

REQUEST FOR APPLICATION

Application Guidelines

Abbreviated Program Guidelines

2016-2017 ESC ESEA

Title I, Part A

Authorized by Public Law (P.L.) 107-110, Title I, Part A:
Sec. 1117(a)(2)(C) – Title I Statewide System of Support,
Third Priority For Other Title I LEAs and Campuses

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

Application due date January 6, 2017

TEXAS EDUCATION AGENCY

**Enforcement and Support Division
1701 North Congress Avenue
Austin, Texas 78701**

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Subgrantee Clarification

TEA, as the pass-through entity¹, is the grantee² from the U.S. Department of Education (USDE) and TEA awards subgrants to non-federal entities³ such as local educational agencies (LEAs), including school districts, charter schools, and education service centers, and to a lesser degree institutions of higher education (IHEs), and nonprofit organizations (NPOs) who are the agency's subgrantees⁴. These guidelines apply to all subgrantees of TEA, regardless of whether referenced herein as subgrantee or grantee. For purposes of this document, TEA may use the terms grantee and subgrantee synonymously for its subrecipients.

¹ Pass-through entity is defined as a non-Federal entity that provides a subaward to a subrecipient to carry out part of a federal program. (2 CFR 200.74)

² Grantee is defined as the legal entity to which a grant is awarded and that is accountable to the federal government for the use of the funds provided. The term "grantee" does not include any secondary recipients, such as subgrantees and contractors that may receive funds from a grantee. (34 CFR 77)

³ Non-federal entity is defined as a state, local government, Indian tribe, institution of higher education, or nonprofit organization that carries out a federal award as a recipient or subrecipient. (2 CFR 200.69)

⁴ Subgrantee is defined by TEA to be the same as a subrecipient which is defined as a non-federal entity that receives a subaward from a pass-through entity to carry out part of a federal program; but does not include an individual that is a beneficiary of such program. (2 CFR 200.93) Subgrantee is defined in 34 CFR 77 as the legal entity to which a subgrant is awarded and that is accountable to the grantee for the use of the funds provided.

Contacts for Clarifying Information

Program Contact

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Funding Contact

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US Department of Education and/or State Appropriations

The following is provided in compliance with the US Department of Education Appropriations Act:

Category	Amount
Total funds available for this project (total budget shall not exceed this amount)	\$700,000
Percentage to be financed with federal funds	100%
Amount of federal funds	\$700,000
Percentage to be financed from nonfederal sources	0%
Amount of nonfederal funds	\$0

Grant Timeline

For all dates related to the grant, including reporting dates, see the [TEA Grant Opportunities](#) page. If a report due date falls on a weekend or holiday, the report will be due the following business day. All dates except the grant ending date may vary slightly as conditions require.

Attachments

Attach this program guidelines document to the Standard Application System (SAS). These program guidelines are incorporated by reference into the approved SAS and the Notice of Grant Award (NOGA).

Any additional attachments required to be submitted with this grant application are listed in Schedule #2—Required Attachments and Provisions and Attachments of the SAS.

Program Elements

Program Purpose, Goals, and Objectives

The purpose of the program is to provide sustained support to and to work cooperatively with Title I, Part A, campuses in implementing Title I, Part A, programs to increase the opportunity for all students in such schools so as to meet the State's content and student performance standards.

Shared Services Arrangement

See the [General and Fiscal Guidelines](#), Shared Services Arrangements.

Shared services arrangements (SSAs) are not allowed.

Cost Share or Matching Requirement

See the [General and Fiscal Guidelines](#), Cost Share/Match Requirement.

There is no cost share or matching requirement for this grant program.

Supplement, Not Supplant

For supplement, not supplant guidance, see the Supplement, Not Supplant Handbook on the Grants Administration Division [Administering a Grant](#) page.

The supplement, not supplant provision does apply to this grant program.

Indirect Costs

The grantee may claim a maximum for indirect costs equal to their current approved restricted indirect cost rate for this federally funded grant.

Refer to the Indirect Cost Handbook in the Handbooks and Other Guidance section of the Grants Administration Division [Administering a Grant](#) page for more information on indirect costs and the correlation to the supplement, not supplant provision.

Use the Maximum Indirect Costs Worksheet, posted on the Federal Fiscal Compliance and Reporting Division [Indirect Cost Rates](#) page, to calculate the maximum indirect costs that can be claimed for a grant.

Limitation of Administrative Funds

See the [General and Fiscal Guidelines](#), Administrative Costs.

TEA limits the amount of funds that may be budgeted to administer the program to no more than 8% of the total grant awarded.

NOTE: Administrative funds include **both** direct administrative costs **and** allowable indirect costs.

Pre-Award Costs

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

Pre-award costs are permitted from September 1, 2016, to stamp-in date.

Statutory Requirements

Per Section 22.0834 of the Texas Education Code (TEC), any person offered employment by any entity that contracts with TEA or receives grant funds administered by TEA (i.e., a grantee or subgrantee) is subject to the fingerprinting requirement. TEA is prohibited from awarding grant funds to any entity, including nonprofit organizations, that fails to comply with this requirement. For details, refer to the [General and Fiscal Guidelines](#), Fingerprinting Requirement.

TEA Program Requirements

1. If scheduled, at least one staff member should attend the two day Every Student Succeeds Act (ESSA) Institute in Austin.
2. Provide ongoing and continuous support for the Comprehensive Needs Assessment (CNA).
3. Schedule and hold at a minimum of one four-hour training for LEAs on the requirements and steps necessary to complete an effective CNA using tools and resources provided by TEA, the Statewide School Support and Parent and Family Engagement Initiative, and the Capacity Building Initiative. Including but not limited to preparation of ESSA requirements.

The CNA training is required to address the following areas: demographics;

- student achievement;
 - school culture and climate;
 - curriculum;
 - instruction and assessment;
 - parent and family engagement;
 - school organization; and
 - technology.
4. Schedule and hold at a minimum one four-hour training for LEAs on the requirements and steps necessary to complete an effective Campus Improvement Plan (CIP) using tools and

resources provided by TEA, the Statewide School Support and Parent and Family Engagement Initiative, and the Capacity Building Initiative.

The training must assist LEAs and schoolwide campuses to be able to meet the following:

- The requirement to include the following in the development of the CIP.
 - Parents
 - Community members
 - Teachers
 - Principals
 - School leaders
 - Paraprofessions (present in the school)
 - Administrators(including administrators of programs described in other parts of this title)
 - Specialized instructional support personnel
 - Technical assistance providers
 - School staff
 - Students (if the plan relates to a secondary school)
 - Other individuals determined by the school
 - If appropriate and applicable other members of programs such as Head Start, violence prevention, nutrition, housing, adult education, career and technical education
 - Monitoring and revisions to the plan
 - Availability of the CIP in language and format that parents understand including a description of how strategies will:
 - Provide opportunities for all children, including each of the subgroups of students to meet State academic standards;
 - Use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time.
 - Address the needs of all children in the school but particularly the needs of those at risk of not meeting the challenging State academic standards
 - Assist campuses who still need assistance with the following NCLB requirements:
 - Ten components of a schoolwide Program so they are easily identifiable
 - Describe how the school will use Title I, Part A resources and other sources to implement the ten components
 - Include a list of state and federal programs whose funds will be coordinated and/or combined to implement a schoolwide program
 - Describe how the intent and purpose of the federal programs whose funds are coordinated and/or combined on a schoolwide campus are met
 - Include sufficient activities to address the needs of the intended beneficiaries of the federal programs whose funds are coordinated and/or combined on a schoolwide campus for upgrading the entire education program
 - Describe the resources and data the campus will use to evaluate each activity and/or resource that is included in the CIP where Title I, Part A funds were expended
5. If there are Targeted Assistance (TA) campuses within the region then training must be provided to the LEA and TA campuses to address the following components in the TA plan:
- Ensure that planning for students served under this part is incorporated into existing school planning
 - Use effective methods and instructional strategies that are based on scientifically-based research that strengthens the core academic program of the school and that:

(1) gives primary consideration to providing extended learning time, such as an extended school year, before- and after-school, and summer programs and opportunities;

(2) helps provide an accelerated, high-quality curriculum, including applied learning; and

(3) minimizes removing children from the regular classroom during regular school hours for instruction provided under this part

- Coordinate with and support the regular education program, which may include services to assist preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First or State-run preschool programs to elementary school programs
- In accordance with subsection (e)(3) and Section 1119, provide opportunities for professional development with resources provided under this part, and, to the extent practicable, from other sources, for teachers, principals, and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff, who work with participating children in programs under this section or in the regular education program;
- Implement strategies to increase parental involvement in accordance with Section 1118, such as family literacy services
- Coordinate and integrate federal, state, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training
- Clearly define the LEA's criteria for identifying students for Title I, Part A services in the LEA's District Improvement Plan and in the Campus Improvement Plan, if appropriate
- Describe any supplemental criteria established at the campus level in the Campus Improvement Plan.
- Identify criteria for every grade that receives services under Title I, Part A Targeted Assistance programs

In preparation for ESSA when TEA provides guidance, ESC should provide information and/or training to LEAs on:

- Student eligibility criteria
 - Services
 - Professional Development
 - Simultaneous service
 - Comprehensive services
6. Provide technical assistance in the deficient areas for one to two campuses that participated in the 2016-2017 CIP Random Validation process and did not meet the CIP requirements. A required technical assistance form will be provided to the ESC so that campus personnel can attest to providing the technical assistance or to indicate that the campus declined the ESC's assistance. Specific timeline to meet this requirement will be determined at a later time.
7. Provide LEAs ongoing and continuous support for Title I, Part A Parent and Family Engagement implementation requirements by disseminating information provided by TEA, the Statewide School Support and Parent and Family Engagement Initiative, and the Capacity Building Initiative; collaborating with the ESC's parent involvement staff and collaborating across program staff at the ESC.

8. Schedule and hold at a minimum one four-hour training for LEAs on compliance with requirements for Parent and Family Engagement using tools and resources provided by TEA, the Statewide School Support and Parent and Family Engagement Initiative, and the Capacity Building Initiative. The training is required to address the following topics:
 - School-Parent Compacts
 - LEA Written Parental Involvement Policy
 - Campus Written Parental Involvement Policy
 - Parents Right to Know
 - Annual Title I, Part A Meeting Requirements
 - School Partnerships
 - Diversity
 - Parents of Poverty

In preparation for ESSA when TEA provides guidance, ESC should provide information and/or training to LEAs on:

- Building the capacity of parents
 - Coordination and integration of parent and family engagement strategies
 - Evaluation of the content and effectiveness of parent and family engagement policy in improving the academic quality of all schools serve under this part
 - Identifying:
 - Barriers to greater participation by parents and family members
 - The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teacher
 - Strategies to support successful school and family interactions
9. Attend the Statewide Parental Involvement Conference on December 8-10, 2016 in Corpus Christi, TX. Minimum of one ESC staff member in attendance.
 10. Coordinate services with the Enforcement and Support Division as needed or when requested.

Allowable Activities and Use of Funds

See the [Administering a Grant](#) page for general guidance on allowable activities and use of funds.

Allowable activities and use of funds for this grant may include but are not limited to the following:

Out-of-State Travel

Out-of-state travel costs are allowable. Out-of-state travel costs should be minimal. Travel costs are allowable as long as the expenses for transportation, lodging, subsistence, and related items are only incurred by employees on official business of the grantee and follow the grantee's regular business operations and written travel policy.

Out-of-State Travel will require a written justification form. To access the Out of State Travel Justification form, refer to the [Administering a Grant](#) page.

General Allowable Activities and Use of Funds

See the [Administering a Grant](#) page for general guidance on allowable activities and use of funds.

Unallowable Activities and Use of Funds

In general, refer to the Budgeting Cost Guidance Handbook on the [Administering a Grant](#) page for unallowable costs.

Field Trips

Field trips may not be funded under the grant program.

Advisory Council

An advisory council may not be funded under the grant program.

Cost of Membership in Any Civic or Community Organization

The cost of membership in any civic or community organization may not be funded under the grant program.

Hosting or Sponsoring of Conferences

Conferences may not be hosted or sponsored under the grant program

Travel Costs for Officials such as Executive Director, Superintendent, or Board Members

The cost of travel costs for officials such as the executive director, superintendent, or board members may not be funded under the grant program.

In addition, unallowable activities and use of funds for this grant may include but are not limited to the following:

- Debt service (lease-purchase)

Performance Measures

The applicant agrees to collect data and report on the following mandatory performance measures:

1. Ensure the ESC provides ongoing and continuous support to LEAs and campuses within the region on all programs addressed in this component of the contract
2. Increase the number of LEAs and campuses that receive ongoing and continuous support in meeting the statutory Title I program implementation requirements
3. Increase the number of LEAs and campuses receiving technical assistance and professional development in conducting a Comprehensive Needs Assessment and writing a Campus

Improvement Plan that will result in more students meeting State standards

4. Ensure that the number of Comprehensive Needs Assessments and Campus Improvement Plans meeting statutory requirements increases across the State
5. Increase the number of LEAs and campuses receiving technical assistance and professional development in Title I programs in a manner that increases student achievement

Federal Grant Requirements

Equitable Access and Participation

See the [General and Fiscal Guidelines](#), Equitable Access and Participation.

This requirement does apply to this federally funded grant program.

Private Nonprofit School Participation

See the [General and Fiscal Guidelines](#), Private Nonprofit School Participation.

This requirement does not apply to this federally funded grant program.

Maintenance of Effort

See the [General and Fiscal Guidelines](#), Maintenance of Effort.

This requirement does not apply to this federally funded grant program.