

DRAFT

Formula

Application ID:

Application
becomes available once the
ADC is completed.

TEXAS EDUCATION AGENCY

SAS#: ESSAAA19

Organization:
Campus/Site:
Vendor ID:County District:
ESC Region:
School Year: 2018-2019

2018-2019 ESSA Consolidated Federal Grant Application

General Information
GS2000 - Certify and Submit

June 1st: Deadline to submit
amendments

Due: 9/1/2018 5:00:00 PM
Application Status:

Version #:

Description	Required	Status	Last Update
<input type="checkbox"/> General Information			
GS2100 - Applicant Information	*	Complete	
GS2300 - Negotiation Comments and Confirmation		New	
<input type="checkbox"/> Program Description			
PS3109 - REAP Funding Transferability	*	New	
PS3099 - Private School Services	*	New	
PS3101 - Title I, Part A & Title I, Part D Subpart 1	*	New	
PS3102 - Title I, Part A Neglected & Title I, Part D Subpart 2	*	New	
PS3103 - Title I, Part C Migrant Education	*	New	
PS3104 - Title II, Part A	*	New	
PS3106 - Title III, Part A English Language Acquisition (ELA)	*	New	
PS3107 - Title IV, Part A - SSAEP	*	New	
PS3400 - Equitable Access and Participation	*	New	
<input type="checkbox"/> Waivers			
WV4001 - Title I, Part A		New	
WV4004 - Ed-Flex Title I, A SW Eligibility		New	
<input type="checkbox"/> Campus Selection			
SC5000 - Title I, Part A Campus Selection		New	
<input type="checkbox"/> Program Budget			
BS6001 - Program Budget Summary and Support	*	New	
BS6101 - Payroll Costs	*	New	
BS6234 - Budget Support	*	New	
BS6501 - Debt Service	*	New	
BS6601 - Capital Outlay	*	New	
<input type="checkbox"/> Provisions Assurances and Certifications			
CS7000 - Provisions, Assurances and Certifications	*	New	

2018-2019 ESSA Consolidated Federal Grant Application

General Information GS2100 - Applicant Information

Part 1: Organization Information

Contacts will receive an email when the application is in negotiation.

A. Applicant

Organization Name:		
Mailing Address Line 1:		
Mailing Address Line 2:		
City:	State: TX	Zip Code: -

B. DUNS Number

DUNS Number:

Part 2: Applicant Contacts

A. Primary Contact

First Name:	<input type="text"/>	Initial:	<input type="text"/>	Last Name:	<input type="text"/>
Title:	<input type="text"/>				
Telephone:	<input type="text"/>	Ext.:	<input type="text"/>	Fax:	<input type="text"/>
E-Mail:	<input type="text"/>				
Confirm E-Mail:	<input type="text"/>				
Mailing Address Line 1:	<input type="text"/>				
Mailing Address Line 2:	<input type="text"/>				
City:	<input type="text"/>	State:	<input type="text"/>	Zip Code:	<input type="text" value="-"/>

B. Secondary Contact

First Name:	<input type="text"/>	Initial:	<input type="text"/>	Last Name:	<input type="text"/>
Title:	<input type="text"/>				
Telephone:	<input type="text"/>	Ext.:	<input type="text"/>	Fax:	<input type="text"/>
E-mail:	<input type="text"/>				
Confirm E-Mail:	<input type="text"/>				
Mailing Address Line 1:	<input type="text"/>				
Mailing Address Line 2:	<input type="text"/>				
City:	<input type="text"/>	State:	<input type="text"/>	Zip Code:	<input type="text" value="-"/>

Schedule Status:

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Application ID:

This is how
negotiators communicate with
district contacts.

Organization:
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General Information GS2300 - Negotiation Comments and Confirmation

Part 1: General Comments

General Comments (TEA Use Only)

Part 2: Negotiation Items

This schedule is for TEA to document any required changes and communications to the applicant in the event this application requires negotiation. It will also require applicants to acknowledge that they have made the changes requested.

Applicants: For all negotiation notes below, please make the requested changes in the grant application itself.

- Please do check the "Change Completed" box.
- Please do not enter information in the "Grantee Comments" section, unless you are specifically instructed to do so.

Negotiation Items

Date:	<input type="text"/>	Sched
TEA Negotiation Note:		
1.	<div></div>	
Grantee Comments:		<input type="checkbox"/> Accepted by TEA <input type="checkbox"/> LEA Completed Change
<div></div>		

Be careful with the notes
you write! Applications can be
subject to open records, including
the negotiation page.

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Schedule Status:

<Selection_Process>

Application ID: XXXXXXXXXXXXXXXX

eGrants
TEXAS EDUCATION AGENCY
SAS#: XXXXXXXX

Organization:
Campus/Site:
Vendor ID:

County District:
ESC Region:
School Year:

<Name of Grant Program>

Instructions

Program Description
PS3109 – REAP Funding Transferability

Separated Title
III, Part A ELA and
Title III, Part A
Immigrant.

Fiscal Agent/Individual Applicant

A. Rural Education Achievement Program (REAP) – Estimated Redirected Percentage

Help

Applicable Fund Sources	Does Not Apply	Title I, Part A	Title II, Part A	Title III, Part A ELA	Title III, Part A Immigrant	Title IV, Part A	Title IV, Part B
1. Title II, Part A	<input type="checkbox"/>			%	%	%	%
2. Title IV, Part A	<input type="checkbox"/>				%	%	%

If funds are transferred, this becomes a program transfer, not a fiscal transfer. The extra money will be used for the receiving funds activities (i.e. Title IV to Title I, the extra funds are for Title I activities).

B. Funding Transferability

Help

Applicable Fund Sources	Does Not Apply	Title I, Part A	Title II, Part A	Title III, Part A ELA	Title III, Part A Immigrant	Title IV, Part A	Title IV, Part B
1. Title II, Part A	<input type="checkbox"/>	%		%	%	%	%
2. Title IV, Part A	<input type="checkbox"/>	%	%	%	%	%	%

Member: <CDN – district name>

B. Rural Education Achievement Program (REAP) – Estimated Redirected Percentage

Help

Applicable Fund Sources	Does Not Apply	Title I, Part A	Title II, Part A	Title III, Part A ELA	Title III, Part A Immigrant	Title IV, Part A	Title IV, Part B
1. Title II, Part A	<input type="checkbox"/>	%	%	%	%	%	%
2. Title IV, Part A	<input type="checkbox"/>	%	%	%	%	%	%

B. Funding Transferability

Help

Applicable Fund Sources	Does Not Apply	Title I, Part A	Title I, Part C	Title I, Part D	Title II, Part A	Title III, Part A ELA	Title III, Part A Immigrant	Title IV, Part A	Title IV, Part B
1. Title II, Part A	<input type="checkbox"/>	%	%	%	%	%	%	%	%
2. Title IV, Part A	<input type="checkbox"/>	%	%	%	%	%	%	%	%

Additional Information (optional)

Additional Information

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SAS#: XXXXXXXX

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County District:
ESC Region:
School Year:

<Name of Grant Program>

Program Description PS3099 – Private School Services

SSAs must complete this schedule by themselves. LEAs are responsible to contact PNPs to see if interested. The SSA agreement should specify who will provide PNPs services. Charter schools don't need to worry about PNPs, since they don't have boundaries.

Part 1: Private Schools Consultation and Participation

A. Private Schools Consultation

1. Are any private nonprofit schools located within the LEA's boundaries?
2. Does the LEA have any Title I, Part A eligible students attending private nonprofit schools outside the

B. Are any private nonprofit schools participating?

Title I, Part A	Title I, Part C Migrant	Title II, Part A	Title III, Part A ELA	Title III, Part A Immigrant	Title IV, Part A-SSAEP
<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No

C. Assurances

1. ☐ The LEA assures that it discussed all consultation requirements as listed in Section. 1117(b)(1) and/or Section. 8501(c)(1), as applicable, with all eligible private nonprofit schools located within the LEA's boundaries.
2. ☐ The LEA assures the appropriate Affirmations of Consultation will be provided to the TEA Private Schools Ombudsman in the manner and timeline requested.

Part 2: Equitable Services Calculations

A. Equitable Services Calculation for Title I, Part A

Help

Description	Calculation
1. Total low-income enrollment in LEA from participating Title I attendance areas	
2. Total eligible low-income students attending private nonprofit schools (or skipped) Title I attendance area based on one of the following: a) <input type="radio"/> using the same measure of low income used in the LEA b) <input type="radio"/> using the results of a survey that, to the extent possible, protect the identity of families of private school students, and allowing such survey results to be extrapolated if complete actual data are unavailable; c) <input type="radio"/> applying the low-income percentage of each participating public school attendance area, determined pursuant to this section, to the number of private school children in each school attendance area; or d) <input type="radio"/> using an equated measure of low income correlated with the number of public school children.	
3. Calculated total number of low-income students in the LEA (A.1 + A.2)	
4. Total current year Title I, Part A allocation	
5. Transfer in from Title II, Part A	
6. Transfer in from Title IV, Part A	
7. Total allocation and transfer amount(s) (A.4 + A.5 + A.6)	
8. LEA per pupil allocation (A.7 / A.3)	
9. Calculated <grant year in XXXX-XXXX> Private School Reservation (A.2 X A.8)	
10. Administration of Title I, Part A program for eligible private nonprofit students. For independent projects this amount will equal to the administration reservation reported on PS3101, Part 1, B. Activities to be Conducted with Reserved Funds, Line 3.	
11. Total Calculated Private School Reservation (A.9 – A.10) For independent projects this amount will equal the private school reservation reported on PS3101, Part 1, B. Activities to be Conducted with Reserved Funds, Line 2	
12. Minimum Proportionate share of equitable services for parents and families (A.7 X 1%) X (A.2 / A.3) (Optional if the total of current year allocation and transfer amount(s) is less than \$500,000)	
13. Maximum Proportionate share of equitable services (A.11 – A.12)	

Blue areas are auto-calculated.

If you transferred Title II or Title IV to Title I, then you are responsible to add the Title I amount, plus the Title II or IV amounts, and use the total to provide services to PNPs. July 12th this calculation will be done by the system; not before.

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School Year:

<Name of Grant Program>

Instructions

Program Description PS3099 – Private School Services

Part 2: Equitable Services Calculations (continued)

B. Equitable Services Calculation for Title I, Part C Migrant		Help
Description	Calculation	
1. Total identified MEP student enrollment in LEA		
2. Total identified MEP student enrollment in participating private schools		
3. Total MEP enrollment (B.1 + B.2)		
4. Total current year Title I, Part C allocation		
5. Transfer in from Title II, Part A		
6. Transfer in from Title IV, Part A		
7. Total allocation and transfer amount(s) (B.4 + B.5 + B.6)		
8. LEA Per-Pupil Allocation (B.7 / B.3)		
9. Calculated Private School Reservation (B.2 X B.8)		

C. Equitable Services Calculation for Title II, Part A		Help
Description	Calculation	
1. Total student enrollment in LEA		
2. Total student enrollment in participating private schools		
3. Total enrollment (C.1 + C.2)		
4. Total current year Title II, Part A allocation		
5. Transfer out from Title II, Part A		
6. Transfer in from Title IV, Part A		
7. Total allocation and transfer amount(s) (C.4 - C.5 + C.6)		
8. LEA reservation for direct administration		
9. LEA amount to calculate Private School Equitable Services (C.7 - C.8)		
10. LEA Per Pupil Allocation (C.9 / C.3)		
11. Calculated Private School Reservation (C.2 X C.10)		

D. Equitable Services Calculation for Title III, Part A English Language Acquisition (ELA)		Help
Description	Calculation	
1. Total identified English Learner (EL) student enrollment in LEA		
2. Total identified EL student enrollment in participating private		
3. Total EL enrollment (D.1 + D.2)		
4. Total current year Title III, Part A ELA allocation		
5. Transfer in from Title II, Part A		
6. Transfer in from Title IV, Part A		
7. Total allocation and transfer amount(s) (D.4 + D.5 + D.6)		
8. LEA reservation for direct administration (not to exceed 2% of allocation)		
9. LEA Amount to calculate Private Schools Equitable Services (D.7 - D.8)		
10. LEA Per-Pupil Allocation (D.9 / D.3)		
11. Calculated Private School Reservation (D.2 X D.10)		

You could transfer Title II
and IV funds to Title III.

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Vendor ID:

County District:
ESC Region:
School Year:

<Name of Grant Program>

Instructions

Program Description
PS3099 – Private School Services

Part 2: Equitable Services Calculations (continued)

E. Equitable Services Calculation for Title III, Part A Immigrant		Help
Description	Calculation	
1. Total identified immigrant student enrollment in LEA		
2. Total identified immigrant student enrollment in participating private schools		
3. Total immigrant enrollment (E.1 + E.2)		
4. Total current year Title III, Part A Immigrant allocation		
5. Transfer in from Title II, Part A		
6. Transfer in from Title IV, Part A		
7. Total allocation and transfer amount(s) (E.4 + E.5 + E.6)		
8. LEA reservation for direct administration		
9. LEA amount to calculate Private School Equitable Services (E.7 – E.8)		
10. LEA Per-Pupil Allocation (E.9 / E.3)		
11. Calculated Private School Reservation (E.2 X E.10)		

F. Equitable Services Calculation for Title IV, Part A SSAEP		Help
Description	Calculation	
1. Total student enrollment in LEA		
2. Total student enrollment in participating private schools		
3. Total enrollment (F.1 + F.2)		
4. Total current year Title IV, Part A allocation		
5. Transfer in from Title II, Part A		
6. Transfer out from Title IV, Part A		
7. Total allocation and transfer amount(s) (F.4 + F.5 - F.6)		
8. LEA reservation for direct administration (not to exceed 2% of allocation)		
9. LEA amount to calculate Private Schools Equitable Services (F.7 – F.8)		
10. LEA Per-Pupil Allocation (F.9 / F.3)		
11. Calculated Private School Reservation (F.2 X F.10)		

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School Year:

<Name of Grant Program>

Instructions

Program Description

PS3101 – Title I, Part A and Title I, Part D Subpart 1

Part 1: Funding Requirements for Title I, Part A

Help

A. Planned Reservation of Title I, Part A, Funds at the LEA Level		
1.	Funding Amount	\$
2.	Transfer in from Title II, Part A	\$
3.	Transfer in from Title IV, Part A	\$
Total Funding and Transfer Amount(s)		\$

B. Activities to be Conducted with Reserved Funds			
N/A	Activity	Reserved Funds Amount	Percentage
1.	<input type="checkbox"/> Districtwide Parent and Family Engagement Activities	\$	%
2.	<input type="checkbox"/> Title I, Part A, Services to Eligible Private School Students, Not Including Administration	\$	%
3.	<input type="checkbox"/> Administration of Title I, Part A Programs for Eligible Private School Students	\$	%
4.	<input type="checkbox"/> Preschool Programs	\$	%
5.	<input type="checkbox"/> Administration of Title I, Part A, Programs (including administration of Title I, Part A, programs for students at facilities for neglected and delinquent)	\$	%
6.	<input type="checkbox"/> Districtwide Professional Development Activities	\$	%
7.	<input checked="" type="checkbox"/> Services to Homeless Students	\$	%
8.	<input type="checkbox"/> Services to Students Residing in Local Facilities for the Neglected	\$	%
9.	<input type="checkbox"/> Services to Students Residing in Local Facilities for the Delinquent	\$	%
10.	<input type="checkbox"/> Foster care transportation	\$	%
11.	Other (Specify): <input type="text"/>	\$	%
Total Reserved Funds		\$	%

Part 2: Recommended Use of ESSA Funds Guidance

Identify the Recommended Uses of ESSA funds that the LEA will fund with Title I, Part

A.

A. Strategic Priority #1: Recruit, Support, and Retain Teachers and Principals	
1.	<input type="checkbox"/> Instructional leadership development focused on the observation / feedback cycle
2.	<input type="checkbox"/> Principal support and supervision
3.	<input type="checkbox"/> Strategic compensation
4.	<input type="checkbox"/> Teacher leader / Master teacher programs

B. Strategic Priority #2: Build a Foundation in Reading and Math	
1.	<input type="checkbox"/> High-quality full-day prekindergarten initiatives
2.	<input type="checkbox"/> High-quality full-day prekindergarten partnerships
3.	<input type="checkbox"/> K-Grade 2 reading interventionists and intervention teams
4.	<input type="checkbox"/> PK-Grade 3 aligned instructional coaching
5.	<input type="checkbox"/> Middle School Matters
6.	<input type="checkbox"/> Blended learning math programs
7.	<input type="checkbox"/> School culture & climate initiatives

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<Name of Grant Program>

Instructions

Program Description

PS3101 – Title I, Part A and Title I, Part D Subpart 1

Part 2: Recommended Use of ESSA Funds Guidance (Continued)

C. Strategic Priority #3: Connect High School to Career and College

1. ☐ Early College High School
2. ☐ Texas Science, Technology, Engineering, and Math Academy (T-STEM)
3. ☐ Industry Cluster Innovative Academy
4. ☐ Advanced Placement/International Baccalaureate exam reimbursement for low-income students
5. ☐ Communities in Schools

D. Strategic Priority #4: Improve Low-Performing Schools

1. ☐ Redesign and restart low-performing schools
2. ☐ Redesign and restart low-performing schools as charter schools
3. ☐ Replicate effective school models
4. ☐ School improvement partnerships
5. ☐ Close and combine low-performing schools into higher-performing schools

Part 3: District Improvement Plan (DIP)

The local agency addressed the following requirements in the District Improvement Plan (DIP). If the LEA serves grades PK-12, all must be checked. If not, check all that apply.

A. DIP Development and Coordination

1. ☐ The DIP was developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (in a local educational agency that has charter schools), administrators (including administrators of programs described in other parts of this title), other appropriate school personnel, and with parents of children in schools serviced under this part.
2. ☐ As appropriate, the DIP was coordinated with other programs under the Every Student Succeeds Act (ESSA), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Rehabilitation Act of 1973 (20 U.S.C. 701 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.), the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.), the Head Start Act (42 U.S.C. 9831 et seq.), the McKinney-Vento Homeless Assistance Act (41 U.S.C. 11301 et seq.), the Adult Education and Family Literacy Act (29 U.S.C. 3271 et seq.), and other Acts as appropriate.

B. LEA Monitor of Students' Progress in Meeting the Challenging State Academic Standards

To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards, the DIP describes how the local educational agency will monitor students' progress in meeting the challenging State academic standards by--

1. ☐ Developing and implementing a well-rounded program of instruction to meet the academic needs of all students
2. ☐ Identifying students who may be at risk for academic failure
3. ☐ Providing additional educational assistance to individual students the local educational agency or school determines need help in meeting the challenging State academic standards
4. ☐ Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning
5. ☐ How the local educational agency will identify and address, as required under State plans as described in section 1111(g)(1)(B), 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
6. ☐ How the local educational agency will use current research on parental involvement that fosters achievement to high standards for all children and incorporate strategies to lower barriers to participation by parents in school planning, review, and improvement experienced
7. ☐ The services the local educational agency will provide homeless children and youths, including services provided with funds reserved under section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the local educational agency is providing under the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.)
8. ☐ The strategy the local educational agency will use to implement effective parent and family engagement under section 1116

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<Name of Grant Program>

Instructions

Program Description

PS3101 – Title I, Part A and Title I, Part D Subpart 1

Part 3: District Improvement Plan (DIP) (Continued)

B. LEA Monitor of Students' Progress in Meeting the Challenging State Academic Standards (Continued)

- | | | |
|-----|--------------------------|---|
| 9. | <input type="checkbox"/> | If applicable, how the local educational agency will support, coordinate, and integrate services provided under this part with early childhood education programs at the local educational agency or individual school level, including plans for the transition of participants in such programs to local elementary school programs |
| 10. | <input type="checkbox"/> | How teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under section 1115, will identify the eligible children most in need of services under this part |
| 11. | <input type="checkbox"/> | How the local educational agency will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable through coordination with institutions of higher education, employers, and other local partners and through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills |
| 12. | <input type="checkbox"/> | How the local educational agency 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, as defined in section 1111(c)(2) |
| 13. | <input type="checkbox"/> | If determined appropriate by the local educational agency, how such agency will support programs that coordinate and integrate 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 |

Part 4: Additional Information (optional)

Additional Information

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2018-2019 ESSA Consolidated Federal Grant Application

Program Description

PS3102 - Title I, Part A Neglected & Title I, Part D Subpart 2

Part 1: Facilities for the Neglected or Delinquent

(All facilities provided in the Neglected/Delinquent Survey will appear .)

#	Local Facility Name	Facility Status		Type of Facility N=Neglected D=Delinquent	Participation		Date LEA Verified October 2017 Count Title I, Part A or D	Date Delinquent Facility Signed Written Agreement Title I, Part D Only	Written Agreement Assurance
		N=New C=Closed	If closed, were any services provided 2018-2019		Title I Part A	Title I Part D Subpart 2			
New Facility for the Neglected or Delinquent									
	Facility Name:	<input type="radio"/> N	<input type="radio"/> Y	<input type="radio"/> N	<input type="radio"/> Y	<input type="radio"/> Y			<input type="checkbox"/>
	Facility Mailing Address:	<input type="radio"/> C	<input type="radio"/> N	<input type="checkbox"/> D	<input type="radio"/> N	<input type="radio"/> N			
1	City:			State:		Zip Code:			
	ISD Boundary Where the Facility is Located:								
	Legal Basis for Operation: Select One								
	Specify:								

Part 2: Program Evaluation and Assessment of Needs

Based on the LEA 's evaluation of the Title I, Part D, Subpart 2 program effectiveness during the 2017-2018 school year , what needs have been identified for the 2018-2019 school year?

A. Student Academic Performance	
1	<input type="checkbox"/> Reading
	2018-2019 Data: <input type="text"/>
	2018-2019 Target: <input type="text"/>
	Goal: <input type="text"/>
2	<input type="checkbox"/> Math
	2018-2019 Data: <input type="text"/>
	2018-2019 Target: <input type="text"/>
	Goal: <input type="text"/>
3	<input type="checkbox"/> Other (Specify)
	2018-2019 Data: <input type="text"/>
	2018-2019 Target: <input type="text"/>
	Goal: <input type="text"/>
4	<input type="checkbox"/> Other (Specify)
	2018-2019 Data: <input type="text"/>
	2018-2019 Target: <input type="text"/>
	Goal: <input type="text"/>
B. Staff Training	
1	<input type="checkbox"/> Subject-Specific Professional Development
	2018-2019 Data: <input type="text"/>
	2018-2019 Target: <input type="text"/>
	Goal: <input type="text"/>
2	<input type="checkbox"/> Classroom Management
	2018-2019 Data: <input type="text"/>
	2018-2019 Target: <input type="text"/>
	Goal: <input type="text"/>
3	<input type="checkbox"/> Integration of Technology into the Classroom
	2018-2019 Data: <input type="text"/>
	2018-2019 Target: <input type="text"/>
	Goal: <input type="text"/>
4	<input type="checkbox"/> Other (Specify)
	2018-2019 Data: <input type="text"/>
	2018-2019 Target: <input type="text"/>
	Goal: <input type="text"/>
C. Other	
1	<input type="checkbox"/> Dropout Prevention
	2018-2019 Data: <input type="text"/>
	2018-2019 Target: <input type="text"/>

2018-2019 ESSA Consolidated Federal Grant Application

Program Description
PS3102 - Title I, Part A Neglected & Title I, Part D Subpart 2

Goal:	
2 <input type="checkbox"/> Transition To School	
2018-2019 Data:	
2018-2019 Target:	
Goal:	
3 <input type="checkbox"/> Transition To Work	
2018-2019 Data:	
2018-2019 Target:	
Goal:	
4 <input type="checkbox"/> Health Services	
2018-2019 Data:	
2018-2019 Target:	
Goal:	
5 <input type="checkbox"/> Social Services	
2018-2019 Data:	
2018-2019 Target:	
Goal:	
6 <input type="checkbox"/> Other (Specify)	
2018-2019 Data:	
2018-2019 Target:	
Goal:	

Part 3: Planned Activities

A. Planned Activity	
1. Title I, Part D, Subpart 2 funds are consolidated in one or more Title I, Part A Schoolwide campus budgets.	<input type="radio"/> Yes <input type="radio"/> No
2. What type of Title I, Part D, Subpart 2 programs does the LEA provide?	<input type="radio"/> LEA-based Program <input type="radio"/> Facility-based Program <input type="radio"/> Both
3. What percentage of students attending the school operated by the facility will reside outside the boundaries of the LEA after leaving the facility?	<input type="text"/>
B. LEA Title I, Part D, Subpart 2 Activities (check all that apply)	
1. <input type="checkbox"/> High-quality Education Programs, in Collaboration With Locally Operated Facilities, That Prepare Children and Youth To Complete High School, Enter Training or Employment Programs, or Further Their Education	
a. <input type="checkbox"/> Research-Based Reading/ELA Instruction	
b. <input type="checkbox"/> Research-Based Social Studies Instruction	
c. <input type="checkbox"/> Research-Based Math Instruction	
d. <input type="checkbox"/> Research-Based Science Instruction	
e. <input type="checkbox"/> Research-Based Foreign Language Instruction	
f. <input type="checkbox"/> Campus-Based Professional Development	
g. <input type="checkbox"/> Activities That Involve Parents in Efforts to Improve the Educational Achievement of Their Children and To Prevent Further Involvement of Such Children In Delinquent Activities	
h. <input type="checkbox"/> Other (Specify)	
<input type="text"/>	
2. <input type="checkbox"/> Support Programs To Facilitate the Transition of Children and Youth From the Correctional Program in an Institution To Further Education or Employment	
a. <input type="checkbox"/> Coordination of Services For the Family	
b. <input type="checkbox"/> Counseling	
c. <input type="checkbox"/> Tutoring	
d. <input type="checkbox"/> Family Counseling	
e. <input type="checkbox"/> Assistance in Accessing Drug and Alcohol Abuse Prevention Programs	
f. <input type="checkbox"/> Other (Specify)	
<input type="text"/>	
3. <input type="checkbox"/> Dropout Prevention Programs in Local Schools for At-Risk Children and Youth	
a. <input type="checkbox"/> Extended-Day Enrichment Programs	

2018-2019 ESSA Consolidated Federal Grant Application

Program Description
PS3102 - Title I, Part A Neglected & Title I, Part D Subpart 2

<p>b. <input type="checkbox"/> Mentor Programs</p> <p>c. <input type="checkbox"/> Tutoring</p> <p>d. <input type="checkbox"/> Other (Specify)</p> <div></div>
<p>4. <input type="checkbox"/> Coordination of Health and Social Services For Children and Youth Who Are At-Risk if There is a Likelihood That Providing Such Services Will Help These Children Complete Their Education</p> <p>a. <input type="checkbox"/> Daycare</p> <p>b. <input type="checkbox"/> Drug and/or Alcohol Abuse Counseling</p> <p>c. <input type="checkbox"/> Mental Health Services</p> <p>d. <input type="checkbox"/> Other (Specify)</p> <div></div>
<p>5. <input type="checkbox"/> Special Programs That Meet the Unique Academic Needs of Children and Youth Who Are At-Risk</p> <p>a. <input type="checkbox"/> Vocational and Technical Education</p> <p>b. <input type="checkbox"/> Special Education</p> <p>c. <input type="checkbox"/> Career Counseling</p> <p>d. <input type="checkbox"/> Curriculum-Based Entrepreneurship Education</p> <p>e. <input type="checkbox"/> Assistance In Securing of Student Loans or Grants For Postsecondary Education</p> <p>f. <input type="checkbox"/> Other (Specify)</p> <div></div>
<p>6. <input type="checkbox"/> Programs Providing Mentoring and Peer Mediation</p> <div></div>
<p>C. At-Risk Programs</p> <p>Programs operated (through LEAs) that target students who are at risk of academic failure, have a drug or alcohol problem, are pregnant or parenting, have been in contact with the juvenile justice system in the past, are at least 1 year behind the expected age/grade level, have limited English proficiency, are gang members, have dropped out of school in the past, or have a high absenteeism rate at school.</p> <p>1 Is the LEA implementing an At-Risk program which utilizes Title I part D Subpart 2 funds? <input type="radio"/> Yes <input type="radio"/> No</p>

Part 4: Additional Information

<p>Additional Information (optional)</p> <div></div>
--

Organization:
Campus/Site:
Vendor ID:

County District:
ESC Region:
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Program Description
PS3103 - Title I, Part C Migrant Education

Part 1: Consultation

Consultation

1. Provide the date of the most recent consultation with local parent advisory committee (PAC).

Significance changes to
Provisions and Assurances under
Title I, Part C

Part 2: Required Program Activities

Required Program Activities

1. Only select the corresponding box if the LEA does not have the grade levels.

- a. ☐ Select this box if you have no secondary school (6-12 grade levels).
- b. ☐ Select this box if you have no elementary school (1-6 grade levels).
- c. ☐ Select this box if you have no Early Childhood/School Readiness Program (EE-Kindergarten).

The LEA is responsible for incorporating All Migrant Education Program (MEP) activities/services/plans and guidelines into a migrant-specific section of the District Improvement Plan (DIP) and updating it on a yearly basis. The activities listed in this section are required for all Title I, Part C, programs in Texas. You must maintain documentation of these activities for auditing and monitoring purposes.

2. ☐ ID&R: Identify and recruit migrant children and youth, including conducting annual residency verification and other Identification and Recruitment (ID&R) activities according to specific timelines as outlined in the Texas manual for the Identification and Recruitment of Migrant Children.
3. ☐ ID&R: Conduct ID&R activities as outlined in the ID&R plan in the Texas Manual for the Identification and Recruitment of Migrant Children.
4. ☐ NGS: Beginning July 1 through June 30, encode all required data into the New Generation System (NGS) and conduct all required activities, as outlined in the Manual for New Generation System (NGS) Data Management Requirements.
5. ☐ District Procedures: Develop and implement a set of procedures that outline (1) a variety of strategies for partial and full credit accrual for migrant students with late entry and/or early withdrawal, and (2) saved course slots in elective and core subject areas, based on the district's history of student migration.
6. ☐ Interstate Coordination: Utilize the Migrant Student Information Exchange System (MSIX) to promote interstate coordination and timely records exchange. Coordinate with the Texas Migrant Interstate Program (TMIP) during the summer months in order to serve students from Texas who may attend out-of-state summer migrant programs.
7. ☐ Intrastate and Interstate Coordination: Designate and enter into NGS a district summer contact person who will be available throughout the summer months and will have access to migrant student records, such as course grades and immunizations.
8. ☐ Program Evaluation: By June 30, conduct an evaluation of your Migrant Education Program.

Part 3: Priority for Service Action Plan

Priority for Service Action Plan

1. ☐ The Title I Migrant Coordinator will include the PFS Action Plan in the District's Improvement Plan as a separate section appropriately labeled or identified (e.g., "Migrant PFS Action Plan Section"), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantaged).

Part 4: Planned Supplemental Activities

A. Secondary School (grades 6-12)	Funding Source		Population Served		
	MEP Fund	Other Fund	All Migrant	PFS	PNP
1. Credit Accrual (grades 9-12)					
Offer a variety of alternative methods for credit accrual and recovery by providing (1) opportunities for earning credit by exam or distance learning coursework, such as that available through the Portable Assisted Study Sequence (PASS) courses or the Distance Learning for Migrant Secondary Students Program; and (2) use of equipment, space, and support staff necessary for successful completion of coursework. MEP funding is allowable only where migrant students cannot be served by other available resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Computer-Assisted Instruction (Specify):					
b. <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Tuition or Fees for Evening Classes, Summer School, or Credit-by-Exam	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Educational Support (grades 6-12)					

Organization:
Campus/Site:
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County District:
ESC Region:
School:

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2018-2019 ESSA Consolidated Federal Grant A

Program Description PS3103 - Title I, Part C Migrant Education

Population served for
the two requirements: ALL
Migrant

a.	Provide training and support to migrant students on how to effectively use resources and tools to increase success in reading. (REQUIRED)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	Ensure collaboration between MEP staff who provide direct support for migrant students and other school staff to support the identified reading needs of the migrant students served.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	Provide training and support to migrant students on how to effectively use resources and tools to increase success in mathematics. (REQUIRED)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	Ensure collaboration between MEP staff who provide direct support for migrant students and other school staff to support the identified mathematics needs of the migrant students served.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Supplemental Instruction (grades 6-12)						
a.	Extended-Day Tutoring in Core Content Areas (before school, after school, or on Saturdays)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	Tutoring in Core Content Areas during the Regular School Day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	Extended-Day Statewide Student Assessment Tutorials (before school, after school, or on Saturdays)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	Statewide Student Assessment Tutorials during the Regular School Day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.	Reading Instruction by a Teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.	Math Instruction by a Teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g.	Coordinate or provide supplemental instructional services to ensure migrant students are proficient on state assessments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Summer Programs (grades 6-12)						
a.	Project SMART (current year program only)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. School and Social Engagement (grades 6-12)						
a.	Create a migrant extracurricular club or leadership organization specific to migrant secondary students which meets regularly and is designed to (1) help students resolve issues and problems related to late entry and/or early withdrawal, (2) provide leadership opportunities, and (3) facilitate social engagement with school community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Other (grades 6-12)						
a.	Other (Specify): Note: The activity must address a documented, unmet migrant-specific need and be aligned to one of the seven areas of concern as outlined by the Office of Migrant Education (OME).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Population served for
the two requirements: ALL
Migrant

B. Elementary School (grades 1-6)						
1. Educational Support (grades 3-6)						
a.	Provide training and support to migrant students on how to effectively use resources and tools to increase success in reading. (REQUIRED)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	Ensure collaboration between MEP staff who provide direct support for migrant students and other school staff to support the identified reading needs of the migrant students served.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	Provide training and support to migrant students on how to effectively use resources and tools to increase success in mathematics. (REQUIRED)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	Ensure collaboration between MEP staff who provide direct support for migrant students and other school staff to support the identified mathematics needs of the migrant students served.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Supplemental Instruction						
a.	Extended-Day Tutoring in Core Content Areas (before school, after school, or on Saturdays)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	Tutoring in Core Content Areas during the Regular School Day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	Extended-Day Statewide Student Assessment Tutorials (before school, after school, or on Saturdays)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	Statewide Student Assessment Tutorials during the Regular School Day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.	Reading Instruction by a Teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.	Math Instruction by a Teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g.	Supplemental Instructional Support by a Teacher for Migrant First Grade Students Who Are Performing below the Expected Level of Development, and Collaborate with Parents on Ways to Support Students' Skill Development at Home. Instructional support must be provided outside of regular instructional time, individually or in small groups at least 1-2 times per week and must include engaging, age-appropriate activities to target school readiness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Summer Programs						

Organization:
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Program Description
PS3103 - Title I, Part C Migrant Education

a. Project SMART (current year program only)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Other					
Other (Specify): Note: The activity must address a documented, unmet migrant-specific need and be aligned to one of the seven areas of concern as outlined by the OME.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a. <input type="text"/>					
C. Early Childhood/School Readiness Program (EE-Kindergarten)					
	Funding Source		Population Served		
	MEP Fund	Other Fund	All Migrant	PFS	PNP
1. Supplemental Instruction					
Center-Based Program for 3- and 4-Year-Olds: Provide a lead teacher to train support staff and administer center-based implementation of the early childhood program to migrant 3- and 4-year-olds if children cannot be served by other available resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a. Name of Program(s) (Specify): <input type="text"/>					
Home-Based Program for 3- and 4-Year-Olds: Provide a lead teacher to train support staff and administer home-based implementation of the early childhood program to migrant 3- and 4-year-olds if children cannot be served by other available resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Name of Program(s) (Specify): <input type="text"/>					
Supplemental Instructional Support by a Teacher for Migrant Pre-Kindergarten or Kindergarten Students who are Performing below the Expected Level of Development, and Collaborate with Parents on Ways to Support Students' Skill Development at Home. Instructional support must be provided outside of regular instructional time, individually or in small groups at least 1-2 times per week and must include engaging, age-appropriate activities to target school readiness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. <input type="text"/>					
2. Summer Programs					
a. Project SMART (current year program only) - For Kindergarten Only	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Instructional Migrant Summer Program (Specify): Note: Must be supplemental to district's summer program offerings. Must be a specific program with a curriculum and must not be a previous Project SMART curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. <input type="text"/>					
3. Other					
Other (Specify): Note: The activity must address a documented, unmet migrant-specific need and be aligned to one of the seven areas of concern as outlined by the OME.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a. <input type="text"/>					
D. Support Services					
MEP funding is allowable only where migrant students cannot be served by other available resources. Support services provided must address a documented need.	Funding Source		Population Served		
	MEP Fund	Other Fund	All Migrant	PFS	PNP
1. Identified Needs for Academic and Nonacademic Support Services					
a. Clothing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. School Supplies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Vision Screening When Not Provided as Part of Foundation Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Hearing Screening When Not Provided as Part of Foundation Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Health Support Services (Specify):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. <input type="text"/>					
2. Support Services to Facilitate Involvement of Migrant Parents in School Activities, the Local MEP , or Their Child's Education					
a. Childcare During Parent Involvement and PAC Meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Schedule Status:

Formula

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b. Transportation to and from Parent Involvement and PAC Meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Light Snack to Encourage Participation or Attendance by Parents at Parent Involvement and PAC Meetings (See Appendix 2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Registration for State and/or National Workshops and Conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Outreach Activities to Inform Out-of-School Youth and Their Parents about Available Educational Options, Including Dropout Recovery Programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Other					
Other (Specify): Note: The activity must address a documented, unmet migrant-specific need and be aligned to one of the seven areas of concern as outlined by the OME.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a. <div></div>					

Part 5: Additional Information (Optional)

Additional Information

2018-2019 ESSA Consolidated Federal Grant Application

Program Description PS3104 - Title II, Part A

☐ The LEA has redirected 100% of Title II, Part A funds using REAP/Funding Transferability.

Part 1: Planned Expenditures

A. Planned Expenditures

1.	<input type="checkbox"/> Recruiting, hiring, and retaining effective teachers and principals
2.	<input type="checkbox"/> Reducing class size to a level that is evidence-based to improve student achievement
3.	<input type="checkbox"/> Providing high-quality training and personalized professional development for teachers, instructional leadership teams, and principals (Including services to PNPs)
4.	<input type="checkbox"/> Developing feedback mechanisms to improve school working conditions and educator support
<input type="checkbox"/> 5.	Other (Specify): <input type="text"/>

NEW! Show evidence for
Class Size Reduction

B. Additional Information (optional)

<input type="text"/>

2018-2019 ESSA Consolidated Federal Grant Application

Program Description PS3106 - Title III, Part A English Language Acquisition (ELA)

Part 1: LEA Local Plan - Title III, Part A English Language Acquisition

A. Language Instruction Educational Programs and Activities

Activity	Measurable Objectives
1. Provide supplemental upgrades to program objectives and effective instructional strategies. Description: <input type="text"/>	<input type="checkbox"/> Increase percentage of children attaining English proficiency <input type="checkbox"/> Increase student academic achievement for English learners
2. Provide or upgrade supplemental curricula, instructional materials, educational software, and assessment procedures. Description: <input type="text"/>	<input type="checkbox"/> Increase percentage of children attaining English proficiency <input type="checkbox"/> Increase student academic achievement for English learners
3. Provide supplemental tutorials, and academic or career and technical education, and intensified instruction. Description: <input type="text"/>	<input type="checkbox"/> Increase percentage of children attaining English proficiency <input type="checkbox"/> Increase student academic achievement for English learners
4. Develop and implement supplemental effective preschool, elementary, or secondary language instruction educational programs that are coordinated with other programs and services. Description: <input type="text"/>	<input type="checkbox"/> Increase percentage of children attaining English proficiency <input type="checkbox"/> Increase student academic achievement for English learners
5. Provide supplemental community participation program, family literacy services, and parent and family outreach and training activities. Description: <input type="text"/>	<input type="checkbox"/> Increase percentage of children attaining English proficiency <input type="checkbox"/> Increase student academic achievement for English learners
6. Provide and incorporate supplemental resources (technology, materials, access to electronic networks, etc.) into the curricula and educational program. Description: <input type="text"/>	<input type="checkbox"/> Increase percentage of children attaining English proficiency <input type="checkbox"/> Increase student academic achievement for English learners

BIG CHANGE! #2 and #5 changed from "and/or" to just "and"

B. Professional Development

The following professional development activities should be supplemental to any professional development trainings that fulfill state-mandated programs and activities.

1. Activity Description: <input type="text"/>		
Purpose	Area of Effectiveness	Audience
<input type="checkbox"/> Improve the Instruction and Assessment of English learners <input type="checkbox"/> Enhance the Ability to Understand and Use Curricula, Assessment Measures and Instructional Strategies for English learners	<input type="checkbox"/> Increase Children's English Proficiency <input type="checkbox"/> Substantially Increase Subject Matter Knowledge, Teaching Knowledge, and Teaching Skills	<input type="checkbox"/> Classroom Teachers <input type="checkbox"/> Principals and other School Leaders <input type="checkbox"/> Administrators <input type="checkbox"/> Other School or Community-Based Organization Personnel

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Program Description
PS3106 - Title III, Part A English Language Acquisition (ELA)

2.	Activity Description:		
	<div></div>		
	Purpose	Area of Effectiveness	Audience
	<input type="checkbox"/> Improve the Instruction and Assessment of English learners <input type="checkbox"/> Enhance the Ability to Understand and Use Curricula, Assessment Measures and Instructional Strategies for English learners	<input type="checkbox"/> Increase Children's English Proficiency <input type="checkbox"/> Substantially Increase Subject Matter Knowledge, Teaching Knowledge, and Teaching Skills	<input type="checkbox"/> Classroom Teachers <input type="checkbox"/> Administrators <input type="checkbox"/> Principals and other School Leaders <input type="checkbox"/> Other School or Community-Based Organization Personnel
3.	Activity Description:		
	<div></div>		
	Purpose	Area of Effectiveness	Audience
	<input type="checkbox"/> Improve the Instruction and Assessment of English learners <input type="checkbox"/> Enhance the Ability to Understand and Use Curricula, Assessment Measures and Instructional Strategies for English learners	<input type="checkbox"/> Increase Children's English Proficiency <input type="checkbox"/> Substantially Increase Subject Matter Knowledge, Teaching Knowledge, and Teaching Skills	<input type="checkbox"/> Classroom Teachers <input type="checkbox"/> Administrators <input type="checkbox"/> Principals and other School Leaders <input type="checkbox"/> Other School or Community-Based Organization Personnel
4.	Activity Description:		
	<div></div>		
	Purpose	Area of Effectiveness	Audience
	<input type="checkbox"/> Improve the Instruction and Assessment of English learners <input type="checkbox"/> Enhance the Ability to Understand and Use Curricula, Assessment Measures and Instructional Strategies for English learners	<input type="checkbox"/> Increase Children's English Proficiency <input type="checkbox"/> Substantially Increase Subject Matter Knowledge, Teaching Knowledge, and Teaching Skills	<input type="checkbox"/> Classroom Teachers <input type="checkbox"/> Administrators <input type="checkbox"/> Principals and other School Leaders <input type="checkbox"/> Other School or Community-Based Organization Personnel

Part 2: LEA Local Plan - Title III, Part A Immigrant

Plan Description
1. Family Literacy, Parent/Family Outreach, and Training Activities Designed to Assist Parents to Become Active Participants in the Education of their Children Description:
<div></div>
2. Provision of Tutorials, Mentoring, and Academic or Career Counseling for Immigrant Children and Youth Description:
<div></div>
3. Basic Instructional Services That Are Directly Attributable to the Presence of Immigrant Children and Youth, Including the Payment of Costs of Providing Additional Classroom Supplies, Costs of Transportation, or such Other Costs as Are Directly Attributable to Such Additional Basic Instructional Services Description:
<div></div>
4. Activities, Coordinated with Community-Based Organizations, Institutions of Higher Education, Private Sector Entities, or Other Entities with Expertise in Working with Immigrants, to Assist Parents of Immigrant Children and Youth by Offering Comprehensive Community Services Description:
<div></div>

Schedule Status:

Formula

Application ID:



SAS#: ESSAAA19

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Vendor ID:County District:
ESC Region:
School Year: 2018-2019

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Program Description PS3106 - Title III, Part A English Language Acquisition (ELA)

5. Support for Personnel, Including Teachers and Paraprofessionals Who Have Been Specifically Trained or Are Being Trained to Provide Services to Immigrant Children and Youth
Description:

6. 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
Description:

7. Other Instructional Services Designed to Assist Immigrant Children and Youth to Achieve in Elementary and Secondary Schools in the United States, Such As Programs of Introduction to the Educational System and Civics Education
Description:

Part 3: Additional Information (optional)

Additional Information

DRAFT

Schedule Status:

<Selection_Process>

Application ID: XXXXXXXXXXXXXXXXX

eGrants
TEXAS EDUCATION AGENCY
SAS#: XXXXXXXX

Organization:
Campus/Site:
Vendor ID:

County District:
ESC Region:
School Year:

<Name of Grant Program>

Instructions

<Program Description>

PS3107 – Title IV, Part A - SSAEP

☐ The LEA has redirected 100% of its Title IV, Part A funds using REAP/Funding Transferability.

Part 1: Planned Uses of Funds

Help

A. Available Funds	
1. Current Year allocation of funds	\$
2. Transfer in from Title II, Part A	\$
3. Transfer out from Title IV, Part A	\$
Total Allocation	

If you are under \$30K, then you can do one or more of these 3 activities. If you are over, you must do all.

B. Planned Uses of Funds			
Service	Description	Amount of Budget	Percentage of Budget
1. Administration	Direct administration costs	\$ (Maximum of 2% of grant)	%
2. Activities to support well-rounded educational opportunities	Provide all students with access to a well-rounded education	\$ (Minimum of 20% of grant if total allocation is over \$30,000)	%
3. Activities to support safe and healthy students	Improve school conditions for student learning	\$ (Minimum of 20% of grant if total allocation is over \$30,000)	%
4. Activities to support effective use of technology	Activities to improve use of technology in order to improve academic achievement and digital literacy for all students.	\$ (Must budget some amount of funds if total allocation is over \$30,000)	%
5. Technology Infrastructure	Purchasing devices, equipment, and software applications in order to address readiness shortfalls	\$ (Maximum of 15% of Line 5)	%
Total Budget		\$	%

Part 2: Program Requirement Assurances

A. Comprehensive Needs Assessment (Required – select one)	
1.	<input type="radio"/> The LEA has conducted a comprehensive needs assessment of the access to, and opportunity for, all students; school conditions for student learning; and access to personalized learning experiences. Date comprehensive needs assessment was conducted. <input type="text"/>
	<input type="radio"/> The LEA receives less than \$30,000; the comprehensive needs assessment is not required.

Title I does require a CNA anyway, so even if receiving less than \$30K under Title IV, the district must have a CNA.

B. Internet Safety (Required – select one)	
1.	<input type="radio"/> The LEA has a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through computers to visual depictions that are obscene, child pornography, or harmful to minors and is enforcing the operation of such technology protection measure during any use of such computers by minors.
	<input type="radio"/> The LEA does not have an Internet safety policy. (See assurances for detailed requirements.)

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Schedule Status:

<Selection_Process>

Application ID: XXXXXXXXXXXXXXXXX

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TEXAS EDUCATION AGENCY
SAS#: XXXXXXXXX

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PS3107 – Title IV, Part A - SSAEP

Part 2: Program Requirement Assurances (continued)

C. Supplement, Not Supplant (Required)

1. ☐ The LEA assures that all funds will supplement, and not supplant, non-federal funds that would otherwise be used for these activities.

D. Well-rounded Educational Opportunities (All Required if there is an amount entered in Part 1A, Line 3)

1. ☐ All activities are coordinated with other schools and community-based services and programs.
2. ☐ All activities are 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 under this section.

E. Support for Safe and Healthy Students (All Required if there is an amount entered in Part 1A, Line 4)

1. ☐ All activities are coordinated with other schools and community based services and programs.
2. ☐ All activities foster safe, healthy, supportive, and drug-free environments that support student academic achievement.
3. ☐ All activities promote the involvement of parents in the activity or program.
4. ☐ All activities are 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.

Part 3: Program Description

Help

A. TEA Priorities for Well-rounded Educational Opportunities (mark all that apply)

1. ☐ **(TEA Priority)** College and career guidance and counseling programs.
2. ☐ **(TEA Priority)** Postsecondary education and career awareness and exploration activities.
3. ☐ **(TEA Priority)** Training counselors to effectively use labor market information in assisting students with postsecondary education and career planning.
4. **(TEA Priority)** Programming and activities to improve instruction and student engagement in science, technology, engineering, and mathematics, including computer science (referred to as "STEM subjects") – including the following:
- a. ☐ Increasing access for students through grade 12 who are members of groups underrepresented in such subject fields, such as female students, minority students, English learners, children with disabilities, and economically disadvantaged students, to high-quality courses;
- b. ☐ 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);
- c. ☐ Providing hands-on learning and exposure to science, technology, engineering, and mathematics and supporting the use of field-based or service learning to enhance the students' understanding of the STEM subjects;
- d. ☐ Supporting the creation and enhancement of STEM-focused specialty schools;
- e. ☐ Facilitating collaboration among school, after school programs, and informal program personnel to improve the integration of programming and instruction in the identified subjects; or
- f. ☐ Integrating other academic subjects, including the arts, into STEM subjects, improving attainment of skills related to STEM subjects, and promoting well-rounded education.

B. Other Allowable Well-rounded Educational Opportunities (mark all that apply)

1. ☐ Financial literacy and federal financial aid awareness activities.
2. ☐ Use of music and the arts as tools to support student success through promotion of constructive engagement, problem solving, and conflict resolution.
3. Efforts to raise student academic achievement through accelerated learning programs – such as:
- a. ☐ Reimbursing low-income students to cover part or all of the costs of accelerated learning examination fees, if the low-income students are enrolled in accelerated learning courses and plan to take accelerated learning examinations; or
- b. ☐ Increasing the availability of, and enrollment in, accelerated learning courses, accelerated learning examinations, dual or concurrent enrollment programs, and early college high school courses.
4. ☐ Activities to promote the development, implementation, and strengthening of programs to teach traditional American history, civics, economics, geography, or government education.

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PS3107 – Title IV, Part A - SSAEP

Part 3: Program Description (continued)

B. Other Allowable Well-rounded Educational Opportunities (continued)

5.	<input type="checkbox"/>	Foreign language instruction.
6.	<input type="checkbox"/>	Environmental education.
7.	<input type="checkbox"/>	Programs and activities that support educational programs that integrate multiple disciplines, such as programs that combine arts and mathematics.
8.	<input type="checkbox"/>	Other activities and programs to support student access to, and success in, a variety of well-rounded education experiences. (Specify):
	a.	<input type="text"/>
<div>Add LineRemove Line</div>		

C. Allowable Supports for Safe and Healthy Students (mark all that apply)

1.	<input type="checkbox"/>	Evidence-based drug and violence prevention activities and programs, including: a. <input type="checkbox"/> Programs to educate students against the use of alcohol, tobacco, marijuana, smokeless tobacco products, and electronic cigarettes; or b. <input type="checkbox"/> 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 referral, as related to drug violence prevention.
2.	<input type="checkbox"/>	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.
3.	<input type="checkbox"/>	School-based mental health services partnership programs that: a. <input type="checkbox"/> Are conducted in partnership with a public or private mental health entity or health care entity. b. <input type="checkbox"/> Provide comprehensive school-based mental health services and supports and staff development for school and community personnel working in the school that are: <ul style="list-style-type: none">Based on evidence-based, trauma-informed practices;Coordinated with early intervening services provided under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.); orProvided by qualified mental and behavioral health professionals who are certified or licensed by the State.
4.	<input type="checkbox"/>	Integrate health and safety practices into school or athletic programs.
5.	<input type="checkbox"/>	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 other appropriate specialists or professionals to help maintain the well-being of students.
6.	<input type="checkbox"/>	Help prevent bullying and harassment.
7.	<input type="checkbox"/>	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.
8.	<input type="checkbox"/>	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.
9.	<input type="checkbox"/>	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 supports.
10.	<input type="checkbox"/>	High-quality training for school personnel, including specialized instructional support personnel related to: <ul style="list-style-type: none">Suicide prevention;Effective and trauma-informed practices in classroom management;Crisis management and conflict resolution techniques; orHuman trafficking.
11.	<input type="checkbox"/>	Child sexual abuse awareness and prevention programs or activities, such as programs or activities designed to provide: <ul style="list-style-type: none">Age-appropriate 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; orInformation to parents and guardians of students about sexual abuse awareness and prevention, including how to recognize child sexual abuse and how to discuss child sexual abuse with a child.

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PS3107 – Title IV, Part A - SSAEP

Part 3: Program Description (continued)

C. Allowable Supports for Safe and Healthy Students (continued)

12.	<input type="checkbox"/>	Designing and implementing a locally-tailored plan to reduce exclusionary discipline practices in elementary and secondary schools that: <ul style="list-style-type: none">Is consistent with best practices;Includes strategies that are evidence-based; orIs aligned with the long-term goal of prison reduction through opportunities, mentoring, intervention, support, and other education services, referred to as a "youth PROMISE plan."
13.	<input type="checkbox"/>	Implementation of schoolwide positive behavioral interventions and supports, including through coordination with similar activities carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), in order to improve academic outcomes and school conditions for student learning.
14.	<input type="checkbox"/>	Designating a site resource coordinator at a school or local educational agency to provide a variety of services, such as: <ul style="list-style-type: none">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 in order to improve student success; orStrengthening relationships between schools and communities.
15.	Pay for success initiatives aligned with these purposes. (Specify):	
	<input type="checkbox"/>	a. <input type="text"/>
<div>Add Line Remove Line</div>		

D. Allowable Effective Uses of Technology

1.	<input type="checkbox"/>	Providing educators, school leaders, and administrators with the professional learning tools, devices, content, and resources to: <ul style="list-style-type: none">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; orImplement and support school – and district-wide approaches for using technology to inform instruction, support teacher collaboration, and personalize learning.
2.	<input type="checkbox"/>	Building technological capacity and infrastructure: <ul style="list-style-type: none">Procuring content and ensuring content quality; orPurchasing devices, equipment, and software applications in order to address readiness shortfalls. (subject to the 15% technology infrastructure limitation)
3.	<input type="checkbox"/>	Developing or using effective or innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of technology, including digital learning technologies and assistive technology.
4.	<input type="checkbox"/>	Carrying out blended learning activities: <ul style="list-style-type: none">Planning activities, which may include development of new instructional models (including blended learning technology software and platforms), the purchase of digital instructional resources, initial professional development activities, and on-time information technology purchases, expect that such expenditures may not include expenditures related to significant construction or renovation of facilities; or (subject to the 15% technology infrastructure limitation)Ongoing professional development for teachers, principals, other school leaders, or other personnel involved in the project that is designed to support the implementation and academic success of the project.
5.	<input type="checkbox"/>	Providing professional development in the use of technology (which may be provided through partnerships with outside organizations) to enable teachers and instructional leaders to increase student achievement in the areas of science, technology, engineering, and mathematics, including computer science.
6.	<input type="checkbox"/>	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.
7.	Other services. (Specify):	
	<input type="checkbox"/>	a. <input type="text"/>
<div>Add Line Remove Line</div>		

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2018-2019 ESSA Consolidated Federal Grant Application

Program Description
PS3400 - Equitable Access and Participation

No Barriers: Check ALL

Barriers and Strategies

Help

The applicant assures that no barriers exist to equitable access and participation for: ☐ All ☐ Students ☐ Teachers ☐ Others

Part 1: Barriers: Gender Bias and Diversity

A. Barrier: Gender-Specific Bias	Intended Beneficiaries of Strategies		
Strategies to Overcome Barrier of Gender-Specific Bias	Students	Teachers	Others
1. Expand opportunities for historically under-represented groups to fully participate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Provide staff development on eliminating gender bias.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Ensure strategies and materials used with students do not promote gender bias.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B. Barrier: Cultural, Linguistic, or Economic Diversity	Intended Beneficiaries of Strategies		
Strategies to Overcome Barrier of Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
1. Provide program information/materials in home language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Provide interpreter/translator at program activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Develop/maintain community involvement/participation in program activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Provide staff development on effective teaching strategies for diverse populations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Seek technical assistance from Education Service Center, Technical Assistance Center, Title I, Part A, School Support Team, or other provider.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Provide parenting training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Provide a parent/family center.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Involve parents from a variety of backgrounds in decision making.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Offer "Flexible" opportunities for parent involvement, including home-learning activities and other activities that don't require parents come to the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Provide child care for parents participating in school activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Acknowledge and include family members' diverse skills, talents, and knowledge in school activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Provide adult education, including High School Equivalency test and/or English as a Second Language (ESL) classes, or family literacy program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Offer computer literacy courses for parents and other program beneficiaries.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Conduct an outreach program for traditionally "hard to reach" parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Coordinate with community centers/programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Seek collaboration/assistance from business, industry, or institution of higher education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Provide mediation training on a regular basis to assist in resolving disputes and complaints.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Part 3: Program Description (continued)

C. Allowable Supports for Safe and Healthy Students (continued)

12.	<input type="checkbox"/>	Designing and implementing a locally-tailored plan to reduce exclusionary discipline practices in elementary and secondary schools that: <ul style="list-style-type: none">Is consistent with best practices;Includes strategies that are evidence-based; orIs aligned with the long-term goal of prison reduction through opportunities, mentoring, intervention, support, and other education services, referred to as a “youth PROMISE plan.”
13.	<input type="checkbox"/>	Implementation of schoolwide positive behavioral interventions and supports, including through coordination with similar activities carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), in order to improve academic outcomes and school conditions for student learning.
14.	<input type="checkbox"/>	Designating a site resource coordinator at a school or local educational agency to provide a variety of services, such as: <ul style="list-style-type: none">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 in order to improve student success; orStrengthening relationships between schools and communities.
15.	Pay for success initiatives aligned with these purposes. (Specify):	
	<input type="checkbox"/>	a. <input type="text"/>
<div>Add Line Remove Line</div>		

D. Allowable Effective Uses of Technology

1.	<input type="checkbox"/>	Providing educators, school leaders, and administrators with the professional learning tools, devices, content, and resources to: <ul style="list-style-type: none">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; orImplement and support school – and district-wide approaches for using technology to inform instruction, support teacher collaboration, and personalize learning.
2.	<input type="checkbox"/>	Building technological capacity and infrastructure: <ul style="list-style-type: none">Procuring content and ensuring content quality; orPurchasing devices, equipment, and software applications in order to address readiness shortfalls. (subject to the 15% technology infrastructure limitation)
3.	<input type="checkbox"/>	Developing or using effective or innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of technology, including digital learning technologies and assistive technology.
4.	<input type="checkbox"/>	Carrying out blended learning activities: <ul style="list-style-type: none">Planning activities, which may include development of new instructional models (including blended learning technology software and platforms), the purchase of digital instructional resources, initial professional development activities, and on-time information technology purchases, expect that such expenditures may not include expenditures related to significant construction or renovation of facilities; or (subject to the 15% technology infrastructure limitation)Ongoing professional development for teachers, principals, other school leaders, or other personnel involved in the project that is designed to support the implementation and academic success of the project.
5.	<input type="checkbox"/>	Providing professional development in the use of technology (which may be provided through partnerships with outside organizations) to enable teachers and instructional leaders to increase student achievement in the areas of science, technology, engineering, and mathematics, including computer science.
6.	<input type="checkbox"/>	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.
7.	Other services. (Specify):	
	<input type="checkbox"/>	a. <input type="text"/>
<div>Add Line Remove Line</div>		

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2018-2019 ESSA Consolidated Federal Grant Application

Program Description PS3400 - Equitable Access and Participation

Part 2: Barriers: Gang and Drug-Related Activities

A. Barrier: Gang-Related Activities	Intended Beneficiaries of Strategies		
Strategies to Overcome Barrier of Gang-Related Activities	Students	Teachers	Others
1. Provide early intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Provide counseling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Conduct home visits by staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Provide flexibility in scheduling activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Recruit volunteers to assist in promoting gang-free communities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Provide a mentor program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Provide before-/after-school recreational, instructional, cultural, or artistic programs/activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Provide community service programs/activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Conduct parent/teacher conferences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Strengthen school/parent compacts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Establish collaborations with law enforcement agencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Provide conflict resolution/peer mediation strategies/programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Seek collaboration/assistance from business, industry, or an IHE.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Provide training/information to teachers, school staff, and parents to deal with gang-related issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B. Barrier: Drug-Related Activities	Intended Beneficiaries of Strategies		
Strategies to Overcome Barrier of Drug-Related Activities	Students	Teachers	Others
1. Provide early identification/intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Provide counseling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Conduct home visits by staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Recruit volunteers to assist in promoting drug-free schools and communities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Provide mentor program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Provide before-/after-school recreational, instructional, cultural, or artistic programs/activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Provide community service programs/activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Provide comprehensive health education programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Conduct parent/teacher conferences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Establish school/parent compacts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Develop/maintain community collaborations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Provide conflict resolution/peer mediation strategies/programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Seek collaboration/assistance from business, industry, or an IHE.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Provide training/information to teachers, school staff, and parents to deal with drug-related issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Program Description
PS3400 - Equitable Access and Participation

Part 3: Barriers: Impairments and Disabilities

A. Barrier: Visual Impairments	Intended Beneficiaries of Strategies		
Strategies to Overcome Barrier of Visual Impairments	Students	Teachers	Others
1. Provide early identification and intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Provide program materials/information in Braille.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Provide program materials/information in large type.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Provide program materials/information on digital/audio formats.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Provide staff development on effective teaching strategies for visual impairment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Provide training for parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Format materials/information published on the internet for Americans with Disabilities Act (ADA) accessibility.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B. Barrier: Hearing Impairments	Intended Beneficiaries of Strategies		
Strategies to Overcome Barrier of Hearing Impairments	Students	Teachers	Others
1. Provide early identification and intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Provide interpreters at program activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Provide captioned video material.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Provide program materials and information in visual format.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Use communication technology, such as a telephone device for the deaf (TDD)/relay.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Provide staff development on effective teaching strategies for hearing impairment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Provide training for parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C. Barrier: Learning Disabilities	Intended Beneficiaries of Strategies		
Strategies to Overcome Barrier of Learning Disabilities	Students	Teachers	Others
1. Provide early identification and intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Expand tutorial/mentor programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Provide staff development on effective teaching strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Provide training for parents in early identification and intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D. Barrier: Other Disabilities or Constraints	Intended Beneficiaries of Strategies		
Strategies to Overcome Barrier of Other Disabilities or Constraints	Students	Teachers	Others
1. Develop and implement a plan to achieve full participation by persons with other disabilities/constraints.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Provide staff development on effective teaching strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Provide training for parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

E. Barrier: Inaccessible Physical Structures	Intended Beneficiaries of Strategies		
Strategies to Overcome Barrier of Inaccessible Physical Structures	Students	Teachers	Others
1. Develop and implement a plan to achieve full participation by persons with other physical disabilities/constraints.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Ensure all physical structures accessible.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Program Description PS3400 - Equitable Access and Participation

Part 4: Barriers: Absenteeism and Mobility Rates

A. Barrier: Absenteeism/T	Intended Beneficiaries of Strategies		
Strategies to Overcome Barrier of Absenteeism/T	Students	Teachers	Others
1. Provide early identification/intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Develop and implement a truancy intervention plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Conduct home visits by staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Recruit volunteers to assist in promoting school attendance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Provide a mentor program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Provide before-/after-school recreational or educational activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Conduct parent/teacher conferences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Strengthen school/parent compacts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Develop/maintain community collaborations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Coordinate with health and social services agencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Coordinate with the juvenile justice system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Seek collaboration/assistance from business, industry, or an IHE.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B. Barrier: High Mobility Rates	Intended Beneficiaries of Strategies		
Strategies to Overcome Barrier of High Mobility Rates	Students	Teachers	Others
1. Coordinate with social services agencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Establish collaborations with parents of highly mobile families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Establish/maintain timely record-transferal system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Organization:
Campus/Site:
Vendor ID:

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2018-2019 ESSA Consolidated Federal Grant Application

Program Description PS3400 - Equitable Access and Participation

Part 5: Barriers: Lack of Parental Support, Qualified Personnel, Program Knowledge

A. Barrier: Lack of Support from Parents	Intended Beneficiaries of Strategies		
Strategies to Overcome Barrier of Lack of Support from Parents	Students	Teachers	Others
1. Develop and implement a plan to increase support from parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Conduct home visits by staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Recruit volunteers to actively participate in school activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Conduct parent/teacher conferences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Establish school/parent compacts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Provide parenting training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Provide a parent/family center.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Provide program materials/information in home language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Involve parents from a variety of backgrounds in school decision making.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Offer "flexible" opportunities for involvement, including home-learning activities and other activities that don't require coming to school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Provide child care for parents participating in school activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Acknowledge and include family members' diverse skills, talents, and knowledge in school activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Provide adult education, including High School Equivalency test and/or ESL classes, or family literacy program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Conduct an outreach program for traditionally "hard to reach" parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Facilitate school health advisory councils four times a year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B. Barrier: Shortage of Qualified Personnel	Intended Beneficiaries of Strategies		
Strategies to Overcome Barrier of Shortage of Qualified Personnel	Students	Teachers	Others
1. Develop and implement a plan to recruit and retain qualified personnel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Recruit and retain personnel from a variety of racial, ethnic, and language minority groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Provide a mentor program for new personnel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Provide an intern program for potential personnel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Provide an induction program for new personnel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Provide professional development in a variety of formats for personnel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Collaborate with colleges/universities for teacher preparation programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C. Barrier: Lack of Knowledge Regarding Program Benefits	Intended Beneficiaries of Strategies		
Strategies to Overcome Barrier of Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
1. Develop and implement a plan to inform program beneficiaries of program activities and benefits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Publish newsletter/brochures to inform program beneficiaries of activities and benefits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Provide announcements to local radio stations, newspapers, and other appropriate electronic media about program activities/benefits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D. Barrier: Lack of Transportation to Program Activities	Intended Beneficiaries of Strategies		
Strategies to Overcome Barrier of Lack of Transportation to Program Activities	Students	Teachers	Others
1. Provide transportation for students, parents, or other program beneficiaries to activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Offer "Flexible" opportunities for involvement, including home-learning activities and other activities that don't require coming to school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Conduct program activities in community centers and other neighborhood locations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Schedule Status:

Formula

Application ID:

Organization:
Campus/Site:
Vendor ID:

County District:
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Program Description PS3400 - Equitable Access and Participation

Part 6: Other Barrier

Other Barrier		Intended Beneficiaries of Strategies		
Strategies to Overcome Other Barrier		Students	Teachers	Others
1.	Other Barrier:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other Strategy:			

Schedule Status:

Formula

Application ID:



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 Waivers
 WV4001 - Title I, Part A

For TEA Use Only

☐ Waiver Not Applicable for Title I, Part A

Part 1: Title I, Part A Carryover Waiver Justification

Title I, Part A Carryover Waiver Justification

1. ☐ Personnel costs were less than expected due to changes in personnel or other fund sources paying salaries.
2. ☐ The LEA was unable to employ staff.
3. ☐ Budgeted costs for Title I, Part A summer school were significantly lower than expected.
4. ☐ Other (Specify):

Part 2: Carryover Reduction

Carryover Reduction

1. ☐ Summer Program
2. ☐ Parental Involvement Activities
3. ☐ Before- and/or After-School Activities
4. ☐ Professional Development for Staff/Parents
5. ☐ Programs to Reduce Student Dropout and Retention
6. ☐ Other (Specify):

Part 3: TEA Approval

TEA Approval

☐ Accepted
 ☐ Rejected
 ☐ LEA declined waiver option
 ☐ Ed-Flex Waiver provided - Title I, Part A Carryover

 Discussed with on by

Schedule Status:

Formula

Application ID:

eGrants
TEXAS EDUCATION AGENCY
SAS#: ESSAAA19

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Waivers WV4004 - Ed-Flex Title I, A SW Eligibility

☐ Waiver Not Applicable

This waiver is only needed if campuses are applying for Schoolwide Eligibility .

Part 1: Campus Number and Name

Campus Number and Name			
	Campus Number	Campus Name	TEA Use Only
<input type="checkbox"/>	1. <input type="text" value="Select One"/>		<input type="radio"/> Accept <input type="radio"/> Reject <input type="radio"/> N/A

Schedule Status:

Formula

Application ID:

eGrants
TEXAS EDUCATION AGENCY
SAS#: ESSAAA19

Organization:
Campus/Site:
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Campus Selection SC5000 - Title I, Part A Campus Selection

[View/Print Report](#)

001901-LearnAlott ISD Title I, Part A Campus Selection

A. District Data - 001901-LearnAlott ISD

(Documentation of the Source of Low-income data must be maintained locally by the LEA and available to be submitted to TEA upon request.)

District Name: 001901-LearnAlott ISD

District Total Low-Income Percentage:

District Title I, Part A Entitlement Amount:

District Total Campus Allocation:

Additional Justification:

"Basis of Eligibility" was switched before "Low Income %". Date is a local decision, just keep it consistent for all campuses.

B. Campus Selection Data

Total Campus Enroll.	Basis of Eligibility	Campus Low-Income %	Title I, Part A Campus Status	# Students Served on T A Campus	TA Prog Assur	SW Prog Assur	Other	Consolidated Funds	Per Pupil Amount
1. 001-LearnAlott ISD HS									Grades: 09-12
	Select One ▼		Select One ▼		<input type="checkbox"/>	<input type="checkbox"/>		Select One ▼	
2. 041-LearnAlott ISD Middle									Grades: 06-08
	Select One ▼		Select One ▼		<input type="checkbox"/>	<input type="checkbox"/>		Select One ▼	

DRAFT

B. Campus Selection Data

Total Campus Enroll.	Basis of Eligibility	Campus Low-Income %	Title I, Part A Campus Status	# Students Served on TA Campus	TA Prog Assur	SW Prog Assur	Other
1. Campus: 001– Great Minds H S							
2,219	Feeder Pattern	49.41	SW	1,096	<input type="checkbox"/>	<input checked="" type="checkbox"/>	041and 043 Feeder campuses
2. Campus: 041 – Great Minds J H							
584	Enrollment	52.57	SW	307	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
3. Campus: 042 – Einstein Sixth Grade Campus							
576	Enrollment	56.08	SW	323	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
4. Campus: 043 – Newton J H							
594	Enrollment	46.30	SW	275	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

300901 – Great Minds ISD – Title I, Part A Campus Selection

A. District Data - 300901 – Great Minds ISD

(Documentation of the Source of Low-income data must be maintained locally by the LEA and available to be submitted to TEA upon request.)

District Name: Great Minds ISD
District Title I, Part A Entitlement Amount: \$ 600,000 (Reservations: \$44,600)
District Total Campus Allocation: \$ 555,400
District Total Low-Income Percentage: <input type="text" value="55.51%"/>
Additional Justification:
<input type="text"/>

B. Campus Selection Data

A.	B.	C.	D.	E.	F.	G.	H.
Total Campus Enroll.	Basis of Eligibility	Campus Low-Income %	Title I, Part A Campus Status	# Students Served on TA Campus	# Title I Eligible Students	Per Pupil Amount	Campus Allocation Amount
1. Campus:		001– Great Minds H S				09-12	
2,219	Enrollment	52.50	SW		1,165	211.65	\$ 246,572.25
2. Campus:		041 – Great Minds J H				07-08	
584	Enrollment	52.57	SW		307	196.95	\$ 60,463.65
3. Campus:		042 – Einstien Middle				06-08	
576	Enrollment	56.08	SW		323	196.95	\$ 63,614.85
4. Campus:		043 – Newton J H				07-08	
594	Enrollment	46.30	TA	232	275	196.95	\$ 45,692.40
5. Campus:		103 – Great Minds EL				EE-05	
545	Enrollment	74.86	SW		408	201.40	\$ 82,171.20
6. Campus:		104 – Plato EL				EE-05	
562	Enrollment	60.85	SW		342	151.71	\$ 51,884.82
5,080	TOTALS	55.51			2,820		\$ 555,399.17

$$A * C = F$$

$$\text{SW Campus: } F * G = H$$

$$\text{TA Campus: } E * G = H$$

$$\$555,400 / 2820 = \$196.95 \text{ Average PPA}$$

DRAFT

Total Campus Enroll.	Campus Number	Campus Name	Grade Span	Low- Income %	Basis for Eligibility	Title I, Part A Campus Status	# Students Served on TA Campus	Other	TA Prog Assur	SW Prog Assur	Combined Funds	Per Pupil Amount
LEA Name: Great Divide ISD												
District Total Low Income Percentage: 67.09												
Total District Enrollment: 6,755												
Total # Students Served on Title I, Part A Campuses: 4,931												
438	400905108	Mount Rockwell EL	EE-05	89.95	Residing	SW			No	Yes	Title I A Only	\$440.00
488	400905104	Indian Peak EL	EE-05	84.43	Residing	SW			No	Yes	Title I A Only	\$415.00
559	400905107	Walton Mtn EL	EE-05	81.75	Residing	SW			No	Yes	Title I A Only	\$333.00
681	400905105	Red Eagle Mtn M S	06-08	77.09	Residing	SW			No	Yes	Title I A Only	\$302.00
60	400905002	Early College Sch	09-12	71.67	Residing	NS-TI Eligible			No	No		
427	400905101	Painted Desert EL	EE-05	70.96	Residing	SW			No	Yes	Title I A Only	\$249.00
525	400905103	Iceberg Peak EL	EE-05	63.62	Residing	SW			No	Yes	Title I A Only	\$213.00
1764	400905001	Rocky Mtn H S	09-12	61.22	Residing	NS-TI Eligible			No	No		
521	400905102	Glacier EL	EE-05	60.08	Residing	SW			No	Yes	Title I A Only	\$213.00
768	400905041	Grand Canyon M S	06-08	57.55	Residing	SW			No	Yes	Title I A Only	\$160.00
524	400905106	Split Mtn EL	EE-05	38.01	SWP Prev Yr	SW	45.30	SW 15-16 YR	No	Yes	Title I A Only	\$195.00

2018-2019 ESSA Consolidated Federal Grant Application

Program Budget BS6001 - Program Budget Summary and Support

Statutory Authority: Elementary and Secondary Education Act of 1965, as amended by P .L. 114-95 Every Student Succeeds Act

Part 1: A Available Funding

[View List of SSA Members](#)

Available Funding				
Description	Title I, Part A	Title I, Part C Migrant	Title I, Part D Subpart 1	Title I, Part D Subpart 2
1. LEA SSA Status (NP=not eligible or not applying; SSA=LEA joined SSA)	<input type="radio"/> NP <input type="radio"/> SSA	<input type="radio"/> NP <input type="radio"/> SSA	<input type="radio"/> NP <input type="radio"/> SSA	<input type="radio"/> NP <input type="radio"/> SSA
2. Prior Year Project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. NOGA ID Number				
4. Planning Amount				
5. Final Amount				
6. Carryover				
7. Reallocation				
Total Funds A available				

Original
Planning Amount

Part 2: Budgeted Costs

Budgeted Costs					
Description	Class Object/Code	Title I, Part A	Title I, Part C Migrant	Title I, Part D Subpart 1	Title I, Part D Subpart 2
1. Consolidated Administrative Funds		<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
2. Payroll Costs	6100				
3. Professional and Contracted Services	6200				
4. Supplies and Material	6300				
5. Other Operating Costs	6400				
6. Debt Services	6500				
7. Capital Outlay	6600				
8. Operating Transfers Out	8911				
9. Indirect Costs					
Total Budget Costs					
Total Funds A available Minus Total Costs					
10. Payments to Member Districts of SSA	6493				

Indirect:
Budgeting, HR, Accounting,
Purchasing, Fiscal Activities,
such as Auditing

Part 1: A available Funding

Available Funding				
Description	Title II, Part A	Title III, Part A ELA	Title III, Part A Immigrant	Title IV, Part A SSAEP
1. LEA SSA Status (NP=not eligible or not applying; SSA=LEA joined SSA)	<input type="radio"/> NP <input type="radio"/> SSA	<input type="radio"/> NP <input type="radio"/> SSA	<input type="radio"/> NP <input type="radio"/> SSA	<input type="radio"/> NP <input type="radio"/> SSA
2. Prior Year Project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. NOGA ID Number				
4. Planning Amount				
5. Final Amount				
6. Carryover				
7. Reallocation				
Total Funds A available				

2018-2019 ESSA Consolidated Federal Grant Application

Program Budget BS6001 - Program Budget Summary and Support

Part 2: Budgeted Costs

Budgeted Costs							
Description	Class Object/ Code	Title II, Part A <input type="radio"/> Yes <input type="radio"/> No	Title III, Part A ELA			Title III, Part A Immigrant <input type="radio"/> Yes <input type="radio"/> No	Title IV, Part A SSAEP <input type="radio"/> Yes <input type="radio"/> No
			ELA Program	ELA Admin	ELA Total Budget		
1. Consolidated Administrative Funds		<input type="radio"/> Yes <input type="radio"/> No			<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
2. Payroll Costs	6100						
3. Professional and Contracted Services	6200						
4. Supplies and Material	6300						
5. Other Operating Costs	6400						
6. Debt Services	6500						
7. Capital Outlay	6600						
8. Operating Transfers Out	8911						
9. Indirect Costs							
Total Budget Costs							
Total Funds A vailable Minus T otal Costs							
10. Payments to Member Districts of SSA	6493						

2% Cap on Direct Admin;
Indirect Costs are not capped at 2%; it follows the approved rate, as long as it's reasonable and necessary.

2018-2019 ESSA Consolidated Federal Grant Application

Program Budget BS6101 - Payroll Costs

Part 1: Number of Positions

If Federal Programs Director is serving different titles, then show it throughout programs.

Compare the 17-18 application when filling out the 18-19 application.

Positions #1-4 are considered District Positions.

A. Commonly Allowed Positions									
Position Title	Title I, Part A	Title I, Part C Migrant	Title I, Part D Subpart 1	Title I, Part D Subpart 2	Title II, Part A	Title III, Part A ELA	Title III, Part A Immigrant	Title IV, Part A-SSAEP	
1. Federal Program Director (012)(6119/614X)									
2. Instructional Officer (012)(6119/614X)									
3. Teacher Supervisor (028)(6119/614X)									
4. Teacher Facilitator (041)(6119/614X)									
5. Supplemental Counselor (008)(6119/614X)									
6. Parent Involvement Liaison (058)(6119/614X)(033)(6129/614X)									
7. Teacher (029)(6112/6119/614X)									
8. Summer School Teacher (029)(6112/6119/614X)									
9. Educational Aide (033)(6129/614X)									
10. Tutor (058/080)(6119/614X)									
11. Migrant Service Coordinator Staff (058/080)(6119/614X)(033)(6129/614X)									
12. School/Home Community Liaison for Migrant Program (058/080)(6119/614X)(033)(6129/614X)									
13. District-wide NGS Data Specialist (058/080)(6119/614X)(033)(6129/614X)									
14. Recruiter for Migrant Program (058/080)(6119/614X)(033)(6129/614X)									

B. Other Positions

TEA Use Only: ☐ Approved ☐ Not Approved

1. Position Title: Number of Positions:

Justification (job description, responsibilities):

Specify beginning date for position. Cannot start before application is approved.

Percent of Salary Paid Out of Each							
Title I, Part A	Title I, Part C Migrant	Title I, Part D Subpart 1	Title I, Part D Subpart 2	Title II, Part A	Title III, Part A ELA	Title III, Part A Immigrant	Title IV, Part A-SSAEP
%	%	%	%	%	%	%	%

☐ Confirmation of Payroll Requirements:
The grantee certifies the federally funded portion of this position and duties are reasonable, necessary, allowable and allocable under the applicable federal fund source. The grantee further certifies that it is in compliance with the federal supplement, not supplant provision applicable to each federal fund source. The grantee assures the grant-funded portion of this position and duties meet the purpose, goals, and objectives of the federal fund source. Documentation must be maintained locally by the grantee that clearly demonstrates the allowable and supplemental nature of the position, as required by each federal fund source, and will provide such documentation to TEA upon request.

eGrants
TEXAS EDUCATION AGENCY
SAS#: ESSAAA19

Organization:
Campus/Site:
Vendor ID:

County District:
ESC Region:
School Year: 2018-2019

2018-2019 ESSA Consolidated Federal Grant Application

Program Budget BS6101 - Payroll Costs

Part 2: Substitute, Extra-Duty , Benefits

Substitute, Extra-Duty , Benefits	Title I, Part A	Title I, Part C Migrant	Title I, Part D Subpart 1	Title I, Part D Subpart 2	Title II, Part A	Title III, Part A ELA	Title III, Part A Immigrant	Title IV, Part A- SSAEP
1. For Schoolwide Personnel (includes staff salary, extra-duty pay/beyond normal hours, and substitutes for staff positions at schoolwide campuses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Extra-Duty Pay/Beyond Normal Hours for Positions Not Indicated Above	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Substitutes for Public and Charter School Teachers Not Indicated Above in Line 7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2018-2019 ESSA Consolidated Federal Grant Application

 Program Budget
 BS6234 - Budget Support

☐ No 6200, 6300, 6400 Costs Budgeted.

Part 1: 6200 – Itemized Professional a

 If Title III is only for 6100s,
 then click this button.

A. Class/Object Code Costs

Description	Class/Object Code	Title III, Part A ELA	Title III, Part A Immigrant
1. Professional and Consulting Services.	6219, 6239, 6291		

B. LEA Assurances

- ☐ LEA assures no Title III, Part A ELA costs require specific approval (no costs budgeted above and 6200 costs are entered in BS6001).
- ☐ LEA assures no Title III, Part A Immigrant costs require specific approval (no costs budgeted above and 6200 costs are entered in BS6001).
- ☐ LEA assures remaining budget (BS6001, 6200 costs minus amount above) do not require specific approval for Title III, Part A ELA.
- ☐ LEA assures remaining budget (BS6001, 6200 costs minus amount above) do not require specific approval for Title III, Part A Immigrant.

Part 2: 6300 – Itemized Supplies and Materials

A. LEA Assurances

- ☐ LEA assures the budget in BS6001, 6300 costs do not require specific approval for Title III, Part A ELA.
- ☐ LEA assures the budget in BS6001, 6300 costs do not require specific approval for Title III, Part A Immigrant.

Part 3: 6400 – Itemized Other Operating Costs

A. Class/Object Code Costs

Description	Class/Object Code	Title III, Part A ELA	Title III, Part A Immigrant
1. Out-of-State Travel for Employees. Must be allowable per Program Guidelines. LEA will keep documentation locally.	6411		
2. Travel for Students to Conferences (does not include Field trips). Requires authorization in writing.	6412		
3. Educational Field Trip(s). Must be allowable per Program Guidelines. LEA will keep documentation locally.	6412, 6494		
4. Stipends for Non-employees other than those included in 6419.	6413		
5. Non-Employee Costs for Conferences. Requires authorization in writing.	6419		

B. LEA Assurances

- ☐ LEA assures no Title III, Part A ELA cost requires specific approval (no costs budgeted above and 6400 costs are entered in BS6001).
- ☐ LEA assures no Title III, Part A Immigrant cost requires specific approval (no costs budgeted above and 6400 costs are entered in BS6001).
- ☐ LEA assures that remaining budget (BS6001, 6400 costs minus amount above) in 6400 does not require specific approval for Title III, Part A ELA.
- ☐ LEA assures that remaining budget (BS6001, 6400 costs minus amount above) in 6400 does not require specific approval for Title III, Part A Immigrant.

Schedule Status:

Formula

Application ID:



Organization:
Campus/Site:
Vendor ID:

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2018-2019 ESSA Consolidated Federal Financial Report

Program Budget
BS6234 - Budget Summary

Everyone must fill out
these section.

Part 4: Program Evaluation and Assessment of Needs

Help

Is the LEA planning any field trips, out-of-state travel or hosting of a conference with any of the following fund sources?
fund source, LEA will keep documentation locally .

If Yes for any

Fund Source	Field Trips	Out-of-State Travel	Hosting a Conference
1. Title I, Part A	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
2. Title I, Part C	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
3. Title I, Part D, Subpart 1	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
4. Title I, Part D, Subpart 2	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
5. Title II, Part A	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
6. Title III, Part A ELA	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
7. Title III, Part A Immigrant	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
8. Title IV, Part A SSAEP	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No

Schedule Status:

Formula

Application ID:



SAS#: ESSAAA19

Organization:
Campus/Site:
Vendor ID:

County District:
ESC Region:
School Year: 2018-2019

2018-2019 ESSA Consolidated Federal Grant Application

Program Budget BS6501 - Debt Service

☐ No Debt Services Budgeted

Part 1: Capital Lease - Purchase Principal and Interest

Class/Object Code and Description		Title I, Part A	Title I, Part C Migrant	Title I, Part D Subpart 1	Title I, Part D Subpart 2	Title II, Part A	Title III, Part A ELA	Title III, Part A Immigrant	Title IV, Part A-SSAEP
1.Capital Lease-Principal	6512								
2.Capital Lease-Interest	6522								
3.Interest on Debt	6523								
Total Costs		0	0	0	0	0	0	0	0

Part 2: Description of Property with Justification (All Fields are required for each row .)

Property

<input type="checkbox"/>	1. Property Description 2018:		Property Value:
	<input type="text"/>		<input type="text"/>
	Fund Source: <input type="text" value="Select One"/>	Contract Date: <input type="text"/> to: <input type="text"/>	9 Digit Campus Number: <input type="text"/>

Schedule Status:

Formula

Application ID:

eGrants
TEXAS EDUCATION AGENCY
SAS#: ESSAAA19

Organization:
Campus/Site:
Vendor ID:

Capital Outlay threshold is usually \$5K per item, unless the district's threshold is lower. Do not write specific brand names; keep it generic.

2018-2019 ESSA Consolidated Federal Budget

Program Budget
BS6601 - Capital Outlay

☐ No Capital Outlay Budgeted

Part 1: Furniture, Equipment, Vehicles or Software - Regardless of Unit Cost

Generic Items

1. Item Description:

Number of Units:

Fund Source:

9 Digit Campus Number:

Describe How the Item Will Be Used to Accomplish the Objective of the Program:

Part 2: Capital Expenditures

Expenditures	Title I, Part A	Title I, Part C Migrant	Title I, Part D Subpart 1	Title I, Part D Subpart 2	Title II, Part A	Title III, Part A ELA	Title III, Part A Immigrant	Title IV, Part A - SSAEP
1. Library Books and Media (Capitalized and Controlled by Library)								
2. Capital Expenditures for Additions, Improvements, or Modifications to Capital Assets Which Materially Increase Their Value of Useful Life (not ordinary repairs and maintenance)								
Total Costs								

Read them all!!!
Migrant in particular has a lot of changes.

2018-2019 ESSA Consolidated Federal Grant Application

Provisions Assurances
CS7000 - Provisions, Assurances and Certifications

Provisions, Assurances and Certifications

1. <input type="checkbox"/> I certify my acceptance and compliance with all General and Fiscal Guidelines.	General and Fiscal Guidelines
2. <input type="checkbox"/> I certify my acceptance and compliance with all Program Guidelines.	Program Guidelines
3. <input type="checkbox"/> I certify my acceptance and compliance with all General Provisions and Assurances requirements.	General Provisions and Assurances
4. <input type="checkbox"/> I certify my acceptance and compliance with all Every Student Succeeds Act (ESSA) Provisions and Assurances requirements.	ESSA Provisions and Assurances
5. <input type="checkbox"/> I also certify my acceptance and compliance with all Debarment and Suspension Certification requirements.	Debarment and Suspension Certification
6. <input type="checkbox"/> I certify my acceptance and compliance with all Program-Specific Provisions and Assurances requirements.	Program-Specific Provisions and Assurances
7. Choose the appropriate response for Lobbying Certification:	
a. <input type="checkbox"/> I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance and compliance with all Lobbying Certification requirements.	Lobbying Certification
b. <input type="checkbox"/> This organization spends non-federal funds on lobbying activities and has attached the required OMB Disclosure of Lobbying Activities form, as described below.	
<p>Instructions for completing and attaching the Disclosure of Lobbying Activities form.</p> <ul style="list-style-type: none"> To complete the online form, follow the instructions on Page 2 of the form. Click the Print button on the bottom of Page 1. Sign the form. Scan the signed form. Save the scanned form to your desktop. Use the Attach File button on the Table of Contents page to attach your signed form to this eGrants application. 	