

BOLD CHOICES **for a BRIGHT FUTURE**

Texas Title I Priority Schools (TTIPS) Grant



TTIPS Overview Session

Cycle 2

BOLD Choices for a Bright Future

Presented by



**SCHOOL IMPROVEMENT
RESOURCE CENTER**



Agenda

Module 4 of 4

Final Steps

Section 1 – The Decision Making Process

Section 2 – How to Apply

Section 3 – Resources and Closing



Handouts

Texas Title I Priority Schools (TTIPS) Grant



Decision-Making Process

Which model best meets
the needs of each
campus?



TTIPS Decision-Making Team

Temporary committee of vital stakeholders that will:

- Analyze data**
- Consider individual school situations**
- Work through checklists and school turnaround options**
- Make recommendations to district regarding the selection of a TTIPS option**



Potential Team Members

School Board member(s)

Parent(s)/Parent group representative

Students from affected schools (high school)

District representative(s)

School administrator(s)

Teacher representatives

Community organizations with interest in school outcomes

(For example: YMCA, local businesses, church leaders, Boys and Girls Club, others)



Decision Making Process

Step One:

Form a district decision making team.

Step Two:

Answer narrowing questions.

The following steps should be completed for each campus under consideration for the TTIPS grant:

Step Three:

Collect data and conduct Comprehensive Needs Assessment

Step Four:

Review questions for consideration for viable options.

Step Five

Collect additional or missing data in order to make an informed decision.

Step Six:

Select an option.

Step Seven:

Complete and submit application.



Texas Title I Priority Schools Grant Cycle 2 Application Guidelines

Part 1: General and Fiscal Guidelines

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.



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.

Frequently Asked Questions (FAQs), Additional Information, Errata Notices

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



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 cover of the RFA, must be identified in the written request for information.

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.



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.**



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*** applications that address all statutory requirements at the time of submittal are eligible to be negotiated and funded, regardless of their final score or ranking.



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.

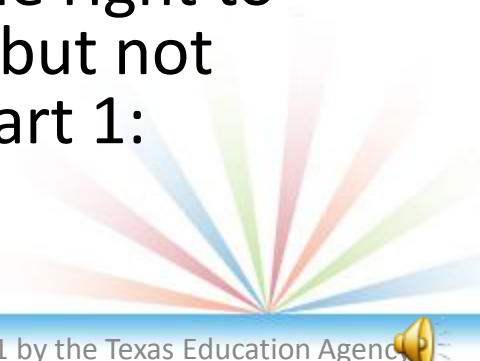


Conditions for Submission of Application

TEA reserves the right to select the applications 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.



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.



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 31st of each year of the grant.

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



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 grant conditions and requirements until such time as this report is received by the TEA Program Manager.



Fiscal Guidelines

Coordination with the Business/Accounting Office and Financial Management

All applicants are strongly encouraged to consult with their business office about assignment of budgeted items to the proper class-object codes *before submitting the application.*



Fiscal Guidelines

Use of Funds/Reasonable and Necessary Costs

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.



Fiscal Guidelines

Use of Funds/Reasonable and Necessary Costs

TEA Program staff will review all budgeted amounts and activities to determine if the requests are reasonable and necessary for implementation of activities in 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.



Fiscal Guidelines

Definitions 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



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Texas Title I Priority Schools Grant Cycle 2

Application Guidelines Part 2: Program Guidelines



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 Program: Texas Title I Priority Schools (TTIPS)
- School Year: 2011-2012
- SAS#: A161-12
- Approx. Max of Funds: \$6,000,000 for entire three-year period (Not to exceed \$2 Million per year)
- Application Due Date: Tuesday June 21, 2011 at 5:00 PM Central Time



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 continued 1003(g) appropriations.



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.



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



TTIPS Application

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 the 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)

- http://www.tea.state.tx.us/index3.aspx?id=4464&menu_id3=814

- Texas Science, Technology, Engineering and Math (T-STEM)

- http://www.tea.state.tx.us/index3.aspx?id=4470&menu_id3=814

- College for All

- http://www.tea.state.tx.us/index2.aspx?id=2147488635&menu_id=814

- http://www.jff.org/sites/default/files/college_success_for_all.pdf



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 Education 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.



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. SY 2008-2009 or later), the LEA/campus will not be required to hire another new principal.



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 update for FAQs to be posted:	6/14/11
Due Date:	6/21/11



Grant Timeline

Begin date for project for (Tier I and II): 8/01/11

End date for project: 6/30/14

Due date for final expenditure report: 7/31/14

Due date for final evaluation report: 8/15/14



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 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.



Application Due Date

TEA will neither accept nor consider for funding any late competitive applications for any reason.



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 receipt of the Notice of Grant Award. (NOGA).



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.



Eligible Applicants

Priority will be given to 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 Services Arrangements (SSAs) are not eligible to apply.



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.



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 2010 AYP SIP Status) that:

1. Is in 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 two consecutive years (2009 and 2008) or average graduation rate less than 60% for 2009 and 2008



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 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 PLA campus previously identified in Tier I.



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% of 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



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 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)



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)



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 (Fax: 512-463-9811).

Failure to notify TEA of the intent to apply will not disqualify you from submitting an application.



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, etc. 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.



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:

<http://burleson.tea.state.tx.us/grantopportunities/forms>



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.



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.



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

1701 North Congress Avenue

Austin, TX 78701

Phone: (512) 463-9269

Fax: (512) 936-6375

James.Connolly@tea.state.tx.us



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

Phone: (512) 463-9374

Fax: (512) (512) 305-9447

NCLBTTIPS@tea.state.tx.us



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-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.



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.



Program Goals

Critical Success Factors (CSF)

- Improve Academic Performance, including (but not limited to) Reading ELA/Math
- Increase the Use of Quality Data to Drive Instruction
- Increase Leadership Effectiveness
- Increase Learning Time
- Increase Parent/Community Involvement
- Improve School Climate
- Increase Teacher Quality



Critical Success Factors / Milestones

Milestones are key strategies that establish the foundation on which the CSF are built.

The applicants must develop activities that ensure each of the Critical Success Factors are met.



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



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



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



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



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 LEAs in addressing the assessment transition at a later date.

Campuses will not be allowed to amend or modify the project goals after submissions.



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.



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 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.



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 a grantee campus has replaced its principal within the last two years (SY 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 implementing 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.



Model Implementation Options

TEA Designed Models for TTIPS SIG:

- TEA Designed Model for Turnaround
- TEA Designed Model for Transformation
- TEA Designed Model for Restart
- Closure

Information on these models is provided by SIRC in module 2 and module 3 of the TTIPS overview sessions.



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.



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 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.



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.



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 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.



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 assistance meetings, other periodic meetings of grantees, the Texas School Improvement Conference, and sharing of best practices.



TEA Program Assurances

- For LEAs selecting one of the TEA Designed Models, the applicant provides assurance that it will participate in and make use of 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, SIRC 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.



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 schools, 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



Private Nonprofit School Participation

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



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 to be not reasonable and necessary will be reduced from the grant budget.



Review of Competitive Applications

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)



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



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 actual participation.

Should additional funds become available for distribution, the commissioner will determine how these are to be distributed.



Use of Funds

Pre-Implementation Costs

Pre-implementation costs are those incurred between the date 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.



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 funds and the total of pre-implementation and Year 1 costs may not exceed \$2,000,000.



Limitation of Administrative Funds

School Improvement Grants, authorized under section 1003(g) of Title I of the Elementary and Secondary Education 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 can not 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 administrative 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.



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)



Reference Material and Attachments

Federal Cost Principles Side by Side

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>



This concludes Part 2: Program Guidelines
Part 3: Application Instruction
Part 4: Application
Will be presented next.



Texas Title I Priority Schools

Part 3: Schedule Instructions

Part 4: Application Schedules



Schedule Instructions

Read, Read, Read



General Instructions, page 6

- Use schedules (forms) provided.
- Print on one side only.
- Put county-district-campus number on every page.
- Do NOT exceed specified page or space limits.
- Do NOT alter the format.



General Instructions, page 6

- Costs must be reasonable and necessary.
- Staple in top left corner.
- DO NOT BIND.



Schedule #1 Instructions, page 9

Application, page 1

- Original Signature in blue ink.



Schedule #1 Instructions, page 10

Application, page 2

— Proof of Nonprofit Status.



Schedule #1 Instructions, page 11

- Reviewer Information Form

<http://burleson.tea.state.tx.us/grantopportunities/forms>

- Submit form online.
- If more than one campus, three different names for each.
- Notify reviewers that names submitted.



Schedule #3 Instructions, page 14; Application, pages 4-5

— Amendments

- Not included in original application.
- Effective date received in substantially approvable form.
- Last day to submit amendment is 90 days before ending date of grant.



Schedule #4 Instructions, page 18

Application, pages 6-15

No response required on Schedule #4, but entire schedule must be submitted with application.

- Part 1: Grant Program Information.
 - Purpose and Goals
 - Allowable activities



Schedule #4 Instructions, page 18

Application, page 6

- Allowable Activities for Tier I and Tier II Grantees
 - Required activities for selected model
 - Permissible activities for selected model
 - School Improvement activities necessary to address needs not addressed by model.



Schedule #4 Instructions, page 18

Application, pages 6-7

- Allowable Activities for Tier III Grantees
 - May select one of the four original intervention models: Transformation, Turnaround, Restart, or Closure; or
 - May select from four additional models: Texas Tier III Transformation, ECHS, T-STEM, or College for All.
 - Permissible activities for selected model
 - School Improvement activities necessary to address needs not addressed by model.



Schedule #4 Instructions, page 18

Application, page 8

— Part 2: Statutory Requirements

To be eligible for scoring and review, the application must address all statutory requirements.



Schedule #4 Instructions, page 18

Application, pages 9-12

— Part 3: Statutory Program Assurances

Conditions and criteria that must be agreed to in order to receive funding. Applicant accepts by signature on Page 1.



Schedule #4 Instructions, pages 18-19

Application, pages 13-15

— Part 4: TEA Program Assurances

Conditions and criteria that must be agreed to in order to receive funding. Applicant accepts by signature on Page 1.

- Assurance for Restart Model (p 13, Line 7);
See detail in Instructions, pp. 18-19.



Schedule #4B Instructions, page 21

Application, page 17

Part 1: Comprehensive Needs Assessment

Section A: Campus Grade Levels

- 2010 October Snapshot (students)
- Current numbers for instructional and support staff

Section B: Data Sources



Schedule #4B Instructions, page 21

Application, page 18

Part 1: Comprehensive Needs Assessment
Section C: Process



Schedule #4B Instructions, page 21

Application, page 19

Part 1: Comprehensive Needs Assessment

Section D: Groups of Participants

- Parents
- Community groups.



Schedule #4B Instructions, page 21

Application, page 19

Part 1: Comprehensive Needs Assessment

Section E: Major Needs

Top 10 only. Do not exceed.



Schedule #4B Instructions, page 22

Application, pages 20-29

Part 2: Project Management

Responses limited to one page each.

- Capacity
- Pre-Implementation Activities and Timeline
- Partnerships/Involvement of Others
- Management of Grant Activities
- Resource Management



Schedule #4B Instructions, page 22

Application, pages 20-29

Part 2: Project Management

Responses limited to one page each.

- LEA Support
- Program Continuation and Sustainability
- External Providers
- Site Visits
- Lack of Capacity (if applicable)



Schedule #4B Instructions, page 22

Application, page 30

Part 3: Intervention Model

Section A:

1. Model selection (Tier I or Tier II only).
2. Model selection (Tier III only).



Schedule #4B Instructions, page 23

Application, page 30

Part 3: Intervention Model

Section A:

3. Implementation option (All tiers).

TEA-approved model

(see cost charts, Inst. pp 23-29)

OR

LEA's own design

(within parameters of final regs)



Schedule #4B Instructions, page 23

Application, page 30

Part 3: Intervention Model

Section A:

4. SES option (All tiers).

- Must meet federal SES requirement
- Implement or expand SES services.



Schedule #4B Instructions, page 30

Application, pages 31-33

Part 3: Intervention Model

Section B: Model Selection Process

Response limited to the 3 pages provided.



Schedule #4B Instructions, page 30

Application, page 34

Part 3: Intervention Model

Section C: Groups of Participants

List the groups of participants who actively assisted in the selection process.



Schedule #4C Instructions, page 30

Application, pages 35-38

Model Requirements and Timeline

Identify improvement activities to be undertaken in the grant (in date order).

Column 1- Activity

Columns 2-3 - Beginning and Ending Dates

Column 4 - Code for Model Requirement

Column 5 - Code for Critical Success Factor



Schedule #4C Instructions, pages 30-41

Application, pages 35-38

Code Charts for Model Requirements, for use with fourth column:

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



Schedule #4C Instructions, pages 30-41

Application, pages 35-38

Code Charts for Model Requirements, for use with fourth column (continued):

- Tier III Transformation, Inst., pp. 37-38;
- Early College High School, Inst., p. 39;
- T-STEM, Inst., p. 40;
- College for All, Inst., p. 41.



Schedule #4C Instructions, page 33

Application, page 35

Correction to EXAMPLE:

- The Model Requirement Number listed in fourth column of the example should be “TU-8.”



Schedule #4C, Instructions, page 42

Application, pages 35-38

Critical Success Factors/Milestones

- Code Chart;
- Suggested correspondence with Model Requirements, last column of Model Requirement Charts.



Schedule #4C Instructions, pages 30-41

Application, pages 35-38

Model Requirements and Timeline.

- List activities in date order,
NOT by model requirement number.
- Address ALL Model Requirements.
- May be more than one activity
per model requirement.
- Address ALL Critical Success Factors.



Schedule #4D: Instructions, pages 43-46 Application, pages 39-47

Performance Assessment and Evaluation

- Monitoring progress/continuous improvement;
- Formative Evaluation;
- Quantitative and Qualitative Data Methods;
- Performance Goals and Targets



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

Performance Assessment and Evaluation

Part 1: Component Description

Section A: Ongoing Monitoring/Continuous
Improvement;

Section B: Formative Evaluation;

Section C: Qualitative and Quantitative Data
Collection Methods.



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

Performance Assessment and Evaluation

Part 2: Development of Performance Goals

- Process.
- Participating groups.



Schedule #4D: Instructions, pages 45-46

Application, pages 44-47

Performance Assessment and Evaluation

Part 3: Annual Performance Goals

- For each Critical Success Factor.
- Tied to activities identified in Part 2.
- Must increase year to year.
- May not be amended.



Schedule #4D: Instructions, pages 45-46

Application, pages 44-47

Performance Assessment and Evaluation

Part 3: Annual Performance Goals

1. Improve Academic Performance

- Two pre-printed measures cannot be changed and must be completed.
- Use current assessments to set goals for life of the grant.



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

Performance Assessment and Evaluation

Part 3: Annual Performance Goals

Column 1: Performance measure identified by the needs assessment.

Column 2: Name of assessment instrument.

Column 3: Most recent data (2010) for baseline.



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

Performance Assessment and Evaluation

Part 3: Annual Performance Goals

Column 4: Year 1 Goal. 2012 data.

Column 5: Year 2 Goal. 2013 data.

Column 6: Year 3 Goal. 2014 data.



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

Second- and Third-Year Grant Allocations

- Continuous improvement expected.
- Significant Progress to received continued funding.



Schedule #4E: Instructions, page 47

Application, page 48

Program Waivers

- Extended period of availability. (Required)
- “Starting over” School Improvement timeline.
(Option for Tier I and Tier II)
- Schoolwide with less than 40 percent poverty.
(Option for Tier I or Tier II)



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

Equitable Access and Participation

- Each applicant must ensure equitable access to and participation in grant program.
- Schedule lists common barriers for students, teachers, and other beneficiaries.



Schedule #4F: Instructions, page 47

Application, pages 49-53

Equitable Access and Participation

- If no barriers for a group, check appropriate box.
- For each barrier identified during needs assessment, indicate which strategies are proposed to eliminate barrier.
- Use “other” row if strategy for a barrier is not listed.
- Use “other” section if barrier not listed.



Instructions, page 48

General Budget Information

To be included in the program budget, cost must be:

- incurred specifically for the grant;
- beneficial to the grant;
- distributed in reasonable proportion to the benefits received.



Instructions, page 48

General Budget Information

- Costs allocable to a particular grant may not be shifted to other grant awards to overcome deficiencies or to avoid restrictions required by terms of the grant.
- Consult with your business office to determine appropriate class/object codes for costs.



Instructions, page 49

Program Costs

- 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



Instructions, page 49

Administrative Costs

- Accounting and other fiscal activities
- Auditing
- Overall program administration
- Evaluating and Reporting progress of grant
- Monitoring compliance with grant requirements
- Salaries and benefits for staff supervising program staff
- Insurance that protects grantee
- Direct admin costs in approved direct cost allocation plan



Instructions, pages 50-51

“Reasonable and Necessary”

- Consistent with prudent business practice
- Comparable to current market value
- Essential to accomplish objectives of grant
- See criteria listed on pages 50-51
- Chart of applicable cost principles

- Costs determined not “reasonable and necessary” will be removed, not reallocated.



Instructions, pages 50-51

Pre-implementation Costs

- Incurred between NOGA date and August 1, 2011

Examples:

- 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



Instructions, pages 52-55

Indirect Costs

- Must have approved federal indirect cost rate
- Not required to budget in application
- If claimed, must be part of total grant award
- Based on actual expenditures
- Explanation of Calculation, pp 53-55



Schedule #5: Instructions, pages 56-60

Application, page 54

Program Budget Summary

Lines 1-8

- Column A: Pre-implementation
- Column B: Year 1 Program Costs
- Column C: Year 1 Admin
- Column D: Year 2 Program Costs
- Column E: Year 2 Admin
- Column F: Year 3 Program Costs
- Column G: Year 3 Admin
- Column H: Three-year Totals
(must match supporting schedules)



Schedule #5: Instructions, pages 56-60

Application, page 54

Program Budget Summary

Line 9

Col A, B, C: Year 1 Total

(Pre-implementation, Program, Admin)

Col D, E: Year 2 Total (Program, Admin)

Col F, G: Year 3 Total (Program, Admin)

Col H: Total Requested, not to exceed \$6,000,000.



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

Payroll Costs

- Must be completed if funds budgeted in 6100.



Schedule #5B: Instructions, page 61

Application, page 55

Unallowable Payroll Costs

- Personal liability insurance.
- Employer contributions to Voluntary Retirement Plans like 403b or 401k



Schedule #5B: Instructions, page 61 Application, page 55

Limited Administrative Costs

- Salaries and benefits for staff who supervise program staff.
- Personnel who perform fiscal and reporting activities related to the grant.
- See Part 2—Program Guidelines for more detail on limitation.



Schedule #5B: Instructions, pages 61-62

Application, page 55

Lines 1-17:

- List all full-time and part-time positions

For each position title budgeted,

- Give brief justification for each kind of position
- Number of full-time staff (100% time on grant)
- Number of part-time staff (< 100% time on grant, or split-funded)



Schedule #5B: Instructions, pages 61-62

Application, page 55

Lines 1-17:

For each position title budgeted,

- Pre-implementation cost
- Year 1 cost
- Year 2 cost
- Year 3 cost
- Total budgeted amount



Schedule #5B: Instructions, pages 61-64

Application, page 55

Line 18: Enter subtotals for employee costs.

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, if allowable, 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.



Schedule #5B: Instructions, pages 61-64

Application, page 55

Lines 20 and 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.

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).



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

Lines 20 and 21: Extra-duty pay.

Allowable examples include:

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



Schedule #5B: Instructions, pages 61-64

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.

Allowable examples include:

- Group health and life insurance
- Worker's compensation
- Unemployment compensation
- Teacher retirement (applicable portion)
- Social security or Medicare.



Schedule #5B: Instructions, pages 61-64

Application, page 55

Line 23: Incentive Pay: Specify the rate of pay, and enter the amount for pre-implementation, Year 1, Year 2, Year 3, and Total Budgeted.

Line 24: Subtotals by grant year.

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



Schedule #5B: Instructions, pages 64-67

Time and Effort Documentation for Personnel



Schedule #5C: Instructions, pages 68-76

Application, page 56

Professional and Contracted Services

- Must be completed if funds budgeted in 6200.



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.



Schedule #5C: Instructions, pages 69-71

Professional and Contracted Services requiring specific approval:

- All audit costs, except OMB A-133 Single Audit;
- Rental or lease of building, space of building, or land;
- Contracted publication and printing costs;
- Scholarships/fellowships;
- All professional consulting services.



Schedule #5C: Instructions, pages 69-71

Professional and Contracted Services requiring specific approval:

For each pre-printed line item, specify the purpose, and enter the amount budgeted for each grant year.



Schedule #5C: Instructions, pages 71-76

Professional and Consulting Services less than \$10,000, generally includes:

- project management
- evaluation services
- professional development
- curriculum development
- technical assistance



Schedule #5C: Instructions, pages 71-76

Professional and Consulting Services less than \$10,000, generally does not include:

- accounting or bookkeeping services
- printing services
- media services
- data management



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

Professional and Consulting Services less than
\$10,000.

- Enter brief description.
- Enter amounts by year.
- Include cost of consultant-provided materials and consultant travel.



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

Professional and Consulting Services \$10,000 or
Greater

For each service:

- Enter brief description, including number of days and rate per day.
- Enter title of any subcontracted payroll cost position. Attach a page if necessary.
- Enter number of positions for any subcontracted payroll costs.



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

Professional and Consulting Services \$10,000 or Greater

- Enter cost budgeted by class/object code for each column (Pre-implementation, Y1, Y2, Y3, Total).
- Enter payment amount by class/object code for each column (Pre-implementation, Y1, Y2, Y3, Total).
- Enter the percent of indirect cost.
- Compute indirect cost for payment amount and amount budgeted.
- Add amounts for **Total Payment to Contractor.**



Schedule #5C: Instructions, page 73; Application, page 60

Enter Subtotals:

- All professional and consulting requiring specific approval.
- All professional and consulting \$10,000 and >.
- All professional and consulting < \$10,000.
- All remaining 6200, not requiring specific approval. (See instructions, pp. 73-75 for list.)



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

Enter Grand Totals for

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



Schedule #5C: Instructions, pages 75-76.

Written Agreements and Contracts

- Contract Administration System



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

Supplies and Materials

- Must be completed if funds budgeted in 6300.



Schedule #5D: Instructions, page 77.

Competitive Bid.

- Applicants must comply with competitive bidding requirements outlined in the Texas Education Code, Section 44.031.



Schedule #5D: Instructions, page 77.

Unallowable Costs:

- 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.)



Schedule #5D: Instructions, pages 77-78.

Application, page 61.

Items requiring specific approval:

- Textbooks and other reading materials.
 - Supplemental texts furnished free to students in grant program.
 - Magazine, newspaper, periodical subscriptions.
 - Reference books/materials not catalogued and controlled by library.
 - Library books and media not capitalized.
- Testing materials.
- Technology Hardware and Software, not capitalized.



Schedule #5D: Instructions, page 78; Application, page 61.

Items requiring specific approval:

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

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



Schedule #5D: Instructions, page 78; Application, page 61.

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

- a generic description;
- brief description of purpose;
- estimated quantity;
- unit price; and
- total amounts requested for each column.

(Pre-implementation, Year 1, Year 2, Year 3, and Total Requested.)



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.)
- Grand Totals. (Grand total for last column must match Schedule #5, Line 3, Column H.)



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

Other Operating Costs

- Must be completed if funds budgeted in 6400.



Schedule #5E: Instructions, page 81.

Unallowable Costs:

- Out-of-state training, if same type and quality is available in-state;
- Gifts, souvenirs, memorabilia, promotional items;
- Door prizes (may be donated by others, but not purchased with grant funds);
- Food, meals, snacks, beverages, refreshments;
- Membership dues in lobbying or social organizations;
- Multi-color printing costs that are not reasonable and necessary.



Schedule #5E: Instructions, pages 81-82.

Items requiring specific approval:

- 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;



Schedule #5E: Instructions, pages 81-82.

Items requiring specific approval:

- 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.



Schedule #5E: Instructions, pages 81-82.

Items requiring specific approval only for nonprofit organizations (including charter schools):

- Travel for students
(including registration fees, but not field trips. 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.



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

Out-of-state travel

- not allowed if the same type and quality of training is available in-state.
- 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.
 - Reimbursement for mileage not to exceed 55 cents per mile, or local policy.



Schedule #5E: Instructions, pages 85-86.

In-state travel

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



Schedule #5E: Instructions, page 86.

Unallowable travel costs

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



Schedule #5E: Instructions, page 86.

Unallowable travel costs

- 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.



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

For each items 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.



Schedule #5E: Instructions, pages 83-84; Application, page 62.

Enter Subtotals for each column:

- Other Operating Costs requiring specific approval.
- All remaining 6400, not requiring specific approval. (See instructions, p. 84 for list.)
- Grand Totals. (Grand total for last column must match Schedule #5, Line 4, Column H.)



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

Capital Outlay—Capitalized Assets

- Must be completed if funds budgeted in 6600.



Schedule #5G: Instructions, page 87.

Unallowable Costs:

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



Schedule #5G: Instructions, page 88.

Competitive Bid.

- Applicants must comply with competitive bidding requirements outlined in the Texas Education Code, Section 44.031.



Schedule #5G: Instructions, page 88; Application, page 63.

For each items requiring specific approval, enter the following:

- description;
- purpose of the expenditure;
- unit costs;
- quantity; and
- amounts requested for each column (Pre-implementation, Year 1, Year 2, Year 3, and Total amount budgeted.)



Schedule #5G: Instructions, page 88; Application, page 63.

Line 27: Enter applicable amounts in each column for improvements to equipment.

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.)



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

Provisions and Assurances.

READ, READ, READ!

This is the fine print of your contract!



Questions about Cycle 2

All questions concerning Cycle 2 must be submitted in writing to: NCLBTTIPS@tea.state.tx.us

All questions and responses will be posted on the FAQ document on the web site at:

<http://burleson.tea.state.tx.us/GrantOpportunities/forms/GrantProgramSearch.aspx>

An Errata list, with corrections to any errors found in the RFA, will be posted with the RFA at the same site.



Next Steps and Resources

Refer to your handout titled *Next Steps and To-Do for LEAs*



District Big Picture #1

- 1. Commit to success**
- 2. Identify school needs**
- 3. Assess capacity in order to determine “best” intervention strategy**
- 4. Cultivate pipeline of highly capable leaders**
- 5. Create conditions for success**

Center on Innovation & Improvement and
Council of Chief State School Officers

**Adapted from
Kowal, Hassel &
Hassel, December
2009*

Texas Title I Priority Schools (TTIPS) Grant



District Big Picture #2

Set clear, fast timelines for results; (expect strong gains in Year One)

Develop credible “or else” attitude to drive meaningful change

Proactively engage the community

Maintain laser sharp focus on tracking performance and when necessary, rapid “retry”

Highlight schools that dramatically improve performance

**Adapted from Kowal, Hassel & Hassel, December 2009*

Center on Innovation & Improvement and Council of Chief State School Officers



Pitfalls to Avoid

- Selecting one-size fits all model**
- Waiting for prescriptive solution or blueprint**
- Failing to conduct due diligence about potential partners/providers**
- Mistaking “I don’t know how” for “I can’t” or “it can’t be done”**
- 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**

Center on Innovation & Improvement and Council of Chief State School Officers

Texas Title I Priority Schools (TTIPS) Grant



TTIPS Resources and other handouts

Texas Title I Priority Schools Grant Resource List



TTIPS Resources and other handouts

The Center on Innovation and Improvement

www.centerii.org



TTIPS Resources and other handouts

TEA's Best Practices

www.teabpc.org

Contacts



Is it worth it?

Can we do it?

Do we have the will?



“Instead of helping some kids beat the odds...

...why don't we just change the odds?

Geoffrey Canada, Founder, Harlem Children's Zone, 2004



It's time...



to get uncomfortable



to form bold partnerships



BOLD CHOICES **for a BRIGHT FUTURE**

Texas Title I Priority Schools (TTIPS) Grant

