Request for Application

Program Guidelines

2026-2027 Every Student Succeeds Act (ESSA) Consolidated Federal Grant Application

Authorized by The Elementary and Secondary Education Act of 1965 (ESEA), as Amended by Every Student Succeeds Act (ESSA)

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Texas Education Agency

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Introduction to the Program Guidelines

The Texas Education Agency (TEA) administers federal[1] and state grant awards to its subgrantees[2] to carry out a program. Such entities include primarily school systems (referred to as local educational agencies [LEAs] in statutes), including independent school districts and charter schools; education service centers (ESCs); and, to a lesser degree, institutions of higher education (IHEs), nonprofit organizations (NPOs), and other statutorily allowable organizations. The following Program Guidelines apply to all eligible subgrantees for the designated grant program.

This part of the request for application (RFA), Program Guidelines, is to be used in conjunction with the General and Fiscal Guidelines and any application instructions or other RFA requirements. The Standard Application System (SAS) consists of all schedules (i.e., forms) to be completed in order for the applicant to be eligible for funding. The application to which these guidelines and instructions refer must be submitted electronically through the eGrants system.

For applicants selected for funding, all guidelines and instructions will be incorporated by reference into the Notice of Grant Award (NOGA).

Requirement for Username and Password

To access eGrants and apply for this grant, the grantee must have access to the TEA Login (TEAL). Follow these steps to apply for usernames and passwords on TEAL:

1. Visit the TEA Login (TEAL) page of the TEA website. Select Request New User Account to begin the process of applying for a TEAL account online.
2. Once you have been assigned a TEA Login (TEAL) account, log into TEAL and under Self-Service select My Application Accounts.
3. The My Accounts tab will open. Select Request New Account, then find eGrants in the list and follow the instructions to submit your request.

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[1] TEA is the grantee and pass-through entity for federal education funding. *Grantee* is defined as the legal entity to which a grant is awarded and that is accountable to the federal government for the use of the funds provided. The term "grantee" does not include any secondary recipients, such as subgrantees and contractors, that may receive funds from a grantee pursuant to a subgrant or contract. (34 CFR 77.1) *Pass-through entity* is defined as a recipient or subrecipient that provides a subaward to a subrecipient (including lower tier subrecipients) to carry out part of a federal program. (2 CFR 200.1)

[2] *Subgrantee* is defined by TEA to be the same as a *subrecipient*, which is defined in 2 CFR 200.1 as an entity that receives a subaward from a pass-through entity to carry out part of a federal award. The term does not include an individual that is a beneficiary or participant of the program. For purposes of the request for application (RFA), TEA may use the terms *subgrantee, grantee, subrecipient,* and *applicant* synonymously.

Application Submission Through eGrants

Submit the application for these grant programs electronically through the TEA eGrants system. Refer to the General and Fiscal Guidelines for more specific information about the eGrants application process.

Applications must be submitted as follows:

- Those submitted by public school districts must be signed electronically by the superintendent of the school district or a designee.
- Applications submitted by regional ESCs must be signed electronically by the executive director or a designee.
- Applications submitted by open-enrollment charter schools must be signed electronically by the chief operating officer of the school or a designee.
- Campuses and campus charter schools must apply through their public school district, and the application must be signed electronically by the superintendent or designee.

Reference to the General and Fiscal Guidelines

The Program Guidelines provide information specifically relevant to this grant program. The General and Fiscal Guidelines provide information relevant to all TEA grant programs. Throughout the Program Guidelines, cross-references are given to applicable sections of the General and Fiscal Guidelines. It is critical that the grantee review all cross-referenced sections when preparing the application.

Errata Notices

See the General and Fiscal Guidelines, Errata Notices.

Email Bulletins

See the General and Fiscal Guidelines, Email Bulletins (GovDelivery).

Expenditure Reporting (ER)

See the General and Fiscal Guidelines, Cash Management, as well as the Expenditure Reporting webpage.

The grant program will be funded by reimbursement once the NOGA has been issued and the grantee submits payment (drawdown) requests through the Expenditure Reporting (ER) system. The grantee is required to request payment regularly, at minimum quarterly, for allowable expenditures as grant

program requirements are carried out. However, it is best practice to request funds monthly to support program implementation.

Contact for Clarifying Information

The following TEA divisions should be contacted with questions about the RFA, the grant program, or for information regarding allowable uses of funds.

Program Contact

Title I, Part A; Title I, Part D, Subpart 1; Title I, Part D, Subpart 2
Federal Program Compliance Division
ESSAsupport@tea.texas.gov
Phone: Division Staff Contact Information

Title I, Part C - Migrant
Federal Program Compliance Division
Migrant.ed@tea.texas.gov
Phone: Division Staff Contact Information

Title II, Part A
Federal Program Compliance Division
ESSAsupport@tea.texas.gov
Phone: Division Staff Contact Information

Title III, Part A – ELA; Title III, Part A – Immigrant
Emergent Bilingual Support Division
EmergentBilingualSupport@tea.texas.gov
Phone: (512) 463-9414

Title IV, Part A, Subpart 1
Federal Program Compliance Division
ESSAsupport@tea.texas.gov
Phone: Division Staff Contact Information

Title V, Part A; Title V, Part B
Federal Program Compliance Division
ESSAsupport@tea.texas.gov

Phone: Division Staff Contact Information

ESSA Private Nonprofit Participation, TEA Ombudsman
Federal Program Compliance Division
PNPombudsman@tea.texas.gov
Phone: Division Staff Contact Information

Funding Contact

Grants Administration Division
Grants@tea.texas.gov
Phone: (512) 463-8525

US Department of Education and/or State Appropriations for Title I, Part A

The following is provided in compliance with the US Department of Education Appropriations Act:

Category Title I, Part A	Amount
Total funds available for this project	**Approximately $1,678,252,536**
Percentage to be financed with federal funds	100%
Amount of federal funds	Approximately $1,678,252,536
Percentage to be financed from nonfederal sources	0%
Amount of nonfederal funds	$0
Fund Code: 211	

Grant Timeline

Due dates related to the grant, including reporting dates, are available in the Critical Events section listed on the TEA Grant Opportunities page. Grantees are responsible for regularly monitoring the webpage for updated grant information and for meeting all due dates and other grant requirements.

Grant at a Glance

This section provides detailed information about the grant program.

Program Purpose, Goals, and Objectives

Title I, Part A, provides supplemental resources to school systems to help schools with high concentrations of students from low-income families provide high-quality education that will enable all children to meet the challenging state academic standards. Title I, Part A, supports campuses in implementing either a schoolwide program (SWP) or a targeted assistance program (TAP).

Campuses operating a SWP must conduct a Comprehensive Needs Assessment (CNA) and develop a Campus Improvement Plan (CIP) with the involvement of parents, other members of the community and individuals including teachers, principals, other school leaders, paraprofessionals, administrators, the school system, and to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, and if the plan relates to a secondary school, students, and other individuals determined by the school, who will carry out such plan. The plan must ensure all students are provided opportunities to meet the challenging State academic standards and be regularly evaluated and revised as necessary based on student needs as described in Section 1114, Schoolwide Programs.

Campuses operating a TAP will determine which students will be served on the basis of multiple, educationally related, objective criteria established by the school system and serve participating students as described in Section 1115, Targeted Assistance Schools.

Eligible Applicants

See the General and Fiscal Guidelines, Eligibility for Funding.

School systems in Texas are eligible to apply for a grant under ESSA Consolidated, Title I, Part A.

Eligibility List

Entitlement amounts are available on TEA's Entitlements and Allocations Dashboards. See the Grant Allocations and Award Balances page for additional information.

Shared Services Arrangement

See the General and Fiscal Guidelines, Shared Services Arrangements (SSAs).

Shared services arrangements are allowed.

Cost Share or Matching Requirement

See the General and Fiscal Guidelines, Cost Share/Match Requirement.

There is no cost share or matching requirement for this grant program.

Supplement, Not Supplant

For supplement, not supplant guidance, see the Supplement, Not Supplant Handbook on the Department of Grant Compliance and Administration's Training and Other Resources page.

The supplement, not supplant provision does apply to this grant program.

Title I, Part A of ESSA provides for a more streamlined approach for documenting compliance with the SNS requirement. The SNS Methodology described below meets the SNS requirement for the following programs:

- Title I, Part A
- Title I School Improvement programs [Section 1003(e)(2)]

SNS Methodology and Required Documentation

The term "supplement, not supplant" has traditionally meant that federal funds cannot be used to perform a service that would normally be paid for with state or local funds. The new SNS methodology requirement for Title I, Part A represents a shift in mindset. For Title I, Part A, school systems no longer look at whether an individual cost meets the traditional SNS requirement. Instead, the school systems' allocation of State and local funds to campuses is examined as a whole to ensure that Title I, Part A funds are supplemental. The school system demonstrates through its SNS Methodology that its distribution of State and local funds to campuses has been accomplished in a Title I-neutral manner. In other words, the school system allocates State and local funds to its campuses without regard to their Title I status. Each campus receives all the State and local funds it would otherwise receive if it were not receiving assistance under Title I. Once that is accomplished, either through a Title I-neutral SNS Methodology or through a valid Statement of Exemption, the supplemental requirement for Title I, Part A funds at the campus level has been met.

For district-level funds, the school system must ensure that it is using State and local funds that are retained at the school system level in a Title I-neutral manner. Then any Title I, Part A funds that are reserved at the school system level are also considered to be supplemental in nature, although they must be used only for Title I, Part A purposes, as indicated in the school system's approved ESSA Consolidated Federal Grant Application.

NOTE: This does NOT mean that Title I, Part A funds have no restrictions on their use. Title I, Part A funds must still be used for allowable activities. All Title I, Part A expenditures must still be for activities that—

- support a need that is identified in the Comprehensive Needs Assessment;
- are included in the Campus Improvement Plan;

- are reasonable in cost;
- are necessary to carry out the intent and purpose of the Title I, Part A program;
- are allocable under the grant; and
- are allowable under Title I, Part A.

The school system must also ensure that the expenditures meet all EDGAR requirements and that all school system policies and procedures are followed.

Each school system that receives Title I, Part A funds must have either:

- A Statement of Exemption; or
- A written SNS Methodology that describes how the school system allocates its state and local funds to its campuses

For additional information, including examples and templates for the Methodology and the Statement of Exemption, visit the SNS Handbook.

Limitation of Administrative Funds

See the General and Fiscal Guidelines, Classification of Direct and Indirect Costs.

NOTE: Administrative funds include **both** direct administrative costs **and** allowable indirect costs.

Direct Administrative Costs

The authorizing statute does not limit the amount of funds that may be budgeted to administer the program, including direct administrative costs.

Indirect Costs

For this federally funded grant, the grantee may claim a maximum for indirect costs equal to its current approved restricted indirect cost rate.

To calculate the maximum indirect costs that can be claimed for a grant, complete the Maximum Indirect Costs Worksheet, located on the Grants Administration Division's Grant Resources page.

Pre-Award Costs

See the General and Fiscal Guidelines, Pre-Award Costs.

Pre-award costs are not permitted for this grant.

Application Requirements and Assurances

This section identifies the types of requirements in which applicants must comply to be eligible for funding:

- Statutory requirements (requirements defined in the authorizing statute)
- TEA program requirements (requirements defined by TEA program staff)

Statutory Requirements

See the General and Fiscal Guidelines, Statutory Requirements.

Per Section 22.0834 of the Texas Education Code (TEC), any person offered employment by any entity that contracts with TEA or receives grant funds administered by TEA (i.e., a grantee or subgrantee) is subject to the fingerprinting requirement. TEA is prohibited from awarding grant funds to any entity, including nonprofit organizations, that fails to comply with this requirement. For details, refer to the General and Fiscal Guidelines, Fingerprinting Requirement.

The programs included in this consolidated grant application are authorized by the Every Student Succeeds Act (ESSA) which reauthorizes the Elementary and Secondary Education Act of 1965 (ESEA) and replaces its predecessor, the No Child Left Behind Act of 2001 (NCLB).

TEA Program Requirements

See the General and Fiscal Guidelines, TEA Program Requirements.

In addition to the statutory requirements, TEA has established the following program requirements. The applicant must comply with each of these requirements in the application to be considered for funding:

School Systems

Each school system that receives Title I, Part A, funding must do the following:

- Disseminate the state, school system, and campus-level report cards to the following:
  - All school system campuses;
  - Parents of all enrolled students; and
  - Make the information widely available through public means such as posting on the Internet, distribution to the media, or distribution through public agencies.

Title I, Part A, participating school systems are required to annually submit comparability data by conducting comparability testing on an electronic form provided by TEA: The Title I, Part A Comparability Computation Form (CCF).

In accordance with Section 1112 Local Education Agency Plans, the school system must develop a plan to ensure all children receive a high-quality education and to close any achievement gaps [Section 1112(b)] and provide assurances that the school system will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)]. School systems are encouraged to include students in foster care.
5. Collaborate with State or local child welfare agencies [Section 1112(c)(5)].
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

In addition, the school system must include in its LEA Plan **descriptions of how it will address the following**:

1. **Student Progress Monitoring and Supports**: How the school system will monitor students' progress in meeting the challenging State academic standards by [Section 1112(b)(1)]—
    - Developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
    - Identifying students who may be at risk for academic failure;

- Providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

The LEA Plan shall describe how the school system will ensure that all children receive a high-quality education and close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards.

2. **Teacher Quality**: The LEA Plan shall describe how the school system 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.
3. **School Improvement and Support Activities**: The LEA Plan shall include how the school system will carry out its School Improvement activities responsibilities if any campuses within the school system are identified by TEA as Comprehensive Support and Improvement, Targeted Support and Improvement and/or Additional Targeted Support. (See Campus Accountability Interventions and Guidance for additional detailed information)
4. **Measure of Poverty**: The LEA Plan shall include the measure of poverty that will be used to select school attendance areas. (See the Campus Eligibility section of this Program Guide for additional detailed information.)
5. **Nature of Programs**: The LEA Plan shall include the nature of the programs to be conducted under Schoolwide and Targeted Assistance programs and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.
6. **Services to Homeless Children and Youth**: The LEA Plan shall describe the services the school system will provide homeless children and youth to support the enrollment, attendance, and success of homeless children and youth in coordination with the services the school system is providing under the McKinney-Vento Homeless Assistance Act. (See the Services to Homeless Students section of this Program Guide for additional detailed information)
7. **Parent and Family Engagement Strategy**: The LEA Plan shall include the strategies the school system will use to implement effective parent and family engagement. (See the Parent and Family Engagement – LEA Responsibilities section of this Program Guide for additional detailed information.)
8. **Early Childhood Education Programs and Transition Plans**: If applicable, the LEA Plan shall describe how the school system will support, coordinate, and integrate services provided with Title I, Part A, with early childhood education programs at the school system or individual school level, including plans for the transition of participants in such programs to local elementary school programs.
9. **Identification of Eligible Children – Targeted Assistance Program**: If a school system has schools operating a Targeted Assistance (TA) program, the LEA Plan shall include the criteria

that teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, will use to identify the eligible children most in need of services under Title I, Part A. (See the Targeted Assistance Programs – Student Eligibility section of this Program Guide for additional detailed information regarding student eligibility in a TA program.)

10. **Middle to High School/High School to Postsecondary Transitions**: If a school system has middle grades and/or high school grades, the LEA Plan shall describe how the school system will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including…
    - coordination with institutions of higher education, employers, and other local partners; and
    - increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.
11. **Discipline Disproportionality**: The LEA Plan shall include how the school system will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students.
12. **Coordination and Integration**: If applicable, the LEA Plan shall include how the school system will support programs that coordinate and integrate [Section 1112(b)(12)]
    - Academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
    - Work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.
13. **Other Proposed Uses of Funds**: Any other information on how the school system proposes to use funds to meet the purposes of this grant and that the school system determines appropriate to provide, which may include how the school system will [Section 1112(b)(13)]
    - Assist schools in identifying and serving gifted and talented students; and
    - Assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

Schoolwide Programs (SWP)

An eligible school operating a schoolwide program shall develop a comprehensive CIP that:

1. Is developed during a one-year period [Section 1114(b)(1)].
2. Is developed with the involvement of parents, other members of the community and individuals including teachers, principals, other school leaders, paraprofessionals, administrators, the local education agency, and to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support

personnel, technical assistance providers, school staff, and if the plan relates to a secondary school, students, and other individuals determined by the school, who will carry out such plan [Section 1114(b)(2)].

3. Remains in effect for the duration of the school's participation in the SWP and is regularly monitored and revised as necessary based on student needs to ensure all students are provided opportunities to meet the challenging State academic standards [Section 1114(b)(3)].
4. Is available to parents and the public, and the information contained is in an understandable and uniform format and, to the extent practicable, provided in a language parents can understand [Section 1114(b)(4)].
5. If appropriate and applicable, is developed in coordination and integration with other Federal, State, and local services, resources, and programs [Section 1114(b)(5)].
6. Is based on a Comprehensive Needs Assessment (CNA) of the entire school considering information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of children who are failing, or at-risk of failing, to meet the challenging State academic standards [Section 1114(b)(6)].
7. Includes a description of strategies the school will be implementing to address school needs [Section 1114(b)(7)(A)].
8. Includes a description of, if programs are consolidated, the specific State educational agency and LEA programs and other Federal programs that will be consolidated in the SWP [Section 1114(b)(7)(B)].
9. For schoolwide programs, school systems may consolidate with other Federal, State, and local funds to upgrade the entire educational program of a school [Section 1114(a)(1)]. All grants in the ESSA Consolidated Application may be consolidated on a schoolwide campus with the exception of Title I, Part C-Migrant. School systems must have special permission from the Agency to add Title I, Part C-Migrant, to the consolidation. There are some other federal and state grants that have restrictions with consolidation; please read grant rules and regulations before consolidating these grants.

Targeted Assistance Schools (TAP)

A Title I, Part A, TAP must 1) determine which students will be served; and 2) serve participating students identified as eligible children by [Section 1115(b)]:

- Using resources to help eligible children meet the challenging State academic standards necessary to provide a well-rounded education [Section 1115(b)(2)(A)].
- Using methods and instructional strategies to strengthen the academic program of the school [Section 1115(b)(2)(B)].
- Coordinating with and supporting the regular education program which may include transition from early childhood education programs to elementary school programs [Section 1115(b)(2)(C)].

- Providing professional development with resources to school personnel who work with eligible children in TAP or in the regular education program [Section 1115(b)(2)(D)].
- Implementing strategies to increase the involvement of parents of eligible children [Section 1115(b)(2)(E)].
- If appropriate and applicable, coordinating and integrating Federal, State, and local services and programs such as violence prevention, nutrition, housing, Head Start, adult education, career and technical education and comprehensive support and improvement activities or targeted support and improvement activities [Section 1115(b)(2)(F)].
- Providing assurance to the LEA that the school will [Section 1115(b)(2)(G)]:
  - help provide an accelerated, high-quality curriculum;
  - minimize the removal of children from the regular classroom during regular school hours; and
  - on an ongoing basis, review the progress of eligible children and revise the targeted assistance program.

Program-Specific Assurances

See the General and Fiscal Guidelines, Provisions, Assurances, and Certifications.

The program-specific assurances for this grant program are listed in the SAS. Refer to Schedule CS7000—Provisions, Assurances, and Certifications.

Allowable Activities and Use of Funds

Refer to the Budgeting Costs Guidance Handbook on the Grants Administration Division's Grant Resources page for general guidance on allowable activities and use of funds.

Title I, Part A, funds must be expended for programs, activities, and strategies that are scientifically based on research and meet needs (identified in the campus' comprehensive needs assessment process) that are listed in the comprehensive plan.

Funds may be used to increase the per-pupil amount allocated to each Title I, Part A, campus or to serve new Title I, Part A, campuses. Regardless, a campus with a lower low-income percentage may not receive a higher per-pupil allocation than a campus with a higher low-income percentage.

There are exceptions to the allocation instructions in the paragraph above. If necessary, the school system should contact TEA to discuss its situation and to determine if approval for an exception is appropriate.

SWPs

On SWP campuses, you may use Title I, Part A, funds for activities that are part of the comprehensive plan to improve student performance and upgrade the entire educational program. Funds must be expended for allowable uses based on the type of consolidation (Title I, Part A, funds only; federal funds only; or state, local, and federal funds) of funding the campus has chosen to implement on the schoolwide campus.

TAPs

In targeted assistance schools, you may only use Title I, Part A, funds to meet the needs of children identified as being in the greatest need of services. Students must be selected using multiple, educationally-related, objective criteria established by the school system.

Use of Funds

Regardless of which types of Title I, Part A, program you operate (SWP or TAP), it is possible that some Title I, Part A, administrative, professional development, parental involvement, or even instructional activities are conducted through the central office. For all Title I, Part A programs, the school system must be able to respond appropriately to and maintain documentation for each of the following steps and requirements to determine whether an expenditure would be allowable:

1. The campus in question must be a Title I, Part A campus.
2. School systems must have a valid Supplement Not Supplant methodology for allocating State and local funds, or Statement of Exemption. [Note: For funds reserved at the school system level, the school system must ensure that it is using State and local funds that are retained at the school system level in a Title I neutral manner. Then any Title I, Part A funds that are reserved at the school system level are also considered to be supplemental in nature, although they must be used only for Title I, Part A purposes, as indicated in the school system's approved ESSA Consolidated Federal Grant Application. Any Title I, Part A funds that are reserved at the school system level must be used for activities that meet the intent and purpose of Title I, Part A, as well as items 3-5, below.] For additional guidance concerning the Title I, Part A Supplement, Not Supplant requirement, refer to the Supplement, Not Supplant Handbook.
3. School systems should ensure that activities and/or resources are:
    - Identified in the Comprehensive Needs Assessment;
    - Included in the Campus Improvement Plan;
        - The plan addresses how the activity/resource identified will be evaluated; and
        - The plan addresses how the needs of students at risk of not meeting State Standards are being met.
    - Reasonable;
    - Necessary to carry out the intent and purpose of the Title I, Part A program;

- Allocable; and
- Allowable under Title I, Part A

4. The school system assures that the expenditure(s) meet all EDGAR requirements.
5. The school system assures that all district policies and procedures were followed.

Note regarding travel costs, if allowable per guidance below: Any personnel approved in this grant must be reimbursed for travel according to the applicant's written policies and procedures; however, reimbursement may not exceed State of Texas mileage allowance, General Services Administration (GSA) hotel rate, and per diem rate existing in the current Texas State Appropriations Act. The state travel guidelines require only reimbursement of actual costs paid and, therefore, prohibit per diem payments to travelers without reconciliation to actual costs expended. Note: Contractor travel is paid as it is described in the individual contract, not to exceed the State rates, and may or may not be delineated out specifically in the contract.

Allowable activities and use of funds for this grant include only the following:

General Allowable Activities and Use of Funds

- Payroll costs
- Professional and contracted services
- Consumable and durable supplies and materials
- Debt services (lease liabilities for terms greater than 12 months) — allowable costs include:
  - Subscription-based Information Technology Arrangement (SBITA) – Principal Costs (6514)
  - Subscription-based Information Technology Arrangement (SBITA) – Interest Costs (6526)
  - Capital Lease Liability — Principal Costs (6512)
  - Capital Lease Liability – Interest Costs (6522)
  - Interest on Debt Costs (6523)
- Capital outlay
- Operating transfers out
- In-state travel as necessary to meet the program requirements of this grant. Travel costs must follow the travel guidance provided at the beginning of this Allowable Activities and Use of Funds section.
- Costs for travel for students to conferences may be funded under the grant program (does not include field trips). Travel costs should be minimal and must follow the grantee's written travel policy. Documentation must be maintained locally and made available to TEA upon request. Travel cost reimbursement must follow the travel guidance provided at the beginning of this Allowable Activities and Use of Funds section.

- Stipends for non-employees other than those included in 6419 may be funded under the grant program. Documentation must be maintained locally and made available to TEA upon request.
- Non-employee costs for conferences may be funded under the grant program. Costs must be managed to minimize costs to the grant award. Documentation must be maintained locally and made available to TEA upon request.
- An advisory council may be funded under the grant program in limited circumstances. Only the following types of advisory council costs may be allowable:
    - An Advisory Council is allowed under Title I, Part A Parent and Family Engagement. The school system may establish a school system-wide parent advisory council to provide advice on all matters related to parent and family engagement

Other Allowable Operating Costs Requiring Specific Approval in the Grant Application (6400)

Out-of-State Travel

Out-of-state travel costs are allowable. Out-of-state travel costs should be minimal. Travel costs are allowable as long as the expenses for transportation, lodging, subsistence, and related items are only incurred by employees on official business of the grantee and follow the grantee's regular business operations and written travel policy. Travel cost reimbursement must follow the travel guidance provided at the beginning of this Allowable Activities and Use of Funds section.

Out-of-state travel will require a written justification form to be maintained locally and made available to TEA upon request. To access the Justification for Out-of-State Travel form, refer to the Forms for Prior Approval, Disclosure, and Justification page.

Educational Field Trips

Educational field trips may be funded under the grant program. Specific field trip costs must have a documented programmatic purpose.

Field trips will require a written justification form to be maintained locally and made available to TEA upon request. To access the Justification for Educational Field Trips form, refer to the Forms for Prior Approval, Disclosure, and Justification page.

Unallowable Activities and Use of Funds

Refer to the Budgeting Costs Guidance Handbook on the Grants Administration Division's Grant Resources page for general guidance on unallowable costs.

In addition, unallowable activities and use of funds for this grant include, but are not limited to, the following:

- Audit services for federally funded grants, unless the subrecipient meets the Uniform Grant Guidance (UGG) threshold and is required to conduct the federal audit.
- Travel costs for officials such as executive director, superintendent, or board members
- Cost of membership in any civic or community organization
- Hosting or sponsoring of conferences
- Any activity not specified above in the Allowable Activities and Use of Funds section

Federal Grant Requirements

Equitable Access and Participation

See the General and Fiscal Guidelines, Equitable Access and Participation.

This requirement does apply to this federally funded grant program.

Private Nonprofit School Participation

See the General and Fiscal Guidelines, Private Nonprofit School Participation.

This requirement does apply to this federally funded grant program.

Title I, Part A, Section 1117 Participation of Children Enrolled in Private Schools

Private School Participation

A LEA shall:

- After timely and meaningful consultation with appropriate private school officials, provide children, on an equitable basis, special educational services, instructional services, counseling, mentoring, one-on-one tutoring, or other benefits (i.e., dual or concurrent enrollment, educational radio and television, computer equipment and materials, other technology, and mobile educational services and equipment) that address their needs; and
- Ensure that teachers and families of the children participate, on an equitable basis, in services and activities developed pursuant to section 1116.

All educational services, including materials and equipment, must be secular, neutral, and nonideological. [Section 1117(a)(2)]

Equitable Services

Educational services and other benefits for such private school children must be equitable in comparison to services and other benefits for participating public school children and must be provided in a timely manner. Services are not required to be the same as those provided to public school children or even those provided at the same grade level(s). [Section 1117(a)(3)]

Expenditures

Title I, Part A, expenditures for educational services and other benefits to eligible private school children shall be equal to the proportion of funds allocated to participating school attendance areas based on the number of children from low-income families who attend private schools. [Section 1117(a)(4)(1)]

Funds allocated to an LEA for educational services and other benefits to eligible private school children shall be obligated in the fiscal year for which the funds are received by the agency. [Section 1117(a)(4)(B)]

The proportional share of funds shall be determined based on the total amount of funds received by the LEA prior to any allowable reservations, expenditures, or transfers. The LEA may determine the equitable share each year.

Provision of Services

The LEA may provide services directly or through contracts with public and private agencies, organizations, and institutions. [Section 1117(a)(5)]

Consultation

To ensure timely and meaningful consultation, an LEA shall consult with appropriate private school officials during the design and development. [Section 1117(b)] The LEA and private school officials shall both have the goal of reaching an agreement on providing equitable and effective programs for eligible private school children. The process shall include consultation on:

- How the children's needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How the services will be academically assessed, and how the results of that assessment will be used to improve those services
- What size and scope of the equitable services are to be provided to the eligible private school children, and how that proportion of funds is determined

- What method or sources of data are to be used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private schools
- How and when the LEA will make decisions about the delivery of services, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers
- How, if the LEA disagrees with the views of the private school officials on the provision of services through a contract, the LEA will provide a written rationale to the private school officials as to why it has decided against the contractor
- Whether the LEA will provide services directly or through a separate government agency, consortium, entity, or third-party contractor
- Whether to provide equitable services to eligible private school children-
    - By creating a pool or pools of funds with all the funds allocated based on all the children from low-income families in a participating school attendance area who attend private schools; or
    - In the LEA's participating school attendance area, who attend private schools with the proportion of funds allocated is based on the number of children from low-income families who attend private schools
- When, including the approximate time of day, services will be provided

Disagreement

If an LEA disagrees with the views of private school officials, the LEA shall provide in writing to private school officials the reasons why the LEA disagrees. [Section 1117(a)(5)(b)(2)]

Timing

Such consultation shall include meetings of LEA and private school officials and shall occur before the LEA makes any decisions that affect the opportunities of eligible private school children to participate in programs. Such meetings shall continue throughout the implementation and assessment of services provided. [Section 1117(a)(5)(b)(3)]

Discussion

Such consultation shall include a discussion of service delivery mechanisms an LEA can use to provide equitable services to eligible private school children. [Section 1117(a)(5)(b)(4)]

Allocation for Equitable Service to Private School Students

1. LEAs shall have the final authority to calculate the number of children, ages 5 through 17, who are from low-income families and attend private schools by: [Section 1117(a)(5)(c)]
    A. Using the same measure of low income used to count public school children;

B. Using the results of a survey that protects the identity of families of private school students and allows results to be extrapolated if complete actual data are unavailable;

C. Applying the low-income percentage of each participating public-school attendance area to the number of private school children who reside in the school attendance area; or

D. Using an equated measure of low income correlated with the measure of low income used to count public school children.

2. Complaint Process—Any dispute regarding Title I, Part A, low-income data for private school students shall be subject to the complaint process authorized in section 8503 [Section 1117(a)(6)(c)(2)].

3. Public Control of Funds—

   General—The control of funds and title to materials, equipment, and property purchased with such funds shall be with the LEA that administers funds, materials, equipment, and property. Services shall be provided by employees of LEAs or through contract. Contractors must be independent of private schools and of any religious organization and under the control and supervision of the LEA.

Private Nonprofit School Calculation

Expenditures made by a LEA for private nonprofit school children and teachers must be equal on a per-pupil basis to the amount of funds expended for participating public school children and teachers.

Children in private nonprofit schools must be assured equitable participation in the purposes and benefits of such programs and projects.

LEAs must pay for the reasonable and necessary administrative costs of providing services to children attending public and private nonprofit schools and to their teachers from the LEA's total allocation.

- The LEA's equitable services amount per PNP participating program is calculated through the PS3099 Private School Equitable Services Schedule, Part 2. The LEA must use eligible private school children ages 5-17 when calculating equitable services on the PS3099 schedule. The school system must keep documentation and calculations of equitable services amounts per participating PNP campus on file.

Documentation

The LEA shall maintain its records and provide to the TEA Federal Program Compliance Division, by the designated deadline, a written Affirmation of Consultation with Private Non-Profit (PNP) School Officials form, signed by officials of each participating private school that the consultation required has occurred. [Section 1117(a)(5)(b)(5)]

The written Affirmation of Consultation shall provide the option for private school officials to indicate their belief that timely meaningful consultation has not occurred, or that the program design is not equitable with respect to eligible private school children. If officials do not provide an Affirmation of

Consultation within a reasonable period of time, the LEA shall forward the documentation that such consultation has, or attempts at such consultation have taken place, to the TEA Federal Program Compliance Division.

Compliance

[Section 1117(a)(5)(b)(6)]

1. A private school official shall have the right to file a complaint with the TEA Ombudsman asserting that the school system did not engage in consultation that was meaningful and timely, did not give due consideration to the views of the private school official, or did not make a decision that treats the private school students equitably as required by this section.
2. If the private school official files a complaint, the official shall provide the basis of the noncompliance by the school system to the TEA Ombudsman. TEA will request documentation from both parties for review.
3. TEA shall provide services under this section directly or through contracts with public or private agencies, organizations, or institutions, if the appropriate private school officials have— (i) requested that the TEA provide such services directly; and (ii) demonstrated that the LEA involved has not met the requirements of this section in accordance with the procedures for making such a request, as prescribed by the TEA.

Schedule PS3099: Private School Equitable Services

The PS3099, Private School Equitable Services schedule, is in the eGrants ESSA Consolidated Federal Grant Application. PS3099 incorporates the formula for determining private school equitable services in the ESSA Application. For **Title I, Part A**, the LEA must use eligible low-income children, **ages 5-17**, attending private schools who reside in a participating (or skipped) Title I attendance area to calculate equitable services on the PS3099 schedule.

The LEA's final grant allocations are generally available in late fall. If there are school system grant allocation changes, the PS3099 schedule must be amended to reflect revised equitable services for participating PNP schools. Within a reasonable time, PNP school official(s) must be notified of any revised equitable services amounts. The LEA must keep written documentation of the consultation meeting in which it shared revised equitable services with each participating PNP school.

Maintenance of Effort

See the General and Fiscal Guidelines, Maintenance of Effort (MOE).

This requirement does apply to this federally funded grant program.

Section 8521 states that “a local educational agency may receive funds under a covered program for any fiscal year only if the state educational agency finds that either the combined fiscal effort per student or the aggregate expenditures of such agency and the state with respect to the provision of free public education by such agency for the preceding fiscal year was not less than 90% of such combined fiscal effort or aggregate expenditures for the second preceding fiscal year.”

In order for TEA to determine if the grantee is maintaining the appropriate fiscal effort, it requires that LEAs be responsible for maintaining effort and for documenting maintenance of effort (MOE) using the PEIMS database. TEA verifies each LEA’s MOE and notifies the grantee if fiscal effort has not been maintained. The final grant amount will be reduced in exact proportion to that by which the LEA fails to meet 90% of the combined fiscal effort per student and aggregate expenditures (using the measure more favorable to the LEA).

US Department of Education and/or State Appropriations for Title I, Part C

The following is provided in compliance with the US Department of Education Appropriations Act:

Category Title I, Part C	Amount
Total funds available for this project	**Approximately $13,504,166**
Percentage to be financed with federal funds	100%
Amount of federal funds	Approximately $13,504,166
Percentage to be financed from nonfederal sources	0%
Amount of nonfederal funds	$0
Fund Code: 212	

Grant Timeline

Due dates related to the grant, including reporting dates, are available in the Critical Events section listed on the TEA Grant Opportunities page. Grantees are responsible for regularly monitoring the webpage for updated grant information and for meeting all due dates and other grant requirements.

Grant at a Glance

This section provides detailed information about the grant program.

Program Purpose, Goals, and Objectives

The purpose of the Title I, Part C -Texas Migratory Education Program (TXMEP) is to do all of the following [ESSA Title I, Part C, Section 1301 (1)– (5)]:

1. Assist the Texas Education Agency (TEA) in supporting high-quality and comprehensive educational programs and services during the school year and, as applicable, during summer or intersession periods, that address the unique educational needs of migratory children.
2. Ensure that migratory children who move among the states are not penalized in any manner by disparities among the states in curriculum, graduation requirements, and challenging state academic standards.

3. Ensure that migratory children receive full and appropriate opportunities to meet the same challenging state academic standards that all children are expected to meet.
4. To help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to succeed in school.
5. To help migratory children benefit from state and local systemic reforms.

Eligible Applicants

See the General and Fiscal Guidelines, Eligibility for Funding.

School systems in Texas are eligible to apply for a grant under ESSA Consolidated, Title I, Part C.

Intended Program Beneficiaries

Intended program beneficiaries are eligible migratory children, ages 0 through 21, and their families.

Eligibility List

Entitlement amounts are available on TEA's Entitlements and Allocations Dashboards. See the Grant Allocations and Award Balances page for additional information.

Shared Services Arrangement

See the General and Fiscal Guidelines, Shared Services Arrangements (SSAs).

Shared services arrangements are allowed.

Cost Share or Matching Requirement

See the General and Fiscal Guidelines, Cost Share/Match Requirement.

There is no cost share or matching requirement for this grant program.

Supplement, Not Supplant

For supplement, not supplant guidance, see the Supplement, Not Supplant Handbook on the Department of Grant Compliance and Administration's Training and Other Resources page.

The supplement, not supplant provision does apply to this grant program.

Limitation of Administrative Funds

See the General and Fiscal Guidelines, Classification of Direct and Indirect Costs.

NOTE: Administrative funds include **both** direct administrative costs **and** allowable indirect costs.

Direct Administrative Costs

The authorizing statute does not limit the amount of funds that may be budgeted to administer the program, including direct administrative costs.

Indirect Costs

For this grant program, the grantee may claim a maximum for allowable indirect costs equal to its current approved restricted indirect cost rate.

To calculate the maximum indirect costs that can be claimed for a grant, complete the Maximum Indirect Costs Worksheet, located on the Grants Administration Division's Grant Resources page.

Pre-Award Costs

See the General and Fiscal Guidelines, Pre-Award Costs.

Pre-award costs are not permitted for this grant.

Application Requirements and Assurances

This section identifies the types of requirements in which applicants must comply to be eligible for funding:

- Statutory requirements (requirements defined in the authorizing statute)
- TEA program requirements (requirements defined by TEA program staff)

Statutory Requirements

See the General and Fiscal Guidelines, Statutory Requirements.

Per Section 22.0834 of the Texas Education Code (TEC), any person offered employment by any entity that contracts with TEA or receives grant funds administered by TEA (i.e., a grantee or subgrantee) is subject to the fingerprinting requirement. TEA is prohibited from awarding grant funds to any entity, including nonprofit organizations, that fails to comply with this requirement. For details, refer to the General and Fiscal Guidelines, Fingerprinting Requirement.

The programs included in this consolidated grant application are authorized by the Every Student Succeeds Act (ESSA) which reauthorizes the Elementary and Secondary Education Act of 1965 (ESEA) and replaces its predecessor, the No Child Left Behind Act of 2001 (NCLB).

TEA Program Requirements

See the General and Fiscal Guidelines, TEA Program Requirements.

In addition to the statutory requirements, TEA has established the following program requirements. The applicant must comply with each of these requirements in the application to be considered for funding:

1. All TXMEP grant recipients must operate and implement the program in accordance with all the Provisions and Assurances of Title I, Part C.
2. For each required activity, the school system or fiscal agent is responsible for maintaining written documentation locally to support the implementation of each activity.

   Note: Because this is a consolidated application, activities selected on the application, or included in this document, are representative of SSAs. It is the responsibility of the fiscal agent to maintain documentation for activities carried out by each member district.
3. School systems that elect not to apply for Title I, Part C funds through the Applicant Designation and Certification Form (ADC) by the established application deadline will have their allocated funds reallocated to the respective regional ESC. These funds will be administered through the ESC Basic Services Grant to deliver MEP services to eligible students on behalf of the school system.
4. The school system or fiscal agent is responsible for sharing and incorporating planned activities from the following to include in the District Improvement Plan (DIP):
   - Priority for Service (PFS) Action Plan;
   - LNA Strategy Implementation Plan; and
   - Identification and Recruitment Plan
5. Title I, Part C activities shall be used to do the following:
   - To meet the identified and unique educational needs of eligible migratory children that result from their migratory lifestyle, and to permit these children to participate effectively in school; and
   - To address the unique educational needs of eligible migratory children that are not addressed by services available from other federal or nonfederal programs, except that eligible migratory children who are eligible to receive services under Title I, Part A, may receive those services through funds provided under that part.
6. **Identification and Requirement (ID&R) -** The identification and recruitment of all eligible migratory children and youth, including Out-of-School Youth (OSY) residing in the school

system, must be conducted on a year-round basis and done in accordance with the *Texas Manual for the Identification and Recruitment of Migratory Children*. The process must be documented in the school system's Identification and Recruitment (ID&R) Plan.

- Annual residency verification of eligible migratory children must be completed in accordance with the procedures outlined in the aforementioned manual.
- The Title I, Part C Coordinator or its equivalent must share the Identification and Requirement Plan activities to be included in the District Improvement Plan.
    - The ID&R Plan must include a section that describes the quality control process, timelines, recruitment methods, and strategies to be used to identify and recruit migratory children on a year-round basis.

7. **TX-NGS -** Data Entry and Utilization- Eligible migratory student data collection, data entry, and required activities in the TX-New Generation System (TX-NGS) must be conducted **on a year-round basis** as outlined in the *TX-NGS/MSIX Manual*.
    - Designate a person(s) to encode data into TX-NGS.
    - Designate a person(s) to encode data into TX-NGS during the summer months. This person(s) should have access to migratory student records.
    - School systems or fiscal agents are to develop and implement local quality control procedures to ensure the accuracy of data encoded into TX-NGS.
8. In planning, implementing, and evaluating Title I, Part C activities, the LEA or fiscal agent assures that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of schools, are identified, and addressed through [Section 1304(b)(1)]:
    - Full range of services that are available for migratory children from appropriate local, state, and federal educational programs;
    - Joint planning among local, state, and federal programs serving migratory children, including language instruction educational programs under Title III, Part A;
    - Integration of services available under Title I, Part C, and those provided by other programs; and
    - Measurable program objectives and outcomes.
9. **Preschool Children -** Within the first 60 days of the school year that eligible preschool-eligible migratory children, ages 3-5, are in the school system, determine individual educational needs, and to the extent possible, coordinate with or provide services to meet the identified needs. (For example, A Bright Beginning or other early childhood programs).
10. **Out of School Youth –** Address the educational needs of migratory children who have dropped out of school.

- Ensure that the individual needs for OSY have been identified and addressed through instructional and/or support services.
- Include a plan to identify, recruit, and serve migratory eligible OSY in the school system's ID&R Plan.

11. **Interstate Coordination** [Section 1308(a)]
    - Coordinate with the Texas Migrant Interstate Program (TMIP) during the regular school year and the summer months in order to serve students from Texas who may attend out-of-state migrant program.
    - **MSIX** – Data requests and Move Notices:
        - Promote and respond to interstate coordination and timely records exchange within 4 working days of receiving the request; and
        - Respond to move notices in a timely manner.
12. **Comprehensive Needs Assessment (CNA)/Local Needs Assessment (LNA)** [Section 1306(a)(1)] - Conduct LNA utilizing the guidance and tools provided in the LNA Toolkit to:
    - Determine the needs of the eligible migratory students;
    - Design local services to meet the needs of the eligible migratory students;
    - Identify the students to receive the services;
    - Develop a LNA Strategy Implementation Plan to identify specific needs by grade levels and/or academic areas to meet the measurable program outcomes (MPOs) outlined in the Service Delivery Plan (SDP) and include MEP-funded activities in the District Improvement Plan (DIP).

    Maintain documentation of the LNA process and results used to identify and address the needs of migratory children in the school system.
13. **Service Delivery Plan (SDP)** [Section 1306(a)(1)] -
    - Provide migratory children the opportunity to meet the same challenging state academic standards that all children are expected to meet by:
        - Implementation of the required strategies outlined in the Texas Service Delivery Plan; refer to the Project Plan and Logic Model within the SDP for ideas on strategy implementation and possible resources.
        - Ensuring each Title I, Part C LEA or fiscal agent is accountable for the Measurable Program Outcomes (MPOs).
14. **Program Evaluation** [Section 1306(a)(1)(C)] – The LEA or fiscal agent conducts an annual evaluation of their Title I, Part C program to improve and/or modify the program to:
    - Determine whether the program is effective and document its impact on eligible migratory children;

- Improve program planning by comparing the effectiveness of different types of intervention;
- Determine the degree to which projects are implemented as planned and identify problems that are encountered in program implementation;
- Identify areas in which children may need different Title I, Part C services;
- Develop and maintain documentation of the evaluation process, including the data review and analysis conducted; and
- Develop a Title I, Part C evaluation of the Title I, Part C program, evaluating the effectiveness of the migratory program.

15. **Priority for Service (PFS) -** In providing services with Title I, Part C, funds, LEAs shall give priority to Priority for Service (PFS) migratory children before using MEP funds to address the needs of other migratory children. PFS students are defined as migratory children who have made a qualifying move within the previous 1-year period and (1) who are failing or most at risk of failing to meet the state's academic standards; or (2) who have dropped out of school. [Section 1304(d)] The school system is to follow the PFS Implementation Process as outlined in TMEP Portal PFS Section.
    - The LEA or fiscal agent will develop a PFS Action Plan for serving PFS students. The plan must clearly articulate the criteria for defining student success, including timelines for achieving stated goals and objectives.
    - Conduct a PFS student progress review at least twice a year to determine student needs.
    - The Title I, Part C coordinator or MEP staff will share a copy of the PFS Action Plan activities to be included in the District Improvement Plan..
    - The LEA or fiscal agent is required to run the PFS report on TX-NGS monthly to identify eligible migratory children who require priority services.
16. **Title I, Part C Services Coordination -** In planning, implementing, and evaluating its Title I, Part C activities, the LEA or fiscal agent assures that local and regional data has been used to determine and provide services to eligible migratory children in coordination with other stakeholders. To extent possible, LEAs will provide for [Section 1304(c)(7)]:
    - Advocacy and outreach activities for eligible migratory children and their families, including coordination to inform such children and their families of other education, health, nutrition, and social services;
    - Professional development programs, including mentoring, for teachers and other program personnel;
    - Family literacy programs;
    - Integration of information technology into educational and related programs; and

- Programs to facilitate the transition of secondary school students to postsecondary education or employment.

17. **Secondary Credit Accrual and Recovery -** Coordinate with available programs offering options for credit accrual and recovery to ensure that eligible migratory secondary students are accessing opportunities available to earn needed credits and make up courses lacking due to late entry or early withdrawal.
    - Provide opportunities for partial and full credit accrual for eligible migratory students with late entry and early withdrawal. (e.g. iSOSY resources)
18. **Ensuring Continuity of Services** [1304(b)(3)] **-** Coordinate and collaborate with sending and receiving LEAs or fiscal agents to ensure continuity of services for eligible migratory children as they move from district to district. (Refer to TMEP Portal to access the AIIMS (Assisting Interstate/Intrastate Mobile Students) Portal for outlined recommended procedures and processes.
19. **Parental Engagement** [Section 1304(c)(3)] **-** To ensure parental participation and engagement, the Title I, Part C-funded LEA or fiscal agent will establish a local Parent Advisory Council (PAC) where the majority is composed of parents of migratory children. PAC meetings:
    - Must be conducted in a format and language that is understandable to parents of eligible migratory children.
    - Should be held at times convenient for the parents of eligible migratory children, and transportation and childcare should be offered to encourage parent participation.
    - Should include opportunities for meaningful consultation from parents.

    Note: In the case of Title I, Part C-funded SSAs, the fiscal agent may establish a region-wide Title I, Part C parent advisory council elected by parents of eligible migratory children from the respective LEA in the SSA.

Unique Educational Needs of Eligible Migratory Children as Outlined in the Texas MEP Service Delivery Plan (SDP)

The Texas MEP has identified the unique educational and educationally-related needs of eligible migratory children through its Statewide Comprehensive Needs Assessment. [Section 1306(a)(1)] The needs assessment is a comprehensive review of the identified needs. As part of the Continuous Improvement Cycle, review the Texas Service Delivery Plan for a comprehensive list of needs and plan for service delivery including Measurable Program Outcomes (MPOs) that describe what every ESC and LEA will be accounted for. Please refer to the Project Plan and Logic Model within the SDP for ideas on strategy implementation and possible resources. The required strategies specific to eligible migratory children and youth in Texas, as outlined in the Texas Service Delivery Plan, are as follows:

Goal 1: Reading and Mathematics Service Delivery Strategies:

1-1) Coordinate/provide supplemental reading /language arts instruction to eligible migratory students in grades K-12 during the performance period (regular school year and summer).

1-2) Coordinate/provide supplemental mathematics instruction to eligible migratory students in grades K-2 during the performance period (regular school year and summer).

Goal 2: School Readiness Service Delivery Strategies:

2-1) Coordinate/provide needs-based instructional services to eligible migratory children ages 3-5 (not in kindergarten).

2-2) Coordinate/provide training and resources on school readiness to families of eligible migratory children ages 3-5 (not in kindergarten), including on the importance of school readiness.

Goal 3: High School Graduation/Services to Out-of-School-Youth (OSY) Service Delivery Strategies:

3-1) Coordinate/provide credit accrual/recovery/acceleration options and support to eligible migratory high school students who lack credits and/or are not on track for graduation.

3-2) Coordinate/provide appropriate and targeted instructional services for eligible migratory high school students.

3-3) Coordinate/provide opportunities and access to college and career readiness for eligible migratory high school students and OSY.

3-4) Coordinate/provide opportunities and access to resources and services to meet the unique needs of eligible migratory OSY.

Goal 4: Non-Instructional Support Services Service Delivery Strategies:

4-1) Coordinate/provide high-quality professional development to MEP and non-MEP staff so they can better understand the unique academic and social-emotional needs of eligible migratory students.

4-2) Coordinate/provide non-instructional support services to meet the needs of eligible migratory children and their families.

4-3) Coordinate/provide training and resources to parents of eligible migratory children to build their skills and support their child's educational needs.

Program-Specific Assurances

See the General and Fiscal Guidelines, Provisions, Assurances, and Certifications.

The program-specific assurances for this grant program are listed in the SAS. Refer to Schedule CS7000—Provisions, Assurances, and Certifications.

Allowable Activities and Use of Funds

Refer to the Budgeting Costs Guidance Handbook on the Grants Administration Division's Grant Resources page for general guidance on allowable activities and use of funds.

Note regarding travel costs, if allowable per guidance below: Any personnel approved in this grant must be reimbursed for travel according to the applicant's written policies and procedures; however, reimbursement may not exceed State of Texas mileage allowance, General Services Administration (GSA) hotel rate, and per diem rate existing in the current Texas State Appropriations Act. The state travel guidelines require only reimbursement of actual costs paid and, therefore, prohibit per diem payments to travelers without reconciliation to actual costs expended. Note: Contractor travel is paid as it is described in the individual contract, not to exceed the State rates, and may or may not be delineated out specifically in the contract.

Allowable activities and use of funds for this grant include only the following:

Recipients of Title I, Part C funds will perform all state-identified program functions, such as identification and recruitment, data collection into the TX-NGS, and establishment of a Title I, Part C PAC.

Title I, Part C statute requires the following:

1. The activities and services your organization funds must align with the results of the statewide comprehensive needs assessment and the requirements of the statewide service delivery plan;
2. You must first use Title I, Part C funds to meet the identified needs of eligible migratory children that result from their migratory lifestyle and to permit these children to participate effectively in school; and
3. You must use Title I, Part C funds to meet the unique needs of eligible migratory children that are not addressed by services available from other federal or nonfederal programs for which these students are eligible.
4. In providing services with Title I, Part C funds, LEAs shall give priority to serving Priority for Service (PFS) migratory children before using Title I, Part C funds to address the needs of other migratory children. PFS students are defined as migratory children who have made a qualifying move within the previous 1-year period and (1) who are failing or most at risk of failing to meet the state's academic standards; or (2) have dropped out of school.

You must be able to respond appropriately to and maintain documentation for each of the following questions to determine whether an expenditure would be allowable:

1. How is the expenditure reasonable and necessary to carry out the intent and purpose of the program?
2. What need, as identified in the comprehensive needs assessment, does the capital expenditure address? Explain how the capital expenditure addresses this need.
3. How will the expenditure be evaluated to measure a positive impact on student achievement?
4. How does this expenditure address the needs of migratory children that are not addressed by services from other federal and non-federal programs for which the students are eligible?

Although you may spend Title I, Part C funds on many types of allowable activities, some of these activities do not constitute a service (for example, identification and recruitment or parental involvement activities).

Services are those educational or educationally-related activities that do the following:

- **Directly benefit an eligible migratory child**;
- Address a need of an **eligible** migratory child consistent with the state Title I, Part C comprehensive needs assessment and service delivery plan;
- Are grounded in scientifically based research, or the case of support services, are allowed under the state Title I, Part C service delivery program; and
- Are designed to enable the program to meet its measurable outcomes and contribute to the achievement of the state's performance targets.

Because eligible migratory student success is the overarching goal of the Title I, Part C program, services are a vital aspect of the program. In providing services, priority must be given to eligible migratory children who have made a qualifying move within the previous 1-year period and (1) are failing or are most at risk of failing to meet the state's academic standards, or (2) have dropped out of school.

In general, school systems may use Title I, Part C funds for the following to address the unmet educational needs of eligible migratory children, including migratory preschool and migratory children who have dropped out of school:

- Supplemental
  - Credit accrual such as distance learning coursework;
  - Educational support such as training and support to eligible migratory students on how to effectively use Reading or Mathematic resources and tools;
  - Supplemental instruction such as tutorials (for example, extended-day tutorials, tutoring in core or content areas; extended-day Statewide Assessment tutorials; Reading instruction by a teacher; or Mathematic instruction by a teacher; homebased programs for 3- and 4-year old, or supplemental support by a teacher for migratory pre-kindergarten or Kindergarten students performing below the expected level of development);

  - Summer Programs (Project SMART for grades K-8);
  - School and social engagement for grades 6-12 (e.g. migratory student extracurricular club or leadership organizations specific to eligible migratory secondary students).
- Support services (e.g. providing clothing, providing access to health, nutrition, and social service providers, or providing migratory families with necessary educational supplies).
- Professional development (e.g. professional development for Title I, Part C staff who provide needs-based supplemental reading or mathematics instruction to migratory students; and for Title I, Part C staff on services for eligible migratory students in grades 9-12 and OSY).
- Title I, Part C PAC, and other parental engagement activities for parents of eligible migratory students.
- Identification and Recruitment including providing electronic devices to encode data for utilizing an electronic Certificate of Eligibility (eCOE).
- TX-NGS related activities, including having a TX-NGS specialist.
- Coordination of activities with other agencies, both within the state and with other states nationwide, including the transfer of student records.
- Comprehensive needs assessment (CNA) activities.
- Service Delivery Plan (SDP) required and optional activities.
- Evaluation of the Title I, Part C Program.

Note: All grants in the ESSA Consolidated Federal Grant Application may be consolidated with the exception of Title I, Part C – Education of Migratory Children. Grantees must request special permission from the Texas Education Agency to add Title I, Part C, to the consolidation and must be documented as part of the ESSA Consolidated Federal Grant Application process. Section 1306(b)(4) of the statute and sections 200.29(c)(l) and 200.86 of the regulations require schools to first use the Title I, Part C funds, in consultation with eligible migratory parents, to meet the special educational needs of eligible migratory children before they may combine Title I, Part C funds in a schoolwide program. The State has identified these needs in its comprehensive statewide needs assessment and Service Delivery Plan. An LEA must have evidence of these needs being met before considering consolidation of these funds. **The grantee must have documentation that these identified unique educational and educationally-related needs of migratory children have been met before requesting to consolidate Title I, Part C funds into a schoolwide program.**

General Allowable Activities and Use of Funds

- Payroll costs
- Professional and contracted services
- Consumable and durable supplies and materials

- Debt services (lease liabilities for terms greater than 12 months) — allowable costs include:
  - Subscription-based Information Technology Arrangement (SBITA) – Principal Costs (6514)
  - Subscription-based Information Technology Arrangement (SBITA) – Interest Costs (6526)
  - Capital Lease Liability — Principal Costs (6512)
  - Capital Lease Liability – Interest Costs (6522)
  - Interest on Debt Costs (6523)
- Capital outlay
- Operating transfers out
- In-state travel as necessary to meet the program requirements of this grant. Travel costs must follow the travel guidance provided at the beginning of this Allowable Activities and Use of Funds section.
- Costs for travel for students to conferences may be funded under the grant program (does not include field trips). Travel costs should be minimal and must follow the grantee's written travel policy. Documentation must be maintained locally and made available to TEA upon request. Travel cost reimbursement must follow the travel guidance provided at the beginning of this Allowable Activities and Use of Funds section. Only travel costs for students to the following types of conferences may be allowable:
  - Participation in student youth leadership forums/institutes/programs not funded by other local, state of federal programs
- Non-employee travel may be funded under the grant program. Costs for this travel must be reasonable. Any transportation costs must be reasonable in comparison to the intended objectives of the trip. Only the following is allowable:
  - Travel for parents to conferences related to program objectives
- An advisory council may be funded under the grant program. Only the following types of advisory council costs may be allowable:
  - Establishment of and participation in a district-wide Title I, Part C Parent Advisory Council (PAC); and
  - Establishment of and participation in a region-wide Title I, Part C Parent Advisory Council (PAC).

Other Allowable Operating Costs Requiring Specific Approval in the Grant Application (6400)

Out-of-State Travel

Out-of-state travel costs are allowable. Out-of-state travel costs should be minimal. Travel costs are allowable as long as the expenses for transportation, lodging, subsistence, and related items are only incurred by employees on official business of the grantee and follow the grantee's regular business operations and written travel policy. Travel cost reimbursement must follow the travel guidance provided at the beginning of this Allowable Activities and Use of Funds section.

Out-of-state travel will require a written justification form to be maintained locally and made available to TEA upon request. To access the Justification for Out-of-State Travel form, refer to the Forms for Prior Approval, Disclosure, and Justification page.

Educational Field Trips

Educational field trips may be funded under the grant program. Specific field trip costs must have a documented programmatic purpose. Only the following types of field trips may be allowable:

- Educationally related field trips which support the Texas Essential Knowledge and Skills (TEKS); and
- Visits to colleges and universities to encourage interest in the pursuit of higher education

Field trips will require a written justification form to be maintained locally and made available to TEA upon request. To access the Justification for Educational Field Trips form, refer to the Forms for Prior Approval, Disclosure, and Justification page.

Unallowable Activities and Use of Funds

Refer to the Budgeting Costs Guidance Handbook on the Grants Administration Division's Grant Resources page for general guidance on unallowable costs.

In addition, unallowable activities and use of funds for this grant include, but are not limited to, the following:

- Audit services for federally funded grants, unless the subrecipient meets the Uniform Grant Guidance (UGG) threshold and is required to conduct the federal audit.
- Stipends for non-employees
- Travel costs for officials such as executive director, superintendent, or board members
- Cost of membership in any civic or community organization

- Hosting or sponsoring of conferences
- Any activity not specified above in the Allowable Activities and Use of Funds section

Federal Grant Requirements

Equitable Access and Participation

See the General and Fiscal Guidelines, Equitable Access and Participation.

This requirement does apply to this federally funded grant program.

Private Nonprofit School Participation

See the General and Fiscal Guidelines, Private Nonprofit School Participation.

This requirement does apply to this federally funded grant program.

A LEA shall:

After timely and meaningful consultation with appropriate private school officials, provide to those children and their teachers or other educational personnel, on an equitable basis, special educational services or other benefits that address their needs. [Section 8501(a)(1)]

All educational services or other benefits, including materials and equipment, must be secular, neutral, and nonideological. [Section 8501(a)(2)]

Special Rule

A. In General - Equitable Services

Educational services and other benefits for such private school children, teachers, and other educational personnel shall be equitable in comparison to services and other benefits for public school children, teachers, and other educational personnel participating shall be provided in a timely manner. Services are not required to be the same as those provided to public school children or even those provided at the same grade level(s). [Section 8501(a)(3)(A)]

B. Ombudsman

To help ensure equitable services are provided to private school children, teachers, and other educational personnel, the TEA shall direct the ombudsman designated by the agency under section 1117 to monitor and enforce the requirements of this section. [Section 8501(a)(3)(B)]

Expenditures

Expenditures for educational services and other benefits provided for eligible private school children, their teachers, and other educational personnel serving those children shall be equal, considering the number and educational needs of the children to be served, to the expenditures for participating public school children. [Section 8501(a)(4)(A)]

Obligation of Funds

Funds allocated to a LEA for educational services and other benefits to eligible private school children shall be obligated in the fiscal year for which the funds are received. [Section 8501(a)(4)(B)]

Provision of Services

The LEA may provide services directly or through contracts with public and private agencies, organizations, and institutions. [Section 8501(a)(5)]

Consultation

To ensure timely and meaningful consultation, a LEA shall consult with appropriate private school officials. [Sections 8501(c)(1)] The LEA and private school officials shall both have the goal of reaching an agreement on how to provide equitable and effective programs for eligible private school children. The process shall include consultation on:

- How the children's needs will be identified;
- What services will be offered;
- How, where, and by whom the services will be provided;
- How the services will be assessed and how the results of that assessment will be used to improve those services;
- What size and scope of the equitable services are to be provided to the eligible private school children, teachers, and other educational personnel, and the amount of funds is determined;
- How and when the LEA will make decisions about the delivery of services, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers; and
- Whether the LEA will provide services directly or through a separate government agency, consortium, entity, or third-party contractor; and
- Whether to provide equitable services to eligible private school children-

- by creating a pool or pools of funds with all the funds allocated based on all the children from low-income families in a participating school attendance area who attend private schools; or
- In the LEA's participating school attendance area, students who attend private schools with the proportion of funds allocated based on the number of children from low-income families who attend private schools.

Disagreement

If an LEA disagrees with the views of private school officials, it shall provide in writing to private school officials the reasons why it disagrees. [Section 8501(c)(2)]

Timing

Such consultation shall occur before the school system makes any decisions that affect the opportunities of eligible private school children, teachers, and other educational personnel to participate and shall continue throughout the implementation and assessment of services provided. [Section 8501(c)(3)]

Discussion

Such consultation shall include a discussion of service delivery mechanisms a school system can use to provide equitable services to eligible private school children, teachers, administrators, and staff. [Section 8501(c)(4)]

Documentation

The LEA shall maintain in the district record and provide to the TEA a written Affirmation of Consultation signed by officials of each participating private school that the meaningful consultation required has occurred. The written Affirmation of Consultation shall provide the option for private school officials to indicate such officials' belief that timely and meaningful consultation has not occurred or that the program design is not equitable with respect to eligible private school children.

If such private school officials do not provide a signature on the written Affirmation of Consultation within a reasonable period of time, the LEA shall forward the documentation that such consultation has or attempts at such consultation have taken place to the TEA. [Section 8501(c)(5)]

Compliance

1. **In General**. If the consultation required is with a LEA or educational service agency, a private school official shall have the right to file a complaint with the TEA that the consultation

required under this section was not meaningful and timely, did not give due consideration to the views of the private school official, or did not make a decision that treats the private school or its students equitably as required. [Section 8501(c)(6)(A)]

2. **Procedure**. If the private school official wishes to file a complaint, the private school official shall provide the basis of the noncompliance, and all parties shall provide the appropriate documentation to the appropriate officials. [Section 8501(c)(6)(B)]

3. **Services.** TEA shall provide services directly or through contracts with public and private agencies, organizations, and institutions, if the appropriate private school officials have—

    i. requested that the TEA provide such services directly; and

    ii. demonstrated that the school system involved has not met the requirements in accordance with the procedures for making such a request, as prescribed by the TEA. [Section 8501(c)(6)(C)]

Public Control of Funds

1. **In General.** The control of funds used to provide services and title to materials, equipment, and property purchased with those funds shall be in a public agency for the uses and purposes provided, and a public agency shall administer the funds and property. [Section 8501(d)(1)]

2. **Provision of Services.**

    A. **In General.** The provision of services under this section shall be provided—

        i. by employees of a public agency; or

        ii. through a contract by the public agency with an individual, association, agency, organization, or other entity.

[Section 8501(d)(2)(A)]

    B. **Independence - Public Agency.** In the provision of those services, the employee, person, association, agency, organization, or other entity shall be independent of the private school and of any religious organization, and the employment or contract shall be under the control and supervision of the public agency. [Section 8501(d)(2)(B)]

    C. **Commingling of Funds Prohibited.** Funds used to provide services shall not be commingled with non-Federal funds. [Section 8501(d)(2)(c)]

Schedule PS3099: Private School Equitable Services

The PS3099, Private School Equitable Services schedule, is in the eGrants ESSA Consolidated Federal Grant Application. PS3099 incorporates the formula for determining private school equitable services

in the ESSA Consolidated Federal Grant Application. For **Title I, Part C - Migrant**, the LEA must use the total student enrollment of children, **ages 3-21**, participating to calculate equitable services on the PS3099 schedule.

If there are grant allocation changes, the PS3099 schedule must be amended to reflect revised equitable services for participating PNP schools. Within a reasonable time, PNP school official(s) must be notified of any revised equitable services amounts. The grantee must keep written documentation of the consultation meeting in which it shared revised equitable services with each participating PNP school.

Maintenance of Effort

See the General and Fiscal Guidelines, Maintenance of Effort (MOE).

This requirement does apply to this federally funded grant program.

Section 8521 states that "a local educational agency may receive funds under a covered program for any fiscal year only if the state educational agency finds that either the combined fiscal effort per student or the aggregate expenditures of such agency and the state with respect to the provision of free public education by such agency for the preceding fiscal year was not less than 90% of such combined fiscal effort or aggregate expenditures for the second preceding fiscal year."

In order for TEA to determine if the grantee is maintaining the appropriate fiscal effort, it requires that LEAs be responsible for maintaining effort and for documenting maintenance of effort (MOE) using the PEIMS database. TEA verifies each LEA's MOE and notifies the grantee if fiscal effort has not been maintained. The final grant amount will be reduced in exact proportion to that by which the LEA fails to meet 90% of the combined fiscal effort per student and aggregate expenditures (using the measure more favorable to the LEA).

US Department of Education and/or State Appropriations for Title I, Part D, Subpart 1

The following is provided in compliance with the US Department of Education Appropriations Act:

Category Title I, Part D, Subpart 1	Amount
Total funds available for this project	**Approximately $2,826,596**
Percentage to be financed with federal funds	100%
Amount of federal funds	Approximately $2,826,596
Percentage to be financed from nonfederal sources	0%
Amount of nonfederal funds	$0
Fund Code: 215	

Grant Timeline

Due dates related to the grant, including reporting dates, are available in the Critical Events section listed on the TEA Grant Opportunities page. Grantees are responsible for regularly monitoring the webpage for updated grant information and for meeting all due dates and other grant requirements.

Grant at a Glance

This section provides detailed information about the grant program.

Program Purpose, Goals, and Objectives

[ESSA, Section 1401(a)]

The purpose of Title I, Part D, Subpart 1 is to do the following:

1. Improve educational services for children and youth in local and state institutions for neglected or delinquent children and youth so that such children and youth have the opportunity to meet the same challenging state academic content standards and student academic achievement standards that all children are expected to meet;
2. Provide such children and youth with the services needed to make a successful transition from institutionalization to further schooling or employment; and
3. Prevent at-risk youth from dropping out of school and provide dropouts and children and youth returning from jails or institutions for neglected or delinquent children and youth with a

support system to ensure their continued education and the involvement of their families and communities.

Eligible Applicants

See the General and Fiscal Guidelines, Eligibility for Funding.

The two state agencies in Texas, Texas Juvenile Justice Department (also known as Lone Star ISD) and the Windham School District, are eligible to apply for a grant under the ESSA Consolidated Application, Title I, Part D, Subpart 1.

Intended Program Beneficiaries

The Texas Juvenile Justice Department (TJJD) and the Windham School District are the eligible state agencies in Texas.

To participate in the state agency Title I, Part D, Subpart 1, program, the child or youth must be 21 years of age or younger, entitled to free public education not above Grade 12, and enrolled in a regular program of instruction at either an eligible neglected or delinquent institution, adult correctional institution, or community day program for the required length of time (20 hours per week if in an institution or community day program for neglected or delinquent youth; 15 hours per week if in an adult correctional institution).

A State Agency (SA) that receives Title I, Part D, Subpart 1, funds must assess, on the basis of educationally objective criteria, the educational needs of all eligible children and youth in eligible institutions and community day programs. The needs assessment enables the SA to identify the unique educational needs of these children and youth and the general instructional areas on which the program will focus. Using the assessment data, an SA can select those most in need of special assistance and determine the specific needs of participating children and youth to ensure that the services provided will be of sufficient size, scope, and quality to enable the participants to make significant progress toward meeting state performance standards. If available funds are insufficient to meet the needs of all eligible youth, those most in need should be served first.

A student aged 21 or younger who is otherwise eligible to receive services under Title I, Part D, Subpart 1, and who has earned a certificate of high school equivalency but takes courses that lead to a high school diploma is eligible to receive Title I, Part D, Subpart 1, services. Earning a high school diploma would fall within the definition of “regular program instruction” found in 34 CFR 200.90(b) of the Title I, Part D, Subpart 1, regulations, which is limited to an educational program not beyond Grade 12. Title I, Part D, Subpart 1, funds may also be used for dual-enrollment courses in which a student concurrently earns high school and college credit, but may not be used for courses that award college credits only. Additionally, Title I, Part D, Subpart 1, funds may be used for placement services designed

to place the youth in a university, college, or junior college program, such as SAT and ACT preparation courses, as well as for fees associated with college applications.

Shared Services Arrangement

See the General and Fiscal Guidelines, Shared Services Arrangements (SSAs).

Shared services arrangements are not allowed.

Cost Share or Matching Requirement

See the General and Fiscal Guidelines, Cost Share/Match Requirement.

There is no cost share or matching requirement for this grant program.

Supplement, Not Supplant

For supplement, not supplant guidance, see the Supplement, Not Supplant Handbook on the Department of Grant Compliance and Administration's Training and Other Resources page.

The supplement, not supplant provision does apply to this grant program.

Limitation of Administrative Funds

See the General and Fiscal Guidelines, Classification of Direct and Indirect Costs.

NOTE: Administrative funds include **both** direct administrative costs **and** allowable indirect costs.

Direct Administrative Costs

The authorizing statute does not limit the amount of funds that may be budgeted to administer the program, including direct administrative costs.

Indirect Costs

For this grant program, the grantee may claim a maximum for allowable indirect costs equal to its current approved restricted indirect cost rate.

To calculate the maximum indirect costs that can be claimed for a grant, complete the Maximum Indirect Costs Worksheet, located on the Grants Administration Division's Grant Resources page.

Pre-Award Costs

See the General and Fiscal Guidelines, Pre-Award Costs.

Pre-award costs are not permitted for this grant.

Application Requirements and Assurances

This section identifies the types of requirements in which applicants must comply to be eligible for funding:

- Statutory requirements (requirements defined in the authorizing statute)
- TEA program requirements (requirements defined by TEA program staff)

Statutory Requirements

See the General and Fiscal Guidelines, Statutory Requirements.

Per Section 22.0834 of the Texas Education Code (TEC), any person offered employment by any entity that contracts with TEA or receives grant funds administered by TEA (i.e., a grantee or subgrantee) is subject to the fingerprinting requirement. TEA is prohibited from awarding grant funds to any entity, including nonprofit organizations, that fails to comply with this requirement. For details, refer to the General and Fiscal Guidelines, Fingerprinting Requirement.

The programs included in this consolidated grant application are authorized by the Every Student Succeeds Act (ESSA), which reauthorizes the Elementary and Secondary Education Act of 1965 (ESEA) and replaces its predecessor, the No Child Left Behind Act of 2001 (NCLB).

TEA Program Requirements

See the General and Fiscal Guidelines, TEA Program Requirements.

In addition to the statutory requirements, TEA has established the following program requirements. The applicant must comply with each of these requirements in the application to be considered for funding:

An SA is eligible for assistance [ESSA, Section 1411] if it is responsible for providing free public education for eligible children and youth who are:

1. In an institution for neglected or delinquent children and youth;

Note: TEA may request a description of services and use of funds documentation later through a compliance report or other TEA reports. SA must keep documentation of allowable activities and expenditures locally and make it available upon TEA request.

2. Attending community day programs for neglected or delinquent children and youth; or
3. In adult correctional institutions.

Program Requirements for State Agencies Receiving Title I, Part D, Subpart 1 Funds

[ESSA, Section 1414(c)]

1. Describe how the SA will assess the educational needs of children served and provide for assessment upon entry into the correctional facility.
2. Describe the SA program and budget with annual updates provided to TEA.
3. Describe how the program will meet the goals and objectives of the State plan.
4. Describe the consultation with experts and staff training to ensure planning and operation of institution-wide projects (Section 1416) are high quality, if applicable.
5. Describe how evaluation results (Section 8601) will be used to plan and improve the program.
6. Include data showing the fiscal effort requirement is met (Section 8521).
7. Describe coordination of the program with others such as Title I of the Workforce Innovation and Opportunity Act, career and technical education, State and local dropout prevention programs, and special education.
8. Describe how coordination with LEAs or alternative education programs attended by children and youth before and after incarceration will ensure that student assessments and appropriate academic records are shared jointly between the correctional facility and the LEA or alternative education program to facilitate transition.
9. Describe teacher and staff professional development plans and processes.
10. SA must designate an individual per facility to provide transition services (Section 1418) for children and youth between facility and locally operated programs.
11. Describe coordination with businesses for training and mentoring participating children and youth.
12. Describe additional services to be provided to children and youth, such as career counseling, distance learning, and assistance in securing student loans and grants.
13. Describe how the SA will—
    a. Note when a youth has come into contact with both the child welfare and juvenile justice systems; and
    b. Deliver services and interventions designed to keep youth in schools that are evidence-based (to the extent the TEA determines that such evidence is reasonably available).

Program-Specific Assurances

See the General and Fiscal Guidelines, Provisions, Assurances, and Certifications.

The program-specific assurances for this grant program are listed in the SAS. Refer to Schedule CS7000—Provisions, Assurances, and Certifications.

Allowable Activities and Use of Funds

Refer to the Budgeting Costs Guidance Handbook on the Grants Administration Division's Grant Resources page for general guidance on allowable activities and use of funds.

Note regarding travel costs, if allowable per guidance below: Any personnel approved in this grant must be reimbursed for travel according to the applicant's written policies and procedures; however, reimbursement may not exceed State of Texas mileage allowance, General Services Administration (GSA) hotel rate, and per diem rate existing in the current Texas State Appropriations Act. The state travel guidelines require only reimbursement of actual costs paid and, therefore, prohibit per diem payments to travelers without reconciliation to actual costs expended. Note: Contractor travel is paid as it is described in the individual contract, not to exceed the State rates, and may or may not be delineated out specifically in the contract.

Allowable activities and use of funds for this grant include only the following:

Allowable Activities and Use of Funds [ESSA, Section 1415(a)]

TEA may request a description of services and use of funds documentation later through a compliance report or other TEA reports. SA must keep documentation of allowable activities and expenditures locally and make it available upon TEA request. Under the authorizing statute, the Texas Juvenile Justice Department and Windham School District must use Subpart 1 funds to support educational services that do the following:

- Are consistent with the TEA State plan, once submitted
- Provide children and youth with the knowledge and skills needed to make a successful transition to secondary school completion, career and technical education, further education, or employment

Programs and projects

- May include-
  - The acquisition of equipment
  - Pay-for-success initiatives; or

- Providing targeted services for youth who have come in contact with both the child welfare system and juvenile justice system

- Shall be designed to support educational services that-
  - Except for institution-wide projects under section 1416, are provided to children and youth identified as failing, or most at-risk of failing, to meet the challenging State academic standards;
  - Respond to the educational needs of children and youth, by supplementing and improving the quality of the educational services provided to such children and youth; and
  - Afford such children and youth an opportunity to meet challenging State academic standards.
- Shall be carried out in a manner consistent with fiscal requirements (Section 1118 and part F) (as applicable).

Projects may use Subpart 1 funds to pay the necessary and reasonable costs that provide a variety of services such as:

- Providing reading, mathematics, and language arts programs that include academic classroom instruction, as long as these are supplementary services and materials
- Providing pay-for-success initiatives, career and technical training programs, personal and academic counseling, job placement services, college preparatory and placement services
- Hiring additional teachers, aides, educational counselors, and other staff members to provide supplemental instruction in the areas of greatest need
- Training and providing professional development opportunities for teachers, aides, and other staff members who are actively involved in providing Title I, Part D, Subpart 1 services
- Procuring supplemental educational materials and equipment for Title I, Part D, Subpart 1 instruction- including books, computers, audiovisual equipment and supplies, and classroom materials for academic, career, and technical skill programs
- Hiring transition coordinators or purchasing new equipment to assist students' transitions (for example, purchasing scanners to scan individualized education program (IEP) documents)
- Increasing the total number of hours of instruction in any subject area that students receive with state or local funds

Institution-wide Projects [ESSA, Section 1416]

Funds may be used to serve all children in, and upgrade the entire educational program if the SA has developed and TEA has approved a comprehensive plan for TJJD or Windham School District that -

- Provides for a comprehensive assessment of the educational needs of all children and youth
- Provides for a comprehensive assessment of the educational needs of youth aged 20 and younger in adult facilities who are expected to complete incarceration within a 2-year period
- Describes the steps the SA has taken, or will take, to provide all children and youth under age 21 with the opportunity to meet challenging State academic standards in order to improve the likelihood that the children and youth will attain a regular high school diploma or its recognized equivalent, or find employment after leaving the institution
- Describes the institutional program, specialized instructional support services, and procedures that will be used to meet the needs described in bullet 1, including, to the extent feasible, the provision of mentors for the children and appropriate academic records and plans regarding the continuation of educational services for such children or youth are shared jointly between the SA and LEA in order to facilitate transition
- Describes how funds will be used
- Describes the measures and procedures that will be used to assess and improve student achievement
- Describes how the agency has planned, and will implement and evaluate, the institution-wide or program-wide project in consultation with personnel providing direct instructional services and support services in institutions or community-day programs for neglected or delinquent children and youth, and with personnel from TEA
- Includes assurance that the SA has provided for appropriate training for teachers and other instructional and administrative personnel to enable teachers and personnel to carry out the project effectively

Transition Services [Section 1418]

SA shall reserve between 15-30% of the total allocation for transition services to support -

- Facilitating transition of children and youth between State-operated or Secretary of the Interior institutions and schools served by LEAs or Bureau of Indian Education; or
- Successful reentry of youth offenders who are age 20 or younger and have received a regular high school diploma or high school equivalency certificate into postsecondary education or career and technical training programs, such as –
    - Preplacement programs that allow youth to audit or attend college courses (via campus-based or institutional settings);

- Worksite schools – institutes of higher education and private/public employers partner to create programs to assist successful transition to postsecondary education and employment; and
- Essential support services, such as -
  - Personal, career and technical, and academic counseling;
  - Placement services in a university, college, or junior college program;
  - Student financial aid information and assistance;
  - Counseling services; and
  - Job placement services.

Expenditures

You must be able to respond appropriately to and maintain documentation for each of the following questions to determine whether an expenditure would be allowable:

1. How is the expenditure reasonable and necessary to carry out the intent and purpose of the program?
2. What need, as identified in the comprehensive needs assessment, does the capital expenditure address? Explain how the capital expenditure addresses this need.
3. How will the expenditure be evaluated to measure a positive impact on student achievement?
4. How is the expenditure supplemental to other nonfederal programs?

General Allowable Activities and Use of Funds

- Payroll costs
- Professional and contracted services
- Consumable and durable supplies and materials
- Debt services (lease liabilities for terms greater than 12 months) — allowable costs include:
  - Subscription-based Information Technology Arrangement (SBITA) – Principal Costs (6514)
  - Subscription-based Information Technology Arrangement (SBITA) – Interest Costs (6526)
  - Capital Lease Liability — Principal Costs (6512)
  - Capital Lease Liability – Interest Costs (6522)
  - Interest on Debt Costs (6523)
- Capital outlay

- Operating transfers out
- Transition Services (not more than the 30% allowed)
- TEA requires that a SA follow the best practices and requirements for the use of Title I, Part D, Subpart 1 funds. There are some EDGAR-related expenditures that can be found on the TEA Forms for Prior Approval, Disclosure, and Justification webpage.
- In-state travel as necessary to meet the program requirements of this grant. Travel costs must follow the travel guidance provided at the beginning of this Allowable Activities and Use of Funds section.

Other Allowable Operating Costs Requiring Specific Approval in the Grant Application (6400)

Out-of-State Travel

Out-of-state travel costs are allowable. Out-of-state travel costs should be minimal. Travel costs are allowable as long as the expenses for transportation, lodging, subsistence, and related items are only incurred by employees on official business of the grantee and follow the grantee's regular business operations and written travel policy. Travel cost reimbursement must follow the travel guidance provided at the beginning of this Allowable Activities and Use of Funds section.

Out-of-state travel will require a written justification form to be maintained locally and made available to TEA upon request. To access the Justification for Out-of-State Travel form, refer to the Forms for Prior Approval, Disclosure, and Justification page.

Educational Field Trips

Educational field trips may be funded under the grant program. Specific field trip costs must have a documented programmatic purpose.

Field trips will require a written justification form to be maintained locally and made available to TEA upon request. To access the Justification for Educational Field Trips form, refer to the Forms for Prior Approval, Disclosure, and Justification page.

Unallowable Activities and Use of Funds

Refer to the Budgeting Costs Guidance Handbook on the Grants Administration Division's Grant Resources page for general guidance on unallowable costs.

In addition, unallowable activities and use of funds for this grant include, but are not limited to, the following:

- Audit services for federally funded grants, unless the subrecipient meets the Uniform Grant Guidance (UGG) threshold and is required to conduct the federal audit.
- Travel for students to conferences
- Stipends for non-employees
- Non-employee costs for conferences
- Advisory councils
- Travel costs for officials such as executive director, superintendent, or board members
- Cost of membership in any civic or community organization
- Hosting or sponsoring of conferences
- Any activity not specified above in the Allowable Activities and Use of Funds section

Federal Grant Requirements

Equitable Access and Participation

See the General and Fiscal Guidelines, Equitable Access and Participation.

This requirement does apply to this federally funded grant program.

Private Nonprofit School Participation

See the General and Fiscal Guidelines, Private Nonprofit School Participation.

This requirement does not apply to this federally funded grant program.

Title I, Part D – Subpart 3 General Provisions

Program Evaluations [ESSA, Section 1431(a)]

Each LEA or State Agency (SA) that conducts a program under subparts 1 or 2 shall evaluate the program, disaggregating data on participation by gender, race, ethnicity, and age while protecting individual student privacy, not less than once every 3 years, to determine the program's impact on the ability of participants -

1. To maintain and improve educational achievement and to graduate from high school in the number of years established by the TEA;
2. To accrue school credits that meet State requirements for grade promotion and high school graduation;

3. To make the transition to a regular program or other education program operated by an LEA or school operated or funded by the Bureau of Indian Education;
4. To complete high school (or high school equivalency requirements) and obtain employment after leaving the correctional facility or institution for neglected or delinquent children and youth; and
5. To participate in postsecondary education and job training programs.

Program Evaluation Exception [ESSA, Section 1431(b)]

The disaggregation required under section 1431(a) shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information.

The school system must also ensure full compliance with the Family Educational Rights and Privacy Act (FERPA) and carefully evaluate whether reporting data from very small student groups could inadvertently reveal personally identifiable information.

Evaluation Measures and Results [ESSA, Section 1431(c-d)]

In conducting each evaluation under section 1431(a), a SA or LEA shall use multiple and appropriate measures of student progress.

Each SA and LEA shall-

- Submit evaluation results to the TEA
- Use the results of evaluations to plan and improve subsequent programs for participating children and youth

Definitions [ESSA, Section 1432]

Adult Correctional Institution – A facility in which persons (including persons under 21 years of age) are confined as a result of a conviction of a criminal offense.

At-Risk – A school-aged individual who is at-risk of academic failure, dependency adjudication, or delinquency adjudication, has a drug or alcohol problem, is pregnant or is a parent, has come into contact with the juvenile justice system or child welfare system in the past, is at least 1 year behind the expected grade level for the age of the individual, is an English learner, is a gang member, has dropped out of school in the past, or has a high absenteeism rate at school.

Community Day Program – A regular program of instruction provided by a SA at the community day school operated specifically for neglected and delinquent children and youth.

Institution for Neglected or Delinquent Children and Youth - (1) a public or private residential facility, other than a foster home, that is operated for the care of children who have been committed to the institution or voluntarily placed in the institution under State law, due to abandonment, neglect, or death of parents or guardians, or (2) a public or private residential facility for the care of children who have been adjudicated to be delinquent or in need of supervision.

Maintenance of Effort

See the General and Fiscal Guidelines, Maintenance of Effort (MOE).

This requirement does apply to this federally funded grant program.

Section 8521 states that "a local educational agency may receive funds under a covered program for any fiscal year only if the state educational agency finds that either the combined fiscal effort per student or the aggregate expenditures of such agency and the state with respect to the provision of free public education by such agency for the preceding fiscal year was not less than 90% of such combined fiscal effort or aggregate expenditures for the second preceding fiscal year."

In order for TEA to determine if the grantee is maintaining the appropriate fiscal effort, it requires that LEAs be responsible for maintaining effort and for documenting maintenance of effort (MOE) using the PEIMS database. TEA verifies each LEA's MOE and notifies the grantee if fiscal effort has not been maintained. The final grant amount will be reduced in exact proportion to that by which the LEA fails to meet 90% of the combined fiscal effort per student and aggregate expenditures (using the measure more favorable to the LEA).

US Department of Education and/or State Appropriations for Title I, Part D, Subpart 2

The following is provided in compliance with the US Department of Education Appropriations Act:

Category Title I, Part D, Subpart 2	Amount
Total funds available for this project	**Approximately $8,478,747**
Percentage to be financed with federal funds	100%
Amount of federal funds	Approximately $8,478,747
Percentage to be financed from nonfederal sources	0%
Amount of nonfederal funds	$0
Fund Code: 211	

Grant Timeline

Due dates related to the grant, including reporting dates, are available in the Critical Events section listed on the TEA Grant Opportunities page. Grantees are responsible for regularly monitoring the webpage for updated grant information and for meeting all due dates and other grant requirements.

Grant at a Glance

This section provides detailed information about the grant program.

Program Purpose, Goals, and Objectives

[ESSA, Section 1421]

The purpose of Title I, Part D, Subpart 2, is to do the following:

1. To carry out high-quality education programs to prepare children and youth for secondary school completion, training, employment, or further education;
2. Provide children and youth with the services needed to make a successful transition from institutionalization to further education or employment; and
3. To operate programs in local schools, including schools operated or funded by the Bureau of Indian Education for children and youth returning from correctional facilities and programs that may serve at-risk children and youth.

Eligible Applicants

See the General and Fiscal Guidelines, Eligibility for Funding.

School systems in Texas are eligible to apply for a grant under ESSA Consolidated, Title I, Part D, Subpart 2.

Intended Program Beneficiaries

Intended beneficiaries are school systems with high numbers or percentages of children and youth residing in locally-operated (including county-operated) correctional facilities for children and youth.

An institution for neglected or delinquent children and youth is defined as:

- A public or private residential facility, other than a foster home, that is operated for the care of children who have been committed to the institution or voluntarily placed in the institution under applicable State law, due to abandonment, neglect, or death of their parents or guardians; or
- A public or private residential facility for the care of children who have been adjudicated to be delinquent or in need of supervision.

NOTE: TEA may request a description of services and use of funds documentation later through compliance reports or other TEA reports. Grantees must keep documentation of allowable activities and expenditures locally and make it available upon TEA request.

Eligibility List

Entitlement amounts are available on TEA's Entitlements and Allocations Dashboards. See the Grant Allocations and Award Balances page for additional information.

Shared Services Arrangement

See the General and Fiscal Guidelines, Shared Services Arrangements (SSAs).

Shared services arrangements are allowed.

Cost Share or Matching Requirement

See the General and Fiscal Guidelines, Cost Share/Match Requirement.

There is no cost share or matching requirement for this grant program.

Supplement, Not Supplant

For supplement, not supplant guidance, see the Supplement, Not Supplant Handbook on the Department of Grant Compliance and Administration's Training and Other Resources page.

The supplement, not supplant provision does not apply to this grant program.

- Although the statute does not reference a supplement, not supplant provision for this grant program, recent guidance received from US Department of Education references that school systems are strongly encouraged to use Title I, Part D, Subpart 2 funds as supplemental.

  Note: Title I, Part D, Subpart 1 is subject to SNS requirements.

Limitation of Administrative Funds

See the General and Fiscal Guidelines, Classification of Direct and Indirect Costs.

NOTE: Administrative funds include **both** direct administrative costs **and** allowable indirect costs.

Direct Administrative Costs

The authorizing statute does not limit the amount of funds that may be budgeted to administer the program, including direct administrative costs.

Indirect Costs

For this grant program, the grantee may claim a maximum for allowable indirect costs equal to its current approved restricted indirect cost rate.

To calculate the maximum indirect costs that can be claimed for a grant, complete the Maximum Indirect Costs Worksheet, located on the Grants Administration Division's Grant Resources page.

Pre-Award Costs

See the General and Fiscal Guidelines, Pre-Award Costs.

Pre-award costs are not permitted for this grant.

Application Requirements and Assurances

This section identifies the types of requirements in which applicants must comply to be eligible for funding:

- Statutory requirements (requirements defined in the authorizing statute)

- TEA program requirements (requirements defined by TEA program staff)

Statutory Requirements

See the General and Fiscal Guidelines, Statutory Requirements.

Per Section 22.0834 of the Texas Education Code (TEC), any person offered employment by any entity that contracts with TEA or receives grant funds administered by TEA (i.e., a grantee or subgrantee) is subject to the fingerprinting requirement. TEA is prohibited from awarding grant funds to any entity, including nonprofit organizations, that fails to comply with this requirement. For details, refer to the General and Fiscal Guidelines, Fingerprinting Requirement.

The programs included in this consolidated grant application are authorized by the Every Student Succeeds Act (ESSA), which reauthorizes the Elementary and Secondary Education Act of 1965 (ESEA) and replaces its predecessor, the No Child Left Behind Act of 2001 (NCLB).

TEA Program Requirements

See the General and Fiscal Guidelines, TEA Program Requirements.

In addition to the statutory requirements, TEA has established the following program requirements. The applicant must comply with each of these requirements in the application to be considered for funding:

[ESSA, Section 1423]

LEAs must collaborate with locally operated neglected and delinquent facilities to do the following:

1. Provide a description of the program.
2. Provide a description of formal agreements between the LEA and correctional facilities and alternative school programs, including the Secretary of the Interior and Indian tribes.
3. Provide a description of coordination with facilities working with delinquent children and youth, ensuring their participation in comparable local school education programs.
4. Provide a description of programs to facilitate the successful transition of children and youth returning from correctional facilities and types of services offered.
5. Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth returning from correctional facilities. Describe how the LEA will coordinate existing education programs to meet the unique educational needs of children and youth.
6. Provide a description of how the LEA will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities - including prenatal health care and nutrition services, parenting and child development classes,

childcare, targeted reentry and outreach program, referrals to community resources, and flexibility.

7. Provide a description of partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities – i.e., credit-bearing coursework, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services.
8. Provide a description of how the program will involve parents and family members to improve the educational achievement of their children, assist in dropout prevention activities, and prevent their involvement in delinquent activities.
9. Provide a description of coordination with other Federal, State, and local programs, i.e., Title I of the Workforce Innovation and Opportunity Act and career and technical education programs.
10. Provide a description of coordination with the Juvenile Justice and Delinquency Prevention Act of 1974, if applicable.
11. Provide a description of coordination and collaboration with probation officers to assist children and youth.
12. Provide a description of efforts to ensure correctional facilities are aware of the child's existing individualized education program.
13. Provide a description of the steps the LEA will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

Program Requirements for Correctional Facilities Receiving Title I, Part D, Subpart 2 Funds [ESSA, Section 1425]

Each correctional facility entering into an agreement with a local educational agency under section 1423(2) to provide services to children and youth under this subpart shall—

1. Ensure educational programs are coordinated with the student's home school, particularly with respect to a student with an individualized education program under Part B of the Individuals with Disabilities Education Act;
2. Notify LEA if the child or youth is identified as in need of special education services while in the correctional facility;
3. Provide transition assistance to help the child or youth stay in school, including coordination of services for the family, counseling, assistance in accessing drug and alcohol abuse prevention programs, tutoring, and family counseling;
4. Provide support programs that encourage children and youth who have dropped out of school to reenter school and attain a regular high school diploma or provide children and youth with

the skills necessary to gain employment or seek a regular high school diploma or high school equivalency certificate;

5. Ensure correctional facility is staffed with teachers and other qualified staff who are trained to work with children and youth with disabilities;
6. Ensure educational programs are related to assisting students to meet the challenging State academic standards;
7. Use technology to assist in coordinating educational programs between the correctional facility and the community school;
8. Involve parents in efforts to improve the educational achievement of their children and prevent further involvement in delinquent activities;
9. Coordinate funds with other local, State, and Federal funds available to provide services - i.e., Title I of the Workforce Innovation and Opportunity Act, and career and technical education funds;
10. Coordinate programs with activities funded under the Juvenile Justice and Delinquency Prevention Act of 1974, if applicable;
11. Work with local businesses to develop training, curriculum-based youth entrepreneurship education, and mentoring programs for children and youth;
12. Work with the child's or youth's family members and the LEA that most recently provided services to the child or youth to ensure relevant and appropriate academic records and plans are shared jointly; and
13. Consult with the LEA for a period jointly determined necessary by the correctional facility and LEA upon discharge from that facility, to coordinate educational services so as to minimize disruption to the child's or youth's achievement.

Accountability [ESSA, Section 1426]

TEA may:

1. Reduce or terminate funding for projects under this subpart if an LEA does not show progress in the number of children and youth attaining a regular high school diploma or high school equivalency certificate; and
2. Require correctional facilities or institutions for neglected or delinquent children and youth to demonstrate, after receiving assistance for 3 years, that there has been an increase in the number of children and youth returning to school, attaining a regular high school diploma or high school equivalency certificate, or attaining employment after such children and youth are released.

Expenditures

You must be able to respond appropriately to and maintain documentation for each of the following questions to determine whether an expenditure would be allowable:

1. How is the expenditure reasonable and necessary to carry out the intent and purpose of the program?
2. What need, as identified in the comprehensive needs assessment, does the capital expenditure address? Explain how the capital expenditure addresses this need.
3. How will the expenditure be evaluated to measure a positive impact on student achievement?

Program-Specific Assurances

See the General and Fiscal Guidelines, Provisions, Assurances, and Certifications.

The program-specific assurances for this grant program are listed in the SAS. Refer to Schedule CS7000—Provisions, Assurances, and Certifications.

Allowable Activities and Use of Funds

Refer to the Budgeting Costs Guidance Handbook on the Grants Administration Division's Grant Resources page for general guidance on allowable activities and use of funds.

Note regarding travel costs, if allowable per guidance below: Any personnel approved in this grant must be reimbursed for travel according to the applicant's written policies and procedures; however, reimbursement may not exceed State of Texas mileage allowance, General Services Administration (GSA) hotel rate, and per diem rate existing in the current Texas State Appropriations Act. The state travel guidelines require only reimbursement of actual costs paid and, therefore, prohibit per diem payments to travelers without reconciliation to actual costs expended. Note: Contractor travel is paid as it is described in the individual contract, not to exceed the State rates, and may or may not be delineated out specifically in the contract.

Allowable activities and use of funds for this grant include only the following:

The TEA Title I, Part D, Subpart 2 webpage provides further information on the allowable uses of Title I, Part D, Subpart 2, funds for school systems.

TEA may request a description of services and use of funds documentation later through a compliance report or other TEA reports. Grantees must keep documentation of allowable activities and expenditures locally and make it available upon TEA request.

1. Programs that serve children and youth returning to local schools from correctional facilities and assist in the transition;

2. Dropout prevention programs serving at-risk children and youth;
3. Coordination of health and social services for youth to improve the likelihood of youth completing education;
4. Special programs to meet unique academic needs, including career and technical education, special education, career counseling, curriculum-based youth entrepreneurship education, and financial aid assistance for postsecondary education;
5. Mentoring and peer mediation programs;
6. At-risk Indian children and youth in correctional facilities in the school system's served area operated by the Secretary of the Interior or Indian tribes; and
7. Pay for success initiatives

General Allowable Activities and Use of Funds

- Payroll costs
- Professional and contracted services
- Consumable and durable supplies and materials
- Membership dues or fees for professional and technical organizations directly related to and necessary to carry out the objectives of the grant
- Debt services (lease liabilities for terms greater than 12 months) — allowable costs include:
  - Subscription-based Information Technology Arrangement (SBITA) – Principal Costs (6514)
  - Subscription-based Information Technology Arrangement (SBITA) – Interest Costs (6526)
  - Capital Lease Liability — Principal Costs (6512)
  - Capital Lease Liability – Interest Costs (6522)
  - Interest on Debt Costs (6523)
- Capital outlay
- Operating transfers out
- TEA requires that grantees follow the best practices and requirements for the use of Title I, Part D, Subpart 2 funds that are identified in the Best Practices for Using Title I, Part D, Subpart 2 Funds document for planned expenditures. There are some EDGAR-related expenditures that can be found on the TEA Forms for Prior Approval, Disclosure, and Justification webpage.

Other Allowable Operating Costs Requiring Specific Approval in the Grant Application (6400)

Out-of-State Travel

Out-of-state travel costs are allowable. Out-of-state travel costs should be minimal. Travel costs are allowable as long as the expenses for transportation, lodging, subsistence, and related items are only incurred by employees on official business of the grantee and follow the grantee's regular business operations and written travel policy. Travel cost reimbursement must follow the travel guidance provided at the beginning of this Allowable Activities and Use of Funds section.

Out-of-state travel will require a written justification form to be maintained locally and made available to TEA upon request. To access the Justification for Out-of-State Travel form, refer to the Forms for Prior Approval, Disclosure, and Justification page.

Educational Field Trips

Educational field trips may be funded under the grant program. Specific field trip costs must have a documented programmatic purpose.

Field trips will require a written justification form to be maintained locally and made available to TEA upon request. To access the Justification for Educational Field Trips form, refer to the Forms for Prior Approval, Disclosure, and Justification page.

Unallowable Activities and Use of Funds

Refer to the Budgeting Costs Guidance Handbook on the Grants Administration Division's Grant Resources page for general guidance on unallowable costs.

In addition, unallowable activities and use of funds for this grant include, but are not limited to, the following:

- Audit services for federally funded grants, unless the subrecipient meets the Uniform Grant Guidance (UGG) threshold and is required to conduct the federal audit.
- Travel for students to conferences
- Stipends for non-employees
- Non-employee costs for conferences
- Advisory councils
- Travel costs for officials such as executive director, superintendent, or board members
- Cost of membership in any civic or community organization

- Hosting or sponsoring of conferences
- Any activity not specified above in the Allowable Activities and Use of Funds section

Federal Grant Requirements

Equitable Access and Participation

See the General and Fiscal Guidelines, Equitable Access and Participation.

This requirement does apply to this federally funded grant program.

Private Nonprofit School Participation

See the General and Fiscal Guidelines, Private Nonprofit School Participation.

This requirement does not apply to this federally funded grant program.

Maintenance of Effort

See the General and Fiscal Guidelines, Maintenance of Effort (MOE).

This requirement does apply to this federally funded grant program.

Section 8521 states that "a local educational agency may receive funds under a covered program for any fiscal year only if the state educational agency finds that either the combined fiscal effort per student or the aggregate expenditures of such agency and the state with respect to the provision of free public education by such agency for the preceding fiscal year was not less than 90% of such combined fiscal effort or aggregate expenditures for the second preceding fiscal year."

In order for TEA to determine if the grantee is maintaining the appropriate fiscal effort, it requires that LEAs be responsible for maintaining effort and for documenting maintenance of effort (MOE) using the PEIMS database. TEA verifies each LEA's MOE and notifies the grantee if fiscal effort has not been maintained. The final grant amount will be reduced in exact proportion to that by which the LEA fails to meet 90% of the combined fiscal effort per student and aggregate expenditures (using the measure more favorable to the LEA).

Title I, Part D – Subpart 3 General Provisions

Program Evaluations [ESSA, Section 1431(a)]

Each SA or LEA that conducts a program under subparts 1 or 2 shall evaluate the program, disaggregating data on participation by gender, race, ethnicity, and age while protecting individual

student privacy, not less than once every 3 years, to determine the program's impact on the ability of participants -

1. To maintain and improve educational achievement and to graduate from high school in the number of years established by the TEA;
2. To accrue school credits that meet State requirements for grade promotion and high school graduation;
3. To make the transition to a regular program or other education program operated by an LEA or school operated or funded by the Bureau of Indian Education;
4. To complete high school (or high school equivalency requirements) and obtain employment after leaving the correctional facility or institution for neglected or delinquent children and youth; and
5. To participate in postsecondary education and job training programs.

Program Evaluation Exception [ESSA, Section 1431(b)]

The disaggregation required under section 1431(a) shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information.

The school system must also ensure full compliance with the Family Educational Rights and Privacy Act (FERPA) and carefully evaluate whether reporting data from very small student groups could inadvertently reveal personally identifiable information.

Evaluation Measures and Results [ESSA, Section 1431(c-d)]

In conducting each evaluation under section 1431(a), a SA or LEA shall use multiple and appropriate measures of student progress.

Each SA and LEA shall-

- Submit evaluation results to the TEA
- Use the results of evaluations to plan and improve subsequent programs for participating children and youth

Definitions [ESSA, Section 1432]

Adult Correctional Institution – A facility in which persons (including persons under 21 years of age) are confined as a result of a conviction of a criminal offense.

At-Risk – A school-aged individual who is at-risk of academic failure, dependency adjudication, or delinquency adjudication, has a drug or alcohol problem, is pregnant or is a parent, has come into

contact with the juvenile justice system or child welfare system in the past, is at least 1 year behind the expected grade level for the age of the individual, is an English learner, is a gang member, has dropped out of school in the past, or has a high absenteeism rate at school.

Community Day Program – A regular program of instruction provided by an SA at the community day school operated specifically for neglected and delinquent children and youth.

Institution for Neglected or Delinquent Children and Youth - (1) a public or private residential facility, other than a foster home, that is operated for the care of children who have been committed to the institution or voluntarily placed in the institution under State law, due to abandonment, neglect, or death of parents or guardians, or (2) a public or private residential facility for the care of children who have been adjudicated to be delinquent or in need of supervision.

US Department of Education and/or State Appropriations for Title II, Part A

The following is provided in compliance with the US Department of Education Appropriations Act:

Category Title II, Part A	Amount
Total funds available for this project	**Approximately $223,427,305**
Percentage to be financed with federal funds	100%
Amount of federal funds	Approximately $223,427,305
Percentage to be financed from nonfederal sources	0%
Amount of nonfederal funds	$0
Fund Code: 255	

Grant Timeline

Due dates related to the grant, including reporting dates, are available in the Critical Events section listed on the TEA Grant Opportunities page. Grantees are responsible for regularly monitoring the webpage for updated grant information and for meeting all due dates and other grant requirements.

Grant at a Glance

This section provides detailed information about the grant program.

Program Purpose, Goals, and Objectives

The intent and purpose of the Title II, Part A, program is to provide resources to school systems to do the following:

1. Increase student achievement consistent with the challenging State academic standards;
2. Improve the quality and effectiveness of teachers, principals, and other school leaders;
3. Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and
4. Provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

Eligible Applicants

See the General and Fiscal Guidelines, Eligibility for Funding.

School systems in Texas are eligible to apply for a grant under ESSA Consolidated, Title II, Part A.

Eligibility List

Entitlement amounts are available on TEA's Entitlements and Allocations Dashboards. See the Grant Allocations and Award Balances page for additional information.

Intended Program Beneficiaries

Intended beneficiaries are teachers, principals, and other school leaders.

Shared Services Arrangement

See the General and Fiscal Guidelines, Shared Services Arrangements (SSAs).

Shared services arrangements are allowed.

Cost Share or Matching Requirement

See the General and Fiscal Guidelines, Cost Share/Match Requirement.

There is no cost share or matching requirement for this grant program.

Supplement, Not Supplant

For supplement, not supplant guidance, see the Supplement, Not Supplant Handbook on the Department of Grant Compliance and Administration's Training and Other Resources page.

The supplement, not supplant provision does apply to this grant program.

Limitation of Administrative Funds

See the General and Fiscal Guidelines, Classification of Direct and Indirect Costs.

NOTE: Administrative funds include **both** direct administrative costs **and** allowable indirect costs.

Direct Administrative Costs

The authorizing statute does not limit the amount of funds that may be budgeted to administer the program, including direct administrative costs.

Indirect Costs

For this grant program, the grantee may claim a maximum for allowable indirect costs equal to its current approved restricted indirect cost rate.

To calculate the maximum indirect costs that can be claimed for a grant, complete the Maximum Indirect Costs Worksheet, located on the Grants Administration Division's Grant Resources page.

Pre-Award Costs

See the General and Fiscal Guidelines, Pre-Award Costs.

Pre-award costs are not permitted for this grant.

Application Requirements and Assurances

This section identifies the types of requirements in which applicants must comply to be eligible for funding:

- Statutory requirements (requirements defined in the authorizing statute)
- TEA program requirements (requirements defined by TEA program staff)

Statutory Requirements

See the General and Fiscal Guidelines, Statutory Requirements.

Per Section 22.0834 of the Texas Education Code (TEC), any person offered employment by any entity that contracts with TEA or receives grant funds administered by TEA (i.e., a grantee or subgrantee) is subject to the fingerprinting requirement. TEA is prohibited from awarding grant funds to any entity, including nonprofit organizations, that fails to comply with this requirement. For details, refer to the General and Fiscal Guidelines, Fingerprinting Requirement.

The programs included in this consolidated grant application are authorized by the Every Student Succeeds Act (ESSA) which reauthorizes the Elementary and Secondary Education Act of 1965 (ESEA) and replaces its predecessor, the No Child Left Behind Act of 2001 (NCLB).

TEA Program Requirements

See the General and Fiscal Guidelines, TEA Program Requirements.

In addition to the statutory requirements, TEA has established the following program requirements. The applicant must comply with each of these requirements in the application to be considered for funding:

Title II, Part A, program activities are required to do the following:

1. Address the learning needs of all students, including children with disabilities, English learners, and gifted and talented students;
2. Be aligned with the challenging state academic standards;
3. Be sustained, intensive, collaborative, job-embedded, data-driven, personalized, or based on information from an evaluation and support system, and classroom-focused rather than professional development activities that stand alone and do not connect to a larger school-wide or individualized plan; and
4. Be coordinated with other professional development activities provided through other federal, state, local, and community programs.

Program-Specific Assurances

See the General and Fiscal Guidelines, Provisions, Assurances, and Certifications.

The program-specific assurances for this grant program are listed in the SAS. Refer to Schedule CS7000—Provisions, Assurances, and Certifications.

Allowable Activities and Use of Funds

Refer to the Budgeting Costs Guidance Handbook on the Grants Administration Division's Grant Resources page for general guidance on allowable activities and use of funds.

Note regarding travel costs, if allowable per guidance below: Any personnel approved in this grant must be reimbursed for travel according to the applicant's written policies and procedures; however, reimbursement may not exceed State of Texas mileage allowance, General Services Administration (GSA) hotel rate, and per diem rate existing in the current Texas State Appropriations Act. The state travel guidelines require only reimbursement of actual costs paid and, therefore, prohibit per diem payments to travelers without reconciliation to actual costs expended. Note: Contractor travel is paid as it is described in the individual contract, not to exceed the State rates, and may or may not be delineated out specifically in the contract.

Allowable activities and use of funds for this grant include only the following:

School systems must use Title II, Part A, funds to implement one or more of the following allowable activities specifically authorized in statute:

1. Developing or improving a rigorous, transparent, and fair evaluation and support system for teachers, principals, or other school leaders;
2. Developing and implementing initiatives to assist in recruiting, hiring, and retaining effective teachers in high-need schools;
3. Recruiting qualified individuals from other fields to become teachers, principals, or other school leaders;
4. Reducing class size to a level that is evidence-based and used to improve student achievement through the recruiting and hiring of additional effective teachers;
5. Providing high-quality, personalized professional development that is evidence-based for teachers, instructional leadership teams, principals, or other school leaders, that is focused on improving teaching and student learning and achievement;
6. Developing programs and activities that increase the ability of teachers to effectively teach children with disabilities, including children with significant cognitive disabilities and English learners;
7. Providing programs and activities to increase the knowledge base of teachers, principals, or other school leaders on instruction in the early grades and on strategies to measure whether young children (through age 8) are progressing;
8. Providing training, technical assistance, and capacity-building to assist teachers, principals, or other school leaders with the selection, design and data analysis of assessments as tied to improving student instruction and academic achievement;
9. Carrying out in-service training for school personnel to meet the mental health needs of students;
10. Providing training to support the identification of students who are gifted and talented;
11. Supporting the instructional services provided by effective school library programs;
12. Providing training for all school personnel regarding how to prevent and recognize child sexual abuse;
13. Developing and providing professional development and other comprehensive systems of support to promote high-quality instruction and instructional leadership in science, technology, engineering, and mathematics (STEM) subjects;
14. Developing feedback mechanisms to improve school working conditions;
15. Providing high-quality professional development on effective strategies to integrate rigorous academic content, career and technical education, and work-based learning (if appropriate); and
16. Carrying out other activities that are evidence-based.

For all Title II, Part A activities, the grantee must be able to respond appropriately to and maintain documentation for each of the following steps and requirements to determine whether an expenditure would be allowable:

1. Grantees must apply the traditional presumptions of Supplant to determine if the use of funds is supplemental. For additional guidance concerning the Title I, Part A Supplement, Not Supplant requirement, refer to the Supplement, Not Supplant Handbook.
2. Ensure that the grantee has prioritized Title II, Part A funds for use at Title I, Part A campuses identified for School Improvement and campuses serving Title I, Part A students.
3. Ensure that activities and/or resources are:
    a. Identified in the Comprehensive Needs Assessment;
    b. Included in the District Improvement Plan;
        i. The plan addresses how the activity/resource identified will be aligned with the challenging State academic standards; and
        ii. The planning process meets the requirements for meaningful consultation and coordination.
    c. Reasonable;
    d. Necessary to carry out the intent and purpose of the Title II, Part A program;
    e. Allocable; and
    f. Allowable under Title II, Part A.
4. Ensure that the expenditure(s) meet all EDGAR requirements.
5. Ensure that all school system policies and procedures were followed.

General Allowable Activities and Use of Funds

- Payroll costs
- Professional and contracted services
- Consumable and durable supplies and materials
- Debt services (lease liabilities for terms greater than 12 months) — allowable costs include:
    - Subscription-based Information Technology Arrangement (SBITA) – Principal Costs (6514)
    - Subscription-based Information Technology Arrangement (SBITA) – Interest Costs (6526)
    - Capital Lease Liability — Principal Costs (6512)
    - Capital Lease Liability – Interest Costs (6522)
    - Interest on Debt Costs (6523)

- Capital outlay
- Operating transfers out
- In-state travel as necessary to meet the program requirements of this grant. Travel costs must follow the travel guidance provided at the beginning of this Allowable Activities and Use of Funds section

Other Allowable Operating Costs Requiring Specific Approval in the Grant Application (6400)

Out-of-State Travel

Out-of-state travel costs are allowable. Out-of-state travel costs should be minimal. Travel costs are allowable as long as the expenses for transportation, lodging, subsistence, and related items are only incurred by employees on official business of the grantee and follow the grantee's regular business operations and written travel policy. Travel cost reimbursement must follow the travel guidance provided at the beginning of this Allowable Activities and Use of Funds section.

Out-of-state travel with Title II, Part A, funds must be due to the absence of in-state opportunities to satisfy the same Title II, Part A, specific needs.

Out-of-state costs are allowable if:

1. No similar opportunity exists in the state
2. If for recruiting, it is for the recruitment of effective teachers (teachers who have demonstrated competency in the field(s) in which they will teach)

Out-of-state travel will require a written justification form to be maintained locally and made available to TEA upon request. To access the Justification for Out-of-State Travel form, refer to the Forms for Prior Approval, Disclosure, and Justification page.

Travel Costs for Officials such as Executive Director, Superintendent, or Board Members

Travel costs for officials such as executive director, superintendent, or board members may be funded under the grant program. Travel cost reimbursement must follow the travel guidance provided at the beginning of this Allowable Activities and Use of Funds section. Only the following travel costs may be allowable for these positions:

- Reasonable and necessary travel costs for the recruitment of effective teachers

Unallowable Activities and Use of Funds

Refer to the Budgeting Costs Guidance Handbook on the Grants Administration Division's Grant Resources page for general guidance on unallowable costs.

In addition, unallowable activities and use of funds for this grant include, but are not limited to, the following:

- Audit services for federally funded grants, unless the subrecipient meets the Uniform Grant Guidance (UGG) threshold and is required to conduct the federal audit.
- Travel for students to conferences
- Stipends for non-employees
- Non-employee costs for conferences
- Advisory councils
- Educational Field trips
- Travel costs for officials such as executive director, superintendent, or board members
- Cost of membership in any civic or community organization
- Hosting or sponsoring of conferences
- Any activity not specified above in the Allowable Activities and Use of Funds section

Federal Grant Requirements

Equitable Access and Participation

See the General and Fiscal Guidelines, Equitable Access and Participation.

This requirement does apply to this federally funded grant program.

Private Nonprofit School Participation

See the General and Fiscal Guidelines, Private Nonprofit School Participation.

This requirement does apply to this federally funded grant program.

A LEA shall:

After timely and meaningful consultation with appropriate private school officials, provide to those children and their teachers or other educational personnel, on an equitable basis, special educational services or other benefits that address their needs. [Section 8501(a)(1)]

All educational services or other benefits, including materials and equipment, must be secular, neutral, and nonideological. [Section 8501(a)(2)]

Special Rule

A. In General - Equitable Services

Educational services and other benefits for such private school children, teachers, and other educational personnel shall be equitable in comparison to services and other benefits for public school children, teachers, and other educational personnel participating shall be provided in a timely manner. Services are not required to be the same as those provided to public school children or even those provided at the same grade level(s). [Section 8501(a)(3)(A)]

B. Ombudsman

To help ensure equitable services are provided to private school children, teachers, and other educational personnel, the TEA shall direct the ombudsman designated by the agency under section 1117 to monitor and enforce the requirements of this section. [Section 8501(a)(3)(B)]

Expenditures

Expenditures for educational services and other benefits provided for eligible private school children, their teachers, and other educational personnel serving those children shall be equal, considering the number and educational needs of the children to be served, to the expenditures for participating public school children. [Section 8501(a)(1)(4)(A)]

Obligation of Funds

Funds allocated to a LEA for educational services and other benefits to eligible private school children shall be obligated in the fiscal year for which the funds are received. [Section 8501(a)(4)(B)]

Provision of Services

The LEA may provide services directly or through contracts with public and private agencies, organizations, and institutions. [Section 8501(a)(5)]

Consultation

To ensure timely and meaningful consultation, a LEA shall consult with appropriate private school officials. [Sections 8501(c)(1)] The school system and private school officials shall both have the goal of reaching an agreement on how to provide equitable and effective programs for eligible private school children. The process shall include consultation on:

- How the children's needs will be identified;

- What services will be offered;
- How, where, and by whom the services will be provided;
- How the services will be assessed and how the results of that assessment will be used to improve those services;
- What size and scope of the equitable services are to be provided to the eligible private school children, teachers, and other educational personnel, and the amount of funds is determined;
- How and when the LEA will make decisions about the delivery of services, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers; and
- Whether the LEA will provide services directly or through a separate government agency, consortium, entity, or third-party contractor; and
- Whether to provide equitable services to eligible private school children-
    - By creating a pool or pools of funds with all the funds allocated based on all the children from low-income families in a participating school attendance area who attend private schools; or
    - In the LEA's participating school attendance area, students who attend private schools with the proportion of funds allocated based on the number of children from low-income families who attend private schools.

Disagreement

If a LEA disagrees with the views of private school officials, it shall provide in writing to private school officials the reasons why it disagrees. [Section 8501(c)(2)]

Timing

Such consultation shall occur before the LEA makes any decisions that affect the opportunities of eligible private school children, teachers, and other educational personnel to participate and shall continue throughout implementation and assessment of services provided. [Section 8501(c)(3)]

Discussion

Such consultation shall include a discussion of service delivery mechanisms a LEA can use to provide equitable services to eligible private school children, teachers, administrators, and staff. [Section 8501(c)(4)]

Documentation

The LEA shall maintain in the district records and provide to the TEA a written affirmation signed by officials of each participating private school that the meaningful consultation required has occurred.

The written Affirmation of Consultation shall provide the option for private school officials to indicate such officials' belief that timely and meaningful consultation has not occurred or that the program design is not equitable with respect to eligible private school children. If such private school officials do not provide a signature on the written Affirmation of Consultation within a reasonable period of time, the LEA shall forward the documentation that such consultation has or attempts at such consultation have taken place to the TEA. [Section 8501(c)(5)]

Compliance

1. **In General**. If the consultation required is with a LEA or educational service agency, a private school official shall have the right to file a complaint with the TEA that the consultation required under this section was not meaningful and timely, did not give due consideration to the views of the private school official, or did not make a decision that treats the private school or its students equitably as required. [Section 8501(c)(6)(A)]
2. **Procedure**. If the private school official wishes to file a complaint, the private school official shall provide the basis of the noncompliance, and all parties shall provide the appropriate documentation to the appropriate officials. [Section 8501(c)(6)(B)]
3. **Services.** TEA shall provide services directly or through contracts with public and private agencies, organizations, and institutions, if the appropriate private school officials have—
    i. requested that the TEA provide such services directly; and
    ii. demonstrated that the LEA involved has not met the requirements in accordance with the procedures for making such a request, as prescribed by the TEA. [Section 8501(c)(6)(C)]

Public Control of Funds

1. **In General.** The control of funds used to provide services and title to materials, equipment, and property purchased with those funds shall be in a public agency for the uses and purposes provided, and a public agency shall administer the funds and property. [Section 8501(d)(1)]
2. **Provision of Services.**
    A. **In General.** The provision of services under this section shall be provided—
        i. by employees of a public agency; or

ii. through a contract by the public agency with an individual, association, agency, organization, or other entity.

[Section 8501(d)(2)(A)]

B. **Independence - Public Agency.** In the provision of those services, the employee, person, association, agency, organization, or other entity shall be independent of the private school and of any religious organization, and the employment or contract shall be under the control and supervision of the public agency. [Section 8501(d)(2)(B)]

C. **Commingling of Funds Prohibited.** Funds used to provide services shall not be commingled with non-Federal funds. [Section 8501(d)(2)(c)]

Schedule PS3099: Private School Equitable Services

The PS3099, Private School Equitable Services schedule, is in the eGrants ESSA Consolidated Federal Grant Application. PS3099 incorporates the formula for determining private school equitable services in the ESSA Application. For **Title II, Part A**, the LEA must use the total student enrollment of children, **ages 5-17**, to calculate equitable services on the PS3099 schedule.

If there are LEA grant allocation changes, the PS3099 schedule must be amended to reflect revised equitable services for participating PNP schools. Within a reasonable time, PNP school official(s) must be notified of any revised equitable services amounts. The LEA must keep written documentation of the consultation meeting in which it shared revised equitable services with each participating PNP school.

Maintenance of Effort

See the General and Fiscal Guidelines, Maintenance of Effort (MOE).

This requirement does apply to this federally funded grant program.

Section 8521 states that "a local educational agency may receive funds under a covered program for any fiscal year only if the state educational agency finds that either the combined fiscal effort per student or the aggregate expenditures of such agency and the state with respect to the provision of free public education by such agency for the preceding fiscal year was not less than 90% of such combined fiscal effort or aggregate expenditures for the second preceding fiscal year."

In order for TEA to determine if the grantee is maintaining the appropriate fiscal effort, it requires that LEAs be responsible for maintaining effort and for documenting maintenance of effort (MOE) using the PEIMS database. TEA verifies each LEA's MOE and notifies the grantee if fiscal effort has not been maintained. The final grant amount will be reduced in exact proportion to that by which the LEA fails to meet 90% of the combined fiscal effort per student and aggregate expenditures (using the measure more favorable to the LEA).

US Department of Education and/or State Appropriations for Title III, Part A - ELA

The following is provided in compliance with the US Department of Education Appropriations Act:

Category Title III, Part A - ELA	Amount
Total funds available for this project	**Approximately $120,877,517**
Percentage to be financed with federal funds	100%
Amount of federal funds	Approximately $120,877,517
Percentage to be financed from nonfederal sources	0%
Amount of nonfederal funds	$0
Fund Code: 263	

Grant Timeline

Due dates related to the grant, including reporting dates, are available in the Critical Events section listed on the TEA Grant Opportunities page. Grantees are responsible for regularly monitoring the webpage for updated grant information and for meeting all due dates and other grant requirements.

Grant at a Glance

This section provides detailed information about the grant program.

Program Purpose, Goals, and Objectives

Title III, Part A, provides supplemental resources to school systems to help ensure that children who are English learners (EL)/emergent bilingual (EB) students, including immigrant students, attain English proficiency at high levels in academic subjects and can meet the same challenging State academic standards that all children are expected to meet.

Eligible Applicants

See the General and Fiscal Guidelines, Eligibility for Funding.

School systems in Texas are eligible to apply for a grant under ESSA Consolidated, Title III, Part A.

Intended Program Beneficiaries

Intended beneficiaries are English learners, including immigrant children and youth.

Eligibility List

Entitlement amounts are available on TEA's Entitlements and Allocations Dashboards. See the Grant Allocations and Award Balances page for additional information.

Shared Services Arrangement

See the General and Fiscal Guidelines, Shared Services Arrangements (SSAs).

Shared services arrangements are allowed.

Cost Share or Matching Requirement

See the General and Fiscal Guidelines, Cost Share/Match Requirement.

There is no cost share or matching requirement for this grant program.

Supplement, Not Supplant

For supplement, not supplant guidance, see the Supplement, Not Supplant Handbook on the Department of Grant Compliance and Administration's Training and Other Resources page.

The supplement, not supplant provision does apply to this grant program.

Limitation of Administrative Funds

See the General and Fiscal Guidelines, Classification of Direct and Indirect Costs.

NOTE: Administrative funds include **both** direct administrative costs **and** allowable indirect costs.

Direct Administrative Costs

The authorizing statute limits the amount of funds that may be budgeted to administer the program, including direct administrative costs, to no more than the following percentage of the total grant awarded for any fiscal year:

- Title III, Part A, ELA: 2%

Indirect Costs

For this grant program, the grantee may claim a maximum for allowable indirect costs equal to its current approved restricted indirect cost rate.

To calculate the maximum indirect costs that can be claimed for a grant, complete the Maximum Indirect Costs Worksheet, located on the Grants Administration Division's Grant Resources page.

Pre-Award Costs

See the General and Fiscal Guidelines, Pre-Award Costs.

Pre-award costs are not permitted for this grant.

Application Requirements and Assurances

This section identifies the types of requirements in which applicants must comply to be eligible for funding:

- Statutory requirements (requirements defined in the authorizing statute)
- TEA program requirements (requirements defined by TEA program staff)

Statutory Requirements

See the General and Fiscal Guidelines, Statutory Requirements.

Per Section 22.0834 of the Texas Education Code (TEC), any person offered employment by any entity that contracts with TEA or receives grant funds administered by TEA (i.e., a grantee or subgrantee) is subject to the fingerprinting requirement. TEA is prohibited from awarding grant funds to any entity, including nonprofit organizations, that fails to comply with this requirement. For details, refer to the General and Fiscal Guidelines, Fingerprinting Requirement.

The programs included in this consolidated grant application are authorized by the Every Student Succeeds Act (ESSA) which reauthorizes the Elementary and Secondary Education Act of 1965 (ESEA) and replaces its predecessor, the No Child Left Behind Act of 2001 (NCLB).

TEA Program Requirements

See the General and Fiscal Guidelines, TEA Program Requirements.

In addition to the statutory requirements, TEA has established the following program requirements. The applicant must comply with each of these requirements in the application to be considered for funding:

The requirements help ensure that EL/EB students, including immigrant students, attain English proficiency and develop high levels of academic achievement in English by doing the following:

1. Assisting all identified EB students, including immigrant students, to achieve at high levels in academic subjects so that all English learners can meet the same challenging State academic standards that all children are expected to meet;
2. Assist teachers (including preschool teachers), principals and other school leaders, state educational agencies, school systems, and schools in establishing, implementing, and sustaining effective language instruction educational programs designed to assist in teaching EB students, including immigrant students;
3. Assist teachers (including preschool teachers), principals and other school leaders, state educational agencies, and school systems to develop and enhance their capacity to provide effective instructional programs designed to prepare EB students, including immigrant students, to enter all-English instructional settings; and
4. Promoting parental, family, and community participation in language instruction educational programs for parents, families, and communities of EB students.

Note: Title III, Part A, ELA funds shall be used to supplement and not supplant any other federal, state, or local funds.

For example, if a school system is using their bilingual education allotment (BEA) state funds to provide a service to EB students, and now replaces those state funds with Title III, Part A - ELA funds, then the school system has supplanted state funds with federal funds. To avoid supplanting funds, the school system would have to demonstrate services to EB students provided with Title III, Part A - ELA funds are above and beyond any services provided with state funds.

Program-Specific Assurances

See the General and Fiscal Guidelines, Provisions, Assurances, and Certifications.

The program-specific assurances for this grant program are listed in the SAS. Refer to Schedule CS7000—Provisions, Assurances, and Certifications.

Allowable Activities and Use of Funds

Refer to the Budgeting Costs Guidance Handbook on the Grants Administration Division's Grant Resources page for general guidance on allowable activities and use of funds.

Note regarding travel costs, if allowable per guidance below: Any personnel approved in this grant must be reimbursed for travel according to the applicant's written policies and procedures; however, reimbursement may not exceed State of Texas mileage allowance, General Services Administration (GSA) hotel rate, and per diem rate existing in the current Texas State Appropriations Act. The state

travel guidelines require only reimbursement of actual costs paid and, therefore, prohibit per diem payments to travelers without reconciliation to actual costs expended. Note: Contractor travel is paid as it is described in the individual contract, not to exceed the State rates, and may or may not be delineated out specifically in the contract.

Allowable activities and use of funds for this grant include only the following:

A school system receiving Title III, Part A, funds must use the funds to do the following:

1. Increase the English proficiency of identified EB students by providing effective language-instruction educational programs that meet the needs of EB students and demonstrate success in increasing English proficiency and student academic achievement
2. Provide effective professional development to classroom teachers (including teachers in classroom settings that are not the settings of language-instruction educational programs), principals and other school leaders, administrators, and other school or community-based organizational personnel, that is -
    a. Designed to improve the instruction and assessment of EB students
    b. Designed to enhance the ability of such teachers, principals and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for EB students
    c. Effective in increasing children's English proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers
    d. Of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in the classroom

    Note: The last bullet point does not include activities such as one-day or short-term workshops and conferences unless these activities are components of a **long-term, comprehensive professional development plan** established by a teacher and the teacher's supervisor and are based on an assessment of the needs of the teacher, the supervisor, the students of the teacher, and any school system employing the teacher as appropriate.
3. Provide and implement other effective activities and strategies that enhance or supplement language instruction educational programs for EB students, including immigrant students that meet the following:
    a. Shall include parent, family, and community engagement activities
    b. May include strategies that serve to coordinate and align related programs

You should be able to respond appropriately to and maintain documentation for each of the following questions to determine whether an expenditure would be allowable:

- How is the expenditure reasonable and necessary to carry out the intent and purpose of the program?

- What need, as identified in the comprehensive needs assessment, does the capital expenditure address? Explain how the capital expenditure addresses this need.
- How will the expenditure be evaluated to measure a positive impact on student achievement?
- How is the expenditure supplemental to other federal and nonfederal programs?

You may also use Title III, Part A, ELA funds to achieve one of the program purposes by undertaking one or more of the following activities:

- Upgrading program objectives and effective instructional strategies
- Improving the instructional program for EB students by identifying, acquiring, and upgrading curricula, instructional materials, educational software, and assessment procedures
- Providing the following:
    a. Tutorials and academic or career and technical education for EB students; and
    b. Intensified instruction which may include materials in a language that the student can understand
- Developing and implementing effective preschool, elementary school or secondary school language-instruction educational programs that are coordinated with other relevant programs and services
- Improving the English proficiency and academic achievement of EB students, including immigrant students
- Providing community participation programs, family literacy services, and parent and family outreach and training activities to EB and/or immigrant students and their families to do the following:
    a. To improve the English language skills; and
    b. To assist parents and families in helping their children to improve their academic achievement by becoming active participants in the education of their children
- Improving the instruction of EB students, which may include dual identified EB students with disabilities by providing for the following:
    a. The acquisition or development of educational technology or instructional materials;
    b. Access to and participation in electronic networks for materials, training, and communication; and
    c. Incorporation of these resources into curricula and programs
- Offer early college high school or dual or concurrent enrollment programs or courses designed to help EB and/or immigrant students achieve success in postsecondary education

General Allowable Activities and Use of Funds

- Payroll costs
- Professional and contracted services
- Consumable and durable supplies and materials
- Debt services (lease liabilities for terms greater than 12 months) — allowable costs include:
  - Subscription-based Information Technology Arrangement (SBITA) – Principal Costs (6514)
  - Subscription-based Information Technology Arrangement (SBITA) – Interest Costs (6526)
  - Capital Lease Liability — Principal Costs (6512)
  - Capital Lease Liability – Interest Costs (6522)
  - Interest on Debt Costs (6523)
- Capital outlay
- Operating transfers out
- In-state travel as necessary to meet the program requirements of this grant. Travel costs must follow the travel guidance provided at the beginning of this Allowable Activities and Use of Funds section.
- Costs for travel for students and the parents of EB and/or immigrant students to conferences may be funded under the grant program (does not include field trips). Travel costs should be minimal and must follow the grantee's written travel policy. Documentation must be maintained locally and made available to TEA upon request. Travel cost reimbursement must follow the travel guidance provided at the beginning of this Allowable Activities and Use of Funds section. Only travel costs for students to the following types of conferences may be allowable:
  - Benefits only EB and/or immigrant students
  - Align with the intent and purpose of the school system's Title III language instruction educational program of increasing English proficiency and academic achievement of EB and/or immigrant students in core academic subjects
  - Include a measure of positive impact on student achievement
  - Address state and/or federal standards
  - Adhere to the Supplement, not Supplant provision. The school system must be able to demonstrate that the field trip is above and beyond any EB and/or immigrant students' services provided with other federal, state, or local funds
- Non-employee costs for conferences may be funded under the grant program. Costs must be managed to minimize costs to the grant award. Documentation must be maintained locally and made available to TEA upon request. The following types of conferences may be allowable:

- Benefits only EB and/or immigrant students
- Align with the intent and purpose of the school system's Title III language instruction educational program of increasing English proficiency and academic achievement of EB and/or immigrant students in core academic subjects
- Include a measure of positive impact on student achievement
- Address state and/or federal standards
- Adhere to the Supplement, not Supplant provision. The school system must be able to demonstrate that the field trip is above and beyond any EB and/or immigrant students' services provided with other federal, state, or local funds

Other Allowable Operating Costs Requiring Specific Approval in the Grant Application (6400)

Out-of-State Travel

Out-of-state travel costs are allowable. Out-of-state travel costs should be minimal. Travel costs are allowable as long as the expenses for transportation, lodging, subsistence, and related items are only incurred by employees on official business of the grantee and follow the grantee's regular business operations and written travel policy. Travel cost reimbursement must follow the travel guidance provided at the beginning of this Allowable Activities and Use of Funds section.

Out-of-state travel will require a written justification form to be maintained locally and made available to TEA upon request. To access the Justification for Out-of-State Travel form, refer to the Forms for Prior Approval, Disclosure, and Justification page.

Educational Field Trips

Educational field trips may be funded under the grant program. Specific field trip costs must have a documented programmatic purpose. Only the following types of field trips may be allowable:

- Benefits only EB students, including immigrant students
- Align with the intent and purpose of the school system's Title III language instruction educational program of increasing English proficiency and academic achievement of EB and/or immigrant students in core academic subjects
- Include a measure of positive impact on student achievement
- Address state and/or federal standards
- Adhere to the Supplement, not Supplant provision. The school system must be able to demonstrate that the field trip is above and beyond any EB and/or immigrant students' services provided with other federal, state, or local funds

Educational Field trips will require a written justification form to be maintained locally and made available to TEA upon request. To access the Justification for Educational Field Trips form, refer to the Forms for Prior Approval, Disclosure, and Justification page.

Travel Costs for Officials such as Executive Director, Superintendent, or Board Members

Travel costs for officials such as executive director, superintendent, or board members may be funded under the grant program. Travel cost reimbursement must follow the travel guidance provided at the beginning of this Allowable Activities and Use of Funds section. Only the following travel costs may be allowable for these positions:

Note: Registration fees for school leaders to participate in effective professional development opportunities (e.g., Title III symposium, ESC trainings, etc.) is an allowable expense (Sec. 3115(c)(2).

Note: Direct administrative costs are restricted to no more than 2% of the current-year Title III, Part A—English Language Acquisition entitlement (referenced on page 5). Calculations must include information regarding administrative costs of third-party contractors

Hosting or Sponsoring of Conferences

Conferences may be hosted or sponsored under the grant program. Conferences must be managed to minimize costs to the grant award. The following types of conferences may be allowable:

- For purposes of TEA's policy restricting hosting conferences, a "conference" is defined as a meeting, retreat, seminar, symposium, workshop or event whose primary purpose is the dissemination of technical information beyond the non-federal entity (for other non-federal entities that are not part of the grant award) and is necessary and reasonable for successful performance under the federal award.

Hosting or sponsoring of conferences will require a written justification form to be maintained locally and made available to TEA upon request. To access the Justification for Hosting or Sponsoring of Conferences form, refer to the Forms for Prior Approval, Disclosure, and Justification page.

Unallowable Activities and Use of Funds

Refer to the Budgeting Costs Guidance Handbook on the Grants Administration Division's Grant Resources page for general guidance on unallowable costs.

In addition, unallowable activities and use of funds for this grant include, but are not limited to, the following:

- Audit services for federally funded grants, unless the subrecipient meets the Uniform Grant Guidance (UGG) threshold and is required to conduct the federal audit.

- Stipends for Non-Employees
- Cost of membership in any civic or community organization
- Advisory Council
- Any activity not specified above in the Allowable Activities and Use of Funds section

Federal Grant Requirements

Equitable Access and Participation

See the General and Fiscal Guidelines, Equitable Access and Participation.

This requirement does apply to this federally funded grant program.

Private Nonprofit School Participation

See the General and Fiscal Guidelines, Private Nonprofit School Participation.

This requirement does apply to this federally funded grant program.

A LEA shall:

After timely and meaningful consultation with appropriate private school officials, provide to those children and their teachers or other educational personnel, on an equitable basis, special educational services or other benefits that address their needs. [Section 8501(a)(1)]

All educational services or other benefits, including materials and equipment, must be secular, neutral, and nonideological. [Section 8501(a)(2)]

Special Rule

A. In General - Equitable Services

Educational services and other benefits for such private school children, teachers, and other educational personnel shall be equitable in comparison to services and other benefits for public school children, teachers, and other educational personnel participating shall be provided in a timely manner. Services are not required to be the same as those provided to public school children or even those provided at the same grade level(s). [Section 8501(a)(3)(A)]

B. Ombudsman

To help ensure equitable services are provided to private school children, teachers, and other educational personnel, the TEA shall direct the ombudsman designated by the agency under section 1117 to monitor and enforce the requirements of this section. [Section 8501(a)(3)(B)]

Expenditures

Expenditures for educational services and other benefits provided for eligible private school children, their teachers, and other educational personnel serving those children shall be equal, considering the number and educational needs of the children to be served, to the expenditures for participating public school children. [Section 8501(a)(4)(A)]

Obligation of Funds

Funds allocated to a LEA for educational services and other benefits to eligible private school children shall be obligated in the fiscal year for which the funds are received. [Section 8501(a)(4)(B)]

Provision of Services

The LEA may provide services directly or through contracts with public and private agencies, organizations, and institutions. [Section 8501(a)(5)]

Consultation

To ensure timely and meaningful consultation, a LEA shall consult with appropriate private school officials. [Sections 8501(c)(1)] The LEA and private school officials shall both have the goal of reaching an agreement on how to provide equitable and effective programs for eligible private school children. The process shall include consultation on:

- How the children's needs will be identified;
- What services will be offered;
- How, where, and by whom the services will be provided;
- How the services will be assessed and how the results of that assessment will be used to improve those services;
- What size and scope of the equitable services are to be provided to the eligible private school children, teachers, and other educational personnel, and the amount of funds is determined;
- How and when the LEA will make decisions about the delivery of services, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers; and
- Whether the LEA will provide services directly or through a separate government agency, consortium, entity, or third-party contractor; and
- Whether to provide equitable services to eligible private school children-

- by creating a pool or pools of funds with all the funds allocated based on all the children from low-income families in a participating school attendance area who attend private schools; or
- In the LEA's participating school attendance area, students who attend private schools with the proportion of funds allocated based on the number of children from low-income families who attend private schools.

Disagreement

If a LEA disagrees with the views of private school officials, it shall provide in writing to private school officials the reasons why it disagrees. [Section 8501(c)(2)]

Timing

Such consultation shall occur before the LEA makes any decisions that affect the opportunities of eligible private school children, teachers, and other educational personnel to participate and shall continue throughout the implementation and assessment of services provided. [Section 8501(c)(3)]

Discussion

Such consultation shall include a discussion of service delivery mechanisms a LEA can use to provide equitable services to eligible private school children, teachers, administrators, and staff. [Section 8501(c)(4)]

Documentation

The LEA shall maintain in the district records, and provide to the TEA, a written Affirmation of Consultation signed by officials of each participating private school that the meaningful consultation required has occurred. The written Affirmation of Consultation shall provide the option for private school officials to indicate such officials' belief that timely and meaningful consultation has not occurred or that the program design is not equitable with respect to eligible private school children.

If such private school officials do not provide a signature on the written Affirmation of Consultation within a reasonable period of time, the LEA shall forward the documentation that such consultation has or attempts at such consultation have taken place to the TEA. [Section 8501(c)(5)]

Compliance

1. **In General**. If the consultation required is with a LEA or educational service agency, a private school official shall have the right to file a complaint with the TEA that the consultation required under this section was not meaningful and timely, did not give due consideration to

the views of the private school official, or did not make a decision that treats the private school or its students equitably as required. [Section 8501(c)(6)(A)]

2. **Procedure**. If the private school official wishes to file a complaint, the private school official shall provide the basis of the noncompliance, and all parties shall provide the appropriate documentation to the appropriate officials. [Section 8501(c)(6)(B)]

3. **Services.** TEA shall provide services directly or through contracts with public and private agencies, organizations, and institutions, if the appropriate private school officials have—

    i. requested that the TEA provide such services directly; and

    ii. demonstrated that the school system involved has not met the requirements in accordance with the procedures for making such a request, as prescribed by the TEA. [Section 8501(c)(6)(C)]

Public Control of Funds

1. **In General.** The control of funds used to provide services and title to materials, equipment, and property purchased with those funds shall be in a public agency for the uses and purposes provided, and a public agency shall administer the funds and property. [Section 8501(d)(1)]

2. **Provision of Services.**

    A. **In General.** The provision of services under this section shall be provided—

        i. by employees of a public agency; or

        ii. through a contract by the public agency with an individual, association, agency, organization, or other entity.

[Section 8501(d)(2)(A)]

    B. **Independence - Public Agency.** In the provision of those services, the employee, person, association, agency, organization, or other entity shall be independent of the private school and of any religious organization, and the employment or contract shall be under the control and supervision of the public agency. [Section 8501(d)(2)(B)]

    C. **Commingling of Funds Prohibited.** Funds used to provide services shall not be commingled with non-Federal funds. [Section 8501(d)(2)(c)]

Schedule PS3099: Private School Equitable Services

The PS3099, Private School Equitable Services schedule, is in the eGrants ESSA Consolidated Federal Grant Application. PS3099 incorporates the formula for determining private school equitable services

in the ESSA Application. For **Title III, Part A**, the LEA must use the total student enrollment of children **ages 3-21**, participating to calculate equitable services on the PS3099 schedule.

If there are LEA grant allocation changes, the PS3099 schedule must be amended to reflect revised equitable services for participating PNP schools. Within a reasonable time, PNP school official(s) must be notified of any revised equitable services amounts. The LEA must keep written documentation of the consultation meeting in which it shared revised equitable services with each participating PNP school.

Maintenance of Effort

See the General and Fiscal Guidelines, Maintenance of Effort (MOE).

This requirement does apply to this federally funded grant program.

Section 8521 states that "a local educational agency may receive funds under a covered program for any fiscal year only if the state educational agency finds that either the combined fiscal effort per student or the aggregate expenditures of such agency and the state with respect to the provision of free public education by such agency for the preceding fiscal year was not less than 90% of such combined fiscal effort or aggregate expenditures for the second preceding fiscal year."

In order for TEA to determine if the grantee is maintaining the appropriate fiscal effort, it requires that LEAs be responsible for maintaining effort and for documenting maintenance of effort (MOE) using the PEIMS database. TEA verifies each LEA's MOE and notifies the grantee if fiscal effort has not been maintained. The final grant amount will be reduced in exact proportion to that by which the LEA fails to meet 90% of the combined fiscal effort per student and aggregate expenditures (using the measure more favorable to the LEA).

US Department of Education and/or State Appropriations for Title III, Part A - Immigrant

The following is provided in compliance with the US Department of Education Appropriations Act:

Category Title III, Part A -- Immigrant	Amount
Total funds available for this project	**Approximately $10,511,089**
Percentage to be financed with federal funds	100%
Amount of federal funds	Approximately $10,511,089
Percentage to be financed from nonfederal sources	0%
Amount of nonfederal funds	$0
Fund Code: 263	

Grant Timeline

Due dates related to the grant, including reporting dates, are available in the Critical Events section listed on the TEA Grant Opportunities page. Grantees are responsible for regularly monitoring the webpage for updated grant information and for meeting all due dates and other grant requirements.

Grant at a Glance

This section provides detailed information about the grant program.

Program Purpose, Goals, and Objectives

Title III, Part A - Immigrant, provides supplemental funds to school systems who are experiencing substantial increases in immigrant students for activities that provide enhanced instructional opportunities for immigrant students.

Eligible Applicants

See the General and Fiscal Guidelines, Eligibility for Funding.

School systems in Texas are eligible to apply for a grant under ESSA Consolidated, Title III, Part A.

Intended Program Beneficiaries

Intended beneficiaries are immigrant children and youth.

Eligibility List

Entitlement amounts are available on TEA's Entitlements and Allocations Dashboards. See the Grant Allocations and Award Balances page for additional information.

Shared Services Arrangement

See the General and Fiscal Guidelines, Shared Services Arrangements (SSAs).

Shared services arrangements are allowed.

Cost Share or Matching Requirement

See the General and Fiscal Guidelines, Cost Share/Match Requirement.

There is no cost share or matching requirement for this grant program.

Supplement, Not Supplant

For supplement, not supplant guidance, see the Supplement, Not Supplant Handbook on the Department of Grant Compliance and Administration's Training and Other Resources page.

The supplement, not supplant provision does apply to this grant program.

Limitation of Administrative Funds

See the General and Fiscal Guidelines, Classification of Direct and Indirect Costs.

NOTE: Administrative funds include **both** direct administrative costs **and** allowable indirect costs.

Direct Administrative Costs

The authorizing statute does not limit the amount of funds that may be budgeted to administer the program, including direct administrative costs.

Indirect Costs

For this grant program, the grantee may claim a maximum for allowable indirect costs equal to its current approved restricted indirect cost rate.

To calculate the maximum indirect costs that can be claimed for a grant, complete the Maximum Indirect Costs Worksheet, located on the Grants Administration Division's Grant Resources page.

Pre-Award Costs

See the General and Fiscal Guidelines, Pre-Award Costs.

Pre-award costs are not permitted for this grant.

Application Requirements and Assurances

This section identifies the types of requirements in which applicants must comply to be eligible for funding:

- Statutory requirements (requirements defined in the authorizing statute)
- TEA program requirements (requirements defined by TEA program staff)

Statutory Requirements

See the General and Fiscal Guidelines, Statutory Requirements.

Per Section 22.0834 of the Texas Education Code (TEC), any person offered employment by any entity that contracts with TEA or receives grant funds administered by TEA (i.e., a grantee or subgrantee) is subject to the fingerprinting requirement. TEA is prohibited from awarding grant funds to any entity, including nonprofit organizations, that fails to comply with this requirement. For details, refer to the General and Fiscal Guidelines, Fingerprinting Requirement.

The programs included in this consolidated grant application are authorized by the Every Student Succeeds Act (ESSA) which reauthorizes the Elementary and Secondary Education Act of 1965 (ESEA) and replaces its predecessor, the No Child Left Behind Act of 2001 (NCLB).

TEA Program Requirements

See the General and Fiscal Guidelines, TEA Program Requirements.

In addition to the statutory requirements, TEA has established the following program requirements. The applicant must comply with each of these requirements in the application to be considered for funding:

The requirements help ensure that immigrant children and youth attain English proficiency and develop high levels of academic achievement in English by doing the following:

1. Assist all immigrant students achieve at high levels in academic subjects so they can meet the same challenging State academic standards that all children are expected to meet;
2. Assist teachers (including preschool teachers), principals and other school leaders, State educational agencies, school systems, and schools in establishing, implementing, and sustaining effective language instruction educational programs designed to assist in teaching immigrant students;
3. Assist teachers (including preschool teachers), principals and other school leaders, State educational agencies and school systems to develop and enhance their capacity to provide effective instructional programs designed to prepare immigrant students to enter all-English instructional settings; and
4. Promote parental, family, and community participation in language instruction educational programs for the parents, families, and communities of immigrant students.

Note: Title III, Part A-Immigrant funds shall be used to supplement and not supplant any other federal, state, or local funds.

For example, if a school system has been funding educational software with Title III, Part A- ELA funds and now replaces those funds with Title III, Part A-Immigrant funds, then the school system has supplanted federal funds with other federal funds. To avoid supplanting funds, the school system would have to demonstrate that Title III, Part A-Immigrant funds are providing services to immigrant students that are above and beyond what is being funded with Title III, Part A-ELA funds.

Program-Specific Assurances

See the General and Fiscal Guidelines, Provisions, Assurances, and Certifications.

The program-specific assurances for this grant program are listed in the SAS. Refer to Schedule CS7000—Provisions, Assurances, and Certifications.

Allowable Activities and Use of Funds

Refer to the Budgeting Costs Guidance Handbook on the Grants Administration Division's Grant Resources page for general guidance on allowable activities and use of funds.

Note regarding travel costs, if allowable per guidance below: Any personnel approved in this grant must be reimbursed for travel according to the applicant's written policies and procedures; however, reimbursement may not exceed State of Texas mileage allowance, General Services Administration (GSA) hotel rate, and per diem rate existing in the current Texas State Appropriations Act. The state

travel guidelines require only reimbursement of actual costs paid and, therefore, prohibit per diem payments to travelers without reconciliation to actual costs expended. Note: Contractor travel is paid as it is described in the individual contract, not to exceed the State rates, and may or may not be delineated out specifically in the contract.

Allowable activities and use of funds for this grant include only the following:

A school system receiving Title III, Part A-Immigrant funds shall use the funds to pay for activities that provide enhanced instructional opportunities for immigrant students, which may include the following:

- Provide family literacy, parent and family outreach, and training activities designed to assist parents to become active participants in the education of their children;
- Provide tutorials, mentoring, and academic or career counseling for immigrant students;
- Provide basic instructional services that are directly attributable to the presence of immigrant students, including the payment of costs providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instructional services;
- Provide activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrant students, to assist parents of immigrant students by offering comprehensive community services;
- Provide support for personnel, including teachers and paraprofessionals who have been specifically trained or are being trained to provide services to immigrant students;
- Assist in identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with Title III, Part A – Immigrant funds; and
- Provide other instructional services designed to assist immigrant students to achieve in elementary and secondary schools in the United States, such as programs of introduction to the educational system and civics education.

General Allowable Activities and Use of Funds

- Payroll costs
- Professional and contracted services
- Consumable and durable supplies and materials
- Debt services (lease liabilities for terms greater than 12 months) — allowable costs include:
  - Subscription-based Information Technology Arrangement (SBITA) – Principal Costs (6514)
  - Subscription-based Information Technology Arrangement (SBITA) – Interest Costs (6526)
  - Capital Lease Liability — Principal Costs (6512)

  - Capital Lease Liability – Interest Costs (6522)
  - Interest on Debt Costs (6523)
- Capital outlay
- Operating transfers out
- In-state travel as necessary to meet the program requirements of this grant. Travel costs must follow the travel guidance provided at the beginning of this Allowable Activities and Use of Funds section.
- Costs for travel for students to conferences may be funded under the grant program (does not include field trips). Travel costs should be minimal and must follow the grantee's written travel policy. Documentation must be maintained locally and made available to TEA upon request. Travel cost reimbursement must follow the travel guidance provided at the beginning of this Allowable Activities and Use of Funds section. Only travel costs for students to the following types of conferences may be allowable:
  - Benefit only immigrant students
  - Include a measure of positive impact on student achievement
  - Adhere to the Supplement, not Supplant provision. The school system must be able to demonstrate that the field trip is above and beyond any services provided with other federal, state, or local funds
- Non-employee costs for conferences may be funded under the grant program. Costs must be managed to minimize costs to the grant award. Documentation must be maintained locally and made available to TEA upon request. The following types of conferences may be allowable:
  - Benefits only immigrant students
  - Include a measure of positive impact on student achievement
  - Adhere to the Supplement, not Supplant provision. The school system must be able to demonstrate that the field trip is above and beyond any immigrant students' services provided with other federal, state, or local funds

Other Allowable Operating Costs Requiring Specific Approval in the Grant Application (6400)

Out-of-State Travel

Out-of-state travel costs are allowable. Out-of-state travel costs should be minimal. Travel costs are allowable as long as the expenses for transportation, lodging, subsistence, and related items are only incurred by employees on official business of the grantee and follow the grantee's regular business operations and written travel policy. Travel cost reimbursement must follow the travel guidance provided at the beginning of this Allowable Activities and Use of Funds section.

Out-of-state travel will require a written justification form to be maintained locally and made available to TEA upon request. To access the Justification for Out-of-State Travel form, refer to the Forms for Prior Approval, Disclosure, and Justification page.

Educational Field Trips

Educational field trips may be funded under the grant program. Specific field trip costs must have a documented programmatic purpose. Only the following types of field trips may be allowable:

- Benefit only immigrant students
- Include a measure of positive impact on student achievement
- Adhere to the Supplement, not Supplant provision. The school system must be able to demonstrate that the field trip is above and beyond any services provided with other federal, state, or local funds.

Field trips will require a written justification form to be maintained locally and made available to TEA upon request. To access the Justification for Educational Field Trips form, refer to the Forms for Prior Approval, Disclosure, and Justification page.

Travel Costs for Officials such as Executive Director, Superintendent, or Board Members

Travel costs for officials such as executive director, superintendent, or board members may be funded under the grant program. Travel cost reimbursement must follow the travel guidance provided at the beginning of this Allowable Activities and Use of Funds section. Only the following travel costs may be allowable for these positions:

Note: Registration fees for school leaders to participate in effective professional development opportunities (e.g., Title III symposium, ESC trainings, etc.) is an allowable expense (Sec. 3115(c)(2).

Hosting or Sponsoring of Conferences

Conferences may be hosted or sponsored under the grant program. Conferences must be managed to minimize costs to the grant award. The following types of conferences may be allowable:

- For purposes of TEA's policy restricting hosting conferences, a "conference" is defined as a meeting, retreat, seminar, symposium, workshop or event whose primary purpose is the dissemination of technical information beyond the non-federal entity (for other non-federal entities that are not part of the grant award) and is necessary and reasonable for successful performance under the federal award.

Hosting or sponsoring of conferences will require a written justification form to be maintained locally and made available to TEA upon request. To access the Justification for Hosting or Sponsoring of Conferences form, refer to the Forms for Prior Approval, Disclosure, and Justification page.

Unallowable Activities and Use of Funds

Refer to the Budgeting Costs Guidance Handbook on the Grants Administration Division's Grant Resources page for general guidance on unallowable costs.

In addition, unallowable activities and use of funds for this grant include, but are not limited to, the following:

- Audit services for federally funded grants, unless the subrecipient meets the Uniform Grant Guidance (UGG) threshold and is required to conduct the federal audit.
- Stipends for non-employees
- Cost of membership in any civic or community organization
- Advisory councils
- Any activity not specified above in the Allowable Activities and Use of Funds section

Federal Grant Requirements

Equitable Access and Participation

See the General and Fiscal Guidelines, Equitable Access and Participation.

This requirement does apply to this federally funded grant program.

Private Nonprofit School Participation

See the General and Fiscal Guidelines, Private Nonprofit School Participation.

This requirement does apply to this federally funded grant program.

A LEA shall:

After timely and meaningful consultation with appropriate private school officials, provide to those children and their teachers or other educational personnel, on an equitable basis, special educational services or other benefits that address their needs. [Section 8501(a)(1)]

All educational services or other benefits, including materials and equipment, must be secular, neutral, and nonideological. [Section 8501(a)(2)]

Special Rule

A. In General - Equitable Services

Educational services and other benefits for such private school children, teachers, and other educational personnel shall be equitable in comparison to services and other benefits for public school children, teachers, and other educational personnel participating shall be provided in a timely manner. Services are not required to be the same as those provided to public school children or even those provided at the same grade level(s). [Section 8501(a)(3)(A)]

B. Ombudsman

To help ensure equitable services are provided to private school children, teachers, and other educational personnel, the TEA shall direct the ombudsman designated by the agency under section 1117 to monitor and enforce the requirements of this section. [Section 8501(a)(3)(B)]

Expenditures

Expenditures for educational services and other benefits provided for eligible private school children, their teachers, and other educational personnel serving those children shall be equal, considering the number and educational needs of the children to be served, to the expenditures for participating public school children. [Section 8501(a)(4)(A)]

Obligation of Funds

Funds allocated to a LEA for educational services and other benefits to eligible private school children shall be obligated in the fiscal year for which the funds are received. [Section 8501(a)(4)(B)]

Provision of Services

The LEA may provide services directly or through contracts with public and private agencies, organizations, and institutions. [Section 8501(a)(5)]

Consultation

To ensure timely and meaningful consultation, a LEA shall consult with appropriate private school officials. [Sections 8501(c)(1)] The LEA and private school officials shall both have the goal of reaching an agreement on how to provide equitable and effective programs for eligible private school children. The process shall include consultation on:

- How the children's needs will be identified;
- What services will be offered;
- How, where, and by whom the services will be provided;
- How the services will be assessed and how the results of that assessment will be used to improve those services;

- What size and scope of the equitable services are to be provided to the eligible private school children, teachers, and other educational personnel, and the amount of funds is determined;
- How and when the LEA will make decisions about the delivery of services, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers; and
- Whether the LEA will provide services directly or through a separate government agency, consortium, entity, or third-party contractor; and
- Whether to provide equitable services to eligible private school children-
  - by creating a pool or pools of funds with all the funds allocated based on all the children from low-income families in a participating school attendance area who attend private schools; or
  - In the LEA's participating school attendance area, students who attend private schools with the proportion of funds allocated based on the number of children from low-income families who attend private schools.

Disagreement

If a LEA disagrees with the views of private school officials, it shall provide in writing to private school officials the reasons why it disagrees. [Section 8501(c)(2)]

Timing

Such consultation shall occur before the LEA makes any decisions that affect the opportunities of eligible private school children, teachers, and other educational personnel to participate and shall continue throughout the implementation and assessment of services provided. [Section 8501(c)(3)]

Discussion

Such consultation shall include a discussion of service delivery mechanisms a LEA can use to provide equitable services to eligible private school children, teachers, administrators, and staff. [Section 8501(c)(4)]

Documentation

The LEA shall maintain in the district records, and provide to the TEA, a written Affirmation of Consultation signed by officials of each participating private school that the meaningful consultation required has occurred. The written Affirmation of Consultation shall provide the option for private

school officials to indicate such officials' belief that timely and meaningful consultation has not occurred or that the program design is not equitable with respect to eligible private school children.

If such private school officials do not provide a signature on the written Affirmation of Consultation within a reasonable period of time, the LEA shall forward the documentation that such consultation has or attempts at such consultation have taken place to the TEA. [Section 8501(c)(5)]

Compliance

1. **In General**. If the consultation required is with a LEA or educational service agency, a private school official shall have the right to file a complaint with the TEA that the consultation required under this section was not meaningful and timely, did not give due consideration to the views of the private school official, or did not make a decision that treats the private school or its students equitably as required. [Section 8501(c)(6)(A)]
2. **Procedure**. If the private school official wishes to file a complaint, the private school official shall provide the basis of the noncompliance, and all parties shall provide the appropriate documentation to the appropriate officials. [Section 8501(c)(6)(B)]
3. **Services.** TEA shall provide services directly or through contracts with public and private agencies, organizations, and institutions, if the appropriate private school officials have—
    i. requested that the TEA provide such services directly; and
    ii. demonstrated that the school system involved has not met the requirements in accordance with the procedures for making such a request, as prescribed by the TEA. [Section 8501(c)(6)(C)]

Public Control of Funds

1. **In General.** The control of funds used to provide services and title to materials, equipment, and property purchased with those funds shall be in a public agency for the uses and purposes provided, and a public agency shall administer the funds and property. [Section 8501(d)(1)]
2. **Provision of Services.**
    A. **In General.** The provision of services under this section shall be provided—
        i. by employees of a public agency; or
        ii. through a contract by the public agency with an individual, association, agency, organization, or other entity.

[Section 8501(d)(2)(A)]

B. **Independence - Public Agency.** In the provision of those services, the employee, person, association, agency, organization, or other entity shall be independent of the private school and of any religious organization, and the employment or contract shall be under the control and supervision of the public agency. [Section 8501(d)(2)(B)]

C. **Commingling of Funds Prohibited.** Funds used to provide services shall not be commingled with non-Federal funds. [Section 8501(d)(2)(c)]

Schedule PS3099: Private School Equitable Services

The PS3099, Private School Equitable Services schedule, is in the eGrants ESSA Consolidated Federal Grant Application. PS3099 incorporates the formula for determining private school equitable services in the ESSA Application. For **Title III, Part A**, the LEA must use the total student enrollment of children, **ages 3-21**, participating to calculate equitable services on the PS3099 schedule.

If there are school system grant allocation changes, the PS3099 schedule must be amended to reflect revised equitable services for participating PNP schools. Within a reasonable time, PNP school official(s) must be notified of any revised equitable services amounts. The LEA must keep written documentation of the consultation meeting in which it shared revised equitable services with each participating PNP school.

Maintenance of Effort

See the General and Fiscal Guidelines, Maintenance of Effort (MOE).

This requirement does apply to this federally funded grant program.

Section 8521 states that "a local educational agency may receive funds under a covered program for any fiscal year only if the state educational agency finds that either the combined fiscal effort per student or the aggregate expenditures of such agency and the state with respect to the provision of free public education by such agency for the preceding fiscal year was not less than 90% of such combined fiscal effort or aggregate expenditures for the second preceding fiscal year."

In order for TEA to determine if the grantee is maintaining the appropriate fiscal effort, it requires that LEAs be responsible for maintaining effort and for documenting maintenance of effort (MOE) using the PEIMS database. TEA verifies each LEA's MOE and notifies the grantee if fiscal effort has not been maintained. The final grant amount will be reduced in exact proportion to that by which the LEA fails to meet 90% of the combined fiscal effort per student and aggregate expenditures (using the measure more favorable to the LEA).

US Department of Education and/or State Appropriations for Title IV, Part A, Subpart 1

The following is provided in compliance with the US Department of Education Appropriations Act:

Category Title IV, Part A, Subpart 1	Amount
Total funds available for this project	**Approximately $125,261,925**
Percentage to be financed with federal funds	100%
Amount of federal funds	Approximately $125,261,925
Percentage to be financed from nonfederal sources	0%
Amount of nonfederal funds	$0
Fund Code: 289	

Grant Timeline

Due dates related to the grant, including reporting dates, are available in the Critical Events section listed on the TEA Grant Opportunities page. Grantees are responsible for regularly monitoring the webpage for updated grant information and for meeting all due dates and other grant requirements.

Grant at a Glance

This section provides detailed information about the grant program.

Program Purpose, Goals, and Objectives

Title IV, Part A, Subpart 1, Student Support and Academic Enrichment (SSAE) grants are designed to improve the academic achievement of all students by increasing the capacity of school systems, schools, and communities to:

1. Provide all students with access to a well-rounded education,
2. Improve school conditions for student learning; and
3. Improve the use of technology to enhance the academic outcomes and digital literacy of students.

Eligible Applicants

See the General and Fiscal Guidelines, Eligibility for Funding.

School systems in Texas are eligible to apply for a grant under ESSA Consolidated, Title IV, Part A, Subpart 1.

Intended Program Beneficiaries

Intended program beneficiaries are school systems that receive funds under Title I, Part A.

Eligibility List

Entitlement amounts are available on TEA's Entitlements and Allocations Dashboards. See the Grant Allocations and Award Balances page for additional information.

Shared Services Arrangement

See the General and Fiscal Guidelines, Shared Services Arrangements (SSAs).

Shared services arrangements are allowed.

Cost Share or Matching Requirement

See the General and Fiscal Guidelines, Cost Share/Match Requirement.

There is no cost share or matching requirement for this grant program.

Supplement, Not Supplant

For supplement, not supplant guidance, see the Supplement, Not Supplant Handbook on the Department of Grant Compliance and Administration's Training and Other Resources page.

The supplement, not supplant provision does apply to this grant program.

Limitation of Administrative Funds

See the General and Fiscal Guidelines, Classification of Direct and Indirect Costs.

NOTE: Administrative funds include **both** direct administrative costs **and** allowable indirect costs.

Direct Administrative Costs

The authorizing statute limits the amount of funds that may be budgeted to administer the program, including direct administrative costs, to no more than the following percentage of the total grant awarded for any fiscal year:

- Title IV, Part A, Subpart 1: 2%

Indirect Costs

For this grant program, the grantee may claim a maximum allowable indirect cost equal to its current approved restricted indirect cost rate.

To calculate the maximum indirect costs that can be claimed for a grant, complete the Maximum Indirect Costs Worksheet, located on the Grants Administration Division's Grant Resources page.

Pre-Award Costs

See the General and Fiscal Guidelines, Pre-Award Costs.

Pre-award costs are not permitted for this grant.

Application Requirements and Assurances

This section identifies the types of requirements that applicants must comply with to be eligible for funding:

- Statutory requirements (requirements defined in the authorizing statute)
- TEA program requirements (requirements defined by TEA program staff)

Statutory Requirements

See the General and Fiscal Guidelines, Statutory Requirements.

Per Section 22.0834 of the Texas Education Code (TEC), any person offered employment by any entity that contracts with TEA or receives grant funds administered by TEA (i.e., a grantee or subgrantee) is subject to the fingerprinting requirement. TEA is prohibited from awarding grant funds to any entity, including nonprofit organizations, that fail to comply with this requirement. For details, refer to the General and Fiscal Guidelines, Fingerprinting Requirement.

The programs included in this consolidated grant application are authorized by the Every Student Succeeds Act (ESSA), which reauthorizes the Elementary and Secondary Education Act of 1965 (ESEA) and replaces its predecessor, the No Child Left Behind Act of 2001 (NCLB).

General Program Requirements

See the General and Fiscal Guidelines, TEA Program Requirements.

In addition to the statutory requirements, TEA has established the following program requirements. Each LEA that receives Title IV, Part A, Subpart 1, funds must meet the following program requirements:

1. Engage in timely and meaningful consultation with a broad range of stakeholders in the area served by the LEA to identify relevant, evidence-based activities to carry out the goals of the grant program. A LEA must continue to consult with stakeholders to improve the activities it conducts under Title IV, Part A, and coordinate with other related strategies, programs, and activities.

   ESSA, Title IV, Part A, Section 4106(c) (1-2) requires all LEAs to develop their application through ongoing consultation with the following stakeholders:

   - Parents;
   - Teachers;
   - Principals;
   - Other school leaders;
   - Specialized instructional support personnel;
   - Students;
   - Community-based organizations;
   - Local government representatives (i.e., local school board member, law enforcement, juvenile court, child welfare agency staff, or public housing agency);
   - Indian tribes or tribal organizations;
   - Charter school teachers, principals, and other school leaders (if such agency or consortium of such agencies supports charter schools); and
   - Others with relevant and demonstrated expertise.

2. For an LEA that receives at least $30,000, conduct a comprehensive needs assessment before submitting its application and subsequent needs assessments at least once every three years. The comprehensive needs assessment must examine the LEA's needs for improvement of each of the following program content areas [Section 4106(d)(1)]:

   - Access to, and opportunities for, a well-rounded education for all students

- School conditions for students' learning to create an environment that supports healthy and safe students
- Access to personalized learning experiences supported by technology and professional development for the effective use of data and technology.

3. A LEA that receives an allocation in an amount less than $30,000 is not required to conduct a comprehensive needs assessment [Section 4106(d)(2)].
4. A LEA shall conduct a needs assessment once every three years. [Section 4106(d)(3)]
5. All LEAs are required to prioritize the distribution of funds to schools served by the school system based on one or more of the following [Section 4106(e)(2)(A)]:
    - Are among the schools with the greatest needs as determined by the school system;
    - Have the highest percentages or numbers of students from low-income families (as counted for purposes of the school system's Title I, Part A, grant);
    - Are identified for comprehensive support and improvement under Title I, Part A;
    - Are implementing targeted support and improvement plans under Title I, Part A; or
    - Are identified as a persistently dangerous public elementary school or secondary school.
6. Comply with section 8501 (regarding equitable participation by private school children and teachers). [Section 4106(e)(2)(B)];
7. For a LEA that receives at least $30,000, use no less than 20 percent of funds to develop and implement programs and activities that support access to a well-rounded education [Section 4107(a)] and that—
    - Are coordinated with other schools and community-based services and programs;
    - May be conducted in partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities; and
    - May include one or more activities or programs that provide well-rounded educational opportunities to all students.
8. For a LEA that receives at least $30,000, uses no less than 20 percent of funds to develop, implement, and evaluate comprehensive programs and activities [Section 4108] that—
    - Are coordinated with other schools and community-based services and programs, and may be conducted in partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities described;

9. Promote the involvement of parents in the activity or program; [Section 4108(3)] May include one or more activities or programs that foster safe, healthy, drug-free, and supportive school environments that promote student academic achievement. For a LEA that receives at least $30,000, uses some portion of the remaining funds to improve the use of technology to improve the academic achievement, academic growth, and digital literacy of all students, including by meeting the needs of the school system that are identified in the required comprehensive needs assessment. [Section 4109(a)]

    - May provide educators, school leaders, and administrators with the professional learning tools, devices, content, and resources
    - May use technology effectively in the classroom, including by administering computer-based assessments and blended learning strategies; and
    - May implement and support school-and district-wide approaches for using technology to inform instruction, support teacher collaboration, and personalize learning.

    SPECIAL RULE: A LEA may not use more than 15 percent of the portion of funds identified for the effective use of technology to purchase technology infrastructure, *regardless of the school system's allocation amount,* including the purchase of—

    - Devices, equipment, and software applications to address readiness shortfalls;
    - Blended learning technology software and platforms;
    - Digital instructional resources;
    - Initial professional development activities; and
    - One-time information technology purchases.

    Purchases for technology infrastructure may not include significant construction or the renovation of facilities.

    SPECIAL RULE: A LEA receiving an allocation in an amount less than $30,000 is required to provide only one of the assurances described in (7), (8), and (9) above. [Section 4106(f)]

10. The LEA will increase opportunities and access for all students through grade 12 who are members of groups underrepresented, such as female students, minority students, English learners, children with disabilities, economically disadvantaged students, and students in rural, remote, and underserved areas.

11. Provide a description of the funded programs and activities related to supporting a well-rounded education, safe and healthy students, the effective use of technology in schools, and the program objectives and intended outcomes for those activities. [Section 4106(e)(1)]

- Periodically evaluate the effectiveness of Title IV, Part A, program activities carried out to support the program objectives and intended outcomes.
- LEAs must keep the most recent description of the process to evaluate the effectiveness of Title IV, Part A-funded activities, aligned to program objectives(s) and intended outcomes(s). [Section 4106(e)(1)(E)]
- LEAs must keep annual documentation and results of program effectiveness, which meet its Title IV, Part A, objectives and outcomes, available and on file for TEA and/or auditors upon request.

12. Annually submit a report regarding how funds for the Title IV, Part A, Student Support and Academic Enrichment Program are being used to meet the distribution requirements in #5 above.
13. The LEA will maintain a description of the Title IV, Part A, activities and programming that the school system will carry out, including a description of:

    A. any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart [Section 4106(e)(1)(A)];

    B. if applicable, how funds will be used for activities related to supporting well-rounded education under section 4107 [Section 4106(e)(1)(B)];

    C. if applicable, how funds will be used for activities related to supporting safe and healthy students under section 4108 [Section 4106(e)(1)(C)];

    D. if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under section 4109 [Section 4106(e)(1)(D)]; and

    E. the program objectives and intended outcomes for activities under this subpart, and how the LEA will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes [Section 4106(e)(1)(E)].

    Note: The required descriptions are to be maintained locally and available on request from TEA and/or an auditor.

Program-Specific Assurances

See the General and Fiscal Guidelines, Provisions, Assurances, and Certifications.

The program-specific assurances for this grant program are listed in the SAS. Refer to Schedule CS7000—Provisions, Assurances, and Certifications.

Allowable Activities and Use of Funds

Refer to the Budgeting Costs Guidance Handbook on the Grants Administration Division's Grant Resources page for general guidance on allowable activities and use of funds.

Note regarding travel costs, if allowable per guidance below: Any personnel approved in this grant must be reimbursed for travel according to the applicant's written policies and procedures; however, reimbursement may not exceed State of Texas mileage allowance, General Services Administration (GSA) hotel rate, and per diem rate existing in the current Texas State Appropriations Act. The state travel guidelines require only reimbursement of actual costs paid and, therefore, prohibit per diem payments to travelers without reconciliation to actual costs expended. Note: Contractor travel is paid as it is described in the individual contract, not to exceed the State rates, and may or may not be delineated out, specifically in the contract.

Through the annual LEA, ESSA Consolidated Compliance Report, and/or Federal Program Compliance (FPC) Title IV, Part A, Smartsheet WorkApp, TEA may request:

- description of the Title IV, Part A, programs and activities;
- evaluation of effectiveness to support Title IV, Part A, program objectives and intended measurable outcomes;
- progress made to meet Title IV, Part A, program objectives and intended measurable outcomes data collection through the FPC Title IV, Part A, Smartsheet WorkApp; and
- documentation on the use of funds.

The LEA must keep documentation of allowable activities.

Allowable activities and use of funds for this grant include only the following:

General Allowable Activities and Use of Funds

Each LEA must be able to respond appropriately to and maintain documentation for each of the following questions to determine whether an expenditure would be allowable:

1. How are the expenditures reasonable and necessary to carry out the intent and purpose of the program?
2. What needs, as identified in the comprehensive needs assessment, does the expenditure address? Explain how expenditures address the need(s).
3. How will the expenditures be evaluated to measure a positive impact on student achievement?
4. How is the expenditure supplemental to other nonfederal programs?

The Title IV, Part A, statute authorizes the following types of activities in each of the three program content areas. LEAs must ensure it is using Title IV, Part A, funds to supplement and not supplant State or local funds. Title IV, Part A, funds may not be used to meet State and/or local requirements.

Well-Rounded Education

1. College and career guidance and counseling programs, such as postsecondary education and career awareness and exploration activities, training counselors to effectively use labor market information in assisting students with postsecondary education and career planning, financial literacy, and federal financial aid awareness activities
2. Programs and activities that use music and the arts as tools to support student success through the promotion of constructive student engagement, problem solving, and conflict resolution
3. Programming and activities to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM) subject areas, including computer science. Such activities may include the following:
    - Increasing access to high-quality STEM courses for students who are members of groups, such as female students, minority students, English language learners, students with disabilities, and economically disadvantaged students, who are underrepresented in STEM fields
    - Supporting the participation of low-income students in nonprofit competitions related to STEM subjects such as robotics, science research, invention, mathematics, computer science, and technology competitions
    - Providing hands-on learning and exposure to STEM subjects and supporting the use of field-based or service learning to enhance the students' understanding of STEM subjects
    - Supporting the creation and enhancement of STEM-focused specialty schools
    - Facilitating collaboration among school, after-school program, and informal program personnel to improve the integration of programming and instruction in STEM subject areas
    - Integrating other academic subjects, including the arts, into STEM programs to increase participation in STEM courses and activities, improve attainment of skills related to STEM, and promote a well-rounded education
4. Efforts to raise student academic achievement through accelerated learning programs. Accelerated learning programs are defined as programs that offer postsecondary-level courses accepted for credit at institutions of higher education (including dual credit or concurrent enrollment programs and Early College High Schools) or postsecondary-level instruction and examinations that are accepted for credit at institutions of higher education (including Advanced Placement and International Baccalaureate programs).

    Examples of accelerated learning program activities include—
    - Reimbursing low-income students to cover part or all the costs of accelerated learning exam fees if the students are enrolled in accelerated learning course(s) and plan to take corresponding exam(s), including exams taken by low-income students
    - Increasing the availability of, and enrollment in, accelerated learning courses and exams, dual or concurrent credit programs, and Early College High School courses

5. Activities to promote the development, implementation, and strengthening of programs to teach traditional U.S. history, civics, economics, geography, or government education
6. Instruction, programs, or activities in languages other than English or environmental education
7. Programs and activities that promote volunteerism and community involvement
8. Programs and activities that support educational programs that integrate multiple disciplines, such as programs that combine arts and mathematics
9. Other activities and programs to support student access to, and success in, a variety of well-rounded education experiences.

Safe and Healthy Students

1. Evidence-based drug and violence prevention activities and programs, including—
   - Programs to educate students against the use of alcohol, tobacco, marijuana, smokeless tobacco products, and e-cigarettes
   - Professional development and training for school and specialized instructional support personnel and interested community members in prevention, education, early identification, intervention mentoring, recovery support services, and, where appropriate, rehabilitation referrals, related to drug and violence prevention
2. School-based mental health services, including—
   - Early identification of mental health symptoms, drug use, and violence, and appropriate referrals to direct individual or group counseling services, which may be provided by school-based mental health services providers;
   - School-based mental health services partnership programs conducted in partnership with a public or private mental health entity or health care entity that provides comprehensive school-based mental health services and supports and staff development for school and community personnel working in the school; and
   - Evidence-based trauma-informed practices that are coordinated with early intervening services provided under the Individuals with Disabilities Education Act (IDEA) and provided by mental and behavioral professionals who are qualified, certified, or licensed to practice within their area of expertise.
3. Programs or activities that—
   - Integrate health and safety practices into school or athletic programs;
   - Support a healthy, active lifestyle, including nutritional education and regular, structured physical education activities and programs that may address chronic disease management with instruction led by school nurses, nurse practitioners, or others to help maintain the well-being of students;
   - Help prevent bullying and harassment;

- Improve instructional practices for developing relationship-building skills, such as effective communication, and improve safety through the recognition and prevention of coercion, violence, or abuse, including teen and dating violence, stalking, domestic abuse, and sexual violence and harassment;
- Provide mentoring and school counseling to all students, including children, who are at risk of academic failure, dropping out of school, involvement in criminal or delinquent activities, or drug use and abuse;
- Establish or improve school dropout and re-entry programs; or
- Establish learning environments and enhance students' effective learning skills that are essential for school readiness and academic success, such as by providing integrated systems of student and family support.

4. High-quality training for school personnel, including specialized instructional support personnel, related to—
   - Suicide prevention;
   - Effective and trauma-informed practices in classroom management;
   - Crisis management and conflict resolution techniques;
   - Human trafficking;
   - School-based violence prevention strategies;
   - Drug abuse prevention, including educating children facing substance abuse at home, and
   - Bullying and harassment prevention.
5. Child sexual abuse awareness and prevention programs or activities, such as programs or activities designed to provide age- and developmentally-appropriate instruction for students in child sexual abuse awareness and prevention, including how to recognize child sexual abuse and how to safely report child sexual abuse; and information to parents and guardians of students about child sexual abuse awareness and prevention, including how to recognize child sexual abuse and how to discuss child sexual abuse with a child.
6. Designing and implementing a locally tailored plan to reduce exclusionary discipline practices in elementary and secondary schools is consistent with best practices, includes evidence-based strategies, and is aligned with the long-term goal of prison reduction through opportunities, mentoring, intervention, support, and other education services.
7. Implementation of schoolwide positive behavioral interventions and supports, including through coordination with similar activities carried out under the Individuals with Disabilities Education Act (IDEA), to improve academic outcomes and school conditions for student learning.
8. Designating a site resource coordinator at a school or LEA to provide a variety of services, such as—

- Establishing partnerships within the community to provide resources and support for schools;
- Ensuring that all service and community partners are aligned with the academic expectations of a community school to improve student success; and
- Strengthening relationships between schools and communities.

Effective Use of Technology

1. Providing educators, school leaders, and administrators with the professional learning tools, devices, content, and resources to—
   - Use data and technology to improve instruction;
   - Personalize learning to improve student academic achievement;
   - Discover, adapt, and share relevant high-quality educational resources;
   - Use technology effectively in the classroom, including by administering computer-based assessments and blended learning strategies; and
   - Implement and support school- and district-wide approaches for using technology to inform instruction, support teacher collaboration, and personalize learning
2. Building technological capacity and infrastructure, which may include procuring content and ensuring content quality and purchasing devices, equipment, and software applications to address readiness shortfalls
3. Developing or using effective or innovative strategies for the delivery of specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology
4. Carrying out blended learning projects, which must include planning activities or ongoing professional development designed to support the implementation and academic success of the project aimed at teachers, principals, other school leaders, or personnel. Planning activities may include—
   - Development of new instructional models, including blended learning technology software and platforms;
   - Purchase of digital instructional resources;
   - Initial professional development activities; and
   - One-time information technology purchases, except that such expenditures may not include expenditures related to significant construction or renovation of facilities
5. Providing professional development in the use of technology to enable teachers and instructional leaders to increase student achievement in STEM subjects, including computer science

6. Providing students in rural, remote, and underserved areas with the resources to take advantage of high-quality digital learning experiences, digital resources, and access to online courses taught by effective educators

Regarding Special Rule

- In 4109(b), a LEA, *regardless of allocation amount*, may not use more than 15% of the funds identified to support the effective use of technology for the purchase of technology infrastructure, which includes constructing facilities, and the renovation and repair of a facility.
- Technology infrastructure is defined as devices, equipment, software applications, platforms, digital instructional resources, and/or other one-time information technology purchases. [ESEA section 4109(b)]

Other Allowable Use of Funds

- Payroll costs
- Professional and contracted services
- Consumable and durable supplies and materials
- Debt services (lease liabilities for terms greater than 12 months) allowable costs include:
  - Subscription-based Information Technology Arrangement (SBITA) – Principal Costs (6514)
  - Subscription-based Information Technology Arrangement (SBITA) – Interest Costs (6526)
  - Capital Lease Liability — Principal Costs (6512)
  - Capital Lease Liability – Interest Costs (6522)
  - Interest in Debt Costs (6523)
- Capital outlay
- Operating transfers out
- In-state travel is necessary to meet the program requirements of this grant. Travel costs must follow the travel guidance provided at the beginning of this Allowable Activities and Use of Funds section.
- Costs for travel for students to conferences may be funded under the grant program (does not include field trips). Travel costs should be minimal and must follow the grantee's written travel policy. Documentation must be maintained locally and made available to TEA upon request. Travel cost reimbursement must follow the travel guidance provided at the beginning of this Allowable Activities and Use of Funds section.
- Travel costs for competitions: Travel costs to and from a specific and allowable Title IV, Part A, activity, such as a robotics competition or other nonprofit competitions related to STEM

subjects, are not prohibited and will be evaluated in accordance with federal and state guidance.

- If a LEA plans on using grant funds for travel to competitions, it will be required to keep documentation at the local level. The LEA must keep and maintain documentation so that it may be provided to an independent auditor and/or to TEA monitors if selected for a review. Travel costs should be minimal and must follow the grantee's written travel policy. Travel cost reimbursement must follow the travel guidance provided at the beginning of this Allowable Activities and Use of Funds section.

Other Allowable Operating Costs Requiring Specific Approval in the Grant Application (6400)

Out-of-State Travel

Out-of-state travel costs are allowable. Out-of-state travel costs should be minimal. Travel costs are allowable as long as the expenses for transportation, lodging, subsistence, and related items are only incurred by employees on official business of the grantee and follow the grantee's regular business operations and written travel policy. Travel cost reimbursement must follow the travel guidance provided at the beginning of this Allowable Activities and Use of Funds section.

Out-of-state travel will require a written justification form to be maintained locally and made available to TEA upon request. To access the Justification for Out-of-State Travel form, refer to the Forms for Prior Approval, Disclosure, and Justification page.

Educational Field Trips

Educational field trips may be funded under the grant program. Specific field trip costs must have a documented programmatic purpose. Only the following types of field trips may be allowable:

- Is identified in the Comprehensive Needs Assessment (CNA);
- Is included in the Campus Improvement Plan (CIP);
- Is allocable, reasonable, and necessary to carry out the intent and purpose of the grant program;
- Includes an instructional activity or activities that cannot be conducted through interactive activities in the classroom or on campus;
- Will result in a positive impact on student achievement;
- Includes instruction that addresses the Texas Essential Knowledge and Skills (TEKS); and
- Includes an evaluation of the field trip that measures the impact on student achievement

Field trips will require a written justification form to be maintained locally and made available to TEA upon request. To access the Justification for Educational Field Trips form, refer to the Forms for Prior Approval, Disclosure, and Justification page.

Unallowable Activities and Use of Funds

Refer to the Budgeting Costs Guidance Handbook on the Grants Administration Division's Grant Resources page for general guidance on unallowable costs.

In addition, unallowable activities and use of funds for this grant include, but are not limited to, the following:

- Audit services for federally funded grants, unless the subrecipient meets the Uniform Grant Guidance (UGG) threshold and is required to conduct the federal audit.
- Stipends for non-employees
- Non-employee costs for conferences
- Advisory councils
- Travel costs for officials such as executive director, superintendent, or board members
- Cost of membership in any civic or community organization
- Hosting or sponsoring of conferences
- Any activity not specified above in the Allowable Activities and Use of Funds section

Unallowable Activities

Section 4001(c) prohibits mandatory medication:

- Prohibition on Mandatory Medication. - No child shall be required to obtain a prescription for a controlled substance, as defined in section 102 of the Controlled Substances Act (21 U.S.C. 802) as a condition of—
    - receiving an evaluation or other service described under this title; or
    - attending a school receiving assistance under this title. – Section 4001(c)

Unallowable Use of Funds

The ESSA Statute specifically lists two unallowable uses of funds for this grant program:

- Prohibited Uses of Funds - Construction, renovation, or repair of any school facility - Section 8526

- Prohibited Use of Funds - Medical services or drug treatment or rehabilitation, except for integrated student supports, specialized instructional support services, or referral to treatment for impacted students, which may include students who are victims of, or witnesses to, crime or who illegally use drugs. - Section 4001(b)

The Supplement, Not Supplant provision prohibits LEAs from using Title IV, Part A, funds for any programs, activities, and services mandated in state law, rule, and regulation, the State Board of Education (SBOE) rule, or local board policy.

Such State-required activities include, but are not limited to, the following:

- Suicide prevention training for personnel and specialized support personnel;
- Mental health first aid training to fulfill the required continuing education of personnel; and
- Nursing continuing education to fulfill yearly license renewal.

Federal Grant Requirements

Equitable Access and Participation

See the General and Fiscal Guidelines, Equitable Access and Participation.

This requirement does apply to this federally funded grant program.

Private Nonprofit School Participation

See the General and Fiscal Guidelines, Private Nonprofit School Participation.

This requirement does apply to this federally funded grant program.

A LEA shall:

After timely and meaningful consultation with appropriate private school officials, provide to those children and their teachers or other educational personnel, on an equitable basis, special educational services or other benefits that address their needs. [Section 8501(a)(1)]

All educational services or other benefits, including materials and equipment, must be secular, neutral, and nonideological. [Section 8501(a)(2)]

Special Rule

A. In General - Equitable Services

Educational services and other benefits for such private school children, teachers, and other educational personnel shall be equitable in comparison to services and other benefits for public school children, teachers, and other educational personnel participating shall be provided in a timely manner. Services are not required to be the same as those provided to public school children or even those provided at the same grade level(s). [Section 8501(a)(3)(A)]

B. Ombudsman

To help ensure equitable services are provided to private school children, teachers, and other educational personnel, the TEA shall direct the ombudsman designated by the agency under section 1117 to monitor and enforce the requirements of this section. [Section 8501(a)(3)(B)]

Expenditures

Expenditures for educational services and other benefits provided for eligible private school children, their teachers, and other educational personnel serving those children shall be equal, considering the number and educational needs of the children to be served, to the expenditures for participating public school children. [Section 8501(a)(4)]

Obligation of Funds

Funds allocated to a LEA for educational services and other benefits to eligible private school children shall be obligated in the fiscal year for which the funds are received. [Section 8501(a)(4)(B)]

Provision of Services

The LEA may provide services directly or through contracts with public and private agencies, organizations, and institutions. [Section 8501(a)(5)]

Consultation

To ensure timely and meaningful consultation, a LEA shall consult with appropriate private school officials. [Sections 8501(c)(1)] The LEA and private school officials shall both have the goal of reaching an agreement on how to provide equitable and effective programs for eligible private school children. The process shall include consultation on:

- How the children's needs will be identified;
- What services will be offered;
- How, where, and by whom the services will be provided;
- How the services will be assessed and how the results of that assessment will be used to improve those services;

- What size and scope of the equitable services are to be provided to the eligible private school children, teachers, and other educational personnel, and the amount of funds is determined;
- How and when the LEA will make decisions about the delivery of services, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers; and
- Whether the LEA will provide services directly or through a separate government agency, consortium, entity, or third-party contractor; and
- Whether to provide equitable services to eligible private school children-
    - by creating a pool or pools of funds with all the funds allocated based on all the children from low-income families in a participating school attendance area who attend private schools; or
    - In the LEA's participating school attendance area, students who attend private schools with the proportion of funds allocated based on the number of children from low-income families who attend private schools.

Disagreement

If a LEA disagrees with the views of private school officials, it shall provide in writing to private school officials the reasons why it disagrees. [Section 8501(c)(2)]

Timing

Such consultation shall occur before the LEA makes any decisions that affect the opportunities of eligible private school children, teachers, and other educational personnel to participate and shall continue throughout the implementation and assessment of services provided. [Section 8501(c)(3)]

Discussion

Such consultation shall include a discussion of service delivery mechanisms a school system can use to provide equitable services to eligible private school children, teachers, administrators, and staff. [Section 8501(c)(4)]

Documentation

The LEA shall maintain records in the district and provide to the TEA a written Affirmation of Consultation signed by officials of each participating private school that the meaningful consultation required has occurred. The written Affirmation of Consultation shall provide the option for private

school officials to indicate such officials' belief that timely and meaningful consultation has not occurred or that the program design is not equitable with respect to eligible private school children.

If such private school officials do not provide a signature on the written Affirmation of Consultation within a reasonable period, the LEA shall forward the documentation that such consultation has or attempts at such consultation have taken place to the TEA. [Section 8501(c)(5)]

Compliance

1. **In General**. If the consultation required is with a LEA or educational service agency, a private school official shall have the right to file a complaint with the TEA that the consultation required under this section was not meaningful and timely, did not give due consideration to the views of the private school official, or did not make a decision that treats the private school or its students equitably as required. [Section 8501(c)(6)(A)]
2. **Procedure**. If the private school official wishes to file a complaint, the private school official shall provide the basis of the noncompliance, and all parties shall provide the appropriate documentation to the appropriate officials. [Section 8501(c)(6)(B)]
3. **Services.** TEA shall provide services directly or through contracts with public and private agencies, organizations, and institutions, if the appropriate private school officials have—
    i. requested that the TEA provide such services directly; and
    ii. demonstrated that the school system involved has not met the requirements in accordance with the procedures for making such a request, as prescribed by the TEA. [Section 8501(c)(6)(C)]

Public Control of Funds

1. **In General.** The control of funds used to provide services and title to materials, equipment, and property purchased with those funds shall be in a public agency for the uses and purposes provided, and a public agency shall administer the funds and property. [Section 8501(d)(1)]
2. **Provision of Services.**
    A. **In General.** The provision of services under this section shall be provided—
        i. by employees of a public agency; or
        ii. through a contract by the public agency with an individual, association, agency, organization, or other entity.

    [Section 8501(d)(2)(A)]

B. **Independence - Public Agency.** In the provision of those services, the employee, person, association, agency, organization, or other entity shall be independent of the private school and of any religious organization, and the employment or contract shall be under the control and supervision of the public agency. [Section 8501(d)(2)(B)]

C. **Commingling of Funds Prohibited.** Funds used to provide services shall not be commingled with non-Federal funds. [Section 8501(d)(2)(c)]

Schedule PS3099: Private School Equitable Services

The PS3099, Private School Equitable Services schedule, is in the eGrants ESSA Consolidated Federal Grant Application. PS3099 incorporates the formula for determining private school equitable services in the ESSA Application. For Title IV, Part A, the LEA must use total student enrollment of children, ages 5-17, in participating private schools to calculate equitable services on the PS3099 schedule.

If there are LEA grant allocation changes, the PS3099 schedule must be amended to reflect revised equitable services for participating PNP schools. Within a reasonable time, PNP school official(s) must be notified of any revised equitable services amounts. The LEA must keep written documentation of the consultation meeting in which it shared revised equitable services with each participating PNP school.

Maintenance of Effort

See the General and Fiscal Guidelines, Maintenance of Effort (MOE).

This requirement does apply to this federally funded grant program.

Section 8521 states that "a local educational agency may receive funds under a covered program for any fiscal year only if the state educational agency finds that either the combined fiscal effort per student or the aggregate expenditures of such agency and the state with respect to the provision of free public education by such agency for the preceding fiscal year was not less than 90% of such combined fiscal effort or aggregate expenditures for the second preceding fiscal year."

For TEA to determine if the grantee is maintaining the appropriate fiscal effort, it requires that the school system be responsible for maintaining effort and for documenting maintenance of effort (MOE) using the PEIMS database. TEA verifies each school system's MOE and notifies the grantee if fiscal effort has not been maintained. The final grant amount will be reduced in exact proportion to that by which the school system fails to meet 90% of the combined fiscal effort per student and aggregate expenditures (using the measure more favorable to the school system).

Title V, Part A

Grant at a Glance

This section provides detailed information about the grant program.

Program Purpose, Goals, and Objectives

The purpose of Title V, Part A, Section 5102, is to allow you flexibility to target federal funds to federal programs and activities that most effectively address your unique needs.

Eligible Applicants

See the General and Fiscal Guidelines, Eligibility for Funding.

School systems in Texas are eligible to apply for a grant under ESSA Consolidated.

Intended Program Beneficiaries

Intended beneficiaries are all school systems in Texas. You may not transfer any funds from:

- Title I, Part A
- Title I, Part C
- Title I, Part D
- Title III, Part A
- Title V, Part B

General Program Requirements

See the General and Fiscal Guidelines, TEA Program Requirements.

You may transfer all or any lesser amount of funds to the following:

- Title I, Part A
- Title I, Part C
- Title I, Part D

- Title II, Part A
- Title III, Part A (ELA and Immigrant)
- Title IV, Part A
- Title V, Part B

From the following programs:

- Title II, Part A
- Title IV, Part A

Transferred funds are subject to the rules and requirements applicable to the funds under the provision to which the funds are transferred. If you transfer funds from a program that provides for the participation of students, teachers, or other educational personnel from private nonprofit schools, you must conduct private school consultation in accordance with section 8501.

Funds are not physically transferred on the SAS between fund codes or budget columns. Funds maintain their original fund code, class/object code, and other required accounting code structure following generally accepted accounting principles. Only the allowable uses of the funds are redirected to allowable alternative uses.

Funds transferred into Title I, Part A will be included in the total amount used to calculate Title I, Part A carryover to determine if the school system has exceeded the 15% statutory limitation.

Allowable Activities and Use of Funds

Refer to the Budgeting Costs Guidance Handbook on the Grants Administration Division's Grant Resources page for general guidance on allowable activities and use of funds.

- Funding Transferability is program flexibility available to eligible school systems. There is no funding provided under this flexibility.
- You must notify TEA of your intention to implement the flexibility offered through Funding Transferability by submitting the appropriate schedule in either the original ESSA Consolidated Application for Federal Funding or through an amendment. Statute requires that you notify the state of your intention to transfer the use of funds through Funding Transferability at least 30 days before the transfer takes place. Therefore, the effective date for the transfer is 30 days after the stamp-in date of the application or amendment containing this completed schedule.
- Funds remain in their original fund source and are reported as expenditures under the original fund source. It is only the use of the funds that is redirected. For example, if a school system uses Funding Transferability to redirect the use of 50% of its Title II, Part A, funds into its Title I,

Part A, program, the funds are still budgeted and reported under Title II, Part A, but the allowable uses of those funds are the same as the allowable uses under Title I, Part A.

- You may transfer the use of up to a total of 100% of the non-administrative funds allocated under the following:
  - Title II, Part A
  - Title IV, Part A
- For one fiscal year to allowable uses under the following programs:
  - Title I, Part A
  - Title I, Part C
  - Title I, Part D
  - Title II, Part A
  - Title III, Part A (ELA and Immigrant)
  - Title IV, Part A
  - Title V, Part B
- **Note:** Funds may be transferred into the above-mentioned programs but not from the above-mentioned programs except for Title II, Part A and Title IV, Part A.
- **Reminder:** Before a school system may transfer funds from a program subject to equitable services requirements, it must engage in timely and meaningful consultation with appropriate private school officials. The school system must provide private school students and teachers with equitable service under the program(s) to which, and from which, the funds are transferred, based on the total amount of funds available to each program after the transfer. A school system must consult with the private school officials prior to any transfer, however, the final decision about whether to transfer funds remains with the school system.

	Title V, Part B, Subpart 1 REAP Flex (Alternative Funds Use Authority)	Title V, Part A Funding Transferability
Summary	Eligible school systems are given flexibility in the use of certain federal formula funds. Funds are not actually transferred from one program to another. While the eligible funding may be used for local activities authorized under other ESEA programs, it is not subject to all of the rules and requirements of these programs.	School systems may transfer all or a portion of the funds they received by formula under certain programs to other programs to better address local needs. When a school system transfers funds, those funds become funds of the program to which they are transferred and are subject to the rules and requirements of these programs.
Which school systems can exercise this authority?	**School systems eligible for Small Rural Schools Achievement Program (SRSA).** School systems do not need to receive an SRSA grant award, but only that the school system must meet the statutory eligibility criteria for the SRSA program. For more information visit the SRSA program website.	**All school systems. No eligibility requirement.** However, a school system may only transfer eligible funds into a program for which that school system receives an allocation in a particular fiscal year.
Which funds are eligible for this flexibility?	Title II, Part A and Title IV, Part A. School systems may use some or all of their formula funds for activities authorized under certain other federal programs. A school system must meet the relevant application and eligibility requirements for these funds regardless of whether it intends to use the funds for alternative uses under REAP.	Title II, Part A and Title IV, Part A. School systems may use some or all of their formula funds for activities authorized under certain other federal programs. A school system must meet the relevant application and eligibility requirements for these funds regardless of whether it intends to transfer those funds to other program allocations.

	Title V, Part B, Subpart 1 REAP Flex (Alternative Funds Use Authority)	Title V, Part A Funding Transferability
How may school systems exercising this flexibility spend the eligible funds?	**On local activities authorized under eligible ESEA programs.** An eligible school system may spend some or all of its formula Title II-A and IV-A funds on local activities authorized under one or more of these ESEA programs: Title I, Part A Title II, Part A Title III Title IV, Part A Title IV, Part B While Title II - A and Title IV - A funds may be used for local activities authorized under these programs, those funds are not subject to all of the rules and requirements of these programs. These funds would not be subject to the set aside requirements of those programs.	Under eligible ESEA programs which the school system has transferred funds. A school system may transfer some or all of its formula Title II-A or IV-A funds into its allocation under one or more of these ESEA programs: Title I, Part A Title I, Part C Title I, Part D Title III, Part A Title IV, Part A Title V, Part B **When a school system transfers funds, those funds become funds of the program to which they are transferred and are subject to all of the rules and requirements of that program.**
	Example: A school system receiving $30,000 or more Title IV-A funds use not less than 20% to support well-rounded education; 20% to support safe and healthy students; and a portion to support the effective use of technology. Additionally, a school system does not have to receive funds under one of these programs in order to spend its Title II-A or IV-A funds on an allowable local activity under this program. Example: A school system exercising REAP Flex that does not receive funds under Title I-A may use its formula Title II-A or IV-A funds for Title I activities.	Example: A school system that receives RLIS funds could transfer all of its Title II-A funds into Title V-B allocation. Those funds would be considered RLIS funds and would be subject to the rules and requirements of the RLIS program. A school system must receive an allocation in a particular fiscal year in order to transfer its Title II-A or IV-A funds for that fiscal year into that program.

	Title V, Part B, Subpart 1 REAP Flex (Alternative Funds Use Authority)	Title V, Part A Funding Transferability
What rules apply to the funds?	**Eligible funds are not subject to all rules and requirements of the programs that authorize the activities for which funds are spent.** If school system exercises REAP Flex with respect to its Title II- A or Title IV-A funds, those funds may be spent on local activities authorized under the eligible programs, but those funds are not subject to all of the rules and requirements of those programs. Example: A school system exercising REAP Flex with Title IV-A funds may use those funds for any allowable activity under Title IV-A; it does not need to meet the requirements under Title IV-A that certain percentages of Title IV-A funds be spent on specific types of activities. A school system should report its Title II-A and IV-A funds as expenditures under those programs even if it exercises REAP Flex to spend those funds on authorized activities under other eligible programs.	**Rules and requirements of programs into which funds are transferred apply**. The rules and requirements of the programs into which funds are transferred apply to the transferred funds. Funds remain in their original fund source and are reported as expenditures under the original fund source. It is only the use of the funds that is redirected.
Does a school system need to receive funds under a given program in order to spend eligible funds under the program?	**No.** A eligible school system does not have to receive funds under one of these programs in order to spend its Title II-A or IV-A funds on an allowable local activity under this program. Example: A school system exercising REAP Flex that does not receive funds under Title I-A may use it formula Title II-A or IV-A funds for Title I-A activities.	**Yes**. A school system must receive an allocation in a particular fiscal year in order to transfer its Title II-A or IV-A funds into that program. Example: Only school systems that receive Title I-A funds in a particular fiscal year may transfer funds into a Title I-A allocation in that fiscal year.

	Title V, Part B, Subpart 1 REAP Flex (Alternative Funds Use Authority)	Title V, Part A Funding Transferability
What are school systems responsibilities for providing equitable services under this authority?	**School systems must provide equitable services relative to Title II-A or IV-A funds.** Participation in REAP Flex does not relieve a school system of its responsibility to provide for equitable services for private school students and teachers relative to its Title II-A or IV-A funds. A school system participating in REAP Flex must reserve for the benefit of private school students and teachers the proportion of its Title II-A and IV-A equal to the expenditures (including those under REAP Flex authority) for the public school program, considering the number and educational needs of the children to be served. After timely and meaningful consultation with private school officials, a school system determines how the reserved funds will be expended for the benefit of private school students and teachers. A school system may exercise REAP Flex with respect to the reserved funds to use those funds on local activities under the eligible programs.	**School systems must provide equitable services based on funds remaining after transfer**. A school system must provide private school students and teachers equitable services under the program(s) which, and from which, the funds are transferred based on the total amount of funds available to each program after the transfer. A school system may not reserve Title II-A or IV-A funds solely to provide equitable services. A school system must engage in timely and meaningful consultation with appropriate private school officials before transferring funds. Per the Title VIII Uniform Provisions governing the equitable services requirements of Title II-A and Title IV-A, the goal of the consultation is agreement, and the school system must give due consideration to the views of private school representatives.
	Funds for private school students and teachers need not be expended under the same programs as funds for public school students and teachers and should serve to meet the needs of the private school students and teachers. Example: A school system may use its Title II-A and IV-A funds for school improvement activities for public schools under Title I-A but use the	

	Title V, Part B, Subpart 1 REAP Flex (Alternative Funds Use Authority)	Title V, Part A Funding Transferability
	Title II-A and IV-A funds reserved for the benefit of private schools for professional development for private school teachers under Title II-A.	
What steps does an eligible school system need to take to exercise this flexibility?	**An SRSA eligible school system may exercise REAP Flex without the approval of either TEA or USDE.** However, before exercising REAP Flex, an eligible school system must annually notify TEA of its intent to do so by the application notification deadline.	**Notify TEA and submit an application.** Before transferring funds, a school system must conduct timely and meaningful consultation with appropriate private school officials, modify each affect local plan or application to reflect the transfer, notify TEA of the transfer 30 days before the transfer's effective date.

Title V, Part B, Subpart 1 – Rural Education Achievement Program (REAP)

(Alternative Funds Use Authority (AFUA))

Grant at a Glance

This section provides detailed information about the grant program.

Program Purpose, Goals, and Objectives

The purpose of REAP, Section 5211, is to address the unique needs of rural school districts that frequently (1) lack the personnel and resources needed to compete effectively for federal competitive grants and (2) receive formula grant allocations in amounts too small to be effective in meeting their intended purposes.

Intended Program Beneficiaries

Intended beneficiaries are school systems that meet the following: (1) the total number of students in average daily attendance at all of the schools it serves is fewer than 600 or each county in which a school served by the school system is located has a total population density of fewer than 10 persons per square mile and (2) all campuses it serves are designated with a School Locale Code of 41, 42, or 43 as determined by the USDE's National Center for Education Statistics (NCES).

General Program Requirements

See the General and Fiscal Guidelines, TEA Program Requirements.

If you are eligible, you may redirect all or lesser amount of formula funds to the following applicable formula funds:

- Title I, Part A
- Title II, Part A
- Title III, Part A (ELA and Immigrant)
- Title IV, Part A
- Title IV, Part B

From the following applicable formula funds:

- Title II, Part A
- Title IV, Part A

Alternative use of the funds are **not** subject to each of the rules and requirements applicable to the funds under the provision to which the funds are transferred.

Funds are not physically transferred on the SAS between fund codes or budget columns. Funds maintain their original fund code, class/object code, and other required accounting code structure following generally accepted accounting principles. Only the allowable uses of the funds are redirected to allowable alternative uses.

Allowable Activities and Use of Funds

Alternative Fund Use Authority (AFUA) or REAP-Flex is a program flexibility available to eligible school systems. AFUA allows Title V, Part B, Subpart 1 – Small Rural Schools Achievement (SRSA) Program eligible school systems greater flexibility in spending the funds they receive under Title II, Part A and Title IV, Part A to best address the school system's particular needs. School systems are able to use their Title II, Part A and Title IV, Part A funds to pay for activities under any of the allowable uses for SRSA grant funds.

There is no funding provided under this flexibility.

Funds remain in their original fund source and are reported as expenditures under the original fund source. It is only the use of the funds that is redirected. For example, if a school system uses REAP-Flex to redirect the use of 100% of its Title II, Part A, funds into its Title I, Part A, program, the funds are still budgeted and reported under Title II, Part A, but the allowable uses of those funds are the same as the allowable uses under Title I, Part A.

If you are eligible, you may redirect the use of any or all funds received under the following:

- Title II, Part A
- Title IV, Part A

to carry out local activities authorized under ESSA for the following programs:

- Title I, Part A
- Title II, Part A
- Title III, Part A (ELA and Immigrant)
- Title IV, Part A

- Title IV, Part B

Applicable funds redirected for alternative uses must be operated under the rules, regulations, and guidelines of the program to which they are being redirected.

Note: Funds may be redirected into the above-mentioned programs but not from the above-mentioned programs except for Title II, Part A and Title IV, Part A.

Note: Title V, Part B allows for dual eligibility between Title V, Part B, Subpart 1 – Small Rural Schools Achievement (SRSA) Program and Title V, Part B, Subpart 2 – Rural and Low Income Schools (RLIS) Program. school systems that are dual eligible and elect to apply for RLIS and not SRSA are still eligible for REAP-Flex. Refer to the Budgeting Costs Guidance Handbook on the Grants Administration Division's Grant Resources page for general guidance on allowable activities and use of funds.

Attachments

There are two types of attachments that may be required to be submitted with your application:

Required Fiscal-Related Attachments

See the General and Fiscal Guidelines, Fiscal-Related Documentation Required to Be on File, for a general description of fiscal-related documents that can be required as attachments to the application.

Required Program-Related Attachments

See the General and Fiscal Guidelines, Required Program-Related Attachments, for a general description of program-related documents that can be required as attachments to the application.

No program-related attachments are required for this grant program.

Adding Attachments

The instructions in the following sections describe how to attach files to an eGrants application, if applicable.

General Instructions

The size of each attachment cannot exceed 10MB. If you have a larger file, use a different scanning setting or zip the file to make it take up less space.

The only supported browser is Google Chrome. If you are using another browser, please change to Google Chrome before attaching files.

Documents only need to be attached once. Do not attach duplicate documents when completing an amendment. Remove an existing attached document prior to attaching a new version.

Naming Attachments

Name the files you are going to attach with no spaces (for example, 501C3letter.doc or 5013C_letter.doc) and no special characters. Use a meaningful name that identifies the specific document.

Make sure that each attachment has a valid extension (.pdf, .doc, .rtf, .xls, .bmp, .txt, .docx, .xlsx).

Note that attachments with very long names may not be able to be uploaded. If you have difficulty, try renaming the file and starting over.

Scanning Documents

If a document must be scanned to create an electronic copy, use the following hints to ensure that the document size is as small as possible:

- Use an OCR or DPI setting of 200 DPI.
- Scanned files must be in PDF format.

Zipping Files

If your files are too large, add them to a zip file to save space (download a free version of WinZip and find instructions on creating zip files).

Attaching Files to an eGrants Application

1. Ensure that the document is saved on your computer, using the naming instructions above.
2. On the grant application's Table of Contents page, select Attach File.
3. Select the appropriate radio button for a TEA Defined Attachment or an Optional Attachment.
4. Select the Browse button. A standard Windows browser appears. Find the file.
5. Select Attach.
6. Confirm the document title appears under Documents Submitted in This Version; refresh the page if necessary. If the attachment does not appear, you may have to rename your document with a shorter name and start over.
7. Repeat this process to attach all your documents.