TEA — Texas Education Agency®

NOGA ID

Authorizing legislation

Application stamp-in date and time

This LOI application must be submitted via email to **loiapplications@tea.texas.gov.**

The LOI 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, June 15, 2021**.

Grant period from	**July 15, 2021 - August 31, 2022**
Pre-award costs permitted from	**Pre-Award Costs Are Not Permitted**

Required Attachments (linked along with this form on the TEA Grants Opportunities page)

1. Excel workbook with the grant's budget schedules
2. Attachment A: Program Agreement

Amendment Number

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

Applicant Information

Organization | Education Service Center Region 11 | CDN | 220950 | Campus | | ESC | 11 | DUNS | 931361047

Address | 1451 South Cherry Lane | City | White Settlement | ZIP | 76108 | Vendor ID | 1751246000

Primary Contact | Shari King | Email | sking@esc11.net | Phone | 817-740-7633

Secondary Contact | Laura Weir | Email | lweir@esc11.net | Phone | 817-740-3602

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 LOI application, as applicable, and that these documents are incorporated by reference as part of the LOI application and Notice of Grant Award (NOGA):

☒ LOI application, guidelines, and instructions ☒ Debarment and Suspension Certification

☒ General and application-specific Provisions and Assurances ☒ Lobbying Certification

Authorized Official Name | Dr. Clyde W. Steelman, Jr. | Title | Executive Director

Email | clydes@esc11.net | Phone | 817-740-3630

Signature | *Clyde Steelman (Jun 14, 2021 14:28 CDT)* | Date | 06/14/2021

Shared Services Arrangements

[ ] Shared services arrangements (SSAs) are permitted for this grant. **Check the box below if applying as fiscal agent.**

[X] The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing the fiscal agent and SSA member responsibilities. All participants understand that the "Shared Services Arrangement Attachment" must be completed and signed by all SSA members, and submitted to TEA before the NOGA is issued.

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.

[X] 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 LOI 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.

[X] 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.

[X] 3. The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the xxx Program Guidelines.

[X] 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the xxx Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.

[X] 5. 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.

Program Requirements

1. Summary of Program: Provide an overview of the program to be implemented with grant funds. Include (1) program goals, deliverables, milestones, and roles and responsibilities, (2) strategy for coordinating efforts with Effective Advising Program Leads, (3) facilitation and support strategy for participating and individual districts, and (4) communication strategy.

The goal of the EAF pilot is to strengthen advising efforts for LEA's that ultimately increase not only student awareness but also attainment and persistence through a student's postsecondary chosen pathway. School counselors, school leaders, staff, parents, and community will collaborate to holistically address the barriers that detour students from postsecondary attainment. The goals of the program include increasing student, educator, and community awareness of postsecondary options, via promotion of CTE programs of study, leveraging families as collaborators, and strengthening internal advising teams. Specifically, awareness for students in postsecondary programs and postsecondary options will be measured for students in K-12th grades. The measurement for postsecondary attainment AND persistence will be measured for 8th-12th grades. Persistence is defined as students who successfully complete one or more postsecondary programs to include, but not limited to, taking an AP, Dual Credit, or IB course and having satisfactory performance, completes an initial CTE course in any given program of study AND registers for the next course in the sequence for fall 2022, or be deemed college ready by current CCMR metrics.

The goal is to increase postsecondary awareness for K-12th students by 25%. The final outcome will be evaluated based on a pre-and posttest assessments. K-3rd grade students will be given a short survey with emoji responses. The questions will be read to the students and students will select the emoji that best represents their response. Sample questions may include: Do you know what you want to be when you grow up? Have you heard the words college, career, or military before? Do you know more than 3 careers?   Students in 4th -12th will also be given a survey with more advanced questions. Educators may read the questions as appropriate for any grade level. Sample questions for the 4th-12th grade students may include: Has your teacher, administrator, or counselor talked to you about college, career, or military opportunities? Has your parent talked to you about college, career, or military opportunities? Do you know what college and career options are available in your school or school district? How many college, military or career programs can you name? Who can you talk to if you have a question about college, career, or military opportunities? Awareness is defined as having the knowledge, vocabulary, and ability to make connections between where students and families are to where they want to be and what it will take to get there. Parent feedback for postsecondary awareness, attainment, and persistence will be delivered at family events, quarterly meetings, or within the LEA's annual climate survey.

Participating LEA's will convene for bi-weekly, monthly, and quarterly check-ins to discuss progress, barriers, and make adjustments to programming efforts. Bi-weekly meetings will be led by the district EAF team and stakeholders will include counselors, teachers, and administrators. The EAF Coach and LEA EAF Team leads will have monthly meetings either via an online platform or face-to-face. These sessions will be facilitated as coaching sessions where leads will dialogue with each other and the EAF Coach to resolve issues, share resources, and build relationships. All LEA administrators and EAF teams will receive training on the school counselor comprehensive programming (5th edition). The EAF coach will be responsible for connecting resources that support barriers described by the LEA EAF team. Resources may include partnering with local mental health authorities, the Texas Workforce Commission, and any other local or state resource. Additionally, individual coaching sessions will be provided to teams that request support and if data metrics reveal slow progress, low survey response rates, or lack of growth. Quarterly meetings will be held to drive family and community collaboration. Quarterly meetings can be facilitated through a local school board meeting or may be conducted as stand-alone sessions that are geared towards parents, families, and the community. Community opportunities must include Spanish translation support. LEA efforts, barriers, successes, and future family and community opportunities shall be discussed at each meeting.

Program Requirements, cont'd.

1. (cont'd) Summary of Program: Provide an overview of the program to be implemented with grant funds. Include (1) program goals, deliverables, milestones, and roles and responsibilities, (2) strategy for coordinating efforts with Effective Advising Program Leads, (3) facilitation and support strategy for participating and individual districts, and (4) communication strategy.

Participating LEA's will provide monthly artifacts to a shared google folder. Each LEA will have an individual folder and only the LEA EAF Team Lead and EAF Coach will have access. Monthly artifacts may include college and career guidance lesson plans, advisory college and career focused lesson plans, postsecondary one-on-one or group educator logs, flyers for family and community events that support postsecondary awareness and opportunities, agendas from bi-weekly, monthly, and quarterly meetings. Additionally, counselors, teachers, and administrators will complete a monthly survey that collects quantifiable information. Sample questions include: How many students did you personally support this month in the areas of college, career, military readiness or any postsecondary opportunity? How long were your interactions with each student? How many parents did you personally support this month in postsecondary awareness or attainment? How many times this month did a colleague (administrator, counselor, teacher) share information related to postsecondary awareness or attainment? Rate on a scale of 1 to 5 how informed you feel regarding postsecondary awareness and attainment (1 not informed, 5 very informed).

Communication efforts will be consistent and often. Calendar invites will be provided for the entire 2021-2022 school year to maximize attendance. Family events will be pre-established to ensure local programming efforts revolve around families and the community. District stakeholders will be notified of the EAF pilot program and given an opportunity to provide feedback as appropriate. In preparation for the grant opportunity, the EAF coach is currently building relationships with the participating LEA's. Relationship building includes answering questions regarding the EAF pilot, priming participants for what's to come, and determining a loose structure of what the program will look like in each respective district. Planning now ensures that the EAF opportunity is received in the least obtrusive manner. Participating LEA's are aware that current efforts do not indicate a confirmation of their participation. Their ultimate participation is reliant only on ESC Region 11 being selected to participate.

Program Requirements, cont'd.

2. School District Partner Selection: Outline the process you took to identify and select districts to participate in the Effective Advising Planning Pilot. What are the key elements that informed your selection? How will you ensure that participating districts fulfill their commitment to develop an Effective Advising Program Plan?

ESC Region 11 is a comprehensive school counseling and CTE program audit provider. We have established a program review process that allows LEA's to discover strengths, weaknesses, and areas of need or concern. The review process collects both quantifiable and qualitative data. At the conclusion of the review, LEA's are provided with key findings and next steps to be developed over the next 30, 60, 90, and 120+ days. In selecting our potential LEA's we drew from those LEA's that have requested an audit of their counseling and or CTE program during the 2020-2021 school year. Establishing a desire to review their programming illustrated a level of commitment and value relative to the school counselor comprehensive program and a focus on postsecondary attainment, which made them the ideal LEA's for this type of pilot. In the LEA's being considered a clear need for increased postsecondary awareness & attainment, family partnerships, and overall counselor programming was revealed. Feedback came from students, administrators, staff, parents, and school counselor insights.

Performing an audit within an LEA can be daunting for stakeholders, however, by maintaining clear and concise communication, establishing the "why" for the work, and highlighting BOTH successes and areas of growth, a very vulnerable task can have incredible outcomes with tangible data to drive purposeful programming. It is those same elements that will drive the EAF pilot, therefore, the likelihood of LEA's completing EAF tasks should be increased. Relationship building will also be key to keep LEA's engaged with the work.

Program Requirements, cont'd.

3. Qualifications and Experience of Key Personnel: Outline the required qualifications and experience for primary project lead (EAF Coach) in the implementation and delivery of the program. Include whether the position is existing or proposed.

The ESC Region 11 CCMR Team will lead this initiative and one team member will be defined as the EAF Coach. All of our team members are highly qualified with 10+ years in school counseling, college, career, and military readiness awareness and attainment, CTE and mental health work. The identified individual will have a strong background in coaching counselors and administrators, hold a school counselor or administration certification, CTE background, have a documented success rate with driving college and career readiness programming at the campus or district level, and have a research design background. Being able to visualize solutions and develop tools will be key to supporting LEA's with the barriers they may face. At this time, all of our team members are qualified to lead the work. Until we are officially offered the grant, we are building capacity in LEA's as a team so that any one of us can lead the charge.

4. 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.

The proposed budget will support in honoring the work and time that each staff member is dedicating to this pilot, including the EAF Coach. The EAF Coach will utilize materials and supplies to provide relevant training and resources. Relevant training and resources may include, coaching training, purchasing comprehensive counseling program manuals, ancillary supplies. Funding for travel will support the mileage accrued between the various districts and schools that will be supported through the pilot. Our region is expansive and consists of an area of 10 counties, there is considerable distance between each of the participating LEA's. The EAF coach will explore funding sources with districts to create a sustainability plan. These efforts will be similar to the process already utilized with the small and rural school's pilot. Potential future funding sources, will be addressed within the first six weeks of the pilot.

Program Requirements, cont'd.

5. Education Service Center Coordination: How will the ESC ensure that the pilot program is integrated with other efforts? What communication and/or collaboration efforts will be employed to ensure district have a clear, coordinated experience?

The ESC Region 11 CCMR Team currently supports the small and rural school initiative, the Effective Schools Framework, along with being catalysts for the mental health and school safety work through the Safe and Supportive Schools initiative. Being instrumental in those key programs will aid in our ability to visualize how the EAF work can seamlessly blend within current programming requirements and efforts. As we collaborate to address the needs of each EAF school district, we will ensure that we continue to promote the teams based approach which is the foundational component of many TEA initiatives. We will foster conversations that beg the question, "How can the EAF program be woven into what is already being done? "Are we duplicating efforts, if so how can we consolidate the work to make it more manageable and less cumbersome? "How does MTSS support the work and how do we connect to teams like this, including behavioral threat assessment teams, mental health advisement teams, and other collaboratives?" All of these questions shall be addressed at the beginning of the pilot. Summer 2021 is the perfect time to engage these conversations and make adjustments to initiatives that align with this work.

6. Program Monitoring: How will the EAF Coach monitor participating districts in the Pilot to ensure fidelity of implementation to program requirements and completion of deliverables? How will the EAF coach intervene, if necessary?

The EAF Coach will develop a scope and sequence annual plan as part of the initial set up of the work. The annual plan will detail monthly tasks, links to surveys, and dates for submitting artifacts. Individual coaching sessions will be provided to teams when data metrics reveal slow progress, low survey response rates, or lack of growth. Community resources will also be available and area asset mapping will be part of initial discussions. The EAF Coach will help support the connection between LEA's and area resources. The EAF Coach will prepare monthly data results to be shared with the Team lead and EAF team during their designated check-ins. The EAF coach will serve as a hands-on collaborator who walks alongside their LEA's in this process. A gradual release model will be implemented to extend autonomy to those that are doing well and progressing.

Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this program.

- ⦿ The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this program.
- ○ Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	

PNP Equitable Services

Are any private nonprofit schools located within the applicant's boundaries?

⦿ Yes   ○ No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

Are any private nonprofit schools participating in the program?

○ Yes   ⦿ No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

5A: Assurances

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

5B: Equitable Services Calculation

1. LEA's student enrollment

2. Enrollment of all participating private schools

3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)

4. Total current-year program allocation

5. LEA reservation for direct administrative costs, not to exceed the program's defined limit

6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)

7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)

LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)

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**

IMPORTANT NOTICE: Application Part 2 (these budget pages) is not compatible with Google Docs.

Complete the supporting budget worksheets first, i.e., 6100, 6200, 6300.... The Program Budget Summary worksheet is linked to and will auto-populate with the amounts you entered on the respective supporting budget worksheets. All budgeted amounts must be entered in whole dollar amounts. Do not enter any cents.

On each supporting budget worksheet, complete the Total Program Costs and Total Direct Admin Costs lines. Together these lines must equal the Grand Total otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.

If pre-award costs are allowable, budget all pre-award costs in the Pre-Award Cost column on the appropriate supporting budget worksheet(s).

Payroll 6100

Complete this worksheet to request payroll costs. Do not request funds for consultants or contractors on this worksheet; those funds should be requested on the Professional and Contracted Services 6200 worksheet.

Professional and Contracted Services 6200

Complete this worksheet to request professional services, consulting services, and contracted services.

Supplies and Materials 6300

Complete this worksheet to request supplies and materials.

Other Operating Costs 6400

Complete this worksheet to request other operating costs. Be sure to comply with documentation requirements, where applicable.

Capital Outlay 6600

Complete this worksheet to request capital outlay costs.

Capital outlay means funds budgeted or expended to purchase capital assets, such as equipment, or expenditures for the acquisition cost of capital assets. Capital assets are tangible or intangible assets having a useful life of more than one year, which are valued at $5,000 or greater per unit, or the applicant's capitalization level, whichever is less. Capital outlay may include expenditures to make improvements to capital assets that materially increase their value or useful life.

Program Budget Summary

This worksheet auto-populates from the supporting budget worksheets for Program Costs, Direct Admin Costs, and Pre-award Costs, if applicable. There are only a few fields that may require input from the grantee, if applicable, such as indicating Consolidate Administrative Funds, Indirect Costs, Shared Services Arrangement, or the Administrative Cost Calculation.

Consolidate Administrative Funds - If applicable, click on the cell, then click on the arrow that appears. Select "Yes, No or N/A" from the drop down selection.

Indirect Costs - Enter the current, approved restricted or unrestricted indirect cost rate in the percentage field on line 7. Refer to the Maximum Indirect Cost Handbook to calculate the maximum indirect costs that may be claimed for the grant and enter the amount of indirect costs budgeted for this grant on line 7 under the Admin Cost column.
Maximum Indirect Cost Workbook link.

Shared Services Arrangement - If applicable, enter amount of payments to member districts on line 9.

Administrative Cost Calculation - Enter the Total Grant Amount Requested on line 10 to determine the maximum amount allowable for administrative costs, including indirect costs.

For further guidance, refer to the Budgeting Costs Guidance Handbook .

Application Part 2: 2021-2022 Effective Advising Planning Pilot

Authorized by: Carl D. Perkins Career and Technical Education Act of 2006, P.L. 116-6, Perkins Reserve: SEC. 113 (c)

County District Number or Vendor ID: **220950** Amendment # (for amendments only):

	Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions Less than 100% Grant Funded	Grant Amount Budgeted	
Payroll Costs (6100)					
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	$	25,000
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*:			$	25,000
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 indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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:

County District Number or Vendor ID:	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	$ -
2	Service: Specify purpose:	$ -
3	Service: Specify purpose:	$ -
4	Service: Specify purpose:	$ -
5	Service: Specify purpose:	$ -
6	Service: Specify purpose:	$ -
7	Service: Specify purpose:	$ -
8	Service: Specify purpose:	$ -
9	Subtotal of professional and contracted services requiring specific approval:	$ -
10	Remaining 6200 - Professional and contracted services that do not require specific approval.	$ 5,000
11	Grand Total:	$ 5,000
12	Total Program Costs*:	$ 5,000
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 indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.

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Application Part 2:   2021-2022 Effective Advising Planning Pilot
Authorized by: Carl D. Perkins Career and Technical Education Act of 2006, P.L. 116-6, Perkins Reserve: SEC. 113 (c)

County District Number or Vendor ID:		Amendment #:	0
Supplies and Materials (6300)			
Expense Item Description		**Grant Amount Budgeted**	
1	Remaining 6300 - Supplies and materials that do not require specific approval:	$	5,000
2	Grand Total:	$	5,000
3	Total Program Costs*:	$	5,000
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 indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.			

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Application Part 2:   2021-2023 Title I, ESF-Focused Support Grant
Authorized by: Elementary and Secondary Education Act (ESEA), P.L. 114-95, Section 1003, School Improvement

County District Number or Vendor ID:		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	6412 - Travel for students to conferences (does not include field trips). Requires pre-authorization in writing. Specify 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.	$	71,000
5	6419 - Non-employee costs for conferences. Requires pre-authorization in writing.	$	-
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. Specify 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:	$	71,000
10	Remaining 6400 - Other operating costs that do not require specific approval.	$	5,000
11	Grand Total:	$	76,000
12	Total Program Costs*:	$	76,000
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 indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.			

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

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Application Part 2:　　　　　　　2021-2022 Effective Advising Planning Pilot
　　　Authorized by: Carl D. Perkins Career and Technical Education Act of 2006, P.L. 116-6, Perkins Reserve: SEC. 113 (c)

County District Number or Vendor ID:			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		$　　-	$	-
9		$　　-	$	-
66XX - Software, capitalized				
10 (Enter description and brief purpose)		$　　-	$	-
11		$　　-	$	-
12		$　　-	$	-
66XX - Equipment, furniture, or vehicles				
13 (Enter description and brief purpose)		$　　-	$	-
14		$　　8	$	-
15		$　　-	$	-
66XX - Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
16 (Enter description and brief purpose)			$	-
17	Grand Total (sum of all lines):		$	-
18	Total Program Costs*:		$	-
19	Total Direct Admin Costs*:		$	-

*Complete the Total Program Costs (line 18) and Total Direct Admin Costs (line 19) lines. The sum of these lines must equal the Grand Total (line 17) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.

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Application Part 2:   2021-2022 Effective Advising Planning Pilot
Authorized by: Carl D. Perkins Career and Technical Education Act of 2006, P.L. 116-6, Perkins Reserve: SEC. 113 (c)

County District Number or vendor ID:					Amendment #	0
Grant Period:	July 15, 2021 - August 31, 2022			Fund Code/ Shared Services Arrangement: 244		

Program Budget Summary					
		Source of Funds			
Description and Purpose	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	
1 Payroll Costs	6100	$ 25,000	$ -	$ 25,000	
2 Professional and Contracted Services	6200	$ 5,000	$ -	$ 5,000	
3 Supplies and Materials	6300	$ 5,000	$ -	$ 5,000	
4 Other Operating Costs	6400	$ 76,000	$ -	$ 76,000	
5 Capital Outlay	6600	$ -	$ -	$ -	
Consolidate Administrative Funds			N/A		
6 Total Direct Costs:		$ 111,000	$ -	$ 111,000	
7 Enter Percentage (%) of Indirect Costs: 5		N/A	$ 5,549	$ 5,549	
8 Grand Total of Budgeted Costs :		$ 111,000	$ 5,549	$ 116,549	
Shared Services Arrangement					
9 6493 Payments to member districts of shared services arrangements		$	$	$	
Administrative Cost Calculation					
10 Total Grant Amount Budgeted:				$ -	
11 Reasonable and necessary administrative costs established for the program:				0.05	
12 Maximum amount allowable for administrative costs, including indirect costs:				$ -	

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