

2022–2023

ESSA CONSOLIDATED COMPLIANCE REPORT INSTRUCTIONS

EVERY STUDENT SUCCEEDS ACT

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GS2100 – Applicant Information

Use this form to provide contact information for the program.

Part 1: Organization Information

1. Verify the name of the organization. If the organization is from an open enrollment charter school, verify the name of the charter holder.
2. Verify the mailing address for the organization or charter holder. If the name or address is incorrect, notify the program contact.

Part 2.A and B: Applicant Contacts

1. Select the appropriate primary and secondary contacts from dropdown menu. The contact information will populate on the form.
2. If Contact is not list, click on Add New Contact. Be sure to save the form as this will redirect you to the Contacts Page on eGrants.

Part 2.C: Additional Contacts (optional)

If your organization has different contacts for each program, type the information for those contacts in the row for the appropriate program.

PR3099—ESSA Private Nonprofit (PNP) School Equitable Services

Part 1: Private Nonprofit Program Participation

Use this schedule to provide annual data on LEAs providing equitable services by applicable programs to eligible PNP schools. Report data during the compliance report grant year.

A: Total Schools Within Boundary

1. Type the total number of PNP schools located within district boundaries. Total should include PNP schools that are not participating.
2. If the district received Title I, Part A funds, type the total number of eligible PNP schools that students attended out of district boundaries.

B: PNP Schools Participation

1. Indicate **Yes** or **No** for each program area if one or more PNP schools participated during the compliance report grant year.
2. If the LEA clicks **No** across all programs, Part 2 Program Compliance Self-Check collapses since the LEA has no eligible PNP schools.
3. If the LEA clicks **Yes** for at least 1 program area, it must also respond **Yes** or **No** to Part 1.B line #1. The LEA will need to refer to the PS3099 or SC3099 of the ESSA Consolidated Federal Grant Application for the reporting period before providing a response. Click **Yes** or **No** indicating if any of the responses reported here for each program are different from what was reported on the PS3099 or SC3099.
 - a. If the response is **Yes**, the LEA must provide an explanation (reason for the change) in the comment box Part 1.B line #1.a.

C: Total Number of Participating PNP Schools That Received Equitable Services

1. Type the total number of participating PNP schools that received equitable services for each program area.
2. The LEA must select the Part 1.C line #1 **PNP Affirmations Assurance** checkbox to indicate it assures that all PNP Affirmations for each participating PNP school, that received equitable services, were submitted to TEA **and** included signatures for both the LEA and PNP authorized officials.

D: Total Number of Eligible PNP Students That Received Equitable Services

1. Type the total number of eligible PNP students that received equitable services for each program area.

Part 2: Program Compliance Self-Check

If the LEA clicks **No** across all programs in Part 1.B, the Part 2 Program Compliance Self-Check section disables since the LEA has no eligible PNP schools.

Complete this section to indicate the LEA's compliance with the program requirements for each of the programs:

1. For each program requirement listed in Part 2, click **Yes** or **No** to indicate whether the LEA complied with the requirement for each program.
 - By selecting **Yes**, the LEA assures that it has documentation showing compliance readily available upon request by TEA and/or an auditor.
 - If **No** is selected, use the space provided to describe how the LEA plans to meet compliance the following year.
2. In Part 2.4, in addition to **Yes** or **No**, click **N/A** (Not Applicable) if the the requirement was not applicable for each program. The LEA assures that the following reason applies. No other reason is acceptable.
 - The LEA did not use funding for administration costs.

Part 3: Additional Information (optional)

Type any additional information applicable to the PR3099 Compliance Report in the comment box, if desired.

PR1000—Title I, Part A

Use this form to provide compliance information for Title I, Part A. Use zeros when items do not apply.

Report only those expenditures and activities paid with Title I, Part A, funding during the compliance report grant year. Funds utilized from other programs through Funding Transferability should be included in the expenditure amounts for Title I, Part A. Do not include Rural Education Achievement Program (REAP) funds utilized for Title I, Part A activities.

Part 1: Expenditures from Title I, Part A Funds Reserved at the LEA Level

Complete this part to report on the expenditures from Title I, Part A, funds that are reserved at the LEA level for the current school year. If the LEA has obligated funds that are not actually expended, include a best estimate of what the total expenditure will be for each line.

1. **Line #1 will be enabled for LEAs with a Title I, Part A entitlement that exceeds \$500,000 for the reporting period as noted in the PS3101. LEAs are required to enter expenditures on Line #1.** Type the expenditures for districtwide **Parent and Family Engagement** activities.
Note: A local educational agency (LEA) that received a Title I allocation that exceeded \$500,000 and, as required, reserved 1 percent of its allocation for parent and family engagement, but did not obligate all of this amount by September 30 must use a portion of its Title I carryover funds equal to the unobligated amount for parent and family engagement in addition to its current year's reservation for this purpose provided that the LEA only reserved 1 percent of its allocation. (If an LEA reserved more than 1 percent for parent and family engagement and already obligated an amount equal to 1 percent, then it need not use any of its carryover funds for this purpose.)
2. **Line #2 will be enabled for LEAs with a Title I, Part A entitlement that is \$500,000 or less as noted in the PS3101. If the LEA voluntarily chose to reserve funds for Districtwide Parent and Family Engagement activities enter expenditures on Line #2. 0 is an acceptable response.** Type the expenditures for districtwide **Parent and Family Engagement** activities.
3. Type the expenditures for Title I, Part A, services to eligible **private school students**. Do not include administrative costs. Any administrative costs for these activities should be included in line #4. 0 is an acceptable response if the LEA did not have PNP schools participating in the Title I, Part A program.
4. Type the expenditures for **administration** of Title I, Part A, programs for eligible **private school students**. 0 is an acceptable response.
5. Type the expenditures from Title I, Part A, funds for **preschool** programs. 0 is an acceptable response.
6. Type the expenditures for **administration** of Title I, Part A, programs, including those for for students at facilities for the neglected and delinquent. Do not include expenditures here for administration of Title I, Part A programs for eligible private school students. Those expenditures should be included in line #4. 0 is an acceptable response.
7. Type the expenditures for LEA **professional development** activities. 0 is an acceptable response.

8. Type the expenditures for Title I, Part A, services to a **homeless students** regardless if they are served by a Title I, Part A campus or not. Do not include administrative costs. Any administrative costs for these activities should be included in line #6.
9. Type the expenditures for Title I, Part A, services to students residing in local facilities for the **neglected**. Do not include administrative costs. Any administrative costs for these activities should be included in line #6. 0 is an acceptable response.
10. Type the expenditures for Title I, Part A, services to students residing in local facilities for the **delinquent**. Do not include administrative costs. Any administrative costs for these activities should be included in line #6. 0 is an acceptable response.
11. Type the expenditures for Title I, Part A, transportation for **foster care children**. 0 is an acceptable response.
12. If the LEA had other expenditures of Title I, Part A, funds for LEA-level activities that are not included, type the expenditures and a description of the activities.

Part 1 Total Expenditures from Title I, Part A, Funds Reserved at LEA Level

This field autocalculates and shows the total expenditures for **Part 1 Lines 1-12**.

Part 2: Expenditures from Title I, Part A, Campus-Based Program Budgets

1. Line #1 will be enabled for LEAs with at least 1 Schoolwide program campus noted on the SC5000 for the reporting period. Type the total Title I, Part A expenditures from **Schoolwide Program** campus budgets.
2. Line #2 will be enabled for LEAs with at least 1 Targeted Assistance program campus noted on the SC5000 for the reporting period. Type the total Title I, Part A expenditures from **Targeted Assistance Program** campus budgets.

Part 2 Total Expenditures from Title I, Part A Campus-Based Program Budgets

This field autocalculates and shows the total expenditures for **Part 2 Lines 1 and 2**.

Part 3: Public Schools Student Participation for Ages 0-2 and Ages 3-5 (not in PEIMS)

Depending upon the responses on the **SC5000** of the ESSA Consolidated grant application, one of the columns in this part may be disabled. Complete the enabled column(s) to report on student participation in the programs.

For Schoolwide Program and Targeted Assistance (TA) Program, **only report students ages 0-2 and 3-5 (not in PEIMS) that received Title I, Part A services**. TEA will use the PEIMS data for students enrolled and identified as receiving Title I, Part A services.

Follow the following instructions to complete this section:

- A. **Age:** For ages 0-2 and 3-5 (not in PEIMS), type the number of students who received Title I, Part A, services in each program.
- B. **Gender:** For ages 0-2 and 3-5 (not in PEIMS) reported under **Age**, type the number of male and female student participants who received Title I, Part A, services in each program. The total under **Gender** must match the total under **Age**.
- C. **Ethnicity:** For ages 0-2 and 3-5 (not in PEIMS) reported under **Age**, type the number of student participants by ethnicity. The total under **Ethnicity** must equal the totals under **Age** and **Gender**.

Examples of students who would be reported in this part who would not have been reported in PEIMS

One example includes providing services to students in preschool programs. There is a chart on page 10 of the [non-regulatory guidance](#) issued by the US Department of Education that describes several ways in which Title I, Part A funds may be used to support preschool programs. The LEA would need to be sure that the preschool students served are residing in the attendance area of a schoolwide campus, or if the students reside in the attendance area of a targeted assistance campus that they are identified according to the LEA's criteria as at risk of failing to meet the State's academic achievement standards when they reach school age. The students served in such preschool programs should be reported at the end of the year on the PR1000 as students (ages 0- 2) or students (ages 3-5, not reported in PEIMS).

The LEA might also have children in those age groups who receive Title I, Part A services to homeless children.

Part 4: Student Participation for Private Nonprofit Schools and Local Facilities for Neglected

Depending upon the responses in **Part 1**, one or more of the columns in this part may be disabled. Complete the enabled column(s) to report on student participation in the programs. Please note that the student participation numbers that are entered in this part are only for Private Nonprofit Schools and/or Local Facilities for Neglected.

Follow the following instructions to complete this section:

- A. **Grade:** For the ages and grades listed, type the number of students who received Title I, Part A, services in each program.
- B. **Gender:** For the ages and grades reported under **Grade**, type the number of male and female student participants who received Title I, Part A, services in each program. The total under **Gender** must match the total under **Grade**.
- C. **Ethnicity:** For the ages and grades reported under **Grade**, type the number of student participants by ethnicity. The total under **Ethnicity** must equal the totals under **Grade** and **Gender**.

Part 5: Program Compliance Self-Check

Complete this section to indicate the LEA's compliance with the program requirements:

1. For each program requirement listed in Part 5, click **In Compliance**, **Not In Compliance**, or **N/A** to indicate whether the LEA complied with the requirement.
 - By selecting **In Compliance**, the LEA assures that it has documentation showing compliance readily available upon request by TEA and/or an auditor.
 - If **Not In Compliance** is selected, use the space provided to describe how the LEA plans to meet compliance the following year.
 - **N/A** is only an option for some requirements and under the very specific circumstances that are listed, where applicable.

Part 6: Additional Information (optional)

Type any additional information applicable to the PR1000 Compliance Report in the comment box, if desired.

PR1200—Title I, Part C Education of Migratory Children

Use this section to provide data on services to migratory children using Title I, Part C, funding. Use zeros when questions do not apply.

Funds utilized from other programs through Funding Transferability should be included in the expenditure amounts for Title I, Part C.

Part 1: Estimated Expenditures from Title I, Part C Funds

A: Campus Type

If your organization is not serving one or more of the types of campuses (or providing programs or support services) listed, check all the boxes that apply. Checking a box in this section disables the corresponding subsection in **Part B**.

B: Program Activities and Expenditures

Expenditures Related to Required Program Activities

For each required program activity listed in lines 1-18, type the expenditure amount of Title I, Part C, funds expended from **MEP** and **Other** funding sources. If the response is 0, ensure documentation is in place to justify response.

Expenditures Related to Planned Supplemental Activities

For each applicable activity listed in lines 19-22 type the expenditure amount of Title I, Part C funds from MEP or Other funding sources.

Total

This field shows the total expenditures for Title I, Part C, funds from MEP and other sources.

Part 2: Program Compliance Self-Check

- For each program requirement listed in Part 2, click **In Compliance**, **Not In Compliance**, or **N/A (not applicable)** to indicate whether the LEA complied with the requirement.
 - By selecting **In Compliance**, the LEA assures that it has documentation showing compliance readily available upon request by TEA and/or an auditor.
 - If **Not In Compliance** is selected, use the space provided to describe how the LEA plans to meet compliance the following year.
 - N/A** is only an option for some requirements and under the very specific circumstances that are listed, where applicable.

Part 3: Additional Information (Optional)

Type any additional information applicable to the PR1200 Compliance Report in the comment box, if desired.

PR2000—Title I, Part D, Subparts 1 and 2

Use this schedule to provide annual data on Title I, Part D, Subparts 1 and 2. Use zeros when questions do not apply. Report only those expenditures and activities paid with Title I, Part D funds during the compliance report grant year. Report unduplicated counts of students served.

Funds utilized from other programs through Funding Transferability should be included in the expenditure amounts for Title I, Part D.

See the definitions section at the end of these instructions for assistance in completing the form correctly.

Part 1: LEA Program/Facility Type

In this section enter information about the number and type of programs or facilities as defined by the U.S. Department of Education (USDE) that are provided with Title I, Part D funds. See the last section for a definition of facility types.

This section has new program/facility types. Please refer to the definitions section for guidance.

Neglected Programs – (Subpart 1 only)

This section is only required for recipients of Title I, Part D, Subpart 1 funds.

1. For each kind of facility or program, type the number of facilities or programs provided with Title I, Part D funds.
2. For each kind of facility or program, type the average number of days served. That is, the average of number of days students received program-funded services in the facilities or programs.
3. Type the average length of stay in the facilities or programs. If your organization has multiple facilities, the average length of stay may be counted on a weighted average. See the example below.

Take a student-level average by doing one of the following:

- Collecting the student-level data for all facilities and then taking the average
- Calculating a weighted average based on the number of students

Delinquent Programs - (Subpart 1 or Subpart 2)

This section is required for recipients of Title I, Part D, Subpart 1 and Title I, Part D, Subpart 2 funds.

1. For each kind of facility or program, type the number of facilities or programs provided with Title I, Part D funds.
2. For each kind of facility or program, type the average number of days served. That is, the average of number of days students received program-funded services in the facilities or programs.
3. Type the average length of stay in the facilities or programs. If your organization has multiple facilities, the average length of stay may be counted on a weighted average. See the example below.

Take a student-level average by doing one of the following:

- Collecting the student-level data for all facilities and then taking the average
- Calculating a weighted average based on the number of students

At-Risk (Subpart 2 only)

1. Type the number of At-Risk programs conducted with Title I, Part D, Subpart 2 funds.
2. Type the average number of days served. That is, the average number of days students received program-funded services in the At-Risk program.
3. Type the average length of stay in the program (if applicable). If your organization has multiple programs, the average length of stay may be counted on a weighted average.

Take a student-level average by doing one of the following:

- Collecting the student-level data for all At-Risk programs and then taking the average
- Calculating a weighted average based on the number of students

Example for Weighting by Student Counts

Facility	Average Days	Number of Students (duplicated count per visit)	Total
1	101	100	10,100
2	11	80	880
3	270	50	13,500
4	179	100	17,900
Total		330	42,380

- Multiply the average days by the number of students to get the totals. Add the **Number of Students** and **Total** columns.
- **Weighted average length of stay = 42,380 ÷ 330 students = 128 days** average length of stay.
- The average length of stay cannot exceed 365 days.

For any program and facility for which you are unable to provide data, type an explanation of what data is not provided in Part 1.

Part 2: Student Participation

Use this section to detail student participation in programs or facilities using Title I, Part D funds. See the definitions section for definitions of long-term students, unduplicated count, and duplicated count of students.

A: Gender and Race/Ethnicity

Follow these instructions to complete this section:

Neglected Programs (Subpart 1 only)

1. For each Neglected program or facility receiving Title I, Part D, Subpart 1 funds, type the number of participants by **gender** that your organization had in each program or facility during the compliance report grant year. The sum of both genders must match the number of total number of students under race/ethnicity. Count each student only once, even if admitted to a program or facility several times.
2. For each program or facility receiving Title I, Part D funds, type the number of **participants by race/ethnicity** served. Count each student only once, even if admitted to a program or facility several times. This number for each program cannot be more than the total number of both genders by program or facility.

Delinquent Programs (Subpart 1 or Subpart 2)

1. For each Delinquent program or facility receiving Title I, Part D funds, type the number of participants by **gender** that your organization had in each program or facility during the compliance report grant year. The sum of both genders must match the number of total number of students under race/ethnicity. Count each student only once, even if admitted to a program or facility several times.
2. For each program or facility receiving Title I, Part D funds, type the number of **participants by race/ethnicity** served. Count each student only once, even if admitted to a program or facility several times. This number for each program cannot be more than the total number of both genders by program or facility.

At-Risk (Subpart 2 only)

1. For At-Risk Programs, type the number of participants by gender that your organization had in this program during the compliance report grant year. The sum of both genders must match the total number of students under race/ethnicity for At-Risk programs.
2. For At-Risk program conducted with Title I, Part D funds, type the number of participants by race/ethnicity served. Count each student only once, even if admitted to the program several times. This number cannot be more than the total number of both genders.

B: Age

Neglected Programs (Subpart 1 only)

Type the number of participants by **age** that your organization had in each program or facility during the compliance report grant year. The sum of students for each program must equal the total **number of gender and race/ethnicity counts** shown in Part 2.A for each program or facility.

Delinquent Programs (Subpart 1 or Subpart 2)

Type the number of participants by **age** that your organization had in each program or facility during the compliance report grant year. The sum of students for each program must equal the total **number of gender and race/ethnicity counts** shown in Part 2.A for each program or facility.

At-Risk (Subpart 2 only)

Type the number of participants by **age** that your organization had in the program during the compliance report grant year. The sum of students for each program must equal the total **number of gender and race/ethnicity counts** shown in Part 2.A for the At-Risk program.

C: Student Groups

Neglected Programs (Subpart 1 only)

In this section, students may be classified in any of the categories. Count where appropriate.

1. Type the number of students for each program or facility who have disabilities.
2. Type the number of students for each program or facility classified as English Learners (ELs).
3. Type the number of long-term students for each program or facility.

Delinquent Programs (Subpart 1 or Subpart 2)

In this section, students may be classified in any of the categories. Count where appropriate.

1. Type the number of students for each program or facility who have disabilities.
2. Type the number of students for each program or facility classified as English Learners (ELs).
3. Type the number of long-term students for each program or facility.

At-Risk (Subpart 2 only)

In this section, students may be classified in any of the categories. Count where appropriate.

1. Type the number of students for At-Risk program who have disabilities.
2. Type the number of students for At-Risk program classified as English Learners (ELs).
3. Type the number of long-term students for At-Risk program.

Part 3: Program and Exit Outcomes

Program and Exit Outcomes

Neglected and Delinquent Programs (Subpart 1)

1. For program(s), type the total number of unduplicated students who enrolled, or planned to enroll, in your local district within 90 calendar days after exit. This number must be equal to or less than the total number for gender in Part 2.A.

At-Risk and Delinquent Programs (Subpart 2)

1. For the program(s), type the total number of unduplicated students who enrolled, or planned to enroll, in your local district within 90 calendar days after exit. This number must be equal to or less than the total number for gender in Part 2.A.

Outcomes

Neglected and Delinquent Programs (Subpart 1)

In Facility and within 90 days after exit

For the combined Neglected and Delinquent programs, type the number of **unduplicated** students who attained the outcomes while enrolled in the “In facility” or in the “90 days after exit” column. A student may be reported only once across the two time periods, per program type.

1. Type the number of students who earned a high school equivalency diploma (HSED).
2. Type the number of students who obtained a high school diploma.
3. Type the number of students who earned high school course credits.
4. Type the number of students who enrolled in HSED program.
5. Type the number of students who accepted and/or enrolls in post-secondary education.
6. Type the number of students who obtained employment.

At-Risk and Delinquent Programs (Subpart 2)

In Facility and within 90 days after exit

For At-Risk and Delinquent programs, type the combined number of **unduplicated** students who attained academic and vocational outcomes while enrolled in the program/facility or within 90 calendar days after exiting. If a student attained an outcome once in the program/facility and once during the 90-day transition period, that student may be reported once in each column.

1. Type the number of students who earned a high school equivalence diploma (HSED).
2. Type the number of students who obtained high school diploma.
3. Type the number of students who earned high school course credits.
4. Type the number of students who enrolled in a HSED program.
5. Type the number of students accepted and/or enrolled in post-secondary education.
6. Type the number of students enrolled in job training courses or programs.
7. Type the number of students who obtained employment.

Part 4: Academic Performance of Long-Term Students

A: Achievement of Long-Term Students

Neglected and Delinquent Programs (Subpart 1)

1. For the combined Neglected and Delinquent programs, type the number of students whose **reading** grade level showed improvement of up to one full grade level from initial to follow-up assessment.
2. For the combined Neglected and Delinquent programs, type the number of students whose **math** grade level showed improvement of up to one full grade level from initial to follow-up assessment.
3. For the combined Neglected and Delinquent programs, type the number of students whose **reading** grade level showed improvement of more than one full grade level from initial to follow-up assessment.

4. For the combined Neglected and Delinquent programs, type the number of students whose **math** grade level showed improvement of more than one full grade level from initial to follow-up assessment.
5. For the combined Neglected and Delinquent programs, type the number of students whose **reading** grade level decreased in grade level from the initial to follow-up assessment.
6. For the combined Neglected and Delinquent programs, type the number of students whose **math** grade level decreased in grade level from the initial to follow-up assessment.
7. For the combined Neglected and Delinquent programs, type the number of students whose **reading** grade level showed no change from the initial to follow-up assessment.
8. For the combined Neglected and Delinquent programs, type the number of students whose **math** grade level showed no change from the initial to follow-up assessment.

At-Risk and Delinquent Programs (Subpart 2)

1. For the combined At-Risk and Delinquent programs, type the number of students whose **reading** grade level showed improvement of up to one full grade level from initial to follow-up assessment.
2. For the combined At-Risk and Delinquent programs, type the number of students whose **math** grade level showed improvement of up to one full grade level from initial to follow-up assessment.
3. For the combined At-Risk and Delinquent programs, type the number of students whose **reading** grade level showed improvement of more than one full grade level from initial to follow-up assessment.
4. For the combined At-Risk and Delinquent programs, type the number of students whose **math** grade level showed improvement of more than one full grade level from initial to follow-up assessment.
5. For the combined At-Risk and Delinquent programs, type the number of students whose **reading** grade level decreased in grade level from the initial to follow-up assessment.
6. For the combined At-Risk and Delinquent programs, type the number of students whose **math** grade level decreased in grade level from the initial to follow-up assessment.
7. For the combined At-Risk and Delinquent programs, type the number of students whose **reading** grade level showed no change from the initial to follow-up assessment.
8. For the combined At-Risk and Delinquent programs, type the number of students whose **math** grade level showed no change from the initial to follow-up assessment.

B: Assessment Proficiency (OPTIONAL)

This is an optional data entry. 0 is acceptable. Count students who have successfully completed the state assessments for math and reading and attained proficiency or did not attained proficiency. For this data group, proficient means students who attained any of the following performance levels: Masters Grade Level, Meets Grade Level, Approaches Grade Level.

Neglected and Delinquent Programs (Subpart 1)

1. For the combined Neglected and Delinquent programs, type the number of students whose **reading** state assessment shows they attained proficiency. For this data group, proficient means students who attained any of the following performance levels: Masters Grade Level, Meets Grade Level, Approaches Grade Level.
2. For the combined Neglected and Delinquent programs, type the number of students whose **reading** state assessment shows they did not attained proficiency.

3. For the combined Neglected and Delinquent programs, type the number of students whose **math** state assessment shows they attained proficiency. For this data group, proficient means students who attained any of the following performance levels: Masters Grade Level, Meets Grade Level, Approaches Grade Level.
4. For the combined Neglected and Delinquent programs, type the number of students whose **math** state assessment shows they did not attained proficiency.

At-Risk and Delinquent Programs (Subpart 2)

1. For the combined At-Risk and Delinquent programs, type the number of students whose **reading** state assessment shows they attained proficiency. For this data group, proficient means students who attained any of the following performance levels: Masters Grade Level, Meets Grade Level, Approaches Grade Level.
2. For the combined At-Risk and Delinquent programs, type the number of students whose **reading** state assessment shows they did not attained proficiency.
3. For the combined At-Risk and Delinquent programs, type the number of students whose **math** state assessment shows they attained proficiency. For this data group, proficient means students who attained any of the following performance levels: Masters Grade Level, Meets Grade Level, Approaches Grade Level.
4. For the combined At-Risk and Delinquent programs, type the number of students whose **math** state assessment shows they did not attained proficiency.

Part 5: Program Compliance Self-Check

Complete this section to indicate the LEA's compliance with the program requirements:

1. For each program requirement listed in Part 5, select **In Compliance**, **Not In Compliance**, or **N/A** to indicate whether the LEA complied with the requirement.
 - By selecting **In Compliance**, the LEA assures that it has documentation showing compliance readily available upon request by TEA and/or an auditor.
 - If **Not In Compliance** is selected, use the space provided to describe how the LEA plans to meet compliance the following year.
 - **N/A** is only an option for some requirements and under the very specific circumstances that are listed, where applicable.

Part 6: Additional LEA Data (Optional)

Type any additional information applicable to the PR2000 Compliance Report in the comment box, if desired.

Title I, Part D Program Definitions

Neglected and Delinquent Programs (Subpart 1)

The types of **neglected** programs under Title I, Part D, Subpart 1 (State Agency) of ESEA as amended.

Group Homes: A shelter is a short-term facility that provides temporary care in a physically unrestricting environment. Includes runaway/homeless shelters and other types of shelters.

Community Day Programs: The term “community day program” means a regular program of instruction provided by a state agency at a community day school operated specifically for neglected children and youth.

Residential Treatment Home: A residential treatment home is a program that provides clinical treatment services in a 24-hour living environment.

Other Programs: Any other programs, not defined above, which receive Title I, Part D funds and serve neglected or delinquent children and youth.

The types of **delinquent** programs under Title I, Part D, Subpart 1 (State Agency) of ESEA as amended.

Adult Correction: An adult correctional institution is a facility in which persons, including persons 21 and under, are confined as a result of conviction for a criminal offense.

Community Day Programs: The term “community day program” means a regular program of instruction provided by a State agency at a community day school operated specifically for delinquent children and youth.

Juvenile Detention Centers: A juvenile detention center is a shorter term institution that provide care to children who require secure custody pending court adjudication, court disposition, or execution of a court order, or care to children after commitment

Shelters: Shelters are short-term facilities that provide temporary care similar to that of a detention center, but in a physically unrestricting environment. The Department notes that it is unlikely that most shelters will meet the definition of an institution for delinquent children and youth.

Group Homes: A group home is a long-term facility in which residents are allowed extensive contact with the community, such as attending school or holding a job. Includes halfway houses.

Ranch/wilderness Camps: A ranch/wilderness camp is a long-term residential facility for persons whose behavior does not necessitate the strict confinement of a long-term secure facility, often allowing them greater contact with the community. Includes ranches, forestry camps, wilderness or marine programs, or farms.

Residential Treatment Centers: A residential treatment center is a facility that focuses on providing some type of individually planned treatment program for youth (substance abuse, sex offender, mental health, etc.) in conjunction with residential care. The Department notes that it is unlikely that most treatment centers will meet the definition of an institution for delinquent children and youth.

Long-term Secure Juvenile Facilities: A long-term secure facility is a public or private residential facility that provides confinement of its residents, for the care of children who have been adjudicated to be delinquent or in need of supervision. Similar to juvenile correctional facility.

Other Programs: Any other facilities or programs, not defined above, which meet the definition of an institution for delinquent children and youth.

Delinquent Programs (Subpart 2)

The types of **delinquent** programs under Title I, Part D, Subpart 2 of ESEA as amended.

Adult Correction: An adult correctional institution is a facility in which persons, including persons 21 and under, are confined as a result of conviction for a criminal offense.

Community Day Programs: The term “community day program” means a regular program of instruction provided at a community day school operated specifically for neglected or delinquent children and youth.

Juvenile Detention Centers: A juvenile detention center is a shorter term institution that provides care to children who require secure custody pending court adjudication, court disposition, or execution of a court order, or care to children after commitment

Shelters: A shelter is a short-term facility that provides temporary care similar to that of a detention center, but in a physically unrestricting environment.

Group Homes: A group home is a long-term facility in which residents are allowed extensive contact with the community, such as attending school or holding a job. Includes halfway houses.

Ranch/wilderness Camps: A ranch/wilderness camp is a long-term residential facility for persons whose behavior does not necessitate the strict confinement of a long-term secure facility, often allowing them greater contact with the community. Includes ranches, forestry camps, wilderness or marine programs, or farms.

Residential Treatment Centers: A residential treatment center is a facility that focuses on providing some type of individually planned treatment program for youth (substance abuse, sex offender, mental health, etc.) in conjunction with residential care.

Long-term Secure Juvenile Facilities: A long-term secure facility is a public or private residential facility that provides confinement of its residents, for the care of children who have been adjudicated to be delinquent or in need of supervision.

Other Programs: Any other facilities or programs, not defined above, which meet the definition of an institution for delinquent children and youth.

At-Risk Programs (Subpart 2)

At-Risk Programs (Subpart 2 only): Programs operated in local schools that target students who are at risk of academic failure, have a drug or alcohol problem, are pregnant or parenting, have been in contact with the juvenile justice system in the past, are at least one year behind the expected age/grade level, have limited English proficiency, are gang members, have dropped out of school in the past, or have a high absenteeism rate.

USDE “At-Risk” Definition: When used with respect to a child, youth, or student, a school-aged individual who is at risk of academic failure, has a drug or alcohol problem, is pregnant or is a parent, has come into contact with the juvenile justice system in the past, is at least one year behind the expected grade level for the age of the individual, has limited English proficiency, is a gang member, has dropped out of school in the past, or has a high absenteeism rate at school.

Note: It is important that the USDE’s definition of “at-risk” be used when identifying which program/facility exists for the purposes of Title I, Part D, Subpart 2. The USDE’s definition of “at-risk” is not the same as “at-risk” as defined by state law for Compensatory Education purposes. Please use USDE’s “at-risk” definition for the purposes of Title I, Part D, Subpart 2 programs.

General Definitions:

Neglected Programs: A public or private residential facility, other than a foster home, that is operated primarily for the care of children and youth who have been committed to the institution or voluntarily placed there under applicable State law because of (1) abandonment,(2) neglect, or (3) death of their parents or guardians

HSED: High School Equivalency Diploma: The Texas Education Code, [Chapter §25.085](#), statute requires anyone under age 18 to attend school. The High School Equivalency Program (HSEP) allows students who are at risk of dropping out of high school to earn a high school equivalency credential. The TEA provides a [list of schools which operate a HSEP](#). See TEA webpage for more information on HSEPs: <https://tea.texas.gov/HSEP>.

Long-Term Students Served: Students who have been in a neglected or delinquent facility or program for at least 90 consecutive days.

Unduplicated Count of Students Served: Number of unique students who benefitted from Title I, Part D funding and are counted only once. (Even if they were admitted to the same facility or program multiple times).

PR3000—Title II, Part A

Use this schedule to report use of Title II, Part A funds. Use zeros when items do not apply. Report only those expenditures and activities paid with Title II, Part A funding during the compliance report grant year.

Part 1: Funding Transferability

Funding Transferability allows LEAs the option to transfer a certain percentage of non-administrative funds allocated for allowable uses under Title I, Part A; Title I, Part C; Title I, Part D; Title III, Part A (ELA and Immigrant); Title IV, Part A; and Title V, Part B.

A: Participation

Click **Yes** or **No** to indicate whether the LEA participated in the Funding Transferability program with Title II, Part A funds.

- If you click **No**, **Part 1** disables. Skip to **Part 2**.
- If you click **Yes**, proceed to Parts 1.B – 1.C.

B: Percentage of Title II, Part A Funding Redirected under Funding Transferability

If the LEA transferred funds out of Title II, Part A under Funding Transferability, type the percentage of those funds redirected into each fund source identified in the respective columns.

Note: The sum of all percentages entered in Part B **may not** exceed 100%, and should reflect the percentages reported on the PS3109 of the ESSA Consolidated Federal Grant Application.

C: Amount of Title II, Part A Funding Redirected under Funding Transferability That Was Expended for the Following Activities

If the LEA transferred funds out of Title II, Part A under Funding Transferability, type the dollar amount of expended funds that were redirected into each fund source identified in the respective columns.

The amount of expended funds reported should not exceed the total funds available as per the BS6001 of the ESSA Consolidated Federal Grant Application for each program, and should not exceed the percentage of funds reported in Part 1.B.

Part 2: Section 5211—Rural Education Achievement Program (REAP)

Rural Education Achievement Program (REAP) assists eligible LEAs in addressing academic needs more effectively by giving them greater flexibility in the use of limited Federal resources.

The program is designed to address the unique needs of rural school districts that frequently lack the personnel and resources needed to compete effectively for Federal competitive grants and receive formula allocations in amounts too small to be effective in meeting their intended purposes. Only eligible LEAs can use the REAP option.

Note: If the totals under **Alternative Uses of Funding** in **Part 2.B** add up to 100%, or if the combined totals under **Alternative Uses of Funding** in **Part 2.B** and under **Funding Transferability** in **Part 1.B** add up to 100%, then **Parts 3** and **4** will be disabled.

A: Participation

Click **Yes** or **No** to indicate whether the LEA participated in the REAP with Title II, Part A funds.

- If you click **No**, **Part 2** disables. Skip to **Part 3**.
- If you click **Yes**, proceed to Parts 2.B – 2.C.

B: Percentage of Title II, Part A Funding Redirected under REAP

If the LEA redirected funds out of Title II, Part A, type the percentage of those funds redirected into each fund source identified in the respective columns.

Note: The sum of all columns **may not** exceed 100%, and should reflect the percentages reported on the PS3109 of the ESSA Consolidated Federal Grant Application.

C: Amount of Title II, Part A Funding Redirected under REAP That Was Expended for the Following Activities

If the LEA redirected funds out of Title II, Part A under REAP, type the dollar amount of those funds redirected into each fund source identified in the respective columns.

The amount of expended funds reported should not exceed the total funds available as per the BS6001 of the ESSA Consolidated Federal Grant Application for each program, and should not exceed the percentage of funds reported in Part 2.B.

Part 3: Program Expenditures and Activities Participation

If this part is enabled, follow these instructions to complete it:

In lines 1-3, type the amount of Title II, Part A funds that have been expended or encumbered for each Area of Focus.

Funds utilized from other programs through Funding Transferability should be included in the expenditure amounts for Title II, Part A.

Part 4: Program Compliance Self-Check

Complete this section to indicate the LEA's compliance with the program requirements:

1. For each program requirement listed in Part 4, click **In Compliance**, **Not In Compliance**, or **N/A** to indicate whether the LEA complied with the requirement.

- By selecting **In Compliance**, the LEA assures that it has documentation showing compliance readily available upon request by TEA and/or an auditor.
- If **Not In Compliance** is selected, use the space provided to describe how the LEA plans to meet compliance the following year.
- **N/A** is only an option for some requirements and under the very specific circumstances that are listed, where applicable.

Part 5: Additional Information (optional)

Type any additional information applicable to the PR3000 Compliance Report in the comment box, if desired.

PR3002—Title III, Part A – ELA

Use this schedule to report on use of Title III, Part A - ELA funds. Use zeros when questions do not apply. Report only those expenditures and activities paid with Title III, Part A - ELA funding during the compliance report grant year.

Funds utilized from other programs through REAP and Funding Transferability should be included in the expenditure amounts for Title III, Part A - ELA.

Part 1: Supplemental Language Instruction Educational Programs and Activities Implemented

1. For each focus area, type your organization's Title III, Part A - ELA program expenditures in the LEA column.

The expenditure amounts for LEA are totaled for you.

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

1. Type your organization's program expenditures in the LEA column.

The expenditure amounts for LEA are totaled for you.

Part 3: Supplemental Professional Development Activities Implemented

1. Type your organization's program expenditures in the LEA column.

The expenditure amounts for LEA are totaled for you.

Part 4: Language Instruction Educational Programs

A: Programs Offered

1. Click **Yes** or **No** to indicate whether the LEA offered a newcomer program.
2. Click **Yes** or **No** to indicate whether the LEA offered an English as a Second Language (ESL) program. If you click **No**, the rest of this part is disabled.
 - Check all applicable boxes to indicate the type of ESL program models offered.
3. Click **Yes** or **No** to indicate whether the LEA offered a bilingual program. If you click **Yes**, complete section B. If you click **No**, the rest of this part is disabled. Continue on to **Part 5**.

B: Types of Bilingual Program Models

Check all applicable boxes to indicate the type of bilingual program models offered, as follows:

- Check applicable boxes to indicate the languages other than English used in programs.
- If a bilingual program is offered in a language other than Spanish, check Other and type the language.

Note: For additional information on the types of language instruction educational program models offered, you can visit the [TEA Emergent Bilingual Support](#) webpage.

Part 5: Teacher Information and Professional Development

Teacher Information

1. Type the total number of certified/licensed teachers serving in a Language Instruction Educational 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

Complete this section to indicate the LEA/Fiscal Agent's compliance with the program requirements:

1. For each program requirement listed in Part 6, click **In Compliance**, **Not In Compliance**, or **N/A** to indicate whether the LEA/Fiscal Agent complied with the requirement.
 - By selecting **In Compliance**, the LEA/Fiscal Agent assures that it has documentation showing compliance readily available upon request by TEA and/or an auditor.
 - If **Not In Compliance** is selected, use the space provided to describe how the LEA/Fiscal Agent plans to meet compliance the following year.
 - **N/A** is only an option for some requirements and under the very specific circumstances that are listed, where applicable.

Part 7: Additional Information (Optional)

Type any additional information applicable to the PR3002 Compliance Report in the comment box, if desired.

PR3114—Title III, Part A—Immigrant

Use this schedule to report on use of Title III, Part A – Immigrant funds. Use zeros when questions do not apply. Report only those expenditures and activities paid with Title III, Part A, funding during the compliance report grant year.

Funds utilized from other programs through REAP and Funding Transferability should be included in the expenditure amounts for Title III, Part A.

Part 1: Expenditures for Supplemental Activities - Language Instruction Educational Programs

1. For each focus area, type your organization’s Title III, Part A - Immigrant expenditures in the LEA column.
2. If a Title III, Part A - Immigrant supplemental instructional activity implemented during the compliance report grant year is not listed, report the expenditure in line 7 under **Other**.

The expenditure amounts for LEA are totaled for you.

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

1. For each focus area, type your organization’s program expenditures in the LEA column.

The expenditure amounts for LEA are totaled for you.

Part 3: Expenditures for Supplemental Activities – Support for Personnel

1. Type your organization’s program expenditures in the LEA column.

The expenditure amounts for LEA are totaled for you.

Part 4: Program Compliance Self - Check

Complete this section to indicate the LEA/Fiscal Agent’s compliance with the program requirements:

1. For each program requirement listed in Part 4, click **In Compliance**, **Not In Compliance**, or **N/A** to indicate whether the LEA/Fiscal Agent complied with the requirement.
 - By selecting **In Compliance**, the LEA/Fiscal Agent assures that it has documentation showing compliance readily available upon request by TEA and/or an auditor.
 - If **Not In Compliance** is selected, use the space provided to describe how the LEA/Fiscal Agent plans to meet compliance the following year.
 - **N/A** is only an option for some requirements and under the very specific circumstances that are listed, where applicable.

Part 5: Additional Information (Optional)

Type any additional information applicable to the PR3114 Compliance Report in the comment box, if desired.

PR3107—Title IV, Part A

Use this schedule to provide annual data on Title IV, Part A, Subpart 1 funds. Use zeros when items do not apply. Report only those expenditures and activities paid with Title IV, Part A funding during compliance report grant year.

Part 1: Funding Transferability

Funding Transferability allows LEAs the option to transfer a certain percentage of non-administrative funds allocated for allowable uses under Title I, Part A; Title I, Part C; Title I, Part D; Title II, Part A; Title III, Part A (ELA and Immigrant); and Title V, Part B.

A: Participation

Click **Yes** or **No** to indicate whether the LEA participated in the Funding Transferability program with Title IV, Part A funds.

- If you click **No**, **Part 1** disables. Skip to **Part 2**.
- If you click **Yes**, proceed to Parts 1.B – 1.C.

B: Percentage of Title IV, Part A Funding Redirected under Funding Transferability

If the LEA transferred funds out of Title IV, Part A under Funding Transferability, type the percentage of those funds redirected into each fund source identified in the respective columns.

Note: The sum of all percentages entered in Part B **may not** exceed 100%, and should reflect the percentages reported on the PS3109 of the ESSA Consolidated Federal Grant Application.

C: Amount of Title IV, Part A Funding Redirected under Funding Transferability That Was Expended for the Following Activities

If the LEA transferred funds out of Title IV, Part A under Funding Transferability, type the dollar amount of expended funds that were redirected into each fund source identified in the respective columns. The amount of expended funds reported should not exceed the total funds available as per the BS6001 of the ESSA Consolidated Federal Grant Application for each program, and should not exceed the percentage of funds reported in Part 1.B.

Part 2: Section 5211—Rural Education Achievement Program (REAP)

Rural Education Achievement Program (REAP) assists eligible LEAs in addressing academic needs more effectively by giving them greater flexibility in the use of limited Federal resources. The program is designed to address the unique needs of rural school districts that frequently lack the personnel and resources needed to compete effectively for Federal competitive grants

and receive formula allocations in amounts too small to be effective in meeting their intended purposes. Only eligible LEAs can use the REAP option.

A: Participation

Click **Yes** or **No** to indicate whether the LEA participated in the REAP with Title IV, Part A funds.

- If you click **No**, **Part 2** disables. Skip to **Part 3**.
- If you click **Yes**, proceed to Parts 2.B – 2.C.

B: Percentage of Title IV, Part A Funding Redirected under REAP

If the LEA redirected funds out of Title IV, Part A, type the percentage of those funds redirected into each fund source identified in the respective columns.

Note: The sum of all columns **may not** exceed 100%, and should reflect the percentages reported on the PS3109 of the ESSA Consolidated Federal Grant Application.

C: Amount of Title IV, Part A Funding Redirected under REAP That Was Expended for the Following Activities

If the LEA redirected funds out of Title IV, Part A under REAP, type the dollar amount of those funds redirected into each fund source identified in the respective columns. The amount of expended funds reported should not exceed the total funds available as per the BS6001 of the ESSA Consolidated Federal Grant Application for each program, and should not exceed the percentage of funds reported in Part 2.B.

Part 3: Program Compliance Self-Check

Note: If the totals under **Alternative Uses of Funding** in **Part 2.B** add up to 100%, or if the combined totals under **Alternative Uses of Funding** in **Part 2.B** and under **Funding Transferability** in **Part 1.B** add up to 100%, then **Parts 3** and **4** will be disabled.

Complete this section to indicate the LEA's compliance with the program requirements:

1. For each program requirement listed in Part 3, click **In Compliance** or **Not In Compliance** to indicate whether the LEA complied with the requirement.
 - By selecting **In Compliance**, the LEA assures that it has documentation showing compliance readily available upon request by TEA and/or an auditor.
 - If **Not In Compliance** is selected, use the space provided to describe how the LEA plans to meet compliance the following year.

Part 4: Additional Information (optional)

Type any additional information applicable to the PR3107 Compliance Report in the comment box, if desired.

PR6200—School Choice Option (Title VIII, Sec. 8532)

Use this form to report compliance with Title VIII, Section 8532. Use zeros when questions do not apply.

Part 1: Persistently Dangerous Schools & Criminal Incidents

A: LEA Report on Persistently Dangerous Schools

Complete this part to report on persistently dangerous schools.

1. Select **Yes** or **No** to indicate whether any students were transferred from any campus because the campus was identified as persistently dangerous. If you answer **No**, line #2 is disabled.
2. If you selected **Yes**, type the number of students who were transferred to another campus because the home campus was identified as persistently dangerous.

B: Violent Criminal Incidents

Complete this part to report on incidents of violent crime.

1. Select **Yes** or **No** to indicate whether your organization had any violent criminal incidents on any campus during the compliance report grant year. If you select **No**, line #2 in this part is disabled.
2. If you selected **Yes**, type how many violent criminal incidents occurred.
3. Select **Yes** or **No** to indicate whether your organization had a victimized student. If you answer **No**, the rest of this part is disabled.
4. If you selected **Yes**, type the number of victimized students whose parents requested a school transfer under Section 8532.
5. Type the number of victimized students who transferred to another campus under Section 8532.
6. If fewer victimized students transferred (#5) is less than requested a transfer (#4) under Section 8532, type an explanation of the difference.
7. Type the number of campuses **within** the LEA's boundaries to which victimized students transferred.
8. Type the number of campuses **outside** the LEAs boundaries to which victimized students identified in line 5 transferred.

Part 2: Program Compliance Self-Check

Complete this section to indicate the LEA's compliance with the program requirements:

2. For each program requirement listed in Part 2, click **In Compliance**, **Not In Compliance**, or **N/A** to indicate whether the LEA complied with the requirement.
 - By selecting **In Compliance**, the LEA assures that it has documentation showing compliance readily available upon request by TEA and/or an auditor.

- If **Not In Compliance** is selected, use the space provided to describe how the LEA plans to meet compliance the following year.
- **N/A** is only an option for some requirements and under the very specific circumstances that are listed, where applicable.

Part 3: Additional Information (Optional)

Type any additional information applicable to the PR6200 Compliance Report in the comment box, if desired.

PR6400—Homeless Students Enrolled

The McKinney-Vento Homeless Assistance Act, Subtitle VII-B, is a federally funded program reauthorized by Title IX, Part A, of the Every Student Succeeds Act (42 U.S.C. 11431 et seq; hereafter the McKinney-Vento Act)

This report collects the unduplicated counts of homeless children and youth served by the McKinney-Vento TEHCY grant who are in the following age group and who are not reported in PEIMS as homeless for:

Students Ages:

0-2

3-5 (Not Enrolled in PK or K)

Note: Data collection for students who are enrolled in an LEA and reported as homeless in PEIMS will be collected in the PEIMS/TSDS 40100 Student Basic Information Sub-Category.

**PR6400 instructions have been updated to reflect “homeless children and youth” anywhere “student” is used in the PR6400 report.

Part 1: Homeless Students Participation and Primary Students Residency

A: Homeless Students Participation

Click **Yes** or **No** to indicate whether the LEA provided services to homeless children and youth through the McKinney-Vento TEHCY grant

- If you answered **No**, you do not need to complete Part 2.
- If you answered **Yes** to Part 1, it is required to complete and submit Part 2 of this report.

B: Counts and Primary Nighttime Residency

If you answered **Yes** to Part 1, you must provide the information requested in Part 2.

This report collects the unduplicated counts of homeless children and youth served by the McKinney-Vento TEHCY grant who are in the following age group and who are not reported in PEIMS as homeless for:

Students Ages:

0-2

3-5 (Not Enrolled in PK or K)

1. Provide the total count of homeless children and youth that were served by the McKinney-Vento TEHCY grant.
2. Provide the total count of homeless children and youth served by the McKinney-Vento TEHCY grant reported as an unaccompanied youth.

3. For each Primary Nighttime Residence category, input the number of homeless students served by the McKinney-Vento TEHCY grant.

Additional Guidance

In each grade level, the sum of:

- Number of Homeless Children and Youth Shelters
- Number of Homeless Children and Youth Doubled-Up
- Number of Homeless Children and Youth Unsheltered
- Number of Homeless Children and Youth Hotels/Motels

MUST equal the Total Number of Homeless Children and Youth served by the McKinney-Vento TEHCY grant.

Part 2: Additional LEA Data (Optional)

Use this space to describe any inconsistencies or unusual circumstances encountered.

Certify & Submit

The “Certify and Submit” function is accessible from the Table of Contents page. There is a link on the upper right:

2022-2023 ESSA Consolidated Compliance Report

Due: 09/30/2023
Status: Available

 [View Errors](#)

 [No Attachments](#)

 [View/Print](#)

 [Certify & Submit](#)



Grant Resources

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Description	Required	Status	Last Update
General Information GS2100 - Applicant Information	*	New	
Compliance Report PR1000 - Title I, Part A	*	New	
PR1200 - Title I, Part C - Ed of Migratory Children	*	New	
PR2000 - Title I, Part D, Subparts 1 and 2	*	New	
PR3000 - Title II, Part A	*	New	
PR3002 - Title III, Part A - ELA	*	New	
PR3099 - Private Nonprofit (PNP) School Equitable Services Compliance Report	*	New	
PR3107 - Title IV, Part A	*	New	
PR6200 - Title VIII, Sec 8532 School Choice Option	*	New	
PR6400 - Homeless Students Enrolled	*	New	

To certify the submitted data and reported activities, the authorized official submitting the data must complete this section certifying that the information is correct.

SPECIFIC INSTRUCTIONS

1. In the bottom section of the “Certify and Submit” screen, select the appropriate Contact from dropdown menu. The contact information will populate on the form.
2. If appropriate Contact is not list, click on Add New Contact. Be sure to save the form as this will redirect you to the Contacts Page on eGrants.
3. Click Certify and Submit to submit the reports. Once the reports are submitted successfully, the status indication in the upper left will change to “Submitted.”