



2024-2025 Migrant Capacity Building and Curriculum Initiative
Informal Discretionary Competition (IDC) Due 11:59 p.m. CT, May 7th, 2024

NOGA ID

Authorizing legislation **ESEA as amended by Every Student Succeeds Act (ESSA), Title I, Part C**

This IDC application must be submitted via email to **competitivegrants@tea.texas.gov**.

The IDC application may be signed with a digital ID or it may be signed by hand. Both forms of signature are acceptable.

TEA must receive the application by **11:59 p.m. CT, May 7th, 2024**.

Application stamp-in date and time

Grant period from **September 1, 2024 to August 31, 2025**

Pre-award costs are not permitted for this grant program.

Required Attachments

- Excel workbook with the grant's budget schedules (linked along with this form on the TEA Grants Opportunities page)

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

Applicant Information

Organization CDN Campus ESC UEI

Address City ZIP Vendor ID

Primary Contact Email Phone

Secondary Contact Email Phone

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the IDC application, as applicable, and that these documents are incorporated by reference as part of the IDC application and Notice of Grant Award (NOGA):

- IDC application, guidelines, and instructions
- Debarment and Suspension Certification
- General and application-specific Provisions and Assurances
- Lobbying Certification

Authorized Official Name Title

Email Phone

Signature Date

Shared Services Arrangements Shared services arrangements (SSAs) are not permitted for this grant.**Statutory/Program Assurances**

The following assurances apply to this program. In order to meet the requirements of the program, the applicant must comply with these assurances.

Check each of the following boxes to indicate your compliance.

- 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this IDC will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- 3. The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2024-2025 Migrant Capacity Building and Curriculum Initiative Program Guidelines.
- 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2024-2025 Migrant Capacity and Curriculum Initiative Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
- 5. The applicant provides assurance that they accept and will comply with [Every Student Succeeds Act Provisions and Assurances](#) requirements.
- 6. The applicant assures that any Electronic Information Resources (EIR) produced as part of this agreement will comply with the State of Texas Accessibility requirements as specified in 1 TAC 206, 1 TAC Chapter 213, Federal Section 508 standards, and the WCAG 2.0 AA Accessibility Guidelines.
- 7. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds.
- 8. The applicant assures that they accept and will comply with TEA General, Every Student Succeeds Act (ESSA), and Program-Specific Provisions and Assurances.
- 9. The applicant assures that they will meet the Expected Activities listed on pages 12-15 of the 2024-2025 Migrant Capacity Building and Curriculum Initiative Program Guidelines.

Summary of Program

Provide an overview of the program to be implemented with grant funds. Include the overall mission and specific needs of the organization. Describe how the program will address the mission and needs.

The Region 20 Federal, State, and Local Initiatives (FSLI) team is a project management team that supports federal grants and state contracts for Texas. We believe in making a difference by building trust, continuously growing, and holding ourselves and each other accountable to make it remarkable. Our success depends on working collaboratively using each other's strengths while remaining flexible. ESC-20 will implement a program to assist the TEA Migrant Education Program in providing support and materials to improve the outcomes of migratory children and their parents and families.

Our program will include, but is not limited to the following:

- Develop and maintain resources that are housed on the Texas Migrant Education Portal (TMEP) and in the Assisting Interstate/Intrastate Mobile Students (AIIMS) Portal. These resources will support ESCs and LEAs who facilitate the transition of migratory students as they travel throughout the state. All resources we developed are designed to increase educational opportunities and remove barriers for migratory students when moving from one LEA to another. The guidebook and suite of resources will be continually improved to support the fidelity of implementation and promote the scaling of best practices.
- Facilitate parent engagement opportunities through the coordination of a statewide Parent Advisory Council (PAC).
- Attend TEA-required meeting(s) and/or trainings and conferences to stay informed, to inform others about resources available on the portals, request feedback, and apply new knowledge to the grant objectives and milestones, as applicable.
- Provide professional, timely responses and assistance to support ESC and LEA MEP staff with any individual projects within the grant.
- Utilize web analytics and stakeholder feedback to continually enhance and improve the user experience across all portals.
- Collaborate with TEA MEP program directors and other state initiatives. This includes providing and requesting feedback as needed always with the end goal of improving the overall Texas Migrant Education Program for all stakeholders.

Qualifications and Experience for Key Personnel

Outline the description of the plan to fund a minimum of 2 Full Time Employees (FTEs) from these grant funds to carry out the work of this initiative. Additionally, outline the description of the plan to fund a minimum of 1 FTE from these grant funds to coordinate the work of the initiative and carry out program responsibilities.

The Region 20 FSLI Team will have on-site staff and off-site contracted individuals to support when needed. The FSLI Team members who will be supporting this grant will consist of the following:

- Project Manager (Existing): Experience in organizing, developing, and delivering virtual statewide PD and TOT events; developing interactive web-based modules, videos, and mobile apps; ensuring all websites, resources, and tools are current and compliant including ABB, Project SMART, and Education Resources; analyzing analytics and reporting data. Served as Math Department Head and District Specialist.
- Specialists (Existing): Experience in assisting the creation of a variety of resources and tools for State PAC parents, ABB, and Best Practices Showcase; support in creating and/or delivering PD opportunities for adult learners in face-to-face and virtual settings.
- Technical Specialists (Existing): Knowledge of 508 accessibility and experience in remediating documents across various platforms. Strong attention to detail for review of Project SMART and Education Resources materials.
- Translators/Interpreters and Content Reviewers (Existing)
- Leadership (Existing): Coordinator has worked with the FSLI Team since 2019 and Component Director since 2010. Both have experience leading statewide initiatives to include budget oversight, development, and overseeing of tools and resources developed with TEA.

Resources the FSLI Team has developed and/or assisted with include: ABB, Project SMART, Education Resources, TMEP and AIIMS portals, Best Practices Showcase, State PAC, and facilitating PFE training opportunities.

Performance and Evaluation Measures

Describe the performance measures identified for this program which are related to student outcomes and are consistent with the purpose of the program. Include the tools used to measure performance, as well as the processes that will be used to ensure the effectiveness of project objectives and strategies.

Performance measures for this program will include:

- Data Collection: With each program, resource, tool, and virtual hosted session, ESC-20 collects data so that it can be analyzed and presented to TEA to determine where revisions and improvements can be made. To do this, ESC-20 uses a wide variety of tools to collect the data so it can be analyzed appropriately. Some of these tools are Google Surveys, Zoom Polls, Contact Log, and website analytics. Throughout the development process, the development team will utilize the Plan, Do, Study, Act model for continuous improvement to refine and enhance each tool and resource, to ensure each one meets the intended outcomes and objectives set by the Agency. The raw data and metrics captured from trainings, tools, and programs are evidence of client use, participation, completion, audience types, etc. Analysis of this data will be used to identify targeted needs across geographical areas in Texas and to determine whether the resource, virtual training, or tool had the intended impact on the targeted audience.
- TEA Monthly Meetings: Analytics for products and sites are shared with the Agency quarterly in the monthly meetings to track the marketing and use of the materials created.
- Semi-annual Performance Report: Completion and submission of the semi-annual performance report that reflects the previous month's activities.
- Final Report: Completion and submission of the final summary report at the end of the grant period.

Budget Narrative

Describe how the proposed budget will meet the needs and goals of the program, including for staffing, supplies and materials, contracts, travel, etc. If applicable, include a high-level snapshot of funds currently allocated to similar programs. Include a short narrative describing how adjustments will be made in the future to meet needs.

When we propose a budget to meet the needs and goals of a program associated with a federally funded grant, we consider that our internal team is composed of highly qualified exempt and non-exempt staff, each of whom has the skills and experience to support the work.

For this grant funded at \$700,000, ESC-20 would allocate the funds accordingly:

- Billable Hours - \$360,624 to pay for three on-site team members' time and effort.
- Indirect Cost - \$49,914
- Other Professional Services - \$133,700 to develop, review, and revise content for resources
- Misc Contracted Services - \$115,494 for subscriptions, website and/or module development, and any outside consultants or vendors that might be needed and technical assistance.
- Other 6200 - \$13,768 for conference booth rental, ESC services, communications, and building fees
- Supplies - \$500 for marketing materials and/or other needs to support the grant.
- Travel - \$26,000 for staff, State PAC members, or scholarship winners to attend and/or present at in-state and out-of-state conferences at the request of TEA.

TEA Program Requirements

1. Provide a description of the plan to create, develop, and maintain resources to improve academic outcomes of migratory children in the Texas Migrant Education Portal (TMEP) and in the Assisting Interstate/Intrastate Mobile Students (AIIMS) Portal.

When developing new tools and resources, the FSLI Team first meets with TEA to identify new tools and resources needed to meet the goals and objectives of this grant. Before the meeting, the team will have reviewed and analyzed qualitative and quantitative data available on existing resources. Next, a work plan is created with a timeline that meets all stakeholder needs. Then, highly qualified onsite and/or off-site staff (including collaborators, if applicable). Mock-ups of the content look and layout, are reviewed and approved by TEA and lastly, the final content is placed on the designated platform. Once a resource or tool is launched for client use, we analyze data available to refine and enhance it and ensure it continues to meet the intended outcomes and objectives set by the Agency. Data is shared with the TEA, along with options for the enhancement that include impact on end-users, and a tentative timeline for the enhancement to be completed.

When creating new products, the FSLI team uses data and analytics to determine what should be improved or created. For example, when the original design of the AIIMS portal was a paper guidebook, the decision was made to place the information in a website format so that it could be updated with ease without having to reprint copies. Also, the team facilitated a migration of all Texas MEP portals to a new platform which allows all sites to be easily viewed and accessed on phones. Another benefit of the migration is the transfer of ownership which allows our in-house FSLI team to make most edits and updates quickly and easily. Both the TMEP and AIIMS portals have been through several revisions to increase usage and improve user experience. The FSLI team always ensures that the sites and the resources are accessible to adaptive devices and 508 compliant. Also, many of the sites are fully translated in Spanish, not just Google translated to ensure that it is a true translation instead of just being transadaptive. All resources that are created and housed on the portal follow appropriate Texas standards. For example, when new tip sheets or grade band material for Ed Resources or Project SMART a subject matter expert to review the materials to maintain the highest standards of quality.

2. Provide a description of the plan to provide proven resources to Migrant Education Program (MEP) staff, as well as parents of migratory children.

The FSLI Team earnestly works to provide resources to MEP staff as well as parents of migratory children. The team currently maintains the Education Resources K-12 portal for parents to use with their students. The plan is to continue to update the Ed Resources by adding math content for grades 6 through 8. MEP staff can use these resources and share them with parents who have direct access and can use them to help their children at home. Our team would continue to market these resources at conferences and in program meetings to share the latest updates and encourage widespread usage. We believe there are so many amazing proven resources already available, we want to promote them every chance we get! In addition, Trainer of Trainers (TOTs) for PAC, ABB, and Project SMART are created annually to support MEP staff when training LEAs as they implement these programs. In the past two years, modules were created for both ABB and Project SMART in order to reduce the number of hours that the staff members had to be in live training sessions and provide more flexibility. The modules also reduce the amount of program/curriculum content that ESC MEP Staff must convey because the program-wide big-picture information is embedded in the modules. This allows the ESC MEP staff to make their training for their instructors much more targeted and differentiated to the needs of the individual instructors. This year, as a result of feedback at an ID&R event, a new section was added to the TMEP portal to support agribusiness owners with various state and federal resources. The intent is to provide information about the MEP and to encourage collaboration among the various organizations and programs that support migratory workers and their families. Our team will continue to listen to feedback and attempt to enhance existing content, as well as create new content whenever the need arises. We enjoy the challenge and have so many strengths on the team that allow us to turn the seed of an idea into a well-designed, published product.

TEA Program Requirements Cont'd

3. Provide a description of the plan to provide technical assistance and support to other ESCs and LEAs in Parent and Family Engagement (PFE).

The FSLI Team will serve as the point of contact for disseminating information and providing technical assistance, including guidance, troubleshooting, and best practices to LEAs and ESCs. This support will be delivered through virtual meetings, webinars, and the TMEP Portal for sharing resources and expertise. To ensure that our team has the most up to day information on PFE, the FSLI Team has a member who serves on the state PFE Council alongside one of the State PAC Members. Being part of the council provides valuable insights into expertise on Parent and Family Engagement. The TMEP Portal houses a PFE page that is updated and maintained with resources to help MEP Staff as they support LEAs with their PACs, digital brochures, and resources from past consultants and federal programs. This year, a webinar was created to support ESCs and LEAs to review the materials in the AIIMS portal. With the webinar's success, a new webinar will be generated to explore the PFE resources in-depth. New materials like one-pagers and slide decks will be generated based on the previous work of contracted consultants like that of Dr. Prather-Smith which can be immediately turned around as they support LEAs. To further support LEAs and ESCs a PFE Shared Resources page could be created to access learning and insights shared at conferences or gained in various trainings for those who are not able to attend. To provide technical assistance, the FSLI Team remains available to answer phone calls and emails from LEAs and ESCs around the state.

4. Provide a description of the plan to facilitate parent engagement opportunities through coordination of a statewide Parent Advisory Council (PAC).

The FSLI Team takes great pride in establishing strong relationships with the State PAC members. This ensures that the PAC members have one person that they can reach out to when they have any needs or concerns about serving on the PAC. The FSLI team hosts two State PAC Meetings over the course of a year, one in person and one virtual. These events are supported with simultaneous translation so parents feel comfortable in their preferred language. Our designated team member is a member of the statewide PFE Council and attends meetings with State PAC members as well as attends AMET, PFE Conference, and the NASDME conference, as well as other training opportunities throughout the year. The FSLI Team works with TEA to create the agendas for the State PAC meetings to ensure that there is time for meaningful consultation and feedback on resources that have been created. State PAC members' travel arrangements and reimbursements are coordinated by the FSLI team to remove barriers for participation. Once the State PAC meetings are concluded, the FSLI team supports the PAC secretary with preparing and translating the final minutes to ensure accuracy and conciseness.

TEA Program Requirements (Cont.)

5. Provide a description of the plan to develop a suite of resources to support the increase of educational opportunities and remove barriers for migratory students and promote scaling of best practices.

The FSLI team develops and maintains a suite of resources to support the increase of educational opportunities and remove barriers for migratory students and promote scaling of best practices. The Education Resources for Parents of K-12 Migratory Children is a portal that provides migratory parents with education resources that can immediately be used with their children. The purpose of the portal is to provide parents with digital resources to support the unmet educational needs of migratory children. There are resources and tools linked to support students in various subjects, as well as Out-of-School Youth, or OSY. We are currently adding math resources because survey feedback from parents indicated that math was a need. When we near the end of the math development, we would again solicit feedback from parents and other stakeholders to determine if other content areas should be developed and included on this portal. A Bright Beginning (ABB) is an early literacy program for three- and four-year old children in the Texas Migrant Education Program who are NOT enrolled in Pre-K, Kindergarten, or Head Start. The purpose of ABB is to build the early literacy skills of migratory children and to involve parents in the education of their children. Children who participate in this program develop the pre-reading skills necessary to be successful in kindergarten. In the past two years, we have updated the curriculum to match the revised Pre-K Guidelines as well as to enhance the formatting and look of the lessons. We are also updating the interactive apps to make them functional and available on newer devices. We continue to look for ways to ensure that the program stays relevant and useful to support migratory children and families with early literacy. Project SMART: Making Mathematics Meaningful is a Texas summer math migrant program created by the Texas Education Agency. The objectives and activities of Project SMART were designed for the most mobile students enrolled in summer migrant programs. The overarching goal of the project is to improve the math skills of migrant students through scientifically-based instruction, professional development, and parent involvement. It is used across Texas and in several other states each summer. Each year, we are able to use teacher feedback to make targeted revisions and updates as needed. We implemented a collaborative forum page to encourage instructors to find and share resources with others who are teaching the same grade band. This year, some of the additional lesson activities were added and accessible only through the forum. This allows them to be available for everyone who may want to use them without adding to the length of the lesson itself. Pre- and post-test scores from all grade bands every year show increases which indicates academic growth and serves migratory children well as they return to schools in the fall.

This past year, based on feedback, the team redesigned the Parents and Families section of the TMEP and AIIMS portal. The feedback was to simplify the language and amount of text and make it easier to navigate for parents and families. After extensive work, collaboration, and feedback from the Agency, the newly redesigned pages will launch in June. The FSLI Team created the Best Practices Showcase to share resources from across the state of Texas from different-sized districts in an effort to highlight the good works that are happening and share resources, tools, and ideas that can be implemented in any LEA or ESC. Small, rural, and large urban districts have presented with coordination of the FSLI Team and the Agency to help MEP staff and LEAs. In collaboration with TEA, the team plans to include presentations from consortiums that Texas is now a member of like IDRC or iSOSY in future Best Practice Showcase events. These events are always recorded and the recordings remain available on the Best Practices Showcase page on the TMEP Portal.

Appendix I: Amendment Description and Purpose (leave this section blank when completing the initial application for funding)

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the [Administering a Grant](#) page. The following are required to be submitted for an amendment: (1) Page 1 of the application with updated contact information and current authorized official's signature and date, (2) Appendix I with changes identified and described, (3) all updated sections of the application or budget affected by the changes identified below, and, if applicable, (4) Amended Budget Request. Amendment Instructions with more details can be found on the last tab of the budget template.

You may duplicate this page

Amended Section

Reason for Amendment

Application Part 2:

2024-2025 Migrant Capacity Building and Curriculum Initiative

Authorized by: ESEA as amended by Every Student Succeeds Act (ESSA), Title I, Part C

County District Number or Vendor ID:		015950	Amendment #:		
Payroll Costs (6100)					
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions Less than 100% Grant Funded	Grant Amount Budgeted	
Academic/Instructional					
1	Teacher			\$	-
2	Educational Aide			\$	-
3	Tutor			\$	-
Program Management and Administration					
4	Project Director			\$	-
5	Project Coordinator			\$	-
6	Teacher Facilitator			\$	-
7	Teacher Supervisor			\$	-
8	Secretary/Admin Assistant			\$	-
9	Data Entry Clerk			\$	-
10	Grant Accountant/Bookkeeper			\$	-
11	Evaluator/Evaluation Specialist			\$	-
Auxiliary					
12	Counselor			\$	-
13	Social Worker			\$	-
14	Community Liaison/Parent Coordinator			\$	-
Education Service Center (to be completed by ESC only when ESC is the applicant)					
15	ESC Specialist/Consultant			\$	-
16	ESC Coordinator/Manager/Supervisor			\$	-
17	ESC Support Staff			\$	-
18	ESC Other: (Enter position title here)			\$	-
19	ESC Other: (Enter position title here)			\$	-
20	ESC Other: (Enter position title here)			\$	-
Other Employee Positions					
21	(Enter position title here)			\$	-
22	(Enter position title here)			\$	-
23	Subtotal Employee Costs:			\$	-
Substitute, Extra-Duty Pay, Benefits Costs					
24	6112 - Substitute Pay			\$	-
25	6119 - Professional Staff Extra-Duty Pay			\$	-
26	6121 - Support Staff Extra-Duty Pay			\$	-
27	6140 - Employee Benefits			\$	-
28	61XX - Tuition Remission (IHEs only)			\$	-
29	Subtotal Substitute, Extra-Duty Pay, Benefits Costs:			\$	-
30	Grand Total:			\$	-
31	Total Program Costs*:			\$	-
32	Total Direct Admin Costs*:			\$	-

***Complete the Total Program Costs (line 31) and Total Direct Admin Costs (line 32) lines. The sum of these lines must equal the Grand Total (line 30); otherwise, the field will change color to red to indicate an error. These amounts will automatically populate on the Budget Summary worksheet.**

For budgeting assistance, see the Budgeting Guidance and Related Forms section on the Grants Administration Division's [Grant Resources](#) webpage.

FOR TEA USE ONLY	
Changes on this page have been confirmed with:	On this date:
Via telephone/email (list as appropriate):	By TEA staff person:

Application Part 2:

2024-2025 Migrant Capacity Building and Curriculum Initiative

Authorized by: ESEA as amended by Every Student Succeeds Act (ESSA), Title I, Part C

County District Number or Vendor ID:		015950	Amendment #:		0
Professional and Contracted Services (6200)					
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider. Please provide a brief description for the service and purpose.					
Description of Service and Purpose					Grant Amount Budgeted
	6269 - Rental or lease of buildings, space in buildings, or land				
1	Conference booth rental and meeting space				\$ 800
	6219 - Billable Hours				
2	Time and effort of various ESC staff to perform activities on pages 12-16				\$ 360,624
	6219 - Other Professional Services				
3	Develop, review, and revise content for resources				\$ 133,700
	6239 - ESC Services				
4	Review content and advise on newsletter information				\$ 10,000
	6299 - Misc Contracted Services				
5	Contractors and services for web maintenance and tech subscriptions				\$ 115,494
	Service:				
6	(Specify purpose here)				\$ -
	Service:				
7	(Specify purpose here)				\$ -
	Service:				
8	(Specify purpose here)				\$ -
9	Subtotal of professional and contracted services requiring specific approval:				\$ 620,618
10	Remaining 6200 - Professional and contracted services that do not require specific approval.				\$ 2,968
11	Grand Total:				\$ 623,586
12	Total Program Costs*:				\$ 623,586
13	Total Direct Admin Costs*:				\$ -
*Complete the Total Program Costs (line 12) and Total Direct Admin Costs (line 13) lines. The sum of these lines must equal the Grand Total (line 11); otherwise, the field will change color to red to indicate an error. These amounts will automatically populate on the Budget Summary worksheet.					

FOR TEA USE ONLY

Changes on this page have been confirmed with:	On this date:
Via telephone/email (list as appropriate):	By TEA staff person:

Application Part 2:

2024-2025 Migrant Capacity Building and Curriculum Initiative

Authorized by: ESEA as amended by Every Student Succeeds Act (ESSA), Title I, Part C

County District Number or Vendor ID:		015950	Amendment #:		0
Supplies and Materials (6300)					
Expense Item Description			Grant Amount Budgeted		
1	Remaining 6300 - Supplies and materials that do not require specific approval:			\$	500
2	Grand Total:			\$	500
3	Total Program Costs*:			\$	500
4	Total Direct Admin Costs*:			\$	-
<p>*Complete the Total Program Costs (line 3) and Total Direct Admin Costs (line 4) lines. The sum of these lines must equal the Grand Total (line 2); otherwise, the field will change color to red to indicate an error. These amounts will automatically populate on the Budget Summary worksheet.</p>					

FOR TEA USE ONLY	
Changes on this page have been confirmed with:	On this date:
Via telephone/email (list as appropriate):	By TEA staff person:

Application Part 2:

2024-2025 Migrant Capacity Building and Curriculum Initiative

Authorized by: ESEA as amended by Every Student Succeeds Act (ESSA), Title I, Part C

County District Number or Vendor ID: 015950		Amendment #: 0	
Other Operating Costs (6400)			
Expense Item Description		Grant Amount Budgeted	
1	6411 - Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$	2,000
2	6412 - Travel for students to conferences (does not include field trips). Requires pre-authorization in writing. (Enter name and purpose of conference)	\$	-
3	6412/6494 - Educational Field Trip(s). Must be allowable per Program Guidelines, and grantee must keep documentation locally.	\$	-
4	6413 - Stipends for non-employees other than those included in 6419.	\$	-
5	6419 - Non-employee costs for conferences. Requires pre-authorization in writing.	\$	15,000
6	6411/6419 Travel costs for officials, such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and grantee must keep out-of-state travel documentation locally.	\$	-
7	6495 - Cost of membership in civic or community organizations. (Enter name and purpose of organization)	\$	-
8	64XX - Hosting conferences for non-employees. Must be allowable per Program Guidelines, and grantee must keep documentation locally.	\$	-
9	Subtotal of other operating costs (6400) requiring specific approval:	\$	17,000
10	Remaining 6400 - Other operating costs that do not require specific approval.	\$	9,000
11	Grand Total:	\$	26,000
12	Total Program Costs*:	\$	26,000
13	Total Direct Admin Costs*:	\$	-
<p>*Complete the Total Program Costs (line 12) and Total Direct Admin Costs (line 13) lines. The sum of these lines must equal the Grand Total (line 11); otherwise, the field will change color to red to indicate an error. These amounts will automatically populate on the Budget Summary worksheet.</p> <p><i>Forms to seek approval or document intent for applicable activities listed above are available on TEA's Forms for Prior Approval, Disclosure, and Justification page.</i></p>			

In-state travel for employees does not require specific approval.

FOR TEA USE ONLY	
Changes on this page have been confirmed with:	On this date:
Via telephone/email (list as appropriate):	By TEA staff person:

Application Part 2:

2024-2025 Migrant Capacity Building and Curriculum Initiative

Authorized by: ESEA as amended by Every Student Succeeds Act (ESSA), Title I, Part C

County District Number or Vendor ID:	015950	Amendment #:	0
--------------------------------------	--------	--------------	---

Debt Service (6500)

NOTE: Use this schedule to budget funds to retire debt principal on lease liabilities with terms greater than 12 months and to pay interest accrued on those leases. In Part 2, please provide a brief description of each item included in 6514/6512 (Principal Costs) and why it is necessary for successful implementation of the grant program.

Expense Item Description	Grant Amount Budgeted
--------------------------	-----------------------

Part 1: Lease Liabilities with Terms Greater Than 12 Months

1	6514 - Subscription-based Information Technology Arrangement (SBITA) Liability - Principal Costs	\$	-
2	6526 - Subscription-based Information Technology Arrangement (SBITA) Liability - Interest Costs	\$	-
3	6512 - Capital Lease Liability - Principal Costs	\$	-
4	6522 - Capital Lease Liability - Interest Costs	\$	-
5	6523 - Interest on Debt Costs	\$	-
6	Grand Total (sum of all lines):	\$	-
7	Total Program Costs*:	\$	-
8	Total Direct Admin Costs*:	\$	-

*Complete the Total Program Costs (line 7) and Total Direct Admin Costs (line 8) lines. The sum of these lines must equal the Grand Total (line 6); otherwise, the field will change color to red to indicate an error. These amounts will automatically populate on the Budget Summary worksheet.

Part 2: Description of Subscription or Property with Justification

Subscription/Property and Justification	Contract Start Date (for full term of contract)**	Contract End Date (for full term of contract)**	SBITA Cost / Property Value (total Principal Cost for full term of contract)
9 (Enter description of subscription (6514) or property being leased (6512) and provide justification of grant relevance)			\$ -
10 (Enter description of subscription (6514) or property being leased (6512) and provide justification of grant relevance)			\$ -
11 (Enter description of subscription (6514) or property being leased (6512) and provide justification of grant relevance)			\$ -
12 (Enter description of subscription (6514) or property being leased (6512) and provide justification of grant relevance)			\$ -
13	Property Value Total (sum of all lines):		\$ -

**Contract dates must indicate a period greater than 12 months.

FOR TEA USE ONLY

Changes on this page have been confirmed with:	On this date:
Via telephone/email (list as appropriate):	By TEA staff person:

County District Number or Vendor ID:		015950	Amendment #:		0
Capital Outlay (6600)					
Description and Purpose		Quantity	Unit Cost	Grant Amount Budgeted	
6669 - Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$	-
66XX - Computing Devices, capitalized					
2	(Enter description and brief purpose)		\$ -	\$	-
3			\$ -	\$	-
4			\$ -	\$	-
5			\$ -	\$	-
6			\$ -	\$	-
7			\$ -	\$	-
8			\$ -	\$	-
66XX - Software, capitalized					
9	(Enter description and brief purpose)		\$ -	\$	-
10			\$ -	\$	-
66XX - Equipment, furniture, or vehicles					
11	(Enter description and brief purpose)		\$ -	\$	-
12			\$ -	\$	-
66XX - Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)					
13	(Enter description and brief purpose)			\$	-
14	Grand Total (sum of all lines):			\$	-
15	Total Program Costs*:			\$	-
16	Total Direct Admin Costs*:			\$	-
*Complete the Total Program Costs (line 15) and Total Direct Admin Costs (line 16) lines. The sum of these lines must equal the Grand Total (line 14); otherwise, the field will change color to red to indicate an error. These amounts will automatically populate on the Budget Summary worksheet.					

FOR TEA USE ONLY	
Changes on this page have been confirmed with:	On this date:
Via telephone/email (list as appropriate):	By TEA staff person:

Application Part 2:

2024-2025 Migrant Capacity Building and Curriculum Initiative

Authorized by: ESEA as amended by Every Student Succeeds Act (ESSA), Title I, Part C

County District Number or Vendor ID: 015950		Amendment #: 0	
Grant Period:	September 1, 2024, to August 31, 2025	Fund Code/ Shared Services Arrangement:	212

Budget Summary					
Description and Purpose		Source of Funds			
		Class/ Object Code	Program Cost	Direct Administrative Cost	Total Budgeted Cost
1	Payroll Costs	6100	\$ -	\$ -	\$ -
2	Professional and Contracted Services	6200	\$ 623,586	\$ -	\$ 623,586
3	Supplies and Materials	6300	\$ 500	\$ -	\$ 500
4	Other Operating Costs	6400	\$ 26,000	\$ -	\$ 26,000
5	Debt Service	6500	\$ -	\$ -	\$ -
6	Capital Outlay	6600	\$ -	\$ -	\$ -
Consolidating Administrative Funds?				N/A	
7	Total Direct Costs:		\$ 650,086	\$ -	\$ 650,086
8	* Indirect Costs:				\$ 49,914
9	Total of All Budgeted Costs :		\$ 650,086	\$ -	\$ 700,000
Direct Administrative Cost Calculation					
11	Total Award Amount:				\$ 700,000
12	Direct Administration Cap per Program Guidelines				0.00
13	Maximum amount allowable for direct administrative costs:				\$ -

For current year indirect cost rates, please visit the Federal Fiscal Compliance and Reporting **Indirect Cost Rates page. Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. Indirect costs claimed are part of the total grant award amount, not in addition to the grant award amount. Do not submit an amendment solely for the purpose of budgeting indirect costs. To calculate maximum indirect costs, please use the Maximum Indirect Costs Worksheet available on the Grants Administration Division's [Grant Resources](#) webpage.*

FOR TEA USE ONLY	
Changes on this page have been confirmed with:	On this date:
Via telephone/email (list as appropriate):	By TEA staff person:

County District Number or vendor ID:	0	Amendment #	
--------------------------------------	---	-------------	--

SUBMITTING AN AMENDMENT

This worksheet is used to amend the budget of a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). Refer to the amendment instructions (orange tab) located on this Excel workbook for information about when to submit an amendment and the documents required.

AMENDED BUDGET REQUEST

Description	Class/ Object Code	A. Grand Total from Previously Approved Budget	B. Amount Deleted	C. Amount Added	D. New Grand Total
1 Payroll Costs	6100				\$ -
2 Professional and Contracted Services	6200				\$ -
3 Supplies and Materials	6300				\$ -
4 Other Operating Costs	6400				\$ -
5 Debt Services	6500				\$ -
5 Capital Outlay	6600				\$ -
6	Total Direct Costs:	\$ -	\$ -	\$ -	\$ -
7	Indirect Costs:				\$ -
8	Total Costs:	\$ -	\$ -	\$ -	\$ -

FOR TEA USE ONLY

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person: