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

1. 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	Region One ESC	CDN	108950	Campus		ESC	1	UEI	RLSVGNY125

Address	1900 W Schunior St.	City	Edinburg	ZIP	78541	Vendor ID	1741588186

Primary Contact	Martha Hinojosa	Email	mhinojosa@esc1.net	Phone	956-984-6240

Secondary Contact	Hector Gloria	Email	hgloria@esc1.net	Phone	956-984-6295

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):

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

Authorized Official Name	Dr. Daniel King	Title	Executive Director

Email	dking@esc1.net	Phone	956-984-6001

Signature	*Daniel King* (May 1, 2024 15:54 CDT)	Date	May 1, 2024

Shared Services Arrangements

X 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 primary objective of the 2024-2025 Migrant Capacity Building and Curriculum Initiative is to enhance the efficiency and accessibility of resources, information, and support services provided by the Texas Migrant Education Program (MEP). This initiative aims to establish a dedicated online platform that facilitates access for migrant students, families, and educators. Spearheaded by the Region One Education Service Center (ESC).

The initiative seeks to equip MEP personnel and parents of migratory children with evidence-based instructional resources and supportive services. By tailoring an online platform to address the unique educational needs of migratory children, the initiative aims to enhance academic outcomes.

Stakeholders within the Texas Migrant Education Program have specific needs, including ensuring quality education and support services for migrant students, providing assistance to migrant families, offering professional development opportunities for MEP staff, and fostering collaboration among educational institutions.

The 2024-2025 Migrant Capacity Building and Curriculum Initiative is driven by the overarching goal of improving the efficiency and inclusivity of MEP resources, information dissemination, and support services. Through systematic evolution across three phases, the initiative aims to empower migratory students and their families, removing barriers and promoting equitable access to educational opportunities.

1. Streamlining Operational Procedures (Phase 1):
   a) Simplify administrative tasks, reduce processing time, and optimize resource allocation.
   b) Enhance efficiency for migrant students, families, and educators.
2. Optimizing Accessibility (Phase 2):
   a) Develop user-friendly online platforms and digital tools.
   b) Bridge the digital divide and ensure multilingual access.
3. Personalized Content Development (Phase 3):
   a) Tailor resources to individual learning styles and cultural backgrounds.
   b) Empower users to shape their educational experiences.

This initiative aims to revolutionize education by providing equitable opportunities and removing barriers for migratory students.

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.

Position 1: Migrant Program Assistant
A Program Assistant would provide essential support to the Program Coordinator and the overall initiative.
1) Administrative, Participant, and Technical Support; 2) Communication, Coordination, and Financial Support; 3) Data Management, Reporting, and Documentation Compliance.

Position 2: Technology Resource Specialist
The Technology Resource Specialist would play a crucial role in overseeing the technological aspects of the initiative.
1) Platform Development, Integration, Accessibility, and Software Implementation, 2) Technical Infrastructure Management and User Experience (UX) Design; 3) Data Management, Analytics, and Training and Support.

Position 3: Program Coordinator
The Program Coordinator would serve as a central figure responsible for overseeing the implementation of the initiative and ensuring that program responsibilities are met.
1) Strategic Planning, Policy Compliance, and Project Management, 2) Team Coordination, Continuous Improvement, and Stakeholder Engagement, 3) Resource Management and Evaluation and Reporting.

By funding these FTEs, the initiative aims to enhance program management and service delivery.

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.

Phase 1: Streamlining Operational Procedures:
Performance Measures: 1) Reduction in Administrative Processing Time, 2) Improvement in Administrative Efficiency, 3) Enhancement in Resource Utilization.
Tools: 1) Time-Tracking Software, 2) Process Mapping Tools, 3) Database Systems.
Processes: 1) Regular Process Audits, 2) Staff Training, 3) Continuous Improvement.

Phase 2: Optimizing Accessibility:
Performance Measures: 1) Increase in Platform Usage, 2) Enhancement in Digital Inclusion, 3) Satisfaction with Multilingual Platforms.
Tools: 1) Web Analytics Tools, 2) Surveys and Interviews, 3) Community Mapping Tools.
Processes: 1) User Feedback Mechanisms, 2) Infrastructure Investments, 3) Cultural Sensitivity Training.

Phase 3: Personalized Content Development: Performance Measures: 1) Improvement in Learning Outcomes, 2) User Satisfaction with Personalized Content, 3) Engagement with User-Generated Content.
Tools: 1) Pre- and Post-Assessments, 2) Surveys and Focus Groups, 3) Online Collaboration Platforms.
Processes: 1) Needs Assessments, 2) Iterative Content Refinement, 3) Community Engagement Strategies.

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.

Proposed budget for the 2024-2025 Migrant Capacity Building and Curriculum Initiative:

Staffing: Allocate funds for salaries and benefits of two full-time employees (FTEs) responsible for resource curation, technical development, and one FTE for program coordination.

Supplies and Materials: Allocate funds for necessary supplies and materials, including software licenses, computer equipment, office supplies, and educational resources for the portal.

Contracts: Allocate funds for contracts with external vendors or consultants (e.g., web development, graphic design, content creation).

Travel: Allocate funds for travel expenses related to program implementation (staff training, stakeholder meetings, conferences, site visits).

The review of existing grants in Region One allows us to analyze budgets of comparable initiatives and identify successful practices and lessons learned by comparing funding allocations for staffing, technology, and outreach. We are able to adjust our budget based on best practices and program-specific requirements.

The proposed budget aims to meet program needs and goals while ensuring effective utilization of funds. Adjustments will be made based on program performance and evolving requirements. For example, conduct periodic budget reviews to assess program effectiveness, evaluate spending patterns, outcomes, and alignment with goals, reallocate funds based on emerging needs or unforeseen challenges, and prioritize critical areas while remaining adaptable. By strategically allocating funds and maintaining flexibility, we aim to meet the needs of the 2024-2025 Migrant Capacity Building and Curriculum Initiative effectively. Adjustments will be made based on performance data, stakeholder feedback, and evolving program requirements.

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.

Phase 1: Streamlining Operational Procedures: 1)Resource Curation and Development: Curate existing educational materials relevant to migrant education, Develop new resources aligned with academic standards (language arts, math, science, social studies), Ensure cultural responsiveness and accessibility. 2) Technology Integration: Create an online platform (TMEP) for resource access, Develop user-friendly interfaces and intuitive navigation, Implement tools for data management and resource tracking. 3) Staff Training and Support: Train MEP staff on resource utilization, Provide ongoing support for content updates and maintenance.

Phase 2: Optimizing Accessibility: 1) Multilingual Content: Translate resources into multiple languages, Ensure culturally sensitive content, 2) User Engagement Strategies: Promote platform usage among migrant students, families, and educators, Encourage active participation through incentives and engagement activities. 3)Feedback Mechanisms: Collect user feedback on resource effectiveness, Use analytics tools to track platform usage.

Phase 3: Personalized Content Development: 1)Needs Assessment: Assess individual learning needs and preferences, Gather input from users on desired content. 2) Content Customization: Develop personalized resources based on user profiles, Tailor content to address specific challenges faced by migratory children. 3) Continuous Improvement: Regularly update and refine resources, Monitor user engagement and adjust content accordingly.

By following this plan, we aim to enhance academic outcomes for migratory children through accessible, relevant, and personalized resources.

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 plan to provide proven resources to Migrant Education Program (MEP) staff and parents of migratory children involves a multifaceted approach aimed at equipping both groups with the tools, knowledge, and support they need to enhance the educational outcomes of migratory students.
1. Training and Professional Development for MEP Staff: Comprehensive training and professional development opportunities for MEP staff, including teachers, counselors, social workers, and administrators, Workshops, webinars, and seminars covering topics such as migrant student needs, effective instructional strategies, cultural competency, trauma-informed practices, and family engagement, Collaboration with experts in migrant education, trauma-informed care, and culturally responsive teaching to deliver specialized training tailored to MEP staff's unique needs.
2. Access to Research-Based Practices and Interventions: Curate a repository of research-based practices, interventions, and resources proven effective in supporting academic success and socio-emotional well-being of migratory children, Provide MEP staff with evidence-based instructional materials, curriculum resources, assessment tools, and intervention programs aligned with best practices in migrant education, Foster peer learning and knowledge sharing among MEP staff through communities of practice, discussion forums, and collaborative projects focused on implementing proven strategies and interventions.
3. Family Engagement and Support: Develop resources and materials to support parent engagement and involvement in their children's education, Provide training and workshops for parents on navigating the education system, advocating for their children's needs, supporting academic success at home, and accessing community resources, Foster partnerships between MEP staff and parents to create a supportive network for sharing information, resources, and strategies.
4. Collaborative Partnerships and Resource Sharing: Forge partnerships with organizations, agencies, and community stakeholders involved in migrant education and family support, Establish a platform for sharing proven resources, best practices, and success stories among MEP staff, parents, and other stakeholders.
5. Ongoing Support and Technical Assistance: Use modules for scaling and promoting research based best practices to include MEP office hours, live chats, creation of TEAMs Channels and launching weekly videos and newsletters via portal concept vignettes to make complex ideas more accessible, engaging, and memorable.

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 plan to provide technical assistance and support in Parent and Family Engagement (PFE) to other Education Service Centers (ESCs) and Local Education Agencies (LEAs) involves a collaborative and capacity-building approach aimed at enhancing the capacity of education professionals to effectively engage parents and families in the educational process.
1. Needs Assessment and Tailored Support: Conduct a comprehensive needs assessment to identify specific strengths, challenges, and priorities related to parent and family engagement within Educational Service Centers (ESCs) and Local Education Agencies (LEAs), Tailor technical assistance and support initiatives to address the unique needs and circumstances of each ESC and LEA, considering factors such as demographics, student populations, and community dynamics.
2. Capacity Building and Professional Development: Offer a range of capacity-building opportunities, including workshops, training, webinars, and conferences, Focus on evidence-based practices and strategies for effective parent and family engagement, Provide professional development sessions for educators, administrators, and support staff. Topics include building trusting relationships with families, culturally responsive communication, and involving parents in decision-making processes.
3. Resource Sharing and Best Practices Exchange: Facilitate the sharing of resources, tools, and best practices among ESCs and LEAs, Establish online platforms, discussion forums, and networking events to promote knowledge exchange, peer support, and collaborative problem-solving among educators and administrators engaged in parent and family engagement efforts.
4. Collaboration and Partnerships: Foster collaboration and partnerships with state agencies, educational organizations, community-based organizations, and other stakeholders, Engage in joint projects and initiatives aimed at advancing parent and family engagement practices and policies at the state and local levels.

By implementing this plan, ESCs and LEAs will be equipped with the knowledge, skills, and support necessary to strengthen their PFE efforts and build meaningful partnerships with parents and families, ultimately promoting positive outcomes for all students.

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

The plan to facilitate parent engagement opportunities through coordination of a statewide Parent Advisory Council (PAC) involves establishing a structured framework and platform for meaningful collaboration and partnership between parents, educators, policymakers, and community stakeholders. This PAC will serve as a representative body, providing input, feedback, and guidance on policies, programs, and initiatives related to education in the state.

1. Establishment and Structure: Define the PAC's structure, governance, and operating procedures, including membership terms, leadership roles, meeting schedules, and decision-making processes.
2. Recruitment and Selection: Develop a transparent process for recruiting and selecting parent representatives.
3. Capacity Building and Orientation: Provide workshops, webinars, and resources on education policy, advocacy, communication, and collaboration.
4. Collaborative Decision-Making and Engagement: Solicit input from PAC members on policies, programs, initiatives, and legislative proposals affecting education, ensuring parent perspectives are considered, Establish subcommittees or working groups within the PAC to focus on specific areas.
5. Communication and Outreach: Foster transparent communication between the PAC, policymakers, educators, and community stakeholders, Use newsletters, email updates, social media, and online platforms to disseminate information and engage parents in advocacy efforts, Organize outreach events to raise awareness of education issues and mobilize support for policy priorities.
6. Evaluation and Continuous Improvement: Solicit feedback from PAC members and stakeholders to refine strategies and enhance effectiveness.
By implementing this plan, the Statewide Parent Advisory Council (PAC) will empower parents and strengthen educational outcomes.

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 migrantory students and promote scaling of best practices.

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 involves a comprehensive approach to resource development, dissemination, and scaling. This plan aims to address the unique needs and challenges faced by migratory students, including access to quality education, academic support, and socio-emotional well-being, while promoting the adoption and replication of effective practices across educational settings.

1. Needs Assessment and Resource Identification:
Conduct a thorough needs assessment to identify the specific challenges, barriers, and gaps in educational opportunities for migratory students across different regions and communities, Gather input from migratory students, families, educators, administrators, and community stakeholders to inform the development of resources that address their priorities and preferences.
2. Resource Development and Compilation:
Develop a comprehensive suite of resources tailored to the needs of migratory students, covering a wide range of areas including academic support, language development, cultural competency, socio-emotional learning, and family engagement, Collaborate with subject matter experts, educators, curriculum developers, and content creators to develop high-quality, evidence-based resources aligned with best practices in migrant education, Compile existing resources, tools, and materials from reputable sources and organizations into a centralized repository to facilitate easy access and dissemination.
3. Technology Integration and Accessibility:
Leverage technology to enhance the accessibility and usability of resources for migratory students, ensuring compatibility with various devices and platforms, Develop multimedia resources such as interactive lessons, videos, digital games, and mobile applications to engage migratory students and accommodate diverse learning preferences and needs, Provide multilingual support and translation services to make resources accessible to migratory students with diverse linguistic backgrounds and proficiency levels.
4. Dissemination and Scaling:
Implement a targeted dissemination strategy to promote the adoption and scaling of best practices and resources among educational stakeholders, including schools, districts, ESCs, LEAs, and community organizations, Utilize multiple channels for dissemination, including websites, online portals, newsletters, social media, conferences, workshops, and professional development sessions, Establish partnerships with state agencies, educational organizations, and community stakeholders to leverage their networks and platforms for reaching a wider audience and promoting resource adoption.
5. Capacity Building and Training:
Offer training, professional development, and technical assistance to educators, administrators, and support staff on how to effectively utilize and implement the suite of resources to support migratory students, Provide workshops, webinars, and train-the-trainer sessions on topics such as culturally responsive teaching, differentiated instruction, trauma-informed practices, and family engagement strategies, Develop implementation guides, toolkits, and training materials to support the effective integration of resources into instructional practices and programmatic initiatives.
6. Monitoring and Evaluation:
Establish mechanisms for monitoring and evaluating the usage, impact, and effectiveness of resources in improving educational opportunities and outcomes for migratory students, Collect data on resource utilization, student engagement, academic progress, and other relevant indicators to assess the impact of resource deployment and inform continuous improvement efforts, Solicit feedback from users, stakeholders, and migratory students and families to identify strengths, areas for improvement, and opportunities for enhancement in resource design and implementation.

By implementing this plan, a comprehensive suite of resources will be developed and disseminated to support the increase of educational opportunities, remove barriers, and promote the scaling of best practices for migratory students. This holistic approach seeks to empower migratory students to achieve academic success, thrive in their educational journeys, and fulfill their potential as engaged and successful learners.

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

2024-2025 Migrant Capacity Building and Curriculum Initiative Authorized by: ESEA as amended by Every Student Succeeds Act (ESSA), Title I, Part C

Application Part 2

County District Number or Vendor ID:	108950	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	1		$ 85,000
16	ESC Coordinator/Manager/Supervisor	1		$ 110,000
17	ESC Support Staff	1		$ 40,000
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:**			$ 235,000
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			$ 57,000
28	61XX - Tuition Remission (IHEs only)			$ -
29	**Subtotal Substitute, Extra-Duty Pay, Benefits Costs:**			$ 57,000
30	**Grand Total:**			$ 292,000
31	**Total Program Costs*:**			$ 292,000
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:

2024-2025 Migrant Capacity Building and Curriculum Initiative Authorized by: ESEA as amended by Every Student Succeeds Act (ESSA), Title I, Part C

Application Page 2

County District Number or Vendor ID:		108950	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
1	6269 - Rental or lease of buildings, space in buildings, or land (Specify purpose here)	$ -
2	Service: 6238 ESC Data Processing/Technology Services/Maintenance ESC Technology Fees	$ 7,500
3	Service: 6267 ESC-Office Use Fees Fees assessed yearly for the use of the office space	$ 40,000
4	Service: 6239 Contracted Services ESC1-ESC1 Webdesign, Marketing, Online Courses to meet grant guidelines	$ 140,000
5	Service: 6299 Miscellaneous Contracted Services Contracted Services for Website Design and Technology Innovation	$ 40,000
6	Service: (Specify purpose here)	$ -
7	Service: (Specify purpose here)	$ -
8	Service: (Specify purpose here)	$ -
9	**Subtotal of professional and contracted services requiring specific approval:**	**$ 227,500**
10	Remaining 6200 - Professional and contracted services that do not require specific approval.	$ 5,500
11	**Grand Total:**	**$ 233,000**
12	**Total Program Costs*:**	$ 233,000
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.

County District Number or Vendor ID:	108950	Amendment #:	0

Supplies and Materials (6300)		
Expense Item Description	**Grant Amount Budgeted**	
1	Remaining 6300 - Supplies and materials that do not require specific approval:	$ 19,605
2	Grand Total:	**$ 19,605**
3	Total Program Costs*:	$ 19,605
4	Total Direct Admin Costs*:	$ -

*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.

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Application, Page 2

County District Number or Vendor ID:	108950	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.	$ 24,000
2	6412 - Travel for students to conferences (does not include field trips). Requires pre-authorization in writing.	
	2025 National Association of State Directors of Migrant Education (NASDME) - Scholarship recipients.	$ 16,000
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:**	**$ 55,000**
10	Remaining 6400 - Other operating costs that do not require specific approval.	$ 25,000
11	**Grand Total:**	**$ 80,000**
12	Total Program Costs*:	$ 80,000
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.

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.

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

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Via telephone/email (list as appropriate):	By TEA staff person:

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County District Number or Vendor ID:	108950	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.

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County District Number or Vendor ID:		108950	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.

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2024-2025 Migrant Capacity Building and Curriculum Initiative Authorized by: ESEA as amended by Every Student Succeeds Act (ESSA), Title I, Part C

Application Page 2

County District Number or Vendor ID:		108950	Amendment #:		0
Grant Period:	**September 1, 2024, to August 31, 2025**		**Fund Code/ Shared Services Arrangement:**		**212**

Budget Summary					
		Source of Funds			
Description and Purpose	**Class/ Object Code**	**Program Cost**	**Direct Administrative Cost**	**Total Budgeted Cost**	
1 Payroll Costs	6100	$ 292,000	$ -	$ 292,000	
2 Professional and Contracted Services	6200	$ 233,000	$ -	$ 233,000	
3 Supplies and Materials	6300	$ 19,605	$ -	$ 19,605	
4 Other Operating Costs	6400	$ 80,000	$ -	$ 80,000	
5 Debt Service	6500	$ -	$ -	$ -	
6 Capital Outlay	6600	$ -	$ -	$ -	
Consolidating Administrative Funds?			**N/A**		
7 **Total Direct Costs:**		$ 624,605	$ -	$ 624,605	
8 * Indirect Costs:				$ 75,395	
9 **Total of All Budgeted Costs :**		$ 624,605	$ -	$ 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.

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Final App_1_2_MEP_Capacity Building_24_25

Final Audit Report

2024-05-01

Created:	2024-05-01
By:	Velma Cisneros (vcisneros@esc1.net)
Status:	Signed
Transaction ID:	CBJCHBCAABAA6Qvib292Pv8tt63uuazojJlrkfSZLCWE

"Final App_1_2_MEP_Capacity Building_24_25" History

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