

REQUEST FOR APPLICATION

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# Program Guidelines

## 2020-2021 ESC ESSA Basic Services Initiative

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

Application Closing Date—5:00 p.m., Central Time  
August 31, 2020

TEXAS EDUCATION AGENCY

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**Federal Program Compliance Division  
1701 North Congress Avenue  
Austin, Texas 78701**

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# Introduction to the Program Guidelines

TEA, as the pass-through entity<sup>1</sup>, is the grantee<sup>2</sup> from the U.S. Department of Education (USDE) and TEA awards subgrants to non-federal entities<sup>3</sup> such as local educational agencies (LEAs), including school districts, charter schools, and education service centers, and to a lesser degree institutions of higher education (IHEs), and nonprofit organizations (NPOs) who are the agency's subgrantees<sup>4</sup>. These guidelines apply to all subgrantees of TEA, regardless of whether referenced herein as subgrantee or grantee. For purposes of this document, TEA may use the terms grantee and subgrantee synonymously for its subrecipients.

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. The Standard Application System (SAS) consists of Application Part 1 (PDF – narrative schedules) and Application Part 2 (Excel - budget schedules) to be completed in order for the applicant to be eligible for funding.

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

## 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 you review all referenced sections of the [General and Fiscal Guidelines](#) when preparing your application.

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<sup>1</sup> Pass-through entity is defined as a non-Federal entity that provides a subaward to a subrecipient to carry out part of a federal program. (2 CFR 200.74)

<sup>2</sup> 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. (34 CFR 77)

<sup>3</sup> Non-federal entity is defined as a state, local government, Indian tribe, institution of higher education, or nonprofit organization that carries out a federal award as a recipient or subrecipient. (2 CFR 200.69)

<sup>4</sup> Subgrantee is defined by TEA to be the same as a subrecipient which is defined as a non-federal entity that receives a subaward from a pass-through entity to carry out part of a federal program; but does not include an individual that is a beneficiary of such program. (2 CFR 200.93) Subgrantee is defined in 34 CFR 77 as the legal entity to which a subgrant is awarded and that is accountable to the grantee for the use of the funds provided.

# Contact for Clarifying Information

## Program Contact

Federal Program Compliance Division  
[ESSAsupport@tea.texas.gov](mailto:ESSAsupport@tea.texas.gov)  
Phone: (512) 463-9499  
Fax: (512) 463-9176

## Funding Contact

Grants Administration Division  
Phone: (512) 463-8525  
Fax: (512) 463-9811

# Grant Timeline

For all dates related to the grant, including reporting dates, see the [TEA Grant Opportunities](#) page. If a report due date falls on a weekend or holiday, the report will be due the following business day. All dates except the grant ending date may vary slightly as conditions require.

# Grant at a Glance

This section provides detailed information about the grant program.

## Eligible Applicants

See the [General and Fiscal Guidelines](#), Eligibility Requirements.

All 20 Region Education Service Centers.

## Eligibility List

An eligibility list is posted with the RFA.

## Shared Services Arrangement

See the [General and Fiscal Guidelines](#), Shared Services Arrangements.

Shared services arrangements (SSAs) 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 Grants Administration Division's [Administering a Grant](#) page.

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

## Programs Included in the ESC ESSA Consolidated Basic Services Initiative Application

### Title I, Part A – Consolidated Administration - 6000 And Title I, Part A – 6101

### US Department of Education and/or State Appropriations

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

Category - 6000	Amount
Total funds available for this project	\$1,300,000
Percentage to be financed with federal funds	100%
Amount of federal funds	\$1,300,000
Percentage to be financed from nonfederal sources	0%
Amount of nonfederal funds	\$0
Category - 6101	Amount
Total funds available for this project	\$1,228,200
Percentage to be financed with federal funds	100%
Amount of federal funds	\$1,228,200
Percentage to be financed from nonfederal sources	0%
Amount of nonfederal funds	\$0

## Funding Notice:

Funding under 6000 Consolidated Administrative Funds may be expended for any Title I, Part A activities or other ESSA program activities designated by addendum.

Funding under 6101 Title I, Part A may only be expended for Title I, Part A activities.

## Program Purpose, Goals, and Objectives

The purpose of the 2020–2021 ESC ESSA Basic Services Initiative is primarily to provide support for and to work cooperatively with Title I, Part A campuses in implementing Title I, Part A, and secondarily to provide technical assistance to other ESSA programs as directed by any subsequent addendum, that increase opportunities for all students enrolled in schools served by Title I, Part A to meet challenging State academic assessment standards.

TEA’s strategic vision for ESSA is to improve student achievement, to ensure LEAs have sufficient guidance and technical assistance to meet ESSA federal compliance requirements, to strengthen the quality of local ESSA programs, and to promote coordinated use of funds for best practices aligned to TEA Strategic Priorities in the ESSA Consolidated State Plan.

## Limitation of Administrative Funds

See the [General and Fiscal Guidelines](#), Administrative Costs.

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

## Direct Administrative Costs

TEA does not limit the amount of direct administrative costs for this grant program.

## Indirect Costs

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

To calculate the maximum indirect costs that can be claimed for a grant, complete the [Maximum Indirect Costs Worksheet](#), posted on the Administering a Grant page, under the Handbooks and Other Guidance section.

## 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 two 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 following requirements are defined in the statute that authorizes this program. The applicant must comply with each of these requirements in the application to be considered for funding:

## 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:

Due to COVID-19, TEA Program Requirements related to activities or travel may be altered at any time.

All trainings/meetings/events required in this grant should be considered being held in a virtual setting up to the end of December 2020 or a date specified by TEA. If the ESC requires staff to hold an in-person training because of this grant, the ESC must notify the Program Director at TEA prior to the event.

1. Attend *TEA-ESC ESSA Title I, Part A*, meetings. If scheduled, attend
  - the *Every Student Succeeds Act (ESSA) Institute*;
  - in-person or virtual program meetings (dates TBD);
  - any training or events offered by the PFE Initiative at the request of TEA; and
  - other TEA-sponsored training and meetings, conferences, as required to fulfill the requirements of the ESC ESSA Basic Services grants, as requested by TEA.

The purpose of these meetings is to ensure effective communication between TEA and ESC staff for compliance requirements;

2. ESCs will require at least one staff member to attend the
  - National ESEA Conference (in-person, virtual, or on-demand);
  - Statewide Parental Involvement Conference or the virtual sessions or events that are taking place in lieu of the 2020 Conference; and
  - Association of Compensatory Educators of Texas (ACET) Fall and Spring conferences or the virtual sessions or events that ACET provides.

The NAFEPA Conference and the Brustein & Manasevit Education Forum are allowable activities and use of funds, but not required;

3. Provide ongoing and continuous technical assistance and support for:
  - completing Comprehensive Needs Assessments (CNA), as required under [ESEA, as amended by ESSA, Sec. 1114\(b\)\(6\)](#);

- completing Campus Improvement Plans (CIP), as required by [ESEA, as amended by ESSA, Sec. 1114\(b\)\(1\)-\(7\)](#);
  - completing the annual ESSA Consolidated Grant Application for federal funding;
  - completing the ESSA-Title I, Part A Compliance Report;
  - completing the Title I, Part A SNS Methodology;
  - Title I, Part A, Parent and Family Engagement (PFE) implementation requirements stated in [ESEA, as amended by ESSA, Sec. 1116](#);
  - guidance on the PNP Equitable Services compliance requirements; and
  - guidance for parent and family involvement aligned to the TEA Strategic Priorities;
4. Schedule and conduct training for:
- Federal Program Directors or their designees on ESSA Title I, Part A; Title I, Part D; and other ESSA programs to be designated thru any applicable addendum(s) in both fall (2020) and spring (2021) to include the program requirements and program updates;
  - LEAs and Title I schoolwide campuses on completing Comprehensive Needs Assessments (CNA);
  - LEAs and Title I schoolwide campuses on completing Campus Improvement Plans (CIP) and the requirements and steps necessary to complete or update the (CIP) each year;
  - LEAs on Title I, Part A, Parent and Family Engagement (PFE) implementation requirements stated in [ESEA, as amended by ESSA, Sec. 1116](#) to include compliance with requirements for parent and family involvement;
  - LEAs on the PFE Collaboratives with the TOT materials provided by the Parent and Family Engagement (PFE) Initiative;
  - LEAs on the PNP Equitable Services compliance requirements;
  - LEAs and campuses, that includes the use of TEA approved ESSA resources (documents, websites, etc.) developed collaboratively by TEA, ESCs, Capacity Building Initiative, and the Parent and Family Engagement Initiatives as requested by TEA; and
  - LEAs and campuses on additional ESSA guidance on needs assessments, continuous improvement models, best practices, recommended uses of ESSA funds aligned to the TEA Strategic Priorities as requested by TEA.

Any live meeting/training/event held in a virtual setting must be comprehensive to include time for LEAs to ask questions and provide feedback (e.g. extend the training time, schedule a follow-up). The length of the training should be dictated by the content being presented, but no less than one hour. In addition, ESC policies and procedures should be followed;

5. Provide technical assistance to campuses selected for validation (for all selected validations) prior to the submission due date. If applicable, provide technical assistance in the deficient areas and needed improvement after the LEA receives the validation results;
6. Participate in workgroups to develop training materials and coordinate services with the Federal Program Compliance Division, and other ESSA ESC initiatives, as needed or when requested such as training webinars, program guides, and guidance documents;
7. Complete the 2020-2021 ESC ESSA Basic Services Initiative Grant Compliance Report that includes reporting quarterly on program implementation activities;
8. Perform monthly expenditure reporting/drawdowns; and
9. Disseminate information to LEAs as requested by TEA.

## Program-Specific Assurances

See the [General and Fiscal Guidelines](#), Provisions and Assurances.

The program-specific assurances for this grant program are listed in the Application Part 1.

## Allowable Activities and Use of Funds

See the [Administering a Grant](#) page for general guidance on allowable activities and use of funds.

Allowable activities and use of funds for this grant may include but are not limited to the following:

### 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.

Out-of-State Travel will require a written justification form to be maintained locally and made available to TEA upon request. To access the Out-of-State Travel Justification form, refer to the [Administering a Grant page](#).

### General Allowable Activities and Use of Funds

- Programmatic costs to conduct TEA Program Requirements listed above
- Providing training and technical assistance
- Building the capacity of LEAs in meeting program compliance requirements

## Unallowable Activities and Use of Funds

In general, refer to the Budgeting Cost Guidance Handbook on the [Administering a Grant](#) page for unallowable costs.

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

- Debt service (lease-purchase)
- Field Trips
- Advisory Councils
- Cost of Membership in any Civic or Community Organization
- Hosting or Sponsoring of Conferences
  - unless specifically approved in advance by the Federal Program Compliance Division
- Travel Costs for Officials such as the Executive Director, Superintendent, or Board Members
- Travel for students to conferences
- Stipends for non-employees
- Non-employee costs for conferences

## Performance Measures

The applicant agrees to collect data and report on the following mandatory performance measures:

1. Documentation that they have trained Federal Directors or their designees on program requirements
2. Documentation to support that the ESC has provided the Parent and Family Engagement (PFE) training requested by TEA
3. Percent of LEAs that received training on the Comprehensive Needs Assessment (CNA)
4. Percent of LEAs that received training on the Campus Improvement Plans (CIP)

## Title I, Part C – Migrant – 6150

### US Department of Education and/or State Appropriations

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

Category	Amount
Total funds available for this project	\$4,662,000
Percentage to be financed with federal funds	100%
Amount of federal funds	\$4,662,000
Percentage to be financed from nonfederal sources	0%
Amount of nonfederal funds	\$0

### Program Purpose, Goals, and Objectives

The purpose of this program is to:

- (1) support 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; and
- (5) help migratory children benefit from State and local systemic reforms.

The goal of the MEP is to assist all migrant students in meeting challenging academic standards and achieving graduation from high school (or a GED program) with an education that prepares them for responsible citizenship, further learning, and productive employment.

Regional education service centers (ESCs) address the program goal by doing the following:

- Providing staff development and technical assistance to ESSA Title I, Part C Migrant Education Program (MEP)-funded projects at local educational agencies (LEAs);
- Providing direct services to migrant children in non-MEP funded districts;
- Addressing the unique needs of migratory children that are not addressed by services available from other federal or nonfederal sources;
- Facilitating the dissemination of Program-related information to the LEAs; and
- Establishing effective collaborative networks with other ESCs and states to foster instructional continuity and facilitate the attainment of the objectives of the Texas MEP as specified in Elementary and Secondary Education Act of 1965, as amended by Every Student Succeed Act (ESSA), Title I, Part C.

## Limitation of Administrative Funds

See the [General and Fiscal Guidelines](#), Administrative Costs.

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

## Direct Administrative Costs

TEA does not limit the amount of direct administrative costs for this grant program.

## Indirect Costs

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

To calculate the maximum indirect costs that can be claimed for a grant, complete the [Maximum Indirect Costs Worksheet](#), posted on the Administering a Grant page, under the Handbooks and Other Guidance section.

## 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 two 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 following requirements are defined in the statute that authorizes this program. The applicant must comply with each of these requirements in the application to be considered for funding:

[ESSA, Sec. 1301]:

1. To assist States 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. To 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. To 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.

## 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:

**All program requirements are contingent on funding levels.**

## General Requirements

Due to COVID-19, TEA Program Requirements related to activities or travel may be altered at any time.

**The ESC is to do the following:**

- Identify a Title I, Part C contact person;
- Attend scheduled TEA/ESC Coordinated meetings and any other meetings called by the

State MEP (with the approval of the ESC executive director) and participate in programmatic webinars, Texas Education Telecommunications Network (TETNs), or Zoom meetings as scheduled by TEA;

- Deliver timely training and updates on MEP-related topics such as ID&R, NGS/MSIX, CNA/SDP/Evaluation or other topics as specified by the State MEP;
- Disseminate information from TEA to LEAs (e.g., Federal Program Director meetings, regional TETNs, Zoom meetings, emails, or mail-outs);
- Ensure that at least one MEP staff person attends the State Migrant Education Conference with the approval of the ESC executive director;
- Submit a quarterly ESC Performance Measures and Fiscal Reports and supporting documentation as required by TEA;
- Maintain documentation of all MEP-funded activities for auditing and monitoring purposes;
- Carry out responsibilities related to Out of School (OSY) recruitment support as outlined by TEA.
- Participate in workgroups to develop training materials and coordinate services with the Federal Program Compliance Division, and other ESSA ESC initiatives, as needed or when requested;
- Attend cluster training provided by the MEP Consolidated Capacity Building Initiative as requested by TEA; and
- Replicate the cluster training provided by the MEP Consolidated Capacity Building Initiative as requested by TEA.

**Reporting:**

- Complete the 2020-2021 ESC ESSA Basic Services Initiative Grant Compliance Report that includes reporting quarterly on program implementation activities.
- Perform monthly expenditure reporting/drawdowns.

All trainings/meetings/events required in this grant should consider being held in a virtual setting up to the end of December 2020 or a date specified by TEA. If the ESC requires staff to hold an in-person training because of this grant, the ESC must notify the Program Director at TEA prior to the event.

Any live meeting/training/event held in a virtual setting must be comprehensive to include time for LEAs to ask questions and provide feedback (e.g. extend the training time, schedule a follow-up). The length of the training should be dictated by the content being presented, but no less than one hour. In addition, ESC policies and procedures should be followed.

## ESC Responsibilities with Project Districts

ESCs must provide region-wide support to ESSA Title I, Part C MEP-funded projects as follows:

- **Continuous Improvement Cycle:**

- Provide training on the steps in the Continuous Improvement Cycle (CIC) as outlined in the CNA/SDP/Evaluation Alignment Chart which includes the Statewide Comprehensive Needs Assessment (CNA)/Service Delivery Plan (SDP) and Evaluation:
  - **Local Needs Assessment:** Provide training and technical assistance toward the completion of an annual Local Needs Assessment (LNA) for the MEP, according to State MEP guidance and requirements.
  - **Delivery of Services:** Provide training and technical assistance on the process and implementation of the Statewide Service Delivery Plan (SDP) for the Texas Migrant Education Program.
  - **Program Evaluation:** Provide training on the Program Evaluation process and tools.

- **Priority for Service (PFS):**

- Provide training on the PFS criteria and process; provide technical assistance on the development and implementation of the LEA's Priority for Service Action Plan;
- Review PFS supporting documentation for completeness and accuracy of the information input into the New Generation System (NGS), and determine if children identified as priority were provided MEP services; and
- Implement a PFS process, as directed by TEA.

- **Higher Education and Community Collaboration:**

- Coordinate with school and community resources to encourage and foster high school completion, college preparedness and access; and disseminate information about institutes of higher education, and programs such as Migrant High School Equivalency Program (HEP) and College Assistance of Migrant Program (CAMP).

- **Early Childhood:**

- Ensure all preschool migrant children have access to pre-school services by:
  - Communicating with all project and non-project districts and parents to determine accessibility to preschool readiness for all preschool migratory children.
  - Designating a point of contact for 'A Bright Beginning' (ABB) at the ESC;
  - Designating 'A Bright Beginning' trainer, if needed;

- Providing a training and technical assistance to ABB Educators;
- Coordinating and collaborating with available agencies and local resources to identify services for 3-5 years old; and
- Compiling a list of state, local and regional resources available and share with districts, as appropriate.
- **Parent Advisory Council (PAC):**
  - Provide training and technical assistance regarding the local migrant PAC, according to guidance provided by the State MEP, to ensure that **meaningful consultation** with migrant parents is incorporated into the planning, operation, and evaluation of the local MEP; and
  - Provide recommendations for State Parent Advisory Council (PAC) as requested by TEA.
- **Parent and Family Engagement:**
  - Coordinate with MEP Consolidated Capacity Building Initiative to promote family engagement and family literacy;
  - Utilize available resources provided by the MEP Consolidated Capacity Building Initiative to promote parent participation and engagement in all activities, supporting child’s academic achievement; and
  - Utilize state-supported projects that promote parental engagement, such as the MEP Consolidated Capacity Building Initiative and Texas Migrant Interstate Program (TMIP) resources.
- **eGrants:**
  - Provide training and technical assistance for the completion of MEP portions of the ESSA Consolidated Application for Federal Funding;
  - Provide training and technical assistance on the MEP section of the ESSA Consolidated Compliance Report; and
  - Provide technical assistance to the selected LEAs for random validations prior to the submission due date. If applicable, provide technical assistance in the deficient areas needing improvement.
- **Identification and Recruitment of Migrant Children (ID&R):** Conduct ID&R activities as outlined by the State MEP and contained in the Texas Manual for the Identification and Recruitment of Migrant Children. Specifically, the ESC will do all of the following:
  - Designate a person to conduct recruitment of migratory children as needed year-round;

- Assign a designated person(s) as State Education Agency (SEA) reviewer(s) to review electronic or paper Certificates of Eligibility (COEs) sent forward from the LEAs or submitted by ESC recruiters;
- Conduct annual ID&R training face-to-face or virtually in the format provided by TEA;
- Complete the Recruiter component on NGS, including training dates, for every recruiter and Designated SEA Reviewer who is annually trained by the ESC;
- Ensure participants of the annual ID&R training receive certificates of completion;
- Provide a list of all trained staff to TEA upon request;
- Work collaboratively with other ESCs and states to identify and recruit migrant children;
- Work with local employers and utilize data mapping tools to drive ID&R strategies;
- Ensure year round, full-time ID&R;
- Support Project LEAs in recruitment efforts;
- Participate in the updating of the State Agricultural Map, and profile of agricultural and fishing work and migrant housing; and
- Develop and implement an ID&R network by coordinating with local and regional organizations and agencies that provide services to migrant workers and their families. Compile a list and update of available resources as needed. Provide that information to LEAs and/or parents as needed.

• **Regional Support for Migrant Out of School Youth (OSY):**

In order to increase efforts to support recruitment of out of school youth (OSY), ESCs shall designate a staff member who will be dedicated (does not have to be solely responsible) to region-wide of out of school youth. Migrant OSY children who meet the definition of a migrant but are not enrolled in school.

At a minimum, the ESC OSY recruiters will be responsible for:

- Identifying and recruiting all OSY region-wide who have not been recruited by an LEA;
- Ensuring the individual needs for instructional and support services have been identified;
- Identifying available resources and making referrals to address said needs (e.g., tutoring, High School Equivalency Certificate, etc.);
- Coordinating with local workforce boards, community agencies, LEA resources and support for OSY drop out and recovery programs, and other entities to ensure that the OSY have access to appropriate services; and

- Following up, monitoring, and documenting progress towards identifying and serving OSY.

**In addition, the ESC will submit a final Regional OSY Evaluation Report to TEA at the end of the Grant reporting period as specified by TEA.**

- **Quality Control:**

Oversee the ID&R and NGS data collection processes, and Migrant Student Information Exchange (MSIX) data within the region to ensure proper quality control. The ESC will do all of the following:

- Conduct ongoing Certificate of Eligibility (COE) review as outlined in the *Texas Manual for the Identification and Recruitment of Migrant Children*;
    - Designate a person to serve as State Education Agency (SEA) reviewer to review electronic or paper COEs sent forward from the LEAs or submitted by ESC recruiters.
    - Conduct annual ID&R Eligibility Validation as required by TEA.
  - Have qualified ESC staff serve in a mentor role to LEA ID&R recruiters;
  - Maintain written documentation of technical assistance provided to correct and improve local ID&R practices;
  - Provide COE eligibility review training face-to-face or virtually as specified in the “Texas Administrators’ Responsibilities and Resources” section of the ID&R Manual; and
  - Complete the NGS Quality Control Checklist as specified in the *Texas Data Management Requirements Manual for NGS & MSIX*:
- **NGS/MSIX Data Collection:** Perform the following responsibilities regarding the effective operation and implementation of NGS as specified in the *Texas Data Management Requirements Manual for NGS & MSIX*:
    - Designate a person to encode information into the New Generation System (NGS) database;
    - Ensure that ID&R and New Generation System (NGS) regional trainers receive the annual ID&R and NGS and MSIX Training of Trainers (TOT) required by the State MEP in the format specified by TEA;
    - Conduct a mandatory training, prior to the new school year if possible, on the *Texas Data Management Requirements Manual for NGS & MSIX* for all NGS data specialists, eligibility reviewers, and appropriate MEP personnel in the format specified by TEA, and as specified in the “Texas Administrators’ Responsibilities and Resources” section of the ID&R Manual;
    - Ensure participants of the annual NGS training receive certificates of completion;
      - Provide a list of all trained staff to TEA upon request.

- Complete the recruiter component on NGS, including training dates for every recruiter and designated SEA reviewer who is annually trained by the ESC;
- Provide ongoing, hands-on data entry and ECOE training as needed or upon request by LEA personnel;
- Review PFS supporting documentation for completeness and accuracy of the information input into NGS;
- Assist TEA in the validation and consolidation of Migrant Student Records Exchange (MSIX) records as necessary;
- Provide MSIX training to new personnel in project districts, MSIX awareness training to new personnel in SSA member districts and non-projects, MSIX updates/trainings to all project districts as specified by TEA and assist TEA in any other activities related to MSIX, as necessary;
- Review and respond to MSIX move notifications within the required timelines; and
- Work with the NGS Help Desk to resolve any NGS or MSIX concerns or issues.

All trainings/meetings/events required in this grant should consider being held in a virtual setting up to the end of December 2020 or a date specified by TEA. If the ESC requires staff to hold an in-person training because of this grant, the ESC must notify the Program Director at TEA prior to the event.

Any live meeting/training/event held in a virtual setting must be comprehensive to include time for LEAs to ask questions and provide feedback (e.g. extend the training time, schedule a follow-up). The length of the training should be dictated by the content being presented, but no less than one hour. In addition, ESC policies and procedures should be followed.

## **ESC Responsibilities with Non-project Districts**

The ESC must provide region-wide activities for non-project districts as follows:

- **ID&R:** Identify and recruit all migrant children, including OSY, in all non-project districts in the region.
  - The ESC is required to work collaboratively with non-project districts as described in the *MEP Texas Manual for the Identification and Recruitment of Migrant Children*; and
  - Conduct annual ID&R Eligibility Validation as required by TEA.
- **Regional Support for Migrant Out of School Youth (OSY):** In order to increase efforts to support recruitment of out of school youth (OSY), ESCs shall designate a staff member who will be dedicated (does not have to be solely responsible) to region-wide recruitment of out of school youth. Migrant OSY are children who meet the definition of a migrant but are not enrolled in school.

At a minimum, the ESC OSY recruiters will be responsible for the following non-project district activities related to OSY:

- Identifying and recruiting all OSY
- Determining individual needs for instructional and support services;
- Identifying available resources and making referrals to address said needs (e.g., tutoring, High School Equivalency Certificate, etc.);
- Coordinating with local workforce boards, community agencies, LEA resources and support for OSY drop out and recovery programs, and other entities to ensure that the OSY have access to appropriate services; and
- Following up, monitoring and documenting progress.

**In addition, the ESC will submit a final Regional OSY Evaluation Report to TEA at the end of the reporting period as specified by TEA.**

- **Serving Non-project Students:**

Prior to using the ESC ESSA Title I, Part C Migrant Basic Services grant funds to provide direct instructional and/or support services to migrant students identified in **non-project districts**, the ESC must first:

- Meet and document all other ESC program requirements outlined in the TEA Program Requirements section of this document; and
- Document all efforts made to obtain the service for the student from other resources first. The ESC will do this by collaborating with the district of enrollment/residence to determine if the district or other entities can provide the service(s) needed for the student.

*Example 1:* The ESC contacts the local Lions Club and the Lions Club provides free eye exams and glasses. Since the Lions Club provides this service for free, the ESC does not use its ESC ESSA Migrant Basic Services grant funds to provide this service to the migrant child.

*Example 2:* The ESC contacts the LEA to find out if the LEA or any other entities in the community provide school supplies to students, and neither the LEA nor any of the entities in the community do. The ESC may then use its ESC ESSA Migrant Basic Services grant funds to provide school supplies to the migrant child in need.

- **Direct instructional services:**
  - Includes activities such as tutoring in core content areas, statewide student assessment tutorials, reading instruction by a teacher, math instruction by a teacher, Project SMART, A Bright Beginning (ABB), Early Literacy Migrant Program, etc.

▪ **Support services:**

- Includes activities such as clothing, school supplies, vision and/or hearing screenings, student leadership programs approved by the State MEP, etc.

For a full listing and definitions of instructional and support services, please refer to Supplemental Program Section of the *Texas Data Management Requirements Manual for NGS & MSIX*.

## Program-Specific Assurances

See the [General and Fiscal Guidelines](#), Provisions and Assurances.

The program-specific assurances for this grant program are listed in the Application Part 1.

## Allowable Activities and Use of Funds

See the [Administering a Grant](#) page for general guidance on allowable activities and use of funds.

Allowable activities and use of funds for this grant may include but are not limited to the following:

### Field Trips

Field trips may be funded under the grant program. Only the following types of field trips are allowable:

- Educational Field Trips for non-project students under the direction of ESC staff **(Please see Serving Non-project Students guidance mentioned in this document.)**

According to the [Budgeting Cost Guidance Handbook](#), examples of appropriate educational field trips include the following:

- Curricular academic activities focused on math, science, and technology, such as service learning, internships, academic UIL competitions (such as robotics or math), or science and technology fairs.
- Laboratory and field investigation instruction, used to improve students' understanding science TEKS objectives.
- Trips to a river, archeological site, or nature preserve that might include contracting local science centers, museums, zoos, and horticultural centers for visits and programs
- Trips to the local library to increase access to high-interest reading material or research
- Visits to colleges and universities to encourage interest in 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 Field Trips Justification form, refer to the [Administering a Grant page](#).

### 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.

Out-of-State Travel will require a written justification form to be maintained locally and made available to TEA upon request. To access the Out-of-State Travel Justification form, refer to the [Administering a Grant page](#).

## **General Allowable Activities and Use of Funds**

- Professional development and technical assistance
- Identification and recruitment
- Records collection and transfer
- Local needs assessment and delivery of services
- Direct services to migrant students in non-project districts (see Performance Measure #9)
- Travel to conduct MEP professional development/technical assistance
- Travel to the state and national conferences related to the program purpose
- Travel to TEA/ESC Meetings or other meetings scheduled by TEA
- Travel to attend professional development opportunities related to the project goals
- Travel for students to conferences (does not include field trips)
- Leadership Academies
- Stipends for non-employees

## **Unallowable Activities and Use of Funds**

In general, refer to the Budgeting Cost Guidance Handbook on the [Administering a Grant](#) page for unallowable costs.

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

- Debt service (lease-purchase)
- Field Trips (Non-educational)
- Advisory Council
- Cost of Membership in Any Civic or Community Organization
- Hosting or Sponsoring of Conferences
- Travel Costs for Officials such as Executive Director, Superintendent, or Board Members

## **Performance Measures**

The applicant agrees to collect data and report on the following mandatory performance measures:

1. Total number of migrant professional development activities offered by the ESC.
2. Total number of LEA MEP staff who received training face-to-face or virtually by/or in coordination with ESC MEP staff.

3. Total number of LEA MEP staff who received technical assistance by face-to-face or virtually ESC MEP staff.
4. Number of additional ID&R trainings conducted face-to-face or virtually throughout the year.
5. Number of additional NGS trainings conducted face-to-face or virtually throughout the year.
6. Number of Quality Control activities conducted.
7. Number of Quality Control visits conducted face-to-face or virtually.
8. Number of Priority For Service (PFS) Action Plan trainings conducted face-to-face or virtually.
9. Percentage of Project District PFS Action Plans reviewed.
10. Number of visits for identification and recruitment made to non-project districts conducted face-to-face or virtually.
11. Number of migrant students receiving direct instructional and/or support services from the migrant education program **(activity only for ESC regions that are providing direct instructional and/or support services to students in non-project districts in collaboration with the district of enrollment/residence).**
12. Number of COEs forwarded to the ESC from LEAs for eligibility review (e.g., extenuating circumstances, difficult eligibility determinations, potentially misidentified children, etc.).
13. Percentage of eligible COE determinations that are validated as correct during the annual Eligibility Validation process.

## Title II, Part A – 6945

### US Department of Education and/or State Appropriations

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

Category	Amount
Total funds available for this project	\$500,000
Percentage to be financed with federal funds	100%
Amount of federal funds	\$500,000
Percentage to be financed from nonfederal sources	0%
Amount of nonfederal funds	\$0

### Program Purpose, Goals, and Objectives

The purpose of the 2020-2021 ESC ESSA Basic Services Initiative is to provide training and technical assistance for and to work collaboratively with LEAs in implementing Title II, Part A programs that

increase opportunities for all students to meet challenging state academic assessment standards. ESCs provide technical assistance and training as directed by TEA staff.

TEA's strategic vision for ESSA is to improve student achievement, to ensure LEAs have sufficient guidance and technical assistance to meet ESSA federal compliance requirements, to strengthen the quality of local ESSA programs, and to promote coordinated use of funds for best practices aligned to TEA Strategic Priorities in the ESSA Consolidated State Plan.

## **Limitation of Administrative Funds**

See the [General and Fiscal Guidelines](#), Administrative Costs.

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

## **Direct Administrative Costs**

TEA does not limit the amount of direct administrative costs for this grant program.

## **Indirect Costs**

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

To calculate the maximum indirect costs that can be claimed for a grant, complete the [Maximum Indirect Costs Worksheet](#), posted on the Administering a Grant page, under the Handbooks and Other Guidance section.

## **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 two 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.

## 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:

Due to COVID-19, TEA Program Requirements related to activities or travel may be altered at any time.

All trainings/meetings/events required in this grant should consider being held in a virtual setting up to the end of December 2020 or a date specified by TEA. If the ESC requires staff to hold an in-person training because of this grant, the ESC must notify the Program Director at TEA prior to the event.

1. Attend *TEA-ESC ESSA Title II, Part A*, meetings. If scheduled, attend
  - the *Every Student Succeeds Act (ESSA) Institute* (including the Title II, Part A program day that follows the Institute);
  - other TEA-sponsored training and meetings; and
  - other conferences, as required to fulfill the requirements of the ESC ESSA Basic Services grants, as requested by TEA;

The purpose of these meetings is to ensure effective communication between TEA and ESC staff for compliance requirements.

2. ESCs will require at least one staff member to attend the Association of Compensatory Educators of Texas (ACET) Fall and Spring conferences or the virtual sessions or events that ACET provides. The National ESEA Conference is considered an allowable activity and use of funds, but not required;
3. As TEA provides additional ESSA guidance on needs assessments, continuous improvement models, best practices, recommended uses of ESSA funds aligned to the TEA Strategic Priorities, ESC(s) will provide information and/or training to LEAs and campuses on this guidance as it relates to the Title II, Part A program;
4. Provide ongoing and continuous technical assistance and support for:
  - completing the annual ESSA Consolidated Grant Application for federal funding; and
  - completing the ESSA-Title II, Part A Compliance Report;
5. Schedule and conduct training for Federal Program Directors or their designees on ESSA Title II, Part A program requirements and use of funds in both Fall (2020) and Spring (2021). Any live meeting/training/event held in a virtual setting must be comprehensive to include time for LEAs to ask questions and provide feedback (e.g., extend the training time, schedule a follow-up). The length of the training should be dictated by the content being presented, but no less than one hour. In addition, ESC policies and procedures should be followed;
6. Provide technical assistance to LEAs selected for validation prior to the submission due date. If applicable, provide technical assistance in the deficient areas and needed improvement after the LEA receives the validation results;
7. Offer guidance and technical assistance regarding Section 8501 equitable services to private nonprofit schools;

8. Participate in workgroups to develop training materials and coordinate services with the Federal Program Compliance Division, and other ESSA ESC initiatives, as needed or when requested such as training webinars, program guides, and guidance documents;
9. Perform monthly expenditure reporting/drawdowns;
10. Disseminate information as requested by TEA; and
11. Complete the 2020-2021 ESC ESSA Basic Services Initiative Grant Compliance Report that includes reporting quarterly on program implementation activities.

## **Program-Specific Assurances**

See the [General and Fiscal Guidelines](#), Provisions and Assurances.

The program-specific assurances for this grant program are listed in the Application Part 1.

## **Allowable Activities and Use of Funds**

See the [Administering a Grant](#) page for general guidance on allowable activities and use of funds.

Allowable activities and use of funds for this grant may include but are not limited to the following:

### **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.

Out-of-State Travel will require a written justification form to be maintained locally and made available to TEA upon request. To access the Out-of-State Travel Justification form, refer to the [Administering a Grant page](#).

### **General Allowable Activities and Use of Funds**

- Programmatic costs to conduct TEA Program Requirements listed above
- Providing training and technical assistance
- Building the capacity of LEAs in meeting program compliance requirements

## **Unallowable Activities and Use of Funds**

In general, refer to the Budgeting Cost Guidance Handbook on the [Administering a Grant](#) page for unallowable costs.

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

- Debt service (lease-purchase)
- Field Trips
- Advisory Councils

- Cost of Membership in any Civic or Community Organization
- Hosting or Sponsoring of Conferences
  - unless specifically approved in advance by the Federal Program Compliance Division
- Travel Costs for Officials such as the Executive Director, Superintendent, or Board Members
- Travel for students to conferences
- Stipends for non-employees
- Non-employee costs for conferences

## **Performance Measures**

The applicant agrees to collect data and report on the following mandatory performance measures:

1. Documentation that they have trained Federal Directors or their designees on program requirements and use of funds
2. Total number of Federal Directors or their designees who received training on program requirements and use of funds
3. Documentation that they have provided technical assistance to LEAs selected for validation prior to the submission due date and, if applicable, provided technical assistance in the deficient areas and needed improvement

## **Title IV, Part A — 6801**

### **US Department of Education and/or State Appropriations**

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

<b>Category</b>	<b>Amount</b>
Total funds available for this project	\$2,300,000
Percentage to be financed with federal funds	100%
Amount of federal funds	\$2,300,000
Percentage to be financed from nonfederal sources	0%
Amount of nonfederal funds	\$0

### **Program Purpose, Goals, and Objectives**

To provide support, technical assistance, compliance assistance, training, and allowable program implementation for all aspects of the Title IV, Part A program for local educational agencies (LEAs) who applied for Title IV, Part A funds, and the participating private nonprofit school who receive equitable services. Those aspects include:

- Well-rounded education opportunities,
- Safe and healthy students, and
- Effective uses of technology

While the project will support all aspects of the Title IV, Part A program, there will be a focus on school safety. All activities must be supplemental, and not supplant state or local requirements (for the state agency or for education service centers [ESCs]) and must not replace how state or local funds were expended in the prior year.

All activities under this grant must be provided free of charge (other than reasonable materials fees for trainings and programs) to all LEAs that apply for Title IV, Part A funding, including those who REAP or Transfer 100% of the funds locally.

## **Limitation of Administrative Funds**

See the [General and Fiscal Guidelines](#), Administrative Costs.

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

## **Direct Administrative Costs**

TEA does not permit direct administrative costs for this Title IV, Part A grant program.

Any necessary direct administrative costs for this program must be charged to the consolidated administrative funds budget of the 2020-2021 ESC ESSA Basic Services Initiative grant (Source of Funds-6000 on Application Part 2 (Excel)).

## **Indirect Costs**

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

To calculate the maximum indirect costs that can be claimed for a grant, complete the [Maximum Indirect Costs Worksheet](#), posted on the Administering a Grant page, under the Handbooks and Other Guidance section.

## **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 two 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.

## **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:

Due to COVID-19, TEA Program Requirements related to activities or travel may be altered at any time.

All trainings/meetings/events required in this grant should consider being held in a virtual setting up to the end of December 2020 or a date specified by TEA. If the ESC requires staff to hold an in-person training because of this grant, the ESC must notify the Program Director at TEA prior to the event.

Any live meeting/training/event held in a virtual setting must be comprehensive to include time for LEAs to ask questions and provide feedback (e.g., extend the training time, schedule a follow-up). The length of the training should be dictated by the content being presented, but no less than one hour. In addition, ESC policies and procedures should be followed.

1. One (1) primary contact person for TEA with specific responsibilities:
  - Program compliance, expenditure of funds, completion of required activities,
  - Monitoring budget, quarterly compliance reporting, responsible for all program activities
2. A minimum total of 0.5 FTE to implement the program (this minimum percentage of an FTE may or may not include the primary contact person);
3. Grant funds may pay percentages of any staff working in the program as determined by the ESC;
4. Perform monthly expenditure reporting/drawdowns;
5. Complete the 2020-2021 ESC ESSA Basic Services Initiative Grant Compliance Report that includes reporting quarterly on program implementation activities;
6. Offer support, technical assistance, capacity building and training in well-rounded education opportunities, safe and healthy students, and effective uses of technology;
7. Offer training, provide guidance, and provide technical assistance on conducting a needs assessment of—
  - access to, and opportunities for, a well-rounded education for all students;
  - school conditions for student learning in order to create a healthy and safe school environment; and
  - access to personalized learning experiences supported by technology and professional development for the effective use of data and technology,

8. Offer training, guidance, and technical assistance regarding Section 8501 equitable services to private nonprofit schools;
9. Provide technical assistance to LEAs being monitored by TEA by Title IV, Part A and Unsafe School Choice Option programmatic compliance validation processes;
10. Offer technical assistance to LEAs with campuses identified as Year 1 Watch List, Year 2 Watch List, or Persistently Dangerous;
11. Disseminate program information and resources, including those developed by the Statewide Title IV, Part A Capacity Building Initiative, to LEAs applying for Title IV, Part A funds;
12. Attend ESSA ESC Institute;
13. Provide guidance and technical assistance to LEAs on the use of funds and compliance requirements;
14. Complete the 2020-2021 ESC ESSA Basic Services Initiative Grant Compliance Report; and
15. Attend other TEA-ESC meetings upon request.

### **Program-Specific Assurances**

See the [General and Fiscal Guidelines](#), Provisions and Assurances.

The program-specific assurances for this grant program are listed in the Application Part 1.

### **Allowable Activities and Use of Funds**

See the [Administering a Grant](#) page for general guidance on allowable activities and use of funds.

Allowable activities and use of funds for this grant may include but are not limited to the following:

#### **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.

Out-of-State Travel will require a written justification form to be maintained locally and made available to TEA upon request. To access the Out-of-State Travel Justification form, refer to the [Administering a Grant page](#).

#### **General Allowable Activities and Use of Funds**

- Personnel costs consistent with the staffing described in the program requirements, above.
- Professional or contracted services that are necessary to conduct the required program activities.
- Supplies and materials necessary to conduct the required program activities.

- Travel necessary to conduct required program activities or to attend required training or meetings.

## **Unallowable Activities and Use of Funds**

In general, refer to the Budgeting Cost Guidance Handbook on the [Administering a Grant](#) page for unallowable costs.

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

- Debt service (lease-purchase)
- Field Trips
- Advisory Councils
- Cost of Membership in any Civic or Community Organization
- Hosting or Sponsoring of Conferences, unless specifically approved in advance by the Federal Program Compliance Division
- Travel Costs for Officials such as the Executive Director, Superintendent, or Board Member(s)
- Travel for students to conferences

## **Performance Measures**

The applicant agrees to collect data and report on the following mandatory performance measures:

1. Attendance information, by quarter, showing which LEAs attended or participated in the following ESC services:
  - Support, technical assistance, and training in any of the following areas:
    - Well-rounded education
    - Safe and Healthy Students
    - Effective Uses of Technology;
  - Training, guidance, and technical assistance on conducting a needs assessment;
  - Training, guidance, and technical assistance to LEAs in providing equitable services to private nonprofit schools;
  - Disseminate to LEAs program information and resources (including Statewide Title IV, Part A Capacity Building Initiative resources); and
  - Provide guidance and technical assistance to LEAs on the use of funds and compliance requirements for Title IV, Part A.
2. The ESC must also maintain the following documentation for the trainings offered under this program:
  - Event notification or invitation
  - Agenda
  - Sign-in sheet

# 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.

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

# Attachments

See the following sections of the [General and Fiscal Guidelines](#):

- Required Fiscal-Related Attachments
- Required Program-Related Attachments

This section describes the two types of attachments that may be required to be submitted with the application: fiscal-related attachments and program-related attachments.

## Required Fiscal-Related Attachments

See the [General and Fiscal Guidelines](#), Required Fiscal-Related Attachments, 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.