REQUEST FOR APPLICATION

Program Guidelines

2016-2017 No Child Left Behind Consolidated Application for Federal Funding

Authorized by the No Child Left Behind Act of 2001, Public Law 107-110

Application Closing Date—5:00 p.m., Central Time
September 1, 2016
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Introduction to the Program Guidelines

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

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

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

 Requirement for User Name and Password

To access eGrants and apply for this grant, you must have access to the Texas Education Agency Secure Environment (TEASE). In the near future, eGrants access will migrate from TEASE to the

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

2 Grantee is defined as the legal entity to which a grant is awarded and that is accountable to the federal government for the use of the funds provided. The term “grantee” does not include any secondary recipients, such as subgrantees and contractors that may receive funds from a grantee. (34 CFR 77)

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

4 Subgrantee is defined by TEA to be the same as a subrecipient which is defined as a non-federal entity that receives a subaward from a pass-through entity to carry out part of a federal program; but does not include an individual that is a beneficiary of such program. (2 CFR 200.93)
Subgrantee is defined in 34 CFR 77 as the legal entity to which a subgrant is awarded and that is accountable to the grantee for the use of the funds provided.
new secure environment, TEA Login (TEAL). Follow these steps to apply for user names and passwords on both TEASE and TEAL:

1. Visit the [Access to TEA Secure Applications](#) page of the TEA website. Select [Request New Account](#) to begin the process of applying for a TEASE account online.

2. Visit the [TEA Login (TEAL)](#) page of the TEA website. Select [Request New User Account](#) to begin the process of applying for a TEAL account online.

3. Once you have been assigned a TEASE account, visit the [Add/Modify Application](#) page of the TEA website to apply for eGrants access.

The Grant Management Handbook, posted on the [Administering a Grant](#) page of the TEA website, includes detailed instructions on applying for TEASE, TEAL, and eGrants access.

**Application Submission through eGrants**

Submit the application for these grant programs electronically through the TEA eGrants system. Refer to the [General and Fiscal Guidelines](#) for more specific information about accessing eGrants and obtaining the required TEASE user ID and password.

Applications must be submitted as follows:

- Those submitted by public LEAs must be signed electronically by the superintendent of the school district or a designee.

- Applications submitted by regional Education Service Centers (ESCs) must be signed electronically by the executive director or a designee.

- Applications submitted by open-enrollment charter schools must be signed electronically by the chief operating officer of the school or a designee.

- Campuses and campus charter schools must apply through their public school district, and the application must be signed electronically by the superintendent or designee.

**Adding Attachments**

The instructions in the following sections describe how to attach files to an eGrants application.

**General Instructions**

The size of each attachment cannot exceed 10MB. If you have a larger file, use a different scanning setting or zip the file to make it take up less space.

The only supported browser is Internet Explorer. If you are using another browser, please change to Internet Explorer before attaching files.

Documents only need to be attached once. Do not attach duplicate documents with each amendment. Only attach more than once if the attachment is being revised.
Naming Attachments

Name the files you are going to attach with no spaces (for example, outofstatetravel.doc or field_trip.doc). Use a meaningful name that identifies the specific document.

Make sure that each attachment has a file extension (.pdf, .doc, .rtf, .xls, .bmp, .zip, .txt).

Note that attachments with very long names may not be able to be uploaded. If you have difficulty, try renaming the file and starting over.

Scanning Documents

If a document must be scanned to create an electronic copy, use the following hints to ensure that the document size is as small as possible:

- Use an OCR or DPI setting of 200 DPI.
- Try to avoid creating .jpg files. If possible, create PDF documents with the scanner.

Zipping Files

If your files are too large, add them to a zip file to save space (download a free version of WinZip and find instructions on creating zip files).

Attaching Files to an eGrants Application

1. Ensure that the security level for your internet browser is set to Medium (Tools > Internet Options, Security tab).
2. Ensure that the document is saved on your computer, using the naming instructions above.
3. On the Grant Menu page, select Attach File. The required attachments are listed and described at the top of the dialog box. If you are attaching a document that is not listed, check Other.
4. In the Add Attachments pane, select the title of the attachment from the list, or if you selected Other above, type in the title.
6. Select Attach.
7. Select Refresh to see the name of the document in the Documents Submitted in This Version pane. If the attachment does not appear, you may have to rename your document with a shorter name and start over.
8. Repeat this process to attach all your documents.
Reference to the General and Fiscal Guidelines

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

Applicant Assistance

The following types of assistance are available to applicants for this grant program.

Contacts for Clarifying Information

See the General and Fiscal Guidelines, TEA Contacts.

Funding Contact

Division of Grants Administration
Grants@tea.texas.gov
Phone: (512) 463-8525
Fax: (512) 463-9811

Program Contacts

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

Title I, Part A; Title I, Part D, Subpart 1; Title I, Part D, Subpart 2

Division of Federal and State Education Policy
NCLB@tea.texas.gov
Phone: (512) 463-9414
Fax: (512) 463-9560

Title I, Part C—Migrant; Title III, Part A, Immigrant; Title III, Part A, LEP

Curriculum Division
curriculum@tea.texas.gov
Phone: (512) 463-9581
Fax: (512) 463-8057

Title II, Part A

Division of Educator Leadership & Quality
Phone: (512) 463-0961
Fax: (512) 463-7795

Errata Notices

See the General and Fiscal Guidelines, Errata Notices.
Email Bulletins
See the General and Fiscal Guidelines, Email Bulletins.

Grant Timeline

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

Grant at a Glance

This section provides fundamental information pertinent to the grant program.

Authorizing Legislation

The programs included in this consolidated grant application are authorized by the No Child Left Behind Act of 2001 (NCLB), Public Law (P.L.) 107-110.

Application Funding

See the following sections of the General and Fiscal Guidelines:

- Continuation Funding
- Use of Funds
- Fund Management

Limitation of Administrative Funds

See the General and Fiscal Guidelines, Administrative Costs.

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

- Title II, Part D: 3% (no allocations; for REAP purposes only)
- Title III, Part A, LEP: 2%
- Title IV, Part A: 2% (no allocations; for REAP purposes only)

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

Indirect Costs

The grantee may claim a maximum for indirect costs equal to their current approved restricted indirect cost rate for this federally funded grant.
Refer to the Indirect Cost Handbook, posted in the Handbooks and Other Guidance section of the Division of Grants Administration Administering a Grant page for more information on indirect costs and the correlation to the supplement, not supplant provision.

Use the Maximum Indirect Costs Worksheet, posted on the Division of Federal Fiscal Compliance and Reporting Indirect Cost Rates page, to calculate the maximum indirect costs that can be claimed for a grant.

**Maintenance of Effort**

Public Law 107–110, Section 9521 states that “a local educational agency may receive funds under a covered program for any fiscal year only if the state educational agency finds that either the combined fiscal effort per student or the aggregate expenditures of such agency and the state with respect to the provision of free public education by such agency for the preceding fiscal year was not less than 90% of such combined fiscal effort or aggregate expenditures for the second preceding fiscal year.”

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

**Pre-Award Costs**

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

Pre-award costs are not permitted for this grant.

Only new open-enrollment charter schools may request pre-award, please refer to the No Child Left Behind (NCLB) Planning Amounts for Newly Opened Charters letter for further instructions.

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**Programs Included in the Consolidated Application**

**Title I, Part A—Improving Basic Programs Operated by LEAs**

**US Department of Education Appropriations**

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

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<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total funds available for this project</td>
<td>Approximately $1,303,069,998</td>
</tr>
<tr>
<td>Category</td>
<td>Amount</td>
</tr>
<tr>
<td>---------------------------------------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>Percentage to be financed with federal funds</td>
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<tr>
<td>Amount of federal funds</td>
<td>Approximately $1,303,069,998</td>
</tr>
<tr>
<td>Percentage to be financed from nonfederal sources</td>
<td>0%</td>
</tr>
<tr>
<td>Amount of nonfederal funds</td>
<td>$0</td>
</tr>
</tbody>
</table>

**Eligible Applicants**

Local educational agencies (LEAs) in Texas are eligible to apply for a grant under NCLB Consolidated, Title I, Part A.

**Intent and Purpose**

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

It is recommended that all Title I, Part A, campuses have a school support team consisting of two to three members as appropriate to monitor program compliance and effectiveness. The campus site-based decision-making committee or other existing committee could provide the school support team function.

The school support team should verify effectiveness of the General Program Requirements and Schoolwide Requirements or Targeted Assistance Requirements stated below.

**Intended Program Beneficiaries**

The intended program beneficiaries are students who experience difficulties mastering the state academic achievement standards.

**General Program Requirements**

**All LEAs**

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

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

2. Title I, Part A, participating LEAs are required to annually submit comparability data by conducting comparability testing on an electronic form provided by TEA- the Title I, Part A Comparability Computation Form (CCF).
All Campuses

All Title I, Part A, campuses must do the following:

1. Implement Parents’ Right-to-Know in accordance with P.L. 107–110, Section 1111(h)(6)
2. Develop school-parent compacts jointly with parents
3. Provide information to parents in the language parents understand
4. Develop an LEA and campus parent involvement policies
5. Implement Section 1304.21 of the Head Start Standards if implementing preschool programs
6. Integrate and coordinate Title I, Part A, professional development and services with other educational services and programs
7. Provide additional assistance to students identified as needing help in meeting the state’s challenging student academic achievement standards
8. Ensure that all new teachers hired on the campus to teach core academic subjects are qualified when hired
9. Include in the Campus Improvement Plan (CIP) strategies and activities to ensure that all core academic subject area teachers teaching within the school are qualified

Schoolwide Campuses

The CIP of a Schoolwide Campus must do the following:

1. Incorporate the requirements of a Schoolwide Plan as cited in P.L. 107–110, Section 1114(b)
2. Clearly incorporate the ten components of an SWP
3. Describe how the school will use Title I, Part A, resources and other sources to implement the ten components
4. Include a list of state and federal programs whose funds will be consolidated to implement an SWP

For schoolwide programs, LEAs may consolidate:
- Title I, Part A, funds only
- Only federal sources
- State, local, and federal sources

All grants in the NCLB Consolidated Application may be consolidated on a schoolwide campus with the exception of Title I, Part C-Migrant. LEAs must have special permission from the Agency to add Title I, Part C-Migrant, to the consolidation. There are some other federal and state grants that have restrictions with consolidation; please read grant rules and regulations before consolidating these grants.
For additional information on SWPs, refer to Schoolwide Programs under the Federal Flexibility Initiative on the Grants page.

5. Describe how the intent and purposes of the federal programs whose funds are consolidated on a schoolwide campus are met

6. Include sufficient activities to address the needs of the intended beneficiaries of the federal programs whose funds are consolidated on a schoolwide campus for upgrading the entire education program

**Targeted Assistance Campuses**

A Title I, Part A, TAP must do the following:

1. Implement the eight components of a TAP

2. Include in the CIP the student eligibility criteria used for identifying Title I, Part A, students—students who are failing or most at risk of failing to meet the state’s student performance standards

   The campus must use multiple (at least two), educationally related, objective criteria established by your organization.

3. Describe in the CIP how Title I, Part A, funds are spent on effective methods and instructional strategies that are based on scientific research for participating Title I, Part A, students

**Allowable Activities and Use of Funds**

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

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

**SWPs**

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

**TAPs**

In targeted assistance schools, you may only use Title I, Part A, funds to meet the needs of children identified as being in the greatest need of services. Students must be selected using multiple, educationally-related, objective criteria established by your organization. In a TAP, the program, activity, or strategy must be supplemental.
Regardless of which types of Title I, Part A, program you operate, it is possible that some Title I, Part A, administrative, professional development, parental involvement, or even instructional activities are conducted through the central office. You must be able to respond appropriately to and maintain documentation for each of the following questions to determine whether an expenditure would be allowable:

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

2. What need, as identified in the comprehensive needs assessment, does the capital expenditure address? Explain how the capital expenditure addresses this need.

3. Provide the description, as written in the campus or district improvement plan, of the program, activity, or strategy that will be addressed by the capital expenditure requested. How would the program, activity, or strategy be funded if the Title I, Part A, funds are not available?

4. How will the expenditure be evaluated to measure a positive impact on student achievement?

5. If for a schoolwide campus, how will the expenditure upgrade the entire educational program on the campus?

6. How is the expenditure supplemental to other nonfederal programs?

Specific examples of allowable uses of funds are in the Title I, Part A, Program Description schedule, but generally, allowable uses of funds include the following:

- Research-based mathematics programs, activities, or strategies
- Research-based reading or language arts programs, activities, or strategies
- Research-based science programs, activities, or strategies
- Research-based social studies programs, activities, or strategies
- Research-based writing programs, activities, or strategies
- Research-based arts programs, activities, or strategies
- Research-based foreign language programs, activities, or strategies
- Research-based individualized instruction programs, activities, or strategies
- Research-based small-group instruction programs, activities, or strategies
- Professional development
- Tutorials
- Computer-aided instruction
- Extended-learning opportunities
- Parent involvement programs, activities, or strategies

**Field Trips**

Field trips may be funded under the grant program with the following conditions:
- is identified in the Comprehensive Needs Assessment (CNA);
- is included in the Campus Improvement Plan (CIP);
- is allocable, reasonable, and necessary to carry out the intent and purpose of the grant program;
- includes an instructional activity or activities that cannot be conducted through interactive activities in the classroom or on campus;
- will result in a positive impact on student achievement;
- includes instruction that addresses the Texas Essential Knowledge and Skills (TEKS); and
- includes an evaluation of the field trip that measures the impact on student achievement.

The LEA must keep documentation on each field trip that demonstrates alignment with the requirements listed above.

Field Trips will require a written justification form. To access the Field Trips Justification form, refer to the Administering a Grant page.

**Out-of-State Travel**

Out-of-state travel costs are allowable. Out-of-state travel costs should be minimal, reasonable and necessary to meet the intent and purpose of the grant program. Grantees must retain documentation that participation of an individual in a conference is necessary for the project. Travel costs are allowable as long as the expenses for transportation, lodging, subsistence, and related items are only incurred by employees on official business of the grantee and follow the grantee's regular business operations and written travel policy.

Out-of-state travel will require a written justification form. To access the out-of-state travel justification form, refer to the Administering a Grant page.

The Title I, Part A, policy guidance document describes other general uses of Title I, Part A, funds for items such as salaries, rent, maintenance, mobile vans, and equipment.

See the Allowable Cost and Budgeting Guidance section of the Administering a Grant page for general guidance on allowable activities and use of funds.

**Unallowable Activities**

**Advisory Council**

An advisory council may not be funded under the grant program.

**Cost of Membership in Any Civic or Community Organization**

The cost of membership in any civic or community organization may not be funded under the grant program.
Hosting or Sponsoring of Conferences

Conferences may not be hosted or sponsored under the grant program until further guidance is available from USDE.

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

Travel costs for officials such as the executive director, superintendent, or board members may not be funded under the grant program until further guidance is available from USDE.

Supplement, Not Supplant

For supplement, not supplant guidance, see the Supplement, Not Supplant Handbook on the Division of Grants Administration Administering a Grant page.

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

Shared Services Arrangement

Shared Services Arrangements (SSAs) are allowed as part of the grant program. An LEA has the flexibility to join an SSA or not regardless of how the LEA applies for its Title I, Part A, funds.

Equitable Access and Participation

You are required to report on equitable access and participation to apply for this grant program.

Title I, Part A, Section 1120, Participation of Children Enrolled in Private Schools

Private School Participation

To the extent consistent with the number of eligible children identified under Title I, Part A, Section 1115(b) in your organization’s school attendance area who are enrolled in private elementary schools and secondary schools, your organization must conduct timely and meaningful consultation with appropriate private school officials. After this consultation, you must provide these children equitable access to special educational services or other benefits (such as dual enrollment, educational radio and television, computer equipment and materials, other technology, and mobile educational services and equipment) that address their needs, and you must ensure that teachers and families of the children participate, on an equitable basis, in services and activities developed pursuant to Section 1118.

Such educational services or other benefits, including materials and equipment, must be secular, neutral, and nonideological.

Equitable Services

Educational services and other benefits for such private school children must be equitable in comparison to services and other benefits for participating public school children and must be provided in a timely manner.

Expenditures for educational services and other benefits to eligible private school children must be equal to the proportion of funds allocated to participating school attendance areas based on the number of children from low-income families who attend private schools, which you may determine each year or every two years.
You may provide services under this section directly or through contracts with public and private agencies, organizations, and institutions.

**Consultation**

To ensure timely and meaningful consultation, you must consult with appropriate private school officials during the design and development of your programs, on issues such as the following:

- How the children’s needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How the services will be academically assessed, and how the results of that assessment will be used to improve those services
- What size and scope of the equitable services are to be provided to the eligible private school children, and what proportion of funds allocated under subsection (a)(4) for such services
- What method or sources of data are to be used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private schools
- How and when you will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers
- How, if you disagree with the views of the private school officials on the provision of services through a contract, you will provide in writing to private school officials an analysis of the reasons why you have chosen not to use a contractor
- How the LEA will ensure that any services provided through a third-party provider will meet the program requirements, including having a written, signed contract or agreement with the provider in which services are described in sufficient detail—including the separation of administrative and program costs—to determine that statutory requirements of the program will be met

Such consultation must include meetings of your organization’s and private school officials and must occur before you make any decision that affects the opportunities of eligible private school children to participate in programs under this part. Such meetings must continue throughout implementation and assessment of services provided under this section.

Such consultation must include a discussion of service delivery mechanisms you can use to provide equitable services to eligible private school children.

**Private Nonprofit School Calculation of Fair Share**

- Expenditure of funds made by an LEA for private nonprofit school children and teachers must be equal on a per-pupil basis to the amount of funds expended for participating public school children and teachers, taking into account the number and educational needs of those children and their teachers.
- When federal funds to which the Private Nonprofit School provision applies are used by an LEA to concentrate projects on a particular group, attendance area, grade, or age level, children in private nonprofit schools who are included within the group, attendance area,
grade, or age level selected for the same concentration must be assured equitable participation in the purposes and benefits of such programs and projects.

- Before determining equal expenditures, the LEA must pay for the reasonable and necessary administrative costs of providing services to children attending public and private nonprofit schools and to their teachers from the LEA’s total allocation.

- The fair share amount of expenditures is calculated by adding the number of low-income public school students participating in grant activities and the number of low-income students enrolled in participating private nonprofit schools. (If a grantee asserts that, during the course of the grant program, every public school child has the potential to participate, then the total enrollment of participating public schools may be counted.)

- The total amount available is divided by the summed number of children from low-income families in public and private nonprofit schools to calculate a per-pupil amount. Multiply the per pupil amount by the number of students enrolled in the participating private nonprofit schools. This amount must be offered for the benefit of the participating private nonprofit schools as the “fair share” amount.

**Documentation**

You must maintain in your records and provide to the TEA Division of Federal and State Education Policy, by the designated deadline, a written affirmation signed by officials of each participating private school that the consultation required by this section has occurred. If such officials do not provide affirmation within a reasonable period of time, you must forward the documentation that such consultation has taken place to the TEA Division of Federal and State Education Policy.

**Equitable Services Worksheet**

- **Equitable Services Worksheet**

**Title I, Part C—Education of Migratory Children**

**US Department of Education Appropriations**

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

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<tr>
<td>Amount of nonfederal funds</td>
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**Eligible Applicants**

LEAs in Texas are eligible to apply for a grant under NCLB Consolidated, Title I, Part C.

**Intent and Purpose**

The purpose of the Title I, Part C-Migrant Education Program (MEP) is to do all of the following:
1. Support high-quality and comprehensive educational programs for migratory children to help reduce the educational disruptions and other problems that result from repeated moves.

2. Ensure that migratory children who move among the states are not penalized in any manner by disparities among the states in curriculum, graduation requirements, and state academic content and student academic achievement standards.

3. Ensure that migratory children are provided with appropriate educational services (including supportive services) that address their special needs in a coordinated and efficient manner.

4. Ensure that migratory children receive full and appropriate opportunities to meet the same challenging state academic content and student academic achievement standards that all children are expected to meet.

5. Design programs to help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to do well in school, and to prepare such children to make a successful transition to postsecondary education or employment.

6. Ensure that migratory children benefit from state and local systemic reforms (NCLB Title I, Part C).

**Intended Program Beneficiaries**

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

**General Program Requirements**

1. All Migrant Education Program grant recipients must operate and implement the program in accordance with all Provisions and Assurances of Title I, Part C.

2. For each required activity, the LEA is responsible for maintaining written documentation on file at the district level to support the implementation of each activity.

**Note:** Because this is a consolidated application, activities checked off on the application are representative of SSAs. It is the responsibility of the fiscal agent to maintain documentation on file for activities carried out by each member district.

3. The LEA is responsible for incorporating all MEP activities, services, plans, and guidelines into a migrant-specific section of the District Improvement Plan (DIP) and updating it on a yearly basis.

4. MEP activities shall be used to do the following:
   - To meet the identified needs of migratory children that result from their migratory lifestyle, and to permit these children to participate effectively in school.
   - To address the unique needs of migratory children that are not addressed by services available from other federal or nonfederal programs, except that migratory children who are eligible to receive services under Title I, Part A, may receive those services through funds provided under that part.
5. In providing services with Title I, Part C, funds, LEAs shall give priority to serving Priority for Service (PFS) migratory children with MEP funds before using migrant funds to address the needs of other migratory children. PFS students are defined as those (1) who are failing or most at risk of failing to meet the state’s challenging academic content and achievement standards and (2) whose education has been interrupted during the regular school year.


7. The identification and recruitment of all eligible migratory children and youth residing in the district must be conducted on a year-round basis and done in accordance with the Texas Manual for the Identification and Recruitment of Migrant Children and must be documented in each district’s Identification and Recruitment (ID&R) Plan. Annual residency verification of eligible migrant students must be completed in accordance with the procedures outlined in the aforementioned manual.

8. In planning, implementing, and evaluating its MEP activities, the LEA assures that the unique educational needs of migratory children will be identified and addressed. A local migrant-specific needs assessment that meets the requirements of Section 1306 and a plan for delivering all services checked off on the NCLB Consolidated Application must be incorporated into the DIP.

9. The district’s MEP will provide for advocacy and outreach activities for migratory children and their families, including coordination to allow them to gain access to other education, health, nutrition, and social services (Migrant Services Coordination).

10. To ensure parental participation in the MEP, the migrant-funded LEA will establish an LEA-wide migrant parent advisory council (PAC) which will be elected by the parents of eligible migrant students and which will be composed of a majority of such parents. PAC meetings must be conducted in a format and language that is understandable to migrant parents. To ensure full parent participation, PAC meetings should be held at times convenient for the migrant parents and transportation and childcare should be offered.

**Note:** In the case of migrant-funded SSAs, the fiscal agent will establish an SSA-wide migrant parent advisory council elected by migrant parents from the respective districts in the SSA.

11. In planning, implementing, and evaluating the MEP, there has been and will be adequate provision for addressing the unmet needs of preschool migratory children, as well as the identification and recruitment of such children.

12. The district’s MEP will provide information regarding family literacy programs.

**Unique Educational Needs of Migrant Children**

The Texas MEP has identified the unique educational and educationally-related needs of migratory children through its Statewide Comprehensive Needs Assessment. The identified needs specific to migrant children and youth in Texas are as follows:

1. First-graders must develop adequate skills for promotion to Grade 2 (Preschool-Grade 1).
2. Students who failed the statewide student assessment must participate in summer statewide student assessment remediation (Grades 3-11).

3. Middle school students must use and apply effective learning and study skills (Grades 6-8).

4. Middle school students must have timely attention and interventions (Grades 6-8).

5. Middle school students must have the necessary homework assistance and tools (Grades 6-8).

6. Secondary students must earn the required core credits for on-time graduation (Grades 7-12).

7. Secondary students must make up missing coursework due to late enrollment and/or early withdrawal (Grades 7-12).

8. Students migrating out of Texas in summer months must be served in summer migrant programs through the efforts of interstate coordination (all grade levels).

**Allowable Activities and Use of Funds**

Recipients of MEP funds will perform all state-identified program functions, such as identification and recruitment, data collection into the NGS, and establishment of a migrant PAC.

Title I, Part C-Migrant statute requires the following:

1. The activities and services your organization funds must align with the results of the statewide comprehensive needs assessment and the requirements of the statewide service delivery plan.

2. You must first use MEP funds to meet the identified needs of migrant children that result from their migratory lifestyle and to permit these children to participate effectively in school.

3. You must use MEP funds to meet the unique needs of migrant children that are not addressed by services available from other federal or nonfederal programs.

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

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

2. What need, as identified in the comprehensive needs assessment, does the capital expenditure address? Explain how the capital expenditure addresses this need.

3. How will the expenditure be evaluated to measure a positive impact on student achievement?

4. How is the expenditure supplemental to other federal and nonfederal programs?
Although you may spend MEP funds on many types of allowable activities, some of these activities do not constitute a service (for example, identification and recruitment or parental involvement activities).

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

- Directly benefit a migrant child
- Address a need of a migrant child consistent with the state MEP comprehensive needs assessment and service delivery plan
- Are grounded in scientifically based research, or in the case of support services, are allowed under the state MEP service delivery program
- Are designed to enable the program to meet its measurable outcomes and contribute to the achievement of the state’s performance targets

Because migrant student success is the overarching goal of the MEP, services are a vital aspect of the program. In providing services, priority must be given to migrant children who are failing or are most at risk of failing to meet the state’s challenging academic content and achievement standards and whose education has been interrupted during the regular school year.

In general, LEAs may use MEP funds for the following:

- Instructional services (for example, activities for preschool-age children and instruction in elementary and secondary schools, such as tutoring before and after school)
- Support services (for example, acting as an advocate for migrant children, providing access to health and social service providers, or providing migrant families with necessary supplies)
- Professional development (for example, training programs for school personnel to enhance their ability to understand and appropriately respond to the needs of migrant children)
- Migrant PAC and other migrant parental involvement activities
- ID&R
- NGS
- Coordination activities with other agencies, both within the state and with other states nationwide, including the transfer of student records
- Comprehensive needs assessment (CNA) activities
- Evaluation of the MEP

Field Trips

Educational field trips may be funded under the grant program. Each field trip must address a documented, unmet migrant-specific need. Costs for the field trip must be reasonable. Any entrance fees and transportation costs must be reasonable in comparison to the intended objectives of the trip. See the Allowable Cost and Budgeting Guidance section of the Administering a Grant page for further clarification of field trips.

Only the following types of field trips are allowable and must be approved by TEA:
Educationally related field trips which support the Texas Essential Knowledge and Skills (TEKS)

Participation in summer student youth leadership forums/institutes/programs

Visits to colleges and universities to encourage interest in the pursuit of higher education

Field trips will require a written justification form. To access the field trip form, refer to the Administering a Grant page.

Advisory Council

An advisory council may be funded under the grant program. Only the following types of advisory councils are allowable:

- Establishment of and participation in a district-wide Migrant Parent Advisory Council (PAC)
- Establishment of and participation in a region-wide Migrant Parent Advisory Council (PAC)

Out-of-State Travel

Out-of-state travel costs are allowable. Out-of-state travel costs should be minimal. Travel costs are allowable as long as the expenses for transportation, lodging, subsistence, and related items are only incurred by employees on official business of the grantee and follow the grantee’s regular business operations and written travel policy. See the Allowable Cost and Budgeting Guidance section of the Administering a Grant page for further clarification of out-of-state travel.

Out-of-state travel will require a written justification form. To access the out-of-state justification form, refer to the Administering a Grant page.

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

Travel costs for officials such as the executive director, superintendent, or board members may be funded under the grant program only when they are specifically related to carrying out the objectives of the grant project and only with specific TEA approval in the grant application. The grantee’s regular business operations and written travel policy must also be followed. Only the following travel costs are allowable for these positions:

- Attendance/participation in the Texas state migrant education conference
- Attendance/participation in the national migrant education conference

For out-of-state travel, a written justification form is required. To access the out-of-state travel form, refer to the Administering a Grant page.

See the Allowable Cost and Budgeting Guidance section of the Administering a Grant page for general guidance on allowable activities and use of funds.

Unallowable Costs

Cost of Membership in Any Civic or Community Organization

The cost of membership in any civic or community organization may not be funded under the grant program.
Hosting or Sponsoring of Conferences

Conferences may not be hosted or sponsored under the grant program.

Supplement, Not Supplant

For supplement, not supplant guidance, see the Supplement, Not Supplant Handbook on the Division of Grants Administration Administering a Grant page.

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

Shared Services Arrangements

Shared Services Arrangements (SSAs) are allowed as part of the grant program. An LEA has the flexibility to join or not join an SSA regardless of how the LEA applies for its regular Title I, Part C, funds.

Equitable Access and Participation

You are required to report on equitable access and participation to apply for this grant program.

Private Nonprofit School Participation

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

This requirement does apply to this federally funded grant program.

Equitable Services Worksheet

■ Equitable Services Worksheet

Title I, Part D, Subpart 1—Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk—State Agency Programs

US Department of Education Appropriations

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

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Eligible Applicants

The Texas Juvenile Justice Department and the Windham School District are eligible to apply for a grant under NCLB Consolidated, Title I, Part D, Subpart 1.

Intent and Purpose

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

1. Improve educational services for children and youth in local and state institutions for neglected or delinquent children and youth so that such children and youth have the opportunity to meet the same challenging state academic content standards and student academic achievement standards that all children are expected to meet

2. Provide such children and youth with the services needed to make a successful transition from institutionalization to further schooling or employment

3. Prevent at-risk youth from dropping out of school and provide dropouts and children and youth returning from correctional facilities or institutions for neglected or delinquent children and youth with a support system to ensure their continued education

Intended Program Beneficiaries

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

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

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

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

**General Program Requirements**

An SA that provides free public education for children and youth who are in an institution for neglected or delinquent children and youth (other than an adult correctional institution) or who are attending a community day program for such children and youth may use funds received under this subpart to serve all children in and to upgrade the entire educational effort of that institution or program, if you have developed and the state educational agency has approved a comprehensive plan for that institution or program that does the following:

1. Provides for a comprehensive assessment of the educational needs of all children and youth in the institution or program serving juveniles
2. Provides for a comprehensive assessment of the educational needs of youth aged 20 and younger in adult facilities who are expected to complete incarceration within a two-year period
3. Describes the steps your organization has taken or will take to provide all children and youth under age 21 with the opportunity to meet challenging state academic content standards and student academic achievement standards in order to improve the likelihood that the children and youth will complete secondary school, attain a secondary diploma or its recognized equivalent, or find employment after leaving the institution
4. Describes the instructional program, pupil services, and procedures that will be used to meet the needs described in item 1 above, including, to the extent feasible, the provision of mentors for the children and youth described in item 1
5. Specifically describes how such funds will be used
6. Describes the measures and procedures that will be used to assess student progress
7. Describes how you have planned and will implement and evaluate the institution-wide or program-wide project in consultation with personnel providing direct instructional services and support services in institutions or community-day programs for neglected or delinquent children and youth, and with personnel from the state educational agency
8. Includes an assurance that you have provided for appropriate training for teachers and other instructional and administrative personnel to enable such teachers and personnel to carry out the project effectively

**Allowable Activities and Use of Funds**

Under the authorizing statute, the Texas Juvenile Justice Department and Windham School District must use Subpart 1 funds to support educational services that do the following:

1. Except for institution-wide projects (see Section 1415(a)(2)(B)(i)), are provided to children and youth identified as failing to meet or most at risk of failing to meet the state’s challenging academic content and student academic achievement standards
2. Supplement and improve the quality of educational services provided to these children and youth
The statute further provides that Subpart 1 funds may be used to acquire equipment that will be used to help the children and youth meet challenging state academic content and student academic achievement standards and to cover the costs of meeting program evaluation requirements.

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

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

2. What need, as identified in the comprehensive needs assessment, does the capital expenditure address? Explain how the capital expenditure addresses this need.

3. How will the expenditure be evaluated to measure a positive impact on student achievement?

4. How is the expenditure supplemental to other nonfederal programs?

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

- Providing reading, mathematics, language arts, and vocationally-oriented programs that include academic classroom instruction, as long as these are supplementary services and materials
- Hiring additional teachers, aides, educational counselors, and other staff members to provide additional instruction in the areas of greatest need
- Training teachers, aides, and other staff members who are actively involved in providing Title I, Part D, Subpart 1, services
- Procuring needed educational materials and equipment for Title I, Part D, Subpart 1, instruction, including books, computers, audiovisual equipment and supplies, and classroom materials for industrial arts and vocational training
- Hiring transition coordinators or buying new equipment to assist students’ transitions (for example, purchasing scanners to scan individualized education program (IEP) documents)
- Increasing the total number of hours of instruction in any subject area that students receive with state or local funds.

**Field Trips**

Field trips may be funded under the grant program with the following conditions:

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

The LEA must keep documentation on each field trip that demonstrates alignment with the requirements listed above.

**Out-of-State Travel**

Out-of-state travel costs are allowable. Out-of-state travel costs should be minimal, reasonable, and meet the intent and purposes of the program. Grantees must retain documentation that participation of an individual in the conference is necessary for the project. Travel costs are allowable as long as the expenses for transportation, lodging, subsistence, and related items are only incurred by employees on official business of the grantee and follow the grantee’s regular business operations and written travel policy.

Out-of-state travel will require a written justification form. To access the out-of-state justification form, refer to the [Administering a Grant page](#).

The [Title I, Part D, Subpart 1, policy guidance document](#) provides further information on the allowable uses of funds for the Texas Juvenile Justice Department and Windham School District.

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

**Unallowable Activities and Use of Funds**

**Advisory Council**

An advisory council may not be funded under the grant program.

**Cost of Membership in Any Civic or Community Organization**

The cost of membership in any civic or community organization may not be funded under the grant program.

**Hosting or Sponsoring of Conferences**

Conferences may not be hosted or sponsored under the grant program.

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

Travel costs for officials such as the executive director, superintendent, or board members may not be funded under the grant program.

**Supplement, Not Supplant**

For supplement, not supplant guidance, see the Supplement, Not Supplant Handbook on the Division of Grants Administration [Administering a Grant page](#).

The supplement, not supplant provision does apply to this grant program.
**Shared Services Arrangements**

Shared services arrangements (SSAs) are allowed as part of the grant program. An LEA has the flexibility to join or not join an SSA regardless of how the LEA applies for its regular Title I, Part D, Subpart 1, funds.

**Equitable Access and Participation**

You are required to report on equitable access and participation to apply for this grant program.

**Private Nonprofit School Participation**

See the [General and Fiscal Guidelines](#), Private Nonprofit School Participation.

Title I, Part D, Subpart 1, programs may not be operated in private schools.

**Title I, Part D, Subpart 2—Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk**

**US Department of Education Appropriations**

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

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**Eligible Applicants**

LEAs in Texas are eligible to apply for a grant under NCLB Consolidated, Title I, Part D, Subpart 2.

**Intent and Purpose**

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

1. Improve educational services for children and youth in local and state institutions for neglected or delinquent children and youth so that such children and youth have the opportunity to meet the same challenging state academic content standards and challenging state student academic achievement standards that all children in the state are expected to meet

2. Provide such children and youth with the services needed to make a successful transition from institutionalization to further schooling or employment
3. Prevent at-risk youth from dropping out of school, provide dropouts and children and youth returning from correctional facilities or institutions for neglected or delinquent children and youth with a support system to ensure their continued education

**Intended Program Beneficiaries**

Intended beneficiaries are all youth in correctional or delinquent facilities through the age of 21 and children and youth who have been in contact with the juvenile justice system but have returned to a campus operated by an LEA, including, as appropriate, migrant and immigrant children, gang members, and pregnant and parenting teens through the age of 21.

**General Program Requirements**

You must collaborate with locally operated correctional facilities to do the following:

1. Carry out high-quality education programs to prepare children and youth for secondary school completion, training, employment, or further education
2. Provide activities to facilitate the transition of such children and youth from the correctional program to further education or employment
3. Operate programs in local schools for children and youth returning from correctional facilities, and operate programs that may serve at-risk children and youth

**Allowable Activities and Use of Funds**

If you receive Title I, Part D, Subpart 2, funds, you must use the funds to do the following:

1. Operate programs that involve collaboration with locally operated facilities with which you have established formal agreements regarding the services to be provided
2. Carry out high-quality educational programs that prepare children and youth to complete high school, enter training or employment programs, or further their education
3. Provide activities that facilitate the transition of such children and youth from the correctional program in an institution to further education or employment

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

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

You may also use Title I, Part D, Subpart 2, funds as appropriate for the following types of activities:
To carry out high-quality education programs that prepare children and youth to complete high school, enter training or employment programs, or further their education

To provide activities that facilitate the transition of such children and youth from the correctional program in an institution to further education or employment

To operate dropout prevention programs in local schools for children and youth who are at risk of dropping out or for youth returning from correctional facilities

To operate dropout prevention programs that serve at-risk children and youth

An at-risk child or youth means a school-aged individual who meets one or more of the following:

- Is at risk of academic failure
- Has a drug or alcohol problem
- Is pregnant or is a parent
- Has previously come into contact with the juvenile justice system
- Is at least one year behind the expected grade level for the age of the individual
- Is a migrant or an immigrant
- Has limited English proficiency (LEP)
- Is a gang member
- Has previously dropped out of school
- Has a high absenteeism rate at school

To coordinate health and social services (e.g., day care, drug or alcohol abuse counseling, and mental health 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

To operate special programs that meet the unique academic needs of children and youth who are at risk, including vocational and technical education, special education, career counseling, curriculum-based entrepreneurship education, and assistance in securing student loans or grants for postsecondary education

To operate programs providing mentoring and peer mediation

Field Trips

Field trips may be funded under the grant program with the following conditions:

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

- includes an evaluation of the field trip that measures the impact on student achievement.

The LEA must keep documentation on each field trip that demonstrates alignment with the requirements listed above.

**Out-of-State Travel**

Out-of-state travel costs are allowable. Out-of-state travel costs should be minimal, reasonable, and meet the intent and purposes of the program. Grantees must retain documentation that participation of an individual in the conference is necessary for the project. Travel costs are allowable as long as the expenses for transportation, lodging, subsistence, and related items are only incurred by employees on official business of the grantee and follow the grantee’s regular business operations and written travel policy.

Out-of-state travel will require a written justification form. To access the out-of-state justification form, refer to the Administering a Grant page.

The Title I, Part D, Subpart 2, policy guidance document provides further information on the allowable uses of Title I, Part D, Subpart 2, funds for LEAs.

See the Allowable Cost and Budgeting Guidance section of the Administering a Grant page for general guidance on allowable activities and use of funds.

**Unallowable Activities**

**Advisory Council**

An advisory council may not be funded under the grant program.

**Cost of Membership in Any Civic or Community Organization**

The cost of membership in any civic or community organization may not be funded under the grant program.

**Hosting or Sponsoring of Conferences**

Conferences may not be hosted or sponsored under the grant program.

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

Travel costs for officials such as the executive director, superintendent, or board members may not be funded under the grant program.

**Supplement, Not Supplant**

Supplement, not supplant does not apply to this program.

**Shared Services Arrangements**

Shared Services Arrangements (SSAs) are allowed as part of the grant program. An LEA has the flexibility to join an SSA or not regardless of how the LEA applies for its Title I, Part D, Subpart 2, funds.
Equitable Access and Participation
You are required to report on equitable access and participation to apply for this grant program.

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

Title I, Part D, Subpart 2, programs may not be operated in private schools.

Title II, Part A—Teacher and Principal Training and Recruiting Fund

US Department of Education Appropriations
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<td>Amount of nonfederal funds</td>
<td>$0</td>
</tr>
</tbody>
</table>

Eligible Applicants
LEAs in Texas are eligible to apply for a grant under NCLB Consolidated, Title II, Part A.

Intent and Purpose
The intent and purpose of the Title II, Part A, program is to provide financial assistance to LEAs to do the following:

1. Increase student academic achievement through improving teacher and principal quality and increasing the number of effective teachers in classrooms and qualified principals and assistant principals in schools

2. Hold LEAs and schools accountable for improving student academic achievement

Intended Program Beneficiaries
Intended beneficiaries are teachers and principals, including assistant principals, and as appropriate, administrators, pupil services personnel, and paraprofessionals.

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

1. They must be based on a local assessment of needs for professional development and hiring.
2. These activities must meet the following:
   - Be aligned with state academic content and student academic performance standards and state assessments
   - Be aligned with curricula and programs tied to state academic content and student academic performance standards
   - Be based on a review of scientifically based research
   - Have a substantial, measurable, and positive impact on student academic achievement
   - Be part of a broader strategy to eliminate the achievement gap between low-income and minority students and other students

3. Professional development activities must be coordinated with other professional development activities provided through other federal, state, and local programs.

**Allowable Activities and Use of Funds**

You must use Title II, Part A, funds to implement one or more of the following allowable activities:

1. Recruiting, hiring, and retaining effective personnel
2. Providing professional development
3. Improving the quality of the teacher and paraprofessional work force under Section 1119
4. Reducing class size (only when the class-size reduction teacher is an effective teacher)

Consistent with local planning requirements and your organization’s needs assessment, the Title II, Part A, program offers you the flexibility to design and implement a wide variety of activities that promote a teaching staff that is effective and able to help all students—regardless of individual learning needs—achieve challenging state content and academic achievement standards. Funds also can be used to provide school principals with the knowledge and skills necessary to lead their schools’ efforts to increase student academic achievement.

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

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

The Title II, Part A, statute specifically authorizes the following types of activities:
Developing and implementing mechanisms to assist schools to effectively recruit and retain effective teachers, principals, and specialists in core academic areas (and other pupil services personnel in special circumstances)

Developing and implementing strategies and activities to recruit, hire, and retain effective teachers and principals

These strategies may include the following:

- Providing monetary incentives such as scholarships, signing bonuses, or differential pay for teachers in academic subjects or schools in which the LEA has shortages
- Reducing class size
- Recruiting teachers to teach special needs children
- Recruiting qualified paraprofessionals and teachers from populations underrepresented in the teaching profession, and providing those paraprofessionals with alternative routes to obtaining teacher certification

Providing professional development activities that improve the knowledge of teachers and principals and in appropriate cases paraprofessionals in the following:

- Content knowledge—providing training in one or more of the core academic subjects that the teachers teach
- Classroom practices—providing training to improve teaching practices and student academic achievement through (1) effective instructional strategies, methods, and skills, and (2) the use of challenging state academic content standards and student academic achievement standards in preparing students for the state assessments

Providing professional development activities that improve the knowledge of teachers and principals, and in appropriate cases, paraprofessionals regarding effective instructional practices that do the following:

- Involve collaborative groups of teachers and administrators
- Address the needs of students with different learning styles, particularly students with disabilities, students with special needs (including students who are gifted and talented), and students with LEP
- Provide training in improving student behavior in the classroom and identifying early and appropriate interventions to help students with special needs
- Provide training to enable teachers and principals to involve parents in their children’s education, especially parents of LEP and immigrant children
- Provide training on how to use data and assessments to improve classroom practice and student learning

Developing and implementing initiatives to promote retention of effective teachers and principals, particularly in schools with a high percentage of low-achieving students, including programs that provide teacher mentoring from exemplary teachers and administrators, induction and support for new teachers and principals during their first three years, and financial incentives to retain teachers and principals with a record of helping students to achieve academic success

Carrying out programs and activities that are designed to improve the quality of the teaching force, such as innovative professional development programs that focus on technical literacy,
tenure reform, tests for teachers in the academic subjects in which teachers teach, and merit pay programs

- Carrying out professional development programs that are designed to improve the quality of principals and superintendents, including the development and support of academies to help them become outstanding managers and educational leaders

- Hiring effective teachers, including teachers who become qualified through state and local alternative routes to certification, and special education teachers in order to reduce class size, particularly in the early grades

- Carrying out teacher advancement initiatives that promote professional growth and emphasize multiple career paths (such as paths to becoming a mentor teacher, career teacher, or exemplary teacher) and pay differentiation

**Out-of-State Travel**

Out-of-state travel costs are allowable. Out-of-state travel costs should be minimal. Travel costs are allowable as long as the expenses for transportation, lodging, subsistence, and related items are only incurred by employees on official business of the grantee and follow the grantee’s regular business operations and written travel policy. Out-of-state travel with Title II, Part A, funds must be due to the absence of in-state opportunities to satisfy the same Title II, Part A, specific needs.

Out-of-state costs are allowable if:

1) The purpose matches a need identified in the needs assessment

2) No similar opportunity exists in the state

3) If for professional development of appraisers, it’s for professional development that will positively impact instruction in math, science, social studies, ELAR, fine arts, and foreign languages.

4) If for professional development of teachers, it’s only for teachers of math, science, social studies, ELAR, fine arts, and foreign language, or for teachers of special populations (ELL, SPED, etc.)

5) If for recruiting, it’s for the recruitment of effective teachers (teachers who have demonstrated competency in the field(s) in which they will teach)

Out-of-state travel will require a written justification form. To access the out-of-state justification form, refer to the Administering a Grant page.

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

Travel costs for officials such as the executive director, superintendent, or board members may be funded under the grant program. Only the following travel costs are allowable for these positions:

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

For out-of-state travel, a written justification form is required. To access the out-of-state travel form, refer to the Administering a Grant page.

The [Title II, Part A, policy guidance document](#) provides further information of the allowable uses of Title II, Part A, funds.

See the Allowable Cost and Budgeting Guidance section of the [Administering a Grant page](#) for general guidance on allowable activities and use of funds.
Unallowable Activities

Field Trips
Field trips may not be funded under the grant program.

Advisory Council
An advisory council may not be funded under the grant program.

Cost of Membership in Any Civic or Community Organization
The cost of membership in any civic or community organization may not be funded under the grant program.

Hosting or Sponsoring of Conferences
Conferences may not be hosted or sponsored under the grant program.

Supplement, Not Supplant
For supplement, not supplant guidance, see the Supplement, Not Supplant Handbook on the Division of Grants Administration Administering a Grant page.

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

Shared Services Arrangements
Shared Services Arrangements (SSAs) are allowed as part of the grant program. An LEA has the flexibility to join an SSA or not regardless of how the LEA applies for its Title II, Part A, funds.

Equitable Access and Participation
You are required to report on equitable access and participation to apply for this grant program.

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

This requirement does apply to this federally funded grant program.

Equitable Services Worksheet
- Equitable Services Worksheet

Title II, Part D—Enhancing Education through Technology
No formula funding is appropriated for this program. This program is only available for Rural Education Achievement Program (REAP) purposes.

Intent and Purpose
The purpose of Title II, Part D, is to improve student academic achievement through the use of technology in elementary and secondary schools. It is designed to assist every student—regardless of race, ethnicity, income, geographical location, or disability—in becoming technologically literate by
the end of eighth grade and to encourage the effective integration of technology resources and systems with professional development and curriculum development to promote research-based instructional methods that can be widely replicated.

**Intended Program Beneficiaries**

Intended program beneficiaries are all students and teachers at eligible LEAs.

**General Program Requirements**

Title II, Part D, program requirements include the following:

- To implement and support a comprehensive system that effectively uses technology in elementary and secondary schools to improve student academic achievement
- To establish or expand initiatives, including initiatives involving public-private partnerships, designed to increase access to technology
- To assist in the acquisition, development, interconnection, implementation, improvement, and maintenance of an effective educational technology infrastructure in a manner that expands access to technology for students (particularly for disadvantaged students) and teachers
- To promote initiatives that provide teachers, principals, and administrators with the capacity to integrate technology effectively into curricula and instruction that are aligned with challenging state academic content and student academic achievement standards, through such means as high-quality professional development programs
- To enhance the ongoing professional development of teachers, principals, and administrators by providing constant access to training and updated research in teaching and learning through electronic means

**Note:** 25% of the allocation must be used for ongoing, sustained, and intensive high-quality professional development.

- To support the development and utilization of electronic networks and other innovative methods, such as distance learning, for delivering specialized or rigorous academic courses and curricula for students in areas that would not otherwise have access to such courses and curricula, particularly in geographically isolated regions
- To support the rigorous evaluation of programs supported with program funds, particularly regarding the impact of such programs on student academic achievement, and to ensure that timely information on the results of such evaluations is widely accessible through electronic means
- To support local efforts using technology to promote parent and family involvement in education and communication among students, parents, teachers, principals, and administrators

**Allowable Activities and Use of Funds**

Each Title II, Part D, recipient must do the following:

1. Use at least 25% of the funding to provide ongoing, sustained, and intensive high-quality professional development
2. Provide professional development in integrating advanced technologies, including emerging
technologies, into curricula and instruction and in using those technologies to create new
learning environments

This professional development requirement does not apply if the Title II, Part D, recipient
demonstrates to the satisfaction of the state that it already provides this type of research-
Based professional development to all teachers in core academic subjects.

3. Carry out activities consistent with the purposes of the program and with your local
technology plan

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

1. How is the program, activity, or strategy reasonable and necessary to carry out the intent
and purpose of the program?

2. How does the program, activity, or strategy address a need previously identified in the
campus comprehensive needs assessment?

3. How will the program, activity, or strategy be evaluated to measure a positive impact on
student achievement?

4. How is the program, activity, or strategy supplemental to other nonfederal programs?

5. How is the activity consistent with the LEA’s approved Long-Range Technology plan?

In implementing its local technology plan, a recipient of Title II, Part D, funds may support
activities such as the following:

- Increasing accessibility to technology, particularly through public-private partnerships,
  with special emphasis on accessibility for high-need schools

- Adapting or expanding applications of technology to enable teachers to increase student
  academic achievement, including technology literacy, through teaching practices that are
  based on the review of relevant research and through the use of innovative distance
  learning strategies

- Implementing proven and effective courses and curricula that include integrated
  technology and that are designed to help students reach challenging academic standards

- Using technology to promote parental involvement and to foster communication among
  students, parents, and teachers about curricula, assignments, and assessments

- Preparing one or more teachers in schools as technology leaders who will assist other
  teachers, and providing bonus payments to the technology leaders

- Enhancing existing technology and acquiring new technology to support education
  reforms and to improve student achievement

- Acquiring connectivity linkages, resources, and services for use by students and school
  personnel to improve academic achievement

- Using technology to collect, manage, and analyze data to inform and enhance teaching and
  school improvement efforts
Implementing enhanced performance measurement systems to determine the effectiveness of education technology programs funded with Title II, Part D, funds

Developing, enhancing, or implementing information technology courses

The Title II, Part D, policy guidance document provides further information regarding allowable activities.

See the Allowable Cost and Budgeting Guidance section of the Administering a Grant page for general guidance on allowable activities and use of funds.

Unallowable Activities

Field Trips
Field trips may not be funded under the grant program.

Advisory Council
An advisory council may not be funded under the grant program.

Cost of Membership in Any Civic or Community Organization
The cost of membership in any civic or community organization may not be funded under the grant program.

Hosting or Sponsoring of Conferences
Conferences may not be hosted or sponsored under the grant program.

Out-of-State Travel
Out-of-state travel costs are not allowable.

Travel Costs for Officials such as Executive Director, Superintendent, or Board Members
Travel costs for officials such as the executive director, superintendent, or board members may not be funded under the grant program.

Note: Administrative costs (both direct and indirect) are restricted to no more than 3% of the Title II, Part D.

Supplement, Not Supplant
For supplement, not supplant guidance, see the Supplement, Not Supplant Handbook on the Division of Grants Administration Administering a Grant page.

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

Shared Services Arrangements
Shared Services Arrangements (SSAs) are allowed as part of the grant program.
**Equitable Access and Participation**

You are required to report on equitable access and participation to apply for this grant program.

**Private Nonprofit School Participation**

See the [General and Fiscal Guidelines](#), Private Nonprofit School Participation.

This requirement does apply to this federally funded grant program.

**Title III, Part A—English Language Acquisition, Language Enhancement, and Academic Achievement**

**US Department of Education Appropriations**

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

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<th>Amount</th>
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**Eligible Applicants**

LEAs in Texas are eligible to apply for a grant under NCLB Consolidated, Title III, Part A.

**Intent and Purpose**

Title III, Part A, provides supplemental resources to LEAs to help ensure that children who are limited English proficient (LEP) attain English proficiency at high levels in core academic subjects and can meet state mandated achievement performance standards.

**Intended Program Beneficiaries**

Intended beneficiaries are LEP students, including immigrant children and youth.

**General Program Requirements**

The requirements are to help ensure that LEP children, including immigrant children and youth, attain English proficiency, develop high levels of academic attainment, and meet the same challenging state academic content and student academic achievement standards as all children are expected to meet by doing the following:

1. Assisting all LEP and immigrant students to achieve at high levels in the core academic subjects and achieve standards required in Title I, Section 1111(b)(1)
2. Developing high-quality language instruction educational programs designed to assist state educational agencies, LEAs, and schools in teaching LEP and immigrant students

3. Assisting state and LEAs to develop and enhance their capacity to provide high-quality instructional programs designed to prepare LEP and immigrant students to enter all-English instruction settings

4. Assisting state and LEAs and schools to build their capacity to establish, implement, and sustain language instruction educational programs and programs of English language development for LEP students

5. Promoting parental and community participation in language instruction educational programs for LEP students

6. Streamlining language instruction educational programs to help LEP and immigrant students develop proficiency in English while meeting challenging state academic content and student academic achievement standards

7. Holding state and LEAs and schools accountable for increases in English proficiency and core academic content knowledge of LEP students

8. Providing state and LEAs the flexibility to implement language instructional programs that are the most effective based on scientifically based research on teaching LEP students [P.L. 107–110, Section 3102]

Title III, Part A, funds shall be used to supplement and not supplant any other federal, state, or local funds. For example, if an LEA is using state bilingual funds to provide LEP services to students, and now replaces those state funds with Title III, Part A, funds, then the LEA has supplanted state funds with federal funds. To avoid supplanting funds, the LEA would have to demonstrate that any LEP services provided with Title III, Part A, funds are above and beyond any LEP services provided with state funds.

**Allowable Activities and Use of Funds**

An LEA receiving Title III, Part A, funds must use the funds to do the following:

1. Increase the English proficiency of LEP children by providing high-quality language-instruction educational programs that are based on scientifically based research demonstrating the effectiveness of the programs in increasing English proficiency and student academic achievement in the core academic subjects

2. Provide high-quality professional development to classroom teachers (including teachers in classroom settings that are not the settings of language-instruction educational programs), principals, administrators, and other school or community-based organizational personnel, that meets the following:

   - Is designed to improve the instruction and assessment of LEP children
   - Is designed to enhance the ability of such teachers to understand and to use curricula, assessment measures, and instructional strategies for LEP children
• Is based on documented research demonstrating the effectiveness of the professional
development in increasing children’s English proficiency or substantially increasing the
subject matter knowledge, teaching knowledge, and teaching skills of such teachers
• Is of sufficient intensity and duration to have a positive and lasting impact on the
teachers’ performance in the classroom
   This last point does not include activities such as one-day or short-term workshops and
   conferences unless these activities are components of a long-term, comprehensive
   professional development plan established by a teacher and the teacher’s supervisor and
   are based on an assessment of the needs of the teacher, the supervisor, the students of
   the teacher, and any LEA employing the teacher.

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

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

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

■ Upgrading program objectives and effective instructional strategies
■ Improving the instructional program for LEP children by identifying, acquiring, and
  upgrading curricula, instructional materials, educational software, and assessment
  procedures
■ Providing the following:
  • Tutorials and academic or vocational education for LEP children
  • Intensified instruction
■ Developing and implementing elementary school or secondary school language-instruction
  educational programs that are coordinated with other relevant programs and services
■ Improving the English proficiency and academic achievement of LEP children
■ Providing community participation programs, family literacy services, and parent outreach
  and training activities to LEP children and their families to do the following:
  • To improve the English language skills of LEP children
  • To assist parents in helping their children to improve their academic achievement by
    becoming active participants in the education of their children
■ Improving the instruction of LEP children by providing for the following:
  • The acquisition or development of educational technology or instructional materials
- Access to and participation in electronic networks for materials, training, and communication
- Incorporation of these resources into curricula and programs

**Field Trips**

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

- Benefit only limited English proficient (LEP) students, including immigrant children and youth
- Align with the intent and purpose of the LEA’s Title III language instruction educational program of increasing English proficiency of LEP children and student academic achievement in core academic subjects
- Include a measure of positive impact on student achievement
- Address Texas Essential Knowledge and Skills (TEKS) and English Language Proficiency Standards (ELPS)
- Adhere to the Supplement, not Supplant provision. The LEA must be able to demonstrate that the field trip is above and beyond any LEP services provided with other federal, state, or local funds

Field trips will require a written justification form. To access the field trip form, refer to the Administering a Grant page.

**Out-of-State Travel**

Out-of-State travel is allowable. Out-of-state travel costs should be minimal, reasonable, and meet the intent and purpose of the program. Grantees must retain documentation that participation of an individual in the conference is necessary for the program. Travel costs are allowed as long as the expenses for transportation, lodging, subsistence, and related items are only incurred by employees on official business of the grantee and follow the grantee’s regular business operations and written travel policy. See the Allowable Cost Guidance section of the Administering a Grant page for further clarification of out-of-state travel.

See the Allowable Cost and Budgeting Guidance section of the Administering a Grant page for general guidance on allowable activities and use of funds.

**Unallowable Activities**

**Advisory Council**

An advisory council may not be funded under the grant program.

**Cost of Membership in Any Civic or Community Organization**

The cost of membership in any civic or community organization may not be funded under the grant program.

**Hosting or Sponsoring of Conferences**

Conferences may not be hosted or sponsored under the grant program.
**Travel Costs for Officials such as Executive Director, Superintendent, or Board Members**

Travel costs for officials such as the executive director, superintendent, or board members may not be funded under the grant program.

**Note:** Administrative costs, both direct and indirect, are restricted to no more than 2% of the current-year Title III, Part A—LEP entitlement. Calculations must include information regarding administrative costs of third-party contractors.

**Supplement, Not Supplant**

For supplement, not supplant guidance, see the Supplement, Not Supplant Handbook on the Division of Grants Administration [Administering a Grant](#) page.

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

**Shared Services Arrangements**

Shared Services Arrangements (SSAs) are allowed as part of the grant program. An LEA has the flexibility to join an SSA or not regardless of how the LEA applies for its Title III, Part A, funds.

When applying for Title III, Part A-LEP, LEAs are required to join a SSA if their entitlement is less than $10,000.

**Equitable Access and Participation**

You are required to report on equitable access and participation to apply for this grant program.

**Private Nonprofit School Participation**

See the [General and Fiscal Guidelines](#), Private Nonprofit School Participation.

This requirement does apply to this federally funded grant program.

**Equitable Services Worksheet**

- [Equitable Services Worksheet](#)

**Title IV, Part A—Safe and Drug-Free Schools and Communities Program**

No funding is appropriated for this program. This program is only available for Rural Education Achievement Program (REAP) purposes.

**Intent and Purpose**

The purpose of the Safe and Drug-Free Schools and Communities (SDFSC) program is to support comprehensive (EE–12) drug use prevention and violence prevention programs that: (1) prevent violence in and around schools; (2) prevent the illegal use of alcohol, tobacco, and drugs; (3) involve parents and communities; and (4) coordinate with related federal, state and community efforts and resources to foster safe and drug-free schools and communities as required by the Principles of Effectiveness.
**Intended Program Beneficiaries**

Intended beneficiaries are all students, staff, parents, and relevant community groups.

**General Program Requirements**

Activities under SDFSC must be implemented to adopt and carry out a comprehensive drug and violence prevention program, which shall be designed for all students and employees to (1) prevent the use, possession, and distribution of tobacco, alcohol, and illegal drugs by students and employees; (2) prevent or reduce violence and delinquency; (3) be consistent with the Principles of Effectiveness; and (4) foster a safe and drug-free learning environment that supports academic achievement. [P.L. 107-110, Section 4115(b)(1)].

The drug and violence prevention program implemented for all students and employees must include activities to promote the involvement of parents and coordination with community groups and agencies, including the distribution of information about your organization’s needs, goals, and programs funded under the SDFSC Program.

SDFSC programs must be coordinated with other available prevention efforts to maximize the impact of all the drug and violence prevention programs and resources available to your organization or to the community and must implement the following Principles of Effectiveness:

- **Principle 1: Assessments**—You must base your SDFSC program on an assessment of objective data concerning the drug and violence problems in the schools and communities served.

- **Principle 2: Performance Measures**—With the assistance of local or regional consultation with required representation, including community representatives, you must establish a set of performance measures aimed at ensuring that schools and communities served have a safe, orderly, and drug-free learning environment.

- **Principle 3: Scientifically Based Research**—You must design and implement your SDFSC activities for youth based on scientifically based research that provides evidence that the strategies used prevent or reduce drug use and violence.

- **Principle 4: Analysis of Factors**—You must base your SDFSC program on an analysis of the prevalence of risk and protective factors, buffers, assets, or other variables in schools and communities in the state identified through scientifically based research.

- **Principle 5: Consultation**—You must include meaningful and ongoing consultation with and input from parents in the development of the application and administration of the SDFSC program.

- **Principle 6: Evaluation**—You must evaluate your drug prevention and violence prevention programs periodically to assess progress toward achieving their established performance measures. The evaluation results must be used to refine, improve, and strengthen your program and must also be made available to the public upon request, with public notice of such availability provided.

**Allowable Activities and Use of Funds**

Programs or activities implemented under a SDFSC program must do the following:

1. Be based on an assessment of objective data regarding the incidence of violence and illegal drug use in the elementary schools and secondary schools and communities to be served
(This assessment must include an objective analysis of the current conditions and consequences regarding violence and illegal drug use that is based on ongoing local assessment or evaluation activities. Analysis of the conditions and consequences must include delinquency and serious discipline problems among students who attend such schools, including private nonprofit school students who participate in the drug and violence prevention program.)

2. Be based on an established set of performance measures aimed at ensuring that the elementary schools, secondary schools, and communities to be served have a safe, orderly, and drug-free learning environment

3. Be based on scientifically based research demonstrating that the program to be used will reduce violence and illegal drug use

4. Be based on an analysis of the data reasonably available at the time of the prevalence of risk factors, including high or increasing rates of reported cases of child abuse and domestic violence, protective factors, buffers, assets, or other variables identified through scientifically based research that occur in schools and communities

5. Include meaningful and ongoing consultation with and input from parents in the development of the application and administration of the program or activity

6. Be evaluated periodically to refine, improve, and strengthen the program

7. The results must be available to the public for review

You must develop, implement, and evaluate a comprehensive program for all students and all teachers that is coordinated with other school and community-based services. Your comprehensive program must be for all grade levels and may be funded from other allowable fund sources.

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

1. Is the program, activity, or strategy reasonable and necessary to carry out the intent and purpose of the program?

2. Does the program, activity, or strategy address a need previously identified in the campus comprehensive needs assessment?

3. How will the program, activity, or strategy be evaluated to measure a positive impact on preventing drug-use and violence?

4. Is the program, activity, or strategy supplemental to other nonfederal programs?

5. Does the program, activity, or strategy meet the required Principles of Effectiveness?

6. Does the prevention program, activity, or strategy convey a clear and consistent message that the illegal use of drugs and acts of violence is wrong and harmful?

7. Is the prevention program, activity, or strategy part of a comprehensive drug-use prevention and violence prevention program?

Generally allowable activities include the following:
Drug-use prevention programs, activities, or strategies
- Violence prevention programs, activities, or strategies
- Security personnel, devices, and equipment (see limitation below)
- Professional development in drug-use prevention and violence prevention
- Program administration (see limitation below)
- Parent and community awareness activities

The **Title IV, Part A, policy guidance document** provides further information regarding allowable activities.

See the Allowable Cost and Budgeting Guidance section of the **Administering a Grant page** for general guidance on allowable activities and use of funds.

### Unallowable Activities

#### Field Trips
Field trips may not be funded under the grant program.

#### Advisory Council
An advisory council may not be funded under the grant program.

#### Cost of Membership in Any Civic or Community Organization
The cost of membership in any civic or community organization may not be funded under the grant program.

#### Hosting or Sponsoring of Conferences
Conferences may not be hosted or sponsored under the grant program.

#### Out-of-State Travel
Out-of-state travel costs are not allowable.

#### Travel Costs for Officials such as Executive Director, Superintendent, or Board Members
Travel costs for officials such as the executive director, superintendent, or board members may not be funded under the grant program.

**Note:** Administrative costs (both direct and indirect) are restricted to no more than 2% of a Title IV, Part A, program.

**Note:** Section 4115(c) of statute imposes limitations on funding the following activities with Title II, Part A, funds (if used to REAP into Title IV, Part A) if funding includes:
1. Acquiring and installing metal detectors, electronic locks, surveillance cameras, or other related equipment and technologies
2. Reporting criminal offenses committed on school property
3. Developing and implementing comprehensive school security plans or obtaining technical assistance concerning those plans

4. Supporting safe zones of passage activities, including bicycle and pedestrian safety programs, that ensure that students can travel safely to and from school

5. Hiring and mandatorily training school security personnel who interact with students in support of youth drug and violence prevention activities implemented in schools

A maximum of 40% of Title II, Part A, funds (if used to REAP into Title IV, Part A) may be expended for any combination of activities 1–5 above, but no more than 20% may be expended for the activities described in 1–4.

Funds may be used for the activities in 1–5 only to the extent that you do not receive funding for those activities from other federal agencies. These activities also are subject to the requirements of the Principles of Effectiveness.

Supplement, Not Supplant

For supplement, not supplant guidance, see the Supplement, Not Supplant Handbook on the Division of Grants Administration Administering a Grant page.

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

Shared Services Arrangements

Shared Services Arrangements (SSAs) are allowed as part of the grant program.

Equitable Access and Participation

You are required to report on equitable access and participation to apply for this grant program.

Private Nonprofit School Participation

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

This requirement does apply to this federally funded grant program.

Title V, Part A—Innovative Programs

No funding is appropriated for this program. This program is only available for Rural Education Achievement Program (REAP) purposes.

Intent and Purpose

The purpose of Title V, Part A—Innovative Programs is to do the following:

- Support local education reform efforts that are consistent with and support statewide education reform efforts
- Provide funding to enable state educational agencies and LEAs to implement promising educational reform programs and school improvement programs based on scientifically-based research
- Provide a continuing source of innovation and educational improvement, including support programs to provide library services and instructional and media materials
- Meet the educational needs of all students, including at-risk youth
- Develop and implement education programs to improve school, student, and teacher performance, including professional development activities and class-size reduction programs

**Intended Program Beneficiaries**

Intended beneficiaries are all students and staff.

**General Program Requirements**

Title V, Part A, provides supplemental funding (under Title II, Part A, if used to REAP into Title V, Part A) to enable you to implement one or more of the following Innovative Assistance Programs.

**Teacher Quality, Professional Development, and Class-Size Reduction**

Programs to recruit, train, and hire qualified teachers to reduce class size, especially in the early grades, and professional development activities carried out in accordance with Title II that give teachers, principals, and administrators the knowledge and skills to provide students with the opportunity to meet challenging state or local academic content standards and student academic achievement standards (Activity 1)

**Technology and Educational Materials**

1. Technology activities related to the implementation of school-based reform efforts, including professional development to assist teachers and other school personnel (including school library media personnel) in how to use technology effectively in the classrooms and the school library media centers involved (Activity 2)
   - Professional development activities to assist teachers and other school personnel (including school library media personnel) in how to use technology effectively
   - Technology activities related to the implementation of school-based reform efforts

2. Programs for the development or acquisition and use of instructional and educational materials, including library services and materials (including media materials), academic assessments, reference materials, computer software and hardware for instructional use, and other curricular materials that are tied to high academic standards, that will be used to improve student academic achievement, and that are part of an overall education reform program (Activity 3)
   - Library services and materials (including media materials)
   - Computer software and hardware for instructional use
   - Other instructional and educational materials, including assessments and curricular materials

**Education Reform and School Improvement**

1. Promising education reform projects, including magnet schools (Activity 4)

2. Programs to establish smaller learning communities (Activity 19)
3. Activities that encourage and expand improvements throughout your organization’s boundaries that are designed to advance student academic achievement (Activity 20)

4. Programs and activities that expand learning opportunities through best-practice models designed to improve classroom learning and teaching (Activity 22)

5. Programs that employ research-based cognitive and perceptual development approaches and rely on a diagnostic-prescriptive model to improve students’ learning of academic content at the preschool, elementary, and secondary levels (Activity 26)

6. Activities under sections 1116 and 1117\(^2\) (Activity 9)

\(^1\)Section 1116(e) applies to public schools only.

\(^2\)Sections 1116 and 1117 apply to public schools only.

**Special Needs**

1. Programs to improve the academic achievement of educationally disadvantaged elementary school and secondary school students, including activities to prevent students from dropping out of school (Activity 5)

2. Programs to provide for the educational needs of gifted and talented children (Activity 7)

3. Alternative educational programs for those students who have been expelled or suspended from their regular educational setting, including programs to assist students to re-enter the regular educational setting upon return from treatment or alternative educational programs (Activity 15)

4. Academic intervention programs that are operated jointly with community-based organizations and that support academic enrichment, and counseling programs conducted during the school day (including during extended school day or extended school year programs) for students most at risk of not meeting challenging state academic achievement standards or not completing secondary school (Activity 17)

**Parental Options**

1. Activities to promote, implement, or expand public school choice\(^3\) (Activity 12)

2. School safety programs, including programs to implement the policy described in section 9532 that may include payment of reasonable transportation costs and tuition costs for such students\(^4\) (Activity 25)

3. Programs to provide same-gender schools and classrooms (consistent with applicable law and pursuant to guidelines issued by the U.S. Department of Education (USDE)) (Activity 23)

4. The planning, design, and initial implementation of charter schools as described in part B\(^5\) (Activity 8)

\(^3\)Public school choice applies to public schools only.
4Section 9532 applies to public schools only, but private schools may use funds for supplemental school safety programs.

5Applies to public schools only.

**Literacy, Early Childhood Education, and Adult Education**

1. Programs to establish or enhance pre-kindergarten programs for children (Activity 16)

2. Activities to promote consumer, economic, and personal finance education, such as disseminating information on and encouraging use of the best practices for teaching the basic principles of economics and promoting the concept of achieving financial literacy through the teaching of personal financial management skills (including the basic principles involved with earning, spending, saving, and investing) (Activity 11)

3. Programs to improve the literacy skills of adults, especially the parents of children served by your organization, including adult education and family literacy programs (Activity 6)

**Community Service and Community Involvement**

1. Community service programs that use qualified school personnel to train and mobilize young people to measurably strengthen their communities through nonviolence, responsibility, compassion, respect, and moral courage (Activity 10)

2. Service learning activities (Activity 24)

3. Initiatives to generate, maintain, and strengthen parental and community involvement (Activity 21)

**Health Services**

1. Programs to hire and support school nurses (Activity 13)

2. Expansion and improvement of school-based mental health services, including early identification of drug use and violence, assessment, and direct individual or group counseling services provided to students, parents, and school personnel by qualified school-based mental health services personnel (Activity 14)

3. Programs for cardiopulmonary resuscitation (CPR) training in schools (Activity 18)

**Other**

1. Title I, Part A, Schoolwide Programs under Section 1114

2. Administration (direct and indirect costs)

6Section 1114 (Schoolwide Programs) applies to public schools only.

7LEA administration of private school participation is reported under “Public LEAs” since administrative costs may not be incurred by private schools.
Allowable Activities and Use of Funds

The Title V, Part A, statute requires that projects and activities implemented must be as follows:

1. Tied to promoting challenging academic achievement standards
2. Used to improve student academic achievement
3. Part of an overall education reform strategy

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

1. Is the program, activity, or strategy reasonable and necessary to carry out the intent and purpose of the program?
2. Does the program, activity, or strategy address a need previously identified in the campus comprehensive needs assessment?
3. How will the program, activity, or strategy be evaluated to measure a positive impact on improving academic achievement?
4. Is the program, activity, or strategy supplemental to other nonfederal programs?

You have the flexibility to design and implement innovative projects and activities within one or more of the 27 innovative program areas to serve educational needs that they have identified.

Allowable activities under Title V, Part A, include the following activities.

- Education Reform and School Improvement
  - Promising education-reform projects, including magnet schools
  - Activities under Sections 1116 and 1117 of the Elementary and Secondary Education Act (ESEA)
  - Programs to establish smaller learning communities
  - Activities that encourage and expand improvements throughout your service area that are designed to advance student academic achievement
  - Programs and activities that expand learning opportunities through best-practice models designed to improve classroom learning and teaching
  - Programs that employ research-based cognitive and perceptual development approaches and that rely on a diagnostic-prescriptive model to improve students’ learning of academic content at the preschool, elementary, and secondary levels

- Teacher Quality, Professional Development, and Class-Size Reduction
  - Programs to recruit, train, and hire qualified teachers to reduce class size, especially in the early grades
  - Professional development activities carried out in accordance with Title II, Part A, of ESEA that give teachers, principals, and administrators the knowledge and skills to
provide students with the opportunity to meet challenging state or local academic content standards and student academic achievement standards

- Parental Options
  - The planning, design, and initial implementation of charter schools as described in Title V, Part B, of the ESEA
  - Activities to promote, implement, or expand public school choice
  - Programs to provide same-gender schools and classrooms (consistent with applicable law and the USDE’s guidelines on Single Sex Classes and Schools)
  - School safety programs, including programs to implement the Unsafe School Choice Option policy described in Section 9532 of the ESEA, that may include payment of reasonable transportation costs and tuition costs for students who transfer to a different school under the policy

- Technology and Educational Materials
  - Technology activities related to the implementation of school-based reform programs, including professional development to assist teachers and other school personnel (including school library media personnel) regarding how to use technology effectively in the classrooms and the school library media centers involved
  - Programs for the development or acquisition and use of instructional and educational materials, including library services and materials (including media materials), academic assessments, reference materials, computer software and hardware for instructional use, and other curricular materials that are tied to high academic standards, that will be used to improve student achievement, and that are part of an overall education reform program

- Students with Special Needs
  - Programs to improve the academic achievement of educationally disadvantaged elementary and secondary school students, including activities to prevent students from dropping out of school
  - Programs to provide for the educational needs of gifted and talented children
  - Alternative educational programs for students who have been expelled or suspended from their regular educational setting, including programs to assist students to re-enter the regular educational setting upon return from treatment or alternative educational programs
  - Academic intervention programs that are operated jointly with community-based organizations and that support academic enrichment and counseling programs conducted during the school day (including during extended-school-day or extended-school-year programs) for students most at risk of not meeting challenging state academic achievement standards or not completing secondary school

- Literacy, Early Childhood Education, and Adult Education
  - Programs to improve the literacy skills of adults, especially the parents of children served by your organization, including adult education and family literacy programs
  - Activities to promote consumer, economic, and personal finance education, such as disseminating information on and encouraging use of the best practices for teaching the basic principles of economics and promoting the concept of achieving financial literacy
through the teaching of financial management skills (including the basic principles involved with earning, spending, saving, and investing)

- Activities to establish or enhance pre-kindergarten programs for children

### Community Service and Community Involvement

- Community-service programs that use qualified school personnel to train and mobilize young people to measurably strengthen their communities through nonviolence, responsibility, compassion, respect, and moral courage
- Initiatives to generate, maintain, and strengthen parental and community involvement
- Service-learning activities

### Health Services

- Programs to hire and support school nurses
- Expansion and improvement of school-based mental health services, including early identification of drug use and violence, assessment, and direct individual or group counseling services provided to students, parents, and school personnel by qualified school-based mental health services personnel
- Programs for CPR training in schools

The [Title V, Part A, policy guidance document](http://example.com) provides further information regarding allowable activities.

See the Allowable Cost and Budgeting Guidance section of the [Administering a Grant page](http://example.com) for general guidance on allowable activities and use of funds.

### Unallowable Activities

#### Field Trips

Field trips may not be funded under the grant program.

#### Advisory Council

An advisory council may not be funded under the grant program.

#### Cost of Membership in Any Civic or Community Organization

The cost of membership in any civic or community organization may not be funded under the grant program.

#### Hosting or Sponsoring of Conferences

Conferences may not be hosted or sponsored under the grant program.

#### Out-of-State Travel

Out-of-state travel costs are not allowable.

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

The cost of travel costs for officials such as the executive director, superintendent, or board members may not be funded under the grant program.
**Supplement, Not Supplant**

For supplement, not supplant guidance, see the Supplement, Not Supplant Handbook on the Division of Grants Administration [Administering a Grant](#) page.

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

**Shared Services Arrangements**

Shared Services Arrangements (SSAs) are allowed as part of the grant program.

**Equitable Access and Participation**

You are required to report on equitable access and participation to apply for this grant program.

**Title V, Part A, Section 5142, Participation of Children Enrolled in Private Schools**

**Private School Participation**

To the extent consistent with the number of children who are enrolled in private nonprofit elementary schools and secondary schools in your eligible school district that are eligible to receive funds under this part or that serve the area in which a program assisted under this part is located or with respect to instructional or personnel training programs funded by the state educational agency from funds made available for state educational agency use, you must consult with appropriate private school officials. After that consultation, you must provide, as may be necessary, for the benefit of such children in such schools.

Services, materials, and equipment, including the participation of the teachers of such children (and other educational personnel serving such children) in training programs must be secular, neutral, and nonideological.

If such services, materials, and equipment are not feasible or necessary in one or more such private schools, as determined by your organization after consultation with the appropriate private school officials, you must provide other arrangements as will assure equitable participation of such children in the purposes and benefits of this part.

**Equitable Services**

In general, expenditures for Title V, Part A, programs must be equal (consistent with the number of children to be served) to expenditures for programs under this part for children enrolled in public schools.

Taking into account the needs of the individual children and other factors that relate to the equitable expenditures, if the funds available to your organization under Title V, Part A, are used to concentrate programs on a particular group, attendance area, or grade or age level, children enrolled in private schools who are included within the group, attendance area, or grade or age level selected for such concentration must be assured equitable participation in the purposes and benefits of such programs, after consultation with the appropriate private school officials.

Services provided must be provided by employees of a public agency or through contract by such a public agency with a person, association, agency, or corporation that, in the provision of such services, is independent of the private school and of any religious organizations. Such employment or contract must be under the control and supervision of such a public agency.
Consultation

You must provide Title V, Part A, services to children enrolled in a private, nonprofit school within your boundaries if, after consultation with private school officials, the officials of the private school indicate that they wish the children in that school to participate. You must contact the private schools within your boundaries annually to determine which schools wish their children to participate. You must consult with the officials of interested private schools in a timely and meaningful manner to determine the needs of the children, the types of Title V, Part A, services that will be provided, and how those services will be provided.

To ensure timely and meaningful consultation, you must consult with appropriate private school officials during the design and development of the Title V, Part A, programs on issues such as the following:

- How the children’s needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How the services will be assessed and how the results of the assessment will be used to improve those services
- What size and scope of the equitable services are to be provided to the eligible private school children, teachers, and other educational personnel and what amount of funds are available for those services
- How and when you will make decisions about the delivery of services, including a thorough consideration and analysis of the views of the private school officials on the provision of contract services through potential third-party providers
- How the LEA will ensure that any services provided through a third-party provider will meet the program requirements, including having a written, signed contract or agreement with the provider in which services are described in sufficient detail - including the separation of administrative and program costs - to determine that statutory requirements of the program will be met

If you disagree with the views of the private school officials on the provision of services through a contract, you must provide to the private school officials a written explanation of the reasons why you have chosen not to use a contractor.

The consultation must occur before you make any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs under this Act, and it must continue throughout the implementation and assessment of the program activities.

The consultation must include a discussion of service delivery mechanisms that you could use to provide equitable services to eligible private school children, teachers, administrators, and other staff.

Title VI, Part A, Subpart 2—Funding Transferability

LEAs in Texas are eligible to apply for flexibility under NCLB Consolidated, Title VI, Part A, Subpart 2.
Intent and Purpose

The purpose of Title VI, Part A, Subpart 2, is to allow you flexibility to target federal funds to federal programs that most effectively address your unique needs and to transfer federal funds allocated to other activities to allocations for certain Title I, Part A, activities.

Intended Program Beneficiaries

Intended beneficiaries are all LEAs. You may not transfer any funds from Title I, Part A.

General Program Requirements

You may transfer up to 100% of funds allocated from Title II, Part A—Teacher and Principal Training and Recruiting Fund to Title I, Part A.

It is no longer allowable to transfer funds into the following:

- Title II, Part D—Enhancing Education Through Technology
- Title IV, Part A—Safe and Drug-Free Schools and Communities Program
- Title V, Part A—Innovative Programs

Transferred funds are subject to the rules and requirements applicable to the funds under the provision to which the funds are transferred. If you transfer funds from a program that provides for the participation of students, teachers, or other educational personnel from private nonprofit schools, you must conduct private school consultation in accordance with section 9501.

Funds are not physically transferred on the SAS between fund codes or budget columns. Funds maintain their original fund code, class/object code, and other required accounting code structure following generally accepted accounting principles. Only the allowable uses of the funds are redirected to allowable alternative uses.

Allowable Activities and Use of Funds

Funding Transferability is program flexibility available to eligible LEAs. There is no funding provided under this flexibility.

You must notify TEA of your intention to implement the flexibility offered through Funding Transferability by submitting the appropriate schedule in either the original Consolidated Application for Federal Funding (NCLBAA) or through an amendment. Statute requires that you notify the state of your intention to transfer the use of funds through Funding Transferability at least 30 days before the transfer takes place. Therefore, the effective date for the transfer is 30 days after the stamp-in date of the application or amendment containing this completed schedule.

Funds remain in their original fund source and are reported as expenditures under the original fund source. It is only the use of the funds that is redirected. For example, if an LEA uses Funding Transferability to redirect the use of 50% of its Title II, Part A, funds into its Title I, Part A, program, the funds are still budgeted and reported under Title II, Part A, but the allowable uses of those funds are the same as the allowable uses under Title I, Part A.

You may transfer the use of up to 100% of the nonadministrative funds allocated to it under the following:
Title II, Part A—Teacher and Principal Training and Recruiting Fund
For one fiscal year to allowable uses under the following program:

Title I, Part A—Improving Basic Programs Operated by LEAs

**Note:** Funds may be transferred into Title I, Part A, but not from Title I, Part A.

**Reminder:** Participation in Funding Transferability does not relieve your organization of its responsibilities to provide equitable services relative to the applicable fund sources you receive to participating private schools.

You must conduct timely and meaningful consultation with private school officials before making any decisions regarding the transfer of funds that could affect the ability of private school students and teachers from benefiting from programs for which they are eligible.

You must also provide equitable services to private school students and teachers from the overall funds available for a program, including the transferred funds. You may not transfer funds to a particular program solely to provide services for private school students and teachers. Rather, private school students and teachers will receive equitable services from your organization under the program to which the funds are transferred.

The [Title VI, Part A-Funding Transferability (FT) policy guidance document](#) provides further information on this flexibility.

## Title VI, Part B, Section 6211—REAP

### Intent and Purpose

The purpose of REAP Section 6211 is to address the unique needs of rural school districts that frequently (1) lack the personnel and resources needed to compete effectively for federal competitive grants and (2) receive formula grant allocations in amounts too small to be effective in meeting their intended purposes.

### Intended Program Beneficiaries

Intended beneficiaries are LEAs that meet the following: (1) the total number of students in average daily attendance at all of the schools it serves is fewer than 600 or each county in which a school served by the LEA is located has a total population density of fewer than 10 persons per square mile and (2) all campuses it serves are designated with a School Locale Code of 7 or 8 as determined by the USDE’s National Center for Educational Statistics.

### General Program Requirements

1. If you are eligible, you may transfer the following “Applicable formula funds” to support other federal programs listed under “Alternative uses.”

   Applicable formula funds:
   - Title II, Part A—Teacher and Principal Training and Recruiting Fund

   Alternative uses:
- Title I, Part A—Improving Basic Programs Operated by LEAs
- Title II, Part D—Enhancing Education Through Technology
- Title III, Part A—Language Instruction for Limited English Proficient and Immigrant Students
- Title IV, Part A—Safe and Drug-Free Schools and Communities Program
- Title IV, Part B—21st Century Community Learning Centers
- Title V, Part A—Innovative Programs

2. Funds transferred are subject to each of the rules and requirements applicable to the funds under the provision to which the funds are transferred.

3. Funds are not physically transferred on the SAS between fund codes or budget columns. Funds maintain their original fund code, class/object code, and other required accounting code structure following generally accepted accounting principles. Only the allowable uses of the funds are redirected to allowable alternative uses.

Allowable Activities and Use of Funds

REAP-Flex is program flexibility available to eligible LEAs. There is no funding provided under this flexibility.

Funds remain in their original fund source and are reported as expenditures under the original fund source. It is only the use of the funds that is redirected. For example, if an LEA uses REAP-Flex to redirect the use of 100% of its Title II, Part A, funds into its Title I, Part A, program, the funds are still budgeted and reported under Title II, Part A, but the allowable uses of those funds are the same as the allowable uses under Title I, Part A.

If you are eligible, you may redirect the use of any or all funds received under the following:

- Title II, Part A—Teacher and Principal Training and Recruiting Fund
to carry out local activities authorized under P.L. 107–110 for the following programs:
  - Title I, Part A—Improving Basic Programs Operated by LEAs
  - Title II, Part D—Enhancing Education Through Technology
  - Title III—Language Instruction for LEP and Immigrant Students
  - Title IV, Part A—Safe and Drug-Free Schools and Communities
  - Title IV, Part B—21st Century Community Learning Centers
  - Title V, Part A—Innovative Programs

Applicable funds redirected for alternative uses must be operated under the rules, regulations, and guidelines of the program to which they are being redirected.

The Title VI, Part B-Rural Education Achievement Program (REAP)—Subpart 1-Small Rural School Achievement Program policy guidance document provides further information on the REAP-Flex flexibility.