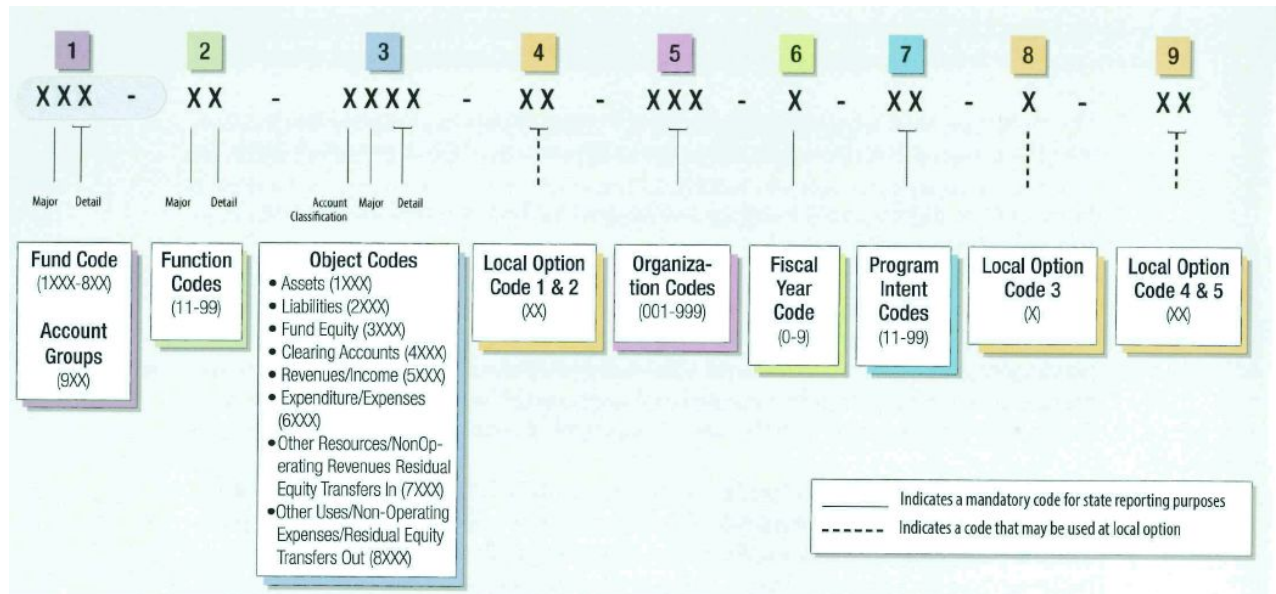
Until USDE provides guidance, please be aware of the following:

Section 1118 (b) Federal Funds to Supplement, Not Supplant, Non-Federal Funds:

- (1) IN GENERAL.—A State educational agency or local educational agency shall use Federal funds received under this part only to supplement the funds that would, in the absence of such Federal funds, be made available from State and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds.
- (2) COMPLIANCE.—To demonstrate compliance with paragraph (1), a local educational agency shall demonstrate that the methodology used to allocate State and local funds to each school receiving assistance under this part ensures that such school receives all of the State and local funds it would otherwise receive if it were not receiving assistance under this part.
- (3) SPECIAL RULE.—No local educational agency shall be required to—
 - (a) identify that an individual cost or service supported under this part is supplemental;
or
 - (b) provide services under this part through a particular instructional method or in a particular instructional setting in order to demonstrate such agency's compliance with paragraph (1).

See [Supplement, Not Supplant Methodology](#)

Basics of Coding



(Excerpt from "An Administrator's Guide to Finance Codes" - ESC20)

FUNDS

- ★ 199 – Local (incl. State Comp Ed)
- ★ 211 – Title I, Part A
- ★ 212 – Title I, Part C
- ★ 255 – Title II, Part A
- ★ 263 – Title III, Part A
- ★ 289 – Title IV, Part A
- ★ 270 – Title V (RLIS and SRSA)

FUNCTIONS

- ★ 11 – Instruction
- ★ 13 – Teacher training & curriculum writing
- ★ 23 – School Leadership
- ★ 34 – Student Transportation (e.g., extended day bus)
- ★ 61 – Parent Involvement

OBJECTS

- ★ 61XXs – Payroll (e.g., salaries and extra-duty pay)
- ★ 62XXs – Contracted Services
- ★ 63XXs – Supplies and Materials
- ★ 64XXs – Other operating expenses (e.g., food, travel)
- ★ 66XXs – Capital Outlay (>\$5,000 individual unit cost)

PROGRAM INTENT CODES (PIC)

- ★ 23 – Special Education
- ★ 24 – Accelerated Instruction (e.g., Title I-C; Title II-A; SCE & Title I – non-schoolwide)
- ★ 25 – Bilingual Education/Special Language (Title III)
- ★ 26 – SCE – Non-Disciplinary Alt. Education - Basic
- ★ 28 – SCE –Disciplinary Alt. Ed - Basic
- ★ 29 – SCE –Disciplinary Alt. Ed – Supplemental
- ★ 30 – SCE/Title I, Part A Schoolwide Programs
- ★ 32 – Prekindergarten (standard half-day PK)
- ★ 33 – Prekindergarten (Special Education)
- ★ 34 – Prekindergarten (State Compensatory Education)
- ★ 35 – Prekindergarten (Bilingual/Special Language)

Contacts for Assistance

You should always try to contact your Education Service Center first for assistance with your questions. http://tea.texas.gov/regional_services/esc/

Department of Contracts, Grants and Financial Administration

Phone: (512) 463-8992

Fax: (512) 463-9176

Fax: (512) 463-9811

Title I ESSA Support: essasupport@tea.texas.gov

Purchasing and Contracts Division

Phone: (512) 463-9401

TEAContracts@tea.texas.gov

Purchasing@tea.texas.gov

Historically Underutilized Business (HUB) HUBOffice@tea.texas.gov

Grants Administration Division

Phone: (512) 463-8525

Fax: (512) 463-9564 and (512) 463-9811

grants@tea.texas.gov

Federal Fiscal Compliance and Reporting Division

Phone: (512) 463-9127

Fax: (512) 463-7915

compliance@tea.texas.gov

Federal Fiscal Monitoring Division

Phone: (512) 463-9918

To The Administrator Addressed Correspondence

1. Sign up to receive email notification when new letters are posted
2. Research letters that have already been posted by keywords

TEA Help Desk

1. Look up information on previously asked question
2. Submit your question to TEA staff

Statewide Initiatives Contacts

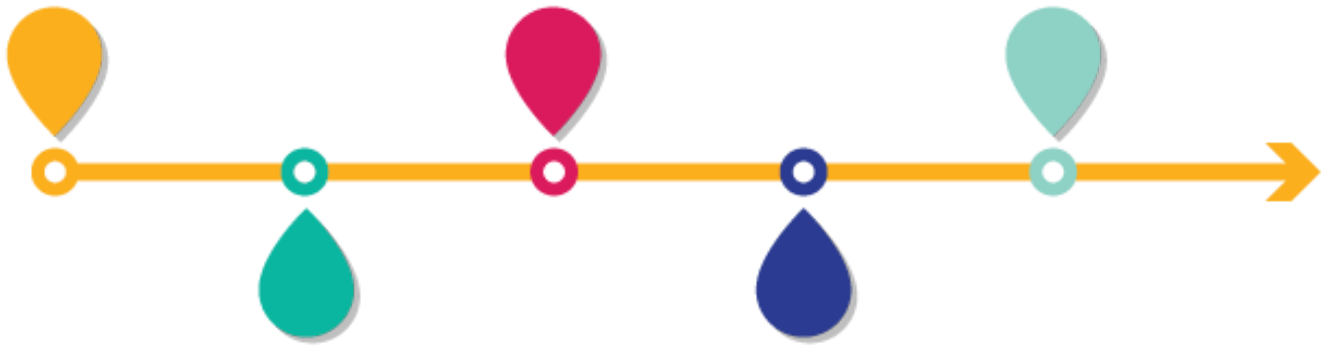
	<p>Toni Garrett, Coordinator Title I Statewide Capacity Building Initiative Region 10 ESC – Richardson toni.garrett@region10.org 972-348-1488</p>
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	<p>Terri Stafford, Coordinator Title I Statewide SS/FACE Initiative Region 16 ESC – Amarillo terri.stafford@esc16.net 806-677-5126</p> <p>Victor “Skip” Forsyth, Education Specialist Title I Statewide SS/FACE Initiative Region 16 ESC – Amarillo skip.forsyth@esc16.net 806-677-5186</p>
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ESC Contacts:

Region	Contact	Email	Phone	Ext	TI	ESSA	PI	PNP
1	Gracie Avila	gavila@esc1.net	956-984-6194		Yes	Yes	Yes	Yes
1	Belinda Gorena	bgorena@esc1.net	956-984-6173		Yes	Yes	Yes	Yes
1	Barbara Gonzales	bgonzales@esc1.net	956-984-6145		Yes	Yes		Yes
1	Ruben Degollado	rdegollado@esc1.net	956-984-6185		Yes	Yes	Yes	Yes
2	Anne Cunningham	anne.cunningham@esc2.us	361-561-8660		Yes	Yes	Yes	Yes
2	Martha Rose	martha.rose@esc2.us	361-561-8504		Yes	Yes	Yes	Yes
2	Camille Kieschnick	camille.kieschnick@esc2.us	361-561-8400		Yes	Yes	Yes	Yes
3	Beverly Wyatt	bw Wyatt@esc3.net	361-573-0731	245	Yes	Yes		Yes
3	Mitzi McAfee	mmcafee@esc3.net	361-573-0731	212	Yes	Yes		
3	Mary Beth Matula	mbmatula@esc3.net	361-573-0731	257				
3	Laura Ratliff	lratliff@esc3.net	361-573-0731	273				
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4	Robin Ross	robin.ross@esc4.net	281-507-3138		Yes	Yes	Yes	Yes
4	Ingrid Lee	ingrid.lee@esc4.net	713-744-6821		Yes	Yes	Yes	Yes
5	Jennifer Smith	jesmith@esc5.net	409-951-1719		Yes	Yes	Yes	Yes
5	Lisa Yoes	lyoes@esc5.net	409-951-1744		Yes	Yes	Yes	Yes
5	Monica Mahfouz	mmahfouz@esc5.net	409-951-1702		Yes	Yes	Yes	Yes
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6	Jessica Hassell	jhassell@esc6.net	936-435-8355		Yes	Yes	Yes	Yes
6	Laurie Slaydon	lslaydon@esc6.net	936-435-8221		Yes	Yes	Yes	Yes
6	Margaret Barnes	mbarnes@esc6.net	936-435-8206		Yes	Yes	Yes	Yes
7	Kerri Brice	kbrice@esc7.net	903-988-6719		Yes	Yes	Yes	Yes
7	Sherri Wright	swright@esc7.net	903-988-6809		Yes	Yes	Yes	Yes
7	Viki Sparks	vsparks@esc7.net	903-988-6840		Yes	Yes	Yes	Yes
7	Vicki Weatherford	vweatherford@esc7.net	903-988-6850		Yes	Yes	Yes	Yes
8	Karen Thompson	karen.thompson@reg8.net	903-575-2616		Yes	Yes	Yes	Yes
8	Lee Gill	lgill@reg8.net	903-575-2672				Yes	
8	Leonard Beles	lbeles@reg8.net	903-575-2740		Yes	Yes	Yes	Yes
8	Michelle Reeves	mreeves@reg8.net	903-575-2670		Yes	Yes	Yes	Yes
9	Kenny Miller	kenny.miller@esc9.net	940-322-6928		Yes	Yes	Yes	Yes
9	Kristi Hankins	kristi.hankins@esc9.net	940-322-6928		Yes	Yes	Yes	Yes
9	Kara Fluty	kara.fluty@esc9.net	940-397-8237		Yes	Yes	Yes	Yes
9	Micki Wesley	micki.wesley@esc9.net	940-322-6928		Yes	Yes		
9	Tracy Patrick	tracy.patrick@esc9.net	940-322-6928		Yes	Yes		
10	Amber Lasseigne	amber.lasseigne@region10.org	972-348-1452		Yes	Yes		
10	Becky Book	becky.book@region10.org	972-348-1434		CB			
10	Laura Griffin	laura.griffin@region10.org	972-348-1352					Yes
10	JoDell Bland	jodell.bland@region10.org	972-348-1244		Yes	Yes		
10	Toni Garrett	toni.garrett@region10.org	972-348-1488		CB			
10	Lauren McKinney	lauren.mckinney@region10.org	972-348-1358		Yes	Yes	Yes	
11	Jim Phillips	jphillips@esc11.net	817-740-7581		Yes	Yes		Yes
11	Kathy Duniven	kduniven@esc11.net	817-740-7583		Yes	Yes	Yes	Yes
11	Cheryl Grier	cgrier@esc11.net	817-740-3628					Yes
11	Gretchen Kroos	gkroos@esc11.net	817-740-7630					
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11	Laura Hill	lhill@esc11.net	817-740-7605					
11	Sharon Norwood	snorwood@esc11.net	817-740-7532		Yes	Yes	Yes	
12	Carie Downes	cdownes@esc12.net	254-297-1252		Yes	Yes	Yes	Yes
12	Ellen Hogan	ehogan@esc12.net	254-297-1195		Yes	Yes	Yes	Yes
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14	Kamie Pruet	kpruet@esc14.net	325-675-8620			Yes		
14	Lucy Smith	lmsmith@esc14.net	325-675-8641		Yes	Yes	Yes	Yes
14	Rod Pruitt	rpruitt@esc14.net	325-675-8646				Yes	
14	Rose Burks	rburks@esc14.net	325-675-8687		Yes	Yes		Yes
15	Tami Knight	tami.knight@esc15.net	325-481-4067		Yes	Yes	Yes	Yes
15	Carol Stevens	carol.stevens@esc15.net	325-481-4047		Yes	Yes	Yes	
16	Adonna Ballard	adonna.ballard@esc16.net	806-677-5127		Yes	Yes	Yes	Yes
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16	Sharon Mills	sharon.mills@esc16.net	806-677-5140		Yes	Yes	Yes	Yes
16	Skip Forsyth	skip.forsyth@esc16.net	806-677-5186		Yes	Yes	Yes	
16	Susan Poteet	susan.poteet@esc16.net	806-677-5138		Yes	Yes	Yes	Yes
16	Terri Stafford	terri.stafford@esc16.net	806-677-5126		Yes	Yes	Yes	
16	Vickie Ansley	vickie.ansley@esc16.net	806-677-5134		Yes	Yes	Yes	Yes
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17	Andrea Moreno Juarez	amjuarez@esc17.net	806-281-5888		Yes	Yes	Yes	
17	Frank Rodriguez	frodriguez@esc17.net	806-281-5890		Yes	Yes	Yes	
17	Camie Holcombe	cholcombe@esc17.net	806-281-5808		Yes	Yes	Yes	Yes
17	Ty Duncan	tduncan@esc17.net	806-281-5832		Yes	Yes		
18	Angie Balderrama	abalderrama@esc18.net	432-567-3205				Yes	
18	Linda Jolly	ljolly@esc18.net	432-561-4305		Yes	Yes	Yes	Yes
18	Elizabeth Garza	egarza@esc18.net	432-567-3287		Yes	Yes	Yes	Yes
18	Jim Collett - Financial Consultant	jcollett@esc18.net	432-561-4327					
19	Monica Jaloma	mjaloma@esc19.net	915-780-5380		Yes	Yes	Yes	Yes
19	Rebecca Ontiveros	rontiveros@esc19.net	915-780-5093		Yes	Yes	Yes	Yes
20	Alex Dominguez	alexandra.dominguez@esc20.net	210-370-5410		Yes	Yes	Yes	Yes
20	Nicole Smith	nicole.smith@esc20.net	210-370-5741		Yes	Yes		
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		-						
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Timelines and Checklists



TEA provides useful 3 month calendars on their website: <https://tea.texas.gov/grants/>

Timelines

ESSA TIMELINE

SPRING (≈MAR-MAY)	SUMMER (≈JUN-AUG)	FALL (≈SEPT-NOV)	WINTER (≈DEC-FEB)
<p>EGRANTS</p> <ul style="list-style-type: none"> Review budget & activities of current grant - amendment needed? Deadline approaching. 	<p>EGRANTS</p> <ul style="list-style-type: none"> Check for planning amounts Final ESSA Amendment Deadline Complete ESSA Compliance Report for previous year Complete ESSA Application for new year <ul style="list-style-type: none"> Gather residing enrollment & low-income data Are all planned expenditures based on your CNA and in your D/CIP? Complete Gun Free Schools Report Revise budgets when Revised Planning Amounts released 	<p>EGRANTS</p> <ul style="list-style-type: none"> New ESSA Grant Period begins 9/1 Prior year ESSA Period ends 9/30 Rural & Low Income Grant Opens Focus/Priority Grant Opens and Compliance due 	<p>EGRANTS</p> <ul style="list-style-type: none"> Final Entitlements May need to amend application to populate new amount in PS3101 Any other amendments needed at this time? Have federally-funded personnel changed?
<p>COMPREH. NEEDS ASSESSMENT</p> <ul style="list-style-type: none"> Surveys (Parent, Teacher, Student) Data Analysis Program Evaluation Evaluate Parent Inv. Policy, School-Parent Compact & Title I program (date needed for application) Consider staffing & professional development needs 	<p>REPORTS</p> <ul style="list-style-type: none"> Review ESSA MOE status (GFFC Reports) 	<p>PARENT INVOLVEMENT</p> <ul style="list-style-type: none"> Schedule Annual Title I Meeting Distribute School-Parent Compact Distribute Parent Inv. Policy Distribute Parents Right to Know (usually Handbook) Conduct professional development for staff on value/contribution of parents 	<p>REPORTS</p> <ul style="list-style-type: none"> SC9000 due - Neglected / Delinquent Facilities
<p>CAMPUS IMPROVEMENT PLAN</p> <ul style="list-style-type: none"> Create/revise CIP Be sure to plan transitional activities for students 	<p>REPORTS</p> <ul style="list-style-type: none"> Review ESSA MOE status (GFFC Reports) 	<p>HOMELESS</p> <ul style="list-style-type: none"> Review/Revise homeless plan 	<p>EXPENDITURES</p> <ul style="list-style-type: none"> Begin monitoring expenditures to ensure that LEA reaches carryover threshold Continue regular draw-downs (best practice = monthly)
<p>REPORTS</p> <ul style="list-style-type: none"> SC5050 Data Request (Charters only) Send STAAR/EOC results to parents 	<p>REPORTS</p> <ul style="list-style-type: none"> Review ESSA MOE status (GFFC Reports) 	<p>REVIEW PBMAS & TAPR REPORTS</p>	<p>CAMPUS PLANNING</p> <ul style="list-style-type: none"> Review and Revise CIP if needed Begin CNA process (set dates, create surveys, gather data...)
<p>REPORTS</p> <ul style="list-style-type: none"> SC5050 Data Request (Charters only) Send STAAR/EOC results to parents 	<p>REPORTS</p> <ul style="list-style-type: none"> PNP Affirmation due Comparability (CAD/CCF) due SC5050 due for "significant expansion" (Charters Only) PR1500 - Equity Survey Equity Plan 	<p>CAMPUS PLANNING</p> <ul style="list-style-type: none"> Review and Revise CIP if needed Begin CNA process (set dates, create surveys, gather data...) 	<p>PRIVATE NON-PROFIT</p> <ul style="list-style-type: none"> Make contact with PNPs to offer equitable services for <u>next year</u>

General Timeline for Plans

2017												2018											
Jan	Feb	March	April	May	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July	Aug	Sept	Oct	Nov	Dec
2016-17 NCLB Grant Period July 1, 2016 – September 30, 2017																							
												2017-18 ESSA Grant Period July 1, 2017 – September 30, 2018											
												2018-19 ESSA Grant Period July 1, 2018 – September 30, 2019											
Conduct Comprehensive Needs Assessment (planning for 2017-18)						Ongoing Evaluation of Needs (2017-18)						Conduct Comprehensive Needs Assessment (planning for 2018-19)						Ongoing Evaluation of Needs (2018-19)					
Implement Improvement Plans & Revise as Needed						Implement Improvement Plans & Revise as Needed (2017-18)						Draft Improvement Plan based on CNA						Implement Improvement Plans & Revise as Needed (2018-19)					
Develop Equity Plan using 2016-17 data Equity Plan due November 1st						Support Implementation of Equity Plan						Develop Equity Plan (2017-18 data)						Implement E. Plan					
Support Implementation of NCLB Plan; Amend application as needed.						Submit ESSA Application based upon new CNA/DIP – by July 1 for LEAs with 12 month staff						Support Implementation of ESSA Plan; Amend application as needed.						Submit ESSA Application based upon new CNA/DIP – by July 1 for LEAs with 12 month staff					
Prepare PR1500 Equity Data Survey based on a 2017-18 snapshot date (due mid-Nov)						Prepare PR1500 Equity Data Survey based on a 2017-18 snapshot date (due mid-Nov)						Prepare PR1500 Equity Data Survey based on a 2018-19 snapshot date (due mid-Nov)						Prepare PR1500 Equity Data Survey based on a 2018-19 snapshot date (due mid-Nov)					

2016-17 Activities	2017-18 Activities	2018-19 Activities
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Monthly Federal Checklists

<h1>August 2017</h1>	
Federal/State Program Activities	Federal/State Program Activities
<p>District and Campus Planning Activities</p> <ul style="list-style-type: none"> □ Campus CNAs and Program Evaluations to Prepare for CIP □ Campus Performance Objectives and/or CIP to Board for Approval □ DIP to Board for Approval <p>Grant Activities</p> <ul style="list-style-type: none"> □ 2016-17 NCLB Compliance Report due (due first business day of August) □ Rural & Low Income Program Compliance Report due, if applicable □ Begin Year-Long Planning Process for Campuses Transitioning To SW (if applicable) □ Collect time and effort documentation if applicable □ Submit application for Substitute System of Time and Effort. <p>Fiscally Related Activities</p> <ul style="list-style-type: none"> □ Review and Update Administrative/ Financial Policies & Procedures per EDGAR, as needed □ Web Expenditure Reporting (draw-down funds from TEASE/TEAL) □ Prepare 2016-17 NCLB Consolidated Final Expenditure Report 	<p>Parent & Family Engagement Activities</p> <ul style="list-style-type: none"> □ Parent Notification of Persistently Dangerous Schools and Provide Option for Transfer – At Least 14 Days Prior to Beginning of School (if applicable) □ Parents’ Right-to-Know Info: Teacher and Paraprofessional Qualifications (often in student handbook) □ Plan for Title I, Part A Parent Meetings on Title I campuses □ Plan for Parent-Teacher Conference at all Title I Elementary campuses □ Provide PD to Staff with Assistance from Parents on the Utility of Contributions of Parents □ Send Parent Notification Letters for Staff Certification Issues, if applicable <p>Private Non-Profit Activities</p> <ul style="list-style-type: none"> □ Calculations for Per-Pupil Reservation of Funds in Preparation of ESSA Application Submission if Submitting for No 12-Month Grant-Funded Employees <p>Other Activities</p> <ul style="list-style-type: none"> □ Post School and Community Engagement Ratings on District Website □ Prepare for Annual Campus Meetings □ Beginning-of-Year Staff Training on Administrative/Financial Policies & Procedures □ Make Administrative/Financial Policies & Procedures Manual Available to Staff

Notes:

September 2017

Federal/State Program Activities	Federal/State Program Activities
<p>Conference Activities</p> <ul style="list-style-type: none"> □ Register for Association for Compensatory Educators of Texas (ACET) Conference <p>District and Campus Planning Activities</p> <ul style="list-style-type: none"> □ Campus CNAs and Program Evaluations to Prepare for CIP <p>Grant Activities</p> <ul style="list-style-type: none"> □ ESSA Consolidated Application due, if Submitting for No 12-Month Grant-Funded Employees □ NCLB Consolidated Final Expenditure Report for 16-17 grant period □ Sept. 30 – End of 16-17 grant period □ File records/documentation for 2016-17 grant period. (Maintain for 7 years) □ Collect time and effort documentation if applicable <p>Parent & Family Engagement Activities</p> <ul style="list-style-type: none"> □ Parent Notice of Participation in the Title III, Part A Program □ Ensure that Title I, Part A Elementary campuses conduct parent-teacher conferences where the PI compact and student achievement is discussed □ Title I, Part A Annual Parent Meetings for Each Served Campus □ Parent Involvement Policies Review & Dissemination □ School-Parent Compact Review & Dissemination □ Outreach to Parents/Families of LEP, Immigrant, & Homeless Students □ Send Parent Notification Letters for Staff Certification Issues, if applicable 	<p>Private Non-Profit Activities</p> <ul style="list-style-type: none"> □ PNP Affirmation due Sept. 1 □ PNP Inventory List □ PNP Consultation and Verification of Non-Profit Status □ PNP Student Eligibility Criteria, Low-Income Criteria/Student Counts, and Residence <p>Other Activities</p> <ul style="list-style-type: none"> □ Academic Criteria Used to Identify Students for Title I, Part A Targeted Assistance Programs □ Teachers, Pupil Services Personnel, Principals, and Other Staff Have Been Trained in the Value and Utility of the Contribution of Parents □ Homeless Student Information: List of Homeless Students, Campus Attended, and Services Provided <p>Fiscally Related Activities</p> <ul style="list-style-type: none"> □ Draw down funds as appropriate through Web Expenditure Reporting <p><u>Radar Item:</u></p> <p>TEA Correspondence – Mar. 24, 2017 – Subject: District Equity Plan Requirement, Every Student Succeeds Act (ESSA), Title I</p> <ul style="list-style-type: none"> ● District Equity Plan – Submission Deadline November 1, 2017 ● PR1500 Equity Data Survey – Submission Deadline November 15, 2017

Notes:

October 2017

Federal/State Program Activities	Federal/State Program Activities
<p>Conference Activities</p> <ul style="list-style-type: none"> □ ACET Conference <p>District and Campus Planning Activities</p> <ul style="list-style-type: none"> □ Update as needed <p>Grant Activities</p> <ul style="list-style-type: none"> □ Review PEIMS Data for ESSA Program Areas Prior to Snapshot Date □ Priority/Focus Application (if applicable) □ Rural Low Income School Program Application (applicable districts) □ Annual Survey of Children in Local Facilities for Neglected/Delinquent Survey (SC9000) Available in eGrants (applicable districts) □ Collect time and effort documentation, if applicable 	<p>Parent & Family Engagement Activities</p> <ul style="list-style-type: none"> □ Promote Parental/Community Participation in Programs for Title I, Part A, Title I, Part C, Title III, Part A □ Ensure that Title I, Part A Elementary schools conduct parent-teacher conferences where the PI compact and student achievement is discussed <p>Fiscally Related Activities</p> <ul style="list-style-type: none"> □ Review and Update Administrative/ Financial Policies & Procedures per EDGAR, as needed □ Comparability – Comparability Assurance Documents (all LEAs), and Comparability Computation Forms for districts not meeting 5 exemption criteria (deadline □ Oct.31 - Final Expenditure Reporting deadline (draw-down funds from TEASE/TEAL)

Notes:

November 2017

Federal/State Program Activities	Federal/State Program Activities
<p>Conference Activities</p> <ul style="list-style-type: none"> <input type="checkbox"/> Register for Title I National Conference <p>District and Campus Planning Activities</p> <ul style="list-style-type: none"> <input type="checkbox"/> Quarterly Review of CNA/CIP/DIP <p>Grant Activities</p> <ul style="list-style-type: none"> <input type="checkbox"/> Nov. – deadline for Title I Comparability submissions <input type="checkbox"/> Collect time and effort documentation if applicable <input type="checkbox"/> Submit Management Certification form to TEA for Spring and Summer semesters for Substitute System of Time and Effort 	<p>Parent & Family Engagement Activities</p> <ul style="list-style-type: none"> <input type="checkbox"/> Register for Statewide Parental Involvement Conference <p>Fiscally Related Activities</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and Update Administrative/ Financial Policies & Procedures per EDGAR, as needed <input type="checkbox"/> Midyear Staff Training on Policies & Procedures <input type="checkbox"/> Web Expenditure Reporting (draw-down funds from TEASE/TEAL) <p>Private Non-Profit Activities</p> <ul style="list-style-type: none"> <input type="checkbox"/> Engage in on-going consultation with participating PNPs

Notes:

December 2017

Federal/State Program Activities	Federal/State Program Activities
<p>Conference Activities</p> <ul style="list-style-type: none"> <input type="checkbox"/> Register for Title I National Conference <input type="checkbox"/> Statewide Parental Involvement Conference <p>District and Campus Planning Activities</p> <ul style="list-style-type: none"> <input type="checkbox"/> Update as needed <p>Grant Activities</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review ESSA Final Amounts <input type="checkbox"/> ESSA Consolidated SAS for Newly Opened Charter Schools <input type="checkbox"/> Collect time and effort documentation if applicable <input type="checkbox"/> Submit Management Certification form to TEA for Spring and Summer semesters for Substitute System of Time and Effort 	<p>Parent & Family Engagement Activities</p> <p>Fiscally Related Activities</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and Update Administrative/ Financial Policies & Procedures per EDGAR, as needed <input type="checkbox"/> Midyear Staff Training on Policies & Procedures <input type="checkbox"/> Web Expenditure Reporting (draw-down funds from TEASE/TEAL) <p>Private Non-Profit Activities</p> <ul style="list-style-type: none"> <input type="checkbox"/> Engage in on-going consultation with participating PNPs <p>Other Activities</p>

Notes:

January 2018

Federal/State Program Activities	Federal/State Program Activities
<p>Conference Activities</p> <ul style="list-style-type: none"> <input type="checkbox"/> Register for Title I National Conference <input type="checkbox"/> Register for Learning for a Change Summit <p>District and Campus Planning Activities</p> <ul style="list-style-type: none"> <input type="checkbox"/> Update as needed <input type="checkbox"/> Make plans for evaluation of programs as well as comprehensive needs assessment meetings <p>Grant Activities</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collect time and effort documentation if applicable 	<p>Parent & Family Engagement Activities</p> <ul style="list-style-type: none"> <input type="checkbox"/> Disseminate Federal Report Card (no later than early March) <input type="checkbox"/> Send Parent Notification Letters for Staff Certification Issues, if applicable <p>Fiscally Related Activities</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and Update Administrative/ Financial Policies & Procedures per EDGAR, as needed <input type="checkbox"/> Midyear Staff Training on Policies & Procedures <input type="checkbox"/> Web Expenditure Reporting (draw-down funds from TEASE/TEAL) <p>Private Non-Profit Activities</p> <ul style="list-style-type: none"> <input type="checkbox"/> Engage in on-going consultation with participating PNPs <p>Other Activities</p> <ul style="list-style-type: none"> <input type="checkbox"/> Semi-Annual Certifications for First Semester for Applicable Staff <input type="checkbox"/> TEXSHEP McKinney-Vento Review, if applicable

Notes:

February 2018

Federal/State Program Activities	Federal/State Program Activities
<p>Conference Activities</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reg. 16 Statewide SS/FACE Initiative Learning for a Change Summit <input type="checkbox"/> Title I National Conference <p>District and Campus Planning Activities</p> <ul style="list-style-type: none"> <input type="checkbox"/> District and campus committees review progress of D/CIP activities <p>Grant Activities</p> <ul style="list-style-type: none"> <input type="checkbox"/> Adjust Expenditures and Amend the ESSA Application to Appropriate Final (Maximum) Entitlement <input type="checkbox"/> If Selected for Random Validation, Submit Supporting Documents <input type="checkbox"/> Collect time and effort documentation if applicable <input type="checkbox"/> SC5050 available – Data Request form for Federal Funding – due in April <p>Fiscally Related Activities</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and Update Administrative/ Financial Policies & Procedures per EDGAR, as needed <input type="checkbox"/> LEAs submit Indirect Cost Rate Proposal through GFFC Reports and Data Collection application in TEAL <input type="checkbox"/> Web Expenditure Reporting (draw-down funds from TEASE/TEAL) 	<p>Parent & Family Engagement Activities</p> <ul style="list-style-type: none"> <input type="checkbox"/> Disseminate Federal Report Card (no later than early March) <p>Private Non-Profit Activities</p> <ul style="list-style-type: none"> <input type="checkbox"/> Engage in on-going consultation with participating PNPs

Notes:

March 2018

Federal/State Program Activities	Federal/State Program Activities
<p>Conference Activities</p> <ul style="list-style-type: none"> □ Register for Association for Compensatory Educators of Texas (ACET) □ National Association of Federal Education Program Administrators (NAFEPA) Conference <p>District and Campus Planning Activities</p> <ul style="list-style-type: none"> □ Surveys sent for use for CNA and for D/CIP activities for 2018-19 <p>Grant Activities</p> <ul style="list-style-type: none"> □ Planning Meetings with Campus Staff Regarding ESSA Application Activities for Current and Next Year's Applications □ Review Professional Development Participation for Compliance Report □ ESSA Annual Report Card Posted on LEA Website □ Compliance Report (Due May) □ Collect time and effort documentation if applicable 	<p>Parent & Family Engagement Activities</p> <ul style="list-style-type: none"> □ Disseminate Federal Report Card (no later than early March) □ Distribute surveys to parents regarding effectiveness of the PI program □ Promote Parental/Community Participation in Programs for Title I, Part A, Title I, Part C, Title III, Part A <p>Fiscally Related Activities</p> <ul style="list-style-type: none"> □ Review and Update Administrative/ Financial Policies & Procedures per EDGAR, as needed □ Midyear Staff Training on Policies & Procedures □ Web Expenditure Reporting (draw-down funds from TEASE/TEAL) <p>Private Non-Profit Activities</p> <ul style="list-style-type: none"> □ PNP Consultation Meetings <ul style="list-style-type: none"> □ Ongoing for Current Year □ Schedule meeting(s) for 2018-19 programs <p>Other Activities</p> <ul style="list-style-type: none"> □ Family & Community Engagement Data Collection

Notes:

April 2018

Federal/State Program Activities	Federal/State Program Activities
<p>Conference Activities</p> <ul style="list-style-type: none"> □ Association of Compensatory Educators of Texas (ACET) Spring Conference - Austin <p>District and Campus Planning Activities</p> <ul style="list-style-type: none"> □ Compile results of surveys for program evaluation and for evaluating Parent Involvement (PI) Policy, PI Compact, Title I-A PI Program, Prof. Dev., etc. <p>Grant Activities</p> <ul style="list-style-type: none"> □ Gather Information for Amendments □ ESSA Data Request Form for Charter Schools □ Persistently Dangerous Schools Corrective Action Plan Report, if applicable □ Schedule/Conduct Program Compliance Evaluations for ESSA Programs □ Collect time and effort documentation if applicable □ Distribute professional development needs survey to staff (Title II, Part A compliance) □ Plan/conduct transition activities for students 	<p>Parent & Family Engagement Activities</p> <ul style="list-style-type: none"> □ Schedule, Consult, and Conduct Annual Evaluation of T-I PI Program and of Content and Effectiveness of Parental Involvement Policy and School-Parent Compact <p>Fiscally Related Activities</p> <ul style="list-style-type: none"> □ Review and Update Administrative/ Financial Policies & Procedures per EDGAR, as needed □ Review budgets and activities of the current grant. On track to stay within carryover threshold? □ Web Expenditure Reporting (draw-down funds from TEASE/TEAL) <p>Private Non-Profit Activities</p> <ul style="list-style-type: none"> □ PNP Participation Report due □ PNP Consultation Meetings <ul style="list-style-type: none"> □ Certified letter □ Ongoing for Current Year □ Scheduling for Next Year

Notes:

May 2018

Federal/State Program Activities	Federal/State Program Activities
<p>District and Campus Planning Activities</p> <ul style="list-style-type: none"> □ Campus CNAs and Program Evaluations to Prepare for CIP □ CNA must be completed before submission of 2017-18 Consolidated Application <p>Grant Activities</p> <ul style="list-style-type: none"> □ Gather Information for Amendments (early June deadline) □ Conduct planning meetings regarding 18-19 ESSA Consolidated Application □ Collect time and effort documentation if applicable 	<p>Parent & Family Engagement Activities</p> <ul style="list-style-type: none"> □ Provide Parents with Information About Level of Achievement of Child in Each Required State Assessment □ Family & Community Engagement Data Collection <p>Private Non-Profit Activities</p> <ul style="list-style-type: none"> □ PNP Consultation Meetings <ul style="list-style-type: none"> □ Ongoing for Current Year □ Scheduling for Next Year <p>Fiscally Related Activities</p> <ul style="list-style-type: none"> □ Review and Update Administrative/ Financial Policies & Procedures per EDGAR, as needed □ Review budgets and activities of current grant. On track to expend funds? To stay within carryover threshold? □ Web Expenditure Reporting (draw-down funds from TEASE/TEAL) <p>Other Activities</p> <ul style="list-style-type: none"> □ Semi-Annual Certification for Applicable Staff

Notes:

June 2018

Federal/State Program Activities	Federal/State Program Activities
<p>Conference Activities</p> <ul style="list-style-type: none"> <input type="checkbox"/> Grant-Funded Employees <input type="checkbox"/> Gun-Free Schools Report <p>District and Campus Planning Activities</p> <ul style="list-style-type: none"> <input type="checkbox"/> Campus CNAs and Program Evaluations to Prepare for CIP <input type="checkbox"/> District CNA and Program Evaluations to Prepare for DIP <p>Grant Activities</p> <ul style="list-style-type: none"> <input type="checkbox"/> ESSA Amendment Deadline (early June) <input type="checkbox"/> Gun-Free Schools Report <input type="checkbox"/> ESSA SAS Program Abstract Schedules to Campus Administration <input type="checkbox"/> Prepare 2018-19 Consolidated Application (July 1 submission) <input type="checkbox"/> Collect time and effort documentation if applicable 	<p>Private Non-Profit Activities</p> <ul style="list-style-type: none"> <input type="checkbox"/> PNP Consultation Meetings <ul style="list-style-type: none"> <input type="checkbox"/> Ongoing for Current Year <input type="checkbox"/> Scheduling for Next Year <input type="checkbox"/> Calculations for Per-Pupil Reservation of Funds in Preparation of ESSA Application Submission if Submitting for 12-Month Grant-Funded Employees <p>Fiscally Related Activities</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and Update Administrative/ Financial Policies & Procedures per EDGAR, as needed <input type="checkbox"/> Midyear Staff Training on Policies & Procedures <input type="checkbox"/> Web Expenditure Reporting (draw-down funds from TEASE/TEAL)

Notes:

July 2018

Federal/State Program Activities	Federal/State Program Activities
<p>District and Campus Planning Activities</p> <ul style="list-style-type: none"> □ Campus CNAs and Program Evaluations to Prepare for CIP □ District CNA and Program Evaluations to Prepare for DIP <p>Grant Activities</p> <ul style="list-style-type: none"> □ July 1 – Submission deadline for ESSA Consolidated Grant Application (if any 12-Month salaries are paid with grant funds) □ Gather Final Data for Compliance Reports (Due Aug. 1) □ Collect time and effort documentation if applicable 	<p>Fiscally Related Activities</p> <ul style="list-style-type: none"> □ Review and Update Administrative/ Financial Policies & Procedures per EDGAR, as needed □ Web Expenditure Reporting (draw-down funds from TEASE/TEAL) <p>Other Activities</p> <ul style="list-style-type: none"> □ New Hire Credentials for Teachers and Paraprofessionals

Notes:

Glossary of Title I, Part A Related Terms

View TEA's entire Acronym Glossary here:

https://tea.texas.gov/About_TEA/Glossary_of_Acronyms/

A

- **ASKTED (Texas Education Directory)**

An interactive, web-based application that enables all Texas school districts to update district personnel contact data as well as district and campus organizational data. All of the data are publicly available for download, and a compilation of the information, known as the Texas School Directory, is published annually on the TEA website.

C

- **Campus Improvement Plan (CIP)**

A comprehensive plan to reform your campus's total instructional program. This is the second step of a required, year-long process, after your campus conducts a comprehensive needs assessment (CNA). The CIP serves as a blueprint for how your campus will actually address the needs identified during the CNA. An effective CIP can bring focus and coherence to reform activities and help ensure unity of purpose, alignment, and clear accountability.

- **Comprehensive Needs Assessment (CNA)**

The first step of a required, year-long planning process. The CNA is critical to planning and implementing a successful schoolwide program. The purpose of the CNA is to identify your campus's educational strengths and the areas that need improvement. This will help campuses prioritize the areas that most affect student achievement and guide the development of the campus improvement plan.

E

- **Electronic Grants (eGrants)**

A comprehensive web portal which provides online submission, tracking, review and processing of K through 12 and adult education grant applications, grant compliance reporting, and expenditure reporting. The Texas Education Agency's envisions eGrants to be the one easy, efficient, and effective online grant management system for all discretionary and formula grants.

- **ER (Expenditure Reporting)**

A web-based system for expenditure reporting. The Texas Education Agency (TEA) uses this system for recipients of both formula and discretionary grants to submit requests for reimbursement. Users are able to access "real-time" information on the status of their payments and have access to comments TEA makes with regard to particular payments requests.

- **ESEA (Elementary and Secondary Education Act)**

A federal law passed in 1965 that funded primary and secondary education. The act was reauthorized by Congress multiple times after its enactment and in 2001 was

renamed the No Child Left Behind Act. This major education law is now being referred to as ESEA once again.

- **ESSA (Every Student Succeeds Act)**

A reauthorization of the Elementary and Secondary Education Act of 1965 (ESEA) which replaces its predecessor, the No Child Left Behind Act of 2001 (NCLB).

- **Equity Plan**

A plan that describes how an LEA will identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. This plan is required of all LEAs that receive Title I-A funding.

F

- **FASRG (Financial Accountability System Resource Guide)**

An official Texas Education Publication that describes the rules for financial accounting for charter schools, education service centers, and school districts

- **(FSP) Foundation School Program**

The state program that establishes the amount of state and local funding due to school districts under the Texas school finance law.

- **Full-Time Equivalent (FTE)**

This term refers to a full-time employee. When calculating the number of staff members employed by a district, for example, two half-time employees would equal one full-time equivalent employee.

G

- **Grants and Federal Fiscal Compliance (GFFC)**

A secure software application implemented by the Office for Grants and Federal Fiscal Compliance for the collection and distribution of federal fiscal-related data and reports, such as NCLB Title I, Part A Comparability of Services, IDEA-B Local Educational Agency (LEA) maintenance of effort (MOE), NCLB LEA MOE, and indirect cost rate proposals. LEAs and Educational Service Centers (ESCs) use GFFC Reports and Data Collections to submit and/or access these federal fiscal-related data and reports.

L

- **LEA (Local Educational Agencies)**

A public school district, open-enrollment charter school or regional education service center.

M

- **MOE (Maintenance of Effort)**

A federal fiscal requirement applicable to grant programs funded according to the Individuals with Disabilities Education Act and the Every Student Succeeds Act (ESSA). These federal laws require local education agencies to maintain fiscal effort for general and special education.

N

- **NCLB (No Child Left Behind)**

A program passed in 2001 that supports standards-based education reform. The act required states to develop assessments in basic skills to be given to all students in certain grades, if those states were to receive federal funding for schools. The act did not assert a national achievement standard; standards were set by each individual state. NCLB has been replaced with Every Student Succeeds Act (ESSA).

- **NCLB Reports**

A web based application that provides reports on NCLB related programs(i.e., AMAOs, Random Validations) and other helpful information to local education agencies. Each superintendent and charter school executive director should apply for access. Other authorized officials may also be granted access by the LEA superintendent or charter school director.

P

- **PBMAS (Performance Based Monitoring Analysis System)**

An automated data system that reports annually on the performance of school districts and charter schools in selected program areas (bilingual education/English as a second language, career and technical education, special education, and certain title programs under NCLB)

- **PEIMS (Public Education Information Management System)**

An application that encompasses all data requested and received by TEA about public education, including student demographic and academic performance, personnel, financial, and organizational information

R

- **RTI (Response to Intervention)**

The practice of meeting the academic and behavioral needs of all students through high-quality instruction and scientific research-based tiered interventions, frequent monitoring of student progress, and application of student response data.

S

- **SCE (State Compensatory Education)**

Programs and/or services designed to supplement the regular education program for students identified as at risk of dropping out of school

- **STAAR (State of Texas Assessments of Academic Readiness)**

A series of state-mandated standardized tests given to Texas public school students in grades 3-8 and those enrolled in five specific high school courses. First given in spring 2012, STAAR is based on the state's curriculum standards called the Texas Essential Knowledge and Skills (TEKS).

T

- **TANF (Temporary Assistance for Needy Families)**

A federal program that provides financial and medical assistance to needy dependent children and the parents or relatives with whom they are living

- **TAPR (Texas Academic Performance Reports)**

An annual statistical report produced each fall that contains a wide range of information about student performance, school and district staffing, programs, and student demographics. TAPR replaced the Academic Excellence Indicator System (AEIS) report in the 2012-2013 school year.

- **TEA (Texas Education Agency)**

The Texas agency that provides leadership, guidance, and resources to help schools meet the educational needs of all students. Located in Austin, Texas, TEA is the administrative unit for primary and secondary public education. Under the leadership of the commissioner of education, the agency manages the textbook adoption process, oversees development of the statewide curriculum, administers the statewide assessment program, administers a data collection system on public school students, staff and finances, rates school districts under the statewide accountability system, operates research and information programs, monitors for compliance with federal guidelines and serves as a fiscal agent for the distribution of state and federal funds.