
REQUEST FOR APPLICATION

Program Guidelines
2017-2018 Every Student
Succeeds Act Consolidated
Application for Federal
Funding

Authorized by Elementary and Secondary Education Act of 1965
(ESEA), as amended by P.L. 114-95, Every Student Succeeds Act
(ESSA)

Application Closing Date—5:00 p.m., Central Time
September 1, 2017

TEXAS EDUCATION AGENCY

**Enforcement and Support Division
Special Populations Division
Office of Educator Support
Curriculum Standards and Student Supports Division
1701 North Congress Avenue
Austin, Texas 78701**

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Introduction to the Program Guidelines

TEA, as the pass-through entity¹, is the grantee² from the U.S. Department of Education (USDE) and TEA awards subgrants to non-federal entities³ 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 subgrantees⁴. 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

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.

Zippping 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.
5. Select the Browse button. A standard Windows browser appears. Find the file.
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

Grants Administration Division
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

Enforcement and Support Division
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, ELA

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

Title II, Part A

Office of Educator Support
Phone: (512) 463-0961
Fax: (512) 463-7795

Title IV, Part A, Subpart 1

Curriculum Standards and Student Supports Division

curriculum@tea.texas.gov

Phone: (512) 463-9581

Fax: (512) 463-8057

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 Every Student Succeeds Act (ESSA) which reauthorizes the Elementary and Secondary Education Act of 1965 (ESEA) and replaces its predecessor, the No Child Left Behind Act of 2001 (NCLB).

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, to no more than the following percentage of the total grant awarded for any fiscal year:

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

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 Grants Administration Division [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 Federal Fiscal Compliance and Reporting Division [Indirect Cost Rates](#) page, to calculate the maximum indirect costs that can be claimed for a grant.

Maintenance of Effort

Public Law 114-95, Section 8521 states that “a local educational agency may receive funds under a covered program for any fiscal year only if the state educational agency finds that either the combined fiscal effort per student or the aggregate expenditures of such agency and the state with respect to the provision of free public education by such agency for the preceding fiscal year was not less than 90% of such combined fiscal effort or aggregate expenditures for the second preceding fiscal year.”

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

Pre-Award Costs

See the [General and Fiscal Guidelines](#), Pre-Award Costs.

Pre-award costs are not permitted for this grant.

PS3099 calculates participating PNP equitable allocations which are used for services in the following programs: Title I, Part A; Title I, Part C - Migrant; Title II, Part A; Title III, Part A - ELA; Title III, Part A - Immigrant; and Title IV, Part A.

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:

Category	Amount
Total funds available for this project	Approximately \$106,098,814
Percentage to be financed with federal funds	100%
Amount of federal funds	Approximately \$106,098,814
Percentage to be financed from nonfederal sources	0%
Amount of nonfederal funds	\$0

Eligible Applicants

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

Intent and Purpose

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

Intended Program Beneficiaries

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

General Program Requirements

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

1. Assisting all English learners and immigrant students to achieve at high levels in academic subjects so that all English learners can meet the same challenging State academic standards that all children are expected to meet.
2. Assist teachers (including preschool teachers), principals and other school leaders,-state educational agencies, LEAs, and schools in establishing, implementing, and sustaining effective language instruction educational programs designed to assist in teaching English learners including immigrant students and youth.

3. Assist teachers (including preschool teachers), principals and other school leaders, state and LEAs to develop and enhance their capacity to provide effective instructional programs designed to prepare English learners including immigrant students to enter all-English instructional settings.
4. Promoting parental, family, and community participation in language instruction educational programs for parents, families, and communities of English learners.

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 English learners 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 English learners services provided with Title III, Part A, funds are above and beyond any English learners 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 English learners children by providing effective language-instruction educational programs that meet the needs of English learners and demonstrate success in increasing English proficiency and student academic achievement
2. Provide effective professional development to classroom teachers (including teachers in classroom settings that are not the settings of language-instruction educational programs), principals and other school leaders, administrators, and other school or community-based organizational personnel, that meets the following:
 - Is designed to improve the instruction and assessment of English learners
 - Is designed to enhance the ability of such teachers, principals and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners
 - Is effective 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 1-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 as appropriate.
3. Provide and implement other effective activities and strategies that enhance or supplement language instruction educational programs for English learners that meet the following:
 - Shall include parent, family, and community engagement activities
 - May include strategies that serve to coordinate and align related programs

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

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 English learners by identifying, acquiring, and upgrading curricula, instructional materials, educational software, and assessment procedures
- Providing the following:
 - Tutorials and academic or career and technical education for English learners
 - Intensified instruction which may include materials in a language that the student can understand
- Developing and implementing effective preschool, elementary school or secondary school language-instruction educational programs that are coordinated with other relevant programs and services
- Improving the English proficiency and academic achievement of English learners
- Providing community participation programs, family literacy services, and parent and family outreach and training activities to English learners and their families to do the following:
 - To improve the English language skills of English learners
 - To assist parents and families in helping their children to improve their academic achievement by becoming active participants in the education of their children
- Improving the instruction of English learners, which may include English learners with disabilities 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
- Offer early college high school or dual or concurrent enrollment programs or courses designed to help English learners achieve success in postsecondary education Field Trip

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

- Benefit only English learners 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 English learners 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 English learners services provided with other federal, state, or local funds

If you plan on using grant funds for field trips, you will be required to complete the appropriate [TEA justification form\(s\)](#) and retain the documentation at the local level. You must keep and maintain this form so that it may be provided to your independent auditor or to TEA monitors if your LEA is selected for a review.

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.

If you plan on using grant funds for out-of-state travel, you will be required to complete the appropriate [TEA justification form\(s\)](#) and retain the documentation at the local level. You must keep and maintain this form so that it may be provided to your independent auditor or to TEA monitors if your LEA is selected for a review.

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: Direct administrative costs are restricted to no more than 2% of the current-year Title III, Part A—English Language Acquisition 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 Grants Administration Division [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.

When applying for Title III, Part A-English Language Acquisition, 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. LEA will meet all private non-profit requirements (PNP) in ESSA P.L. 114-95, Title VIII, Section 8501.

This requirement does apply to this federally funded grant program. LEA must keep documentation of PNP equitable services activities, program description, and equitable services expenditures locally and make available upon TEA request.

Schedule PS3099: Private School Services

PS3099 is the Private School Services schedule located in the ESSA Consolidated Application in eGrants. PS3099 incorporates the new formula for determining private school services in the ESSA. This schedule replaces the PNP Equitable Services Worksheet. All LEAs must submit the PS3099. PS3099 calculates participating PNP equitable allocations which are used for services in the following programs: Title I, Part A; Title I, Part C - Migrant; Title II, Part A; Title III, Part A - ELA; Title III, Part A - Immigrant; and Title IV, Part A.