

## REQUEST FOR APPLICATION

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# Application Guidelines

## Part 2: Program Guidelines

### Target Tech in Texas (T3) Collaborative Grant—American Recovery and Reinvestment Act (ARRA) of 2009

Authorized By  
Public Law 107–110, CFDA# 84.386, No Child Left Behind (NCLB) Act of  
2001, Title II, Part D  
and  
American Recovery and Reinvestment Act of 2009 (ARRA or Recovery  
Act); enacted February 17, 2009 (P.L. 111-5)

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Name of Program	School Year	SAS#	Approx. Max. Funds Avail. per Applicant	Application Due Date
Target Tech in Texas (T3) Collaborative Grant—American Recovery and Reinvestment Act (ARRA) of 2009	2009-2010 and 2010-2011	A860-10	\$250,000-\$1,000,000	5:00 P.M., Central Time, Thursday, July 9, 2009

This part of the request for applications (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.

For applicants selected for funding, all guidelines and instructions will be incorporated by reference into the Notice of Grant Award (NOGA).

## Purpose of Request for Application

The purpose of this RFA is to solicit grant applications from eligible applicants to implement programs that will stimulate the use of educational technology to improve teaching and learning. Grant funds are to be used to assist schools in providing 21<sup>st</sup> Century classrooms as envisioned by the *Long-Range Plan for Technology, 2006-2020* (LRPT), available online at (<http://ritter.tea.state.tx.us/technology/lrpt/LRPTCompleteDec06.pdf>). The LRPT is designed to guide Texas local education agencies (LEAs) in the effective use of technology to prepare students to learn and work in the 21<sup>st</sup> century.

To achieve this goal, Texas schools must assess their technology needs and implement programs that make substantial progress in meeting the Target Tech level on the Texas Campus and Teacher School Technology and Readiness (STaR) Charts. Providing students with the necessary advanced technologies, educational technology programs and practices, and well-trained teachers will enable schools to use innovative teaching strategies designed to engage students and promote critical thinking, problem solving, creativity, and college and career readiness.

The Target Tech in Texas (T3) Collaborative Grant—American Recovery and Reinvestment Act (ARRA) of 2009 is open to A) a high-need local educational agency; or B) an eligible collaborative as described in the Eligibility and Technical Assistance section of these Program Guidelines. This is a competitive grant application.

In a 21<sup>st</sup> Century classroom, students have access to appropriate technology and digital resources for technology-integrated curriculum activities on the campus, in the district, at home, or at key locations in the community. Teachers seamlessly integrate technology in a student-centered learning environment where technology is used to solve real-world problems in collaboration with business, industry, and higher education. Teachers and students apply technology across all subject areas to provide learning opportunities that are not possible without the technology. Teachers

create and integrate web-based lessons that include TEKS-based content, resources, learning activities, and interactive communications that support learning objectives throughout the curriculum.

# Application Information

President Barack Obama signed the American Recovery and Reinvestment Act of 2009 (ARRA or the Recovery Act) on February 17, 2009, providing a historic opportunity to save hundreds of thousands of jobs, support states and school districts, and advance reforms and improvements that will create long-lasting results for our students and our nation including early learning, K-12, and post-secondary education. LEAs should view ARRA funding as a unique opportunity to improve teaching and learning and should focus these funds on short-term investments with the potential for long-term benefits rather than make ongoing commitments that they might not be able to sustain once ARRA funds are expended.

Congress and the U.S. Secretary of Education have directed that ARRA funds be distributed “swiftly and impeccably.” Funds will only be available through September 30, 2011, so it will require swift action on the part of each school district or open-enrollment charter school if funded. Numerous significant transparency and accountability provisions with regard to the expenditure of funds and other reporting requirements pertaining to the number of teachers retained or hired as a result of the funding, accompany the Recovery Act.

The federal Offices of Inspector General (OIGs) have significant authority to review, audit, and investigate the use of funds to prevent fraud, waste, and abuse. The Recovery Act establishes the Recovery Accountability and Transparency Board to coordinate and conduct oversight of funds and to develop and maintain a public website that will house detailed information about the use of funds. These additional funds provided in the Recovery Act must be accounted for separately from the regular federal funds and other funds provided to LEAs. LEAs will be required to report the use of funds to the Texas Education Agency (TEA), and TEA, in turn, must report to the U.S. Department of Education (USDE).

Several sections in these Program Guidelines address the funding period; expectations for the use of funds; TEA’s targeted use of funds, which align with the Secretary of Education’s goals and principles for the use of funds; and significant reporting requirements. Separate Provisions and Assurances are provided for ARRA (See Schedule #6F—Program-Specific Provisions and Assurances). Grantees should carefully review all guidance provided in these program guidelines as well as the requirements and conditions listed in the provisions and assurances for ARRA. All standard general provisions and assurances, as well as those pertaining to debarment and suspension, lobbying, and program-specific provisions and assurances apply as well. Failure to comply with any program requirements, grant conditions, provisions and assurance, and reporting requirements could result in TEA’s taking one or more enforcement actions authorized in Title 34 of the Code of Federal Regulations (CFR) §§ 74.62 and 80.43, including the loss or reduction of funds or the termination of the grant.

## ARRA Programs

Programs authorized in Division A of the ARRA include Title I Part A; Title I School Improvement Program (SIP); Title I SIP Academy; Title I Part D, Subpart 2 (Neglected and Delinquent); IDEA Part B; IDEA Part C; Title II Part D, Enhancing Education Through Technology (formula and

discretionary); and McKinney Homeless Education Funds. This RFA pertains specifically to programs authorized in NCLB, Title II, Part D, Enhancing Education Through Technology.

All funding provided under the Recovery Act will be subject to the provisions, assurances, and conditions for ARRA.

# Grant Timeline

Date	Event
Friday, April 24, 2009	Publication of Request for Application in the <i>Texas Register</i>
Monday, May 18, 2009	TETN 10:00 a.m. to 12:00 p.m.
Friday, May 29, 2009	Due date for Reviewer Information Forms
Friday, May 29, 2009	Due date for the Notice of Intent to Apply in the TEA Document Control Center
Monday, June 22, 2009	Last day for submission of questions for FAQs
Tuesday, June 30, 2009	FAQs posted online by this date
Thursday, July 9, 2009	Due date for the application in the TEA Document Control Center, 5:00 p.m., Central time
Thursday, October 1, 2009	Beginning date of project
Friday, September 30, 2011	Ending date of project
Sunday, October 30, 2011	Due date of final expenditure report to TEA (no opportunity for revised final expenditure report)
Sunday, October 30, 2011	Due date of final evaluation report (and final product, if applicable) to TEA

If a report due date falls on a weekend or holiday, the report will be due the following business day. All of these dates *except* the grant ending date may vary slightly as conditions require.

## Application Due Date

To be eligible to be considered for funding, six complete copies of the application must be *received* in TEA's Document Control Center on or before 5:00 p.m. Central Time Thursday, July 9, 2009, according to the application submission procedures described in Part 1: General and Fiscal Guidelines. 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.

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.

TEA accepts no responsibility for delays in mail, shipping, and courier service. You are strongly advised to allow for and anticipate any such delays by mailing or shipping the application as early as possible.

**IMPORTANT NOTE:** Applicants who plan to deliver their grant applications in person to the William B. Travis Building at 1701 N. Congress Ave. must know that **as of April 1, 2009, ground-floor access to the building has been restricted.** The door on the building's east side, across Brazos St. from the parking garage and next to the cafeteria, is locked and coded to open only to State of Texas employees with the proper I.D. badge. If you are delivering your application in person, be sure to enter the building via the 1<sup>st</sup>-floor main lobby (i.e., from the doors opening to the west and south, from Congress Ave. and 17<sup>th</sup> St.). Those doors remain open to the public during weekday business hours (7 a.m. to 5:30 p.m.) and do not require a badge or other identification for entry.

## Project Period

Applicants should plan for a project starting date of no earlier than October 1, 2009, and an ending date of no later than September 30, 2011, unless the USDE notifies states of timeline changes. Obligations of funds for activities and services conducted shall occur within these dates.

ARRA funding is considered one-time funding that is expected to be temporary. Grantees are expected to expend funds in ways that do not result in unsustainable continuing commitments after the funding expires. Grantees are urged to move rapidly to develop plans for using funds, consistent with the ARRA's reporting and accountability requirements, district technology plan, and prudent grant management practices, and to promptly begin spending funds to help drive the nation's economic recovery.

Unless otherwise specified in the Notice of Grant Award (NOGA), all funds are effective from the beginning date specified on the NOGA through September 30, 2011. The grant will not be extended beyond that date. Unobligated/unexpended funds will be returned to the U.S. Department of Treasury.

All obligations of grant funds must occur between the beginning date and ending date of the grant, as stated on the NOGA. Grant funds may not be obligated before the starting date of the grant. The specific point at which different types of obligations are made is defined in 34 CFR 76.707. An obligation occurs, depending upon the expenditure, as follows:

- Services by an employee: When the services are performed by the employee
- Services by a contractor: The date of a binding written commitment, such as a contract or other written agreement, to obtain services from the contractor
- Utility services: When the services are received

- **Travel:** When the travel is actually taken
- **Rental or lease of property:** When the property is actually used or occupied
- **Real or personal property (including purchase of supplies and equipment):** The date of a binding written commitment, such as a purchase order, invoice, or receipt, to acquire the property

Refer to **Schedule #6F—Provisions and Assurances for ARRA**, Section B, for more information related to period of availability, obligations, and expenditures.

All goods must be received and all services must be provided or delivered in time to substantially benefit 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.

# Background Information

Designed to stimulate the American economy by providing funds to create jobs and upgrade critical infrastructure, ARRA authorizes the spending of billions of dollars in the nation's public schools. The Recovery Act authorized additional funding for use under NCLB, Title II, Part D, Enhancing Education Through Technology.

TEA has chosen to distribute its Title II, Part D discretionary funds through the Target Tech in Texas (T3) Collaborative Grant—American Recovery and Reinvestment Act (ARRA) of 2009. “Target Tech” refers to the highest level of progress in which schools should be working toward as described on the Texas Campus and Teacher School Technology and Readiness (STaR) Chart. The STaR Chart provides a measure of how well and completely a teacher or campus has integrated technology into curriculum and instruction and also measures fundamental aspects of the education process, such as leadership, professional development, and technology infrastructure. The funds made available through the T3 Collaborative Grant—ARRA will provide more up-to-date and innovative technology to students and educators, enabling schools to focus on improving teaching and learning to support college and career readiness.

The purpose of this RFA is to solicit grant applications from eligible applicants to implement programs that will stimulate the use of educational technology to improve teaching and learning. Grant funds are to be used to assist schools in providing 21<sup>st</sup> century classrooms as envisioned by the *Long-Range Plan for Technology, 2006-2020* (LRPT); available online at (<http://ritter.tea.state.tx.us/technology/lrpt/LRPTCompleteDec06.pdf>). The LRPT is designed to guide Texas LEAs in the effective use of technology to prepare students to learn and work in the 21<sup>st</sup> century.

To achieve this goal, Texas schools must assess their technology needs and implement programs that make substantial progress in meeting the Target Tech level on the Texas Campus and Teacher School Technology and Readiness (STaR) Charts. Providing students with the necessary, more advanced technologies, educational technology programs and practices, and well-trained teachers will enable schools to use innovative teaching strategies designed to engage students and promote critical thinking, problem solving, creativity, and college and career readiness. This is a competitive grant application. The Target Tech in Texas (T3) Collaborative Grant is open to A) a high-need local educational agency; or B) an eligible collaborative as described in the Eligibility and Technical Assistance section of these Program Guidelines.

In a 21<sup>st</sup> Century classroom, students have access to appropriate technology and digital resources for technology integrated curriculum activities on the campus, in the district, at home, or key locations in the community. Teachers seamlessly integrate technology in a student-centered learning environment where technology is used to solve real-world problems in collaboration with business, industry and higher education. Teachers and student apply technology across all subject areas to provide learning opportunities that are not possible without the technology. Teachers create and integrate web-based lessons which include TEKS-based content, resources, learning activities, and interactive communications that support learning objectives throughout the curriculum.

The purpose of this grant is to meet the following goals, defined in NCLB, Title II, Part D:

- 1) To improve student academic achievement through the use of technology in elementary and secondary schools.
- 2) To assist every student in crossing the digital divide by ensuring that every student is technology literate by the time the student finishes the eighth grade regardless of the student's race, ethnicity, gender, family income, geographic location, or disability.
- 3) To encourage the effective integration of technology resources and systems with teacher training and curriculum development to establish research-based instructional methods that can be widely implemented as best practices by state and local education agencies.

**Note:** Texas defines “technology literate eighth graders” as those who have mastered the Technology Applications Texas Essential Knowledge and Skills, Grades K-8 (19 Texas Administrative Code, Chapter 126).

# Eligibility and Technical Assistance

## Eligible Applicants

Funding under the T3 Collaborative Grant—ARRA is available to A) a high-need LEA; or (B) an eligible collaborative. Each high-need LEA may be included in only one application.

A) A high-need LEA is an LEA that meets **both** of the following criteria:

- At least 2,500 or 22% of the children served by the LEA must come from families with incomes below the poverty line, as identified by the 2007 U.S. Census data, **and**
- The LEA must serve one or more schools that meet **at least one** of the following criteria:
  - The campus was identified for improvement or corrective action under NCLB, Title I, Section 1116, and/or
  - The campus' Texas Campus STaR Chart reflects a substantial need for assistance in acquiring and using technology.

Campuses identified for improvement or corrective action under NCLB, Title I, Section 1116 can be found at the following web site: [http://ritter.tea.state.tx.us/nclb/titleia/sip/2008-09/2008-09\\_sipB.html](http://ritter.tea.state.tx.us/nclb/titleia/sip/2008-09/2008-09_sipB.html)

**Note:** The preliminary eligibility list posted online with this RFA is subject to change, per final census data to be provided by the U.S. Department of Education.

B) An eligible collaborative must be comprised as follows:

**At least one member** of the collaborative must be a high-need LEA. In addition to including at least one high-need LEA the collaborative must also include **at least one** of the following:

- An LEA that can demonstrate that teachers in its schools are effectively integrating technology and proven teaching practices into instruction. Moreover, the LEA must be able to demonstrate that its integration of technology has improved classroom instruction in the core academic subjects and made students better prepared to meet challenging state academic content and student academic achievement standards.
- An institution of higher education (IHE) that is in full compliance with the reporting requirements of Section 207(f) of the Higher Education Act of 1965 and that has not been identified as low-performing under Section 208 of that act.
- A for-profit business or organization that develops, designs, manufactures, or produces technology products or services, or that has substantial expertise in the application of technology in instruction
- A public or private nonprofit organization with demonstrated experience in the application of educational technology to instruction

The collaborative may also include other educational entities, such as ESCs, libraries, and other LEAs, with resources and ability to provide technology-focused programs to the local target population.

**Special Note:** Only an LEA or ESC may apply for T3 Collaborative Grant—ARRA funding as fiscal agent of the collaborative. For-profit entities, nonprofit entities, and IHEs are not eligible to apply as fiscal agents. They may be included as members of a collaborative.

TEA encourages LEAs to submit an application as a collaborative and will provide priority points to collaborative applicants. Three or more high-need LEAs included in the collaborative will receive additional priority points. Collaboration encourages the development of relationships so that LEAs are not working in isolation, but instead are searching out and identifying common needs, goals, and resolutions to create broader participation within the community to help move LEAs toward 21<sup>st</sup> Century classrooms.

**Note:** If the collaborative includes only LEAs and ESCs, **Schedule #2—Shared Services Certification Agreement** may be used to identify the fiscal agent and member districts of the SSA.

If the collaborative includes entities other than LEAs or ESCs (i.e., IHEs, libraries, nonprofits, or for-profit organizations), **the application must include for each organization, as a required attachment, a Letter of Involvement written on the organization's letterhead, and at least three copies of each letter must be signed by the organization's CEO.** An autopen signature is not considered a written signature and will not be accepted. **The letter must detail the organization's role and**

**responsibilities as a partner in the collaborative.** (See the [Required Program-Related Attachments](#) section for details on the required letters of involvement.)

## Notice of Intent to Apply

Applicants are requested to submit their Notice of Intent to Apply by May 29, 2009. Send the Notice of Intent to the 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

Each applicant is **required** to submit the names of three individuals to serve as reviewers in the competitive review process for the grant program. Applicants that contract with non-district employees to prepare grant applications may not include the name of that contracted individual as a reviewer. **Applicants must notify the reviewers that they have been submitted to serve as a reviewer.**

The reviewer information form may be accessed and submitted online at <http://burlson.tea.state.tx.us/grantopportunities/forms>. In the **Select Search Options** box, select the name of the program/RFA from the list. Scroll down to **Application and Support Information**. Click on **Reviewer Information Form**. **All applicants are required to complete the form and to submit it online on or before Friday, May 29, 2009.**

Once reviewers are selected, they will receive information on the process of reviewing and scoring applications for the grant. It is anticipated that the competitive review period will take place from July 9, 2009 to August 3, 2009.

## Applicants' Conference/Technical Assistance

Prospective applicants will be provided an opportunity to receive general and clarifying information from the TEA about the scope of this RFA through an Applicants' Conference. This Applicants' Conference via TETN will be the single opportunity, to ask clarifying questions of TEA personnel to assist potential applicants in clarifying their understanding of the scope and nature of the work required in this application. The conference will be open to all potential applicants, and all questions asked and answered will be in the presence of all attending.

Date of Applicants' Conference	Time	Location	Topics
Monday, May 18, 2009	10:00 a.m. - 12:00 p.m., TETN Event Number 35271	All 20 regional ESCs	T3 Collaborative Grant Program—ARRA

Each person attending will be required to sign a register setting out the representative's name, the applicant organization represented, address, and telephone number.

The entire Applicants' Conference will be recorded. Prospective applicants who are not able to attend the Applicants' Conference may request a password to download the video stream that is viewable on their computer desktop delivered via TETN. Applicants should contact the TETN Site Manager at their local educational service center (ESC) to request the procedures to download the video stream. To locate the nearest TETN facility, the following webpage has links and contact

information for each ESC in Texas: <http://ritter.tea.state.tx.us/ESC/>. Instructions will be given to potential applicants about the Applicants' Conference through a Letter to the Administrator Addressed posted on the TEA website.

## 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 this *Part 2: Program Guidelines*. 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.

Applicants must submit their written questions to either the program or funding contact person no later than 5:00 p.m. Central Time, **Monday, June 22, 2009**. The questions and their answers (FAQs) will be posted on the TEA Grant Opportunities website on or before **Tuesday, June 30, 2009**. To provide all applicants with equal opportunity to review all FAQs prior to submitting the grant application, any questions received after **Monday, June 22, 2009**, will not be answered by TEA.

All questions and the written answers will be posted on the *TEA Grant Opportunities* website in the format of Frequently Asked Questions (FAQs) at <http://burleson.tea.state.tx.us/GrantOpportunities/forms>. In the **Select Search Options** box, select the name of the program/RFA from the list. Scroll down to **Application and Support Information** to view all documents that pertain to this RFA. This will include FAQs from the Applicants' Conference.

## Contacts for Clarifying Information

Any person wishing to obtain clarifying information about this application may contact the following:

Program Contact	Funding Contact
Kelly Griffin, Director of Special Projects, or Katie Oster, Program Specialist	Rebecca Schroeder Grant Manager
Educational Technology Texas Education Agency 1701 North Congress Avenue Austin, TX 78701 Phone: (512) 463-9400 Fax: (512) 463-9090 T3@tea.state.tx.us	Division of Discretionary Grants Texas Education Agency 1701 North Congress Avenue Austin, TX 78701 Phone: (512) 463-9269 Fax: (512) 463-9811 Rebecca.Schroeder@tea.state.tx.us

See Part 1: General and Fiscal Guidelines of this RFA for more detail regarding clarifying or additional information.

# Program Information

## Supplement Not Supplant

Funds for this program must be used to **supplement** (increase the level of services) and **not supplant** (replace) funds from federal, state, and local funds for similar activities. Any program activity required by state law, State Board of Education (SBOE) rules, or local board policy may not be paid with these funds. State or local funds may not be decreased or diverted for other uses merely because of the availability of these funds. Grantees must maintain documentation which clearly demonstrates the supplementary nature of these funds.

Applicants must describe in the application on **Schedule #4B—Program Description: Project Management** how program funds will supplement and not supplant state mandates, SBOE rules, or activities previously conducted with state or local funds.

“Supplement not supplant” is an especially important consideration for the T3 Collaborative Grant—ARRA. Funding for this program is authorized under NCLB, Title II, Part D, the same legislation that authorizes several other technology grants, in particular Vision 2020, Cycles 1 and 2. **It is a requirement of the T3 Collaborative Grant—ARRA that applicants selected for funding manage the T3—ARRA program separately from any other NCLB Title II, Part D program, and that budgets for each program be kept completely separate.** In designing their programs, applicants should pay particular attention to the way the T3 Collaborative Grant—ARRA program will be managed so as to provide separate project management resources and to keep funds separate. Use FAR fund codes as follows:

- **℞ 279 Title II, Part D, Subpart 1 - Enhancing Education Through Technology - ARRA (Stimulus; effective fiscal year 2008/2009):**

This fund classification is to be used to account, on a project basis, for funds granted for the implementation and support of a comprehensive system that effectively uses technology in elementary and secondary schools to improve student academic achievement (P.L. 107-110, Title II, Part D, Subpart 1) (84.386) (U.S. Department of Education). (American Recovery and Reinvestment Act [ARRA] of 2009, Title VIII).

- **℞ 361 Shared Services Arrangements – Title II, Part D, Subpart 1 -Enhancing Education Through Technology - ARRA (Stimulus; effective fiscal year 2008/2009)**

This fund classification is to be used to account, on a project basis, for funds granted for the implementation and support of a comprehensive system that effectively uses technology in elementary and secondary schools to improve student academic achievement (P.L. 107-110, Title II, Part D, Subpart 1) (84.386) (U.S. Department of Education). (American Recovery and Reinvestment Act [ARRA] of 2009, Title VIII).

The following examples describe scenarios to help illuminate how the “supplement not supplant” provision should be interpreted for the T3 Collaborative Grant—ARRA.

**Example 1:** The school district immersed the middle school in the Vision 2020 grant project. The school district expands the immersion to the 9<sup>th</sup>-grade and 10<sup>th</sup>-grade students at the high school through the T3 Collaborative Grant —ARRA funds.

This would be a supplement as the school district is increasing the level of services. Supplemental expenditures must be tracked separately using the appropriate ARRA fund codes to ensure accurate tracking and reporting. Separate time and effort will be required for individuals funded with both Vision 2020 and T3 Collaborative Grant—ARRA funds.

**Example 2:** The school district is providing virtual learning opportunities to 9<sup>th</sup>-grade students in the Vision 2020 grant project. The school district expands the virtual learning opportunities to include 10<sup>th</sup>-grade students through the T3 Collaborative Grant—ARRA funds.

This would be a supplement as the school district is increasing the level of services. Supplemental expenditures must be tracked separately using the appropriate ARRA fund codes to ensure accurate tracking and reporting. Separate time and effort will be required for individuals funded with both Vision 2020 and T3 Collaborative Grant—ARRA funds.

**Example 3:** The school district purchases additional software with the T3 Collaborative Grant—ARRA funds to expand the Vision 2020 Technology Immersion project within the school district.

This would be a supplement as the school district is increasing the level of services. Supplemental expenditures must be tracked separately using the appropriate ARRA fund codes to ensure accurate tracking and reporting. Separate time and effort will be required for individuals funded with both Vision 2020 and T3 Collaborative Grant—ARRA funds.

**Example 4:** The school district uses T3 Collaborative Grant—ARRA funds to pay for curriculum redesign for an existing technology grant project.

This would be a supplant issue because the funds are replacing the funds that are to be used for the other grant project.

**Example 5:** The school district uses T3 Collaborative Grant—ARRA funds to pay for professional development that was funded under another grant project.

This would be a supplant issue because the funds are replacing the funds that are to be used for the other grant project.

## ARRA: Program Purpose and Description

Funds will be used in accordance with the authorizing program statute for NCLB, Title II, Part D. Grantees must comply with all corresponding program requirements, conditions for grant award, and provisions and assurances for those programs.

The U.S. Department of Education has issued “fact sheets” and guidance related to ARRA funds for education. The following is an excerpt from those fact sheets and guidance. Grantees are required to adhere to the principles outlined below in the use of ARRA funds.

## Overall Goals of ARRA

The overall goals of ARRA are to stimulate the economy in the short term and invest in education and other essential public services to ensure the long-term economic health of our nation. The success of the education part of the ARRA will depend on the shared commitment and responsibility of students, parents, teachers, principals, superintendents, education boards, college presidents, state school chiefs, governors, local officials, and federal officials. Collectively, we must advance ARRA's short-term economic goals by investing quickly, and we must support ARRA's long-term economic goals by investing wisely, using these funds to strengthen education, drive reforms, and improve results for students from early learning through post-secondary education.

## Secretary of Education's Four Guiding Principles for the Use of ARRA Funds

The Secretary of Education has established four principles to guide the distribution and use of ARRA funds:

1. Spend funds quickly to save and create jobs. ARRA funds will be distributed quickly to states, local educational agencies and other entities in order to avert layoffs, create and save jobs, and improve student achievement. LEAs in turn are urged to move rapidly to develop plans for using funds, consistent with the law's reporting and accountability requirements, and to promptly begin spending funds to help drive the nation's economic recovery, consistent with prudent grant management practices.
2. Improve student achievement through school improvement and reform. ARRA funds should be used to improve student achievement.
3. Ensure transparency, reporting, and accountability. To prevent fraud and abuse, support the most effective uses of ARRA funds, and accurately measure and track results, recipients must publicly report on how funds are used. Due to the unprecedented scope and importance of this investment, ARRA funds are subject to additional and more rigorous reporting requirements than normally apply to grant recipients.
4. Invest one-time ARRA funds thoughtfully to minimize the "funding cliff." ARRA represents a historic infusion of funds that is expected to be temporary. Depending on the program, these funds are available for only two years. These funds should be invested in ways that do not result in unsustainable continuing commitments after the funding expires.

## TEA's Four Target Investments for the Use of ARRA Funds

TEA is committed to providing every student in Texas with access to an effective teacher. TEA's four target investments for the use of ARRA funds, which align with the Secretary of Education's goals and principles, are as follows. Grantees are encouraged to use ARRA funds accordingly.

1. Increasing efforts to institute rigorous post-secondary standards and high-quality (valid, reliable) assessments;
2. Enhancing pre-kindergarten to post-secondary data systems that track progress and foster continuous improvement;
3. Ensuring the continuing effort to improve teacher effectiveness and support the equitable distribution of qualified teachers across the state; and
4. Expanding the state's support and effective interventions for the lowest-performing schools.

As staff begin the process of reviewing the needs identified by your campus' and LEA's comprehensive needs assessment process and strategically planning for the expenditure and implementation of this additional funding, TEA strongly encourages you to consider the types of programs, activities, and strategies that will be most effective in improving students' academic performance in meeting and exceeding state standards. This funding is an opportunity to thoughtfully plan for the implementation and expenditure of innovative strategies to improve academic performance for all students.

## T3 Collaborative Grant Program—ARRA: Program Purpose and Description

### Benefits of Collaboration

Collaboration encourages relationships so that LEAs are not working in isolation, but instead are searching out and identifying common needs, goals, and resolutions to create broader participation within the community to help move LEAs toward 21<sup>st</sup> Century classrooms. Partnerships should be designed to support high-need LEAs by fostering collaboration with other LEAs, ESCs, local businesses, nonprofit organizations, and IHEs to deliver proven, research-based methods of delivering educational technology services. TEA will provide priority points to collaborative applicants to encourage LEAs to take advantage of the benefits of collaboration. Three or more high-need LEAs included in the collaborative will receive additional priority points.

Benefits of collaboration include:

- **Cost:** Collaboration takes advantage of the economy of scale, in which the cost per student served decreases as the number of students served increases.
- **Support:** The high-need LEA receives more direct access to the experience, expertise, and resources of its collaborating partners, who can provide the high-need LEA with assistance in critical areas such as professional development and training, leadership, and technical support.
- **Enhancement of existing programs:** The partners that collaborate with the high-need LEA are able to use T3 Collaborative Grant—ARRA funds to enhance the educational technology services they already offer (providing they use T3 Collaborative Grant—ARRA funds to supplement and not supplant, funds they already receive).

### T3 Collaborative Grant—ARRA Program Description

In order for Texas schools to make substantial progress in meeting the Target Tech level, each LEA must first assess their individual campus technology needs for students, teachers, librarians, and administrators. This needs assessment is done through an examination of the four key areas of the Texas Campus and Teacher STaR Charts. Each LEA should then select the Focus Areas that will help the LEA make substantial progress in meeting the Target Tech level.

If applying as an individual high-need LEA, the high-need LEA must assess their campus technology needs and select the Focus Areas that will help them make substantial progress in meeting the Target Tech Level.

If applying as a collaborative, 1) each LEA must assess their individual campus technology needs, then 2) assess the common needs of the collaborative, and 3) select the Focus Areas that will help

each LEA make substantial progress in meeting the Target Tech level while focusing on the needs of the high need LEA.

For the purposes of the T3 Collaborative Grant—ARRA, seven Focus Areas are defined, as described in the following sections.

### Defining the Focus Areas

Based upon the needs assessment, grant applicants must choose at least one Focus Area defined for the T3 Collaborative Grant program. The choice of Focus Area determines how applicants will design and implement their programs. Applicants are urged to select multiple Focus Areas when designing their programs to receive greater benefit from the T3 Collaborative Grant – ARRA funds.

Focus Areas are aligned with the goals defined in the *Long-Range Plan for Technology, 2006-2020*, which is in turn aligned with the Texas STaR Chart. Applicants must describe in the grant application how they intend to design and implement their programs based on the Focus Areas they select.

Focus Area	Goal
Grades K-8 Technology Applications TEKS, Curriculum Connections, Implementation, and Mastery	Provide 21 <sup>st</sup> Century classrooms and libraries to meet the 21 <sup>st</sup> Century needs of students and teachers for grades K-8 in the state of Texas.
Grades 9-12 Content Area Connections and Transformed Teaching Practices	Provide 21 <sup>st</sup> Century classrooms and libraries to meet the 21 <sup>st</sup> Century needs of students and teachers for grades 9-12 in the state of Texas.
Grades 9-12 Technology Applications Courses, 19 TAC Chapter 126	Provide 21 <sup>st</sup> Century Technology Applications courses in the state of Texas.
Leadership, Planning, Support, and Communication	Provide technology leadership and a comprehensive planning process to ensure technology plans include clear goals, realistic strategies, needs assessment, implementation plan and benchmarks, professional development for teachers and administrators, budget, and evaluation.
Technology, Networks, and Technical Support	Design, install, and maintain a technology and telecommunications infrastructure for communications and services that ensures equitable access as well as ongoing technical support.
Online Learning	Provide highly interactive, teacher-led educational opportunities for students and educators through participation in online courses and the use of blended learning that integrates face-to-face with online learning.
School Libraries	Provide 21 <sup>st</sup> Century school libraries that assist schools in meeting the Target Tech level on the STaR Chart and ensuring learner-centered technology and information access as specified in the Texas School Library Standard III ( <a href="http://www.tsl.state.tx.us/ld/schoollibs/sls/stand3.html">http://www.tsl.state.tx.us/ld/schoollibs/sls/stand3.html</a> ).

## Addressing the Four Key Areas of the STaR Chart

Once applicants have performed the needs assessment and selected the Focus Area(s) for their grant program, they are required in the grant application to address questions about program implementation and delivery in terms of the four key areas of the Texas STaR Chart: Teaching and Learning; Educator Preparation and Development; Leadership, Administration, and Instructional Support; and Infrastructure for Technology. (For detailed information on the Texas STaR Chart and the four key areas, go online to <http://starchart.esc12.net/>.)

### Teaching and Learning

Applicants selected for T3 Collaborative Grant—ARRA funding are required to address the Texas STaR Chart key area of Teaching and Learning by developing a curriculum redesign plan. The purpose of the curriculum redesign is to ensure that all districts are working toward 21<sup>st</sup> Century classroom technology goals. The plan must include ways to transform the curriculum and instruction by providing opportunities in the classroom, school libraries, and home that would not be possible without technology.

All districts must agree to submit a curriculum redesign plan in conjunction with their first progress report.

Applicants are required to describe how they will meet the curriculum redesign plan requirement on **Schedule #4B—Program Description: Curriculum and Instruction**.

### Educator Preparation and Development

Under the terms of NCLB, Title II, Part D, (§2416(a)(1)), applicants selected for T3 Collaborative Grant—ARRA funding shall use not less than 25% of grant funds to provide ongoing, sustained, and intensive high-quality professional development.

Applicants for T3 Collaborative Grant—ARRA funding are required to address the STaR Chart key area of Educator Preparation and Development by developing a high-quality professional development plan. The plan should be designed to provide the necessary professional development to move teachers, librarians, administrators, and other school leaders to the Target Tech level of the Texas STaR Chart.

The professional development plan must include provisions for meeting the following requirements:

- Teachers must complete at least 18 hours of professional development each year of the grant on the use of educational technologies to improve teaching and learning.
- The professional development selected must be a research-based model and must include detailed plans for implementation.
- The professional development model must be ongoing. Rather than being dependent on specific hardware or software, the model must focus on educational technology pedagogical strategies for classroom instruction that includes mentors/coaches.
- The professional development provider must be available to provide ongoing support throughout the duration of the program.

Applicants are required to describe how they will meet the professional development plan requirement on **Schedule #4B—Program Description: Professional Development**.

### Leadership, Administration, and Instructional Support

Leadership is key to the ability of applicants selected for T3 Collaborative Grant—ARRA funding to achieve the goals defined in NCLB, Title II, Part D. (See the [Program Purpose](#) section for a list of the three defined goals.)

Applicants for T3 Collaborative Grant—ARRA funding are required to address the STaR Chart key area of Leadership, Administration, and Instructional Support by describing the means by which they plan to provide leadership support to the district’s move toward Target Tech level of progress on the Campus STaR Chart. Administrators must complete at least 12 hours of educational technology leadership training each year of the grant focused on achieving the Target Tech level. In addition, administrators must provide teachers with time to attend curriculum redesign and professional development meetings and must follow all evaluation requirements outlined in the RFA.

Applicants must provide strategies that show active support of project from all levels of district administration, including the superintendent, curriculum coordinator, technology coordinator, campus principal, as well as the teacher, project director, librarian, counselor, and other school and community stakeholders.

An important element of leadership support is accountability. Once applicants selected for funding have begun the process of redesigning the curriculum and providing teachers with high-quality professional development, administrators must also determine how to hold teachers accountable for implementing the pedagogical strategies on the effective use of technology that they learn in the course of their professional development.

Applicants are required to describe how they will meet the Leadership, Administration, and Instructional Support requirements on **Schedule #4B—Program Description: Project Management**.

### Infrastructure for Technology

Regardless of which Focus Areas applicants choose in designing their programs, technology infrastructure is a primary concern. In their application for T3 Collaborative Grant—ARRA funding, applicants must describe the means by which they will provide the infrastructure to support 21<sup>st</sup> Century classrooms and enhance student instruction.

Applicants must determine whether existing infrastructure is appropriate to support the district’s technology goals and, if not, must discuss the means by which they will upgrade technology infrastructure to a suitable level. Applicants must also ensure that appropriate technical support is available to districts as they integrate technology into curricula and instruction in order to make substantial progress in meeting the Target Tech level.

Applicants are required to describe how they will meet infrastructure requirements on **Schedule #4B—Program Description: Infrastructure and Implementation**.

## Application Requirements

This section of the RFA describes all requirements that applicants must address in the application (i.e., through a narrative description, an activity timeline, a checklist, etc.). In some cases, applicants might be required to provide information in a certain format on a particular schedule. In those cases, the requirement will specify the schedule where applicants are required to provide information.

## Needs Assessment and Sustainability Requirements

All applicants must examine the Texas Campus and Teacher STaR Charts to determine the needs of the high-need LEA, or the common needs of the LEAs in the collaborative, , as follows:

1. Describe the needs identified in the assessment of the Texas Campus and Teacher STaR Charts, or the common needs of the LEAs if applying as a collaborative, and identify which of the defined Focus Areas you anticipate incorporating into your grant program that will help each LEA make substantial progress in meeting Target Tech level.
2. (See **Schedule #4A—Needs Assessment and Sustainability**)
3. Describe how the choice of Focus Areas addresses the Technology Plan(s) of the high-need LEA, or all LEAs if applying as a collaborative, (See **Schedule #4A—Needs Assessment and Sustainability**)
4. Describe the long-term plans for sustainability of the programs and practices that funding under this one-time stimulus funding opportunity will make possible. (See **Schedule #4A—Needs Assessment and Sustainability**)

## NCLB Title II, Part D, Requirements

The following requirements are mandated by P.L. 107-110, Title II, Part D, §2414(b). (See **Schedule #4B—Program Description: NCLB Title II, Part D, Requirements.**) Applicants that have completed and submitted the Technology Plan (required for entities already receiving Title II, Part D, funds) may answer each of the following requirements with a summary of the respective element of their Technology Plan:

1. Describe how you will use funds to improve the student academic achievement, including technology literacy, of all students attending schools served by the LEA and to improve the capacity of all teachers to integrate technology effectively into curricula and instruction.
2. Describe your specific goals for using advanced technology to improve student academic achievement aligned with challenging State academic content and student academic achievement standards.
3. Describe the steps you will take to ensure that all students and teachers in schools served by the LEA involved have increased access to educational technology, including how the LEA would use funds (such as combining the funds with funds from other sources) to help ensure that—(A) students in high-poverty and high-needs schools, or schools identified under Section 1116, have access to technology; and (B) teachers are prepared to integrate technology effectively into curricula and instruction.
4. Describe how you will—(A) identify and promote curricula and teaching strategies that integrate technology effectively into curricula and instruction, based on a review of relevant research, leading to improvements in student academic achievement, as measured by challenging State academic content and student academic achievement standards; and (B) provide ongoing, sustained professional development for applicable teachers, principals, administrators, and school library media personnel serving the local educational agency, to further the effective use of technology in the classroom or library media center, including, if applicable, a list of the entities that will be partners with the local educational agency involved in providing the ongoing, sustained professional development.
5. Describe the type and costs of technologies to be acquired, including services, software, and digital curricula, and including specific provisions for interoperability among components of such technologies.
6. Describe how you will coordinate activities carried out with grant funds with technology-related activities carried out with funds available from other federal, state, and local sources.

7. Describe how you will integrate technology (including software and other electronically delivered learning materials) into curricula and instruction, and a timeline for such integration.
8. Describe how you will encourage the development and utilization of innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of technology, and, if applicable, distance learning technologies, particularly for those areas that would not otherwise have access to such courses and curricula due to geographical isolation or insufficient resources.
9. Describe how you will ensure the effective use of technology to promote parental involvement and increase communication with parents, including a description of how parents will be informed of the technology being applied in their child's education so that the parents are able to reinforce at home the instruction their child receives at school.
10. Describe how programs will be developed, where applicable, in collaboration with adult literacy service providers, to maximize the use of technology.
11. Describe the process and accountability measures that you will use to evaluate the extent to which activities funded under the grant are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to meet challenging state academic content and student academic achievement standards.
12. Describe the supporting resources (such as services, software, other electronically delivered learning materials, and print resources) that will be acquired to ensure successful and effective uses of technology.
13. Describe how you will meet the Title II, Part D, requirement that a grantee shall use **not less than 25%** of awarded grant funds to provide ongoing, sustained, and intensive, high-quality professional development. The recipient shall provide professional development in the integration of advanced technologies, including emerging technologies, into curricula and instruction and in using those technologies to create new learning environments, such as professional development in the use of technology—
  - a. to access data and resources to develop curricula and instructional materials
  - b. to enable teachers—
    - i. to use the Internet and other technology to communicate with parents, other teachers, principals, and administrators; and
    - ii. to retrieve Internet-based learning resources
  - c. to lead to improvements in classroom instruction in the core academic subjects, that effectively prepare students to meet challenging State academic content standards, including increasing student technology literacy, and student academic achievement standards
  - d. to teach effectively in the online environment
  - e. to serve as an effective on-site facilitator for online courses.
14. Applicants who can demonstrate the applicant already provides sufficient professional development may request a waiver.

The applicant must demonstrate to the satisfaction of TEA through a properly prepared and approved waiver that the grantee already provides ongoing, sustained, and intensive, high-quality professional development that is based on a review of relevant research, to all teachers in core academic subjects in the integration of advanced technologies, including emerging technologies, into curricula and instruction. In addition, applicants must demonstrate that **all** educators currently meet the SBEC standards for beginning teachers that include the technology application standards I-V to be eligible for the waiver.

The applicant must provide a complete and specific description of the following:

- a. How professional development in technology is:

- i. Ongoing
  - ii. Sustained (not stand-alone)
  - iii. Intensive
  - iv. High-quality
    - v. Based on review of relevant research
  - vi. Provided to **all** teachers on the participating campuses in **core** academic subjects
  - vii. Focuses on the integration of advanced technologies, including emerging technologies, into curricula and instruction
- b. A statement that **all** educators on the participating campuses currently meet the SBEC standards for beginning teachers that include the technology application standards I-V.
  - c. Applicants must assure their professional development meets the definition of professional development in Schedule #6E—Provisions and Assurances for No Child Left Behind.

The waiver is subject to review and approval by TEA. In the event the waiver is not approved, and the grantee is selected for funding, the grantee will be required to revise the application to incorporate 25% of the funds to be used for professional development.

## Target Tech Requirements

After performing the needs assessment and selecting one or more Focus Areas, applicants must describe in the application how their choice of Focus Areas will influence activities in the four key areas of the Texas Campus and Teacher STaR Charts: Teaching and Learning; Educator Preparation and Development; Leadership, Administration and Instructional Support; and Infrastructure for Technology.

1. Describe how you anticipate that the curriculum redesign plan will include ways to transform curriculum and instruction by providing opportunities in the classroom, school libraries, and home that would not be possible without technology. (See **Schedule #4B—Program Description: Curriculum and Instruction.**)
2. Describe how you anticipate that the curriculum redesign plan will involve teachers, curriculum and technology specialists, and school librarians so as to help teach strategies for creating new learning environments that incorporate technology. (See **Schedule #4B—Program Description: Curriculum and Instruction.**)
3. Describe in detail the high-quality professional development plan you anticipate implementing. (See **Schedule #4B—Program Description: Professional Development.**) The intended outcome of this plan would be to move teachers, librarians, administrators, and other school leaders to Target Tech level of the Texas STaR Chart. The applicant must describe how it anticipates meeting the following requirements of a high-quality professional development plan:
  - a. Teachers must complete at least 18 hours of professional development each year of the grant on the use of educational technologies to improve teaching and learning.
  - b. The professional development selected must be a research-based model and include detailed plans for implementation.
  - c. The professional development model must be ongoing and must not be dependent on specific hardware or software but rather focus on pedagogical strategies for classroom instruction that includes mentors/coaches, through the use of technology.
  - d. The professional development provider must be available to provide ongoing support throughout the duration of the program.

4. Describe how you anticipate providing leadership support in accordance with the following requirements (See **Schedule #4B—Program Description: Project Management**):
  - a. Administrators must complete at least 12 hours of educational technology leadership training each year of the grant to make substantial progress toward meeting the Target Tech levels of progress on the Campus STaR Chart.
  - b. Administrators must allow time for teachers to attend professional development and Curriculum redesign meetings, allowing for substitute teachers when necessary.
  - c. Administrators must hold teachers accountable for implementing the pedagogical strategies provided in professional development on the effective use of technology.
  - d. Administrators must follow all evaluation requirements outlined in the grant.

## Implementation Requirements

In answering the Implementation Requirements listed in this section, applicants must describe how they will implement the program effectively. If applying as a collaborative, they must describe how the partners of the collaborative will implement the program effectively for all LEAs in the collaborative while focus on serving the needs of the high-need LEAs.

The applicant is required to address the following requirements in **Schedule #4B—Program Description: Infrastructure and Implementation**:

1. Provide a detailed analysis of strengths and weaknesses of existing infrastructure, along with a description of how weaknesses will be addressed in order to ensure that appropriate infrastructure exists to support district's technology goals.
2. Describe strategies for the project that accommodate flexible implementation and include time for collaboration, communication, adjustments, and feedback during the course of the program.
3. If you are currently receiving Vision 2020 project funding or have applied for funding under Vision 2020, Cycle 2, you must describe how project management will be conducted so as to keep T3 Collaborative Grant—ARRA funding activities separate from those of the Vision 2020 grant while still implementing the program and providing services effectively.
4. Provide evidence that the project director in each participating district has sufficient, dedicated time for program activities. Grantees receiving funding from other Title II, Part D, funding sources (such as Vision 2020, Cycle 1 or 2) must describe their plans for budgeting and documenting expenses separately for each Title II, Part D, project.
5. Describe how you will ensure that teachers involved are well informed of all aspects of program plans; that roles and responsibilities of all participants are clearly defined; and plans are in place to keep all program participants informed of project progress, problems, and changes.
6. Describe how you will provide strategies to address changes in policy due to issues that may arise during the program.
7. Describe the LEA's readiness to implement and support this program beginning in October 2009.

## 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, the applicant is required to indicate in the application that it has read these assurances and that it agrees to comply with each of them in order to be considered for funding. The applicant indicates compliance with program assurances by signing **Schedule #1—General Information** and submitting the application. In addition, the applicant indicates agreement to comply with the assurances by checking the appropriate box at the end of each assurance section.

Failure to comply with one or more of these assurances may result in termination of the grant.

By submitting the application, the applicant agrees to the following assurances, as listed in **Schedule #6F—Program-Specific Provisions and Assurances**:

1. The applicant must provide assurance that it will certify, under certain circumstances, that schools have adopted and are enforcing Internet safety policies. As a condition of participating in the grant program, each LEA must submit a CIPA certification form included in the application to TEA. If applying as an SSA as part of a collaborative, the signature of each authorized official for each member district signifies compliance with this requirement. The fiscal agent must ensure that it will certify, under certain circumstances, that schools have adopted and are enforcing Internet safety policies. As a condition of participating in the grant program, each LEA must submit a CIPA certification form included in the application to TEA.  
The CIPA requirements in the ESEA apply with respect to elementary or secondary schools for which Title II, Part D funds are used to purchase computers used to access the Internet or to pay the direct costs associated with accessing the Internet. Subpart 4 of the NCLB Title II, Part D, legislation incorporates the ESEA requirements of the Children's Internet Protection Act (CIPA). These provisions require LEAs to certify, under certain circumstances, that schools have adopted and are enforcing Internet safety policies. (See Schedule #1—General Information, Part 2: List of Required Attachments.)
2. The applicant must provide assurance that financial assistance provided under this grant will supplement, and not supplant, state and local funds.
3. The applicant must provide assurance that it will assess the Texas Campus and Teacher STaR Charts and that on the basis of that assessment, it will select Focus Areas for the grant that are best suited to moving each high-need LEA toward Target Tech level and to meeting the goals of the Long-Range Plan for Technology. If applying as a collaborative, the applicant must provide assurance that it will assess the Texas Campus and Teacher STaR Charts **for every LEA** in the collaborative and that on the basis of that assessment, it will select Focus Areas for the grant that focus on the needs of the high-need LEA(s) while moving all LEAs in the collaborative toward Target Tech level and to meeting the goals of the Long-Range Plan for Technology.
4. The applicant must provide assurance that it will oversee a curriculum redesign process to ensure that districts are providing a 21<sup>st</sup> Century classroom curriculum.
5. The applicant must provide assurance that all districts in the collaborative will submit a curriculum redesign plan in conjunction with their first progress report.
6. The applicant must provide assurance that districts will be provided with the necessary infrastructure to support 21<sup>st</sup> Century classrooms and enhance student instruction.
7. The applicant must provide assurance that districts will be provided with appropriate technical and pedagogical support.
8. The applicant must provide assurance that it will identify and budget for leaders of the grant project (a minimum of two people) to attend two Target Tech in Texas Collaborative Grant Leadership Conferences, i.e., in school year 2009-2010 and 2010-2011. The first conference will be held in Austin, Texas, October 13–14, 2009. **Applicants should budget for a total of three days for each year of the conference.**

9. The applicant must provide assurance that it will contract with an external evaluator to evaluate the program, and that it will expend no more than 8% of the total grant award on evaluation services. The evaluation must be conducted by an evaluator who has the capability to remain independent and objective in carrying out the evaluation. “Independent and objective” implies that there is no influence or control, real or perceived, exerted on the evaluator by any person who is involved in the provision of program services. Therefore, the only way in which a contracted evaluator can be truly independent and objective is to not be involved in any manner in the provision of program services or activities.
10. Public Law 107-110, Section 9521 states “a local educational agency may receive funds under a covered program for any fiscal year only if the State educational agency finds that either the combined fiscal effort per student or the aggregate expenditures of such agency and the State with respect to the provision of free public education by such agency for the preceding fiscal year was not less than 90% of such combined fiscal effort or aggregate expenditures for the second preceding fiscal year”.

LEAs are responsible for maintaining effort and for documenting maintenance of effort (MOE). TEA will verify each LEA’s MOE using information obtained from the PEIMS database. TEA staff will notify the applicant in the event fiscal effort has not been maintained. The final grant amount will be reduced in exact proportion by which the LEA fails to meet 90% of the combined fiscal effort per student and aggregate expenditures (using the measure more favorable to the LEA. [P. L. 107-110, Title IX, Section 9521.]

11. The applicant must provide assurance that it will meet the Title II, Part D, requirement, or submit a waiver, that a grantee shall use **not less than 25%** of awarded grant funds to provide ongoing, sustained, and intensive, high-quality professional development. The recipient shall provide professional development in the integration of advanced technologies, including emerging technologies, into curricula and instruction and in using those technologies to create new learning environments, such as professional development in the use of technology.

## Required Program-Related Attachments

For competitive applications, any **required attachments** must be attached to the application at the time the application is submitted. If required attachments are not submitted with each copy of the application, up to 10 points will be deducted by TEA prior to the assignment of any priority points, for the submission of an incomplete application.

**Note:** Public school districts, ESCs, and nonprofit open-enrollment charter schools are *not* required to submit copies of their most recent audit or compilation report but must be in compliance with submitting their most recent annual audit to TEA.

These attachments are in addition to any attachments required in Part 1: General and Fiscal Guidelines related to the reviewer information form:

- If applying as a collaborative, the applicant must submit a “Letter of Involvement” for each IHE, library, nonprofit, or for-profit collaborative partner identified on **Schedule #4A—Project Abstract: Collaboration and Support Services, Part 6: Collaborating Partners**. Letters must be written on the collaborative partner’s letterhead, and at least three copies must be signed by the collaborative partner’s CEO or highest practicable officer. An autopen signature is not considered a written signature and will not be accepted. Failure to submit a letter for each partner will disqualify the applicant from consideration or cause an applicant to lose up to 10 points from the final averaged reviewer score. (Collaborative

partners that are LEAs or ESCs must be listed on **Schedule #2—Shared Services Arrangement Certification.**)

## Private Nonprofit School Participation

*Before preparing and submitting this application,* applicants must consult private nonprofit schools in the planning and development of the project. Both children and teachers from private nonprofit schools must be assured equitable participation in all services, materials, equipment, and teacher training. Refer to the instructions for **Schedule #4E—Private Nonprofit Schools**, in Part 3: Schedule Instructions, for specific guidelines and instructions.

## Performance Measures and Program Evaluation

Applicants selected for funding under the T3 Collaborative Grant—ARRA must agree to contract with an external evaluator. No more than 8% of grant funds may be used to fund program evaluation services.

By submitting this application, the applicant agrees to comply with any reporting and evaluation requirements that may be established by TEA and agrees to submit the reports in the format and time requested by TEA. The applicant agrees to collect data and report on the following mandatory performance measures:

1. Percentage of students whose technology access in the classroom was increased as a result of grant funds
2. Number of campuses performing at the Target Tech level in Teaching and Learning
3. Number of campuses performing at the Target Tech level in Educator Preparation and Development
4. Number of campuses performing at the Target Tech level in Leadership, Administration, and Instructional Support
5. Number of campuses performing at the Target Tech level in Infrastructure for Technology
6. Number of campuses that improved their STaR Chart levels as a result of grant funding
7. Number of district technology personnel, including both technical and pedagogical support (new staff or positions that could have been saved due to ARRA funds)
8. Percentage of students who have mastered grade-appropriate technical application TEKS (STaR Chart TL5)
9. Improved student performance as measured by grade-appropriate assessment (e.g., TPRI, TAKS, etc.)

Performance measures provide information on the condition and status of a program in producing intended or desired results. They are used to measure and document the accomplishment of, or progress toward, the stated goals, objectives, and activities. The U.S. Department of Education is in the process of determining the required performance measures for the T3 Collaborative Grant—ARRA. Applicants selected for funding will be informed of performance measure requirements as the information becomes available.

## 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. Many grants also provide for some type of training or technical assistance and other program services. “Independent and objective” implies that there is no influence or control, real or perceived, exerted on the evaluator by any person who is involved in the provision of program services. Therefore, the only way in which a contracted evaluator can be truly independent and objective is to not be involved in any manner in the provision of program services or activities. Otherwise, the evaluator is, at least in part, evaluating its own services.

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. Again, it is not possible for the evaluator to function independently and objectively if the evaluator performed in this capacity. It is certainly acceptable for the grant writer to receive some information from a potential evaluator to include in the evaluation section of the grant application with regard to an appropriate evaluation plan or design, but communication between the grant writer and evaluator would be limited to that specific topic.

## Specific Review Criteria

In reviewing the information submitted in the application and in recommending applications for funding, ***the review committee and TEA staff will consider criteria*** as listed in Part 1: General and Fiscal Guidelines of this RFA. ***In addition, the following grant-specific criteria will also be considered*** (corresponding point values are given):

Grant-Specific Criteria	Maximum Points
Collaborative application	10
Three or more high-need LEAs included in the collaborative	5
Use of technologies that transform the teaching and learning process by allowing for greater levels of interest, inquiry, analysis, collaboration, creativity, and content production	5
Student use of technology to complete activities that have been seamlessly integrated into the core curriculum areas of English language arts and reading, mathematics, science, and social studies	5
Opportunities for students to acquire academic content knowledge through real-world examples, problems, applications, and experiences both in and outside of school	5
Use of technology to complete activities that are aligned with the College and Career Readiness Standards and prepare students for post-secondary success	5
<b>Total Maximum Number of Points</b>	<b>35</b>

# Funding Information

This section of the RFA describes funding details of the T3 Collaborative Grant—ARRA, including federal requirements that pertain to all grant programs funded through ARRA. For a complete description of funding and reporting requirements pertinent to all ARRA funds, see **Schedule #6F—Program-Specific Provisions and Assurances**.

## Application Funding

Approximately \$28,000,000 is available for funding T3 Collaborative Grant—ARRA projects during the October 1, 2009, through September 30, 2011, project period. It is anticipated that approximately 40-100 grants will be awarded ranging in amounts from \$250,000 to \$1,000,000.

## Use of Funds

Funds expended through this project must be used for those purposes described in the [Program Information](#) and in the [Application Requirements](#) sections of these guidelines. Applicants may elect to use additional resources and other sources of financial support to help maximize the effectiveness of the project goals and objectives. Applicants are strongly encouraged to coordinate federal, state, and local programs to eliminate duplication of resources.

Program funds shall not be obligated for expenditure before the effective date of the application or after the ending date of the program. Funds may be requested only for those items that are reasonable and necessary for accomplishing the objectives of the program as defined in this RFA and for implementing activities as described. All goods must be received and all services must be provided or delivered in time to substantially benefit 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.

In general, the budget schedules must evidence both of the following:

- Project costs are reasonable in relation to expected outcomes:
  - The amount requested might realistically be expected to have an impact on the stated needs.
  - The expected outcomes are sufficient to justify the amounts requested.
- The program will identify and coordinate funding from several sources.
- All expenditures are pertinent to and appropriate for the objectives and activities stated.

## ARRA: Allowable Activities and Use of Funds

ARRA funds are in addition to the regular formula funds provided in a separate application and to other Title II, Part D discretionary funds. ARRA funds will be used in accordance with all requirements and provisions of the authorizing program statute for the T3 Collaborative Grant—ARRA, authorized by NCLB Title II, Part D. Recovery Act funds can be used in conjunction with other funding as necessary to complete projects, but tracking and reporting must be separate to meet the reporting requirements of the Recovery Act.

Grantees are encouraged to commence expenditures and activities as quickly as possible consistent with prudent management and statutory requirements. Receipt of funds is contingent on meeting the reporting requirements specified in the “ARRA Reporting Requirements” section. Failure to comply with these reporting requirements could result in TEA taking one or more enforcement actions authorized in 34 CFR 74.62 and 80.43, including the loss or reduction of funds or the termination of the grant.

All purchases with ARRA funds should be meaningful and should result in measurable outcomes consistent with the goals and principles stated in the Program Description section. **Funds shall not be expended for supplies, materials, or equipment that cannot be put to use in the first year of the grant period.** Purchasing items that are “stored” until requisitioned by staff at a later date makes for purchases that are deemed as not necessary to implement the objectives of the grant. Such costs would be disallowed by an auditor.

**ARRA funds shall not be commingled with any other fund sources, including the regular federal funds for this program.** Grantees must ensure that all funds provided by the Recovery Act are clearly distinguishable from non-Recovery Act funds in all financial systems, business systems, and reporting systems.

### ARRA: Use of Three-Digit FAR Fund Code

Each ARRA appropriation has been assigned its own 3-digit FAR fund code (Financial Accounting and Reporting), and its own CFDA (Code of Federal Domestic Assistance) number that must be used to track obligations and expenditures. ARRA funds must remain as separately identifiable administrative and program funds.

### Consolidation of ARRA Administrative Funds

Due to the significant reporting requirements under ARRA, it is not known at this time whether grantees may consolidate ARRA administrative funds with other NCLB consolidated administrative funds. TEA will issue further guidance with regard to this provision once guidance is provided by the U.S. Department of Education. If ARRA funds are permitted to be consolidated with other NCLB consolidated administrative funds, you must still be able to report the types and number of jobs that were created or saved with ARRA funds (See ARRA Reporting Requirements in these guidelines.)

### Combining ARRA Funds on a Schoolwide Program

Due to the significant reporting requirements under ARRA, it is not known at this time whether grantees may combine ARRA funds with non-ARRA funds on a Title I Part A schoolwide campus. TEA will issue further guidance with regard to this provision once guidance is provided by the U.S. Department of Education. If ARRA funds are permitted to be used on a Title I Schoolwide Campus/Program, funds may be combined with other funding sources, but you still must be able to identify precisely the items of obligation and expenditure for ARRA. You must also be able to report the types and number of jobs that were created or saved with ARRA funds (See ARRA Reporting Requirements in these guidelines.)

### Use of ARRA Funds for Remodeling, Renovation, or Construction Prohibited

Unless specifically authorized in the applicable program statute, regulations, guidelines, RFA, TEA SAS, the approved grant application, or other written authorization, none of the ARRA additional formula funds shall be used for remodeling, renovation, or construction.

### T3 Collaborative Grant—ARRA: Allowable Activities and Use of Funds

The activities and use of funds that are allowable under the T3 Collaborative Grant—ARRA may include but are not limited to the following:

- External evaluation services (no more than 8% of total grant award)
- Costs of activities to support LEAs in making substantial progress toward the Target Tech level of the Texas STAAR Chart
- Costs for grant leaders (a minimum of two people) to attend two Target Tech in Texas Collaborative Grant Leadership Conferences, i.e., in school year 2009-2010 and 2010-2011.
- Professional development

### T3 Collaborative Grant—ARRA: Unallowable Activities and Use of Funds

The activities and use of funds that are unallowable under the T3 Collaborative Grant—ARRA include but are not limited to the following:

- Debt service (lease-purchase)
- ARRA funds shall not be used for any casino or other gambling establishment, aquarium, zoo, golf course, or swimming pool
- ARRA funds shall not be used for construction, remodeling, or renovation.

The authorizing statute limits the amount of funds that may be budgeted to administer the program to no more than 3% of the total grant awarded for any fiscal year including indirect costs. 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***. For this federal grant, indirect costs may be requested at an amount not to exceed 3% or your approved federal indirect cost rate, whichever is less.

***Direct administrative costs*** may include costs associated with accounting and other fiscal activities and auditing, provided these costs are not typically included in the indirect cost pool, and overall program administration. Direct administrative costs also include salaries and benefits for staff who supervise activities of program staff and insurance that protects the grantee. Refer to the SAS instructions for **Schedule #5—Budget Summary** for more detailed information pertaining to administrative costs.

## Maintenance of Effort

Public Law 107-110, Section 9521 states “a local educational agency may receive funds under a covered program for any fiscal year only if the State educational agency finds that either the combined fiscal effort per student or the aggregate expenditures of such agency and the State with respect to the provision of free public education by such agency for the preceding fiscal year was not less than 90% of such combined fiscal effort or aggregate expenditures for the second preceding fiscal year”. This maintenance of effort requirement applies to the T3 Collaborative Grant—ARRA.

**Note:** *Local education agencies (LEAs) are responsible for maintaining effort and for documenting maintenance of effort (MOE). TEA will verify each LEA's MOE using information obtained from the PEIMS database. TEA staff will notify the applicant if fiscal effort has not been maintained. The final grant amount will be reduced in exact proportion by which the LEA fails to meet 90% of the combined fiscal effort per student and aggregate expenditures (using the measure more favorable to the LEA). [P. L. 107-110, Title IX, Section 9521.]*

# Required Reports

In addition to reporting requirements defined and enforced by TEA, applicants selected for T3 Collaborative Grant—ARRA funding must adhere to federal regulations that pertain specifically to ARRA funding, as described in the following section.

## ARRA Requirements

ARRA provides an unprecedented level of transparency and accountability so Americans know where their tax dollars are going and how they are being spent. ARRA dictates that the use of funds will be transparent to the public, and the public benefits received of these funds will be reported clearly, accurately, and in a timely manner. Spending and performance data will be provided to the [www.recovery.gov](http://www.recovery.gov) and [www.federalreporting.gov](http://www.federalreporting.gov) websites that allow citizens to hold the government accountable for every dollar spent. In reporting the obligation and expenditure of ARRA funds, all grantees receiving funds are required to have a DUNS number (Data Universal Numbering System, issued by Dun & Bradstreet) and to register with the Central Contractor Registration (CCR). ARRA funds must be separately tracked and monitored independently of any non-Recovery Act funding. Funds shall not be commingled with non-Recovery Act funds. Recipients must comply with the quarterly reporting requirements of Section 1512 of the Recovery Act. Recovery Act-related reporting requirements are incorporated as a special condition of this award.

## DUNS Number (Mandatory)

All grantees receiving ARRA funds and all recipients of any other federal funds (in accordance with the Federal Funding Accountability and Transparency Act (FFATA), P.L. 109-282) are required to have a DUNS number (Data Universal Numbering System, issued by Dunn & Bradstreet) and to provide that number to TEA. The DUNS number serves as the grantee organization's unique identifier for reporting federal funds received and expended. TEA must use your DUNS number to report grant awards and expenditures under ARRA to the website specifically provided for in ARRA – [www.federalreporting.gov](http://www.federalreporting.gov). (The federal Office of Management and Budget [OMB] adopted the DUNS number as the “unique identifier” required for reporting under FFATA and under ARRA.)

Most school districts already have a DUNS number and may even have several DUNS numbers. TEA must use the primary DUNS number assigned to the school district central organization when reporting ARRA obligations and expenditures. The “primary DUNS number” will usually be the first number listed for the organization if you have multiple DUNS numbers. Go to <http://www.dnb.com/us/> to request a DUNS number or to verify the primary DUNS number for your organization.

You are encouraged to immediately determine if you need a DUNS number, and if so, file for one either electronically using the information provided on the Dunn & Bradstreet website or via phone at 1-866-705-5711. Obtaining a DUNS number is free of charge.

Please be advised that TEA does not have the technical expertise to assist grantees in applying for a DUNS number. All questions regarding the DUNS number should be directed to Dun & Bradstreet.

**As of April 17, 2009**, TEA has requested the DUNS number from each grantee via an electronic format (online at [https://landry.tea.state.tx.us/TEA\\_Survey/Grants/arradata/arradata.htm](https://landry.tea.state.tx.us/TEA_Survey/Grants/arradata/arradata.htm)) and has provided separate instructions for providing the DUNS number to TEA. TEA will be required to verify the DUNS number prior to issuing a NOGA to the grantee. A grantee is not eligible to receive the NOGA until the DUNS number is verified by TEA.

## Central Contractor Registration (CCR; Mandatory)

All grantees receiving ARRA funds are required to register with the CCR database and to provide evidence to TEA that registration is complete. Registering in CCR is free of charge. The CCR identifies your organization as a vendor that receives federal funds. You will be required to designate an E-Business Point of Contact (POC) and to create a Marketing Partner Identification Number (MPIN).

Register online at <http://www.ccr.gov>. For help creating or managing your CCR user account, go online to <http://www.ccr.gov/doc/UserAccount.pdf>. For an outline of the entire CCR registration process, go online to [http://www.ccr.gov/doc/CCR\\_Screens\\_new\\_only.pdf](http://www.ccr.gov/doc/CCR_Screens_new_only.pdf).

To register in CCR, you must already have a DUNS number. In addition, during the registration process, you will be required to provide three other key items: your Tax Identification Number (TIN) and Taxpayer Name; statistical information, such as name and physical address of district; and financial information, including the name of your financial institution and the routing number and bank account number of the account to which grant funds are deposited.

Once the CCR registration process is complete, the grantee applicant will be assigned a CAGE (Commercial and Government Entity) code. As of April 17, 2009, TEA has requested the CAGE code from each grantee and is loading that data into a database. TEA will be required to verify the registration in CCR prior to issuing a NOGA to the grantee. A grantee is not eligible to receive the NOGA until registration in the CCR is verified by TEA.

Please be advised that TEA does not have the technical expertise to advise grantees on how to complete the CCR registration process. All questions regarding CCR registration must be directed to CCR (<http://www.ccr.gov/Help.aspx>; 888-227-2423).

## ARRA Reporting Requirements

All recipients of ARRA funds must comply with all reporting requirements specified in various sections of the ARRA as follows.

1. **School-by-School Listing of Per-Pupil Educational Expenditures:** Each local educational agency that receives ARRA funds for use under Title I Part A funds (including Title I Part A Improving Basic Programs and Title I SIP Academy Grant) must file with the TEA, no later than December 1, 2009, a school-by-school listing of per-pupil educational expenditures from State and local sources during the 2008-2009 academic year. The format for collecting this information has not yet been determined by TEA. Subsequent instructions

will be provided to grantees for reporting this information. By submitting this application, the grantee agrees to submit this information in the time, form, and manner requested by TEA. TEA must report the information to the Secretary of Education by March 31, 2010 (ARRA, Title VIII, Department of Education, Education for the Disadvantaged).

2. **Separate Tracking and Monitoring of ARRA Funds:** ARRA funds must be separately tracked and monitored independently of any non-Recovery Act funding. Funds shall not be commingled with non-Recovery Act funds. Grantees must submit certain information to TEA in order for TEA to comply with quarterly reporting requirements established in Section 1512 of the Recovery Act. Recovery Act-related reporting requirements are incorporated as a special condition of this award.
3. **Quarterly Reporting:** Not later than 10 calendar days after the end of each calendar quarter, TEA and any other **direct** recipient of ARRA funds must report to the U.S. Department of Education with regard to recovery funds received in accordance with number 4 below (Section 1512[c]). (A “direct recipient” is a state agency or any entity that applies for and receives funds **directly** from a federal government agency.) TEA must obtain certain information from grantees in order to comply with this reporting requirement. By submitting this application, the grantee agrees to submit information to TEA in the time, form, and manner requested.
4. **Data Elements for Quarterly Reporting:** In accordance with Section 1512(c) of ARRA and the Federal Funding Accountability and Transparency Act of 2006 (Public Law 109-282), TEA is required to provide quarterly reports to the U.S. Department of Education or through a central government-wide portal ([www.federalreporting.gov](http://www.federalreporting.gov)). The information proposed by OMB (not yet adopted in final form by OMB) contains the following data elements (Refer to the Federal Register, Vol. 74, No. 61, published April 1, 2009, Office of Management and Budget, Standard Data Elements for Reports under Section 1512 of the ARRA <http://www.gpoaccess.gov/fr/>). By submitting this application, the grantee agrees to submit the information to TEA in the time, form, and manner requested. The information may change pending final adoption by OMB.

**For each grant that equals or exceeds \$25,000 in total grant award amount:**

- a. The grantee organization’s DUNS number (TEA will need to collect this information from grantees)
- b. The grant award number (i.e., NOGA ID number) assigned by TEA (TEA will have this information on file)
- c. The legal name of the grantee organization, as registered in the CCR (TEA will have this information on file provided it is the same legal name on file with TEA)
- d. The physical location (street address), as listed in the CCR (TEA will have this information on file provided it is the same street address on file with TEA)
- e. The (federal) congressional district number
- f. The grantee organization type (i.e., independent school district, nonprofit organization, etc.) (TEA will have this information on file)
- g. The total amount of the grant award (TEA will have this information on file)

- h. The total amount paid to the grantee as of date of report (TEA will have this information on file)
- i. The physical location (street address) of the primary place of performance of the grant (TEA will have this information on file provided it is the same address on file with TEA.)
- j. An evaluation (i.e., status report) of the completion status of the project or activity (for example, Not Started; Less than 50% Completed; Completed 50% or More; Fully Completed) **(It is not clear at this time whether this information will need to be collected from the grantees. TEA will notify the grantee in the event status information needs to be collected.)**
- k. An estimate of the number of jobs created and the number of jobs retained by the project or activity and a brief description of the types of those jobs (i.e., job titles) **(TEA will need to collect this information from grantees.)**
- l. The names and total compensation of the five most highly compensated officers of the grantee organization if the organization in its preceding year received 80% or more of its annual gross revenues in federal awards and \$25,000,000 or more in annual gross revenues from federal awards and the public does not have access to information about the compensation of senior executives (TEA does not anticipate that school districts would fall into this category due to the factor related to receiving 80% or more of its annual gross revenues in federal awards. However, **if it does apply, TEA will need to collect this information from the grantee.**)

**For grants that equal less than \$25,000 in total grant award amount** or for grantees that in the previous tax year had gross income under \$300,000, amounts will be reported in the aggregate according to the following (pending final adoption by OMB):

- a. The total number of grants awarded less than \$25,000 (TEA will have this information file)
  - b. The total award (aggregate) amount for all grants less than \$25,000 (TEA will have this information on file)
  - c. The total (aggregate) amount paid to grantees for all grants less than \$25,000 as of date of report (TEA will have this information on file)
5. **Posting the Information on Recovery.gov:** Not later than 30 days after the end of each calendar quarter, each federal agency, including the U.S. Department of Education, shall make the information in those reports publicly available by posting the information on the recovery.gov website (Section 1512[d]). Grantees will not be required to post information on Recovery.gov unless they apply for and receive other ARRA grants directly from a federal government agency.

Once OMB adopts the final data reporting elements and TEA receives specific instructions for reporting, TEA will provide subsequent guidance to grantees related to required reporting information.

6. **Electronic Drawdown of ARRA Funds from TEA and Use of FAR Fund Codes:** Recipients will draw down ARRA funds on an award-specific basis. **Pooling of ARRA award funds with other funds for drawdown or other purposes is not**

**permitted.** Grantees must account for each ARRA award separately by using the assigned FAR fund code for each award.

## Availability of Records

As previously stated, the federal OIGs have significant authority to review, audit, and investigate the use of funds to prevent fraud, waste, and abuse. The Act establishes the Recovery Accountability and Transparency Board to coordinate and conduct oversight of funds and to develop and maintain a public website that will house detailed information about the use of funds. By submitting this application, the grantee agrees to make all financial and programmatic records available in detail for inspection by TEA auditors, local independent auditors, and the offices described below.

- 1. Examination of Records:** The Comptroller General of the United States and any of its employees, contractors, agents, representatives, or designees, may examine any records related to obligations and use by any state or local government of funds made available under ARRA. (ARRA, Section 901[b]).
- 2. Access of Government Accountability Office (GAO):** Each contract and each subcontract awarded using funds made available under ARRA shall provide that the Comptroller General of the United States and his representatives are authorized to examine any records of the contractor or any of its subcontractors, or any State or local agency administering such contract, that directly pertain to, and involve transactions relating to, the contract or subcontract and to interview any officer or employee of the contractor or any of its subcontractors, or of any State or local government agency administering the contract, regarding such transactions (ARRA, Section 902).
- 3. Reviews by Inspector General:** The inspector general of the U.S. Department of Education shall review, as appropriate, any concerns raised by the public about specific investments using funds made available in this Act. Any findings of such reviews shall be relayed immediately to the Secretary of Education. In addition, the findings of such reviews, along with any audits conducted by any inspector general of ARRA funds, shall be posted on the inspector general's website and linked to the [recovery.gov](http://recovery.gov) website, except that portions of reports may be redacted to the extent the portions would disclose information that is protected from public disclosure under sections 552 and 552a of Title 5, United States Code (ARRA, Section 1514).
- 4. Access of Offices of Inspector General to Certain Records and Employees:** With respect to each contract or grant awarded using ARRA funds, any representative of an Inspector General of the USDE or other appropriate federal agency is authorized to examine any records of the contractor or grantee, any of its subcontractors or subgrantees, or any state or local agency administering such contract, that pertain to, and involve transactions relating to, the contract, subcontract, grant, or subgrant, and to interview any officer or employee of the contractor, grantee, subgrantee, or agency regarding such transactions (ARRA, Section 1515).
- 5. Recovery Accountability and Transparency Board:** Section 1521 of the ARRA establishes the Recovery Accountability and Transparency Board to coordinate and conduct oversight of ARRA funds to prevent fraud, waste, and abuse. The Board shall submit "flash reports" on potential management and funding problems that require immediate attention; quarterly reports; and annual reports to the President and Congress, including the Committees on Appropriations of the Senate and House of Representatives, summarizing the findings on the use of ARRA funds. The Board may conduct its own independent audits

and reviews of ARRA funds. All reports shall be made publicly available on the [www.recovery.gov](http://www.recovery.gov) website established by the Board.

6. **Recovery Independent Advisory Panel:** Section 1541 of the ARRA establishes the Recovery Independent Advisory Panel to make recommendations to the Recovery Accountability and Transparency Board on action the Board could take to prevent fraud, waste, and abuse relating to ARRA funds.

## Disclosure of Fraud or Misconduct

Each grantee awarded funds made available under the ARRA shall promptly refer to the USDE OIG (or other appropriate federal agency) any credible evidence that a principal, employee, agent, contractor, subrecipient, subcontractor, or other person has submitted a false claim under the False Claims Act or has committed a criminal or civil violation of laws pertaining to fraud, conflict of interest, bribery, gratuity, or similar misconduct involving those funds. Refer to paragraphs J and K of the ARRA Provisions and Assurances for more information regarding reports of suspected fraud or abuse (ARRA, Sections 1523 and 1524). Complaints to the USDE OIG may be filed at <http://www.ed.gov/about/offices/list/oig/hotline.html>.

## 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.

## Activity, Progress, and Evaluation Reports

The applicant agrees to provide written activity/progress reports during the project in the format requested by TEA. Each activity/progress report is due to the TEA project administrator within 10 days after the close of the reporting period. These reports will be used by the project administrator to determine if modifications or adjustments to the program are indicated. Reports will be due to TEA as follows:

Activity/Progress/Evaluation Reports		
Report	Reporting Period	Due Date
First Interim Report	10/1/09–12/30/09	01/10/10
Second Interim Report	01/01/10–03/30/10	04/10/10
Third Interim Report	04/01/10–06/30/10	07/10/10
Fourth Interim Report	07/01/10–09/30/10	10/10/10
Fifth Interim Report	10/1/10–12/30/10	01/10/11
Sixth Interim Report	01/01/11–03/30/11	04/10/11
Seventh Interim Report	04/01/11–06/30/11	07/10/11
Eighth Interim Report	07/01/11–09/30/11	10/10/11
Final Evaluation Report	07/01/11–09/30/11	10/30/11

The grantee must provide a final evaluation report in the format requested by TEA within 30 days after the end of the project. Grantee is not in compliance with grant conditions and requirements until such time as this report is received by the TEA Project Administrator. Final payment may be

withheld pending receipt of the report. Eligibility of grantee to receive future grants, including continuation grants, from TEA may be impacted by such noncompliance. The final evaluation report as of September 30, 2011, will be due on October 30, 2011.

## Expenditure Reports

Funds made available under the T3 Collaborative Grant—ARRA program are to be kept separate from any other Title II, Part D, funding that grantees may be receiving. Grant program expenditures must be reported separately, by assignment of a fund code specifically for ARRA, and then a local object code to keep it separate from the formula ARRA Title II, Part D funds.

Unless otherwise specified, grantees in good standing are required to request payment through the automated Expenditure Reporting System (ER). The applicant agrees to report by class/object code in ER at the time the applicant requests each payment. Grantees are encouraged to draw down funds at least monthly to avoid the impression that activities are not occurring or that funds are not being expended. The final expenditure report must be filed in ER within 30 days after the ending date of the grant. Final payment is contingent upon receipt the final expenditure report in ER and all required programmatic reports or documents. TEA reserves the right to withhold a portion of the final payment pending receipt of the required reports.

Thresholds are established for each grant program to allow for the automatic approval of payments as long as the payments are within established thresholds. Refer to Part 1: General and Fiscal Guidelines of this RFA for information pertaining to requests for payments through ER and for information pertaining to thresholds.

Expenditure Reports		
Report	Reporting Period	Due Date
First Interim Report	10/1/09–12/30/09	01/10/10
Second Interim Report	01/01/10–03/30/10	04/10/10
Third Interim Report	04/01/10–06/30/10	07/10/10
Fourth Interim Report	07/01/10–09/30/10	10/10/10
Fifth Interim Report	10/1/10–12/30/10	01/10/11
Sixth Interim Report	01/01/11–03/30/11	04/10/11
Seventh Interim Report	04/01/11–06/30/11	07/10/11
Eighth Interim Report	07/01/11–09/30/11	10/10/11
Final Expenditure Report*	09/01/10–09/30/11	10/30/11
Revised Final Expenditure Report**	Not available	N/A

\*Final payment is contingent upon receipt of all required programmatic and financial reports and documents. The TEA reserves the right to withhold a portion of the final payment pending receipt of the required reports. The total project cumulative costs of the grant should equal but in no case may exceed the total cumulative expenditures reported.

\*\*There will be no opportunity for submitting a revised final expenditure report. Grantees must ensure the final expenditure report is 100% accurate.

**Refer to the Expenditure Reports section of Part 1: General and Fiscal Guidelines of this RFA for specific information related to expenditure reports and revised expenditure reports.**

# Appendix 1

## Guidelines Related to Specific Costs

Funds must be expended for *reasonable and necessary costs* in conducting grant activities. *Reasonable* means a cost is consistent with prudent business practice and comparable to current market value. *Necessary* means the cost is essential for you to accomplish the objectives of the project. Your organization must comply with the applicable Federal cost principles in expending grant funds. See the last section of this appendix for a list of the Federal cost principles.

This document addresses certain specific costs only and is not intended to be all-inclusive.

### Advertisements

Advertisements are allowed for recruiting grant personnel only as long as the advertisement is *not* in color and not excessively large.

Advertisements are allowed for communication with the public and press when the costs are considered necessary as part of the outreach effort for the grant.

### Alcoholic Beverages

Alcoholic beverages are not allowable under any circumstances.

### Audit Fees

Audit fees are allowable in accordance with the following:

- Audit fees and expenses may not be charged to *State*-funded grants.
- Audit fees and expenses are allowable only when the audit is required by and performed in accordance with [OMB Circular A-133, Audits](#).
- Audit fees and expenses may not be charged as a direct cost when such audit-services costs are part of your organization's indirect cost pool.

### Awards for Recognition and Incentives for Participation

Minimal-cost certificates, plaques, ribbons, small trophies, or instructionally-related items to be used in the classroom (such as pens and pencils) are acceptable incentives for participation in program activities or awards for recognition.

The following items may be donated by others but may not be purchased with grant funds:

- gifts or items that appear to be gifts

- souvenirs, memorabilia, or promotional items, such as T-shirts, caps, tote bags, imprinted pens, and key chains
- “door prizes,” movie tickets, gift certificates, passes to amusement parks, and so on
- food of any kind (snacks, beverages, refreshments, meals, and so on)

## Calendars and Calendaring Systems

Calendaring systems to manage personal calendars—whether paper calendars, personal digital assistants (PDAs), or electronic or software calendars—are not allowable costs.

## Cellular Telephones for Personal Use

A cellular telephone for personal use is not an allowable cost.

## Ceremonies, Banquets, or Celebrations

Costs associated with ceremonies, banquets, or celebrations are not allowable.

## Conflict of Interest

Any purchase or expenditure that would pose a conflict of interest, real or perceived, is not allowable.

## Construction, Remodeling, or Renovation

These costs are not allowed unless specifically authorized in the authorizing program statute and unless specifically approved by TEA in the applicable grant application.

## Consultants

You 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 your employees. You must select consultants based on demonstrated competence, qualifications, and experience and on the reasonableness of the proposed fee.

## Employee Service Awards

Employee service awards cannot be paid from grant funds.

## Employer Contributions to Voluntary Retirement Plan

Employer contributions to an employee’s voluntary retirement plan, such as a 401k or 403b, are not allowable.

## Entertainment, Recreation, Social Events

Costs associated with any type of entertainment, recreation, or social event are not allowable.

## Field Trips

If specified in the grant program, *educational* field trips are allowable under certain circumstances if allowed in the grant program. Educational field trips are approved, planned instructional activities that involve students in learning experiences that are difficult to duplicate in a classroom

situation. These field trips should provide hands-on activities that encourage students to experiment and ask questions. The field trip must support Texas Essential Knowledge and Skills (TEKS), must be reasonable in cost, and must be necessary to accomplish the objectives of the grant program.

The field trip must also appear as a part of the teacher's lesson plans, which should include activities that prepare students for the trip and follow-up activities that allow students to summarize, apply, and evaluate what they learned from the trip.

Costs for the field trip must be reasonable. Any entrance fees and transportation costs must be reasonable in comparison to the intended objectives of the trip.

For audit purposes, your organization must maintain documentation of the field trip and must provide clear evidence of how the expense ties back to an instructional objective. Documentation should include the following:

- destination of each field trip
- costs associated with each field trip
- objectives to be accomplished from conducting the field trip
- teacher's lesson plan and follow-up activities

If the supplement-not-supplant requirement applies to the grant program in question, documentation must demonstrate the supplementary nature of the field trip as well.

### **Examples of Appropriate Educational Field Trips**

Examples of appropriate educational field trips include the following:

- curricular academic activities focused on math, science, and technology, such as service learning, internships, UIL competitions (robotics, math), or science and technology fairs
- laboratory and field investigation instruction, used to improve students' understanding of science TEKS objectives
- trips to a river, archaeological site, or nature preserve that might include contracting with local science centers, museums, zoos, and horticultural centers for visits and programs
- trips to the local library to increase access to high-interest reading materials
- visits to colleges and universities to encourage interest in the pursuit of higher education

### **Unallowable Costs Related to Field Trips**

The following costs are not allowable:

- field trips for social, entertainment, or recreational purposes
- field trips that supplant and do not supplement local or state expenditures or activities
- field trips that are not part of a teacher's lesson plan or that do not meet the instructional objectives of the grant program
- field trips that are not reasonable in cost or are not necessary to accomplish the objectives of the grant program
- field trips that are not properly documented (as described above)

## Food and Beverage Costs

Expenditures on food must be *reasonable in cost, necessary to accomplish program objectives, and an integral part of the instructional program*. If TEA determines that you expended grant funds on food costs that are not reasonable or necessary to meet the intent and objectives of the grant, TEA reserves the right to restrict you from expending any funds on food costs or to disallow expenditures on food costs.

### Food Costs for Participant Meetings/Training

Unless otherwise specified by TEA, a limited amount of funds may be expended on meals for *participant meetings or training events*. The use of grant funds for this purpose is specifically limited to light working lunches for participants when the working lunch is noted on an agenda, is clearly described, and is mandatory. The purpose of a working lunch should be to shorten the overall meeting or training time and to facilitate accomplishing the objectives of the meeting or training and the overall program.

Specifically, grant funds may be expended for the following costs provided that the grantee maintains adequate and sufficient documentation that the costs were necessary and reasonable to further the intent and objectives of the grant.

- **Light Lunch during an All-Day Meeting or Training Session:** Light lunch *for participants who are cloistered in an all-day (at least six-hour) meeting or training session*. You must document that it was impractical for participants to obtain lunch on their own (for example, because of an isolated location or distance to eateries) and that their attendance at the meeting or training session was essential to accomplishing the objectives of the grant. You must maintain an agenda that clearly identifies the topics discussed during the meeting or training session and the time allocated to each topic, including the lunch period. Only a nominal amount of grant funds may be used per participant.
- **Working Lunch during an All-Day Meeting or Training Session:** Light meals during a *“working lunch.”* A working lunch is defined as an activity in which staff or participants are engaged in exercises or activities during the normal meal time. You must maintain an agenda that shows that no other opportunity for a meal was provided and that clearly identifies the exercise or activity the participants were engaged in. You should also retain a representative sample of the work product, if any, that was generated as a result of the working session. Only a nominal amount of grant funds may be used per staff or participant.

No other food costs, including beverages and other refreshments, breaks, or snacks, are permitted.

### Allowable Food Costs for Parents and/or Students

- nutritional snacks for students in extended day (after-school) programs
- nutritional snacks for children in child care while parents are participating in grant activities
- food necessary to conduct *nutrition education* programs for parents
- parent involvement activities in which refreshments are necessary to encourage participation or attendance by parents, such as in low-income areas, and thus meet program objectives.

*Full meals for parents or students are not allowable for these purposes under any circumstances. Expenditures must be reasonable in cost, necessary to accomplish program objectives, and an integral part of the instructional program.*

## Unallowable Food Costs

The following costs are not allowable:

- refreshments of any kind, including beverages, breaks, and snack foods except as necessary for parent involvement activities to encourage attendance
- refreshments or meals at an awards banquet or functions
- any food costs that is not necessary to accomplish the objectives of the grant program
- any food cost associated with an event in which a guest speaker or other individual conducts a presentation
- breakfast

## Fund-Raising Activities

Costs of organized fund raising, including solicitation of gifts and bequests, endowment drives, financial campaigns, and similar expenses incurred to raise capital or obtain contributions are not allowable. Costs associated with training on fund-raising are not allowable.

## Gifts

Gifts or items that appear to be gifts are not allowable.

## Interest Paid

Interest paid in a prior grant period may not be charged retroactively to this grant period.

## Land Purchase and Improvements

Land purchase and improvements to land are not allowable costs, unless specifically authorized in the grant program statute and specifically approved by TEA in the grant application.

## Legal Fees

Legal fees and expenses are allowable only as necessary for the administration of the grant program. Retainer fees are not allowable costs.

## Membership in Civic and Social Organizations or Lobbying Organizations

Memberships in civic and social organizations and in organizations that are substantially engaged in lobbying are not allowable costs.

## Personal Calendaring Systems

Calendaring systems to manage personal calendars—whether paper calendars, personal digital assistants (PDAs), or electronic or software calendars—are not allowable costs.

## Printing Costs

Printing costs are allowable when documentation demonstrates that they are reasonable and necessary. Any multi-color printing must be reasonable in cost and must be necessary to carry out the objectives of the grant program. Documentation must be maintained demonstrating that any such costs are reasonable and necessary.

## Professional or Individual Liability Insurance

Professional liability insurance for individual employees is not an allowable cost.

## Promotional Items, Memorabilia, or Souvenirs

Promotional items, memorabilia, or souvenirs are not allowable costs.

## Renovation, Remodeling, or Construction

Renovation, remodeling, or construction is not allowable unless specifically designated as allowed in the authorizing statute and specifically approved by TEA in the applicable grant application.

## Social Events

The costs associated with social events of any kind are not allowable.

## Substitute Pay for Private Nonprofit Schools

Substitute pay for private nonprofit school teachers is not allowable under any circumstances.

## Training or Technical Assistance on Grant Writing

Funds may not be used for training or technical assistance on grant writing or for costs associated with obtaining funds from another grant.

## Transportation Costs

The cost of transporting students (or parents, if appropriate for the particular grant program) to or from extracurricular grant activities is an allowable expenditure. You may not charge the grant for costs incurred in transporting students to and from the *regular* school day.

## Travel Costs

Amounts authorized for maximum recovery for *travel and per diem* costs against the grant are restricted to those that are approved in the State of Texas Appropriation Bill in effect for the particular funding period. Any amount over this limit must come from local funds. If local policy restricts travel, per diem, and other travel expenses to a rate less than State law, the applicant must budget and request reimbursement *at the lesser rate*. *Travel allowances* are not allowable expenditures in Texas.

*Travel* generally means a destination outside the city or town in which the individual works (i.e., duty point). Travel can also mean transportation from one duty point to another within the same city or town, such as with an itinerant teacher or counselor who visits multiple campuses in the same work day.

Travel allowances, in which the per diem is paid to the employee regardless of the amount actually expended, are not allowable.

## Travel Costs for Executive Director, Superintendent, or Board Members

Travel costs for executive directors, superintendents, or board members or directors are allowed only when they are specifically related to carrying out the objectives of the grant project and only with specific TEA approval.

## Allowable Travel Expenses

The following travel expenses are allowable:

- *Mileage reimbursement* is allowable for travel necessary to carry out the objectives of the grant project. When an employee is on travel for the purposes of the grant, mileage reimbursement cannot exceed the rate established by the Texas Comptroller. (Effective January 1, 2009, reimbursement for mileage is not to exceed 55 cents per mile.) If local organization policy reimburses at a lower rate, you must claim that lower rate.
- *Airfare* is allowable at the lowest fare available and must be documented with a *receipt*. First-class airfare is not allowable.
- *Car rental fee* (at destination) is not allowable unless other transportation such as taxi or shuttle is not available for performing official business or unless you document that car rental is more cost effective than alternate modes of travel. (The car rental must be documented with a *receipt*.)
- Airport *parking* is allowable.
- **In-State Per Diem (meals and lodging)** for *overnight travel* is reimbursed at **actual cost** not to exceed the maximum amount allowed by State law, or *local policy*, whichever is *less*. Beginning September 1, 2005, the maximum allowable lodging is \$85.00 per night, not including taxes. Meals are allowable at *actual cost not to exceed \$36.00 per day*. If local school policy requires reimbursement at a *lower* rate, you must use the *lower* rate. (Lodging must be documented with a *receipt*.) *Any amount over the allowable amount must be paid from local funds. Tips for meals cannot be reimbursed.*

**Out-Of-State Per diem (meals and lodging)** is reimbursed at *actual cost* not to exceed the maximum amount allowed by the Federal government, or *local policy*, whichever is *less*. All other guidelines apply. Out-of-state meal and lodging rates are available on the comptroller's website at: <https://fmx.cpa.state.tx.us/fm/index.php>. Select **State of Texas Travel Information** under the **Travel** heading. Select **Out-of-State Meal and Lodging Rates** under the **Resources** heading. Select the **Domestic Maximum Per Diem Rates** link, then select the state to which you will be traveling.

- Taxi fares for official business are allowable. Tips cannot be reimbursed.
- Itemized miscellaneous business expenses (such as business phone calls, printing, or materials) for carrying out official business of the meeting, conference, or workshop are allowable.
- Registration fees to attend workshops or conferences are allowable. Social events or recreational events available at a cost above the basic registration fee may not be paid from grant funds.

## Unallowable Travel Expenses

The following travel expenses are not allowable:

- first-class air fare
- per diem (meals and lodging) for meeting, conference, or workshop participants who live in the same city where the event is held. (Automobile mileage is allowable.)
- tips or gratuities (including service charges) of any kind
- alcoholic beverages

- entertainment, recreation, or social events
- *any* expense for other persons
- automobile mileage or taxi fares for other than official business
- personal accident insurance or personal effects coverage for rental cars
- rental car for personal use or for purposes not associated with the official business of the meeting, conference, or workshop
- travel allowances (i.e., per diem paid regardless of participant's actual expenses)
- noninstructional field trips (see guidance under "Field Trips")

### Travel Documentation

Travel costs must be properly documented to be reimbursable. The employee must document travel costs with a travel voucher or other comparable documentation. Documentation must include the following at a minimum:

- name of the individual claiming travel reimbursement
- destination and purpose of the trip, including how it was necessary to accomplish the objectives of the grant project
- dates of travel
- actual mileage (not to exceed reimbursement at the maximum allowable rate)
- actual amount expended on lodging per day, with a receipt attached (may not exceed the maximum allowable)
- actual amount expended on meals per day (may not exceed the maximum allowable; tips; gratuities are not reimbursable)
- actual amount expended on public transportation, such as taxis and shuttles
- actual amount expended on a rental car, with receipt attached and justification for why a rental car was necessary and how it was more cost effective than alternate transportation
- actual amount expended on incidentals, such as hotel taxes, copying of materials, and other costs associated with the travel
- total amount reimbursed to the employee

### Tuition

Tuition fees, either paid directly to an institution or on a reimbursement basis to an employee, are allowable only for courses *directly related to the grant program* and where authorized in the grant program as an allowable use of funds.

### Federal Cost Principles

The applicable cost principles as established by the Federal Office of Management and Budget (OMB) are as follows:

Type of Entity	Applicable Cost Principles
<ul style="list-style-type: none"> <li>■ Public school districts</li> <li>■ Regional education service centers (ESCs)</li> <li>■ Open enrollment charter schools operated by a governmental entity</li> <li>■ Local governments (e.g., cities, counties)</li> </ul>	OMB Circular A-87, Cost Principles for State and Local, and Indian Tribal Governments <a href="http://www.whitehouse.gov/omb/circulars/a087/a87_2004.html">http://www.whitehouse.gov/omb/circulars/a087/a87_2004.html</a>
<ul style="list-style-type: none"> <li>■ Open enrollment charter schools operated by a nonprofit organization</li> <li>■ Nonprofit organizations, including community-based organizations and faith-based organizations</li> </ul>	OMB Circular A-122, Cost Principles for Nonprofit Organizations <a href="http://www.whitehouse.gov/omb/circulars/a122/a122_2004.html">http://www.whitehouse.gov/omb/circulars/a122/a122_2004.html</a>
<ul style="list-style-type: none"> <li>■ Open enrollment charter schools operated by an institution of higher education (i.e., college or university)</li> <li>■ Institutions of higher education (IHEs)</li> </ul>	OMB Circular A-21, Cost Principles for Educational Institutions <a href="http://www.whitehouse.gov/omb/circulars/a021/a21_2004.html">http://www.whitehouse.gov/omb/circulars/a021/a21_2004.html</a>

To see the cost principles in side-by-side view, click the following link:

[http://maverick.tea.state.tx.us:8080/guidelines/Reference%20Materials/CostPrinciples\\_sidebyside.pdf](http://maverick.tea.state.tx.us:8080/guidelines/Reference%20Materials/CostPrinciples_sidebyside.pdf)