

**2022 – 2023 Title III, Part A  
ESSA Compliance Report  
Mockups  
(PR3002 – ELA &  
PR3114 – Immigrant)**

&lt;Name of Grant Program&gt;

**Compliance Report**  
**PR3002 – Title III, Part A - ELA**

## Part 1: Supplemental Language Instruction Educational Programs and Activities Implemented

Supplemental Language Instruction Programs Activities	
Focus Area	Expenditures
1. Supporting development and implementation of LIEPs	
2. Enhancing existing LIEPs and programs for restructuring and reforming schools with English learners	
3. Supporting implementation of school wide programs	
4. Supporting the development and implementation of preschool programs	
5. Improving LIEPs by upgrading curricula, instructional materials, software and assessment procedures	
6. Improving instruction of English learners with disabilities	
7. Providing tutorials, career and technical education	
8. Offering programs to help English learners achieve success in post-secondary education	
<b>Total Expenditures for Supplemental Language Instruction Educational Programs and Activities Implemented</b>	

## Part 2: Supplemental Parent, Family, and Community Engagement Activities Implemented

Supplemental Parent, Family and Community Engagement Activities	
Focus Area	Expenditures
1. Parent outreach and trainings	
2. Family literacy services and/or family outreach and trainings	
3. Community participation programs	
<b>Total Expenditures for Supplemental Engagement Activities Implemented</b>	

## Part 3: Supplemental Professional Development Activities Implemented

Supplemental Professional Activities	
Focus Area	Expenditures
1. Supplemental Professional Development Activities	
<b>Total Expenditures for Professional Development Activities Implemented</b>	

## Part 4: Language Instruction Education Programs

A. Programs Offered			
1.	Did the LEA offer a newcomer program?	<input type="radio"/> Yes	<input type="radio"/> No
2.	Did the LEA offer an English as Second Language (ESL) program?	<input type="radio"/> Yes	<input type="radio"/> No
3.	What type of ESL Program Model was offered?	<input type="checkbox"/> Content-Based ESL	<input type="checkbox"/> Pull-Out ESL
4.	Did the LEA offer a bilingual program?	<input type="radio"/> Yes	<input type="radio"/> No

## &lt;Name of Grant Program&gt;

**Compliance Report**  
**PR3002 – Title III, Part A - ELA**

**Part 4: Language Instruction Education Programs (continued)**

B. Type of Bilingual Program Models			
Type of Bilingual Program Models	Other Languages of Instruction		
1. Transitional Bilingual/Early Exit	<input type="checkbox"/> Spanish	<input type="checkbox"/> Other (Specify): <input type="text"/>	<input type="checkbox"/> Other (Specify): <input type="text"/>
2. Transitional Bilingual/Late Exit	<input type="checkbox"/> Spanish	<input type="checkbox"/> Other (Specify): <input type="text"/>	<input type="checkbox"/> Other (Specify): <input type="text"/>
3. Dual Language Immersion/Two-way	<input type="checkbox"/> Spanish	<input type="checkbox"/> Other (Specify): <input type="text"/>	<input type="checkbox"/> Other (Specify): <input type="text"/>
4. Dual Language Immersion/One-way	<input type="checkbox"/> Spanish	<input type="checkbox"/> Other (Specify): <input type="text"/>	<input type="checkbox"/> Other (Specify): <input type="text"/>

**Part 5: Teacher Information and Professional Development**

Teacher Information and Professional Development	
Teacher Information	Number of Teachers
1. Type the number of certified/licensed teachers serving in a Language Instruction Education Program (LIEP).	
2. Type the estimated number of additional certified/licensed teachers that will be needed for bilingual/ESL assignments in the next 5 years. (This number should be the total additional teachers needed for the next 5 years, not the number needed for each year. Do not include the number of teachers currently working in bilingual/ESL assignments.)	

**Part 6: Program Compliance Self - Check**

A. Needs Assessment
<p>1. The LEA/Fiscal Agent determines that all teachers serving in Language instruction Education Programs (LIEPs) are fluent in both English and any other language used for instruction, including having written and oral communication skills. [Section 3116(c)]</p> <p>a. <input type="radio"/> In Compliance If in compliance, the LEA assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:</p> <ul style="list-style-type: none"> <li>Documentation showing that teachers who are providing bilingual instruction are fluent in English and the other language used for instruction (e.g., hiring activities, lists provided by Human Resources of certified staff, etc.).</li> </ul> <p>The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.</p> <p>b. <input type="radio"/> Not In Compliance If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.</p> <div style="border: 1px solid black; height: 100px; width: 100%;"></div>

## &lt;Name of Grant Program&gt;

**Compliance Report**  
**PR3002 – Title III, Part A - ELA**

**Part 6: Program Compliance Self – Check (continued)****B. Use of Funds**

1. The LEA/Fiscal Agent provides and implements effective parent engagement activities to parents of English learners/immigrant students that are above and beyond other federal programs. [Section 3115(c)(3)(A)]

a.  In Compliance

If in compliance, the LEA assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:

- Engagement Planning Tool: Phase 4: Communication of Outcomes
- Presentations (e.g., power point slides, presenter's notes, or handouts.)
- Meeting Agendas
- Sign-in Sheets
- Notification of activities (e.g., emails to parents, newsletters, or a flyer)

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

b.  Not In Compliance

If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

2. The LEA/Fiscal Agent provides and implements effective family engagement activities to families of English learners/immigrant students that are above and beyond other federal programs. [Section 3115(c)(3)(A)]

a.  In Compliance

If in compliance, the LEA assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:

- Engagement Planning Tool: Phase 4: Communication of Outcomes
- Presentations (e.g., power point slides, presenter's notes, or handouts.)
- Meeting Agendas
- Sign-in Sheets
- Notification of activities (e.g., emails to parents, newsletters, or a flyer)

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

**Note:** The State understands some examples of documentation listed may not be reasonable due to the size of the LEA/Fiscal Agent's EL population.

b.  Not In Compliance

If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

## &lt;Name of Grant Program&gt;

**Compliance Report**  
**PR3002 – Title III, Part A - ELA**

**Part 6: Program Compliance Self – Check (continued)****B. Use of Funds (continued)**

3. The LEA/Fiscal Agent provides and implements effective community engagement activities to parents of English of learners/immigrant students that are above and beyond other federal programs. [Section 3115(c)(3)(A)]

a.  In Compliance

If in compliance, the LEA assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:

- Engagement Planning Tool: Phase 4: Communication of Outcomes
- Presentations (e.g., power point slides, presenter's notes, or handouts.)
- Meeting Agendas
- Sign-in Sheets
- Notification of activities (e.g., emails to parents, newsletters, or a flyer)

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

**Note:** The State understands some examples of documentation listed may not be reasonable due to the size of the LEA/Fiscal Agent's EL population.

b.  Not In Compliance

If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

4. The LEA/Fiscal Agent maintains appropriate time and effort records for all Title III, Part A – ELA split-funded staff. [EDGAR Cost Principles]

a.  In Compliance

If in compliance, the LEA assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:

- List of staff paid with Title III, Part A – ELA funds, including percentage of time spent working in program and sufficient information to indicate the work or duties carried out, as appropriate.
- Documentation for charges to payroll, as required in the applicable EDGAR cost principle.

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

b.  Not In Compliance

If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

c.  Not Applicable

If not applicable, the LEA/Fiscal Agent assures that the following reason applies. No other reason is acceptable.

- The LEA/Fiscal Agent had no staff who were split-funded with Title III, Part A – ELA funds

## &lt;Name of Grant Program&gt;

**Compliance Report**  
**PR3002 – Title III, Part A - ELA**

**Part 6: Program Compliance Self - Check (continued)****B. Use of Funds (continued)**

5. The LEA/Fiscal Agent maintains control of Title III, Part A - ELA program funds being used to provide equitable services to private school EL students and their teachers. [Section 9501(d)]
- a.  In Compliance  
If in compliance, the LEA assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:
- Written procedures for approving and processing Title III, Part A – ELA expenditures related to services to private schools
  - Accounting records showing the approved expenditures according to the LEA's written procedures
- The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.
- b.  Not In Compliance  
If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.
- 
- c.  Not Applicable  
If not applicable, the LEA/Fiscal Agent assures that the following reason applies. No other reason is acceptable.
- The LEA/Fiscal Agent had no agreement to provide equitable services to private schools with Title III, Part A – ELA funds

**C. Administrative Costs**

1. The LEA/Fiscal Agent meets the statutory 2% limitation on administrative costs related to the implementation of the Title III, Part A – ELA program. [Section 3115(b)]
- a.  In Compliance  
If in compliance, the LEA assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:
- Title III, Part A -ELA budget documents detailing program and administrative costs
- The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.
- b.  Not In Compliance  
If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.
-



Organization:  
Campus/Site:  
Vendor ID:

County District:  
ESC Region:  
School Year:

<Name of Grant Program>

Compliance Report  
PR3002 – Title III, Part A - ELA

Part 6: Program Compliance Self - Check (continued)

C. Administrative Costs (continued)

2. The LEA/Fiscal Agent has third-party contractor(s) associated with the Title III, Part A – ELA program to break out administrative costs, which are included in the 2% limitation. [EDGAR Cost Principles and Section 9201]

a.  In Compliance

If in compliance, the LEA assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:

- Copies of any third-party contracts, requiring the break-out of administrative costs
- Title III, Part A – ELA budget documents detailing program and administrative costs, including the administrative costs from any third-party contracts.

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

b.  Not In Compliance

If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

c.  Not Applicable

If not applicable, the LEA/Fiscal Agent assures the following reason applies. No other reason is acceptable.

- The LEA/Fiscal Agent has no third-party contractors associated with the Title III, Part A – ELA program

Part 7: Additional Information (optional)

Additional Information

## &lt;Name of Grant Program&gt;

**Compliance Report**  
**PR3114 – Title III, Part A - Immigrant**

## Part 1: Expenditures for Supplemental Activities – Language Instruction Educational Programs

Language Instruction Educational Programs	
Focus Area	Expenditures
1. Identification and acquisition of curricular materials	
2. Educational software and technologies	
3. Tutorials	
4. Mentoring	
5. Academic or career counseling	
6. Basic instructional services (including costs related to classroom supplies and transportation) that are directly attributable to the presence of immigrant children and youth	
7. Other instructional services (e.g., programs of introduction to the educational system, civic education)	
<b>Total Expenditures for Instructional Activities Implemented</b>	

## Part 2: Expenditures for Supplemental Activities – Parent, Family, and Community Outreach

Supplemental Parent, Family and Community Activities	
Focus Area	Expenditures
1. Parent outreach and trainings	
2. Family literacy services and/or family outreach and trainings	
3. Community participation programs	
<b>Total Expenditures for Supplemental Engagement Activities Implemented</b>	

## Part 3: Expenditures for Supplemental Activities – Support for Personnel

Supplemental Activities	
Focus Area	Expenditures
1. Teacher Recruitment	
2. Teacher Training	
3. Paraprofessional Recruitment	
4. Paraprofessional Training	
<b>Total Expenditures for Support for Personnel Activities Implemented</b>	





Organization:  
Campus/Site:  
Vendor ID:

County District:  
ESC Region:  
School Year:

<Name of Grant Program>

Compliance Report  
PR3114 – Title III, Part A - Immigrant

Part 4: Program Compliance Self - Check

A. Administrative Costs – Immigrant Program

1. When calculating administrative costs for the Title III, Part A- Immigrant program, the LEA/Fiscal Agent includes all appropriate administrative costs, including both indirect costs and direct costs such as administrative salaries. [EDGAR Cost Principles and Section 9201]

a.  In Compliance

If in compliance, the LEA assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:

- Detailed budget ledgers that include administrative costs

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

b.  Not In Compliance

If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

[Empty text box for describing non-compliance]

B. Use of Funds – Immigrant Program

1. The LEA/Fiscal maintains appropriate time and effort records for all Title III, Part A – Immigrant split-funded staff. [EDGAR Cost Principles]

a.  In Compliance

If in compliance, the LEA assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:

- List of staff paid with Title III, Part A – Immigrant funds, including percentage of time spent working in program and sufficient information to indicate the work or duties carried out, as appropriate
- Documentation for charges to payroll, as required in the applicable EDGAR cost principle

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

b.  Not In Compliance

If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

[Empty text box for describing non-compliance]

c.  Not Applicable

If not applicable, the LEA/Fiscal Agent assures that the following reason applies. No other reason is acceptable.

- The LEA/Fiscal Agent had no staff who were split-funded with Title III, Part A – Immigrant funds.



Organization:  
Campus/Site:  
Vendor ID:

County District:  
ESC Region:  
School Year:

<Name of Grant Program>

Compliance Report  
PR3114 – Title III, Part A - Immigrant

Part 4: Program Compliance Self – Check (Continued)

B. Use of Funds – Immigrant Program (continued)

2. The LEA/Fiscal Agent maintains control of Title III, Part A-Immigrant program funds being used to provide equitable services to private school immigrant students and their teachers. [Section 9501(d)]

a.  In Compliance

If in compliance, the LEA assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:

- Written procedures for approving and processing Title III, Part A – ELA expenditures related to services to private schools
- Accounting records showing the approved expenditures according to the LEA's written procedures

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

b.  Not In Compliance

If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.

c.  Not Applicable

If not applicable, the LEA/Fiscal Agent assures that the following reason applies. No other reason is acceptable.

- The LEA/Fiscal Agent had no agreement to provide equitable services to private schools with Title III, Part A – Immigrant funds

3. The LEA's/Fiscal Agent's Title III, Part A-Immigrant-funded programs provides enhanced instructional opportunities for immigrant children and youth. [Section 3115(e)]

a.  In Compliance

If in compliance, the LEA assures that it has documentation showing compliance readily available upon request. Strongest documentation recommended:

- Description in the LEA and/or campus plans that shows how the Title III, Part A – Immigrant program enhances instructional opportunities for immigrant children and youth
- Evidence that the program beneficiaries are immigrant children and youth

The LEA may have other documentation that potentially might show compliance. In the event of an audit, TEA or audit staff would make the final determination concerning whether the documentation is sufficient to demonstrate compliance with the program requirement.

b.  Not In Compliance

If not in compliance, use the space below to describe how the LEA plans to meet compliance the following year.



Organization:  
Campus/Site:  
Vendor ID:

County District:  
ESC Region:  
School Year:

<Name of Grant Program>

Compliance Report  
PR3114 - Title III, Part A - Immigrant

Part 5: Additional Information (optional)

Additional Information

SAMPLE