

This session is being presented to you by TEA's Division of No Child Left Behind and the School Improvement Resource Center, a Texas Initiative at Region XIII Education Service Center which offers technical assistance to schools in improvement.

Before we go any further, we'd like to introduce the presenters for this module. With you today from the Texas Education Agency we have Randy Willis, TTIPS team lead, and Vivian Smyrl, TTIPS supervisor.

Hi, I'm Randy Willis of the division of NCLB, program coordination. Hi, I'm Vivian smyrl also of the division of NCLB program coordination.

In addition to the information that we will provide in this module throughout the duration of the grant cycle. TEA will be providing upfront and ongoing assistance with the application process, the approval process including district application, state approved external providers, funding, and compliance.

My name is Allison Ivey and I am Coordinator of the TTIPS grant at SIRC

Once grant awards have been announced in July, I along with my colleagues at SIRC will be providing Technical Assistance with the 4 intervention models, associated Training and Resources, and overseeing the implementation of the State's Design for each TTIPS Option.

Slide 3: You are currently viewing Module 4 of a 4 part series.

This module is titled "Final Steps", and includes

### **The Decision Making Process**

– **How to Apply**

– **Resources and Closing**

**Slide 4: Before we go any further, if you have not printed the handouts for this module, please do so now.**

**In order to pause the presentation at any time, press the up arrow. To resume play, simply press the down arrow to start again.**

**Slide 5:**

**This portion of the module covers how to develop a decision making team and provides some questions to guide that team through the decision making process.**

**Slide 6: The TTIPS Decision making team**

**The TTIPS decision making team is different than the designated district personnel that will be supporting and administering the grant. The decision making team has the specific focus of**

- **Analyzing data**

- **Considering individual school situations, and**
- **Working through checklists and school turnaround options, as well as**
- **Making recommendations to district regarding the selection of a TTIPS option**

**The Team may be brought back together for future discussions and decision, but it is not a permanent team.**

**Slide 7: Potential team members for the decision making team could be**

**School Board member(s)**

**Parent(s)/Parent group representative**

**Students from affected schools (high school)**

**A District representative(s)**

**School administrator(s)**

**Teacher representatives, or**

**Community organizations with interest in school outcomes**

**These are recommended team members, but it's not limited to these people. However, keep in mind that you want a balance between including all vital stakeholders and creating a team that is not too large to function effectively.**

**Slide 8: In order to help facilitate the decision making process. We have developed a step by step process to help think through the selection of the TTIPS model. Please refer to all of the handouts for this module when making your decision.**

**Step 1: we've just learned about the process and things to consider when creating a decision making team**

**Step 2: Narrowing questions- please see the questions in your handouts. These questions are the first step in determining which options should be under consideration for your district. They are focused on the ability of a district to meet basic grant requirements.**

**You'll notice the note about going through the following steps with EACH campus under consideration. These questions will help you determine the best fit for EACH campus based on their data and their needs.**

**Step 3: Collect any necessary data. Gather whatever data you think you will need in order to help you make a decision about the different TTIPS options.**

This will continue the comprehensive needs assessment process as you dig even deeper into the data

**Step 4:** Review the questions for consideration in the handouts for this module. Step 4 will take the longest and involves a lot of planning and dialogue. We have developed a series of questions that will walk you through the thought process of considering the different options. By answering these questions you should be able to determine which options will best meet the needs of the campus. It will also help you troubleshoot and plan in order to ensure successful implementation.

**Step 5:** You may need to collect more data to answer all of the questions for consideration.

**Step 6:** Selecting an option- once you have thoroughly gone through the questions for consideration with the decision making team and all data has been collected and reviewed. It's time to select an option. If you are a Tier III campus you will also want to consider the additional TEA models that are available to you. These options are describe in Module 3.

**Step 7:** Is to complete and submit the application. We will be handing it over to TEA to go over how to apply.

**Slide 9:** Texas Title I Priority Schools Grant Cycle 2 Application Guidelines.

**Part 1:** General and Fisca Guidelines

**Slide 10:** Notice of Intent to apply for competitive grants.

For this competitive grant, prospective applicants are requested to submit the Notice of Intent to Apply by June 1, 2011. Failure to notify the Texas Education Agency (TEA) of the intent to apply will not disqualify the applicant from submitting the application.

**Slide 11:** Frequently Asked Questions (FAQs),  
Additional Information, Errata Notices

Applicants are responsible for periodically checking the TEA Grant Opportunities website <http://burleson.tea.state.tx.us/GrantOpportunities/forms> for any postings of *Frequently Asked Questions (FAQ), Additional/Clarifying Information, or Errata Notices* that pertain to this application.

**Slide 12:** Frequently asked questions (FAQs), additional information, errata notices.

TEA assumes no responsibility and holds all applicants solely responsible for obtaining all information, errata notices, and changes to applications.

**Slide 13:** Program Assistance:

To assure that no prospective applicant may obtain a competitive advantage because of acquisition of information unknown to other prospective applicants, any and all questions about the RFA must be submitted in writing to the TEA contact persons. Questions may be submitted via e-mail to the contact persons or in writing by mail to the Document Control Center, Texas Education Agency, 1701 N. Congress Avenue, William B. Travis Bldg., Room 6-108, Austin, TX 78701-1494. The name of the RFA (**2011-2014 Texas Title I Priority Schools Cycle 2 – ARRA**) and the RFA number (**701-11-105**), located in the lower right corner of the front of the RFA, must be identified in the written request for information.

Slide 14:           **Conditions for Submission of Application**

All statutory requirements defined in an application must be addressed before it will be considered for funding. To be considered for funding, all applicants must meet the conditions found on pages 4-6 of Part 1: General Fiscal Guidelines.

Slide 15:           **Conditions for Submission of Application**

**Applications in which schedules are missing or blank or that are missing required attachments will be disqualified.** For competitive applications, **no additions** (including any required attachments) or replacements to the application will be accepted after the closing date for receiving the application in the TEA Document Control Center (DCC). To be considered for funding, the required number of copies of the application must be received by 5:00 p.m. on the established deadline date of **June 21, 2011**.

Slide 16:           **Conditions for Submission of Application**

**Statutory requirements:** -For competitive grants, **applications that do not address all of the statutory requirements for this program will not be eligible or considered for funding and are not eligible to be corrected or negotiated - Only** applicants that address all statutory requirements at the time of submittal are eligible to be negotiated and funded, regardless of their final score or ranking.

Slide 17:           **Conditions for Submission of Application**

TEA reserves the right to reject any and all applications and to negotiate portions thereof. It should be clearly understood that the applicant will not necessarily receive the amount requested if a lesser amount is determined to be appropriate. The applicant shall furnish such additional information that TEA may reasonably require.

Slide 18:           **Conditions for Submission of Application**

TEA reserves the right to select the application containing the best offer considering the outcomes desired. The grantee must commence and perform project activities according to the timelines described in the task or activity plan. Failure to do so may result in reduction and reallocation of funds. The Commissioner of Education reserves the right to revoke a grant award for reasons including but not limited to the 8 items found on page 5 of Part 1: General and Fiscal Guidelines.

Slide 19: **Required Programmatic Reports**

**Quarterly Reports** -The applicant agrees to submit written Quarterly Implementation Reports (QIR) during the project in the format specified by TEA. -Each progress report is due to TEA within 15 days after the close of the reporting period.

Slide 20: **Required Programmatic Reports**

End of Year Report (EOY)

The applicant agrees to submit written End of Year Report (EOY) assessing annual goals during the project in the format specified by TEA.

Each End of year Report is due to TEA on or before July 31<sup>st</sup> of each year of the grant.

After evaluation of the End of Year Report, TEA reserve the right to withhold part or all funding if significant progress is not made toward annual goals.

Slide 21: **Required Programmatic Reports**

**Final Evaluation Report** -The applicant agrees to provide a final evaluation report in the format requested by TEA to TEA within 30 days after the end of the project -The grantee is not in compliance with the grant conditions and requirements until such time as this report is received by the TEA Program Manager.

Slide 22: **Fiscal Guidelines**

Coordination with the Business/Accounting Office and Financial Management - All applicants are strongly encouraged to consult with their business office about assigning of budget items to the proper class-object codes *before submitting the application*.

Slide 23: **Fiscal Guidelines**

Use of Funds/Reasonable and Necessary - Funds requested must be only for those items that are *reasonable* and *necessary* for accomplishing the objectives of the program and for implementing activities as described in the application. -All costs must be budgeted in the approved application to be eligible to be charged to the grant.

Slide 24: **Fiscal Guidelines**

Use of Funds/Reasonable and Necessary Costs - TEA Program staff will review all budget amounts and activities to determine if the requests are reasonable and necessary for implementation of activities in the application. -Any budget cost determined by TEA Program staff not to be reasonable and necessary

will be reduced from grant amount request and may not be moved to other allowable activities during the negotiation phase.

Slide 25: **Fiscal Guidelines**

**Definition of Reasonable and Necessary Costs** - *Reasonable* costs are defined as those costs that are consistent with prudent business practice and comparable to current market value. - *Necessary* costs are those costs that are essential to accomplish the objectives of the grant project. - Guidance pertaining to *allowable* and *unallowable* costs can be found in Part 2: Program Guidelines (pages 34 and 35) - *A cost is allocable* to a particular grant in accordance with the relative benefits received if it is treated consistently with other costs incurred for the same purposes in like circumstances.

Slide 26: This concludes information on the application process Part 1: General and Fiscal Guidelines

Slide 27: Texas Title I Priority School Grant Cycle 2

Application Guidelines - Part 2: Program Guidelines

Slide 28: Introduction

This part of the request for application (RFA), Part 2: Program Guidelines, is to be used in conjunction with Part 1: General and Fiscal Guidelines and Part 3: Schedule Instructions. Part 4: Standard Application System (SAS) consists of all schedules (i.e., forms) to be completed in order for the applicant to be eligible for funding. -Name of the Program: Texas Title I Priority Schools (TTIPS) -School Year: 2011-2012 -SAS#: A161-12 -Approx. Max of Funds: \$6,000,000 for the entire three-year period - (Not to exceed \$2 Million per year) -Application Due Date: Tuesday June 21, 2011 at 5:00 PM Central Time

Slide 29: Introduction

All Cycle 2 grants will be awarded for three years of funding, contingent on appropriations. - Some grants will be funded from carry over ARRA funds guaranteeing three years of implementation - Other grants will be funded from state annual appropriations of 1003(g) funds for one year with year 2 and 3 allocations contingent on continuation 1003(g) appropriations.

Slide 30: Introduction

TEA will prioritize the awarded grants to determine the type of funding contingent upon continued appropriations. -TEA decision on the prioritization of awards for funding is final and may not be appealed

Slide 31: TTIPS Application

The purpose of this request for application is to solicit grant applications from eligible applicants to implement programs that do the following: implement one of four models of turning around the State's most struggling campuses. - Any Tier I or Tier II campus that applies for the grant program must implement one of the four federally prescribed models listed below: -Turnaround –Transformation – Restart -Closure

Slide 32: TTIPS Application

A Tier III campus may choose to implement one of the four models described above or choose to design their own model as long as it meets all requirements of the final federal requirements for the model selected. The following Texas Education Agency Designed Models may also be considered by a Tier III campus and a link is provided to find more specific information about each model. -Tier III Transformation -Texas Early College High School (ECHS) -Texas Science, Technology, Engineering and Math (T-STEM) and -College for All

Slide 33: TTIPS Application

Any campus may choose to implement one of the TEA Designed Models with technical assistance from the School Improvement Resource Center (SIRC) at Region XIII Educational Service Center (ESC) on behalf of the agency or to implement their own model design. Regardless of the design chosen, the model must meet all of the federal requirements of the grant program. Applicants will receive priority points for selecting one of the TEA Designed Models, but that in no way guarantees selection of funding of the grant application.

Slide 34: TTIPS Application

TEA will implement flexibility to allow a Tier I, Tier II, or Tier III grantee campus that has implemented, in whole or in part, SIG Models during the last two years to continue or complete the implementation of the intervention model with the TTIPS grant funds. For example, if a grantee campus has replaced its principal within the last two years (i.e. School Year 2008-2009 or later), the LEA/campus will not be required to hire another new principal.

Slide 35: Grant Timeline

Publication date: 4/22/11 - Availability of RFA: 4/22/11 -Notice of Intent Due: 6/01/11 - Reviewer Information Form Due: 6/01/11 -Last Date to submit FAQs: 6/07/11 -Last date for FAQs to be posted: 6/14/11 -Due Date: 6/21/11

Slide 36: Grant Timeline

Begin date for project for (Tier I and II): 8/01/11 -End of date for project: 6/30/14 -Due date for final expenditure report: 7/31/14 -Due date for final evaluation report: 8/15/14

Slide 37: Application Due Date

To be eligible to be considered for funding, six complete copies of the application must be received in the Document Control Center of the Texas Education Agency (TEA) on or before 5:00 p.m. Central Time Tuesday, June 21, 2011. -Applications not received by the deadline time and the date are ineligible for review and will be returned to the applicant. -In establishing the time and date of receipt, the Commissioner of Education will rely solely on the time/date stamp of the Document Control Center.

Slide 38:           Application Due Date

TEA will neither accept nor consider for funding any late competitive applications for any reason. - Accepting one late application for any reason could invalidate the entire competition and require the publication of a new RFA and resubmittal of applications by all applicants on a new deadline date. -This poses an undue burden for applicants who did meet the deadline and causes significant delays in the implementation of the grant program.

Slide 39:           Project Period

Grantees should plan for a project starting date of no earlier than August 1, 2011, and an ending date of no later than June 30, 2014. -Obligation of funds for activities and services conducted shall occur within these dates. -Any campus requesting, and approved for, pre-implementation activities may begin implementation of such activities upon the receipt of the Notice of Grant Award. (NOGA)

Slide 40:           Project Period

All goods must be received and all services must be provided or delivered in time to substantially benefit the population being served in the current grant period and in no case after the ending date of the grant. -In most instances, goods or services delivered near the end of the grant period are viewed by TEA as not necessary to accomplish the objectives of the current grant program, and TEA may disallow the expenditures.

Slide 41:           Eligible Applicants

Priority will be given to the LEAs that, in their application to TEA, demonstrate the greatest need for the funds and the strongest commitment to ensuring that the funds are used to provide adequate resources to enable the lowest-achieving schools to raise substantially the achievement of their students. -Shared Service Arrangements (SSAs) are not eligible to apply.

Slides 42:           Eligible Applicants

TEA has identified three tiers of schools for TTIPS grants: - Tier I Schools - Tier II Schools - Tier III Schools  
A separate application must be submitted for each eligible school.

Slide 43:           Eligible Applicants



**Tier I Schools** -Tier I schools meet one of the following criteria: (A.) Any Title I school in improvement, corrective action, or restructuring (based on 2010 AYP SIP Status) that:1. Is in the lowest 5% by academic performance (without the use of the Texas Projection Measure), or2. Is a high school that has had a graduation rate that is less than 60% for two consecutive years (2009 and 2008) or average graduation rate less than 60% for 2009 and 2008

Slide 44: Eligible Applicants

**Tier I Schools (cont.)**(B.) Any Title I eligible elementary campus (based on 2010-2011) that:1. Is among the lowest-achieving 20% that is not higher than the highest achieving Persistently Low Achieving (PLA) campus previously identified in Tier I, or 2. Is a campus not making AYP for two consecutive years (2009 and 2010) and not higher than the highest achieving Persistently Low Achieving (PLA) campus previously identified in Tier I.

Slide 45: Eligible Applicants

**Tier II Schools-** Tier II schools meet one of the following criteria:(A.) Any secondary school that is eligible for, but does not receive, Title I funds (based on 2010-2011) that is in: 1. The lowest 5% by academic performance (without the use of the Texas Projection Measure) or 2. Is a high school that has had a graduation rate that is less than 60% for 2 consecutive years (2009 and 2008) or average graduation rate less than 60% for 2009 and 2008

Slide 46: Eligible Applicants

**Tier II Schools (cont.)** (B.) Any secondary school that is Title I eligible that:1. Is among the lowest-achieving 20% that is not higher than the highest achieving PLA campus previously identified in Tier II, or -2. Is a campus not making AYP for two consecutive years (2009 and 2010) and not higher than the highest achieving PLA campus previously identified in Tier II, or 3. Is a high school that has a graduation rate that is less than 60% for two consecutive years (2009 and 2008) or an average graduation rate less than 60% for (2009 and 2008) that is in the lowest 20% of all secondary schools or has not made AYP for two consecutive years (2009 and 2010)

Slide 47: Eligible Applicants

**Tier III Schools** Tier III schools meet one of the following criteria: (A.) Any Title I school in improvement, corrective action, or restructuring (2010—2011) that : 1. Is not identified as a Tier I eligible campus (B.) Any Title I eligible campus (2010-2011) that: 1. Is a campus not making AYP for two consecutive years (2009 and 2010)

Slide 48: Notice of Intent to Apply

Applicants are requested to submit their Notice of Intent to Apply by Wednesday June 1, 2011.

Send the Notice of Intent to: Document Control Center, Texas Education Agency, 1701 North Congress Avenue, William B. Travis Building, Room 6-108, Austin, Texas 78701-1494. Failure to notify TEA of the intent to apply will not disqualify you from submitting an application.

Slide 49: Reviewer Information Form

For every application submitted, each applicant is required to submit the names of **three** individuals to serve as reviewers in the competitive review process for the grant program. -Grant reviewers should be selected by the LEA using a local process to determine qualifications; they may represent the following groups: teachers, administrators, ESC staff, parents, community representatives. It would be helpful if they have some expertise in reading/writing grants and school improvement processes, but it is not required. -The time requirement anticipated for the application review process will be 2-3 days in mid-July. -Applicants that contract with individuals to prepare grant applications may not include the name of that contracted individual as a reviewer. -Applicants must notify the people whose names they submit that they have been submitted to serve as a reviewer.

Slide 50: Applicants' Conference / Technical Assistance

Prospective applicants will be provided an opportunity to receive general and clarifying information from TEA about the scope of this RFA. This Applicants' Conference will take the form of this webinar. The webinar has been prerecorded and is available on the TEA Grant Opportunities Web site at the following location: <http://burleson.tea.state.tx.us/grantopportunities/forms>

Slide 51: Requests for Clarifying Information

To assure that no prospective applicant may obtain a competitive advantage because of acquisition of information unknown to other prospective applicants, any and all questions about the RFA must be submitted in writing to the TEA contact persons identified in the Contact for Clarifying Information section. Questions may be submitted via e-mail to the contact persons or in writing by mail to the Document Control Center, Texas Education Agency, 1701 N. Congress Avenue, William B. Travis Bldg., Room 6-108, Austin, TX 78701-1494. The name of the RFA and the RFA number, located in the lower right corner of the front cover of this RFA, must be identified in the written request for information.

Slide 52: Requests for Clarifying Information

Applicants must submit their written questions to either the program or funding contact person no later than 5:00 p.m. Central Time, Tuesday, June 7, 2011. To provide all applicants with equal opportunity to

review all FAQs prior to submitting the grant application, any questions received after, Tuesday, June 7, 2011 will not be answered by TEA.

Slide 53:           Contacts for Clarifying Information

Any person wishing to obtain clarifying funding information about this application may contact the following: Funding Contact: James Connolly / Grant Manager -Discretionary Grants-Texas Education Agency-at 1701 North Congress Avenue-Austin, TX 78701-

Slide 54:           Contacts for Clarifying Information

Any person wishing to obtain clarifying programmatic information about this application may contact the following :Program Contact: Randy Willis / TTIPS Lead Program Specialist- NCLB Program Coordination-Texas Education Agency-1701 North Congress Avenue-Austin, TX 78701

Slide 55:           Program Information

**Supplement Not Supplant**-The TTIPS grant program will require an LEA that receives TTIPS funds to serve one or more Tier I, Tier II, or Tier III campuses (whether the campus receives Title I, Part A funds or not) to ensure that each campus receives all of the state and local funds it would have received in the absence of the TTIPS grant funds. -As a result, an LEA must provide a TTIPS grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS grantee campus, and TTIPS funds must supplement the amount of those non-funded Federal funds. -Note, however, that the campus does not need to demonstrate that TTIPS funds are used only for activities that supplement those activities the campus would otherwise provide with non-Federal funds.

Slide 56:           Program Information

**Program Goals**-TEA will assess the LEA's commitment to the grant program by tracking progress toward Critical Success Factors (CSF) and milestones through the Quarterly Implementation Reports (QIR).-CSFs reflect behavioral changes that must be demonstrated by students at the campus or by adults working on their behalf. -Milestones are the key strategies that establish the foundation on which the CSFs are built.

Slide 57:           Program Goals

**Critical Success Factors** -In the application, TEA has identified seven critical success factors that we will be tracking and collecting data on the grantee campuses. You can see these seven factors on your screen ranging from Improving Academic Performance, Increase Use of Data Driven Instruction, Increase Leadership Effectiveness, Increase Learning Time, Increase Parent Community Involvement, Improve School Climate, and Increase Teacher Quality

Slide 58:           Program Goals

Critical Success Factors / Milestones - Also in the application you will hear TEA discussion of critical success factors and milestones. Milestones are the key strategies that establish the foundation for which the critical success factors are built. So while the terminology may be slightly different than what you are accustomed to using within your LEA, you will be required to measure progress toward each of the critical success factors. The application must develop activities that ensure each of the Critical Success factor is met.

### **Slide 59: Program Goals**

#### **CSFs and Milestones**

1. Improve Academic Performance, including (but not limited to) Reading ELA/Math a. Data-Driven Instruction b. Curriculum Alignment (both horizontal and vertical) c. On-going Monitoring of Instruction
2. Increase the Use of Quality Data to Drive Instruction a. Data Disaggregation /Training b. Data-Driven Decisions c. On-going Communication

Slide 60: Program Goals

#### **CSFs and Milestones**

3. Increase Leadership Effectiveness a. On-going Job Embedded Professional Development b. Operational Flexibility c. Resource/Data Utilization
4. Increase Learning Time a. Flexible Scheduling b. Instructionally-focused Calendar c. Staff Collaborative Planning

Slide 61: Program Goals

#### **CSFs and Milestones**

5. Increase Parent/Community Involvement a. Increased Opportunities for Input b. Effective Communication c. Accessible Community Services
6. Improve School Climate a. Increased Attendance b. Decreased Discipline Referrals c. Increased Involvement in Extra/Co-Curricular Activities

Slide 62: Program Goals

#### **CSFs and Milestones**

7. Increase Teacher Quality a. Locally Developed Appraisal Instruments b. On-going Job Embedded Professional Development c. Recruitment/Retention Strategies

Slide 63: Program Goals

NOTE: LEAs must use the most recent available TAKS data (2009-2010) for annual performance goal setting. -TEA recognizes that during the TTIPS grant period (2011-2014), state assessments will change from TAKS to STARR. TEA will provide guidance to the LEAs in addressing the assessment transition at a later date. -Campuses will not be allowed to amend or modify the project goals after submissions.

Slide 64: Model Implementation Options

TEA is offering eligible LEA/campus grantees two options for implementing the selected intervention models: (1) The LEA/campus may choose to implement the TEA Designed Models with technical assistance provided on behalf of TEA by the School Improvement Resource Center (SIRC). Note: Some Technical assistance and activities are provided by SIRC free of charge to the campus, but other required activities will have associated costs which the grantee must pay using TTIPS grant funds.

Slide 65: Model Implementation Options (cont.)

(2) The LEA/campus may also choose to implement its own intervention design, within the parameters / requirements required by the final federal regulations released by the USDE. Note: The LEA/campus will receive priority points for selecting the TEA Designed Models with technical assistance from SIRC; however, the LEA is not guaranteed selection and funding solely because it selects the TEA Designed Models.

Slide 66: Model Implementation Options

TEA will implement the flexibility to allow a Tier I, Tier II, Tier III grantee campus that has implemented, in whole or in part, either the Turnaround, Transformation, or Restart models within the last two years to continue or complete the implementation of the intervention model with the TTIPS grant funds. For example, if the grantee campus has replaced its principal within the last two years (School Year 2008-2009 or later), the LEA/campus will not be required to hire another new principal. An LEA/campus that receives TTIPS funds in accordance with this flexibility must fully implement the selected model as required by the final federal requirements. In other words, if the school had been implemented the model only in part, it must use the funds it receives to expand its implementation so that it fully complies with the federal regulatory requirements.

Slide 67: Model Implementation Options

TEA Designed Models for TTIPS SIG: are TEA Designed Model for Turnaround -TEA Designed Model for Transformation -TEA Designed Model for Restart –and Closure - Information on these models is provided by SIRC in module 2 and module 3 of the TTIPS overview sessions.

Slide 68: Application Requirements

Applications that do not address all statutory requirements will not be funded and will not be corrected through negotiation. -Applicants must address all TEA program requirements to be eligible for grant funding.

Slide 69: Program Assurances

This section lists requirements in the form of program assurances that applicants must agree to comply with in designing and administering their grant programs. (These assurances are in addition to the requirements listed in Part 1: General and Fiscal Guidelines and elsewhere in Part 2: Program Guidelines.) No narrative response to these assurances is required in the application. Instead, by submitting the application and signing Schedule 1, the applicant is certifying that it has read these assurances and that it agrees to comply with each of them. Failure to comply with one or more of these assurances may result in termination of the grant.

Slide 70: Statutory Program Assurances

There are 16 statutory program assurances and the following 5 are of specific emphasis: -Applicant provides assurance that financial assistance provided under the grant program will supplement, and not supplant, the amount of state and local funds allocated to the campus. - Applicant provides assurance that it will use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final federal requirements.

Slide 71: Statutory Program Assurances

-Applicant provides assurance that it will establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress goals on the leading indicators in Section III of the final federal requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the TEA) to hold accountable its Tier III schools that receive school improvement funds. - Applicant provides assurance that it will report to the TEA the school-level data required under section III of the final federal requirements. -An LEA that has nine or more Tier I and Tier II schools, including schools that are being served with Cycle 1 TTIPS funds and schools that are eligible to receive Cycle 2 funds, is prohibited from implementing the Transformation model in more than 50% of those schools.

Slide 72: TEA Program Assurances

There are 14 state program assurances and the following 6 are of specific emphasis: -The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant. -The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistant meetings, other periodic meetings of the grantees, the Texas School Improvement Conference, and sharing of best practices.

Slide 73: Program Assurances

For LEAs selecting one of the TEA Designed Models, the applicant provides assurance that it will participate in and make use of the technical assistance and coaching support provided by TEA, SIRC, and/or its subcontractors. -The applicant will provide access for onsite visits to the LEA and campus by TEA, and its contractors -The applicant, if selecting the Turnaround Model or Transformation Model (Tiers I and Tiers II only) agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.

Slide 74: TEA Program Assurances

The LEA/campus assures TEA that data to meet the following federal requirements will be available and reported as requested. -Number of minutes within the school year. -Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the "all students" group, for each achievement quartile, and for each subgroup. -Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high school, or dual enrollment classes. (High Schools Only) -College enrollment rates. (High Schools Only) -Teacher Attendance Rate -Student Completion Rate -Student Drop-Out Rate -Locally developed competencies created to identify teacher strengths/weaknesses -Types of support offered to teachers -Types of on-going, job-embedded professional development for teachers -Types of on-going, job-embedded professional development for administrators -Strategies to increase parent/community involvement -Strategies which increase student learning time

Slide 75: Private Nonprofit School Participation

There is no provision for participation of private nonprofit schools in this grant program.

Slide 76: Limits on Contracted Evaluators

When a grantee chooses, or is required under the grant, to hire a contracted evaluator, TEA believes the evaluation must be conducted by an evaluator who has the capability to remain independent and

objective in carrying out the evaluation. -In addition, TEA is aware that some grant writers develop and design the grant program, write the entire grant application, and then wish to evaluate the grant program. TEA also believes that this scenario poses a conflict of interest for the evaluator, in that the evaluator is evaluating the grant program that he or she designed, developed, and wrote. -The cost of an evaluator will be reviewed by TEA grant staff to determine if the cost is reasonable and necessary and if there is any conflict of interest. -Cost determined not to be reasonable and necessary will be reduced from the grant budget.

Slide 77: **Review of Competitive Applications**

The review of competitive application will be scored using the following point system. Need for the Proposed Project (10 Points Possible) -Quality of the Project Design (20 Points Possible) -Quality of Project Services (5 Points Possible) -Quality of Management Plan (25 Points Possible) -Quality of Project Evaluation (20 Points Possible) -Appropriateness of Budget (15 Points Possible) -Organization & Completion (5 Points Possible) -Total Points Possible (100)

Slide 78: **Priorities for Funding**

In addition to the scoring criteria outlined in Part 1: General and Fiscal Guidelines, TEA will award priority points according to the following. Tier I or Tier II campus-- 10 points -Tier III traditional or charter school regular instructional campus-- 5 points -Implementing the TEA Designed Models with technical assistance provided by SIRC on behalf of TEA (Tier I, Tier II, or Tier III, including Tier III Transformation or an Early College High School, T-STEM Academy or College for All model submitted by Tier III regular instructional campuses) -- 5 points -Incorporating SES into the intervention model or enhancing and expanding current SES program (Tier I, Tier II, or Tier III) -- 3 points -Maximum Total Points Possible for Each Campus--- 18 Points

Slide 79: **Application Funding**

Approximately \$137,000,000 is available for funding Texas Title I Priority Schools grants during the August 1, 2011, through June 30, 2014, project period. - It is anticipated that approximately 25 grants will be awarded ranging in amounts from \$50,000 to \$6,000,000. The grant award will be awarded for the three-year grant period. -TEA reserves the right to reduce funding if projections are determined not to have been realistic based on the actual participation. -Should additional funds become available for distribution, the commissioner will decide how these are to be distributed.

Slide 80: **Use of Funds**

Pre-implementation costs:

Pre-implementation costs are those incurred between the date of the funds are available for obligation when the LEA receives a NOGA from TEA and when the Year 1 implementation begins on August 1, 2011.

Slide 81: **Use of Funds**



**Pre-Implementation Costs (cont.)** Parameters for examples of Pre-Implementation expenditures might include in-state travel for technical assistance training, professional and consulting services, pre-award supplies and materials not requiring specific approval, stipends for non-professionals, out of state travel related to the TEA Designed Models. All pre-implementation activities and Year 1 activities must be budgeted in the LEA/campus Year 1 award of the funds and the total of pre-implementation and Year 1 costs may not exceed \$2,000,000.

Slide 82:           Limitation of Administrative Funds

School Improvement Grants, authorized under section 1003(g) of Title I of the Elementary and Secondary Act of 1965 (Title I or ESEA), limits the amount of funds that may be budgeted to administer the program. Direct administrative costs and indirect costs cannot exceed more than 5% of the total grant awarded for any fiscal year. Funds requested for administrative use must be requested in the application on the appropriate budget schedules. Administrative funds include both direct costs and indirect costs. Indirect costs may be requested at an amount not to exceed 5% or your organization's approved federal indirect cost rate, whichever is less.

Slide 83:           Report Due Dates

By submitting the application, the applicant agrees to comply with any reporting and evaluation requirements that may be established by TEA and to submit the reports in the format requested by TEA. For Expenditure reporting due dates please refer to page 43 of 57 (Part 2: Program Guidelines)

Slide 84:           Reference Material and Attachments

The following links are provided for your assistance.

Federal Cost Principles Side by Side

[http://ritter.tea.state.tx.us/opge/grantdev/adminresources/Costprinciples\\_sidebyside\\_032310.pdf](http://ritter.tea.state.tx.us/opge/grantdev/adminresources/Costprinciples_sidebyside_032310.pdf)

Allowable Travel Expenses -<https://fmx.cpa.state.tx.us/fmx/travel/index.php>

Slide 85:           This concludes part 2: Program Guidelines Part 3: Application Instruction and

Part 4: Application

Will be presented next.

Slide 86: Texas Title I Priority Schools Grant. Application and Instructions.

Slide 87:           The most important thing I can tell you about how to complete the application is to read, read, read the instructions. I am going to highlight main points during this presentation, but I'm not going to read the instructions or the application to you word for word. You must

read them! The instructions contain information that is crucial to the success of the grant application, and if you don't read all of it carefully, you risk missing key elements that could cost you points in the competitive process.

As I go through the application and instructions, I will give you page numbers in each document as reference points so that you will know where I am in the RFA. You may want to have both Part 3 and Part 4 of the RFA available so that you can see the application schedules as we discuss specific instructions.

Slide 88: The General Instructions start on Part 3, page 6. There are several things that I want to emphasize because there have been issues in the past that we want to be sure to avoid. If these instructions are not followed, the application will not be reviewed or considered for funding.

First, be sure to use the schedules that are provided in the RFA, and be sure that they are printed on only one side. If the application is not submitted on the proper schedules, or if it is printed front and back, it will not be reviewed.

Put the nine-digit county-district-campus number on every page.

Do not exceed any specified space limitations, or alter the format of the application. Any pages that exceed the page limit on the narrative schedules will be removed for purposes of the review and scoring. Do not use a font size smaller than 9-point Arial or Verdana.

Slide 89 : When formulating the budget, remember that all costs must be reasonable and necessary for the operation of the program. TEA program staff will review all budgeted amounts and activities to determine if the amounts requested are reasonable and necessary for implementing the activities described in the application. Costs that are determined not to be reasonable and necessary will be removed from the application during the negotiation phase, and the total budget will be reduced by the corresponding amount. The amount may NOT be moved to other allowable activities.

Staple each of the six copies of the application in the top left corner. Do not bind the application or place it in notebooks or folders. You can do that with the copy you keep, if you like, but it just gets in the way of the review process if the copies that come to us are bound or in notebooks.

Slide 90: Schedule #1 Instructions, Part 3, Page 9; Application, page 1. Please be sure that at least three copies of the application are signed in blue ink. This lets TEA determine which of the copies has an original authorized signature.

Slide 91: Schedule #1 Instructions, page 10; Application, page 2. Open-enrollment charters operated by a nonprofit organization must have the proper proof of nonprofit status on file with the TEA Division of Charter School Administration. A grant will not be awarded to a nonprofit organization that cannot demonstrate nonprofit status at the time of application submittal.

Slide 92: Schedule #1 Instructions, page 11. For every application submitted, the applicant must submit the names of three individuals that can serve as reviewers in the competitive review process for the grant program. The reviewer information form can be accessed and submitted at the following link: <http://burleson.tea.state.tx.us/grantopportunities/forms>.

Reviewers should have basic knowledge of educational terminology, pedagogy, and grants. If the LEA has more than one campus applying, each campus must submit three different names for the grant review process. The LEA must notify these reviewers that their names have been submitted to serve as a reviewer.

Slide 93: Schedule #3 Instructions, page 14; Application, pages 4-5. Schedule #3 should only be used after the applicant has been selected for funding and has received a Notice of Grant Award. It should NOT be submitted as part of the original application. Grantees should only use this schedule when amending the original application.

An amendment, if approved, is effective on the date it is received by TEA in substantially approvable form. The last day to submit an amendment is 90 days before the ending date of the grant.

Slide 94: Schedule #4 Instructions, page 18; Application, pages 6-15. There is no applicant response required for Schedule #4, but the schedule MUST be submitted in its entirety with the original application.

Part 1 summarizes the program goals and allowable activities. These are included here in the application for ease of reference.

Slide 95: Under the description of Allowable Activities on pages 6 and 7 of the Application, I just want to emphasize that the description for Tier I and Tier II activities is different from the description of allowable activities for Tier III grantees.

Tier I and Tier II grantees must expend grant funds for the required activities delineated for the selected intervention model as defined in the final federal regulations. They may expend grant funds for the permissible activities delineated in the selected intervention model as defined in the final federal regulations. They may also expend grant funds for other school improvement activities deemed necessary to address identified needs that are not addressed by the intervention model selected. The LEA should refer to these final federal regulations to be sure that it is conducting all of the activities required by the model selected, and that any other activities are either listed as permissible or have been deemed as necessary to address identified needs not addressed by the model selected.

Slide 96: Tier III grantees may select one of the four original intervention models defined in the federal regulations (Transformation, Turnaround, Restart, or Closure), or they may choose one of the following additional models:

- Texas Tier III Transformation;
- Early College High Schools;
- Texas Science, Technology, Engineering, and Math (T-STEM); or
- College for All.

The permissible activities for these additional model options are listed on page 7 of the application.

Tier III grantees may also choose to budget grant funds for other school improvement activities deemed necessary to address identified needs not addressed by the intervention model selected.

Slide 97: Schedule #4 Instructions, page 18; Application, pages 8  
Part 2 of Schedule #4 lists the Statutory Requirements for the TTIPS program. Each of these

requirements must be addressed in the application in order for the application to be eligible for scoring and review. Applications that are missing entire schedules or in which entire schedules are left blank are not eligible for scoring and review. Applications with blank fields will receive a 1-point deduction for each field left blank, up to a maximum of 10 points.

Slide 98: Schedule #4 Instructions, page 18; Application, pages 9-12.

Part 3 of Schedule #4 lists the Statutory Program Assurances. These statutory requirements define conditions or criteria that the applicant must agree to comply with in order to receive grant funding. All provisions and assurances are listed in Schedule #6F—Program-Specific Provisions and Assurances. The applicant accepts all of these provisions and assurances by signing Schedule #1.

Slide 99: Schedule #4 Instructions, page 18; Application, page 13. The instructions give important detail about the assurance listed on Page 13, Line 7, of Schedule #4, concerning the Restart Model. If the LEA selects the Restart Model, the LEA must use a Charter Management Organization or Educational Management Organization that has been approved by TEA. If the provider is not on the state's approved list of Restart providers, the LEA may submit the provider for state review. The state will request the provider to complete the Restart provider packet and will score the provider using the original selection criteria. If the provider meets the scoring criteria, the provider will be added to the state's approved list of Restart providers and may be used by the grantee. However, if the provider does not meet the scoring criteria, the grantee must select a provider from the state's approved list or submit a second recommendation. The LEA is limited to two recommendations before being required to select from the approved list.

Slide 100: Schedule #4B Instructions, page 21; Application, pages 17-34.

This is the program description schedule. It is designed to capture information about the proposed intervention activities, including model selection at the campus.

Part 1: Comprehensive Needs Assessment.

Section A: Campus Grade Levels. List the enrollment by grade level on the campus to be served with the TTIPS grant. The student data listed here should come from the 2010 October Snapshot. The numbers listed for instructional staff and support staff should reflect current staff.

Section B: Data Sources.

This should be a list of the data sources that were reviewed during the Comprehensive Needs Assessment process.

Slide 101:

Schedule #4B Instructions, page 21; Application, page 18.

Section C: Process

Using only the space provided, give a detailed description of the process the LEA and campus followed to identify the needs of the campus. Do not add pages, or write on the back, or use a font smaller than 9 point (Arial or Verdana). Any additional information attached to the application will be removed before scoring.

Slide102:

Schedule #4B Instructions, page 21; Application, page 19.

Section D: Groups of Participants.

List the groups of participants contributing to the Comprehensive Needs Assessment process. The LEA must ensure the involvement of parents and community groups in the Needs Assessment process.

Slide 103:

Schedule #4B Instructions, page 21; Application, page 19.

Section E: Major Needs.

The LEA should list the major needs identified through the Comprehensive Needs Assessment process that will be addressed by the TTIPS grant, if the LEA is selected for award. Do not exceed the top 10 needs.

Slide 104:

Schedule #4B Instructions, page 22; Application, pages 20-29.

Part 2: Project Management.

This Part of Schedule #4B has 10 areas that must be addressed. Each area has a separate page, and responses for each area are limited to one page each, front side only. No additional information will be scored.

- Capacity. This should be a description of the LEA's capacity to use grant funds to provide adequate resources and related services and/or support to the campus in order to implement, fully and effectively, the required activities of the intervention model selected.
- Pre-Implementation Activities and Timeline. Given the timeline for the Cycle 2 application process, there may not be much time between the date of the NOGA and August 1, 2011. The LEA may or may not be planning to implement any activities during that period. If the LEA has such plans, they should be described here. If the LEA does not plan to implement any grant activities prior to August 1, 2011, the LEA should simply state that due to the grant application timeline, the LEA will not have any pre-implementation activities. Given the short timeline, this would be an acceptable response for this item and would not adversely affect the LEA's score during the review process.

- Partnerships/Involvement of Others. This should be a description of how the LEA and/or campus consulted with relevant stakeholders regarding this application and the proposed implementation of the school intervention model.
- Management of Grant Activities. This should be a description of how the LEA and campus will modify their practices and/or policies, as necessary, to ensure the effective implementation of the intervention model.
- Resource Management. This should describe how the LEA and/or campus will align other resources (federal, state, local, and community) with the school improvement intervention.

Slide105:

Schedule #4B Instructions, page 22; Application, pages 20-29.

Part 2: Project Management (continued).

- LEA Support. This should be a description of how the LEA will structure and implement an individual or office with responsibility for supporting the campus's school improvement efforts.
- Program Continuation and Sustainability. This should be a description of how the LEA will sustain the campus reforms after the funding period ends.
- External Providers. The LEA should describe how it will recruit, screen, and select external providers to ensure their quality.
- Site Visits: If the intervention program includes site visits to other campuses that are successfully implementing the intervention model, describe the process for selecting the locations and the expected outcomes of the site visit(s).
- Lack of Capacity: If the LEA is not applying for grant funding to serve each Tier I school, the LEA must provide a detailed explanation of why the LEA lacks the capacity to serve each Tier I school. If the LEA is applying for grant funding to serve all Tier I campuses, or if the LEA has no Tier I campuses, enter "NA."

Slide106:

Schedule #4B Instructions, page 22; Application, page 30.

Part 3: Intervention Model.

Schedule #4B, Section A is where the LEA will identify the intervention model selected for implementation at the campus. The LEA will answer either question 1 or question 2, depending on the Tier of the campus involved. Tier I and Tier II campuses will answer question 1, indicating which one of the four available models the campus will implement: Transformation, Turnaround, Restart, or Closure. Tier III campuses will leave question 1 blank.

Tier III campuses will answer question 2, indicating which one of the eight available models will be implemented. Tier I and Tier II campuses will leave question 2 blank.



Slide 107:

Schedule #4B Instructions, page 23; Application, page 30.

Part 3: Intervention Model (continued).

Question 3: Model Implementation Option is for all Tiers. In question 3, the LEA will indicate whether the campus will be implementing the TEA-designed model, with technical assistance provided by the School Improvement Resource Center (SIRC); or whether the LEA will implement its own intervention design, within the parameters required by the final federal regulations released by the USDE.

If the LEA does choose to implement the TEA-designed model, it is critical that the LEA review the cost charts that correspond to the model selected. These charts are in the instructions on the following pages:

- Transformation, pages 23-24;
- Turnaround, pages 25-26;
- Restart, pages 27-28; and
- Closure, page 29.

For each model, the charts list the technical assistance that is provided by SIRC. There is a column for each of the three years of the grant to indicate whether the technical assistance item is required in Year 1, Year 2, and/or Year 3. And finally, the last column indicates whether the item is required or optional and whether it is provided at no cost to the grantee or if it is at the grantee's expense. The grantee must plan for the activities described for the intervention model selected. Please pay close attention to those activities that are at the grantee's expense; these must be included in the budget for this grant.

There is one correction to the RFA that I would like to point out to you. On page 23 of the Instructions, on the chart that describes the costs associated with the Transformation Model, the amount on the last line—for Annual membership in three-year TTIPS-Texas Transformation Project—should be \$30,000. An "Errata" list, which lists this correction as well as any others that we may find during the application period, is posted with the RFA, which can be accessed on the TEA web site through Discretionary Grants.

Slide 108: Schedule #4B Instructions, page 23; Application, page 30.

Part 3: Intervention Model.

Question 4: SES Option is also for all Tiers. The LEA has the option to incorporate or expand supplemental educational services (SES) on the campus. If this option is checked, a campus that is not currently required to implement SES under Title I would be required to add SES services to their grant program. A campus that is currently implementing SES under Title I would be required

to expand SES services by expending additional funds, either through serving additional students or providing additional tutoring to existing students beyond the student's Per-Pupil Amount under Title I. Grant funds should be budgeted for SES services in this application if the SES option is selected. It is important to note that if the priority points for SES are requested, the grantee is required to implement SES under the federal regulations and state guidance, with the exception of the amount required for services. Rather than the 20% set-aside, the grantee must budget for SES from grant funds.

Slide 109:

Schedule #4B Instructions, page 30; Application, pages 31-33.

Part 3: Intervention Model.

Section B: Model Selection Process. The LEA should use the space provided to describe in detail the process the LEA and campus followed to select a school intervention model that aligns to the identified needs of the campus. The response is limited to the three pages provided, front side only, with a font size no smaller than 9 point (Arial or Verdana). Material that exceeds the space limit will not be scored.

Slide 110:

Schedule #4B Instructions, page 30; Application, page 34.

Part 3: Intervention Model.

Section C: In this section, the LEA must list the groups of participants who actively participated in the process of selecting a school intervention model that is aligned with the identified needs of the campus.

Slide 111:

Schedule #4C Instructions, page 30; Application, pages 35-38.

Model Requirements and Timeline. On this schedule, the LEA must list in the first column the reform and/or improvement activities that will be implemented in the grant program. For each activity listed, the LEA should enter the beginning and ending dates in columns 2 and 3. To the extent possible, the activities should be listed in date order so as to reflect the order in which the activities will be implemented. The Model Requirement Number should be listed in column 4, and the Critical Success Factor should be listed in column 5. Let's walk through the example that is given in the top section of Schedule #4C.

The Example on page 35 of the Application lists the following Reform Activity in the first column: "Screen existing staff using district-determined competencies to determine which staff will be replaced due to lack of student performance."

The beginning and ending dates for the second and third columns should be provided in a month/year format. Please note that "ongoing" is not an acceptable response.

Slide 112:

Schedule #4C Instructions, pages 30-41; Application, pages 35-38.

To find the Model Requirement Number that should be entered in the fourth column, the LEA should refer to the code chart in the Instructions that corresponds to the Intervention Model the LEA has selected.

- Transformation, pp. 30-32;
- Turnaround, pp. 33-34;
- Restart, p. 35;
- Closure, p. 36;

Slide 113:

Schedule #4C Instructions, pages 30-41; Application, pages 35-38.

- Tier III Transformation, pp. 37-38;
- Early College High School, p. 39;
- T-STEM, p. 40;

- College for All, p. 41.

On each of these charts, the Model Requirement Numbers are listed in the first column. These are the numbers that the LEA should enter in the fourth column of Schedule #4C to indicate which of the LEA's reform activities correspond to which model requirements.

Slide 114:

Schedule #4C Instructions, page 33; Application, page 35.

Back to the Example on Schedule #4C. The example listed on page 35 of the schedule refers to the Turnaround Model, which uses the Code Chart found in the Instructions on pages 33 and 34. We have found an error in this example that I want to correct at this point. The Model Requirement Number listed in the example is "TU-2." It should be "TU-8." An "Errata" list, which lists this correction as well as any others that we may find during the application period, can be accessed on the TEA web site through Discretionary Grants.

The Model Requirement that corresponds to "TU-8" in the code chart is "Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students." The reform activity listed in the first column of the example fits this Model Requirement.

Slide 115:

Critical Success Factor/Milestone Codes

For a list of the codes that should be used in the last column of Schedule #4C, refer to the chart in the Instructions on page 42. Each of the Model Requirement Charts has some suggested Critical Success Factor/Milestone Codes assigned to each Model requirement. The LEA may use these suggestions or make other associations, as appropriate to the intervention model selected. In the example on page 35 of the Application, the CSF/Milestone Codes "7A" and "7C" are used, referring to "Locally Developed Appraisal Instruments" and "Recruitment/Retention Strategies" to increase teacher quality.

Slide 116:

Schedule #4C Instructions, pages 30-41; Application, pages 35-38.

To complete Schedule #4C appropriately, the LEA must address each of the Model Requirement numbers in the code chart. Remember that the activities must be listed in date-order, not in order by Model Requirement number. There may be more than one activity listed for a particular Model Requirement.

It is the LEA's responsibility to ensure that each of the Model Requirements is addressed for the model selected, and that each of the Critical Success Factors is addressed.

Slide 117: Schedule #4D Instructions, pages 43-46; Application, pages 39-47.

Performance Assessment and Evaluation. The purpose of Schedule#4D is to collect data on a number of performance measures defined specifically for the program. The LEA should use this schedule to describe the methods it will use to monitor progress and provide for continuous improvement; its formative evaluation process; its methods of collecting both qualitative and quantitative data; and its performance measures and annual targets. All applicants must submit actual data available for those defined performance measures. The data may be in either numeric or percentage format.

Slide118:

Schedule #4D Instructions, pages 44-45; Application, pages 39-41.

Part 1: For each section, the LEA has one page, front side only, to describe the LEA and/or campus process. No information exceeding the space limitations will be reviewed.

Section A: Ongoing Monitoring/Continuous Improvement. The LEA should describe how it will solicit feedback and monitor progress on an ongoing basis to ensure continuous improvement. The LEA should also include a description of how it will use this information to identify and correct program deficiencies as they are encountered in order to provide for continuous improvement of the project.

Section B: Formative Evaluation. The LEA should describe the LEA's/campus's process for formative evaluation, including how the results of the evaluation will be used to improve the grant program.

Section C: Qualitative and Quantitative Data Collection Methods. The LEA should describe the LEA's/campus's process for data collection methods to be implemented. Be sure to include 1) how the data will be disaggregated; 2) how the results will be used to improve instruction; and 3) how continuous improvement will result from ongoing data analysis.

Slide 119:

Schedule #4D Instructions, page 45; Application, pages 42-43.

Part 2: Process for Development of Performance Goals. The LEA should use the two pages provided to describe the process that was used to develop the performance goals for the campus. Be sure to include the groups that participated in that development. Responses are limited to two pages, front side only, with a font size no smaller than 9 point (Arial or Verdana).

Slide 120:

Schedule #4D Instructions, pages 45-46; Application, pages 44-47.

Part 3: Annual Performance Goals. The LEA must complete annual performance goals for each Critical Success Factor, and if applicable, the section for "other" goals. The goals should be tied to the activities identified in Part 2. Each year's goal must increase from the prior year. Goals may not be amended or modified at a later date. Each column must be completed.

Slide 121:

Schedule #4D Instructions, pages 45-46; Application, pages 44-47.

The first two measures that are pre-printed in Lines 1 and 2 under the section entitled, "Improve Academic Performance," are federal requirements and must be completed. These measures cannot be altered in any way. The LEA must use the most recent available state assessment data. The LEA may also create performance measures using local performance data. TEA recognizes that during the Cycle 2 TTIPS grant period, state assessments will change from TAKS to STAAR. The Agency will provide guidance to LEAs in addressing the assessment transition at a later date. For the purpose of this grant application, LEAs and campuses are to use the current assessments to set goals for the life of the grant.

Slide 122:

Schedule #4D Instructions, pages 45-46; Application, pages 44-47.

All of the columns must be completed for each performance measure listed.

In the first column, list each annual performance measure that was identified by the comprehensive needs assessment. Ensure that the campus ties the performance measure to the reform/improvement activities that were identified in Schedule #4C. Again, the two pre-printed performance measures in Lines 1 and 2 are required and cannot be changed. The LEA may add other measures related to academic performance.

In the second column, for each performance measure, type the name of the assessment instrument or tool used to measure performance.

In the third column, for each performance measure, type the actual percentage or number that indicates the performance for the most recent year for which data are available. (This should be 2010 data.) This provides the baseline for competitive grants and will be used to demonstrate progress or lack of progress for continuation grants. DO NOT LEAVE BLANK. Also, please note that "Data Not Available" is not an acceptable response.

Slide 123:

Schedule #4D Instructions, pages 45-46; Application, pages 44-47.

In column 4, type the percentage or number that reflects the performance the LEA expects to reach by the end of the first grant year. The actual performance data used to determine whether this goal is met will be 2012 data.

In column 5, type the percentage or number that reflects the performance the LEA expects to reach by the end of the second grant year. The actual performance data used to determine whether this goal is met will be 2013 data.

In column 6, type the percentage or number that reflects the performance the LEA expects to reach by the end of the third grant year. The actual performance data used to determine whether this goal is met will be 2014 data.

Slide 124:

Schedule #4D Instructions, page 46; Application, pages 44-47.

Second- and Third-Year Grant Allocations. TTIPS grant programs are expected to achieve continuous improvement in performance measures throughout the contract period. Grantees must make significant progress in order to receive continued funding.

Slide 125: Schedule #4E Instructions, page 47; Application, page 48.

Program Waivers. There are three waivers available for this program. The first, which extends the period of availability of these school improvement funds, is required for all applicants. Because TEA has requested and received a waiver of the period of availability of these school improvement grant funds, this waiver automatically applies to all LEAs in the state; therefore, the corresponding box must be checked.

The two remaining waivers are available as options for applicants with Tier I and Tier II campuses.

The second waiver allows a Tier I or Tier II campus that is implementing a turnaround or a restart model the flexibility of “starting over” in the school improvement timeline. Under this waiver, such a campus may have their School Improvement status reset regardless of the actual AYP status, so that current school improvement interventions, such as School Choice and Supplemental Educational Services (SES) would not be applicable. This waiver allows the campus two years to implement the selected turnaround or restart model of reform without additional statutory school improvement interventions being required.

The third waiver allows a Tier I or Tier II campus to implement a schoolwide program even though it does not meet the 40 percent poverty eligibility threshold. This waiver allows a Tier I or Tier II Title I campus that otherwise does not qualify to operate a schoolwide program to do so in order to implement the reform model selected.

Slide 126:

Schedule #4F Instructions, page 47; Application, pages 49-53.

Equitable Access and Participation. Each applicant must ensure equitable access to and participation in the grant program. To assist applicants in this effort, the Agency has identified common barriers that may prevent students, teachers, and other beneficiaries from full and equitable participation and has also identified strategies that may assist in eliminating the barriers.

Slide 127: Schedule #4F Instructions, page 47; Application, pages 49-53.

If no barriers to equitable access and participation exist for a category of participant (student, teacher, other beneficiary), check the appropriate box under the “No Barriers” section.

For each barrier that was identified during the comprehensive needs assessment, check the appropriate box(es) to indicate which strategies the LEA will implement to ensure equitable access and participation in this program by the applicable group.

If the LEA has a strategy to address a listed barrier that is not pre-printed, type the strategy in the row labeled “Other,” and indicate the groups to whom the strategy applies.

If the needs assessment has identified a barrier that is not listed, use the “Other” section at the end of the schedule to list the additional barrier; type the strategy that will be implemented to eliminate the barrier, and check the box(es) to indicate the group(s) to whom the strategy applies.

Slide 128:

General Budget Information, Instructions, page 48.

Before we discuss specific budget schedules, let’s cover some general budget information. In order to be included in the program budget, a cost must be incurred specifically for the grant; be beneficial to the grant; and be distributed in reasonable proportion to the benefits received.

Slide 129:

General Budget Information, Instructions, page 48.

Costs that are allocable to a particular grant may not be shifted to other grant awards in order to overcome deficiencies or to avoid restrictions required by law or the terms of the grant award.

Applicants are strongly encouraged to consult with your business or accounting office before submitting the application in order to assign budgeted items to the appropriate class/object codes. Advance coordination will expedite negotiation and application processing.

Slide 130:      General Budget Information, Instructions, page 49.

Program Costs are those costs that are directly associated with carrying out daily activities of the grant program. They usually include the following:

- Program coordinator/director salary
- Instructional personnel (teachers, aides, tutors, etc.)
- Professional development for teachers
- Supplies and materials for program activities
- Equipment for program activities
- Other operating costs to carry out daily program activities



Slide 131: General Budget Information, Instructions, page 49.

Administrative Costs include both direct and indirect costs. Direct administrative costs may include those costs associated with the following:

- Accounting and other fiscal activities, including reporting expenditures to TEA
- Auditing
- Overall program administration
- Evaluating and reporting on the progress and results of the grant
- Monitoring compliance with the program requirements
- Salaries and benefits for staff who supervise the activities of program staff
- Insurance that protects the grantee
- Direct administrative costs included in an approved direct cost allocation plan

Slide 132:

General Budget Information, Instructions, pages 50-51.

When we talk about costs that can be charged to a grant program, we frequently use the phrase “Reasonable and Necessary.” All costs and expenditures must be “reasonable and necessary” for the operation of the grant project. What exactly does that mean?

“Reasonable” costs are consistent with prudent business practice and are comparable to current market value.

“Necessary” costs are essential to accomplish the objectives of the project.

All items requested must be allowable expenditures under the program statute, regulations, rules, and guidelines. TEA staff will determine if costs budgeted in the application are reasonable and necessary for the grant program and size of the campus. Costs determined by TEA staff to be unallowable or not reasonable and necessary will be reduced from the grant year budget. Requested funds may not be reallocated to other activities after being determined unallowable or not reasonable and necessary by TEA staff.

There is a list of criteria in the Instructions on pages 50-51 that should help applicants determine whether a cost is reasonable and necessary. There is also a chart that shows which federal cost principles are applicable to which type of applicant.

Slide 133: General Budget Information, Instructions, pages 52.

Pre-implementation Costs. Pre-implementation costs for this grant are those costs that are incurred between the date the LEA receives a NOGA and the start of Year 1 on August 1, 2011. Given the delayed timeline for this application process it may well be that pre-implementation costs turn out to be a moot point. However, in the event that the LEA receives a NOGA prior to August 1, 2011, allowable pre-implementation costs, if budgeted in the approved application, might include the following:

- In-state travel for technical assistance training;

- Professional and consulting services;
- Pre-award supplies and materials not requiring specific approval;
- Stipends for non-professionals; and
- Out-of-state travel related to the TEA-Designed Models

Slide 134:

General Budget Information, Instructions, pages 52-55.

Indirect Costs. Indirect Costs for federally funded grants are a form of administrative cost incurred for a common or joint purpose benefiting more than one cost objective and not readily assignable to the cost objectives specifically benefited, without effort disproportionate to the results achieved. In other words, it's far more trouble than it's worth to try to figure out how much a particular program benefitted. **Costs must be consistently treated by the LEA either as direct or indirect among all fund sources.**

The LEA must have a TEA-approved indirect cost rate in order to claim indirect costs. The LEA is not required to budget indirect costs in the application. If the LEA claims indirect costs, this is done through the Expenditure Report process. If claimed, indirect costs are based on actual expenditures, and the amount must be part of the total grant award. Indirect costs are not in addition to the award amount.

There is a detailed explanation of the indirect cost calculation in the Instructions on pages 53-55.

Slide 135: Schedule #5 Instructions, pages 56-60; Application, page 54.

Schedule #5—Program Budget Summary must reflect the three-year budget by grant year. The LEA is applying for all three years of funding in this grant application. Applicants may request any amount between \$50,000 and \$2,000,000 per year based on the intervention model selected, the size of the campus, and the needs identified in the campus's comprehensive needs assessment process. No request for any one budget year can exceed \$2,000,000. Any request over \$2,000,000 per year will automatically be reduced to \$2,000,000 before TEA staff's review for allowable uses of funds and reasonable and necessary.

Lines 1 – 8:

Column A (Pre-implementation): For each class/object code (Lines 1 – 8), enter the total amount of program costs required for the pre-implementation period. These would be the program costs incurred between the NOGA data and August 1, 2011.

Column B (Year 1 Program Costs): For each class/object code, enter the total amount of program costs that are anticipated for Year 1 (August 1, 2011 – July 31, 2012).

Column C (Year 1 Admin Costs): For each class/object code, enter the total amount of Administrative costs that are anticipated for Year 1 (August 1, 2011 – July 31, 2012).

Column D (Year 2 Program Costs): For each class/object code, enter the total amount of program costs that are anticipated for Year 2 (August 1, 2012 – July 31, 2013).

Column E (Year 2 Admin Costs): For each class/object code, enter the total amount of Administrative costs that are anticipated for Year 2 (August 1, 2012 – July 31, 2013).

Column F (Year 3 Program Costs): For each class/object code, enter the total amount of program costs that are anticipated for Year 3 (August 1, 2013 – July 31, 2014).

Column G (Year 3 Admin Costs): For each class/object code, enter the total amount of Administrative costs that are anticipated for Year 3 (August 1, 2013 – July 31, 2014).

Column H: The three-year total budget for each class/object code must match the totals on the corresponding supporting budget schedules.

Slide 136: Schedule #5 Instructions, pages 56-60; Application, page 54.

Line 9. Enter total costs for each grant year.

Col A,B,C: Year 1 Total (Pre-implementation, Year 1 Program, Year 1 Admin) not to exceed \$2,000,000.

Col D, E: Year 2 Total (Year 2 Program, Year 2 Admin) not to exceed \$2,000,000.

Col F, G: Year 3 Total (Year 3 Program, Year 3 Admin) not to exceed \$2,000,000.

Column H must reflect the total amount of grant funds requested for the three-year grant period and may not exceed \$6,000,000.

Slide 137:

Schedule #5B Instructions, pages 61-64; Application, page 55.

Schedule #5B—Payroll Costs must be completed if funds are being requested in class/object code 6100. The total amount requested on this budget schedule in the last column of Line 25 must match the corresponding Total Budget amount on Schedule #5, Line 1, Column H.

Slide 138:

Schedule #5B Instructions, pages 61-64; Application, page 55.

The following employee payroll costs are not allowed:

- Personal liability insurance. Liability insurance is allowed only for the organization for carrying out grant activities, not for the individual as a fringe benefit; it would be budgeted or expended as “other operating costs.”

- Voluntary Retirement Plans. Employer contributions to voluntary retirement plans such as a 403b or 401k are not allowable.

Slide 139: Schedule #5B Instructions, pages 61-64; Application, page 55.

The following administrative costs may be limited:

- Salaries and benefits for staff who supervise program staff at the LEA level.
- Personnel who perform fiscal and reporting activities related to the grant.

See Part 2—Program Guidelines for more information on this limitation.

Slide 140:

Schedule #5B Instructions, pages 61-62; Application, page 55.

Lines 1-17: List all full-time and part-time positions to be charged to this grant. Most of the common titles are pre-printed in lines 1-13. If you are paying other positions from the grant funds, list them under “Other Employee Positions” in lines 14-17.

Type a brief justification for each kind of position being budgeted.

Indicate the number of full-time personnel for each title being staffed through this grant. Full-time effort is defined as devoting 100% of an employee’s time working on the grant program.

Indicate the number of part-time staff for each title being staffed through this grant. Part-time effort is defined as devoting less than 100% of an employee’s time working on the grant program, or splitting an employee’s time among multiple grants.

Slide 141:

Schedule #5B Instructions, pages 62-64; Application, page 55.

Lines 1-17: For each position title to be paid with these grant funds, enter the amount to be paid during each period: Pre-implementation, Year 1, Year 2, Year 3, and Total amount budgeted.

Slide 142:

Schedule #5B Instructions, pages 62-64; Application, page 55.

Line 18: Enter subtotals for each employee cost column.

Line 19: Substitutes. Specify the rate of pay and number of days, and enter the amount for pre-implementation, Year 1, Year 2, Year 3, and Total Budgeted.

Note: Substitute pay can be budgeted and charged to this grant only if your district's business office practice is to consistently charge all substitute pay to each respective grant program for which substitutes are used. Otherwise, substitutes may only be charged to state and local funds. Check with your local business office if unsure. If allowable, substitute pay is not to exceed the amount determined by local business policy. If allowable, substitute pay may include:

- replacing grant-funded classroom teachers who are absent;
- allowing teachers to participate in grant-funded professional development;
- allowing teachers to participate in grant-funded planning activities.

Slide 143:

Schedule #5B Instructions, pages 62-64; Application, page 55.

Lines 20-21: Extra-duty pay. Specify the rate of pay, and enter the amount for pre-implementation, Year 1, Year 2, Year 3, and Total Budgeted.

Note: Extra-duty pay is not to exceed local district policy. This pay is not for regular working hours of a contract day, but is defined as a payment for time spent beyond normal work hours (after hours, holidays, and weekends).

Slide 144:

Allowable examples include:

- Attending meetings, conferences, or workshops on non-contract days;
- Participating in Saturday or evening staff development activities beyond normal contract hours; and
- Participating in evening parental involvement activities beyond normal contract hours.

Slide 145:

Schedule #5B Instructions, pages 62-64; Application, page 55.

Line 22: Employee Benefits. Specify the rate of pay, and enter the amount for pre-implementation, Year 1, Year 2, Year 3, and Total Budgeted.

Note: Employee benefits include all allowable fringe benefit costs for each listed position to be charged to this grant.

Allowable fringe benefits include the following:

- Group health and life insurance
- Worker's compensation
- Unemployment compensation
- Teacher retirement (the applicable portion)
- Social security or Medicare (where paid by the employer as a benefit)

Slide 146:

Schedule #5B Instructions, pages 62-64; Application, page 55.

Line 23: Incentive Pay. Incentive pay for staff is part of several of the intervention models. If the LEA is using grant funds to provide financial incentives for staff for improved student performance, or as part of a recruitment/retention strategy in connection with one of the intervention models, the LEA should specify the rate of pay and enter the total grant amount used for such incentives in each of the columns for Line 23: Pre-implementation, Year 1, Year 2 and Total Budgeted Amount.

Line 24: Enter subtotals for substitute, extra-duty, and benefit costs by grant year.

Line 25: Last column must match Schedule #5, Line 1, Column H.

Slide 147:

Schedule #5B Instructions, pages 64-67.

To support charges to payroll for personnel who spend time on a grant, Time and Effort documentation requirements must be met. Pages 64-67 of the Instructions discuss these requirements. If the LEA plans any charges to payroll from this grant, it is very important to become familiar with them so that the LEA can support such expenditures.

Slide 148:

Schedule #5C Instructions, pages 68-76; Application, page 56.

Schedule #5C— Professional and Contracted Services must be completed if funds are being requested in class/object code 6200.

All professional and consulting services require specific approval. Consultants must be selected based on demonstrated competence, qualifications, experience, and reasonableness of proposed fees.

Slide 149:

Schedule #5C Instructions, page 68.

Unallowable Professional and Contracted Services:

- Training or technical assistance on grant writing or obtaining grant funds.
- Fundraising activities or training on fundraising.
- Multi-color printing costs that are not reasonable and necessary.
- Retainer fees.
- Tuition and fees for courses not directly related to the grant (Note: If tuition is to be paid by the participant and then reimbursed upon completion of the course, the cost should be budgeted on Schedule #5E—Other Operating Costs.)

Note: The LEA shall not use or pay any consultant in the conduct of this application if the services to be rendered by such consultant could have been rendered by the LEA's employees.

Slide 150:

Schedule #5C Instructions, pages 69-71.

Professional and Contracted Services Requiring Specific Approval. The following items require specific approval and have been pre-printed for your convenience.

- All audit costs, except those associated with the OMB Circular A-133 Single Audit;
- Rental or lease of building, space of building, or land. This does not include the rental of temporary meeting room spaces;
- Contracted publication and printing costs (specific approval only required for non-profit organizations);
- Scholarships/fellowships (Not allowable for non-profit organizations);
- All professional consulting services.

Slide 151:

Schedule #5C Instructions, pages 69-71; Application, page 56.

For each pre-printed line item, specify the purpose, and enter the costs budgeted for pre-implementation, for each year of the grant, and the total.

Slide 152:

Schedule #5C Instructions, pages 71-76; Application, page 56.

Professional and Consulting Services Less than \$10,000. These are services delivered by an independent contractor who is not on the LEA's payroll and who offers those services to the public. These services generally include project management, evaluation services, professional development, curriculum development, or technical assistance. Consultant costs must also include the costs for any materials provided by the consultants. Any budgeted consultant travel costs must be reasonable.

Slide 153:

Schedule #5C Instructions, pages 71-76; Application, page 56.

Contracted services such as accounting or bookkeeping services, printing services, media services, or data management, are not generally defined as professional and consulting services.

The same cost principles for allowable costs apply to all professional or consulting services contractors and sub-grantees. Remember that your budget is subject to negotiation, and that amounts deemed unallowable, or not reasonable and necessary, will be removed from the budget.

Slide 154:

Schedule #5C Instructions, pages 71-72; Application, pages 56.

For each professional and consulting service less than \$10,000, enter a brief description of the topic/purpose/service to be provided, along with the dollar amounts requested for Pre-implementation, Year 1, Year 2, Year 3, and the Total Amount requested.

Include the cost of any materials to be provided by the consultant and the amount of any travel costs to be incurred by the consultant.

Slide 155:

Schedule #5C Instructions, pages 72-73; Application, pages 57-60.

For each professional and consulting service costing \$10,000 or more, enter a description of the topic, purpose, or service, including the number of days and rate per day.

Enter the title for any subcontracted payroll cost positions. Attach a page if necessary to identify additional positions paid from the grant.

Enter in the number of positions for any subcontracted payroll costs.

Slide 156:

Schedule #5C Instructions, pages 72-73; Application, pages 57-60.

Enter the cost budgeted for each class/object code, breaking down the costs for Pre-implementation, Year 1, Year 2, and Year 3. Enter the total for each line item.

Enter the payment amount for each class/object code, breaking down the costs for Pre-implementation, Year 1, Year 2, and Year 3. Enter the total for each line item.

Capital outlay is not an allowable expenditure for subcontractors or consultants. These entities should be properly equipped before they are awarded the contract.

Enter the percent of indirect cost.

Compute the amount of indirect cost for the payment amount and amount budgeted.

For each column, add the appropriate amounts to calculate the **Total Payment to Contractor within the categories listed**.



Slide 157:

Schedule #5C Instructions, pages 73; Application, page 60.

Enter subtotals for the following categories of cost:

- All professional and consulting requiring specific approval.
- All professional and consulting \$10,000 and greater.
- All professional and consulting less than \$10,000.
- All remaining items budgeted in class/object 6200: not requiring specific approval.

See the Instructions, pages 73-75 for a list of items that may be budgeted in 6200 without specific approval.

Slide 158:

Schedule #5C Instructions, page 75; Application, page 60.

Enter Grand Totals for the following columns:

- Pre-implementation;
- Year 1;
- Year 2;
- Year 3; and
- Total amount budgeted. (This last column total must match Schedule #5, Line 3, Column H.)

Slide 159:

Schedule #5C Instructions, pages 75-76.

Written Agreements and Contracts. The LEA must maintain a contract administration system to ensure that contractors or consultants perform in accordance with the terms, conditions, and specifications of their contracts and written agreements. See page 76 of the instructions for a list of elements that must be part of such a contract administration system in order to be in compliance with federal regulations.

Slide 160:

Schedule #5D Instructions, pages 77-80; Application, page 61.

Schedule #5D—Supplies and Materials must be completed if funds are being requested in class/object code 6300.

The total amount requested on this schedule must match the Three-Year Total Budget amount listed on Schedule #5, Line 3, Column H.

Slide 161:

Schedule #5D Instructions, page 77.

Competitive Bid. Applicants must comply with competitive bidding requirements outlined in the Texas Education Code, Section 44.031, and its implementing rules, where applicable.

Slide 162:

Schedule #5D Instructions, page 77.

Unallowable Costs include the following:

- Costs associated with awards banquets, ceremonies, celebrations and social events.
- Calendaring systems, such as personal digital assistant devices, palm pilots, electronic calendars.
- Cell phones for personal use.
- Gifts, or items that appear to be gifts.
- Souvenirs, memorabilia, or promotional items (t-shirts, tote bags, key chains, imprinted pens, etc.)

Slide 163:

Schedule #5D Instructions, pages 77-78; Application, page 61.

Supplies and Materials Requiring Specific Approval. The following items require specific approval and have been pre-printed for your convenience.

- Textbooks and other reading materials
  - Supplementary textbooks that are purchased by the school district and furnished free to students participating in the grant program.
  - Magazine or newspaper subscriptions and subscriptions for business, professional, and technical periodicals, placed in classrooms, offices, or libraries. Please note that subscriptions must be in the name of your organization and not in the name of an individual.
  - Reference books and other reading materials placed in a classroom or office but not cataloged and controlled by the library.
  - Library books and media that do not meet capitalization criteria of the school or that have a useful life on one year or less.
- Testing materials, such as test booklets.
- Technology hardware and software not capitalized.

Slide 164:

Schedule #5D Instructions, pages 77-78; Application, page 61.

To complete Schedule #5D, complete the following, as applicable:

For textbooks and testing materials, enter the amounts requested for each column:

- Pre-implementation;
- Year 1;
- Year 2;

- Year 3; and
- Total amount budgeted.

Slide 165:

Schedule #5D Instructions, pages 77-78; Application, page 61.

For each Technology Hardware and Software line item listed, enter the following:

- A generic description of the type of hardware or software requested.  
DO NOT use brand names;
- Brief description of purpose of the hardware or software in accomplishing the program objectives;
- Estimated quantity;
- Unit price; and
- Total amounts requested for each column. (Pre-implementation, Year 1, Year 2, Year 3, and Total Requested.)

Slide 166:

Schedule #5D Instructions, pages 79-80; Application, page 61.

Enter Subtotals for each column:

- Supplies and Materials requiring specific approval.
- All remaining 6300, not requiring specific approval. (See instructions, pp. 79-80 for list of items that do not require specific approval.)
- Grand Totals.  
(The Grand total for last column must match Schedule #5, Line 3, Column H.)

Slide 167: Schedule #5E Instructions, pages 81-86; Application, page 62.

Schedule #5E—Other Operating Costs must be completed if funds are being requested in class/object code 6400.

The total amount requested on this schedule must match the Three-Year Total Budget amount listed on Schedule #5, Line 4, Column H.

Slide 168:

Schedule #5E Instructions, page 81.

Unallowable Costs include the following:

- Out-of-state training, if same type and quality is available in-state;
- Gifts or items that can be construed as gifts, souvenirs, memorabilia, promotional items (such as t-shirts, caps, tote bags, imprinted pens)
- Door prizes (may be donated by others, but not purchased with grant funds);

- Food, meals, snacks, beverages, and refreshments are not acceptable incentives or awards;
- Membership dues in organizations substantially engaged in lobbying or in social organizations;
- Multi-color printing costs that are not reasonable and necessary to accomplish the objectives of the grant program.

Slide 169:

Schedule #5E Instructions, pages 81-82.

Items that require specific approval on this schedule include the following:

- Out-of-state travel for employees (including registration for conferences);
- Travel for an executive director, superintendent, or board members (including registration fees);
- Actual losses that could have been covered by permissible insurance;
- Indemnification compensation for loss or damage;

Slide 170:

Schedule #5E Instructions, pages 81-82.

Items that require specific approval (continued)

- Travel or other expenses for an Advisory Council or committee (explain purpose of council/committee on schedule);
- Membership dues in civic or community organizations (not allowable for colleges and universities);
- Pre-award other operating costs.

Slide 171:

Schedule #5E Instructions, pages 81-82.

Because the cost principles are slightly different for non-profit organizations, there are a few additional items for which charter schools must request specific approval. These additional items include:

- Travel for students (including registration fees, but not field trips. (NOTE: A field trip that takes place in a single day is not travel.);
- Stipends for non-employees (including registration fees for conferences);
- Travel for non-employees;
- Publication and printing costs, if reimbursed.

Slide 172: Schedule #5E Instructions, pages 82-83.

There is information about various types of travel in several sections of the instructions for Schedule #5E. Please review the all of the instructions for the schedule to ensure that you have the information you need to plan the travel portion of the budget.

Out-of-state travel is not allowed if the same type and quality of training is available in-state.

Out-of-state travel expenses always require specific approval and are limited to the following:

- Lowest available airfare;
- Actual cost of lodging and meals, not to exceed maximum allowable federal government rates for locale or local policy, whichever is less. If local policy reimburses a lesser amount, the LEA must comply with local policy. If local policy reimburses at a greater amount, the LEA must pay the difference from state or local funds (not grant funds).
- Reimbursement for mileage not to exceed 55 cents per mile, or local policy, whichever is less.

Slide 173:

Schedule #5E Instructions, pages 85-86.

- Grant-related in-state travel for employees of TTIPS campus is allowable without specific approval.
- Guidelines for overnight trips and day trips are provided on pages 85 and 86 of the Instructions.

NOTE: All travel costs must be documented with some type of travel voucher or expense voucher completed after the travel occurred.

Slide 174:

Schedule #5E Instructions, page 86.

Unallowable travel costs include the following:

- Alcoholic beverages;
- Tips or gratuities;
- Entertainment, recreation, or social events;
- Travel allowances;
- First-class airfare;
- Any expense for other persons;

Slide 175:

Schedule #5E Instructions, page 86.

Unallowable travel costs, continued:

- Meals and lodging for persons who live in the same city or town where the meeting, conference, or workshop is held;
- Costs not reasonable and necessary;
- Costs related to training or technical assistance on grant writing or obtaining funds;
- Field trips that do not meet guidelines.

Slide 176:

Schedule #5E Instructions, page 82; Application, page 62.

To complete Schedule #5E, complete the following, as applicable:

For each item requiring specific approval, enter the purpose of the expenditure and the amounts requested for each column:

- Pre-implementation;
- Year 1;
- Year 2;
- Year 3; and
- Total amount budgeted.

Slide 177:

Schedule #5E Instructions, page 83; Application, page 62.

Enter Subtotals for each column:

- Other Operating Costs requiring specific approval.
- All remaining 6400, not requiring specific approval. (See instructions, page 84 for list of items that do not require specific approval.)
- Grand Totals.

(The Grand total for last column must match Schedule #5, Line 4, Column H.)

Slide 178:

Schedule #5G Instructions, pages 87-89; Application, page 63.

Schedule #5G for Capital Outlay—Capitalized Assets must be completed if any funds are budgeted in 6600. It should be used to request items such as

- Capitalized equipment;
- Capitalized furniture
- Capitalized software, including site licenses or single-use software;
- Library books and library media to be cataloged and controlled by the library.

Slide 179:

Schedule #5G Instructions, page 87.

Unallowable Costs include the following:

- Land purchase and improvements to land;
- Construction, renovation, or remodeling.

Slide 180:

Schedule #5G Instructions, page 88.

I want to bring your attention one more time to the Competitive Bid requirement. We mentioned this in connection with the schedule for Supplies and Material, but it also applies to capital outlay items. Applicants must comply with competitive bidding requirements outlined in the Texas Education Code, Section 44.031, and its implementing rules, where applicable.

Slide 181:

Schedule #5G Instructions, page 88; Application, page 62.

To complete Schedule #5G, complete the following, as applicable:

For each item requiring specific approval, enter a brief description of the purpose of the expenditure, a brief justification, the unit cost of the item, and the requested quantity.

Also, for each item, enter the amounts requested for each column:

- Pre-implementation;
- Year 1;
- Year 2;
- Year 3; and
- Total amount budgeted.

Slide 182:

Schedule #5G Instructions, page 88; Application, page 62.

Line 27: Enter applicable amounts in each column for improvements to equipment which materially increases its value or useful life.

Grand totals: Enter totals for each column:

- Pre-implementation;
- Year 1;
- Year 2;
- Year 3; and
- Total amount budgeted.

(The Grand total for last column must match Schedule #5, Line 5, Column H.)

Slide 183:

Schedules#6A-6F Instructions, page 90; Application, pages 64-93.

I cannot emphasize enough the importance of the Provisions and Assurances. You must READ them. They are the fine print of the contract that the grant application will become if it is selected for award. They are what the authorized official is agreeing to when he or she signs Schedule #1 of the Application.

The points that we have covered in this session are very important; however, we did not have time to cover everything. You may feel at this point that we have read the RFA to you cover to cover, but we have not. There is additional detail that we have skipped over in order to present this overview to you within a reasonable timeframe. Please take the time to read the entire document. Your chances of scoring well will greatly improve.

I have referred a couple of times to the Errata list, which is where we post corrections to mistakes that we find in the RFA. It is very important that you check this list on a regular basis, or at the very least prior to submitting your application.

Slide 184:

Also, I want to take this opportunity to remind you that because of the competitive nature of this grant, we are unable to respond to individual questions related to the grant. If you have a question or concern, please submit it in writing to [NCLBTTIPS@tea.state.tx.us](mailto:NCLBTTIPS@tea.state.tx.us). We will post the question and the response on the Frequently Asked Questions document that is on the TTIPS web site. In this way, we can ensure that no applicant receives a competitive advantage by having access to information that is not available to all applicants. This is very different from our other formula grants, where we are accustomed to being able to give you answers over the telephone. Thank you for your understanding and patience in this matter.

Slide 185:

We would like to end by talking briefly about the next steps and resources available to you as you move forward and explore the possibilities of the TTIPS Grant.

In your Module 4 handouts you will find the next steps and to-do lists for LEAs. In an effort to provide recommendation to districts in making informed decisions and effectively matching schools with TTIPS intervention models we created this research based outline of reminders for moving forward. You'll notice that many of the suggested steps will actually direct you to other resources that are included in your handouts.

Slide 186:

In moving forward we also wanted you to consider two big pictures for successful school turnaround shared and centered around the innovation and improvements webinar on selecting and intervention models. They recommend five key pieces.

The districts commitment to success is a priority. All district level discussions need to emphasize this commitment and a willingness to take political heat in order to successfully improve schools. Secondly, the district must identify the needs of schools eligible for the TTIPS Grant. Next a district needs to assess capacity in order to determine the best intervention strategy. What is the district capable of supporting? What capabilities are at every level to successfully implement the plan?

Number four, the district needs to cultivate a pipeline of highly capable leaders this is an intentional pool of talent that are built to lead turnaround campuses. Finally, every district needs to create conditions for success, an environment that supports the effort embarked upon.



Slide 187:

District big picture #2 focuses a little closer on the campus level.

Number one is set clear, fast timelines for results and expect strong gains in year one. The conventional wisdom of three to five years to see results is outdated. Under successful turnaround strategies, strong gains can be seen in areas such as attendance rates and engagement levels. We are not necessarily talking about meeting AYP standards in a single year when the school hasn't in the past but we are talking about other forms of evidence of progress. Develop credible "or else" attitude to drive meaningful change. I was a little confused in reading or hearing this the first time but basically it means that the school's staff knows you are serious about doing things differently and positive incentives or negative consequences are clearly tied to change efforts.

Proactively engage the community. Successful turnaround requires a very public statement for improvement. We're talking turnaround campaigns owning brutal facts and allowing the community to engage by allowing them to see that there is a problem that is worth dealing with in spite of the discomfort the change incurs.

Next, maintain laser sharp focus on tracking performance and when necessary, rapid "retry". This is about making sure solid, accessible and timely needs assessment exist to track and examine data to inform instructional decisions. Solid indicators are used to establish whether or not efforts are or are not leading to desired results. Which means the district is able to increase success rates by not waiting to make new course corrections. The districts retry more quickly than has been the norm.

Finally, districts need to highlight schools that dramatically improve performance. Providing evidences of successes helps with the messiness that sometimes accompanies dramatic improvement efforts.

Slide 188:

We would like to end with the district pitfalls to avoid. According to the Center for Innovation and Improvement, avoid selecting a one-size fits all model. All decisions should be targeted to address specific campus needs.

Avoid waiting for a prescriptive solution or blueprint. I'd love to share with you the silver bullet for how to improve persistently low achieving schools. We know it's possible that the contexts are highly variable and we can't wait for one best solution. We can't afford to wait. The urgency remains and the generations of our children are at stake.

Avoid failing to conduct due diligence about potential providers and partners. The bottom line here is do your research.

Avoid mistaking "I don't know how" for "I can't" or "it can't be done". We're all learning each day that there is more room in policies, practices for change than previously realized. Don't be limited in your thinking and planning.

And lastly, avoid failing to construct clear and transparent performance expectations and measures, and rewards as well as consequences associated with success and failure in school improvement efforts. Time is of the essence. We must be bolder for kids.

Slide 189:

If you haven't already discovered the balancing of resources available to you through this grant, let me point out several significant ones to help you in taking your next steps. From a combination of SIRC's research and research done by the Center for Innovation and Improvement comes the TTIPS Resource List.

This is packed full of articles, websites research regarding overall improvement, information specific for intervention options, and down to the level of specific requirements for each option. Parts of this list are contained in your restart and closure information but the entire list is also provided electronically.

Slide 190:

The Center on Innovation and Improvement has several resources pertaining to the School Improvement Grant. Specifically, I recommend you view the Handbook on Effective Implementation of the School Improvement Grant.

Slide 191:

Another resource available to districts and campuses is the TEAs Best Practice Website. Also included in your handouts is a list of TEA and SIRC contacts. Please note, until the application closes all Cycle 2 TTIPS grant questions should be directed to TEA.

Slide 192:

In conclusion, I want to return to our earlier questions of is it worth it and can we do it? I hope your answers are yes or at least drifting more in that direction. I'll leave you with one more vital question.

Do we have the will to do this work?

Slide 193:

We have programs that assist individual students and classes of students and even whole schools and those are good. What's needed right now is thoughtful form applied to whole systems. TTIPS schools provide a plausible access point for this kind of change. Once our low performing campuses demonstrate progress, other schools not yet in a performance category might opt in to their strategies. In that way, TTIPS schools could become a lever for major change across the entire system of public education particularly in urban districts serving high poverty students.

As Geoffrey Canada said, "Instead of helping some kids beat the odds...Why don't we just change the odds?"

Slide 194:

Once again, it can be done and we can do it....

So it's time....

To make a new commitment...

Slide 195:

It's time to get a little uncomfortable by not doing the same thing we've always done and expecting a different result

Slide 196:

It's time to form bold partnerships. Educators aren't the most comfortable having to ask for help. We promote collaboration and connectivity among our teachers but yet the perception lives on that partnering with those outside the district signals weakness and or the inability to do it alone. It's time we make the commitment to get uncomfortable and to do things different so we can form dynamic partnerships for the sole benefit of our students and future generations.

This concludes Module 4 of the 4 part series.